

CHAPTER 4

Native Language Arts Standards

Grades 2 to 4



What Students in Grades 2 to 4 Do Across All Four Native Language Arts Standards

Listening

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

- Attend to a listening activity for an extended period of time
- Listen respectfully and responsively
- Avoid interrupting
- Respond appropriately to what is heard.

Speaking

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

- Respond respectfully
- Initiate communication with peers and familiar adults
- Use age-appropriate vocabulary
- Speak in syntactically correct utterances
- Use gestures that are culturally appropriate to convey meaning
- Follow linguistic and cultural expectations to engage the audience
- Speak in a culturally appropriate tone of voice in order to be heard and understood by the audience.

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:

- Identify purpose for reading
- Use knowledge of character system, grammar, and overall context to determine meaning
- Use decoding strategies
- Use self-monitoring strategies, such as rereading and cross-checking
- Apply corrective strategies, using classroom resources such as teachers, peers, and reference tools
- Recognize the difference between phrases and sentences

- Read with attention to sentence structure and appropriate conventions of punctuation to assist in comprehension
- Engage in independent silent reading
- Locate the author's name, illustrator's name, title page, table of contents, index, and chapter headings
- Recognize and discriminate among a variety of informational texts
- Determine the meaning of unfamiliar words or characters by using context clues, dictionaries, and other classroom resources
- Read aloud at an appropriate rate
- Read with increasing fluency and confidence from a variety of texts
- Maintain a personal reading list to reflect reading goals and accomplishments
- Use computer software to support reading.

Writing

WRITE an average of 1,000 words per month *in the native language* across all content areas and standards in order to:

- Begin to develop a voice in writing
- Write frequently used words or characters correctly
- Use the grammatical conventions of the native language correctly
- Use verb forms appropriate to the native language
- Use specific vocabulary and varied structures
- Write in a logical order to develop ideas and create paragraphs
- Use an organizational format that reflects a beginning, middle, and end
- Develop an idea within a brief text
- Learn and use the writing process (prewriting, drafting, revising, proofreading)
- Use revision strategies to develop writing, including conferring with teachers and peers
- Determine the intended audience before writing
- Write legibly
- Use word processing.

Native Language Arts Standard 1 with Performance Indicators

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★ Performance Indicators:

STANDARD 1:

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.

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.

LISTEN in order to:

- ★ acquire information and/or understand procedures in the primary language
- ★ identify essential details in nonfiction native language texts
- ★ determine the sequence of steps given
- ★ identify main ideas and supporting details from native language sources
- ★ identify a conclusion that summarizes the main idea
- ★ interpret information by drawing on prior knowledge and experience from the home culture
- ★ collect information from informational texts in the native language.

SPEAK in order to:

- ★ provide directions; express an opinion; ask questions; summarize; provide a sequence of steps; describe a problem and suggest one or more solutions
- ★ present a short oral report, using at least two sources of information in the native language, such as a person, book, magazine article, television program, or electronic text
- ★ use appropriate native language structures, with age- and content-appropriate vocabulary
- ★ use logical order in presentations in the first language.

READ in order to:

- ★ locate and use library media resources, with assistance, to acquire information
- ★ independently read native language texts to collect and interpret data, facts, and ideas
- ★ understand written directions
- ★ find information from native language sources that is needed to solve a problem
- ★ identify main ideas and supporting details
- ★ recognize and use organizational features of texts in the native language, such as table of contents, index, page numbers, headings/subheadings
- ★ relate data and facts from informational texts to prior information and experience
- ★ compare and contrast information written in the home language on one topic from two different sources
- ★ identify a conclusion that summarizes a main idea
- ★ select books in the native language independently to meet informational needs
- ★ identify and interpret significant facts taken from maps, graphs, charts, and other visuals
- ★ use graphic organizers to record significant details from native language informational texts.

