



COMPARISON OF
NEW YORK STATE LEARNING STANDARDS FOR WORLD LANGUAGES (MODERN LANGUAGES) (2021)
<http://www.nysed.gov/world-languages/standards-and-guidelines>

WITH
(NATIONAL) WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES (2015)
<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

| NYS LEARNING STANDARDS FOR WL (ML) (2021) | WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES (2015) |
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| <p style="text-align: center;">ANCHOR STANDARD 1 – COMMUNICATION</p> <p>Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.</p> | <p style="text-align: center;">GOAL AREA – COMMUNICATION</p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> |
| <p>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.</p> | <p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed*, or written conversations to share information, reactions, feelings, and opinions.</p> |
| <p>Standard 2: Interpersonal Communication – Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions.</p> | <p>Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> |
| <p>Standard 3: 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.</p> | <p>Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> |
| <p style="text-align: center;">ANCHOR STANDARD 2 – CULTURES</p> <p>Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.</p> | <p style="text-align: center;">GOAL AREA – CULTURES</p> <p>Interact with cultural competence and understanding</p> |
| <p>Standard 4: Relating Cultural Practices and Products to Perspectives – Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.</p> | <p>Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> |
| <p><i>*Denotes a term specific to American Sign Language (ASL).</i></p> | <p><i>*Denotes a term specific to American Sign Language (ASL).</i></p> |

| NYS LEARNING STANDARDS FOR WL (ML) (2021) | WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES (2015) |
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| <p><i>New York State World Language Themes and Topics</i> (http://www.nysed.gov/common/nysed/files/programs/world-languages/nys-wl-themes-and-topics-2021.pdf) identify the interdisciplinary content to be addressed by the NYS Learning Standards for World Languages.</p> | <p style="text-align: center;">GOAL AREA – CONNECTIONS</p> <p style="text-align: center;">Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p> |
| | <p>Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> |
| | <p>Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> |
| <p style="text-align: center;">ANCHOR STANDARD 2 – CULTURES (CONTINUED)</p> <p style="text-align: center;">Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.</p> | <p style="text-align: center;">GOAL AREA - COMPARISONS</p> <p style="text-align: center;">Develop insight into the nature of language and culture in order to interact with cultural competence</p> |
| <p>Standard 5: Cultural Comparisons - Learners use the target language to compare the products and practices of the cultures studied and their own.</p> | <p>Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> |
| | <p>Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> |
| | <p style="text-align: center;">GOAL AREA – COMMUNITIES</p> <p style="text-align: center;">Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p> |
| | <p>School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> |
| | <p>Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p> |

NYS LEARNING STANDARDS FOR WL (MODERN LANGUAGES) (2021) AND WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES (2015): WHAT IS THE SAME?

Standards

- There is a single set of standards for all proficiency levels.

Communication Standards

- Communication standards address the three modes of communication: Interpretive, Interpersonal, and Presentational.
- Communication standards embed *language functions*, the purposes of language use, such as *exchanging information* and *persuading*.
- Communication standards identify associated *language skills*, the modalities of language use, such as *speaking* and *reading*.
- Communication standards indicate the meaningful contexts within which language functions are carried out.

Culture Standards

- Culture standards acknowledge the interconnected nature of cultural products, practices, and perspectives.
- Culture standards focus on inquiry of cultural products, practices, and perspectives rather than identification of rote cultural facts.
- Culture standards maintain that culture should be interpreted and discussed in the target language.

Connections Standards

- NYS World Language Themes and Topics and the World-Readiness Connections standards indicate the importance of connecting world language learning with learning in other disciplines.

Comparison Standards

- Comparison standards state that cultural comparisons should be made using the target language.
- Comparison standards indicate that learners should compare target language cultures with *their own*.

Communities Standards

- NYS World Language Communication standards imply and the World-Readiness Communities standards state that the target language is used to communicate with others who may be situated within or beyond the classroom community.

