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<td>3 months</td>
<td><strong>Cognition</strong>&lt;br&gt;Begins initiating goal-oriented behavior&lt;br&gt;<strong>Listening</strong>&lt;br&gt;Discriminates speech from non-speech sounds&lt;br&gt;Startles to loud noises&lt;br&gt;Smiles when spoken to</td>
<td><strong>Early Expression</strong>&lt;br&gt;Begins to differentiate cries (e.g. hungry, upset, uncomfortable)&lt;br&gt;Begins to coo to show pleasure</td>
<td><strong>Motor Foundations/Feeding</strong>&lt;br&gt;Drinks from bottle or breast&lt;br&gt;Sneezes, coughs</td>
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<td><strong>Early Reading &amp; Writing</strong>&lt;br&gt;Shares reference on pages of book when engaged by caregiver</td>
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<td>6 months</td>
<td><strong>Cognition</strong>&lt;br&gt;Works to reach a toy&lt;br&gt;Develops object permanence&lt;br&gt;Returns to activity after interruption&lt;br&gt;<strong>Listening</strong>&lt;br&gt;Orients to sounds with eyes&lt;br&gt;Reacts to changes in tone of voice&lt;br&gt;Starts responding to name</td>
<td><strong>Early Expression</strong>&lt;br&gt;Has differentiated cries&lt;br&gt;Begins to babble</td>
<td><strong>Motor Foundations/Feeding</strong>&lt;br&gt;Sitting up (four to six months)&lt;br&gt;Mouths and gums solid foods&lt;br&gt;Opens mouth when spoon is presented&lt;br&gt;Engages in vocal play to increase control of oral mechanisms&lt;br&gt;Eats Purees and meltible solids (e.g. cherrios)&lt;br&gt;&lt;br&gt;<strong>Phoneme Production</strong>&lt;br&gt;Begins marginal babbling with CV and VC sequences with native sounds&lt;br&gt;Produces “raspberries” as precursors to bilabials&lt;br&gt;Typically emerging phonemes are:&lt;br&gt;By 8 mos – d, t, k, m h&lt;br&gt;By 9 mos – d, m, n, h, w (t, k decrease in use until later mos)&lt;br&gt;By 10 mos – b, d, t, m, n, h&lt;br&gt;By 11 mos – b, d, t, m, n, h</td>
<td><strong>Play/Interaction</strong>&lt;br&gt;Babbles back and forth with caregiver</td>
<td><strong>Early Reading &amp; Writing</strong>&lt;br&gt;Engages in routines involving books</td>
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<td>12 months</td>
<td><strong>Cognition</strong>&lt;br&gt;Imitates simple actions&lt;br&gt;Looks for objects removed from line of vision&lt;br&gt;Predicts outcomes from events&lt;br&gt;Puts objects into containers&lt;br&gt;Transfers objects from one hand to another&lt;br&gt;Recognizes familiar people, objects, and pets&lt;br&gt;&lt;br&gt;<strong>Listening</strong>&lt;br&gt;Responds to sound when source is not visible&lt;br&gt;Responds to name by stopping&lt;br&gt;&lt;br&gt;<strong>Auditory Processing</strong>&lt;br&gt;Understands 30 to 50 words, mostly common names for objects, people&lt;br&gt;Beginsto respond to simple, one-step requests (e.g. Sit here)</td>
<td><strong>Vocabulary &amp; Concepts</strong>&lt;br&gt;Says first words, should have between two and six words by this age&lt;br&gt;Points and vocalizes to attain objects&lt;br&gt;&lt;br&gt;<strong>Syntax &amp; Sentence Structure</strong>&lt;br&gt;Asks for names of things with one word questions (e.g. “That?”)&lt;br&gt;Uses two word combinations (e.g. “more juice” or “bye mommy”)&lt;br&gt;Tries to tell experiences using real and nonsense words</td>
