This document is designed to help North Carolina educators teach the Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

World Languages ● Unpacked Content for Dual & Heritage Language Programs – Dual Language/Immersion

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

What is the purpose of this document?
To increase student achievement by ensuring educators understand what a student must know and be able to do, as expressed in the Essential Standards and their Clarifying Objectives.

What is in this document? What is "unpacked" content?
Descriptions of what each standard means a student will know and be able to do by the end of the program or course. The "unpacking" of the standards done in this document is an effort to answer a simple question "What does this mean that a student must know and be able to do?" An explanation of each Essential Standard is followed by its Clarifying Objectives, which are organized by year or course in a program. The goal is to provide a document that can be used in professional development, and create pacing guides, plan classroom curriculum, etc. Specific program and language notes are included in this document, but additional information, such as a detailed description of each program's exit proficiency expectations and Assessment Prototypes for various programs and languages, will be shared in future documents.

How do I send feedback?
We intend the explanations and examples in this document to be helpful. However, we know that as this document is used, teachers and administrators will find ways in which the unpacking can be improved and made even more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Where are the standards alone and the other supporting documents? The *World Language Essential Standards* are posted online at http://www.ncpublicschools.org/acre/standards/phase2/ and http://seclang.ncwiseowl.org/curriculum___instruction/essential_standards/. The standards were approved by the State Board of Education (SBE) in September 2010 and are scheduled to be implemented during the 2012-13 school year. Supporting documents and resources, such as the *World Language Essential Standards Crosswalk*, additional components of the Instructional Toolkit, professional development materials, etc., will be posted online as they become available.

There are five *World Languages* Unpacked Content documents, and they are arranged by program in this manner:
- Classical Language Programs (formerly Latin, but now expanded to include Ancient Greek and classical studies).
- Dual & Heritage Language Programs: Dual Language/Immersion, according to gradespans of K-2, 3-5, 6-8, and 9-12.
- Dual & Heritage Language Programs: Heritage Language (formerly Spanish for Native Speakers, but now expanded to include any language being taught this way, such as Chinese for Native Speakers, French for Native Speakers, etc.).
- Modern Language Programs: FLES/Early Start & Middle School.
- Modern Language Programs: High School Credit Courses Levels I-VIII, with details for alphabetic, logographic, and visual languages.

Dual & Heritage Languages – Dual Language/Immersion ● **Unpacked Content**

The intent of the *World Language Essential Standards* is to support the North Carolina State Board of Education (SBE) guiding mission:
Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

The SBE's first [Future-Ready Students for the 21st Century](#) goal states that, "every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st Century environment, **including a mastery of languages**, an appreciation of the arts, and competencies in the use of technology." The SBE incorporated 17 future-ready skills necessary for every graduate in these goals, including multilingualism and being a knowledgeable global citizen. Thus, all students need to build proficiency in languages other than English and have wide-ranging knowledge of cultures from around the world.

The North Carolina *World Language Essential Standards* provide an articulated K-12 proficiency-based framework for each of the world language programs in the public schools: **Classical Language Programs**, **Dual & Heritage Language Programs**, and **Modern Language Programs**.

There are four Essential Standards (ES), with 2-5 Clarifying Objectives (CO) for each ES within a proficiency level, which are arranged by Strands.

Essential Standards (ES) are the "need to know" standards that provide curricular focus on big, conceptual ideas and enduring understandings. For World Languages, the ES are the three communication modes (Interpersonal, Interpretive, and Presentational) and culture, which parallel the national standards of Communication and Culture.

Clarifying Objectives (CO) are learning objectives, not activities, that elaborate further on the ES, provide details about the learning that will take place, and serve as the basis for assessment.

Strands organize the ES and encompass the other three national standards: Comparisons, Connections, and Communities. Our strands are:

Connections to Language & Literacy – CLL (Comparisons) - helps students develop a greater understanding and insight into the nature of language and culture, including their native or first language. These comparisons, along with the three communication modes, blend together to focus students on language and literacy.

Connections to Other Disciplines – COD (Connections) – involves students in making connections with other academic disciplines, formally and informally, particularly with the language arts (reading, writing, speaking, listening), but also with math, social studies, the arts, health, physical education, science, career and technical skills, and technology.

Communities – CMT (Communities) – prepares students to access knowledge and information from other communities and use that information to work and learn with people from diverse backgrounds.

The COs are identified using a uniform labeling system with four parts:

abbreviation of the proficiency level	*3-letter Strand code*	*ES number*	*CO number*
NL – Novice Low	CLL – Connections to Language & Literacy	3	1
NL.CLL.3.1			
NL.CLL.3.1 Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things.			

The label in the example above shows it is at the Novice Low (NL) proficiency level, in the Connections to Language & Literacy (CLL) Strand, from Essential Standard #3 (Presentational Communication Mode), and indicates that it is the first Clarifying Objective in that set.

In future documents, Assessment Prototypes (AP), sample activities or prototypical performance assessments, will be shared and will include classroom strategies that address differentiation, needs of students with disabilities, etc. Publications like the *Dual Language/Immersion Implementation Guide*, which is in progress, and the *K-5 Dual Language Standards* from 2008 will be updated and aligned with the *World Language Essential Standards*. These documents will also provide APs that increase the specificity of the CO and provide evidence of the learning taking place. They can be thought of as example assignments or tasks that could be given to students to show mastery. Some APs could be used in any world language program, while others will be specific to a program or a language. APs can be formative, benchmark or summative in nature, and include evaluation criteria.

Proficiency Outcome Expectations in the World Language Essential Standards
Mastering a language requires developing competency or proficiency in communication skills. The proficiency level achieved is directly linked to the amount of time spent learning the language. There are a number of ways that students might advance their proficiency level in a language skill, including:
- practicing with native speakers,
- taking a language course measured in instructional hours,
- traveling, living, or studying abroad,
- interacting with others learning the language, in a virtual or traditional classroom,
- participating in intensive study programs,
- and many other possibilities.

Proficiency Outcome Expectations, or exit proficiency expectations as they are called in the *World Language Essential Standards* document, are included for each program and are sometimes differentiated based on the model being used or the language being learned. These expectations are a

guide to focus classroom instruction on measurable student outcomes at the end of a course or gradespan and will also assist with placement of students who have acquired language proficiency outside of the classroom environment. These expectations are based on research conducted around the globe. Expertise from the field and various organizations, such as the Title VI language resource centers, was used to set challenging, yet reasonable, expectations for proficiency-based language learning in North Carolina.

The proficiency outcome expectations on the next page were compiled based on the best information available in order to establish measurable student outcomes. Using multiple measures of proficiency within a comprehensive, balanced assessment system enables students, teachers, administrators, parents, and other stakeholders to show annual student progress in world language programs. However, as the *World Language Essential Standards* are implemented and program outcome data is collected, the proficiency expectations may need to be adjusted in future revisions.

The most efficient way to measure proficiency is to use a proficiency scale. The American Council on the Teaching of Foreign Languages (ACTFL) has established a national proficiency scale which currently has 10 levels of proficiency:

1. Novice Low (NL)	4. Intermediate Low (IL)	7. Advanced Low (AL)	10. Superior (S)
2. Novice Mid (NM)	5. Intermediate Mid (IM)	8. Advanced Mid (AM)	* Distinguished
3. Novice High (NH)	6. Intermediate High (IH)	9. Advanced High (AH)	* Native

* Two higher levels may be added at the upper end of the ACTFL scale in the near future, so they are included here, but they do not currently have accompanying descriptions.

Dual Language/Immersion Exit Proficiency Expectations for Alphabetic Languages, such as Cherokee, French, German, Greek, Spanish, etc.

Gradespan and → Exit level for assessment ↓MODE & Skill	K-2 → 2nd grade	3-5 → 5th grade	6-8 → 8th grade	9-12 → 12th grade
INTERPRETIVE Listening	Novice High	Intermediate Low-Mid	Intermediate Mid-High	Advanced Low-Mid
INTERPRETIVE Reading	Novice High	Intermediate Low-Mid	Intermediate Mid-High	Advanced Low-Mid
INTERPERSONAL Person-to-Person	Novice High	Intermediate Low-Mid	Intermediate Mid-High	Intermediate High-Advanced Mid
PRESENTATIONAL Speaking	Novice Mid	Intermediate Low-Mid	Intermediate Mid-High	Advanced Low-Mid
PRESENTATIONAL Writing	Novice Mid	Intermediate Low-Mid	Intermediate Mid-High	Advanced Low-Mid

Dual Language/Immersion Exit Proficiency Expectations for Logographic Languages, such as Mandarin Chinese, Japanese, etc.

Gradespan and → Exit level for assessment ↓MODE & Skill	K-2 → 2nd grade	3-5 → 5th grade	6-8 → 8th grade	9-12 → 12th grade
INTERPRETIVE Listening	Novice High	Intermediate Low-Mid	Intermediate Mid-High	Advanced Low- Mid
INTERPRETIVE Reading	Novice Mid	Novice High-Intermediate Low	Intermediate Low-Mid	Intermediate High-Advanced Low
INTERPERSONAL Person-to-Person	Novice High	Intermediate Low-Mid	Intermediate Mid-High	Intermediate High-Advanced Low
PRESENTATIONAL Speaking	Novice High	Intermediate Low-Mid	Intermediate Mid-High	Advanced Low-Mid
PRESENTATIONAL Writing	Novice Mid	Novice High-Intermediate Low	Intermediate Low-Mid	Intermediate High-Advanced Low

The writers and reviewers of the *World Language Essential Standards*, as well as the stakeholders who provided feedback on the drafts, agreed that K-12 World Language program proficiency expectations should extend through Advanced Mid (AM). Program proficiency expectations, or student outcomes, for the programs and courses are designed to be challenging, yet reasonable, goals for the K-12 group of language learners, with the knowledge that some students will go beyond those expectations or outcomes.

In the ACTFL *K-12 Performance and Proficiency Guidelines*, each proficiency level has a description of what students can do with language at each level and with each skill. Skills progress at different levels, due to a number of factors, like student motivation, continuity and quality of instruction, informal exposure to the language through travel abroad, accessing online resources for individual practice, etc. World language programs across the state, and within districts and individual schools, take many forms and are offered at different points in the K-12 continuum, which allows students to study multiple world languages. Some programs start in elementary or middle school, while others begin at the high school, so there are multiple entry points. In order to account for these variations and embed multiple entry points, it was decided that the *World Language Essential Standards* would be organized by proficiency level, rather than by grade level.

