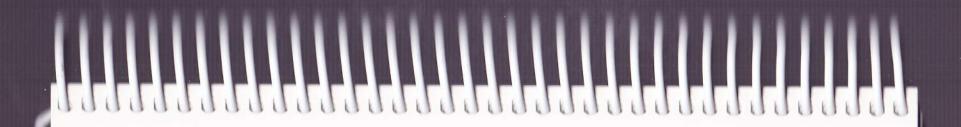
Word Structure



Materials

Record Form



All ages start at Item 1.



None—administer all items.

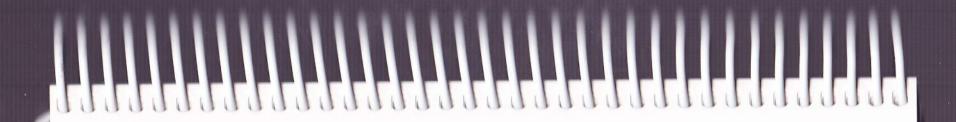
Word Structure (WS) Ages 5–8

General Directions

Word Structure items are grouped by the structure targeted for evaluation. Each group is identified by a letter (A, B, C, etc.). Many of the groups have an example of the next structure to be presented. You may repeat the example items and provide the correct response to the child. DO NOT provide the correct response to the *test items* (items labelled with numbers in the Record Form) if the child's response is incorrect, or if he or she does not respond. Directions to the examiner to point to specific pictures appear in brackets [].

To record responses in the Record Form, circle 1 for a correct response or 0 for an incorrect response.

Note: If the child responds with the appropriate targeted *form*, but with a non-targeted noun or verb, credit the response as correct. See Examiner's Manual.





Ages 5-8 start here.

Trial 1

WS

Say, I'm going to show you some pictures and say some things about them. I want you to help me by finishing some of the things I say. Let's try one. Here is a boy [point to the picture of the boy] and here ... [point to the picture of the girl and pause]. The child should say is a girl. If the child responds correctly, proceed to the next trial item. If the child requests a repetition, responds incorrectly, or does not respond within 10 seconds, repeat Trial 1. If the child still responds incorrectly, say, I want you to say the words is a girl to finish what I was saying.

Trial 1

Trial 2

Say, This boy [point] is standing and this boy ... [point and pause]. The child should say *is sitting*. If the child requests a repetition, responds incorrectly, or does not respond within 10 seconds, repeat Trial 2. If the child still does not respond correctly, say, I want you to say *is sitting* to finish what I was saying.

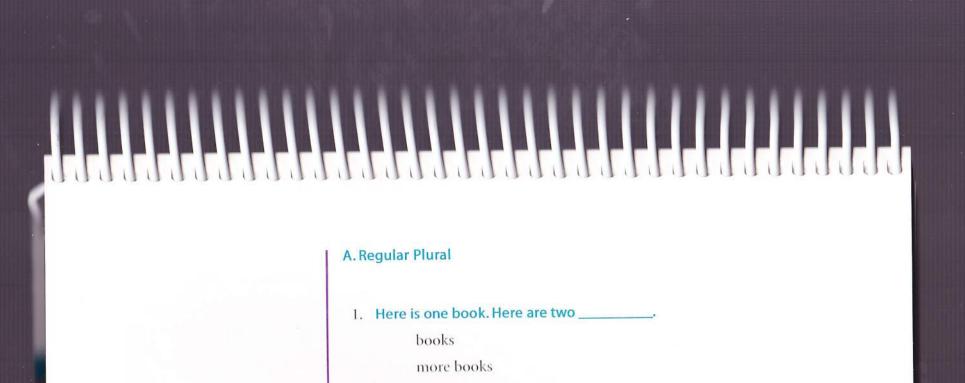
Trial 3

WS

Say, Lee [point to the young girl on the left] said, "Those shoes are yours and these shoes ... [pause]." The child should say are mine. If the child requests a repetition, responds incorrectly, or does not respond within 10 seconds, repeat Trial 3. If the child still does not respond correctly, say, I want you to say the words are mine to finish what I was saying.

Introduce the test items by saying, Now let's do some more. Remember, listen to what I say about the picture and help me finish what I say about each one. Proceed to WS A 1.

