

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

## Performance Expectations

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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 areas 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.

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*.

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)
- Intermediate
- Advanced

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.

**Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects**

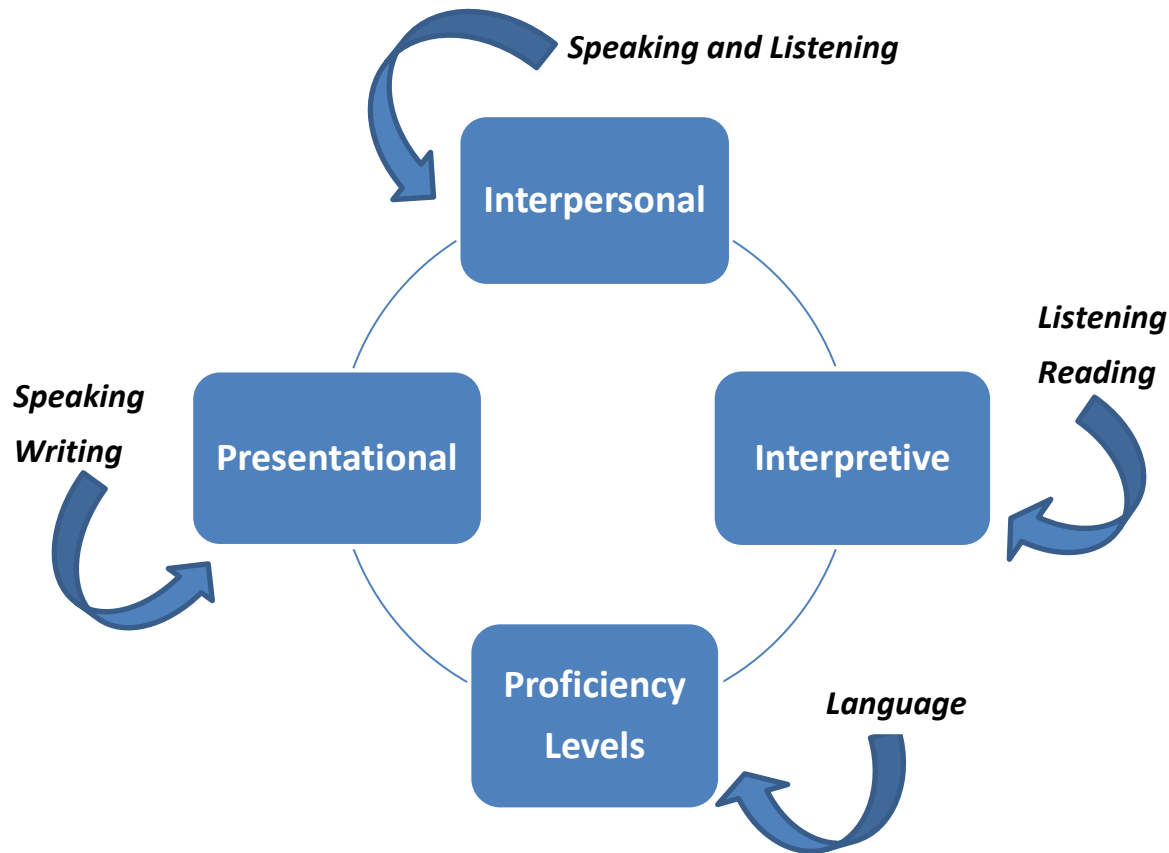
Reading  
Writing  
Speaking and Listening  
Language

