

**From:** [Ashley Rose Carter](#)  
**To:** [CRAY Jon \\* PUC](#)  
**Subject:** [SECURE] Follow Up from Tuesday  
**Date:** Thursday, January 25, 2024 4:15:05 PM  
**Attachments:** [New Milestones.pdf](#)

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Hi Jon,

It was nice speaking with you on Tuesday. Thanks for your patience with my email. I have attached a PDF of speech, language and pragmatic milestones which illustrate that children begin combining words at 2 years of age and initiating conversational exchanges (a social communication skill) at 2.5 years of age.

Both of these are prerequisites to being able to use a telecommunication device.

As I have shared, Parkwood's mission is to reduce barriers for children to access high quality speech, language and feeding services.

We believe in a period of dynamic assessment in the early intervention (birth to five time frame). Parkwood is a data based clinic. We write objectives that incorporate total communication, utilizing every tool available for children to build their speech and language skills. Total communication incorporates gesture, word approximations and AAC in it's approach and it is a valuable intervention for children to receive instruction to help build their functional communication skills, safety and awareness, and help improve their overall quality of life.

I look forward to future discussions and collaborations with you and the TDAP team.

Warmly,  
Ashley

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Communication Milestones

*Proficiency in each domain is expected at the age at which it is written. Skills should emerge prior to the expected age.*

Age	Cognition and Receptive Language	Expressive Language	Phonology, Articulation and Motor Speech Skills	Social-Emotional and Play	Literacy and Phonological Awareness
3 months	<p><b>Cognition</b> Begins initiating goal-oriented behavior</p> <p><b>Listening</b> Discriminates speech from non-speech sounds Startles to loud noises Smiles when spoken to</p>	<p><b>Early Expression</b> Begins to differentiate cries (e.g. hungry, upset, uncomfortable) Begins to coo to show pleasure</p>	<p><b>Motor Foundations/Feeding</b> Drinks from bottle or breast Sneezes, coughs</p>	<p>Begins to develop a social smile</p>	<p><b>Early Reading &amp; Writing</b> Shares reference on pages of book when engaged by caregiver</p>
6 months	<p><b>Cognition</b> Works to reach a toy Develops object permanence Returns to activity after Interruption</p> <p><b>Listening</b> Orients to sounds with eyes Reacts to changes in tone of voice Starts responding to name</p>	<p><b>Early Expression</b> Has differentiated cries Begins to babble Responds to sounds by making sounds Takes turns with caregivers while making sounds</p>	<p><b>Motor Foundations/Feeding</b> Sitting up (4-6 months) Mouths and gums solid foods Open mouth when spoon is presented Engages in vocal play to increase control of oral mechanisms Eats purees and meltable solids</p> <p><b>Phoneme Production</b> Begins marginal babbling with CV and VC sequences with native sounds (e.g. "puh," "mi," and "da") Produces "raspberries" as precursors to bilabials Typically emerging phonemes are: By 8 mo: d, t, k, m, h By 9 mo: d, m, n, h, w (t, k decrease in use until later mos) By 10 mos: b, d, t, m, n, h By 11 mos: b, d, t, m, n, h</p>	<p><b>Play/Interaction</b> Babbles back and forth with caregiver</p>	<p><b>Early Reading &amp; Writing</b> Engages in routines involving books</p>

