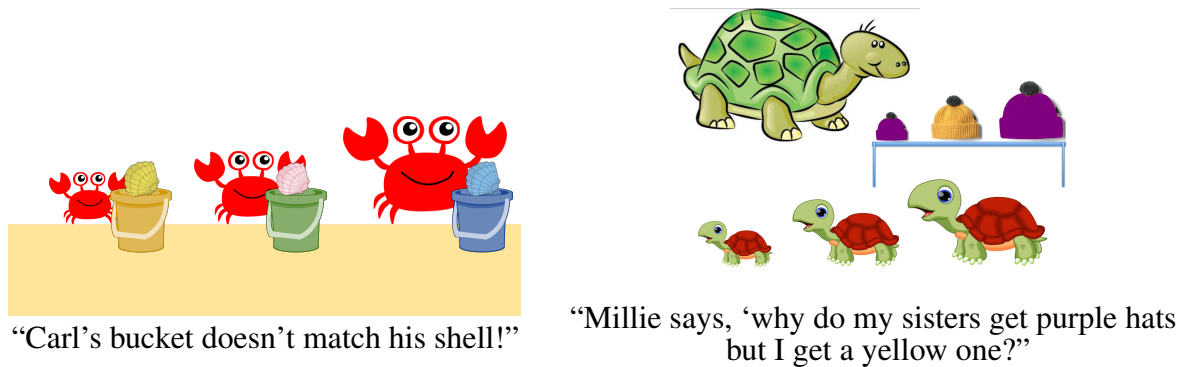
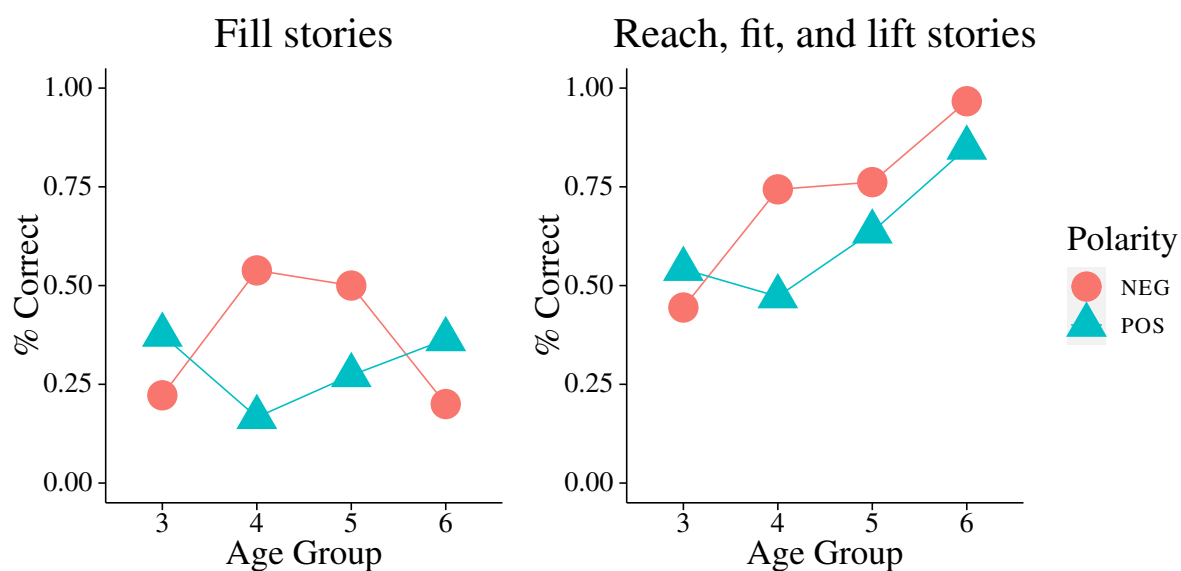


