

## Unit 2 Language Goals and Standards

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English Language Development standards have been incorporated into every activity within each unit of the program. Many times several different standards are connected to each lesson. In becoming more familiar with language development standards for students who are learning a new language, teachers develop a clear purpose for working to help students advance their language proficiency levels. Instructors also develop a shared awareness of a common purpose for language development and cultural understanding. Upon working to apply language standards in the Pre-K and K classroom, this effort not only serves to address student growth and evaluation in a more comprehensive and goal-orientated manner, but may also encourage greater student achievement and enhanced student participation.

### Unit 2 Alignment

**G**oal 1, Standard 1: *To use English to communicate in social settings: Students will use English to participate in social interactions.*

Questions for the instructor to consider:

1. What activities address this standard and learning goal within Unit 2?
2. What kind of student behaviors indicate student progress with regard to this goal and standard?
3. How might I, as an instructor, record my observations to assess each child's progress as it aligns to language standards?

In every activity of the unit, students are encouraged to demonstrate language acquisition and learning using movements, physical responses, or gestures. During this stage of language development, children demonstrate more sophisticated speaking abilities. Unit 2 serves to establish a strong language foundation by laying the

groundwork for students to be able to navigate their social world and cultural context primarily through play, as it serves a means for language exploration, content learning and communication. Learners use English for communication in social settings in verbal and nonverbal ways. A goal of the instructor is to serve as a language model, one who demonstrates how to use language as a communicative tool to share information and express thoughts, needs, wishes and feelings.

### Progress Indicators

**B**efore beginning Unit 2, review the standards, the core language topics and the progress indicators or assessment options. This exercise serves to provide background knowledge to support your lesson-planning efforts. It encourages the instructor to collect the needed resources such as stories and supplemental ideas that you wish to present during the unit. There are language goals and content goals to consider. With a more deliberate awareness of language standards and content knowledge that the unit addresses, these tasks begin to seem more seamless, natural and balanced.

**G**oal 1, Standard 2: *To use English to communicate in social settings: Students will interact in, through and with spoken and written English for personal expression and enjoyment.*

Questions for the instructor to consider:

1. How do games allow me as the instructor be able to monitor student achievement and language process?
2. How do activities such as using a graph or chart address some of the learning goals and standards?
3. How often do I share in stories that are

comprehensible for my learners? Do I give them adequate opportunities to listen and respond to texts as they are connected to Goal 1, Standard 2?

A cornerstone goal of this language learning program is to encourage communicative competency, or oracy. The instructor must demonstrate how to use the target language so he or she is able to facilitate meaningful communication and speaking among learners. There are a variety of ways to support oracy. Stories, texts, and storytelling greatly support communicative competency, or oracy, when they are presented in comprehensible ways. Explore a variety of literature and texts in such manners that encourage students to express their thoughts, ideas, feelings and desires.

### Dramatic Play Area

**T**o support children's attainment of vocabulary and concepts presented in Unit 2, BabbleTree encourages you to turn the dramatic play area in your classroom into a play grocery / market, or restaurant. This will set the stage for children to use newly acquired language and content knowledge in a nonthreatening environment. Throughout the unit, teachers can add props based on the target language of each lesson to spark new interest and allow children to build on what they know. With support, children will begin to use their growing vocabulary to explain what they are doing and to interact with other children. Intentionally creating a dramatic play area to support Unit 2 concepts will integrate oral language development with other important learning domains such as social emotional, cognitive and physical development, leading to deeper learning. Through observation teachers can assess children's growth and understanding of Unit 2 topics.