

Findings:

The qualitative data showed that over half of the children are where they should be when it comes to expressive language. 63% of the children are scoring at a level on the DRDP scale that they are meeting the developmental milestone for *communication and use of language (expressive)*. However, 37% of the children are not meeting this milestone, which is still a large number especially at this point of the year. Children are showing the ability to communicate but aren't using as much language as I would like to see. When looking at children who show poor expressive ability, it is more than likely they will have trouble academically as well because of the difficulties they display in spoken and written language.

When I looked at the domain *reciprocal communication and conversation*, 56% of the children scored at age-appropriate level and 44% did not. This tells me that the children who may have the ability to communicate effectively using complex words or phrases aren't engaging with other peers or adults in the classroom. They can but aren't. This is important because it is evident that expressive language plays a role in social and verbal interactions which then affect a student's academic foundation. The children that are not interacting with one another and not showing their ability to use complex words and phrases are the same children who academically a bit behind, "during classroom visits, children's performance on relevant academic task can be compared to that of their true peers".

Example of student's communication and use of language.

Whole-Group	Small Group	Free Choice
Q: Why do you think the caterpillar keeps getting hungry? Child 1: "he eats a lot" Child 2: "tiene hambre" (he's hungry) Child 3: *knods no	Q: What can you do if you are still hungry? Child 1: Child 2: Child 3:	Q: What are you going to cook today? Child 1: "bacon" Child 2: "I'm going to make coffee and salad for my mom. She like coffee and salad" Child 3: said nothing
Q: Why did the caterpillar get a stomachache? Child 1: "comio mucha comida y luego le dolió porque comio mucha comida" (he ate too much food and then his stomach hurt because he ate too much food) Child 2: *shrugs Child 3: "he's too fat"	Q: What are you going to draw today? Child 1: looks at teacher Child 2: *shrugs shoulders Child 3: "I'm going to draw mommy and daddy and me and sister and Mila."	Q: What if we all of the foods that the caterpillar ate, what do you think would happen? Child 1: "my tummy would get bigger, bigger, bigger, bigger" Child 2: *shrugs shoulder Child 3: "maybe be sick"

<p>Q: If this book had pictures, what would they look like? Child 1: "Maybe like a rainbow." Child 2: said nothing. Child 3: *shrugs shoulders</p>	<p>Q: What food do you like to eat on Tuesday? Child 1: "I like camping with fire marshmallows and chocolate." Child 2: "me gusta arroz" (I like rice) Child 3: "let me think, Tuesday food"</p>	<p>Q: Can you tell me about what your picture says? Child 1: "It says nothing" Child 2: child continues drawing, says nothing. Child 3: "that's a rainbow and that's me. I'm going to the rainbow because I like it. That's a heart because I like it."</p>
<p>Q: Why do you think this book has no pictures? Child 1: "They were tired." Child 2: "Maybe they don't like to draw." Child 3 *shrugs shoulders</p>		

In round three, I plan to continue adding lesson plans and activities solely pertaining to language; specifically, lesson plans that require expressive language and conversations amongst the children. What I will do differently is put a greater focus on the children who aren't meeting developmental milestones for social interactions with peers and communication and use of language.