

## Language Checklist: Pragmatics

### Acquisition of Pragmatic Knowledge

A child's communicative intentions are originally conveyed by gestures. Subsequently, the child adds vocalizations and then words/signs. Gradually, a child learns to express intentions more through words/signs and grammar.

### Preschool Age and Before

<b>Pragmatic Functions</b>	<b>Communication Behaviors</b>			
<b>Attending to speaker</b>	-Makes eye contact with person, object, activity			
<b>Summon/Getting Attention</b>	-Touches -Gestures -Vocalizations			
<b>Requesting object or action</b>	- Frequently performs gestures -Uses word/sign or marked prosodic pattern -Attends to object or event -Pointing -Addresses adult -Awaits response			
<b>Protesting</b>	-Uses word/sign or marked prosodic pattern -Cries -Pouts -Attends to adult -Addresses adult -Resists or denies adult's action			
<b>Requesting information</b>	-Uses gesture, word, or sign -Takes object to adult -Points to picture in book -Addresses adult -Awaits response			
<b>Labeling</b>	-Uses word/sign -Attends to object or event -Does not address adult -Does not await response			

<b>Answering</b>	-Uses word/sign -Attends to preceding adult utterance -Addresses adult			
<b>Greeting</b>	- Uses gesture or word/sign -Attends to adult or object -Smiles at person or animal -Extends arms to approaching person -Hugs familiar person			
<b>Repeating</b>	-Attends to preceding adult utterance but may not address adult -Does not await response			
<b>Practicing</b>	- Uses word/sign or prosodic patten -Attends to no specific object or event -Does not address adult -Does not await response			
<b>Calling</b>	- Uses word/sign with marked prosodic pattern -Addresses adult by uttering adult's name loudly -Awaits response			
<b>Commenting on action or object</b>	- Uses gesture or word/sign -Points to action, activity, person to acknowledge an altered state in that object, activity, or person -Points to new object, person, or activity -Takes the object to a person to indicate something about the object			
<b>Denying</b>	-Shakes head -Cries - Says/signs 'no'			

<b>Making choices</b>	-Takes desired object -Points to desired object -Nonacceptance of object or activity -May use a word/sign			
<b>Turn-taking</b>	-Peek-a-boo -Imitates handclapping and other simple movements			
<b>Getting along with others</b>	-Smiles, laughs, vocalizes when approached socially -Cries at angry voice, face			
<b>Acknowledging</b>	-Reacts to positive or negative reinforcement through facial expression and body language -Closes eyes when scolded			
<b>Initiating conversation</b>	-Looks at object and then at adult -Points to an object and looks at adult -Reaches for adult			
<b>Closing conversation</b>	-Walks away -Does not attend to adult but starts another activity -Closes/covers eyes			
<b>Requesting clarification</b>	-Looks confused when doesn't understand			
<b>Expressing feelings</b>	-Smiles -Laughs -Cries			

### Lower Elementary Grades

<b>Pragmatic Function</b>	<b>Communication Behavior</b>			
<b>Attending to speaker</b>	-Has increased eye contact for purpose of information -Responds to own name being used to get attention			
<b>Summon/getting attention</b>	-Calls out/signs name of person or object desired			

<b>Requesting object or action</b>	<ul style="list-style-type: none"> <li>-May point to object while using words/signs to request</li> <li>-Addresses adult</li> <li>-Direct request/commanding</li> <li>-Awaits response</li> </ul>			
<b>Protesting</b>	<ul style="list-style-type: none"> <li>- May push away and be uncooperative</li> <li>- May use negative utterance such as <i>no, don't want, don't like</i></li> <li>-May use command forms such as <i>stop, go away</i></li> </ul>			
<b>Requesting information</b>	<ul style="list-style-type: none"> <li>-Requests information using short utterances and facial expressions</li> <li>-May say/sign Wh-question forms such as <i>What that?</i></li> <li>-Attends to adult</li> <li>-Awaits response</li> </ul>			
<b>Labeling</b>	<ul style="list-style-type: none"> <li>-Uses words/signs</li> <li>-Points to objects or picture</li> <li>-Does not address adult</li> <li>-Does not await response</li> </ul>			
<b>Answering</b>	<ul style="list-style-type: none"> <li>-Uses words/signs</li> <li>-Attends to preceding adult utterance</li> <li>-Addresses adult</li> </ul>			
<b>Greeting</b>	<ul style="list-style-type: none"> <li>-Greet with gestures and/or facial expression</li> <li>-Frequently accompanies greeting with appropriate social remark such as <i>You sick yesterday?</i></li> </ul>			
<b>Repeating/practicing</b>	<ul style="list-style-type: none"> <li>-Used as a tutorial or study technique</li> <li>-Does not attend to other person</li> <li>-Does not await response</li> </ul>			
<b>Calling</b>	<ul style="list-style-type: none"> <li>-Addresses person by uttering person's name loudly</li> <li>-Awaits response</li> </ul>			

