

DRAFT Proposed Revisions  
Texas Essential Knowledge and Skills (TEKS)  
Languages other than English, Levels I-IV

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Prepared by the State Board of Education (SBOE) TEKS Review Committees

**Final Recommendations, October 2013**

These draft proposed revisions reflect the recommended changes to the languages other than English (LOTE) Texas Essential Knowledge and Skills (TEKS) for Levels I-IV that have been made by the SBOE-appointed TEKS review committees. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

**CRS**—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

**ER**—information added, changed, or deleted based on expert reviewer feedback

**MV**—multiple viewpoints from within the committee

**VA**—information added, changed, or deleted to increase vertical alignment

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§114.xx. Levels I and II – Novice Mid-Novice High Proficiency <del>Novice Progress Checkpoint</del> (One Credit Per Level).		
	TEKS with Edits	Committee Comments
(a)	<b>General requirements.</b>	
(1)	<u>There is no prerequisite for this course.</u>	
(2)	<u>Students of classical languages, such as Latin and Greek, read and comprehend proficiency level-appropriate authentic texts of prose and poetry of selected authors. The communicative skills of listening, speaking, and writing are used to enhance the interpretive communication mode of reading.</u>	
(3)	<u>Students of logographic languages, such as Chinese and Japanese, and non-Romance and Germanic languages, such as Arabic and Russian, will require more time to achieve proficiency, especially in reading and writing. Initially, the skill focus should be placed on speaking and listening without ignoring reading and writing in the target language’s writing system. As the students become more proficient, a more balanced emphasis of all four skills is expected.</u>	Foreign Service Institute Language Difficulty Ranking (Department of Defense & Department of Foreign Service)
(4)	<u>Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.</u>	
(1)	<del>Levels I and II—Novice progress checkpoint can be offered in elementary, middle, or high school. At the high-school level, students are awarded one unit of credit per level for successful completion of the level.</del>	
(2)	<del>Using age-appropriate activities, students develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should:</del>	
(A)	<del>understand short utterances when listening and respond orally with learned material;</del>	
(B)	<del>produce learned words, phrases, and sentences when speaking and writing;</del>	
(C)	<del>detect main ideas in familiar material when listening and reading;</del>	
(D)	<del>make lists, copy accurately, and write from dictation;</del>	
(E)	<del>recognize the importance in communication to know about the culture; and</del>	
(F)	<del>recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar.</del>	
(3)	<del>Students of classical languages use the skills of listening, speaking, and writing to reinforce the skill of reading.</del>	
(b)	<b>Introduction.</b>	
(1)	<u>The study of world languages is an essential part of education. In the 21st century language classroom students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of world language study include</u>	

	<u>stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</u>	
(2)	<u>Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, present information to an audience, and to interpret culturally authentic materials in the language of study. As found in the Standards for Foreign Language Learning in the 21<sup>st</sup> Century (“the 5 C’s”) and as defined by the American Council on the Teaching of Foreign Languages (ACTFL) in both the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners, there are three modes of communication: interpersonal, interpretive and presentational.</u>	
(A)	<u>In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this “two-way” communication include but are not limited to conversing face-to-face, participating in digital discussions and messaging, and exchanging personal letters.</u>	
(B)	<u>In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of “one-way” reading or listening include but are not limited to comprehension of digital texts, as well as printed, audio, and audiovisual materials.</u>	
(C)	<u>In the presentational mode of communication, students present information, concepts, and ideas in spoken or written form to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include but are not limited to a presentation to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</u>	
(3)	<u>The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for LOTE. The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</u>	The 5 C’s
(4)	<u>Students recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar, syntax, register, appropriate discourse level, and text type.</u>	
(5)	<u>Students in Level I are expected to reach a proficiency level of Novice Mid-Novice High as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.</u>	(proficiency levels [for the course] defined)
(A)	<u>Novice Mid students express meaning in highly predictable contexts through the use of memorized and recalled words and phrases. They are best able to understand aural cognates, borrowed words, and high-frequency, highly contextualized words and phrases with repetition. Novice Mid students may be difficult to understand by the most sympathetic listeners and readers accustomed to dealing with language learners. Novice Mid students are inconsistently successful when performing Novice-level tasks.</u>	We believe that it is imperative to explicitly state the proficiency levels within the TEKS. This document should be easily understood by not only LOTE educators, but the parents, students, administrators, and general public.

