

# Aligning the *World Language Content Standards for California Public Schools* with the *Common Core Standards*

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## **Aligning the World Language Content Standards for California Public Schools with the Common Core Standards**

### Developing Global Competency

To succeed in the twenty-first century, today's students need to develop academic knowledge, proficiency in English, and linguistic and cultural literacy in several of the world's languages and cultures. The ability to communicate in culturally appropriate ways in a variety of settings will ensure success in a technologically driven global economy and increase intercultural understanding and the benefits derived from collaborative international efforts. Success in an interconnected world depends on students' effective use of language and cross-cultural communication skills.

As a result of culturally appropriate language use, students will enhance their ability to effectively carry out a wide range of tasks with a high level of control of the linguistic system. We can no longer afford to simply learn about languages and cultures; but rather, we must provide students with opportunities to learn languages and cultures by participating in communicative interactions that prepare for real-world language use and global citizenship.

### California's Diverse Student Population

California's students bring a rich variety of languages and cultures to the classroom. Students may have learned a heritage language at home, arrived recently as immigrants, or acquired the ability to understand or produce one or more languages through contact in their communities or abroad. Some students pursue languages they know; others seek opportunities to learn additional languages and cultures. Thus, the considerable number of languages spoken and taught in California schools and the range of entry points and proficiency levels among students require standards that are tied to student performance instead of grade level.

### Time Frames for Learning Languages and Cultures

The amount of time it takes to learn another language and culture is linked to the linguistic and cultural differences among the languages and cultures students already know. The language and culture that learners study and their performance profile at entry will determine the amount of time required to achieve a particular level of proficiency.

Categories of languages have been established by the Foreign Service Institute on the basis of the time it takes for native speakers of English to develop proficiency in target languages and cultures. For example, Arabic, a Category IV language, will take considerably longer to acquire than French, a Category I language. American Sign Language (ASL), Classical Greek, Classical Latin, and Native American languages have not been assigned to categories since no formal research studies of those languages have been published.

The Language Learning Continuum (see the *Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve*), a framework developed by the College Board, is used to indicate growth in linguistic and cultural proficiency. It provides benchmarks for progress at different stages of performance:

*Stage I (Formulaic)*: Learners understand and produce signs (ASL) words, and phrases.

*Stage II (Created)*: Learners understand and produce sentences and strings of sentences.

*Stage III (Planned)*: Learners understand and produce paragraphs and strings of paragraphs.

*Stage IV (Extended)*: Learners understand and produce cohesive texts composed of multiple paragraphs.

The Language Learning Continuum also includes *Stage V (Tailored)* proficiency that can be achieved through university study. Secondary learners may require more than one year to progress from one stage to the next and may spend a significant amount of time in two adjacent stages. For example, learners of Russian, a Category III language, may require two years to

move beyond Stage I in listening and speaking but longer than two years for reading and writing. Programs may focus on specific communicative modes. For example, a Mandarin program may emphasize different communicative modes in order to attain Stage III proficiency in listening and speaking, Stage II proficiency in reading, and Stage I proficiency in writing. By necessity, Classical Greek and Latin programs will emphasize reading from the very beginning of instruction. Further, it will be common in the elementary school context for learners who do not have a heritage language background to remain in Stage I for an extended period of time.

### California's Language Programs

California offers a variety of language programs, beginning in elementary school, continuing in middle school, and most typically in comprehensive high school. Elementary programs include immersion, Foreign Language in the Elementary School (FLES), and Foreign Language Experience (FLEX) that differ substantially in the number of contact hours allocated to the curriculum. These programs need to be age-appropriate in order to address students' cognitive, emotional, and social needs. Some middle schools also offer immersion and FLEX programs as well as introductory courses that may be equivalent to the first or second year of high school study.

High school programs traditionally offer a four or five-year sequence preparing students for the Scholastic Aptitude Test (SAT) II examinations in language and often culminating in the Advanced Placement program and, less frequently, the International Baccalaureate program. Programs for heritage and native speakers may include specialized courses designed to meet learner needs, and accommodations for these learners in the world-language classroom. The standards provide an organizing principle to ensure the continuous development of student proficiency, irrespective of the multiple points of entry and exit from California's language programs.

### Organization of the Standards

The *World Language Content Standards for California Public Schools, Kindergarten Through Grade Twelve* represents a strong consensus that the study of a wide variety of world languages and cultures is part of the core curriculum. The *World Language Content Standards* presents the knowledge, skills, and abilities that all learners should acquire in a world language during thirteen years in the California public school system.

Because of the considerable number of languages in California, the content standards were developed to accommodate all languages and describe the various stages a learner goes through to become proficient. Therefore, the content standards are not language-specific. In addition, because of the various levels of student proficiency and the multiple points of entry and exit from California's language programs, the content standards that follow are not tied to specific grade levels; instead, they describe the stages of linguistic and cultural acquisition. For ease of presentation, the standards are separated into five categories: Content, Communication, Cultures, Structures, and Settings. The categories should be taught together and, in practice, merge into seamless instruction within the various stages of the Language Learning Continuum.

### Content

Language users address a wide variety of topics that are appropriate to their age and stage. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity along the Language Learning Continuum.

### Communication

Real-world communication takes place in a variety of ways. It may be interpersonal: culturally appropriate listening, reading, viewing, speaking, signing (ASL), and writing take place as a shared activity among language users. It may be interpretive: language users listen, view, and read by using knowledge of cultural products, practices, and perspectives. It may be presentational: speaking, signing (ASL), and writing take place in culturally appropriate ways.

## Cultures

Culturally appropriate language use requires an understanding of the relationship between the products and practices of the culture and its underlying perspectives. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

## Structures

The content standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography, the writing systems of languages that have them; phonology, the sound systems of languages or parameters in ASL; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.

## Settings

Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will depend on the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters. (from the *World Language Content Standards for California Public Schools, 2009*)

## Alignment with the Common Core Standards

Both the *World Language Content Standards* and *Common Core Standards* describe expectations that ensure that all students are college-, career-, and world-ready. The four strands in the *Common Core Standards*, Reading, Writing, Listening and Speaking and Language are captured in California's Communication standards. Progress within the four strands of the *Common Core Standards* is captured in the stages of proficiency in California's standards.

## **World Language Power Standards**

<b>Content Standards</b>
<b>A1. Knowledge</b> Students acquire information, recognize distinctive viewpoints and <u>further their knowledge of other disciplines</u> .
<b>A2. Topics</b> Students address <sup>S1</sup> discrete elements of daily life, <sup>S2</sup> topics related to self and the immediate environment, <sup>S3</sup> concrete and factual topics related to the immediate and external environment or <sup>S4</sup> complex concrete, factual and abstract topics related to the immediate and external environment.
<b>Communication Standards</b>
<b>B1. Interpretive Communication</b> Students <u>view, listen to and read authentic texts</u> using knowledge of cultural products, practices and perspectives.
<b>B2. Interpersonal Communication</b> Students <u>listen, read, view, speak (sign, ASL) and write as a real-world shared activity with others</u> .

**B3. Presentational Communication**

Students speak (sign, ASL) and write for listeners, viewers and readers in culturally appropriate ways.

