World Languages Standards for California Public Schools

Kindergarten Through Grade Twelve

COMMUNICATION CULTURES CONNECTIONS

Adopted by the California State Board of Education January 2019

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A Message from the State Superintendent of Public Instruction and the State Board of Education

Students in the twenty-first century live in a global society. Organizations and businesses are multinational and new professions are continually emerging. We want our students positioned for success and that means being proficient in more than just the core subjects.

California, home to the most diverse student population in the country, is ready to expand opportunities for all students to acquire world languages. We want them to develop intercultural competence and become global citizens.

The vision guiding the *2019 World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve (WL Standards)* is that every student develops communication skills that are interpersonal (two-way signing, speaking, or writing), interpretive (listening, reading, or viewing), and presentational (signing, speaking, or writing). These skills are essential for our students to effectively navigate the international marketplace; interact meaningfully across cultures; and succeed in business, research, and international relations. The *WL Standards* are aligned with and support recent legislation and initiatives that champion these outcomes.

We call on all California educators to promote multilingualism for every one of our students. These standards mark a shift in the vision we have of an educated citizenry. It is an ambitious step toward fulfilling California's promise to provide excellent instruction in world languages and prepare our students to compete and collaborate globally.

TONY THURMOND
State Superintendent of Public Instruction
California Department of Education

DR. LINDA DARLING-HAMMOND
President, California State Board of Education

Introduction

The *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* are intended to provide guidance to teachers, administrators, students, parents and the community at large in implementing World Languages programs for California's diverse student population and ensure successful entry at any point in the curriculum from kindergarten through grade level twelve.

Developing Global Competency and Literacy

To succeed in the twenty-first century, today's students need to develop **communicative** and **cultural proficiency** and **literacy** in several of the world's languages and cultures, in addition to developing proficiency in English and subject-specific **content literacy**. The development of these literacies is critical to foster students' ability to communicate and collaborate on a wide variety of topics in culturally appropriate ways, and in multiple target-culture settings. As a result, students are empowered to use their language proficiency and interculturality beyond the classroom to build relationships, sustain communities and participate in or create business opportunities with people around the world.

The **standards** address the literacies of the *21st Century Skills Map for World Languages,* with pointed focus on:

- **Information Literacy** through which students—as "informed global citizens"—access, manage, and effectively use culturally authentic sources in ethical and legal ways;
- **Technology Literacy** through which students—as "productive global citizens"—use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, manual, and visual messages;
- **Media Literacy** through which students—as "active global citizens"—evaluate authentic sources to understand how media reflect and influence language and culture; and
- **Emotional Literacy** through which students—as "emotionally intelligent global citizens"—develop self-awareness, build community, and interact with understanding and empathy (Partnership for 21st Century Skills 2011).

California's Diverse Student Population

California's students bring a rich variety of linguistic and cultural assets to the classroom. Students may have learned a heritage language at home, arrived recently as immigrants, or acquired the ability to understand or produce one or more languages through contact in their communities or abroad. All students further develop their knowledge of English—some choose to further develop the languages they know, and others seek opportunities to learn additional languages and cultures. Thus, the considerable number of languages spoken and taught in California schools and the range of entry points and proficiency levels among students require standards that are connected to student performance, not grade level.

The Length of Time for Learning Languages and Cultures

The amount of time it takes to learn another language and its cultures is linked to the linguistic and cultural similarities and differences among the

languages and cultures a student already knows. The particular language and cultures that learners study and their performance profile when they enter a program determine the amount of time required to achieve a particular level of proficiency.

Categories of languages have been established by the Foreign Service Institute based on the time it takes for native speakers of English to develop proficiency in **target languages and cultures** (US Department of State n.d.). For students who speak English only, a Category IV language like Arabic will take considerably longer to acquire than a Category I language like French. For students who speak Hebrew, acquiring Arabic will take substantially less time due to the similarities between these two Semitic languages. American Sign Language (ASL), Classical Greek, Latin, and Native American languages have not been assigned by the Foreign Service Institute to **language categories**.

The Foreign Service Institute has also compiled learning expectations for languages taught at its facilities (US Department of State n.d.). When using its data, note that students are typically forty years old with an aptitude for formal language study, and frequently have previous knowledge of several world languages. They study in small classes of no more than six students, and their schedule consists of 25 hours of class per week with three to four hours per day of directed self-study.

Category I: Languages closely related to English

For students to perform within the Superior Range of Proficiency, 600 class hours are typically necessary.

- Danish
- Dutch
- French
- Italian
- Norwegian
- Portuguese
- Romanian
- Spanish
- Swedish

Category II: Languages with linguistic or cultural differences from English

For students to perform within the Superior Range of Proficiency, 900 class hours are typically necessary.

- German
- Haitian Creole
- Hindi
- Indonesian
- Malay
- Punjabi
- Swahili

Category III: Languages with significant linguistic or cultural differences from English

For students to perform within the Superior Range of Proficiency, 1,100 class hours are typically necessary. This list is not exhaustive.

- Armenian
- Bengali
- Bulgarian
- Burmese

- Czech
- Dari
- Farsi
- Filipino
- Finnish
- Greek
- Hebrew
- Hmong
- Hungarian*
- Khmer
- Lao
- Pashto
- Polish
- Russian
- Serbian
- Tamil
- Thai*
- Turkish
- Urdu
- Vietnamese*
- Xhosa
- Zulu

Category IV: Languages with the most significant linguistic and cultural differences from English

For students to perform within the Superior Range of Proficiency, 2,200 class hours are typically necessary.

- Arabic
- Cantonese
- Mandarin
- Japanese*
- Korean

* Languages followed by asterisks are typically more difficult for native English speakers to learn than other languages in the same category.

The value of acquiring proficiency in the world's languages and cultures cannot be overemphasized. Students can enrich our nation and our world by becoming dynamic global citizens collaborating with multilingual communities—face-to-face or through technology. To ensure success in this endeavor, all stakeholders in the educational enterprise must support the study of a wide variety of languages. Introducing language learning early in the elementary grades ensures smooth articulation throughout 12 years of public schooling and beyond.

The Ranges and Phases of Proficiency

The ranges and phases of proficiency referenced in this section are derived from those created by the American Council on the Teaching of Foreign Languages (ACTFL) and have been adapted from the assessment manuals developed by the California World Language Project—the *Classroom Oral Competency Interview*, the *Classroom Writing Competency Assessment* and the "Classroom Receptive Competency Matrix" (American Council on the

Teaching of Foreign Languages n.d.; California Foreign Language Project 1993; California Foreign Language Project 1996; Zaslow 2002).

Ranges and Text Types

Novice	Learners use learned words and phrases (**formulaic language**).
Intermediate	Learners use sentences and strings of sentences (**created language**).
Advanced	Learners use paragraphs and strings of paragraphs (**planned language**).
Superior	Learners use **coherent** and **cohesive** multi-paragraph texts (**extended language**).

Phases within each Range

Low	Learners are just able to produce the text-type characteristic of the range. **Accuracy** in comprehension and production is low.
Mid	Learners produce a wide variety of **text types** within the range. Accuracy in comprehension and production is high.
High	Learners begin to produce, but not consistently, text types of the subsequent range. Accuracy in comprehension and production is maintained in the current range of proficiency and is low in the subsequent range.

Although state and national agencies use different scales to measure student proficiency, the ACTFL Stages of Proficiency tap into similar performance profiles as the levels referenced in the widely consulted documents below, and as such, are compatible:

- Common Core State Standards for English Language Arts and Literacy in History–Social Studies, Science, and Technical Subjects (CCSS)
- College and Career Readiness Anchor Standards (CCRAS)
- California English Language Development Standards (CA ELD)
- English-Language Arts Content Standards for California Public Schools (CA ELA)

For more details about how students benefit from meeting the Common Core State Standards within World Languages instruction, see *Appendix 4: Ways the World Languages Standards Support Common Core State Standards*.

It is important to recognize that language students may require more than one year to progress from one proficiency range to the next and may spend a significant amount of time in two adjacent ranges. For example, learners of Russian, a Category III language, may require two years to move beyond Novice performance in listening and speaking but longer than two years for reading and writing. Programs may focus on specific communi-cative modes. For example, a Mandarin program may choose to develop Advanced proficiency in listening and speaking, Intermediate proficiency in reading, and Novice proficiency in writing. Since classical languages are no longer spoken, Classical Greek and Latin programs emphasize reading from the very beginning of instruction. Further, it is common in the elementary school context for students who do not have a heritage language background to remain at the Novice level for an extended period of time.

California's Language Programs

California offers a variety of language programs, beginning in elementary school, continuing in middle school, and most typically in comprehensive high schools. These programs must be age-appropriate in order to address a student's cognitive, emotional, and social needs. Long sequences within these programs provide pathways for students to earn California's **State Seal of Biliteracy** on their high school diplomas.

Elementary school programs include: **Foreign Language Experience (FLEX)**, **Foreign Language in the Elementary School (FLES)**, and a variety of bilingual and **immersion programs**, some of which serve **heritage learners** of the target language. Elementary school program models differ substantially in the number of contact hours allocated to the curriculum (see *Appendix 1: Ways the World Languages Standards Support Biliteracy and Multilingual Education*). Some middle schools also offer immersion and FLEX programs as well as introductory courses that may be equivalent to the first or second year of high school study. High school programs traditionally offer a four-year sequence preparing students for the **SAT II** examinations in world languages other than English and often culminating in the **Advanced Placement (AP)** and **National Examinations in World Languages (NEWL)** programs and, less frequently, the **International Baccalaureate (IB)** program.