Dual & Heritage Language programs include dual language/immersion programs where students are taught academic content in two languages, English and the target language, as well as Spanish for Native Speaker or other heritage languages taught to native speakers. Dual language/immersion students master subject content from other disciplines, using the target language or both languages, and become bilingual and biliterate as a result, which supports the North Carolina State Board of Education's goals for Future-Ready Students for the 21st Century to be competitive in an international economy by being multilingual, knowledgeable global citizens.

Research shows that students in dual language/immersion programs:
- Develop high levels of proficiency in the target language and English.
- Demonstrate academic performance at or above grade level on statewide standardized tests* when compared to monolingual peers.
- Display positive cross-cultural attitudes and behaviors.

*Like all North Carolina students, learners in dual language/immersion programs take End-of-Grade tests (EOGs) and End-of-Course exams (EOCs) in English.

Four different models of dual language/immersion programs exist in North Carolina. Specific program models vary, based on how instruction is scheduled between the target language and English, with varying levels of proficiency upon completion of the program(s):

Two-Way programs group native speakers of English with native speakers of the target language. The mix is approximately 50% of each group. Content is delivered in the target language and in English.

Full Immersion programs primarily serve native speakers of English in an environment where the target language is used exclusively. Content is delivered in the target language. English Language Arts is typically introduced around grade 2.

Partial Immersion programs primarily serve native speakers of English in an environment where the target language is used for some portion of the day. Content is delivered in the target language and in English.

Developmental Bilingual programs are designed to help non-English speakers learn English, as well as to maintain and improve their native or heritage language skills. Content is delivered in English and in the heritage language.

Proficiency expectations are presented as ranges to accommodate the different models of dual language/immersion programs and the varying amounts of time spent learning content in the target language. Proficiency would be assessed at the end of each gradespan, and, just as in all language acquisition programs, students may progress at different rates in each of the four skill areas: listening, speaking, reading, and writing. In addition, the type of writing system used by a language impacts the amount of time needed to reach different levels of proficiency. Learning an alphabetic language, or one that uses a system in which each letter is linked to a particular sound, is different than learning a logographic language that uses a character writing system. For native English speaking students, a logographic language will require more time to master the writing system, which also impacts reading skills. Languages like Cherokee and Japanese use a syllabary system, where each letter or character represents a syllable or sound combination. Based on advice from national experts, Cherokee is grouped with alphabetic languages and Japanese with logographic ones.

The proficiency outcome expectations in this document are delineated for K-12 dual language/immersion programs using alphabetic and logographic languages. The same process could be used to outline proficiency expectations for visual languages in a dual language/immersion program, and new programs using other alphabetic and logographic languages could use this same framework. The seven languages currently being used in dual language/immersion programs include:

- Alphabetic languages – Cherokee, French, German, Greek, and Spanish.
- Logographic languages – Japanese and Mandarin Chinese.

Information about secondary dual language/immersion programs is integrated, though most of the programs in North Carolina have not yet matriculated to that grade level. Typically, programs start at the K-5 level by beginning with a kindergarten class or section and then adding one grade level per year. As students advance towards the middle school level and then on to high school, different options become available, the most common of which are continuing in a partial immersion program, bridging into a modern language sequence, and/or beginning the study of another language.

Please go to the Dual Language/Immersion webpages at http://seclang.ncwiseowl.org/resources/dual_language__immersion_programs/ for more information about the four models and links to the schools that utilize them.

As stated before, the program proficiency expectations contained in this document were compiled based on the best information available in order to establish measurable outcomes for students who are continuing in a dual language/immersion environment. Using multiple measures of proficiency within a comprehensive, balanced assessment system enables students, teachers, administrators, parents, and other stakeholders to use this information to show annual student progress in world language programs. However, as the *World Language Essential Standards* are implemented and program outcome data is collected, the proficiency expectations may need to be adjusted in future revisions.

For curriculum planning purposes, please read the notes for dual language/immersion programs, followed by the unpacking of each standard and its Clarifying Objectives (CO) arranged by proficiency level and skill area. For **Dual & Heritage Languages – Dual Language Immersion**, the proficiency expectations correspond to the end points of four different gradespans: 2nd grade for K-2, 5th grade for 3-5, 8th grade for 6-8, and 12th grade for 9-12.

Notes for Dual Language/Immersion

Language & Content: Dual language/immersion teachers are responsible for teaching both language and content. For elementary teachers, this means that they are trained and licensed as K-6 teachers, and secondary teachers have backgrounds in and are licensed in their specific content area. Both groups have advanced language proficiency and fluency with the academic language of their content area(s). The *North Carolina Standard Course of Study* is followed for all content area instruction.

Because dual language/immersion teachers must teach language while teaching content, they need specific instruction to ensure that they include both language and content objectives in their lessons. Professional development on using the Sheltered Instruction Observation Protocol (SIOP), including the Two-Way Instruction Observation Protocol (TWIOP) model, has been useful in helping dual language/immersion teachers combine the teaching of language and content.

Dr. Myriam Met, a renowned educator and researcher in the dual language/immersion field, focuses on the importance of teaching language and content, which she characterizes by separating content literacy and academics using the illustration to the left, along with the following findings from her work with dual language/immersion programs across the country:
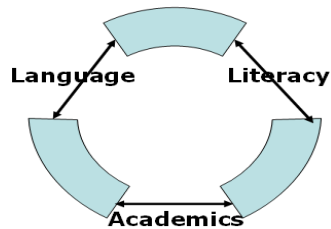
Literacy is a tool for gaining, storing, interpreting, and retrieving information. As such, it is the critical element in academic success. It is increasingly important as students become autonomous, independent learners. Within dual language/immersion programs, students develop biliteracy, or reading and writing skills in English and the target language. The transfer of literacy skills between languages is important, as language is a cornerstone of literacy. Oral language, in particular, is the foundation of literacy and is crucial for students to be able to make meaning from text. The ability to link meanings with forms, coupled with vocabulary knowledge, is reflected in the growing complexity of a student's oral competence. The skills used to construct meaning from syntax and grammar are required for higher level reading and for effective writing, because most words are learned from reading. Thus, language underlies literacy.

Grammar & Register: Grammar and register, or knowing when and how to use formal versus informal language, is important in both the target language and English. At the K-2 level, grammar and register are learned indirectly. Because these concepts are quite abstract for young children, they are acquired more effectively from context when attention is given to function and audience, rather than terminology. As students progress to the 3-5 level, grammar provides the essential framework for supporting meaning in language and academic content, and, along with register, can be integrated into the language arts curriculum in both languages. The language functions which are selected dictate the kind of structures to be learned. At this level, grammar is learned indirectly and is part of a larger context. At the secondary level, grammar and register are selected according to the communicative functions to be mastered and the audience to be addressed. Both are taught contextually. In language arts courses in the target language, the explicit teaching of grammar structures and register is often incorporated as a way to refine literacy skills in order for students to progress into advanced levels of proficiency and perform effectively with the wide variety of materials and tasks found in upper level language courses, which also prepares students to communicate effectively in the post-secondary and career world.

Grades K-2 Instructional Techniques : Successful language learning activities are geared to the children's interest level and motor skills. Because primary age children have a short attention span and tire quickly, instructional techniques are varied and age appropriate. They involve large muscle physical activities, such as Total Physical Response (TPR); concrete experiences; dramatic and role play; along with the use of visuals, manipulatives, realia, songs, games, and rhymes. When available, realia, songs, games, and rhymes of the target culture(s) are incorporated as a way to gain insight into other cultures.

Grades 3-5 Instructional Techniques: In the upper elementary grades, students can begin to work in pairs or groups, as long as they are working on concrete tasks. Some students in the upper elementary grades may resist pair work with a member of the opposite sex. Through the elementary years, children learn best when they are involved in concrete situations accompanied by manipulatives and realia and when they have the opportunity to move. Technology is integrated with the program and is focused on developing communicative skills and cultural awareness.

Grades 6-8 Instructional Strategies: Young adolescents must be exposed to relevant experiences which allow them to adapt to the physical, social, emotional, and intellectual changes they are experiencing. They need to be involved in positive and meaningful interactions with their peers, and, at the same time, they need opportunities to develop a positive self-concept. Group and pair work are especially successful with middle school adolescents, as long as the group and pair work are centered on well-defined tasks which are broken down into manageable parts, since students this age often feel overwhelmed by long range assignments. In the classroom, young adolescents need assistance with organization and responsibility to help them move toward independence. At this level, students can work well from patterns and facts, but they have difficulty making applications. They have little tolerance for ambiguity. For this reason, they need explicit practice with a model. Since they have little patience for anything which is different, teachers will want to stress similarities, rather than differences, especially when dealing with culture.

Grades 9-12 Instructional Strategies: Successful high school dual language/immersion programs or courses include a variety of student-centered activities focusing on the different abilities, needs, and learning styles of students. Group and pair work are good avenues for students to practice defining tasks and breaking them down into manageable parts, developing organizational skills and greater independence as learners. As students mature and develop learner autonomy, long range assignments and projects become easier for them to plan, and they take more responsibility for their own language learning.

Resources and Materials: There are many instructional resources available at the elementary and secondary levels for dual language/immersion programs. A textbook, either for an academic content area or for language instruction, is just one of the possible resources; however, the use of a textbook is not required and should be in conjunction with other materials, such as magazines (paper and online), videos, CDs, DVDs, realia, and the Internet. Authentic materials and technology have a prominent place in dual language/immersion programs. Students have frequent access to a variety of media and other electronic and online tools. They are involved in activities including the use of TV, videos, Internet, emails, novels, plays, authentic newspapers and magazines. These materials provide the necessary basis for the development of listening, speaking, reading, and writing skills and at the same time they offer insights into the target culture(s).

Unpacking the Interpersonal Communication Essential Standard

Essential Standard #1: Use the language to engage in interpersonal communication.
Interpersonal skills are used in informal, one-on-one, or small group conversations. Students can ask for clarification when needed and negotiate for meaning during the conversation.

