

A spiral-bound notebook is shown from a top-down perspective. The notebook has a white page visible, which is framed by a purple cover. The spiral binding is at the top. The text "Word Structure" is printed in the center of the white page.

## **Word Structure**

## Materials

Record Form



### Start Point

All ages start at Item 1.



### Discontinue

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.





## Start Point

Ages 5–8 start here.

### Trial 1

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 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

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.

### A. Regular Plural

1. Here is one book. Here are two \_\_\_\_\_.

books

more books

2. Here is one horse. Here are two \_\_\_\_\_.

horses

horsies

other horses

ponies



### B. Irregular Plural

3. Here is one mouse. Here are two \_\_\_\_\_.

mice

more mice

4. Here is one child. Here are three \_\_\_\_\_.

children

more children

### C. Third Person Singular

Example: The girl likes to swim. Each day she ... swims.

5. The boy likes to read. Every day he \_\_\_\_\_.

reads

6. Here the bird eats. Here the bird \_\_\_\_\_.

flies

#### D. Possessive Nouns

Example: This is Jack. Whose dog is this [point]? It is ... Jack's.

7. This [point] is Kim and this [point] is Paula. This is Kim's mitten and this is \_\_\_\_\_.

Paula's boot

Paula's

Kim's boot

8. This is a king. Whose crown is this [point]? It is the \_\_\_\_\_.

king's

man's

queen's



#### 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

#### 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.

### 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.



13. Now it's time for break and the children are playing together. Here the children are sliding. Tell me what the rest of the children are doing. [Point to each group in turn.] Here \_\_\_\_\_.

They are/they're swinging.

The children are swinging.

They are playing on the swings.

14. Here \_\_\_\_\_.

They are skipping.

The children are playing (with the) skipping rope.

#### H. Possessive Pronouns

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

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

### I. Regular Past Tense

Example: The dog is jumping over a fence. This is the fence that the dog ...  
jumped over.

16. The man is climbing a ladder. This is the ladder that the man \_\_\_\_\_.  
climbed



#### J. Objective Pronouns

Example: The boy has a ball. The ball belongs to ... him.

17. They have a new radio to share. The radio belongs to all of \_\_\_\_\_.

them

'em

18. The girl [point to the girl on the ground] said, "These toys are ours.  
They belong to \_\_\_\_\_."

us

#### K. Future Tense

Example: *She is diving. Soon, he ... will dive.*

19. *She is sliding now. Soon, he [point] \_\_\_\_\_.*

will slide

will be sliding

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



#### L. Comparative and Superlative

**Example:** This elephant [point] is big, but this elephant [point] is even ... bigger, and this elephant [point] is the ... biggest.

21. This woman [point to the woman in the red shorts] is a fast runner, but this woman [point] is even \_\_\_\_\_,  
faster
22. and this woman [point] is the \_\_\_\_\_.  
fastest

23. This picture [point] is good, but this picture [point] is even \_\_\_\_\_,

better

24. and this picture [point] is the very \_\_\_\_\_.

best

#### M. Uncontractible Copula/Auxiliary

**Example:** Look at these children. Tell me who is hot? [Point to the boy at the top of the page.] He is.

25. Tell me, who is hungry? \_\_\_\_\_.

She is.

This one is.

26. Who is sleepy? \_\_\_\_\_.

They are.

He is.

This one is.

The man is.



#### 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

#### 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

29. The girl is looking in a mirror. Who is she looking at? She is looking at \_\_\_\_\_.

herself



### 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.

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

\_\_\_\_\_

They will.

She will.

He will.

I will.

You will.

Q. Irregular Past Tense

Example: The boy is writing a letter. This is the letter that the boy ... wrote.

32. The boy is drawing a cat. This is the cat that the boy \_\_\_\_\_.

drew

wrote

made





