



Dublin City Schools World Languages Graded Course of Study Vision

Vision

Dublin City Schools cultivates opportunities for students to learn another language through rich experiences in culture, literature, and the arts. We support students in developing communicative skills to high levels of proficiency. We believe well-rounded language education develops culturally-aware, globally-minded individuals who can thrive in our interconnected world.

Goals

We believe that a DCS World Language education supports the development of World-Readiness skills and learning in the following areas:

- Literacy Skills: vocabulary growth, enhanced decoding skills, developed reading comprehension, improved writing skills.
- Cognitive Skills: critical thinking, problem-solving, deductive and inductive reasoning, metalinguistic awareness and understanding of how language is acquired.
- Intercultural Competence: awareness of diversity and appreciation of other cultures, connections to one's own culture, the development of global citizenship, as well as the awareness to behave appropriately in cultural contexts.
- Communication Skills: the ability to engage in meaningful exchange of ideas, interpret spoken language and written text, as well as present information, concepts, opinions, and ideas with a specific target audience in mind.
- Cross-curricular Connections: such as, but not limited to, geographical knowledge, history, healthy lifestyle, art appreciation, music appreciation, environmental awareness, scientific discoveries, leisure activities, global issues (e.g., immigration, politics, economy).

Instructional Agreements for World Languages Learning in the DCS Workshop

- The basis of the curriculum is building proficiency in the three modes of communication (i.e., interpretive, interpersonal, and presentational) and developing intercultural understanding. Teachers will engage students in meaningful communication in relevant cultural contexts throughout the language program.
- Teachers will use comprehensible target language as extensively as possible (90% plus) at all levels during instructional time, using strategies to facilitate comprehension and support the negotiation of meaning.
- Literacy plays a prominent role in developing language proficiency. Teachers will integrate ample and varied reading experiences into each unit.
- In order for students to maximize exposure to a variety of interpretive tasks, teachers will integrate both authentic resources and adapted materials.
- Teachers will plan instruction in alignment with identified essential content (i.e., essential questions, can-do statements, essential grammar structures, and essential high-frequency vocabulary), which guides assessment and learning experiences.



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Standards Overview

Goals are the desired end results as learners build their cultural competence and language proficiency.

- Cultures: Interact with intercultural competence using knowledge and understanding of native and other cultures.
 - Investigate, reflect on and explain the relationship between products, practices and perspectives.
 - Interact with others in and from other cultures.
- Communication: Communicate effectively in languages other than English in person and via technology.
 - Interpretive: Identify, understand and analyze input that is heard, read or viewed on a variety of topics from authentic resources.
 - Interpersonal: Interact and negotiate meaning in spontaneous spoken or written conversations to exchange and share information reactions, feelings and opinions.
 - Presentational: Present information, concepts and viewpoints to inform, explain, persuade and narrate in spoken or written language when negotiation of meaning is not possible.

Benchmarks, Standards and Modes of Communication: The Cultures and Communication goals are broken down as follows:

- Benchmarks are specific statements of what learners should know and be able to do communicatively and culturally within each major level of proficiency:
 - Novice
 - Intermediate
 - Advanced
- Standards, with a progression from Novice Low to Advanced Low, are statements of the knowledge and skills learners must master to reach the corresponding benchmark. Thus, the standards represent a deconstruction of the benchmarks. When mastered in a progressive sequence, with purposeful integration of previously taught concepts, the standards build learner proficiency and contribute to mastery of the benchmarks they support.
- Modes of Communication
 - Interpretive Communication (Reading, Listening, Viewing)
Learners comprehend the main idea and relevant details in a variety of culturally authentic and age-appropriate oral or written messages. They understand and interpret culturally authentic texts, both non fictional and fictional, as well as overheard, observed or written conversations. Learners derive meaning using listening, viewing and reading strategies.
 - Interpersonal Communication (Listening and Speaking, Reading and Writing, or Viewing)
Learners initiate and sustain spontaneous meaningful spoken or written communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways. Learners actively negotiate meaning across languages and cultures to ensure their messages are understood and they can understand others.
 - Presentational Communication (Speaking or Writing)
Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes. Learners demonstrate linguistic and cultural competence through creative endeavors and artistic expression. Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists.



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Learning Standards for World Languages and Cultures

Cultures Goal	<p>Interact with intercultural competence using knowledge and understanding of native and other cultures.</p> <ul style="list-style-type: none"> ● Investigate, reflect on and explain the relationship between products, practices and perspectives. ● Interact with others in and from other cultures.
Communication Goal	<p>Communicate effectively in languages other than English in person and via technology.</p> <ul style="list-style-type: none"> ● INTERPRETIVE: Identify, understand and analyze input that is heard, read or viewed on a variety of topics from authentic and adapted resources. ● INTERPERSONAL: Interact and negotiate meaning in spontaneous spoken or written conversations to exchange and share information, reactions, feelings and opinions. ● PRESENTATIONAL: Present information, concepts and viewpoints to inform, explain, persuade and narrate in spoken or written language when negotiation of meaning is not possible.

