Level	Child Characteristics	Rate Goals	Diversity Goals	Complexity Goals	What to model
1	Uses mostly gestures Single words only (MLU around 1)	• Increase number of total words (NTW)	• Increase number of different words used (NDW) • Increase number of different nouns • Increase number of different verbs	• Increase integration of gestures with words • Increase play level	• Mostly single words • Active declarative sentences when appropriate
2	Mostly single words with some 2-word utterances (MLU < 1.5)	• Continue to increase NTW • Increase number of 2-word utterances used	• Continue to increase NDW • Increase number of different subject-verb combinations	• Increase MLU • Increase play level	• 50% single words • 50% toy talk or active declarative sentences • Locations (The tower fell down) • present progressive (the dog is running) • Copula (The dog is big)
3	Mostly 1-2 word utterances with some 3-4 word utterances	• Increase number of active declarative sentences	• Continue to increase NDW • Continue to increase number of different S-V combinations	• Continue to increase MLU • Begin use of S-V-O sentences	• Active declarative sentences • Toy talk sentences • Labels (new words only) • S-V-O sentences: e.g., the lady is carrying a box; the bunny is chasing the bird

| 4 | Higher language level Speaks mostly in short sentences, does not yet have complex syntax, does not always mark verb tense/agreement correctly | • Increase number of complex syntax examples | • Continue to increase NDW
• Continue to increase number of different S-V combinations | • Increase complex syntax
• Increase decontextualized language | • Mostly sentences, more specific labels and verbs,
• mark possessives, plurals, tense,
• conjunctions (and, then)
• talk about past and future
• Sentences with more than one verb |