Interpersonal Skills within the Connections to Language & Literacy (CLL) Strand
Interpersonal communication involves everyday topics, such as greetings, current events, news about family and friends, social events, personal viewpoints, and so on. Students develop greater understanding and insight into the nature of language and culture, including their native or first language.

Interpersonal Skills within the Connections to Other Disciplines (COD) Strand
Interpersonal communication involves everyday classroom or academic topics, such as greetings, instructions, directions, class discussions, school events, requests for information, academic discourse, and so on. Students make connections in conversation with other academic disciplines during both language and academic instruction, and they are able to converse about mathematics, economics, social studies, the arts, health, physical education, science, career and technical skills, technology, etc.

Interpersonal Skills within the Communities (CMT) Strand
Interpersonal communication involves everyday topics, such as greetings, directions, current events (locally or in the target culture), class discussions, community events, requests for information, community discourse/debate, and so on. Students access knowledge and information from other communities and use that information in conversations to become knowledgeable global citizens.

For curriculum planning purposes, please review the Interpersonal Communication Clarifying Objectives (CO) on pages 11-15. Charts for **Dual & Heritage Languages – Dual Language/Immersion** have been organized to show the proficiency expectations for the end of each gradespan:

Alphabetic Languages – Cherokee, French, German, Greek, and Spanish

Logographic Languages – Japanese and Mandarin Chinese

Also, additional COs are shown when the proficiency expectations are given as a range (ex. Novice Mid-High, rather than just Novice High) or in cases where seeing the previous or upcoming proficiency-based COs may facilitate grade level planning.

	Interpersonal Communication: Dual & Heritage Languages – Alphabetic & Logographic		
	Dual Language/Immersion Programs, Grades K-2		
	Included to facilitate grade level planning		**End of 2nd grade**
	Novice Low (NL)	**Novice Mid (NM)**	**Novice High (NH)**
Connections to Language & Literacy (CLL)	NL.CLL.1.1. Use single words and simple, memorized phrases to express needs, preferences, and feelings. NL.CLL.1.2. Use culturally appropriate greetings, farewells, apologies, and expressions of courtesy. NL.CLL.1.3. Use a variety of verbal and non-verbal communication strategies to ask memorized questions and express ideas or thoughts with prompting and modeling.	NM.CLL.1.1. Use memorized words and phrases to exchange information on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings. NM.CLL.1.2. Use memorized responses to simple questions, statements, commands, or other stimuli.	NH.CLL.1.1. Use simple phrases and short sentences to exchange information about familiar topics. NH.CLL.1.2. Generate conversations using familiar vocabulary and structures in short social interactions. NH.CLL.1.3. Generate responses to familiar questions, statements, commands, or other stimuli. NH.CLL.1.4. Use simple questions about familiar topics to acquire needed information.
Connections to Other Disciplines (COD)	NL.COD.1.1. Carry out simple exchanges of information using memorized content vocabulary. NL.COD.1.2. Use single words and simple, memorized phrases to express classroom needs, preferences, and feelings.	NM.COD.1.1. Use memorized words and phrases to exchange information about the classroom and school environment. NM.COD.1.2. Use memorized responses to simple academic questions, statements, commands, or other stimuli.	NH.COD.1.1. Use simple phrases and short sentences to exchange information about topics in other disciplines. NH.COD.1.2. Generate simple responses to questions, statements, commands, or other stimuli in various classes across the disciplines. NH.COD.1.3. Understand how to ask simple questions about familiar topics to acquire needed information for classes in other disciplines.
Communities (CMT)	NL.CMT.1.1. Use single words and simple, memorized phrases to carry out simple interactions with people from the target culture or with communities of learners of the same target language. NL.CMT.1.2. Use simple communication strategies from the target culture, such as greetings and expressions of courtesy.	NM.CMT.1.1. Use memorized words and phrases to ask and answer simple questions on familiar topics. NM.CMT.1.2. Use memorized words and phrases on familiar topics to interact with communities of learners of the same target language.	NH.CMT.1.1. Use simple phrases and short sentences in short social interactions. NH.CMT.1.2. Carry out short interactions on familiar topics, such as family, friends, and activities, with people from the target culture or communities of learners of the same target language.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

	Interpersonal Communication: Dual & Heritage Languages – Alphabetic & Logographic	
	Dual Language/Immersion Programs, Grades 3-5	
	End of 5th grade	
	Intermediate Low (IL)	**Intermediate Mid (IM)**
Connections to Language & Literacy (CLL)	IL.CLL.1.1 Carry out unrehearsed conversations on familiar topics with some details. IL.CLL.1.2 Use questions to exchange information in familiar situations.	IM.CLL.1.1 Carry out and continue conversations involving personal views on familiar topics with many details and in uncomplicated settings. IM.CLL.1.2 Use conversation skills to join and participate in a spontaneous discussion on a variety of familiar topics. IM.CLL.1.3 Use questions with some detail to exchange information in uncomplicated situations.
Connections to Other Disciplines (COD)	IL.COD.1.1 Understand how to start and continue unrehearsed conversations on a limited number of academic topics. IL.COD.1.2 Understand how to ask and answer questions and exchange information on academic topics.	IM.COD.1.1 Understand how to participate in discussions on familiar academic topics and in uncomplicated settings. IM.COD.1.2 Understand how to ask and answer questions with some detail about various academic topics in uncomplicated situations.
Communities (CMT)	IL.CMT.1.1 Carry out unrehearsed interactions in familiar situations with people from the target culture or communities of learners of the same target language. IL.CMT.1.2 Use the language to exchange information with people from the target culture about shared experiences.	IM.CMT.1.1 Carry out spontaneous interactions on familiar topics with people from the target culture or communities of learners of the same target language. IM.CMT.1.2 Use the language to exchange information with people from the target culture about familiar topics and personal opinions in uncomplicated situations.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Interpersonal Communication: Dual & Heritage Languages – Alphabetic & Logographic Dual Language/Immersion Programs, Grades 6-8		
	End of 8th grade	
	Intermediate Mid (IM)	**Intermediate High (IH)**
Connections to Language & Literacy (CLL)	IM.CLL.1.1 Carry out and continue conversations involving personal views on familiar topics with many details and in uncomplicated settings. IM.CLL.1.2 Use conversation skills to join and participate in a spontaneous discussion on a variety of familiar topics. IM.CLL.1.3 Use questions with some detail to exchange information in uncomplicated situations.	IH.CLL.1.1 Understand how to state and support personal views in discussions about familiar topics in complicated settings. IH.CLL.1.2 Understand how to communicate detailed factual information in social situations. IH.CLL.1.3 Understand how to ask and answer questions related to areas of personal interest.
Connections to Other Disciplines (COD)	IM.COD.1.1 Understand how to participate in discussions on familiar academic topics and in uncomplicated settings. IM.COD.1.2 Understand how to ask and answer questions with some detail about various academic topics in uncomplicated situations.	IH.COD.1.1 Understand how to take an active part in discussions about a variety of familiar academic topics in complicated settings. IH.COD.1.2 Understand how to communicate detailed, factual information in academic situations. IH.COD.1.3 Understand how to ask and answer questions related to academic pursuits and career interests.
Communities (CMT)	IM.CMT.1.1 Carry out spontaneous interactions on familiar topics with people from the target culture or communities of learners of the same target language. IM.CMT.1.2 Use the language to exchange information with people from the target culture about familiar topics and personal opinions in uncomplicated situations.	IH.CMT.1.1 Carry out extended interactions on familiar and some unfamiliar topics with people from the target culture or communities of learners of the same target language. IH.CMT.1.2 Use the language to exchange detailed factual information with people from the target culture about familiar and unfamiliar topics, as well as personal views, in complicated situations.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

	Interpersonal Communication: Dual & Heritage Languages – Alphabetic Dual Language/Immersion Programs, Grades 9-12		
	End of 12th grade		
	Intermediate High (IH)	**Advanced Low (AL)**	**Advanced Mid (AM)**
Connections to Language & Literacy (CLL)	IH.CLL.1.1 Understand how to state and support personal views in discussions about familiar topics in complicated settings. IH.CLL.1.2 Understand how to communicate detailed factual information in social situations. IH.CLL.1.3 Understand how to ask and answer questions related to areas of personal interest.	AL.CLL.1.1 Understand how to express personal viewpoints on a variety of familiar and unfamiliar topics. AL.CLL.1.2 Understand how to communicate ideas and information in lengthy conversations. AL.CLL.1.3 Understand how to ask about, paraphrase, and describe ideas in unfamiliar situations.	AM.CLL.1.1 Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility. AM.CLL.1.2 Understand how to ask and answer questions to solve an unexpected or unfamiliar complication.
Connections to Other Disciplines (COD)	IH.COD.1.1 Understand how to take an active part in discussions about a variety of familiar academic topics in complicated settings. IH.COD.1.2 Understand how to communicate detailed, factual information in academic situations. IH.COD.1.3 Understand how to ask and answer questions related to academic pursuits and career interests.	AL.COD.1.1 Understand how to participate in lengthy discussions on a variety of familiar and unfamiliar academic topics. AL.COD.1.2 Understand how to communicate ideas and information about academics and coursework in lengthy conversations. AL.COD.1.3 Understand how to ask about, paraphrase, and describe discipline-specific ideas in unfamiliar situations.	AM.COD.1.1 Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility. AM.COD.1.2 Understand how to conduct or participate in interviews related to academic and professional topics of personal interest.
Communities (CMT)	IH.CMT.1.1 Carry out extended interactions on familiar and some unfamiliar topics with people from the target culture or communities of learners of the same target language. IH.CMT.1.2 Use the language to exchange detailed factual information with people from the target culture about familiar and unfamiliar topics, as well as personal views, in complicated situations.	AL.CMT.1.1 Use the language in a variety of familiar and unfamiliar situations. AL.CMT.1.2 Carry out lengthy interactions on familiar and unfamiliar topics with people from the target culture or communities of learners of the same target language.	AM.CMT.1.1 Use the language in a variety of situations with fluency and flexibility. AM.CMT.1.2 Carry out extended, complex interactions on various topics in almost any situation with people from the target culture or communities of learners of the same target language.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

