

Native Language Reading and Literacy Level I

Course Description

Designed for native speakers of a language other than English, this course can accommodate students from a wide range of backgrounds, from those who are minimally functional (can comprehend their native language, but are not able to speak fluently, read or write) to those who are more proficient and/or literate in their native language. The recommended entrance requirement for Native Language Reading and Literacy I is the Intermediate-Mid level of proficiency in listening comprehension on the ACTFL scale. It is not necessary that students speak or write at the Intermediate level prior to entering the course.

This course focuses on the development of communicative competence in reading, writing, speaking and listening and viewing, as well as on understanding the culture and identity issues of native speakers of languages other than English in the United States. Students will also develop an awareness and understanding of their culture, including language variation, customs, geography, history, and current events.

During this course, students will gain confidence using their native language to express their own thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically view and evaluate media resources and web sites. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in their language communities.

Because students who are native speakers of other languages may have widely varying educational backgrounds, teachers must adjust the vocabulary and content of this course to reflect developmentally appropriate interests. This course may be taught over one year (e.g., traditional middle or high school programs) or during one semester (e.g., 4 x 4 block schedule). The integration of technology is an important tool in accessing native language resources and materials that reinforce the acquisition of academic language.

By the end of the Native Language Reading and Literacy for Level I course, students should exhibit Intermediate-Mid level proficiency in listening, speaking, reading and writing, and some students may attain Intermediate-High proficiency or above (ACTFL Proficiency Guidelines, 1999).

Georgia Performance Standards for Native Language Reading and Literacy Level I

Standards with Elements

Communication in the Interpersonal Mode

NLRL1.IP1 Exchange a variety of oral and written information and ideas in the language on topics related to contemporary events and issues, utilizing cultural references where appropriate.

- A. Express needs and desires.
- B. Share emotions and preferences.
- C. Elicit and express opinions and information.
- D. Exchange personal reactions to spoken and written information related to the native language's culture.

NLRL1.IP2 Initiate, sustain, and close oral and written exchanges in the native language, applying familiar vocabulary and structures to new situations.

- A. Participate in extended oral and written activities using the appropriate tenses and discourse structures.
- B. Exchange ideas clearly using level-appropriate language.
- C. Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages.
- D. Use self-correction.
- E. Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written exchanges with respect to pronunciation, intonation, and writing mechanics.

Communication in the Interpretive Mode

NLRL1.INT1 Comprehend spoken and written language on new and familiar topics presented through a variety of media in the native language, including authentic materials.

- A. Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of texts.
- B. Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate culturally authentic works in the native language, such as radio and television segments or literary passages.
- C. Comprehend and react to current events and issues presented through print and electronic media.
- D. Understand connected discourse.
- E. Expand knowledge of academic vocabulary in the native language.
- F. Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening, viewing and reading comprehension.

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Communication in the Presentational Mode

- NLRL1.P1 Present information in the native language orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex discourse.
- A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials.
 - B. Produce extended oral presentations using visual and technological support as appropriate.
 - C. Write organized compositions using visual and technological support as appropriate.
 - D. Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written presentations with respect to pronunciation, intonation, and writing mechanics.
- NLRL1.P2 Present student-created as well as culturally authentic stories, poems, and/or skits in the native language.
- A. Prepare and present native language poetry, skits or stories.
 - B. Prepare and present organized original essays, poetry, skits or stories in the native language.

Cultural Perspectives, Practices, and Products

- NLRL1.PPP1 Understand, describe, and discuss perspectives, practices, and products of the culture of the native language and how they are interrelated.
- A. Participate in cultural events.
 - B. Discuss cultural patterns of behavior and issues of the native language identity in the modern world.
 - C. Identify and evaluate contributions of the native language culture to the modern world.
 - D. Compare and contrast how the native language is used in various countries and communities, in formal and informal settings, and by people from varying backgrounds.
 - E. Research and report on the history and development of the native language culture and their communities.

Connections, Comparisons, and Communities

- NLRL1.CCC1 Reinforce and broaden knowledge of connections between the native language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts.
- A. Report on the role of major contemporary and historical figures and events from the culture of the native language.
 - B. Identify and discuss how topics studied in other subject areas relate to those studied in the target language class.

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- C. Discuss how the viewpoints of people in the native language communities are reflected in their practices and products, such as political systems, art, architecture, music, and literature.

NLRL1.CCC2 Investigate the similarities and differences that exist within and among the native language cultures.

- A. Discuss the influence of historical and current events and issues in and beyond countries and communities of the native language.
- B. Discuss the variety of perspectives of the native language community regarding current issues and events in the United States.
- C. Recognize and discuss local, regional, and national differences in countries where the native language is spoken, i.e., political organization, history, economic development, etc.

NLRL1.CCC3 Expand knowledge of the English language through the study and analysis of the native language.

