



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



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 *World-Readiness 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 goal 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. This document demonstrates the alignment between the *Common Core State Standards* and the *World-Readiness Standards for Learning Languages* by paralleling the two documents in tables. It goes further to include the performance descriptors and sample progress indicators from the *World-Readiness Standards for Learning Languages* to illustrate language classroom applications of these standards by proficiency level.

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 *World-Readiness 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 *World-Readiness 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

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Access this document online: <https://www.actfl.org/news/reports/alignment-the-national-standards-learning-languages-the-common-core-state-standards>

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

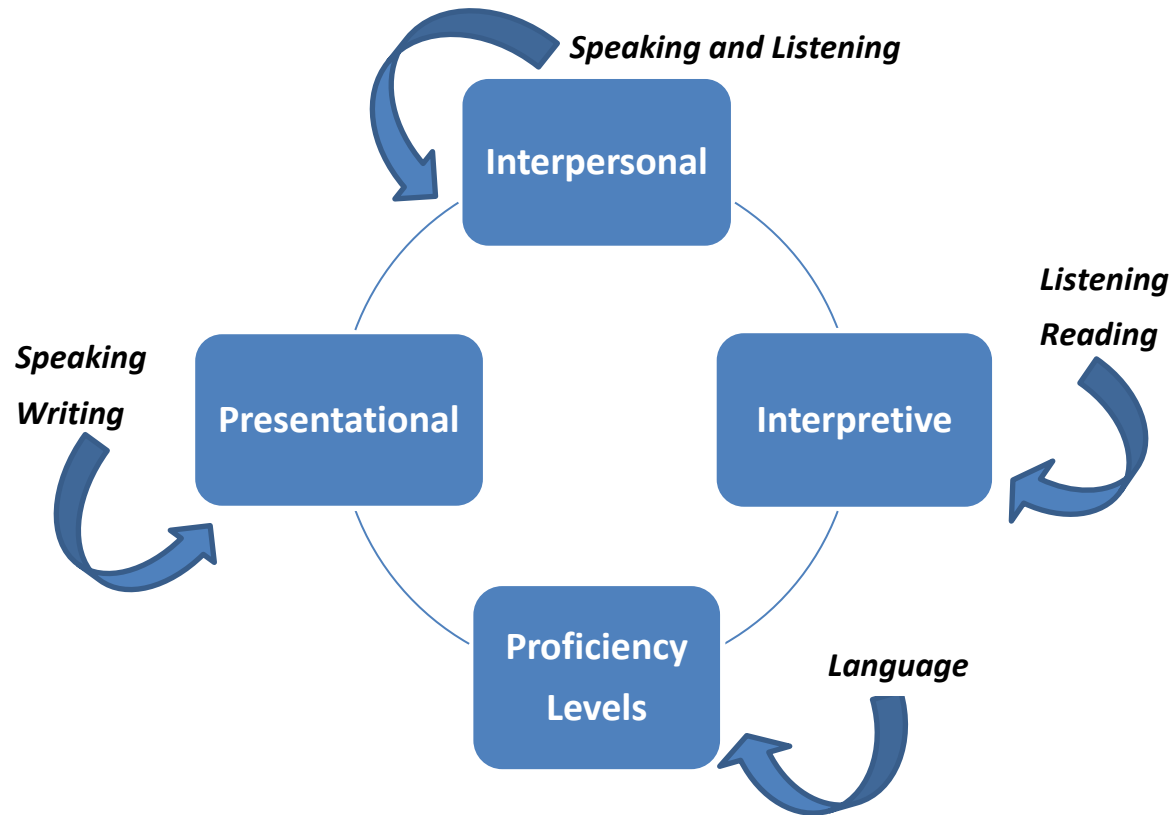
- Reading
- Writing
- Speaking and Listening
- Language