BENCHMARKS	NOVICE (N)
INTERCULTURAL Communication (ICC)	<ol style="list-style-type: none"> 1. Identify typical products and practices to help understand perspectives in native and other cultures using the target language. 2. Interact at a survival level in everyday contexts with people in and from other cultures using the target language and appropriate rehearsed behaviors.
INTERPRETIVE Communication (INT-C)	<ol style="list-style-type: none"> 1. Comprehend information in very familiar, everyday contexts from authentic and adapted texts* that are spoken or written. 2. Identify the general topic and basic information from words, phrases and simple sentences in authentic informational and fictional texts and overheard or observed conversations.



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INTERPERSONAL Communication (INP-C)	<ol style="list-style-type: none"> 1. Communicate in spontaneous spoken or written conversations on very familiar, everyday topics. 2. Request and provide information using a variety of practiced or familiar words, phrases, simple sentences and questions.
PRESENTATIONAL Communication (P-C)	<ol style="list-style-type: none"> 1. Present prepared or spontaneous information on very familiar, everyday topics through written or spoken language. 2. Inform, narrate and express preferences and opinions using a variety of practiced or familiar words, phrases and simple sentences.

BENCHMARKS	INTERMEDIATE (I)
INTERCULTURAL Communication (ICC)	<ol style="list-style-type: none"> 1. Make comparisons between products and practices to help understand perspectives in native and other cultures using the target language. 2. Interact at a functional level in familiar contexts with people in and from other cultures using the target language and appropriate learned behaviors.
INTERPRETIVE Communication (INT-C)	<ol style="list-style-type: none"> 1. Comprehend information in a variety of familiar contexts from authentic and adapted texts* that are spoken or written. 2. Understand the main idea and related information from connected sentences and short paragraphs in authentic informational and fictional texts and overheard or observed conversations.
INTERPERSONAL Communication (INP-C)	<ol style="list-style-type: none"> 1. Communicate in spontaneous spoken or written conversations on familiar topics. 2. Exchange information using connected sentences and a variety of questions.



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PRESENTATIONAL Communication (P-C)	<ol style="list-style-type: none"> 1. Present prepared or spontaneous information on familiar topics through written or spoken language. 2. Explain, narrate and express viewpoints using sentences and series of connected sentences.
BENCHMARKS	ADVANCED (A)
INTERCULTURAL Communication (ICC)	<ol style="list-style-type: none"> 1. Explain some diversity among products and practices and how it relates to perspectives in native and other cultures using the target language. 2. Interact at a competent level in familiar and some unfamiliar contexts with people in and from other cultures using the target language and adjusting behaviors as needed.
INTERPRETIVE Communication (INT-C)	<ol style="list-style-type: none"> 3. Comprehend information in a wide variety of familiar and general interest contexts from authentic and adapted texts* that are spoken or written. 4. Understand the main message and supporting details from paragraphs across various time frames in complex, organized authentic and adapted texts* and overheard or observed conversations.
INTERPERSONAL Communication (INP-C)	<ol style="list-style-type: none"> 5. Maintain spontaneous spoken or written conversations and discussions on familiar and unfamiliar concrete topics. 6. Discuss and explain information, incorporating various time frames, series of connected sentences, paragraphs and probing questions.
PRESENTATIONAL Communication (P-C)	<ol style="list-style-type: none"> 7. Present detailed and organized presentations on familiar as well as unfamiliar concrete researched topics. 8. Analyze, narrate and convey persuasive arguments using various time frames and paragraphs.



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INTERPRETIVE INTERCULTURAL COMMUNICATION (INT-C)

	NOVICE (NL-NM-NH)		
	Novice Low	Novice Mid	Novice High
STANDARDS	Identify practiced or familiar words and phrases supported by visuals, gestures and facial expressions.	Identify basic facts from practiced or familiar words and phrases supported by visuals, gestures and facial expressions.	Identify the topic and basic related information from simple sentences.
Investigate Intercultural Products, Practices and Perspectives	INT-C.NL.1. Recognize a few typical products and practices related to familiar, everyday life in native and other cultures.	INT-C.NM.1. Identify typical cultural products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.	INT-C.NH.1. Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.
Compare Intercultural Behaviors	INT-C.NL.2. Recognize a few very simple behaviors in other cultures.	INT-C.NM.2. Identify familiar or everyday behaviors in other cultures.	INT-C.NH.2. Identify and compare familiar or everyday behaviors in native and other cultures.
Comprehend Authentic and Adapted Texts* that are Spoken or Written	INT-C.NL.3. Understand a few familiar words or phrases in: a. Authentic informational texts; b. Authentic fictional texts; c. Overheard or observed conversations.	INT-C.NM.3. Understand very basic information in: a. Authentic informational texts; b. Authentic fictional texts; c. Overheard or observed conversations.	INT-C.NH.3. Understand the topic and some isolated facts in: a. Authentic informational texts; b. Authentic fictional texts; c. Overheard or observed conversations.

