

**Goal 64 NOTE:** This goal statement only applies to children whose home language is not English. Children must continue to grow and progress in their home language while learning another language.  
 Language in this goal statement refers to the “spoken word” or oral language, communication, and fluency. It does not refer to the written word such as reading or writing.

**DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**

**SUB-DOMAIN: ENGLISH LANGUAGE LEARNERS**

**DUAL LANGUAGE ACQUISITION**

**GOAL 64: CHILDREN DEMONSTRATE COMPETENCY IN HOME LANGUAGE WHILE ACQUIRING BEGINNING PROFICIENCY IN ENGLISH.**

| Age Range                     | Developmental Growth   | Child Indicators   | Caregiver Strategies  |
|-------------------------------|--|--|---|
| <p><b>36 to 60 Months</b></p> | <p>Demonstrates varying competency in learning English depending on age, onset, and amount of language exposure.</p> <p>Communicates with purpose to convey information, and uses phrases and sentences with more complex vocabulary in home language.</p> | <ul style="list-style-type: none"> <li>▪ Recalls words from simple songs in home language and recognizes words from songs in English.</li> <li>▪ Occasionally inserts words from home language while speaking English.</li> <li>▪ Demonstrates understanding that there are languages other than the home language (identifies sentence spoken in home language in comparison to one spoken in English).</li> <li>▪ Relies on non-verbal cues to communicate in English, but does not rely on non-verbal cues to communicate in home language.</li> <li>▪ Focuses on the meaning of words rather than grammar in acquiring spoken English language competency.</li> <li>▪ Follows linguistic rules of home language and constructs own rules for English.</li> <li>▪ Uses sentences in home language and begins to use single word or telegraphic speech in English to communicate.</li> <li>▪ A bilingual child adjusts language and communication form used according to person with whom he/she is speaking or place where he/she is at.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Provide picture books in child’s native language and in English.</li> <li>▪ Teach school concepts in both languages.</li> <li>▪ Label shelves and toy containers with pictures and both written languages, each language consistently color coded (red: English; blue: Spanish; green: Bosnian).</li> <li>▪ Teach songs and finger plays in child’s native language and in English.</li> <li>▪ Encourage the use of English in school by providing a safe, responsive audience.</li> <li>▪ Model new concepts with pictures and actions paired with English words.</li> <li>▪ Wait for child “to find” English word when asking a question or needing a response.</li> <li>▪ Provide a lot of repetition when introducing new concepts.</li> <li>▪ Help child develop reasoning skills through use of home language.</li> <li>▪ Devise strategies that build a home-school collaboration to reinforce home language competency and promote learning English.</li> <li>▪ Identify and explain patterns in errors of spoken English to help child acquire language competency (note: do</li> </ul> |

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|  |  |  | <p>not correct child but guide child by example).</p> <ul style="list-style-type: none"> <li>▪ Model positive vocabulary learning strategies (reading cues from the context).</li> <li>▪ Help native, English-speaking children understand the English Language Learner's speech and vocabulary.</li> <li>▪ Establish a consistent daily routine that promotes a sense of security.</li> <li>▪ Learn tone, key words, and common gestures of child's home language.</li> <li>▪ All instruction must be sensitive to the child's conceptual understanding in both the home language(s) and English.</li> </ul> |
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