**Language and Literacy: Grammar Learning Progression**

| **Domain: Language and Literacy**  |
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| **Strand: Language** |
| **Learning Progression: Grammar** |
| **Operational Definition: Demonstrates a beginning understanding of the conventions of standard English grammar and usage** |

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|  | **A**  | **B**  | **C**  | **D**  |
| **Sentences**  | Responds to vocalizations, sounds, or gestures. | Vocalizes or uses gestures or facial expressions to initiate communication in meaningful ways. | Produces single words, word approximations, simple signs, or gestures to communicate in meaningful ways. | Produces simple phrases or sentences using two or more words or signs to communicate in meaningful ways. |
| **Questions** | Responds to vocalizations, sounds, or gestures. |  |  | Uses a rising pitch/intonation, or uses gestures or signing to form meaningful questions from simple phrases or sentences of two or more words. |
| **Prepositions** | Responds to vocalizations, sounds, or gestures. |  |  | Uses preposition *in* or *on* with a single word, gesture, or sign. |
| **Inflections** | Responds to vocalizations, sounds, or gestures. |  |  | Uses single words, gestures, or signs to refer to singular and plural nouns. |

**Observational Rubric:** Sentences

| **Directions** | **Level** | **Rubric** | **Evidence Examples** |
| --- | --- | --- | --- |
| (Same as Levels 1-5) | **A** | Child responds to vocalizations, sounds, or gestures. | **Lukas**—Lukas watches my mouth when I speak. |
| **Adaptations: Evidence Examples** | **Motor:** | **Francis**—When I used a supported position so Francis could easily see my face while I sang to him, his eyes brightened and after a while he smiled at me. |
| **B** | Child vocalizes or uses gestures or facial expressions to initiate communication in meaningful ways. | **Theresa**—Theresa communicates bye-bye and waves when her mom leaves the classroom after their morning drop-off routine. |
| **C** | Child produces single words, word approximations, simple signs, or gestures to communicate in meaningful ways. | **Ehli**—Ehli says, “cracker,” and reaches his hand toward the bowl of crackers on the table during snack time. |
| **Adaptations: Evidence Examples** | **Communication:****Social/Interactional Functioning:** | **Rene**—Rene touched the picture of juice during lunch today to communicate that she wanted more juice.**Lawrence –** Lawrence showed me his picture card for the block area to tell me where he wanted to go after morning circle. |
| **D** | Child produces simple phrases or sentences using two or more words or signs to communicate in meaningful ways. | **Gina**—While watching another child wash her hands Gina rubs her hands together and communicates, “Mira wash hands.” |
| **Adaptations: Evidence Examples** | **Communication:** | **Missy**—Missy used her communication board to tell me she wanted to play today. She pointed to the symbol for “Missy” and the symbol for “play.” |

**Observational Rubric:** Questions

| **Directions** | **Level** | **Rubric** | **Evidence Examples** |
| --- | --- | --- | --- |
| (Same as Levels 1-5) | **A** | Child responds to vocalizations, sounds, or gestures. | **Lukas**—Lukas watches my mouth when I speak. |
| **Adaptations: Evidence Examples** | **Motor:** | **Francis**— When I used a supported position so Francis could easily see my face while I sang to him, his eyes brightened and after a while he smiled at me. |
| **D** | Child uses a rising pitch/intonation, or uses gestures or signing to form meaningful questions from simple phrases or sentences of two or more words. | **Cheri**—Cheri often requests a book to be read to her before nap. Before naptime yesterday Cheri had a hopeful look on her face, opened her hands like a book, and asked with a high pitch in her voice, “Read book?” |
| **Adaptations: Evidence Examples** | **Communication:** | **Nancy**—Nancy brought her communication device to me today and asked if she could go for a ride in the wagon. Her communication device is programmed to ask four questions about favorite activities. She pushed the button to activate a voice that says, “Can I ride in the wagon?” |

**Observational Rubric:** Prepositions

| **Directions**  | **Level** | **Rubric** | **Evidence Examples** |
| --- | --- | --- | --- |
| (Same as Levels 1-5) | **A** | Child responds to vocalizations, sounds, or gestures. | **Lukas**—Lukas watches my mouth when I speak. |
| **Adaptations: Evidence Examples** | **Motor:** | **Francis**— When I used a supported position so Francis could easily see my face while I sang to him, his eyes brightened and after a while he smiled at me. |
| **D** | Child uses preposition *in* or *on* with a single word, gesture, or sign. | **Jacob**—While getting ready to go outside Jacob announced, “Hat on,” and tapped the top of his head. |

**Observational Rubric:** Inflections

| **Directions**  | **Level** | **Rubric** | **Evidence Examples** |
| --- | --- | --- | --- |
| (Same as Levels 1-5) | **A** | Child responds to vocalizations, sounds, or gestures. | **Lukas**—Lukas watches my mouth when I speak. |
| **Adaptations: Evidence Examples** | **Motor:** | **Francis**—When I positioned Francis so that he could easily see my face while I sang to him, his eyes brightened and after a while he smiled at me. |
| **D** | Child uses single words, gestures, or signs to refer to singular and plural nouns. | **Taylor**—After coming in from playing outside, Taylor held both of his hands up and said, “Hand cold.” |