<b>12 months</b>				
<b>Cognition and Receptive Language</b>	<b>Expressive Language</b>	<b>Phonology, Articulation and Motor Speech Skills</b>	<b>Social-Emotional and Play</b>	<b>Literacy and Phonological Awareness</b>
<p><b>Cognition</b> Imitates simple actions Looks for objects removed from line of vision Predicts outcomes from events Puts objects into containers Transfers objects from one hand to another Recognizes familiar people, objects and pets</p> <p><b>Listening</b> Responds to sound when source is not visible Responds to name by stopping</p> <p><b>Auditory Processing</b> Understands 30-50 words- common names for objects/ people Begins to respond to simple, one-step requests (e.g. sit here)</p>	<p><b>Vocabulary &amp; Concepts</b> Says first words, should have between two and six words by this age Points and vocalizes to attain objects</p>	<p><b>Motor Foundations &amp; Feeding</b> Crawling (8-11 months) Beginning to walk Drinks from a cup Begins self-feeding Eats lumpy, mashed food, soft cookies Chews using rotary jaw action (emerging)</p> <p><b>Phoneme Production</b> Engages in reduplicated (e.g. “mimi,” “bababa,” and “upup”) and variegated babbling by combining different CV syllables (e.g. bamega) Imitates new sounds and words Uses adult-like intonation Emerging sound inventory includes 3-5 lax vowels and 5-7 Consonants (b, d, g, n, m, h, w, are most used)</p>	<p><b>Play/Interaction</b> Plays nursery games Stacks rings on peg Cooperates with familiar routines Initiates affection</p> <p><b>Pragmatic Language</b> Initiates and maintains 2-way communication Requests and calls attention to objects by pointing or vocalizing Gains attention by pointing or vocalizing</p>	<p><b>Early Reading &amp; Writing</b> Looks at pictures in books with adults Listens to short segments of text read aloud Holds crayon; imitates scribbling</p>

<p><b>0;0-1;0 ORAL MECHANISM</b> <b>Infant cf. adults</b></p>	<p>Oral space is smaller. Lower jaw smaller and retracted. Sucking pads are present, teeth emerge. Tongue large compared to size of oral cavity and therefore has more restricted movement. (Moves with jaw) Nose breather. Epiglottis and soft palate are in approximation as a protective mechanism. Newborns breathe/swallow at same time. Larynx is higher in newborn. Eustachian tube lies in horizontal position. (More vertical in adults)</p>
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<b>18 months</b>				
<b>Cognition and Receptive Language</b>	<b>Expressive Language</b>	<b>Phonology, Articulation and Motor Speech Skills</b>	<b>Social-Emotional and Play</b>	<b>Literacy and Phonological Awareness</b>
<p><b>Cognition</b> Imitates adult activities</p> <p><b>Auditory Processing</b> Understands 50-100 words Points to objects in pictures (show me doggie) Points to major body parts when asked Follows one-step directions for simple actions Answers yes/no questions inconsistently with gestures</p>	<p><b>Vocabulary &amp; Concepts</b> Says ten names for common objects, actions, or people Nods “yes” shakes “no” inconsistently Vocalizes no/yeah Inconsistently Makes animal sounds Refers to self by name Uses words more often</p> <p><b>Syntax &amp; Sentence Structure</b> Asks for names of things with one word questions (e.g. “that?”) Use two word combinations (“more juice” “bye mommy”) Tries to tell experiences using real and nonsense words</p>	<p><b>Motor Foundations &amp; Feeding</b> Walking as a primary means of transportation (12-15 months) Grabs spoon, bring to mouth, sometimes turning over en route Drinks through a straw Holds cup with two hands, drinks with 4 or 5 consecutive swallows Stops using a bottle</p> <p><b>Phoneme Production</b> Tries to imitate others Uses vowel sounds accurately Has sounds m, p, n, w, t and d in speech Duplicates syllables (e.g. mama, wawa) Increases vocalizing as activity increases</p>	<p><b>Play &amp; Interaction</b> Figures out ways to overcome some obstacles (e.g. reaching high objects, opening doors) Engages in solitary or onlooker pretend play (e.g. doll, cars) Plays simple games Uses simple conventional object in appropriate manner (e.g. hits a peg with a hammer)</p> <p><b>Pragmatic Language</b> Takes turns in communication games using words and gestures Uses words and gestures to express a variety of functions, including greeting, commenting, rejecting, requesting objects, requesting actions, gaining attention, and claiming possession Reacts to emotions of others</p>	<p><b>Early Reading &amp; Writing</b> Points to objects in picture book response to “Show me ___” or “Where is the ___?” Names pictures or makes sound effects in interactions with familiar books Scribbles spontaneously with writing utensil</p>