**National Standards for Learning Languages  
Three Modes of Communication**

Interpersonal  
Interpretive  
Presentational

**ACTFL Proficiency Guidelines**

Novice  
Intermediate  
Advanced



| Common Core State Standards-ELA  |   | Standards for Learning Languages   |  |
|--|---|--|--|
| Reading  |   | Interpretive (Reading, Listening, Viewing)   |  |
| <i>Key Ideas and Details</i>   |   |  |  |
| 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  | <p><b>Interpretive Communication (Standard 1.2)</b></p> <ul style="list-style-type: none"> <li>Demonstrate comprehension of content from authentic audio and visual resources.</li> </ul> <p><b>Cultures: Practices and Products (Standard 2.1 and 2.2)</b></p> <ul style="list-style-type: none"> <li>Examine, compare and reflect on products, practices, and/or perspectives of the target culture(s).</li> </ul> <p><b>Connections: Acquiring New Information (Standard 3.2)</b></p> <ul style="list-style-type: none"> <li>Acquire information from other content areas using authentic sources</li> </ul> |  |  |
| 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, or ideas develop and interact over the course of a text  |   |  |  |
| Novice Students  | Intermediate Students   | Advanced Students  |  |
| <p>Identify main ideas in developmentally appropriate oral/visual narratives based on familiar themes and highly predictable contexts with visual or graphic support.</p> <p>Interpret informational texts with text features that support meaning, such as graphs and charts.</p> | <p>Determine the main themes and significant details on primarily familiar topics from authentic multimedia and print sources, both informational text and narratives with easily discerned storylines.</p> <p>When presented with an inference based on an authentic text, identify if the inference is logical or illogical by citing specific textual evidence to support conclusions drawn from the text</p>  | <p>Analyze the main ideas and significant details of discussions, lectures, and presentations on current or past events from the target culture or other content areas.</p> <p>Interpret the principal elements of technical, informational and narrative literary texts on topics of current and historical importance to the target culture.</p> |  |

| Common Core State Standards-ELA  |  | Standards for Learning Languages  |  |
|--|--|---|--|
| Reading  |  | Interpretive (Reading, Listening, Viewing)  |  |
| <i>Craft and Structure</i>   |  |   |  |
| <p>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</p> | <p><b>Interpretive Communication (Standard 1.2)</b></p> <ul style="list-style-type: none"> <li>• Derive meaning from expressions found in culturally authentic texts.</li> <li>• Understand the purpose of a message and point of view of its author.</li> <li>• Identify the distinguishing features (e.g. type of resource, intended audience, purpose) of authentic written and aural texts.</li> </ul> <p><b>Cultures: Practices and Products (Standards 2.1 and 2.2)</b></p> <ul style="list-style-type: none"> <li>• Compare and reflect on products, practices, and/or perspectives of the target culture(s).</li> </ul> <p><b>Connections: Reinforce Other Disciplines (Standard 3.1)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of content across disciplines.</li> </ul> <p><b>Comparisons: Language (Standard 4.1)</b></p> <ul style="list-style-type: none"> <li>• Evaluate similarities and differences in language use and idiomatic expressions between the target language and one’s native language</li> </ul> <p><b>Comparisons: Cultures (Standard 4.2)</b></p> <ul style="list-style-type: none"> <li>• Evaluate similarities and differences in the perspectives of the target culture(s) and one’s own culture(s) as found in multimedia and digital/print resources.</li> </ul> |   |  |
| <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole</p>   |  |   |  |
| <p>6. Assess how point of view or purpose shapes the content and style of a text</p>   |  |   |  |
| Novice Students  | Intermediate Students  | Advanced Students   |  |
| <p>Identify people and objects in their environment or from other school subjects, based on oral and written description.</p>  | <p>Determine meaning by using vocabulary knowledge, background knowledge, and possibly some contextual clues.</p>  | <p>Interpret the cultural nuances of meaning in authentic written and spoken technical, informational and literary texts.</p> |  |