## Supplementary Material

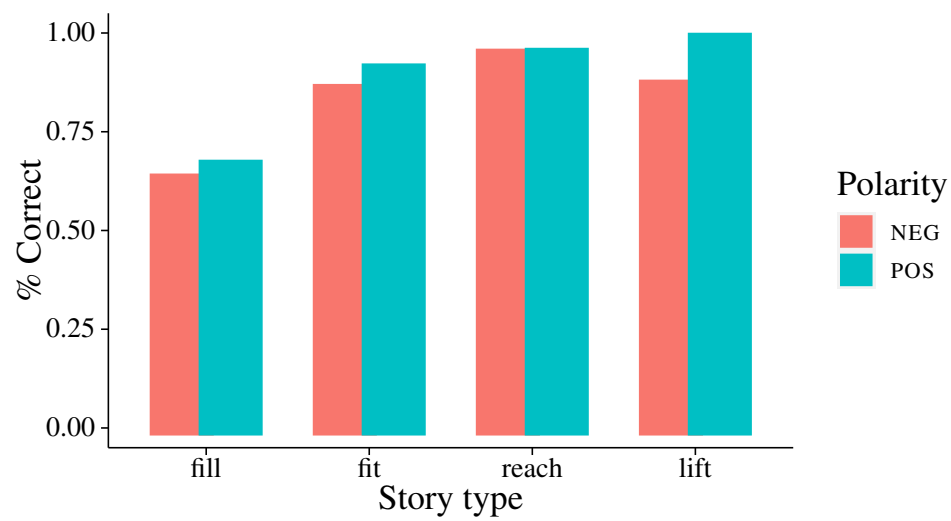
### 0.1 Figures



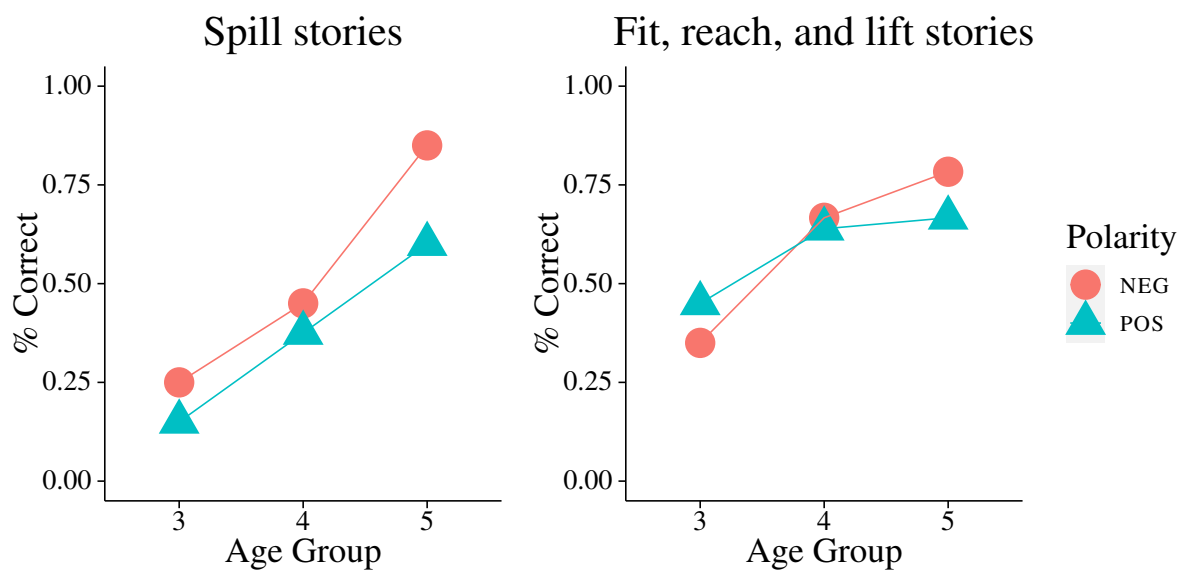
**Figure S1.** Two different filler items: matching by color/size.



