World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve

Adopted January 9, 2019

Introduction

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

Developing Global Competency and Literacy

To succeed in the twenty-first century, in addition to proficiency in English and subject-specific **content literacy**, today's students need to develop **communicative** and **cultural proficiency** and **literacy** in several of the world's languages and cultures. The ability to communicate on a wide variety of topics, in culturally appropriate ways, and in multiple target-culture settings, demonstrates how these literacies increase intercultural understanding and the effectiveness of collaborative international endeavors in today's technologically-driven global economy. Student success in an interconnected world, their college and career readiness, and global citizenship, depend on learners' effective use of language and cross-cultural communication skills.

The World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve address the literacies of the 21st Century Skills Map for World Languages, with pointed focus on: **Information Literacy** through which students, as "informed global citizens", access, manage, and effectively use culturally authentic sources in ethical and legal ways; **Technology Literacy** through which students as "productive global citizens" use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, manual, and visual messages; **Media Literacy** through which students as "active global citizens" evaluate authentic sources to understand how media reflect and influence language and culture; and **Emotional Literacy** through which students as "emotionally intelligent global citizens" develop self-awareness, build community, and interact with understanding and empathy.

California's Diverse Student Population

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

39 The Length of Time for Learning Languages and Cultures

40 The amount of time it takes to learn another language and its cultures is linked to the
41 linguistic and cultural similarities and differences among the languages and cultures
42 students already know. The particular language and cultures that learners study and their
43 performance profile when they enter a program determine the amount of time required to
44 achieve a particular level of proficiency. Categories of languages have been established
45 by the Foreign Service Institute based on the time it takes for native speakers of English
46 to develop proficiency in target languages and cultures. For students who speak English
47 only, Arabic, Japanese, Korean and Mandarin, Category IV languages, will take
48 considerably longer to acquire than French, Italian, Portuguese or Spanish, Category I
49 languages. For students who speak Hebrew, in addition to English, acquiring Arabic will
50 take substantially less time, due to the similarities between these two Semitic languages.
51 American Sign Language (ASL), Classical Greek, Latin, and Native American languages
52 have not been assigned by the Foreign Service Institute to language categories.

53 The Foreign Service Institute has compiled learning expectations for languages taught at
54 their facilities. When using their data, one must be cognizant that students are typically
55 forty years old, with an aptitude for formal language study, and frequently knowledge of
56 several world languages. They study in small classes of no more than six students. Their
57 schedule calls for twenty-five hours of class per week with three to four hours per day of
58 directed self-study.

59 **Category I: Languages closely related to English** (600 class hours are typically
60 necessary for learners to perform within the Superior Range of Proficiency)
61 • Dutch
62 • French
63 • Italian
64 • Norwegian
65 • Portuguese
66 • Romanian
67 • Spanish
68 • Swedish

69 **Category II: Languages with linguistic and/or cultural differences from English**
70 (1200 class hours are typically necessary for learners to perform within the Superior
71 Range of Proficiency)
72 • Bulgarian
73 • Dari
74 • Farsi
75 • German
76 • Greek
77 • Hindi

78	• Indonesian
79	• Malay
80	• Urdu

81	**Category III: Languages with significant linguistic and/or cultural differences from**
82	**English**
83	(1800 class hours are typically necessary for learners to perform within the Superior
84	Range of Proficiency)
85	• Armenian
86	• Bengali
87	• Burmese
88	• Czech
89	• Filipino
90	• Finnish
91	• Hebrew
92	• Hmong
93	• *Hungarian
94	• Khmer
95	• Lao
96	• Pashto
97	• Polish
98	• Punjabi
99	• Russian
100	• Serbian
101	• Tamil
102	• *Thai
103	• Turkish
104	• *Vietnamese
105	• Xhosa
106	• Zulu

107	**Category IV: Languages which are exceptionally difficult for native English**
108	**speakers**
109	(2400 class hours are typically necessary for learners to perform within the Superior
110	Range of Proficiency a subset of which is in the target cultures)
111	• Arabic
112	• Cantonese
113	• Mandarin
114	• Japanese
115	• Korean

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

118 The value of acquiring proficiency in the world's languages and cultures cannot be
119 overemphasized. The world languages classroom offers opportunities for students to
120 become global citizens, capable of collaborating in multilingual communities, face-to-
121 face or through technology, to address the wide variety of challenges that face our
122 nation and our neighbors in the 21st century. To ensure success in this endeavor all
123 stakeholders in the educational enterprise must support the study of a wide variety of
124 languages. Introducing language learning early in the elementary grades ensuring
125 smooth articulation throughout twelve years of public schooling and beyond.

The Ranges and Phases of Proficiency

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

Ranges and Text Types

133 **Novice**   Learners use learned words and phrases (formulaic language).

134 **Intermediate** Learners use sentences and strings of sentences (created language).

135 **Advanced**   Learners use paragraphs and strings of paragraphs (planned language).

136 **Superior**   Learners use coherent and cohesive multi-paragraph texts (extended
137   language).

Phases within each Range

139 **Low**   Learners are just able to produce the text-type characteristic of the range.
140   Accuracy in comprehension and production is low.

141 **Mid**   Learners produce a wide variety of text-types within the range.
142   Accuracy in comprehension and production is high.

143 **High**   Learners begin to produce, but not consistently, text-types of the
144   subsequent range.
145   Accuracy in comprehension and production is maintained in the current
146   range of proficiency and is low in the subsequent range.

147 Although State and National documents use different scales to measure student
148 proficiency, ACTFL's Stages of Proficiency, as do the levels referenced in the widely
149 consulted documents below, tap into similar performance profiles, and as such, are
150 compatible:

151   •   Common Core State Standards for English Language Arts and Literacy in
152   History/Social Studies, Science, and Technical Subjects (CCSS)

153   •   College and Career Readiness Anchor Standards (CCRAS)

154   •   California English Language Development Standards (CA ELD)

155   •   English-Language Arts Content Standards for California Public Schools (CA
156   ELA)

157 (See **Appendix 4**, Ways the World Languages Standards Support Common Core State
158 Standards)

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

171 ## California's Language Programs

172 California offers a variety of language programs, beginning in elementary school,
173 continuing in middle school, and most typically in comprehensive high schools. These
174 programs must be age-appropriate in order to address students' cognitive, emotional,
175 and social needs. Long sequences within these programs provide pathways for
176 students to earn California's State **Seal of Biliteracy** on their high school diplomas.
177 Elementary school programs include: **Foreign Language Experience** (**FLEX**), **Foreign**
178 **Language in the Elementary School** (**FLES**) and a variety of bilingual and **immersion**
179 programs some of which serve **heritage learners** of the target language. Elementary
180 school program models differ substantially in the number of contact hours allocated to
181 the curriculum (see **Appendix 1**, Ways the World Languages Standards Support
182 Biliteracy and Multilingual Education). Some middle schools also offer immersion and
183 FLEX programs as well as introductory courses that may be equivalent to the first or
184 second year of high school study. High school programs traditionally offer a four-year
185 sequence preparing students for the **Scholastic Aptitude Test (SAT) II** examinations in
186 world languages other than English and often culminating in the **Advanced Placement**
187 **(AP)** and **National Examinations in World Languages (NEWL)** programs and, less
188 frequently, the **International Baccalaureate (IB)** program. Programs for heritage and
189 native speakers, also offered primarily in high school, include bilingual and immersion

190 programs, particularly at the elementary school level, specialized courses designed to
191 meet learner needs, and accommodations for these learners in world-language
192 classrooms in middle and high schools. The use of research-based instructional
193 practices, **Universal Design for Learning**, and appropriate accommodations ensure
194 that **students with disabilities** are successful in world languages classrooms (see
195 **Appendix 2**, Ways Students with Disabilities May Access the World Languages
196 Standards).