Programs for heritage and native speakers, also offered primarily in high school, include bilingual and immersion programs, particularly at the elementary school level, specialized courses designed to meet student needs, and accommodations for these students in world languages classrooms in middle and high schools. World languages classrooms use research-based instructional practices, **Universal Design for Learning**, and appropriate accommodations to ensure success for **students with disabilities**. For more details about the accommodations and research-based practices, see *Appendix 2: Ways Students May Access the World Languages Standards*.

Organization of the Standards

The *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* provide an organizing principle to ensure the continuous development of student proficiency, irrespective of the multiple points of entry and exit from California's language programs. They represent a strong consensus that the study of a wide variety of the world's languages and cultures is part of the core curriculum. The standards present the knowledge and skills that all students should acquire in the study of world languages and cultures within their 13 years in California public schools. Because of the considerable number of languages taught in California schools, the standards are not language-specific. They were developed to accommodate all languages by describing the various ranges through which learners pass as they become increasingly proficient and literate. Further, due to the various proficiency profiles of students and the multiple points of entry and exit from California's language programs, the standards are not tied to specific grade levels but rather describe ranges of linguistic and cultural proficiency that may be achieved by elementary, middle, or high school students.

It is unlikely, even in long instructional sequences, that high school graduates will develop all of the competencies necessary to place them within the **Superior Range** of proficiency since performance within this range requires highly specific, abstract language use within professional **contexts**. The Superior Range is included in this document since students can develop some of its competencies and its presence can inform **backward planning** of program curricula.

It is useful to distinguish the organization of California's Standards from the national standards developed by the ACTFL. In 1996 the national standards introduced five Cs (Communication, Cultures, Connections, Comparisons, and Communities) and a variety of related concepts for ease of understanding and use in planning and in instruction. Two decades later, this standards document focuses on the same content but distributes it among three Cs (Communication, Cultures, and Connections) to emphasize the relationships between the components of the Communication Standards. Both sets of standards—ACTFL in its "weave of curricular elements" and California in this description—emphasize that however divided, the standards merge seamlessly within each of the stages of proficiency (American Council on the Teaching of Foreign Languages n.d.). For more details about each of the standards, see *Appendix 3: Proficiency Ranges at a Glance*.

Communication

Real-world communication is purposeful and takes place in a variety of authentic settings that represent what a student will experience in the target cultures. These are the three modes of real-world communication:

- Interpretive: Language users listen, view, and read using knowledge of cultural products, practices, and perspectives.
- Interpersonal: Culturally appropriate listening and speaking, reading and writing, or viewing and signing take place as a shared activity among language users.
- Presentational: Speaking, signing, and writing take place for an audience of listeners, readers, and viewers in culturally appropriate ways.

The Communication Standard uses structures to capture the multiple components of grammar that students must learn to communicate with accuracy. Students must acquire the following:

- Orthography: the writing systems of languages that have them
- Phonology: the sound system (and parameters in ASL)
- Morphology: the rules for word formation
- Syntax: the principles of sentence structure
- Semantics: language-based meaning systems
- Pragmatics: systems for language usage

Cultures

Students must acquire the ability to interact appropriately with target culture bearers to communicate successfully. Culturally appropriate language usage requires an understanding of the relationships between the products and practices of cultures and their underlying perspectives. While acquiring knowledge of products, practices, and perspectives of the target cultures, learners engage in comparisons among their cultures and the target cultures, and also explore how cultures affect each other when they interact in multilingual and multicultural communities.

Connections

Language users address a variety of topics appropriate for their age and range of proficiency that increase their knowledge of numerous areas of the curriculum. As students develop their ability to communicate in the target language and cultures, they are able to more fully address topics that increase in complexity and learn how target-culture bearers understand and address discipline-specific and cross-disciplinary concepts.

The Communication Standards

Communication is purposeful, occurring when language users carry out real-world **functions** in culturally authentic **settings** in three communicative modes. In the **Interpretive Mode**, students **view**, listen to, and read **authentic** texts; they access information using knowledge of cultural **products**, **practices** and **perspectives**, often with technology. In the **Interpersonal Mode**, students listen and speak, view and sign, or read and write; they interact in real-world settings and often use technology to collaborate. In the **Presentational Mode**, students speak, sign, and write for a variety of purposes, listeners, viewers, and readers in culturally appropriate ways; they use the most suitable media and technologies to present and publish.

As students move through the **range**s of **proficiency**, they are able to understand and produce the following **text types** when they communicate.

Ranges and Text Types

Novice	Learners use learned words and phrases (formulaic language).
Intermediate	Learners use sentences and strings of sentences (created language).
Advanced	Learners use paragraphs and strings of paragraphs (planned language).
Superior	Learners use coherent and cohesive multi-paragraph texts (extended language).

Within each range of proficiency, students progress through Low, Mid, and High **phases**. For example, within the Intermediate Range, students performing at Intermediate–Low are just able to understand and produce sentences, often with low levels of accuracy. Students performing at Intermediate–Mid understand and produce a wide variety of sentences, and some strings of sentences, with a high degree of accuracy. Students performing at Intermediate–High understand and produce many strings of sentences as they attempt to comprehend and use paragraph-level **discourse**. However, Intermediate–High students struggle to understand and communicate messages that require paragraph-level discourse—their sentences do not consistently cohere and the accuracy is low.

Phases within each Range

Low	Learners are just able to produce the text-type characteristic of the range. Accuracy in comprehension and production is low.
Mid	Learners produce a wide variety of text types within the range. Accuracy in comprehension and production is high.
High	Learners begin to produce, but not consistently, text types of the subsequent range. Accuracy in comprehension and production is maintained in the current range of proficiency and is low in the subsequent range.

Functions

Language functions describe the purposes for which language is used in culturally appropriate real-world communication. Functions may be receptive or productive. Some examples of high-frequency functions appear below (Clementi and Terrill 2017):

1. Asking and responding to questions
2. Describing people, places, and things
3. Expressing feelings and emotions
4. Expressing preferences and opinions
5. Maintaining a conversation or discussion in person or virtually
6. Telling or retelling stories
7. Summarizing or interpreting authentic oral, signed, or written texts
8. Presenting information orally, by signing, or in writing

Settings

With the Communication Standards students use language both within and beyond the classroom to interact in local communities and abroad in a wide variety of **settings**. Technology facilitates this collaboration where and when target-language communities are not available locally or where and when students wish to participate virtually in global settings. As students engage in **simulations** within the classroom and carry out age-appropriate, **real-world** tasks in target-culture communities, they begin to take charge of their learning. As lifelong learners, they set goals, reflect on progress, and use language for enjoyment, enrichment, and advancement in real-world, academic and career-related settings. The standards underscore the need for learning to be appropriate for each stage (Novice, Intermediate, Advanced, and Superior), age (elementary, middle, and high school), and linguistic background (non-native, heritage, and native speaker).

Structures

Languages vary considerably in the **structures** they use to convey meaning. As a result, the structures standards in service of communication are general to apply to all languages. For this reason, curricula must feature language-specific structures essential for accurate communication. As students interact with **authentic materials** and with teachers who communicate in the target language in **culturally appropriate** ways, they discover and acquire the structures of the target language through the messages they understand and the concepts they grasp. To foster growth in content knowledge and communicative proficiency, teachers tailor their language and the materials they use just above the proficiency range of their students' current **performance** levels. For example, if Novice–Low, target Novice–Mid; if Novice–High, target Intermediate–Low.

The World Languages Standards focus on using language to comprehend messages (**receptive structures**) and to produce messages (**productive structures**). The structures standards in service of communication are a vital component of the Communication Standards since they provide the means for real-world, culturally appropriate target-language use. They are not intended to encourage instruction "about" the target language.

The goal statements that proceed each of the standards were adapted from the *World-Readiness Standards for Learning Languages and Outcomes for Language and Culture Learning* (National Standards Collaborative Board 2015; Zaslow 2016).

Communication Standard 1: Interpretive Communication

(Comparable to "Interpretive Communication," *California English Language Development Standards: Kindergarten Through Grade 12* [California Department of Education 2014])

Goal

- Students demonstrate understanding, interpret, and analyze what is heard, read, or viewed on a variety of topics, from authentic texts. They use technology, when appropriate, to access information.

Novice	Intermediate	Advanced	Superior
WL.CM1.N Demonstrate understanding of the general meaning and some basic information on very familiar common daily topics. Recognize memorized words, phrases, and simple sentences in authentic texts that are spoken, written, or signed.	WL.CM1.I Demonstrate understanding of the main idea and some details on some informal topics related to self and the **immediate environment**. Demonstrate understanding of sentences and strings of sentences in authentic texts that are spoken, written, or signed.	WL.CM1.A Demonstrate understanding of the main idea and supporting details in major time frames on most informal and formal topics of general public interest. Demonstrate understanding of authentic texts using paragraph-level discourse that is spoken, written, or signed.	WL.CM1.S Demonstrate understanding and infer meaning from complex, authentic, multi-paragraph texts on topics of broad general interests. Demonstrate understanding of unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise, in texts that are spoken, written, or signed.

