

## ***IDAHO EARLY LEARNING EGUIDELINES***

### **GOAL 53: CHILDREN DEMONSTRATE PROGRESSION IN GRAMMAR AND SYNTAX.**

**Domain 5:** Communication, Language, and Literacy  
**Sub-Domain:** Language

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY			
SUB-DOMAIN: LANGUAGE			
GRAMMAR AND SYNTAX			
GOAL 53: CHILDREN DEMONSTRATE PROGRESSION IN GRAMMAR AND SYNTAX.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Initiates and responds to change and variety in sounds.	<ul style="list-style-type: none"> <li>▪ Indicates attention when sounds are changed.</li> <li>▪ Soothes self when certain sounds are offered.</li> <li>▪ Makes sounds to indicate pleasure, discomfort, wants, or pain.</li> <li>▪ Varies intonation, volume, and plays with expressing vocal sounds.</li> <li>▪ Strings together varied intonation patterns.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond to child's vocalizations by giving attention, smiling, or talking back.</li> <li>▪ Use playful sounds in interactions with the child.</li> <li>▪ Use descriptive talk during daily routines (changing diaper, feeding, dressing, or strolling).</li> <li>▪ Use animated expressions and language.</li> <li>▪ Describe feelings (hungry, tired, happy).</li> <li>▪ Watch closely to learn baby's reactions to sounds that soothe and sounds that agitate.</li> <li>▪ Offer toys and activities that make a variety of sounds including pitch, tenor, cadence, and volume.</li> <li>▪ Vary your voice including intonation, volume, and pitch.</li> <li>▪ Play "You say, I say" games for a reciprocal conversation. Imitate the child's utterances, then, wait for the child to make a sound again.</li> </ul>

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6 to 18 Months	Intentionally uses intonation and single words to communicate.	<ul style="list-style-type: none"> <li>▪ Strings together varied intonation patterns.</li> <li>▪ Uses no for negation.</li> <li>▪ Uses intonation to indicate meaning.</li> <li>▪ Uses single word speech (one word to communicate message; child says, "Up" when wanting to be carried by adult) or beginning sign language and symbols ("more," "nurse/bottle," "all done").</li> <li>▪ Uses some pronouns (mine).</li> <li>▪ Says short telegraphic sentences (i.e. "Me go." or "There mama.").</li> <li>▪ Changes intonation and expression for questions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond to child's vocalizations and gestures.</li> <li>▪ Verbally describe child's interactions with the environment (e.g. "You want the bottle." "You like your blanket.").</li> <li>▪ Describe feelings (hungry, surprised, relaxed, or wet).</li> <li>▪ Give child wait time to encourage turn-taking.</li> <li>▪ Create opportunities for need to communicate.</li> <li>▪ Acknowledge child's efforts when he/she uses words and/or beginning baby sign language to communicate.</li> <li>▪ Speak in simple sentences using a combination of words and "baby signs" when communicating with child.</li> <li>▪ Use language in daily routines, encourage child to say the words you use, and associate words with actions (e.g. "First, we wash our hands. Wash! Then, we dry them. Dry! Next, we open the refrigerator. Open! Then, we take out the milk. Milk.").</li> <li>▪ Make conversations enjoyable and fun for child, rather than merely instructional or directive.</li> <li>▪ Use finger plays, lullabies, and songs throughout the day.</li> <li>▪ Use words and intonation from the child's home language and other languages that the child is learning.</li> </ul>

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p><b>16 to 38 Months</b></p>	<p>Moves from using simple words to more complex word order, word combinations, and word endings.</p>	<ul style="list-style-type: none"> <li>▪ Uses words and phrases.</li> <li>▪ Uses primary pattern of noun plus verb.</li> <li>▪ Experiments with word endings such as <i>ing</i>, regular plural using <i>s</i>, past tenses using <i>ed</i>, and possessives using <i>'s</i>.</li> <li>▪ Generalizes word endings for plural (e.g. "mouses").</li> <li>▪ Uses negation in phrase form (e.g. "No milk." "Not open.").</li> <li>▪ Uses adjectives with appropriate placement.</li> <li>▪ Increases phrases from two words to three and four words.</li> <li>▪ Uses three to four-word sentences with noun and verb.</li> <li>▪ Uses simple questions in speech, but may not use correct grammar.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Encourage child to use words to express needs and wants.</li> <li>▪ Talk, sign, sing, and read to child.</li> <li>▪ Expand child's sentences with descriptive responses (e.g. child says, "ball," respond, "Here is the red ball.").</li> <li>▪ Model simple sentences.</li> <li>▪ Encourage use of pronouns from child's point of view (e.g. "I want milk" rather than, "Susie wants milk.").</li> <li>▪ Speak with child in complete sentences using correct grammar.</li> <li>▪ Engage child in conversations that require more than a single word response.</li> <li>▪ Read books from child's home language and in other languages, if possible.</li> <li>▪ When asking child questions, make sure to wait long enough for child to answer. Some children need more time to understand questions and put together words.</li> <li>▪ Recognize that dual language learners may mix words from different languages in the same sentence. Provide play opportunities that encourage children to engage in conversation with one another.</li> <li>▪ To help children put meaning to their words, encourage children to tell stories about their family life and daily activities.</li> <li>▪ While sitting with child during meals and snacks facilitate and model conversation using complete sentences.</li> <li>▪ Engage child in a game using a small stuffed animal to demonstrate prepositions while saying, "The teddy bear is in the box," or "The teddy bear is beside the chair."</li> </ul>

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36 to 60 Months	Uses basic conventions of grammar and syntax.	<ul style="list-style-type: none"> <li>▪ Uses articles in sentences (<i>the</i> ball, <i>a</i> cat).</li> <li>▪ Uses complete sentences in conversations during play with peers.</li> <li>▪ Begins to use correct question forms.</li> <li>▪ Begins to use prepositions.</li> <li>▪ Talks in sentences with five to six words to describe people, places, and events.</li> <li>▪ Uses more complex grammar and parts of speech.</li> <li>▪ Describes a task, project, and/or event sequentially in three or more sentences.</li> <li>▪ Asks questions for information/clarification.</li> <li>▪ Uses sequence sentences in logical order.</li> <li>▪ Starts using and understanding past, present, and future tense.</li> <li>▪ Begins to correctly use subject and verb tense.</li> <li>▪ Strings multiple sentences together in logical order.</li> <li>▪ Uses complex grammar and parts of speech.</li> <li>▪ Combines more than one idea using complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engage child in conversation and give wait time for a response.</li> <li>▪ Provide multiple experiences in the community and discuss them.</li> <li>▪ Talk, sign, sing, and read to child.</li> <li>▪ Model adult sentences in conversation.</li> <li>▪ Ask open-ended questions (e.g. "What do you think?" "What do you think will happen if . . . ?" "What if . . . ?"). After child answers, repeat the answer in a complete sentence or sentences.</li> <li>▪ Engage child in meaningful conversations during daily routines.</li> <li>▪ Set aside a regular time during daily routines to engage child in meaningful conversation (if child is bilingual, talk with the child in both languages, at different times of the day).</li> <li>▪ Let child know that you recognize all languages and means of expression as a valid means of communication.</li> <li>▪ When reading with child, point out how text progresses from word to sentence to paragraphs.</li> <li>▪ Model good grammar.</li> <li>▪ Ask real questions, rather than questions for which you already know the answer.</li> <li>▪ Ask questions that reference time concepts (e.g. "What did you have for breakfast yesterday?").</li> </ul>

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60 Months through Kindergarten	Uses most conventions in language form and structure.	<ul style="list-style-type: none"> <li>▪ Uses lengthened and complex sentences.</li> <li>▪ Uses multiple sentences to communicate experiences and tell a story. Expresses different tenses.</li> <li>▪ Demonstrates beginning skills in using sentences in a logical sequence.</li> <li>▪ Uses sentences (in child's home language) that show an emergence of grammatical correctness with subject/verb agreement.</li> <li>▪ Gradually generalizes using correct, accepted grammar.</li> <li>▪ Continues to add grammatical morphemes (smallest grammatical unit) in a regular order (e.g. sad is a word but adding the morpheme, "ness" changes the word to "sadness," or the word "jump," becomes "jumped" when one adds the morpheme, "ed."</li> <li>▪ Gradually produces complex grammatical structures, adding adjectives, adverbs, and phrases to the basic verb/noun sentence.</li> <li>▪ Uses mostly appropriate verb-tenses for present, past, future with regular verbs and some irregular verbs.</li> <li>▪ Begins to notice when simple sentences do not make sense. Uses descriptive words when speaking ("very, very, very HUGE bear").</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use mealtimes as an occasion to encourage child to talk about the events of the day and things of interest.</li> <li>▪ Model correct grammar in your responses when child experiments with grammar.</li> <li>▪ Provide opportunities for child to figure out and say the correct phrase, through a game like, "Which is Correct?" (e.g. "Which is correct? - 'The bird blue big flew the nest a round' or, 'The big blue bird flew around the nest?' ").</li> <li>▪ Respond to child's stories and descriptions of events.</li> <li>▪ Show value for regional variations of language; compare similarities and differences between languages, including academic school English.</li> <li>▪ Encourage child to use prepositional phrases in answer to questions (e.g. "Where are your shoes?" "They are under the bed.").</li> <li>▪ Engage child in motor activities in which they demonstrate relationships to objects in the environment. Describe what they are doing (e.g. "Crawl under the table." "Walk around the tree." "Crawl in the box." "Crawl out of the box.").</li> <li>▪ Encourage child to respond to questions in complete sentences by modeling complete sentences.</li> <li>▪ Offer unfamiliar props for dramatic play areas to encourage discussion among the children.</li> </ul>