Alignment of the World-Readiness Standards for Learning Languages with the Common Core State Standards

Created by Bryan C. Daleas, Teacher-in-Residence for World Languages, 3/2014

(Standard 1.1) **Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.**

SL.CCR.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

SL.CCR.2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

SL.CCR.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

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(Standard 1.2) **Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.**

R.CCR.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

R.CCR.2 -Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas

R.CCR.3 - Analyze how and why individuals, events, or ideas develop and interact over the course of a text

R.CCR.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

R.CCR.5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole

R.CCR.6 - Assess how point of view or purpose shapes the content and style of a text

R.CCR.7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words

R.CCR.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

R.CCR.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

R.CCR.10 - Read and comprehend complex literary and informational texts independently and proficiently

W.CCR.7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation

W.CCR.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

W.CCR.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research

(Standard 1.3) **Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.**

W.CCR.1 - Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence

W.CCR.2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

W.CCR.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

W.CCR.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

W.CCR.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

W.CCR.6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

W.CCR.7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation

W.CCR.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

W.CCR.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research

W.CCR.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

SL.CCR.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

SL.CCR.5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

SL.CCR.6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

(Standard 2.1) **Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.**

R.CCR.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

R.CCR.2 - Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas

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(Standard 2.2) **Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.**

R.CCR.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

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(Standard 3.1) **Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.**

R.CCR.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

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(Standard 3.2) **Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.**

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SL.CCR.6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

(Standard 4.1) **Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.**

R.CCR.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

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SL.CCR.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

(Standard 4.2) **Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.**

R.CCR.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

R.CCR.5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole

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W.CCR.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research

(Standard 5.1) **School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.**

R.CCR.7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words

R.CCR.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

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R.CCR.10 - Read and comprehend complex literary and informational texts independently and proficiently

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(Standard 5.2) **Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.**

SL.CCR.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

SL.CCR.2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

SL.CCR.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

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