**Measure 2: Self Expression in English (expressive English)**

**Definition:** Child is progressing toward fluency in speaking English

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<th>Discovering</th>
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<tr>
<td>Communicates in home language or non-verbally, or both</td>
<td>Communicates mostly in home language and occasionally uses single words or short memorized sequences of words in English to communicate about routines and needs</td>
<td>Communicates in English using single words and phrases, often about routines and needs; mixes English with the home language</td>
<td>Communicates in English, using incomplete sentences (omits words or parts of words, such as –ed, –s); sometimes mixes English with the home language</td>
<td>Communicates in English with mostly complete sentences about a variety of topics and concepts, used in the classroom curriculum; sometimes makes grammatical errors; sometimes mixes English with the home language</td>
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</table>

**Examples**

1. Communicates in English, “bye-bye,” to the teacher when parent arrives at the end of the day.
2. Says, “Like it,” and gestures to the apples. Then says, “More,” (to mean “I want more milk.”) at snack time.
3. Says, “Mine,” (to mean “That’s my baby doll,”) and holds baby doll close to his chest while playing in the dramatic play area.
4. Repeats 1 or 2 frequent, short phrases from the good morning song, “Good morning, good morning, good morning to you.”
5. Expresses, “Wannit?” when offering another child the paintbrush after finishing in the art area.
6. Communicates, “You give to me more,” when a peer is distributing crackers during snack time.
7. Says to a peer “You are baby. You go up?” and gestures at the slide during outdoor play.
9. Says, “Help!” while handing a bottle of paint to teacher after trying to open it and failing to do so.
10. Communicates to a peer while playing with the art area.
11. Communicates, “You give to me more,” when a peer is distributing crackers during snack time.
13. Repeats longer memorized phrases from the morning song, such as, “Good morning, good morning, good morning to you. A new day’s beginning. There’s so much to do.”
14. Communicates to a peer while playing with playdough, “I make galletitas and pan. You like it?” (I like playdough. I made cookies and bread. Do you like it?)
16. Says to a peer, “You are baby. You go up?” and gestures at the slide during outdoor play.
19. Says, “Help!” while handing a bottle of paint to teacher after trying to open it and failing to do so.
21. Says, “Help!” while handing a bottle of paint to teacher after trying to open it and failing to do so.

**Code switching** is an important feature of language development for children who are dual language learners, and it is defined as “the use of two or more languages in the same stream of talk or as the ability to alternate between two language systems in a conversation” (CDE 2009, p. 58). See the User’s Guide for additional information.

**Routines and needs:**

- Communicates in English using incomplete sentences (omits words or parts of words, such as –ed, –s); sometimes mixes English with the home language
- Communicates in English, using incomplete sentences (omits words or parts of words, such as –ed, –s); sometimes mixes English with the home language

**Developing**

- Communicates using single words and phrases, often about routines and needs; mixes English with the home language
- Communicates mostly in home language and occasionally uses single words or short memorized sequences of words in English to communicate about routines and needs
- Communicates in English using single words and phrases, often about routines and needs; mixes English with the home language

**Integrating**

- Communicates in English with mostly complete sentences about a variety of topics and concepts, used in the classroom curriculum; sometimes makes grammatical errors; sometimes mixes English with the home language
- Communicates in English with mostly complete sentences about a variety of topics and concepts, used in the classroom curriculum; sometimes makes grammatical errors; sometimes mixes English with the home language
- Communicates mostly in home language and occasionally uses single words or short memorized sequences of words in English to communicate about routines and needs
- Communicates in English using single words and phrases, often about routines and needs; mixes English with the home language

**Examples**

- Points to the drinks on the shelf and then points to his mouth to ask for something to drink.
- Takes teacher’s arm and leads her to the drawing area where several children are doing observational drawing of a pumpkin and points to the papers being used to ask for paper.
- Nods “yes” or “no” in response to a simple question asked in English.
- Responds, “Sí, yo quiero pintar!” (Yes, I want to paint!) when a peer asks in the home language.
- Plays with sounds in English words, such as –ed, –s); sometimes makes grammatical errors; sometimes makes grammatical errors; sometimes makes grammatical errors; sometimes makes grammatical errors; sometimes makes grammatical errors; sometimes makes grammatical errors; sometimes makes grammatical errors; sometimes makes grammatical errors; sometimes makes grammatical errors; sometimes makes grammatical errors; sometimes makes grammatical errors; sometimes makes grammatical errors; sometimes makes grammatical errors; sometimes makes grammatical errors; sometimes makes grammatical errors; sometimes makes grammatical errors; sometimes makes grammatical errors; sometimes makes grammatical errors; sometimes makes grammatical errors; sometimes makes grammatical errors; sometimes makes grammatical errors; sometimes makes grammatical errors; sometimes makes grammatical errors; sometimes makes grammatical errors; sometimes makes grammatical errors; sometimes makes grammatical errors; sometimes makes grammatical errors; 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