

# CHAPTER 7

*NLA Standards and Performance Indicators*

**K to 12**



# 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.

## ★ Performance Indicators for Standard 1 by Grade Level:

### ..... Grades K to 1 .....

#### Listening

##### LISTEN in order to:

- ★ acquire information from native language nonfiction texts
- ★ identify words and sentences in the home language on a chart
- ★ follow directions involving a few steps
- ★ identify and respond to environmental sounds that provide information; for example, school bell or fire alarm
- ★ identify similarities and differences in information about people, places, and events in the first language.

#### Reading

##### READ in order to:

- ★ locate and use classroom and library media center resources, with assistance, to acquire information in the first language
- ★ begin to collect data, facts, and ideas from informational texts with repetitive language and simple illustrations
- ★ interpret information represented in pictures, illustrations, and simple charts and webs
- ★ recognize and interpret familiar signs and symbols from the environment; for example, labels on classroom furniture, equipment labels, and STOP signs
- ★ distinguish between native language texts with stories from those with information
- ★ draw on prior experience and cultural traditions to understand new data, facts, and ideas
- ★ use a picture dictionary as a resource for vocabulary in the primary language
- ★ select native language books, with teacher assistance, to meet informational needs.

### ..... Grades 2 to 4 .....

#### Listening

##### LISTEN in order to:

- ★ acquire information and/or understand procedures in the primary language
- ★ identify essential details in nonfiction native language texts
- ★ determine the sequence of steps given
- ★ identify main ideas and supporting details from native language sources
- ★ identify a conclusion that summarizes the main idea
- ★ interpret information by drawing on prior knowledge and experience from the home culture
- ★ collect information from informational texts in the native language.

#### Reading

##### READ in order to:

- ★ locate and use library media resources, with assistance, to acquire information
- ★ independently read native language texts to collect and interpret data, facts, and ideas
- ★ understand written directions
- ★ find information from native language sources that is needed to solve a problem
- ★ identify main ideas and supporting details
- ★ recognize and use organizational features of texts in the native language, such as table of contents, index, page numbers, headings/subheadings
- ★ relate data and facts from informational texts to prior information and experience
- ★ compare and contrast information written in the home language on one topic from two different sources
- ★ identify a conclusion that summarizes a main idea
- ★ select books in the native language independently to meet informational needs
- ★ identify and interpret significant facts taken from maps, graphs, charts, and other visuals
- ★ use graphic organizers to record significant details from native language informational texts.

## For Listening and Reading

### Grades 5 to 8

#### Listening

##### LISTEN in order to:

- ★ identify essential information for note taking in the primary language
- ★ listen in planning or brainstorming sessions with peers
- ★ listen to and follow multistep directions in the home language which provide information about a task or assignment
- ★ recall significant ideas and details, and relationships between and among them
- ★ distinguish between relevant and irrelevant oral information
- ★ draw conclusions and make inferences on the basis of explicit and implied information in the native language
- ★ recognize that the speaker's voice quality and delivery impact communication.

#### Reading

##### READ in order to:

- ★ locate and use library media resources in the primary language to acquire information
- ★ apply thinking skills such as defining, classifying, and inferring to interpret data, facts, and ideas from informational texts
- ★ read and follow multistep directions or procedures in the first language to accomplish a task or complete an assignment
- ★ preview informational texts to assess content and organization, and select texts useful for the task
- ★ use native language indexes to locate information and glossaries to define terms
- ★ use knowledge of structure, content, and vocabulary to understand informational text
- ★ distinguish between relevant and irrelevant text
- ★ identify missing, conflicting, and/or unclear information
- ★ formulate questions in the home language to be answered by reading informational text
- ★ compare and contrast information from a variety of sources
- ★ condense, combine, or categorize information in the native language from one or more sources
- ★ relate new information to prior reading and personal/cultural experience
- ★ draw conclusions and make inferences on the basis of explicit and implied information
- ★ make, confirm, or revise predictions.

### Grades 9 to 12

#### Listening

##### 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.

#### Reading

##### 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.

## Linguistic and Cultural Considerations for NLA Instruction

#### 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.

#### 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.
- ✓ 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.
- ✓ 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.

# 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.

## ★ Performance Indicators for Standard 1 by Grade Level:

### Grades K to 1

#### Speaking

##### SPEAK in order to:

- ★ dictate information in the primary language
- ★ report information briefly to peers and familiar adults
- ★ connect information from personal experiences to information from native language nonfiction texts
- ★ retell more than one piece of information in sequence
- ★ share observations from classroom, home, or community
- ★ ask questions in the first language to clarify topics, directions, and/or classroom routines
- ★ respond verbally to questions and/or directions
- ★ use appropriate visual aids to illustrate a word or concept when speaking in the native language to convey information.

#### Writing

##### WRITE in order to:

- ★ copy words, phrases, and sentences from primary language books, magazines, signs, charts, and own dictation
- ★ put own name on pictures, drawings, paintings, and written products
- ★ write data, facts, and ideas gathered from personal experience in the first language
- ★ use graphics (e.g., posters) to communicate information from personal experience
- ★ maintain, with teacher assistance, a portfolio of informational writings and drawings in the home language.

### Grades 2 to 4

#### Speaking

##### SPEAK in order to:

- ★ provide directions; express an opinion; ask questions; summarize; provide a sequence of steps; describe a problem and suggest one or more solutions
- ★ present a short oral report, using at least two sources of information in the native language, such as a person, book, magazine article, television program, or electronic text
- ★ use appropriate native language structures, with age- and content-appropriate vocabulary
- ★ use logical order in presentations in the first language.

#### Writing

##### WRITE in order to:

- ★ use at least two native language sources of information for a report
- ★ take notes to record data, facts, and ideas, both by following teacher direction and by writing independently
- ★ state a main idea and support it with facts and details in the first language
- ★ use organizational patterns for expository writing, such as compare/contrast, cause/effect, and time/order
- ★ connect personal experiences and observations to new information from school subject areas
- ★ use native language dictionaries and/or computer software to spell words correctly, if available
- ★ produce clear, well-organized, and well-developed explanations, reports, accounts, and directions in the primary language to demonstrate understanding of a topic
- ★ support interpretations and explanations with evidence from text
- ★ maintain a portfolio that includes informational writing in the native language as a method of reviewing work with teachers and parents/caregivers.

## for Speaking and Writing

### Grades 5 to 8

#### Speaking

##### **SPEAK in order to:**

- ★ prepare and give presentations in the first language on informational topics
- ★ contribute to group discussions by offering comments to clarify and interpret ideas and information
- ★ present information to address audience needs and to anticipate questions
- ★ present examples, definitions, analogies, and direct references to native language texts in support of ideas
- ★ connect, compare, and contrast ideas and information
- ★ use the linguistic conventions of the presentational format for panel discussions, debates, and mock trials
- ★ ask and respond to questions in the primary language to clarify information
- ★ present reports of five to seven minutes in the first language for teachers and peers on topics related to all school subjects
- ★ summarize main points as part of a conclusion
- ★ use notes or outlines in the native language appropriate to the presentation.

#### Writing

##### **WRITE in order to:**

- ★ use several primary language sources of information (in addition to an encyclopedia) to develop research reports
- ★ identify appropriate format for sharing information with an intended audience and comply with the accepted features of that format
- ★ take research notes in the native language, using note-taking process
- ★ use outlines and graphic organizers such as semantic webs to plan reports
- ★ include relevant information and exclude irrelevant information
- ★ use paraphrase and quotation according to appropriate linguistic rules
- ★ connect, compare, and contrast ideas and information from one or more sources in the home language
- ★ support ideas with examples, definitions, analogies, and direct references to the text
- ★ use graphics such as graphs, charts, and diagrams to enhance the communication of information
- ★ cite sources in footnotes and bibliography, using linguistically appropriate form
- ★ write accurate and complete responses in the first language to questions about informational material
- ★ maintain a portfolio in the native language that includes informational writing.

### Grades 9 to 12

#### Speaking

##### **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.

#### Writing

##### **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.

## Linguistic and Cultural Considerations for NLA Instruction

#### 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.

#### 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.

# 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.

## ★ Performance Indicators for Standard 2 by Grade Level:

### Grades K to 1

#### Listening

**LISTEN to comprehend, interpret, and respond to imaginative texts and performances in order to:**

- ★ appreciate and enjoy notable literary works in the native language
- ★ match spoken words with pictures
- ★ recall sequence of events in the primary language from a personal experience or story
- ★ identify character, setting, plot
- ★ respond to vivid language
- ★ identify specific people, places, and events in a first language text or performance
- ★ distinguish between a story and a poem.

#### Reading

**Engage in PRE-READING and READING activities in order to:**

- ★ select books, tapes, and poems on the basis of personal interest or teacher-selected criteria such as a theme/topic
- ★ make connections between personal experiences, cultural experiences, and stories read
- ★ connect a picture or illustration to a notable story written in the home language
- ★ predict what might happen next in a story
- ★ draw conclusions from a story
- ★ identify characters, settings, and events in a story
- ★ retell a story in the primary language
- ★ distinguish between what is real and what is imaginary.

### Grades 2 to 4

#### Listening

**LISTEN in order to:**

- ★ identify elements of character, plot, and setting in celebrated native language literary texts to understand author's message or intent
- ★ connect imaginative texts in the primary language to previous reading and life experiences to enhance cultural understanding and appreciation
- ★ identify author's use of rhythm, repetition, and rhyme as it relates to the first language
- ★ compare and contrast ideas of others to own
- ★ use note-taking and webbing strategies to organize information and ideas recalled from stories read aloud.

#### Reading

**READ in order to:**

- ★ select literature on the basis of personal needs and interests from a variety of genres and by different and notable authors of native language texts
- ★ engage in purposeful oral reading in small and large groups
- ★ enjoy print-based and electronic imaginative texts independently and silently on a daily basis
- ★ recognize the differences among the genres of stories, poems, and plays, particularly as they relate to cultural/ethnic/linguistic characteristics
- ★ relate setting, plot, and characters in notable literature in the native language to own lives
- ★ explain the difference between fiction and nonfiction
- ★ use prior reading, life experiences, and cultural traditions to understand and compare literature in the primary language
- ★ make predictions, and draw conclusions and inferences, about events and characters
- ★ identify cultural influences in texts and performances
- ★ recognize the value of illustration in classic or notable imaginative texts in the home language
- ★ maintain a personal reading list to reflect reading accomplishments and goals
- ★ use specific evidence from stories written in the primary language to identify themes; describe characters, and their actions and motivations; and relate sequence of events
- ★ apply knowledge of story structure, story elements, and key vocabulary to interpret stories
- ★ use graphic organizers to record significant details about characters and events in notable or classic stories in the native language.

## for Listening and Reading

### Grades 5 to 8

#### Listening

##### LISTEN in order to:

- ★ interpret and respond to texts on a variety of themes from different genres and recognized authors of the native language
- ★ listen to class lectures, and small group and classroom discussions, to comprehend, interpret, and critique literary text
- ★ recognize different levels of meaning in presentations
- ★ identify how the author's choice of words, characterization, and use of other literary devices in the primary language affect the listener's interpretation of the oral text
- ★ identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry
- ★ recognize that meaning of the spoken word can vary in accordance with tone, volume, pitch, rate, and cultural expectations
- ★ recognize how posture, facial expression, and gestures of a speaker or actor are used to evoke a response
- ★ identify questions of personal importance and interest and learn how to address them by listening to and interpreting films, plays, and dramatic readings in the home language
- ★ recognize social, historical, and cultural features in presentations of notable native language imaginative texts.

#### Reading

##### READ silently and aloud from a variety of genres, authors, and themes in order to:

- ★ recognize that native language text may generate multiple interpretations
- ★ interpret characters, plot, setting, theme, and dialogue, using evidence from the text
- ★ identify author's point of view, such as first person narrator and omniscient narrator
- ★ recognize recurring themes in a variety of notable literary works in the home language
- ★ determine how the use and meaning of literary devices such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing convey the author's message or intent
- ★ recognize how the author's use of the native language creates images or feelings
- ★ identify poetic elements such as repetition, rhythm, and rhyming patterns in order to interpret poetry
- ★ identify questions of personal importance and interest in recognized works of literature in the native language
- ★ compare motivations of characters, causes of events, and importance of setting in literature to people, events, places, and cultural traditions in their own lives
- ★ identify social and cultural context and other characteristics of the time period in order to enhance understanding and appreciation
- ★ compare a film, video, or stage version of a literary work in the native language with the written version.

### Grades 9 to 12

#### Listening

##### 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.

#### Reading

##### 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.

## Linguistic and Cultural Considerations for NLA Instruction

#### 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.

#### 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.
- ✓ 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.
- ✓ 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.

## 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.

## ★ Performance Indicators for Standard 2 by Grade Level:

### Grades K to 1

#### Speaking

##### SPEAK in order to:

- ★ interpret words spoken by characters in native language stories
- ★ engage in conversations with adults and peers regarding pictures, books, experiences
- ★ role-play characters or events from stories in the first language
- ★ express feelings about a work of fiction or poetry
- ★ respond to stories, legends, and songs from different cultural backgrounds
- ★ compare stories from personal experience with stories heard or read in the home language
- ★ dictate stories with a beginning, middle, and end
- ★ express the mood or emotion of a story by using a variety of words
- ★ describe the actions of characters in a story
- ★ tell real or imaginative stories in the home language in response to illustrations
- ★ retell familiar stories in a logical sequence
- ★ ask for clarification of events in a story
- ★ describe familiar persons, places, or objects in the primary language
- ★ recite traditional short poems, nursery rhymes, and finger plays.

#### Writing

##### WRITE original imaginative texts:

- ★ create a story in the native language with a beginning, middle, and end, using pictures/drawings and some words
- ★ create poems or jingles, using pictures/drawings and some words.

##### WRITE in order to respond to text:

- ★ express feelings about characters or events in one or more notable stories in the primary language
- ★ describe characters, settings, or events
- ★ list a sequence of events in a story
- ★ retell a story in the native language, using words and pictures
- ★ identify the problem and solution in a simple story
- ★ maintain, with teacher assistance, a portfolio of native language writings and drawings, in response to literature.

### Grades 2 to 4

#### Speaking

##### SPEAK in order to:

- ★ present original works of note in the first language, such as folktales, stories, poems, and plays, to classmates
- ★ give book reviews about celebrated native language literary texts
- ★ describe characters, setting, and plot
- ★ make inferences and draw conclusions in the native language
- ★ compare imaginative texts and performances to personal experience, prior knowledge, and cultural traditions
- ★ explain cultural and ethnic features in imaginative texts
- ★ ask questions to clarify and interpret imaginative texts and performances
- ★ discuss themes of well-known imaginative texts in the home language.

#### Writing

##### WRITE in order to:

- ★ create original imaginative texts in the native language with:
  - characters, simple plot, and setting
  - rhythm and rhyme to create short poems and songs
  - dialogue to create short plays
  - vivid and playful language
  - descriptive language to create an image
- ★ develop interpretive and responsive essay responses to native language stories in order to:
  - identify title, author, and illustrator of notable or classic tales
  - describe literary elements such as plot, setting, and characters
  - describe themes of imaginative texts
  - express a personal response to literature
  - compare and contrast elements of native language texts
- ★ produce clear, well-organized responses to stories read or listened to, supporting the understanding of themes, characters, and events with details from notable or classic stories in the native language
- ★ produce imaginative stories and personal narratives that show insight, development, organization, and effective language
- ★ use resources such as personal experiences and themes from other texts and performances to stimulate own writing
- ★ utilize a computer to create, respond to, and interpret imaginative texts
- ★ maintain a portfolio that includes imaginative and interpretive writing in the home language as a method of reviewing work with teachers and parents/caregivers.

## for Speaking and Writing

### Grades 5 to 8

#### Speaking

##### **SPEAK in order to:**

- ★ express interpretations and support them through specific references to the text
- ★ explain the social, historical, and cultural features of notable imaginative texts in the primary language
- ★ present original imaginative texts in the first language, using language and text structures that are inventive; for example:
  - use conventions of the literary genre (story, poem, play)
  - use rhyme, rhythm, and repetitions to create an emotional or aesthetic effect
  - use an introduction that catches and excites the interest of the listener
- ★ use notes or outlines appropriately in presentations
- ★ ask and respond to questions to clarify an interpretation or response to primary language imaginative texts and performances.

#### Writing

##### **WRITE in order to:**

- ★ create original imaginative texts in the primary language that:
  - develop a narrative, using an organizational plan such as chronology or flashback
  - sequence events to advance a plot (rising action, conflict, climax, falling action, and resolution)
  - develop complex characters and create a setting
  - use literary devices
  - maintain a consistent point of view that enhances the message and/or establishes the mood
  - select a genre and use culturally appropriate linguistic conventions such as dialogue, rhythm, and rhyme
  - use creative language
- ★ develop interpretive and responsive essays of three to five pages in the native language in order to:
  - express opinions and support them through specific references to the text
  - demonstrate understanding of plot and theme
  - identify and describe characters and their motivations
  - analyze the impact of the setting
  - identify and interpret how the use of literary devices (such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) affects meaning
  - draw conclusions and provide reasons for the conclusions
  - compare and contrast characters, setting, mood, and voice in more than one literary text or performance
  - make connections between literary text and personal experience or knowledge and the home culture
- ★ maintain a portfolio that includes imaginative, interpretive and responsive writing in the primary language as a method of reviewing work with teachers and parents/caregivers.

### Grades 9 to 12

#### Speaking

##### **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.

#### Writing

##### **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.

## Linguistic and Cultural Considerations for NLA Instruction

#### 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.

#### 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.

# 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 for Standard 3 by Grade Level:

### Grades K to 1

#### Listening

##### LISTEN in order to:

- ★ form an opinion or evaluate information in the native language on the basis of information in the world around them
- ★ form an opinion about a book read aloud by using established criteria, such as the choice of title or vocabulary
- ★ recognize differences in two or more versions of a familiar story, song, or finger play
- ★ identify messages in advertisements in the primary language by listening to the words, music, and sound effects.

#### Reading

##### READ to identify, explain, and evaluate ideas, themes, and experiences from texts and performances and engage in pre-reading and reading activities in order to:

- ★ identify what they know, want to know, and have learned (KWL process) about a specific story, theme, or topic
- ★ use illustrations to assist in understanding the content of a native language text and anticipate what will happen next
- ★ predict what could happen next or the outcome of a story or article
- ★ change the sequence of events in a story to create a different ending
- ★ compare a character in a story or article in the primary language to a person with the same career or experience
- ★ form an opinion about the differences between events in a story and events in their own lives and cultural traditions
- ★ evaluate and select books, poems, or tapes on the basis of personal interest or teacher-selected criteria such as theme, topic, author, and illustrations
- ★ identify the characters in a notable story in the home language, and explain how each contributes to the events of the story
- ★ recognize different plots in books by the same noted native language author
- ★ distinguish between real and imaginary stories.

### Grades 2 to 4

#### Listening

##### LISTEN in order to:

- ★ distinguish between information in media texts such as native language live action news coverage, and fictional material in notable dramatic productions in the home language
- ★ form a personal opinion about the quality of texts read aloud, on the basis of criteria such as characters, plot, and setting
- ★ recognize the perspectives of others
- ★ form an opinion about the message of advertisements
- ★ distinguish between fact and opinion
- ★ evaluate the speaker's style of delivery by using criteria such as volume and tone of voice appropriate for the home country's cultural norms.

#### Reading

##### READ in order to:

- ★ evaluate the content by identifying: the author's purpose; important and unimportant details; whether events, actions, characters, and/or settings are realistic; recurring themes across works in print and media
- ★ compare and contrast characters, plot, and setting in two notable native language literary works
- ★ analyze ideas and information on the basis of prior knowledge, personal experience, and linguistic/cultural background
- ★ recognize how language and illustrations are used to persuade in printed and filmed advertisements and texts such as letters to the editor
- ★ judge truthfulness or accuracy of content with assistance from teachers and parents/caregivers in order to gather facts and form opinions
- ★ use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience.

## for Listening and Reading

### Grades 5 to 8

#### Listening

##### LISTEN in order to:

- ★ form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences
- ★ recognize multiple levels of meaning
- ★ use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
- ★ recognize persuasive techniques, such as emotional and ethical appeals in presentations
- ★ consider the experience, qualifications, and possible biases of speakers in analyzing and evaluating presentations
- ★ identify conflicting, missing, or unclear information
- ★ evaluate organization of presentations
- ★ evaluate the quality of speaker's presentation style by using criteria such as voice quality, enunciation, and delivery.

#### Reading

##### READ in order to:

- ★ evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in native language texts, so as to:
  - identify conflicting information
  - consider the background and qualifications of the writer
  - question writers' assumptions, beliefs, intentions, and biases
  - evaluate examples, details, or reasons used to support ideas
  - identify fallacies of logic that lead to unsupported conclusions
  - discriminate between apparent message and hidden agenda
  - identify propaganda and evaluate its effectiveness
  - identify techniques used by authors to persuade; for example, emotional and ethical appeals
  - identify differing points of view in texts and presentations
  - identify cultural and ethnic values and their impact on content
  - identify multiple levels of meaning
- ★ judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, cultural, and personal
- ★ recognize the effect of one's own point of view and cultural background in evaluating ideas, information, opinions, and issues
- ★ suspend judgment until all information has been presented.

### Grades 9 to 12

#### Listening

##### 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.

#### Reading

##### 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.

## Linguistic and Cultural Considerations for NLA Instruction

#### 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.

#### 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.
- ✓ 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.
- ✓ 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.

# 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 for Standard 3 by Grade Level:

### Grades K to 1

#### Speaking

##### SPEAK in order to:

- ★ share in the first language what they know, want to know, and have learned (KWL process) about a theme or topic
- ★ express an opinion or judgment about a story, poem, finger play, poster, or advertisement in the native language
- ★ compare characters, settings, or events in two or more stories
- ★ express an opinion about the color, form, and styles of illustrations
- ★ explain personal criteria (e.g., color, pictures, and vocabulary) for choosing a book, poem, or story
- ★ brainstorm to create an experience chart in the primary language
- ★ compare and contrast different versions of the same story
- ★ explain why two different characters view the same action or event differently
- ★ compare and contrast events or characters in a story with their own lives and/or cultural background
- ★ dramatize differences and similarities in characters.

#### Writing

##### WRITE to express opinions and judgments in order to:

- ★ share what they know, want to know, and have learned (KWL process) about a theme or topic in the native language
- ★ respond in pictures or words in the first language to an experience or event shared by a classmate
- ★ depict an opinion in the primary language about statements, illustrations, characters, and events in written and visual texts
- ★ compare characters, settings, and events within and between stories
- ★ describe the connections between personal experiences, cultural traditions, ideas, and information in written and visual texts
- ★ maintain, with teacher assistance, a portfolio of native language writings and drawings that express opinions and judgments.
- ★ describe the differences between real and imaginary experiences.

### Grades 2 to 4

#### Speaking

##### SPEAK in order to:

- ★ explain the reasons for a character's actions, considering both the situation and the motivation of the character
- ★ express an opinion or judgment in the primary language about a character, setting, and plot in a variety of works
- ★ discuss the impact of vocabulary, format, illustrations, and titles in evaluating ideas, information, and experiences as they relate to the home language and culture
- ★ express an opinion about school or community issues
- ★ use personal experience and knowledge to analyze and evaluate new ideas
- ★ express an opinion about the accuracy and truthfulness of the content of literary works, editorials, reviews, and advertisements supported by the text
- ★ role-play to communicate an interpretation or evaluation of real or imaginary people or events
- ★ use appropriate eye contact and gestures in presentations and responses
- ★ speak with a rate and volume appropriate for the cultural and linguistic expectations of the audience.
- ★ ask and respond to questions.

#### Writing

##### WRITE in order to:

- ★ organize ideas and information through the use of prewriting tools such as semantic webs and concept maps
- ★ state a main idea, theme, or opinion and provide supporting details from native language media or text
- ★ use relevant examples, reasons, and explanations to support ideas
- ★ express opinions and make judgments that demonstrate a personal point of view
- ★ analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual native language texts, including linguistic and cultural influences
- ★ create an advertisement in the home language, using appropriate words and pictures, in order to illustrate an opinion about a product
- ★ use effective vocabulary appropriate for the linguistic/cultural background of the audience in persuasive and expository writing
- ★ use details from stories or informational texts in the native language to predict, explain, or show relationships between information and events
- ★ use ideas from two or more sources of information to generalize about causes, effects, or other relationships
- ★ maintain, with teacher assistance, a portfolio of native language writings and drawings that express opinions and judgments as a method of reviewing work with teachers and parents/caregivers.

## for Speaking and Writing

### Grades 5 to 8

#### Speaking

##### **SPEAK in order to:**

- ★ express an opinion or a judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
- ★ use an organizational format (e.g., question/answer, compare/contrast, cause/effect) so that ideas and information are clear
- ★ state a hypothesis and predict possible outcomes from one or more perspectives
- ★ present content, using strategies designed for the audience, purpose, and context
- ★ present a subject from one or more perspectives
- ★ credit sources of information and opinions accurately in the presentations and handouts
- ★ ask and respond to questions to clarify an opinion or judgment
- ★ use notes or outlines in the native language appropriately in presentations.

#### Writing

##### **WRITE in order to:**

- ★ present clear analyses, using examples, details, and reasons from native language texts
- ★ present a hypothesis and predict possible outcomes from one or more perspectives
- ★ select content and choose strategies for written presentation on the basis of audience, purpose, content, and cultural norms
- ★ present a subject from more than one perspective by using primary language resources such as news articles, nonfiction texts, personal experiences, and other school subjects
- ★ explain connections between and among texts to extend the meaning of each individual text
- ★ compare and contrast use of literary elements in more than one genre by more than one recognized author in the home language
- ★ maintain, with teacher assistance, a portfolio of native language writings and drawings that express opinions and judgments.

### Grades 9 to 12

#### Speaking

##### **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.

#### Writing

##### **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 listserv discussion groups
- ★ maintain a writing portfolio in the native language that includes writing for critical analysis and evaluation.

## Linguistic and Cultural Considerations for NLA Instruction

#### 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.

#### 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.

# 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.

## ★ Performance Indicators for Standard 4 by Grade Level:

### Grades K to 1

#### Listening

**LISTEN in order to:**

- ★ respect the age, gender, and culture of the speaker
- ★ get to know the writer and/or classmates and fellow listeners through friendly notes, cards, letters, and personal narratives read aloud in the primary language
- ★ recognize the tone of voice and content and cultural markers that signal friendly communication.

#### Reading

**READ in order to:**

- ★ share reading experiences in the native language to establish, maintain, and enhance a personal relationship with peers or adults; for example, reading together silently or aloud
- ★ respect age, gender, and cultural traditions of the writer
- ★ recognize the vocabulary of social communication; for example, the language of salutations and closings.

### Grades 2 to 4

#### Listening

**LISTEN in order to:**

- ★ respect the age, gender, and culture of the speaker
- ★ get to know the writer and/or classmates and fellow listeners through friendly notes, cards, letters, and personal narratives read aloud
- ★ recognize the tone of voice and content appropriate to the linguistic and cultural norms that signal friendly communication.