WRITE in order to:

- ★ use at least two native language sources of information for a report
- ★ take notes to record data, facts, and ideas, both by following teacher direction and by writing independently

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- ★ state a main idea and support it with facts and details in the first language
- ★ use organizational patterns for expository writing, such as compare/contrast, cause/effect, and time/order
- ★ connect personal experiences and observations to new information from school subject areas
- ★ use native language dictionaries and/or computer software to spell words correctly, if available
- ★ produce clear, well-organized, and well-developed explanations, reports, accounts, and directions in the primary language to demonstrate understanding of a topic
- ★ support interpretations and explanations with evidence from text
- ★ maintain a portfolio that includes informational writing in the native language as a method of reviewing work with teachers and parents/caregivers.

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

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

- small and large group discussions
- conferences with teachers
- school assemblies
- student presentations
- multimedia presentations
- oral readings
- directions/instructions.

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

- small group interactions
- class discussions and meetings
- conferences with teachers
- classroom presentations
- read-aloud situations.

Reading from informational texts in the native language, such as:

- books
- biographies
- age-appropriate reference materials
- children's magazines/newspapers
- electronic-based texts, such as encyclopedias.

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

- short reports of several paragraphs to two pages
- brief summaries
- graphs and charts
- concept maps and semantic maps
- simple outlines
- formal letters
- simple directions.

Vignette: Standard 1 in a 4th-Grade Chinese Language Arts Class



Autumn is a golden season for exploring nature. The focus of native language instruction in a fourth-grade Chinese bilingual class is now on trees. Children have been observing the trees in their neighborhoods and researching the question, “Why do leaves change colors and fall off the trees in the fall?” Students list their questions in their science notebooks. The teacher organizes a class trip to the Botanical Garden, where a scientist is going to talk to the class about the two kinds of trees: evergreen trees and deciduous trees. Students are taking listening notes and then asking questions. The scientist answers their questions and shows them different species in the forest. While walking through the forest, students write down the names

and characteristics of different species in their notebooks and collect the fallen leaves as samples. After the trip, children share their notes and discoveries in groups. The teacher chooses a book from their research to read to the class, and asks children to elicit the key words and important ideas for further study. After children come to a better understanding of these concepts, the teacher shows them the format of a research report, including the application of different graphic organizers for representing data, the illustrations, the classification of leaves collected, and the organization of facts and ideas. Children then work with a partner to produce a report on the study of trees. An oral presentation follows. The reports are shared and published on their bulletin boards, and put together to make a nonfiction book.

Native Language Arts Standard 2 with Performance Indicators

★ Performance Indicators:

LISTEN in order to:

- ★ identify elements of character, plot, and setting in celebrated native language literary texts to understand author's message or intent
- ★ connect imaginative texts in the primary language to previous reading and life experiences to enhance cultural understanding and appreciation
- ★ identify author's use of rhythm, repetition, and rhyme as it relates to the first language
- ★ compare and contrast ideas of others to own
- ★ use note-taking and webbing strategies to organize information and ideas recalled from stories read aloud.

SPEAK in order to:

- ★ present original works of note in the first language, such as folktales, stories, poems, and plays, to classmates
- ★ give book reviews about celebrated native language literary texts
- ★ describe characters, setting, and plot
- ★ make inferences and draw conclusions in the native language
- ★ compare imaginative texts and performances to personal experience, prior knowledge, and cultural traditions
- ★ explain cultural and ethnic features in imaginative texts
- ★ ask questions to clarify and interpret imaginative texts and performances
- ★ discuss themes of well-known imaginative texts in the home language.

READ in order to:

- ★ select literature on the basis of personal needs and interests from a variety of genres and by different and notable authors of native language texts
- ★ engage in purposeful oral reading in small and large groups
- ★ enjoy print-based and electronic imaginative texts independently and silently on a daily basis
- ★ recognize the differences among the genres of stories, poems, and plays, particularly as they relate to cultural/ethnic/linguistic characteristics

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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.

