

CHAPTER 6

Native Language Arts Standards

Grades 9 to 12



What Students in Grades 9 to 12 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
- Recognize the use and impact of effective language
- Demonstrate culturally appropriate body language as a listener
- Identify own purpose for listening
- Recognize content-specific vocabulary or terminology, or jargon unique to particular groups of people.

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
- Use presentational format appropriate for the audience and purpose
- Use language and syntactic structures of the primary language appropriate to the message and audience
- Apply delivery techniques such as voice projection, and demonstrate physical poise
- Use culturally accepted and effective nonverbal communication techniques to help disclose message
- Use visual aids and props effectively
- Respond to audience reaction and adapt 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 purpose for reading
- Use knowledge of native language's character system, grammar, and overall context to determine meaning
- Determine the meaning of unfamiliar words by using classroom and other resources

- Distinguish between dictionary meaning and implied meaning of the author's words
- Identify transitional words or phrases in the native language that make text cohesive
- Use knowledge of grammatical conventions to assist in comprehension
- Use strategies (such as discussing with others, reading guides and summaries, reading aloud) to assist in comprehension
- Identify opportunities for improvement in reading comprehension skills, such as exposure to wider range of writers, topics, and styles
- 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)
- 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 an organizational format that provides direction, coherence, and/or unity
- Use dictionaries, thesauruses, and style manuals
- Use computer technology to create, manipulate, and edit text.

Native Language Arts Standard 1 with Performance Indicators

Grades 9 to 12
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★ Performance Indicators:

LISTEN in order to:

- ★ interpret information from media presentations in the primary language such as documentary files, news broadcasts, taped interviews
- ★ listen to and follow complex directions or instructions
- ★ identify speaker's purpose and motive for communicating information
- ★ anticipate speaker's points and assess their validity
- ★ determine the need for more information for clarification
- ★ synthesize information from different native language sources by condensing, combining, or categorizing data, facts, and ideas
- ★ recognize culturally appropriate voice, tone, diction, and syntax.

SPEAK in order to:

- ★ prepare and give presentations in the home language on a range of informational topics
- ★ use notes of speaking points to assist in delivery
- ★ express a point of view, providing facts and details in support
- ★ use figures of speech such as similes and metaphors to make new ideas and complex information clearer to listeners
- ★ anticipate and respond to listener's point of view
- ★ give directions and explain a process
- ★ ask and respond to probing and challenging questions to acquire information in the native language.

READ in order to:

- ★ locate and use school, public, academic, and special library resources for information and research
- ★ use specialized reference sources in the primary language such as glossaries, dictionaries, and abstracts
- ★ read and follow complex written directions and procedures to solve problems and accomplish tasks
- ★ skim texts to gain an overall impression and scan texts for particular information
- ★ recognize the defining features and structures of informational texts in the first language
- ★ interpret and evaluate data, facts, and ideas in informational texts
- ★ identify and evaluate the reliability and validity of informational sources
- ★ recognize unstated assumptions
- ★ distinguish verifiable statement from hypothesis with given information and assumptions
- ★ analyze and synthesize information from different native language sources by making connections and showing relationships to other texts, ideas, and subjects, and to the world at large.

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.

Grades 9 to 12

WRITE in order to:

- ★ use both primary and secondary sources of information in the first language for research
- ★ select and limit topics for informational writing
- ★ analyze and integrate data, facts, and ideas to communicate information in the native language
- ★ take notes, and organize information from written and oral texts (e.g., lectures and interviews) in the primary language
- ★ use a range of organizational strategies to present information
- ★ apply new information in different contexts and situations
- ★ cite primary and secondary sources of information in bibliography and footnotes, using an approved style sheet
- ★ define the meaning and understand the consequences of plagiarism
- ★ use paraphrase and quotation in order to communicate information effectively
- ★ use charts, graphs, and diagrams in the home language to support and illustrate informational text
- ★ use the language of research such as documentation, source, paraphrase, citation, bibliography, and footnote
- ★ 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:

- small and large group discussions
- school and public lectures or speeches
- school and public forums and debates
- school and public panel discussions
- interviews
- multimedia presentations.