World-Readiness Standards for Learning Languages
Three Modes of Communication

- Interpersonal
- Interpretive
- Presentational

ACTFL Proficiency Guidelines

- Novice
- Intermediate
- Advanced



Common Core State Standards-ELA	World-Readiness 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>Interpretive Communication</p> <ul style="list-style-type: none"> Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Cultures: Relating Cultural Practices to Perspectives</p> <ul style="list-style-type: none"> Use the language to investigate, explain, and reflect on the relationship between practices and perspectives of the cultures studied. <p>Cultures: Relating Cultural Products to Perspectives</p> <ul style="list-style-type: none"> Use the language to investigate, explain, and reflect on the relationship between products and perspectives of the cultures studied. <p>Connections: Acquiring Information and Diverse Perspectives</p> <ul style="list-style-type: none"> Access and evaluate information and diverse perspectives that are available through the language and its cultures. 	
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		
<i>Classroom Applications</i>		
Novice Students	Intermediate Students	Advanced Students
<p>List key actions from developmentally appropriate narratives such as personal anecdotes, familiar fairy tales, and narratives based on familiar themes (p. 57).</p> <p>Report out on the content of brief, written messages and short personal notes on familiar topics such as family, school events, and celebrations (p. 58).</p> <p>Identify the principal message contained in various media such as illustrated texts, posters, or advertisements (p. 58).</p>	<p>Locate key information from announcements and messages connected to daily activities in the target culture (p. 58).</p> <p>Describe the main themes and significant details on topics from other subjects and products of the cultures as found in newspapers, magazines, websites, or other printed sources for target language audiences (p. 58).</p> <p>Identify the principal characters and discuss the main ideas and themes in selected literary texts (p. 58).</p>	<p>Discuss the main ideas and significant details of discussions, lectures, and presentations on current or past events from the target culture or that are being studied in another class (p. 58).</p> <p>Summarize the principal elements of non-fiction articles in newspapers, magazines, and websites on topics of current and historical importance to members of the target culture (p. 58).</p> <p>Analyze the main plot, subplot, characters, their descriptions, roles, and significance in authentic literary texts (p. 58).</p>

<p>Read short poems, stories, or plays from the target culture, identifying the author and country of origin (p. 77).</p> <p>Interpret the main idea(s) from infographics, news reports, and websites (p. 86).</p>	<p>Use knowledge acquired in other settings and from other subject areas to comprehend spoken and written messages in the target language (p. 58).</p> <p>Read or listen to expressive products of the culture and explain the origin and importance of the products in today's culture (p. 77).</p> <p>Research how a major figure from history, science, or the arts is described in the target language and use it to expand what they already know (p. 87).</p>	<p>Identify, discuss, and analyze the role and importance of cultural products found in literature (p. 78).</p> <p>Read a piece of literature in the target language and analyze the universality of the message (pg. 88).</p>
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Common Core State Standards-ELA		World-Readiness 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>Interpretive Communication</p> <ul style="list-style-type: none"> Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Cultures: Relating Cultural Practices to Perspectives</p> <ul style="list-style-type: none"> Use the language to investigate, explain, and reflect on the relationship between practices and perspectives of the cultures studied. <p>Cultures: Relating Cultural Products to Perspectives</p> <ul style="list-style-type: none"> Use the language to investigate, explain, and reflect on the relationship between products and perspectives of the cultures studied. <p>Connections: Making Connections</p> <ul style="list-style-type: none"> Build, reinforce, and expand knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. <p>Comparisons: Language</p> <ul style="list-style-type: none"> Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. <p>Comparisons: Cultures</p> <ul style="list-style-type: none"> Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. 		
<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>			
<i>Classroom Applications</i>			
Novice Students	Intermediate Students	Advanced Students	
<p>Identify the principal message contained in various media such as illustrated texts, posters, or advertisements (p. 58).</p>	<p>Describe the main themes and significant details on topics from other subjects and products of the cultures as found in newspapers, magazines,</p>	<p>Compare and contrast cultural nuances of meaning in written and spoken language as expressed by speakers of the target language in formal and informal settings (p. 58).</p>	