<td><strong>Motor Foundations &amp; Feeding</strong>&lt;br&gt;Crawling (eight to 11 months)&lt;br&gt;Beginning to walk&lt;br&gt;Drinks from a cup&lt;br&gt;Beginself feeding&lt;br&gt;Eats lumpy, mashed food, soft cookies&lt;br&gt;Chews using rotary jaw action (emerging)&lt;br&gt;&lt;br&gt;<strong>Phoneme Production</strong>&lt;br&gt;Engages in reduplicated (e.g. mama, baba) and variegated babbling by combining different CV syllables (e.g. bamega)&lt;br&gt;Imitates new sounds and words&lt;br&gt;Uses adult-like intonation&lt;br&gt;Emerging sound inventory includes 3-5 lax vowels and 5-7 consonants (b, d, g, n, m, h, w are most used)</td>
<td><strong>Play/Interaction</strong>&lt;br&gt;Plays nursery games (e.g. This little piggy, patty cake)&lt;br&gt;Stacks rings on peg&lt;br&gt;Cooperates with familiar routines (e.g. dressing)&lt;br&gt;Initiates affection by kissing, waving and holding out hands</td>
<td><strong>Early Reading &amp; Writing</strong>&lt;br&gt;Looks at pictures in book with adults&lt;br&gt;Listsents to short segments of text read aloud&lt;br&gt;Holds crayon; imitates scribbling</td>
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<td>18 months</td>
<td><strong>Cognition</strong>&lt;br&gt;Imitates adult activities&lt;br&gt;&lt;br&gt;<strong>Auditory Processing</strong>&lt;br&gt;Understands 50-100 words&lt;br&gt;Points to objects in pictures (show me doggie)&lt;br&gt;Points to major body parts when asked&lt;br&gt;Follows one-step directions for simple actions (e.g. wave)&lt;br&gt;Answers yes/no questions inconsistently with gestures</td>
<td><strong>Vocabulary &amp; Concepts</strong>&lt;br&gt;Says ten names for common objects, actions, or people (daddy, book, milk, ball)&lt;br&gt;Nods for “yes”, shakes for “no” inconsistently&lt;br&gt;Vocalizes “no” and “ya” inconsistently&lt;br&gt;Makes animal sounds&lt;br&gt;Refers to self by name&lt;br&gt;Uses words more often than gestures to communicate</td>
<td><strong>Motor Foundations &amp; Feeding</strong>&lt;br&gt;Walking as a primary means of transportation (12 to 15 months)&lt;br&gt;Grabs spoon, bring to mouth, sometimes turning over enroute&lt;br&gt;Drinks through a straw&lt;br&gt;Holds cup with two hands, drinks with four or five consecutive swallows&lt;br&gt;Stops using bottle</td>
<td><strong>Play &amp; Interaction</strong>&lt;br&gt;Figures out ways to overcome some obstacles (e.g. reaching high objects, opening doors)&lt;br&gt;Engages in solitary or onlooker pretend play (e.g. doll, cars)&lt;br&gt;Plays simple games&lt;br&gt;Uses simple conventional object in appropriate manner (e.g. hits pegs with a hammer)</td>
<td><strong>Early Reading &amp; Writing</strong>&lt;br&gt;Points to objects in picture book response to “Show me ___” or “Where is the ___?”&lt;br&gt;Names pictures or makes sound effects in interactions with familiar books&lt;br&gt;Scribbles spontaneously with crayon</td>
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| 24 months (2 years) | **Cognition**
- Begins to develop internal problem solving schemas  
- **Auditory Processing**
  - Understands the meaning of 500-900 words  
  - Locates an object mentioned  
  - Recognizes words even when referent is not present  
  - Follows many one-step directions  
  - Understands simple Wh- and Yes/No questions (e.g. Where's mommy?)  
