

# STANDARD 1: INTERPRETIVE COMMUNICATION AT-A-GLANCE DOCUMENT FOR CLASSICAL LANGUAGES

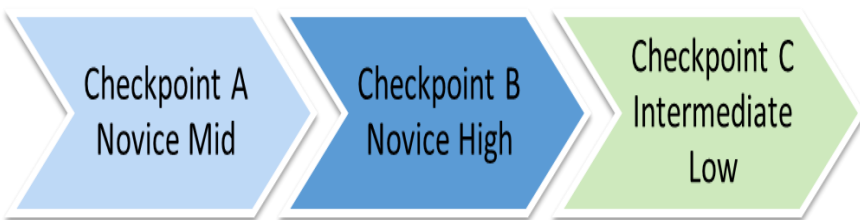


Learners communicate effectively in classical languages by using a variety of texts and resources for multiple purposes, while making interdisciplinary language connections.

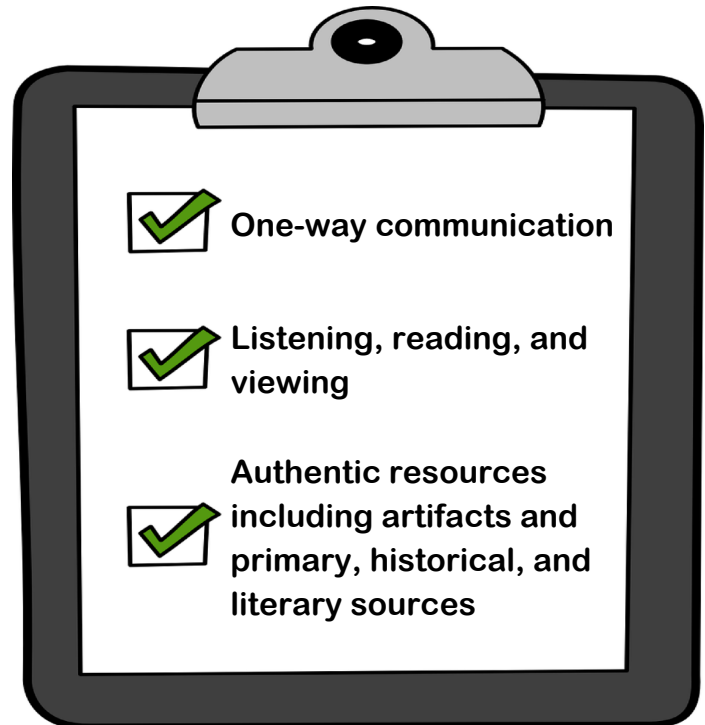
## NYS CHECKPOINT PROFICIENCY RANGES FOR INTERPRETIVE READING



## NYS CHECKPOINT PROFICIENCY RANGES FOR INTERPRETIVE LISTENING



## DEFINING CHARACTERISTICS



## SAMPLE INTERPRETIVE STRATEGIES BY NYS CHECKPOINT

<p><b>A</b> Match image to text Identify, list, or sequence in order Categorize with graphic organizer Ask questions, listen, read, and watch</p>	<p><b>B</b> Answer comprehension questions Find a problem or a solution Pose a question for discussion Summarize or synthesize</p>	<p><b>C</b> Compare/contrast Identify cause/effect Identify missing information Assign a role or purpose</p>
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Many interpretive strategies can be used across all checkpoints.

## EXAMPLE INTERPRETIVE TASKS BY MODALITY:

As the primary focus of the Classical Language course, Interpretive Reading is done in the target language, however, the task that follows may be in English, where appropriate.

### READING



- A** Categorize foods as healthy or unhealthy based on a list of typical foods of an ancient civilization.
- B** Ask questions about the meals served based on websites on dining in the ancient world.
- C** Compare several authentic dishes from the ancient world to modern-day dishes.

### LISTENING



- A** Identify pictures of mythological characters based on a short physical description.
- B** Label a diagram of a *villa rustica* from a description of the various rooms and locations.
- C** Sequence the events after listening to a reading of the story of Damon and Pythias.

Interpretive icon created by G. A. Suárez, Cobb County Public Schools World Languages Department and authorized for use under CC 4.0.