

# How To Read the New York State World Language Standards

Classical Languages

The NYS World Language Standards consist of **four elements** (defined below) that vary in order (as seen at right):



## Contexts for Communication

the circumstances in which communication takes place



## Language Functions

the purposes for communication



## Language Skills

the modalities through which communication occurs



## Cultural Knowledge

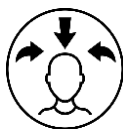
information about the target culture, implicit or explicit

Standard elements inform and provide structure for **Can-Do Statements** (as seen at right).

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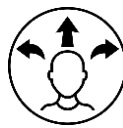
## NYS World Language Standards and Elements

### 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.

### Standard 2: 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**.

### Standard 3: Interpersonal Communication



Learners interact and negotiate meaning in spoken or written conversations to **exchange information, express feelings, preferences, and opinions**.  
*Note: Cultural knowledge depends on the interlocutors.*

### Standard 4: Relating Cultural Practices and Products to Perspectives



Learners use knowledge of classical languages to **identify, describe, and explain** the practices and products of the cultures studied as well as the cultural perspectives they suggest.

### Standard 5: Cultural Comparisons



Learners use knowledge of classical languages to **compare** the products and practices of the cultures studied and their own.

## From Standard Elements to Can-Do Statements

### Can-Do Statement Structure

I can + **language function** + **context for communication** + **language skill\*** / **cultural knowledge\***.

\*\* Note that language skill and cultural knowledge may be implied.

### Sample Can-Do Statements

I can **identify characteristics of friendship** in Cicero's essay *Dē amicitia* by **listing relevant quotes**.

I can **compare educational practices** of Ancient Greece and the U.S. by **completing a graphic organizer**.



Office of Bilingual Education and World Languages  
New York State Education Department

Website: <http://www.nysed.gov/world-languages>