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| <p>Recognize that cognates and previously learned structures enhance comprehension of spoken and written language.</p> <p>Identify and appreciate differences in cultural perspectives within a defined range of topics (defined by the curriculum)</p> | <p>Understand the relationship among languages based on their awareness of cognates, idioms and parallel structures.</p> <p>Identify and appreciate differences in cultural perspectives in a broader range of topics and begin to appreciate such differences not only in topic areas presented in the curriculum. Begin to identify and appreciate the values and perspectives of the target culture from within its own cultural system rather than judging non-American cultural practices according to American conventions.</p> | <p>Analyze the relationship between word order and meaning and how this reflects the ways in which cultures organize information and view the world.</p> <p>Identify and appreciate cultural differences in a broad range of topic areas, well beyond what has formally been presented in the curriculum, appreciating target culture perspectives and practices from within the target culture's own system.</p> |
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| Common Core State Standards-ELA   | Standards for Learning Languages  |   |
|---|---|---|
| Reading   | Interpretive (Reading, Listening, Viewing)  |   |
| <i>Integration of Knowledge and Ideas</i>   |   |   |
| 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words  | <p><b>Interpretive Communication (Standard 1.2)</b></p> <ul style="list-style-type: none"> <li>Interpret content from authentic multimedia and digital/print resources.</li> </ul> <p><b>Cultures: Practices and Products (Standards 2.1 and 2.2)</b></p> <ul style="list-style-type: none"> <li>Compare and reflect on products, practices, and/or perspectives of the target culture(s).</li> </ul>                           |   |
| 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  | <p><b>Connections: Reinforce Other Disciplines (Standard 3.1)</b></p> <ul style="list-style-type: none"> <li>Make cross-curricular connections.</li> </ul> <p><b>Comparisons: Cultures (Standard 4.2)</b></p> <ul style="list-style-type: none"> <li>Evaluate similarities and differences in the perspectives of the target culture(s) and one's own culture(s) as found in multimedia and digital/print resources.</li> </ul> |   |
| 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   | <p><b>Communities: Beyond the School Setting (Standard 5.1)</b></p> <ul style="list-style-type: none"> <li>Analyze the features of target culture communities (e.g. geographic, historical, artistic, social and/or political).</li> </ul>  |   |
| Novice Students   | Intermediate Students   | Advanced Students   |
| Use content knowledge learned in other subject areas to comprehend spoken and written messages in authentic texts, on familiar topics in highly predictable contexts, and with text features that support meaning visually or graphically, such as illustrations, captions, section headers, graphs, or charts. | Integrate and evaluate multiple sources of information including idiomatic phrases in order to collaborate or problem solve.  | <p>Analyze how cultural perspectives influence texts on similar themes or topics.</p> <p>Analyze the origins of idioms as reflections of culture, citing examples from the technical, informational and literary texts from the target culture and the student's own culture.</p> <p>Identify the threads of the text's argument with supporting details.</p> |

| Common Core State Standards-ELA   |  | Standards for Learning Languages   |  |
|---|--|--|--|
| Reading   |  | Interpretive (Reading, Listening, Viewing)   |  |
| <i>Range of Reading and Level of Text Complexity</i>  |  |  |  |
| 10. Read and comprehend complex literary and informational texts independently and proficiently   |  | <p><b>Interpretive Communication (Standard 1.2)</b></p> <ul style="list-style-type: none"> <li>• Monitor comprehension and use other sources to enhance understanding.</li> <li>• Apply critical reading skills to authentic written and aural sources.</li> </ul> <p><b>Comparisons: Cultures (Standard 4.2)</b></p> <ul style="list-style-type: none"> <li>• Compare and reflect on products, practices, and/or perspectives of the target culture(s) and one’s own culture.</li> </ul> <p><b>Communities: Beyond the School Setting (Standard 5.1)</b></p> <ul style="list-style-type: none"> <li>• Interpret authentic written and aural texts within the communities of the target language.</li> </ul> |  |
| Novice Students   | Intermediate Students  | Advanced Students  |  |
| Comprehend the principal message contained in various media such as illustrated texts, posters or advertisements, in familiar contexts and with text features that support meaning visually or graphically. | Interpret the message in increasingly complex texts by using background knowledge and comprehension strategies (e.g., through redundancy, restatement and paraphrasing). | Interpret the meaning of technical, informational and literary texts by using background knowledge and contextual clues.   |  |