Organization of the Standards

198 The *World Languages Standards for California Public Schools, Kindergarten Through*
199 *Grade Twelve* provide an organizing principle to ensure the continuous development of
200 student proficiency, irrespective of the multiple points of entry and exit from California's
201 language programs. They represent a strong consensus that the study of a wide variety
202 of the world's languages and cultures is part of the core curriculum. The Standards
203 present the knowledge and skills that all learners should acquire in the study of world
204 languages and cultures within their thirteen years in California public schools. Because
205 of the considerable number of languages taught in California schools, the standards are
206 not language-specific. They were developed to accommodate all languages by
207 describing the various ranges through which learners pass as they become increasing
208 proficient and literate. Further, due to the various proficiency profiles of students and the
209 multiple points of entry and exit from California's language programs, the standards are
210 not tied to specific grade levels but rather describe ranges of linguistic and cultural
211 proficiency that may be achieved by elementary, middle or high school students. It is
212 unlikely, even in long instructional sequences, that high school graduates will develop
213 all of the competencies necessary to place them within the **Superior Range** of
214 proficiency since performance within this range requires highly specific, abstract
215 language use within professional contexts. The Superior Range is included in this
216 document since learners can develop some of its competencies and its presence can
217 inform **backward planning** of program curricula.

218 It is useful to distinguish the organization of California's Standards from the national
219 standards developed by the American Council for the Teaching of Foreign Languages
220 (ACTFL). In 1999, the national standards introduced five C's and a variety of related
221 concepts for ease of understanding and use in planning and in instruction. Two decades
222 later, this standards document focuses on the same content but distributes it among
223 three C's to emphasize the relationships between the components of the
224 Communication Standards. Both sets of standards, ACTFL in its "weave of curricular
225 elements" and California in this description, emphasize that however divided, the
226 standards merge seamlessly within each of the stages of proficiency.

Communication

228 Real-world communication is purposeful and takes place in a variety of authentic **settings**
229 representative of those that learners will experience in the target cultures. It may be

230 **interpretive**: language users listen, view, and read using knowledge of cultural products,
231 practices, and perspectives. It may be **interpersonal**: culturally appropriate listening and
232 speaking, reading and writing, viewing and signing (ASL) take place as a shared activity
233 among language users. It may be **presentational**: speaking, signing, and writing take
234 place for an audience of listeners, readers and/or viewers in culturally appropriate ways.
235 The Communication Standards use the term "**structures**" to capture the multiple
236 components of grammar that learners must control in order to communicate with
237 accuracy. Students need to acquire **orthography**, the writing systems of languages that
238 have them; **phonology**, the sound system (**parameters** in ASL); **morphology**, the rules
239 for word formation; **syntax**, the principles of sentence structure; **semantics**, language-
240 based meaning systems; and **pragmatics**, meaning systems for language use. (See also
241 **Appendix 3**, Proficiency Ranges at a Glance.)

Cultures

Students must acquire the ability to interact appropriately with target **culture bearers** in order to communicate successfully. Culturally appropriate language use requires an understanding of the relationship between the **products** and **practices** of cultures and their underlying **perspectives**. While acquiring knowledge of products, practices and perspectives of the target cultures, learners engage in comparisons among their cultures and the target cultures and explore how cultures affect each other when they come into contact in multilingual and multicultural communities. (See also **Appendix 3**, Proficiency Ranges at a Glance.)

Connections

Language users address a wide variety of topics that are appropriate to their age and range of proficiency and increase their knowledge of numerous areas of the curriculum. As students develop their ability to communicate in the target language and cultures, they are able to more fully address topics that increase in complexity and learn how target-culture bearers understand and address discipline-specific and cross-disciplinary concepts. (See also **Appendix 3**, Proficiency Ranges at a Glance.)

The Communication Standards

258

259 Communication is purposeful, taking place when language users carry-out real-world
260 **functions** in culturally-authentic **settings**, in three communicative modes. In the
261 **Interpretive Mode**, learners **view**, listen to, and read **authentic** texts, using knowledge
262 of cultural **products**, **practices** and **perspectives**, often with technology to access
263 information. In the **Interpersonal Mode**, learners listen and speak, view and sign (in
264 American Sign Language, ASL), or read and write, interacting in real-world settings and
265 often using technology to collaborate. In the **Presentational Mode**, learners speak, sign
266 (ASL), and write for a variety of purposes, listeners, viewers and readers, in culturally
267 appropriate ways, using the most suitable media and technologies to present and
268 publish.

269 As learners move through the **ranges** of **proficiency**, they are able to understand and
270 produce the following **text-types** when they communicate:

271 **Ranges and Text Types**

272 **Novice**   Learners use learned words and phrases (formulaic language).

273 **Intermediate** Learners use sentences and strings of sentences (created language).

274 **Advanced**   Learners use paragraphs and strings of paragraphs (planned language).

275 **Superior**   Learners use coherent and cohesive multi-paragraph texts (extended
276   language).

277 Within each range of proficiency, learners progress through low, mid and high **phases**.
278 For example, within the Intermediate Range, learners performing at Intermediate Low,
279 are just able to understand and produce sentences, often with low levels of accuracy.
280 Learners performing at Intermediate Mid, understand and produce a wide variety of
281 sentences and some strings of sentences with a high degree of accuracy. Learners
282 performing at Intermediate High, understand and produce many strings of sentences as
283 they attempt to comprehend and use paragraph-level discourse. Intermediate High
284 sentences do not consistently cohere and accuracy is compromised as learners
285 struggle to understand and communicate messages that require paragraph-level
286 discourse.

287 <p align="center">**Phases within each Range**</p>

288 **Low**   Learners are just able to produce the text-type characteristic of the range.
289   Accuracy in comprehension and production is low.

290 **Mid**   Learners produce a wide variety of text-types within the range.
291   Accuracy in comprehension and production is high.

292 **High**   Learners begin to produce, but not consistently, text-types of the
293   subsequent range.
294   Accuracy in comprehension and production is maintained in the current
295   range of proficiency and is low in the subsequent range.

296 **Functions**

297 Language functions describe the purposes to which language is used in culturally
298 appropriate real-world communication. Functions may be receptive or productive. Ten
299 high frequency functions appear below:

300   • Asking and responding to questions,
301   • Describing people, places and things,
302   • Expressing feelings and emotions,
303   • Expressing preferences and opinions,
304   • Maintaining a conversation or discussion in person or virtually,
305   • Telling or retelling stories,
306   • Summarizing authentic oral texts,
307   • Interpreting authentic written texts,
308   • Presenting information orally, and
309   • Presenting information in writing.

310 From The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design,
311 Donna Clementi and Laura Terrill, ACTFL, 2017.

312 **Settings**

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

Structures

Languages vary considerably in the **structures** they use to convey meaning. As a result, the structures standards in service of communication are general in order to apply to all languages. For this reason, curricula must feature language-specific structures essential for accurate communication. As students interact with **authentic materials** and with teachers who communicate in the target language in **culturally-appropriate** ways, they discover and acquire the structures of the target language through the messages they understand and the concepts they grasp. In order to foster growth in content knowledge and communicative proficiency, teachers tailor their language and the materials they use just above the proficiency range of their students' current **performance** levels. For example, if Novice Low, target Novice Mid. If Novice High, target Intermediate Low. If Intermediate High, target Advanced Low, if Advanced Mid, target Advanced High. The *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* focus on using language to comprehend messages (**receptive structures**) and to produce messages (**productive structures**). The structures standards in service of communication are a vital component of the Communication Standards since they provide the means for real-world, culturally-appropriate target-language use. They are not intended to encourage instruction "about" the target language.

The goal statements that proceed each of the standards were adapted from the *World Readiness Standards for Learning Languages* (ACTFL, 2015) and "Outcomes for Language and Culture Learning" (Zaslow, 2016).

346 **Communication Standard 1: Interpretive Communication**

347 (Equivalent to Interpretive Communication, CA ELD Standards)

348 **Goals**

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

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

352

353 ## Communication Standard 2: Interpersonal Communication

354 (Equivalent to Collaborative Communication, CA ELD Standards)

355 **Goal**

356 • Students interact and negotiate meaning in a variety of real-world settings and for
357 multiple purposes, in spoken, signed (ASL), or written conversations, using
358 technology as appropriate, in order to collaborate, to share information,
359 reactions, feelings, and opinions.