- **Concepts**
  - Understands prepositional and descriptive terms (in, on, off, under, big, and little)  
- **Memory**
  - Immediate Memory: two units  
| **Vocabulary & Concepts**
- Uses 200 words  
- Imitates new words | **Syntax & Sentence Structure**
- Combines two and three words  
- Asks routine questions (e.g. “What’s that?”), uses intonation to indicate question  
- Uses present progressive –ing morpheme with no auxiliary (e.g. Mommy drinking)  
- Uses “me”, “you” and “mine” correctly most of the time | **Motor Foundations & Feeding**
- Scoops food and brings to mouth with some spillage, self-feeding  
- Drinks from cup with limited spillage  
- Swallows with lip closure  
- Chews a broad range of foods and textures | **Play & Interaction**
- Begins to use conventional objects in symbolic play (giving doll a bottle)  
- Engages in parallel play  
- Talks to self in play  
- Follows rules and responds to limits  
- Acts on toys as well as on self | **Early Reading & Writing**
- Imitates literacy events in play  
- (e.g. “reading” newspaper, menu, books)  
- Listens to short stories read aloud  
- Attempts to make shapes with crayon  
- Pretends to write name | **Phonology, Articulation and Motor Speech Skills**
- Consonants produced should include: p, m, h, n, w, and b accurately and k, g, t, d, “ng” emerging  
- Monophthong vowels should be produced accurately, diphthong vowels should be emerging  
- Reduplication should be declining  
- **Intelligibility**
  - 75% intelligible to familiar people  
  - 50% intelligible to strangers | **Pragmatic Language**
- Begins to reason about feelings and connect them to behavior  
- Conveys emotions in play  
- Combines two ideas in play  
- Indicates wet pants  
- Repeats actions that make someone else laugh  
- Pairs gestures with words to clarify wants and needs | **Social-Emotional and Play**
- Begins to use conventional objects in symbolic play (giving doll a bottle)  
- Engages in parallel play  
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- Imitates literacy events in play  
- (e.g. “reading” newspaper, menu, books)  
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<td>36 months (3 years)</td>
<td><strong>Cognition</strong>&lt;br&gt;Know his/her last name, sex, and name of street&lt;br&gt;Stays with one activity for eight to nine minutes&lt;br&gt;Sings songs&lt;br&gt;Arranges items in patterns, early categories&lt;br&gt;Sorts objects into groups based on one attribute (color, size, shape, etc)&lt;br&gt;<strong>Concepts</strong>&lt;br&gt;Understands concepts: one, many, same, different, empty, full, clean, dirty, night, day&lt;br&gt;Understands family labels (e.g. baby, grandpa)&lt;br&gt;Understands pronouns: he, she, they, we, you, your, yours&lt;br&gt;Identifies colors and basic shapes (e.g. circles, triangles, squares)&lt;br&gt;<strong>Memory</strong>&lt;br&gt;Immediate Memory: three digits&lt;br&gt;Working Memory: two units emerging</td>
<td><strong>Vocabulary &amp; Concepts</strong>&lt;br&gt;Exhibits an expanding vocabulary of up to 900 words&lt;br&gt;Uses words to relate observations, ideas, and relationships&lt;br&gt;Uses concepts words: same, different, empty, full, clean, dirty, night, day&lt;br&gt;Uses pronouns: he, she, they, we, you, your, yours</td>
<td><strong>Motor Foundations &amp; Feeding</strong>&lt;br&gt;Bites through a variety of food thicknesses&lt;br&gt;Self-feeds with spoon and fork with little spillage&lt;br&gt;Holds a small, open cup in one hand and drinks with little spillage&lt;br&gt;Chews with lips closed&lt;br&gt;Chews using stable rotary jaw action</td>
<td><strong>Play &amp; Interaction</strong>&lt;br&gt;Continues with parallel play with peers&lt;br&gt;Engages in symbolic play; ties two or more ideas together logically in play; organizes props and plays imaginatively&lt;br&gt;Forgets associative group play with peers&lt;br&gt;Plays spatial and motor games with rules (e.g. taking turns on the slide)&lt;br&gt;Uses pretend play with logical ideas to recover from distress</td>