(B)	<p><u>Novice High students express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. They are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency.</u></p>	<p>We believe that it is imperative to explicitly state the proficiency levels within the TEKS. This document should be easily understood by not only LOTE educators, but the parents, students, administrators, and general public.</p>
(C)	<p><u>Students of classical languages should reach a Novice Mid proficiency level in listening at the end of Level I. Students of classical languages should reach a Novice High-Intermediate Low proficiency level in reading at the end of Level I. Students of classical languages should reach a Novice Mid proficiency level in speaking at the end of Level I. Students of classical languages should reach a Novice Mid proficiency level in writing at the end of Level I.</u></p>	
(D)	<p><u>By the end of Level I, students of logographic languages and non-Romance and Germanic languages should perform on a Novice Mid level for reading and writing. In listening and speaking, logographic students of logographic languages and non-Romance and Germanic languages should perform on a Novice Mid-Novice High level.</u></p>	
(E)	<p><u>Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers. Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the TEKS for LOTE across all modes of communication at the prescribed proficiency level.</u></p>	
(4)	<p><del>Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.</del></p>	
(2)	<p><del>Students of languages other than English gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of languages other than English, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of languages other than English develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.</del></p>	
(c)	<p><b>Knowledge and skills.</b></p>	

(1)	<u>Interpersonal Communication: speaking and writing. The student will negotiate meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student will use a mixture of words and phrases and some simple sentences using appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</u>	ACTFL Performance Descriptors p.7 ACTFL Proficiency Guidelines p.8-9
(A)	<u>ask and respond to questions about everyday life in spoken and written conversation;</u>	P21 Skills Map: Communication ACTFL Performance Descriptors p. 14 Bloom’s Taxonomy: Remembering & Understanding
(B)	<u>express and exchange personal opinions or preferences in spoken and written conversation;</u>	P21 Skills Map: Communication Bloom’s Taxonomy: Applying ACTFL Proficiency Guidelines p.9
(C)	<u>ask and tell others what they need to, should, or must do in spoken and written conversation;</u>	P21 Skills Map: Communication Bloom’s Taxonomy: Remembering, Understanding, Applying ACTFL Proficiency Guidelines p.9
(D)	<u>articulate requests, offer alternatives, or develop simple plans in spoken and written conversation;</u>	P21 Skills Map: Critical Thinking/Problem Solving, Creativity & Innovation ACTFL Performance Descriptors p. 14
(E)	<u>participate in spoken conversation using culturally appropriate expressions, register, and gestures; and</u>	P21 Skills Map: Communication ACTFL Performance Descriptors p. 15 Bloom’s Taxonomy: Analyzing and Applying
(F)	<u>participate in written conversation using culturally appropriate expressions, register, and style.</u>	
(2)	<u>Interpretive Communication: reading and listening. The student will comprehend sentence-length information from culturally authentic print and digital and audio and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</u>	ACTFL Performance Descriptors p. 7 ACTFL Proficiency Guidelines p. 23-24
(A)	<u>demonstrate understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;</u>	P21 Skills Map: Critical Thinking & Problem Solving College & Career Readiness: Foundational Skills A61 ACTFL Performances Descriptors p.16 Bloom’s Taxonomy: Understanding, Applying, Analyzing
(B)	<u>identify key words and details from fiction and nonfiction texts and audio, and audiovisual materials;</u>	ELA TEKS Ch. 110.32: (b)(1)(B), (b)(1)(C) College & Career Readiness: Foundational Skills A62 ACTFL Proficiency Guidelines p.24 ACTFL Performance Descriptors p.16 Bloom’s Taxonomy: Remembering,

		Understanding & Applying
(C)	<u>infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and</u>	ELA TEKS Ch. 110.32: (b)(1)(C) College & Career Readiness: Foundational Skills A61 P21 Skills Map: Flexibility & Adaptability ACTFL Performance Descriptors p.17
(D)	<u>identify cultural practices from authentic print, digital, audio, and audiovisual materials.</u>	5 C's: Culture, Comparisons, Connections, Communities ACTFL Performance Descriptors p.17 P21 Skills Map: Creativity & Innovation, Media Literacy, Technology Literacy, Initiative & Self Direction, Social & Cross-Cultural Skills ELA TEKS Ch. 110.32: (b)(8) ELA TEKS Ch. 110.33: (b)(12)(A)
(3)	<u>Presentational Communication: speaking and writing. The student will present information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</u>	ACTFL Performance Descriptors p. 7 ACTFL Proficiency Guidelines p. 8-9
(A)	<u>state and support an opinion or preference orally and in writing; and</u>	P21 Skills Map: Communication & Collaboration ACTFL Performance Descriptors p.18-19 Bloom's Taxonomy: Evaluating ELA TEKS Ch. 110.57: (b)(5)(B)
(B)	<u>describe people, objects, and simple situations orally and in writing using a mixture of words, phrases and simple sentences.</u>	ACTFL Performance Descriptors p.18-19 P21 Skills Map: Communication Bloom's Taxonomy: Understanding
(1)	<del>Communication. The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:</del>	
(A)	<del>engage in oral and written exchanges of learned material to socialize and to provide and obtain information;</del>	
(B)	<del>demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics; and</del>	
(C)	<del>present information using familiar words, phrases, and sentences to listeners and readers.</del>	
(2)	<del>Cultures. The student gains knowledge and understanding of other cultures. The student is expected to:</del>	
(A)	<del>demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and</del>	
(B)	<del>demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.</del>	

