

D. Grammar and Syntax

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> 1. Uses single word speech (e.g., one word to communicate message; child says “up” when wanting to be carried by adult) 2. Uses some pronouns (e.g., mine) 3. Uses short telegraphic sentences (e.g., “Me go.” or “There mama.”) 	<ol style="list-style-type: none"> 1. Uses three- to four-word sentences with noun and verb 2. Describes a self-made drawing 3. Uses simple questions in speech, but may not use correct grammar 4. Uses plural forms for nouns, sometimes 5. Uses negatives (e.g., “I don’t want it.”) 6. Uses adjectives in phrases (e.g., big bag, green bear) 	<ol style="list-style-type: none"> 1. Talks in sentences with five to seven words to describe people, places, events 2. Uses more complex grammar and parts of speech 3. Describes a task, project, and/or event sequentially in three or more sentences 4. Asks questions for information/clarification 5. Uses prepositions in everyday language, sometimes needing assistance (e.g., at, in, under) 6. Uses possessions consistently (e.g., his, hers, their) 7. Uses past tense of irregular verbs consistently (e.g., went, caught) 8. Uses past tense for regular verbs consistently (e.g., jumped, washed) 9. May generalize grammar rules (e.g., plurals – says “deers” and “mouses”)

Sample Strategies to Promote Development and Learning:

- Speak in simple sentences when communicating with child.
- Use language in daily routines, talk with child, associate words with actions (e.g., “First, we wash our hands; then we dry them; next, we open the refrigerator; then we take out the milk; next, we pour it in a glass.”).
- Use finger plays, lullabies, and songs from child’s home and other languages.

Sample Strategies to Promote Development and Learning:

- Engage child in conversations that require more than a single word response.
- When asking child questions, make sure to wait long enough for child to answer, as some children need more time to understand questions and put together words.
- Recognize that English language learners may mix words from different languages in the same sentence; repeat what child said using all the words in the same language.

Sample Strategies to Promote Development and Learning:

- Using a picture book, ask child to tell his/her own story.
- Set aside a regular time during daily routine to engage child in meaningful conversation (if child is bilingual, in both languages separately at different times of the day).
- When reading with child, point out how text progresses from word to sentence to paragraphs.