<p>Identify people and objects in their environment or from other school subjects, based on oral and written descriptions (p. 57).</p> <p>Identify the purpose of products in the target culture (p. 77).</p> <p>Read stories from the target culture and compare them to familiar stories from the same genre (p. 83).</p> <p>Compare word order in items such as the date and placement of descriptors (p. 92).</p> <p>Compare and contrast intangible products (e.g., rhymes, songs, folktales) of the target language and their own (p. 95).</p>	<p>websites, or other printed sources for target language audiences (p. 58).</p> <p>Experience expressive products of the culture and explain the origin and importance of these products in today’s culture (p. 77).</p> <p>Seek out articles or multimedia in the target language on topics being studied in other classes and enter notes on main ideas in a journal (p. 84).</p> <p>Read, view, compare, and classify different text types and genres (with an emphasis on interpreting content and form) (p. 85).</p> <p>Compare how different time frames are expressed in the target language and their native language and describe the shades of meaning expressed by such differences (p. 93).</p> <p>Compare and contrast authentic materials (e.g. creative works, news, social media) from the target cultures and their own to identify and analyze practices and perspectives of the target cultures and their own (p. 97).</p>	<p>Describe cultural nuances of meaning in expressive products of the culture, including various literary genres (p. 58).</p> <p>Create cultural triangles connecting products to associated practices and giving evidence-based insights to the cultural perspectives (p. 78).</p> <p>Identify and analyze characteristics of different text types and genres (p. 85).</p> <p>Analyze elements of the target language, such as time and tense, and comparable linguistic elements in English, and conjecture about how languages use forms to express time and tense relationships (p. 94).</p> <p>Identify, analyze, and discuss tangible and intangible products and their use in the target cultures and their own, as represented in authentic materials (e.g., literary texts, new stories) (p. 97).</p> <p>Report on the relationship between word order and meaning and hypothesize on how this may or may not reflect the ways in which cultures organize information and view the world (p. 94).</p>
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Common Core State Standards-ELA		World-Readiness 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>Interpretive Communication</p> <ul style="list-style-type: none"> Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Cultures: Relating Cultural Practices to Perspectives</p> <ul style="list-style-type: none"> Use the language to investigate, explain, and reflect on the relationship between practices and perspectives of the cultures studied. <p>Cultures: Relating Cultural Products to Perspectives</p> <ul style="list-style-type: none"> Use the language to investigate, explain, and reflect on the relationship between products and perspectives of the cultures studied. <p>Connections: Making Connections</p> <ul style="list-style-type: none"> Build, reinforce, and expand knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. <p>Comparisons: Cultures</p> <ul style="list-style-type: none"> Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>Communities: School and Global Communities</p> <ul style="list-style-type: none"> Use the language both within beyond the classroom to interact and collaborate in their community and the globalized world. 		
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			
<i>Classroom Applications</i>			
Novice Students	Intermediate Students	Advanced Students	
Identify people and objects in their environment or from other school subjects, based on oral and written descriptions (p. 57).	Relate the main themes and significant details on topics from other subjects and products of the cultures newspapers, magazines, websites, or other	Describe cultural nuances of meaning in expressive products of the culture, including selections from various literary genres and the visual arts (p. 58).	

