

# CHAPTER 5

*Native Language Arts Standards*

**Grades 5 to 8**



## What Students in Grades 5 to 8 Do Across All Four Native Language Arts Standards

### Listening

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

- Adapt listening strategies to different purposes and settings
- Listen respectfully and responsively
- Identify own purpose for listening
- Recognize content-specific vocabulary or terminology.

### Speaking

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

- Respond respectfully
- Initiate communication with peers and adults in the school and local community
- Adapt language and presentational features for the audience and purpose
- Use language and syntactic structures appropriate to the purpose for speaking
- Use volume, tone, pitch, and rate that are culturally appropriate to content and audience
- Use culturally accepted and effective nonverbal communication
- Use visual aids to enhance the presentation
- Establish and maintain culturally appropriate rapport with 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
- Adjust reading rate according to purposes for reading
- Use knowledge of character system, grammar, and overall context to determine meaning
- Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis
- Distinguish between dictionary meaning and implied meaning of the author's words
- Identify transitional words or phrases that provide clues to organizational formats of texts; for example, compare/contrast

- Use knowledge of grammatical conventions to assist in comprehension
- Apply corrective strategies, such as rereading, discussing with others, and monitoring for misunderstandings, to assist in comprehension
- Read aloud, using linguistically appropriate inflection and intonation appropriate to text and audience
- Seek opportunities for improvement in reading comprehension by choosing more challenging writers, topics, and texts
- Maintain a personal reading list to reflect reading goals and accomplishments.

### Writing

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

- Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings
- Identify the intended audience
- Use culturally and linguistically appropriate tone and language for intended audience and purpose
- Use prewriting activities; for example, brainstorming, freewriting, note taking, and outlining
- Use the writing process (prewriting, drafting, revising, proofreading, and editing)
- Use teacher conferences and peer review to revise written work
- Write clear and concise linguistically appropriate sentences
- Observe linguistically appropriate rules for punctuation, capitalization, and spelling
- Use and apply linguistically correct syntactic structures and constructions
- Use culturally and linguistically appropriate words or phrases to produce organized cohesive text
- Use dictionaries, thesauruses, and style manuals
- Use computer software to support the writing process; for example, use word processing, import graphics
- Write for authentic purposes, including publication.

# *Native Language Arts Standard 1 with Performance Indicators*

## **Grades 5 to 8**

### **★ Performance Indicators:**

### **STANDARD 1:**

#### ***LISTEN in order to:***

- ★ identify essential information for note taking in the primary language
- ★ listen in planning or brainstorming sessions with peers
- ★ listen to and follow multistep directions in the home language which provide information about a task or assignment
- ★ recall significant ideas and details, and relationships between and among them
- ★ distinguish between relevant and irrelevant oral information
- ★ draw conclusions and make inferences on the basis of explicit and implied information in the native language
- ★ recognize that the speaker's voice quality and delivery impact communication.

**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:***

- ★ prepare and give presentations in the first language on informational topics
- ★ contribute to group discussions by offering comments to clarify and interpret ideas and information
- ★ present information to address audience needs and to anticipate questions
- ★ present examples, definitions, analogies, and direct references to native language texts in support of ideas
- ★ connect, compare, and contrast ideas and information
- ★ use the linguistic conventions of the presentational format for panel discussions, debates, and mock trials
- ★ ask and respond to questions in the primary language to clarify information
- ★ present reports of five to seven minutes in the first language for teachers and peers on topics related to all school subjects
- ★ summarize main points as part of a conclusion
- ★ use notes or outlines in the native language appropriate to the presentation.

**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 library media resources in the primary language to acquire information
- ★ apply thinking skills such as defining, classifying, and inferring to interpret data, facts, and ideas from informational texts
- ★ read and follow multistep directions or procedures in the first language to accomplish a task or complete an assignment
- ★ preview informational texts to assess content and organization, and select texts useful for the task
- ★ use native language indexes to locate information, and use glossaries to define terms
- ★ use knowledge of structure, content, and vocabulary to understand informational text
- ★ distinguish between relevant and irrelevant text
- ★ identify missing, conflicting, and/or unclear information

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- ★ formulate questions in the home language to be answered by reading informational text
- ★ compare and contrast information from a variety of sources
- ★ condense, combine, or categorize information in the native language from one or more sources
- ★ relate new information to prior reading and personal/cultural experience
- ★ draw conclusions and make inferences on the basis of explicit and implied information
- ★ make, confirm, or revise predictions.

