

Supplemental Materials

Verbal –s Marking in Child AAE and SWE

The description below applies to verbal –s marking by typically developing six-year-olds during examiner–child play samples at school.

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1. AAE- and SWE-speaking children overtly mark verbal –s contexts at dialect-specific rates (AAE < 30%; SWE > 75%). These rates differ from each other and from the ~100% rate that has been documented for MAE-speaking children (Rice & Wexler, 1996). For both AAE and SWE, children's lowest rates of marking occur within *do* contexts (AAE ~ 13%; SWE ~72%), and their rates are lowest within negative *do* (i.e., *doesn't*) contexts (AAE ~6%; SWE ~44%).
2. AAE- and SWE-speaking children overtly mark verbal –s to indicate subject–verb agreement within habitual (e.g., *She gets a whooping all the time*) and nonhabitual verb contexts (e.g., *The little boy wants to slide*). Regardless of the habitual meaning of the expressed verb context, almost all (> 98%) of their overtly marked verbal –s contexts are produced with third person singular subjects.
3. AAE- and SWE-speaking children occasionally overtly mark verbal –s to indicate historical present tense (e.g., *It gets me really scared* when discussing a past event); however, their use of historical present tense is rare (AAE < 1%; SWE < 5%).
4. AAE- and SWE-speaking children produce some verbal –s contexts that should be excluded from calculations of overt marking because they cannot be easily classified. The most frequent of these, omission of auxiliary *has* preceding *got* (e.g., *He Ø got one*), has been documented in other dialects of English, including MAE. <</nl>>