

CHAPTER 3

Native Language Arts Standards **Kindergarten to Grade 1**



What Kindergarten to Grade 1 Students Do Across All Four Native Language Arts Standards

Listening

LISTEN *in the native language* on a daily basis in order to:

- Listen respectfully and responsively
- Attend to a listening activity for a specified period of time
- Avoid interrupting
- Respond with expression appropriate to what is heard.

Speaking

SPEAK *in the native language* on a daily basis in order to:

- Respond respectfully
- Take turns speaking in a group
- Correct the pronunciation of words by using classroom resources, such as teachers, peers, audio- and videotapes, and computer software
- Speak in complete sentences when required
- Stay on topic
- Speak audibly
- Speak with expression appropriate to the occasion.

Reading

READ a minimum of 25 books or the equivalent per year *in the native language* across all content areas and standards in order to:

- Distinguish between print and pictures
- Recognize the differences between characters or letters and words of the native language
- Follow the appropriate directionality of text for the native language
- Locate parts of a book
- Recognize and identify characters or letters of the native language
- Put words in a specific order as appropriate to the native language
- Recognize the different sounds that make up a word

- Point to words in a text or on a chart when read aloud, matching spoken words to print
- Recognize own name and the names of friends and family in print
- Develop phonetic and phonemic awareness in alphabetic languages
- Identify rhyming words
- Monitor own reading by applying strategies appropriate to the native language, such as identifying stem words, sounding out phonemes; using context, grammar, and picture clues; and rereading to determine meaning
- Read aloud with expression and fluency
- Use computer software to support early reading development.

Writing

WRITE *in the native language* on a daily basis across all content areas and standards in order to:

- Create a drawing, picture, sign, or other graphic to represent a word or concept
- Follow appropriate rules of directionality in the native language when writing
- Use appropriate spacing between characters or letters and words when writing on a line
- Write recognizable characters or letters
- Write own first and last names in native language
- Write high-frequency characters/words and stem words correctly
- Put words together into a sentence format
- Use punctuation and capitalization as appropriate to the native language
- Use classroom resources (word walls, picture dictionaries, teachers, peers) to support the writing process
- Give and seek constructive feedback in order to improve writing
- Use computer software to support development of writing skills.

Native Language Arts Standard 1 with Performance Indicators

Grades K to 1

★ Performance Indicators:

STANDARD 1:

LISTEN in order to:

- ★ acquire information from native language nonfiction texts
- ★ identify words and sentences in the home language on a chart
- ★ follow directions involving a few steps
- ★ identify and respond to environmental sounds that provide information; for example, school bell or fire alarm
- ★ identify similarities and differences in information about people, places, and events in the first language.

Students will listen, speak, read, and write *in their native languages* for information and understanding.

Key Idea:

As listeners and readers of the native language, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

SPEAK in order to:

- ★ dictate information in the primary language
- ★ report information briefly to peers and familiar adults
- ★ connect information from personal experiences to information from native language nonfiction texts
- ★ retell more than one piece of information in sequence
- ★ share observations from classroom, home, or community
- ★ ask questions in the first language to clarify topics, directions, and/or classroom routines
- ★ respond verbally to questions and/or directions
- ★ use appropriate visual aids to illustrate a word or concept when speaking in the native language to convey information.

As speakers and writers of the native language, students will use oral and written language that follows accepted linguistic conventions to acquire, interpret, apply, and transmit information.

READ in order to:

- ★ locate and use classroom and library media center resources, with assistance, to acquire information in the first language
- ★ begin to collect data, facts, and ideas from informational texts with repetitive language and simple illustrations
- ★ interpret information represented in pictures, illustrations, and simple charts and webs
- ★ recognize and interpret familiar signs and symbols from the environment; for example, labels on classroom furniture, equipment labels, and STOP signs
- ★ distinguish between native language texts with stories from those with information
- ★ draw on prior experience and cultural traditions to understand new data, facts, and ideas
- ★ use a picture dictionary as a resource for vocabulary in the primary language
- ★ select native language books, with teacher assistance, to meet informational needs.

