

Pragmatics, continued

Age	Milestones
2 – 3 years, <i>continued</i>	<ul style="list-style-type: none"> Engages in longer dialogues Begins to play house Participates in simple group activities Defends own possessions Carries on "conversation" with self and dolls Engages in simple, make-believe activities Begins to control behavior verbally rather than just physically Holds up fingers to tell age Looks for missing toys Helps put things away
3 – 4 years	<ul style="list-style-type: none"> Follows two-step related directions without cues Takes turns and plays cooperatively Relates personal experiences through verbalization Separates from primary caregiver easily Frequently practices conversation skills by talking to self Begins dramatic play, acting out whole scenes Shows frustration if not understood Expresses ideas and feelings
4 – 5 years	<ul style="list-style-type: none"> Follows three-step directions without cues Uses direct requests with justification (e.g., "Stop that. You're hurting me.") Uses words to invite others to play Uses language to resolve disputes with peers Plays competitive exercise games Has good control of the elements of conversation Speaks of imaginary conditions, such as "What if ..." or "I hope ..."
5 – 6 years	<ul style="list-style-type: none"> Begins to use word plays Uses threats and promises Asks meanings of words Likes to complete projects Makes purchases at stores Asks questions for information Chooses own friends Takes more care in communicating with unfamiliar people Engages in cooperative play, such as making group decisions, assigning roles, and playing fairly Announces topic shifts

We'd like to thank the following sources from which we obtained information for this section: AutismInfo (www.autisminfo.com/milestones.htm#B); Beyond Therapy (www.centralfltherapy.com/milestones4.htm); Brooks & Engmann-Hartung (1987); the Child Development Institute (www.childdevelopmentinfo.com); Communication Works (www.cwtherapy.com/pragmatics2.html); KidTalk, Inc. (www.kidtalk.org/milestones.html); the National Institute on Deafness and Other Communication Disorders (<http://www.nidcd.nih.gov/health/voice/speechandlanguage.asp>); Nicolosi, Harryman, & Kresheck (2006); and Shulman (1991). For more information, please see the full References, Websites, & Resources list on pages 22-24.

Age	Milestones
Kindergarten	<ul style="list-style-type: none"> ◦ Recognizes letters and letter-sound matches ◦ Understands that print is read left to right and top to bottom ◦ Retells simple stories ◦ Begins to write letters and some words heard often ◦ Begins to write stories with some readable parts with assistance ◦ Tries to spell words when writing
End of Kindergarten	<ul style="list-style-type: none"> ◦ Understands that spoken words are made up of sounds ◦ Recognizes some words by sight ◦ Identifies and writes uppercase and lowercase letters ◦ "Reads" a few picture books from memory ◦ Prints own first and last name
Beginning of First Grade	<ul style="list-style-type: none"> ◦ Identifies an increasing number of words by sight ◦ Begins to decode new words independently ◦ Uses a variety of reading strategies such as rereading, predicting what will happen, asking questions, or using visual cues or pictures ◦ Reads and retells familiar stories ◦ Reads aloud with ease ◦ Decides independently to use reading and writing for different purposes ◦ Sounds out and represents major sounds in words when trying to spell ◦ Tries to use some punctuation and capitalization
End of First Grade	<ul style="list-style-type: none"> ◦ Identifies letters, words, and sentences ◦ Has a sight vocabulary of 100 words ◦ Understands what is read ◦ Creates rhyming words ◦ Reads grade-level material fluently ◦ Expresses ideas through writing ◦ Prints clearly ◦ Spells frequently-used words correctly ◦ Begins sentences with capital letters and attempts to use punctuation ◦ Writes a variety of stories, journal entries, or notes

We'd like to thank the following sources from which we obtained information for this section: The American Speech-Language-Hearing Association (www.asha.org/policy, www.asha.org/public/speech/development/chart.htm, and www.asha.org/about/publications/literacy/); the United States Department of Education (www.ed.gov/parents/academic/help/reader/part9.html); and the University of North Carolina at Chapel Hill, School of Medicine (www.med.unc.edu/ahs/clds/documents/OralandWrittenLanguageMilestones.doc). For more information, please see the full References, Websites, & Resources list on pages 22-24.