Trials 2, 3



2. Here is one horse. Here are two ____

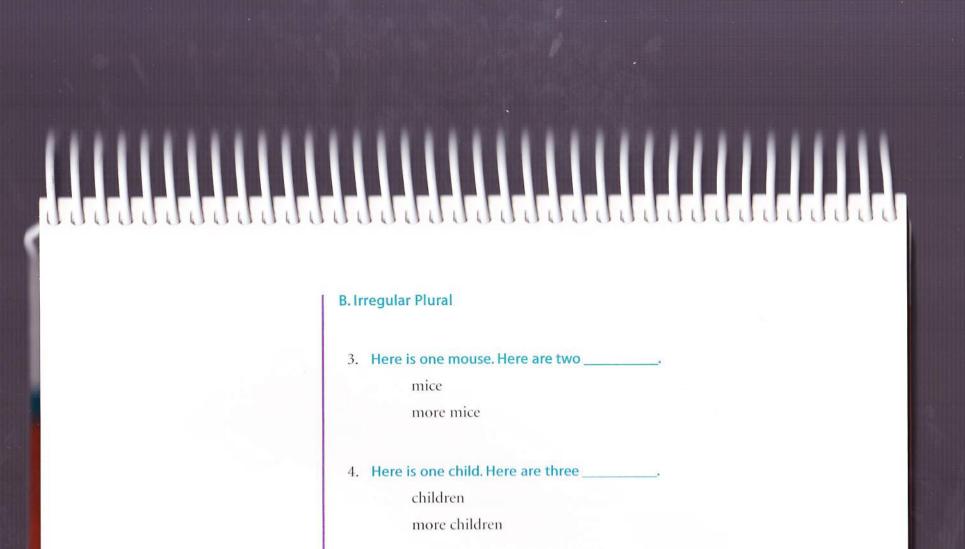
horses

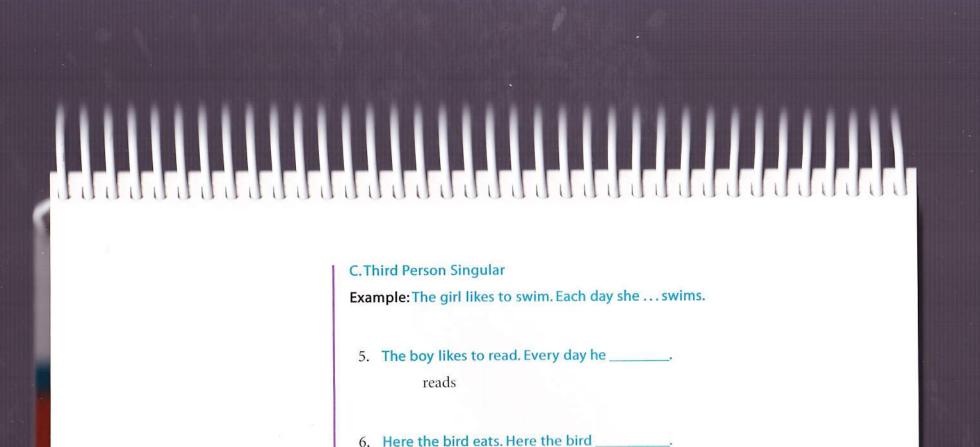
horsies

other horses

ponies

A 1.2

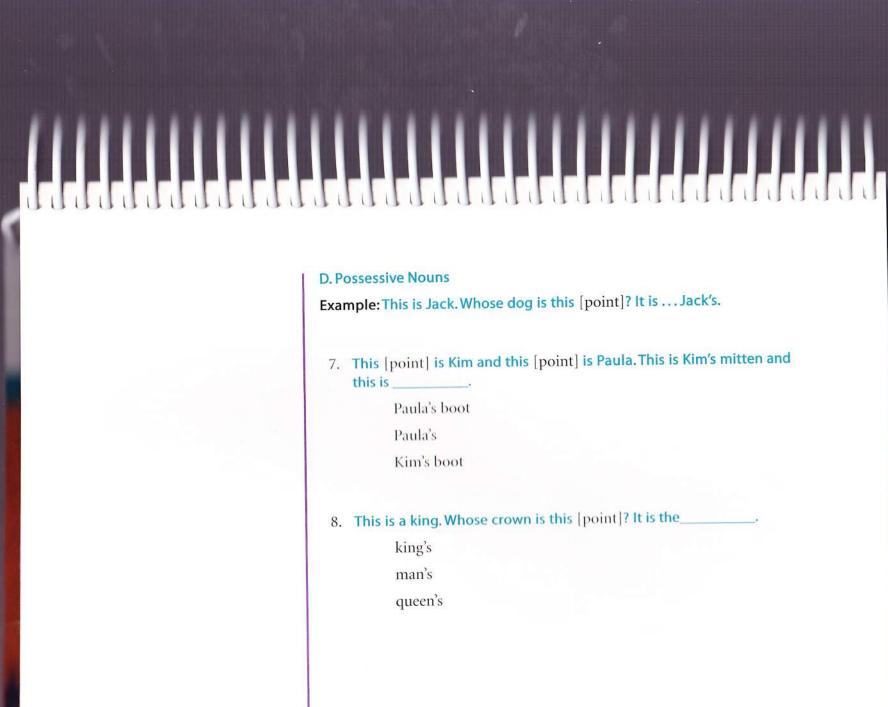




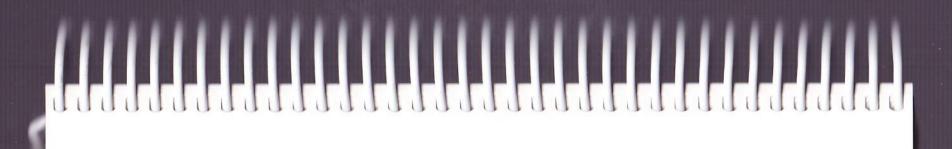
flies

MC

C Example, 5.6



D Example, 7, 8



E. Derivation of Nouns

Example: This man teaches. He is called a ... teacher.

9. This man sings. He is called a ______.

singer

guitar player

player

WS F Fyample 9