Communication Standard 2: Interpersonal Communication

(Comparable to "Collaborative Communication," *California English Language Development Standards: Kindergarten Through Grade 12* [California Department of Education 2014])

Goal

- Students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed, or written conversations. They use technology as appropriate, in order to collaborate, to share information, reactions, feelings, and opinions.

Novice	Intermediate	Advanced	Superior
WL.CM2.N Participate in real-world, spoken, written, or signed conversations on very familiar topics. Use memorized words, phrases, and simple sentences, and questions in **highly predictable** common daily settings.	WL.CM2.I Participate in real-world, spoken, written, or signed conversations related to self and the immediate environment. Create sentences and strings of sentences to ask and answer a variety of questions in **transactional** and some **informal settings**.	WL.CM2.A Participate in real-world, spoken, written, or signed conversations and discussions in major time frames on topics of general public interest. Use connected sentences and paragraph-level discourse in most informal and **formal settings**.	WL.CM2.S Participate fully and effectively in real-world, spoken, written, or signed discussions and debates, on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use a wide variety of text types with cohesive discourse in informal and formal settings, and problem situations.

Communication Standard 3: Presentational Communication

(Comparable to "Productive Communication," *California English Language Development Standards: Kindergarten Through Grade 12* [California Department of Education 2014])

Goal

- Students present information, concepts, and ideas on a variety of topics and for multiple purposes, in culturally appropriate ways. They adapt to various audiences of listeners, readers, or viewers, using the most suitable media and technologies to present and publish.

Novice	Intermediate	Advanced	Superior
WL.CM3.N Present information in culturally appropriate ways on very familiar common daily topics using memorized words, phrases, and simple sentences through spoken, written, or signed language. Use the most suitable media and technologies to present and publish.	WL.CM3.I Make simple presentations in culturally appropriate ways on transactional and informal topics related to self and the immediate environment. Use sentences and strings of sentences through spoken, written, or signed language using the most suitable media and technologies to present and publish.	WL.CM3.A Deliver presentations in culturally appropriate ways on topics of general public interest using paragraph-level discourse in major time frames through spoken, written, or signed language. Use the most suitable media and technologies to present and publish.	WL.CM3.S Deliver complex presentations with precision of expression in culturally appropriate ways, for a wide variety of audiences, on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use a wide variety of text types with cohesive discourse through spoken, written, or signed language, using the most suitable media and technologies to present and publish.

Communication Standard 4: Settings for Communication

Goals

- Students use language in:
  - highly predictable common daily settings (Novice);
  - transactional and some informal settings (Intermediate);
  - most informal and formal settings (Advanced);
  - informal, formal, and professional settings, and unfamiliar and problem situations (Superior), in their communities and in the globalized world.
- Students recognize (Novice), participate in (Intermediate), initiate (Advanced), or sustain (Superior) language use opportunities outside the classroom and set goals while reflecting on progress, and use language for enjoyment, enrichment, and advancement.

Novice	Intermediate	Advanced	Superior
WL.CM4.N Recognize opportunities to use age-appropriate, culturally authentic, real-world, and academic language in highly predictable common daily settings within target-language communities in the United States and around the world.	WL.CM4.I Participate in opportunities to use age-appropriate, culturally authentic, real-world, and academic language in transactional and some informal settings within target-language communities in the United States and around the world.	WL.CM4.A Initiate opportunities to use culturally authentic, real-world, and academic language in most informal and formal settings within target-language communities in the United States and around the world.	WL.CM4.S Sustain opportunities to use culturally authentic, real-world, and academic language on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise within target-language communities in the United States and around the world.

Communication Standard 5: Receptive Structures in Service of Communication

Goals

- Students use the following structures to communicate:
  - sounds, parameters, and writing systems (Novice);
  - basic word and sentence formation (Intermediate);
  - structures for major time frames and text structures for paragraph-level discourse (Advanced);
  - all structures and text structures for extended discourse (Superior).
- Students use the following language text types to communicate:
  - learned words, **signs** and fingerspelling, and phrases (Novice);
  - sentences and strings of sentences (Intermediate);
  - paragraphs and strings of paragraphs (Advanced);
  - or coherent, cohesive multi-paragraph texts (Superior).

Novice	Intermediate	Advanced	Superior
WL.CM5.N Demonstrate understanding of words, phrases (signs and fingerspelling in ASL), and simple sentences on very familiar common daily topics. Use orthography, phonology, ASL parameters, and very basic sentence-level elements (morphology and/or syntax).	WL.CM5.I Demonstrate understanding of transactional and informal topics related to self and the immediate environment. Use basic sentence-level elements (morphology and syntax).	WL.CM5.A Demonstrate understanding of topics of general public interest. Use knowledge of sentence-level elements (morphology and syntax in major time frames) and paragraph-level discourse (text structure).	WL.CM5.S Demonstrate understanding of topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use knowledge of sentence-level elements (morphology and syntax of common and uncommon structures) and extended discourse (text structure).

Communication Standard 6: Productive Structures in Service of Communication

Goals

- Students use the following structures to communicate:
  - sounds, parameters, and writing systems (Novice);
  - basic word and sentence formation (Intermediate);
  - structures for major time frames and text structures for paragraph-level discourse (Advanced);
  - all structures and text structures for extended discourse (Superior).
- Students use the following language text types to communicate:
  - learned words, signs and fingerspelling, and phrases (Novice);
  - sentences and strings of sentences (Intermediate);
  - paragraphs and strings of paragraphs (Advanced);
  - or coherent, cohesive multi-paragraph texts (Superior).

Novice	Intermediate	Advanced	Superior
WL.CM6.N Communicate about very familiar common daily topics using words and phrases (signs and fingerspelling in ASL), and simple sentences. Use orthography, phonology or ASL parameters, and very basic sentence-level elements (morphology and/or syntax).	WL.CM6.I Communicate about transactional topics, and some informal ones, related to self and the immediate environment in sentences and strings of sentences. Use basic sentence-level elements (morphology and syntax).	WL.CM6.A Communicate about topics of general public interest. Use knowledge of sentence-level elements (morphology and syntax in major time frames) and paragraph-level discourse (text structure).	WL.CM6.S Communicate about topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use knowledge of sentence-level elements (morphology and syntax of common and uncommon structures) and extended discourse (text structure).

Communication Standard 7: Language Comparisons in Service of Communication

Goal

- To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and the language(s) they know.

Novice	Intermediate	Advanced	Superior
WL.CM7.N Identify similarities and differences in the orthography, phonology, ASL parameters, and very basic sentence-level elements (morphology and/or syntax) of the languages known.	WL.CM7.I Identify similarities and differences in the basic sentence-level elements (morphology and syntax) of the languages known.	WL.CM7.A Identify similarities and differences in sentence-level elements (morphology and syntax in major time frames) and in paragraph-level discourse (text structure) of the languages known.	WL.CM7.S Identify similarities and differences in sentence-level elements (morphology and syntax of common and uncommon structures) and in extended discourse (text structure) of the languages known.

The Cultures Standards

As students increase their proficiency in the Cultures Standards, while using the target language, they enhance their ability to interact with members of the target culture in appropriate ways in a variety of real-world settings. In classrooms and culturally authentic contexts, learners use the target language to investigate the relationships among the **products** cultures produce, which includes distinguishing tangible products of a cultural group (such as pieces of folk art) from intangible cultural products (such as a particular style of music or revisions to the legal system) and their use. Students also examine the **practices** of cultures (like the appropriate ways of making physical contact, or the proper protocols for business interactions) and understand the **perspectives** that underlie both products and practices (like collaboration and collectivism, or competition and individualism).

Interacting with target **culture bearers**—including the products, practices, and perspectives of the target culture—teaches students that target cultures and their own are not singular entities. For example, this may occur as they learn that the language and cultures of Paris vary greatly from those of French-speaking Africa, then associate these differences with what they know of the English language and cultures of Oakland, Boston, and Jamaica. Students use these opportunities to investigate the similarities and differences within the target cultures, and also between the target cultures and their own.

Students learn that cultures are not static. Cultures are the product of history, conditioned by geography and traditions of the past and present. And when cultures interact face-to-face or electronically, **intercultural influences** can profoundly affect a culture's products, practices, and perspectives. For example, many Native American languages and cultures are often transmitted to a student through English—not the language of the indigenous cultural groups from which they originated—and as a result, they may not be recognized by those who originated them or may be altered.

Multilingual and multicultural communities within the United States, virtual interaction via technology, and the ease of travel abroad provide many opportunities for students to use and acquire language and cultural skills beyond the classroom. Through inquiry and exploration of the target language cultures and their own, learners discover and often value the multiple ways that cultures interpret the world, offer ways of being and doing, and provide solutions to challenges. Students see that differences in products, practices, and perspectives derive from the unique history of a community of culture bearers and that different cultural approaches enrich the human experience. Furthermore, learners develop new ways to understand academic content and new reasons to prize their own languages and cultures.

Cultures Standard 1: Culturally Appropriate Interaction

Goal

- Students interact with cultural competence and understanding.

Novice	Intermediate	Advanced	Superior
WL.CL1.N Use age-appropriate gestures and expressions in very familiar, common daily settings.	WL.CL1.I Interact with understanding in a variety of familiar age-appropriate transactional situations and common daily and informal settings.	WL.CL1.A Interact with cultural competence in most informal and formal settings.	WL.CL1.S Improvise in culturally appropriate ways in unfamiliar and unpredictable situations, in informal and formal settings, and in specialized academic and professional contexts.