**NYS LEARNING STANDARDS FOR WL (MODERN LANGUAGES) (2021) AND WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES (2015):
WHAT IS DIFFERENT?**

| NYS LEARNING STANDARDS FOR WL (ML) (2021) | WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES (2015) |
|---|--|
| <p>ANCHOR STANDARDS</p> <ul style="list-style-type: none"> Standards are organized into two Anchor Standards: Communication and Cultures. Anchor Standards and standards aligned to each are numbered. Standards are specific to Modern Languages. (There is a unique set of NYS Learning Standards for Classical Languages.) <p>COMMUNICATION STANDARDS</p> <ul style="list-style-type: none"> Standards are arranged from input (Interpretive Communication) to output (Interpersonal and Presentational Communication). Interpretive Communication standard specifies the use of authentic resources. <p>CULTURE STANDARDS</p> <ul style="list-style-type: none"> Relating cultural practices to perspectives and relating cultural products to perspectives are merged into a single standard, Relating Cultural Practices and Products to Perspectives. Language functions of Relating Cultural Practices and Products to Perspectives—<i>identify, describe, and explain</i>—are sequenced across the three NYS Checkpoint proficiency targets to reflect and scaffold developing learner capacity. Cultural perspectives learners are to <i>identify, describe, and explain</i> are those that are “<i>suggested</i>” by cultural practices and products. Cultural Comparisons standard is identified as a Culture standard. Language function of Cultural Comparisons is <i>compare</i>. | <p>GOAL AREAS</p> <ul style="list-style-type: none"> Standards are organized into five Goal Areas: Communication, Cultures, Connections, Comparisons, and Communities. Goal Areas and standards aligned to each are not numbered. Standards are applicable to Modern and Classical Languages. <p>COMMUNICATION STANDARDS</p> <ul style="list-style-type: none"> Standards are arranged from output (Interpersonal) to input (Interpretive) to output (Presentational). Presentational Communication standard specifies the use of appropriate media in communication. <p>CULTURE STANDARDS</p> <ul style="list-style-type: none"> Relating Cultural Practices to Perspectives and Relating Cultural Products to Perspectives are two separate standards. Language functions of Relating Cultural Practices to Perspectives and Relating Cultural Products to Perspectives are <i>investigate, explain, and reflect</i>. See Comparisons Standards (on next page) for discussion of Cultural Comparisons standard. |

**NYS LEARNING STANDARDS FOR WL (MODERN LANGUAGES) (2021) AND WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES (2015):
WHAT IS DIFFERENT? (CONTINUED)**

| NYS LEARNING STANDARDS FOR WL (ML) (2021) | WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES (2015) |
|---|---|
| <p>CONNECTIONS STANDARDS</p> <ul style="list-style-type: none"> • There is no Connections Anchor Standard. Instead, connections or interdisciplinarity is visible in the four themes and seventeen topics of the NYS World Language Themes and Topics. <p>COMPARISONS STANDARDS</p> <ul style="list-style-type: none"> • There is no Comparisons Anchor Standard. • Cultural Comparisons is a Culture Standard and is discussed in that category on the previous page. <p>COMMUNITIES STANDARDS</p> <ul style="list-style-type: none"> • There is no Communities Anchor Standard. While aspirational, assessing individual learners' achievement of Communities standards is not deemed feasible. Instead, use of the target language within and beyond the classroom is implied in the Communication standards. | <p>CONNECTIONS STANDARDS</p> <ul style="list-style-type: none"> • Two Connections standards focus on making connections across disciplines and acquiring information and diverse perspectives through the target language and target language culture. <p>COMPARISONS STANDARDS</p> <ul style="list-style-type: none"> • Two Comparisons standards focus on language comparisons and cultural comparisons. • Language functions of Language Comparisons and Cultural Comparisons are <i>investigate, explain, and reflect</i>. <p>COMMUNITIES STANDARDS</p> <ul style="list-style-type: none"> • Two Communities standards focus on use of the target language within and beyond the classroom and in lifelong learning. |