*Authentic and adapted texts are defined as target language content that has been created for language learners.



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INTERPRETIVE INTERCULTURAL COMMUNICATION (INT-C)

	INTERMEDIATE (IL-IM-IH)		
	Intermediate Low	Intermediate Mid	Intermediate High
STANDARDS	Identify the topic and related information from simple and connected sentences.	Understand the main idea and key information from connected sentences and short paragraphs.	Follow the main message or flow of events from paragraphs across various time frames.
Investigate Intercultural Products, Practices and Perspectives	INT-C.IL.1. Compare products and practices related to everyday life or personal interests to help understand perspectives in native and other cultures.	INT-C.IM.1. Compare products and practices from concrete researched topics or personal studies to understand perspectives in native and other cultures.	INT.C.IH.1. Relate products and practices from concrete researched topics or personal studies to perspectives in native and other cultures.
Compare Intercultural Behaviors	INT-C.IL.2. Identify appropriate and inappropriate everyday behaviors in native and other cultures.	INT-C.IM.2. Compare appropriate and inappropriate behaviors in native and other cultures.	INT-C.IH.2. Relate significant differences in behavior to cultural norms in native and other cultures.
Comprehend Authentic and Adapted Texts* that are Spoken or Written	INT-C.IL.3. Understand the topic and relevant information in: a. Complex authentic informational texts; b. Complex authentic fictional texts; c. Complex overheard or observed conversations.	INT-C.IM.3. Understand the main idea and supporting information in: a. Complex authentic informational texts; b. Complex authentic fictional texts; c. Complex overheard or observed conversations.	INT-C.IH.3. Relate components of: a. Complex authentic informational texts; b. Complex authentic fictional texts; c. Complex overheard or observed conversations.

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INTERPRETIVE INTERCULTURAL COMMUNICATION (INT-C)

	ADVANCED LOW (AL)
STANDARDS	Understand the underlying message and some supporting details across major time frames.
Investigate Intercultural Products, Practices and Perspectives	INT-C.AL.1. Analyze how products and practices of public and personal interest are related to perspectives in native and other cultures.
Compare Intercultural Behaviors	INT-C.AL.2. Analyze how to adjust behavior according to cultural norms in familiar situations in native and other cultures.
Comprehend Authentic and Adapted Texts* that are Spoken or Written	INT-C.AL.3. Analyze components of: a. Complex authentic informational texts; b. Complex authentic fictional texts; c. Complex overheard or observed conversations.

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INTERPRETIVE LITERACY (INT-LIT)

	NOVICE (NL-NM-NH)		
	Novice Low	Novice Mid	Novice High
STANDARDS	Use literacy skills to make meaning from authentic and adapted texts* that are spoken or written.	Use literacy skills to comprehend authentic and adapted texts* that are spoken or written.	Use literacy skills to deepen understanding of authentic and adapted texts* that are spoken or written.
Infer Meaning and Nuances of Texts	INT-LIT.NL.1. Recognize cognates and familiar or practiced words, as well as non-traditional letters, accents, characters or tone marks.	INT-LIT.NM.1. Recognize cognates and words from context, as well as non-traditional letters, accents, characters or tone marks.	INT-LIT.NH.1. Recognize cognates and infer meaning of unfamiliar words or phrases using context clues and background knowledge.
Recognize and Use Organizational Features of Texts	INT-LIT.NL.2. Recognize visual, aural and organizational features to identify the purpose of very simple texts, such as lists, labels, headlines or titles.	INT-LIT.NM.2. Recognize visual, aural and organizational features to identify the purpose of simple texts, such as infographics, song refrains, simple poems or schedules.	INT-LIT.NH.2. Use visual, aural and organizational features to identify the purpose of simple texts, such as fables, graphics, announcements or instructions.
Apply Self-Questioning Skills	INT-LIT.NL.3. Use literal or factual self-questioning before, during and after engaging with texts, such as “Who, where, when, what or how many?”	INT-LIT.NM.3. Use literal or factual self-questioning before, during and after engaging with texts, such as “What time, who is, why or how?”	INT-LIT.NH.3. Use a mixture of literal and inferential self-questioning before, during and after engaging with texts, such as “What happened or what might happen next?”
Make Text Connections	INT-LIT.NL.4. Make personal connections to a text using prior knowledge or experiences.	INT-LIT.NM.4. Make personal connections to a text using prior knowledge or experiences.	INT-LIT.NH.4. Make simple text-to-text connections using information from previous texts.



