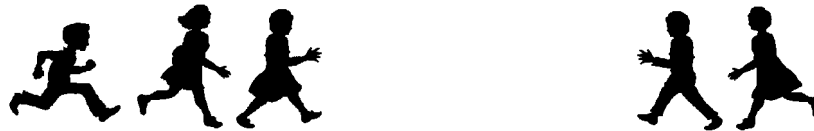


*The Teaching of Language Arts to  
Limited English Proficient/English  
Language Learners:*

**Learning Standards  
for Native Language Arts**

*Building the Bridge*



NATIVE LANGUAGE ARTS

ENGLISH AS A SECOND LANGUAGE

ENGLISH LANGUAGE ARTS



2004

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## Regents of The University

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ADELAIDE L. SANFORD, <i>Vice Chancellor</i> , B.A., M.A., P.D. . . . . .	Hollis
DIANE O'NEILL MCGIVERN, B.S.N., M.A., Ph.D. . . . . .	Staten Island
SAUL B. COHEN, B.A., M.A., Ph.D. . . . . .	New Rochelle
JAMES C. DAWSON, A.A., B.A., M.S., Ph.D. . . . . .	Peru
ANTHONY S. BOTTAR, B.A., J.D. . . . . .	North Syracuse
MERRYL H. TISCH, B.A., M.A. . . . . .	New York
GERALDINE D. CHAPEY, B.A., M.A., Ed.D. . . . . .	Belle Harbor
ARNOLD B. GARDNER, B.A., LL.B. . . . . .	Buffalo
HARRY PHILLIPS, 3rd, B.A., M.S.F.S. . . . . .	Hartsdale
JOSEPH E. BOWMAN, JR., B.A., M.L.S., M.A., M.Ed., Ed.D. . . . . .	Albany
LORRAINE A. CORTÉS-VÁZQUEZ, B.A., M.P.A. . . . . .	Bronx
JAMES R. TALLON, JR., B.A., M.A. . . . . .	Binghamton
MILTON L. COFIELD, B.S., M.B.A., Ph.D. . . . . .	Rochester
JOHN BRADEMAS, B.A., Ph.D. . . . . .	NEW YORK

### **President of The University and Commissioner of Education**

RICHARD P. MILLS

### **Chief of Staff**

#### **Counsel and Deputy Commissioner for Legal Affairs**

KATHY A. AHEARN

### **Chief Operating Officer**

#### **Deputy Commissioner for the Office of Management Services**

THERESA E. SAVO

### **Deputy Commissioner for Elementary, Middle, Secondary, and Continuing Education**

JAMES A. KADAMUS

### **Coordinator for Office of Bilingual Education**

CARMEN A. PÉREZ HOGAN

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## Foreword

**WE ARE PLEASED TO PRESENT** *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for Native Language Arts*, developed by the New York State Education Department Office of Bilingual Education and the Bilingual/ESL Technical Assistance Center of Eastern Suffolk BOCES. Many of New York's distinguished bilingual educators and linguists have contributed to this important and groundbreaking document. The native language arts learning standards are aligned with the State's learning standards for English language arts and English as a second language, and support the achievement of high literacy standards for limited English proficient/English language learners served in bilingual education (BE) or English as a second language (ESL) programs throughout the State.

This is the third in a series of publications produced to support the State's higher standards for limited English proficient/English language learners (LEP/ELLs). The first document, *The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers*, was released in spring 2000. It presents the blueprint for developing language skills in LEP/ELLs in both English and the native language, and serves as a guide for teachers on how to integrate instruction in English as a second language (ESL), native language arts (NLA), and English language arts (ELA). The second document, *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language* (2002), draws from national standards developed by the Teachers of English to Speakers of Other Languages (TESOL) and the New York State *Learning Standards for English Language Arts*. It provides teachers, curricula developers, and test developers with information, content, and classroom strategies critical to assist LEP/ELLs in meeting the ESL and ELA standards and the State's high school graduation requirements.

We believe that the New York State *Learning Standards for Native Language Arts* will prove to be an invaluable tool for all teachers of LEP/ELLs. It will assist in "building the bridge" for LEP/ELLs as they work to achieve the New York State learning standards in all areas. This document provides important linguistic information along with teaching strategies that will help LEP/ELLs develop a wide range of literacy skills in their first language, thus permitting them to transfer these same skills to English. We anticipate that this publication will play an important part in ensuring that ESL, ELA, bilingual education, and native language arts teachers collaborate to deliver coordinated and comprehensive language instruction programs to support LEP/ELLs in meeting the rigorous challenges of the New York State learning standards.

We look forward to working with the schools in our State to build on the linguistic and cultural skills that our newest students bring with them and to prepare these students to become contributing members of our society.

Carmen A. Pérez Hogan, Coordinator  
Office of Bilingual Education

*We look forward to working with the schools in our State to build on the linguistic and cultural skills that our newest students bring with them and to prepare these students to become contributing members of our society.*

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### **Coordinators**

The following persons coordinated and supervised the development of this document.

**Carmen A. Pérez Hogan**

New York State Education Department  
Office of Bilingual Education

**Gloria J. Casar**

New York State Education Department  
Office of Bilingual Education

**Ximena E. Zate, Ph.D.**

Eastern Suffolk BOCES  
Bilingual/ESL Technical Assistance Center

### **Principal Writers**

The following persons contributed significantly to the content included in this document.

**Terri Brady-Méndez**

Eastern Suffolk BOCES  
Bilingual/ESL Technical Assistance Center

**Ximena E. Zate, Ph.D.**

Eastern Suffolk BOCES  
Bilingual/ESL Technical Assistance Center

### **Reviewers**

The following persons reviewed and provided comments to the draft manuscript.

