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

Learning Standards for Native Language Arts

Poster Set

Building the Bridge

NATIVE LANGUAGE ARTS  ENGLISH AS A SECOND LANGUAGE  ENGLISH LANGUAGE ARTS
## Analysis of Most Commonly Spoken Languages in New York State

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<tr>
<th>LANGUAGE</th>
<th>Writing System</th>
<th>Orthography</th>
<th>Phonology</th>
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<th>Sample Sentence</th>
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<tr>
<td>ENGLISH</td>
<td>Alphabetic 26 letters</td>
<td>Both manuscript (printing) and cursive writing, as well as upper- and lower-case letters are used, writing is from left to right, top to bottom of page.</td>
<td>5 vowels 21 consonants Vowel and consonant cluster sounds may vary.</td>
<td>Plurals of nouns require markers, and verb tenses can involve both markers and modal auxiliaries.</td>
<td>Subject-Verb-Object</td>
<td>The teacher greets the students.</td>
</tr>
<tr>
<td>ARABIC</td>
<td>Alphabetic 29+ symbols</td>
<td>Cursive only, written from right to left.</td>
<td>3 vowel sounds 26 consonant sounds</td>
<td>Markers are not needed for objects in a sentence, but are always required for the subject.</td>
<td>Verb-Subject-Object</td>
<td>المعلمة تحيي الطلاب</td>
</tr>
<tr>
<td>BENGALI</td>
<td>Alphabetic 50+ symbols</td>
<td>A descended form of Sanskrit, the characters hang from a horizontal line, with no distinct upper- and lower-case, writing is from left to right, top to bottom of page.</td>
<td>11 vowel symbols/graphemes 42 consonant symbols/graphemes Nasalization is a distinctive feature.</td>
<td>Noun phrases are marked for number and case, subject position is sometimes left empty.</td>
<td>Subject-Object-Verb</td>
<td>নিয়মমণ্ডলী হয়।হাইটিয়ারকে সাধারণ সম্পর্কে মনে মনে।</td>
</tr>
<tr>
<td>CHINESE</td>
<td>Logographic up to 50,000 characters</td>
<td>Chinese uses logographs of several types, including pictographs, ideographs, and compound ideographs. There are also traditional and simplified versions of only shapes for the characters. Traditional forms are written from the top right hand corner down to the bottom and then from the top down on the next line to the left. Simplified forms are written left to right and top to bottom.</td>
<td>Depending on the form of spoken Chinese, there are up to 15 vowels, 27 consonants and 7 tones. All Chinese languages share a common literacy language in characters and is based on a common body of literature. A speaker of Chinese reads texts according to the rules of pronunciation of his own language.</td>
<td>In an ideograph, one character = one concept and one morpheme. There are combinations of ideographs which, when placed side by side form new concepts. Chinese languages do not have inflections. Particles may attach to nouns, verbs and adjectives to denote grammatical notions. The word stem does not change in form.</td>
<td>Subject-Verb-Object</td>
<td>老師 歡 迎 學生</td>
</tr>
<tr>
<td>HAITIAN CREOLE</td>
<td>Alphabetic 26 letters (Roman)</td>
<td>Both manuscript (printing) and cursive writing, as well as upper- and lower-case letters are used, writing is from left to right, top to bottom of page.</td>
<td>7 non-nasal and 3 nasal vowel sounds 7 non-nasals a, e, i, o, ò, ou 3 nasals an, en, on 17 consonant sounds</td>
<td>Verb tenses not nouns assign gender, words can have multiple meanings depending on content.</td>