(3)	<del>Connections. The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:</del>	
(A)	<del>use resources (that may include technology) in the language and cultures being studied to gain access to information; and</del>	
(B)	<del>use the language to obtain, reinforce, or expand knowledge of other subject areas.</del>	
(4)	<del>Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to: _____</del>	
(A)	<del>demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;</del>	
(B)	<del>demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and</del>	
(C)	<del>demonstrate an understanding of the influence of one language and culture on another.</del>	
(5)	<del>Communities. The student participates in communities at home and around the world by using languages other than English. The student is expected to:</del>	
(A)	<del>use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and</del>	
(B)	<del>show evidence of becoming a lifelong learner by using the language for personal enrichment and career development.</del>	

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<b>§114.xx. Level II – Novice High—Intermediate Low Proficiency Progress Checkpoint (One Credit Per Level).</b>		
	TEKS with edits	Committee Comments
<b>(a)</b>	<b><u>General requirements.</u></b>	
<b>(1)</b>	<u>Students will have successfully completed Level I, achieving a Novice Mid to Novice High proficiency level, or demonstrated equivalent proficiency as determined by the district.</u>	Allows for credit by proficiency demonstration, not seat time
<b>(2)</b>	<u>Students of classical languages, such as Latin and Greek, read and comprehend proficiency level-appropriate authentic texts of prose and poetry of selected authors. The communicative skills of listening, speaking, and writing are used to enhance the interpretive communication mode of reading.</u>	
<b>(3)</b>	<u>Students of logographic languages, such as Chinese and Japanese, and non-Romance and Germanic languages, such as Arabic and Russian, will require more time to achieve proficiency, especially in reading and writing. Initially, the skill focus should be placed on speaking and listening without ignoring reading and writing in the target language’s writing system. As the students become more proficient, a more balanced emphasis of all four skills is expected.</u>	Foreign Service Institute Language Difficulty Ranking (Department of Defense & Department of Foreign Service)
<b>(4)</b>	<u>Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.</u>	
<b>(b)</b>	<b><u>Introduction.</u></b>	
<b>(1)</b>	<u>The study of world languages is an essential part of education. In the 21st century language classroom students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of world language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</u>	
<b>(2)</b>	<u>Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, present information to an audience, and to interpret culturally authentic materials in the language of study. As found in the Standards for Foreign Language Learning in the 21<sup>st</sup> Century (“the 5 C’s”) and as defined by the American Council on the Teaching of Foreign Languages (ACTFL) in both the ACTFL Proficiency Guidelines 2012 and the Performance Descriptors for Language Learners, there are three modes of communication: interpersonal, interpretive and presentational.</u>	
<b>(A)</b>	<u>In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this “two-way” communication include but are not limited to conversing face-to-face, participating in digital discussions and messaging, and exchanging personal letters.</u>	
<b>(B)</b>	<u>In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of “one-way” reading or</u>	



	<u>listening include but are not limited to comprehension of digital texts, as well as printed, audio, and audiovisual materials.</u>	
(C)	<u>In the presentational mode of communication, students present information, concepts, and ideas in spoken or written form to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include but are not limited to a presentation to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</u>	
(3)	<u>The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for LOTE. The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</u>	
(4)	<u>Students recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar, syntax, register, appropriate discourse level, and text type.</u>	process standards ( <i>look to math as ex.</i> )
(5)	<u>Students in Level II are expected to reach a proficiency level of Novice High-Intermediate Low.</u>	(proficiency levels [for the course] defined)
(A)	<u>Novice High students express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. They are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency.</u>	We believe that it is imperative to explicitly state the proficiency levels within the TEKS. This document should be easily understood by not only LOTE educators, but the parents, students, administrators, and general public.
(B)	<u>Intermediate Low students express meaning in straightforward and personal contexts, by combining and recombining what they know, what they read, and what they hear in short statements and sentences. They are able to understand some information from simple connected statements in oral or written sources. Intermediate Low students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Low students are inconsistently successful when performing Intermediate-level tasks.</u>	We believe that it is imperative to explicitly state the proficiency levels within the TEKS. This document should be easily understood by not only LOTE educators, but the parents, students, administrators, and general public.
(C)	<u>Students of classical languages should reach a Novice Mid-Novice High proficiency level in listening at the end of Level II. Students of classical languages should reach an Intermediate Low proficiency level in reading at the end of Level II. Students of classical languages should reach a Novice Mid proficiency level in speaking at the end of Level II. Students of classical languages should reach a Novice High proficiency level in writing at the end of Level II.</u>	
(D)	<u>By the end of Level II, students of logographic languages and non-Romance and Germanic languages should perform on a Novice High level for reading and writing. In listening and speaking, students of logographic languages and non-Romance and Germanic languages should perform on a Novice High-Intermediate Low level.</u>	