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Select, Use and Cite Resources	INT-LIT.NL.5. Use digital and cultural resources appropriately.	INT-LIT.NM.5. Use digital and cultural resources appropriately.	INT-LIT.NH.5. Select relevant digital and cultural resources and use appropriately.
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INTERPRETIVE LITERACY (INT-LIT)

	INTERMEDIATE (IL-IM-IH)		
	Intermediate Low	Intermediate Mid	Intermediate High
STANDARDS	Use literacy skills to comprehend authentic and adapted texts* that are spoken or written.	Use literacy skills to deepen understanding of authentic and adapted texts* that are spoken or written.	Use literacy skills to deepen understanding of authentic and adapted texts* that are spoken or written.
Infer Meaning and Nuances of Texts	INT-LIT.IL.1. Infer meaning of unfamiliar phrases using context clues, background knowledge and related word families.	INT-LIT.IM.1. Infer meaning of unfamiliar phrases using context clues, background knowledge and related word families.	INT-LIT.IH.1. Infer underlying message of text via literary devices used, such as anecdotes, satire or suspense.
Recognize and Use Organizational Features of Texts	INT-LIT.IL.2. Use visual, aural and organizational features to identify the author’s purpose and point of view in straightforward texts, such as poetry, short stories, charts, or pros and cons.	INT-LIT.IM.2. Use visual, aural and organizational features to compare the points of view of various authors on similar topics in straightforward texts, such as short novels, survey results, recommendations or cause and effect.	INT-LIT.IH.2. Use visual, aural and organizational features to compare and relate the points of view of various authors on similar topics in complex texts, such as novels, descriptions, song lyrics, or problems and solutions.



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Apply Self-Questioning Skills	INT-LIT.IL.3. Use inferential self-questioning before, during and after engaging with texts, such as “Why did the character do this or what can I conclude about the actions of a character?”	INT-LIT.IM.3. Use analytical self-questioning before, during and after engaging with texts, such as “What evidence is provided or what is confusing?”	INT-LIT.IH.3. Use evaluative self-questioning before, during and after engaging with texts, such as “What would I change or do I agree with the author?”
Make Text Connections	INT-LIT.IL.4. Make text-to-text connections using information from previous texts.	INT-LIT-IM.4. Make text-to-world connections using information from previous texts, research and diverse sources.	INT-LIT.IH.4. Make in-depth connections among various texts using researched information from diverse sources.
Select, Use and Cite Resources	INT-LIT.IL.5. Select relevant digital and cultural resources, use appropriately and cite accurately.	INT-LIT.IM.5. Select relevant digital and cultural resources, use appropriately and cite accurately.	INT-LIT.IH.5. Select a variety of relevant digital and cultural resources, use appropriately and cite accurately.

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INTERPRETIVE LITERACY (INT-LIT)

	ADVANCED LOW (AL)
STANDARDS	Use literacy skills to deepen understanding of authentic and adapted texts* that are spoken or written.
Infer Meaning and Nuances of Texts	INT-LIT.AL.1. Infer nuances of text via literary devices used, such as alliteration, juxtaposition or symbolism.



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Recognize and Use Organizational Features of Texts	INT-LIT.AL.2. Use visual, aural and organizational features to analyze the points of view of various authors in complex texts, such as novels, reports, rationales or editorials.
Apply Self-Questioning Skills	INT-LIT.AL.3. Use critical self-questioning before, during and after engaging with texts, such as “Who is affected by this or how is this similar to a certain group of people?”
Make Text Connections	INT-LIT.AL.4. Make in-depth connections among various texts using researched information from diverse sources.
Select, Use and Cite Resources	INT-LIT.AL.5. Select a variety of relevant digital and cultural resources, use appropriately and cite accurately.

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INTERPERSONAL INTERCULTURAL COMMUNICATION (INP-C)

	NOVICE (NL-NM-NH)		
	Novice Low	Novice Mid	Novice High
STANDARDS	Communicate with others by answering a few practiced questions with words and phrases and the help of visuals or gestures.	Communicate with others by asking and answering a few practiced questions using words, phrases and simple sentences.	Communicate with others by asking and answering practiced and original questions using simple sentences most of the time.
Investigate Intercultural Products, Practices and Perspectives	INP-C-NL.1. Identify a few typical products and practices related to familiar, everyday life in native and other cultures.	INP-C-NM.1. Identify typical products and practices related to familiar, everyday life in native and other cultures.	INP-C-NH.1. Identify products and practices related to everyday life to help understand perspectives of native and other cultures.
Interact with Culturally Appropriate Language and Behaviors	INP-C-NL.2. Interact in very familiar intercultural situations using practiced language and behaviors and show cultural awareness by recognizing a few culturally inappropriate behaviors.	INP-C-NM.2. Interact in very familiar intercultural situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors.	INP-C-NH.2. Interact in familiar, everyday intercultural situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors.
Exchange Information and Ideas	INP-C-NL.3. Provide basic information on very familiar topics.	INP-C-NM.3. Request and share simple information on familiar or everyday topics.	INP-C-NH.3. Request and share information on familiar and everyday topics.
Meet Personal Needs or Address Situations	INP-C-NL.4. Express a few basic personal needs in very familiar situations.	INP-C-NM.4. Express basic needs in familiar or everyday situations.	INP-C-NH.4. Interact with others to meet basic needs in familiar and everyday situations.



