

2023 World Language Learning Standards

INTERPRETIVE INTERCULTURAL COMMUNICATION

NOVICE LEVEL (LOW)

1. Recognize a few typical products and practices related to familiar, everyday life in native and other cultures.
2. Recognize a few very simple behaviors in other cultures.
3. Understand a few familiar words or phrases in:
 - a. Authentic informational texts.
 - b. Authentic fictional texts.
 - c. Overheard or observed conversations.

NOVICE LEVEL (MID)

1. Identify typical cultural products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.
2. Identify familiar or everyday behaviors in other cultures.
3. Understand very basic information in:
 - a. Authentic informational texts.
 - b. Authentic fictional texts.
 - c. Overheard or observed conversations.

NOVICE LEVEL (HIGH)

1. Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.
2. Identify and compare familiar or everyday behaviors in native and other cultures.
3. Understand the topic and some isolated facts in:
 - a. Authentic informational texts.
 - b. Authentic fictional texts.
 - c. Overheard or observed conversations.

INTERPRETIVE LITERACY

NOVICE LEVEL (LOW)

1. Recognize cognates and familiar or practiced words, as well as non-traditional letters, accents, characters, or tone marks.
2. Recognize visual, aural, and organizational features to identify the purpose of very simple texts, such as lists, labels, headlines, or titles.
3. Use literal or factual self-questioning before, during, and after engaging with texts, such as “Who, where, when, what, or how many?”
4. Make personal connections to a text using prior knowledge or experiences.
5. Use digital and cultural resources appropriately.

NOVICE LEVEL (MID)

1. Recognize cognates and words from context, as well as nontraditional letters, accents, characters, or tone marks.
2. Recognize visual, aural, and organizational features to identify the purpose of simple texts, such as infographics, song refrains, simple poems, or schedules.
3. Use literal or factual self-questioning before, during, and after engaging with texts, such as “What time, who is, why, or how?”
4. Make personal connections to a text using prior knowledge or experiences.
5. Use digital and cultural resources appropriately.

NOVICE LEVEL (HIGH)

1. Recognize cognates and infer meaning of unfamiliar words or phrases using context clues and background knowledge.
2. Use visual, aural, and organizational features to identify the purpose of simple texts, such as fables, graphics, announcements, or instructions.
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?”
4. Make simple text-to-text connections using information from previous texts.
5. Select relevant digital and cultural resources and use appropriately.

INTERPERSONAL INTERCULTURAL COMMUNICATION

NOVICE LEVEL (LOW)

1. Identify a few typical products and practices related to familiar, everyday life in native and other cultures.
2. Interact in very familiar intercultural situations using practiced language and behaviors and show cultural awareness by recognizing a few culturally appropriate behaviors.
3. Provide basic information on very familiar topics.
4. Express a few basic personal needs in very familiar situations.
5. Express a few basic preferences or feelings

NOVICE LEVEL (MID)

1. Identify typical products and practices related to familiar, everyday life in native and other cultures.
2. Interact in very familiar intercultural situations using practiced language and behaviors and show cultural awareness by recognizing culturally appropriate behaviors.
3. Request and share simple information on familiar or everyday topics.
4. Express basic needs in familiar or everyday situations.
5. Express basic preferences or feelings and react to those of others.

NOVICE LEVEL (HIGH)

1. Identify products and practices related to everyday life to help understand perspectives of native and other cultures.
2. Interact in familiar, everyday intercultural situations using learned language and behaviors and show cultural awareness by recognizing culturally appropriate behaviors.
3. Request and share information on familiar and everyday topics.
4. Interact with others to meet basic needs in familiar and everyday situations.
5. Express, ask about, and react to simple preferences, feelings, or opinions on familiar topics.

INTERPERSONAL LITERACY

NOVICE LEVEL (LOW)

1. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react, and show interest.
2. Use a few very simple verbal or nonverbal interjections, rejoinders, or requests for clarification.
3. Increase comprehensibility using gestures, hand shapes, facial expressions, repetition, or awareness of pronunciation.
4. Infer meaning of unfamiliar language from gestures, facial and body expressions, or context clues during simple interactions
5. Use digital and cultural resources appropriately.

NOVICE LEVEL (MID)

1. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react, and show interest.
2. Use very simple verbal and non-verbal interjections, rejoinders, requests for clarification, interrogatives, or transition words.
3. Increase comprehensibility using gestures, hand shapes, facial expressions, repetition, word substitution, or awareness of pronunciation, tone, or pitch.
4. Infer meaning of unfamiliar language from gestures, facial and body expressions, or context clues during simple interactions.
5. Use digital and cultural resources appropriately.