WRITE in order to:

- ★ copy words, phrases, and sentences from primary language books, magazines, signs, charts, and own dictation
- ★ put own name on pictures, drawings, paintings, and written products
- ★ write data, facts, and ideas gathered from personal experience in the first language
- ★ use graphics (e.g., posters) to communicate information from personal experience
- ★ maintain, with teacher assistance, a portfolio of informational writings and drawings in the home language.

NLA Standard 1 involves the four language strands in the following ways:

Listening for data, facts, and ideas *in the native language* in, for example:

- circle time, group discussions
- group project reports
- media presentations
- role play.

Speaking *in the native language* to share data, facts, and ideas in, for example:

- role play
- small and large discussion groups
- reports on classroom projects, field trips.

Reading books *in the native language* with limited text, repetitive language, and simple illustrations, such as:

- picture books, dictionaries, and encyclopedias
- classroom displays, charts, posters, and picture maps
- experience charts
- how-to books
- alphabet books, if appropriate for the native language
- electronic books.

Writing *in the native language* in order to begin to transmit information in, for example:

- pictures and drawings
- characters or letters of the native language
- numbers
- words, phrases, and factual sentences that explain or describe a picture, fact, or concept
- lists and labels
- names of persons, places, and things.

Vignette: Standard 1 in a Kindergarten Arabic Language Arts Class

In an elementary school, Arabic kindergarten students are discussing holidays around the world. *Eid al fitr* is an Islamic holiday that takes place after the month of Ramadan. The teacher and students are involved in finding information about *Eid al fitr*. They discuss the various symbols that are associated with this holiday. The teacher then provides each student with a plain glass tree ornament and glass paint in green, red, or gold. The students make *Eid* ornaments by decorating them with writings and drawings that represent *Eid al fitr*. Some students may choose to draw a crescent, five-point star, or date palm tree. They might also choose to write *Mubarak Eid* and the year on the ornament. When students are finished, they talk to the class during circle time about the ornaments they made. They might choose to exchange the ornaments with each other. The ornaments are then displayed in the classroom until the time of the *Eid al fitr* holiday. Finally, the ornaments are sent home to share with the students' families.



Native Language Arts Standard 2 with Performance Indicators

★ Performance Indicators:

LISTEN to comprehend, interpret, and respond to imaginative texts and performances in order to:

- ★ appreciate and enjoy notable literary works in the native language
- ★ match spoken words with pictures
- ★ recall sequence of events in the primary language from a personal experience or story
- ★ identify character, setting, plot
- ★ respond to vivid language
- ★ identify specific people, places, and events in a first language text or performance
- ★ distinguish between a story and a poem.

SPEAK in order to:

- ★ interpret words spoken by characters in native language stories
- ★ engage in conversations with adults and peers regarding pictures, books, experiences
- ★ role-play characters or events from stories in the first language
- ★ express feelings about a work of fiction or poetry
- ★ respond to stories, legends, and songs from different cultural backgrounds
- ★ compare stories from personal experience with stories heard or read in the home language
- ★ dictate stories with a beginning, middle, and end
- ★ express the mood or emotion of a story by using a variety of words
- ★ describe the actions of characters in a story
- ★ tell real or imaginative stories in the home language in response to illustrations
- ★ retell familiar stories in a logical sequence
- ★ ask for clarification of events in a story
- ★ describe familiar persons, places, or objects in the primary language
- ★ recite traditional short poems, nursery rhymes, and finger plays.

Engage in PRE-READING and READING activities in order to:

- ★ select books, tapes, and poems on the basis of personal interest or teacher-selected criteria such as a theme/topic
- ★ make connections between personal experiences, cultural experiences, and stories read
- ★ connect a picture or illustration to a notable story written in the home language
- ★ predict what might happen next in a story
- ★ draw conclusions from a story
- ★ identify characters, settings, and events in a story
- ★ retell a story in the primary language
- ★ distinguish between what is real and what is imaginary.

WRITE original imaginative texts:

- ★ create a story in the native language with a beginning, middle, and end, using pictures/drawings and some words
- ★ create poems or jingles, using pictures/drawings and some words.

Grades K to 1

STANDARD 2:

Students will listen, speak, read, and write *in their native languages* for literary response and expression.

Key Idea:

As listeners and readers of the native language, students will read and listen to oral, written, and electronically produced texts and performances; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

As speakers and writers of the native language, students will use oral and written language for self-expression and artistic creation.

