| **Term** | **Definition** | **Example** |
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| **Expressive language** | Speaking or communicating to others through words, signs, or symbols | When Tonya speaks or writes, she is using expressive language. Matt used language well, both speaking and writing. |
| **Morphemes** | The smallest meaningful units of a word, whose combination creates a word (in sign languages, the equivalent of a morpheme is a visuomotor sign) ([**Damasio & Damasio, 1999**](https://jigsaw.vitalsource.com/books/9780133560749/epub/OPS/xhtml/fileP7000481566000000000000000002C8A.xhtml#P7000481566000000000000000002D44)) | “Run” is one morpheme and “running” is two morphemes. “Run” is a unit of meaning and the “ing” is a unit of meaning. The “ing” indicates that the action is happening now and changes the meaning of the word “run.” |
| **Phonemes** | The individual sound units (such as “s,” “n,” “m”) that when spoken in a particular order produce words | The word “run” is composed of the individual sound units of “r,” “u,” and “n.” |
| **Prosody** | The vocal intonation that can modify the literal meaning of words and sentences ([**Damasio & Damasio, 1999**](https://jigsaw.vitalsource.com/books/9780133560749/epub/OPS/xhtml/fileP7000481566000000000000000002C8A.xhtml#P7000481566000000000000000002D44)); includes the tone, rhythm, tempo, and pace of language | A parent may use a higher tone and a slower rhythm when talking with her baby. |
| **Pragmatics** | The social features of language including how, where, and when language is used | These skills include taking turns in a conversation, following the cultural rules of conversation such as where it is appropriate to talk, and listening when someone is speaking. Pragmatics also includes the function of language, e.g. questioning, demanding, etc. |
| **Receptive language** | The act of attending, listening to, and comprehending language | Charlie listened carefully to his mother and then went and picked up his shoes that she asked him to find. |
| **Semantics** | The meanings that correspond to all words, parts of sentences, and all possible sentences | Alana’s teacher responded to the semantics of her language rather than to the incorrect syntax. |
| **Syntax** | The rules governing the sequence of words and the relationships among parts of a sentence | In English we can say “How are you?” but it is not allowable (if a person wants to be understood) to say “Are how you?” |
| **Lexicon** | The collection of all words in a given language; may also refer to a specific person’s lexicon of words that the person can understand and/or use | Tamara’s personal lexicon included many words for animals. |