Alignment of

New York State World Language Learning Standards for Modern Languages (2021)

with

New York State Next Generation Learning Standards for English Language Arts (2017)

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| World Language 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. |

Next Generation Anchor Standards R1 – R9: Reading

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| Key Ideas and Details / Interpretive Reading |
| **R1:** Read closely to determine what the text says explicitly [understand] /implicitly to make logical inferences from it [interpret]; cite specific textual evidence when writing or speaking to support conclusions drawn from the text [analyze]. |
| **R2:** Determine central ideas or themes of a text [interpret] and analyze their development [analyze]; summarize the key supporting details and ideas [interpret]. |
| **R3:** Analyze how and why individuals, events, or ideas develop and interact over the course of a text [analyze]. |
| Craft and Structure / Interpretive Reading |
| **R4:** Interpret words and phrases as they are used in a text, including determining technical [understand], connotative, and figurative meanings [interpret], and analyze how specific word choices shape meaning or tone [analyze]. |
| **R5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole [analyze]. |
| **R6:** Assess how point of view or purpose shapes the content and style of a text [analyze], drawing on a wide range of global and diverse texts. |
| Integration of Knowledge and Ideas / Interpretive Reading |
| **R7:** Integrate and evaluate content presented in diverse media and formats [analyze]. |
| **R8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence [analyze]. |
| **R9:** Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of perspectives [analyze]. |

\* A term specific to American Sign Language

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| World Language 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. |

Next Generation Anchor Standards W1 – W7: Writing

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| Text Types and Purposes / Presentational Writing |
| **W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence [persuade]. |
| **W2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content [inform/explain]. |
| **W3:** Write narratives to develop real or imagined experiences or events [narrate] using effective techniques, well-chosen details, and well-structured event sequences [describe]. |
| **W4:** Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences [describe, inform, narrate, explain]. |
| **W5:** Draw evidence from literary or informational texts to support analysis, reflection, and research [explain/persuade]. |
| Research to Build and Present Knowledge / Presentational Writing |
| **W6:** Conduct research based on focused questions to demonstrate understanding of the subject under investigation [inform/explain]. |
| **W7:** Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism [inform]. |

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| World Language 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.  World Language 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.  World Language 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. |

Next Generation Anchor Standards SL1 – SL6: Speaking and Listening

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| Comprehension and Collaboration / Interpersonal Speaking |
| **SL1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others [express feelings, preferences and opinions]. |
| Comprehension and Collaboration / Interpretive Listening and Viewing |
| **SL2:** Integrate and evaluate information presented in diverse media and formats (including visually, quantitative, and oral) [analyze]. |
| **SL3:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric [analyze]. |
| Presentation of Knowledge and Ideas / Presentational Speaking |
| **SL4:** Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience [inform/explain]. |
| **SL5:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations [inform/explain]. |
| **SL6:** Adapt speech to a variety of contexts and communicative tasks [Learners will present information and ideas…adapted to various audiences…], demonstrating command of [~~formal~~] English [target language proficiency] when indicated or appropriate. |

\* A term specific to American Sign Language