(E)	<u>Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers. Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the TEKS for LOTE across all modes of communication at the prescribed proficiency level.</u>	
(c)	<b><u>Knowledge and skills.</u></b>	
(1)	<u>Interpersonal Communication: speaking and writing. The student will negotiate meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student will use a mixture of short statements and sentences using appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</u>	ACTFL Performance Descriptors p.7 ACTFL Proficiency Guidelines p.8-9
(A)	<u>ask and respond to questions about everyday life with simple elaboration in spoken and written conversation;</u>	P21 Skills Map: Communication & Collaboration ACTFL Performance Descriptors p. 14-15 Bloom’s Taxonomy: Remembering & Understanding ACTFL Proficiency Guidelines p.8-9 ELA TEKS 110.13 (b)(28)(A) National Standards for Foreign Language Learning 1.1
(B)	<u>express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation;</u>	P21 Skills Map: Communication Bloom’s Taxonomy: Applying ACTFL Proficiency Guidelines p.9 ACTFL Performance Descriptors p.14
(C)	<u>ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation;</u>	P21 Skills Map: Communication Bloom’s Taxonomy: Remembering, Understanding, Applying ACTFL Proficiency Guidelines p.9 ACTFL Performance Descriptors p.14
(D)	<u>articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation;</u>	P21 Skills Map: Critical Thinking/Problem Solving, Creativity & Innovation ACTFL Performance Descriptors p. 14 Bloom’s Taxonomy: Creating
(E)	<u>interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and</u>	P21 Skills Map: Communication ACTFL Performance Descriptors p. 15 Bloom’s Taxonomy: Analyzing and Applying
(F)	<u>interact and react in writing using culturally appropriate expressions, register, and style.</u>	
(2)	<u>Interpretive Communication: reading and listening. The student will comprehend simple connected statements from culturally authentic print and digital materials and audio and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</u>	ACTFL Performance Descriptors p. 7 ACTFL Proficiency Guidelines p. 23-24 College & Career Readiness: Foundational Skills A61-62 Bloom’s Taxonomy: Understanding, Analyzing

(A)	<u>demonstrate understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;</u>	P21 Skills Map: Critical Thinking & Problem Solving College & Career Readiness: Foundational Skills A61 ACTFL Performances Descriptors p.16 Bloom's Taxonomy: Understanding, Applying, Analyzing
(B)	<u>identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;</u>	College & Career Readiness: Foundational Skills A62 ACTFL Proficiency Guidelines p.24 ACTFL Performance Descriptors p.16 Bloom's Taxonomy: Remembering, Understanding & Applying ELA TEKS Ch. 110.32: (b)(1)(B), (b)(1)(C) ELA TEKS Ch. 110.13: (b)(7)(A)
(C)	<u>infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and</u>	College & Career Readiness: Foundational Skills A61 P21 Skills Map: Flexibility & Adaptability ACTFL Performance Descriptors p.17 ELA TEKS Ch. 110.32: (b)(1)(C)
(D)	<u>identify cultural practices from authentic print, digital, audio, and audiovisual materials.</u>	5 C's ACTFL Performance Descriptors p.17 P21 Skills Map: Creativity & Innovation, Media Literacy, Technology Literacy, Initiative & Self Direction, Social & Cross-Cultural Skills ELA TEKS Ch. 110.32: (b)(8) ELA TEKS Ch. 110.33: (b)(12)(A)
(3)	<u>Presentational Communication: speaking and writing. The student will present information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</u>	ACTFL Performance Descriptors p. 7 ACTFL Proficiency Guidelines p. 8-9 Bloom's Taxonomy: Creating
(A)	<u>express and support an opinion or preference orally and in writing with supporting statements; and</u>	P21 Skills Map: Communication & Collaboration ACTFL Performance Descriptors p.18-19 Bloom's Taxonomy: Evaluating
(B)	<u>describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.</u>	ACTFL Performance Descriptors p.18-19 P21 Skills Map: Communication Bloom's Taxonomy: Understanding

§114.xx. Levels III and IV – <u>Intermediate Low-Intermediate Mid Proficiency Progress Checkpoint</u> (One Credit Per Level).		
	TEKS with edits	Committee Comments
(a)	<b>General requirements.</b>	
(1)	<u>Students will have successfully completed Level II, achieving a Novice High to Intermediate Low proficiency level, or demonstrated equivalent proficiency as determined by the district.</u>	Allows for credit by proficiency demonstration, not seat time
(2)	<u>Students of classical languages, such as Latin and Greek, read and comprehend proficiency level-appropriate authentic texts of prose and poetry of selected authors. The communicative skills of listening, speaking, and writing are used to enhance the interpretive communication mode of reading.</u>	
(3)	<u>Students of logographic languages, such as Chinese and Japanese, and non-Romance and Germanic languages, such as Arabic and Russian, will require more time to achieve proficiency, especially in reading and writing. Initially, the skill focus should be placed on speaking and listening without ignoring reading and writing in the target language’s writing system. As the students become more proficient, a more balanced emphasis of all four skills is expected.</u>	Foreign Service Institute Language Difficulty Ranking (Department of Defense & Department of Foreign Service)
(4)	<u>Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.</u>	
(1)	<del>Levels III and IV—Intermediate progress checkpoint can be offered in middle or high school. At the high school level, students are awarded one unit of credit per level for successful completion of the level.</del>	
(2)	<del>Using age-appropriate activities, students expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate language learner. The intermediate language learner, when dealing with everyday topics, should:</del>	
(A)	<del>participate in simple face-to-face communication;</del>	
(B)	<del>create statements and questions to communicate independently when speaking and writing;</del>	
(C)	<del>understand main ideas and some details of material on familiar topics when listening and reading;</del>	
(D)	<del>understand simple statements and questions when listening and reading;</del>	
(E)	<del>meet limited practical and social writing needs;</del>	
(F)	<del>use knowledge of the culture in the development of communication skills;</del>	
(G)	<del>use knowledge of the components of language, including grammar, to increase accuracy of expression; and</del>	
(H)	<del>cope successfully in straightforward social and survival situations.</del>	
(3)	<del>In classical languages, the skills of listening, speaking, and writing are used in Level III to reinforce the skill of reading. Students of classical languages should reach intermediate proficiency in reading by the end</del>	

