

World Languages Modes of Communication

1. Interpretive Listening:

The student will be able to understand and interpret information, concepts, and ideas orally from a variety of culturally authentic sources on a variety of topics in the target language.

2. Interpretive Reading:

The student will be able to understand and interpret information, concepts, and ideas in writing from a variety of culturally authentic sources on a variety of topics in the target language.

3. Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

4. Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

5. Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Intercultural Standards

6. Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

7. Connections, Comparisons, and Communities

CA. Connections: The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

CB. Comparisons: The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

CC. Communities: The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

| Standard 1: Interpretive Listening (IL): <i>The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.</i> | | | | | | | | |
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| Benchmarks: | | | | | | | | |
| Novice Low/ Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High | Advanced Low | Advanced Mid | Advanced High | Superior |
| WL.NM.1.IL.1: Demonstrate understanding of basic words, phrases, and questions about self, and personal experiences, through gestures, drawings, pictures, and actions. | WL.NH.1.IL.1: Demonstrate understanding of familiar topics, and frequently used expressions supported by a variety of actions. | WL.IL.1.IL.1: Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages. | WL.IM.1.IL.1: Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages. | WL.IH.1.IL.1: Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics. | WL.AL.1.IL.1: Demonstrate understanding of extended speech on familiar and unfamiliar topics. | WL.AM.1.IL.1: Demonstrate understanding of factual information about common everyday or job-related topics. | WL.AH.1.IL.1: Demonstrate understanding of extended speech and short lectures, in a variety of topics. | WL.S.1.IL.1: Demonstrate understanding of lexical variations, idiomatic expressions, colloquialism, and accents from different countries where the target language is spoken. |
| WL.NM.1.IL.2: Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities, and needs presented in a clear, slow, and repeated speech. | WL.NH.1.IL.2: Demonstrate understanding of short conversations, in familiar contexts. | WL.IL.1.IL.2: Demonstrate understanding of the main idea and essential details of short conversations and oral presentations. | WL.IM.1.IL.2: Demonstrate understanding of the main idea and supporting details of presentations on familiar topics. | WL.IH.1.IL.2: Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics. | WL.AL.1.IL.2: Follow presentations on familiar and unfamiliar topics in different situations. | WL.AM.1.IL.2: Demonstrate understanding of presentations where different accents and lexical variations are used. | WL.AH.1.IL.2: Demonstrate understanding of the main ideas on both concrete and abstract topics. | WL.S.1.IL.2: Connect and synthesize the essentials of complex extended discourse in academic and professional settings. |

| Novice Low/ Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High | Advanced Low | Advanced Mid | Advanced High | Superior |
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| WL.NM.1.IL.3: Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings. | WL.NH.1.IL.3: Demonstrate understanding of short, simple messages and announcements on familiar topics. | WL.IL.1.IL.3: Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics. | WL.IM.1.IL.3: Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements. | WL.IH.1.IL.3: Follow informal presentations on a variety of topics. | WL.AL.1.IL.3: Demonstrate understanding of factual information about everyday life, study, or work- related topics. | WL.AM.1.IL.3: Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used. | WL.AH.1.IL.3: Analyze the speaker’s perspective, tone and style as well as differentiate viewpoints heard in a variety of situations. | WL.S.IL.1.3: Analyze cultural references and make inferences and predictions within the cultural framework of the language. |
| WL.NM.1.IL.4: Demonstrate understanding of simple information supported by visuals through a variety of media. | WL.NH.1.IL.4: Demonstrate understanding of key points on familiar topics presented through a variety of media. | WL.IL.1.IL.4: Identify key points and essential details on familiar topics presented in a variety of media. | BWL.IM.1.IL.4: Identify essential information and supporting details on familiar topics presented through a variety of media. | WL.IH.1.IL.4: Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos. | WL.AL.1.IL.4: Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture. | WL.AM.1.IL.4 Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media. | WL.AH.1.IL.4: Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos. | WL.S.1.IL.4: Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes. |
| WL.NM.1.IL.5: Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories. | WL.NH.1.IL.5: Demonstrate understanding of simple stories or narratives. | WL.IL.1.IL.5 Demonstrate understanding of the main idea and essential details from oral narration and | WL.IM.1.IL.5 Demonstrate understanding of the purpose of a lecture or talk on a familiar topic. | WL.IH.1.IL.5: Identify the main idea and supporting details from discussions and interviews on | WL.AL.1.IL.5: Identify the main idea and supporting details from discussions and interviews on | WL.AM.1.IL.5: Demonstrate understanding of different points of view in a discussion. | WL.AH.IL.5: Understand and critique most films on historical, political, or scientific topics | WL.S.1.IL.5: Demonstrate understanding of spoken language intended for native speakers in a variety of |