Cultures Standard 2: Cultural Products, Practices, and Perspectives

Goal

- To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them.

Novice	Intermediate	Advanced	Superior
WL.CL2.N Experience, recognize, and explore the relationships among typical age-appropriate target cultures' products, practices, and perspectives in culturally appropriate ways in very familiar common daily settings.	WL.CL2.I Experience, recognize, and explore the relationships among typical age-appropriate target cultures' products, practices, and perspectives in culturally appropriate ways in transactional situations and some informal settings.	WL.CL2.A Participate, use, describe, and discuss the relationships among target cultures' products, practices, and perspectives in culturally appropriate ways in most informal and formal settings.	WL.CL2.S Research, analyze, discuss, and hypothesize about the relationships among target cultures' wide ranges of products, practices, and perspectives—concrete and abstract, general and specialized, and academic and professional—from different viewpoints in culturally appropriate ways.

Cultures Standard 3: Cultural Comparisons

Goal

- To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and the culture(s) they know.

Novice	Intermediate	Advanced	Superior
WL.CL3.N Identify some similarities and differences among very familiar, common daily products, practices, and perspectives in the mainstream cultures of the United States, the students' own cultures, and the target cultures.	WL.CL3.I Exchange information about similarities and differences among common daily products, practices, and perspectives in the immediate environment in the mainstream cultures of the United States, the students' own cultures, and the target cultures.	WL.CL3.A Describe and explain similarities and differences among products, practices, and perspectives of general public interest in the mainstream cultures of the United States, the students' own cultures, and the target cultures.	WL.CL3.S Research, analyze, discuss, and hypothesize about the products, practices, and perspectives of the target cultures—comparing concrete and abstract, general and specialized, and academic and professional topics with the mainstream cultures of the United States, and the students' own cultures.

Cultures Standard 4: Intercultural Influences

Goal

- To interact with **intercultural competence**, students demonstrate understanding and use the target language to investigate how cultures influence each other over time.

Novice	Intermediate	Advanced	Superior
WL.CL4.N Identify **cultural borrowings**.	WL.C.4.I State reasons for cultural borrowings.	WL.CL4.A Describe how products, practices, and perspectives change when cultures come into contact.	WL.CL4.S Research, analyze, discuss, and hypothesize about a wide range of products, practices, and perspectives—including concrete and abstract, general and specialized, and academic and professional—and how they change when cultures come into contact.

The Connections Standards

The **Connections Standards** underscore the value of teaching elements of the core curriculum through the target language. All world language students benefit when they recognize distinctive viewpoints as they access, build, reinforce, and expand their knowledge of other disciplines and develop literacy skills in the target language. The knowledge students acquire through the target language supports content-area learning in English and often reflects new perspectives. Activities that support progress toward high levels of achievement require critical thinking, inquiry, problem-solving, creativity, innovation, flexibility, and adaptability to function in real-world, academic, and career-related settings, all of which are emphasized in the *Common Core State Standards and 21st Century Skills Map for World Languages* (California Department of Education 2013; Partnership for 21st Century Skills 2011).

Connections Standard 1: Connections to Other Disciplines

Goal

- To function in real-world situations, academic, and career-related settings, students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems.

Novice	Intermediate	Advanced	Superior
WL.CN1.N Acquire, exchange, and present information primarily in the target language about very familiar common daily elements of life and age-appropriate academic content across disciplines.	WL.CN1.I Acquire, exchange, and present information in the target language on topics related to self and the immediate environment, and age-appropriate academic content across disciplines.	WL.CN1.A Acquire, exchange, and present information in the target language on factual topics of public interest and general academic content across disciplines.	WL.CN1.S Research, analyze, discuss, and hypothesize in the target language about topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise across disciplines.

Connections Standard 2: Diverse Perspectives and Distinctive Viewpoints

Goal

- To function in real-world situations in academic and career-related settings, students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures.

Novice	Intermediate	Advanced	Superior
WL.CN2.N Recognize diverse perspectives and distinctive viewpoints on very familiar common daily topics, primarily in the target language, from age-appropriate authentic materials from the target cultures.	WL.CN2.I Identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the target cultures.	WL.CN2.A Research and explain diverse perspectives and distinctive viewpoints on topics of general public interest in the target language through authentic materials from the target cultures.	WL.CN2.S Research, analyze, discuss, and hypothesize in the target language about diverse perspectives and distinctive viewpoints on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized, professional, and academic expertise language through authentic materials from the target cultures.

Appendix 1: Ways the World Languages Standards Support Biliteracy and Multilingual Education

The passage of Proposition 58, "Education for a Global Economy" (EdGE), in 2016 initiated a statewide effort to promote linguistic, global, and **intercultural competency** among California students. This initiative links communicative proficiency to college and career readiness and global citizenship, including a path to attain the **State Seal of Biliteracy**. The charge of this legislation and a subsequent initiative, "Global California 2030: Speak. Learn. Lead." is for K–12 schools to support multilingualism for California's unique and diverse student population through access to world language programs, including a wide variety of languages with multiple entry points from kindergarten through grade level twelve.

To achieve the goals of Proposition 58 and subsequent initiatives, elementary schools throughout the state will need to develop robust offerings with clear pathways to biliteracy in a variety of languages.

According to the California Association for Bilingual Education, effective program types in elementary settings include (Olsen 2014):

- Foreign Language Experience (FLEX)
- Foreign Language in the Elementary School (FLES)
- Dual Language Immersion (DLI)
  - A DLI program (formerly known as "Two-Way Immersion") provides integrated language and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding (*EC* § 306(c)(1).).
- Developmental Bilingual Program
  - Developmental Bilingual programs are designed for students to participate for approximately five to six years, with the goal of bilingualism and biliteracy (Lindholm-Leary and Genesee 2010).
- **Two-Way Bilingual Education**
  - Up to 90 percent of instruction is in a language other than English in programs for speakers of English and the target language.

In light of the potential for increase of multilingual education programs in elementary schools, secondary programs must focus their efforts on the development of advanced courses in language arts in the target language beyond those currently offered for **Advanced Placement** or as part of the **International Baccalaureate** programs. Certification of bilingual teachers is central to the success of secondary programs that wish to offer courses from the core curriculum in a language other than English. With attention placed on **culturally appropriate perspectives on content**, subject-specific courses can be taught using perspectives from the target cultures.

One of the greatest challenges for integrated programs is to provide multiple entry points for students to begin or continue their study of an additional language and its cultures, and of academic content through the language and its cultures. For speakers of English, this requires opportunities to begin study in elementary, middle, and high schools. **Differentiated instruction** is necessary for students with differing ranges of proficiency and discipline-specific knowledge and skills to access the core curriculum

and enhance their linguistic and cultural skills. For **heritage** and **native learners**, this requires assessments that determine appropriate placement in the sequence and access to essential parts of the core curriculum should they need it. Schools should also encourage students at advanced levels in English and another language to begin the study of additional world languages.

The strength of the world language standards is that they reflect the current consensus on research-based practice in language and culture education. As a result, these standards can be used to support all language educators, including those who work in the area of English Language Development (ELD) and Multilingual Education, where language instruction supports content-area instruction, English and target-language development.

The statements listed in the charts below are a unified set of goals reflected in the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* and derived from the most current documents that inform the language and culture teaching communities which are included in the Helpful Documents section of this appendix.

Communication Goals

Interpretive Communication

Students demonstrate understanding, interpret, and analyze what is heard, read, or viewed on a variety of topics, from authentic texts. They use technology, when appropriate, to access information.

Interpersonal Communication

Students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed, or written conversations. They use technology as appropriate, in order to collaborate, to share information, reactions, feelings, and opinions.

Presentational Communication

Students present information, concepts, and ideas on a variety of topics and for multiple purposes, in culturally appropriate ways. They adapt to various audiences of listeners, readers, or viewers, using the most suitable media and technologies to present and publish.

Settings for Communication

Students use language in highly predictable daily settings (Novice); transactional and some informal settings (Intermediate); most informal and formal settings (Advanced); informal, formal, and professional settings, and unfamiliar and problem situations (Superior) in their communities and in the globalized world.

Students recognize (Novice), participate in (Intermediate), initiate (Advanced), or sustain (Superior) language use opportunities outside the classroom and set goals while reflecting on progress, and use language for enjoyment, enrichment, and advancement.

Receptive and Productive Structures in Service of Communication

Students use the following structures to communicate: sounds, parameters, and writing systems (Novice); basic word and sentence formation (Intermediate); structures for major time frames and text structures for paragraph-level discourse (Advanced); all structures and text structures for extended discourse (Superior).

Students use the following language text types to communicate: learned words, signs and fingerspelling, and phrases (Novice); sentences and strings of sentences (Intermediate); paragraphs and strings of paragraphs (Advanced); or coherent, cohesive multi-paragraph texts (Superior).

Language Comparisons in Service of Communication

To interact with communicative competence, students use the target lan-

guage to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and the language(s) they know.

Cultures Goals

Culturally Appropriate Interaction

Students interact with cultural competence and understanding.

Cultural Products, Practices, and Perspectives

To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them.

Cultural Comparisons

To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and the culture(s) they know.