<td><strong>Early Reading &amp; Writing</strong>&lt;br&gt;Likes to listen to stories/books for longer periods of time&lt;br&gt;Pretends to read words on the page and to write notes to parents&lt;br&gt;Imitates drawing of horizontal line and circle&lt;br&gt;Draws two or more lines to imitate a cross&lt;br&gt;begins to show a difference between writing and drawing</td>
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<td>48 months (4 years)</td>
<td><strong>Cognition</strong></td>
<td>Applies systematic trial-and-error problem solving to tasks Stays with one activity for 11-12 minutes Helps plan activities</td>
<td><strong>Vocabulary &amp; Concepts</strong> Uses many more words than can be counted (nearly 1500) Names colors and shapes Delivers a message Adds more complex pronouns: us, hers, his, theirs, him, her, them, myself, yourself, etc. Retells simple stories with full sentences</td>
<td><strong>Motor Foundations &amp; Feeding</strong> Open to a variety of foods, not overly sensitive to textures Should not be a “picky” eater</td>
<td><strong>Play &amp; Interaction</strong> Begins to establish more complex dramatic play scenes with words (e.g. “Let’s pretend…”, “You be the … and I’ll be the …”) Resolves social conflicts with words Demands more realism in play Talks on the telephone</td>
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<td><strong>Auditory Processing</strong></td>
<td>Comprehends complex sentences Follows four step directions (e.g. Get your blue shoes and jacket from the dining room) Understands “what if” questions Understands simple questions pertaining to activities and environment Begins to learn from listening Listens to five- to seven-line story and answers concrete and abstract wh- questions</td>
<td><strong>Syntax &amp; Sentence Structure</strong> Uses a minimum of five to six word sentences Asks how, why, where, and when questions with proper auxiliary inversion Adds the following morphemes:  - irregular past tense  - regular third-person-singular, present tense (e.g. he drinks)  - articles (a, the)  - contractible auxiliary (e.g. the boy’s talking)  - uncontractible copula (e.g. it is big)  - uncontractible auxiliary (e.g. he is swimming)  - negation (e.g. he is not there)  - past tense “to be” (e.g. she was eating)  - irregular plurals are emerging Uses compound sentences combined by “and,” “but,” “or,” “so,” and “because”</td>
<td><strong>Phoneme Production</strong> Early consonants should all be produced accurately “w” may be substituted for “r” Fricatives s, z, “sh”, “zh” (as in treasure) may be distorted, but should not be produced interdentally or laterally Later developing sounds (“ch”, “j”) as in jump, “th”) should be emerging Consonant clusters mastered: tw-, kw-, st-, -mp, -mpt, -mps, -nk, -lp, -lt, -rm, -rt, -rk, -pt, -ks, -ft 3-syllable DDKS = 1.75/sec Maximum Phonation Time = 7.75s</td>
<td><strong>Pragmatic Language</strong> Understands simple conversation rules (e.g. turn taking, topic maintenance, eye contact) Repairs communicative breakdowns with peers Rarely repeats or hesitates Speaks without avoidance or embarrassment Modifies speech to age of listener (baby vs. adult)</td>
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<td><strong>Concepts</strong></td>
<td>Understands time concepts: early in the morning, next month, and noon Understands spatial concepts: in front, behind, far, and near Comprehends opposite concepts Understands first and third person, personal and possessive pronouns</td>
<td><strong>Intelligibility</strong> Expresses self using speech that is understood by all</td>
<td><strong>Phonological Processes</strong> As well as processes listed in earlier ages, the following processes should no longer be seen:  - cluster reduction (clean → “kean”)  - epenthesis (black → balaek)  - gliding (run → wun)  - stopping of s, z, f (soup → toup)  - final consonant devoicing (mad → mat)  - deaffrication (e.g. chip → sip)</td>
<td><strong>Play &amp; Interaction</strong> Begins to establish more complex dramatic play scenes with words (e.g. “Let’s pretend…”, “You be the … and I’ll be the …”) Resolves social conflicts with words Demands more realism in play Talks on the telephone</td>
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<td><strong>Memory</strong></td>