| Common Core State Standards-ELA  | Standards for Learning Languages  |   |
|--|---|---|
| Writing  | Presentational (Writing, Speaking, Visually Representing)   |   |
| <i>Text Types and Purposes</i>   |   |   |
| 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence  | <p><b>Presentational Communication (Standard 1.3)</b><br/>Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <ul style="list-style-type: none"> <li>• Produce a variety of creative oral and written presentations (e.g. original story, personal narrative, script).</li> <li>• Retell or summarize information in narrative form, demonstrating a consideration of audience.</li> <li>• Create and give persuasive speeches and write persuasive essays.</li> <li>• Produce expository writing.</li> </ul> <p><b>Comparisons: Language (Standard 4.1)</b><br/>Demonstrate understanding of the nature of language through comparisons of the language studied and one’s own.</p> |   |
| 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  |   |   |
| Novice Students  | Intermediate Students   | Advanced Students   |
| <p>Use simple sentences on very familiar topics to write:</p> <ul style="list-style-type: none"> <li>• explanations of products and/or practices of their own culture to peers in the target culture.</li> <li>• short notes, messages and brief reports about themselves, people and things in their environment.</li> <li>• illustrated stories about activities or events in their environment.</li> <li>• charts created to identify pros and cons of an argument</li> </ul> | <p>Use strings (a series) of sentences on familiar and some unfamiliar topics to write:</p> <ul style="list-style-type: none"> <li>• explanations and comparisons of products and/or practices of their own culture to peers in the target culture.</li> <li>• stories or reports about personal experiences, or other school subjects to share with classmates and/or members of the target cultures.</li> <li>• summaries of plots and characters from selected pieces of age-appropriate literature.</li> <li>• descriptive texts</li> <li>• state an opinion</li> </ul>   | <p>Use paragraph length discourse with cohesive devices to narrate and describe across time frames to write:</p> <ul style="list-style-type: none"> <li>• analyses of expressive products of the culture from a variety of sources and genres.</li> <li>• original pieces and narratives.</li> <li>• detailed texts on a broad variety of concrete social and professional topics.</li> </ul> |



| Common Core State Standards-ELA   |  | Standards for Learning Languages  |  |   |  |
|---|--|---|--|---|--|
| Writing   |  | Presentational (Writing, Speaking, Visually Representing)   |  |   |  |
| <i>Production and Distribution of Writing</i>   |  |   |  |   |  |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience  |  | <p><b>Presentational Communication (Standard 1.3)</b><br/>Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics, knowing how, when, and why to say what to whom.</p> <ul style="list-style-type: none"> <li>• Retell or summarize information in narrative form, demonstrating a consideration of audience.</li> <li>• Self-edit written work for content, organization, and grammar.</li> </ul> |  |   |  |
| 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach   |  | <p><b>Cultures: Practices and Perspectives (Standard 2.1):</b><br/>Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.</p> <p><b>Cultures: Products and Perspectives (Standard 2.2)</b><br/>Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.</p>  |  |   |  |
| 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others   |  | <p><b>Comparisons: Language (Standard 4.1)</b><br/>Demonstrate understanding of the nature of language through comparisons of the language studied and one's own.</p> <p><b>Communities: Beyond the School Setting (Standard 5.1)</b><br/>Use the language both within and beyond the school setting.</p>   |  |   |  |
| Novice Students   |  | Intermediate Students   |  | Advanced Students   |  |
| Produce written and spoken messages such as short notes, messages, stories or reports about people and things in their environment using a variety of media, including print and digital tools. |  | Produce written and spoken messages such as reports, articles, summaries or original stories on topics related to personal interest or study<br><br>Show an increasing awareness of errors and the ability to self-edit.  |  | Produce detailed texts on a broad variety of concrete social and professional topics.<br><br>Produce analyses of expressive products of the culture from a variety of sources and genres; explain target culture texts to monolingual English |  |