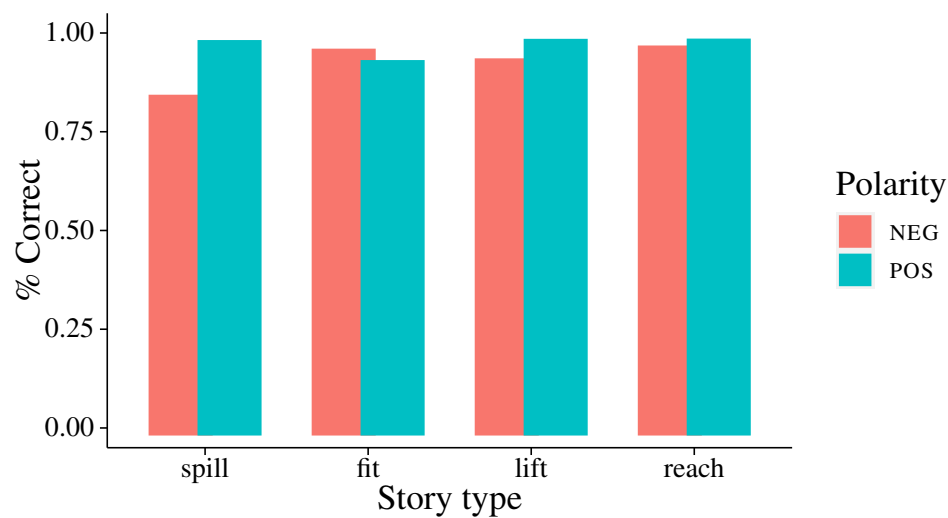
**Figure S2.** Adult-like behavior in Experiment 1, by story type.



**Figure S3.** Adult study 1: adult performance by story type.



**Figure S4.** Adult-like behavior in Experiment 2, by story type.



**Figure S5.** Adult study 2: adult performance by story type.

**CHILDES Coding**

Enterer:

Window Size:

Token ID: 4840302 ( 108 / 1034 )

☐ Irrelevant/Repetition

☐ Embedded Even

☐ Embedded Associate

☐ Comparative

Negation Present?

Negation/Even Order?

Sentential Negation?

Syntactic Position

Focus Associate

Likelihood

Comments

Transcript Responses All Tokens SQL Code

See full CHILDES transcript (<https://childes.talkbank.org/browser/index.php?url=Eng-NA/Kucaj/040301.cha#>)

Abe (Target\_Child, CHI): Dad xxx through this xxx

Abe (Target\_Child, CHI): that's better

NA (Father, FAT): did they all make it Abe

Abe (Target\_Child, CHI): not yet

Abe (Target\_Child, CHI): they all are going to make it for sure

Abe (Target\_Child, CHI): this one has to climb up

Abe (Target\_Child, CHI): that one just stays there

Abe (Target\_Child, CHI): you know why

NA (Father, FAT): why

**Abe (Target\_Child, CHI): nobody could *even* move it not even the water not even the wind**

NA (Father, FAT): that boat's so strong that it can just stay where it wants to

Abe (Target\_Child, CHI): yep and it's even stronger than a tidal wave

NA (Father, FAT): wow

Abe (Target\_Child, CHI): whoops

Abe (Target\_Child, CHI): that's not even stronger than a tidal wave

Abe (Target\_Child, CHI): except for sure if you want to get back on you'd have to jump really high

Abe (Target\_Child, CHI): that wasn't even a xxx

NA (Father, FAT): what happened Abe

Abe (Target\_Child, CHI): a tidal wave hit this one

**Figure S6.** An example instance of *even* from the CHILDES corpus, along with its coding.

	<i>Even</i> 's position	Sentence Polarity	Focus associate:	Subject	Other	Total
Children	Pre-subject	POS		41	27	68
		NEG		15	3	18
	Post-subject	POS		13	207	220
		NEG Unclear		10 5	371 5	381 5
Adults	Pre-subject	POS		89	89	178
		NEG		24	23	47
		Unclear			2	2
	Post-subject	POS		11	637	648
		NEG		8	1123	1131
		Unclear			5	5

**Table S1.** Both children and adults most often associate pre-subject *even* with subject focus and post-subject *even* with VP-internal focus. Very few instances of pre-subject *even*. Highlighted cells are those which instantiate the form of our comprehension study stimuli.

<i>Even</i> -NEG Order	Sentential Negation	Child Total	Adult Total
NEG- <i>Even</i>	Yes	457	1156
	No	6	6
	Unclear	5	4
<i>Even</i> -NEG	Yes	16	23
	No	26	58
	Unclear	4	1

**Table S2.** In negative polarity sentences (Sentential Negation=Yes), both children and adults have a strong tendency to place *even* after the negative element. Highlighted cells are those which instantiate the form of our comprehension stimuli.