	Interpersonal Communication: Dual & Heritage Languages – Logographic Dual Language/Immersion Programs, Grades 9-12	
	End of 12th grade	
	Intermediate High (IH)	**Advanced Low (AL)**
Connections to Language & Literacy (CLL)	IH.CLL.1.1 Understand how to state and support personal views in discussions about familiar topics in complicated settings. IH.CLL.1.2 Understand how to communicate detailed factual information in social situations. IH.CLL.1.3 Understand how to ask and answer questions related to areas of personal interest.	AL.CLL.1.1 Understand how to express personal viewpoints on a variety of familiar and unfamiliar topics. AL.CLL.1.2 Understand how to communicate ideas and information in lengthy conversations. AL.CLL.1.3 Understand how to ask about, paraphrase, and describe ideas in unfamiliar situations.
Connections to Other Disciplines (COD)	IH.COD.1.1 Understand how to take an active part in discussions about a variety of familiar academic topics in complicated settings. IH.COD.1.2 Understand how to communicate detailed, factual information in academic situations. IH.COD.1.3 Understand how to ask and answer questions related to academic pursuits and career interests.	AL.COD.1.1 Understand how to participate in lengthy discussions on a variety of familiar and unfamiliar academic topics. AL.COD.1.2 Understand how to communicate ideas and information about academics and coursework in lengthy conversations. AL.COD.1.3 Understand how to ask about, paraphrase, and describe discipline-specific ideas in unfamiliar situations.
Communities (CMT)	IH.CMT.1.1 Carry out extended interactions on familiar and some unfamiliar topics with people from the target culture or communities of learners of the same target language. IH.CMT.1.2 Use the language to exchange detailed factual information with people from the target culture about familiar and unfamiliar topics, as well as personal views, in complicated situations.	AL.CMT.1.1 Use the language in a variety of familiar and unfamiliar situations. AL.CMT.1.2 Carry out lengthy interactions on familiar and unfamiliar topics with people from the target culture or communities of learners of the same target language.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Unpacking the Interpretive Communication Essential Standard

Essential Standard #2: Understand words and concepts presented in the language.
Interpretive skills involve receiving information, from others and/or a wide variety of media sources, in a situation where meaning cannot be negotiated with the speaker or author. Students hear or see the message and respond based on their interpretation.

Interpretive Skills within the Connections to Language & Literacy (CLL) Strand
Interpretive communication involves listening to and reading about everyday topics, such as current events, news about family and friends, social events, personal viewpoints, social media, and so on. Students develop greater understanding and insight into the nature of language and culture, including their native or first language, as they learn to draw on specific strategies and skills sets to infer meaning in situations where no negotiation takes place.

Interpretive Skills within the Connections to Other Disciplines (COD) Strand
Interpretive communication involves listening to information about common classroom or academic topics, such as instructions, directions, class discussions, lectures (live or recorded), school events, requests for information, and so on. It also involves reading of all types, such as from textbooks or other instructional materials, fiction and non-fiction books, websites, wikis, etc. Students make connections through listening and reading with other academic disciplines during both language and academic instruction, and they build background knowledge in mathematics, economics, social studies, the arts, health, physical education, science, career and technical skills, technology, etc., that can be used later to engage in Interpersonal and Presentational Communication.

Interpretive Skills within the Communities (CMT) Strand
Interpretive communication involves listening to and reading about topics from daily life, such as greetings, directions, current events (locally or in the target culture), class discussions, community events, requests for information, community discourse/debate, news broadcasts, television and radio programs, websites, wikis, other social media, and so on. Students access knowledge and information from other communities and use that information in listening and reading to become knowledgeable global citizens.

For curriculum planning purposes, please review the Interpretive Communication Clarifying Objectives (CO) on the following pages. Charts for **Dual & Heritage Languages – Dual Language/Immersion** have been organized to show the proficiency expectations for the end of each gradespan by language type (alphabetic and logographic):

Also, additional COs are shown when the proficiency expectations are given as a range (ex. Novice Mid-High, rather than just Novice High) or in cases where seeing the previous or upcoming proficiency-based COs may facilitate grade level planning.

Interpretive Communication: Dual & Heritage Languages – Alphabetic
Dual Language/Immersion, Grades K-2

	Included to facilitate grade level planning		**End of 2nd grade**
	Novice Low (NL)	**Novice Mid (NM)**	**Novice High (NH)**
Connections to Language & Literacy (CLL)	NL.CLL.2.1 Understand the meaning of simple, spoken greetings, words, and phrases, when accompanied by visual clues and/or prompts, as needed. NL.CLL.2.2 Understand the meanings of spoken words that are similar to those in the students' language. NL.CLL.2.3 Identify written words and phrases that are similar to words and phrases in the students' language. NL.CLL.2.4 Interpret phrases, commands, simple questions and descriptions that are presented with accompanying gestures, intonations, and other visual and auditory clues. NL.CLL.2.5 Recognize vocabulary and syntax of single words and simple memorized phrases in the target language.	NM.CLL.2.1 Understand the meaning of memorized phrases and questions about familiar topics and surroundings. NM.CLL.2.2 Understand the meaning of memorized words and phrases in sentences. NM.CLL.2.3 Generalize short fiction and non-fiction passages about familiar topics in the target language, using context clues (signs, charts, graphs, etc.). NM.CLL.2.4 Infer conclusions from simple spoken and written passages about familiar topics, using context clues and cognates. NM.CLL.2.5 Understand language components (stems, prefixes, tones, verb endings, parts of speech) that are used in the target language.	NH.CLL.2.1 Understand ideas on familiar topics expressed in short sentences and frequently used expressions. NH.CLL.2.2 Summarize spoken messages and announcements about familiar topics. NH.CLL.2.3 Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details. NH.CLL.2.4 Compare simple fiction texts with non-fiction texts about familiar topics.
Connections to Other Disciplines (COD)	NL.COD.2.1 Understand how to respond to simple, memorized questions in the target language that focus on key concepts in classroom activities and different content areas. NL.COD.2.2 Compare the vocabulary of the target and students' language in different content areas. NL.COD.2.3 Recognize words in groups from other disciplines.	NM.COD.2.1 Classify memorized words and phrases in the target language by key academic concepts. NM.COD.2.2 Understand how the basic terms from other content areas may be different from the students' language. NM.COD.2.3 Interpret short, non-fiction passages from academic content areas using context clues (signs, charts, graphs, etc.).	NH.COD.2.1 Understand spoken and written commands about other disciplines in the target language. NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details. NH.COD.2.3 Interpret simple processes from other disciplines using the target language.
Communities (CMT)	NL.CMT.2.1 Recognize single words and simple, memorized phrases from media in the language community. NL.CMT.2.2 Recall simple, spoken expressions and memorized phrases commonly used in target language communities.	NM.CMT.2.1 Understand the meaning of memorized words and phrases used in the community. NM.CMT.2.2 Infer meaning from familiar texts by using visual cues, such as road signs, charts, graphs, etc., that reflect the target culture. NM.CMT.2.3 Recall common expressions and phrases about familiar topics used in target language communities.	NH.CMT.2.1 Understand practices, products, and perspectives on familiar topics from simple texts. NH.CMT.2.2 Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

	Interpretive Communication: Dual & Heritage Languages – Alphabetic Dual Language/Immersion, Grades 3-5	
	End of 5th grade	
	Intermediate Low (IL)	**Intermediate Mid (IM)**
Connections to Language & Literacy (CLL)	IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media. IL.CLL.2.2 Summarize main ideas and a few details in texts that contain familiar vocabulary. IL.CLL.2.3 Recognize that ideas and expressions may be presented differently in the target language than the students' language. IL.CLL.2.4 Compare fiction texts and non-fiction texts about familiar topics.	IM.CLL.2.1 Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages. IM.CLL.2.2 Understand the main idea and many details in texts that contain familiar vocabulary. IM.CLL.2.3 Summarize texts containing unfamiliar vocabulary in terms of the main idea and some details.
Connections to Other Disciplines (COD)	IL.COD.2.1 Analyze the relationship between words from the target language and the students' language to expand vocabulary related to academic topics. IL.COD.2.2 Differentiate the structural patterns of the target language and the students' language. IL.COD.2.3 Understand main ideas and a few details in class discussions and some forms of media. IL.COD.2.4 Understand main ideas and a few details in academic texts that contain familiar vocabulary. IL.COD.2.5 Remember expanded vocabulary and language structures essential to comprehension in academic class discussions and presentations.	IM.COD.2.1 Understand spoken information about familiar academic topics expressed in a series of connected sentences. IM.COD.2.2 Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details. IM.COD.2.3 Identify the main idea and some details from texts containing unfamiliar academic vocabulary.
Communities (CMT)	IL.CMT.2.1 Understand practices, products, and perspectives from texts about familiar topics with some details. IL.CMT.2.2 Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language.	IM.CMT.2.1 Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics. IM.CMT.2.2 Understand the meaning of longer messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Interpretive Communication: Dual & Heritage Languages – Alphabetic Dual Language/Immersion, Grades 6-8		
End of 8th grade		
	Intermediate Mid (IM)	**Intermediate High (IH)**
Connections to Language & Literacy (CLL)	IM.CLL.2.1 Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages. IM.CLL.2.2 Understand the main idea and many details in texts that contain familiar vocabulary. IM.CLL.2.3 Summarize texts containing unfamiliar vocabulary in terms of the main idea and some details.	IH.CLL.2.1 Understand extended conversations or speech involving a combination of familiar and unfamiliar topics, live or via media. IH.CLL.2.2 Understand many different types of texts that contain unfamiliar vocabulary. IH.CLL.2.3 Understand how to differentiate between adapted and authentic texts. IH.CLL.2.4 Summarize texts that contain increasingly complex language structures and unfamiliar vocabulary.
Connections to Other Disciplines (COD)	IM.COD.2.1 Understand spoken information about familiar academic topics expressed in a series of connected sentences. IM.COD.2.2 Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details. IM.COD.2.3 Identify the main idea and some details from texts containing unfamiliar academic vocabulary.	IH.COD.2.1 Understand extended discussions or lectures involving a combination of familiar and unfamiliar academic topics, live or via media. IH.COD.2.2 Understand detailed, factual information from many different types of academic texts and resources that contain unfamiliar vocabulary.
Communities (CMT)	IM.CMT.2.1 Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics. IM.CMT.2.2 Understand the meaning of longer messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language.	IH.CMT.2.1 Extrapolate information about practices, products, and perspectives presented in many different types of texts and media about familiar and unfamiliar topics. IH.CMT.2.2 Understand the meaning of messages on familiar and unfamiliar topics used or displayed in the community or created by peers learning the same target language.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Interpretive Communication: Dual & Heritage Languages – Alphabetic Dual Language/Immersion, Grades 9-12		
	End of 12th grade	
	Advanced Low (AL)	**Advanced Mid (AM)**
Connections to Language & Literacy (CLL)	AL.CLL.2.1 Understand extended speech on unfamiliar topics, live or via media. AL.CLL.2.2 Understand the subtleties and stylistic features of texts on familiar topics. AL.CLL.2.3 Understand how to interpret texts on unfamiliar topics.	AM.CLL.2.1 Analyze extended, complex speeches and lectures for multiple viewpoints and opinions. AM.CLL.2.2 Understand the subtleties and stylistic features of texts on unfamiliar topics. AM.CLL.2.3 Understand how to interpret long, complex texts. AM.CLL.2.4 Compare literary and technical writing styles.
Connections to Other Disciplines (COD)	AL.COD.2.1 Understand detailed information in texts on unfamiliar academic topics. AL.COD.2.2 Understand the subtleties and stylistic features of texts on familiar academic topics. AL.COD.2.3 Understand how to interpret texts on unfamiliar academic topics.	AM.COD.2.1 Understand multiple viewpoints and opinions in long, complex texts on unfamiliar academic topics. AM.COD.2.2 Compare technical writing styles relevant to academic and professional topics.
Communities (CMT)	AL.CMT.2.1 Analyze information about practices, products, and perspectives presented in texts and media about various topics. AL.CMT.2.2 Understand the meaning of lengthy messages on various topics used or displayed in the community or created by peers learning the same target language.	AM.CMT.2.1 Evaluate practices, products, and perspectives related to social and professional topics. AM.CMT.2.2 Understand the meaning of messages on social and professional topics used or displayed in the community.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