Grades K to 1

WRITE in order to respond to text:

- ★ express feelings about characters or events in one or more notable stories in the primary language
- ★ describe characters, settings, or events
- ★ list a sequence of events in a story
- ★ retell a story in the native language, using words and pictures
- ★ identify the problem and solution in a simple story
- ★ maintain, with teacher assistance, a portfolio of native language writings and drawings, in response to literature.

NLA Standard 2 involves the four language strands in the following ways:

Listening in the native language to comprehend, interpret, and respond to imaginative texts and performances, such as:

- storytelling and choral reading
- group discussions of a story, song, rhyme, finger play, or poem
- videotape presentations
- puppet shows
- dramatic productions.

Speaking in the native language to present interpretations and responses to imaginary texts in, for example:

- book talks
- role play/creative dramatics/choral speaking
- circle time, group discussions
- guided reading sessions
- individual conferences with teachers.

Reading books in the native language with limited text, repetitive language, and simple illustrations, such as:

- picture and concept books
- poems and rhymes
- dictated stories
- beginning books
- electronic books.

Writing in the native language to create, interpret or respond to imaginative texts, for example:

- create a story with a beginning, middle and end, using pictures/drawings
- create poems or jingles
- express feelings about characters or events in one or more stories
- describe characters, settings, or events
- list a sequence of events in a story
- identify the problem and solution in a simple story
- maintain, with teacher assistance, a portfolio of writings.

Vignette: **Standard 2 in a 1st-Grade Spanish Language Arts Class**

In a first-grade Spanish language arts class, students have just completed reading, comparing, and contrasting two fairy tales: *Ricitos de oro y los tres osos* (*Goldilocks and the Three Bears*) and *Los tres cochinitos* (*The Three Little Pigs*). Prior to reading, students predicted outcomes of the stories as the teacher created a language experience approach chart to be used as a reference throughout the lessons. During the reading, students are

encouraged to participate in oral reading. To compare the two stories, the teacher and students create a graphic organizer. In small groups students brainstorm and write words comparing the two fairy tales; students' work is to be placed in their writing folder. In addition, volunteers are chosen to role-play the stories for the rest of the class.



Over the next few days, students create their own version of the story during reading time with a partner. They write the words and illustrate them, drawing illustrations for the story as well. The teacher invites the paired students to present their work to the rest of the class during story time. Student-teacher conferences are held to review the work. The students then revise and edit their final product, which will be published and displayed in the classroom.

Native Language Arts Standard 3 with Performance Indicators

★ Performance Indicators:

LISTEN in order to:

- ★ form an opinion or evaluate information in the native language on the basis of information in the world around them
- ★ form an opinion about a book read aloud by using established criteria, such as the choice of title or vocabulary
- ★ recognize differences in two or more versions of a familiar story, song, or finger play
- ★ identify messages in advertisements in the primary language by listening to the words, music, and sound effects.

SPEAK in order to:

- ★ share in the first language what they know, want to know, and have learned (KWL process) about a theme or topic
- ★ express an opinion or judgment about a story, poem, finger play, poster, or advertisement in the native language
- ★ compare characters, settings, or events in two or more stories
- ★ express an opinion about the color, form, and styles of illustrations
- ★ explain personal criteria (e.g., color, pictures, and vocabulary) for choosing a book, poem, or story
- ★ brainstorm to create an experience chart in the primary language
- ★ compare and contrast different versions of the same story
- ★ explain why two different characters view the same action or event differently
- ★ compare and contrast events or characters in a story with their own lives and/or cultural background
- ★ dramatize differences and similarities in characters.

Grades K to 1

STANDARD 3:

Students will listen, speak, read, and write *in their native languages* for critical analysis and evaluation.

Key Idea:

As listeners and readers of the native language, students will analyze experiences, ideas, information, and issues presented by others, using a variety of established criteria.

As speakers and writers of the native language, students will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information, and issues.

