

**POTENTIAL MORPHOLOGICAL SYNTACTIC TARGET STRUCTURES RELATED
TO STUDENT'S M.L.U. (MEANT LENGTH OF UTTERANCE)**

Early Development of the Basic Sentence (*Brown Stage II-M.L.U. 2.26 to 2.75*)

1. Prepositions “in” and “on” in isolated prepositional stages.
2. Some demonstrative pronouns (this, that, these, those).
3. Some personal pronouns (me, mine, you, your, yours).
4. Some articles (a, the).
5. Some plurals (/s/ cats, /z/ bugs, /Iz/ buses).
6. Negative terms used, but not necessarily in adult form (no, not, can't, don't).
7. Some WH-Q forms (what + doing, where).
8. Present progressive –ing on verbs (usually without auxiliary).
9. Some catenative verb forms (gonna, wanna, hafta) as semi-auxiliaries.
10. Yes/no questions with appropriate inflection (but usually no subject/verb inversion).

Early Intermediate Development of the Basic Sentence (*Brown's Stage III-M.L.U. 2.76 to 3.50*)

1. Adjectives after articles and other modifiers (some, other, more, one, the + adj. + noun).
2. Additional prepositions (with, of, to, for) to signify semantic case.
3. Consistent use of plural and possessive morphemes (/s/, /z/, /Xz/)
4. Irregular past verb forms (e.g., came went).
5. Personal pronoun “I” at the beginning of sentences.
6. Additional personal pronouns (he, him, his, she, her, hers, we, us, ours, they, them, their).

Late Intermediate Development of the Basic Sentence (*Brown's Ste IV-M.L.U. 3.51 to 4.00*)

1. Auxiliaries with the Main Verb (MV) in affirmative, declarative sentences.
2. Subject/verb inversion in yes/no questions.
3. Auxiliary verb form in WH-Qs (but usually not inverted, “Where the truck is?”).
4. Later developing pronouns (another, something, somebody, someone, nothing, nobody, none, no one).
5. Inflections of the verb *to be* (am, was are, were).

Late Development of the Basic Sentence (*Brown's Stage V-M.L.U. 4.01 to 5.25*)

1. Regular past tense -ed form.
2. Inflected form of copula “be.”
3. Third person singular –s on verbs.
4. Present tense modals (can, may, will).
5. Forms of “do.”
6. Inflected forms of the auxiliary “be” in contractible and uncontractible forms.
7. Contractions (e.g., It's a, there's a).
8. Verb separated from adverb or participle (He took it off, He pushed her hard).
9. Auxiliary/subject inversion and the verb “do” used in forming yes/no questions.
10. Negatives formed with modals, auxiliary, or copular “be.”

Later Morphological and Syntactic Development

1. Derivational endings for Nouns (e.g., -er, -ist).
2. Comparative forms of adjectives (big/bigger/biggest).
3. Past tense modal forms (could, would, should, might, must).
4. Reflexive pronouns (myself, yourself, himself, herself, itself, themselves).
5. Subject/verb inversion in WH-Qs.
6. Differentiates future/present/past semantic tenses syntactically (e.g., will jump/jumps/jumped).
7. Passive rule (The N was Ved by the N)
8. Correct forms in “ask/tell” constructions
9. Complex verb forms using the auxiliary construction rule tense + (modal) + (have + en) + (be + ing) + Verb.

Combining Sentences

1. “And/but/or” separating two independent clauses (I fell down and bumped by head).
2. “And” in a list or series (shoes and hat and mittens).
3. “And” to conjoin sentences with deletions (He came and played with me; The boy and his brother are nice).
4. Infinitives incorporated into sentence (I want to eat a cookie).
5. “So” as a conjunction.
6. “If” as a conjunction.
7. “Because” as a conjunction.
8. Adverbial clauses (He was eating when I came).
9. Adjectival clauses (The girl with the puppy is my sister).
10. Embeddings with relative pronouns (I know *what's* going on).
11. Nominals (Hitting kids is bad).
12. Participles (She got hurt playing baseball).
13. Infinitival complements with differing subjects (I want you to come).
14. Reversible and non-reversible indirect/direct object relationships (Show the teacher the girl).
15. Semantically complex conjunction uses (except for, although, however, etc.).