**Cultures Standards****C1. Cultural Products, Practices and Perspectives**

Students demonstrate understanding of the relationships between the products a culture produces, the practices a culture manifests and the perspectives that underlie them.

**C2. Cultural Comparisons**

Students demonstrate understanding of similarities and differences within target cultures and among students' own cultures.

**C3. Cultures in Contact**

Students demonstrate understanding of the effects of cultures in contact.

**Structures Standards****D1. Language**

Students use structures to communicate (<sup>S1</sup>sound/[parameters, ASL]/writing systems, <sup>S2</sup>word/sentence formation or <sup>S3-4</sup>text structure).

**D2. Text Type**

Students comprehend and produce <sup>S1</sup>learned words (signs, ASL) and phrases, <sup>S2</sup>sentences and strings of sentences, <sup>S3</sup>paragraphs and strings of paragraphs or <sup>S4</sup>coherent, cohesive multi-paragraph texts.

**D3. Language Comparisons**

Students demonstrate understanding of the similarities and differences in the structures of the languages they know.

**Setting Standards****E1. Language Beyond the Classroom**

Students use language in <sup>S1</sup>highly predictable daily settings, <sup>S2</sup>interpersonal settings, <sup>S3</sup>informal or <sup>S4</sup>formal settings.

**E2. Lifelong Learning**

Students<sup>S1</sup>recognize, <sup>S2</sup>participate in, <sup>S3</sup>initiate or <sup>S4</sup>sustain language use opportunities outside the classroom.

ASL = American Sign Language; S<sup>1</sup> = Stage 1; S<sup>2</sup> = Stage 2; S<sup>3</sup> = Stage 3; S<sup>4</sup> = Stage 4

## **Ideas to Remember**

### Learning Languages and Cultures

#### *Goals*

to develop high levels of proficiency in several of the world's languages and cultures;  
to move beyond traditional approaches in which students learn about languages and cultures;  
to provide opportunities for students to learn languages for real-world purposes in culturally appropriate ways.

### California's Diverse Student Population

brings a rich variety of languages, cultures and proficiencies to the classroom

#### *and includes*

heritage speakers/listeners who learned their heritage languages and cultures at home;  
native speakers who learned their native languages and cultures in their country of origin;  
community speakers who learned their community languages and cultures in the United States or abroad.

Students have a variety of goals including the study of heritage/native/community or foreign languages and cultures.

### Timeframes for Learning Languages and Cultures

The United States government language schools categorize languages based on the linguistic and cultural differences that exist between the target languages and cultures and American English and its cultures.

The specific time it takes to develop a particular level of proficiency in a target language and its cultures is tied to learner proficiency in other languages and cultures.

The "Language Learning Continuum" provides a scale teachers can use to measure growth in learner proficiency: Stage I (Formulaic; understands and produces, signs [ASL], words and phrases), Stage II (Created; understands and produces "real" sentences and strings of sentences), Stage III (Planned; understands and produces paragraphs and strings of paragraphs), Stage IV (Extended; understands and produces cohesive texts composed of multiple paragraphs), Stage V (Tailored; understands and produces most forms and styles of extended language tailored to various professional audiences from within the target-culture framework).

### Language Categories

Languages are assigned to categories based on data from government language schools.

Category I Languages currently taught in California include French, Italian, Portuguese and Spanish and require approximately 600 hours in government language schools for students to attain Stage IV Proficiency.

Category II Languages currently taught in California include German, Greek and Hindi and require approximately 1,200 hours in government language schools for students to attain Stage IV Proficiency.

Category III Languages currently taught in California include Armenian, Farsi, Filipino, Hebrew, Hmong, Khmer, Punjabi, Russian and Vietnamese and require approximately 1,800 hours in government language schools for students to attain Stage IV Proficiency.

Category IV Languages currently taught in California include Arabic, Cantonese, Japanese, Mandarin and Korean and require approximately 2,400 hours in government language schools for students to attain Stage IV Proficiency.

Languages included in this description do not reflect all of those used and learned in California but rather those taught at the Foreign Service Institute (FSI). American Sign Language (ASL), Classical Greek, Classical Latin, and Native American Languages have not been assigned to categories since the FSI has not published data on these languages. Secondary learners will require more than one year to move from one stage to the next and may spend a significant amount of time within two adjacent stages. For example, learners of Category III Languages (e.g., Russian) may require two years to move beyond Stage I in listening and speaking but more than two years for reading and writing.

Additionally, programs may vary in emphasis. For example, a Mandarin program (Category IV Language) may decide to emphasize certain communicative modalities with students attaining Stage III in listening and speaking, Stage II in reading and Stage I in writing.

Programs in Classical Greek and Latin will emphasize reading from the beginning of instruction.

It will be common in elementary school for non-heritage learners to remain in Stage I for an extended period of time.

As “content” rather than “performance” standards, California identifies what will be taught and asks schools and districts to determine the speed and emphasis for learning based on local needs and goals.

### Assumptions and Guiding Principles

The study of languages and cultures is for all students.

The numbers of languages studied, the multiple entry and exit points, and the varying levels of student proficiency require “generic” standards that are not tied to grade levels.

Languages vary considerably in the structures they use to convey meaning. In order to apply to all languages, the standards are by necessity, general. It is expected that school or district curricula will feature language-specific structures necessary for accurate communication.

The standards are clustered into five categories but in practice merge into seamless instruction within the various stages on the “Language Learning Continuum”.

### Content

- \* Topics are age- and stage-appropriate.
- \* Content expands in complexity from stage to stage on the “Language Learning Continuum”.

### Communication

- \* Culturally-appropriate listening, reading, viewing, speaking, signing [ASL] and writing occur as a real-world shared activity among language users.
- \* Language users view, listen and read using knowledge of cultural practices, products and perspectives.
- \* Speaking, signing [ASL] and writing occur in culturally-appropriate ways.

### Cultures

- \* Language users understand the relationships between the products a culture produces, the practices the culture manifests, and the perspectives that underlie them.
- \* Language users act in culturally-appropriate ways.
- \* Language users make connections and comparisons between languages and cultures.

## Structures

Language users control multiple components of grammar in order to successfully communicate in culturally appropriate ways, including:

- \* Writing systems of languages that have them (orthography);
- \* Sound systems (phonology, parameters in ASL);
- \* Rules for word formation (morphology);
- \* Principles of sentence structure (syntax);
- \* Language-based meaning systems (semantics);
- \* Meaning systems connected to language use (pragmatics).

## Settings

are situations language users experience in the target-cultures.

Success of communication is determined by the demands of the situation.

## **Glossary**

This glossary provides simple definitions of concepts contained in the *World Language Content Standards for California Public Schools* in order to facilitate its comprehension by a wide audience of readers.