Phonological Awareness

Phonological awareness is the ability to manipulate the structure of an utterance independently from its meaning. It is an auditory task that requires an individual to manipulate the utterance at the word, syllable, or sound level. According to the National Center on Education and the Economy, "Children who readily develop phonemic awareness in kindergarten will probably learn to read easily" (Goldsworthy, 2001, p. 3).

Phonological awareness skills develop from syllable, to onset-rime, to phoneme. These skills begin at age three and continue through the development of early reading skills at ages six and seven.

Skill	Definition	Sample Task
Syllable Segmentation	counts the number of syllables in a word	How many syllables do you hear in <i>butterfly</i> ?
Syllable Blending	blends syllables into a word after they are given separately	What word do you hear when I say <i>cow...boy</i> ?
Rhyming	identifies words that sound alike or rhyme	Which word rhymes with <i>mat</i> ; <i>star</i> or <i>hat</i> ?
Phoneme Isolation	identifies whether a given sound occurs at the beginning, middle, or end of a word	In the word <i>sun</i> , is the /s/ at the beginning, middle, or end of the word?
Initial Alliteration	identifies the beginning sound in a word	Which word begins with /t/; <i>toad</i> or <i>boat</i> ?
Final Alliteration	identifies the last sound in a word	Which word ends with /b/; <i>dog</i> or <i>tub</i> ?
Sound Blending	blends sounds into a word after they are given separately	What word do you hear when I say /b/... /a/.../t/?
Sound Deletion	deletes a given sound from a word and says the new word	Say <i>cup</i> without the /k/.
Sound Substitution	replaces a specified sound in a word and says the new word or syllable	Say <i>top</i> ; now change /t/ to /h/.
Sound-Grapheme Matching	identifies grapheme(s) associated with individual sounds	What letters say /k/?

We'd like to thank the following sources from which we obtained information for this section: Gillon (2004) and Goldsworthy (2001). Flahive & Lanza (2004) was used as a source for this chapter as well. For more information, please see the full References, Websites, & Resources list on pages 22-24.

Concepts

Knowledge of basic concepts is an essential component of language development. Basic concepts include terms that describe position, time, equality, quantity, and comparisons. These terms are commonly included in directions at home and especially in educational settings.

Age	Milestones
1 – 2 years	<ul style="list-style-type: none"> ◦ Follows simple spatial directions, such as <i>in</i> and <i>on</i> ◦ Understands <i>another</i> ◦ Uses simple directional terms, such as <i>up</i> and <i>down</i> ◦ Uses two or three prepositions, such as <i>on</i>, <i>in</i>, or <i>under</i>
2 – 3 years	<ul style="list-style-type: none"> ◦ Distinguishes between <i>in</i> and <i>under</i>, <i>one</i> and <i>many</i> ◦ Understands number concepts of <i>one</i> and <i>two</i> ◦ Understands size differences, such as <i>big</i>/<i>little</i> ◦ Understands <i>in</i>, <i>off</i>, <i>on</i>, <i>under</i>, <i>out of</i>, <i>together</i>, <i>away from</i> ◦ Begins to understand time concepts of <i>soon</i>, <i>later</i>, <i>wait</i> ◦ Selects three that are <i>the same</i> from a set of four objects ◦ Selects the object that is <i>not the same</i> from four objects with three of them identical ◦ Begins to use adjectives for color and size
3 – 4 years	<ul style="list-style-type: none"> ◦ Follows quantity directions <i>empty</i>, <i>a lot</i> ◦ Follows equality directions <i>same</i>, <i>both</i> ◦ Understands <i>next to</i>, <i>beside</i>, <i>between</i> ◦ Identifies colors ◦ Matches one-to-one ◦ Points to object that is <i>different</i> from others ◦ Uses position concepts <i>behind</i>, <i>in front</i>, <i>around</i>
4 – 5 years	<ul style="list-style-type: none"> ◦ Understands comparative and superlative adjectives, such as <i>big</i>, <i>bigger</i>, <i>biggest</i> ◦ Understands time concepts <i>yesterday</i>, <i>today</i>, <i>tomorrow</i>, <i>first</i>, <i>then</i>, <i>next</i>, <i>days of the week</i>, <i>last week</i>, <i>next week</i> ◦ Understands <i>different</i>, <i>nearest</i>, <i>through</i>, <i>thin</i>, <i>whole</i> ◦ Identifies positional concepts <i>first</i>, <i>middle</i>, <i>last</i>
5 – 6 years	<ul style="list-style-type: none"> ◦ Understands opposite concepts, such as <i>big</i>/<i>little</i>, <i>over</i>/<i>under</i> ◦ Understands <i>left</i>/<i>right</i> ◦ Understands number concepts up to 20 ◦ Answers "How are things the same/different?" ◦ Uses adjectives for describing ◦ Uses comparative adjectives, such as <i>loud</i>, <i>louder</i> ◦ Uses <i>yesterday</i> and <i>tomorrow</i> ◦ Uses adverb concepts <i>backward</i> and <i>forward</i> ◦ Uses prepositions <i>through</i>, <i>nearest</i>, <i>corner</i>, <i>middle</i> ◦ Names ordinal numbers, such as <i>first</i>, <i>second</i>, <i>third</i>