<td>Immediate Memory: four units Working Memory: two units Sentence Memory: four to seven words</td>
<td><strong>Word Retrieval</strong> Able to perform convergent and divergent naming for concrete categories Able to answer closed and open ended questions</td>
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<td><strong>Phonological Awareness</strong> Understanding of rhyme continues to develop, able to produce rhyming words Participates in rhyming games Begins to isolate sounds in words (e.g. at beginning, middle or end of the word) Identifies some letters and makes letter/sound matches</td>
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<td><strong>Expressive Language</strong></td>
<td><strong>Syntax &amp; Sentence Structure</strong> Uses a minimum of five to six word sentences Asks how, why, where, and when questions with proper auxiliary inversion Adds the following morphemes:  - irregular past tense  - regular third-person-singular, present tense (e.g. he drinks)  - articles (a, the)  - contractible auxiliary (e.g. the boy’s talking)  - uncontractible copula (e.g. it is big)  - uncontractible auxiliary (e.g. he is swimming)  - negation (e.g. he is not there)  - past tense “to be” (e.g. she was eating)  - irregular plurals are emerging Uses compound sentences combined by “and,” “but,” “or,” “so,” and “because”</td>
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<td><strong>Phonology, Articulation and Motor Speech Skills</strong></td>
<td><strong>Motor Foundations &amp; Feeding</strong> Open to a variety of foods, not overly sensitive to textures Should not be a “picky” eater</td>
<td><strong>Phoneme Production</strong> Early consonants should all be produced accurately “w” may be substituted for “r” Fricatives s, z, “sh”, “zh” (as in treasure) may be distorted, but should not be produced interdentally or laterally Later developing sounds (“ch”, “j”) as in jump, “th”) should be emerging Consonant clusters mastered: tw-, kw-, st-, -mp, -mpt, -mps, -nk, -lp, -lt, -rm, -rt, -rk, -pt, -ks, -ft 3-syllable DDKS = 1.75/sec Maximum Phonation Time = 7.75s</td>
<td><strong>Play &amp; Interaction</strong> Begins to establish more complex dramatic play scenes with words (e.g. “Let’s pretend…”, “You be the … and I’ll be the …”) Resolves social conflicts with words Demands more realism in play Talks on the telephone</td>
<td><strong>Phonological Awareness</strong> Understanding of rhyme continues to develop, able to produce rhyming words Participates in rhyming games Begins to isolate sounds in words (e.g. at beginning, middle or end of the word) Identifies some letters and makes letter/sound matches</td>
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<td>5 years</td>
<td><strong>Cognition</strong> States birthday and address  Stays with one activity for 15-20 minutes  Uses complicated reasoning  Demands increasingly detailed explanation until an adult is able to explain  <strong>Auditory Processing</strong> Listens to short passage of age-appropriate literature and answers concrete and abstract Wh- questions  Comprehends ALL questions types in context  Follows five step directions at <strong>home</strong> (e.g. Get your blue shoes and green jacket from the dining room) and at <strong>school</strong> (e.g. Take out two sheets of paper, write your name at the top.)  <strong>Concepts</strong> Classifies objects by their form, color, use, or composition  Knows concepts such as more and less  <strong>Memory</strong> Immediate Memory: four units  Working Memory: two to three units  Sentence Memory: seven to nine words</td>
<td><strong>Vocabulary &amp; Concepts</strong> Describes person, place, or thing using attribute  Names a time of day associated with an activity  Recites days of the week and names coins (i.e. penny, dime)  Relates elaborate stories  <strong>Syntax &amp; Sentence Structure</strong> Uses a minimum of six to eight word sentences  Uses grammatically correct sentences and complex verbs  Uses all grammatical morphemes correctly and consistently  Produces short passive sentences with irregular past tense verbs  Develops event relation sequences in sentences (e.g. and, because, but, when, while, after, before, might)  Demonstrates increased variety of sentence types  Demonstrates knowledge of rules for different forms of plurals, past tense  <strong>Word Retrieval</strong> Performs convergent and divergent naming for abstract categories  Provides most salient feature for objects  Provides verbal descriptions of objects (e.g. shape, color, texture, function, category, location, etc.)  Uses appropriate vocabulary in narrative construction without prolonged hesitation</td>