Abstract topics	subjects that are not concrete and/or factual but rather represent concepts and ideas
Academic topics	subjects that are part of the core curriculum of schools or part of university programs
Accuracy	in speaking and writing, the quality of the message produced; in listening and reading, the quality of the message received
Advanced Placement (AP)	a program of the College Board that confers advanced placement in a course sequence for students who successfully complete an end of year examination
Archetypes	a generic version derived from multiple examples found within a group
Authentic	designed by and for use by members of a particular group
Belief system	the framework of perspectives through which an individual interprets the world
Coherent	use of reference to a particular context to give unified meaning to a text
Cohesive	use of structures and vocabulary to link parts of a text and give it a unified meaning
Connections	language learners gain access to content from other areas of the core curriculum and to perspectives only available through the target language and its cultures
Content	the topics an individual addresses
Content standards	clearly defined statements about what all students are expected to know and be able to do
Contexts	the situations or settings in which an individual uses a language
Created stage (Stage II)	the second stage on the "Language Learning Continuum" in which language users understand sentence level relationships and use sentences and strings of sentences
Cultural bearers	individuals within a group who share common behaviors and views of the world
Cultural borrowings	tangible and intangible items, behaviors and beliefs of a particular group that are used by another group
Cultural perspectives	beliefs of members of a particular group
Cultural practices	behaviors of members of a particular group
Cultural products	tangible and intangible items created by members of a particular group
Culturally appropriate	patterns of behaviors widely acceptable to members of a group
Discourse (paragraph/extended)	the use of language and context to connect sentences or paragraphs to give them unified meaning
Discrete elements	language that refers to concrete objects in a particular culture

Extended stage (Stage IV)	the fourth stage on the “Language Learning Continuum” in which language users understand and produce cohesive texts composed of multiple paragraphs
External environment	the settings for language use in which paragraphs or extended discourse is used to carry out complex tasks
Foreign Language in the Elementary School (FLES)	elementary school programs that meet for a minimum of seventy minutes a week with the goal of developing proficiency in language and culture
Foreign Language Experience (FLEX)	elementary school programs that expose students to the study of a language or languages and cultures in order to motivate them to pursue further study
Formal settings	situations requiring the use of careful, impersonal forms of language and behavior
Formulaic stage (Stage I)	the first stage on the “Language Learning Continuum” in which language users understand and produce chunks of language without knowledge of their internal structure
Functional proficiency	the ability to use language for real-world purposes in culturally appropriate ways
Functions	the ability to carry out tasks with language, may be receptive (listening, reading and viewing) or productive (speaking, signing and writing)
Generic standards	a set of outcomes that are valid for all languages, for all ages, and for all levels of proficiency
Grammar	the rules governing the use of a natural language
Heritage learner	an individual who has acquired any level of proficiency in a language used at home
Highly predictable settings	common situations requiring the use of learned formulas and formulaic behavior
Immediate environment	the settings for language use in which sentences are used to carry out transactional tasks
Immersion	a program used to teach at least fifty percent of the core curriculum in the target language
Informal settings	situations in which rapport and friendly relationships require personal forms of language and behavior
International Baccalaureate (IB)	a two-year curriculum and testing protocol that lead to a diploma that is widely recognized by the world’s leading universities
Interpersonal communication	language users listen, speak, sign [ASL], read, write, and view as they negotiate meaning with others
Interpersonal settings	situations requiring the use of sentence level language and appropriate behavior to carry out a variety of transactional tasks
Interpretive communication	language users individually listen, read and view using knowledge of cultural products, practices and perspectives without interaction with others
Language category	groups of languages that require similar amounts of time for native speakers of English to acquire
Language Learning Continuum	a framework designed by the College Board characterizing the development of language learner proficiency within various performance stages
Linguistic system	the study of language in human communication that includes phonology/parameters [ASL], orthography, morphology, syntax, semantics and pragmatics
Morphology	the field of linguistics that studies the internal structure of words or signs
Native learner	an individual who has acquired any level of proficiency in a language of a country where she or he was born
Negotiated language	situations that require participants to create a shared communication
Negotiation of meaning	communicative processes in which participants create understandings through interaction
Non-negotiated language	situations in which one-way communication requires culturally appropriate interpretation and/or behavior
Orthography	the writing system or systems of a language
Parameters	linguistic features (hand shape, location, movement orientation and/or non-manual signals) of sign language equivalent to the phonology of a spoken language
Performance standards	clearly defined statements about how well all students are expected to meet content standards
Phonology	the field of linguistics that studies how sounds and American Sign Language parameters are organized and used

Planned stage (Stage III)	the third stage on the “Language Learning Continuum” in which language users understand and produce paragraphs and strings of paragraphs
Pragmatics	the field of linguistics that studies meaning systems linked to language use
Presentational communication	language users speak, sign [ASL] and write in culturally appropriate ways without negotiating language
Proficiency	the ability to use language for real-world purposes in culturally appropriate ways
Real-world	behaviors that occur in the target culture
Rites of passage	rituals that mark a change in an individual's status within a group
Semantics	the field of linguistics that studies language-based meaning systems
Signs	linguistic features of sign language equivalent to the words of a spoken language
Stereotypes	generalizations made about the characteristics of all members of a group
Syntax	the field of linguistics that studies the internal structure of sentences
Target language and culture(s)	the language and culture(s) that a learner seeks to acquire
Text types	the form of the message produced or received (oral and written formulas, sentences, paragraphs, extended discourse)
Transactional	tasks which require the use of sentences and have as a goal soliciting simple information, goods and services
Transition points	major events in the human life cycle with changes in individual roles and responsibilities
Viewing	interpretive communication that relies on non-linguistic elements
Viewing (American Sign Language)	attention, comprehension and interpretation of visual information of a signed language in person or from various media

Common Core State Standards-ELA	World Language Content Standards for California Public Schools
Reading	Interpretive (Reading, Listening, Viewing)
<b>Key Ideas and Details</b>	
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	<p><u>Content</u></p> <p>A.1-4.0 Acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines</p> <p>A.1.1 Address discrete elements of daily life</p> <p>A.2.1 Address topics related to self and the immediate environment</p> <p>A.3.1 Address concrete and factual topics related to the immediate and external environment</p> <p>A.4.1 Address complex concrete, factual and abstract topics related to the immediate and external environment</p> <p><u>Communication</u></p> <p>B.1.0 Interpret <i>formulaic language</i> (learned words and phrases)</p> <p>B.2.0 Interpret <i>created language</i> (sentences and strings of sentences)</p> <p>B.3.0 Interpret <i>planned language</i> (paragraphs and strings of paragraphs)</p> <p>B.4.0 Interpret <i>extended language</i> (coherent and cohesive multi-paragraph texts)</p> <p><u>Functions</u></p> <p>B.1.5 Identify learned words and phrases in authentic texts</p> <p>B.2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts</p> <p>B.3.5 Demonstrate understanding of the main idea and key details in authentic texts</p> <p>B.4.5 Demonstrate understanding of the main ideas and most details in authentic texts</p>
2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas	<p><u>Cultures</u></p> <p>C.1.1 Associate products, practices and perspectives with the target culture</p> <p>C.2.1 Demonstrate understanding of the roles products, practices and perspectives play in the culture</p> <p>C.3.1 Use products, practices and perspectives in culturally appropriate ways</p> <p>C.4.1 Demonstrate culturally appropriate use of products, practices and perspectives to others</p> <p><u>Structures</u></p> <p>D.1.0 Use orthography and phonology to understand words and phrases in context</p> <p>D.2.0 Use sentence level elements (morphology and/or syntax) to understand concrete and factual topics</p> <p>D.3.0 Use knowledge of text structure to understand topics related to the external environment</p> <p>D.4.0 Use knowledge of extended discourse to understand abstract and academic topics</p>
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text	