<b>24 months (2 years)</b>				
<b>Cognition and Receptive Language</b>	<b>Expressive Language</b>	<b>Phonology, Articulation and Motor Speech Skills</b>	<b>Social-Emotional and Play</b>	<b>Literacy and Phonological Awareness</b>
<p><b>Cognition</b> Begins to develop internal problem-solving schema</p> <p><b>Auditory Processing</b> 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?”)</p> <p><b>Concepts</b> Understands prepositional and descriptive terms (in, on, off, under, big and little)</p>	<p><b>Vocabulary &amp; Concepts</b> Uses 200 words Imitates new words</p> <p><b>Syntax &amp; Sentence Structure</b> Combines 2 and 3 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</p>	<p><b>Motor Foundations &amp; Feeding</b> 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</p> <p><b>Phoneme Production</b> Consonants sounds should include: p, b, m, n, h and w accurately and k, g, t, d, “ng” emerging Monophthong vowels should be produced accurately, diphthong vowels should be emerging Reduplication should be declining</p> <p><b>Intelligibility</b> 50-75% intelligible to familiar people 50% intelligible to strangers</p>	<p><b>Play &amp; Interaction</b> 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</p> <p><b>Pragmatic Language</b> 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</p>	<p><b>Early Reading &amp; Writing</b> Imitates literacy events in play (e.g. ‘reading’ newspaper, menu, books) Listens to short stories read aloud Attempts to make shapes when drawing Pretends to write name</p>

<b>30 months (2 ½ years)</b>				
<b>Cognition and Receptive Language</b>	<b>Expressive Language</b>	<b>Phonology, Articulation and Motor Speech Skills</b>	<b>Social-Emotional and Play</b>	<b>Literacy and Phonological Awareness</b>
<p><b>Cognition</b> Matches colors and shapes Matches objects to pictures Does simple counting Sorts like objects in containers</p> <p><b>Auditory Processing</b> Follows two-step directions (clap then wave) Understands instructions involving pronouns (I vs. you vs. me/my) Answers who, what and why</p> <p><b>Concepts</b> Identifies many pictures in a book Identifies objects by use (e.g. Which on do we drive in?) Understands concept of one Understands common verbs Understands boy/girl Understands pronouns: I, you, me, mine</p> <p><b>Memory</b> Immediate Memory: 2 units</p>	<p><b>Vocabulary &amp; Concepts</b> Uses 200-300 words Names common verbs</p> <p><b>Syntax &amp; Sentence Structure</b> Uses 2-3 word sentences Uses keywords to convey need Uses personal pronouns (<b>me, I, you, mine</b>) Uses descriptive such as “in” and “on”, “big” and “little” Recites portions of nursery rhymes to other familiar songs</p> <p><b>Word Retrieval</b> Confrontation Naming: Should be able to label known pictures in rapid succession</p>	<p><b>Motor Foundations &amp; Feeding</b> Self-feeding continues to improve, coordination of spoon increases Cup drinking improves, limited spillage Has precise up/down tongue movement</p> <p><b>Phoneme Production</b> Consonants produced should include: p, b, m, n, w, h, k, g, t, d, “ng” All vowels should be produced accurately</p> <p><b>Intelligibility</b> Speech is intelligible to strangers for 50-75% of the time</p> <p><b>Phonological Processes</b> The following processes are developmentally expected: <ul style="list-style-type: none"> <li>● Consonant cluster reduction (grape→ gape)</li> <li>● Stopping (sock→ tock)</li> <li>● Fronting (cape→ tape)</li> <li>● Syllable Deletion (banana→ nana)</li> </ul> </p>	<p><b>Play &amp; Interaction</b> Uses speech to be social Continues with parallel play Begins engaging in symbolic play, but needs to build on adult’s ideas</p> <p><b>Pragmatic Language</b> Able to monitor own speech; repair spontaneously, adjust speech to different listeners, practice sounds, words and sentences Able to control intonation to produce rising contour (question intonation), high rising contour, and falling, rising contour Uses verbal language and his/her primary means of expression Has a conversation with 2-3 turns Talks about immediate experiences (“Sophia feed baby”)</p>	<p><b>Early Reading &amp; Writing</b> Likes to listen to stories/books for longer periods of time Holds a book correctly Begins to recognize logos Develops awareness that print represents words Increased control of writing tools Imitates drawing of vertical lines</p>

