

STANDARD 1: INTERPRETIVE COMMUNICATION

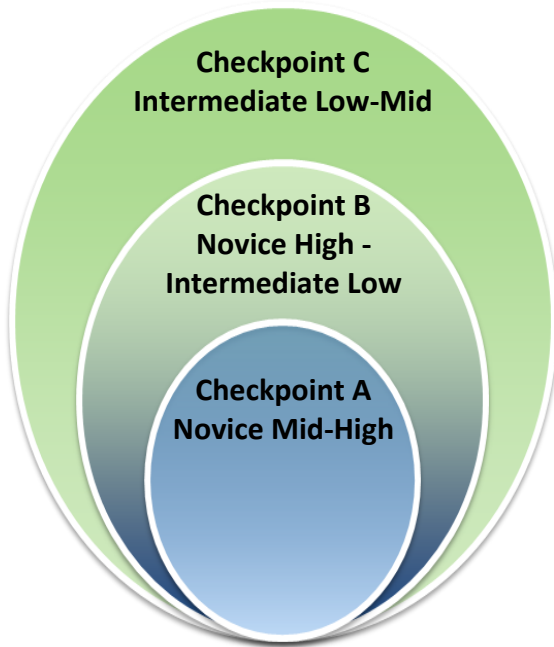
AT-A-GLANCE DOCUMENT FOR

CATEGORY 3-4 MODERN LANGUAGES

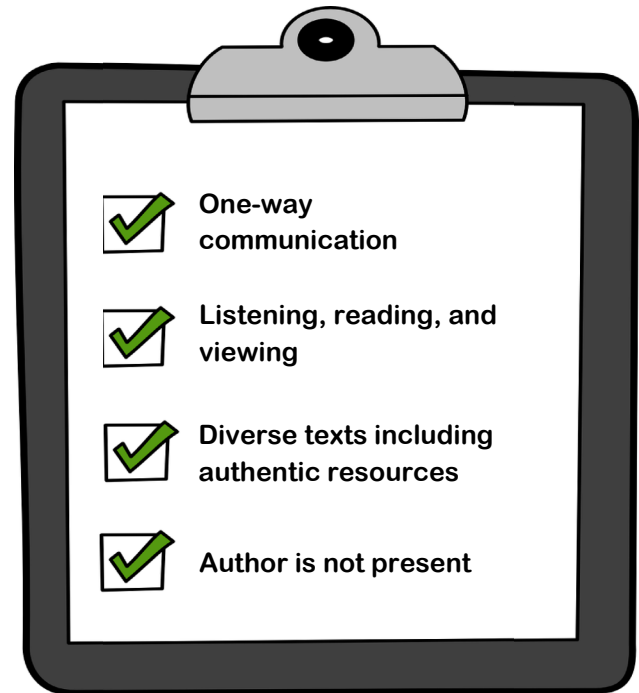


Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.

NYS CHECKPOINT PROFICIENCY RANGES



DEFINING CHARACTERISTICS



SAMPLE INTERPRETIVE STRATEGIES BY NYS CHECKPOINT:

<p>A Match image to text Identify, list, or sequence in order Categorize with graphic organizer Ask questions, listen, read, and watch</p>	<p>B Answer comprehension questions Find a problem or a solution Pose a question for discussion Summarize or synthesize</p>	<p>C 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:



READING

- A** Categorize foods as healthy or unhealthy based on an article about nutrition.
- B** Ask questions about meals served on the menus of different schools.
- C** Compare regional food preferences based on research on several authentic dishes.

VIEWING



- A** Identify clothing seen in a video, noting the items on a graphic organizer.
- B** Categorize student clothing preferences for various occasions that were named in a video chat.
- C** Compare fashion trends over time after viewing fashion show clips.

- A** Identify traditional dishes by matching pictures to oral descriptions.
- B** List healthy eating habits mentioned in a public service announcement.
- C** Summarize ways to eliminate food waste that were described in a podcast.

LISTENING



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