	Interpretive Communication: Dual & Heritage Languages – Logographic		
	Dual Language/Immersion, Grades K-2		
	Included to facilitate grade level planning	End of 2nd grade	
	Novice Low (NL)	**Novice Mid (NM) - Reading**	**Novice High (NH) - Listening**
Connections to Language & Literacy (CLL)	NL.CLL.2.1 Understand the meaning of simple, spoken greetings, words, and phrases, when accompanied by visual clues and/or prompts, as needed. NL.CLL.2.2 Understand the meanings of spoken words that are similar to those in the students' language. NL.CLL.2.3 Identify written words and phrases that are similar to words and phrases in the students' language. NL.CLL.2.4 Interpret phrases, commands, simple questions and descriptions that are presented with accompanying gestures, intonations, and other visual and auditory clues. NL.CLL.2.5 Recognize vocabulary and syntax of single words and simple memorized phrases in the target language.	NM.CLL.2.1 Understand the meaning of memorized phrases and questions about familiar topics and surroundings. NM.CLL.2.2 Understand the meaning of memorized words and phrases in sentences. NM.CLL.2.3 Generalize short fiction and non-fiction passages about familiar topics in the target language, using context clues (signs, charts, graphs, etc.). NM.CLL.2.4 Infer conclusions from simple spoken and written passages about familiar topics, using context clues and cognates. NM.CLL.2.5 Understand language components (stems, prefixes, tones, verb endings, parts of speech) that are used in the target language.	NH.CLL.2.1 Understand ideas on familiar topics expressed in short sentences and frequently used expressions. NH.CLL.2.2 Summarize spoken messages and announcements about familiar topics. NH.CLL.2.3 Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details. NH.CLL.2.4 Compare simple fiction texts with non-fiction texts about familiar topics.
Connections to Other Disciplines (COD)	NL.COD.2.1 Understand how to respond to simple, memorized questions in the target language that focus on key concepts in classroom activities and different content areas. NL.COD.2.2 Compare the vocabulary of the target and students' language in different content areas. NL.COD.2.3 Recognize words in groups from other disciplines.	NM.COD.2.1 Classify memorized words and phrases in the target language by key academic concepts. NM.COD.2.2 Understand how the basic terms from other content areas may be different from the students' language. NM.COD.2.3 Interpret short, non-fiction passages from academic content areas using context clues (signs, charts, graphs, etc.).	NH.COD.2.1 Understand spoken and written commands about other disciplines in the target language. NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details. NH.COD.2.3 Interpret simple processes from other disciplines using the target language.
Communities (CMT)	NL.CMT.2.1 Recognize single words and simple, memorized phrases from media in the language community. NL.CMT.2.2 Recall simple, spoken expressions and memorized phrases commonly used in target language communities.	NM.CMT.2.1 Understand the meaning of memorized words and phrases used in the community. NM.CMT.2.2 Infer meaning from familiar texts by using visual cues, such as road signs, charts, graphs, etc., that reflect the target culture. NM.CMT.2.3 Recall common expressions and phrases about familiar topics used in target language communities.	NH.CMT.2.1 Understand practices, products, and perspectives on familiar topics from simple texts. NH.CMT.2.2 Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Interpretive Communication: Dual & Heritage Languages – Logographic

Dual Language/Immersion, Grades 3-5

	End of 5th grade		
	Novice High (NH) – Intermediate Low (IL) - Reading		**Intermediate Low (IL) – Intermediate Mid (IM) - Listening**
Connections to Language & Literacy (CLL)	NH.CLL.2.1 Understand ideas on familiar topics expressed in short sentences and frequently used expressions. NH.CLL.2.2 Summarize spoken messages and announcements about familiar topics. NH.CLL.2.3 Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details. NH.CLL.2.4 Compare simple fiction texts with non-fiction texts about familiar topics.	IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media. IL.CLL.2.2 Summarize main ideas and a few details in texts that contain familiar vocabulary. IL.CLL.2.3 Recognize that ideas and expressions may be presented differently in the target language than the students' language. IL.CLL.2.4 Compare fiction texts and non-fiction texts about familiar topics.	IM.CLL.2.1 Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages. IM.CLL.2.2 Understand the main idea and many details in texts that contain familiar vocabulary. IM.CLL.2.3 Summarize texts containing unfamiliar vocabulary in terms of the main idea and some details.
Connections to Other Disciplines (COD)	NH.COD.2.1 Understand spoken and written commands about other disciplines in the target language. NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details. NH.COD.2.3 Interpret simple processes from other disciplines using the target language.	IL.COD.2.1 Analyze the relationship between words from the target language and the students' language to expand vocabulary related to academic topics. IL.COD.2.2 Differentiate the structural patterns of the target language and the students' language. IL.COD.2.3 Understand main ideas and a few details in class discussions and some forms of media. IL.COD.2.4 Understand main ideas and a few details in academic texts that contain familiar vocabulary. IL.COD.2.5 Remember expanded vocabulary and language structures essential to comprehension in academic class discussions and presentations.	IM.COD.2.1 Understand spoken information about familiar academic topics expressed in a series of connected sentences. IM.COD.2.2 Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details. IM.COD.2.3 Identify the main idea and some details from texts containing unfamiliar academic vocabulary.
Communities (CMT)	NH.CMT.2.1 Understand practices, products, and perspectives on familiar topics from simple texts. NH.CMT.2.2 Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.	IL.CMT.2.1 Understand practices, products, and perspectives from texts about familiar topics with some details. IL.CMT.2.2 Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language.	IM.CMT.2.1 Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics. IM.CMT.2.2 Understand the meaning of longer messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

	Interpretive Communication: Dual & Heritage Languages – Logographic Dual Language/Immersion, Grades 6-8		
	End of 8ᵗʰ grade		
	Intermediate Low (IL) – Intermediate Mid (IM) - Reading		**Intermediate Mid (IM) – Intermediate High (IH) - Listening**
Connections to Language & Literacy (CLL)	IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media. IL.CLL.2.2 Summarize main ideas and a few details in texts that contain familiar vocabulary. IL.CLL.2.3 Recognize that ideas and expressions may be presented differently in the target language than the students' language. IL.CLL.2.4 Compare fiction texts and non-fiction texts about familiar topics.	IM.CLL.2.1 Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages. IM.CLL.2.2 Understand the main idea and many details in texts that contain familiar vocabulary. IM.CLL.2.3 Summarize texts containing unfamiliar vocabulary in terms of the main idea and some details.	IH.CLL.2.1 Understand extended conversations or speech involving a combination of familiar and unfamiliar topics, live or via media. IH.CLL.2.2 Understand many different types of texts that contain unfamiliar vocabulary. IH.CLL.2.3 Understand how to differentiate between adapted and authentic texts. IH.CLL.2.4 Summarize texts that contain increasingly complex language structures and unfamiliar vocabulary.
Connections to Other Disciplines (COD)	IL.COD.2.1 Analyze the relationship between words from the target language and the students' language to expand vocabulary related to academic topics. IL.COD.2.2 Differentiate the structural patterns of the target language and the students' language. IL.COD.2.3 Understand main ideas and a few details in class discussions and some forms of media. IL.COD.2.4 Understand main ideas and a few details in academic texts that contain familiar vocabulary. IL.COD.2.5 Remember expanded vocabulary and language structures essential to comprehension in academic class discussions and presentations.	IM.COD.2.1 Understand spoken information about familiar academic topics expressed in a series of connected sentences. IM.COD.2.2 Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details. IM.COD.2.3 Identify the main idea and some details from texts containing unfamiliar academic vocabulary.	IH.COD.2.1 Understand extended discussions or lectures involving a combination of familiar and unfamiliar academic topics, live or via media. IH.COD.2.2 Understand detailed, factual information from many different types of academic texts and resources that contain unfamiliar vocabulary.
Communities (CMT)	IL.CMT.2.1 Understand practices, products, and perspectives from texts about familiar topics with some details. IL.CMT.2.2 Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language.	IM.CMT.2.1 Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics. IM.CMT.2.2 Understand the meaning of longer messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language.	IH.CMT.2.1 Extrapolate information about practices, products, and perspectives presented in many different types of texts and media about familiar and unfamiliar topics. IH.CMT.2.2 Understand the meaning of messages on familiar and unfamiliar topics used or displayed in the community or created by peers learning the same target language.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels

	Interpretive Communication: Dual & Heritage Languages – Logographic **Dual Language/Immersion, Grades 9-12**		
	End of 12th grade		
	Intermediate High (IH) – Advanced Low (AL) - Reading	**Advanced Low (AL) – Advanced Mid (AM) - Listening**	
Connections to Language & Literacy (CLL)	IH.CLL.2.1 Understand extended conversations or speech involving a combination of familiar and unfamiliar topics, live or via media. IH.CLL.2.2 Understand many different types of texts that contain unfamiliar vocabulary. IH.CLL.2.3 Understand how to differentiate between adapted and authentic texts. IH.CLL.2.4 Summarize texts that contain increasingly complex language structures and unfamiliar vocabulary.	AL.CLL.2.1 Understand extended speech on unfamiliar topics, live or via media. AL.CLL.2.2 Understand the subtleties and stylistic features of texts on familiar topics. AL.CLL.2.3 Understand how to interpret texts on unfamiliar topics.	AM.CLL.2.1 Analyze extended, complex speeches and lectures for multiple viewpoints and opinions. AM.CLL.2.2 Understand the subtleties and stylistic features of texts on unfamiliar topics. AM.CLL.2.3 Understand how to interpret long, complex texts. AM.CLL.2.4 Compare literary and technical writing styles.
Connections to Other Disciplines (COD)	IH.COD.2.1 Understand extended discussions or lectures involving a combination of familiar and unfamiliar academic topics, live or via media. IH.COD.2.2 Understand detailed, factual information from many different types of academic texts and resources that contain unfamiliar vocabulary.	AL.COD.2.1 Understand detailed information in texts on unfamiliar academic topics. AL.COD.2.2 Understand the subtleties and stylistic features of texts on familiar academic topics. AL.COD.2.3 Understand how to interpret texts on unfamiliar academic topics.	AM.COD.2.1 Understand multiple viewpoints and opinions in long, complex texts on unfamiliar academic topics. AM.COD.2.2 Compare technical writing styles relevant to academic and professional topics.
Communities (CMT)	IH.CMT.2.1 Extrapolate information about practices, products, and perspectives presented in many different types of texts and media about familiar and unfamiliar topics. IH.CMT.2.2 Understand the meaning of messages on familiar and unfamiliar topics used or displayed in the community or created by peers learning the same target language.	AL.CMT.2.1 Analyze information about practices, products, and perspectives presented in texts and media about various topics. AL.CMT.2.2 Understand the meaning of lengthy messages on various topics used or displayed in the community or created by peers learning the same target language.	AM.CMT.2.1 Evaluate practices, products, and perspectives related to social and professional topics. AM.CMT.2.2 Understand the meaning of messages on social and professional topics used or displayed in the community.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Unpacking the Presentational Communication Essential Standard

Essential Standard #3: Use the language to present information.
Presentational skills involve preparing information to be shared formally or informally with an audience, either through speaking or writing. Students have time to draft, revise, and practice presentations that show their use of language.

Presentational Skills within the Connections to Language & Literacy (CLL) Strand
Presentational communication involves speaking and writing about everyday topics, such as introductions, current events, stories about family and friends, past and present events, differing viewpoints, and so on. Students develop greater understanding and insight into the nature of language and culture, including their native or first language, because they have time to prepare and practice what they plan to present.

Presentational Skills within the Connections to Other Disciplines (COD) Strand
Presentational communication involves speaking and writing in the classroom or other academic setting, such as making introductions, giving class presentations or lectures (live or recorded), participating in school events, sharing requests for information, and so on. It also involves responding to learning, such as cooperative activities in the classroom, writing in journals, presenting reports, etc. Students make connections through speaking and writing with other academic disciplines during both language and academic instruction, and they are able to present on mathematics, economics, social studies, the arts, health, physical education, science, career and technical skills, technology, etc.

Presentational Skills within the Communities (CMT) Strand
Presentational communication involves speaking about topics from daily life, such as making introductions, giving directions, sharing current events and news (locally or in the target culture), participating in class discussions or community discourse/debate, sharing requests for information, being involved with broadcasts (speaking on television and radio programs), creating or contributing to websites or other social media, and so on. Students access knowledge and information from other communities and use that information in speaking and writing to become knowledgeable global citizens.

For curriculum planning purposes, please review the Presentational Communication Clarifying Objectives (CO) on the following pages. Charts for **Dual & Heritage Languages – Dual Language/Immersion** have been organized to show the proficiency expectations for the end of each gradespan by language type (alphabetic and logographic):

Also, additional COs are shown when the proficiency expectations are given as a range (ex. Novice Mid-High, rather than just Novice High) or in cases where seeing the previous or upcoming proficiency-based COs may facilitate grade level planning.

	Presentational Communication: Dual & Heritage Languages – Alphabetic Dual Language/Immersion, Grades K-2		
	Included to facilitate grade level planning	**End of 2nd grade**	*Included to facilitate grade level planning*
	Novice Low (NL)	**Novice Mid (NM)**	**Novice High (NH)**
Connections to Language & Literacy (CLL)	NL.CLL.3.1 Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things. NL.CLL.3.2 Use the language to recite memorized poetry and songs from the target culture. NL.CLL.3.3 Use appropriate pronunciation to present memorized phrases.	NM.CLL.3.1 Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings. NM.CLL.3.2 Use the language to recite and act out simple poetry and songs from the target culture. NM.CLL.3.3 Use appropriate pronunciation and voice inflection in spoken presentations.	NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics. NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture. NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.
Connections to Other Disciplines (COD)	NL.COD.3.1 Use single words and simple, memorized phrases, such as those for weather, days of the week, months, seasons, numbers and daily classroom activities, to present to an audience. NL.COD.3.2 Use single words and simple, memorized phrases to name common objects and actions related to other disciplines. NL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language.	NM.COD.3.1 Use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken or written presentation. NM.COD.3.2 Use memorized words and phrases to describe common objects and actions related to other disciplines. NM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.	NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics. NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines. NH.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.
Communities (CMT)	NL.CMT.3.1 Identify arts, sports, games and media from the target culture. NL.CMT.3.2 Understand roles in school or community traditions related to the target culture.	NM.CMT.3.1 Use memorized words and phrases to describe arts, sports, games, and media from the target culture. NM.CMT.3.2 Use memorized words and phrases to participate in school or community events related to the target culture.	NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture. NH.CMT.3.2 Use simple phrases and short sentences to present information in school or community events related to the target culture.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

	Presentational Communication: Dual & Heritage Languages – Alphabetic Dual Language/Immersion, Grades 3-5	
	End of 5th grade	
	Intermediate Low (IL)	**Intermediate Mid (IM)**
Connections to Language & Literacy (CLL)	IL.CLL.3.1 Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences. IL.CLL.3.2 Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture. IL.CLL.3.3 Use a series of phrases and sentences to give spoken and written presentations about familiar topics, situations, and experiences with some details. IL.CLL.3.4 Create dialogues and skits to present with some details about familiar topics.	IM.CLL.3.1 Use a series of connected sentences in presentations to describe experiences, events, and opinions. IM.CLL.3.2 Use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture. IM.CLL.3.3 Summarize familiar topics with many details in order to describe and/or explain.
Connections to Other Disciplines (COD)	IL.COD.3.1 Use academic content terminology in a series of phrases and sentences with a few details to give spoken or written presentations in the target language on familiar topics. IL.COD.3.2 Produce a series of phrases and sentences about familiar themes related to other disciplines. IL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.	IM.COD.3.1 Summarize academic content with many details to give spoken or written presentations about familiar topics. IM.COD.3.2 Describe events and opinions using a series of connected sentences to present familiar content from other disciplines. IM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.
Communities (CMT)	IL.CMT.3.1 Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture. IL.CMT.3.2 Use limited dialogue to participate in school or community activities related to the target culture.	IM.CMT.3.1 Use a series of connected sentences to describe arts, sports, games, and media from the target culture. IM.CMT.3.2 Use the language in school or community activities related to the target culture.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

	Presentational Communication: Dual & Heritage Languages – Alphabetic Dual Language/Immersion, Grades 6-8	
	End of 8th grade	
	Intermediate Mid (IM)	**Intermediate High (IH)**
Connections to Language & Literacy (CLL)	IM.CLL.3.1 Use a series of connected sentences in presentations to describe experiences, events, and opinions. IM.CLL.3.2 Use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture. IM.CLL.3.3 Summarize familiar topics with many details in order to describe and/or explain.	IH.CLL.3.1 Create clear, detailed descriptions for presentations about events, experiences, and personal interests. IH.CLL.3.2 Use the language to provide and support personal viewpoints and opinions. IH.CLL.3.3 Use detailed narratives, descriptions and explanations about familiar and unfamiliar topics to give spoken and written presentations. IH.CLL.3.4 Implement consistent pronunciation and appropriate voice inflection in spoken communication.
Connections to Other Disciplines (COD)	IM.COD.3.1 Summarize academic content with many details to give spoken or written presentations about familiar topics. IM.COD.3.2 Describe events and opinions using a series of connected sentences to present familiar content from other disciplines. IM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.	IH.COD.3.1 Use the language to give spoken and written presentations on a variety of familiar and some unfamiliar academic topics. IH.COD.3.2 Summarize personal views related to academic content with supporting details. IH.COD.3.3 Explain familiar and new concepts related to other academic content areas using detailed descriptions and narratives. IH.COD.3.4 Use readily available technology tools and digital literacy skills to present academic information in the target language.
Communities (CMT)	IM.CMT.3.1 Use a series of connected sentences to describe arts, sports, games, and media from the target culture. IM.CMT.3.2 Use the language in school or community activities related to the target culture.	IH.CMT.3.1 Use detailed narratives to describe arts, sports, games, and media from the target culture. IH.CMT.3.2 Use the language in school or community activities related to academic pursuits and career interests. IH.CMT.3.3 Use the language to analyze the target culture in terms of traditions, activities, viewpoints, and opinions.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