### 36 months (3 Years)

Cognition and Receptive Language	Expressive Language	Phonology, Articulation and Motor Speech Skills	Social-Emotional and Play	Literacy and Phonological Awareness
<p><b>Cognition</b> Knows his/her last name, sex, and name of street Stays with one activity for eight to nine minutes Sings songs Arranges items in patterns, early categories Sorts objects into groups based on one attribute (color, size, shape, etc)</p> <p><b>Auditory Processing</b> Understands prepositional phrases (put block under the chair) Follows three-step directions (get your blue shoes from the dining room) Understands plurals (cars), pronouns (you), and possessives (boy's) Understands questions of "whose", "who", "why", and "how many" Listens to two to four-line story and answers concrete WH-questions</p> <p><b>Concepts</b> Understands concepts: one, many, same, different, empty, full, clean, dirty, night, day Understands family labels (e.g. baby, grandpa) Understands pronouns: he, she, they, we, you, your, yours Identifies colors and basic shapes (circle, triangle, square)</p>	<p><b>Vocabulary &amp; Concepts</b> Exhibits an expanding vocabulary of up to 900 words Uses words to relate observations, ideas, and relationships Uses concept words: same, different, empty, full, clean, dirty, night, day Uses pronouns: he, she, they, we, you, your, yours</p> <p><b>Syntax &amp; Sentence Structure</b> Combines three to four words into sentences Uses conjunctions (because, and, or) to join two ideas Uses the following morphemes: <ul style="list-style-type: none"> <li>● regular plural -s</li> <li>● present progressive -ing with auxiliary</li> <li>● semi-auxiliaries (gotta, gonna)</li> <li>● regular past tense -ed</li> <li>● possessive -s</li> </ul> </p> <p>Inflects verb "to be" (e.g. am, are, was) Retells a story or relates an idea to someone using short simple sentences Ask many simple questions using WH-</p>	<p><b>Motor Foundations &amp; Feeding</b> Bites through a variety of food thicknesses Self-feeds with spoon and fork with little spillage Holds a small, open cup in one hand and drinks with little spillage Chews with lips closed Chews using stable rotary jaw action</p> <p><b>Phoneme Production</b> Early consonants should all be produced accurately Consonants produced now includes "P", "L", "y" (like yell); "s" should be emerging and should not be lateral Consonant clusters are expected word final, initial clusters with /w/, /s/ only (often reduced) Syllable shapes: CV, VC, CVC, CVCV, CVCVCV, CCVC, CVCC, CCVCC, CCVCCC, CCCCVC 3-syllable DDKS = 1.36/sec</p> <p><b>Intelligibility</b> Produces speech which is 75-80% intelligible</p> <p><b>Maximum phonation time</b> 2;6 – 2;11 = 5.55sec (Robbins &amp; Klee, 1987)</p> <p><b>Phonological Processes</b> The following processes should <b>no longer</b> be seen: Weak Syllable Deletion Fronting Final Consonant Deletion (e.g. dad da)</p>	<p><b>Play &amp; Interaction</b> Continues with parallel play with peers Engages in symbolic play; ties two or more ideas together logically in play; organizes props and plays imaginatively Begins associative group play with peers Plays spatial and motor games with rules (e.g. taking turns on the slide) Uses pretend play with logical ideas to recover from distress</p> <p><b>Pragmatic Language</b> Enjoys speaking without avoidance or embarrassment Uses language as a tool Takes turns in conversation Maintains topic Conveys emotions in pretend play and communication showing closeness, pleasure and excitement, assertive curiosity, fear, anger, and limit-setting</p>	<p><b>Early Reading &amp; Writing</b> Likes to listen to stories/books for longer periods of time Pretends to read words on the page and to write notes to parents Imitates drawing of horizontal line and circle Draws two or more lines to imitate a cross Begins to show a difference between writing and drawing</p> <p><b>Phonological Awareness</b> Begins to understand the concept of syllables Begins to segment words into syllables and blend syllables into words Begins to identify words that rhyme</p>