NOVICE LEVEL (HIGH)

1. Use culturally appropriate and relevant language and rehearsed or learned behaviors to communicate, react, and show interest.
2. Use simple interjections, rejoinders, requests for clarification, interrogatives, and transition words.
3. Increase comprehensibility and clarify information using word substitution, rephrasing, circumlocution, and attention to pronunciation, tone, pitch.
4. Infer meaning of unfamiliar language from gestures, facial and body expressions, context clues, or topic of conversation.
5. Select relevant digital and cultural resources and use appropriately.

PRESENTATIONAL INTERCULTURAL COMMUNICATION

NOVICE LEVEL (LOW)

1. Identify a few typical products and practices related to familiar, everyday life in native and other cultures.
2. Present in very familiar intercultural situations using memorized or practiced language and behaviors.
3. Name very familiar people, places, and objects.
4. Provide very basic details about self.
5. Express likes and dislikes about very familiar topics.

NOVICE LEVEL (MID)

1. Identify typical products and practices related to familiar, everyday life in native and other cultures.
2. Present in very familiar intercultural situations using practiced or learned language and behaviors
3. Provide simple details about self, interests, and activities.
4. Express likes and dislikes about familiar topics.

NOVICE LEVEL (HIGH)

1. Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures.
2. Present in very familiar situations using appropriate learned language and behaviors to show basic cultural awareness.
3. Give simple descriptions of familiar and everyday topics.
4. Provide details about personal life, interests, and activities.
5. Express preferences on familiar and everyday topics or topics of interest.

PRESENTATIONAL LITERACY

NOVICE LEVEL (LOW)

1. Use authentic resources and familiar vocabulary and structures that are
2. Organize very simple information in a logical sequence and clarify with
3. Communicate with emerging awareness of pronunciation, spelling, mechanics, hand shapes, or signing parameters to increase comprehensibility

4. Maintain audience interest via gestures, creativity, emotion, technology, or visuals.
5. Use digital and cultural resources appropriately.

NOVICE LEVEL (MID)

1. Use authentic resources and familiar vocabulary and structures that are relevant to the topic.
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.
3. Communicate with awareness of pronunciation, spelling, mechanics, hand shapes, or signing parameters to increase comprehensibility.
4. Maintain audience interest via content, creativity, emotion, humor, technology, or visuals.
5. Use digital and cultural resources appropriately.

NOVICE LEVEL (HIGH)

1. Use authentic resources and familiar content, structures, and syntax that are relevant to the topic.
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.
3. Communicate with attention to pronunciation, spelling, mechanics, hand shapes, or signing parameters to increase comprehensibility
4. Maintain audience interest via details, creativity, emotion, humor, technology, or visuals.
5. Select relevant digital and cultural resources and use appropriately.

INTERPRETIVE INTERCULTURAL COMMUNICATION

INTERMEDIATE LEVEL (LOW)

1. Compare products and practices related to everyday life or personal interests to help understand perspectives in native and other cultures.
2. Identify appropriate and inappropriate everyday behaviors in native and other cultures.
3. Understand the topic and relevant information in:

- a. Complex, authentic informational texts.
- b. Complex, authentic fictional texts.
- c. Complex, overheard or observed conversations.

INTERMEDIATE LEVEL (MID)

1. Compare products and practices from concrete researched topics or personal studies to understand perspectives in native and other cultures.
2. Compare appropriate and inappropriate behaviors in native and other cultures.
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.

INTERMEDIATE LEVEL (HIGH)

INT-C.IH.1. Relate products and practices from concrete researched topics or personal studies to perspectives in native and other cultures.

INT-C.IH.2. Relate significant differences in behavior to cultural norms in native and other cultures.

INT-C.IH.3. Relate components of: a. Complex authentic informational texts. b. Complex authentic fictional texts. c. Complex overheard or observed conversations.

INTERPRETIVE LITERACY

INTERMEDIATE LEVEL (LOW)

1. Infer meaning of unfamiliar phrases using context clues, background knowledge, and related word families.
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.
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?"
4. Make text-to-text connections using information from previous texts.

5. Select relevant digital and cultural resources, use appropriately, and cite accurately.

INTERMEDIATE LEVEL (MID)

1. Infer meaning of unfamiliar phrases using context clues, background knowledge, and related word families.
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.
3. Use analytical self-questioning before, during, and after engaging with texts, such as “What evidence is provided or what is confusing?”
4. Make text-to-world connections using information from previous texts, research, and diverse sources.
5. Select relevant digital and cultural resources, use appropriately, and cite accurately.)

