

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>16 to 38 Months</p>	<p>Demonstrates varying competency in learning English depending on age, onset, and amount of language exposure.</p> <p>Develop vocabulary and fluency in home language.</p>	<ul style="list-style-type: none"> ▪ Often uses sounds from home language when speaking in English. ▪ Has a larger receptive and expressive vocabulary in home language than in second language. ▪ Speaks using English vocabulary and increasingly responds to English vocabulary. ▪ Uses increased expressive and receptive English vocabulary. ▪ May exhibit a period of silence before a language surge. ▪ May mix words from both languages. ▪ Follows simple verbal direction in home language and attempts to make sense of a direction given in English when accompanied by a non-verbal gesture (signal for come here). ▪ Often uses sounds from home language when speaking in English (e.g. Spanish "v" may be pronounced like "b" so Spanish-speaking child might say, "Bery" for "Very"). ▪ Has a larger vocabulary in home language and is beginning to acquire an English vocabulary. ▪ Recalls words from simple songs in home language and recognizes words from songs in English. ▪ Asks simple questions in home language and uses 	<ul style="list-style-type: none"> ▪ Encourage parents of second language learners to support home language expansion and expression. ▪ Consistently provide, if possible, adults in the environment who speak the child's home language. ▪ Read books in native language with supplemental reading in English. ▪ Speak English in ways that help English Language Learners (ELL) to understand (simple sentences, repetition, and use of gestures). ▪ Rephrase or expand child's speech. ▪ When telling a story, substitute a couple of words with words from the child's native language. ▪ Sing songs and rhymes in both languages. ▪ Learn tone, key words, and common gestures of child's home language. ▪ In a group, expose all children to dual language use and learning.

		gestures or single words to ask questions in English. <ul style="list-style-type: none">▪ Occasionally inserts words from home language while speaking in English.	
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