## Lead with NCSSFL: World Languages Support Common Core State Standards

ACTFL Conference 11/19/2011 Denver, Colorado presented by Michele Anciaux Aoki (WA), and Janis Jensen (NJ)

### Resources on Common Core State Standards and Standards for Foreign Language Learning

## http://www.corestandards.org/





http://www.actfl.org/files/public/StandardsforFLLexecsumm\_rev.pdf

Standards for Foreign Language Learning

#### *Communication Communicate in Languages Other Than English*

**Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

**Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### *Cultures* Gain Knowledge and Understanding of Other Cultures

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Standard 2.2**: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

#### *Connections Connect with Other Disciplines and Acquire Information*

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

## **Comparisons**

## Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

#### *Communities* Participate in Multilingual Communities at Home & Around the World

**Standard 5.1:** Students use the language both within and beyond the school setting. **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Activity: Jot down points of alignment between the ELA CC Anchor Standards and Standards for Learning Languages (5 Cs).

English Language Arts (ELA) CC Standards » Anchor Standards » College and Career Readiness Anchor Standards for READING	Standards for Learning Languages (the 5 C's)
Key Ideas and Details	Communication: Interpretive Mode
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	ſ
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Craft and Structure	
<ul> <li>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>5. Analyze the structure of texts, including how specific sentences, paragraphs, and</li> </ul>	
larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each	
other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text.	-Comparísons: Cultural perspectives
Integration of Knowledge and Ideas	
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
8. 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. 9. Analyze how two or more texts address similar themes or topics in order to build	
knowledge or to compare the approaches the authors take.	
Range of Reading and Level of Text Complexity	
10. Read and comprehend complex literary and informational texts independently and proficiently.	

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Activity: Jot down points of alignment between the ELA CC Anchor Standards and Standards for Language Learning (5 Cs).

English Language Arts (ELA) CC Standards » Anchor Standards » College and Career Readiness Anchor Standards for WRITING	Standards for Learning Languages (the 5 C's)
Text Types and Purposes	Communication: Presentational Mode
<ol> <li>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ol>	
<ul> <li>Production and Distribution of Writing</li> <li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ul>	-Communities: Language beyond school
<ul> <li>Research to Build and Present Knowledge</li> <li>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li> <li>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> <li>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	
<b>Range of Writing</b> 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	

Activity: Jot down points of alignment between the ELA CC Anchor Standards and Standards for Language Learning (5 Cs).

English Language Arts (ELA) CC Standards » Anchor Standards » College and Career Readiness Anchor Standards for SPEAKING & LISTENING	Standards for Learning Languages (the 5 C's)
<ul> <li>Comprehension and Collaboration</li> <li>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> </ul>	–Communication: Interpersonal Mode
<ul> <li>Presentation of Knowledge and Ideas</li> <li>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>	

Activity: Draw connections to each Sample Task from the ELA CC Anchor Standards and the Standards for Learning Languages.

English Language Arts Common Core (ELA CC) Anchor Standards	Sample Tasks	Standards for Learning Languages (the 5 C's)
READING:	(Novice Level)	
Key Ideas and Details		
	Students team with another class in a target	
Craft and Structure	language country to identify and compare	
Integration of Knowledge and Ideas	endangered species in both countries, and	
integration of Knowledge and ideas	collaborate to produce a multi-media	
Range of Reading and Level of Text	informational presentation for their peers using	
Complexity	basic information in the target language and	
	post on an animal advocacy site.	
WRITING:		
Text Types and Purposes	(Intermediate Level)	
Production and Distribution of Writing	Students create raps and/or poems reflecting a	
	perspective, such as a "coming of age" event	
Research to Build and Present Knowledge	in the target culture and compare this with the	
Range of Writing	"coming of age" process in the U.S. such as	
	getting a driver's license or the right to vote.	
	These examples are then shared with peers in	
SPEAKING & LISTENING:	the target culture who have completed a	
Comprehension and Collaboration	similar project and the results are shared on a	
Dresentation of Knowledge and Ideas	social media website with comments in the	
Presentation of Knowledge and Ideas		
	target language.	

Activity: Draw connections to each Sample Task from the ELA CC Anchor Standards and the Standards for Learning Languages.

English Language Arts Common Core (ELA CC) Anchor Standards	Sample Tasks	Standards for Learning Languages (the 5 C's)
READING:	(Advanced Level)	
Key Ideas and Details		
Craft and Structure	Students investigate an immigration issue in the US and a target language country, analyze	
Integration of Knowledge and Ideas	and synthesize the information, and propose a solution in the form of a letter to editors in the	
Range of Reading and Level of Text Complexity	U.S. and in the target language country.	
<b>WRITING:</b> Text Types and Purposes		
Production and Distribution of Writing		
Research to Build and Present Knowledge		
Range of Writing		
<b>SPEAKING &amp; LISTENING:</b> Comprehension and Collaboration		
Presentation of Knowledge and Ideas		

### Submit Comments on Alignment of the National Standards for Learning Languages with the Common Core State Standards Draft Document: <u>http://www.actfl.org/i4a/forms/form.cfm?id=147</u>