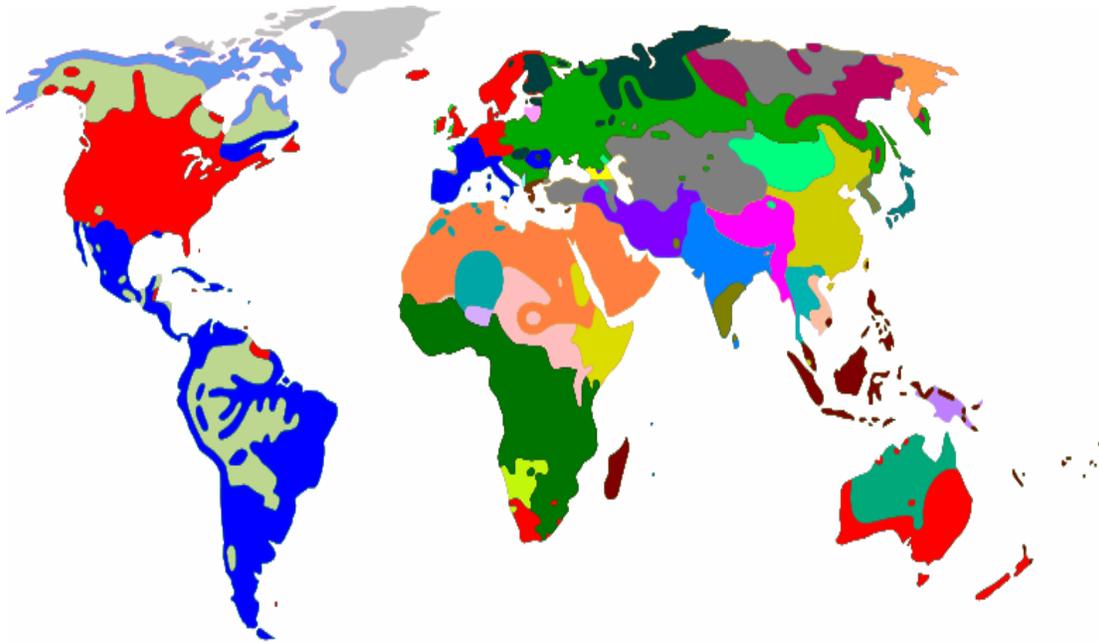




East Bay World Language Project  
Berkeley Language Center  
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# World Languages and Common Core Literacy



Presented by Don Doehla  
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## Common Core and World Languages - What's the Connection? Participant Outcomes:

1. I can state how the World Language Standards support the Common Core Literacy Standards.
2. I can select Close reading strategies to help students read and understand informational texts.

Learning Outcomes:	What I know now: 4. I can explain this to a colleague. 3. I can do this! 2. I can do this with help. 1. I can't do this yet.	How I can apply this to my planning & instruction:	What I need clarified:	<b>Today's presentation:</b> 4. Exceeds expectations 3. Meets expectations 2. Approaches expectations 1. Below expectations
1. I can state how the World Language Standards support the Common Core Literacy Standards.	Beginning rating:    Ending rating:			<input type="checkbox"/> Organization of presentation <input type="checkbox"/> Clarity of the instructions <input type="checkbox"/> Usefulness/ <input type="checkbox"/> Practicality <input type="checkbox"/> Pace of the activity <input type="checkbox"/> Level of support provided
2. I can select Close reading strategies to help students read and understand informational texts.	Beginning rating:    Ending rating:			<input type="checkbox"/> Organization of presentation <input type="checkbox"/> Clarity of the instructions <input type="checkbox"/> Usefulness/ <input type="checkbox"/> Practicality <input type="checkbox"/> Pace of the activity <input type="checkbox"/> Level of support provided

### Agenda

- ✓ Welcome
- ✓ Authentic resources in the World Language curriculum
- ✓ Strategies for Close-reading of authentic resources
- ✓ Alignment of the National Standards for Learning Languages with the Common Core State Standards
- ✓ 3 Modes of Communication
- ✓ Reasonable goals for Common Core Literacy Standards for Technical Subjects



## Strategies for Close Reading of Short Authentic Texts

*“A close reading is a careful and purposeful reading. Well actually, it’s rereading. It’s a careful and purposeful rereading of a text.”*

— Dr. Douglas Fisher

### Close Reading of a Text in 5 Steps <sup>1</sup>

After reading the entire text through to get the “flow”:

1. Number the paragraphs.
2. Chunk the text.
3. Underline and circle with a purpose.
4. Left margin: What is the gist (main idea)?
5. Right margin: Write a question// or Draw a symbol.

### Text Rendering Experience <sup>2</sup>

1. Read the document.
2. Mark the sentence, the phrase, and the word that you think is particularly important for our work.
3. First round: each person shares a sentence that is particularly significant.
4. Second round: each person shares a phrase.
5. Third round: each person shares a word.
6. Discuss what you have heard, and share any new insights about the document.