#### Reading

**READ in order to:**

- ★ share reading experiences to build relationships with peers or adults; for example, reading together silently or aloud
- ★ respect age, gender, and linguistic/cultural traditions of the writer
- ★ recognize the types of language appropriate to social interaction; for example, appropriate linguistic norms for communicating informally with others.

## for Listening and Reading

### Grades 5 to 8

#### Listening

**LISTEN in order to:**

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

#### Reading

**READ in order to:**

- ★ share reading experiences to build relationships with peers or adults; for example, read together silently or aloud with a partner or in small groups
- ★ consider age, gender, social position, and cultural traditions of the writer
- ★ recognize conversational tone of the primary language in social communication
- ★ recognize the types of language appropriate to social communication; for example, informal, culture-specific, jargon, colloquialisms, and e-mail conventions.

### Grades 9 to 12

#### Listening

**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.

#### Reading

**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.

## Linguistic and Cultural Considerations for NLA Instruction

#### 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.

#### 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.
- ✓ 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.
- ✓ 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.

# 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.

## ★ Performance Indicators for Standard 4 by Grade Level:

### Grades K to 1

#### Speaking

##### SPEAK in order to:

- ★ participate in small or large group storytelling, singing, and finger play in order to interact with classmates and adults in the classroom and school environment
- ★ share favorite anecdotes, riddles, and rhymes in the native language with peers and familiar adults
- ★ respect the age, gender, cultural background, and interests of the listener
- ★ discuss the content of friendly notes, cards, letters, and personal narratives with a partner or in a small group to get to know the writer and each other.

#### Writing

##### WRITE in order to:

- ★ share the process of writing in the home language with peers or adults; for example, write with a partner or in a cooperative group
- ★ respect the age, gender, and culture of the recipient
- ★ write friendly letters to others, using linguistically appropriate salutations and closings
- ★ maintain, with teacher assistance, a portfolio of native language writing and drawings for social interaction.

### Grades 2 to 4

#### Speaking

##### SPEAK in order to:

- ★ respect the age, gender, and interests of the listener
- ★ discuss the content of friendly notes, cards, letters, and personal narratives with a partner or in a small group to get to know the writer and each other
- ★ follow appropriate linguistic and cultural norms in social conversation.

#### Writing

##### WRITE in order to:

- ★ share the process of writing with peers or adults; for example, write with a partner
- ★ respect the age, gender, position, and linguistic and cultural traditions of the recipient for social communication
- ★ develop a personal voice that enables the reader to get to know the writer
- ★ use culturally appropriate tone, vocabulary, and linguistic structures for informal communication
- ★ maintain a portfolio in the native language that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers.

## for Speaking and Writing

### Grades 5 to 8

#### Speaking

##### **SPEAK in order to:**

- ★ respect age, gender, and cultural traditions of the listener when speaking for social interaction
- ★ provide feedback by asking questions in the home language designed to encourage further conversation
- ★ avoid sarcasm, ridicule, dominating the conversation, and interrupting
- ★ use cultural and linguistically specific language, jargon, colloquialism, and gesture appropriate to the purpose, occasion, and listener
- ★ respond to listener's interests, needs, and reactions to social conversation in the native language
- ★ adopt conventions of e-mail to establish friendly tone in electronic-based social communication.

#### Writing

##### **WRITE in order to:**

- ★ share the process of writing with peers or adults; for example, write a condolence note, get-well card, or thank-you letter in the home language with a writing partner or in small groups
- ★ 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 personal reactions to experiences, events, and observations, using a form of social communication
- ★ identify and model the social communication techniques of published writers of note in the native language
- ★ use the conventions of e-mail
- ★ maintain a portfolio in the primary language that includes writing for social communication.

### Grades 9 to 12

#### Speaking

##### **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.

#### Writing

##### **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.

## Linguistic and Cultural Considerations for NLA Instruction

#### 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.

#### 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.