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

360

361 **Communication Standard 3: Presentational Communication**

362 (Equivalent to Productive Communication, CA ELD Standards)

363 Goal

364 • Students present information, concepts, and ideas to inform, narrate, explain,
365 and persuade, on a variety of topics and for multiple purposes, in culturally
366 appropriate ways, adapting to various audiences of listeners, readers, or
367 viewers, using the most suitable media and technologies to present and
368 publish.

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

369

Communication Standard 4: Settings for Communication

371 Goals
372 • Students use language in highly predictable common daily settings (NOVICE),
373 transactional and some informal settings (INTERMEDIATE), most informal and
374 formal settings (ADVANCED), informal, formal and professional settings, and
375 unfamiliar and problem situations, (SUPERIOR), in their communities and in the
376 globalized world.
377 • Students recognize (NOVICE), participate in (INTERMEDIATE), initiate
378 (ADVANCED), or sustain (SUPERIOR), language use opportunities outside the
379 classroom and set goals, reflecting on progress, and using language for
380 enjoyment, enrichment and advancement.

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

381

382 **Communication Standard 5: Receptive Structures in Service of**
383 **Communication**

384 Goals
385 • Students use structures: sounds, parameters (ASL), writing systems (NOVICE),
386 basic word and sentence formation (INTERMEDIATE), structures for major time
387 frames, text structures for paragraph-level discourse, (ADVANCED), all
388 structures (SUPERIOR), text structures for extended discourse, in order to
389 communicate.
390 • Students use language text-types: learned words, signs and fingerspelling (ASL),
391 and phrases (NOVICE), sentences and strings of sentences (INTERMEDIATE),
392 paragraphs and strings of paragraphs (ADVANCED), or coherent, cohesive
393 multi-paragraph texts (SUPERIOR) in order to communicate.

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

394

Communication Standard 6: Productive Structures in Service of Communication

397 Goals

398 • Students use structures: sounds, parameters (ASL), writing systems (NOVICE),
399 basic word and sentence formation (INTERMEDIATE), structures for major time
400 frames, text structures for paragraph-level discourse, (ADVANCED), all
401 structures (SUPERIOR), text structures for extended discourse, in order to
402 communicate.
403 • Students use language text-types: learned words, signs and fingerspelling (ASL),
404 and phrases (NOVICE), sentences and strings of sentences (INTERMEDIATE),
405 paragraphs and strings of paragraphs (ADVANCED), or coherent, cohesive
406 multi-paragraph texts (SUPERIOR) in order to communicate.

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

407

Communication Standard 7: Language Comparisons in Service of Communication

410 Goal

411   •   Students use the target language to investigate, explain, and reflect on the
412   nature of language through comparisons of similarities and differences in the
413   target language and those they know in order to interact with communicative
414   competence.

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

415

The Cultures Standards

As learners increase their proficiency in the Cultures Standards, while using the target language, they enhance their ability to interact with members of the target culture in appropriate ways in a variety of real-world settings. In classrooms, and in culturally-authentic contexts, learners use the target language to investigate the relationships between the **products** cultures produce, whether they be tangible products of a cultural group, such as pieces of folk art, or intangible cultural products, such as a particular style of music or revisions to the legal system, and use; the **practices** cultures manifest, such as appropriate ways of making physical contact or protocols for business interactions; and understanding the **perspectives** that underlie them, be they collaboration and collectivism, or competition and individualism.

As they interact with target-**culture bearers** and their products, practices and perspectives, students discover that both the target cultures and their own are not singular entities. This may occur as they learn that language and cultures of Paris vary greatly from those of French-speaking Africa and associate these differences with what they know of the English language and cultures Oakland, Boston and Jamaica. They use these opportunities to investigate the similarities and differences within the target cultures as well as between the target cultures and their own.

Students learn that cultures are not static, although they are the product of their history and are conditioned by their geography and past and current traditions, in real and virtual multicultural communities in California and beyond, cultures come into contact with one another and by virtue of sharing physical or electronic space, change in profound ways. In the case of many Native American languages and cultures, learners use such experiences to explore the effects of **Intercultural Influences** in order to discover the origins of products, practices and perspectives where they have been transmitted through English, rather than through the language of the indigenous cultural groups where they originated.

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

453 **Cultures Standard 1: Culturally Appropriate Interaction**

454 **Goal**

455 • Students interact with cultural competence and understanding.

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

456

457 **Cultures Standard 2: Cultural Products, Practices and Perspectives**

458 **Goal**

459 • Students demonstrate understanding and use the target language to investigate,
460 explain and reflect on the relationships among the products cultures produce, the
461 practices cultures manifest, and the perspectives that underlie them in order to
462 interact with cultural competence.

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

463

464   **Cultures Standard 3: Cultural Comparisons**

465   **Goal**
466   •   Students use the target language to investigate, explain, and reflect on the
467   nature of culture through comparisons of similarities and differences in the target
468   cultures and those they know in order to interact with cultural competence.

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

469

470 **Cultures Standard 4: Intercultural Influences**

471 **Goal**

472 • Students demonstrate understanding and use the target language to investigate
473 how cultures influence each other over time in order to interact with intercultural
474 competence.

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

475

The Connections Standards

476

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

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Connections Standard 1: Connections to Other Disciplines

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Goal

488

489 • Students build, reinforce, and expand their knowledge of other disciplines using
490 the target-language to develop critical thinking and solve problems in order to
491 function in real-world situations, academic and career-related settings.

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

492

493 **Connections Standard 2: Diverse Perspectives and Distinctive Viewpoints**

494 **Goal**
495 • Students access and evaluate information and diverse perspectives that are
496 readily or only available through the language and its cultures in order to function
497 in real-world situations, academic and career-related settings.

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

498

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

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

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

According to the California Association for Bilingual Education (www.resources.gocabe.org), effective program types in elementary settings, include:

- Foreign Language Experience (**FLEX**)

- Foreign Language in the Elementary School (**FLES**)

- Dual Immersion Program (DLI)
    - A DLI program (formerly known as "Two-Way Immersion") provides integrated language and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. (*EC* § 306(c)(1).)

- Developmental Bilingual Program
    - Developmental Bilingual programs are designed for students to participate for approximately five to six years, with the goal of bilingualism and biliteracy (Lindholm-Leary, (2010) Improving Education for English Learners: Research-Based Approaches, Chapter 6)."

- Two-Way Bilingual Education
    - Up to 90 percent of instruction is in a language other than English in programs for speakers of English and the target language

In light of the potential for increase of multilingual education programs in elementary schools, secondary programs must focus their efforts on the development of advanced courses in language arts in the target language beyond those currently offered for **Advanced Placement** or as part of the **International Baccalaureate** programs.

535 Certification of bilingual teachers is central to the success of secondary programs that
536 wish to offer courses from the core curriculum in a language other than English. With
537 attention placed on **culturally-appropriate perspectives on content**, subject-specific
538 courses can be taught using perspectives from the target cultures.

539 One of the greatest challenges for integrated programs is to provide multiple entry
540 points for students to begin or continue their study of an additional language and its
541 cultures and of academic content through the language and its cultures. For speakers of
542 English, this requires opportunities to begin study in elementary, middle and high
543 schools. **Differentiated instruction** is necessary for students with differing ranges of
544 proficiency and discipline-specific knowledge and skills to access the core curriculum
545 and enhance their linguistic and cultural skills. For **heritage** and **native learners**, this
546 requires assessments that determine appropriate placement in the sequence and
547 access to essential parts of the core curriculum should they need it. Schools should also
548 encourage students at advanced levels in English and an additional language to begin
549 the study of a third and fourth world language.

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

556 The statements listed in the charts below are a unified set of goals reflected in the
557 *World Languages Standards for California Public Schools, Kindergarten Through Grade*
558 *Twelve* and derived from the most current documents that inform the language and
559 culture teaching communities (see references below).