F. Contractible Copula Example: This bird is blue. Tell me about this bird ... It is/It's red. 10. This girl [point] is sad. Tell me about this girl [point]. She is happy/glad. She's happy/glad. The/that girl is happy. The/that/this girl is happy. The girl's happy.

WS E Evample 10

G. Auxiliary + -ing

Example: Look at the children at school. Can you tell me what each one is doing? [Point to each child.] This boy is cutting and ...

11. _____

This girl is listening.

This girl is sitting.

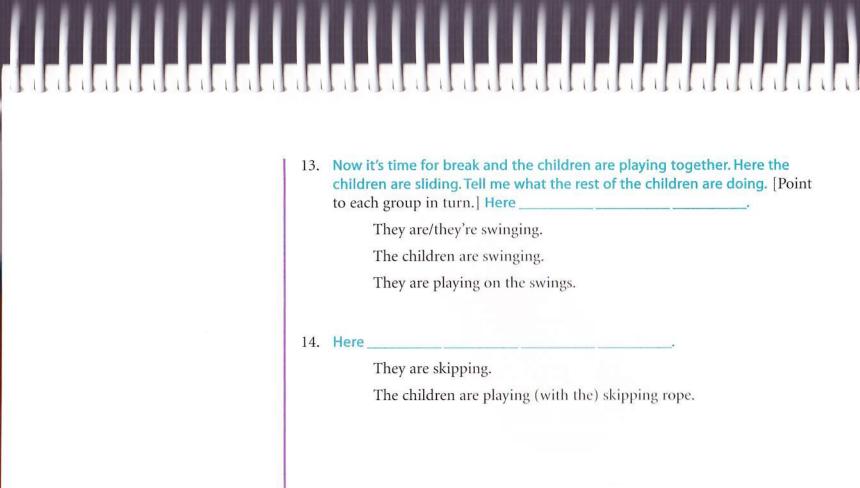
This girl is looking.

12.

This boy is eating.

This boy is chewing.

This boy is snacking.