	<del>of Level III.</del>	
(b)	<b>Introduction.</b>	
(1)	<u>The study of world languages is an essential part of education. In the 21st century language classroom students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of world language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</u>	
(2)	<u>Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, present information to an audience, and to interpret culturally authentic materials in the language of study. As found in the Standards for Foreign Language Learning in the 21<sup>st</sup> Century (“the 5 C’s”) and as defined by the American Council on the Teaching of Foreign Languages (ACTFL) in both the ACTFL Proficiency Guidelines 2012 and the Performance Descriptors for Language Learners, there are three modes of communication: interpersonal, interpretive and presentational.</u>	
(A)	<u>In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this “two-way” communication include but are not limited to conversing face-to-face, participating in digital discussions and messaging, and exchanging personal letters.</u>	
(B)	<u>In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of “one-way” reading or listening include but are not limited to comprehension of digital texts, as well as printed, audio, and audiovisual materials.</u>	
(C)	<u>In the presentational mode of communication, students present information, concepts, and ideas in spoken or written form to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include but are not limited to a presentation to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</u>	
(3)	<u>The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for LOTE. The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</u>	
(4)	<u>Students recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar, syntax, register, appropriate discourse level, and text type.</u>	process standards ( <i>look to math as ex.</i> )
(5)	<u>Students in Level III are expected to reach a proficiency level of Intermediate Low to Intermediate Mid.</u>	(proficiency levels [for the course] defined)
(A)	<u>Intermediate Low students express meaning in straightforward and personal contexts, by combining and recombining what they know, what they read, and what they hear in short statements and</u>	ACTFL Proficiency Guidelines p. 7-8, 13, 18

	<u>sentences. They are able to understand some information from simple connected statements in oral or written sources. Intermediate Low students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Low students are inconsistently successful when performing Intermediate-level tasks.</u>	We believe that it is imperative to explicitly state the proficiency levels within the TEKS. This document should be easily understood by not only LOTE educators, but the parents, students, administrators, and general public.
(B)	<u>Intermediate Mid students express meaning in straightforward and personal contexts, by easily combining and recombining what they know, what they read, and what they hear in short statements and a mixture of sentences and strings of sentences. They are able to understand some information from connected statements in oral or written sources. Intermediate Mid students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Mid students are consistently successful when performing Intermediate-level tasks.</u>	We believe that it is imperative to explicitly state the proficiency levels within the TEKS. This document should be easily understood by not only LOTE educators, but the parents, students, administrators, and general public.  ACTFL Proficiency Guidelines p. 7-8, 13, 18
(C)	<u>Students of classical languages should reach an Intermediate Low-Intermediate Mid proficiency level in listening at the end of Level III. Students of classical languages should reach an Intermediate Mid proficiency level in reading at the end of Level III. Students of classical languages should reach a Novice High proficiency level in speaking at the end of Level III. Students of classical languages should reach an Intermediate Low proficiency level in writing at the end of Level III.</u>	
(D)	<u>By the end of Level III, students of logographic languages and non-Romance and Germanic languages should perform on an Intermediate Low level for reading and writing. In listening and speaking, students of logographic languages and non-Romance and Germanic languages should perform on a Intermediate Low-Intermediate Mid level.</u>	
(E)	<u>Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers. Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the TEKS for LOTE across all modes of communication at the prescribed proficiency level.</u>	
(1)	<del>Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.</del>	
(2)	<del>Students of languages other than English gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of languages other than English, students</del>	