<p>Use knowledge from social studies and English language arts to present short biographical sketches of people from the past and present who have had a positive influence locally and/or globally (p. 83).</p> <p>Read and view different text types and genres with an emphasis on interpreting content (p. 84).</p> <p>Identify and discuss similarities and differences in themes and techniques in creative works from the target cultures and their own (p. 96).</p> <p>Conduct online research on a cultural event or school topic (p. 102).</p>	<p>printed sources for target language audiences (p. 58).</p> <p>Use knowledge acquired in other settings and from other subject areas to comprehend spoken and written messages in the target languages (p. 58).</p> <p>Seek out articles or multimedia in the target language on topics being studied in other classes and enter notes on main ideas in a journal (p. 84).</p> <p>Hypothesize about the relationship between cultural perspectives and expressive products (e.g. forms of literature) by analyzing selected products from the target cultures and their own (p. 96).</p> <p>Discuss topics of personal interest through interpersonal written exchanges with speakers of the target language and/or students in other classes (p. 104).</p>	<p>Explore, discuss, and debate topics from other academic subjects, including political and historical concepts, worldwide health issues, and environmental concerns (p. 85).</p> <p>Identify, analyze, and discuss tangible and intangible products and their use in the target cultures and their own, as represented in authentic materials (e.g., literary texts, new stories) (p. 78).</p> <p>Conduct research in the target language or assist in the translation of resources for the benefit of a community organization (p. 105).</p>
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Common Core State Standards-ELA	World-Readiness 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>Interpretive Communication</p> <ul style="list-style-type: none"> Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Comparisons: Cultures</p> <ul style="list-style-type: none"> Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>Communities: School and Global Communities</p> <ul style="list-style-type: none"> Use the language both within beyond the classroom to interact and collaborate in their community and the globalized world. 	
<i>Classroom Applications</i>		
Novice Students	Intermediate Students	Advanced Students
<p>List key actions from developmentally appropriate narratives such as personal anecdotes, familiar fairy tales, and narratives based on familiar themes (p. 57).</p> <p>Identify and discuss similarities and differences in themes and techniques in creative works from the target cultures and their own (p. 96).</p> <p>Communicate on a personal level with speakers of the language via email or instant messaging (p. 103).</p>	<p>Locate key information from announcements and messages connected to daily activities in the target cultures (p. 58).</p> <p>Identify the principal characters and discuss the main ideas and themes in literary texts (p. 58).</p> <p>Compare and contrast authentic materials (e.g. creative works, news, social media) from the target cultures and their own to identify and analyze practices and perspectives of the target cultures and their own (p. 97).</p> <p>Solicit, read, and organize information from a speaker of the target language about a cultural event or a topic of interest (p. 104).</p>	<p>Analyze the main plot, subplot, characters, their descriptions, roles, and significance in authentic literary texts (p. 58).</p> <p>Describe cultural nuances of meaning in expressive products of the culture, including selections from various literary genres and the visual arts (p. 58).</p> <p>Use community resources in addition to library and online resources to research a topic related to culture and/or language study (p. 105).</p>

Common Core State Standards-ELA	World-Readiness 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>Presentational Communication</p> <ul style="list-style-type: none"> 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. <p>Comparisons: Language</p> <ul style="list-style-type: none"> Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. 	
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		
<i>Classroom Applications</i>		
Novice Students	Intermediate Students	Advanced Students
<p>Communicate information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized (p. 60).</p> <p>Write reports about people and things in their school environment and post the information for a partner language class either locally or abroad (p. 65).</p> <p>Observe and compare idiomatic expressions in the language they are learning and their own (p. 93).</p>	<p>Communicate information and express thoughts about familiar topics using sentences and series of sentences (p. 60).</p> <p>Prepare a written summary of the plot and characters in selected pieces of age-appropriate literature (p. 65).</p> <p>Compare syntax functions (e.g. word order and inflections) to express meaning in the target language and in English (p. 93).</p>	<p>Communicate information and express self with detail and organization on familiar and some new concrete topics using paragraphs (p. 60).</p> <p>Create stories and poems based on personal experiences and exposure to themes, ideas, and perspectives from the target culture (p. 65).</p> <p>Write a letter or article describing and analyzing an issue for a student publication (p. 65).</p> <p>Report on the relationship between word order and meaning and hypothesize on how this may or may</p>