Intercultural Influences

To interact with intercultural competence, students demonstrate understanding and use the target language to investigate how cultures influence each other over time.

Connections Goals

Connections to Other Disciplines

To function in real-world situations, academic, and career-related settings, students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems.

Diverse Perspectives and Distinctive Viewpoints

To function in real-world situations in academic and career-related settings, students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures.

Helpful Documents

American Council on the Teaching of Foreign Languages (ACTFL) Documents

- *21st Century Skills Map for World Languages*
- *ACTFL Proficiency Guidelines*
- *ACTFL Performance Descriptors for Language Learners*
- *NCSSFL–ACTFL Can-Do Statements*
- *World-Readiness Standards for Learning Languages*

California Department of Education Documents

- *Common Core State Standards for English Language Arts and Literacy in History–Social Studies, Science, and Technical Subjects*
- *California English Language Development Standards*
- *Career Career Technical Education Model Curriculum Standards*
- *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve*
- *Global California 2030: Speak. Learn. Lead.*

California World Language Project Document

- *Outcomes for Language and Culture Learning*

Through the study of a language other than English, students acquire content knowledge, **cultural perspectives** on content, and cultural and linguistic knowledge and literacy skills that are often transferable to con-

texts where English is used and acquired by English Language Learners. The study of additional languages and cultures provides a window into how others understand and act in the world and opens opportunities to value differences as students become multilingual and multicultural.

For heritage and native speakers, knowing that their languages and cultures are valued builds self-esteem and supports the attainment of high levels of linguistic and cultural proficiency. California's **State Seal of Biliteracy** validates the importance of multilingualism and multiculturalism for vibrant and prospering communities, and for the economic and security needs of California and the United States. The State Seal of Biliteracy recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The vision of high levels of literacy for our students requires long sequences of world language study, multiple entry points for students throughout K–12 education, and the development of a variety of courses that support advanced and even superior levels of proficiency in world languages and cultures.

Appendix 2: Ways Students May Access the World Languages Standards

Almost everyone acquires a first language, and most people, when provided with appropriate learning environments, can acquire a second or third. This includes **students with disabilities**. Research-based, differentiated World Languages and Cultures instruction promotes the achievement of all students, including those with special needs, and develops linguistic and cultural knowledge with skills that can be used productively in the world beyond the classroom. The following non-exhaustive list includes accommodations that enhance the achievement of students with special needs.

Accommodations

Understanding New Concepts

- Prioritize essential learning, distinguishing it from less important material
- Provide cues, prompts, learning tools, and graphic organizers
- Teach concepts and develop learning opportunities in a variety of ways
- Provide extended time for meaningful practice, review, and repetition

Retaining and Retrieving Information

- Break instruction into small tasks
- Use frequent repetition
- Use color coding, mnemonics, imagery, rhythm, and movement to reinforce learning
- Provide multiple and varied strategies for retrieval of information
- Support the design of student-generated tools

Working in Groups

- Teach independence through bridging phrases, disagreeing agreeably, voice, tone, body language, and facial expressions
- Use a wide variety of grouping strategies
- Ensure support of a partner within the group
- Provide self-monitoring tools

Assessment

- Weigh assessment of knowledge and skills based on priorities set for essential learning
- Provide opportunities for pre-assessment
- Teach strategies for test taking and assessment
- Allow a variety of ways to demonstrate knowledge and skills
- Allow for reassessment

The Differentiated Classroom

A differentiated classroom serves the needs of all students including those with disabilities. In a differentiated classroom, the teacher plans and carries out varied approaches to **content**, **process**, and **products** in anticipation of and response to student differences in readiness, interest, and learning needs. Differentiated instruction provides multiple approaches to

content, process, and products. The aim is to create a learning environment which encourages students to engage their abilities to the greatest extent possible, including taking risks and building knowledge and skills in what students perceive as a safe, flexible environment. It is a blend of whole-class, group, and individual instruction. It is student-centered, fosters independence and initiative, is interdisciplinary, open, encouraging, complex, rich in resources, methods, and tasks, mobile, flexible and fluid, qualitative, proactive, and adapting.

Universal Design for Learning provides students with a wide range of abilities, special needs, ethnic backgrounds, language skills and learning styles, multiple means of representation, action and expression, and engagement. It is a set of principles for curriculum development that gives all students equal opportunities to learn. It focuses on the "what" of learning, about content; the "how" of learning, about process and products; and the "why" of learning, about interest and motivation.

Differentiating Curricular Elements of Content

Content refers to knowledge and skill—it is what students must know and be able to do as the result of instruction. Content may be differentiated by focusing on the unit's most relevant and essential elements. **Process** refers to the ways students interact with content during the phases of the unit; process is the "how" of teaching. To modify process, teachers can apply a variety of strategies, such as grouping by ability, interest, or learning profile (strengths and weaknesses, for example). **Products** are the ways in which students demonstrate their knowledge and skills. Both "Bloom's Taxonomy" and Gardner's "Multiple Intelligences" can be applied to the differentiation of products, providing greater challenge and variety in how students show what they have understood (Bloom et al. 1956; Gardner 1983).

Differentiating for Student Traits

Students learn better when their interests, learning profiles, and readiness level have been recognized. In order to respond to students' diverse interests, teachers can align the key understandings of the unit with topics that intrigue students, encourage investigation, and give choices of products or tasks, including student-designed options. A number of variables comprise a student's learning profile, which include:

- Desiring to work alone or in groups
- Preferring hands-on activities instead of logical sequencing activities
- Learning better when listening instead of viewing
- Demonstrating a strong musical-rhythmic intelligence instead of bodily-kinesthetic intelligence

Teachers can address these variables and create positive learning environments with flexible learning options; a choice of cooperative, independent, or competitive learning experiences; and modification of content, process, or product to align with the different learning styles of students. Tiered lessons and activities address standards and key concepts offering several pathways for students to arrive at understanding or develop skills based on their interests, readiness, or learning profiles. Tiered instruction addresses the same essential skills and understandings for all students, but at different levels of complexity, abstractness, and open-endedness (Meyer, Rose, and Gordon 2014).

Then and Now

Research-based practices highlight instruction that serves all students well—particularly those with disabilities.

1. **Then: Students learn about the language (grammar)**
   Now: Students learn to use the target language
   - Teachers use the target language almost exclusively.
   - Teachers use the target language to make language, culture, and content comprehensible using multiple modalities for learning.
   - Grammar is taught as a tool for communication.

2. **Then: Teacher-centered class**
   Now: Student-centered with teacher as facilitator or collaborator
   - Teachers design activities that lead to autonomy and flexibility in unrehearsed situations and create a student-driven class.
   - Students engage in individual, pair, and group activities.
   - Students are able to choose activities based on **learning profiles**, readiness, and interests.
   - Students are able to assess, plan, and direct their own learning.

3. **Then: Focus on four skills**
   Now: Focus on interpersonal, interpretive, and presentational communication in the target language
   - Students interpret authentic (informative, cultural, literary) audio, video, and written texts.
   - Students communicate spontaneously in culturally authentic, real-world settings.
   - Students make a variety of presentations for target-culture audiences in appropriate ways.

4. **Then: Coverage of the textbook**
   Now: Use of backward design focusing on the end goal
   - Teachers design culturally authentic integrated performance tasks for units and courses in the target language.
   - Performance tasks develop skills measured in benchmarks and final examinations.
   - Assessment (such as form checks, measures, and integrated performance tasks) informs instruction.

5. **Then: Use of the textbook as the curriculum**
   Now: Use of thematic units and authentic resources as the curriculum
   - Teachers use authentic materials rich in language, culture, and content.
   - Essential questions guide the selection of themes and sub-themes.
   - Materials from the textbook are used only when those materials develop appropriate knowledge and skills.

6. **Then: Emphasis on teacher as presenter**
   Now: Emphasis on student as "doer" and "creator"
   - Students use the target language for real-world purposes in culturally appropriate ways.
   - Students use the target language beyond the classroom.
   - Students use the target language to learn content, think critically, and solve problems.

7. **Then: Focus on isolated cultural "factoids"**
   Now: Focus on relationships among products, practices, and perspectives
   - Students learn the target culture through the target language.
   - Students learn to function in culturally appropriate ways.
   - Students learn target-culture perspectives that underlie cultural products and practices.
   - Students learn about the effects of intercultural influences.

8. **Then: Use of technology as a "cool tool"**
   Now: Integrating technology into instruction to enhance learning
   - Teachers use technology to teach authentic texts that are rich in language, culture, and content.
   - Students use technology to research, collaborate, cite evidence, revise, edit, and publish in the target language.
   - Students use technology to communicate in the target language, supported with digital media and visual displays.

9. **Then: Teaching only the language**
   Now: Use of language as the vehicle to teach academic content
   - Students further their knowledge of content through target-language sources.
   - Students learn target-culture perspectives on content.
   - Students develop information, media, technology, and emotional literacies.

10. **Then: Same instruction for all students**
    Now: Differentiating instruction to meet individual needs
    - Teachers differentiate based on student learning profiles, readiness, and interests.
    - Teachers differentiate content, process, and products.
    - Teachers differentiate for students who are disengaged or accelerated, who have disabilities or other special needs, and who are heritage and native speakers.

11. **Then: Use of situations from textbook**
    Now: Use of personalized real-world tasks
    - Students use the target language in real-world settings.
    - Students use the target language spontaneously.
    - Students exchange information and opinions, and express thoughts and feelings through the target language.