The Communication Goals

Interpretive Communication

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

Interpersonal Communication

566 Students interact and negotiate meaning in a variety of real-world settings and for
567 multiple purposes, in spoken, signed (ASL), or written conversations, using technology
568 as appropriate, in order to collaborate, to share information, reactions, feelings, and
569 opinions.

Presentational Communication

571 Students present information, concepts, and ideas to inform, narrate, explain, and
572 persuade, on a variety of topics and for multiple purposes, in culturally appropriate
573 ways, adapting to various audiences of listeners, readers, or viewers, using the most
574 suitable media and technologies to present and publish.

Settings for Communication

576 Students use language in highly predictable common daily settings (NOVICE),
577 transactional and some informal settings (INTERMEDIATE), most informal and formal
578 settings (ADVANCED), informal, formal and professional settings, and unfamiliar and
579 problem situations, (SUPERIOR), in their communities and in the globalized world. They
580 recognize (NOVICE), participate in (INTERMEDIATE), initiate (ADVANCED), or sustain
581 (SUPERIOR), language use opportunities outside the classroom and set goals,
582 reflecting on progress, and using language for enjoyment, enrichment and
583 advancement.

Language Structures in Service of Communication

585 Students use structures: sounds, parameters (ASL), writing systems (NOVICE), basic
586 word and sentence formation (INTERMEDIATE), structures for major time frames, text
587 structures for paragraph-level discourse, (ADVANCED), all structures (SUPERIOR), text
588 structures for extended discourse, in order to communicate. Students use language text-
589 types: learned words, signs and fingerspelling (ASL), and phrases (NOVICE), sentences
590 and strings of sentences (INTERMEDIATE), paragraphs and strings of paragraphs
591 (ADVANCED), or coherent, cohesive multi-paragraph texts (SUPERIOR) in order to
592 communicate.

Language Comparisons

594 Students use the target language to investigate, explain, and reflect on the nature of
595 language through comparisons of similarities and differences in the target language and
596 those they know in order to interact with communicative competence.

The Cultures Goals

Culturally Appropriate Behavior

599 Students interact with cultural competence and understanding.

Cultural Products, Practices and Perspectives

601 Students demonstrate understanding and use the target language to investigate,
602 explain and reflect on the relationships among the products cultures produce, the
603 practices cultures manifest, and the perspectives that underlie them in order to interact
604 with cultural competence.

Cultural Comparisons

Students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and those they know in order to interact with cultural competence.

Intercultural Influences

Students demonstrate understanding and use the target language to investigate how cultures influence each other over time in order to interact with intercultural competence.

The Connections Goals

Connections to Other Disciplines

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

Diverse Perspectives and Distinctive Viewpoints

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

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

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

California Department of Education (CDE) Documents

- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects
- California English Language Development Standards
- Career Technical Education Standards for California Public Schools
- California English Language Arts/English Language Development Framework
- California Global World Language Initiative 2030

California World Language Project Document

- Zaslow, Brandon. (2016) "Outcomes for Language and Culture Learning", Los Angeles, CA: California World Language Project

638   Through the study of a language other than English, students acquire content
639   knowledge, cultural perspectives on content, and cultural and linguistic knowledge and
640   literacy skills that are often transferable to contexts where English is used and acquired
641   by English Language Learners. The study of additional languages and cultures provides
642   a window into how others understand and act in the world and opens opportunities to
643   value differences as learners become multilingual and multicultural. For heritage and
644   native speakers, knowing that their languages and cultures are valued builds self-
645   esteem and supports the attainment of high levels of linguistic and cultural proficiency.
646   California's State **Seal of Biliteracy** validates the importance of multilingualism and
647   multiculturalism for vibrant and prospering communities, and for the economic and
648   security needs of the State and the Nation. The State Seal recognizes high school
649   graduates who have attained a high level of proficiency in speaking, reading, and writing
650   in one or more languages in addition to English. This vision of high levels of literacy for
651   our students requires long sequences of world language study, multiple entry points for
652   students throughout K-12 education, and the development of a variety of courses that
653   support advanced and even superior levels of proficiency in world languages and
654   cultures.

Appendix 2: Ways Students with Disabilities May Access the World Languages Standards

Almost all humans acquire a first language, and most, when provided with appropriate learning environments, can acquire a second or third. This includes **students with disabilities**. Research-based, differentiated, World Languages and Cultures instruction provides the means to maximize learning. It promotes the achievement of all students, including those with special needs and develops linguistic and cultural knowledge and skills that can be used productively in the world beyond the classroom. Given that students with disabilities will be more successful in classrooms where the practices are aligned with current research, the following non-exhaustive accommodations enhance the achievement of special needs populations.

Accommodations

Understanding New Concepts
- prioritize essential learning distinguishing it from less important material
- provide cues, prompts, learning tools and graphic organizers
- teach concepts and develop learning opportunities in a variety of ways
- provide extended time for meaningful practice, review and repetition

Retaining and Retrieving Information
- break down instruction into small tasks
- use frequent repetition
- use color coding, mnemonics, imagery, rhythm, and movement to reinforce learning
- provide multiple and varied strategies for retrieval of information
- support the design of student generated tools

Working in Groups
- teach independence through bridging phrases, disagreeing agreeably, voice, tone, body language, facial expressions
- use a wide variety of grouping strategies
- ensure support of a partner within the group
- provide self-monitoring tools

Assessment
- weigh assessment of knowledge and skills based on priorities set for essential learning
- provide opportunities for pre-assessment
- teach test taking and assessment strategies
- allow a variety of ways to demonstrate knowledge and skills
- allow for re-assessment

692 Research-based practices, reflected in the "Then and Now" section below highlight
693 instruction that serves all students well, particularly those with disabilities.

694   **1. Then – Students learn about the language (grammar)**
695   **Now – Students learn to use the target language**
696   • Teachers use the target language almost exclusively.
697   • Teachers use the target language to make language, culture and content
698   comprehensible using multiple modalities for learning.
699   • Grammar is taught as a tool for communication.

700   **2. Then – Teacher-centered class**
701   **Now – Learner-centered with teacher as facilitator or collaborator**
702   • Teachers design activities that lead to autonomy and flexibility in
703   unrehearsed situations and create a learner-driven class.
704   • Students engage in individual, pair, small group and whole-group
705   activities.
706   • Students are able to choose activities based on **learning profiles**,
707   readiness, and interests.
708   • Students are able to assess, plan and direct their own learning.

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

718   **4. Then – Coverage of the textbook**
719   **Now – Use of backward design focusing on the end goal**
720   • Teachers design culturally-authentic integrated performance tasks for
721   units and courses in the target language.
722   • Performance tasks develop skills measured in benchmarks and final
723   examinations.
724   • Assessment (form checks, measures, integrated performance tasks)
725   informs instruction.

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

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

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

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

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

760　**10. Then – Same instruction for all students**
761　　**Now – Differentiating instruction to meet individual needs**
762　　　• Teachers differentiate based on student learning profiles, readiness, and
763　　　　interests.
764　　　• Teachers differentiate content, process, and products.
765　　　• Teachers differentiate for disengaged, special needs, accelerated
766　　　　students, students with disabilities, and heritage and native speakers.

767　**11. Then – Use of situations from textbook**
768　　**Now – Use of personalized real-world tasks**
769　　　• Students use the target language in real-world settings.
770　　　• Students use the target language spontaneously.
771　　　• Students exchange information and opinions and express thoughts and
772　　　　feelings through the target language.

773　**12. Then – Classroom language learning**
774　　**Now – Opportunities to use the target language beyond the classroom**
775　　　• Students participate in language-use opportunities with target-language
776　　　　users in the school.
777　　　• Students participate in target-language-use opportunities in local and
778　　　　global communities.
779　　　• Students show evidence of becoming life-long learners.

780　**13. Then – Test to find out what students don't know**
781　　**Now – Assessing to find out what students can do**
782　　　• Teachers use measures to generate a profile of student strengths and
783　　　　weaknesses.
784　　　• Teachers design tasks that require proficiency in language, culture and
785　　　　content.
786　　　• Teachers differentiate content, process and products to optimize
787　　　　opportunities for success.