	<del>obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of languages other than English develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.</del>	
(c)	<b>Knowledge and skills.</b>	
(1)	<u>Interpersonal Communication: speaking and writing. The student will negotiate meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student will use a mixture of short statements, sentences, and strings of sentences using appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</u>	ACTFL Performance Descriptors p.7, 14-15 ACTFL Proficiency Guidelines p.7-8 Bloom’s Taxonomy: Applying
(A)	<u>ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation;</u>	P21 Skills Map: Communication & Collaboration ACTFL Performance Descriptors p. 14-15 Bloom’s Taxonomy: Remembering & Understanding ACTFL Proficiency Guidelines p.7-8 ELA TEKS 110.13 (b)(28)(A) National Standards for Foreign Language Learning 1.1
(B)	<u>express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation;</u>	P21 Skills Map: Communication Bloom’s Taxonomy: Applying ACTFL Proficiency Guidelines p.7-8 ACTFL Performance Descriptors p.14-15
(C)	<u>ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation;</u>	P21 Skills Map: Communication, Leadership & Responsibility Bloom’s Taxonomy: Remembering, Understanding, Applying ACTFL Proficiency Guidelines p.7-8 ACTFL Performance Descriptors p.14-15
(D)	<u>articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation;</u>	P21 Skills Map: Critical Thinking/Problem Solving, Creativity & Innovation, Leadership & Responsibility ACTFL Performance Descriptors p. 14-15 Bloom’s Taxonomy: Creating
(E)	<u>interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and</u>	P21 Skills Map: Communication ACTFL Performance Descriptors p. 15 Bloom’s Taxonomy: Analyzing and Applying
(F)	<u>interact and react in writing using culturally appropriate expressions, register, and style.</u>	

(2)	<u>Interpretive Communication: reading and listening. The student will comprehend connected statements from culturally authentic print and digital and audio and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</u>	ACTFL Performance Descriptors p. 7 ACTFL Proficiency Guidelines p. 23 College & Career Readiness: Foundational Skills A61-62 Bloom's Taxonomy: Understanding, Analyzing
(A)	<u>demonstrate understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts;</u>	P21 Skills Map: Critical Thinking & Problem Solving College & Career Readiness: Foundational Skills A61 ACTFL Performances Descriptors p.16 Bloom's Taxonomy: Understanding, Applying, Analyzing
(B)	<u>paraphrase the main idea, theme, and supporting details fiction and nonfiction texts and audio and audiovisual materials;</u>	College & Career Readiness: Foundational Skills A62 ACTFL Proficiency Guidelines p.23 ACTFL Performance Descriptors p.16 Bloom's Taxonomy: Remembering, Understanding & Applying ELA 110.33 (b)(9)(A), (b)(9)(B)
(C)	<u>infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials; and</u>	College & Career Readiness: Foundational Skills A61 P21 Skills Map: Flexibility & Adaptability ACTFL Performance Descriptors p.17 ELA TEKS Ch. 110.32: (b)(1)(C)
(D)	<u>compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.</u>	5 C's: Culture, Comparisons, Connections, Communities ACTFL Performance Descriptors p.17 P21 Skills Map: Creativity & Innovation, Media Literacy, Technology Literacy, Initiative & Self Direction, Social & Cross-Cultural Skills College & Career Readiness: Foundational Skills A61 ELA TEKS Ch. 110.32: (b)(8) ELA TEKS Ch. 110.33: (b)(11), (b)(12)(A)
(3)	<u>Presentational Communication: speaking and writing. The student will present information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</u>	ACTFL Performance Descriptors p. 7, 18-19 ACTFL Proficiency Guidelines p. 7-8 Bloom's Taxonomy: Creating National Standards for Foreign Language Learning 1.3
(A)	<u>express and defend an opinion or preference orally and in writing with supporting statements and with recommendations;</u>	P21 Skills Map: Communication & Collaboration ACTFL Performance Descriptors p.18-19 Bloom's Taxonomy: Evaluating



(B)	<u>narrate situations and events orally and in writing using connected sentences with details and elaboration; and</u>	ACTFL Performance Descriptors p.18-19 P21 Skills Map: Communication Bloom's Taxonomy: Understanding
(C)	<u>inform others orally and in writing about a variety of topics using connected sentences with details and elaboration.</u>	P21 Skills Map: Communication & Collaboration, Critical Thinking & Problem Solving ACTFL Performance Descriptors p.18 Bloom's Taxonomy: Evaluating
(1)	<del>Communication. The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:</del>	
(A)	<del>engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs;</del>	
(B)	<del>interpret and demonstrate understanding of simple, straightforward, spoken and written language such as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations; and</del>	
(C)	<del>present information and convey short messages on everyday topics to listeners and readers.</del>	
(2)	<del>Cultures. The student gains knowledge and understanding of other cultures. The student is expected to:</del>	
(A)	<del>use the language at the intermediate proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and</del>	
(B)	<del>use the language at the intermediate proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.</del>	
(3)	<del>Connections. The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:</del>	
(A)	<del>use resources (that may include technology) in the language and cultures being studied at the intermediate proficiency level to gain access to information; and</del>	
(B)	<del>use the language at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.</del>	
(4)	<del>Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:</del>	
(A)	<del>use the language at the intermediate proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;</del>	
(B)	<del>use the language at the intermediate proficiency level to demonstrate an understanding of the concept</del>	

