Once the naming explosion starts it becomes more common

Later Word Learning
  - Fast-mapping—the ability to categorically link new words to real-world referents
    - Referents are the real objects and events to which words refer
  - At the core of fast-mapping is a rapidly formed hypothesis about a new word’s meaning
    - Based on information derived from the child’s prior knowledge of words and word categories
    - Once formed, the hypothesis is tested through use of the word
  - In middle childhood, children continue to add vocab at the rate of 5,000 to 10,000 words a year

Constraints on Word Learning
  - Constraints—as used in discussions of language development, an assumption that is presumed to be built-in or learned early by which a child figures out what a word refers to
    - The child may have a built-in assumption that words refer to whole objects and not to their parts—whole object restraint
    - Principle of contrast—the assumption that every word has a different meaning, which leads a child to assume that two or more different words refer to different objects

Learning the Rules: The Development of Grammar and Pragmatics
  - Holophrases and First Sentences
    - Holophrase—a combination of a gesture and a single word that conveys more meaning than just the word alone—often seen and heard in children between 12 and 18 months old
    - Stage 1 Grammar—two to three word sentences, simple
      - Do not add –s to make words plural
      - Telegraphic speech—term used by Roger Brown to describe the earliest sentences created by most children, which sound a bit like telegrams because they include key nouns and verbs but generally omit all other words and grammatical inflections
  - The Grammar Explosion
    - Children’s sentences get longer
    - By 24 months, children include four and five words in their sentences
    - By 30 months, their maximum sentence length has almost doubled again
    - Vocabulary and the Grammar Explosion
      - Grammar explosion is strongly linked to vocab development
      - Add many inflections and function words
      - They use plurals, past tenses, prepositions, etc.
    - Adding Inflections
      - Earliest inflection seems to be adding –ing, then prepositions, the plural –s on nouns, irregular past tenses such as broke or ran, possessives, articles (a and