Common Core State Standards- ELA	World Language Content Standards for California Public Schools
Reading	Interpretive (Reading, Listening, Viewing)
<b>Craft and Structure</b>	
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone	<p><u>Content</u></p> <p>A.1-4.0 Acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines</p> <p>A.1.1 Address discrete elements of daily life</p> <p>A.2.1 Address topics related to self and the immediate environment</p> <p>A.3.1 Address concrete and factual topics related to the immediate and external environment</p> <p>A.4.1 Address complex concrete, factual and abstract topics related to the immediate and external environment</p> <p><u>Communication</u></p> <p>B.1.0 Interpret <i>formulaic language</i> (learned words and phrases)</p> <p>B.2.0 Interpret <i>created language</i> (sentences and strings of sentences)</p> <p>B.3.0 Interpret <i>planned language</i> (paragraphs and strings of paragraphs)</p> <p>B.4.0 Interpret <i>extended language</i> (coherent and cohesive multi-paragraph texts)</p> <p><u>Functions</u></p> <p>B.1.5 Identify learned words and phrases in authentic texts</p> <p>B.2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts</p> <p>B.3.5 Demonstrate understanding of the main idea and key details in authentic texts</p> <p>B.4.5 Demonstrate understanding of the main ideas and most details in authentic texts</p>
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole	<p><u>Cultures</u></p> <p>C.1.1 Associate products, practices and perspectives with the target culture</p> <p>C.2.1 Demonstrate understanding of the roles products, practices and perspectives play in the culture</p> <p>C.3.1 Use products, practices and perspectives in culturally appropriate ways</p> <p>C.4.1 Demonstrate culturally appropriate use of products, practices and perspectives to others</p> <p>C.1.2 Recognize similarities and differences within the target cultures and among students' own cultures</p> <p>C.2.2 State similarities and differences within the target cultures and among students' own cultures</p> <p>C.3.2 Describe similarities and differences within the target cultures and among students' own cultures</p> <p>C.4.2 Explain similarities and differences within the target cultures and among students' own cultures</p>
6. Assess how point of view or purpose shapes the content and style of a text	<p>C.1.3 Identify cultural borrowings</p> <p>C.2.3 State reasons for cultural borrowings</p> <p>C.3.3 Describe how products and practices change when cultures come in contact</p> <p>C.4.3 Explain change in perspectives when cultures come in contact</p> <p><u>Structures</u></p> <p>D.1.0 Use orthography and phonology to understand words and phrases in context</p> <p>D.2.0 Use sentence level elements (morphology and/or syntax) to understand concrete and factual topics</p> <p>D.3.0 Use knowledge of text structure to understand topics related to the external environment</p> <p>D.4.0 Use knowledge of extended discourse to understand abstract and academic topics</p> <p>D.1.2 Identify similarities/differences in the orthography and phonology of the languages known</p> <p>D.2.2 Identify similarities/differences in the sentence level elements (morphology/syntax) of the languages known</p> <p>D.3.2 Identify similarities/differences in the paragraph level discourse (text structure) of the languages known</p> <p>D.4.2 identify similarities/differences in the extended discourse (native like text structure) of the languages known</p>

Common Core State Standards- ELA	World Language Content Standards for California Public Schools
Reading	Interpretive (Reading, Listening, Viewing)
<b>Integration of Knowledge and Ideas</b>	
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words	<p><u>Content</u></p> <p>A.1-4.0 Acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines</p> <p>A.1.1 Address discrete elements of daily life</p> <p>A.2.1 Address topics related to self and the immediate environment</p> <p>A.3.1 Address concrete and factual topics related to the immediate and external environment</p> <p>A.4.1 Address complex concrete, factual and abstract topics related to the immediate and external environment</p>
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	<p><u>Communication</u></p> <p>B.1.0 Interpret <i>formulaic language</i> (learned words and phrases)</p> <p>B.2.0 Interpret <i>created language</i> (sentences and strings of sentences)</p> <p>B.3.0 Interpret <i>planned language</i> (paragraphs and strings of paragraphs)</p> <p>B.4.0 Interpret <i>extended language</i> (coherent and cohesive multi-paragraph texts)</p> <p><u>Functions</u></p> <p>B.1.5 Identify learned words and phrases in authentic texts</p> <p>B.2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts</p> <p>B.3.5 Demonstrate understanding of the main idea and key details in authentic texts</p> <p>B.4.5 Demonstrate understanding of the main ideas and most details in authentic texts</p> <p><u>Cultures</u></p> <p>C.1.1 Associate products, practices and perspectives with the target culture</p> <p>C.2.1 Demonstrate understanding of the roles products, practices and perspectives play in the culture</p> <p>C.3.1 Use products, practices and perspectives in culturally appropriate ways</p>
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take	<p>C.4.1 Demonstrate culturally appropriate use of products, practices and perspectives to others</p> <p>C.1.2 Recognize similarities and differences within the target cultures and among students' own cultures</p> <p>C.2.2 State similarities and differences within the target cultures and among students' own cultures</p> <p>C.3.2 Describe similarities and differences within the target cultures and among students' own cultures</p> <p>C.4.2 Explain similarities and differences within the target cultures and among students' own cultures</p> <p>C.1.3 Identify cultural borrowings</p> <p>C.2.3 State reasons for cultural borrowings</p> <p>C.3.3 Describe how products and practices change when cultures come in contact</p> <p>C.4.3 Explain change in perspectives when cultures come in contact</p> <p><u>Structures</u></p> <p>D.1.0 Use orthography and phonology to understand words and phrases in context</p> <p>D.2.0 Use sentence level elements (morphology and/or syntax) to understand concrete and factual topics</p> <p>D.3.0 Use knowledge of text structure to understand topics related to the external environment</p> <p>D.4.0 Use knowledge of extended discourse to understand abstract and academic topics</p> <p><u>Settings</u></p> <p>E.1.0 Use language <i>in highly predictable common daily settings</i></p> <p>E.2.0 Use language <i>in interpersonal settings</i></p> <p>E.3.0 Use language <i>in informal and some formal settings</i></p> <p>E.4.0 Use language <i>in informal and formal settings</i></p> <p>E.1.1 <i>Recognize</i> age appropriate cultural or language use opportunities outside the classroom</p> <p>E.2.1 <i>Participate in</i> age appropriate cultural or language use opportunities outside the classroom</p> <p>E.3.1 <i>Initiate</i> age appropriate cultural or language use opportunities outside the classroom</p> <p>E.4.1 <i>Sustain</i> age appropriate cultural or language use opportunities outside the classroom</p>