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

793   **15. Then – Students "turn in" work for the teacher**
794   **Now – Learners create to "share and publish" for target-culture audiences**
795   • Students interpret a wide variety of authentic materials.
796   • Students communicate interpersonally in real-world situations.
797   • Students present to target-culture audiences for a variety of purposes and in
798   appropriate ways.

799   Expanded by Zaslow (2011) using the 21st Century Skills Map for World Languages.

The Differentiated Classroom

801   A differentiated classroom serves the needs of all students including those with
802   disabilities. In a differentiated classroom, the teacher plans and carries out varied
803   approaches to **content**, **process**, and **products** in anticipation of and response to
804   student differences in readiness, interest, and learning needs. Differentiated instruction
805   provides multiple approaches to content, process, and products. The aim is to create a
806   learning environment which encourages students to engage their abilities to the greatest
807   extent possible, including taking risks and building knowledge and skills in what
808   students perceive as a safe, flexible environment. It is a blend of whole-class, group,
809   and individual instruction. It is student-centered, fosters independence and initiative, is
810   interdisciplinary, open, encouraging, complex, rich in resources, methods, and tasks,
811   mobile, flexible and fluid, qualitative, proactive and adapting.

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

Differentiating Curricular Elements of Content

819   Content refers to knowledge and skill. It is what students must know and be able to do
820   as the result of instruction. **Content** may be differentiated by focusing on the unit's most
821   relevant and essential elements. **Process** refers to the ways students interact with
822   content during the phases of the unit. Process is the "how" of teaching. To modify
823   process, teachers can apply a variety of strategies such as grouping by ability, interest,
824   or learning profile, e.g., strengths and weaknesses. **Products** are the ways in which
825   students demonstrate their knowledge and skills. Both *Bloom's Taxonomy* and
826   Gardner's *Framework for Multiple Intelligences* can be applied to the differentiation of
827   products, providing greater challenge and variety in how students show what they have
828   understood.

Differentiating for Student Traits

Students learn better when their interests, learning profiles and readiness level have been recognized. In order to respond to learners' diverse interests, teachers can align the key understandings of the unit with topics that intrigue students, encourage investigation, and give choices of products or tasks, including student-designed options. A number of variables comprise a student's learning profile including the desire to work alone or in groups, preferring hands-on activities over logical-sequencing activities, learning better when listening over viewing, and demonstrating a strong musical-rhythmic over bodily-kinesthetic intelligence. Teachers can address these variables and create positive learning environments with flexible learning options; a choice of cooperative, independent, or competitive learning experiences; and modification of content, process, or product to align with the different learning styles of students. **Tiered lessons** and activities address standards and key concepts offering several pathways for students to arrive at understanding or develop skills based on their interests, readiness, or learning profiles. Tiered instruction addresses the same essential skills and understandings for all students, but at different levels of complexity, abstractness, and open-endedness. Adapted from "Universal Design for Learning", Center for Applied Special Technology (CAST), 2013.

Appendix 3: Proficiency Ranges at a Glance

The Novice Range of Proficiency

<p align="center">The Communication Standards</p>

Interpretive Communication Mode

WL.CM1.N

Demonstrate understanding of the general meaning and some basic information on very familiar common daily topics by recognizing memorized words, phrases, and simple sentences in authentic texts that are spoken, written, or signed (ASL).

Interpersonal Communication Mode

WL.CM2.N

Participate in real-world, spoken, written, or signed (ASL) conversations on very familiar topics, using memorized words, phrases, and simple sentences, and questions in highly predictable common daily settings.

Presentational Communication Mode

WL.CM3.N

Present information in culturally appropriate-ways on very familiar common daily topics using memorized words, phrases, and simple sentences through spoken, written, or signed (ASL) language using the most suitable media and technologies to present and publish.

Settings for Communication

WL.CM4.N

Recognize age-appropriate, culturally-authentic, real-world and academic language-use opportunities in highly predictable common daily settings in target-language communities within the United States and around the globe.

Receptive Structures in Service of Communication

WL.CM5.N

Demonstrate understanding of words, phrases (signs and fingerspelling in ASL), and simple sentences on very familiar common daily topics using orthography, phonology, ASL parameters and very basic sentence-level elements (morphology and/or syntax).

Productive Structures in Service of Communication

WL.CM6.N

Communicate on very familiar common daily topics using words and phrases (signs and fingerspelling in ASL), and simple sentences using orthography, phonology or ASL parameters and very basic sentence-level elements (morphology and/or syntax).

881   Language Comparisons in Service of Communication

882   WL.CM7.N

883   Identify similarities and differences in the orthography, phonology, ASL parameters and

884   very basic sentence-level elements (morphology and/or syntax) of the languages known.

885   **The Cultures Standards**

886   Culturally Appropriate Interaction

887   WL.CL1.N

888   Use age-appropriate gestures and expressions in very familiar, common daily settings.

889   Cultural Products, Practices and Perspectives

890   WL.CL2.N

891   Experience, recognize and explore the relationships among typical age-appropriate

892   target- cultures' products, practices and perspectives in culturally-appropriate ways in

893   very familiar common daily settings.

894   Cultural Comparisons

895   WL.CL3.N

896   Identify some similarities and differences among very familiar, common daily products,

897   practices and perspectives in the mainstream cultures of the United States, the students'

898   own cultures, and the target cultures.

899   Intercultural Influences

900   WL.CL4.N

901   Identify cultural borrowings.

902   **The Connections Standards**

903   Connections to Other Disciplines

904   WL.CN1.N

905   Acquire, exchange, and present information primarily in the target language about very

906   familiar common daily elements of life and age-appropriate academic content across

907   disciplines.

908   Diverse Perspectives and Distinctive Viewpoints

909   WL.CN2.N

910   Recognize diverse perspectives and distinctive viewpoints on very familiar common daily

911   topics primarily in the target language from age-appropriate authentic materials from the

912   target cultures.

913 **The Intermediate Range of Proficiency**

914 **The Communication Standards**

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

920 Interpersonal Communication Mode
921 WL.CM2.I
922 Participate in real-world, spoken, written, or signed (ASL) conversations related to self
923 and the immediate environment, creating sentences and strings of sentences to ask and
924 answer a variety of questions in transactional and some informal settings.

925 Presentational Communication Mode
926 WL.CM3.I
927 Make simple presentations in culturally-appropriate ways on transactional and informal
928 topics related to self and the immediate environment using sentences and strings of
929 sentences through spoken, written, or signed (ASL) language using the most suitable
930 media and technologies to present and publish.

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

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

940 Productive Structures in Service of Communication
941 WL.CM6.I
942 Communicate about transactional and some informal topics related to self and the
943 immediate environment in sentences and strings of sentences using basic sentence-level
944 elements (morphology and syntax).

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

<center>**The Cultures Standards**</center>

950 Culturally Appropriate Interaction

951 WL.CL1.I

952 Interact with understanding in a variety of familiar age-appropriate, transactional

953 situations and common daily informal settings.

954 Cultural Products, Practices and Perspectives

955 WL.CL2.I

956 Experience, recognize and explore the relationships among typical age-appropriate

957 target- cultures' products, practices and perspectives in culturally-appropriate ways in

958 transactional situations and some informal settings.

959 Cultural Comparisons

960 WL.CL3.I

961 Exchange information about similarities and differences among common daily products,

962 practices and perspectives in the immediate environment in the mainstream cultures of

963 the United States, the students' own cultures, and the target cultures.

964 Intercultural Influences

965 WL.C.4.I

966 State reasons for cultural borrowings.

967 <center>**The Connections Standards**</center>

968 Connections to Other Disciplines

969 WL.CN1.I

970 Acquire, exchange, and present information in the target language on topics related to

971 self and the immediate environment and age-appropriate academic content across

972 disciplines.