<td><strong>Phoneme Production</strong> All phonemes should be produced accurately in conversation, with the possible exception of “r”  Consonant clusters mastered: sp-, sk-, sn-, pl-, bl-, kl-, gl-, fl-, dr-, pr-, br-, tr-, kr-, gr-, fr- and -lb, -lf, -rd, -rf, -rn  3-syllable DDKs = 1.33/sec  Maximum phonation time = 9.22s  <strong>Intelligibility</strong> Expresses self using speech that is understood by all  <strong>Phonological Processes</strong> All phonological processes should be eliminated in speech, including:  - gliding of /l/ to /w/  - stopping of “v”, “th”  - fronting of “sh”, “ch” and “j”  - devoicing (e.g. dish → dit)  - alveolarization (e.g. chew → tew)  - cluster reduction with /s/</td>
<td><strong>Play &amp; Interaction</strong> Continues to evolve more complex and real play routines  Resolves social conflicts with words  Uses words to invite others to play  Plays competitive exercise games  Engages in cooperative play  Begins to use word plays  <strong>Pragmatic Language</strong> Has good control of the elements of conversation, announces topic shifts  Uses direct requests with justification (e.g. stop that, you’re hurting me)  Takes more time communicating with unfamiliar people  Asks meanings of words  Speaks of imaginary conditions, such as “What if …” or “I hope…”  Expresses feelings verbally  Shows interest in things being funny</td>
<td><strong>Reading &amp; Narrative Skills</strong> Understands story sequence  Understands the function and purpose of print  Understands print is read from left to right and top to bottom  Retells more complex stories  <strong>Story Grammar Marker:</strong> Should be able to tell Descriptive sequence, Action sequence, Reaction sequence  <strong>Writing</strong> Identifies and writes uppercase and lowercase letters  Uses more letter-like forms than scribbles  Begins to write letters and familiar words  <strong>Phonological Awareness</strong> Able to isolate sounds at the beginning, middle and end of words  Begins manipulating sounds to blend them together (e.g. /b/ + /a/ + /l/ = /bal/) and segment words (e.g. /kat/ = /k/ + /a/ + /t/)  Ability to delete sounds from words (e.g. say cup without the /k/) is emerging  Sound to letter matching is emerging</td>
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<td>6 to 7 years</td>
<td><strong>Cognition</strong>&lt;br&gt;LISTENS ATTENTIVELY FOR LONG PERIODS OF TIME&lt;br&gt;MAKES LOGICAL RELATIONSHIPS AND SOLVES PROBLEMS VERBALLY&lt;br&gt;UNDERSTANDS REALITY VS. FANTASY</td>
<td><strong>Vocabulary &amp; Concepts</strong>&lt;br&gt;AVERAGE EXPRESSIVE VOCABULARY IS 5000 WORDS&lt;br&gt;USES MATURE VOCABULARY (E.G. EXCITED, FRIGHTENING, FRUSTRATED)&lt;br&gt;REORGANIZES LEXICAL KNOWLEDGE INTO SEMANTIC NETWORK</td>
<td><strong>Phoneme Production</strong>&lt;br&gt;speech is mostly error-free and adult like, some consonant cluster errors persist, “r” may still be in error&lt;br&gt;CONSONANT CLUSTERS MASTERED: sm-, sw-, skw- and -lk, -rb, -rg, rth, -ndz, -rst, -rt, -nt, -nd, -nth</td>
<td><strong>Pragmatic Language</strong>&lt;br&gt;REPEATS WITH ELABORATION FOR REPAIR&lt;br&gt;begins to use different topics for different genders&lt;br&gt;narratives are true “stories” with central focus, high point, and resolution&lt;br&gt;identify and describe the elements of plot, setting, and character(s) in a story, as well as beginning, middle and ending of the story&lt;br&gt;Predict what will happen next in a narrative based on context, keywords</td>
<td><strong>Reading</strong>&lt;br&gt;Identifies an increasing number of words by sight, including common irregular words&lt;br&gt;begins to decode new words independently&lt;br&gt;reads and retells familiar stories&lt;br&gt;sounds out and represents major sounds in words when trying to spell&lt;br&gt;identifies and uses regular and irregular plurals and past tense&lt;br&gt;story grammar marker: should be able to tell abbreviated episode</td>