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

- small or large group discussions
- multimedia presentations
- debates before a school or public audience
- panel discussions before a school or public audience
- interviews
- presentations and/or multimedia presentations
- campaign speeches.

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

- reference materials
- primary and secondary sources
- technical manuals
- workplace documents
- national and international newspapers, periodicals, and journals
- biographies and autobiographies
- online and electronic databases and Web sites.

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

- research reports of approximately eight to ten pages
- thesis/support papers
- feature articles
- technical reports or instructional manuals.

Vignette: **Standard 1 in a 9th-Grade Spanish Language Arts Class**

In a ninth grade Spanish language arts class, the teacher leads the class in generating a list of people, places, languages, religions, museums, local produce, and food specialties around the world. For homework, the students are asked to write a response to the questions, “If you were invited to visit any place in the world, which place would you choose? Why?” On the basis of these responses, the class compiles a list of places around the world the following day. They are then asked to choose a specific place, and write a research report of 250 words on it. The report is entitled “*Un pequeño mundo*” (It’s a Small World). Students are required to find information from textbooks, library reference material, and from the Internet. On their reports, they must insert a suitable picture, and design the layout to include a subtitle, a picture and text on the same page. Students are also required to list their sources in a bibliography at the end of the report. In addition, each student creates a travel brochure for his or her chosen country, using photos and information gleaned from the essay. Each student then makes an oral presentation of their selected area to the class, and is evaluated by both the teacher and their peers on the basis of a rubric created for oral presentations of factual information. As a follow-up, students write a personal reaction to completing this activity. All reports, brochures and personal reactions are included in their writing portfolios.



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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 in the native language on a variety of themes from different genres, authors, and subjects
- ★ respond to author’s reading and discuss others’ responses
- ★ recognize features of literary genres in interpreting and responding to presentations of literary text
- ★ recognize and respond to historical and contemporary social, political, and cultural conditions in presentation of literary text in the first language
- ★ identify how format and language are used in presentations to communicate the author’s message and evoke a response
- ★ recognize how presentation style affects emotional response of listener
- ★ connect imaginative texts to prior knowledge, personal experience, cultural background, and contemporary situations
- ★ identify multiple levels of meaning in presentation of imaginative texts.

SPEAK in order to:

- ★ express opinions and support them through specific references to primary language text
- ★ describe the features of the genre and the period to interpret and respond to imaginative texts

- ★ use culturally appropriate devices such as voice, tone, volume, pitch, rate, body language, rhyme, rhythm, and repetition to create an emotional or aesthetic effect
- ★ use media to support presentation of original and interpretive texts
- ★ ask and respond to questions and follow-up questions in the home language to clarify interpretation.

READ, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives in order to:

- ★ increase comprehension and appreciation of imaginative texts through reading literary criticism in the first language
- ★ recognize a range of literary elements and techniques such as figurative language, allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret the work
- ★ recognize how the author uses tone to express an attitude toward the subject matter or the audience
- ★ distinguish between different forms of poetry such as sonnet, lyric, elegy, narrative, epic, and ode, and recognize how the author uses poetic form to convey a message or intent
- ★ compare a film, video, or stage version of a literary work with the written version
- ★ read primary language imaginative texts aloud to convey an interpretation of the work
- ★ interpret literary texts on the basis of understanding of the genre and literary period
- ★ read works along a common theme and compare the treatment of that theme by notable authors in the native language
- ★ interpret multiple levels of meaning and subtleties in text
- ★ recognize relevance of literature to contemporary and/or personal events and situations.