<p><b>Memory</b>  Immediate memory: three digits  Working memory: two units emerging</p>	<p>words, inversion of auxiliary emerging (e.g. "What is she doing?")</p> <p><b>Word Retrieval</b>  Able to produce basic antonyms and synonyms  Able to complete closed and open-ended sentences (by 3 1/2 years)</p>	<p>Diminutization (adding "i" to end of word like "dog" "doggy")  Assimilation (e.g. jam mam)  Reduplication (e.g. bottle baba)  Prevocalic Voicing (e.g. sun zun)</p>		
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<p><b>ORAL MECHANISM</b>  During first 3 years of life:</p>	<p>Oral space enlarges.  Growth of lower jaw + other bony structures.  Disappearance of sucking pads.  Increased muscle tone and "skilled" tongue movement.  (Tongue movement become dissociated from jaw movement. Important for feeding &amp; speech)  Lowering &amp; more sophisticated movement of larynx. Separation of epiglottis &amp; soft palate.</p>
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## 48 months (4 years)

Cognition and Receptive Language	Expressive Language	Phonology, Articulation and Motor Speech Skills	Social-Emotional and Play	Literacy and Phonological Awareness
<p><b>Cognition</b> Applies systematic trial-and-error problem solving to tasks Stays with one activity for 11-12 minutes Helps plan activities</p> <p><b>Auditory Processing</b> 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</p> <p><b>Concepts</b> Understand 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</p> <p><b>Memory</b> Immediate Memory: four units Working Memory: two units Sentence Memory: four to seven words</p>	<p><b>Vocabulary &amp; Concepts</b> Uses many more words than can be counted (nearly 1500) Names colors and shapes Delivers a message Adds more complex pronouns: <b>us, hers, his, theirs, him, her, them, myself, yourself, etc.</b> Retells simple stories with full sentences</p> <p><b>Syntax &amp; Sentence Structure</b> Uses a minimum of 5 to 6 word sentences Asks how, why, where, and when questions with proper auxiliary inversion Adds the following morphemes:</p> <ul style="list-style-type: none"> <li>• irregular past tense</li> <li>• regular third-person-singular,</li> <li>• present tense (e.g. he drinks)</li> <li>• articles (a, the)</li> <li>• contractible auxiliary (e.g. the boy’s talking)</li> <li>• uncontractible copula (e.g. it is big)</li> <li>• uncontractible auxiliary (e.g. he is swimming)</li> <li>• negation (e.g. he is not there)</li> <li>• past tense “to be” (e.g. she was eating)</li> <li>• irregular plurals are emerging</li> </ul> <p>Uses compound sentences combined by “and,” “but,” “or,” “so,” and “because”</p> <p><b>Word Retrieval</b> Able to perform convergent and divergent naming for concrete categories Able to answer closed and open ended questions</p>	<p><b>Phoneme Production</b> Early consonants should all be produced accurately Says "y" and "v" in words May still have trouble with s, sh, ch, j, th, z, l, and r sounds (should be emerging) “w” may be substituted for “r” Fricatives s, z, “sh” and “zh” (as in measure) may be distorted, but not produced interdentally or laterally Consonant Clusters mastered: tw-, kw-, st-, -mp, -mpt, -mps, -nk, -lp, -lt, -rm, -rt, -rk, -pt, -ks, -ft</p> <p><b>3-syllable DDKs = 1.75/sec</b> <b>Max Phonation time = 7.79s</b></p> <p><b>Intelligibility</b> Speech is understood by all: 100% intelligible</p> <p><b>Phonological Processes</b> As well as processes listed in earlier ages, the following processes should no longer be present:</p> <ul style="list-style-type: none"> <li>- Cluster reduction</li> <li>- Epenthesis</li> <li>- Gliding</li> <li>- Stopping s, z, f</li> <li>- Final Consonant devoicing</li> <li>- Deaffrication</li> </ul>	<p><b>Play &amp; Interaction</b> 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</p> <p><b>Pragmatic Language</b> 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)</p>	<p><b>Early Reading &amp; Writing</b> Begins to pay attention to specific print, such as the first letter of name Recognizes logos and other environmental print and understands that print carries a message Talks about characters in a book Retells simple stories Likes to “read” to themselves and others Produces some letter-like forms in scribbles that resemble letters</p> <p><b>Phonological Awareness</b> 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 make letter/sound matches</p>