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<td>7 to 8 years</td>
<td><strong>Auditory Processing</strong> Follows seven- to ten-step directions in multiple modalities (e.g. Get a book about history from the bottom shelf of the white bookshelf, bring it back to your desk, take out a piece of paper, write your name at the top and write down the title of the book.)</td>
<td><strong>Vocabulary &amp; Concepts</strong> Word definitions include synonyms and categories Increased understanding allows for use of figurative language (e.g. figures of speech, idioms, metaphors, hyperboles, etc)</td>
<td><strong>Phoneme Production</strong> Speech is error-free and adult like in conversation and in all environments</td>
<td><strong>Pragmatic Language</strong> Produces all elements of story grammar; stories contain complete episodes with internal goals, motivations, and reactions of characters Language is used to establish and maintain social status Increased perspective-taking allows for more successful persuasion Understands jokes and riddles based on sound similarities</td>
<td><strong>Reading</strong> Decodes regular multisyllabic words Uses knowledge of suffixes and prefixes to determine word meanings Distinguishes main idea and details from expository text Determines underlying theme or author’s message in text Story Grammar Marker: Should be able to tell Complete Episode</td>
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<td><strong>Syntax &amp; Sentence Structure</strong> Literate language syntax needed for academics develops Some errors in writing/speaking persist Uses full passives Uses -er suffix to mark initiator of an action (e.g. teacher) Pronouns used anaphorically to refer to nouns previously named</td>
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<td><strong>Memory</strong> Immediate Memory: five to six units Working Memory: four units Sentence Memory: 11 to 12 words</td>
<td><strong>Pragmatic Language</strong> Produces all elements of story grammar; stories contain complete episodes with internal goals, motivations, and reactions of characters Language is used to establish and maintain social status Increased perspective-taking allows for more successful persuasion Understands jokes and riddles based on sound similarities</td>
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**Reading Fluency**
2nd grade: 80 to 100 correct wpm
3rd grade: 100 to 120 correct wpm

**Writing**
Writes with topic sentence and supporting facts Expected to independently write several paragraphs Writes legibly with correct spacing and punctuation Revises drafts using a outline that explains the expected content and format Writes narratives, expositions, letters, invitations, informational pieces
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<td>9 to 12 years</td>
<td><strong>Auditory Processing</strong> Comprehends familial terms from genealogy Understands psychological states described with physical terms (e.g. cold = uninterested, blue = sad) Vocabulary used in school texts is more abstract and specific than that used in conversation Figurative language and most common idioms are understood</td>
<td><strong>Vocabulary &amp; Concepts</strong> Creates abstract definitions Can explain relationships between meanings of multiple-meaning words <strong>Syntax &amp; Sentence Structure</strong> Syntax used in school texts is more complex than that used in oral language Use of word order variations increases in writing Begins using adverbial conjuncts (e.g. however, moreover, therefore) <strong>Public Speaking Strategies</strong> Prepare and deliver short oral presentations regarding a specific topic using effective pitch, rate, modulation and volume for the audience Oral presentation categories to include: - narrative presentations - informational presentations - responses to literature - persuasive presentations - problem/solution presentations</td>
<td><strong>Phoneme Production</strong> Speech is error-free and adult like</td>