	<del>of culture through comparisons of the student's own culture and the cultures studied; and</del>	
<del>(C)</del>	<del>use the language at the intermediate proficiency level to demonstrate an understanding of the influence of one language and culture on another.</del>	
<del>(5)</del>	<del>Communities. The student participates in communities at home and around the world by using languages other than English. The student is expected to:</del>	
<del>(A)</del>	<del>use the language at the intermediate proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and</del>	
<del>(B)</del>	<del>show evidence of becoming a lifelong learner by using the language at the intermediate proficiency level for personal enrichment and career development.</del>	

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<b>§114.xx. Level IV – Intermediate Mid-Intermediate High Proficiency Progress-Checkpoint (One Credit Per Level).</b>		
	TEKS with edits	Committee Comments
<b>(a)</b>	<b><u>General requirements.</u></b>	
<b>(1)</b>	<u>Students will have successfully completed Level III, achieving an Intermediate Low to Intermediate Mid proficiency level, or demonstrated equivalent proficiency as determined by the district.</u>	Allows for credit by proficiency demonstration, not seat time
<b>(2)</b>	<u>Students of classical languages, such as Latin and Greek, read and comprehend proficiency level-appropriate authentic texts of prose and poetry of selected authors. The communicative skills of listening, speaking, and writing are used to enhance the interpretive communication mode of reading.</u>	
<b>(3)</b>	<u>Students of logographic languages, such as Chinese and Japanese, and non-Romance and Germanic languages, such as Arabic and Russian, will require more time to achieve proficiency, especially in reading and writing. Initially, the skill focus should be placed on speaking and listening without ignoring reading and writing in the target language’s writing system. As the students become more proficient, a more balanced emphasis of all four skills is expected.</u>	Foreign Service Institute Language Difficulty Ranking (Department of Defense & Department of Foreign Service)
<b>(4)</b>	<u>Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.</u>	
<b>(b)</b>	<b><u>Introduction.</u></b>	
<b>(1)</b>	<u>The study of world languages is an essential part of education. In the 21st century language classroom students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of world language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</u>	
<b>(2)</b>	<u>Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, present information to an audience, and to interpret culturally authentic materials in the language of study. As found in the Standards for Foreign Language Learning in the 21<sup>st</sup> Century (“the 5 C’s”) and as defined by the American Council on the Teaching of Foreign Languages (ACTFL) in both the ACTFL Proficiency Guidelines 2012 and the Performance Descriptors for Language Learners, there are three modes of communication: interpersonal, interpretive and presentational.</u>	
<b>(A)</b>	<u>In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this “two-way” communication include but are not limited to conversing face-to-face, participating in digital discussions and messaging, and exchanging personal letters.</u>	
<b>(B)</b>	<u>In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of “one-way” reading or</u>	

	<u>listening include but are not limited to comprehension of digital texts, as well as printed, audio, and audiovisual materials.</u>	
(C)	<u>In the presentational mode of communication, students present information, concepts, and ideas in spoken or written form to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include but are not limited to a presentation to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</u>	
(3)	<u>The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for LOTE. The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</u>	
(4)	<u>Students recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar, syntax, register, appropriate discourse level, and text type.</u>	process standards ( <i>look to math as ex.</i> )
(5)	<u>Students in Level IV are expected to reach a proficiency level of Intermediate Mid to Intermediate High.</u>	(proficiency levels [for the course] defined)
(A)	<u>Intermediate Mid students express meaning in straightforward and personal contexts, by easily combining and recombining what they know, what they read, and what they hear in short statements and a mixture of sentences and strings of sentences. They are able to understand some information from connected statements in oral or written sources. Intermediate Mid students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Mid students are consistently successful when performing Intermediate-level tasks.</u>	We believe that it is imperative to explicitly state the proficiency levels within the TEKS. This document should be easily understood by not only LOTE educators, but the parents, students, administrators, and general public.  ACTFL Proficiency Guidelines p. 7, 13, 18
(B)	<u>Intermediate High students express meaning in a variety of contexts, by creating with the language, easily combining and recombining what they know, what they read, and what they hear in a mixture of sentences and connected discourse. They are able to understand information from connected statements in oral or written sources. Intermediate High students are generally understood by listeners and readers unaccustomed to dealing with language learners. Intermediate High students are consistently successful when performing Intermediate-level tasks. Intermediate High students show evidence of Advanced Low proficiency but lack consistency.</u>	We believe that it is imperative to explicitly state the proficiency levels within the TEKS. This document should be easily understood by not only LOTE educators, but the parents, students, administrators, and general public.  ACTFL Proficiency Guidelines p. 7, 13, 18
(C)	<u>Students of classical languages should reach an Intermediate Low-Intermediate Mid proficiency level in listening at the end of Level IV. Students of classical languages should reach an Intermediate High proficiency level in reading at the end of Level IV. Students of classical languages should reach a Novice High proficiency level in speaking at the end of Level IV. Students of classical languages should reach an Intermediate Mid-Intermediate High proficiency level in writing at the end of Level</u>	