12. **Then: Classroom language learning**
    Now: Opportunities to use the target language beyond the classroom
    - Students participate in language-use opportunities with target-language users in the school.
    - Students participate in target-language-use opportunities in local and global communities.
    - Students show evidence of becoming lifelong learners.

13. **Then: Test to find out what students do not know**
    Now: Assessing to find out what students can do
    - Teachers use measures to generate a profile of student strengths and weaknesses.
    - Teachers design tasks that require proficiency in language, culture, and content.

- Teachers differentiate content, process, and products to optimize opportunities for success.

14. **Then: Teacher knows criteria for grading**
    Now: Students understand criteria for assessment and use rubrics
    - Teachers use criteria that focus on language, culture, and content.
    - Students participate in self-assessment using criteria and rubrics.
    - Students self-direct when demonstrating knowledge and proficiency.

15. **Then: Students "turn in" work for the teacher**
    Now: Students create to "share and publish" for target-culture audiences
    - Students interpret a wide variety of authentic materials.
    - Students communicate interpersonally in real-world situations.
    - Students present to target-culture audiences for a variety of purposes and in appropriate ways.

Expanded using "Then and Now in the 21st Century Skills Map for World Languages" (Zaslow 2011).

Appendix 3: Proficiency Ranges at a Glance

The Novice Range of Proficiency

The Communication Standards

Interpretive Communication Mode
WL.CM1.N
Demonstrate understanding of the general meaning and some basic information on very familiar common daily topics. Recognize memorized words, phrases, and simple sentences in authentic texts that are spoken, written, or signed.

Interpersonal Communication Mode
WL.CM2.N
Participate in real-world, spoken, written, or signed conversations on very familiar topics. Use memorized words, phrases, and simple sentences, and questions in highly predictable common daily settings.

Presentational Communication Mode
WL.CM3.N
Present information in culturally appropriate ways on very familiar common daily topics using memorized words, phrases, and simple sentences through spoken, written, or signed language. Use the most suitable media and technologies to present and publish.

Settings for Communication
WL.CM4.N
Recognize opportunities to use age-appropriate, culturally authentic, real-world, and academic language in highly predictable common daily settings within target-language communities in the United States and around the world.

Receptive Structures in Service of Communication
WL.CM5.N
Demonstrate understanding of words, phrases (signs and fingerspelling in ASL), and simple sentences on very familiar common daily topics. Use orthography, phonology, ASL parameters, and very basic sentence-level elements (morphology and/or syntax).

Productive Structures in Service of Communication
WL.CM6.N
Communicate about very familiar common daily topics using words and phrases (signs and fingerspelling in ASL), and simple sentences. Use orthography, phonology or ASL parameters, and very basic sentence-level elements (morphology and/or syntax).

Language Comparisons in Service of Communication
WL.CM7.N
Identify similarities and differences in the orthography, phonology, ASL parameters, and very basic sentence-level elements (morphology and/or syntax) of the languages known.

The Cultures Standards

Culturally Appropriate Interaction
WL.CL1.N
Use age-appropriate gestures and expressions in very familiar, common daily settings.

Cultural Products, Practices, and Perspectives
WL.CL2.N
Experience, recognize, and explore the relationships among typical age-appropriate target cultures' products, practices, and perspectives in culturally appropriate ways in very familiar common daily settings.

Cultural Comparisons
WL.CL3.N
Identify some similarities and differences among very familiar, common daily products, practices, and perspectives in the mainstream cultures of the United States, the students' own cultures, and the target cultures.

Intercultural Influences
WL.CL4.N
Identify cultural borrowings.

The Connections Standards

Connections to Other Disciplines
WL.CN1.N
Acquire, exchange, and present information primarily in the target language about very familiar common daily elements of life and age-appropriate academic content across disciplines.

Diverse Perspectives and Distinctive Viewpoints
WL.CN2.N
Recognize diverse perspectives and distinctive viewpoints on very familiar common daily topics, primarily in the target language, from age-appropriate authentic materials from the target cultures.

The Intermediate Range of Proficiency

The Communication Standards

Interpretive Communication Mode
WL.CM1.I
Demonstrate understanding of the main idea and some details on some informal topics related to self and the immediate environment. Demonstrate understanding of sentences and strings of sentences in authentic texts that are spoken, written, or signed.

Interpersonal Communication Mode
WL.CM2.I
Participate in real-world, spoken, written, or signed conversations related to self and the immediate environment. Create sentences and strings of sentences to ask and answer a variety of questions in transactional and some informal settings.

Presentational Communication Mode
WL.CM3.I
Make simple presentations in culturally appropriate ways on transactional and informal topics related to self and the immediate environment. Use sentences and strings of sentences through spoken, written, or signed language using the most suitable media and technologies to present and publish.

Settings for Communication
WL.CM4.I
Participate in opportunities to use age-appropriate, culturally authentic, real-world, and academic language in transactional and some informal settings within target-language communities in the United States and around the world.

Receptive Structures in Service of Communication
WL.CM5.I
Demonstrate understanding of transactional and informal topics related to self and the immediate environment. Use basic sentence-level elements (morphology and syntax).

Productive Structures in Service of Communication
WL.CM6.I
Communicate about transactional topics, and some informal ones, related to self and the immediate environment in sentences and strings of sentences. Use basic sentence-level elements (morphology and syntax).

Language Comparisons in Service of Communication
WL.CM7.I
Identify similarities and differences in the basic sentence-level elements (morphology and syntax) of the languages known.

The Cultures Standards

Culturally Appropriate Interaction
WL.CL1.I
Interact with understanding in a variety of familiar age-appropriate transactional situations and common daily and informal settings.

Cultural Products, Practices, and Perspectives
WL.CL2.I
Experience, recognize, and explore the relationships among typical age-appropriate target cultures' products, practices, and perspectives in culturally appropriate ways in transactional situations and some informal settings.

Cultural Comparisons
WL.CL3.I
Exchange information about similarities and differences among common daily products, practices, and perspectives in the immediate environment in the mainstream cultures of the United States, the students' own cultures, and the target cultures.

Intercultural Influences
WL.C.4.I
State reasons for cultural borrowings.

The Connections Standards

Connections to Other Disciplines
WL.CN1.I
Acquire, exchange, and present information in the target language on topics related to self and the immediate environment, and age-appropriate academic content across disciplines.

Acquiring Diverse Perspectives and Distinctive Viewpoints
WL.CN2.I
Identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the target cultures.

The Advanced Range of Proficiency

The Communication Standards

Interpretive Communication Mode
WL.CM1.A
Demonstrate understanding of the main idea and supporting details in major time frames on most informal and formal topics of general public interest. Demonstrate understanding of authentic texts using paragraph-level discourse that are spoken, written, or signed.

Interpersonal Communication Mode
WL.CM2.A
Participate in real-world, spoken, written, or signed conversations and discussions in major time frames on topics of general public interest. Use connected sentences and paragraph-level discourse in most informal and formal settings.

Presentational Communication Mode
WL.CM3.A
Deliver presentations in culturally appropriate ways on topics of general public interest using paragraph-level discourse in major time frames through spoken, written, or signed language. Use the most suitable media and technologies to present and publish.

Settings for Communication
WL.CM4.A
Initiate opportunities to use culturally authentic, real-world, and academic language in most informal and formal settings within target-language communities in the United States and around the world.

Receptive Structures in Service of Communication
WL.CM5.A
Demonstrate understanding of topics of general public interest. Use knowledge of sentence-level elements (morphology and syntax in major time frames) and paragraph-level discourse (text structure).

Productive Structures in Service of Communication
WL.CM6.A
Communicate about topics of general public interest. Use knowledge of sentence-level elements (morphology and syntax in major time frames) and paragraph-level discourse (text structure).

Language Comparisons in Service of Communication
WL.CM7.A
Identify similarities and differences in sentence-level elements (morphology and syntax in major time frames) and in paragraph-level discourse (text structure) of the languages known.

The Cultures Standards

Culturally Appropriate Interaction
WL.CL1.A
Interact with cultural competence in most informal and formal settings.

Cultural Products, Practices, and Perspectives
WL.CL2.A
Participate, use, describe, and discuss the relationships among target cultures' products, practices, and perspectives in culturally appropriate ways in most informal and formal settings.

Cultural Comparisons
WL.CL3.A
Describe and explain similarities and differences among products, practices, and perspectives of general public interest in the mainstream cultures of the United States, the students' own cultures, and the target cultures.

Intercultural Influences
WL.CL4.A
Describe how products, practices, and perspectives change when cultures come into contact.

The Connections Standards

Connections to Other Disciplines
WL.CN1.A
Acquire, exchange, and present information in the target language on factual topics of public interest and general academic content across disciplines.

Acquiring Diverse Perspectives and Distinctive Viewpoints
WL.CN2.A
Research and explain diverse perspectives and distinctive viewpoints on topics of general public interest in the target language through authentic materials from the target cultures.

The Superior Range of Proficiency

The Communication Standards

Interpretive Communication Mode
WL.CM1.S
Demonstrate understanding and infer meaning from complex, authentic, multi-paragraph texts on topics of broad general interests. Demonstrate understanding of unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise, in texts that are spoken, written, or signed.