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| <p>Make corrections and edit work when receiving feedback from teacher or peer.</p> | <p>Use a variety of media, including print and digital tools.</p> | <p>speakers, with appropriate interpretation of cultural nuance and cultural perspective.</p> <p>Produce original pieces and narratives.</p> <p>Demonstrate conscious efforts at self-editing.</p> <p>Use a variety of media, including print and digital tools.</p> |
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| Common Core State Standards-ELA  | Standards for Learning Languages  |
|--|---|
| Writing  | Presentational (Writing, Speaking, Visually Representing)   |
| <i>Research to Build and Present Knowledge</i>   |   |
| <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation</p>                             | <p><b>Presentational Communication (Standard 1.3)</b><br/>Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <ul style="list-style-type: none"> <li>• Expound on familiar topics and those requiring research.</li> <li>• Produce expository writing including researched reports.</li> <li>• Use reference tools, acknowledge sources and cite them appropriately.</li> <li>• Demonstrate an understanding of features of target culture communities (e.g. geographic, historical, artistic, social and/or political).</li> <li>• Demonstrate knowledge and understanding of content across disciplines.</li> </ul> |
| <p>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</p> | <p><b>Interpretive Communication (Standard 1.2)</b><br/>Understand and interpret written and spoken language on a variety of topics.</p> <p><b>Cultures: Practices and Perspectives (Standard 2.1)</b><br/>Demonstrate an understanding of the relationship between the practices and perspectives of cultures studied.</p> <p><b>Cultures: Products and Perspectives (Standard 2.2)</b><br/>Demonstrate an understanding of the relationship between the products and perspectives of cultures studied.</p>  |
| <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research</p>   | <p><b>Connections: Reinforce Other Disciplines (Standard 3.1)</b><br/>Reinforce and further knowledge of other disciplines through the target language.</p> <p><b>Connections: Acquiring New Information (Standard 3.2)</b><br/>Acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.</p> <p><b>Comparisons: Culture (Standard 4.2)</b><br/>Demonstrate understanding of the nature of culture through comparisons of the culture studied and one's own.</p>   |

| Novice Students  | Intermediate Students  | Advanced Students  |
|--|--|--|
| <p>Explain a local or global practice, product, or issue.</p> <p>Utilize one or two credible sources, skimming and scanning websites, to create surveys or complete graphic organizers</p> <p>Identify key details to support an opinion</p> | <p>Explore local and global issues to prepare summaries, or short reports utilizing digital tools</p> <p>Utilize a few sources and occasionally reference these sources accurately. Evaluate credibility and accuracy of the source.</p> <p>Investigate cultural perspectives through individual or collaborative research on products and practices</p> | <p>Summarize texts intended for native speakers to support analysis, reflection and research related to global issues while integrating cross-cultural perspectives.</p> <p>Utilize a variety of sources and reference these sources accurately, including international and domestic sources in the target language (e.g., heritage/immigrant community newspapers, radio and TV broadcasts, or websites).</p> <p>Use information from a variety of sources in the target language, including sources produced by writers in the target culture for target culture readers and listeners as well as sources produced by writers in the base culture (e.g., émigré community, for émigré readers and listeners) in order to create one’s own argument, drawing appropriately on research for evidence</p> <p>Acquire the skills to cite sources appropriately both for target culture expectations and for US cultural expectations.</p> <p>Identify and weigh relevant evidence to address globally significant researchable questions.</p> <p>Look for balance of perspectives across cultures and evaluate the reliability of different sources of target culture information</p> |