		not reflect the ways in which cultures organize information and view the world (p. 94).
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Common Core State Standards-ELA		World-Readiness Standards for Learning Languages	
Writing		Presentational (Writing, Speaking, Visually Representing)	
<i>Production and Distribution of Writing</i>			
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>	<p>Presentational Communication</p> <ul style="list-style-type: none"> 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. <p>Cultures: Relating Cultural Practices to Perspectives</p> <ul style="list-style-type: none"> Use the language to investigate, explain, and reflect on the relationship between practices and perspectives of the cultures studied. <p>Cultures: Relating Cultural Products to Perspectives</p> <ul style="list-style-type: none"> Use the language to investigate, explain, and reflect on the relationship between products and perspectives of the cultures studied. <p>Comparisons: Language</p> <ul style="list-style-type: none"> Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. <p>Communities: School and Global Communities</p> <ul style="list-style-type: none"> Use the language both within beyond the classroom to interact and collaborate in their community and the globalized world. 		
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p>			
<p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p>			
<i>Classroom Applications</i>			
Novice Students	Intermediate Students	Advanced Students	
<p>Write lists and memorized phrases on familiar topics (p. 63).</p> <p>Create a poster to share with the school community (p. 65).</p>	<p>Write on a wide variety of familiar topics using connected sentences (p. 63).</p> <p>Create a brochure that highlights things to see and do in the community for visitors from the target culture (p. 65).</p>	<p>Write on a wide variety of general interest, professional, and academic topics in a well-organized, detailed way in various time frames (p. 64).</p>	

<p>Create simple cultural triangles connecting practices to associated products and perspectives (p. 73).</p> <p>Report differences and similarities between the writing systems of their own language and the language being learned (p. 93).</p> <p>Write short texts intended for a specific audience in collaboration with other students in class (p. 103).</p>	<p>Explore, analyze, and present to others how (and why) common cultural practices and procedures are carried out (p. 75).</p> <p>Identify and compare language appropriate to specific social groups and situations in the language they are learning and their own (p. 93).</p> <p>Write and illustrate stories to present to others (p. 104).</p>	<p>Summarize the content of an article or documentary intended for native speakers for a school or local publication or blog (p. 65).</p> <p>Prepare written presentations with attention to the cultural background of the audience (p. 75).</p> <p>Identify, compare, and analyze sociolinguistic patterns in the language they are learning and their own by conducting online and library research (p. 94).</p> <p>Communicate in writing with members of the other culture regarding topics of personal interest, community issues, or world concern (p. 104).</p>
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Common Core State Standards-ELA		World-Readiness 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>Presentational Communication</p> <ul style="list-style-type: none"> 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. <p>Interpretive Communication</p> <ul style="list-style-type: none"> Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Cultures: Relating Cultural Practices to Perspectives</p> <ul style="list-style-type: none"> Use the language to investigate, explain, and reflect on the relationship between practices and perspectives of the cultures studied. <p>Cultures: Relating Cultural Products to Perspectives</p> <ul style="list-style-type: none"> Use the language to investigate, explain, and reflect on the relationship between products and perspectives of the cultures studied. <p>Connections: Making Connections</p> <ul style="list-style-type: none"> Build, reinforce, and expand knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. 		
<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>Connections: Acquiring Information and Diverse Perspectives</p> <ul style="list-style-type: none"> Access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>Comparisons: Cultures</p> <ul style="list-style-type: none"> Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. 		
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research</p>			
<i>Classroom Applications</i>			
Novice Students	Intermediate Students	Advanced Students	