WS

G 13 14

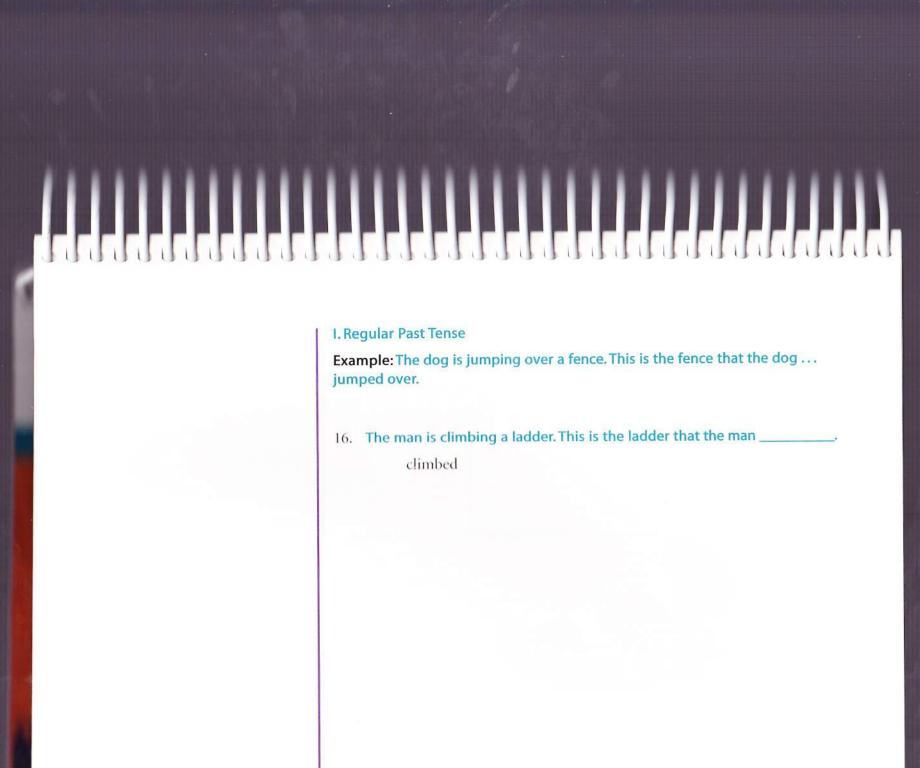
H, Possessive Pronouns

Example: The girl has a bear. The bear is ... hers.

