



	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6/Post Stage 5
Language Stage	Starting to use single words and symbols.	Starting to use 2 - 3 word combinations.	Using longer more complex messages. Early sentence formation.	Using longer more complex messages. Learning grammar and sentence structure.	Uses more complex sentences and starting to use more advanced grammar.	<i>Stage 6 = Post-Stage 5 Development:</i> Uses more complex sentences and starting to use more advanced grammar.
Description of Language	Uses single words to communicate wants, needs, feelings, and interests. Words may carry expanded meanings ("Go" = make it go). Early vocabulary growth. MLU 1.0–2.0.	Vocabulary grows; begins using 2–3 word combinations. Early morphemes begin (e.g., -ing). MLU ~1.75 (range 1–3 words).	Vocabulary expanding; Longer, more complex messages. Begins adding/modifying words and using correct word order in sentences. Participates in conversation. MLU 2.5–3.0.	Vocabulary increases; sentences become longer and more complex. MLU 3.0–3.75	Vocabulary grows with more diverse words. Sentences lengthen and grammar becomes more advanced. MLU 3.75–4.5.	Advanced vocabulary, grammar, and sentence structures. MLU 4.5+.
Expected Outcomes	The individual will: <ul style="list-style-type: none"> • use single words. • use early pronouns: I, it. • use 50 - 75 words across parts of speech. 	The individual will: <ul style="list-style-type: none"> • use 2 - 3 word phrases. • use early noun & verb phrases. • use early possession and plurals. • begin using morphemes (e.g., -ing). • use pronouns: my, me, mine, you. 	The individual will: <ul style="list-style-type: none"> • use use early prepositions. • begin to use verb tenses. • begin to use use possessive -'s. • use pronouns: your, yours, he, she, we. • use conjunctions. • use subject+verb+object. • use what, where, who. 	The individual will: <ul style="list-style-type: none"> • use pronouns: they, them, us, hers, his. • use articles (the, a). • use negatives with auxiliaries and negative forms: isn't, aren't, doesn't, didn't. • use present tense -s. • use word order reversal for questions (Can you __?). • ask when/how questions. 	The individual will: <ul style="list-style-type: none"> • use pronouns: its, our, him, myself, yourself, ours, their, theirs. • use indirect objects. • use advanced negatives: wasn't, wouldn't. • use auxiliaries (can, should, could, may, might) and inverted auxiliaries in questions. • begin to use relative clauses and infinitive phrases. 	The individual will: <ul style="list-style-type: none"> • use infinitives (to go, to read). • use reflexive pronouns (herself, themselves). • use negative indefinite pronouns (nobody, nothing). • ask why questions. • use negative question forms (haven't you...?).
Examples	"Go!" "Juice"	"That mine", "Daddy sock", "My book")	"I read book, "Mom go work"	"He likes it", "I am not going.", "Can you?"	"Give him the book.", "He is not happy."	"Why can't we go?", "Nobody answered the door."

Morpho-Syntactic Features of AAE (African American English)

Zero copula (or the deletion of the verb be and it's variants); Absence of the past tense *-ed*; Absence of possessive *-s*; Irregular verb form usage (e.g., a past tense verb is used in place of a past participle and vice versa); Absence of plural *-s* (with nouns of measure); Negation: use of ain't and multiple negation; Habitual (uninflected) *be*; Zero modal auxiliary; Two modal auxiliary verbs may be used in a single clause