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| | | stories on familiar topics. | | familiar topics. | unfamiliar topics. | | as well as make inferences and predictions from a variety spoken source. | settings, types of discourse, topics, styles, registers and broad regional variations. |
| Novice Low/ Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High | Advanced Low | Advanced Mid | Advanced High | Superior |
| WL.NM.1.IL.6: Follow short, simple directions. | WL.NH.1.IL.6: Follow directions or instructions to complete a task when expressed in short conversations. | WL.IL.1.IL.6: Demonstrate understanding of multiple-step directions and instructions in familiar settings. | WL.IM.1.IL.6: Demonstrate understanding of complex directions and instructions in familiar settings. | WL.NH.1.IL.6: Demonstrate understanding of complex directions and instructions in unfamiliar settings. | WL.NL.1.IL.6: Follow technical instructions for familiar products and services. | WL.AM.1.IL.6: Follow complex technical instructions and specifications in real life settings. | WL.AH.1.IL.6: Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker. | WL.S.1.IL.6: Follow information from recorded authentic complex passages. |

| Standard 2: | | | | | | | | |
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| <i>Interpretative Reading: (IR): The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.</i> | | | | | | | | |
| Benchmarks: | | | | | | | | |
| Novice Low/ Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High | Advanced Low | Advanced Mid | Advanced High | Superior |
| WL.NM.2.IR.1: Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals. | WL.NH.2.IR.1: Determine main idea from simple texts that contain familiar vocabulary used in context. | WL.IL.2.IR.1: Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes. | WL.IM.2.IR.1: Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context. | WL.IH.2.IR.1: Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics. | WL.AL.2.IR.1: Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources. | WL.AM.2.IR.1: Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources. | WL.AH.2.IR.1: Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources. | WLS.1.IR.1: Interpret information and draw conclusions of concepts, and ideas with ease from culturally authentic sources on a variety of topics. |
| WL.NM.2.IR.2: Demonstrate understanding of short, simple literary stories. | WL.NH.2.IR.2: Identify the elements of story such as setting, theme and characters. | WL.IL.2.IR.2: Interpret written literary text in which the writer tells or asks about familiar topics. | WL.IM.2.IR.2: Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics. | WL.IH.2.IR.2: Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in | WL.AL.2.IR.2: Make inferences and predictions from a written source. | WL.AM.2.IR.2: Demonstrate understanding of different points of view presented through a variety of literary works. | WL.AH.2.IR.2: Interpret and synthesize meaning from a variety of fictional works and recognized the author's purpose. | WLS.1.IR.2: Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres. |

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| Novice Low/ Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High | Advanced Low | Advanced Mid | Advanced High | Superior |
| WL.NM.2.IR.3: Demonstrate understanding of simple written announcements with prompting and support. | WL.NH.2.IR.3: Demonstrate understanding of signs and notices in public places. | WL.IL.2.IR.3: Determine the meaning of a message and identify the author’s purpose of authentic written texts such as advertisements, and public announcement. | WL.IM.2.IR.3: Identify specific information in everyday authentic materials such as advertisements , brochures, menus, schedules and timetables. | WL.IH.2.IR.3: Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts. | WL.AL.2.IR.3: Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents. | WL.AM.2.IR.3: Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics. | WL.AH.2.IR.3: Analyze the primary argument and supporting details in written texts. | WLS.1.IR.3: Interpret and analyze forms of written language including abstract, structurally complex or highly colloquial non-literary writings. |
| WL.NM.2.IR.4: Recognize words and phrases when used in context on familiar topics. | WL.NH.2.IR.4: Identify key detailed information needed to fill out forms. | WL.IL.2.IR.4: Demonstrate understanding of vocabulary used in context when following written directions. | WL.IM.2.IR.4: Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues. | WL.IH.2.IR.4: Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information. | WL.AL.2.IR.4: Demonstrate understanding of main idea and supporting details from different types of texts that contain high-frequency idioms. | WL.AM.2.IR.4: Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context. | WL.AH.2.IR.4: Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues. | WLS.2.IR.4: Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations. |