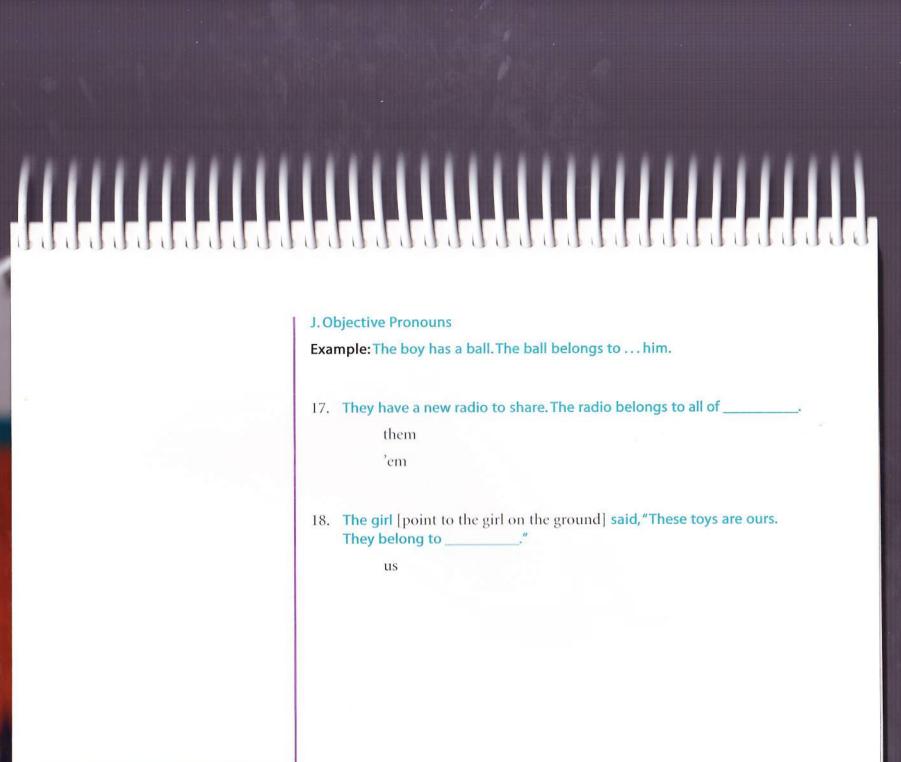
WS

15. This boy [point] said, "This cap is mine and that one is_____."
yours

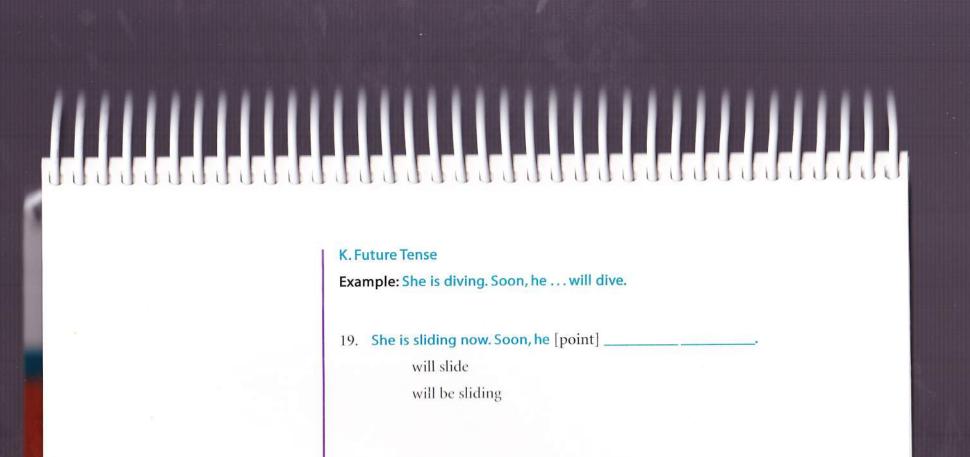
H Example, 15



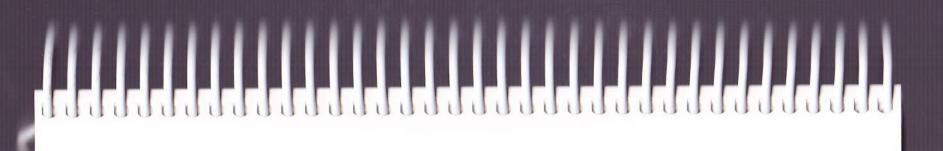
NC I Example 16



L Evample 17 18



K Evample 19



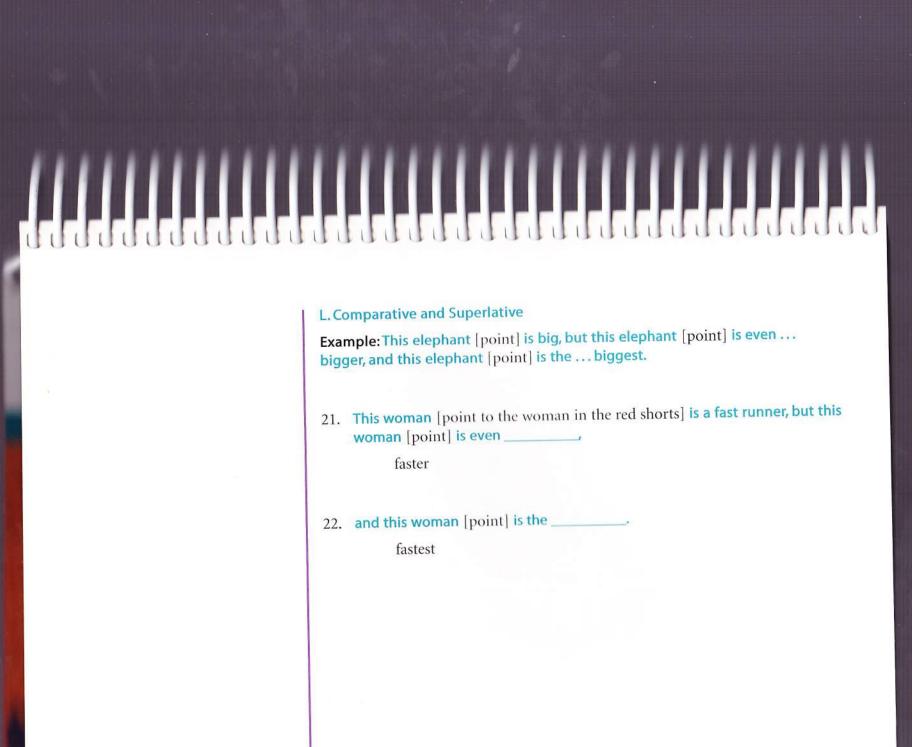
20. These nursery-school children [point to the children at the table] are eating now. Next, these first years [point to the children standing in line]