**Alma Flor Ada, Ph.D.**

University of San Francisco

**Angela Carrasquillo, Ph.D.**

Fordham University

**Nancy Cloud, Ed.D.**

University of Rhode Island

**David Freeman, Ph.D.**

University of Texas Pan American

**Yvonne Freeman, Ph.D.**

University of Texas Pan American

**Ofelia García, Ph.D.**

Teachers College  
Columbia University

**Carmen Mercado, Ph.D.**

City University of New York  
at Hunter College

**Josefina Tinajero, Ed.D.**

University of Texas at El Paso

## Contributors

The following persons contributed to the vignettes, learning experiences, and other materials included in the document.

**Shakila Ahmed** ~ Bengali  
Community School District 30  
New York City

**Amidor Almonord** ~ Haitian Creole  
Community School District 17  
New York City

**Myriam Augustin** ~ Haitian Creole  
Haitian Creole Bilingual/ESL  
Technical Assistance Center  
New York City

**Mulu-tsehay B. Belete** ~ Amharic  
Erie I BOCES  
Bilingual/ESL Technical Assistance Center

**Marie Jose Bernard** ~ Haitian Creole  
Haitian Creole Bilingual/ESL  
Technical Assistance Center  
New York City

**Dwijen Bhattacharjya, Ph.D.** ~ Bengali  
Seward Park High School  
New York City

**Mikyong Cho** ~ Korean  
Community School District 11  
New York City

**Lisette Colón-Collins** ~ Spanish  
Division of English Language Learners  
New York City Department of Education

**Shikah Dalal** ~ Bengali  
Asian Languages Bilingual/ESL  
Technical Assistance Center  
New York City Department of Education

**María V. Díaz, Ed.D.** ~ Spanish  
Division of English Language Learners  
New York City Department of Education

**Nareen Farooqui** ~ Urdu  
Community School District 20  
New York City

**Valerie Fernández-Pardo** ~ Spanish  
Eastern Suffolk BOCES  
Bilingual/ESL Technical Assistance Center

**Izabela Gorska** ~ Polish  
Liberty High School  
New York City

**Tomasz Grabski** ~ Polish  
Instructional Support Specialist, Region 9  
New York City

**May Khemili** ~ Arabic  
Questar III BOCES  
Castleton, NY

**Elzbieta Kulon-Reniak** ~ Polish  
Greenport Public Schools

**Hyunjoo Kwon** ~ Korean  
Asian Languages Bilingual/ESL  
Technical Assistance Center  
New York City Department of Education

**Naomi Lapidus** ~ Spanish  
City University of New York  
at Queens College

**Jae Hong Lee** ~ Korean  
Stuyvesant High School  
New York City

**Wonsook Lee** ~ Korean  
Newtown High School  
New York City

**Vera Leykina** ~ Russian  
Community School District 73  
New York City

**Pat Lo** ~ Chinese  
Division of English Language Learners  
New York City Department of Education

**Roxana Melendez** ~ Spanish  
Brentwood Union Free School District

**Carmen Mercado, Ph.D.** ~ Spanish  
City University of New York  
at Hunter College

**Sylvia Moreira** ~ Spanish  
Freeport Union Free School District

**Mohammed A. Quasem** ~ Bengali  
Educational Consultant

**Yves Raymond** ~ Haitian Creole  
Erasmus High School  
New York City

**Lilliana G. Rossi** ~ Spanish  
Rochester School District

*continues*

*Contributors continues*

**Amit Roychowdhry** ~ Bengali  
Scholar/Consultant  
New York City

**Meena Shridhar, Ph.D.** ~ Hindi  
State University of New York  
at Stony Brook

**Christa Stevenson** ~ Spanish  
Eastern Suffolk BOCES  
Bilingual/ESL Technical Assistance Center

**Spencer Wan** ~ Chinese  
Asian Languages Bilingual/ESL  
Technical Assistance Center  
New York City Department of Education

**Li Bing Wu** ~ Chinese  
Murry Bergtraum High School  
New York City

**Tony Wu** ~ Chinese  
Division of English Language Learners  
New York City Department of Education

**Wen Min Yu-Nicklas** ~ Chinese  
Community School District 2  
New York City

## Advisory Committee

The following persons served as advisors during the development of this document.

**Mohammed Abul Azad** ~ Bengali  
Long Island City High School  
New York City

**Noemi Carrera-Herendeen** ~ Spanish  
New York City Department of Education  
Division of English Language Learners  
and Parent Outreach

**Gladys Cruz, Ed.D.** ~ Spanish  
Questar III BOCES  
Bilingual/ESL Technical Assistance Center  
Castleton, NY

**Hyunjoo Kwon** ~ Korean  
Asian Languages Bilingual/ESL  
Technical Assistance Center  
New York City Department of Education

**Lilliam Malavé, Ph.D.** ~ Spanish  
New York State University at Buffalo

**Maritza Meyers** ~ Spanish  
Long Beach Union Free School District

**Yves Raymond** ~ Haitian Creole  
Erasmus High School  
New York City

**Ramonita Santiago, Ed.D.** ~ Spanish  
Yonkers City School District

**Frank Tang, Ph.D.** ~ Chinese  
New York University

## Editor/Designer

The following persons edited the manuscript and prepared the layout for publication.

**Barbara L. Kelly**  
Loudonville, NY

**Carol D. Cooper**  
New York State Education Department  
Publications Group