WRITE in order to:

- ★ create imaginative texts in the native language that:
 - use elements of imaginative text such as plot, character, setting, dialogue, conflict, and suspense to engage the reader
 - maintain a consistent point of view including first-person, third-person, or omniscient narrator
 - use literary devices such as figurative language, allegory, irony, symbolism, and stream of consciousness
 - create social, historical, and/or cultural context
 - create multiple levels of meaning
 - use language and sentence structure creatively to elicit reader's emotional response
 - create a personal voice
- ★ produce interpretive and responsive essays of approximately five pages in the primary language in order to:
 - express judgments and support them through references to the text, using direct quotations and paraphrase
 - explain how the author's use of literary devices (such as allegory, stream of consciousness, irony) affects meaning
 - examine development and impact of literary elements such as character (protagonist, antagonist), action (conflict, intrigue, suspense, climax), and setting (locale, time period) in literary texts and performances
 - compare and contrast the treatment of literary elements in different genres and by more than one author
 - use literary criticism to expand personal analysis of the literary text

- ★ use resources in the home language such as personal experience, knowledge from other content areas, and independent reading to create imaginative, interpretive, and responsive texts
- ★ maintain a portfolio in the first language that includes imaginative, interpretive, and responsive writing.

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:

- stage plays
- dramatic readings
- film and video productions
- reviews and critiques of literary works.

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

- small and large group discussions
- panel presentations
- presentations and multimedia presentations to school and public audiences
- dramatic productions or readings
- teacher conferences.

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

- short stories and novels
- plays
- films and video productions
- poems
- essays
- literary criticism
- electronic books.

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

- stories
- poems
- plays for stage and screen
- video scripts
- autobiographical sketches
- interpretive and responsive essays.

Vignette: Standard 2 in an 11th-Grade Russian Language Arts Class

In an 11th-grade Russian NLA class, students are reading the novel *Doctor Zhivago*, by Boris Pasternak. They are learning about the variety of literary devices used by Pasternak. This activity focuses on the role of visual imagery in Pasternak's landscape descriptions. First, the teacher reads aloud a short poem, "Metel," and discusses with the class how the mood created by the author is connected to the poem's sound and visual imagery. Students then brainstorm several versions of a hypothetical life story associated with the picture created by Pasternak. Reinforcing students' newly-found skill in connecting poetical visual imagery with plot, the teacher presents several of Pasternak's poems, all of which depict landscapes; these are printed at the end of the novel and presented as though they were written by the novel's main character. In groups of four, students work on placing one poem in the context of the novel. They compare events, mood, literary devices, and visual images in Pasternak's prose with his poetry in order to make this connection. At the end of the class, they read the poems aloud and present their findings to the class. As a follow-up assignment, students are asked to attempt writing a poem, or a landscape description, to relate their most traumatic or happiest moment.



*Native Language Arts Standard 3
with Performance Indicators*

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.

★ Performance Indicators:

LISTEN in order to:

- ★ recognize and acknowledge various perspectives on issues of local, national, and world concern
- ★ determine points of view, clarify positions, make judgments, and form opinions in the primary language
- ★ use the perspectives of other individuals, groups, recognized experts, and prior knowledge to analyze and evaluate presentations
- ★ evaluate content and organization of native language presentations, applying criteria such as appropriateness and completeness of reasons, examples, details; relevance of statements in relation to topic; validity of speaker's conclusion
- ★ evaluate the expertise and possible bias of the speaker in order to judge the validity of the content
- ★ recognize the protocols, traditional practices, and cultural expectations of debating, public speaking, interviewing, reviewing literary works, and other forms of speaking
- ★ evaluate impact of medium on message.

SPEAK in order to:

- ★ express opinions or make judgments in the first language about ideas, information, experience, and issues in literary, scientific, and historic articles, public documents, and advertisements
- ★ articulate personal opinions to clarify stated positions, persuade or influence groups, or state preferences about topics
- ★ present content in the home language that is clearly organized and based on knowledge of audience needs and interests
- ★ present reasons, examples, and details from sources cited to defend opinions or judgments
- ★ present arguments from different perspectives in the native language
- ★ modify content and presentation strategies on the basis of audience response during presentation
- ★ respond to constructive criticism
- ★ use visuals and technology to enhance presentation
- ★ ask and respond to questions in the first language to seek clarity or to suggest different perspectives.