INTERMEDIATE LEVEL (HIGH)

1. Infer underlying message of text via literary devices used, such as anecdotes, satire, or suspense.
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.
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?”
4. Make in-depth connections among various texts using researched information from diverse sources.
5. Select a variety of relevant digital and cultural resources, use appropriately, and cite accurately.

INTERPERSONAL INTERCULTURAL COMMUNICATION

INTERMEDIATE LEVEL (LOW)

1. Compare products and practices related to everyday life and personal interests or studies to help understand perspectives of native and other cultures.

2. Converse in familiar situations at school, work, or play using culturally appropriate learned language and behaviors.
3. Converse on a variety of familiar topics.
4. Interact with others to meet needs in familiar and everyday situations.
5. Express, ask about, and react with some detail to preferences, feelings, or opinions on familiar topics.

INTERMEDIATE LEVEL (MID)

1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures.
2. Converse in familiar situations at school, work, or play using culturally appropriate language and behaviors.
3. Converse on a variety of familiar topics and some concrete researched topics.
4. Interact with others to meet needs in a variety of familiar and everyday situations.
5. Exchange and react to preferences, feelings, opinions, and simple advice on a variety of familiar topics.

INTERMEDIATE LEVEL (HIGH)

1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures.
2. Converse in familiar situations at school, work, or play using appropriate behaviors, recognizing that significant differences exist among cultures.
3. Converse on a variety of familiar and concrete researched topics.
4. Meet needs in a variety of familiar and everyday situations, sometimes involving a complication.
5. Explain and react to viewpoints, emotions, and advice on a variety of familiar topics and some concrete researched topics.

INTERPERSONAL LITERACY

INTERMEDIATE LEVEL (LOW)

1. Use culturally appropriate and relevant language, syntax, and learned behaviors to communicate, react, and show interest.

2. Use a variety of simple interjections, rejoinders, interrogatives, and transitions.
3. Enhance comprehensibility and clarify information using simple explanations, rephrasing, circumlocution, and some consistency in pronunciation, tone, or pitch.
4. Infer meaning of unfamiliar language from context or topic of conversation.
5. Select relevant cultural and digital resources, use appropriately, and cite accurately.

INTERMEDIATE LEVEL (MID)

1. Use culturally appropriate and relevant language, syntax, and behaviors to communicate, react, and show interest.
2. Use some complex interjections, rejoinders, interrogatives, and transitions.
3. Enhance comprehensibility and clarity using simple explanations, rephrasing, circumlocution, self-correction, and mostly consistent pronunciation, tone, or pitch.
4. Infer meaning of unfamiliar language from context or topic of conversation.
5. Select relevant cultural and digital resources, use appropriately, and cite accurately.

INTERMEDIATE LEVEL (HIGH)

1. Use culturally appropriate and relevant content and syntax and begin to adjust language or behaviors as needed to communicate, react, and show interest
2. Use a variety of complex interjections, rejoinders, interrogatives, and transitions.
3. Enhance comprehensibility and clarity using self-correction, paraphrasing, and mostly consistent pronunciation, tone or pitch, register, and rate of speech.
4. Infer meaning of unfamiliar language from context or topic of discussion.
5. Select a variety of relevant digital and cultural resources, use appropriately, and cite accurately.

PRESENTATIONAL INTERCULTURAL COMMUNICATION

INTERMEDIATE LEVEL (LOW)

1. Compare products and practices related to everyday life and personal interests or studies to help understand perspectives of native and other cultures.
2. Present in familiar situations using appropriate learned language and behaviors, recognizing that significant differences exist among cultures.
3. Inform on, describe, and explain familiar and everyday topics.
4. Narrate about personal life, activities, events, and experiences.
5. Express preferences and opinions with supporting reasons or evidence on familiar and personal interest topics.

INTERMEDIATE LEVEL (MID)

1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures.
2. Present in familiar situations using appropriate language and behaviors, recognizing that significant differences exist among cultures.
3. Inform on, describe, and explain a variety of familiar topics and some concrete researched topics.
4. Narrate about some past, present, or future personal and social events and experiences.
5. State a viewpoint with supporting reasons or evidence on familiar and personal interest topics.