<p>Write basic information about things they have learned (p. 63).</p> <p>Prepare illustrated stories about activities or events in their environment and share these stories with an audience in the school or community or post them to a website (p. 64).</p> <p>Report out the content of brief, written messages on familiar topics (p. 58).</p> <p>Identify, describe, and compare/contrast products and their use in the target cultures and their own (p. 77).</p> <p>Identify, label, describe, and compare items in the target language on charts and visuals used as instructional materials in other content areas (p. 84).</p> <p>Explore instructional websites and materials create for speakers of the target language and identify the subject areas and topics (p. 87).</p>	<p>Write on topics related to school, work, and community in a generally organized way (p. 63).</p> <p>Prepare stories or brief written reports about personal experiences, events, or other school subjects to share with classmates and/or other members of the target cultures (p. 65).</p> <p>Restate information from short articles and postings (p. 58).</p> <p>Search for, identify, and investigate the function of products of the culture studied compared to their function within the learners' homes and communities (p. 78).</p> <p>Research and report on contributions of the cultures that use the target language to science, medicine, and government (p. 84).</p> <p>Compare news articles from countries where the target language is spoken (p. 87).</p>	<p>Write on general interest, academic, and professional topics in an organized, detailed way in various time frames (p. 63).</p> <p>Write a news article or critique on a topic from another discipline such as world history, geography, the arts, or mathematics (p. 65).</p> <p>Prepare a research-based analysis of a current event from the perspective of both the United States and target cultures (p. 65).</p> <p>Summarize the principal elements of non-fiction articles in newspapers, magazines, and websites on topics of current and historical importance to members of the target culture (p. 58).</p> <p>Identify, examine, and analyze the relationship between cultural products, practices, and perspectives in the target cultures and their own by conducting research, observations, and interviews (p. 78).</p> <p>Analyze information on a topic studied in other classes by conducting online library research, observations, and interviews (p. 85).</p>
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Common Core State Standards-ELA		World-Readiness Standards for Learning Languages	
Writing		Presentational (Writing, Speaking, Visually Representing)	
<i>Range of Writing</i>			
<p>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>		<p>Presentational Communication</p> <ul style="list-style-type: none"> 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. <p>Cultures: Relating Cultural Practices to Perspectives</p> <ul style="list-style-type: none"> Use the language to investigate, explain, and reflect on the relationship between practices and perspectives of the cultures studied. <p>Cultures: Relating Cultural Products to Perspectives</p> <ul style="list-style-type: none"> Use the language to investigate, explain, and reflect on the relationship between products and perspectives of the cultures studied. 	
<i>Classroom Applications</i>			
Novice Students	Intermediate Students		Advanced Students
<p>Write information about their daily life in a letter, blog, discussion board, or email message (p. 63).</p> <p>Write reports about people and things in their school environment and post the information for a partner language class either locally or abroad (p. 65).</p> <p>Create cultural triangles and describe the connections of products to associated practices and perspectives (p. 77).</p>	<p>Write well-organized texts for a variety of academic, professional, and general interest purposes (P. 64).</p> <p>Prepare stories about personal experiences, events, or other school subjects to share with classmates and/or members of target cultures (p. 65).</p> <p>Begin to adjust language, behaviors, and messages to acknowledge audiences with different cultural backgrounds (p. 75).</p>		<p>Write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise (p. 64).</p> <p>Prepare a research-based analysis of a current event from the perspectives of both the United States and target cultures (p. 65).</p> <p>Prepare written presentations with attention to the cultural background of the audience (p. 75).</p>

Common Core State Standards-ELA		World-Readiness Standards for Learning Languages	
Speaking and Listening		Interpersonal (Speaking & Listening; Reading & Writing)	
<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>Interpersonal Communication</p> <ul style="list-style-type: none"> Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. <p>Cultures: Relating Cultural Practices to Perspectives</p> <ul style="list-style-type: none"> Use the language to investigate, explain, and reflect on the relationship between practices and perspectives of the cultures studied. <p>Cultures: Relating Cultural Products to Perspectives</p> <p>Use the language to investigate, explain, and reflect on the relationship between products and perspectives of the cultures studied.</p> <p>Connections: Acquiring Information and Diverse Perspectives</p> <ul style="list-style-type: none"> Access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>Comparisons: Language</p> <ul style="list-style-type: none"> Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. <p>Communities: Lifelong Learning</p> <ul style="list-style-type: none"> Set goals and reflect on progress in using languages for enjoyment, enrichment, and advancement. 		
<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>			
<i>Classroom Applications</i>			
Novice Students	Intermediate Students	Advanced Students	
<p>Express self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized (p. 51).</p>	<p>Express self and participate in conversations on familiar topics using sentences and series of sentences (p. 51).</p> <p>Acquire goods, services, or information orally and/or in writing (p. 54).</p>	<p>Express self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics (p. 51).</p>	

