

Speech and Language Development

1st to 3rd Grade

- articulation/phonology
 - mastered previously mentioned sounds PLUS /v, r, l, s, ch, sh, z, j, th/ and blends
 - completely intelligible despite possible articulation errors
 - can rhyme, segment, blend, manipulate sounds in words
 - fluency – continued use of some disfluent behaviors (filled pauses, false starts, phrase repetitions)
- vocabulary
 - know antonyms, synonyms, some multiple-meanings
 - concepts: same/different, beginning/end, few/many, all/except, before/after (plus others)
 - definitions *becoming* more mature, but still tell meaning based on function and some attributes
 - understanding of figurative language *starting* to develop
 - retrieve words rapidly and fluidly when talking; reduced use of “stuff/thing”
- syntax/morphology
 - more advanced complex sentence constructions
 - sentence length consistently matches or exceeds their age (i.e. 7 y.o. = 7+ wds.)
 - able to use smaller pieces of words to decode (affixes/base/word families)
- pragmatics
 - relay more complex information in sequence; verbal organization improving
 - use language to inform, negotiate, persuade, request, etc.
 - perspective taking improving
- **≈ 9 y.o. (3rd grade), cross a cognitive/linguistic bridge**
 - **oral → literate language shift**
 - **higher-order skills crucial at this juncture for further learning**