INTERMEDIATE LEVEL (HIGH)

1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures.
2. Present to an audience using appropriate language and behaviors, and show some understanding of cultural differences by adjusting behavior as needed in familiar contexts.
3. Inform on, describe, and explain a variety of familiar and concrete researched topics.
4. Narrate about past, present, and future personal experiences and school and community events.

5. State a viewpoint with supporting evidence on a variety of familiar and personal studies topics.

PRESENTATIONAL LITERACY

INTERMEDIATE LEVEL (LOW)

1. Use authentic resources, content, structures, and syntax that are relevant to the topic.
2. Organize information in a cohesive format with transitions and clarify with simple language or explanations as needed by the audience.
3. Communicate with attention to accuracy of spoken, written, or signed components of language to increase comprehensibility.
4. Maintain audience interest via description, style, technology, or visuals.
5. Select relevant digital and cultural resources, use appropriately, and cite accurately.

INTERMEDIATE LEVEL (MID)

1. Use authentic resources, content, syntax, and concepts that are relevant to the topic.
2. Organize information in a cohesive format with complex transitions and clarify with simple explanations as needed by the audience.
3. Communicate with attention to accuracy of spoken, written, or signed components of language to increase comprehensibility.
4. Increase audience interest via elaboration, style, technology, or visuals.
5. Select relevant digital and cultural resources, use appropriately, and cite accurately.

INTERMEDIATE LEVEL (HIGH)

1. Use authentic resources, content, syntax, concepts, and cultural references
 2. Organize information in a cohesive format and explain or clarify as needed by the audience.
 3. Approximate native pronunciation and syntax to increase comprehensibility.
 4. Select a variety of relevant digital and cultural resources, use appropriately, and cite accurately.
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INTERPRETIVE INTERCULTURAL COMMUNICATION

ADVANCED LEVEL

1. Analyze how products and practices of public and personal interest are related to perspectives in native and other cultures.
2. Analyze how to adjust behavior according to cultural norms in familiar situations in native and other cultures.
3. Analyze components of: a. Complex authentic informational texts. b. Complex authentic fictional texts. c. Complex overheard or observed conversations.

INTERPRETIVE LITERACY

ADVANCED LEVEL

1. Infer nuances of text via literary devices used, such as alliteration, juxtaposition, or symbolism.
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.
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?”
4. Make in-depth connections among various texts using researched information from diverse sources.
5. Select a variety of relevant digital and cultural resources, use appropriately, and cite accurately.

INTERPERSONAL INTERCULTURAL COMMUNICATION

ADVANCED LEVEL

1. Share how a variety of products and practices of public and personal interest are related to perspectives of native and other cultures.
2. Converse in familiar and some unfamiliar situations, showing some awareness of subtle cultural differences by adjusting behavior accordingly.
3. Discuss a variety of familiar and unfamiliar concrete researched topics.
4. Resolve an unexpected complication in a familiar or everyday situation.
5. Explain, react to, and compare viewpoints, emotions, and advice on a variety of familiar and unfamiliar concrete researched topics.

INTERPERSONAL LITERACY

ADVANCED LEVEL

1. Use culturally appropriate and relevant content and syntax and adjust language or behaviors as needed to communicate, react, and show interest.
2. Use a variety of complex interjections, rejoinders, interrogatives, and transitions.
3. Enhance comprehensibility and clarity using paraphrasing, elaboration, consistent pronunciation, tone or pitch, register, and rate of speech.
4. Infer meaning of unfamiliar language from context or topic of discussion
5. Select a variety of relevant digital and cultural resources, use appropriately, and cite accurately.

PRESENTATIONAL INTERCULTURAL COMMUNICATION

ADVANCED LEVEL

1. Explain how a variety of products and practices of public and personal interest are related to perspectives of native and other cultures.
2. Present confidently to an audience and show some understanding of cultural differences by adjusting behavior as needed in familiar and some unfamiliar contexts.
3. Inform on, describe, and explain some concrete academic, social, and career-related topics of interest.
4. Narrate about personal, community, and career-related experiences.
5. Present an argument with supporting evidence on some researched academic, social, and career-related topics.

PRESENTATIONAL LITERACY

ADVANCED LEVEL

1. Use a variety of authentic resources, content, syntax, concepts, and cultural references that are relevant to the topic.
2. Organize information in a cohesive format and explain or elaborate as needed by the audience.
3. Approximate native pronunciation and syntax to increase comprehensibility.
4. Increase audience interest via elaboration, style, technology, or visuals.
5. Select a variety of relevant digital and cultural resources, use appropriately, and cite accurately.

