

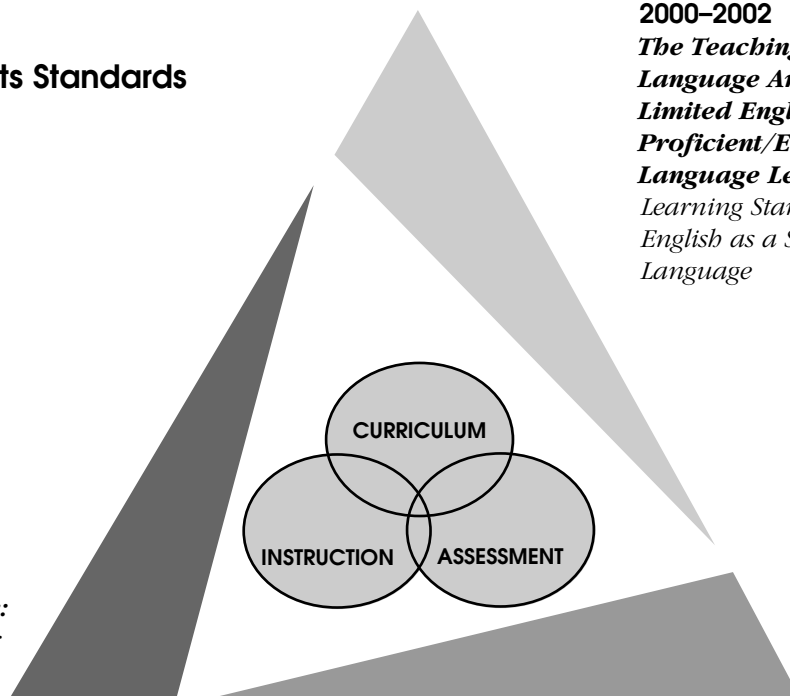
Introduction



IN 1997, THE NEW YORK STATE BOARD OF REGENTS approved a proposal to revise high school graduation requirements. These requirements mandate that all students in New York State pass the Regents Comprehensive Examination in English in order to receive a high school diploma. The New York State Education Department (NYSED) is committed to building the capacity of the system to ensure that limited English proficient/English language learners (LEP/ELLs) meet all of the learning standards and fulfill all graduation requirements.

**The Trilogy
of Language Arts Standards
for LEP/ELLs**

1998–2000
*The Teaching of
Language Arts to
Limited English
Proficient/English
Language Learners:
A Resource Guide for
All Teachers*



2000–2002
*The Teaching of
Language Arts to
Limited English
Proficient/English
Language Learners:
Learning Standards for
English as a Second
Language*

2002–2004
*The Teaching of
Language Arts to
Limited English
Proficient/English
Language Learners:
Learning Standards for
Native Language Arts*

The Department's Office of Bilingual Education, utilizing the collaborative knowledge and guidance of many prominent experts in the field of English language arts (ELA), bilingual education (BE), and English as a second language (ESL), has developed a trilogy of documents to assist educators working with LEP/ELLs to meet the English language arts standards. *The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers* was the first of these publications, and was initially disseminated in 2000.

In the following year, the Department developed and published the second in the series: *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language*. These standards serve as the foundation for ESL curriculum, instruction, and assessment and provide the framework for the New York State ESL Achievement Test (NYSESLAT), which schools administer across all districts in the State in order to measure progress toward the goal of attaining English proficiency.

The publication of *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for Native Language Arts*, completes the trilogy on the teaching of language arts for LEP/ELLs in New York State. It is intended to support quality instruction, curriculum development, and assessment for those students who are placed in bilingual programs. Bilingual education in New York State has been an essential element in the education of LEP/ELLs for over 30 years. These programs ensure that students who speak other languages receive appropriate academic instruction while they are learning English. Bilingual education programs in New York State vary and can be grouped into two main categories: transitional bilingual education programs and two-way bilingual education programs. Both programs aim to develop both linguistic and content-area knowledge in English and in the primary language. In 2001, approximately 40% of all LEP/ELLs were served in bilingual programs; the remaining 60% received services through freestanding English as a second language programs. The goals are the same in both models: to provide a rigorous and challenging curriculum for all LEP/ELLs, so that they may meet the learning standards in language arts (native language arts, English as a second language, and English language arts), and in the core content areas required for all students in New York State.

