

## ***IDAHO EARLY LEARNING EGUIDELINES***

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

**Domain 5:** Communication, Language, and Literacy

**Sub-Domain:** English Language Learners

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

**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.



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

**SUB-DOMAIN: ENGLISH LANGUAGE LEARNERS**

**DUAL LANGUAGE ACQUISITION**

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p><b>Birth through 8 Months</b></p>	<p>Initiates and responds to differences in sounds including intonation.</p>	<ul style="list-style-type: none"> <li>▪ Attends to spoken sounds.</li> <li>▪ Prefers mother’s voice and native language.</li> <li>▪ Responds to speech stream for words and syllable stress patterns found in the child’s home language.</li> <li>▪ Communicates needs through vocalization, gestures, facial expressions, and actions.</li> <li>▪ Gazes at speaker.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk to child in both languages, but not in the same sentence.</li> <li>▪ Choose bilingual books to read and toys to play with.</li> <li>▪ Use tone to communicate meaning (e.g. “No.” “You’re so cute!”).</li> <li>▪ Sing songs to child in both languages.</li> <li>▪ If two caregivers, each may speak in their language to the child.</li> </ul>

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<p><b>6 to 18 Months</b></p>	<p>Demonstrates varying competency in learning English depending on age, onset, and amount of language exposure.</p> <p>Develops communication skills in home language, including words and gestures.</p>	<ul style="list-style-type: none"> <li>▪ Responds to familiar words and gestures in the home language.</li> <li>▪ Responds to simple voice commands and labeling in two languages.</li> <li>▪ Communicates needs in one- to two-word phrases in home language.</li> <li>▪ Uses eight to ten spoken words in home language, though may not use spoken words in the English vocabulary.</li> <li>▪ Communicates needs through single-word speech in home language and through facial expression, gestures, or actions (points to desired object) if attempting to communicate in English.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Connect child to other native speakers, especially other children.</li> <li>▪ Read bilingual books on a regular basis.</li> <li>▪ Encourage child to use words in both languages.</li> <li>▪ When presenting child with words in English, present them in groups (animal names) and within a context.</li> <li>▪ Help child link English vocabulary to real-life experiences by using pictures, objects, places, and events.</li> <li>▪ Continue to use home language with child to build a strong home language base.</li> <li>▪ Play music from the child’s home culture and in the home language, as well as English.</li> <li>▪ Learn tone, key words, and common gestures of child’s home language.</li> </ul>

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<p><b>16 to 38 Months</b></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"> <li>▪ Often uses sounds from home language when speaking in English.</li> <li>▪ Has a larger receptive and expressive vocabulary in home language than in second language.</li> <li>▪ Speaks using English vocabulary and increasingly responds to English vocabulary.</li> <li>▪ Uses increased expressive and receptive English vocabulary.</li> <li>▪ May exhibit a period of silence before a language surge.</li> <li>▪ May mix words from both languages.</li> <li>▪ 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).</li> <li>▪ 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").</li> <li>▪ Has a larger vocabulary in home language and is beginning to acquire an English vocabulary.</li> <li>▪ Recalls words from simple songs in home language and recognizes words from songs in English.</li> <li>▪ Asks simple questions in home language and uses gestures or single words to ask questions in English.</li> <li>▪ Occasionally inserts words from home language while speaking in English.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Encourage parents of second language learners to support home language expansion and expression.</li> <li>▪ Consistently provide, if possible, adults in the environment who speak the child's home language.</li> <li>▪ Read books in native language with supplemental reading in English.</li> <li>▪ Speak English in ways that help English Language Learners (ELL) to understand (simple sentences, repetition, and use of gestures).</li> <li>▪ Rephrase or expand child's speech.</li> <li>▪ When telling a story, substitute a couple of words with words from the child's native language.</li> <li>▪ Sing songs and rhymes in both languages.</li> <li>▪ Learn tone, key words, and common gestures of child's home language.</li> <li>▪ In a group, expose all children to dual language use and learning.</li> </ul>

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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 not correct child but guide child by example).</li> <li>▪ Model positive vocabulary learning strategies (reading cues</li> </ul>

			<p>from the context).</p> <ul style="list-style-type: none"> <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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<p><b>60 Months through Kindergarten</b></p>	<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"> <li>▪ Recognizes the difference between words spoken in home language and words spoken in English.</li> <li>▪ May exhibit a gap between conversational language and instructional language.</li> <li>▪ Use grammatical rules but sometimes overgeneralizes (mans for men).</li> <li>▪ Begins to understand that non-family adults and peers may not understand home language.</li> <li>▪ Follows multi-step directions in home language and single-step directions in English.</li> <li>▪ Demonstrates understanding of words used in the home language that are different from English.</li> <li>▪ 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.</li> <li>▪ May seek to "read" a familiar story book in home language and in English.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide an environment of acceptance that supports and respects the home language by bringing the home language to settings.</li> <li>▪ 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.</li> <li>▪ Provide opportunities for child to acquire competency in home language and English.</li> <li>▪ Use books in English that are repetitious and predictable. When possible, have the same book available in several classroom languages.</li> <li>▪ Use home language alongside English in activities (counting to 10, talking about the weather, reciting the alphabet, naming colors).</li> <li>▪ Provide opportunities for child to share words from home language with other children and teachers.</li> <li>▪ Provide opportunities for child to practice communicating in English through natural and meaningful conversation.</li> <li>▪ Develop a plan for child's continued use of the home language and acquisition of English.</li> <li>▪ Adjust classroom instruction to be sensitive and responsive to the child's conceptual understanding in both the home language(s) and English.</li> </ul>