<td>Subject-Verb-Object</td>
<td>Pwofesè a salye elèv yo.</td>
</tr>
<tr>
<td>KOREAN</td>
<td>Alphabetic 40 symbols</td>
<td>Hangul script, invented under the leadership of King Sejong was instituted in 1446 A.D. In former times, it was written in vertical columns; however, modern Korean is written horizontally from left to right.</td>
<td>10 cardinal vowels 11 compound vowels 19 consonants</td>
<td>Tenses are expressed by agglutinating a tense infix to the verb. The future tense is often expressed by the present tense. Nouns are followed by a particle to indicate functions in a sentence.</td>
<td>Subject-Object-Verb</td>
<td>선생님께서 학생들을 만나신다.</td>
</tr>
<tr>
<td>POLISH</td>
<td>Alphabetic 32 letters (Roman)</td>
<td>Both manuscript (printing) and cursive writing as well as upper- and lower-case letters are used; writing is from left to right, top to bottom of page.</td>
<td>9 vowels 23 consonants Additional phonology to 26 letters: nasal vowels, soft consonants, consonant clusters, and 2 kinds of r sounds.</td>
<td>Gender and case of nouns is marked; verbal tense is accentuated, inflections indicate singular or plural.</td>
<td>Subject-Verb-Object</td>
<td>Nauczycel wita uczniów.</td>
</tr>
<tr>
<td>RUSSIAN</td>
<td>Alphabetic 35 letters (Cyrillic)</td>
<td>Both manuscript (printing) and cursive writing as well as upper- and lower-case letters are used; writing is from left to right, top to bottom of page.</td>
<td>10 vowels 21 consonants, Two letters without sound soft sounds and hard sounds.</td>
<td>There are no articles; in general, there is only one verb form for each of the past, present, and future tenses; adjectives must agree with nouns.</td>
<td>Subject-Verb-Object</td>
<td>Учитель приветствует учеников</td>
</tr>
<tr>
<td>SPANISH</td>
<td>Alphabetic 27 letters (Roman)</td>
<td>Both manuscript (printing) and cursive writing as well as upper- and lower-case letters are used; writing is from left to right, top to bottom of page.</td>
<td>5 pure vowels 24 consonants Four diphthongs; the letter į is the only silent letter; the only double consonants are ch, ll and rr each of which has a unique sound.</td>
<td>Some subject pronouns are used; others are understood through verb markers, nouns, adjectives, and articles have masculine and feminine markers; subjunctive mood is used frequently.</td>
<td>Subject-Verb-Object</td>
<td>El maestro saluda a los estudiantes.</td>
</tr>
<tr>
<td>URDU</td>
<td>Alphabetic 39 letters + diacritical marks, numerals, punctuation marks Similar to Perso-Arabic script. Cursive writing is used. Written from right to left. The alphabet consists of only shapes for the consonants. The graphic representation of each consonant has more than one form depending on its position and content in the word. Urdu has its own numerals written left to right (also uses the English numerals).</td>
<td>4 vowels. The vowels are part of the basic letters. In addition to vowels there are diacritic marks that appear above or below a character to specify a vowel or emphasize a particular sound. 35 consonants. There are consonants with similar phonetic sounds (homonyms).</td>
<td>Markers are used for the subject. Diacritic marks are used for vowels. Uses past, present and future verb tense.</td>
<td>Subject-Object-Verb</td>
<td>اساتذة نطق كولوچاش ہم پڑھا رہے ہیں.</td>
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The Teaching of Language Arts to Limited English Proficient/English Language Learners:

Learning Standards for Native Language Arts

Grades K to 1

Building the Bridge

NATIVE LANGUAGE ARTS    ENGLISH AS A SECOND LANGUAGE    ENGLISH LANGUAGE ARTS
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<tr>
<th>Native Language Arts Standards</th>
<th>Listening/Reading</th>
<th>Speaking/Writing</th>
<th>Linguistic and Cultural Considerations for NLA Instruction</th>
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<tr>
<td><strong>Standard 1:</strong> Students will listen, speak, read, and write in their native languages for information and understanding.</td>
<td><strong>Listening</strong> for data, facts, and ideas in the native language in, for example:  - circle time, group discussions  - media presentations  - role play. <strong>Reading</strong> books in the native language with limited text, repetitive language, and simple illustrations, such as:  - picture books  - dictionaries, and encyclopedias  - classroom displays, charts, posters, and picture maps  - experience charts  - how-to books  - alphabet books, if appropriate for the native language  - electronic books. <strong>Speaking</strong> in the native language to share data, facts, and ideas in, for example:  - role play  - small and large discussion groups  - reports on classroom projects, field trips. <strong>Writing</strong> in the native language in order to begin to transmit information in, for example:  - pictures and drawings  - characters or letters of the native language  - numbers  - words, phrases, and factual sentences that explain or describe a picture, fact, or concept  - lists and labels  - names of persons, places, and things.</td>
<td><strong>LISTENING:</strong>  - 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. <strong>SPEAKING:</strong>  - 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. <strong>READING:</strong>  - 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.  - In some parts of the world, formal education does not begin until the age of 7, so some younger students have not yet learned to read their names or react to environmental print.  - 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. <strong>WRITING:</strong>  - 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.  - In some parts of the world, formal education does not begin until the age of 7, so some children have not been expected to write their names at an earlier age.  - Since languages use different character sets, the time needed for learning to write may vary widely. <strong>ACROSS ALL FOUR NLA STANDARDS:</strong>  - 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.</td>
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<td><strong>Standard 2:</strong> Students will listen, speak, read, and write in their native languages for literary response and expression.</td>
<td><strong>Listening</strong> in the native language to comprehend, interpret, and respond to imaginative texts and performances, such as:  - storytelling and choral reading  - group discussions of a story, song, rhyme, finger play, or poem  - videotape presentations  - puppet shows  - dramatic productions. <strong>Reading</strong> books in the native language with limited text, repetitive language, and simple illustrations, such as:  - picture and concept books  - poems and rhymes  - dictated stories  - beginning books  - electronic books. <strong>Speaking</strong> in the native language to present interpretations and responses to imaginative texts in, for example:  - book talks  - role play/creative dramatics/choral speaking  - circle time, group discussions  - guided reading sessions  - individual conferences with teachers. <strong>Writing</strong> in the native language in order to begin to present interpretations and responses to imaginative texts, for example:  - create a story with a beginning, middle and end, using pictures/drawings  - create poems or jingles  - express feelings about characters or events in one or more stories  - describe characters, settings, or events  - list a sequence of events in a story  - identify the problem and solution in a simple story  - maintain, with teacher assistance, a portfolio of writings.</td>
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<td><strong>Standard 3:</strong> Students will listen, speak, read, and write in their native languages for critical analysis and evaluation.</td>
<td><strong>Listening</strong> in the native language for differences in opinions and viewpoints in, for example:  - circle time, group discussions  - read-aloud situations  - individual conferences with teachers  - paired discussions  - role play  - individual or group viewing of advertisements, videos, movies. <strong>Reading</strong> daily a variety of materials in the native language with limited text, repetitive language, and simple illustrations, such as:  - picture books and concept books  - poems and rhymes  - simple articles  - posters  - electronic resources  - advertisements, such as simple slogans or jingles  - dictated language experience stories. <strong>Speaking</strong> in the native language to express opinions in, for example:  - circle time  - small and large discussion groups  - read-aloud situations  - paired discussions  - role play. <strong>Writing</strong> in the native language in order to express opinions and make judgments in, for example:  - experience charts  - posters  - advertisements, including simple slogans and jingles  - statements about likes and dislikes.</td>
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<tr>
<td><strong>Standard 4:</strong> Students will listen, speak, read, and write in their native languages for social interaction.</td>
<td><strong>Listening</strong> in the native language to establish, maintain, and enhance personal relationships in, for example:  - conversations  - circle time  - group discussions  - parallel play  - role play  - shared reading and writing experiences. <strong>Reading</strong> daily a variety of materials in the native language with limited text, repetitive language, and simple illustrations, such as:  - text and pictures  - morning messages  - daily routine charts  - experience charts  - notes, cards, and letters. <strong>Speaking</strong> in the native language to share data, facts, and ideas in, for example:  - conversations  - circle time  - role play  - shared reading and writing experiences. <strong>Writing</strong> in the native language to establish, maintain, and enhance personal relationships in, for example:  - letters or characters of the language  - numbers  - words and pictures  - cards, notes, and letters  - personal experience stories.</td>
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The Teaching of Language Arts to Limited English Proficient/English Language Learners:

Learning Standards for Native Language Arts

Grades 2 to 4

Building the Bridge

NATIVE LANGUAGE ARTS ENGLISH AS A SECOND LANGUAGE ENGLISH LANGUAGE ARTS
# Native Language Arts Standards Grades 2 to 4

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<th>Native Language Arts Standards</th>
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<tr>
<td><strong>Standard 1:</strong> Students will listen, speak, read, and write in their native languages for information and understanding.</td>
<td>Listening in the native language for data, facts, and ideas in, for example: • small and large group discussions • conferences with teachers • school assemblies • student presentations • multimedia presentations • oral readings • directions/instructions.</td>
<td>Speaking in the native language to share data, facts, and ideas in, for example: • small group interactions • class discussions and meetings • conferences with teachers • classroom presentations • read-aloud situations.</td>
<td>• 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.</td>
</tr>
<tr>
<td><strong>Standard 2:</strong> Students will listen, speak, read, and write in their native languages for literary response and expression.</td>
<td>Listening in the native language to comprehend, interpret, and respond to imaginative texts and performances, such as: • stories • poems and songs • folktales and fables • plays • films and video productions.</td>
<td>Speaking in the native language to present interpretations and responses to imaginative texts in, for example: • class and group discussions • role play and creative drama • conferences with teachers • book reviews.</td>
<td>• 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.</td>
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<td><strong>Standard 3:</strong> Students will listen, speak, read, and write in their native languages for critical analysis and evaluation.</td>
<td>Listening in the native language to analyze and evaluate ideas, information, and experiences in, for example: • class and group discussions • conferences with teachers • role play • classroom presentations, such as oral book reviews • individual or group viewing of advertisements, videos, and movies.</td>
<td>Speaking in the native language to express opinions and judgments in, for example: • class and group discussions • role play • conferences with teachers • book reviews • presentations.</td>
<td>• Traditional teaching and learning routines differ greatly due to differences in cultural expectations. • In a number of countries, computer technology may not yet be integrated into the educational curriculum. • Emergent literacy practices at home may vary greatly due to differences in cultural expectations. • Writing: • 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. • In some parts of the world, formal education does not begin until the age of 7, so some younger students have not yet learned to read their names or react to environmental print. • Students’ familiarity with public libraries may be influenced by the availability of such institutions in their home countries.</td>
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<td><strong>Standard 4:</strong> Students will listen, speak, read, and write in their native languages for social interaction.</td>
<td>Listening in the native language to establish, maintain, and enhance personal relationships in, for example: • friendly letters, notes, cards, and messages • published diaries and journals.</td>
<td>Speaking in the native language to establish, maintain, and enhance personal relationships in, for example: • informal conversations with peers and familiar adults • small group discussions with teachers.</td>
<td>• 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. • In some parts of the world, formal education does not begin until the age of 7, so some children have not been expected to write their names at an earlier age. • 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.</td>
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**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.*
The Teaching of Language Arts to Limited English Proficient/English Language Learners:

Learning Standards for Native Language Arts

Grades 5 to 8

Building the Bridge
### Native Language Arts Standards Grades 5 to 8

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<tr>
<td><strong>Standard 1:</strong> Students will listen, speak, read, and write in their native languages for information and understanding.</td>
<td>Listening in the native language to comprehend, interpret, and respond to imaginative texts and performances in the native language, such as: stories, plays, poems and songs, films and video productions.</td>
<td>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. Writing in the native language in order to transmit information in, for example: informational essays, business letters, multiple step directions, news articles, summaries, brochures, guides, reports of up to five pages.</td>
<td>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.</td>
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<td><strong>Standard 2:</strong> Students will listen, speak, read, and write in their native languages for literary response and expression.</td>
<td>Reading 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. Reading and viewing imaginative texts and performances in the native language, such as: short stories, plays, myths and legends, folktales, poems, films and video productions, electronic books.</td>
<td>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: poems and songs, plays, interpretive and responsive essays.</td>
<td>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.</td>
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<td><strong>Standard 3:</strong> Students will listen, speak, read, and write in their native languages for critical analysis and evaluation.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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<td><strong>Standard 4:</strong> Students will listen, speak, read, and write in their native languages for social interaction.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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<td><strong>Standard 1:</strong> Students will listen, speak, read, and write in their native languages for information and understanding.</td>
<td><strong>Listening in the native language to comprehend, interpret, and respond to imaginative texts and performances, such as:</strong></td>
<td><strong>Speaking in the native language to share data, ideas, and texts, for example:</strong></td>
<td><strong>LISTENING:</strong>&lt;br&gt;✓ The “comfort zone” of distance between people in social conversations varies widely depending on the customs of the culture.&lt;br&gt;✓ In many cultures, children signal respect in listening to adults by looking down.&lt;br&gt;✓ Listening in many cultures requires that the listener not question what an adult or teacher says.</td>
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<td><strong>Listening</strong> in the native language for data, facts, and ideas in, for example:&lt;br&gt;• small and large group discussions&lt;br&gt;• school and public lectures or speeches&lt;br&gt;• school and public forums and debates&lt;br&gt;• school and public panel discussions&lt;br&gt;• interviews&lt;br&gt;• multimedia presentations.</td>
<td><strong>Reading</strong> from informational texts in the native language, such as:&lt;br&gt;• reference materials&lt;br&gt;• primary and secondary sources&lt;br&gt;• technical manuals&lt;br&gt;• workplace documents&lt;br&gt;• national and international newspapers, periodicals, and journals&lt;br&gt;• biographies and autobiographies&lt;br&gt;• online and electronic databases and Web sites.</td>
<td><strong>Writing in the native language in order to transmit information in, for example:</strong></td>
<td><strong>Speaking:</strong>&lt;br&gt;✓ The “comfort zone” of distance between people in social conversations varies widely depending on the customs of the culture.&lt;br&gt;✓ Patterns of “turn taking” in social and academic conversations may be greatly influenced by cultural differences.&lt;br&gt;✓ Tone, volume, and gestures in speaking may vary from culture to culture.&lt;br&gt;✓ 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.</td>
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<td><strong>Standard 2:</strong> Students will listen, speak, read, and write in their native languages for literary response and expression.</td>
<td><strong>Listening in the native language to comprehend, interpret, and respond to imaginative texts and performances, such as:</strong></td>
<td><strong>Speaking in the native language to present interpretations and responses to imaginative texts in, for example:</strong></td>
<td><strong>Reading:</strong>&lt;br&gt;✓ The directionality of text varies according to the language.&lt;br&gt;✓ Some world languages do not have a written form, so some students may not be familiar with reading text.&lt;br&gt;✓ Students’ familiarity with public libraries may be influenced by the availability of such institutions in their home countries.&lt;br&gt;✓ Emergent literacy practices at home may vary greatly due to differences in cultural expectations.&lt;br&gt;✓ In a number of countries, computer technology may not yet be integrated into the educational curriculum.&lt;br&gt;✓ According to the educational and linguistic systems, expectations for when children will read aloud may vary greatly.</td>
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<td><strong>Listening</strong> in the native language to comprehend, interpret, and respond to imaginative texts and performances, such as:&lt;br&gt;• stage plays&lt;br&gt;• dramatic readings&lt;br&gt;• film and video productions&lt;br&gt;• reviews and critiques of literary works.</td>