Common Core State Standards-ELA	World Language Content Standards for California Public Schools
Reading	Interpretive (Reading, Listening, Viewing)
<b>Range of Reading and Level of Text Complexity</b>	
10. Read and comprehend complex literary and informational texts independently and proficiently	<p><u>Content</u></p> <p>A.1-4.0 Acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines</p> <p>A.1.1 Address discrete elements of daily life</p> <p>A.2.1 Address topics related to self and the immediate environment</p> <p>A.3.1 Address concrete and factual topics related to the immediate and external environment</p> <p>A.4.1 Address complex concrete, factual and abstract topics related to the immediate and external environment</p> <p><u>Communication</u></p> <p>B.1.0 Interpret <i>formulaic language</i> (learned words and phrases)</p> <p>B.2.0 Interpret <i>created language</i> (sentences and strings of sentences)</p> <p>B.3.0 Interpret <i>planned language</i> (paragraphs and strings of paragraphs)</p> <p>B.4.0 Interpret <i>extended language</i> (coherent and cohesive multi-paragraph texts)</p> <p><u>Functions</u></p> <p>B.1.5 Identify learned words and phrases in authentic texts</p> <p>B.2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts</p> <p>B.3.5 Demonstrate understanding of the main idea and key details in authentic texts</p> <p>B.4.5 Demonstrate understanding of the main ideas and most details in authentic texts</p> <p><u>Cultures</u></p> <p>C.1.1 Associate products, practices and perspectives with the target culture</p> <p>C.2.1 Demonstrate understanding of the roles products, practices and perspectives play in the culture</p> <p>C.3.1 Use products, practices and perspectives in culturally appropriate ways</p> <p>C.4.1 Demonstrate culturally appropriate use of products, practices and perspectives to others</p> <p><u>Structures</u></p> <p>D.1.0 Use orthography and phonology to understand words and phrases in context</p> <p>D.2.0 Use sentence level elements (morphology and/or syntax) to understand concrete and factual topics</p> <p>D.3.0 Use knowledge of text structure to understand topics related to the external environment</p> <p>D.4.0 Use knowledge of extended discourse to understand abstract and academic topics</p> <p><u>Settings</u></p> <p>E.1.0 Use language <i>in highly predictable common daily settings</i></p> <p>E.2.0 Use language <i>in interpersonal settings</i></p> <p>E.3.0 Use language <i>in informal and some formal settings</i></p> <p>E.4.0 Use language <i>in informal and formal settings</i></p> <p>E.1.1 <i>Recognize</i> age appropriate cultural or language use opportunities outside the classroom</p> <p>E.2.1 <i>Participate in</i> age appropriate cultural or language use opportunities outside the classroom</p> <p>E.3.1 <i>Initiate</i> age appropriate cultural or language use opportunities outside the classroom</p> <p>E.4.1 <i>Sustain</i> age appropriate cultural or language use opportunities outside the classroom</p>

Common Core State Standards-ELA	World Language Content Standards for California Public Schools
Writing	Presentational (Writing, Speaking, Visually Representing)
<b>Text Types and Purposes</b>	
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence	<p><u>Content</u></p> <p>A.1.1 Address discrete elements of daily life</p> <p>A.2.1 Address topics related to self and the immediate environment</p> <p>A.3.1 Address concrete and factual topics related to the immediate and external environment</p> <p>A.4.1 Address complex concrete, factual and abstract topics related to the immediate and external environment</p> <p><u>Communication</u></p> <p>B.1.0 Produce <i>formulaic language</i> (learned words and phrases)</p> <p>B.2.0 Produce <i>created language</i> (sentences and strings of sentences)</p> <p>B.3.0 Produce <i>planned language</i> (paragraphs and strings of paragraphs)</p> <p>B.4.0 Produce <i>extended language</i> (coherent and cohesive multi-paragraph texts)</p> <p><u>Functions</u></p>
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content	<p>B.1.4 List, name, identify, enumerate</p> <p>B.2.4 Ask and answer questions</p> <p>B.3.4 Describe, narrate, explain, state an opinion</p> <p>B.4.4 Discuss, compare and contrast, support an opinion, persuade</p> <p>B.1.6 Reproduce and present a written product in a culturally authentic way</p> <p>B.2.6 Produce and present a simple written product in a culturally authentic way</p> <p>B.3.6 Produce and present a written product in a culturally authentic way</p> <p>B.4.6 Produce and present a complex written product in a culturally authentic way</p> <p><u>Structures</u></p> <p>D.1.1 Use orthography and phonology to produce words and phrases in context</p> <p>D.2.1 Use sentence level elements (morphology and/or syntax) to produce informal communications</p> <p>D.3.1 Use paragraph level discourse (text structure) to produce formal communications</p> <p>D.4.1 Use extended discourse (native like text structure) to produce formal communications</p> <p>D.1.2 Identify similarities/differences in the orthography and phonology of the languages known</p> <p>D.2.2 Identify similarities/differences in the sentence level elements (morphology/syntax) of the languages known</p> <p>D.3.2 Identify similarities/differences in the paragraph level discourse (text structure) of the languages known</p> <p>D.4.2 identify similarities/differences in the extended discourse (native like text structure) of the languages known</p>
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	

<i>Common Core State Standards-ELA</i>	<i>World Language Content Standards for California Public Schools</i>
<b>Writing</b>	Presentational (Writing, Speaking, Visually Representing)
<b>Production and Distribution of Writing</b>	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	<p><u>Content</u></p> <p>A.1.1 Address discrete elements of daily life</p> <p>A.2.1 Address topics related to self and the immediate environment</p> <p>A.3.1 Address concrete and factual topics related to the immediate and external environment</p> <p>A.4.1 Address complex concrete, factual and abstract topics related to the immediate and external environment</p> <p><u>Communication</u></p> <p>B.1.0 Produce <i>formulaic language</i> (learned words and phrases)</p> <p>B.2.0 Produce <i>created language</i> (sentences and strings of sentences)</p> <p>B.3.0 Produce <i>planned language</i> (paragraphs and strings of paragraphs)</p> <p>B.4.0 Produce <i>extended language</i> (coherent and cohesive multi-paragraph texts)</p>
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	<p><u>Functions</u></p> <p>B.1.4 List, name, identify, enumerate</p> <p>B.2.4 Ask and answer questions</p> <p>B.3.4 Describe, narrate, explain, state an opinion</p> <p>B.4.4 Discuss, compare and contrast, support an opinion, persuade</p> <p>B.1.6 Reproduce and present a written product in a culturally authentic way</p> <p>B.2.6 Produce and present a simple written product in a culturally authentic way</p> <p>B.3.6 Produce and present a written product in a culturally authentic way</p> <p>B.4.6 Produce and present a complex written product in a culturally authentic way</p> <p><u>Cultures</u></p> <p>C.1.1 Associate products, practices and perspectives with the target culture</p> <p>C.2.1 Demonstrate understanding of the roles products, practices and perspectives play in the culture</p> <p>C.3.1 Use products, practices and perspectives in culturally appropriate ways</p> <p>C.4.1 Demonstrate culturally appropriate use of products, practices and perspectives to others</p> <p><u>Structures</u></p> <p>D.1.1 Use orthography and phonology to produce words and phrases in context</p> <p>D.2.1 Use sentence level elements (morphology and/or syntax) to produce informal communications</p> <p>D.3.1 Use paragraph level discourse (text structure) to produce formal communications</p> <p>D.4.1 Use extended discourse (native like text structure) to produce formal communications</p> <p>D.1.2 Identify similarities/differences in the orthography and phonology of the languages known</p> <p>D.2.2 Identify similarities/differences in the sentence level elements (morphology/syntax) of the languages known</p> <p>D.3.2 Identify similarities/differences in the paragraph level discourse (text structure) of the languages known</p> <p>D.4.2 identify similarities/differences in the extended discourse (native like text structure) of the languages known</p> <p><u>Settings</u></p> <p>E.1.0 Use language <i>in highly predictable common daily settings</i></p> <p>E.2.0 Use language <i>in interpersonal settings</i></p> <p>E.3.0 Use language <i>in informal and some formal settings</i></p> <p>E.4.0 Use language <i>in informal and formal settings</i></p> <p>E.1.1 <i>Recognize</i> age appropriate cultural or language use opportunities outside the classroom</p> <p>E.2.1 <i>Participate in</i> age appropriate cultural or language use opportunities outside the classroom</p> <p>E.3.1 <i>Initiate</i> age appropriate cultural or language use opportunities outside the classroom</p> <p>E.4.1 <i>Sustain</i> age appropriate cultural or language use opportunities outside the classroom</p>
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	

