This study examines whether two- and three-year-olds understand subject-verb agreement. Children of this age are known to produce sentences where subject-verb agreement is not present (e.g. “he like it” instead of “he likes it”) in addition to sentences where subject-verb agreement is correct (e.g. “car goes vroom”). Little is known about whether young children understand that the –s at the end of verbs indicates that the subject is singular. This part of the grammar system is known to be affected in the grammatical systems of children with Specific Language Impairment (SLI); therefore better understanding of how this knowledge develops may ultimately inform studies of early identification of SLI. To test whether two- and three-year-old children comprehend the third person singular –s morpheme on verbs, we administered a search task that has been shown to be sensitive to emerging grammatical knowledge in this age group in a way that other tasks, such as picture selection and looking preference studies have not. In this task, children search for objects hidden in a box. We will present the methodology of this task as well as preliminary data on twenty 30-36 month olds comprehension of agreement morphology.