### ***WRITE in order to:***

- ★ use several primary language sources of information (in addition to an encyclopedia) to develop research reports
- ★ identify appropriate format for sharing information with an intended audience and comply with the accepted features of that format
- ★ take research notes in the native language, using note-taking process
- ★ use outlines and graphic organizers such as semantic webs to plan reports
- ★ include relevant information and exclude irrelevant information
- ★ use paraphrase and quotation according to appropriate linguistic rules
- ★ connect, compare, and contrast ideas and information from one or more sources in the home language
- ★ support ideas with examples, definitions, analogies, and direct references to the text
- ★ use graphics such as graphs, charts, and diagrams to enhance the communication of information
- ★ cite sources in footnotes and bibliography, using linguistically appropriate form
- ★ write accurate and complete responses in the first language to questions about informational material
- ★ maintain a portfolio in the native language that includes informational writing.

## 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:

- lectures
- small group and classroom discussions
- presentations
- multimedia presentations
- interviews
- newscasts
- directions/instructions.

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

- discussions, class meetings
- multimedia presentations
- debates, mock trials, and panel discussions
- interviews of school and community representatives
- school assemblies.

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

- textbooks related to all school subjects
- reference materials
- primary sources
- biographies and autobiographies
- essays
- newspapers and magazines
- age-appropriate online and electronic databases and Web sites.

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

- informational essays
- business letters
- multistep directions
- news articles
- summaries, brochures, guides
- reports of up to five pages.

### Vignette: Standard 1 in a 7th-Grade Urdu Language Arts Class

The students are given an article about the importance of women in society, entitled *Mother of the Nation: Ms. Fatima Jinnah*. It is a biography of a woman from the society and native country of the students. Before students read it, the teacher stimulates their thinking by leading a discussion on the role and importance of women in two cultures familiar to them. The discussion



then moves to the importance of women in all cultures. Students brainstorm about challenges faced by women trying to bring about a paradigm shift in their social status. Students discuss in depth the dedication and contributions of women in society. Next, they read the autobiography of Fatima Jinnah, who spent her life serving her nation and people. Students keep a journal as they read, recording their thoughts, feelings, questions, and opinions on both the article and the autobiography. Next, students are asked to research extensively the importance of women in society in general. They collect information on the topic from different articles and resources in Urdu and use the data to prepare the report. They use autobiographies and biographies of important women, and collect pictures to enhance their reports. Assessment of the reports follows a rubric provided by the teacher. Each student is required to include in the report a famous quote about women. The research and the first draft are shared with peers. Students edit the first draft to improve and strengthen it, following discussions with peers and conferences with the teacher. Students use the writing process to produce the final draft. Finally, they make oral presentations of the final report to the class. Panels of peers assess the presentations according to the teacher's expectations and specifications given out at the start of the assignment.

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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.

## *Native Language Arts Standard 2 with Performance Indicators*

### ★ Performance Indicators:

#### ***LISTEN in order to:***

- ★ interpret and respond to texts on a variety of themes from different genres and recognized authors of the native language
- ★ listen to class lectures, and to small group and classroom discussions, to comprehend, interpret, and critique literary text
- ★ recognize different levels of meaning in presentations
- ★ identify how the author's choice of words, characterization, and use of other literary devices in the primary language affect the listener's interpretation of the oral text
- ★ identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry
- ★ recognize that meaning of the spoken word can vary in accordance with tone, volume, pitch, rate, and cultural expectations
- ★ recognize how posture, facial expression, and gestures of a speaker or actor are used to evoke a response
- ★ identify questions of personal importance and interest and learn how to address them by listening to and interpreting films, plays, and dramatic readings in the home language
- ★ recognize social, historical, and cultural features in presentations of notable native language imaginative texts.

#### ***SPEAK in order to:***

- ★ express interpretations and support them through specific references to the text
- ★ explain the social, historical, and cultural features of notable imaginative texts in the primary language
- ★ present original imaginative texts in the first language, using language and text structures that are inventive; for example:
  - use conventions of the literary genre (story, poem, play)
  - use rhyme, rhythm, and repetitions to create an emotional or aesthetic effect
  - use an introduction that catches and excites the interest of the listener
- ★ use notes or outlines appropriately in presentations
- ★ ask and respond to questions to clarify an interpretation or response to primary language imaginative texts and performances.

