

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
60 Months through Kindergarten	<p>Demonstrates varying competency in learning English depending on age, onset, and amount of language exposure.</p> <p>Uses appropriate forms of purposeful communication in home language.</p> <p>Vocabulary and grammar in the home language continue to progress.</p>	<ul style="list-style-type: none"> ▪ Recognizes the difference between words spoken in home language and words spoken in English. ▪ May exhibit a gap between conversational language and instructional language. ▪ Use grammatical rules but sometimes overgeneralizes (mans for men). ▪ Begins to understand that non-family adults and peers may not understand home language. ▪ Follows multi-step directions in home language and single-step directions in English. ▪ Demonstrates understanding of words used in the home language that are different from English. ▪ Re-tells a simple story told in the home language but may only be able to re-tell a few words from a story told in English. ▪ May seek to "read" a familiar story book in home language and in English. 	<ul style="list-style-type: none"> ▪ Provide an environment of acceptance that supports and respects the home language by bringing the home language to settings. ▪ Learn functional words in the child's home language, such as hello, goodbye, lunch, eat, outside, potty, coat, mommy, daddy, baby, coat, or hat. Pair these words in the child's home language with English in the classroom. ▪ Provide opportunities for child to acquire competency in home language and English. ▪ Use books in English that are repetitious and predictable. When possible, have the same book available in several classroom languages. ▪ Use home language alongside English in activities (counting to 10, talking about the weather, reciting the alphabet, naming colors). ▪ Provide opportunities for child to share words from home language with other children and teachers. ▪ Provide opportunities for child to practice communicating in English through natural and meaningful conversation. ▪ Develop a plan for child's continued use of the home language and acquisition of English. ▪ Adjust classroom instruction to be sensitive and responsive to the child's conceptual understanding in both the home language(s) and English.