Grades K to 1

READ to identify, explain, and evaluate ideas, themes, and experiences from texts and performances and engage in pre-reading and reading activities in order to:

- ★ identify what they know, want to know, and have learned (KWL process) about a specific story, theme, or topic
- ★ use illustrations to assist in understanding the content of a native language text and anticipate what will happen next
- ★ predict what could happen next or the outcome of a story or article
- ★ change the sequence of events in a story to create a different ending
- ★ compare a character in a story or article in the primary language to a person with the same career or experience
- ★ form an opinion about the differences between events in a story and events in their own lives and cultural traditions
- ★ evaluate and select books, poems, or tapes on the basis of personal interest or teacher-selected criteria such as theme, topic, author, and illustrations
- ★ identify the characters in a notable story in the home language, and explain how each contributes to the events of the story
- ★ recognize different plots in books by the same noted native language author
- ★ distinguish between real and imaginary stories.

WRITE to express opinions and judgments in order to:

- ★ share what they know, want to know, and have learned (KWL process) about a theme or topic in the native language
- ★ respond in pictures or words in the first language to an experience or event shared by a classmate
- ★ depict an opinion in the primary language about statements, illustrations, characters, and events in written and visual texts
- ★ compare characters, settings, and events within and between stories
- ★ describe the connections between personal experiences, cultural traditions, ideas, and information in written and visual texts
- ★ maintain, with teacher assistance, a portfolio of native language writings and drawings that express opinions and judgments
- ★ describe the differences between real and imaginary experiences.

NLA Standard 3 involves the four language strands in the following ways:

Listening in the native language for differences in opinions and viewpoints in, for example:

- circle time, group discussions
- read-aloud situations
- individual conferences with teachers
- paired discussions
- role play
- individual or group viewing of advertisements, videos, movies.

Speaking in the native language to express opinions in, for example:

- circle time
- small and large discussion groups
- read-aloud situations
- paired discussions
- role play.

Reading daily a variety of materials in the native language with limited text, repetitive language, and simple illustrations, such as:

- picture books and concept books
- poems and rhymes
- simple articles
- posters
- electronic resources
- advertisements, such as simple slogans or jingles
- dictated language experience stories.

Writing in the native language in order to express opinions and make judgments in, for example:

- experience charts
- posters
- advertisements, including simple slogans and jingles
- statements about likes and dislikes.

Vignette: Standard 3 in a Kindergarten Korean Language Arts Class

As part of a learning experience that focuses on the importance of family, the students have been writing about the members of their families through a language experience approach. In their work, the students have illustrated the members of their family and dictated a sentence to the teacher about each one. As a follow-up, the teacher reads aloud to the class a famous Korean folktale, *The Seven Korean Sisters*, which also describes customs of traditional dress for Korean New Year. The teacher introduces the story by brainstorming with the students about the ways in which families learn to share and take care of each other. She discusses situations in which a family might not agree about something, and explains how they might resolve the problem. The teacher then reads the story aloud, stopping at certain points to check the students' comprehension and ask for predictions about the upcoming narrative. When the story is finished, the teacher asks the students to work in small cooperative groups to create a sequence of illustrations showing the beginning, middle, and end of the story. Each group then retells the story to the whole class, using their illustrations as a guide. Each group's illustrations are bound into a small book, and a sentence or two for each illustration is dictated to and written by the teacher. Afterward, the students are allowed to take the books home and read them with their parents.



Grades K to 1

STANDARD 4:

Students will listen, speak, read, and write in their native languages for social interaction.

Key Idea:

As listeners and readers, students will use *the native language* for social communication with others to enrich their understanding of people and their views.

As speakers and writers of the native language, students will use oral and written language that follows accepted linguistic conventions for effective social communication with a wide variety of people.

Native Language Arts Standard 4 with Performance Indicators

★ Performance Indicators:

LISTEN in order to:

- ★ respect the age, gender, and culture of the speaker
- ★ get to know the writer and/or classmates and fellow listeners through friendly notes, cards, letters, and personal narratives read aloud in the primary language
- ★ recognize the tone of voice and content and cultural markers that signal friendly communication.

SPEAK in order to:

- ★ participate in small or large group storytelling, singing, and finger play in order to interact with classmates and adults in the classroom and school environment
- ★ share favorite anecdotes, riddles, and rhymes in the native language with peers and familiar adults
- ★ respect the age, gender, cultural background, and interests of the listener
- ★ discuss the content of friendly notes, cards, letters, and personal narratives with a partner or in a small group to get to know the writer and each other.