<p>Exchange descriptions of people and tangible products of the culture such as toys, clothing, types of dwellings, and foods with classmates (p. 54).</p> <p>Identify and discuss types of artwork, crafts, or graphic representations enjoyed or made by their peer group within the target culture (p. 76).</p> <p>Discuss short texts and videos from the target culture (p. 87).</p> <p>Observe formal and informal forms of language in greetings and leave-takings and try out new expressions of politeness in other languages and their own (p.92).</p> <p>Exchange information about topics of personal interest (p. 106).</p>	<p>Experience and analyze expressive products of the culture and explain the importance of these products in today’s culture (p. 77).</p> <p>Find, compare, and discuss coverage of current events in the target culture and in the United States (p. 88).</p> <p>Identify and use borrowed words and cognates in the language they are learning and their own, and hypothesize about their origins (p. 93).</p> <p>Seek out and interact with speakers of the language who share similar hobbies, goals and interests, in face-to-face or virtual settings (p. 108).</p>	<p>Discuss, orally or in writing, current or past events that are of significance in the target culture or that are being studied in another subject (p. 54).</p> <p>Identify, analyze, and discuss tangible and intangible products and their use as represented in authentic materials (p. 78).</p> <p>Research and debate global issues as represented in target language new sources with different political slants (p. 88).</p> <p>Report on the relationship between word order and meaning and hypothesize on how this may or may not reflect the ways in which cultures organize information and view the world (p. 97).</p> <p>Establish and/or maintain interpersonal relations with speakers of the language (p. 109).</p>
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Common Core State Standards-ELA		World-Readiness 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>Presentational Communication</p> <ul style="list-style-type: none"> 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. <p>Connections: Acquiring Information and Diverse Perspectives</p> <ul style="list-style-type: none"> Access and evaluate information and diverse perspectives that are available through the language and its cultures. 		
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			
Classroom Applications			
Novice Students	Intermediate Students	Advanced Students	
<p>Present basic information on familiar topics using language they have practiced using phrases and simple sentences (p. 61).</p> <p>Dramatize and video songs, short anecdotes, or poetry commonly known by peers in the target culture and post them to the school website or to a video sharing website (p. 64).</p>	<p>Make presentations on a wide variety of familiar topics using connected sentences (p. 61).</p> <p>Dramatize short plays, original skits, recite selected poems and anecdotes, and perform songs in the language for a school-related event such as a board meeting or PTA meeting or campus festival (p. 65).</p>	<p>Deliver well-organized presentations on concrete social, academic, and professional topics with detail and in various time frames (p. 62).</p> <p>Perform scenes from a play and/or recite poems or excerpts from short stories commonly read by speakers of the target language (p. 65).</p> <p>Design a video production that analyzes expressive products of the culture, from literary genres or the fine arts (p. 65).</p>	

<p>Draw or produce a video ad about products and/or practices of their own culture to peers in the target culture (p. 65).</p> <p>Discuss short texts and videos from the target culture (p. 87).</p>	<p>Create and narrate a PowerPoint presentation on a current global concern (p. 65).</p> <p>Present on an internationally known figure from history, science, or the arts using target language resources (p. 90).</p>	<p>Compare, analyze, and present on how and why advertisements for the same product differ in the target culture and the United States (p. 88).</p>
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Common Core State Standards-ELA	World-Readiness Standards for Learning Languages
Language	
<i>Conventions of Standard English</i>	<p>This section reflects the “weave element” known as Language System of the World-Readiness 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 Comparisons also specifically addresses the Language 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	