We'd like to thank the following sources from which we obtained information for this section: AutismInfo (www.autisminfo.com/milestones.htm#B); the Child Development Institute (www.childdevelopmentinfo.com); Nicolosi, Harryman, & Kresheck (2006); and Touhy, Brown, & Mercer-Moseley (2001). For more information, please see the full References, Websites, & Resources list on pages 22-24.

Vocabulary

A child's expressive vocabulary grows rapidly from the time of his first word at approximately 12 months, through first grade. Vocabulary increases throughout an individual's lifetime due to education, reading, and life experiences.

Age	Approximate Words in Expressive Vocabulary
12 months	2 to 6 words other than <i>mama</i> and <i>dada</i>
15 months	10
18 months	50
24 months	200-300
30 months	450
36 months (3 years)	1,000
42 months	1,200
48 months (4 years)	1,600
54 months	1,900
60 months (5 years)	2,200-2,500
6 years	2,600-7,000
12 years	50,000

We'd like to thank the following sources from which we obtained information for this section: the Child Development Institute (www.childdevelopmentinfo.com); Nicolosi, Harryman, & Kresheck (2006); and Owens (1996). For more information, please see the References, Websites, & Resources list on pages 22-24.

Questions

In language development, a child must be able to ask and answer questions in order to navigate a conversation and to seek and relay information. When assessing a child's ability to ask and answer questions, it is important to separate her content knowledge from her ability to ask or answer questions.

Answering Questions

Age	Milestones
1 – 2 years	<ul style="list-style-type: none">• Looks in the appropriate place when asked a simple question, such as "Where is Daddy?"• Chooses an object with intentionality when asked about a choice of two, such as "Do you want milk or juice?"

Answering Questions, continued

Age	Milestones
1 – 2 years, <i>continued</i>	<ul style="list-style-type: none"> Answers "where" questions, such as "Where's the ball?" by pointing to the pictured item in a book Answers "What's this?" questions about familiar objects or pictures such as <i>cookie</i> or <i>baby</i> Answers "yes/no" questions, possibly with a head nod or shake
2 – 3 years	<ul style="list-style-type: none"> Points to objects when described, such as "What do you wear on your head?" Answers simple <i>wh</i>- questions logically Answers critical thinking questions, such as "What do you do when you are cold?" Answers questions such as "Where...?," "What's that?," "What's ... doing?," "Who is...?" Answers or understands "Can you...?" questions
3 – 4 years	<ul style="list-style-type: none"> Answers more complex questions logically, such as "who," "why," "where," and "how" Answers "If...what?" questions, such as "If it starts raining, what would you do?" Answers questions about functions of objects, such as "What are spoons for?," "Why do we have shoes?"
4 years	<ul style="list-style-type: none"> Answers "when" questions Answers "how many" questions (in which the answer does not exceed four)