#### ***READ silently and aloud from a variety of genres, authors, and themes in order to:***

- ★ recognize that native language text may generate multiple interpretations
- ★ interpret characters, plot, setting, theme, and dialogue, using evidence from the text
- ★ identify author's point of view, such as first-person narrator and omniscient narrator
- ★ recognize recurring themes in a variety of notable literary works in the home language

- ★ determine how the use and meaning of literary devices such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing convey the author's message or intent
- ★ recognize how the author's use of the native language creates images or feelings
- ★ identify poetic elements such as repetition, rhythm, and rhyming patterns in order to interpret poetry
- ★ identify questions of personal importance and interest in recognized works of literature in the native language
- ★ compare motivations of characters, causes of events, and importance of setting in literature to people, events, places, and cultural traditions in their own lives
- ★ identify social and cultural context and other characteristics of the time period in order to enhance understanding and appreciation
- ★ compare a film, video, or stage version of a literary work in the native language with the written version.

### ***WRITE in order to:***

- ★ create original imaginative texts in the primary language that:
  - develop a narrative, using an organizational plan such as chronology or flashback
  - sequence events to advance a plot (rising action, conflict, climax, falling action, and resolution)
  - develop complex characters and create a setting
  - use literary devices
  - maintain a consistent point of view that enhances the message and/or establishes the mood
  - select a genre and use culturally appropriate linguistic conventions such as dialogue, rhythm, and rhyme
  - use creative language
- ★ develop interpretive and responsive essays of three to five pages in the native language in order to:
  - express opinions and support them through specific references to the text
  - demonstrate understanding of plot and theme
  - identify and describe characters and their motivations
  - analyze the impact of the setting
  - identify and interpret how the use of literary devices (such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) affects meaning
  - draw conclusions and provide reasons for the conclusions
  - compare and contrast characters, setting, mood, and voice in more than one literary text or performance
  - make connections between literary text and personal experience or knowledge and the home culture
- ★ maintain a portfolio that includes imaginative, interpretive and responsive writing in the primary 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
- plays
- poems and songs
- films and video productions.

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

- class and small group discussions
- formal presentations to classmates
- group and individual conferences with teachers
- school assemblies.

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

- short stories
- short novels
- plays
- myths and legends
- folktales
- poems
- films and video productions
- electronic books.

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

- stories
- poems and songs
- plays
- interpretive and responsive essays.

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### Vignette: Standard 2 in a 6th-Grade Haitian Creole Language Arts Class

As part of a thematic unit exploring the practice of *bay odians* (a group of people telling stories), the students have become familiar with the pattern of *Krik? Krak!* (a question-response pattern asking whether the audience wants to hear a story and indicating the audience's readiness to hear one). The teacher asks the students, "Krik?" and they enthusiastically reply, "Krak!" The teacher then orally relates the story, "The Magic Orange Tree," in which a young girl is so cruelly mistreated by her stepmother for having eaten oranges the stepmother had saved for herself that the girl runs away to her mother's grave. The girl, however, gets revenge after finding and planting a magic orange seed near the grave. The seed immediately grows, and grants the girl's wishes in response to the songs she sings. Finally, the stepmother's greed leads to her own downfall. As a literary response to the storytelling, the students are asked to work together in groups of three either to create a different ending to the story or to develop a similar story using different elements. Over the course of the next two days, the students write a short script for their presentations, and on the third day they present their skits to the whole class. Using a teacher-created rubric, the students evaluate the performances of their peers. The written scripts are collected, published, and bound into a class book that is placed in the school library.





# *Native Language Arts Standard 3 with Performance Indicators*

## **Grades 5 to 8**

### **★ Performance Indicators:**

### **STANDARD 3:**

#### ***LISTEN in order to:***

- ★ form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences
- ★ recognize multiple levels of meaning
- ★ use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
- ★ recognize persuasive techniques, such as emotional and ethical appeals in presentations
- ★ consider the experience, qualifications, and possible biases of speakers in analyzing and evaluating presentations
- ★ identify conflicting, missing, or unclear information
- ★ evaluate organization of presentations
- ★ evaluate the quality of speaker's presentation style by using criteria such as voice quality, enunciation, and delivery.

**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.**

#### ***SPEAK in order to:***

- ★ express an opinion or a judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
- ★ use an organizational format (e.g., question/answer, compare/contrast, cause/effect) so that ideas and information are clear
- ★ state a hypothesis and predict possible outcomes from one or more perspectives
- ★ present content, using strategies designed for the audience, purpose, and context
- ★ present a subject from one or more perspectives
- ★ credit sources of information and opinions accurately in the presentations and handouts
- ★ ask and respond to questions to clarify an opinion or judgment
- ★ use notes or outlines in the native language appropriately in presentations.