will eat

will be eating

will sit and eat

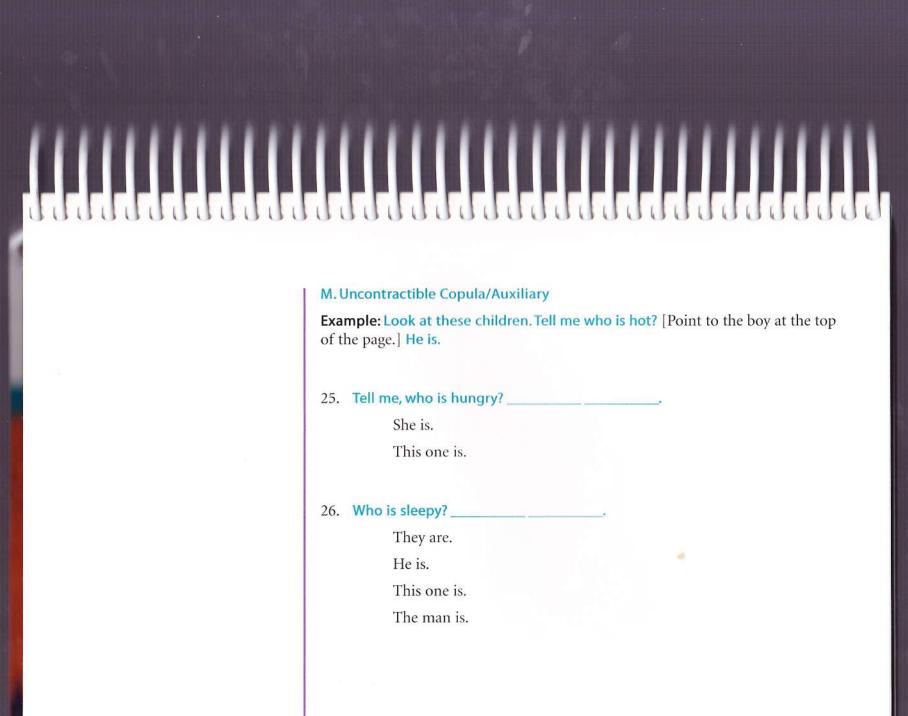
c K 20





- 23. This picture [point] is good, but this picture [point] is even _______
- 24. and this picture [point] is the very _______
 best

1 23 24



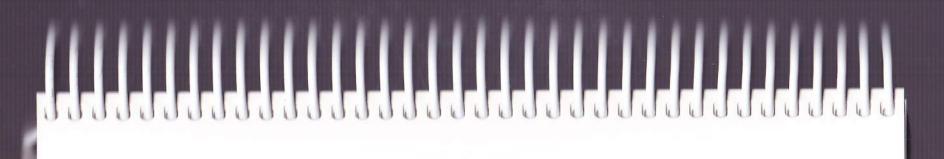


N. Derivation of Adjectives

Example: Granny said, "Your hands have dirt on them." She could have said, "Your hands are ... dirty."