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Express, React to and Support Preferences, Opinions or Viewpoints	INP-C.NL.5. Express a few basic preferences or feelings.	INP-C.NM.5. Express basic preferences or feelings and react to those of others.	INP-C.NH.5. Express, ask about and react to simple preferences, feelings or opinions on familiar topics.
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INTERPERSONAL INTERCULTURAL COMMUNICATION (INP-C)

	INTERMEDIATE (IL-IM-IH)		
	Intermediate Low	Intermediate Mid	Intermediate High
STANDARDS	Exchange information and ask appropriate follow-up questions using simple created sentences.	Negotiate meaning while exchanging information in conversations and ask a variety of follow-up questions using connected sentences and series of connected sentences.	Negotiate meaning while exchanging information in extended conversations and ask a variety of questions using sentences that may form paragraphs across various time frames.
Investigate Intercultural Products, Practices and Perspectives	INP-C.IL.1. Compare products and practices related to everyday life and personal interests or studies to help understand perspectives of native and other cultures.	INP-C.IM.1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures.	INP-C.IH.1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures.
Interact with Culturally Appropriate Language and Behaviors	INP-C.IL.2. Converse in familiar situations at school, work or play using appropriate learned behaviors and avoiding major social blunders.	INP-C.IM.2. Converse in familiar situations at school, work or play using appropriate learned behaviors and avoiding major social blunders.	INP-C.IH.2. Converse in familiar situations at school, work or play using appropriate learned behaviors and avoiding major social blunders, recognizing that significant differences exist among cultures.



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Exchange Information and Ideas	INP-C.IL.3. Converse on a variety of familiar topics.	INP-C.IM.3. Converse on a variety of familiar topics and some concrete researched topics.	INP-C.IH.3. Converse on a variety of familiar and concrete researched topics.
Meet Personal Needs or Address Situations	INP-C.IL.4. Interact with others to meet needs in familiar and everyday situations.	INP-C.IM.4. Interact with others to meet needs in a variety of familiar and everyday situations.	INP-C.IH.4. Meet needs in a variety of familiar and everyday situations, sometimes involving a complication.
Express, React to and Support Preferences, Opinions or Viewpoints	INP-C.IL.5. Express, ask about and react with some detail to preferences, feelings or opinions on familiar topics.	INP-C.IM.5. Exchange and react to preferences, feelings, opinions and simple advice on a variety of familiar topics.	INP-C.IH.5. Explain and react to viewpoints, emotions and advice on a variety of familiar topics and some concrete researched topics.

INTERPERSONAL INTERCULTURAL COMMUNICATION (INP-C)

ADVANCED LOW (AL)	
STANDARDS	Maintain discussions and extended conversations using a few simple paragraphs across major time frames.
Investigate Intercultural Products, Practices and Perspectives	INP-C.AL.1. Share how a variety of products and practices of public and personal interest are related to perspectives of native and other cultures.



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Interact with Culturally Appropriate Language and Behaviors	INP-C.AL.2. Converse in familiar and some unfamiliar situations showing some awareness of subtle cultural differences by adjusting behavior accordingly.
Exchange Information and Ideas	INP-C.AL.3. Discuss a variety of familiar and unfamiliar concrete researched topics.
Meet Personal Needs or Address Situations	INP-C.AL.4. Resolve an unexpected complication in a familiar or everyday situation.
Express, React to and Support Preferences, Opinions or Viewpoints	INP-C.AL.5. Explain, react to and compare viewpoints, emotions and advice on a variety of familiar and unfamiliar concrete researched topics.

INTERPERSONAL LITERACY (INP-LIT)

	NOVICE (NL-NM-NH)		
	Novice Low	Novice Mid	Novice High
STANDARDS	Use interpersonal skills to interact and communicate effectively.	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	Use interpersonal skills to interact, negotiate meaning and communicate effectively.



