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
# THE UNIVERSITY OF THE STATE OF NEW YORK

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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
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