	Presentational Communication: Dual & Heritage Languages – Alphabetic Dual Language/Immersion, Grades 9-12	
	End of 12th grade	
	Advanced Low (AL)	**Advanced Mid (AM)**
Connections to Language & Literacy (CLL)	AL.CLL.3.1 Create presentations on a variety of topics that are comprehensible to specified audiences. AL.CLL.3.2 Analyze texts to produce clear and organized summaries of ideas. AL.CLL.3.3 Use language to modify presentations for some specific audiences. AL.CLL.3.4 Use accurate pronunciation and appropriate voice inflection in spoken presentations.	AM.CLL.3.1 Create clearly articulated presentations on personal, academic, and professional topics. AM.CLL.3.2 Produce clear, well-organized texts for a variety of audiences on concrete, social and professional topics. AM.CLL.3.3 Use accurate pronunciation and suitable stylistic elements in spoken presentations. AM.CLL.3.4 Use the language with fluency and flexibility to provide, compare, and support multiple viewpoints and opinions.
Connections to Other Disciplines (COD)	AL.COD.3.1 Use language to modify presentations about academic content area topics for some specific audiences. AL.COD.3.2 Use readily available technology tools and digital literacy skills to present discipline-specific information in the target language.	AM.COD.3.1 Use specialized and precise language to design presentations about academic or professional topics. AM.COD.3.2 Produce clear, well-organized texts related to academic and professional topics appropriate for a variety of audiences. AM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic and professional information in the target language.
Communities (CMT)	AL.CMT.3.1 Use the language to share information about a variety of topics with some specific audiences. AL.CMT.3.2 Use the language in school or community events on familiar and unfamiliar topics.	AM.CMT.3.1 Use the language to share information about concrete, social and professional topics in a variety of settings. AM.CMT.3.2 Use specialized and precise language in school and community events.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Presentational Communication: Dual & Heritage Languages – Logographic

Dual Language/Immersion, Grades K-2

	Included to facilitate grade level planning	End of 2nd grade	
	Novice Low (NL)	**Novice Mid (NM) - Writing**	**Novice High (NH) - Speaking**
Connections to Language & Literacy (CLL)	NL.CLL.3.1 Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things. NL.CLL.3.2 Use the language to recite memorized poetry and songs from the target culture. NL.CLL.3.3 Use appropriate pronunciation to present memorized phrases.	NM.CLL.3.1 Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings. NM.CLL.3.2 Use the language to recite and act out simple poetry and songs from the target culture. NM.CLL.3.3 Use appropriate pronunciation and voice inflection in spoken presentations.	NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics. NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture. NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.
Connections to Other Disciplines (COD)	NL.COD.3.1 Use single words and simple, memorized phrases, such as those for weather, days of the week, months, seasons, numbers and daily classroom activities, to present to an audience. NL.COD.3.2 Use single words and simple, memorized phrases to name common objects and actions related to other disciplines. NL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language.	NM.COD.3.1 Use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken or written presentation. NM.COD.3.2 Use memorized words and phrases to describe common objects and actions related to other disciplines. NM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.	NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics. NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines. NH.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.
Communities (CMT)	NL.CMT.3.1 Identify arts, sports, games and media from the target culture. NL.CMT.3.2 Understand roles in school or community traditions related to the target culture.	NM.CMT.3.1 Use memorized words and phrases to describe arts, sports, games, and media from the target culture. NM.CMT.3.2 Use memorized words and phrases to participate in school or community events related to the target culture.	NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture. NH.CMT.3.2 Use simple phrases and short sentences to present information in school or community events related to the target culture.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Presentational Communication: Dual & Heritage Languages – Logographic

Dual Language/Immersion, Grades 3-5

	End of 5th grade		
	Novice High (NH) – Intermediate Low (IL) - Writing		**Intermediate Low (IL) – Intermediate Mid (IM) - Speaking**
Connections to Language & Literacy (CLL)	NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics. NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture. NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.	IL.CLL.3.1 Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences. IL.CLL.3.2 Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture. IL.CLL.3.3 Use a series of phrases and sentences to give spoken and written presentations about familiar topics, situations, and experiences with some details. IL.CLL.3.4 Create dialogues and skits to present with some details about familiar topics.	IM.CLL.3.1 Use a series of connected sentences in presentations to describe experiences, events, and opinions. IM.CLL.3.2 Use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture. IM.CLL.3.3 Summarize familiar topics with many details in order to describe and/or explain.
Connections to Other Disciplines (COD)	NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics. NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines. NH.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.	IL.COD.3.1 Use academic content terminology in a series of phrases and sentences with a few details to give spoken or written presentations in the target language on familiar topics. IL.COD.3.2 Produce a series of phrases and sentences about familiar themes related to other disciplines. IL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.	IM.COD.3.1 Summarize academic content with many details to give spoken or written presentations about familiar topics. IM.COD.3.2 Describe events and opinions using a series of connected sentences to present familiar content from other disciplines. IM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.
Communities (CMT)	NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture. NH.CMT.3.2 Use simple phrases and short sentences to present information in school or community events related to the target culture.	IL.CMT.3.1 Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture. IL.CMT.3.2 Use limited dialogue to participate in school or community activities related to the target culture.	IM.CMT.3.1 Use a series of connected sentences to describe arts, sports, games, and media from the target culture. IM.CMT.3.2 Use the language in school or community activities related to the target culture.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Presentational Communication: Dual & Heritage Languages – Logographic

Dual Language/Immersion, Grades 6-8

	End of 8th grade		
	Intermediate Low (IL) – Intermediate Mid (IM) - Writing		**Intermediate Mid (IM) – Intermediate High (IH) - Speaking**
Connections to Language & Literacy (CLL)	IL.CLL.3.1 Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences. IL.CLL.3.2 Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture. IL.CLL.3.3 Use a series of phrases and sentences to give spoken and written presentations about familiar topics, situations, and experiences with some details. IL.CLL.3.4 Create dialogues and skits to present with some details about familiar topics.	IM.CLL.3.1 Use a series of connected sentences in presentations to describe experiences, events, and opinions. IM.CLL.3.2 Use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture. IM.CLL.3.3 Summarize familiar topics with many details in order to describe and/or explain.	IH.CLL.3.1 Create clear, detailed descriptions for presentations about events, experiences, and personal interests. IH.CLL.3.2 Use the language to provide and support personal viewpoints and opinions. IH.CLL.3.3 Use detailed narratives, descriptions and explanations about familiar and unfamiliar topics to give spoken and written presentations. IH.CLL.3.4 Implement consistent pronunciation and appropriate voice inflection in spoken communication.
Connections to Other Disciplines (COD)	IL.COD.3.1 Use academic content terminology in a series of phrases and sentences with a few details to give spoken or written presentations in the target language on familiar topics. IL.COD.3.2 Produce a series of phrases and sentences about familiar themes related to other disciplines. IL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.	IM.COD.3.1 Summarize academic content with many details to give spoken or written presentations about familiar topics. IM.COD.3.2 Describe events and opinions using a series of connected sentences to present familiar content from other disciplines. IM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.	IH.COD.3.1 Use the language to give spoken and written presentations on a variety of familiar and some unfamiliar academic topics. IH.COD.3.2 Summarize personal views related to academic content with supporting details. IH.COD.3.3 Explain familiar and new concepts related to other academic content areas using detailed descriptions and narratives. IH.COD.3.4 Use readily available technology tools and digital literacy skills to present academic information in the target language.
Communities (CMT)	IL.CMT.3.1 Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture. IL.CMT.3.2 Use limited dialogue to participate in school or community activities related to the target culture.	IM.CMT.3.1 Use a series of connected sentences to describe arts, sports, games, and media from the target culture. IM.CMT.3.2 Use the language in school or community activities related to the target culture.	IH.CMT.3.1 Use detailed narratives to describe arts, sports, games, and media from the target culture. IH.CMT.3.2 Use the language in school or community activities related to academic pursuits and career interests. IH.CMT.3.3 Use the language to analyze the target culture in terms of traditions, activities, viewpoints, and opinions.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

	Presentational Communication: Dual & Heritage Languages – Logographic Dual Language/Immersion, Grades 9-12		
	End of 12th grade		
	Intermediate High (IH) – Advanced Low (AL) - Writing		Advanced Low (AL) – Advanced Mid (AM) - Speaking
Connections to Language & Literacy (CLL)	IH.CLL.3.1 Create clear, detailed descriptions for presentations about events, experiences, and personal interests. IH.CLL.3.2 Use the language to provide and support personal viewpoints and opinions. IH.CLL.3.3 Use detailed narratives, descriptions and explanations about familiar and unfamiliar topics to give spoken and written presentations. IH.CLL.3.4 Implement consistent pronunciation and appropriate voice inflection in spoken communication.	AL.CLL.3.1 Create presentations on a variety of topics that are comprehensible to specified audiences. AL.CLL.3.2 Analyze texts to produce clear and organized summaries of ideas. AL.CLL.3.3 Use language to modify presentations for some specific audiences. AL.CLL.3.4 Use accurate pronunciation and appropriate voice inflection in spoken presentations.	AM.CLL.3.1 Create clearly articulated presentations on personal, academic, and professional topics. AM.CLL.3.2 Produce clear, well-organized texts for a variety of audiences on concrete, social and professional topics. AM.CLL.3.3 Use accurate pronunciation and suitable stylistic elements in spoken presentations. AM.CLL.3.4 Use the language with fluency and flexibility to provide, compare, and support multiple viewpoints and opinions.
Connections to Other Disciplines (COD)	IH.COD.3.1 Use the language to give spoken and written presentations on a variety of familiar and some unfamiliar academic topics. IH.COD.3.2 Summarize personal views related to academic content with supporting details. IH.COD.3.3 Explain familiar and new concepts related to other academic content areas using detailed descriptions and narratives. IH.COD.3.4 Use readily available technology tools and digital literacy skills to present academic information in the target language.	AL.COD.3.1 Use language to modify presentations about academic content area topics for some specific audiences. AL.COD.3.2 Use readily available technology tools and digital literacy skills to present discipline-specific information in the target language.	AM.COD.3.1 Use specialized and precise language to design presentations about academic or professional topics. AM.COD.3.2 Produce clear, well-organized texts related to academic and professional topics appropriate for a variety of audiences. AM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic and professional information in the target language.
Communities (CMT)	IH.CMT.3.1 Use detailed narratives to describe arts, sports, games, and media from the target culture. IH.CMT.3.2 Use the language in school or community activities related to academic pursuits and career interests. IH.CMT.3.3 Use the language to analyze the target culture in terms of traditions, activities, viewpoints, and opinions.	AL.CMT.3.1 Use the language to share information about a variety of topics with some specific audiences. AL.CMT.3.2 Use the language in school or community events on familiar and unfamiliar topics.	AM.CMT.3.1 Use the language to share information about concrete, social and professional topics in a variety of settings. AM.CMT.3.2 Use specialized and precise language in school and community events.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Unpacking the Culture Essential Standard

Essential Standard #4: Compare the students' culture and the target culture.
Studying another language enables students to understand a different culture on its own terms. The connections between the culture that is lived and the language that is spoken can only be realized by those who possess knowledge of both. Learners need to develop an awareness of other views, ways of life, and patterns of behavior, as well as understand the contributions of other cultures to the world and their impact on the issues that challenge people in every country.