973 Acquiring Diverse Perspectives and Distinctive Viewpoints

974 WL.CN2.I

975 Identify diverse perspectives and distinctive viewpoints on topics related to self and the

976 immediate environment in the target language from age-appropriate authentic materials

977 from the target cultures.

978 **The Advanced Range of Proficiency**

979 **The Communication Standards**

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

985 Interpersonal Communication Mode
986 WL.CM2.A
987 Participate in real-world, spoken, written, or signed (ASL) conversations and discussions
988 in major time frames on topics of general public interest using connected sentences and
989 paragraph-level discourse in most informal and formal settings.

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

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

1000 Receptive Structures in Service of Communication
1001 WL.CM5.A
1002 Demonstrate understanding of topics of general public interest using knowledge of
1003 sentence-level elements (morphology and syntax in major time frames) and paragraph-
1004 level discourse (text structure).

1005 Productive Structures in Service of Communication
1006 WL.CM6.A
1007 Communicate about topics of general public interest using knowledge of sentence-level
1008 elements (morphology and syntax in major time frames) and paragraph-level discourse
1009 (text structure).

1010   Language Comparisons in Service of Communication
1011   WL.CM7.A
1012   Identify similarities and differences in sentence-level elements (morphology and syntax
1013   in major time frames) and in paragraph-level discourse (text structure) of the languages
1014   known.

1015   **The Cultures Standards**

1016   Culturally Appropriate Interaction
1017   WL.CL1.A
1018   Interact with cultural competence in most informal and formal settings.

1019   Cultural Products, Practices and Perspectives
1020   WL.CL2.A
1021   Participate, use, describe and discuss the relationships among target-cultures' products,
1022   practices and perspectives in culturally-appropriate ways in most informal and formal
1023   settings.

1024   Cultural Comparisons
1025   WL.CL3.A
1026   Describe and explain similarities and differences among products, practices and
1027   perspectives of general public interest in the mainstream cultures of the United States,
1028   the students' own cultures, and the target cultures.

1029   Intercultural Influences
1030   WL.CL4.A
1031   Describe how products, practices and perspectives change when cultures come into
1032   contact.

1033   **The Connections Standards**

1034   Connections to Other Disciplines
1035   WL.CN1.A
1036   Acquire, exchange, and present information in the target language on factual topics of
1037   public interest and general academic content across disciplines.

1038   Acquiring Diverse Perspectives and Distinctive Viewpoints
1039   WL.CN2.A
1040   Research and explain diverse perspectives and distinctive viewpoints on topics of general
1041   public interest in the target language using authentic materials from the target cultures.

The Superior Range of Proficiency

1042 **The Superior Range of Proficiency**

1043 **The Communication Standards**

1044 Interpretive Communication Mode
1045 WL.CM1.S
1046 Demonstrate understanding and infer meaning from complex, authentic, multi-
1047 paragraph texts on topics ranging from broad general interests, to unfamiliar, abstract,
1048 and hypothetical areas of specialized professional and academic expertise, in texts that
1049 are spoken, written, or signed (ASL).

1050 Interpersonal Communication Mode
1051 WL.CM2.S
1052 Participate fully and effectively in real-world, spoken, written, or signed (ASL)
1053 discussions and debates, on topics ranging from broad general interests, to unfamiliar,
1054 abstract and hypothetical areas of specialized professional and academic expertise,
1055 using a wide variety of text-types with cohesive discourse in informal and formal
1056 settings, and problem situations.

1057 Presentational Communication Mode
1058 WL.CM3.S
1059 Deliver complex presentations with precision of expression, in culturally-appropriate
1060 ways, for a wide variety of audiences, on topics ranging from broad general interests to
1061 unfamiliar, abstract, and hypothetical areas of specialized professional and academic
1062 expertise, using a wide variety of text-types with cohesive discourse, through spoken,
1063 written, or signed (ASL) language, using the most suitable media and technologies to
1064 present and publish.

1065 Settings for Communication
1066 WL.CM4.S
1067 Sustain culturally-authentic, real-world and academic language-use opportunities on
1068 topics ranging from broad general interests, to unfamiliar, abstract and hypothetical
1069 areas of specialized professional and academic expertise, in target-language
1070 communities within the United States and around the globe.

1071 Receptive Structures in Service of Communication
1072 WL.CM5.S
1073 Demonstrate understanding on topics ranging from broad general interests, to
1074 unfamiliar, abstract and hypothetical areas of specialized professional and academic
1075 expertise, using knowledge of sentence-level elements (morphology and syntax of
1076 common and uncommon structures) and extended discourse (text structure).

1077 Productive Structures in Service of Communication
1078 WL.CM6.S
1079 Communicate about topics ranging from broad general interests, to unfamiliar, abstract
1080 and hypothetical areas of specialized professional and academic expertise, using
1081 knowledge of sentence-level elements (morphology and syntax of common and
1082 uncommon structures) and extended discourse (text structure).

1083 Language Comparisons in Service of Communication
1084 WL.CM7.S
1085 Identify similarities and differences in sentence-level elements (morphology and syntax
1086 of common and uncommon structures) and in extended discourse (text structure) of the
1087 languages known.

1088 **The Cultures Standards**

1089 Culturally Appropriate Interaction
1090 WL.CL1.S
1091 Improvise in culturally-appropriate ways in unfamiliar and unpredictable situations, in
1092 informal and formal settings, and in specialized academic and professional contexts.

1093 Cultural Products, Practices and Perspectives
1094 WL.CL2.S
1095 Research, analyze, discuss and hypothesize about the relationships among a wide range
1096 of concrete and abstract, general and specialized, academic and professional target-
1097 cultures' products, practices and perspectives from different viewpoints, in culturally-
1098 appropriate ways.

1099 Cultural Comparisons
1100 WL.CL3.S
1101 Research, analyze, discuss and hypothesize about similarities and differences among
1102 concrete and abstract, general and specialized, academic and professional products
1103 practices and perspectives in the mainstream cultures of the United States, the students'
1104 own cultures, and the target cultures.

1105 Intercultural Comparisons
1106 WL.CL4.S
1107 Research, analyze, discuss and hypothesize about a wide range of concrete and abstract,
1108 general and specialized, academic and professional products, practices and
1109 perspectives, and how they change when cultures come into contact.

The Connections Standards

1110

Connections to Other Disciplines

1111
1112 WL.CN1.S

1113 Research, analyze, discuss and hypothesize in the target language about topics ranging
1114 from broad general interests, to unfamiliar, abstract and hypothetical areas of specialized
1115 professional and academic expertise across disciplines.

1116 Acquiring Diverse Perspectives and Distinctive Viewpoints
1117 WL.CN2.S

1118 Research, analyze, discuss and hypothesize in the target language about diverse
1119 perspectives and distinctive viewpoints on topics ranging from broad general interests, to
1120 unfamiliar, abstract and hypothetical areas of specialized professional and academic
1121 expertise using authentic materials from the target cultures.

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

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

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

Reading

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

Writing

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

1136 **Speaking and Listening**

CCSS Goal Areas	Outcomes for World Languages Instruction
1. Comprehension and Collaboration	WL.SL.1 Converse and collaborate with others.
2. Presentation of Knowledge and Ideas	WL.SL.2 Present knowledge in speech or sign (ASL) supported by digital media and visual displays.

1137 **Language**

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

1138 From Zaslow, Brandon (2013) "Reasonable Common Core Outcomes for World
1139 Language and Culture Education", Los Angeles: California World Language Project

Glossary

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

abstract topics – Subjects that are not concrete or factual but represent concepts and ideas, e.g., beauty, democracy, compassion, justice, faith

academic topics – Subjects that are part of the curriculum of school or university programs

accuracy – In speaking and writing, the quality of the message produced; in listening and reading, the quality of the message received

Advanced [range of proficiency] – (Receptive) understands main ideas and most supporting details in most informal and formal settings on concrete and factual topics of public interest (external environment); understands native speakers when using paragraphs and strings of paragraphs; (Productive) Uses paragraphs and strings of paragraphs, narrates, describes and explains in major time frames in most informal and formal settings, deals with concrete and factual topics of public interest (external environment); is intelligible to natives speakers unaccustomed to non-native speech.