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- ★ relate setting, plot, and characters in notable literature in the native language to own lives
- ★ explain the difference between fiction and nonfiction
- ★ use prior reading, life experiences, and cultural traditions to understand and compare literature in the primary language
- ★ make predictions, and draw conclusions and inferences, about events and characters
- ★ identify cultural influences in texts and performances
- ★ recognize the value of illustration in classic or notable imaginative texts in the home language
- ★ maintain a personal reading list to reflect reading accomplishments and goals
- ★ use specific evidence from stories written in the primary language to identify themes; describe characters, and their actions and motivations; and relate sequence of events
- ★ apply knowledge of story structure, story elements, and key vocabulary to interpret stories
- ★ use graphic organizers to record significant details about characters and events in notable or classic stories in the native language.

WRITE in order to:

- ★ create original imaginative texts in the native language with:
 - characters, simple plot, and setting
 - rhythm and rhyme to create short poems and songs
 - dialogue to create short plays
 - vivid and playful language
 - descriptive language to create an image
- ★ develop interpretive and responsive essay responses to native language stories in order to:
 - identify title, author, and illustrator of notable or classic tales
 - describe literary elements such as plot, setting, and characters
 - describe themes of imaginative texts
 - express a personal response to literature
 - compare and contrast elements of native language texts
- ★ produce clear, well-organized responses to stories read or listened to, supporting the understanding of themes, characters, and events with details from notable or classic stories in the native language
- ★ produce imaginative stories and personal narratives that show insight, development, organization, and effective language
- ★ use resources such as personal experiences and themes from other texts and performances to stimulate own writing
- ★ utilize a computer to create, respond to, and interpret imaginative texts
- ★ maintain a portfolio that includes imaginative and interpretive writing in the home language as a method of reviewing work with teachers and parents/caregivers.

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:

- stories
- poems and songs
- folktales and fables
- plays
- films and video productions.

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

- class and group discussions
- role play and creative drama
- conferences with teachers
- book reviews.

Reading and viewing imaginative texts and performances *in the native language*, such as:

- stories, folktales, and fables
- poems and songs
- plays
- films and video productions
- electronic books.

Writing original and imaginative texts *in the native language*, such as:

- stories
- poems and songs
- plays
- adaptations
- interpretive and responsive essays of a few paragraphs.

Vignette: Standard 2 in a 2nd-Grade Spanish Language Arts Class

In a second-grade Spanish language arts class, children are involved in a learning experience revolving around the story *Donde viven los monstruos*. The teacher reads the story and the class brainstorms a list of characteristics of the story's monsters. Using vocabulary words discussed prior to the reading, students name characteristics such as physical features and likes/dislikes. In addition, they use a story map model to discuss the title, setting, characters, and main idea of the story. Students then fabricate a monster with paper bags, construction paper, and other supplies, and they name their monster. They are encouraged to refer to the list of characteristics, and to the story map, to begin writing a story about their monster. Working individually, students describe their monster and compose a draft story that incorporates new vocabulary and describing words. In pairs, students edit each other's stories, using a grammar checklist provided by the teacher. Then they revise and publish their stories. As a culminating activity, students perform their written stories in class, using their monster puppet.



Grades 2 to 4

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.

Native Language Arts Standard 3 with Performance Indicators

★ Performance Indicators:

LISTEN in order to:

- ★ distinguish between information in media texts such as native language live action news coverage, and fictional material in notable dramatic productions in the home language
- ★ form a personal opinion about the quality of texts read aloud, on the basis of criteria such as characters, plot, and setting
- ★ recognize the perspectives of others
- ★ form an opinion about the message of advertisements
- ★ distinguish between fact and opinion
- ★ evaluate the speaker's style of delivery by using criteria such as volume and tone of voice appropriate for the home country's cultural norms.

SPEAK in order to:

- ★ explain the reasons for a character's actions, considering both the situation and the motivation of the character
- ★ express an opinion or judgment in the primary language about a character, setting, and plot in a variety of works
- ★ discuss the impact of vocabulary, format, illustrations, and titles in evaluating ideas, information, and experiences as they relate to the home language and culture
- ★ express an opinion about school or community issues
- ★ use personal experience and knowledge to analyze and evaluate new ideas
- ★ express an opinion about the accuracy and truthfulness of the content of literary works, editorials, reviews, and advertisements supported by the text
- ★ role-play to communicate an interpretation or evaluation of real or imaginary people or events
- ★ use appropriate eye contact and gestures in presentations and responses
- ★ speak with a rate and volume appropriate for the cultural and linguistic expectations of the audience
- ★ ask and respond to questions.