Interpersonal Communication Mode
WL.CM2.S
Participate fully and effectively in real-world, spoken, written, or signed discussions and debates, on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use a wide variety of text types with cohesive discourse in informal and formal settings, and problem situations.

Presentational Communication Mode
WL.CM3.S
Deliver complex presentations with precision of expression in culturally appropriate ways, for a wide variety of audiences, on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use a wide variety of text types with cohesive discourse through spoken, written, or signed language, using the most suitable media and technologies to present and publish.

Settings for Communication
WL.CM4.S
Sustain opportunities to use culturally authentic, real-world, and academic language on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise within target-language communities in the United States and around the world.

Receptive Structures in Service of Communication
WL.CM5.S
Demonstrate understanding of topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use knowledge of sentence-level elements (morphology and syntax of common and uncommon structures) and extended discourse (text structure).

Productive Structures in Service of Communication
WL.CM6.S
Communicate about topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use knowledge of sentence-level elements (morphology and syntax of common and uncommon structures) and extended discourse (text structure).

Language Comparisons in Service of Communication
WL.CM7.S
Identify similarities and differences in sentence-level elements (morphology and syntax of common and uncommon structures) and in extended discourse (text structure) of the languages known.

The Cultures Standards

Culturally Appropriate Interaction
WL.CL1.S
Improvise in culturally appropriate ways in unfamiliar and unpredictable situations, in informal and formal settings, and in specialized academic and professional contexts.

Cultural Products, Practices, and Perspectives
WL.CL2.S
Research, analyze, discuss, and hypothesize about the relationships among target cultures' wide ranges of products, practices, and perspectives—concrete and abstract, general and specialized, and academic and professional—from different viewpoints in culturally appropriate ways.

Cultural Comparisons
WL.CL3.S
Research, analyze, discuss, and hypothesize about the products, practices, and perspectives of the target cultures—comparing concrete and abstract, general and specialized, and academic and professional topics with the mainstream cultures of the United States, and the students' own cultures.

Intercultural Comparisons
WL.CL4.S
Research, analyze, discuss, and hypothesize about a wide range of products, practices, and perspectives—including concrete and abstract, general and specialized, and academic and professional—and how they change when cultures come into contact.

The Connections Standards

Connections to Other Disciplines
WL.CN1.S
Research, analyze, discuss, and hypothesize in the target language about topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise across disciplines.

Acquiring Diverse Perspectives and Distinctive Viewpoints
WL.CN2.S
Research, analyze, discuss, and hypothesize in the target language about diverse perspectives and distinctive viewpoints on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized, professional, and academic expertise language through authentic materials from the target cultures.

Appendix 4: Ways the World Languages Standards Support Common Core State Standard

Unlike the Common Core State Standards, the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* are designed to be delivered in a language other than English. However, the World Languages Standards support the Common Core State Standards through transfer of knowledge and skills, constrained by students' range of proficiency in the target language. The outcomes that follow identify ways in which, within all ranges of target language proficiency, the World Languages Standards can be used to further strengthen the achievement within the Common Core State Standards.

Goals for World Languages Instruction in Support of Common Core State Standards

Reading

Common Core State Standards Goal Areas	Outcomes for World Languages Instruction
1. Key Ideas and Details	WL.R.1 Read for main ideas.
2. Craft and Structure	WL.R.2 Read for supporting details.
3. Integration of Knowledge and Ideas	WL.R.3 Use knowledge and ideas from reading in speaking and writing.
4. Range of Reading and Level of Text Complexity	WL.R.4 Read informational, cultural, and literary texts.

Writing

Common Core State Standards Goal Areas	Outcomes for World Languages Instruction
1. Text Types and Purposes	WL.W.1 Write for a variety of purposes and audiences.
2. Production and Distribution of Writing	WL.W.2 Write, revise, edit, and rewrite.
3. Research to Build and Present Knowledge	WL.W.3 Use technology to research, produce, publish, and collaborate with others.
4. Range of Writing	WL.W.4 Write a variety of texts.

Speaking and Listening

Common Core State Standards Goal Areas	Outcomes for World Languages Instruction
1. Comprehension and Collaboration	WL.SL.1 Converse and collaborate with others.
2. Presentation of Knowledge and Ideas	WL.SL.2 Present knowledge in speech or sign, supported by digital media and visual displays.

Language

Common Core State Standards Goal Areas	Outcomes for World Languages Instruction
1. Conventions of Standard English	WL.L.1 Use conventions of the standard target language in speaking or signing and writing.
2. Knowledge of Language	WL.L.2 Recognize effect of choice on meaning and choose language appropriate to register.
3. Vocabulary Acquisition and Use	WL.L.3 Develop receptive and productive vocabularies.

Adapted from *Common Core Standards and Reasonable Outcomes for World Language and Culture Education* (Zaslow 2013).

Glossary

The glossary that follows contains items that appear bold in the text as well as items that appear in charts and are not in bold face.

accuracy
In speaking and writing, the quality of the message produced. In listening and reading, the quality of the message received.

Advanced (range of proficiency)
Receptive: The range at which a student of a world language *understands* main ideas and most supporting details in most informal and formal settings on concrete and factual topics of public interest (external environment). The student also understands native speakers when using paragraphs and strings of paragraphs.

Productive: The range at which a student of a world language *uses* paragraphs and strings of paragraphs, narrates, describes and explains in major time frames in most informal and formal settings, deals with concrete and factual topics of public interest (external environment). The student is also intelligible to native speakers unaccustomed to non-native speech.

Advanced Placement (AP)
A College Board program that recommends advanced placement in a course sequence for students who successfully complete an end-of-year examination.

authentic materials
Instructional resources that were created by native speakers for native speakers of the target language and cultures.

backward planning
Also known as Understanding by Design (UbD). A process for establishing the outcomes—what students need to know and be able to do—and assessment strategies prior to designing the activities that will lead to the achievement of those outcomes.

coherent
Clarity or intelligibility in a particular context; giving unified meaning to a text.

cohesive
Well-integrated or unified in meaning through the use of structures and vocabulary to link parts of a text.

communicative literacy
The ability of an individual to demonstrate high levels of skill in the Interpretive, Interpersonal, and Presentational Modes of Communication.

connections
Points of access to content from other disciplines and to perspectives available most fully through the target language and its cultures.

content
1. The topics an individual addresses.
2. The substance of instruction.

content literacy
The ability of an individual to demonstrate high levels of knowledge and skill in areas of the elementary, secondary, or university curriculum.

contexts
The situations or settings in which an individual uses a language.

created language
A language learner's understanding of sentence-level relationships and use of sentences and strings of sentences.

cultural borrowings
The tangible items, intangible items, behaviors, and beliefs of a particular group that are used by another group.

cultural literacy
The ability of an individual to demonstrate high levels of knowledge and skills in using the products, practices, and perspectives of groups that share a target language.

cultural perspectives
The beliefs of members of a particular group.

cultural practices
The behaviors of members of a particular group.

cultural products
The tangible and intangible items created and used by members of a particular group.

cultural proficiency
The ability of a language learner to demonstrate high levels of skill in interacting with target-culture bearers in real-world situations.

culturally appropriate
The language and behaviors that are widely acceptable to members of a particular cultural group.

culturally appropriate perspectives on content
The ways in which a target-culture group views the organization, meanings, and significance of a subject-specific discipline. The target-culture group uses these perspectives to evaluate and either accept or disagree with the subject-specific discipline's ideas by applying their cultural perspectives.

culture bearers
Individuals in a group who share common behaviors and views of the world.

differentiated instruction
The instructional variations in content, processes, and products that allow students to access knowledge, develop skills, and demonstrate achievement in subject-specific disciplines at a level appropriate to their individual student profile or ability level.

discourse (paragraph/extended)
The use of language and context to connect sentences or paragraphs to convey a unified meaning.

emotional literacy
The ability of an individual to demonstrate high levels of self-awareness, skills in building community, and in interacting with understanding and empathy.

extended language
The ability of a language learner to understand and produce cohesive texts composed of multiple paragraphs.

Foreign Language Experience (FLEX)
Also known as Foreign Language Exploratory, these elementary and middle school programs expose students to the study of a language or languages and cultures to motivate them to pursue further study.

Foreign Language in the Elementary School (FLES)
Elementary school programs that meet for a minimum of 70 minutes per week with the goal of developing proficiency in language and its cultures.

formal settings
Situations requiring the use of careful, impersonal forms of language and behavior.

formulaic language
Words and phrases language learners understand and produce without necessarily having knowledge of their internal structure.

functions
The ability to carry out tasks with language. Tasks may be receptive (listening, reading, and viewing) or productive (speaking, signing, and writing).

global competency
The capacity and disposition to understand and act on issues of global significance. Collectively, global competence represents the knowledge, attitudes, skills, and behaviors necessary to thrive in today's interconnected world.

grammar
The rules governing the use of a natural language.

heritage learners
1. An individual who has acquired any proficiency in a language other than English while living in the United States.