Common Core State Standards-ELA	World Language Content Standards for California Public Schools
Writing	Presentational (Writing, Speaking, Visually Representing)
<b>Research to Build and Present Knowledge</b>	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	<p><u>Content</u></p> <p>A.1-4.0 Acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines</p> <p>A.1.1 Address discrete elements of daily life</p> <p>A.2.1 Address topics related to self and the immediate environment</p> <p>A.3.1 Address concrete and factual topics related to the immediate and external environment</p> <p>A.4.1 Address complex concrete, factual and abstract topics related to the immediate and external environment</p> <p><u>Communication</u></p> <p>B.1.0 Interpret and produce <i>formulaic language</i> (learned words and phrases)</p> <p>B.2.0 Interpret and produce <i>created language</i> (sentences and strings of sentences)</p> <p>B.3.0 Interpret and produce <i>planned language</i> (paragraphs and strings of paragraphs)</p> <p>B.4.0 Interpret and produce <i>extended language</i> (coherent and cohesive multi-paragraph texts)</p>
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism	<p><u>Functions</u></p> <p>B.1.5 Identify learned words and phrases in authentic texts</p> <p>B.2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts</p> <p>B.3.5 Demonstrate understanding of the main idea and key details in authentic texts</p> <p>B.4.5 Demonstrate understanding of the main ideas and most details in authentic texts</p> <p>B.1.4 List, name, identify, enumerate</p> <p>B.2.4 Ask and answer questions</p> <p>B.3.4 Describe, narrate, explain, state an opinion</p> <p>B.4.4 Discuss, compare and contrast, support an opinion, persuade</p> <p>B.1.6 Reproduce and present a written product in a culturally authentic way</p> <p>B.2.6 Produce and present a simple written product in a culturally authentic way</p> <p>B.3.6 Produce and present a written product in a culturally authentic way</p> <p>B.4.6 Produce and present a complex written product in a culturally authentic way</p> <p><u>Cultures</u></p> <p>C.1.1 Associate products, practices and perspectives with the target culture</p> <p>C.2.1 Demonstrate understanding of the roles products, practices and perspectives play in the culture</p> <p>C.3.1 Use products, practices and perspectives in culturally appropriate ways</p> <p>C.4.1 Demonstrate culturally appropriate use of products, practices and perspectives to others</p> <p>C.1.2 Recognize similarities and differences within the target cultures and among students' own cultures</p> <p>C.2.2 State similarities and differences within the target cultures and among students' own cultures</p> <p>C.3.2 Describe similarities and differences within the target cultures and among students' own cultures</p> <p>C.4.2 Explain similarities and differences within the target cultures and among students' own cultures</p> <p>C.1.3 Identify cultural borrowings</p> <p>C.2.3 State reasons for cultural borrowings</p> <p>C.3.3 Describe how products and practices change when cultures come in contact</p> <p>C.4.3 Explain change in perspectives when cultures come in contact</p> <p><u>Structures</u></p> <p>D.1.1 Use orthography and phonology to produce words and phrases in context</p> <p>D.2.1 Use sentence level elements (morphology and/or syntax) to produce informal communications</p> <p>D.3.1 Use paragraph level discourse (text structure) to produce formal communications</p> <p>D.4.1 Use extended discourse (native like text structure) to produce formal communications</p>
9. Draw evidence from literary or informational texts to support analysis, reflection, and research	

Common Core State Standards- ELA	World Language Content Standards for California Public Schools
Writing	Presentational (Writing, Speaking, Visually Representing)
<b>Range of Writing</b>	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences	<p><u>Content</u></p> <p>A.1-4.0 Acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines</p> <p>A.1.1 Address discrete elements of daily life</p> <p>A.2.1 Address topics related to self and the immediate environment</p> <p>A.3.1 Address concrete and factual topics related to the immediate and external environment</p> <p>A.4.1 Address complex concrete, factual and abstract topics related to the immediate and external environment</p> <p><u>Communication</u></p> <p>B.1.0 Produce <i>formulaic language</i> (learned words and phrases)</p> <p>B.2.0 Produce <i>created language</i> (sentences and strings of sentences)</p> <p>B.3.0 Produce <i>planned language</i> (paragraphs and strings of paragraphs)</p> <p>B.4.0 Produce <i>extended language</i> (coherent and cohesive multi-paragraph texts)</p> <p><u>Functions</u></p> <p>B.1.4 List, name, identify, enumerate</p> <p>B.2.4 Ask and answer questions</p> <p>B.3.4 Describe, narrate, explain, state an opinion</p> <p>B.4.4 Discuss, compare and contrast, support an opinion, persuade</p> <p>B.1.6 Reproduce and present a written, oral or signed (ASL) product in a culturally authentic way</p> <p>B.2.6 Produce and present a simple written, oral or signed (ASL) product in a culturally authentic way</p> <p>B.3.6 Produce and present a written, oral or signed (ASL) product in a culturally authentic way</p> <p>B.4.6 Produce and present a complex written, oral or ASL signed product in a culturally authentic way</p> <p><u>Cultures</u></p> <p>C.1.1 Associate products, practices and perspectives with the target culture</p> <p>C.2.1 Demonstrate understanding of the roles products, practices and perspectives play in the culture</p> <p>C.3.1 Use products, practices and perspectives in culturally appropriate ways</p> <p>C.4.1 Demonstrate culturally appropriate use of products, practices and perspectives to others</p> <p><u>Structures</u></p> <p>D.1.0 Use orthography and phonology to understand words and phrases in context</p> <p>D.2.0 Use sentence level elements (morphology and/or syntax) to understand concrete and factual topics</p> <p>D.3.0 Use knowledge of text structure to understand topics related to the external environment</p> <p>D.4.0 Use knowledge of extended discourse to understand abstract and academic topics</p> <p>D.1.1 Use orthography and phonology to produce words and phrases in context</p> <p>D.2.1 Use sentence level elements (morphology and/or syntax) to produce informal communications</p> <p>D.3.1 Use paragraph level discourse (text structure) to produce formal communications</p> <p>D.4.1 Use extended discourse (native like text structure) to produce formal communications</p>

