

How To Read the New York State World Language Standards

Classical Languages

The NYS World Language Standards consist of **four elements** (defined below) that vary in order (as seen at right):



Contexts for Communication

the circumstances in which communication takes place



Language Functions

the purposes for communication



Language Skills

the modalities through which communication occurs



Cultural Knowledge

information about the target culture, implicit or explicit

Standard elements inform and provide structure for **Can-Do Statements** (as seen at right).

Communication Icons by G. A. Suárez,
Cobb County Public Schools;
authorized for use under [CC 4.0](#)

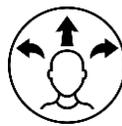
NYS World Language Standards and Elements

Standard 1: Interpretive Communication



Learners **understand**, **interpret**, and **analyze** what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.

Standard 2: Presentational Communication



Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to **describe**, **inform**, **narrate**, **explain**, or **persuade**.

Standard 3: Interpersonal Communication



Learners interact and negotiate meaning in spoken or written conversations to **exchange information**, **express feelings**, **preferences**, and **opinions**.
Note: Cultural knowledge depends on the interlocutors.

Standard 4: Relating Cultural Practices and Products to Perspectives



Learners use knowledge of classical languages to **identify**, **describe**, and **explain** the practices and products of the cultures studied as well as the cultural perspectives they suggest.

Standard 5: Cultural Comparisons



Learners use knowledge of classical languages to **compare** the products and practices of the cultures studied and their own.

From Standard Elements to Can-Do Statements

Can-Do Statement Structure

I can + **language function** + **context for communication** + **language skill*** / **cultural knowledge***.

** Note that language skill and cultural knowledge may be implied.

Sample Can-Do Statements

I can **identify characteristics of friendship** in Cicero's essay *Dē amicitia* by **listing relevant quotes**.

I can **compare educational practices** of Ancient Greece and the U.S. by **completing a graphic organizer**.



Office of Bilingual Education and World Languages
New York State Education Department

Website: <http://www.nysed.gov/world-languages>

