

Native Language Reading and Literacy Level II

Course Description

This course is designed for native speakers of a language other than English who bring strong proficiency and literacy skills in their native language, as well as for those who have completed Native Language Reading and Literacy Level I. The recommended entrance requirement for Native Language Reading and Literacy Level II is the Intermediate-High level of proficiency in listening comprehension on the ACTFL scale, and Intermediate-Mid level of proficiency in reading, writing, and speaking.

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

During this course, students will gain proficiency in using their native language in increasingly complex ways to express 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 communities of speakers of the native language.

Because students who are speakers of languages other than English 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 Native Language Reading and Literacy Level II course, students should exhibit Advanced-Low level proficiency in listening, speaking, reading and writing (ACTFL Proficiency Guidelines, 1999).

Georgia Performance Standards for Native Language Reading and Literacy Level II

Standards with Elements

Communication in the Interpersonal Mode

- NLRL2.IP1 Exchange a variety of oral and written information and ideas in the native language on topics related to contemporary events and issues, utilizing cultural references where appropriate.
- A. Express needs and desires.
 - B. Share emotions and preferences.
 - A. Elicit and express opinions and information.
 - B. Exchange personal reactions to spoken and written information related to cultures of the native language.
- NLRL2. IP2 Initiate, sustain, and close oral and written exchanges in the native language, applying increasingly accurate vocabulary and structures.
- A. Participate in extended oral and written activities using the appropriate tenses and discourse structures.
 - C. Exchange ideas clearly using level-appropriate language structures and vocabulary.
 - D. Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages.
 - E. Use self-correction.
 - F. Demonstrate Advanced-Low proficiency in oral and written exchanges with respect to pronunciation, intonation, and writing mechanics.

Communication in the Interpretive Mode

- NLRL2.INT1 Comprehend authentic spoken and written language on new and familiar topics presented through a variety of media in the native language.
- A. Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of written 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 and content-specific vocabulary in the native language.
 - F. Demonstrate Advanced-Low proficiency in listening, viewing and reading comprehension.

Georgia Performance Standards for Native Language Reading and Literacy Level II

- G. Comprehend regional and other variations in the spoken and written native language.

Communication in the Presentational Mode

- NLRL2.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 Advanced-Low proficiency in oral and written presentations with respect to pronunciation, intonation, and writing mechanics.
- NLRL2.P2 Present student-created as well as culturally authentic stories, poems, and/or skits in the native language.
 - A. Prepare and present poetry, skits or stories of the native language.
 - B. Prepare and present organized original essays, poetry, skits, or stories in the native language.

Cultural Perspectives, Practices, and Products

- NLRL2.PPP1 Understand, describe, and discuss perspectives, practices, and products of the native cultures, how they are interrelated, and how they differ.
 - A. Participate in cultural events.
 - B. Discuss cultural patterns of behavior and issues of the native language culture and the identity of its speakers in the modern world.
 - C. Identify and evaluate contributions of the native cultures 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 cultures and communities of the native language.

Georgia Performance Standards for Native Language Reading and Literacy Level II

Connections, Comparisons, and Communities

- NLRL2.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 cultures of native language speaking countries.
 - B. Identify and discuss how topics studied in other subject areas relate to those studied in the native language class.
 - C. Discuss how the viewpoints of people in the native language-speaking communities are reflected in their practices and products, such as political systems, art, architecture, music, and literature.
- NLRL2.CCC2 Investigate the similarities and differences that exist within and among the cultures of the native language speakers.
- A. Discuss the influence of historical and current events and issues in and beyond the countries and communities that speak the native language.
 - B. Discuss the variety of perspectives of the native language-speaking community regarding current issues and events in the United States.
 - C. Recognize and discuss local, regional, and national differences in the countries where the native language is spoken, i.e., political organization, history, economic development, etc.
- NLRL2.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 pronunciation, usage, and grammatical structure, as well as popular idioms.
 - B. Identify and use cognates to expand academic vocabulary in the native language and English.
- NLRL2.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.