| Common Core State Standards-ELA   | Standards for Learning Languages   |   |
|---|--|---|
| Writing   | Presentational (Writing, Speaking, Visually Representing)  |   |
| <i>Range of Writing</i>   |  |   |
| 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                          | <p><b>Presentational Communication (Standard 1.3)</b><br/>Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <ul style="list-style-type: none"> <li>• Self-monitor and adjust language production.</li> <li>• Self-edit written work for content, organization, and grammar.</li> </ul> <p><b>Cultures: Practices and Perspectives (Standard 2.1)</b><br/>Demonstrate an understanding of the relationship between practices and perspectives of the cultures studied.</p> <p><b>Cultures: Products and Perspectives (Standard 2.2)</b><br/>Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.</p> |   |
| Novice Students   | Intermediate Students  | Advanced Students   |
| <p>Write using a limited range of vocabulary on previously studied topics.</p> <p>Write a response to video or text prompts.</p> <p>Research, organize and present a topic given an outline, template, or graphic source.</p> | <p>Write demonstrating a command of an expanding number of words and phrases and of a limited number of idiomatic expressions and culturally appropriate vocabulary. Begin to use outside sources to expand their vocabulary.</p> <p>Write emails, texts or other short messages.</p> <p>Work collaboratively to communicate successfully messages or research contemporary issues.</p> <p>Develop creative products.</p>  | <p>Write demonstrating control of an extensive vocabulary, including a number of idiomatic and culturally authentic expressions. Expand vocabulary by using outside sources. Use more specialized and precise terms.</p> <p>Use complex syntax and paragraph structure, and show coherence and cohesion of writing.</p> <p>Present information, concepts or ideas of global significance.</p> <p>Develop creative products.</p> |

| Common Core State Standards-ELA   | Standards for Learning Languages  |
|---|---|
| <b>Speaking and Listening</b>   | <b>Interpersonal (Speaking &amp; Listening; Reading &amp; Writing)</b>  |
| <i>Comprehension and Collaboration</i>  |   |
| <p>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</p> | <p><b>Interpersonal Communication (Standard 1.1)</b><br/>Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <ul style="list-style-type: none"> <li>• Engage in the oral exchange of ideas in formal and informal situations.</li> <li>• Elicit information and clarify meaning by using a variety of strategies.</li> <li>• State and support opinions in oral interactions.</li> <li>• Self-monitor and adjust language production.</li> <li>• Converse in ways that reflect knowledge of target culture communities (e.g., geographic, historical, artistic, social and/or political).</li> </ul> <p><b>Cultures: Practices and Perspectives (Standard 2.1)</b></p> <ul style="list-style-type: none"> <li>• Use appropriate verbal and non-verbal behavior in interpersonal communication.</li> </ul> <p><b>Cultures: Products and Perspectives (Standard 2.2)</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast artifacts, themes, ideas, and perspectives across cultures</li> </ul> <p><b>Connections: Acquiring New Information (Standard 3.2)</b></p> <ul style="list-style-type: none"> <li>• Use age-appropriate authentic sources to prepare for discussions.</li> </ul> <p><b>Comparisons: Language (Standard 4.1)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness of formal and informal language expressions in other languages and one's own.</li> </ul> <p><b>Communities: Lifelong Learning (Standard 5.2)</b></p> <ul style="list-style-type: none"> <li>• Establish and/or maintain interpersonal relations with speakers of the target language.</li> </ul> |
| <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p>   |   |
| <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</p>   |   |

| <b>Novice Students</b>  | <b>Intermediate Students</b>   | <b>Advanced Students</b>  |
|---|--|---|
| <p>During highly predictable interactions on very familiar topics, communicate by using basic statements. Communication often requires support from others to maintain the conversation and obtain comprehensibility. Demonstrate limited awareness of and imitate some culturally-appropriate behaviors.</p> <p>Share likes and dislikes in conversation with others.</p> <p>Give and follow simple instructions to participate in meaningful activities within and across cultures.</p> <p>Ask and answer questions about topics, such as family, school events, and celebrations in person or via letters, e-mail, and multimedia.</p> <p>Collaborate to solve simple real life problems.</p> <p>Interpret visual or auditory cues of the target language, such as gestures or intonation.</p> | <p>During conversations on familiar topics, express one’s own thoughts, using sentences and strings of sentences. Use increasingly culturally appropriate behaviors during interactions.</p> <p>Compare, contrast, and express preferences, opinions, and perspectives on events, experiences, and other familiar subjects.</p> <p>Give and follow directions, ask for clarification as needed to participate in interactions within and across cultures.</p> <p>Not only answer, but also ask questions; not only respond, but also initiate communication.</p> <p>Exchange information about personally meaningful events and experiences and cross-disciplinary themes.</p> <p>Collaborate to propose solutions to common real life problems.</p> | <p>During conversations and discussions on a range of topics, narrate and describe in connected discourse. Respect cultural behaviors during interactions.</p> <p>Exchange, support, and discuss opinions and individual perspectives on global issues or historical themes</p> <p>Respect cultural norms during cross-cultural interactions.</p> <p>Share analyses and personal reactions to informational and straightforward literary texts.</p> <p>Develop and propose solutions to issues and concrete problems that are common to communities near and far.</p> |