<b>Common Core State Standards- ELA</b>	<b>World Language Content Standards for California Public Schools</b>
<b>Speaking and Listening</b>	Interpersonal (Speaking and Listening; Reading and Writing)
<b>Comprehension and Collaboration</b>	
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively	<p><u>Content</u></p> <p>A.1-4.0 Acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines</p> <p>A.1.1 Address discrete elements of daily life</p> <p>A.2.1 Address topics related to self and the immediate environment</p> <p>A.3.1 Address concrete and factual topics related to the immediate and external environment</p> <p>A.4.1 Address complex concrete, factual and abstract topics related to the immediate and external environment</p> <p><u>Communication</u></p> <p>B.1.0 Interpret and produce <i>formulaic language</i> (learned words and phrases)</p> <p>B.2.0 Interpret and produce <i>created language</i> (sentences and strings of sentences)</p> <p>B.3.0 Interpret and produce <i>planned language</i> (paragraphs and strings of paragraphs)</p> <p>B.4.0 Interpret and produce <i>extended language</i> (coherent and cohesive multi-paragraph texts)</p> <p><u>Functions</u></p> <p>B.1.5 Identify learned words and phrases in authentic texts</p> <p>B.2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts</p> <p>B.3.5 Demonstrate understanding of the main idea and key details in authentic texts</p> <p>B.4.5 Demonstrate understanding of the main ideas and most details in authentic texts</p> <p>B.1.4 List, name, identify, enumerate</p> <p>B.2.4 Initiate, participate in, and close a conversation, ask and answer questions</p> <p>B.3.4 Describe, narrate, explain, state an opinion</p> <p>B.4.4 Discuss, compare and contrast, support an opinion, persuade</p> <p><u>Cultures</u></p> <p>C.1.0 Use appropriate responses to rehearsed cultural situations</p> <p>C.2.0 Choose an appropriate response to a variety of situations</p> <p>C.3.0 Determine appropriate responses to situations with complications</p> <p>C.4.0 Improvise appropriate responses to unpredictable situations</p> <p>C.1.1 Associate products, practices and perspectives with the target culture</p> <p>C.2.1 Demonstrate understanding of the roles products, practices and perspectives play in the culture</p> <p>C.3.1 Use products, practices and perspectives in culturally appropriate ways</p> <p>C.4.1 Demonstrate culturally appropriate use of products, practices and perspectives to others</p> <p><u>Structures</u></p> <p>D.1.0 Use orthography, phonology or ASL parameters to understand words, signs (ASL) and phrases in context</p> <p>D.2.0 Use sentence level elements (morphology and/or syntax) to understand concrete and factual topics</p> <p>D.3.0 Use knowledge of text structure to understand topics related to the external environment</p> <p>D.4.0 Use knowledge of extended discourse to understand abstract and academic topics</p> <p>D.1.1 Use orthography, phonology or ASL parameters to produce words or signs (ASL) and phrases in context</p> <p>D.2.1 Use sentence level elements (morphology and/or syntax) to produce informal communications</p> <p>D.3.1 Use paragraph level discourse (text structure) to produce formal communications</p> <p>D.4.1 Use extended discourse (native like text structure) to produce formal communications</p> <p>D.1.2 Identify similarities/differences in the orthography and phonology of the languages known</p> <p>D.2.2 Identify similarities/differences in the sentence level elements (morphology/syntax) of the languages known</p> <p>D.3.2 Identify similarities/differences in the paragraph level discourse (text structure) of the languages known</p> <p>D.4.2 identify similarities/differences in the extended discourse (native like text structure) of the languages known</p> <p><u>Settings</u></p> <p>E.1.0 Use language <i>in highly predictable common daily settings</i></p> <p>E.2.0 Use language <i>in interpersonal settings</i></p> <p>E.3.0 Use language <i>in informal and some formal settings</i></p> <p>E.4.0 Use language <i>in informal and formal settings</i></p> <p>E.1.1 <i>Recognize</i> age appropriate cultural or language use opportunities outside the classroom</p> <p>E.2.1 <i>Participate</i> in age appropriate cultural or language use opportunities outside the classroom</p> <p>E.3.1 <i>Initiate</i> age appropriate cultural or language use opportunities outside the classroom</p> <p>E.4.1 <i>Sustain</i> age appropriate cultural or language use opportunities outside the classroom</p>
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	

Common Core State Standards-ELA	World Language Content Standards for California Public Schools
Speaking and Listening	Presentational (Writing, Speaking, Visually Representing)
<b>Presentation of Knowledge and Ideas</b>	
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience	<p><u>Content</u></p> <p>A.1.1 Address discrete elements of daily life</p> <p>A.2.1 Address topics related to self and the immediate environment</p> <p>A.3.1 Address concrete and factual topics related to the immediate and external environment</p> <p>A.4.1 Address complex concrete, factual and abstract topics related to the immediate and external environment</p> <p><u>Communication</u></p> <p>B.1.0 Produce <i>formulaic language</i> (learned words and phrases)</p> <p>B.2.0 Produce <i>created language</i> (sentences and strings of sentences)</p> <p>B.3.0 Produce <i>planned language</i> (paragraphs and strings of paragraphs)</p> <p>B.4.0 Produce <i>extended language</i> (coherent and cohesive multi-paragraph texts)</p> <p><u>Functions</u></p> <p>B.1.4 List, name, identify, enumerate</p> <p>B.2.4 Ask and answer questions</p> <p>B.3.4 Describe, narrate, explain, state an opinion</p> <p>B.4.4 Discuss, compare and contrast, support an opinion, persuade</p>
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	<p>B.1.6 Reproduce and present a written, oral or signed (ASL) product in a culturally authentic way</p> <p>B.2.6 Produce and present a simple written, oral or signed (ASL) product in a culturally authentic way</p> <p>B.3.6 Produce and present a written, oral or signed (ASL) product in a culturally authentic way</p> <p>B.4.6 Produce and present a complex written, oral or ASL signed product in a culturally authentic way</p> <p><u>Cultures</u></p> <p>C.1.1 Associate products, practices and perspectives with the target culture</p> <p>C.2.1 Demonstrate understanding of the roles products, practices and perspectives play in the culture</p> <p>C.3.1 Use products, practices and perspectives in culturally appropriate ways</p> <p>C.4.1 Demonstrate culturally appropriate use of products, practices and perspectives to others</p> <p><u>Structures</u></p>
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	<p>D.1.1 Use orthography, phonology or ASL parameters to produce words or signs (ASL) and phrases in context</p> <p>D.2.1 Use sentence level elements (morphology and/or syntax) to produce informal communications</p> <p>D.3.1 Use paragraph level discourse (text structure) to produce formal communications</p> <p>D.4.1 Use extended discourse (native like text structure) to produce formal communications</p> <p>D.1.2 Identify similarities/differences in the orthography, phonology or ASL parameters of the languages known</p> <p>D.2.2 Identify similarities/differences in the sentence level elements (morphology/syntax) of the languages known</p> <p>D.3.2 Identify similarities/differences in the paragraph level discourse (text structure) of the languages known</p> <p>D.4.2 identify similarities/differences in the extended discourse (native like text structure) of the languages known</p> <p><u>Settings</u></p> <p>E.1.0 Use language <i>in highly predictable common daily settings</i></p> <p>E.2.0 Use language <i>in interpersonal settings</i></p> <p>E.3.0 Use language <i>in informal and some formal settings</i></p> <p>E.4.0 Use language <i>in informal and formal settings</i></p> <p>E.1.1 <i>Recognize</i> age appropriate cultural or language use opportunities outside the classroom</p> <p>E.2.1 <i>Participate in</i> age appropriate cultural or language use opportunities outside the classroom</p> <p>E.3.1 <i>Initiate</i> age appropriate cultural or language use opportunities outside the classroom</p> <p>E.4.1 <i>Sustain</i> age appropriate cultural or language use opportunities outside the classroom</p>