Georgia Performance Standards for Native Language Reading and Literacy Level II

- C. 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.
- D. Identify career paths that require bilingualism.
- E. Apply interpreting or translating skills to projects outside the language classroom.

Skills and Suggested Themes for Native Language Reading and Literacy II

Typical native speakers of a language 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 II:

- | | |
|--------------------|--|
| NLRL2.IP1A | Express needs and desires. |
| NLRL2.IP1B | Share emotions and preferences. |
| NLRL2.IP1C | Elicit and express opinions and information. |
| NLRL2.IP1D | Exchange personal reactions to spoken and written information related to the cultures of the native language. |
| NLRL2.IP2A | Participate in extended oral and written activities using the appropriate tenses and discourse structures. |
| NLRL2.IP2B | Exchange ideas clearly using level-appropriate language structures and vocabulary. |
| NLRL2.IP2C | Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages. |
| NLRL2.IP2D | Use self-correction. |
| NLRL2.IP2E | Demonstrate Advanced-Low proficiency in oral and written exchanges with respect to pronunciation, intonation, and writing mechanics. |
| NLRL2.INT1A | Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of written texts. |
| NLRL2.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. |
| NLRL2.INT1C | Comprehend and react to current events and issues presented through print and electronic media. |
| NLRL2.INT1D | Understand connected discourse. |
| NLRL2.INT1E | Expand knowledge of academic and content-specific vocabulary in the native language. |
| NLRL2.INT1F | Demonstrate Advanced-Low proficiency in listening, viewing and reading comprehension. |
| NLRL2.INT1G | Comprehend regional and other variations in spoken and written native language. |

Georgia Performance Standards for Native Language Reading and Literacy Level II

- NLRL2.P1A** Summarize and communicate main ideas and supporting details from a variety of authentic language materials.
- NLRL2.P1B** Produce extended oral presentations using visual and technological support as appropriate.
- NLRL2.P1C** Write organized compositions using visual and technological support as appropriate.
- NLRL2.P1D** Demonstrate Advanced-Low proficiency in oral and written presentations with respect to pronunciation, intonation, and writing mechanics.
- NLRL2.P2A** Prepare and present poetry, skits or stories of the native language.
- NLRL2.P2B** Prepare and present organized original essays, poetry, skits or in the native language.
- NLRL2.PPP1A** Participate in cultural events.
- NLRL2.PPP1B** Discuss cultural patterns of behavior and issues of identity for speakers of the native language in the modern world.
- NLRL2.PPP1C** Identify and evaluate contributions of the native language-speaking cultures to the modern world.
- NLRL2.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.
- NLRL2.PPP1E** Research and report on the history and development of the cultures of the native language-speaking countries and communities.
- NLRL2.CCC1A** Report on the role of major contemporary and historical figures and events from the native language-speaking cultures.
- NLRL2.CCC1B** Identify and discuss how topics studied in other subject areas relate to those studied in the native language class.
- NLRL2.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.
- NLRL2.CCC2A** Discuss the influence of historical and current events and issues in and beyond the native language-speaking countries and communities.
- NLRL2.CCC2B** Discuss the variety of perspectives of the native language-speaking community regarding current issues and events in the United States.
- NLRL2.CCC2C** Recognize and discuss local, regional, and national differences in the countries where the native language is spoken, i.e., political organization, history, economic development, etc.
- NLRL2.CCC3A** Compare linguistic elements of the native language and English, such as pronunciation, usage, and grammatical structure, as well as popular idioms.
- NLRL2.CCC3B** Identify and use cognates to expand academic vocabulary in the native language and English.
- NLRL2.CCC4A** Discuss information acquired through the use of informational and entertainment media and technology in the native language.

Georgia Performance Standards for Native Language Reading and Literacy Level II

- NLRL2.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.
- NLRL2.CCC4C** Identify career paths that require bilingualism.
- NLRL2.CCC4D** Apply interpreting or translating skills to projects outside the language classroom.

Suggested Topics for Native Language Reading and Literacy II:

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 Countries and Communities that speak the native language
- Leisure
- Media and Technology
- Political Issues and Structures
- Pop Culture
- Relationships
- Socio-linguistic Stereotypes