	<u>IV.</u>	
(D)	<u>By the end of Level IV, students of logographic languages and non-Romance and Germanic languages should perform on an Intermediate Mid level for reading and writing. In listening and speaking, students of logographic languages and non-Romance and Germanic languages should perform on should perform on a Intermediate Mid-Intermediate High level.</u>	
(E)	<u>Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers. Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the TEKS for LOTE across all modes of communication at the prescribed proficiency level.</u>	
(c)	<b><u>Knowledge and skills.</u></b>	
(I)	<u>Interpersonal Communication: speaking and writing. The student will negotiate meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student will use a mixture of sentences and connected discourse using appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</u>	ACTFL Performance Descriptors p.7, 14-15 ACTFL Proficiency Guidelines p.7 Bloom's Taxonomy: Applying
(A)	<u>ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation;</u>	P21 Skills Map: Communication & Collaboration ACTFL Performance Descriptors p. 14-15 Bloom's Taxonomy: Remembering & Understanding ACTFL Proficiency Guidelines p.13 ELA TEKS 110.13 (b)(28)(A) National Standards for Foreign Language Learning 1.1
(B)	<u>ask and respond to questions in unfamiliar contexts in spoken and written conversation with limited details;</u>	ACTFL Performance Descriptors p. 14 P21 Skills Map: Communication, Initiative and Self-Direction
(C)	<u>express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation;</u>	P21 Skills Map: Communication Bloom's Taxonomy: Applying ACTFL Proficiency Guidelines p.13 ACTFL Performance Descriptors p.14-15
(D)	<u>ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation;</u>	P21 Skills Map: Communication, Leadership & Responsibility, Critical Thinking Bloom's Taxonomy: Remembering, Understanding, Applying ACTFL Proficiency Guidelines p.13 ACTFL Performance Descriptors p.14-15
(E)	<u>articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation;</u>	P21 Skills Map: Critical Thinking/Problem Solving, Creativity & Innovation, Leadership & Responsibility

		ACTFL Performance Descriptors p. 14-15 Bloom's Taxonomy: Creating
(F)	<u>interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and</u>	P21 Skills Map: Communication ACTFL Performance Descriptors p. 15 Bloom's Taxonomy: Analyzing and Applying
(G)	<u>interact and react in writing using culturally appropriate expressions, register, and style.</u>	P21 Skills Map: Communication ACTFL Performance Descriptors p. 15 Bloom's Taxonomy: Analyzing and Applying
(2)	<u>Interpretive Communication: reading and listening. The student will comprehend connected statements from culturally authentic print and digital materials and audio and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</u>	ACTFL Performance Descriptors p. 7 ACTFL Proficiency Guidelines p. 23 College & Career Readiness: Foundational Skills A61-62 Bloom's Taxonomy: Understanding, Analyzing
(A)	<u>analyze culturally authentic print, digital, audio and audiovisual materials in a variety of contexts;</u>	P21 Skills Map: Critical Thinking & Problem Solving, Initiative & Self-Direction College & Career Readiness: Foundational Skills A61 ACTFL Performances Descriptors p.16 Bloom's Taxonomy: Understanding, Applying, Analyzing ELA TEKS 110.32 (b)(11)
(B)	<u>paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;</u>	College & Career Readiness: Foundational Skills A62 ACTFL Proficiency Guidelines p.23 ACTFL Performance Descriptors p.16 Bloom's Taxonomy: Remembering, Understanding & Applying, Analyzing ELA 110.33 (b)(9)(A), (b)(9)(B) P21 Skills Map: Initiative & Self-Direction
(C)	<u>infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials; and</u>	College & Career Readiness: Foundational Skills A61 P21 Skills Map: Flexibility & Adaptability ACTFL Performance Descriptors p.16-17 ELA TEKS Ch. 110.32: (b)(1)(C)
(D)	<u>compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials.</u>	5 C's: Culture, Comparisons, Connections, Communities ACTFL Performance Descriptors p.17 P21 Skills Map: Creativity & Innovation, Media Literacy, Technology Literacy, Initiative & Self Direction, Social & Cross-Cultural Skills College & Career Readiness: Foundational

		Skills A64 ELA TEKS Ch. 110.32: (b)(8) ELA TEKS Ch. 110.33: (b)(11), (b)(12)(A) Blooms: Analyzing
(3)	<u>Presentational Communication: speaking and writing. The student will present information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</u>	ACTFL Performance Descriptors p. 7, 18-19 ACTFL Proficiency Guidelines p. 7 Bloom's Taxonomy: Creating National Standards for Foreign Language Learning 1.3 College & Career Readiness Standards A64
(A)	<u>express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations;</u>	P21 Skills Map: Communication & Collaboration ACTFL Performance Descriptors p.18-19 Bloom's Taxonomy: Evaluating
(B)	<u>narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration; and</u>	ACTFL Performance Descriptors p.18-19 P21 Skills Map: Communication Bloom's Taxonomy: Understanding
(C)	<u>inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration.</u>	P21 Skills Map: Communication & Collaboration, Critical Thinking & Problem Solving, Leadership & Responsibility ACTFL Performance Descriptors p.18-19 Bloom's Taxonomy: Evaluating

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