

STANDARD 1

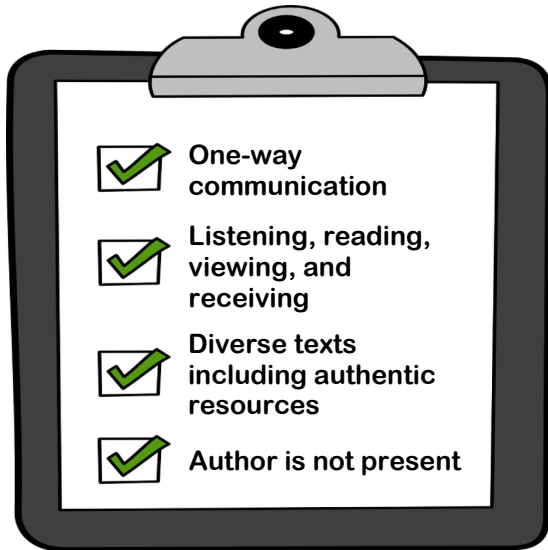
INTERPRETIVE COMMUNICATION

AT-A-GLANCE DOCUMENT FOR CATEGORY 3-4 MODERN LANGUAGES

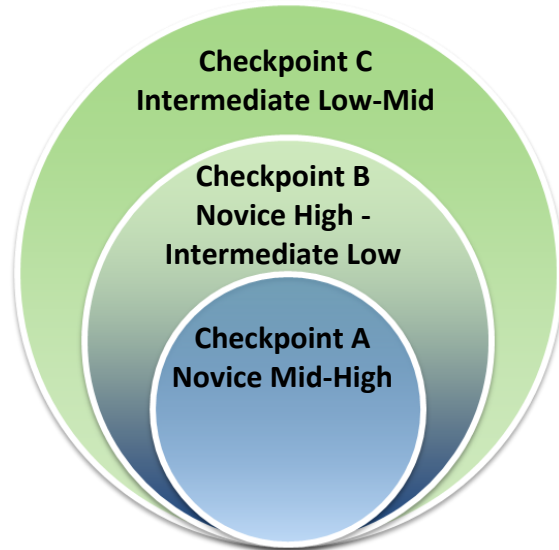


Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.

DEFINING CHARACTERISTICS



NYS CHECKPOINT PROFICIENCY RANGES



SAMPLE INTERPRETIVE STRATEGIES BY NYS CHECKPOINT:

A Match image to text

Identify, list, or sequence in order

Categorize with graphic organizer

Ask questions, listen, read, and watch

B Answer comprehension questions

Find a problem or a solution

Pose a question for discussion

Summarize or synthesize

C Compare/contrast

Identify cause/effect

Identify missing information

Assign a role or purpose

Many interpretive strategies can be used across all checkpoints.



Office of Bilingual Education and World Languages
New York State Education Department
Website: <http://www.nysed.gov/world-languages>
Email: obewl@nysed.gov

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



ADDITIONAL RESOURCES:

[ACTFL Communicative Tasks Guiding Principles](#)

[Library of Classroom Practices K-12](#)

[ACTFL Performance Descriptors for Interpretive Mode](#)

[Meaningful Interpretation Video from the Annenberg Video Workshops for K-12 Teachers](#)

[CARLA Interpretive Mode Resources](#)

[NCSSFL-ACTFL Can-Do Statements and Benchmarks](#)