<b>Commenting on action/object</b>	-Uses words/signs -May also use gestures/facial expressions when commenting			
<b>Denying</b>	-Denies responsibility for action -Says/signs “no”			
<b>Making choices</b>	-Picks the desired object from two items -Makes a decision when given two choices of activities			
<b>Turn-taking</b>	-Plays games, alternating turns -Waits to speak/sign -Shares limited number of supplies			
<b>Getting along with others</b>	-Learns to share -Uses social utterances appropriately such as <i>please, thank you</i> -Respects own property and the property of others			
<b>Acknowledging</b>	-Responds with appropriate facial expression and body language -Responds with utterance that indicates pleasure/displeasure -Stops an activity when s/he hears/sees “no” and looks at person, may say/sign “What” or “Why”			
<b>Initiating conversation</b>	-Asks questions using appropriate intonation/facial expression and question forms -Draws attention to an object/topic by naming the object			
<b>Closing conversation</b>	-Says/signs “bye,” “See you later” or another appropriate phrase.			

<b>Requesting clarification</b>	-Uses appropriate facial expression -Says/signs "What"			
<b>Expressing feelings</b>	-Uses descriptive words/signs in utterances such as <i>tired, hot, sick, hurt</i>			
<b>Specifying topic</b>	-Asks questions through intonation or question forms -Draws attention to an object by pointing/displaying and naming it			
<b>Responding to request for clarification</b>	-Repeats information when asked -Repeats requested parts of utterance			
<b>Getting/giving information to describe events</b>	-Describes simple events that occurred recently in school environment -Describes an event that occurred previously at a different place			
<b>Controlling behavior of others</b>	-Uses command forms such as <i>Come here, Stop</i>			

### Upper Elementary and Beyond

<b>Pragmatic Function</b>	<b>Communication Behaviors</b>			
Attending to speaker	-Makes eye contact with person communicating for duration of utterance -Attends appropriately to an interpreter			
Summon/Getting attention	-Calls/signs name of person -Adjusts volume/signs to be appropriate in current environment			
Requesting object or action	-Asks for object using appropriate words/signs -Requests permission			

	-Requests a person to move when view of the speaker is obscured			
Protesting	-Comments on not liking an entity -Expresses unfair treatment -Comments on disagreement			
Requesting information	-Asks the appropriate question -Specifies desired information -Awaits response			
Answering	-Attends to the speaker's question -Responds with specific information that addresses the question -Awaits response			
Greeting	-Introduces self to others -Indicates recognition of a friend using either an utterance or a gesture such as a <i>wave</i> , <i>head nod</i>			
Commenting on action/object	-Comments on personal experiences and current events -Comments on liking/disliking object -Comments on appearance/description of object -Comments on use of object			
Protesting	-Comments on not liking an entity -Expresses unfair treatment -Comments/explains disagreement with a comment/ action/decision			
Denying	-Denies guilt -Denies responsibility -Denies truth of statement			
Making choices	-Makes appropriate behavioral choices -Makes appropriate leisure			

	time choices -Makes choices from several objects, actions that were offered			
Getting along with others	-Shows respect for others -Shares a responsibility -Comments or asks questions to initiate interaction			
Acknowledging	-Says 'Yes' or 'No' and interjects own opinion -Acknowledges feelings of others and offers support			
Initiating conversation	-Presents an object and comments about it for conversation -Approaches a friend or adult for the purpose of discussing a topic			
Maintaining topic	-Continues to talk about same topic for several sentences or turns			
Changing topic	Makes comments such as: <i>I don't mean to change the subject, but...</i> <i>The other thing I wanted to talk to you about was...</i>			
Closing conversation	-Makes comments such as: <i>Oh, now I understand.</i> <i>It's time for me to go.</i> <i>It was nice talking with you.</i>			
Requesting clarification	Asks questions such as: <i>What do you mean?</i> <i>Where did you get that?</i> <i>I didn't understand what you said about \...</i>			
Expressing feelings	-Makes comments such as <i>I'm really upset because...</i> -Makes statements about own feelings such as <i>I didn't like what you said to Sam because...</i>			
Specifying topic	-Provides a topic for conversation through questions: <i>Did you see the</i>			

	<i>game last night?</i> -Comments on a topic through questions: <i>That movie wasn't very good, was it?</i>			
Responding to a request for clarification	-Provides more information -Provides a specific example for clarification			
Getting/giving information	-Shares educational information such as a book report, research paper, essay.			