READ in order to:

- ★ evaluate the content by identifying: the author's purpose; important and unimportant details; whether events, actions, characters, and/or settings are realistic; recurring themes across works in print and media
- ★ compare and contrast characters, plot, and setting in two notable native language literary works
- ★ analyze ideas and information on the basis of prior knowledge, personal experience, and linguistic/cultural background
- ★ recognize how language and illustrations are used to persuade in printed and filmed advertisements and texts such as letters to the editor
- ★ judge truthfulness or accuracy of content with assistance from teachers and parents/caregivers in order to gather facts and form opinions
- ★ use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience.

WRITE in order to:

- ★ organize ideas and information through the use of prewriting tools such as semantic webs and concept maps
- ★ state a main idea, theme, or opinion and provide supporting details from native language media or text
- ★ use relevant examples, reasons, and explanations to support ideas
- ★ express opinions and make judgments that demonstrate a personal point of view
- ★ analyze and evaluate the author’s use of setting, plot, character, rhyme, rhythm, and language in written and visual native language texts, including linguistic and cultural influences
- ★ create an advertisement in the home language, using appropriate words and pictures, in order to illustrate an opinion about a product
- ★ use effective vocabulary appropriate for the linguistic/cultural background of the audience in persuasive and expository writing
- ★ use details from stories or informational texts in the native language to predict, explain, or show relationships between information and events
- ★ use ideas from two or more sources of information to generalize about causes, effects, or other relationships
- ★ maintain, with teacher assistance, a portfolio of native language writings and drawings that express opinions and judgments as a method of reviewing work with teachers and parents/caregivers.

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

Listening *in the native language* to analyze and evaluate ideas, information, and experiences in, for example:

- class and group discussions
- conferences with teachers
- role play
- classroom presentations, such as oral book reviews
- individual or group viewing of advertisements, videos, and movies.

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

- class and group discussions
- role play
- conferences with teachers
- book reviews
- presentations.

Reading *in the native language* to analyze and evaluate information, ideas, and experiences from resources, such as:

- persuasive essays
- editorials in classroom and student newspapers
- movie and book reviews
- reports and essays
- advertisements

Writing *in the native language* to analyze and evaluate ideas, information, and experiences in, for example:

- persuasive essays
- editorials for classroom and school newspapers
- movie and book reviews
- reports and essays
- advertisements.

Vignette: Standard 3 in a 3rd-Grade Bengali Language Arts Class

In a third-grade bilingual Bengali class, various holidays from around the world, and their customs, are being discussed. Thanksgiving, an American holiday, and *Shab-E-Barat*, an Islamic holiday that has grown in cultural prominence, are featured. A variety of books related to Thanksgiving

have been read and discussed, and students are sharing special stories about *Shab-E-Barat* and its customs. The teacher guides the children in developing a Venn diagram to compare and contrast the two holidays, which share the theme of thankfulness. Using the Venn diagram, the children work in pairs, with the guidance of the teacher, to produce an artistic creation that includes a short description and illustration of the two holidays. Children present their writing orally and display their illustration to their classmates. As a culminating activity, the students, aided by their parents, bring in traditional foods to celebrate both holidays. The works of the students are displayed on the bulletin board and, later on, kept in their portfolios.



Grades 2 to 4

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
- ★ recognize the tone of voice and content appropriate to the linguistic and cultural norms that signal friendly communication.

SPEAK in order to:

- ★ respect the age, gender, 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
- ★ follow appropriate linguistic and cultural norms in social conversation.

READ in order to:

- ★ share reading experiences to build relationships with peers or adults; for example, reading together silently or aloud
- ★ respect age, gender, and linguistic/cultural traditions of the writer
- ★ recognize the types of language appropriate to social interaction; for example, appropriate linguistic norms for communicating informally with others.