| Standard 3: | | | | | | | | |
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| <i>Interpersonal Communication (IC): The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.</i> | | | | | | | | |
| Benchmarks: | | | | | | | | |
| Novice Low/ Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High | Advanced Low | Advanced Mid | Advanced High | Superior |
| WL.NM.3.IC.1: Introduce self and others using basic, culturally-appropriate greetings. | WL.NH.3.IC.1: Engage in short social interactions using phrases and simple sentences. | WL.IL.3.IC.1: Initiate and engage in a conversation on familiar topics. | WL.IM.3.IC.1: Express views and effectively engage in conversations on a variety of familiar topics. | WL.IH.3.IC.1: State and support different points of views and take an active part in discussions. | WL.AL.3.IR.1: Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations. | WL.AM.3.IC.1: Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics. | WL.AH.3.IC.1: Express self with fluency, flexibility, and precision on concrete and abstract topics. | WLS.3.IC.1: Use language for all purposes effectively and consistently. |
| WL.NM.3.IC.2: Participate in basic conversations using words, phrases, and memorized expressions. | WL.NH.3.IC.2 Exchange information about familiar tasks, topics and activities, including personal information. | WL.IL.3.IC.2: Interact with others in everyday situations. | WL.IM.3.IC.2: Ask and answer questions on familiar topics to clarify information and sustain a conversation. | WL.IH.3.IC.2: Sustain a conversation in uncomplicated situations on a variety of topics. | WL.AL.3.IR.2: Express and connect ideas when engaged in a lengthy conversation. | WL.AM.3.IC.2: Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics | WL.AH.3.IC.2: Communicate with native speakers in a variety of settings, types of discourse, topics and registers. | WLS.3.IC.2: Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion. |

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| Novice Low/ Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High | Advanced Low | Advanced Mid | Advanced High | Superior |
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| WL.NM.3.IC.3: Ask simple questions and provide simple responses related to personal preferences. | WL.NH.3.IC.3: Exchange information using simple language about personal preferences, needs, and feelings. | WL.IL.3.IC.3: Express and react to feelings and emotions in real life situations. | WL.IM.3.IC.3: Express personal views and opinions on a variety of topics. | WL.IH.3.IC.3: Express degrees of emotion and respond appropriately to the feelings and emotions of others. | WL.AL.3.IR.3: Justify personal preferences, needs and feelings in order to persuade others. | WL.AM.3.IC.3: Elaborate on and justify personal preferences, needs and feelings. | WL.AH.3.IC.3: Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise. | WL.S.3.IC.3: Express and defend viewpoints or recommendations on a variety of topics or statements |
| WL.NM.3.IC.4: Exchange essential information about self, family, and familiar topics. | WL.NH.3.IC.4: Ask and answer a variety of questions about personal information. | WL.IL.3.IC.4: Exchange information about familiar academic and social topics including participation in an interview. | WL.IM.3.IC.4: Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led). | WL.IH.3.IC.4: Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities etc. | WL.AL.3.IR.4: Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life. | WL.AM.3.IC.4: Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames. | WL.AH.3.IC.4: Develop and defend complex information during debates or meetings. | WL.S.3.IC.4: Participate with ease in complex discussions with multiple participants on a wide variety of topics. |
| WL.NM.3.IC.5: Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations. | WL.NH.3.IC.5: Exchange information about meeting someone including where to go, how to get there, and what do and why. | WL.IL.3.IC.5: Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom. | WL.IM.3.IC.5: Initiate and maintain a conversation on a variety of familiar topics. | WL.IH.3.IC.5: Initiate, maintain, and end a conversation on a variety of familiar topics. | WL.AL.3.IR.5: Maintain a conversation even when unpredictable situations arise in a familiar context. | WL.AM.3.IC.5: Exchange and develop information about personal and academic tasks. | WL.AH.3.IC.5: Exchange, develop and synthesize complex information about personal, academic, and professional | WL.S.3.IC.5: Become a life-long learner by using the language for personal enjoyment and enrichment as well as for |