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Communicate, React and Show Interest	INP-LIT.NL.1. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest.	INP-LIT.NM.1. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest.	INP-LIT.NH.1. Use culturally appropriate and relevant language and rehearsed or learned behaviors to communicate, react and show interest.
Continue and Extend Conversations	INP-LIT.NL.2. Use a few very simple verbal or nonverbal interjections, rejoinders or requests for clarification.	INP-LIT.NM.2. Use very simple verbal and nonverbal interjections, rejoinders, requests for clarification, interrogatives or transition words.	INP-LIT.NH.2. Use simple interjections, rejoinders, requests for clarification, interrogatives and transition words.
Increase Comprehensibility and Clarity of Expression	INP-LIT.NL.3. Increase comprehensibility using gestures, hand shapes, facial expressions, repetition or awareness of pronunciation.	INP-LIT.NM.3. Increase comprehensibility using gestures, hand shapes, facial expressions, repetition, word substitution or awareness of pronunciation, tone or pitch.	INP-LIT.NH.3. Increase comprehensibility and clarify information using word substitution, rephrasing, circumlocution and attention to pronunciation, tone or pitch.
Infer Meaning of Unfamiliar Language	INP-LIT.NL.4. Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions.	INP-LIT.NM.4. Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions.	INP-LIT.NH.4. Infer meaning of unfamiliar language from gestures, facial and body expressions, context clues or topic of conversation.
Select, Use and Cite Resources	INP-LIT.NL.5. Use digital and cultural resources appropriately.	INP-LIT.NM.5. Use digital and cultural resources appropriately.	INP-LIT.NH.5. Select relevant digital and cultural resources and use appropriately.



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INTERPERSONAL LITERACY (INP-LIT)

	INTERMEDIATE (IL-IM-IH)		
	Intermediate Low	Intermediate Mid	Intermediate High
STANDARDS	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	Use interpersonal skills to interact, negotiate meaning and communicate effectively.
Communicate, React and Show Interest	INP-LIT.IL.1. Use culturally appropriate and relevant language, syntax and learned behaviors to communicate, react and show interest.	INP-LIT.IM.1. Use culturally appropriate and relevant language, syntax and learned behaviors to communicate, react and show interest.	INP-LIT.IH.1. Use culturally appropriate and relevant content and syntax and begin to adjust language or behaviors as needed to communicate, react and show interest.
Continue and Extend Conversations	INP-LIT.IL.2. Use a variety of simple interjections, rejoinders, interrogatives and transitions.	INP-LIT.IM.2. Use some complex interjections, rejoinders, interrogatives and transitions.	INP-LIT.IH.2. Use a variety of complex interjections, rejoinders, interrogatives and transitions.
Increase Comprehensibility and Clarity of Expression	INP-LIT.IL.3. Enhance comprehensibility and clarify information using simple explanations, rephrasing, circumlocution and some consistency in pronunciation, tone or pitch.	INP-LIT.IM.3. Enhance comprehensibility and clarity using simple explanations, rephrasing, circumlocution, self-correction and mostly consistent pronunciation, tone or pitch.	INP-LIT.IH.3. Enhance comprehensibility and clarity using self-correction, paraphrasing and mostly consistent pronunciation, tone or pitch, register, and rate of speech.
Infer Meaning of Unfamiliar Language	INP-LIT.IL.4. Infer meaning of unfamiliar language from context or topic of conversation.	INP-LIT.IM.4. Infer meaning of unfamiliar language from context or topic of conversation.	INP-LIT.IH.4. Infer meaning of unfamiliar language from context or topic of discussion.



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Select, Use and Cite Resources	INP-LIT.IL.5. Select relevant digital and cultural resources, use appropriately and cite accurately.	INP-LIT.IM.5. Select relevant digital and cultural resources, use appropriately and cite accurately.	INP-LIT.IH.5. Select a variety of relevant digital and cultural resources, use appropriately and cite accurately.
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INTERPERSONAL LITERACY (INP-LIT)

	ADVANCED LOW (AL)
STANDARDS	Use interpersonal skills to interact, negotiate meaning and communicate effectively.
Communicate, React and Show Interest	INP-LIT.AL.1. Use culturally appropriate and relevant content and syntax and adjust language or behaviors as needed to communicate, react and show interest.
Continue and Extend Conversations	INP-LIT.AL.2. Use a variety of complex interjections, rejoinders, interrogatives and transitions.
Increase Comprehensibility and Clarity of Expression	INP-LIT.AL.3. Enhance comprehensibility and clarity using paraphrasing, elaboration, consistent pronunciation, tone or pitch, register, and rate of speech.



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Infer Meaning of Unfamiliar Language	INP-LIT.AL.4. Infer meaning of unfamiliar language from context or topic of discussion.
Select, Use and Cite Resources	INP-LIT.AL.5. Select a variety of relevant digital and cultural resources, use appropriately and cite accurately.