Asking Questions

Age	Milestones
1 – 2 years	<ul style="list-style-type: none"> Starts to use question forms, beginning with "What's that?" Uses rising intonation
2 – 3 years	<ul style="list-style-type: none"> Asks simple ego-centric questions, such as "Where cookie?" Asks "Where...?," "What...?," "What...doing?" questions
3 – 4 years	<ul style="list-style-type: none"> Asks one-word "why" questions Uses "what," "where," "when," "how," and "whose" when asking questions Asks "is" questions Inverts auxiliary and subject in <i>wh</i>- questions, such as "Where is dad going?"

Asking Questions, continued

4 years	<ul style="list-style-type: none"> Asks the following types of questions using correct grammatical structure: <ul style="list-style-type: none"> Early Infinitive: "Do you want to...?" Future: "Are we going to ...?" Modal can/may: "Can you...?"
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We'd like to thank the following sources from which we obtained information for this section: AutismInfo (www.autisminfo.com/milestones.htm#C); Beyond Therapy (www.centralfltherapy.com/milestones1.htm and www.centralfltherapy.com/milestones2.htm); the Child Development Institute (www.childdevelopmentinfo.com); Nicolosi, Harryman, & Kresheck (2006); and Touhy, Brown, & Mercer-Moseley (2001). For more information, please see the full Reference, Websites, & Resources list on pages 22-24.

Listening

Listening to something is not the same as *hearing* it. Listening skills involve a child's ability to attend to and process what he hears. These skills are integral components of a child's speech and language, social, and academic development.

Age	Milestones
Birth – 3 months	<ul style="list-style-type: none"> Discriminates speech from non-speech sounds Startles to loud sounds Quiets or excites in response to novel sounds Recognizes a primary caregiver's voice Smiles or quiets when spoken to Decreases or increases sucking behavior in response to sounds
3 – 6 months	<ul style="list-style-type: none"> Moves eyes in direction of sounds Discriminates friendly and angry voices Reacts to changes in tone of voice Attends to music and toys that make sounds Listens to a speaker and watches a speaker's face when spoken to
6 – 12 months	<ul style="list-style-type: none"> Responds to sound when a source is not visible Responds physically to music Stops an activity when name is called Recognizes words for common items Listens with increased interest to new words Begins to respond to simple requests, such as "Sit here"
1 – 2 years	<ul style="list-style-type: none"> Follows one-step directions with cues Understands simple questions, such as "Where's Daddy?" Points to named pictures in a book Follows directions to find two familiar objects Listens to simple stories

Age	Milestones
2 – 3 years	<ul style="list-style-type: none"> ◦ Responds to commands involving body parts, such as "Show me your foot" ◦ Follows two-step directions, such as "Get your cup and bring it to me" ◦ Follows directions that include action + adverb or action + adjective, such as "Walk slowly" or "Give me the red ball" ◦ Demonstrates understanding of several verbs by selecting corresponding pictures ◦ Recognizes family labels such as <i>baby</i>, <i>grandpa</i>
3 – 4 years	<ul style="list-style-type: none"> ◦ Attends to name being called from another room ◦ Understands simple <i>wh</i>- questions ◦ Understands most simple questions pertaining to her activities and environment ◦ Improves listening skills and begins to learn from listening
4 – 5 years	<ul style="list-style-type: none"> ◦ Attends to a short story and answers simple questions about it ◦ Hears and understands most of what is said at home and in school ◦ Repeats four digits when they are given slowly ◦ Readily follows simple commands involving remote objects
5 – 6 years	<ul style="list-style-type: none"> ◦ Repeats sentences up to nine words in length ◦ Follows three-step directions ◦ Responds correctly to more types of sentences but may still be confused at times by more complex sentences

We'd like to thank the following sources from which we obtained information for this section: The American Speech-Language-Hearing Association (www.asha.org/public/speech/development/chart.htm); the Child Development Institute (www.childdevelopmentinfo.com); and Wilkes (1999). For more information, please see the full References, Websites, & Resources list on pages 22-24.