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| Novice Low/ Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High | Advanced Low | Advanced Mid | Advanced High | Superior |
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| WL.NM.3.IC.6: Use appropriate gestures, body language, and intonation to clarify a message. | WL.NH.3.IC.6: Use basic language skills supported by body language and gestures to express agreement and disagreement. | WL.IL.3.IC.6: Recount and restate information received in a conversation in order to clarify meaning. | WL.IM.3.IC.6: Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary. | WL.IH.3.IC.6: Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures. | WL.AL.3.IR.6: Adapt speech and self-correct when speaking on a variety of topics to convey a clear message. | WL.AM.3.IC.6: Use a variety of idiomatic and culturally authentic expressions appropriately. | WL.AH.3.IC.6: Provide structured arguments and develop and support hypotheses, working around occasional difficulties. | WL.S.3.IC.6: Speak with ease on almost all topics, using appropriate regional and colloquial expressions. |
| WL.NM.3.IC.7: Understand and respond appropriately to simple directions. | WL.NH.3.IC.7: Ask for and give simple directions to go somewhere or to complete a task. | WL.IL.3.IC.7: Exchange general information about a few topics outside personal and academic fields of interest. | WL.IM.3.IC.7: Follow grammatical rules for self-correction when speaking. | BWL.IH.3.IC.7: Ask for, follow and give directions in complex situations. | BWL.AL.3.IR.7: Incorporate formal and informal language and the appropriate register in a conversation. | WL.AM.3.IC.7: Exchange general information on a variety of topics outside fields of interest. | WL.AH.3.IC.7: Exchange detailed information on matters within and beyond academic fields of interest, personal needs and desires. | WL.S.3.IC.7: Deliver and defend recommendations in business, scientific, academic, or social contexts. |
| WL.NM.3.IC.8: Differentiate among oral statements, questions, and exclamations in order to determine meaning. | WL.NH.3.IC.8: Describe a problem or a situation with sufficient details in order to be understood. | WL.IL.3.IC.8: Initiate, engage and exchange basic information to solve a problem. | WL.IM.3.IC.8: Describe a problem or situation with details and state an opinion. | WL.IH.3.IC.8: Describe and elaborate on a personal situation or problem using details. | WL.AL.3.IR.8: Collaborate to develop and propose solutions to problems. | WL.AM.3.IC.8: Handle a complex situation or unexpected turn of events and propose solutions to problems presented during | WL.AH.3.IC.8: Prepare for and participate effectively in a discussion expressing solutions clearly and | WL.S.3.IC.8: Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when |

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| Standard 4: | | | | | | | | |
| <i>Presentational Speaking (PS): The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.</i> | | | | | | | | |
| Benchmarks: | | | | | | | | |
| Novice Low/ Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High | Advanced Low | Advanced Mid | Advanced High | Superior |
| WL.NL.4.PS.1: Provide basic information about self and immediate surroundings using words and phrases, and memorized expressions. | WL.NH.4.PS.1: Provide basic information on familiar topics using phrases and simple sentences. | WL.IL.4.PS.1: Present information on familiar topics using a series of sentences with sufficient details. | WL.IM.4.PS.1: Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details. | WL.IH.4.PS.1: Present information on familiar topics with clarity and detail using multimedia resources. | WL.AL.4.PS.1: Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience. | WL.AM.4.PS.1: Deliver an articulated presentation on personal, academic, or professional topics. | WL.AH.4.PS.1: Deliver a clear and precise presentation that engages and informs a specific type of audience. | WL.S.4.PS.1: Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience. |
| WL.NL.4.PS.2: Present personal information about self and others. | WL.NH.4.PS.2: Describe aspects of daily life using complete sentences. | WL.IL.4.PS.2: Describe people, objects, and situations using a series of sequenced sentences. | WL.IM.4.PS.2: Describe events, plans and actions using logically sequenced and connected sentences with relevant details. | WL.IH.4.PS.2: Present viewpoints on an issue and support opinions with clarity and detail. | WL.AL.4.PS.2: Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options. | WL.AM.4.PS.2: Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests. | WL.AH.4.PS.2: Communicate with accuracy, clarity, and precision on many concrete and abstract topics. | WL.S.4.PS.2: Give a clearly articulated, well-structured presentation on a complex topic. |