PRESENTATIONAL INTERCULTURAL COMMUNICATION (P-C)

	NOVICE (NL-NM-NH)		
	Novice Low	Novice Mid	Novice High
STANDARDS	Present information using practiced or familiar words and phrases with the help of gestures or visuals.	Present information using a mixture of practiced and familiar words, phrases and simple sentences.	Present information using mostly simple sentences and transitions.
Investigate Intercultural Products, Practices and Perspectives	P-C.NL.1. Identify a few typical products and practices related to familiar, everyday life in native and other cultures.	P-C.NM.1. Identify typical products and practices related to familiar, everyday life in native and other cultures.	P-C.NH.1. Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures.



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Communicate with Culturally Appropriate Language and Behaviors	P-C.NL.2. Present in very familiar intercultural situations using memorized or practiced language and behaviors.	P-C.NM.2. Present in very familiar intercultural situations using practiced or learned language and behaviors.	P-C.NH.2. Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness.
Inform, Describe or Explain	P-C.NL.3. Name very familiar people, places and objects.	P-C.NM.3. Give simple information about very familiar topics.	P-C.NH.3. Give simple descriptions of familiar and everyday topics.
Narrate About Life, Events or Experiences	P-C.NL.4. Provide very basic details about self.	P-C.NM.4. Provide simple details about self, interests and activities.	P-C.NH.4. Provide details about personal life, interests and activities.
Support Preferences, Opinions or Viewpoints	P-C.NL.5. Express likes and dislikes about very familiar topics from native and other cultures.	P-C.NM.5. Express likes and dislikes about familiar topics from native and other cultures.	P-C.NH.5. Express preferences on familiar and everyday topics or topics of interest from native and other cultures.



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PRESENTATIONAL INTERCULTURAL COMMUNICATION (P-C)

	INTERMEDIATE (IL-IM-IH)		
STANDARDS	Intermediate Low	Intermediate Mid	Intermediate High
	Present information using simple sentences and transitions.	Present information using organized connected sentences and series of connected sentences.	Present information using organized connected sentences that may form paragraphs across various time frames.
Investigate Intercultural Products, Practices and Perspectives	P-C.IL.1. Compare products and practices related to everyday life and personal interests or studies to help understand perspectives of native and other cultures.	P-C.IM.1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures.	P-C.IH.1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures.
Communicate with Culturally Appropriate Language and Behaviors	P-C.IL.2. Present in familiar situations using appropriate learned behaviors and avoiding major social blunders, recognizing that significant differences exist among cultures.	P-C.IM.2. Present in familiar situations using appropriate learned behaviors and avoiding common social blunders, recognizing that significant differences exist among cultures.	P-C.IH.2. Present to an audience using appropriate learned behaviors and show some understanding of cultural differences by adjusting behavior as needed in familiar contexts.
Inform, Describe or Explain	P-C.IL.3. Inform on, describe and explain familiar and everyday topics.	P-C.IM.3. Inform on, describe and explain a variety of familiar topics and some concrete researched topics.	P-C.IH.3. Inform on, describe and explain a variety of familiar and concrete researched topics.
Narrate About Life, Events or Experiences	P-C.IL.4. Narrate about personal life, activities, events and experiences.	P-C.IM.4. Narrate about some past, present or future personal and social events and experiences.	P-C.IH.4. Narrate about past, present and future personal experiences and school and community events.



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Support Preferences, Opinions or Viewpoints	P-C.II.5. Express preferences and opinions with supporting reasons or evidence on familiar and personal interest topics from native and other cultures.	P-C.IM.5. State a viewpoint with supporting reasons or evidence on familiar and personal interest topics from native and other cultures.	P-C.IH.5. State a viewpoint with supporting evidence on a variety of familiar and personal studies topics from native and other cultures.
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PRESENTATIONAL INTERCULTURAL COMMUNICATION (P-C)

	ADVANCED LOW (AL)
STANDARDS	Present information using a few simple paragraphs across major time frames.
Investigate Intercultural Products, Practices and Perspectives	P-C.AL.1. Explain how a variety of products and practices of public and personal interest are related to perspectives of native and other cultures.
Communicate with Culturally Appropriate Language and Behaviors	P-C.AL.2. Present confidently to an audience and show some understanding of cultural differences by adjusting behavior as needed in familiar and some unfamiliar contexts.
Inform, Describe or Explain	P-C.AL.3. Inform on, describe and explain some concrete academic, social and career-related topics of interest.



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Narrate About Life, Events or Experiences	P-C.AL.4. Narrate about personal, community and career-related experiences.
Support Preferences, Opinions or Viewpoints	P-C.AL.5. Present an argument with supporting evidence on some researched academic, social and career-related topics of interest from native and other cultures.