| Common Core State Standards-ELA   | Standards for Learning Languages   |  |
|---|--|--|
| Speaking and Listening  | Presentational (Writing, Speaking, Visually Representing)  |  |
| <i>Presentation of Knowledge and Ideas</i>  |  |  |
| 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  | <p><b>Presentational Communication: (Standard 1.3)</b><br/>                     Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <ul style="list-style-type: none"> <li>• Produce a variety of creative oral presentations (e.g. original story, personal narrative, speech, performance).</li> <li>• Retell or summarize information in narrative form, demonstrating a consideration of audience.</li> <li>• Create and give persuasive speeches.</li> <li>• Expound on familiar topics and those requiring research.</li> <li>• Self-monitor and adjust language production.</li> <li>• Use information about features of target culture communities (e.g. geographic, historical, artistic, social and/or political) in presentations.</li> <li>• Incorporate content across disciplines in presentations.</li> </ul> <p><b>Connections: Acquiring information (Standard 3.2)</b></p> <ul style="list-style-type: none"> <li>• Use age-appropriate authentic sources to prepare for discussions.</li> </ul> |  |
| 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   |  |  |
| Novice Students   | Intermediate Students  | Advanced Students  |
| <p>Communicate one’s message when presenting rehearsed material on familiar topics.</p> <p>Present with a variety of media, including digital media or visual displays, short oral messages or reports about familiar people, places, things or events, in their community.</p> <p>Develop a simple presentation on familiar topics keeping audience, context, and purpose in mind.</p> | <p>Express one’s own thoughts with sufficient accuracy that sympathetic listeners understand most of what is presented.</p> <p>Prepare messages and reports using digital media and visual displays on topics of interest to others in communities near and far.</p> <p>Develop a presentation on an academic or cultural topic keeping audience, context, and purpose in mind.</p>  | <p>Report, narrate, and describe with a high degree of facility when making oral presentations on familiar and well researched topics.</p> <p>Express one’s own thoughts with sufficient accuracy that all target culture listeners understand.</p> <p>Present a synthesis of research on a current event from the perspective of both U.S. and target cultures using digital media and visual displays.</p> <p>Develop an extended presentation on an academic, cultural, or career topic keeping audience, context, purpose in mind.</p> |



| Common Core State Standards-ELA   | Standards for Learning Languages   |
|---|--|
| <b>Language</b>   |  |
| <i>Conventions of Standard English</i>  | <p>This section reflects the “weave element” known as <b>Language System</b> of the National Standards for Learning Languages. It comprises the level at which the students are able to communicate with a certain degree of accuracy. The specific elements of the language system vary by language as some have different writing systems and others have complex grammatical structures. Each proficiency range has accuracy expectations that depend upon the learner’s need to manipulate language. For example, a novice learner may have accurate utterances because the material is mostly memorized but when the learner begins to create with language, the level of accuracy may decrease.</p> <p>The goal area of <b>Comparisons</b> also specifically addresses the <b>Language</b> strand of the <i>Common Core State Standards</i>. Research demonstrates that as students come to understand how language works through their learning of a second or third language, their understanding of and attention to language conventions and functions expands and has an impact on applications in their first language. Through learning a second or third language, students also acquire vocabulary that will unlock the meaning of related cognates in their first language, expanding their first language vocabulary.</p> |
| 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  |  |
| <i>Knowledge of Language</i>  |  |
| 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   |  |
| <i>Vocabulary Acquisition and Use</i>   |  |
| 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 |  |