**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.**

#### ***READ in order to:***

- ★ evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in native language texts, so as to:
  - identify conflicting information
  - consider the background and qualifications of the writer
  - question writers' assumptions, beliefs, intentions, and biases
  - evaluate examples, details, or reasons used to support ideas
  - identify fallacies of logic that lead to unsupported conclusions
  - discriminate between apparent message and hidden agenda
  - identify propaganda and evaluate its effectiveness
  - identify techniques used by authors to persuade; for example, emotional and ethical appeals
  - identify differing points of view in texts and presentations
  - identify cultural and ethnic values and their impact on content
  - identify multiple levels of meaning

- ★ judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, cultural, and personal
- ★ recognize the effect of one's own point of view and cultural background in evaluating ideas, information, opinions, and issues
- ★ suspend judgment until all information has been presented.

***WRITE in order to:***

- ★ present clear analyses, using examples, details, and reasons from native language texts
- ★ present a hypothesis and predict possible outcomes from one or more perspectives
- ★ select content and choose strategies for written presentation on the basis of audience, purpose, content, and cultural norms
- ★ present a subject from more than one perspective by using primary language resources such as news articles, nonfiction texts, personal experiences, and other school subjects
- ★ explain connections between and among texts to extend the meaning of each individual text
- ★ compare and contrast use of literary elements in more than one genre by more than one recognized author in the home language
- ★ maintain, with teacher assistance, a portfolio of native language writings and drawings that express opinions and judgments.

**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:

- small and large group discussions
- public speeches and editorials
- reviews of books, films, and plays
- interviews
- debates
- multimedia presentations
- advertisements.

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

- small and large group discussions and presentations
- speeches
- debates
- interviews
- multimedia presentations.

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

- literary texts
- scientific and historical articles
- public documents for general audiences
- editorials and articles from newspapers and magazines
- book and film reviews
- advertisements
- electronic resources.

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

- expository essays
- literary critiques
- editorials for school, local, and regional newspapers
- speeches
- reviews of plays, books, poems, and films.

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*Vignette:* **Standard 3 in an 8th-Grade Polish Language Arts Class**

Newly-arrived eighth-graders in a Polish native language arts class are working in groups in a school bilingual library, checking art albums and collecting information in Polish and English about painter Jan Vermeer. They are preparing for a trip to the Metropolitan Museum of Art to see the exhibition “Vermeer and the Delft School.” In the museum they take notes and sketch fragments of Vermeer paintings. The specific assignments for note taking include answering questions about themes of Vermeer paintings, describing his ability to paint “silence,” and writing a description of the painting they like most. After the trip, students share their feelings, impressions, sketches, and remarks about the exhibition in small groups. Later on, they write letters to friends or family members in Poland, reporting their experiences from the trip. The next day they read and analyze the exhibition review from the Polish daily news *Nowy Dziennik*. Similar work is done with the review from *The New York Times*, but this time students of varying ESL levels work together in groups to help each other read and interpret assigned fragments of the review. Then they fill out a chart comparing and contrasting these two reviews. As preparation for the final project, students watch strips from the video *Sister Wendy’s Story of Painting*. Individual students then present an interpretation of any of their favorite paintings to the class. The entire class and teacher act as jurors, giving points to the presenters according to previously discussed and prepared rubrics.

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*The Milkmaid*, Jan Vermeer, Amsterdam, Rijksmuseum, 46 x 41, 1658-60

## *Native Language Arts Standard 4 with Performance Indicators*

### ★ Performance Indicators:

#### ***LISTEN in order to:***

- ★ participate as a listener in social conversations with one or more people who are friends or acquaintances
- ★ respect the age, gender, position, and cultural traditions of the speaker
- ★ listen in the primary language for more than one level of meaning, articulated and unspoken
- ★ encourage the speaker with culturally appropriate facial expressions and gestures
- ★ withhold judgment
- ★ appreciate a speaker’s uniqueness.

#### ***SPEAK in order to:***

- ★ respect age, gender, and cultural traditions of the listener when speaking for social interaction
- ★ provide feedback by asking questions in the home language designed to encourage further conversation
- ★ avoid sarcasm, ridicule, dominating the conversation, and interrupting

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### 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.

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- ★ use cultural and linguistically specific language, jargon, colloquialism, and gesture appropriate to the purpose, occasion, and listener
- ★ respond to listener's interests, needs, and reactions to social conversation in the native language
- ★ adopt conventions of e-mail to establish friendly tone in electronic-based social communication.