READ in order to:

- ★ form opinions and make judgments about the validity and accuracy of informational, interpretive, imaginative, and persuasive texts
- ★ generate a list of significant questions to assist with analysis and evaluation of texts written in the first language
- ★ analyze and evaluate nonfiction texts in the home language, including:
 - determining significance and reliability of information
 - identifying tone, style, and use of language
 - recognizing format and its significance to content
- ★ analyze and evaluate poetry in the primary language in order to recognize the use and effect of:

- rhyme, rhythm, and sound pattern
 - repetition
 - sensory imagery
 - figurative language
 - verse form
 - differences between language of the poem and everyday language of reader
- ★ analyze and evaluate native language fiction including:
- the development of central idea or theme
 - the development of characters and their actions.

WRITE in order to:

- ★ state an opinion, or present a judgment, by developing a thesis and providing supporting evidence, arguments, and details
- ★ articulate one or more perspectives (such as one’s own and/or those of a special interest group) in the primary language to summarize arguments on different sides of issues
- ★ develop critiques from more than one perspective, such as historical, cultural, social, and psychological
- ★ analyze a variety of texts, using resources such as recognized experts, knowledge from school subjects and reading, and personal experience
- ★ use strategies designed to influence or to persuade in writing speeches, editorials, and advertisements in the first language
- ★ use telecommunications to participate in listserve discussion groups
- ★ maintain a writing portfolio in the native language that includes writing for critical analysis and evaluation.

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 school or community discussions
- speeches, interviews
- reviews of books, films, and plays
- debates
- multimedia presentations
- advertisements and editorials.

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

- small and large group presentations
- reviews of books, films, and plays
- debates, speeches, interviews
- Internet listserve discussion groups.

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

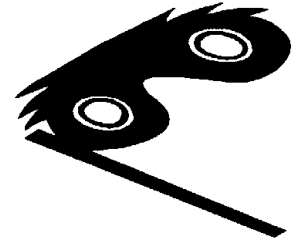
- literary texts
- editorials
- book, drama, and film reviews
- literary criticism
- professional journals and technical manuals
- public documents
- electronic resources including listserves
- periodicals
- texts of speeches
- position papers
- advertisements.

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

- expository essays
- literary critiques
- reviews of books, dramas, and films
- editorials for newspapers and magazines
- political speeches
- responses to Internet listserve discussion groups
- advertisements.

Vignette: **Standard 3 in a 12th-Grade Spanish Language Arts Class**

In a 12th-grade native language arts class in AP Spanish, students read the original play *El Burlador de Sevilla* by Tirso de Molina, view the romantic play *Don Juan* by José de Zorrilla, and watch the modern American movie *Don Juan de Marco*. The teacher introduces the topic of Don Juan as myth, focusing on the myth's universality. She also facilitates discussions of each work in regard



to important themes, characterization, and influence of time period and culture. Students are working in groups to fill out a compare/contrast chart of the three works. Each group presents its findings to the class while the other groups add missing ideas/concepts to their charts. Each student then selects one of the three Don Juans on which to base an essay addressing the issues of honor, love, gender role, or “idea of concealment” (*engaño*). Class time is devoted to writing the essays according to a rubric, and peer editing follows. The final copies are read aloud in class and included in the students’ portfolios.

As an extension of this activity, students discuss the movie *Don Juan de Marco*. Working in groups, they provide examples of how reality and illusion are used in this movie, and they share their ideas with the class. Then the teacher shows the first 30 minutes of *Patch Adams* and the last 30 minutes of *Don Quijote de la Mancha*, and initiates discussions about reality and the power of illusion to become reality if the illusion is shared by others. Students are asked to give oral accounts of how to look beyond the problem to find the solution (an idea developed in *Patch Adams*) and how to fulfill an illusion to make it reality. Their final assignment is a written statement expressing where they see themselves ten years from now and what they need to do to reach their goal.

Native Language Arts Standard 4 with Performance Indicators

Grades 9 to 12
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★ Performance Indicators:

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.

LISTEN in order to:

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

SPEAK informally with familiar and unfamiliar people so as to:

- ★ respect age, gender, and cultural traditions of the listener
- ★ provide feedback by asking questions designed to encourage further conversation
- ★ respond to listener's interests, needs, and reactions to social conversations in the primary language
- ★ use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
- ★ select language and behavior appropriate to the purpose, occasion, and listener; for example, culture-specific language, jargon, colloquialism, and gesture
- ★ adopt conventions of e-mail to establish friendly tone in electronic-based social communication
- ★ respond respectfully.