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| WL.NL.4.PS.3: Express likes and dislikes. | WL.NH.4.PS.3: Describe familiar experiences or events using both general and specific language. | WL.IL.4.PS.3: Express needs, wants, and plans using a series of sentences that include essential details. | WL.IM.4.PS.3: Retell a story or recount an experience with appropriate facts and relevant details. | WL.IH.4.PS.3: Describe personal experiences and interests with clarity and detail. | WL.AL.4.PS.3: Speak using different time frames and appropriate mood with good control. | WL.AM.4.PS.3: Narrate, with ease and detail, events of current, public, or personal interest. | WL.AH.4.PS.3: Deliver and defend a viewpoint on an academic or professional issue. | WL.S.4.PS.3: Adapt presentation to reflect attitudes and culture of the audience. |
| Novice Low/ Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High | Advanced Low | Advanced Mid | Advanced High | Superior |
| WL.NL.4.PS.4: Provide an account of daily activities. | WL.NH.4.PS.4: Present personal information about one's self and others. | WL.IL.4.PS.4: Provide a logical sequence of instructions on how to make something or complete a task. | WL.IM.4.PS.4: Provide supporting evidence using logically connected sentences that include relevant details. | WL.IH.4.PS.4: Produce reports and multimedia compositions in order to present a group project. | WL.AL.4.PS.4: Communicate ideas on a variety of topics with accuracy, clarity, and precision. | WL.AM.4.PS.4: Prepare and deliver presentations based on inquiry or research. | WL.AH.4.PS.4: Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources. | WL.S.4.PS.4: Present fluently and with ease in a variety of settings. |
| WL.NL.4.PS.5: Role-play skits, songs, or poetry in the target language that deal with familiar topics. | WL.NH.4.PS.5: Retell the main idea of a simple, culturally authentic story in the target language with prompting and support. | WL.IL.4.PS.5: Present a short skit or play using well-structured sentences. | WL.IM.4.PS.5: Retell or summarize a storyline using logically connected sentences with relevant details. | WL.IH.4.PS.5: Use paraphrasing, circumlocution and illustrations to make self more clearly understood when relating experiences and retelling a story. | WL.AL.4.PS.5: Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures. | WL.AM.4.PS.5: Narrate a story and describe reactions with clarity and detail. | WL.AH.4.PS.5: Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation. | WL.S.4.PS.5: Prepare and present original work (e.g., poems, reports, plays, stories) supported by research. |
| WL.NL.4.PS.6: | WL.NH.4.PS.6: | WL.IL.4.PS.6: | WL.IM.4.PS.6: | WL.IH.4.PS.6: | WL.AL.4.PS.6: | WL.AM.4.PS.6: | WL.AH.4.PS.6: | WL.S.4.PS.6: |

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| Present simple information about a familiar topic using visuals. | Use verbal and non verbal communication when making announcements or introductions, | Describe events in chronological order using connected sentences with relevant details. | Describe, explain and react to personal experiences using logically connected paragraphs with relevant details. | Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation. | Provide information on academic and job related topics with clarity and detail. | Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups. | Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations. | Adapt oral presentations spontaneously to meet unexpected needs. |
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| Standard 5: | | | | | | | | |
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| Presentational Writing (PW): <i>The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.</i> | | | | | | | | |
| Benchmarks: | | | | | | | | |
| Novice Low/ Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High | Advanced Low | Advanced Mid | Advanced High | Superior |
| WL.NM.5.PW.1: Provide basic information in writing using familiar topics, often using previously learned expressions and phrases. | WL.NH.5.PW.1: Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences. | WL.IL.5.PW.1: Write on familiar topics and experiences using main ideas and supporting details. | WL.IM.5.PW.1: Write narratives on familiar topics using logically connected sentences with supporting details. | WL.IH.5.PW.1: Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs. | WL.AL.5.PW.1: Express in writing ideas on a variety of topics presented in clear, organized texts. | WL.AM.5.PW.1: Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product. | WL.AH.5.PW.1: Write with fluency and clarity well-structured documents on complex topics. | WL.S.5.PW.1: Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes. |
| WL.NM.5.PW.2: Fill out a simple form with basic information. | WL.NH.5.PW.2: Write simple statements to describe aspects of daily life. | WL.IL.5.PW.2: Describe a familiar event or situation using a variety of sentences and with supporting details. | WL.IM.5.PW.2: Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic. | WL.IH.5.PW.2: Describe in writing personal experiences and interests with clarity and detail. | WL.AL.5.PW.2: Write work-related documents (fill out an application, prepare a resume, write a business letter). | WL.AM.5.PW.2: Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input. | WL.AH.5.PW.2: Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and | WL.S.5.PW.2: Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event. |