WRITE in order to:

- ★ share the process of writing with peers or adults; for example, write with a partner
- ★ respect the age, gender, position, and linguistic and cultural traditions of the recipient for social communication
- ★ develop a personal voice that enables the reader to get to know the writer
- ★ use culturally appropriate tone, vocabulary, and linguistic structures for informal communication
- ★ maintain a portfolio in the native language that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers.

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:

- class and group discussions
- conferences with teachers
- role play.

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

- informal conversations with peers and familiar adults
- small group discussions
- conferences with teachers.

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

- friendly letters, notes, cards, and messages
- published diaries and journals.

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

- friendly letters, notes, and cards to friends, relatives, and pen pals
- personal journals.

Vignette: Standard 4 in a 2nd-Grade Spanish Language Arts Class

For the past two weeks, students in a second-grade Spanish language arts class have been reading and learning about families, focusing on what families do and how families change. To prepare further for the activity, the students and the teacher brainstorm and create a story map for each topic. Students then listen to the book *Cuadros de familia/Family Pictures*, by Carmen Lomas Garza. They answer survey questions about themselves and family members, and take home a survey for their families to complete. As information becomes available, each student creates a family tree. In small groups students discuss, share, and write in their journals about what their families do when they are together. They look for magazine pictures of similar family activities and as a whole class use them to create a big book for the classroom library. The teacher makes observations throughout the lesson, and then introduces another book, *Tu familia, mi familia (Your family, my family)*, by Joan Drescher (this book needed some modifications). As a whole group the class creates a story web about how families change. In small groups they choose some of the stories and list them to create a poem. Reading skills are reinforced through use of a Living Books CD-ROM, “Just Grandma and Me,” in Spanish. As a whole group, students create a Venn diagram and a mural to compare what families did in the past to what they do now. To evaluate student performance, the teacher creates a rubric. Students collect writing samples for their portfolios and participate in group conferences to revise and edit their poems before displaying them in the classroom.



Grades 2 to 4

Native Language Arts Standards

Listening/Reading

Standard 1:

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

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

- small and large group discussions
- conferences with teachers
- school assemblies
- student presentations
- multimedia presentations
- oral readings
- directions/instructions.

Reading from informational texts *in the native language*, such as:

- books
- biographies
- age-appropriate reference materials
- children's magazines/newspapers
- electronic-based texts, such as encyclopedias.

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:

- stories
- poems and songs
- folktales and fables
- plays
- films and video productions.

Reading and viewing imaginative texts and performances *in the native language*, such as:

- stories, folktales, and fables
- poems and songs
- plays
- films and video productions
- 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* to analyze and evaluate ideas, information, and experiences in, for example:

- class and group discussions
- conferences with teachers
- role play
- classroom presentations, such as oral book reviews
- individual or group viewing of advertisements, videos, and movies.

Reading *in the native language* to analyze and evaluate information, ideas, and experiences from resources, such as:

- persuasive essays
- editorials in classroom and student newspapers
- movie and book reviews
- reports and essays
- advertisements

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:

- class and group discussions
- conferences with teachers
- role play.

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

- friendly letters, notes, cards, and messages
- published diaries and journals.

Speaking/Writing

Linguistic and Cultural Considerations *for NLA Instruction*

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

- small group interactions
- class discussions and meetings
- conferences with teachers
- classroom presentations
- read-aloud situations.

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

- short reports of several paragraphs to two pages
- brief summaries
- graphs and charts
- concept maps and semantic maps
- simple outlines
- formal letters
- simple directions.

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

- class and group discussions
- role play and creative drama
- conferences with teachers
- book reviews.

Writing original and imaginative texts *in the native language*, such as:

- stories
- poems and songs
- plays
- adaptations
- interpretive and responsive essays of a few paragraphs.

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

- class and group discussions
- role play
- conferences with teachers
- book reviews
- presentations.

Writing in the native language to analyze and evaluate ideas, information, and experiences in, for example:

- persuasive essays
- editorials for classroom and school newspapers
- movie and book reviews
- reports and essays
- advertisements.

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

- informal conversations with peers and familiar adults
- small group discussions
- conferences with teachers.

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

- friendly letters, notes, and cards to friends, relatives, and pen pals
- personal journals.

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.