27. Jill said, "Al, you have all the luck." She could have said, "Al, you are_____."
lucky

N Evennie



O. Reflexive Pronouns

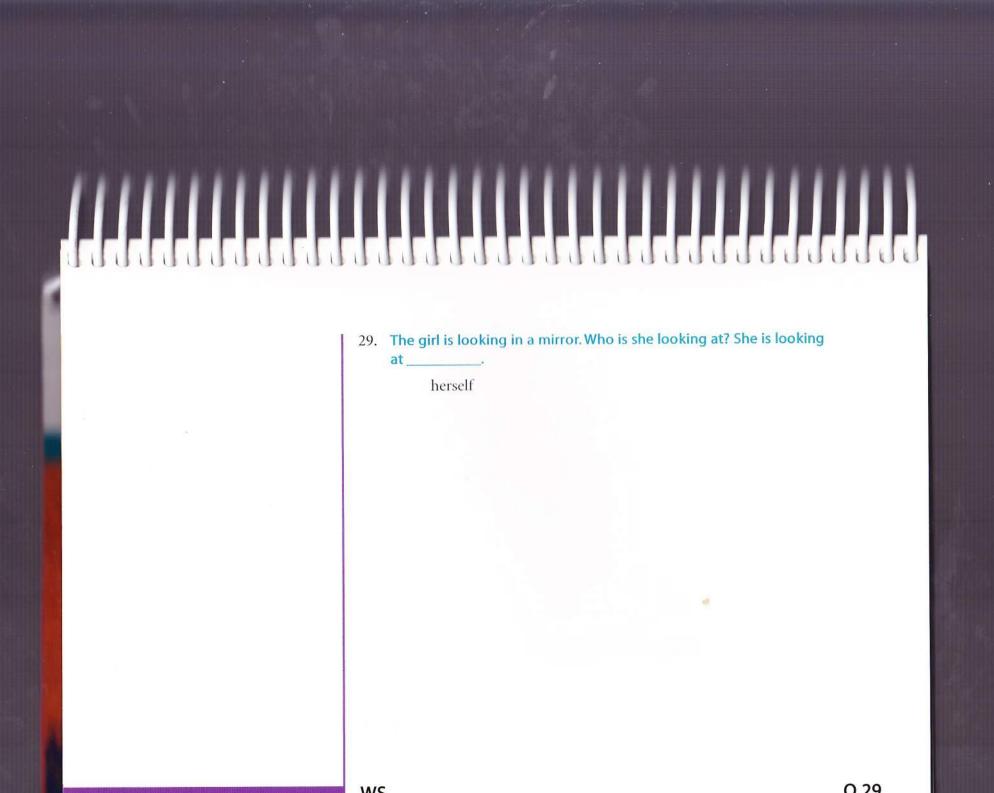
Example: The girl said, "No one helped me build the rocket. I built it all by ... myself."

28. The boy is looking in a mirror. Who is he looking at? The boy is looking at _____.

himself

MIC

O Evample 28





Special Instructions

If the child gives a correct response that is not the target for Items 30–31, repeat the Example sentence and ask the child to say it like that. DO NOT repeat an item if the first response is incorrect.

P. Subjective Pronouns

Example: The boy has a hot dog to eat. Who has a hot dog? ... He does.

30. The girl has a hamburger to eat. Who has a hamburger? _____

She does.

WS P Example, 30



31. The school choir has a song to sing. Who will sing a song? _

They will.

She will.

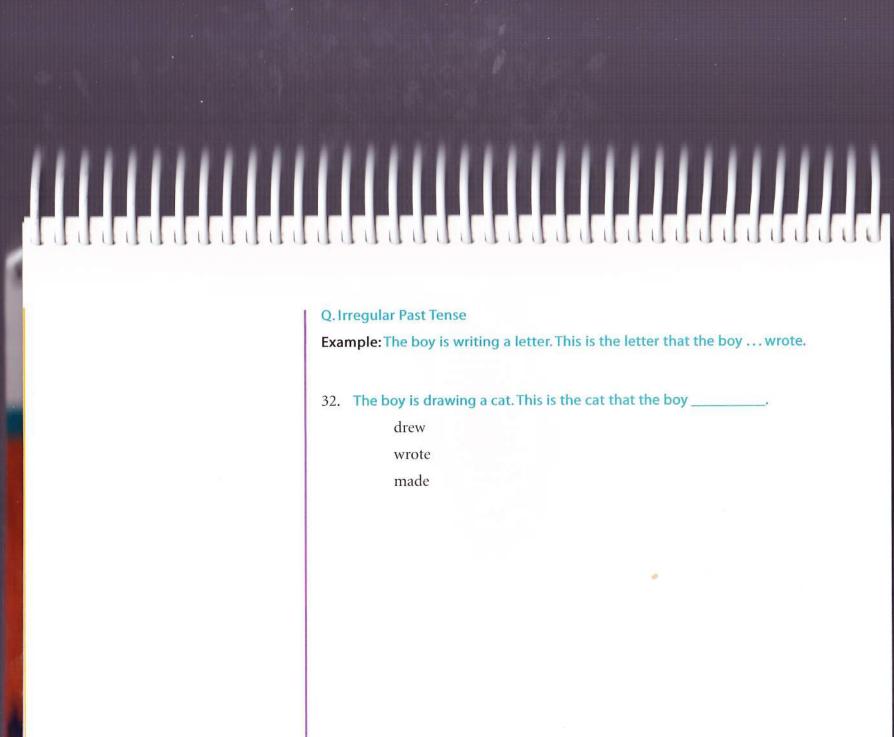
He will.

I will.

You will.

P 31

WS



WS O Evample 32