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| | | | | | | | capitalization. | |
| Novice Low/ Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High | Advanced Low | Advanced Mid | Advanced High | Superior |
| WL.NM.5.PW.3: Write simple sentences about self and /or others. | WL.NH.5.PW.3: Write a description of a familiar experience or event. | WL.IL.5.PW.3: Express and support opinions on familiar topics using a series of sentences. | WL.IM.5.PW.3: State an opinion and provide supporting evidence using connected sentences. | WL.IH.5.PW.3: Present in writing viewpoints on an issue and support opinion with clarity and detail. | WL.AL.5.PW.3: Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts. | WL.AM.5.PW.3: Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public. | WL.AH.5.PW.3: Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral). | WL.S.5.PW.3: Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts. |
| WL.NM.5.PW.4: Write simple sentences that help in day-to-day life communication. | WL.NH.5.PW.4: Write short personal notes using a variety of media. | WL.IL.5.PW.4: Compare and contrast information, concepts and ideas. | WL.IM.5.PW.4: Conduct research and write a report on a variety of topics using connected detailed paragraphs. | WL.IH.5.PW.4: Provide clear and detailed information in writing on academic and work topics with clarity and detail. | WL.AL.5.PW.4: Use idioms and idiomatic expressions in writing. | WL.AM.5.PW.4: Incorporate with accuracy idioms, and culturally authentic expressions in writing. | WL.AH.5.PW.4: Incorporate metaphors, idiomatic and culturally authentic expressions in writing with ease. | WL.S.5.PW.4: Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing. |
| WL.MN.5.PW.5 Write about previously acquired knowledge and experiences. | WL.NH.5PW.5 Request information in writing to obtain something needed. | WL.IL5.PW5 Develop questions to obtain and clarify information. | WL.IM.5.PW.5 Draft, edit and summarize information, concepts and ideas. | WL.IH.5.PW5 Describe in writing events in chronological order. | WL.AL.5.PW 5 Write using different time frames and appropriate mood. | WL.AM.5.PW.5 Write with clarity following consistent control of time frames and | WL.AH.5.PW.5 Write a narrative about an experience in a clear, fluent style appropriate to | WL.S.5.PW.5 Use humor and irony when writing an essay. |

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| Novice Low/ Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High | Advanced Low | Advanced Mid | Advanced High | Superior |
| WL.MN.5.PW.6: Pre-write by drawing pictures to support ideas related to a task. | WL.NH.5.PW.6: Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken). | WL.IL.5.PW.6: Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken). | WL.IM.5.PW.6: Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose. | WL.IH.5.PW.6: Write about a story and describe reactions with clarity and detail. | WL.AL.5.PW.6: Write using style, language, and tone appropriate to the audience and purpose of the presentation. | WL.AM.5.PW.6: Produce a persuasive essay and sustain and justify opinions and arguments in writing. | WL.AH.5.PW.6: Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft. | WL.S.5.PW.6: Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper. |
| WL.NM.5.PW.7: Draw pictures in sequence to demonstrate a story plot. | WL.NH.5.PW.7: Pre-write by generating ideas from multiple sources based upon teacher-directed topics. | WL.IL.5.PW.7: Develop a draft of a plan that addresses purpose, audience, logical sequence and a time frame for completion. | WL.IM.5.PW.7: Write a narrative based on experiences that use descriptive language and details. | WL.MH.5.PW.7: Write a short easy or biography using descriptive details and a variety of sentence structure. | WL.AL.5.PW.7: Write in a variety of forms including narratives (fiction, autobiography) with clarity and details. | WL.AM.5.PW.7: Incorporate figurative language, emotions, gestures, rhythm and appropriate format into a literary original piece. | WL.AH.5.PW.7: Write creative pieces (poetry, narratives, and plays) using effective imaginary and the appropriate literary devices to genre. | WL.S.5.PW.7: Write creative fiction that includes and authentic setting coherent plot and distinct characters with effective details. |