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

authentic materials – Materials created by native speakers for native speakers of the target language and cultures

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

coherent – Use of reference to a particular context and content 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

Communicative Literacy – High levels of skill in the Interpretive, Interpersonal and Presentational Modes of Communication

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

content – (1) The topics an individual addresses, (2) The "what" of differentiation; teachers may focus on the most important aspects of a lesson, organize the materials in different ways providing supports for memory and retention

1175 **Content Literacy** – High levels of knowledge and skill in areas of the elementary,
1176 secondary and university curriculum

1177 **contexts** – The situations or settings in which an individual uses a language

1178 **created language** – Understanding of sentence-level relationships and use of
1179 sentences and strings of sentences

1180 **culture bearers** – Individuals in a group who share common behaviors and views of the
1181 world

1182 **cultures in contact** – How diverse cultural groups influence one another's products,
1183 practices and perspectives through interaction

1184 **cultural borrowings** – Tangible and intangible items, behaviors, and beliefs of a
1185 particular group that are used by another group

1186 **cultural perspectives** – Beliefs of members of a particular group

1187 **cultural practices** – Behaviors of members of a particular group

1188 **cultural products** – Tangible and intangible items created and used by members of a
1189 particular group

1190 **culturally appropriate** – Widely acceptable to members of a particular group

1191 **culturally appropriate perspectives on content** – Ways in which a target-culture
1192 group views the organization, meanings, and significance of a subject-specific discipline

1193 **Cultural Literacy** – High levels of knowledge and skills in using the products, practices
1194 and perspectives of groups that share a target language

1195 **Cultural Proficiency** – High levels of skill in interacting with target-culture bearers in
1196 real-world situations

1197 **Developmental Language and Literacy Programs** – Academic study and literacy
1198 development in both a language spoken at home and in English

1199 **differentiated instruction** – Variations in content, process and products that allow
1200 students to access knowledge, develop skills, and demonstrate achievement in subject-
1201 specific disciplines

1202 **discourse (paragraph/extended)** – The use of language and context to connect
1203 sentences or paragraphs to give them unified meaning

1204 **discrete elements** – Language that refers to concrete objects in a particular culture

1205 **Emotional Literacy** – High levels of self-awareness and skills in building community,
1206 and in interacting with understanding and empathy

1207 **extended language** – Understanding and producing cohesive texts composed of
1208 multiple paragraphs

1209 **external environment** – Broad contexts where individuals communicate about world
1210 events, belief systems, policies, etc.

1211 **Dual Language Education (DLE)** – Programs (such as Dual Immersion (DLI) and
1212 Developmental Bilingual programs) that are designed for students to develop
1213 bilingualism and biliteracy in English and one other world language.

1214 **Foreign Language in the Elementary School (FLES)** – Elementary school programs
1215 that meet for a minimum of 70 minutes per week with the goal of developing proficiency
1216 in language and its cultures

1217 **Foreign Language Experience (FLEX)** – Also known Foreign Language Exploratory,
1218 elementary and middle school programs that expose students to the study of a
1219 language or languages and cultures in order to motivate them to pursue further study

1220 **formal settings** – Situations requiring the use of careful, impersonal forms of language
1221 and behavior

1222 **formulaic language** – Understanding and producing words and phrases without
1223 knowledge of their internal structure

1224 **framework** – A state document that provides guidance in the delivery of instruction
1225 aimed at the achievement of state standards, answers the question, how a discipline
1226 should be taught

1227 **functions** – The ability to carry out tasks with language. May be receptive (listening,
1228 reading, and viewing) or productive (speaking, signing, and writing)

1229 **generic standards** – A set of outcomes that is valid for all languages, for all ages, and
1230 for all ranges of proficiency

1231 **gifted (talented)** – Students who demonstrate high levels of performance and/or
1232 potential and require accommodations in order to fully develop their capabilities

1233 **grammar** – The rules governing the use of a natural language

1234 **heritage language programs** – Programs designed to increase the proficiency of
1235 learners who have acquired a language other than English in the United States

1236 **heritage learners** – (1) An individual who has acquired any proficiency in a language
1237 other than English while living in the United States. (2) An individual who may or may
1238 not have proficiency in a language other than English, but has a cultural connection to a
1239 community of target-language users

1240 **high [phase of a range of proficiency]** – Begins to produce, but not consistently, text-
1241 types of the subsequent range; accuracy in comprehension and production at the
1242 subsequent range is low

1243 **highly predictable** – Common situations in which learners rely on the use of learned
1244 formulas and formulaic behavior

1245 **immersion programs** – Generally refers to programs in which a target language is
1246 used to teach the core curriculum, with the target language used at a minimum of 50%
1247 of each school day. Programs that use the target language less than 50% of the day are
1248 sometimes referred to as Partial Immersion.

1249 **immediate environment** – Narrow contexts where individuals exchange personal
1250 information, communicate about common daily routines, and carry out transactional
1251 tasks, etc.

1252 **informal settings** – Situations in which rapport and friendly relationships require
1253 personal forms of language and behavior

1254 **Information Literacy** – High levels of knowledge and skill in accessing, managing and
1255 effectively using culturally-authentic sources in ethical and legal ways

1256 **Intercultural Competence** – A range of cognitive, affective, and behavioral skills that
1257 lead to effective and appropriate communication with individuals from other cultures

1258 **Intercultural Influences** – How diverse cultural groups affect one another's products,
1259 practices and perspectives through interaction

1260 **Intermediate [range of proficiency]** – (Receptive) understands the overall meaning,
1261 key ideas and some supporting details in transactional and some informal situations on
1262 topics related to self and the immediate environment, everyday survival topics and
1263 courtesy requirements; understands native speakers when they use sentences and
1264 strings of sentences; (Productive) uses sentences and strings of sentences, breaks
1265 apart memorized materials to express meaning in transactional and some informal
1266 situations on topics related to self and the immediate environment, everyday survival
1267 topics and courtesy requirements; is intelligible to native speakers accustomed to
1268 dealing with non-native learners.

1269 **International Baccalaureate (IB)** – A two-year curriculum and testing protocol that lead
1270 to a diploma widely recognized by the world's leading universities

1271 **Interpersonal Communication** – Language users listen and speak, read and write,
1272 and view and sign as they negotiate meaning with others

1273 **Interpretive Communication** – Language users listen to, read, and view authentic
1274 materials using knowledge of cultural products, practices, and perspectives without the
1275 opportunity for interpersonal communication

1276 **language category** – Groups of languages identified by the Foreign Service Institute,
1277 that require similar amounts of time for native speakers of English to acquire due to
1278 linguistic and cultural differences between English and the target language and cultures

1279 **learning profile** – A set of effective approaches individual learners employ to acquire
1280 language, culture and academic content including language based preferences (using
1281 writing to support listening or speaking), style (kinesthetic, graphic organizers, charts) or

1282 personal/cultural preferences (competitive/cooperative, inquiry/problem
1283 solving/meaningful practice)

1284 **linguistic system** – The study of language in human communication that includes
1285 phonology/parameters (ASL), orthography, morphology, syntax, semantics, and
1286 pragmatics

1287 **Literacy (Communicative)** – High levels of skill in the Interpretive, Interpersonal and
1288 Presentational Modes of Communication

1289 **Literacy (Content)** – High levels of knowledge and skill in areas of the elementary,
1290 secondary and university curriculum

1291 **Literacy (Cultural)** – High levels of knowledge and skills in using the products,
1292 practices and perspectives of groups that share a target language

1293 **Literacy (Emotional)** – High levels of self-awareness and skills in building community,
1294 and in interacting with understanding and empathy

1295 **Literacy (Information)** – High levels of knowledge and skill in accessing, managing
1296 and effectively using culturally-authentic sources in ethical and legal ways

1297 **Literacy (Media)** – High levels of knowledge and skill in evaluating authentic sources,
1298 in order to understand how media reflect and influence language and culture