### ***READ in order to:***

- ★ share reading experiences to build relationships with peers or adults; for example, read together silently or aloud with a partner or in small groups
- ★ consider age, gender, social position, and cultural traditions of the writer
- ★ recognize conversational tone of the primary language in social communication
- ★ recognize the types of language appropriate to social communication; for example, informal, culture-specific, jargon, colloquialisms, and e-mail conventions.

### ***WRITE in order to:***

- ★ share the process of writing with peers or adults; for example, write a condolence note, get-well card, or thank-you letter in the home language with a writing partner or in small groups
- ★ respect the age, gender, position, and cultural traditions of the recipient
- ★ develop a personal voice that enables the reader to get to know the writer
- ★ write personal reactions to experiences, events, and observations, using a form of social communication
- ★ identify and model the social communication techniques of published writers of note in the native language
- ★ use the conventions of e-mail
- ★ maintain a portfolio in the primary language that includes writing for social communication.

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

**Listening** *in the native language* to peers and adults to establish, maintain, and enhance personal relationships:

- at home
- in school
- in the community.

**Speaking** *in the native language* with peers and adults to establish, maintain, and enhance personal relationships:

- at home
- in school
- in the community.

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

- friendly letters, notes, and cards
- published diaries and journals
- friendly e-mail.

**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
- friendly e-mail.

### *Vignette:* Standard 4 in a 7th-Grade Spanish Language Arts Class

As part of an ongoing effort to involve the parents of newly arrived students in the community, the students in this seventh-grade language arts class are designing and creating a pamphlet and video about their school entitled *¡Bienvenidos, familia!* Through the use of brainstorming and concept maps, the teacher has guided the students in identifying what parents should know about the school. Working in teams of four, students choose one feature of the school to write about and to film. Students use the writing process as they develop information for the pamphlet. Using a rubric created by the teacher, the students have a clear idea of the pamphlet's necessary components. Through collaboration with the technology teacher, the students have access to one video camera, and each group may use it for two days to do the necessary taping. The technology teacher acts as a consultant for the students as they edit the film. Working together, the class creates and publishes the pamphlet through the use of computer technology. On Parents Night, the class presents the video and then distributes copies of the pamphlet to all parents in attendance. Subsequently, *¡Bienvenidos, familia!* will be provided to each new registrant's parents, and a copy of the video will be made available for viewing at home.



# Grades 5 to 8

## 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:

- lectures
- small group and classroom discussions
- presentations
- multimedia presentations
- interviews
- newscasts
- directions/instructions.

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

- textbooks related to all school subjects
- reference materials
- primary sources
- biographies and autobiographies
- essays
- newspapers and magazines
- age-appropriate online and electronic databases and Web sites.

### 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
- plays
- poems and songs
- films and video productions.

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

- short stories
- short novels
- plays
- myths and legends
- folktales
- poems
- 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:

- small and large group discussions
- public speeches and editorials
- reviews of books, films, and plays
- interviews
- debates
- multimedia presentations
- advertisements.

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

- literary texts
- scientific and historical articles
- public documents for general audiences
- editorials and articles from newspapers and magazines
- book and film reviews
- advertisements
- electronic resources.

### Standard 4:

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

**Listening** *in the native language* to peers and adults to establish, maintain, and enhance personal relationships:

- at home
- in school
- in the community.

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

- friendly letters, notes, and cards
- published diaries and journals
- friendly e-mail.

## Speaking/Writing

## Linguistic and Cultural Considerations *for NLA Instruction*

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

- discussions, class meetings
- multimedia presentations
- debates, mock trials, and panel discussions
- interviews of school and community representatives
- school assemblies.

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

- informational essays
- business letters
- multistep directions
- news articles
- summaries, brochures, guides
- reports of up to five pages.

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

- class and small group discussions
- formal presentations to classmates
- group and individual conferences with teachers
- school assemblies.

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

- stories
- poems and songs
- plays
- interpretive and responsive essays.

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

- small and large group discussions and presentations
- speeches
- debates
- interviews
- multimedia presentations.

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

- expository essays
- literary critiques
- editorials for school, local, and regional newspapers
- speeches
- reviews of plays, books, poems, and films.

**Speaking in the native language** with peers and adults to establish, maintain, and enhance personal relationships:

- at home
- in school
- in the community.

**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
- friendly e-mail.

### 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.
- ✓ 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.
- ✓ 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.