PRESENTATIONAL LITERACY (P-LIT)

	NOVICE (NL-NM-NH)		
	Novice Low	Novice Mid	Novice High
STANDARDS	Use presentational skills to communicate effectively.	Use presentational skills to communicate effectively.	Use presentational skills to communicate effectively.
Choose Relevant, Authentic Content and Concepts	P-LIT.NL.1. Use authentic resources and familiar vocabulary and structures that are relevant to the topic.	P-LIT.NM.1. Use authentic resources, and familiar vocabulary and structures that are relevant to the topic.	P-LIT.NH.1. Use authentic resources and familiar content, structures and syntax that are relevant to the topic.
Organize Information	P-LIT.NL.2. Organize very simple information in a logical sequence and clarify with gestures or visuals as needed by the audience.	P-LIT.NM.2. Organize information in a logical sequence, with topic sentence, simple details and conclusion, and clarify with gestures, visuals or words as needed by the audience.	P-LIT.NH.2. Organize information in a logical sequence, with topic sentence, simple details and conclusion, and clarify with simple language or circumlocution as needed by the audience.



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Increase Comprehensibility and Clarity of Expression	P-LIT.NL.3. Communicate with emerging awareness of pronunciation, spelling, mechanics, hand shapes or signing parameters to increase comprehensibility.	P-LIT.NM.3. Communicate with awareness of pronunciation, spelling, mechanics, hand shapes or signing parameters to increase comprehensibility.	P-LIT.NH.3. Communicate with attention to pronunciation, spelling, mechanics, hand shapes or signing parameters to increase comprehensibility.
Maintain and Increase Audience Interest	P-LIT.NL.4. Maintain audience interest via gestures, creativity, emotion, technology or visuals.	P-LIT.NM.4. Maintain audience interest via content, creativity, emotion, humor, technology or visuals.	P-LIT.NH.4. Maintain audience interest via details, creativity, emotion, humor, technology or visuals.
Select, Use and Cite Resources	P-LIT.NL.5. Use digital and cultural resources appropriately.	P-LIT.NM.5. Use digital and cultural resources appropriately.	P-LIT.NH.5. Select relevant digital and cultural resources and use appropriately.

PRESENTATIONAL LITERACY (P-LIT)

	INTERMEDIATE (IL-IM-IH)		
	Intermediate Low	Intermediate Mid	Intermediate High
STANDARDS	Use presentational skills to communicate effectively.	Use presentational skills to communicate effectively.	Use presentational skills to communicate effectively.
Choose Relevant, Authentic Content and Concepts	P-LIT.IL.1. Use authentic resources, content, structures and syntax that are relevant to the topic.	P-LIT.IM.1. Use authentic resources, content, syntax and concepts that are relevant to the topic.	P-LIT.IH.1. Use authentic resources, content, syntax, concepts and cultural references that are relevant to the topic.



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Organize Information	P-LIT.IL.2. Organize information in a cohesive format with transitions and clarify with simple language or explanations as needed by the audience.	P-LIT.IM.2. Organize information in a cohesive format with complex transitions and clarify with simple explanations as needed by the audience.	P-LIT.IH.2. Organize information in a cohesive format and explain or clarify as needed by the audience.
Increase Comprehensibility and Clarity of Expression	P-LIT.IL.3. Communicate with attention to accuracy of spoken or written components of language to increase comprehensibility.	P-LIT.IM.3. Communicate with attention to accuracy of spoken or written components of language to increase comprehensibility.	P-LIT.IH.3. Approximate native pronunciation and syntax to increase comprehensibility.
Maintain and Increase Audience Interest	P-LIT.IL.4. Maintain audience interest via description, style, technology or visuals.	P-LIT.IM.4. Increase audience interest via elaboration, style, technology or visuals.	P-LIT.IH.4. Increase audience interest via elaboration, style, technology or visuals.
Select, Use and Cite Resources	P-LIT.IL.5. Select relevant digital and cultural resources, use appropriately and cite accurately.	P-LIT.IM.5. Select relevant digital and cultural resources, use appropriately and cite accurately.	P-LIT.IH.5. Select a variety of relevant digital and cultural resources, use appropriately and cite accurately.



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PRESENTATIONAL LITERACY (P-LIT)

	ADVANCED LOW (AL)
STANDARDS	Use presentational skills to communicate effectively.
Choose Relevant, Authentic Content and Concepts	P-LIT.AL.1. Use a variety of authentic resources, content, syntax, concepts and cultural references that are relevant to the topic.
Organize Information	P-LIT.AL.2. Organize information in a cohesive format and explain or elaborate as needed by the audience.
Increase Comprehensibility and Clarity of Expression	P-LIT.AL.3. Approximate native pronunciation and syntax to increase comprehensibility.
Maintain and Increase Audience Interest	P-LIT.AL.4. Increase audience interest via elaboration, style, technology or visuals.
Select, Use and Cite Resources	P-LIT.AL.5. Select a variety of relevant digital and cultural resources, use appropriately and cite accurately.