READ in order to:

- ★ share reading experiences in the native language to establish, maintain, and enhance a personal relationship with peers or adults; for example, reading together silently or aloud
- ★ respect age, gender, and cultural traditions of the writer
- ★ recognize the vocabulary of social communication; for example, the language of salutations and closings.

WRITE in order to:

- ★ share the process of writing in the home language with peers or adults; for example, write with a partner or in a cooperative group
- ★ respect the age, gender, and culture of the recipient
- ★ write friendly letters to others, using linguistically appropriate salutations and closings
- ★ maintain, with teacher assistance, a portfolio of native language writings and drawings for social interaction.

NLA Standard 4 involves the four language strands in the following ways:

Listening *in the native language* to establish, maintain, and enhance personal relationships in, for example:

- conversations
- circle time, group discussions
- parallel play
- role play
- shared reading and writing experiences.

Speaking *in the native language* to share data, facts, and ideas in, for example:

- conversations
- circle time
- role play
- shared reading and writing experiences.

Reading daily a variety of materials *in the native language* with limited text, repetitive language, and simple illustrations, such as:

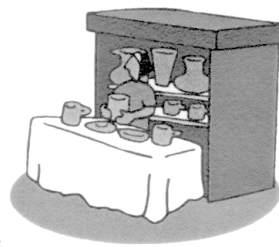
- text and pictures
- morning messages
- daily routine charts
- experience charts
- notes, cards, and letters.

Writing *in the native language* to establish, maintain, and enhance personal relationships in, for example:

- letters or characters of the language
- numbers
- words and pictures
- cards, notes, and letters
- personal experience stories.

Vignette: Standard 4 in a 1st-Grade Haitian Creole Language Arts Class

Students in a first-grade Haitian Creole bilingual class have been studying their native culture for several weeks. They have read and learned about several important landmarks in Haiti, as well as the foods and crafts that are important in Haitian culture. They have visited a local crafts store and learned how to make simple objects. As a culminating activity, they are creating a mini Iron Market—their version of



Haiti's most famous produce and crafts market —and inviting other classes to visit it on “Iron Market Day.” Parents have also been invited, and are helping out by supplying native fruits and vegetables. The students have made simple objects such as small bowls and vases for the market's crafts center, and have been involved in creating paintings in typical Haitian style for display in the market. The students have also been busy preparing signs that picture the items for sale and show their cost. On the appointed day, students in small groups that include a parent volunteer will be responsible for the different areas of the market. They will answer all questions that the visiting students ask.

Grades K to 1

Native Language Arts Standards

Listening/Reading

Standard 1:

Students will listen, speak, read, and write *in their native languages* for information and understanding.

Listening for data, facts, and ideas *in the native language* in, for example:

- circle time, group discussions
- group project reports
- media presentations
- role play.

Reading books *in the native language* with limited text, repetitive language, and simple illustrations, such as:

- picture books, dictionaries, and encyclopedias
- classroom displays, charts, posters, and picture maps
- experience charts
- how-to books
- alphabet books, if appropriate for the native language
- electronic books.

Standard 2:

Students will listen, speak, read, and write *in their native languages* for literary response and expression.

Listening *in the native language* to comprehend, interpret, and respond to imaginative texts and performances, such as:

- storytelling and choral reading
- group discussions of a story, song, rhyme, finger play, or poem
- videotape presentations
- puppet shows
- dramatic productions.

Reading books *in the native language* with limited text, repetitive language, and simple illustrations, such as:

- picture and concept books
- poems and rhymes
- dictated stories
- beginning books
- electronic books.

Standard 3:

Students will listen, speak, read, and write *in their native languages* for critical analysis and evaluation.

Listening *in the native language* for differences in opinions and viewpoints in, for example:

- circle time, group discussions
- read-aloud situations
- individual conferences with teachers
- paired discussions
- role play
- individual or group viewing of advertisements, videos, movies.

Reading daily a variety of materials *in the native language* with limited text, repetitive language, and simple illustrations, such as:

- picture books and concept books
- poems and rhymes
- simple articles
- posters
- electronic resources
- advertisements, such as simple slogans or jingles
- dictated language experience stories.

Standard 4:

Students will listen, speak, read, and write *in their native languages* for social interaction.