Regardless of program type, the instructional benefits that accrue to using the native language as a bridge to the acquisition of English have been strongly supported and endorsed by a variety of professional associations. They include the Association for Supervision and Curriculum Development (ASCD), the National Council of Teachers of English (NCTE), the International Reading Association (IRA), the National Research Council (NRC), Teachers of English to Speakers of Other Languages (TESOL), the National Association for the Education of Young Children (NAEYC), as well as the National Association for Bilingual Education (NABE).

The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for Native Language Arts is intended to expand the resources available to all educators of LEP/ELLs in “building a bridge” toward the attainment of the New York State learning standards in English language arts. A key element of this “bridge” is appropriate and challenging instruction in native language arts that will support, enhance, and “bridge the gap” in achieving the levels of performance required by the ELA standards.

This document is also intended to assist bilingual education teachers and curriculum developers in providing rigorous and challenging instruction in native language arts to LEP/ELLs. Its contents not only provide information related to the NLA standards and performance indicators themselves, but also contain information that can be useful to mainstream and ESL teachers by presenting an overview of the varieties of linguistic groups and language families represented in the State’s school districts, along with a brief linguistic analysis of commonly spoken languages and English. In addition, several learning experiences in native languages are presented to serve as models for implementing the NLA standards in native language arts classes.

As a companion document to *The Teaching of Language Arts to Limited English Proficient Students: A Resource Guide for All Teachers* and *The Teaching of Language Arts to Limited English Proficient Students: Learning Standards for English as a Second Language*, this publication, *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for Native Language Arts* continues to support ongoing collaboration among administrators, teachers, and support staff in the field of language arts instruction for all LEP/ELLs in New York State.

It should be noted that there are many different ways of referring to students who enter our school system speaking little or no English. While State and federal regulations refer to them as **limited English proficient** or **LEP**, they are also referred to as English language learners, second language learners, as well as others. For the purposes of this document, however, the term **limited English proficient/English language learner (LEP/ELL)** will be used.

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The Association for Supervision and Curriculum Development (ASCD),

The National Council of Teachers of English (NCTE),

The International Reading Association (IRA),

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Teachers of English to Speakers of Other Languages (TESOL),

The National Association for the Education of Young Children (NAEYC), as well as

The National Association for Bilingual Education (NABE).

Overview of Chapters

Title of Chapter

Topic Addressed

CHAPTER 1

Overview of Native Language Instruction in New York State

Discussion of the need for creating standards for native language arts (NLA), the linguistic diversity in New York State, as well as the importance of maintaining a first language as it relates to literacy and assessment.

CHAPTER 2

Linguistic Analysis of Most Commonly Spoken Languages in New York State

Introduction to linguistic analysis, and its impact on English language acquisition, including the following languages: Arabic, Bengali, Chinese, English, Haitian Creole, Korean, Polish, Russian, Spanish, and Urdu.

CHAPTER 3

NLA Standards – Kindergarten to Grade 1

NLA standards and performance indicators for kindergarten and grade 1, including vignettes of instructional practices in various native languages, contributed by bilingual and NLA teachers in the field.

CHAPTER 4

NLA Standards – Grade 2 to 4

NLA standards and performance indicators for grades 2 to 4, including vignettes of instructional practices in various native languages, contributed by bilingual and NLA teachers in the field.

CHAPTER 5

NLA Standards – Grade 5 to 8

NLA standards and performance indicators for grades 5 to 8, including vignettes of instructional practices in various native languages, contributed by bilingual and NLA teachers in the field.

CHAPTER 6

NLA Standards – Grade 9 to 12

NLA standards and performance indicators for grades 9 to 12, including vignettes of instructional practices in various native languages, contributed by bilingual and NLA teachers in the field.

CHAPTER 7

K-12 NLA Standards and Performance Indicators

Overview of all native language arts standards and performance indicators for grades K through 12.

CHAPTER 8

Learning Experiences

Teacher-created learning experiences in various native languages for illustrating standards-based instruction at different grade levels.