Culture is composed of three interrelated components of a society, referred to as the 3 P's:

- Perspectives, or the way people perceive things (their beliefs, attitudes, values, ideas, etc.),
- Practices, or what people do (their patterns of social interactions), and
- Products, or what people create (their books, tools, laws, foods, etc.).
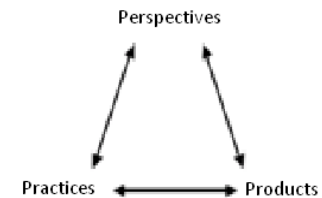
Just as the perspectives of a society influence the social practices and the products created by that society, often the practices and products influence one another, as illustrated in the figure above.

Culture within the Connections to Language & Literacy (CLL) Strand
Language is inextricably linked to cultural understanding and awareness, a concept called interculturality, or knowing how to say what, to whom, and when. Within language and literacy, this involves understanding the cultural nuances associated with practices, perspectives, and products when communicating.

Culture within the Connections to Other Disciplines (COD) Strand
Culture within classroom and academic environments involves understanding the cultural nuances associated with practices, perspectives, and products when communicating about learning or within discipline-specific topics. Students make cultural connections when communicating about other academic disciplines during both language and academic instruction.

Culture within the Communities (CMT) Strand
Culture within communities, whether a target language community or communities of learners of the same target language, involves understanding the cultural nuances associated with practices, perspectives, and products when communicating about topics and events that impact people as a group or community.

Notes on Culture for Dual & Heritage Languages – Dual Language/Immersion
The Culture Essential Standard is somewhat different from the Essential Standards based on communication modes (Interpersonal, Interpretive, and Presentational) in that it is not as dependent on years of study or other time accumulation. The Clarifying Objectives for the Culture Essential Standard are organized in a similar manner, because of the way they support the development of interculturality and the understanding of practices, perspectives, and products.

The Culture COs can also be further adapted for use beyond just the dual language/immersion program in various ways: aligned to unit, grade level, or career academy themes; connected to global or international topics being explored as a school or district; correlated with social studies or other content area standards or curricula, etc.

Culture: Dual & Heritage Languages – Alphabetic & Logographic

Dual Language/Immersion, Grades K-2

	Novice Low (NL)	Novice Mid (NM)	Novice High (NH)
Connections to Language & Literacy (CLL)	NL.CLL.4.1 Compare behaviors, such as gestures and greetings, in the target culture and the students' culture. NL.CLL.4.2 Recognize cultural expectations of people in both the target culture and the students' culture. NL.CLL.4.3 Recognize examples of cognates and loan words.	NM.CLL.4.1 Compare basic cultural practices of people in the target culture and the students' culture. NM.CLL.4.2 Exemplify instances of cognates and loan words. NM.CLL.4.3 Compare the language conventions of the students' language and the target language.	NH.CLL.4.1 Classify basic cultural practices of people in the target culture and the students' culture. NH.CLL.4.2 Use learned cognates and loan words to express ideas on familiar topics. NH.CLL.4.3 Analyze the language conventions from simple written and spoken texts in the target language.
Connections to Other Disciplines (COD)	NL.COD.4.1 Identify tangible products related to the home and the classroom in both the students' and target cultures. NL.COD.4.2 Recognize examples of cognates and loan words from the target language in other disciplines.	NM.COD.4.1 Compare tangible products related to the home and the classroom from the students' and the target cultures. NM.COD.4.2 Identify information about target culture perspectives and practices.	NH.COD.4.1 Understand cultural practices and perspectives from the target culture. NH.COD.4.2 Identify the products of the target culture.
Communities (CMT)	NL.CMT.4.1 Recognize simple language that communicates knowledge of the target language and cultures to others. NL.CMT.4.2 Use simple, appropriate gestures, body language, and cultural practices. NL.CMT.4.3 Recognize simple patterns of behavior or interaction from the target culture. NL.CMT.4.4 Identify products from the target cultures that are used globally.	NM.CMT.4.1 Recognize aspects of the target culture and language in the students' culture and language. NM.CMT.4.2 Identify products made and used by members of the target culture and the students' culture. NM.CMT.4.3 Differentiate gestures for appropriateness in the target culture. NM.CMT.4.4 Identify how knowledge of the target language is useful in a global economy.	NH.CMT.4.1 Compare traditions and events of the target culture and the students' culture. NH.CMT.4.2 Identify examples of products, practices, and perspectives in the community related to the target culture. NH.CMT.4.3 Identify key characteristics of target culture traditions.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Culture: Dual & Heritage Languages – Alphabetic & Logographic

Dual Language/Immersion, Grades 3-5

	Intermediate Low (IL)	Intermediate Mid (IM)
Connections to Language & Literacy (CLL)	IL.CLL.4.1 Classify cultural practices of people in the target culture and the students' culture using familiar topics, situations, and experiences. IL.CLL.4.2 Use cognates, loan words, and some idiomatic expressions to express information about familiar topics. IL.CLL.4.3 Analyze the language conventions in authentic written and spoken texts.	IM.CLL.4.1 Use cultural practices to analyze familiar topics, situations, and experiences. IM.CLL.4.2 Analyze media and identify idiomatic expressions that add cultural relevancy. IM.CLL.4.3 Deconstruct written and spoken texts for cultural attitudes, viewpoints and values.
Connections to Other Disciplines (COD)	IL.COD.4.1 Analyze cultural practices and perspectives from the target culture with the students' culture. IL.COD.4.2 Understand how prominent citizens and events impact(ed) the target culture and the students' culture.	IM.COD.4.1 Understand how geography and history impact the development of the target culture and its civilization. IM.COD.4.2 Understand how practices and perspectives impact the target culture.
Communities (CMT)	IL.CMT.4.1 Integrate traditions and activities of the target culture and the students' culture. IL.CMT.4.2 Create resources in the target language for use in the community. IL.CMT.4.3 Coordinate events or presentations that share the target language and culture with the community.	IM.CMT.4.1 Understand the influence of the target culture on literature, media, and global concerns. IM.CMT.4.2 Explain how events in the target culture's history have impacted contemporary perspectives, practices, and products. IM.CMT.4.3 Evaluate the traditions of the target culture and the students' culture.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

	Culture: Dual & Heritage Languages – Alphabetic & Logographic Dual Language/Immersion, Grades 6-8	
	Intermediate Mid (IM)	**Intermediate High (IH)**
Connections to Language & Literacy (CLL)	IM.CLL.4.1 Use cultural practices to analyze familiar topics, situations, and experiences. IM.CLL.4.2 Analyze media and identify idiomatic expressions that add cultural relevancy. IM.CLL.4.3 Deconstruct written and spoken texts for cultural attitudes, viewpoints and values.	IH.CLL.4.1 Identify dialectical differences in media from various cultures. IH.CLL.4.2 Evaluate texts and presentations for cultural viewpoints, values, and bias.
Connections to Other Disciplines (COD)	IM.COD.4.1 Understand how geography and history impact the development of the target culture and its civilization. IM.COD.4.2 Understand how practices and perspectives impact the target culture.	IH.COD.4.1 Understand how geography and history impact the development of global culture and civilization. IH.COD.4.2 Analyze the target culture and its civilizations in terms of how products, perspectives, and practices are interdependent.
Communities (CMT)	IM.CMT.4.1 Understand the influence of the target culture on literature, media, and global concerns. IM.CMT.4.2 Explain how events in the target culture's history have impacted contemporary perspectives, practices, and products. IM.CMT.4.3 Evaluate the traditions of the target culture and the students' culture.	IH.CMT.4.1 Explain the influence of the target culture on literature, media, and global concerns. IH.CMT.4.2 Understand the impact of the target culture on contemporary perspectives, practices, and products of the global economy.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

	Culture: Dual & Heritage Languages – Alphabetic & Logographic Dual Language/Immersion, Grades 9 - 12	
	Advanced Low (AL)	**Advanced Mid (AM)**
Connections to Language & Literacy (CLL)	AL.CLL.4.1 Compare dialectical differences in media from various target cultures. AL.CLL.4.2 Compare target culture perspectives in texts and presentations with students' culture perspectives.	AM.CLL.4.1 Use dialectical differences to adapt and give presentations. AM.CLL.4.2 Produce media for distribution that is culturally responsible and sensitive.
Connections to Other Disciplines (COD)	AL.COD.4.1 Contrast the historical views of public and private life in the target culture and its civilizations with world views. AL.COD.4.2 Identify examples of the target culture and its civilizations in contemporary media and entertainment.	AM.COD.4.1 Explain the influence of the target culture perspectives on products and practices. AM.COD.4.2 Explain how social and political events affected the perspectives, practices, and products of the target culture.
Communities (CMT)	AL.CMT.4.1 Critique the influence of the target culture in literature, media, and global concerns. AL.CMT.4.2 Differentiate the effect of events in the target culture's history on its contemporary perspectives, practices, and products.	AM.CMT.4.1 Critique the influence of the target culture on global philosophy and professional discourse. AM.CMT.4.2 Critique the effect of events in the target culture's history on perspectives, practices, and products of global interest.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.