**Definition of an Authentic Text:** Texts produced by the target culture for the target culture.

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<sup>1</sup> Court Allam, on *iTeach, iCoach, iBlog*, <http://iteachicoachiblog.blogspot.com/2012/06/five-simple-close-reading-strategies.html>

<sup>2</sup> National School Reform Faculty, [http://www.nsrffharmony.org/protocol/doc/text\\_rendering.pdf](http://www.nsrffharmony.org/protocol/doc/text_rendering.pdf)



## Alignment of the National Standards for Learning Languages with the Common Core State Standards

### Performance Expectations

The *Common Core State Standards for English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects* contains four strands: Reading, Writing, Speaking and Listening, and Language. These four strands are represented in the National Standards for Learning Languages by the Communication standards (interpersonal, interpretive, and presentational) and the level of proficiency demonstrated. In addition, the standards of the other four goals for learning languages – Cultures, Connections, Comparisons, and Communities – also support and are aligned with the Common Core. These standards describe the expectations to ensure all students are college-, career-, and world-ready.

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The Common Core strands of **Reading, Writing, Speaking and Listening** are captured in the standards for learning languages' goal area of **Communication** by emphasizing the purpose behind the communication:

- Interpersonal (speaking + listening or writing + reading)
- Interpretive (reading, listening, viewing)
- Presentational (writing, speaking, visually representing)

In the description of reading in the Common Core document, the use of both literary and informational texts is suggested. This same balance is identified in the *Standards for Learning Languages*.

In the description of writing in the Common Core document, a balance of writing to explain, to persuade, and to convey experience is suggested. These same purposes for writing are identified in the *Standards for Learning Languages*.

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The Common Core strand of **Language** is described for language learners through **proficiency levels** that outline three key benchmarks achieved in world language programs given sufficient instruction over time.

\*Novice (the beginning level regardless of age or grade): *Stage I (levels 1, 2), formulaic language*

\*Intermediate: *Stage II (levels 3, 4), created language*

\*Advanced: *Stage III (AP and college), planned language*

Many factors influence the rate of progress through these three proficiency levels and the level learners acquire by the end of high school. Chief among those factors are time and the degree of immersion in the second language. Students who begin study of a language in middle school or high school generally acquire an intermediate level of proficiency.

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American Council on the Teaching of Foreign Languages

## 3 MODES OF COMMUNICATION

Students need multiple opportunities to practice the language in all three modes.

### **Interpretive Communication: Reading, listening, viewing**

Students understand and interpret the meaning of what they read, hear and/or view.

1. Focus on understanding the gist and as many layers of details as possible.
2. There is no opportunity to interact with the writer, speaker, or producer.

### **Interpersonal Communication: Speaking + listening or writing + reading**

Students listen, speak, sign, read, write and view as they *negotiate meaning with others*.

1. Focus is on the message.
2. Communication is a two-way exchange maintaining a conversation.

### **Presentational Communication: Writing, speaking, visually representing**

Students speak, sign, and write in culturally appropriate ways.

1. Focus is on conveying information.
2. There is no opportunity for active negotiation of meaning.
3. Technology and digital media support the information.

Assessment is based on the *spontaneous* and *sustained* use of language in the three modes.



Reasonable goals for Common Core Literacy Standards  
for Technical Subjects such as World Languages

Reasonable Goals for World Languages			
Common Core Literacy Standards for Technical Subjects: Reading, Writing			
<b>READING</b>	<b>Reading: Key Ideas and Details</b>		
Read for main ideas.	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite textual evidence when writing or speaking to support conclusions drawn from the text.	2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.	3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.
	<b>Reading: Craft and Structure</b>		
Read for supporting details. (word choice, organization, sentence structure, type of text)	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.	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	6. Assess how point of view or purpose shapes the content and style of a text.
	<b>Reading: Integration of Knowledge and Ideas</b>		
Use knowledge and ideas from reading in speaking and writing.	7. Integrate and evaluate content presented in diverse formats and media, 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 of the authors.
	<b>Reading: Range of Reading and Level of Text Complexity</b>		
Read informational, cultural and literary texts.	10. Read and comprehend complex literary and informational texts independently and proficiently.		
<b>WRITING</b>	<b>Writing: Text Types and Purposes</b>		
Write a variety of texts	1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	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.	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	<b>Writing: Production and Distribution of Writing:</b>		
Write, revise, edit and rewrite.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
	<b>Writing: Research to Build and Present Knowledge</b>		
Use technology to research, produce and publish and to collaborate with others.	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	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.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
	<b>Writing: Range of Writing:</b>		
Write for a variety of purposes and audiences.	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.		



Reasonable Goals for World Languages	Common Core Literacy Standards for Technical Subjects: Speaking & Listening, Language		
<b>SPEAKING and LISTENING</b>	<b>Speaking and Listening: Comprehension and Collaboration</b>		
<b>Converse and collaborate with others.</b>	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.	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
	<b>Speaking and Listening: Presentation of Knowledge and Ideas</b>		
<b>Present knowledge in speech supported by digital media/visual displays.</b>	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.	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>LANGUAGE USE</b>	<b>Language: Conventions of Standard English</b>		
<b>Use conventions of the standard language in speaking and writing.</b>	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	<b>Language: Knowledge of Language</b>		
<b>Recognize the effect of choice on meaning and choose language appropriate to formal/informal register.</b>	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
	<b>Language: Vocabulary Acquisition and Use</b>		
<b>Develop receptive and productive vocabularies.</b>	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Adapted from: *Setting Reasonable Goals*, Brandon Zaslow, California World Language Project, 2012