1299 **Literacy (Technology)** – High levels of knowledge and skill in using appropriate
1300 technology when interpreting messages, interacting with others, and producing written,
1301 oral and visual messages

1302 **low [phase of a range of proficiency]** – Just able to produce the text-type
1303 characteristic of the range; accuracy in comprehension and production is low

1304 **Maintenance Bilingual/Biliteracy Programs** – See Developmental Language and
1305 Literacy Programs

1306 **mid [phase of a range of proficiency]** – Produces a wide variety of text-types within
1307 the range; accuracy in comprehension and production is high

1308 **Media Literacy** – High levels of knowledge and skill in evaluating authentic sources, in
1309 order to understand how media reflect and influence language and culture

1310 **Modes of Communication** – Manners of obtaining (interpretive), exchanging
1311 (interpersonal) and presenting (presentational) information

1312 **morphology** – The field of linguistics that studies the internal structure of words or
1313 signs (ASL), e.g., character radicals, grammatical inflection and derivation

1314 **native** – (1) An individual with any level of proficiency in a language acquired during the
1315 critical period for first language acquisition, (2) A Native American who uses the
1316 language of her or his ancestors at any level of proficiency

1317 **negotiation of meaning** – Communicative processes in which participants reach
1318 understanding through interaction

1319 **NEWL (National Examinations in World Languages)** – A testing system recognized
1320 by the College Board to validate Advanced Placement for students of less-commonly-
1321 taught languages

1322 **Novice [range of proficiency]** – (Receptive) understands memorized words and
1323 phrases in highly predictable common daily settings on discrete elements of daily life;
1324 understands natives when they use discrete words and phrases; (Productive) uses
1325 discrete words and phrases, uses and recycles memorized words and phrases in highly
1326 predictable common daily settings on discrete elements of daily life; may be
1327 unintelligible or intelligible if rehearsed

1328 **One-Way Immersion** – Up to 80% percent instruction in a language other than English
1329 in programs exclusively for native Speakers of English

1330 **orthography** – The writing system or systems of languages that have them. e.g.,
1331 fingerspelling (ASL), accents and other diacritical marks, character strokes

1332 **paralinguistic** – Nonverbal communication, e.g., use of space, physical contact,
1333 gestures, facial cues

1334 **parameters** – Linguistic features of sign language equivalent to the phonology of a
1335 spoken language: hand shape, orientation, location, movement, nonmanual signals and
1336 facial expressions

1337 **performance [standards]** – Clearly defined statements about how well students are
1338 expected to meet standards; in California, the state creates standards and an
1339 instructional framework and schools and districts create performance standards

1340 **perspectives (cultural)** – Beliefs of members of a particular group

1341 **phases** – Levels of performance within each Proficiency Range (Novice Low/Mid/High,
1342 Intermediate Low/Mid/High, etc.)

1343 **phonology** – The field of linguistics that studies how sounds and ASL parameters are
1344 organized and used, e.g., pronunciation, tones and prosody (patterns, intonation, stress
1345 and rhythms in sound)

1346 **planned language** – Understanding and producing paragraphs and strings of
1347 paragraphs

1348 **practices (cultural)** – Behaviors of members of a particular group

1349 **pragmatics** – The field of linguistics that studies meaning systems linked to language
1350 use in an interactional context, beyond literal meaning, e.g., effect on meaning of
1351 knowledge of situations, content, culture – example: "It's cold in here, isn't it?" (i.e.,
1352 close the window), "You have a green light" (so, go!)

1353   **presentational communication** – Language users speak, sign, and write in culturally-
1354   appropriate ways for audiences of listeners and readers without the opportunity to
1355   negotiate meaning

1356   **process** – The "how" of differentiation; a teacher may provide a variety of ways for
1357   students to learn and retain knowledge and skills

1358   **products** – (1) [cultural] Tangible and intangible items created and used by members of
1359   a particular group; (2) The "how" of differentiation; a teacher may provide a variety of
1360   ways for students to demonstrate their learning

1361   **productive skills** – Speaking and writing

1362   **proficiency** – The ability to use language for real-world purposes in culturally-
1363   appropriate ways

1364   **Range [of proficiency]** – Stages of performance that are characterized by a cluster of
1365   linguistic and cultural traits (Novice, Intermediate, Advanced, Superior); ACTFL refers to
1366   ranges but also to stages and levels of proficiency

1367   **real-world** – Behaviors that occur in target culture communities

1368   **receptive skills** – Listening and reading

1369   **SAT (Scholastic Assessment Test) II** – In world languages, examinations intended to
1370   evaluate student achievement after completing a third year of world language study,
1371   currently offered in Chinese, French, German, Hebrew, Italian, Japanese, Korean, Latin
1372   and Spanish

1373   **Seal of Biliteracy** – A distinction placed on the diploma of a graduating senior who has
1374   demonstrated literacy in English and in another world language

1375   **semantics** – The field of linguistics that studies language-based meaning systems e.g.,
1376   meaning of words, sentences, texts

1377   **settings** – Situations where the language is used (highly predictable, transactional,
1378   informal, formal); may be face-to-face and/or mediated by technology

1379   **signs** – Linguistic features of sign language equivalent to the words of a spoken
1380   language

1381   **simulations** – situations created in the classroom that mirror culturally-appropriate
1382   language and culture use and are used to develop learner skill for use beyond the
1383   classroom

1384   **standards** – Clearly defined statements about what students are expected to know and
1385   be able to do

1386   **students with disabilities** – Learners who require specialized accommodations in
1387   order to access knowledge, develop skills and demonstrate achievement in subject-
1388   specific disciplines

1389   **structures** – Elements of the linguistic system (phonology/parameters in ASL,
1390   morphology, syntax)

1391   **Superior [level of proficiency]** – (Receptive) understands the ideas and most
1392   supporting details in most formal and informal settings and problem situations on
1393   unfamiliar, abstract, practical, social and professional topics, topics of general and
1394   particular interest, special fields of competence; understands complex, multi-paragraph
1395   texts, experiences some difficulty with dialect and slang; (Productive) uses complex
1396   multi-paragraph texts, discusses extensively, in detail and with precision, supports
1397   opinion, abstracts and hypothesizes in most formal and informal settings and problem
1398   situations on unfamiliar, abstract, practical, social and professional topics, topics of
1399   general and particular interest, special fields of competence; errors never interfere with
1400   being understood and rarely disturb the native speaker

1401   **syntax** – The field of linguistics that studies the internal structure of sentences e.g.,
1402   word/phrase order, word boundary, and hierarchy

1403   **target language and cultures** – The languages and cultures that a learner seeks to
1404   acquire

1405   **tiered lessons** – Tiered instruction provides multiple pathways for students to develop
1406   knowledge and skill by adjusting the complexity of the content to be learned, the
1407   process to be used for learning, and the product to demonstrate the acquisition of
1408   knowledge and skill

1409   **Technology Literacy** – High levels of knowledge and skill in using appropriate
1410   technology when interpreting messages, interacting with others, and producing written,
1411   oral and visual messages

1412   **text types** – (1) In world language contexts, this refers to the form of the message
1413   produced or received (oral and written formulas, sentences, paragraphs, extended
1414   discourse); (2) In the *California English Language Arts and Literacy Standards*, the term
1415   refers to types of literary texts (stories, drama, and poetry) and informational texts
1416   (literary nonfiction, historical, scientific, and technical texts)

1417   **transactional** – Situations that require the exchange of information, goods, and
1418   services

1419   **Two-Way Bilingual Education** – Up to 90 percent of instruction is delivered in a
1420   language other than English in programs for speakers of English and the target
1421   language

1422   **Universal Design for Learning (UDL)** – Provides students with a wide range of
1423   abilities, special needs, disabilities, ethnic backgrounds, language skills, and learning
1424   styles multiple means of representation, action and expression, and engagement

1425   **view** – (1) Interpretive communication that relies on nonlinguistic elements; (2) In
1426   American Sign Language, attention to, comprehension, and interpretation of visual
1427   information of a signed language in person or from various media

California Department of Education, December 2018