

# John Stanford International School

## Spanish Language and Communication Goals

### *Kindergarten and First Grade*

#### **Listening and Observing**

- Can understand short utterances about familiar material
- Can react to classroom commands
- Begin to understand who, what, where, when, how questions
- Follow simple oral directions
- Recognize the sounds of the letters
- Listen to simple stories, understanding the message

#### **Speaking**

- Give greetings/farewells
- Make simple apologies and courtesies
- Begin to express what one prefers based on learned patterns
- Begin to express state of physical condition based on learned patterns
- Begin to describe basic emotional state
- Begin to create simple statements with familiar material
- Can give some basic information about themselves, such as their name
- Can ask/answer questions using learned utterances or memorized material about a variety of everyday topics
- Can name and identify classroom objects
- Begin to narrate recurring events in their daily routine
- Begin to give basic commands
- Begin to recite poetry

#### **Reading**

- Begin to “read” (recognize and repeat) simple patterned short stories
- Begin to use and develop sight vocabulary
- Begin to participate in choral reading
- Begin to order series of events (with the aid of pictures)
- Read group generated and self-composed stories (with the aid of context clues)
- May begin reading original writing aloud to others

#### **Writing**

- Begin to label familiar objects
- Begin to write for a variety of purposes
- Use prewriting techniques to develop writing:
  - looking at picture
  - drawing
  - talking
- Recognize and use some basic conventions of print, such as question marks, upper and lower case letters, and word spacing
- Write two or three sentences on a related topic (by first grade)

#### **Culture**

- Can identify holiday and special celebrations and related song, music, and dance
- Understand customs in reference to holidays

#### ***Special Note about Grammar***

When children acquire language, they are also acquiring grammar (the structure of language). However, they are not necessarily conscious of what they know. In the Immersion Program, we do not formally teach the children about the grammar. They acquire the grammar much as children acquire the grammar of their first language.

Some of the aspects of Spanish grammar that the children will begin to recognize and incorporate into their own speech include:

- Placement of adjectives
- Comparative forms of adjectives
- Articles in Spanish (el, la, los, las)
- Gender, number, and agreement of nouns
- Subject pronouns and short possessives
- Present tense of verbs
- Imperative (command) form of verbs
- Question words (who, what, where, when, how, why, how much/how many)
- Prepositions (in, on, under, over, etc.)