- A. Compare linguistic elements of the native language and English, such as the different structures used to express time, tense, and mood, as well as popular idioms.
- B. Identify and use cognates to expand academic vocabulary in the native language and English.

NLRL1.CCC4 Apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.

- A. Discuss information acquired through the use of informational and entertainment media and technology in the native language.
- B. Locate and use resources in the native language, such as individuals and organizations accessible through the community or the Internet, to reinforce and extend cultural understanding.
- C. Identify career paths that require bilingualism.

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Skills and Suggested Themes for Native Language Reading and Literacy Level I

Typically native speakers of a language other than English will exhibit varying levels of proficiency. The following lists should serve as a guide for instruction. Note that the Skills Developed List is referenced to the Georgia Performance Standards, which may be used for further clarification. Local curricula may vary with respect to topics listed.

Skills developed in NLRL I:

NLRL1.IP1A	Express needs and desires.
NLRL1.IP1B	Share emotions and preferences.
NLRL1.IP1C	Elicit and express opinions and information.
NLRL1.IP1D	Exchange personal reactions to spoken and written information related to Hispanic cultures.
NLRL1.IP2A	Participate in extended oral and written activities using the appropriate tenses and discourse structures.
NLRL1.IP2B	Exchange ideas clearly using level-appropriate language.
NLRL1.IP2C	Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages.
NLRL1.IP2D	Use self-correction.
NLRL1.IP2E	Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written changes with respect to pronunciation, intonation, and writing mechanics.
NLRL1.INT1A	Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of texts.
NLRL1.INT1B	Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate culturally authentic works in the native language, such as radio and television segments or literary passages.
NLRL1.INT1C	Comprehend and react to current events and issues presented through print and electronic media.
NLRL1.INT1D	Understand connected discourse.
NLRL1.INT1E	Expand knowledge of academic vocabulary in the native language.
NLRL1.INT1F	Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening, viewing and reading comprehension.
NLRL1.P1A	Summarize and communicate main ideas and supporting details from a variety of authentic language materials.
NLRL1.P1B	Produce extended oral presentations using visual and technological support as appropriate.
NLRL1.P1C	Write organized compositions using visual and technological support as appropriate.
NLRL1.P1D	Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written presentations with respect to pronunciation, intonation, and writing mechanics.
NLRL1.P2A	Prepare and present native language poetry, skits or stories.
NLRL1.P2B	Prepare and present organized original essays, poetry, skits or stories in the native language.
NLRL1.PPP1A	Participate in cultural events.

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- NLRL1.PPP1B** Discuss cultural patterns of behavior and issues of the native identity in the modern world.
- NLRL1.PPP1C** Identify and evaluate contributions of the native language culture to the modern world.
- NLRL1.PPP1D** Compare and contrast how the native language is used in various countries and communities, in formal and informal settings, and by people from varying backgrounds.
- NLRL1.PPP1E** Research and report on the history and development of native language cultures and communities.
- NLRL1.CCC1A** Report on the role of major contemporary and historical figures and events from cultures that speak the native language.
- NLRL1.CCC1B** Identify and discuss how topics studied in other subject areas relate to those studied in the target language class.
- NLRL1.CCC1C** Discuss how the viewpoints of people in native language speaking communities are reflected in their practices and products, such as political systems, art, architecture, music, and literature.
- NLRL1.CCC2A** Discuss the influence of historical and current events and issues in and beyond native language speaking countries and communities.
- NLRL1.CCC2B** Discuss the variety of perspectives of the native language speaking community regarding current issues and events in the United States.
- NLRL1.CCC2C** Recognize and discuss local, regional, and national differences in countries that speak the native language, i.e., political organization, history, economic development, etc.
- NLRL1.CCC3A** Compare linguistic elements of the native language and English, such as the different structures used to express time, tense, and mood, as well as popular idioms.
- NLRL1.CCC3B** Identify and use cognates to expand academic vocabulary in the native language and English.
- NLRL1.CCC4A** Discuss information acquired through the use of informational and entertainment media and technology in the native language.
- NLRL1.CCC4B** Locate and use resources in the native language, such as individuals and organizations accessible through the community or the Internet, to reinforce and extend cultural understanding.
- NLRL1.CCC4C** Identify career paths that require bilingualism.

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Suggested Topics for Native Language Reading and Literacy Level I:

Teachers are encouraged to incorporate themes from previous levels. The degree of depth of instruction depends upon student ability and interest.

- Bilingual/Bicultural Identity
- Career and Business
- Communities
- Future Goals and Expectations
- Geography and Map Skills
- Health and Fitness
- History of the Countries and Communities that speak the native language
- Leisure
- Media and Technology
- Political Issues and Structures
- Pop Culture
- Relationships
- Socio-linguistic Stereotypes