| Standard 6: | | | | | | | | |
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| <i>Culture (C): The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.</i> | | | | | | | | |
| Benchmarks: | | | | | | | | |
| Novice Low/ Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High | Advanced Low | Advanced Mid | Advanced High | Superior |
| WL.NM.6.C.1: Recognize basic practices, and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.) | WL.NH.6.C.1: Use information acquired through the study of the practices, and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture. | WL.IL.6.C.1 Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking. | WL.IM.6.C.1: Distinguish patterns of behavior and social interaction in various settings in the target culture(s). | WL.IH.6.C.1: Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media. | WL.AL.6.C.1: Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping. | WL.AM.6.C.1 Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs or viewpoints) typical of the target culture(s). | WL.AH.6.C.1: Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own. | WL.S.6.C.1: Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom. |
| WL.NM.6.C.2: Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the | WL.NH.6.C.2: Identify examples of common beliefs and attitudes and their relationship to practices in the | WL.IL.6.C.2: Demonstrate awareness and appreciation of cultural practices and expressions in daily activities. | WL.IM.6.C.2: Use practices and characteristics of the target cultures for daily activities among peers and adults. | WL.IH.6.C.2: Apply language and behaviors that are appropriate to the target culture in an authentic | WL.AL.6.C.2: Explain why the target language has value in culture and in a global society. | WL.AM.6.C.2: Use background knowledge and think critically in order to function successfully within the target culture to meet personal, | WL.AH.6.C.2: Analyze aspects of the target language that are expressions of culture. | WL.S.6.C.2: Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their |

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| target culture(s). | cultures studied. | | | situation. | | professional and academic needs. | | global significance. |
| Novice Low/ Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High | Advanced Low | Advanced Mid | Advanced High | Superior |
| WL.NM.6.C.3: Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances. | WL.NH.6.C.3: Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, <i>etc.</i>) | WL.IL.6.C.3: Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes. | WL.IM.6.C.3: Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc. | WL.IH.6.C.3: Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.) | WL.AL.6.C.3 Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes). | WL.AM.6.C.3: Evaluate the effects of the target culture’s contributions on other societies. | WL.AH.6.C.3: Summarize the impact of influential people and events, and their contributions to the global community. | WL.S.6.C.3: Interpret information in the target language on a variety of topics related to the target culture’s philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials. |
| WL.NM.6.C.4: ecognize products of culture (e.g., food, shelter, clothing, transportation, toys). | WL.NH.6.C.4: Identify cultural artifacts, symbols, and images of the target culture(s). | WL.IL.6.C.4: Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, | WL.IM.6.C.4: Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, | WL.IH.6.C.4: Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, | WL.AL.6.C.4: Discuss products from the target culture(s) (e.g. food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, | WL.AM.6.C.4: Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social | WL.AH.6.C.4: Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social | WL.S.6.C.4: Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective |

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| | | traditions). | traditions, literature). | traditions, literature). | literature). | systems, belief systems). | systems, belief systems). | of health care). |
| Standard 7: | | | | | | | | |
| Connections (CA): <i>The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.</i> | | | | | | | | |
| Comparisons (CB): <i>The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.</i> | | | | | | | | |
| Communities (CC): <i>The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.</i> | | | | | | | | |
| Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards | | | | | | | | |
| Benchmarks: | | | | | | | | |
| Novice Low/ Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High | Advanced Low | Advanced Mid | Advanced High | Superior |
| WL.NM.7.CA.1: Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes. | WL.NH.7.CA.1 Use vocabulary acquired in the target language to access new knowledge from other disciplines. | WL.IL.7.CA.1: Access information in the target language to reinforce previously acquired content area knowledge. | WL.7.IM.CA.1: Use expanded vocabulary and structures in the target language to increase content area knowledge. | WL.IH.CA.7.1: Gather and interpret information from various disciplines in the target language to reinforce academic knowledge. | WL.AL.7.CA.1 Apply knowledge gained in the target language to make connections to other content areas. | WL.AM.7.CA.1 Analyze reinforce, and further knowledge of other disciplines through the target language. | WL.AH.7.CA.1: Synthesize information from different subject areas through the target language to further knowledge of own language and culture. | WL.S.7.CA.1: Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings. |
| WL.NM.7.CA.2: Identify (within a | WL.NH.7.CA.2: Use maps, graphs, | WL.IL.7.CA.2: Access new | WL.IM.7.CA.2 Use previously | WL.IH.7.CA.2: Gather and | WL.AL.7.CA.2: Distinguish | WL.AM.7.CA.2: Analyze within an | WL.AH.7.CA.2: Analyze and | WL.S.7.CA.2: Investigate and |