<td><strong>Reading</strong> and viewing imaginative texts and performances in the native language, such as:&lt;br&gt;• short stories and novels&lt;br&gt;• plays&lt;br&gt;• films and video productions&lt;br&gt;• poems&lt;br&gt;• literary criticism&lt;br&gt;• electronic books.</td>
<td><strong>Writing</strong> imaginative, interpretive, and responsive texts in the native language, such as:&lt;br&gt;• stories&lt;br&gt;• poems&lt;br&gt;• plays for stage and screen&lt;br&gt;• video scripts&lt;br&gt;• autobiographical sketches&lt;br&gt;• interpretive and responsive essays.</td>
<td><strong>Writing:</strong>&lt;br&gt;✓ The directionality of text varies according to the language.&lt;br&gt;✓ Some world languages do not have a written form, so some students may not be familiar with writing text.&lt;br&gt;✓ Since languages use different character sets, the time needed for learning to write may vary widely.&lt;br&gt;✓ In some educational systems, students are not expected to write a personal reaction to text.&lt;br&gt;✓ Worldwide variations in the use of computer technology may influence students’ familiarity with word processing.</td>
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<td><strong>Standard 3:</strong> Students will listen, speak, read, and write in their native languages for critical analysis and evaluation.</td>
<td><strong>Listening in the native language to analyze and evaluate ideas, information, and experiences in, for example:</strong></td>
<td><strong>Speaking in the native language to express opinions and judgments in, for example:</strong></td>
<td><strong>Listening:</strong>&lt;br&gt;✓ The “comfort zone” of distance between people in social conversations varies widely depending on the customs of the culture.&lt;br&gt;✓ Patterns of “turn taking” in social and academic conversations may be greatly influenced by cultural differences.&lt;br&gt;✓ Tone, volume, and gestures in speaking may vary from culture to culture.&lt;br&gt;✓ 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.</td>
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<td><strong>Listening</strong> in the native language to analyze and evaluate information, ideas, and experiences from resources, such as:&lt;br&gt;• literary texts&lt;br&gt;• editorials&lt;br&gt;• book, drama, and film reviews&lt;br&gt;• literary criticism&lt;br&gt;• professional journals and technical manuals&lt;br&gt;• public documents&lt;br&gt;• electronic resources including listservs&lt;br&gt;• periodicals&lt;br&gt;• texts of speeches&lt;br&gt;• position papers&lt;br&gt;• advertisements.</td>
<td><strong>Reading</strong> in the native language to analyze and evaluate information, ideas, and experiences, for example:&lt;br&gt;• small and large group presentations&lt;br&gt;• reviews of books, films, and plays&lt;br&gt;• debates, speeches, interviews&lt;br&gt;• Internet listserv discussion groups.</td>
<td><strong>Writing</strong> in the native language to analyze and evaluate ideas, information, and experiences in, for example:&lt;br&gt;• expository essays&lt;br&gt;• literary critiques&lt;br&gt;• reviews of books, dramas, and films&lt;br&gt;• editorials for newspapers and magazines&lt;br&gt;• political speeches&lt;br&gt;• responses to Internet listserv discussion groups&lt;br&gt;• advertisements.</td>
<td><strong>Speaking:</strong>&lt;br&gt;✓ The directionality of text varies according to the language.&lt;br&gt;✓ Some world languages do not have a written form, so some students may not be familiar with writing text.&lt;br&gt;✓ Since languages use different character sets, the time needed for learning to write may vary widely.&lt;br&gt;✓ In some educational systems, students are not expected to write a personal reaction to text.&lt;br&gt;✓ Worldwide variations in the use of computer technology may influence students’ familiarity with word processing.</td>
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<td><strong>Standard 4:</strong> Students will listen, speak, read, and write in their native languages for social interaction.</td>
<td><strong>Listening in the native language to gain peers and adults to establish, maintain, and enhance personal relationships:</strong></td>
<td><strong>Speaking in the native language to establish, maintain, and enhance personal relationships:</strong></td>
<td><strong>ACROSS ALL FOUR NLA STANDARDS:</strong>&lt;br&gt;✓ 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.&lt;br&gt;✓ 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.</td>
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<td><strong>Listening</strong> in the native language to gain peers and adults to establish, maintain, and enhance personal relationships:&lt;br&gt;• at home&lt;br&gt;• in school&lt;br&gt;• in the social and business community.</td>
<td><strong>Reading</strong> materials in the native language to gain peers and adults to establish, maintain, and enhance personal relationships, for example:&lt;br&gt;• friendly notes, cards, and letters from friends and family&lt;br&gt;• published letters, diaries, and journals&lt;br&gt;• e-mail.</td>
<td><strong>Writing</strong> in the native language to gain peers and adults to establish, maintain, and enhance personal relationships:&lt;br&gt;• friendly letters, notes, and cards&lt;br&gt;• personal journals&lt;br&gt;• friendly e-mail.</td>
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The Teaching of Language Arts to Limited English Proficient/English Language Learners:

Learning Standards for Native Language Arts

Languages Spoken by LEP/ELLs in New York State

Building the Bridge

NATIVE LANGUAGE ARTS  ENGLISH AS A SECOND LANGUAGE  ENGLISH LANGUAGE ARTS
Languages Spoken by LEP/ELLs in New York State

For further information on additional world languages, please see Appendix B of *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for Native Language Arts*.

**AFRICA**
- Adangme
- Hausa
- Shona
- Afrikaans
- Igbo
- Shilha
- Amharic
- Kamba
- Sidangna
- Arabic
- Kanuri
- Somali
- Balante
- Kikuyu
- Sotho-Northern
- Bambara
- Kpelle
- Sotho-Southern
- Bemba
- Luba
- Sudanese Arabic
- Dogon
- Luganda
- Sukuma
- Dyula
- Luo
- Swahili
- Éwé
- Malagasy
- Swazi
- Fante
- Malinke
- Tamaqaj
- Fanti
- Mende
- Tamaqizh
- Fon
- Moorer
- Tigre
- French
- Ndèbele
- Tigrigna
- Fulani
- Nyanja
- Tonga
- Ga
- Oromo
- Twi
- Grebo
- Rundi
- Wolof
- Gurma
- Rwanda
- Yoruba
- Sari

**ASIA**
- Amoy
- Farsi
- Khowar
- Shina
- Arabic
- Farsi
- Khowar
- South Arabic
- Armenian
- Fuldiene
- Kurdish
- South Arabic
- Assamese
- Gujarati
- Lao
- Sundanese
- Azerbaijani
- Hebrew
- Malay
- Tagalog
- Baharlu
- Hindi
- Malayalam
- Tajik
- Balinese
- Hmong
- Mandarin
- Tamil
- Balochi
- Iocondo
- Marathi
- Telugu
- Bengali (Bangla)
- Indonesian
- Nepali
- Thai
- Bihari
- Japanese
- Oriya
- Tibetan
- Birhor
- Javanese
- Pashto
- Turkoman
- Brahui
- Jholka
- Persian
- Urdu
- Barmese
- Kamrazi
- Pilipino
- Uzbek
- Cantonese
- Karen
- Punjabi
- Vietnamese
- Cham
- Kazakh
- Rajasthani
- Chinese
- Khmer
- Visayan

**EUROPE**
- Albanian
- English
- Albanian
- Basque
- Lithuania
- Belorussian
- Macedonian
- Breton
- Malagasy
- Bulgarian
- Norwegian
- Catalan
- Ossetian
- Czech
- Polish
- Danish
- Portuguese
- Dutch
- Provençal
- Estonian
- Romanian
- Finnish
- Romanian
- Flemish
- Russian
- French
- Scots Gaelic
- Galician
- Serbo-Croatian
- Georgian
- Slovak
- German
- Slovene
- Greek
- Spanish
- Hungarian
- Swedish
- Irish Gaelic
- Turkish
- Italian
- Ukrainian
- Yiddish

**THE AMERICAS AND THE CARIBBEAN**
- Algonquian
- Nahuatl
- Arapaho
- Navajo
- Arawak
- Oneida
- Aymara
- Palenque
- Calchaquí
- Pampa
- English
- Papiamento
- French
- Portuguese
- Garifuna
- Quechua
- Guarani
- Quiché
- Haitian Creole
- Seneca
- Irish
- Sarawak
- Seri
- Jamaican Creole
- Spanish
- Lakota
- Mohawk

**OCEANIA**
- Aika
- Chamorro
- Samoan