Listening *in the native language* to establish, maintain, and enhance personal relationships in, for example:

- conversations
- circle time, group discussions
- parallel play
- role play
- shared reading and writing experiences.

Reading daily a variety of materials *in the native language* with limited text, repetitive language, and simple illustrations, such as:

- text and pictures
- morning messages
- daily routine charts
- experience charts
- notes, cards, and letters.

Speaking/Writing

Linguistic and Cultural Considerations *for NLA Instruction*

Speaking in the native language to share data, facts, and ideas in, for example:

- role play
- small and large discussion groups
- reports on classroom projects, field trips.

Writing in the native language in order to begin to transmit information in, for example:

- pictures and drawings
- characters or letters of the native language
- numbers
- words, phrases, and factual sentences that explain or describe a picture, fact, or concept
- lists and labels
- names of persons, places, and things.

Speaking in the native language to present interpretations and responses to imaginary texts in, for example:

- book talks
- role play/creative dramatics/choral speaking
- circle time, group discussions
- guided reading sessions
- individual conferences with teachers.

Writing in the native language to create, interpret or respond to imaginative texts, for example:

- create a story with a beginning, middle and end, using pictures/drawings
- create poems or jingles,
- express feelings about characters or events in one or more stories
- describe characters, settings, or events
- list a sequence of events in a story
- identify the problem and solution in a simple story
- maintain, with teacher assistance, a portfolio of writings.

Speaking in the native language to express opinions in, for example:

- circle time
- small and large discussion groups
- read-aloud situations
- paired discussions
- role play.

Writing in the native language in order to express opinions and make judgments in, for example:

- experience charts
- posters
- advertisements, including simple slogans and jingles
- statements about likes and dislikes.

Speaking in the native language to share data, facts, and ideas in, for example:

- conversations
- circle time
- role play
- shared reading and writing experiences.

Writing in the native language to establish, maintain, and enhance personal relationships in, for example:

- letters or characters of the language
- numbers
- words and pictures
- cards, notes, and letters
- personal experience stories.

Listening:

- ✓ The “comfort zone” of distance between people in social conversations varies widely depending on the customs of the culture.
- ✓ In many cultures, children signal respect in listening to adults by looking down.
- ✓ Listening in many cultures requires that the listener not question what an adult or teacher says.

Speaking:

- ✓ The “comfort zone” of distance between people in social conversations varies widely depending on the customs of the culture.
- ✓ Patterns of “turn taking” in social and academic conversations may be greatly influenced by cultural differences.
- ✓ Tone, volume, and gestures in speaking may vary from culture to culture.
- ✓ Traditional teaching and learning routines differ around the world, and may affect the participation of newly-arrived students in small group discussions and cooperative group work.

Reading:

- ✓ The directionality of text varies according to the language.
- ✓ Some world languages do not have a written form, so some students may not be familiar with reading text.
- ✓ In some parts of the world, formal education does not begin until the age of 7, so some younger students have not yet learned to read their names or react to environmental print.
- ✓ Students’ familiarity with public libraries may be influenced by the availability of such institutions in their home countries.
- ✓ Emergent literacy practices at home may vary greatly due to differences in cultural expectations.
- ✓ In a number of countries, computer technology may not yet be integrated into the educational curriculum.
- ✓ According to the educational and linguistic systems, expectations for when children will read aloud may vary greatly.

Writing:

- ✓ The directionality of text varies according to the language.
- ✓ Some world languages do not have a written form, so students may not be familiar with writing.
- ✓ In some parts of the world, formal education does not begin until the age of 7, so some children have not been expected to write their names at an earlier age.
- ✓ Since languages use different character sets, the time needed for learning to write may vary widely.
- ✓ In some educational systems, students are not expected to write a personal reaction to text.
- ✓ Worldwide variations in the use of computer technology may influence students’ familiarity with word processing.

ACROSS ALL FOUR NLA STANDARDS:

- ✓ Educational systems around the world vary widely in terms of instructional approaches, so students may not be familiar with cooperative group work, active hands-on learning, and a variety of other educational practices promoted in the New York State learning standards.
- ✓ In many cultures, the role of the school and teacher in the student’s life is seen as discrete, separate, and apart from the role of the parent at home.

