



ALIGNMENT OF

NYS LEARNING STANDARDS FOR WORLD LANGUAGES - MODERN LANGUAGES (2021)

WITH

NYS NEXT GENERATION LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (2017)



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

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

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

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]**.



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

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 visual, 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 academic English **[target language proficiency]** when indicated or appropriate.