2. An individual who may or may not have proficiency in a language other than English, but has a cultural connection to a community of target-language users.

high (phase of a range of proficiency)
At this phase, language learners begin to produce, but not consistently, text types of the subsequent range. However, accuracy in comprehension and production at the subsequent range is low.

highly predictable
Common situations in which learners rely on the use of learned formulas and formulaic behavior. Language learners are able to interact in highly predictable situations following lengthy rehearsal and will generally not be able to communicate if unexpected situations arise.

immediate environment
Narrow contexts where individuals exchange personal information, communicate about common daily routines, carry out transactional tasks, etc.

immersion programs
Generally refers to world languages programs in which a target language is used to teach the core curriculum, with the target language used at a minimum of 50 percent of each school day. Programs that use the target language less than 50 percent of the day are sometimes referred to as Partial Immersion.

informal settings
Situations in which rapport and friendly relationships require personal forms of language and behavior.

information literacy
The ability of an individual to demonstrate high levels of knowledge and skill in accessing, managing, and effectively using culturally authentic sources in ethical and legal ways.

intercultural competence
The ability of an individual to demonstrate a range of cognitive, affective, and behavioral skills that lead to effective and appropriate communication with individuals from other cultures.

intercultural influences
The ways through which diverse cultural groups affect one another's products, practices, and perspectives through interaction.

Intermediate (range of proficiency)
Receptive: The range at which a student of a world language *understands* the overall meaning, key ideas, and some supporting details in transactional and some informal situations on topics related to self and the immediate environment, everyday survival topics, and courtesy requirements. The student understands native speakers when they use sentences and strings of sentences.

Productive: The range at which a student of a world language *uses* sentences and strings of sentences, breaks apart memorized materials to express meaning in transactional and some informal situations on topics related to self and the immediate environment, everyday survival topics, and courtesy requirements. The student is intelligible to native speakers accustomed to dealing with non-native learners.

International Baccalaureate (IB)
A two-year curriculum and testing protocol that leads to a diploma widely recognized by the world's leading universities.

Interpersonal Communication
The exchange of information in which language users listen and speak, read and write, and view and sign as they negotiate meaning with others.

Interpretive Communication
The intake and understanding of information in which language users listen to, read, and view authentic materials using knowledge of cultural products, practices, and perspectives without the opportunity for interpersonal communication.

language category
Groups of languages, as identified by the Foreign Service Institute, that require similar amounts of time for native speakers of English to acquire due to linguistic and cultural differences between English and the target language and cultures.

learning profile
A set of approaches individual learners employ to acquire language, culture, and academic content including language-based preferences (using writing to support listening or speaking), style (kinesthetic, graphic organizers, and charts), or personal or cultural preferences (competitive or cooperative, and inquiry, problem solving, or meaningful practice).

low (phase of a range of proficiency)
The ability of an individual to demonstrate understanding and produce the basic text-type characteristic of the range. Within this phase, accuracy in comprehension and production is low.

media literacy
The ability to use appropriate knowledge and skills in evaluating authentic sources to understand how media reflect and influence language and culture.

mid (phase of a range of proficiency)
The ability of an individual to demonstrate understanding and produce a wide variety of text types within the range. Within this phase, accuracy in comprehension and production is high.

morphology
The field of linguistics that studies the internal structure of words or signs (as with ASL)—such as character radicals, grammatical inflection, and derivation.

National Examinations in World Languages (NEWL)
A testing system for students of less commonly taught languages—currently Arabic, Korean, Portuguese and Russian—that is recognized by College Board to validate Advanced Placement.

native (language speaker)
1. An individual with any level of proficiency in a language acquired during the critical period for first language acquisition.

2. In contrast with a heritage speaker, who acquired a language other than English (LOTE) in the United States, a native speaker acquires an LOTE outside of the United States in a country where the language is spoken and, as a result, typically can function in a wider variety of contexts than a heritage speaker.

3. A Native American who uses the language of their ancestors at any level of proficiency.

Novice (range of proficiency)
Receptive: The range of proficiency at which a student of a world language *understands* memorized words and phrases in highly predictable common daily settings on discrete elements of daily life. The student understands natives when they use discrete words and phrases.

Productive: The range of proficiency at which a student of a world language *uses* discrete words and phrases, and uses and recycles memorized words and phrases in highly predictable common daily settings on discrete elements of daily life. The student's use of language may be unintelligible or intelligible if rehearsed.

orthography
The writing system or systems of languages that have them, such as fingerspelling, accents and other diacritical marks, and character strokes.

parameters
The linguistic features of sign language equivalent to the phonology of a spoken language. These include hand shape, orientation, location, movement, nonmanual signals, and facial expressions.

performance (standards)
Clearly defined statements about how well students are expected to meet standards. In California, the state creates standards and an instructional framework and schools and districts create performance standards.

perspectives (cultural)
Beliefs of members of a particular group that use a common language.

phases
Levels of performance within each proficiency range (Novice Low/Mid/High, Intermediate Low/Mid/High, etc.).

phonology
The field of linguistics that studies how sounds and ASL parameters are organized and used. This includes pronunciation, tones, and prosody (patterns, intonation, stress, and rhythms in sound).

planned language
Understanding and producing paragraphs and strings of paragraphs.

practices (cultural)
Behaviors of members of a particular group that use a common language.

pragmatics
The field of linguistics that studies meaning systems linked to language usage in an interactional context, beyond literal meaning—the effect on meaning of a language user's knowledge of situations, content, or culture. For example, an individual with sufficient proficiency in English can understand, "It's cold in here, isn't it?" to mean that the speaker is implying, "Close the window." Similarly, "You have a green light," can be understood to mean, "Go ahead with your plan."

presentational communication
The ability to speak, sign, and write in culturally appropriate ways for audiences of listeners and readers without the opportunity to negotiate meaning.

process
The "how" of instruction. This may include the varied instructional strategies, guided and independent practice activities, and assessments that a teacher plans and implements.

products (cultural)
Tangible and intangible items created and used by members of a particular group.

proficiency
The ability to use language for real-world purposes in culturally appropriate ways.

range (of proficiency)
Stages of performance that are characterized by a cluster of linguistic and cultural traits (Novice, Intermediate, Advanced, and Superior). Note: In addition to ranges, the American Council on the Teaching of Foreign Languages (ACTFL) also refers to stages and levels of proficiency.

real-world
Existing or occurring in reality; behaviors that language learners can expect to encounter within target culture communities.

SAT II
In world languages, an examination intended to evaluate student achievement after completing a third year of world language study. The test is currently offered in Chinese, French, German, Hebrew, Italian, Japanese, Korean, Latin, and Spanish.

semantics
The field of linguistics that studies language-based meaning systems, such as the meaning of words, sentences, and texts.

settings
Situations where the language is used (in highly predictable, transactional, informal, or formal ways). Settings may be face-to-face or mediated by technology.

signs
Linguistic features of sign language equivalent to the words of a spoken language.

simulations
Classroom situations created to improve a student's real-world language skills by mirroring culturally appropriate language and culture use.

standards
Clearly defined statements about what students are expected to know and be able to do.

State Seal of Biliteracy
A distinction placed on the diploma of a graduating senior who has demonstrated literacy in English and in another world language.

structures
Elements of the linguistic system. For example, phonology/parameters in ASL, morphology, and syntax.

students with disabilities
Learners who require specialized accommodations in order to access knowledge, develop skills, and demonstrate achievement in subject-specific disciplines.

Superior (range of proficiency)
Receptive: The range of proficiency at which a student of a world language *understands* the ideas and most supporting details in (1) most formal settings; (2) most informal settings; (3) problem situations on unfamiliar, abstract, practical, social, and professional topics; (4) topics of general and particular interest; and (5) special fields of competence. The student understands complex multi-paragraph texts, but experiences some difficulty with dialect and slang.

Productive: The range of proficiency at which a student of a world language (1) *uses* complex multi-paragraph texts; (2) discusses extensively, in detail and with precision; and (3) supports opinion, abstracts, and hypothesizes. The student uses language in most formal and informal settings and problem situations on (1) unfamiliar, abstract, practical, social and professional topics; (2) topics of general and particular interest; and (3) special fields of competence. The student's errors never interfere with being understood and rarely disturb the native speaker.

syntax
The field of linguistics that studies the internal structure of sentences, such as the order of words and phrases, word boundaries, and hierarchy.

target languages and target cultures
The languages and cultures that a student seeks to acquire.

technology literacy
The ability of an individual to demonstrate the appropriate knowledge and skills while using technology to interpret messages; produce written, oral, and visual messages; and interact with others.

text types
1. In world language contexts, the form of the message produced or received—including oral and written formulas, sentences, paragraphs, and extended discourse.

2. In the *California Common Core State Standards: English Language Arts and Literacy in History–Social Studies, Science, and Technical Subjects*, the term refers to types of literary texts (stories, drama, and poetry) and informational texts (literary nonfiction, historical, scientific, and technical texts).

tiered lessons
Instruction that provides multiple pathways for students to develop knowledge and skills by adjusting the complexity of the content to be learned, the process to be used for learning, and the product to demonstrate the acquisition of knowledge and skills.

transactional
Relating to exchanges or interactions between individuals.

Two-Way Bilingual Education
A course of study designed for speakers of English and the target language, in which up to 90 percent of instruction is delivered in a language other than English.

Universal Design for Learning (UDL)
A teaching approach to help all students be successful. UDL provides students with a wide range of abilities, special needs, disabilities, ethnic backgrounds, language skills, and learning styles with access to content and support through multiple means of representation, action, expression, and engagement.

view
1. Interpretive communication that relies on nonlinguistic elements.
2. *American Sign Language:* Attention to, comprehension of, and interpretation of a signed language's visual information in person or from various media.

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