READ in order to:

- ★ share reading experiences to build relationships with a peer or adult; for example, reading native language texts together silently or aloud, and discussing reactions to texts
- ★ consider age, gender, social position, and cultural traditions of the writer
- ★ recognize conversational tone 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 in the first language with peers or adults; for example, write a condolence note, get-well card, or thank-you letter with writing partner(s)
- ★ 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 and share personal reactions to experiences, events, and observations, using a form of social communication
- ★ identify and model the social communication techniques of recognized native language writers
- ★ use the conventions of e-mail
- ★ maintain a portfolio in the home 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 social and business community.

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

- at home
- in school
- in the social and business community.

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

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

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

- friendly letters, notes, and cards
- personal journals
- friendly e-mail.

Vignette: Standard 4 in a 10th-Grade Korean Language Arts Class

In a tenth-grade Korean language arts class, students read two essays, “Back View of My Father” and “Stone Stairs.” Both essays use objects found in everyday life to express the themes of fatherly love and life’s stages. Students explore these themes, focusing on objects used by the authors



as symbols: oranges, a platform wall, and stairs. The class discusses what the front and back views of the father mean to the son. Students reflect on their own lives, and write stories about the front and back views of their own parent/caregiver. Volunteers share their stories orally with the whole class.

In the discussion of “Stone Stairs,” students learn about the stages of life. The class then discusses the philosophies of the authors. Working in cooperative groups, students compare and contrast the life of the father in “Back View of My Father” to that of the author in “Stone Stairs,” and create a Venn diagram of similarities and differences. Each student then makes a timeline of his/her own life and shares it with the class. From the timeline, students choose the happiest moment of their lives, or a crisis they had to overcome, and write a short essay about it. Students exchange their writing with a partner, and write comments about the essays. Finally, students revise their writing on the basis of these comments, and produce a polished final draft. With student permission, the essays are bound together into a class book, and displayed in the school library.

Grades 9 to 12

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
- school and public lectures or speeches
- school and public forums and debates
- school and public panel discussions
- interviews
- multimedia presentations.

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

- reference materials
- primary and secondary sources
- technical manuals
- workplace documents
- national and international newspapers, periodicals, and journals
- biographies and autobiographies
- 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:

- stage plays
- dramatic readings
- film and video productions
- reviews and critiques of literary works.

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

- short stories and novels
- plays
- films and video productions
- poems
- essays
- literary criticism
- 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 school or community discussions
- speeches, interviews
- reviews of books, films, and plays
- debates
- multimedia presentations
- advertisements and editorials.

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

- literary texts
- editorials
- book, drama, and film reviews
- literary criticism
- professional journals and technical manuals
- public documents
- electronic resources including listserves
- periodicals
- texts of speeches
- position papers
- advertisements.

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 social and business community.

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

- friendly notes, cards, and letters from friends and family
- published letters, diaries, and journals
- 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:

- small or large group discussions
- multimedia presentations
- debates before a school or public audience
- panel discussions before a school or public audience
- interviews
- presentations and/or multimedia presentations
- campaign speeches.

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

- research reports of approximately eight to ten pages
- thesis/support papers
- feature articles
- technical reports or instructional manuals.

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

- small and large group discussions
- panel presentations
- presentations and multimedia presentations to school and public audiences
- dramatic productions or readings
- teacher conferences.

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

- stories
- poems
- plays for stage and screen
- video scripts
- autobiographical sketches
- interpretive and responsive essays.

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

- small and large group presentations
- reviews of books, films, and plays
- debates, speeches, interviews
- Internet listserve discussion groups.

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

- expository essays
- literary critiques
- reviews of books, dramas, and films
- editorials for newspapers and magazines
- political speeches
- responses to Internet listserve discussion groups
- advertisements.

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

- at home
- in school
- in the social and business community.

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

- friendly letters, notes, and cards
- 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.