## 5 years

Cognition and Receptive Language	Expressive Language	Phonology, Articulation and Motor Speech Skills	Social-Emotional and Play	Literacy and Phonological Awareness
<p><b>Cognition</b> 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</p> <p><b>Auditory Processing</b> 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 home (e.g. Get your blue shoes and green jacket from the dining room) and at school (e.g. Take out two sheets of paper, write your name at the top.)</p> <p><b>Concepts</b> Classifies objects by their form, color, use, or composition Knows concepts such as more and less</p> <p><b>Memory</b> Immediate Memory: 4 units Working Memory: 2 to 3 units Sentence Memory: 7 to 9 words</p>	<p><b>Vocabulary &amp; Concepts</b> 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</p> <p><b>Syntax &amp; Sentence Structure</b> 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</p> <p><b>Word Retrieval</b> 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</p>	<p><b>Phoneme Production</b> All phonemes should be produced accurately in conversation, with the possible exception of “r” or “th” <i>Consonant clusters mastered:</i> 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  <b>Maximum phonation time</b> = 9.22s</p> <p><b>Intelligibility</b> Expresses self using speech that is understood by all</p> <p><b>Phonological Processes</b> All phonological processes should be eliminated in speech, including:</p> <ul style="list-style-type: none"> <li>• gliding of /r/ to /w/</li> <li>• stopping of “v”, “th”</li> <li>• fronting of “sh”, “ch” and “j”</li> <li>• depalatization (e.g. dish dit)</li> <li>• alveolarization (e.g. chew tew)</li> <li>• cluster reduction with /s/</li> </ul>	<p><b>Play &amp; Interaction</b> 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</p> <p><b>Pragmatic Language</b> 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</p>	<p><b>Reading &amp; Narrative Skills</b> 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</p> <p><b>Story Grammar Marker:</b> Should be able to tell Descriptive sequence, Action sequence, Reaction sequence</p> <p><b>Writing</b> Identifies and writes uppercase and lowercase letters Uses more letter-like forms than scribbles Begins to write letters and familiar words</p> <p><b>Phonological Awareness</b> Able to isolate sounds at the beginning, middle and end of words Begins manipulating sounds to blend them together (e.g. /b/ + /a/ + /t/ = /bat/) 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</p>

## 6 to 7 years

Cognition and Receptive Language	Expressive Language	Phonology, Articulation and Motor Speech Skills	Social-Emotional and Play	Literacy and Phonological Awareness
<p><b>Cognition</b> Listens attentively for long periods of time Makes logical relationships and solves problems verbally Understands reality vs. fantasy</p> <p><b>Auditory Processing</b> Follows six to seven step directions consistently in multiple modalities (e.g. Get your <u>textbook</u> and <u>pencil case</u> from your <u>backpack</u>, <u>bring</u> them to your <u>desk</u> and <u>open</u> your <u>book</u> to <u>Chapter 10</u>) Answers all types of questions accurately (e.g. wh- questions, yes/no, did, do, can, is) Listens to short chapter of age appropriate literature and answers all types of questions regarding content</p> <p><b>Memory</b> Immediate Memory: five units Working Memory: three units Sentence Memory: nine to ten words</p>	<p><b>Vocabulary &amp; Concepts</b> Average expressive vocabulary is 5000 words</p> <p>Uses mature vocabulary (e.g. excited, frightening, frustrated)</p> <p>Reorganizes lexical knowledge into semantic network</p> <p><b>Syntax &amp; Sentence Structure</b> Uses passive sentences (e.g. The bus was hit by the car)</p> <p>Corrects their own sentences</p> <p>Uses mature expressions</p> <p>Rarely makes grammatical errors</p> <p>Uses negation (can't, don't) regularly and accurately</p>	<p><b>Phoneme Production</b> Speech is error-free and adult like</p> <p><i>Consonant clusters mastered:</i> sm-, sw-, skw- and -lk, -rb, -rg, rth, -rdz, -rst, -rt, -nt, -nd, -nth</p> <p><b>Phonological Processes</b> All phonological processes should be eliminated from conversational speech</p>	<p><b>Pragmatic Language</b> Repeats with elaboration for repair</p> <p>Begins to use different topics for different genders</p> <p>Narratives are true "stories" with central focus, high point, and resolution</p> <p>Identify and describe the elements of plot, setting, and character(s) in a story, as well as beginning, middle and ending of the story</p> <p>Predict what will happen next in a narrative based on context, keywords</p>	<p><b>Reading</b> Identifies an increasing number of words by sight, including common irregular words Begins to decode new words independently Reads and retells familiar stories Sounds out and represents major sounds in words when trying to spell Identifies and uses regular and irregular plurals and past tense</p> <p><b>Story Grammar Marker:</b> Should be able to tell Abbreviated Episode</p> <p><b>Reading Fluency</b> 1st Grade: 40 to 60 correct words per minute</p> <p><b>Writing</b> Uses some punctuation, capitalization Prints legibly and spaces words, letters, sentences appropriately Writes brief narratives describing an experience (fictional or autobiographical) Writes brief expository description of a real object, person, place or event using sensory details and descriptive words Distinguishes between declarative, exclamatory and interrogative sentences in writing</p> <p><b>Phonological Awareness</b> Awareness that words are made up of sounds is fully developed Segments words into sounds, blend sounds together, and delete/change sounds in words Able to match sounds to letters accurately, including all consonant blends, short- and long-vowel combinations</p>

## 7 to 8 years

Cognition and Receptive Language	Expressive Language	Phonology, Articulation and Motor Speech Skills	Social-Emotional and Play	Literacy and Phonological Awareness
<p><b>Auditory Processing</b> Follows seven- to ten-step directions in multiple modalities (e.g. Get a <u>book</u> about <u>history</u> from the <u>bottom</u> shelf of the <u>white</u> bookshelf, bring it <u>back</u> to your <u>desk</u>, take out a <u>piece</u> of paper, <u>write your name</u> at the <u>top</u> and <u>write</u> down the <u>title</u> of the book.) Understands multiple meanings of words New vocabulary is learned in school that was not previously encountered in conversation Understanding of figurative language increases, recognizes non-literal meanings Comprehends abstract verbs (e.g. tell and promise) Listens to chapter of age appropriate literature and answers all types of questions regarding content Compare and contrast new and old information</p> <p><b>Memory</b> Immediate Memory: five to six units Working Memory: four units Sentence Memory: 11 to 12 words</p>	<p><b>Vocabulary &amp; Concepts</b> Word definitions include synonyms and categories Increased understanding allows for use of figurative language (e.g. figures of speech, idioms, metaphors, hyperboles, etc)</p> <p><b>Syntax &amp; Sentence Structure</b> 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</p>	<p><b>Phoneme Production</b> Speech is error-free and adult like in conversation and in all environments</p>	<p><b>Pragmatic Language</b> 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</p>	<p><b>Reading</b> 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</p> <p><b>Story Grammar Marker:</b> Should be able to tell Complete Episode</p> <p><b>Reading Fluency</b> 2nd grade: 80 to 100 correct wpm 3rd grade: 100 to 120 correct wpm</p> <p><b>Writing</b> 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</p>

## 9 to 12 years

Cognition and Receptive Language	Expressive Language	Phonology, Articulation and Motor Speech Skills	Social-Emotional and Play	Literacy and Phonological Awareness
<p><b>Auditory Processing</b> 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</p> <p><b>Memory</b> Immediate Memory: six to seven units Working Memory: five units</p>	<p><b>Vocabulary &amp; Concepts</b> Creates abstract definitions Can explain relationships between meanings of multiple-meaning words</p> <p><b>Syntax &amp; Sentence Structure</b> 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)</p> <p><b>Public Speaking Strategies</b> 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:</p> <ul style="list-style-type: none"> <li>● narrative presentations</li> <li>● informational presentations</li> <li>● responses to literature</li> <li>● persuasive presentations</li> <li>● problem/solution presentations</li> </ul>	<p><b>Phoneme Production</b> Speech is error-free and adult like</p>	<p><b>Pragmatic Language</b> Stories include complex episodes  Abstract topics are sustained in conversation</p>	<p><b>Reading</b> 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</p> <p><b>Story Grammar Marker:</b> Should be able to tell Complex Episode</p> <p><b>Reading Fluency</b> 4th Grade: 120 to 150 correct wpm 5th Grade: 150 to 180 correct wpm 6th Grade: 180+ correct wpm</p> <p><b>Writing</b> 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 notetaking, expected to maintain organization and extract most salient information</p>

**13 to 18 years**

Cognition and Receptive Language	Expressive Language	Phonology, Articulation and Motor Speech Skills	Social-Emotional and Play	Literacy and Phonological Awareness
<p><b>Auditory Processing</b> Knows approximately 80,000 word meanings</p> <p>Comprehends all types of embedding</p> <p>Comprehends complex language in academic lectures</p> <p>Abstracts main ideas and discourse structures from lectures</p> <p><b>Memory</b> Immediate Memory: seven units Working Memory: five to six units</p>	<p><b>Vocabulary &amp; Concepts</b> Has expressive vocabulary of approximately 30,000 words by end of high school</p> <p><b>Syntax &amp; Sentence Structure</b> Develops literate complexity when speaking</p> <p>Uses more clauses per sentence in speech</p>	<p><b>Phoneme Production</b> Speech is error-free and adult like</p> <p>Uses vowel-shifting rules (divine, divinity) accurately</p> <p>Uses stress contrasts to show different meanings (e.g. <b>con.vert</b> versus <b>convert</b>)</p> <p><b>MPT</b> (mean phonation time): Adult male: 25-35 sec Adult female: 15-25 sec</p>	<p><b>Pragmatic Language</b> Varies language effectively for varied purposes Uses slang with peers May overuse certain phrases Has fewer mazes and tangles Perfects ability to speak formally in public Persists in overcoming adversity Uses sarcasm and double meanings Makes deliberate use of metaphors Knows partner's perspective and knowledge differ from own</p>	<p><b>Reading</b> Reads many different types of literature and written materials, including classic and contemporary literature, newspapers, reference texts, online information Analyzes figurative language in text to determine meaning Compares and contrasts the features and elements of consumer materials to gain meaning from documents Critiques written text based on composition, format, logic, coherence, internal consistency Compares and contrasts different texts that present similar ideas Performs high level analysis of literature</p> <p><b>Story Grammar Marker:</b> Should be able to tell Interactive Episodes</p> <p><b>Reading Fluency</b> 7th Grade and above: 180+ wpm</p> <p><b>Writing</b> Establishes coherent thesis that conveys a clear and distinctive perspective on subject Uses precise language, action verbs, sensory details, appropriate modifiers and active rather than passive voice Revises to improve logic and coherence of text as well as spelling, syntax, punctuation, formatting, etc. Written texts of all types should be approximately 1500 words in length</p>

## SOURCES and HELPFUL sites

ASHA.org

<https://www.talkpeninsula.com/speech-and-language/>

<http://firstyears.org/miles/chart.htm>

Random websites to look at:

[http://www.ati-online.com/pdfs/profdevelopment/pre-k/galileog3\\_alignment.pdf](http://www.ati-online.com/pdfs/profdevelopment/pre-k/galileog3_alignment.pdf)

[https://www.speech-language-therapy.com/index.php?option=com\\_content&view=article&id=33:brown&catid=2:uncategorised&Itemid=117](https://www.speech-language-therapy.com/index.php?option=com_content&view=article&id=33:brown&catid=2:uncategorised&Itemid=117)

[https://www.speech-language-therapy.com/index.php?option=com\\_content&view=article&id=34:ages&catid=11:admin&Itemid=117](https://www.speech-language-therapy.com/index.php?option=com_content&view=article&id=34:ages&catid=11:admin&Itemid=117)

Intelligibility

[https://www.speech-language-therapy.com/index.php?option=com\\_content&view=article&id=29:admin&catid=11:admin&Itemid=119](https://www.speech-language-therapy.com/index.php?option=com_content&view=article&id=29:admin&catid=11:admin&Itemid=119)

<https://www.speechpathology.com/files/event/07800/07888/splanguageprocessingtherapyp2.pdf>

<https://www.speechpathology.com/files/event/07800/07888/homeprogramforauditorytraining-doc1.pdf>

<http://www.smalltalkpeds.com/developmental-norms/>

CAPD vs. Auditory Processing:

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwiZzqTZrb3ZAhUVS2MKHY9wAZEQFgg2MAE&url=https%3A%2F%2Fwww.asha.org%2Fevents%2Fconvention%2Fhandouts%2F2010%2F0423-geffner-donna%2F&usg=AOvVaw0szLf5rvoTysFW4uRVvD8o>

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