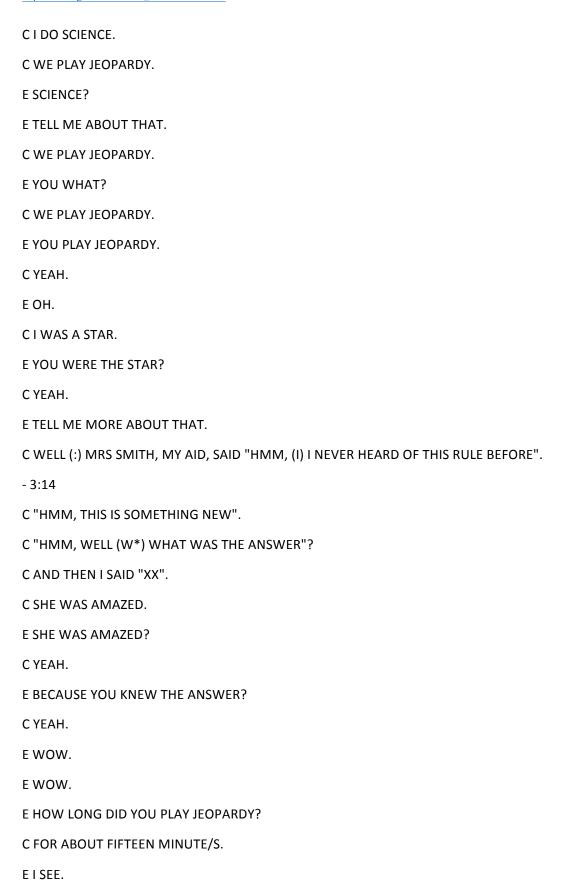
Supplemental Material S2. SH conversation sample in SALT format.

\$ Child, Exami + CONTEXT: Conversation + [EO]: Overgeneralization error (word level) + [EP]: Pronoun error (word level) + [EW]: Error at the word level + [EU]: Error at the utterance level + [P]: Prompt that does not interfere with discourse - 0:00 E TELL ME EVERYTHING YOU DID IN SCHOOL YESTERDAY. E OR TODAY, ACTUALLY. C YEAH, TODAY. C (UM) WELL TODAY, WE HAVE THE WHITE DAY. C WHITE DAY IS WHEN YOU DO DIFFERENT THING/S. C A RED DAY IS YOU DO DIFFERENT THING/S TOO. C SO TODAY WAS A WHITE DAY. C (UM) I WENT OUT ON A SHOP SEVENTH HOUR. E REALLY, TO A SHOP? C YEAH. E WOW. E TELL ME ABOUT THAT. C WELL (:) IN SEVENTH HOUR, ME AND MISS GOLD WENT SHOP/ING. E YOU WENT SHOP/ING? E WHAT STORE DID YOU GO TO? C WOODMANS. E WOODMANS. E WHAT DID YOU BUY?

C I BUY[EW:BOUGHT] GOODY/S.

Supplemental material, Finestack et al., "Using Computerized Language Analysis to Evaluate Grammatical Skills," *LSHSS*, https://doi.org/10.1044/2019_LSHSS-19-00032

| <u> </u> |
|---|
| E GOODY/S. |
| E WHAT WERE THE GOODY/S FOR? |
| - 1:00 |
| C FOR MY GRANDMA. |
| C SHE WAS SICK. |
| E SHE WAS SICK. |
| C YEAH. |
| E TELL ME ABOUT (UM) THE GOODY/S THAT YOU BOUGHT. |
| C WELL, IT/'S COOKIE/S, RAISIN/S, NUT/S, CASHEW/S, AND COLESLAW AND NOODLE/S, BREAD AND MILK AND EGG/S FOR HER. |
| E I SEE. |
| E (UM) AND THEN DID YOU TAKE THEM TO HER HOUSE AFTERWARD? |
| C YEAH. |
| E TELL ME WHAT ELSE YOU DO IN SCHOOL. |
| C I DO MATH. |
| E MATH. |
| C YEAH. |
| - 2:00 |
| E IS THAT YOUR FAVORITE SUBJECT? |
| C YEAH. |
| E TELL ME WHAT YOU LIKE ABOUT MATH. |
| C WELL MISS B, MY TEACHER (: H*) HAND SOME WORKSHEET/S TO ME. |
| C THEY HAVE SOME SUBTRACTION PROBLEM/S FOR ME TO DO. |
| E MHM. |
| C SO I DID THAT. |
| E AND THEY/'RE FUN? |
| C YEAH. |
| E YEAH. |
| E IS THERE ANYTHING ELSE THAT YOU DO IN SCHOOL THAT/'S INTERESTING? |



| E IS THERE ANYTHING THAT YOU DON'T LIKE ABOUT SCHOOL? |
|--|
| C WELL, LET/'S SEE. |
| C SOMETIMES, I GET[EW:AM] TARDY. |
| C AND *I DON'T KNOW WHERE THE PLACE/S I/'VE BEEN. |
| - 4:01 |
| C LIKE I GOT CONFUSED ABOUT RED AND WHITE DAY/S. |
| C LIKE RED CHOIR, MATH WHITE. |
| C AND MRS XX SAY/*3S "NO, CHOIR WHITE, MATH RED. |
| E OH, SO ON RED DAY/S, YOU GO TO CHOIR. |
| E AND ON WHITE DAY/S, YOU HAVE MATH. |
| E IS THAT RIGHT? |
| ; 00:05 |
| E OR TELL ME WHAT YOU DO ON RED DAY/S AGAIN. |
| C RED DAY/S, I HAVE MATH FIRST HOUR. |
| E OH, OKAY. |
| C WHITE DAY/S, I GOT[EW:HAVE] CHOIR FIRST HOUR. |
| E OH, I SEE. |
| E OKAY. |
| E TELL ME ABOUT CHOIR. |
| C CHOIR, WE EVEN GOT A NEW CHOIR TEACHER NAMED MR TOM. |
| E MHM. |
| C HE IS A NICE GUY. |
| C HE IS TELL/ING THE PEOPLE WHAT TO DO. |
| - 5:00 |
| C LIKE, ALTO/S SING WHEREVER YOU GO. |
| C XX. |
| C THEN THEY ALL SING. |
| C RIGHT, WHEREVER YOU GO. |
| E I SEE. |