<td><strong>Pragmatic Language</strong> Stories include complex episodes Abstract topics are sustained in conversation</td>
<td><strong>Reading</strong> Increased focus on informational material in reading Draws inferences and generalizations about text and support them with evidence Identifies all story elements, contrast action and motives of characters Distinguishes between facts, supported inferences and opinions in expository text Begins to use outlines, notes, summaries to clarify understanding of texts Story Grammar Marker: Should be able to tell Complex Episode</td>
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<td><strong>Memory</strong> Immediate Memory: six to seven units Working Memory: five units</td>
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<td><strong>Reading Fluency</strong> 4th Grade: 120 to 150 correct wpm 5th Grade: 150 to 180 correct wpm 6th Grade: 180+ correct wpm</td>
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<td><strong>Reading</strong> Increased focus on informational material in reading Draws inferences and generalizations about text and support them with evidence Identifies all story elements, contrast action and motives of characters Distinguishes between facts, supported inferences and opinions in expository text Begins to use outlines, notes, summaries to clarify understanding of texts Story Grammar Marker: Should be able to tell Complex Episode</td>
<td><strong>Writing</strong> Writes multiple paragraph narrative and expository compositions of approximately 500-700 words Uses organizational features of printed text (e.g. bibliographies, citations) to locate information Uses a thesaurus and dictionary to determine appropriate words Independently edits and revises manuscripts to make clearer and more concise Capitalization, punctuation, spelling, spacing and sentence structure should be accurate in writing with revisions Begins to participate in note-taking, expected to maintain organization and extract most salient information</td>
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<td>13 to 18 years</td>
<td><strong>Auditory Processing</strong>&lt;br&gt;Knows approximately 80,000 word meanings&lt;br&gt;Comprehends all types of embedding&lt;br&gt;Comprehends complex language in academic lectures&lt;br&gt;Abstracts main ideas and discourse structures from lectures</td>
<td><strong>Vocabulary &amp; Concepts</strong>&lt;br&gt;Has expressive vocabulary of approximately 30,000 words by end of high school&lt;br&gt;<strong>Syntax &amp; Sentence Structure</strong>&lt;br&gt;Develops literate complexity when speaking&lt;br&gt;Uses more clauses per sentence in speech</td>
<td><strong>Phoneme Production</strong>&lt;br&gt;Speech is error-free and adult like&lt;br&gt;Uses vowel-shifting rules (divine $\rightarrow$ divinity) accurately&lt;br&gt;Uses stress contrasts to show different meanings (e.g. ‘con vert versus con ‘vert)</td>
<td><strong>Pragmatic Language</strong>&lt;br&gt;Varies language effectively for varied purposes&lt;br&gt;Uses slang with peers&lt;br&gt;May overuse certain phrases&lt;br&gt;Has fewer mazes and tangles&lt;br&gt;Perfests ability to speak formally in public&lt;br&gt;Persists in overcoming adversity&lt;br&gt;Uses sarcasm and double meanings&lt;br&gt;Makes deliberate use of metaphors&lt;br&gt;Knows partner’s perspective and knowledge differ from own</td>
<td><strong>Reading</strong>&lt;br&gt;Reads many different types of literature and written materials, including classic and contemporary literature, newspapers, reference texts, online information&lt;br&gt;Analyzes figurative language in text to determine meaning&lt;br&gt;Compares and contrasts the features and elements of consumer materials to gain meaning from documents&lt;br&gt;Critiques written text based on composition, format, logic, coherence, internal consistency&lt;br&gt;Compares and contrasts different texts that present similar ideas&lt;br&gt;Performs high level analysis of literature&lt;br&gt;Story Grammar Marker: Should be able to tell Interactive Episodes&lt;br&gt;<strong>Reading Fluency</strong>&lt;br&gt;7th Grade and above: 180+ wpm</td>
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