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| familiar context and supported by visuals), basic information common to the world language classroom and other disciplines. | and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge. | information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas. | acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language. | interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines. | among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines. | unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge. | synthesize information gathered in the target language to make connections to other content areas and complex real world situations. | interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences. |
| Novice Low/ Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High | Advanced Low | Advanced Mid | Advanced High | Superior |
| WL.NM.7.CB.1: Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language. | WL.NH.7.CB.1: Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture. | WL.IL.7.CB.1: Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture. | WL.IM.7.CB.1: Compare language structures and skills that transfer from one language to another. | WL.IH.7.CB.1: Compare similarities and differences between the target language and own language. | WL.AL.7.CB.1: Apply new structural patterns acquired in the target language. | WL.AM.7.CB.1: Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture. | WL.AH.7.CB.1: Analyze the form, meaning, and importance, of perspectives, practices and products of the target culture and compare it to own culture. | WL.S.7.CB.1: Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture. |
| WL.NM.7.CB.2: | WL.NH.7.CB.2: | WL.IL.7.CB.2: | WL.IM.7.CB.2: | WL.IH.7.CB.2: | WL.AL.7.CB.2: | WL.AM.7.CB.2: | WL.AH.7.CB.2: | WL.S.7.CB.2: |

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| Recognize true and false cognates in the target language and compare them to own language. | Compare basic sound patterns and grammatical structures between the target language and own language. | Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different. | Compare and contrast structural patterns in the target language and own. | Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own. | Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications. | Analyze the sound symbol association between the target language and own. | Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own). | Analyze and explain local, regional, and national language differences in the countries where the target language is spoken. |
| Novice Low/ Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High | Advanced Low | Advanced Mid | Advanced High | Superior |
| WL.NM.7.CB.3: Identify celebrations typical of the target culture and one's own. | WL.NH.7.CB.3: Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.) | WL.IL.7.CB.3: Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature. | WL.IM.7.CB.3: Compare and contrast the geography and history of countries of the target language, and discuss their impact on own culture. | WL.IH.7.CB.3: Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own. | WL.AL.7.CB.3: Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own. | WL.AM.7.CB.3: Conduct research on works produced by native speakers of the target language (e.g., writers, journalist, artists, media persons) to determine cultural impact on our own language and culture. | WL.AH.7.CB.3: Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them. | WL.S.7.CB.3: Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes. |
| WL.NM.7.CC.1: Use key words and phrases in the | WL.NH.7.CC.1: Use key target language | WL.IL.7.CC.1: Use the target language to | WL.IM.7.CC.1: Use expanded vocabulary and | WL.IH.7.CC.1: Use knowledge acquired in the | WL.AL.7.CC.1: Apply knowledge | WL.AM.7.CC.1: Use knowledge acquired in the | WL.AH.7.CC.1: Use language skills and | WL.S.7.CC.1: Use the skills acquired in the target |

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| target language to participate in different activities in the school and community settings. | vocabulary to communicate with others within and beyond the school setting. | participate in different activities for personal enjoyment and enrichment. | structures in the target language to access different media and community resources. | target language to reach out to the community to discuss a variety of topics and present point of view. | gained in the target language to make presentations as part of extra curricular activities beyond the school setting. | target language to access information on careers and employment opportunities. | cultural understanding beyond immediate environment for personal growth | language to interact with native speakers of the language on a variety of topics. |
| Novice Low/ Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High | Advanced Low | Advanced Mid | Advanced High | Superior |
| WL.NM.7.CC.2: Participate in simple presentations, activities, and cultural events in local, global, and/or online communities. | WL.NH.7.CC.2: Use communication tools to establish a connection with a peer from a country where the target language is spoken. | WL.IL.7.CC.2: Communicate with people locally and/or around the world, through e-mail, video, online communities and/or face-to face encounters. | WL.IM.7.CC.2: Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken. | WL.IH.7.CC.2: Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor, or engaging in an online discussion on a community issue). | WL.AL.7.CC.2: Create and present activities-in the target language (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom. | WL.AM.7.CC.2: Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media. | WL.AH.7.CC.2:A ccess organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language. | WL.S.7.CC.2: Interact with people of other cultures in the target language about familiar and unfamiliar topics that have a significant impact in our daily lives. |