<i>Common Core State Standards-ELA Language</i>	<i>World Language Content Standards for California Public Schools</i>
<b>Conventions of Standard English</b>	<u>Content</u>
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	A.1-4.0 Acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	A.1.1 Address discrete elements of daily life
<b>Knowledge of Language</b>	A.2.1 Address topics related to self and the immediate environment
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening	A.3.1 Address concrete and factual topics related to the immediate and external environment
<b>Vocabulary Acquisition and Use</b>	A.4.1 Address complex concrete, factual and abstract topics related to the immediate and external environment
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate	<u>Structures</u>
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	D.1.0 Use orthography, phonology or ASL parameters to understand words, signs (ASL) and phrases in context
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression	D.2.0 Use sentence level elements (morphology and/or syntax) to understand concrete and factual topics
	D.3.0 Use knowledge of text structure to understand topics related to the external environment
	D.4.0 Use knowledge of extended discourse to understand abstract and academic topics
	D.1.1 Use orthography, phonology or ASL parameters to produce words or signs (ASL) and phrases in context.
	D.2.1 Use sentence level elements (morphology and/or syntax) to produce informal communications
	D.3.1 Use paragraph level discourse (text structure) to produce formal communications
	D.4.1 Use extended discourse (native like text structure) to produce formal communications
	D.1.2 Identify similarities/differences in the orthography and phonology of the languages known
	D.2.2 Identify similarities/differences in the sentence level elements (morphology/syntax) of the languages known
	D.3.2 Identify similarities/differences in the paragraph level discourse (text structure) of the languages known
	D.4.2 identify similarities/differences in the extended discourse (native like text structure) of the languages known
	<u>Settings</u>
E.1.0 Use language <i>in highly predictable common daily settings</i>	
E.2.0 Use language <i>in interpersonal settings</i>	
E.3.0 Use language <i>in informal and some formal settings</i>	
E.4.0 Use language <i>in informal and formal settings</i>	

Name: \_\_\_\_\_ School: \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

Use pencil to underline elements from the descriptions of proficiency that best characterize the students in the course you have selected. Then underline elements from the *Common Core Standards* that can be addressed with students at that level of proficiency. Discuss your thinking with colleagues to reach consensus and determine school wide or district wide areas for focus.

<b>STAGE I, Novice</b> <i>Formulaic Language</i> Comprehend and produce memorized words and phrases dealing with discrete elements of daily life in highly predictable common daily settings	<b>STAGE II, Intermediate</b> <i>Created Language</i> Comprehend and produce sentences and strings of sentences dealing with topics related to self, the immediate environment, survival and courtesy in some informal and transactional settings	<b>STAGE III, Advanced</b> <i>Planned Language</i> Comprehend and produce oral and written paragraphs and strings of paragraphs dealing with concrete and factual topics of public interest in most informal and some formal settings	<b>STAGE IV, Superior</b> <i>Extended Language</i> Comprehend and produce oral and written essays dealing with unfamiliar, abstract, practical, social and professional topics in most formal and informal settings and problem situations
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<b>Reading: Key Ideas and Details</b>		
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas	3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text
<b>Reading: Craft and Structure</b>		
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole	6. Assess how point of view or purpose shapes the content and style of a text
<b>Reading: Integration of Knowledge and Ideas</b>		
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
<b>Reading: Range of Reading and Level of Text Complexity</b>		
10. Read and comprehend complex literary and informational texts independently and proficiently		

Name: \_\_\_\_\_ School: \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

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<b>STAGE I, Novice</b> <i>Formulaic Language</i> Comprehend and produce memorized words and phrases dealing with discrete elements of daily life in highly predictable common daily settings	<b>STAGE II, Intermediate</b> <i>Created Language</i> Comprehend and produce sentences and strings of sentences dealing with topics related to self, the immediate environment, survival and courtesy in some informal and transactional settings	<b>STAGE III, Advanced</b> <i>Planned Language</i> Comprehend and produce oral and written paragraphs and strings of paragraphs dealing with concrete and factual topics of public interest in most informal and some formal settings	<b>STAGE IV, Superior</b> <i>Extended Language</i> Comprehend and produce oral and written essays dealing with unfamiliar, abstract, practical, social and professional topics in most formal and informal settings and problem situations
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<b>Writing: Text Types and Purposes</b>		
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence	2. Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
<b>Writing: Production and Distribution of Writing</b>		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
<b>Writing: Research to Build and Present Knowledge</b>		
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism	9. Draw evidence from literary or informational texts to support analysis, reflection, and research
<b>Writing: Range of Writing</b>		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences		

Name: \_\_\_\_\_ School: \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

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<p><b>STAGE I, Novice</b>  <i>Formulaic Language</i>          Comprehend and produce memorized words and phrases dealing with discrete elements of daily life in highly predictable common daily settings</p>	<p><b>STAGE II, Intermediate</b>  <i>Created Language</i>          Comprehend and produce sentences and strings of sentences dealing with topics related to self, the immediate environment, survival and courtesy in some informal and transactional settings</p>	<p><b>STAGE III, Advanced</b>  <i>Planned Language</i>          Comprehend and produce oral and written paragraphs and strings of paragraphs dealing with concrete and factual topics of public interest in most informal and some formal settings</p>	<p><b>STAGE IV, Superior</b>  <i>Extended Language</i>          Comprehend and produce oral and written essays dealing with unfamiliar, abstract, practical, social and professional topics in most formal and informal settings and problem situations</p>
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<b>Speaking and Listening: Comprehension and Collaboration</b>		
<p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p>	<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p>	<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</p>
<b>Speaking and Listening: Presentation of Knowledge and Ideas</b>		
<p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</p>	<p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations</p>	<p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate</p>

Name: \_\_\_\_\_ School: \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

Use pencil to underline elements from the descriptions of proficiency that best characterize the students in the course you have selected. Then underline elements from the *Common Core Standards* that can be addressed with students at that level of proficiency. Discuss your thinking with colleagues to reach consensus and determine school wide or district wide areas for focus.

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<b>Language: Conventions of Standard English</b>		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	
<b>Language: Knowledge of Language</b>		
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening		
<b>Language: Vocabulary Acquisition and Use</b>		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression