

Alignment of the National Standards for Learning Languages with the Common Core State Standards

Performance Expectations

The *Common Core State Standards for English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects* contains four strands: Reading, Writing, Speaking and Listening, and Language. These four strands are represented in the National Standards for Learning Languages by the Communication standards (interpersonal, interpretive, and presentational) and the level of proficiency demonstrated. In addition, the standards of the other four goals areas for learning languages – Cultures, Connections, Comparisons, and Communities – also support and are aligned with the Common Core. These standards describe the expectations to ensure all students are college-, career-, and world-ready.

Reading, Writing, Speaking and Listening are captured in the standards for learning languages' goal area of **Communication**, by emphasizing the purpose behind the communication:

- Interpersonal (speaking-listening or writing-reading)
- Interpretive (reading, listening, viewing)
- Presentational (writing, speaking, visually representing)

Language is described in **proficiency levels** that outline three key benchmarks achieved in world language programs given sufficient instruction over time:

- Novice (the beginning level, regardless of age or grade)
- Intermediate
- Advanced

The American Council on the Teaching of Foreign Languages (ACTFL) invites your input on this draft document.

Please share your feedback and comments **by January 15, 2012**.

Access the feedback form online at www.actfl.org/commoncore.

Common Core State Standards-ELA	Standards for Learning Languages	
Reading	Interpretive (Reading, Listening, Viewing)	
<i>Key Ideas and Details</i>		
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	<p>Interpretive Communication</p> <ul style="list-style-type: none"> Students demonstrate comprehension of content from authentic audio and visual resources. <p>Practices and Products of Culture</p> <ul style="list-style-type: none"> Students examine, compare and reflect on products, practices, and/or perspectives of the target culture(s). <p>Acquiring New Information</p> <ul style="list-style-type: none"> Students acquire information from other content areas using authentic sources 	
2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas		
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text		
Novice Students	Intermediate Students	Advanced Students
<p>Comprehend main ideas in developmentally appropriate oral/visual narratives based on familiar themes and highly predictable contexts with appropriate support.</p> <p>Interpret informational texts with strong visual support, such as graphs and charts.</p>	<p>Understand the main themes and significant details on primarily familiar topics from authentic multimedia and print sources, both informational and narratives with clear storylines.</p> <p>When presented with an inference based on an authentic text, identify if the inference is logical or illogical by citing specific textual evidence to support conclusions drawn from the text</p>	<p>Determine the main ideas and significant details of discussions, lectures, and presentations on current or past events from the target culture or other content areas.</p> <p>Interpret the principal elements of technical, informational and narrative literary texts on topics of current and historical importance to the target culture.</p>

Common Core State Standards-ELA	Standards for Learning Languages	
Reading	Interpretive (Reading, Listening, Viewing)	
<i>Craft and Structure</i>		
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone	<p>Interpretive Communication</p> <ul style="list-style-type: none"> • Students derive meaning from expressions found in culturally authentic texts. • Students understand the purpose of a message and point of view of its author. • Students identify the distinguishing features (e.g. type of resource, intended audience, purpose) of authentic written and aural texts. <p>Practices and Products of Culture</p> <ul style="list-style-type: none"> • Students compare and reflect on products, practices, and/or perspectives of the target culture(s). <p>Making Connections</p> <ul style="list-style-type: none"> • Students demonstrate knowledge and understanding of content across disciplines. <p>Language Comparisons</p> <ul style="list-style-type: none"> • Students evaluate similarities and differences in language use and idiomatic expressions between target language and student’s native language <p>Cultural Comparisons</p> <ul style="list-style-type: none"> • Students evaluate similarities and differences in the perspectives of the target culture(s) and his/her own culture(s) as found in multimedia and digital/print resources. 	
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole		
6. Assess how point of view or purpose shapes the content and style of a text		
Novice Students	Intermediate Students	Advanced Students
Identify people and objects in their environment or from other school subjects, based on oral and written description.	Determine meaning by using vocabulary knowledge, background knowledge, and possibly some contextual clues.	Interpret the cultural nuances of meaning in authentic written and spoken technical, informational and literary texts.

<p>Recognize that cognates and previously learned structures enhance comprehension of spoken and written language.</p> <p>Identify and appreciate differences in cultural perspectives within a defined range of topics (defined by the curriculum)</p>	<p>Understand the relationship among languages based on their awareness of cognates, idioms and parallel structures.</p> <p>Identify and appreciate differences in cultural perspectives in a broader range of topics and begin to appreciate such differences not only in topic areas presented in the curriculum. They do not judge non-American cultural practices according to American conventions, but begin to appreciate the values and perspectives of the target culture from within its own cultural system.</p>	<p>Analyze the relationship between word order and meaning and how this reflects the ways in which cultures organize information and view the world.</p> <p>Identify and appreciate cultural differences in a broad range of topic areas, well beyond what has formally been presented to them in the curriculum, appreciating target culture perspectives and practices from within the target culture's own system.</p>
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Common Core State Standards-ELA	Standards for Learning Languages	
Reading	Interpretive (Reading, Listening, Viewing)	
<i>Integration of Knowledge and Ideas</i>		
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words	<p>Interpretive Communication</p> <ul style="list-style-type: none"> Students interpret content from authentic multimedia and digital/print resources. <p>Practices and Products of Culture</p> <ul style="list-style-type: none"> Students compare and reflect on products, practices, and/or perspectives of the target culture(s). <p>Making Connections</p> <ul style="list-style-type: none"> Students make cross-curricular connections. <p>Cultural Comparisons</p> <ul style="list-style-type: none"> Students evaluate similarities and differences in the perspectives of the target culture(s) and his/her own culture(s) as found in multimedia and digital/print resources. <p>Communities</p> <ul style="list-style-type: none"> Students analyze the features of target culture communities (e.g. geographic, historical, artistic, social and/or political). 	
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence		
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take		
Novice Students	Intermediate Students	Advanced Students
Use content knowledge learned in other subject areas to comprehend spoken and written messages in authentic texts, within familiar topics and highly predictable contexts, and with strong visual support.	Integrate and evaluate multiple sources of information including idiomatic phrases in order to collaborate or problem solve.	<p>Analyze how cultural perspectives influence texts on similar themes or topics.</p> <p>Analyze the origins of idioms as reflections of culture, citing examples from the technical, informational and literary texts from the target culture and the student’s own culture.</p> <p>Identify the threads of the text’s argument with supporting details.</p>

Common Core State Standards-ELA		Standards for Learning Languages	
Reading		Interpretive (Reading, Listening, Viewing)	
<i>Range of Reading and Level of Text Complexity</i>			
10. Read and comprehend complex literary and informational texts independently and proficiently		<p>Interpretive Communication</p> <ul style="list-style-type: none"> • Students monitor comprehension and use other sources to enhance understanding. • Students apply critical reading skills to authentic written and aural sources. <p>Cultural Comparisons</p> <ul style="list-style-type: none"> • Students compare and reflect on products, practices, and/or perspectives of the target culture(s) and the student’s culture. <p>Communities</p> <ul style="list-style-type: none"> • Students interpret authentic written and aural texts within the communities of the target language. 	
Novice Students	Intermediate Students	Advanced Students	
Comprehend the principal message contained in various media such as illustrated texts, posters or advertisements, in familiar contexts and with strong visual support.	Interpret the message in increasingly complex texts by using background knowledge and strategies (e.g., redundancy, restatement and paraphrase).	Interpret the meaning of technical, informational and literary texts by using background knowledge and contextual clues.	

Common Core State Standards-ELA	Standards for Learning Languages	
Writing	Presentational (Writing, Speaking, Visually Representing)	
<i>Text Types and Purposes</i>		
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence	<p>Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <ul style="list-style-type: none"> • Students produce a variety of creative oral and written presentations (e.g. original story, personal narrative, script). • Students retell or summarize information in narrative form, demonstrating a consideration of audience. • Students create and give persuasive speeches and write persuasive essays. • Students produce expository writing. <p>Language Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p>	
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content		
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences		
Novice Students	Intermediate Students	Advanced Students
<p>Use simple sentences on very familiar topics to write:</p> <ul style="list-style-type: none"> • about products and/or practices of their own culture to peers in the target culture. • short notes, messages and brief reports about themselves, people and things in their environment. • illustrated stories about activities or events in their environment. • Create charts identifying pros and cons of an argument 	<p>Use strings (a series) of sentences on familiar and some unfamiliar topics to write:</p> <ul style="list-style-type: none"> • about products and/or practices of their own culture to peers in the target culture. • stories or reports about personal experiences, or other school subjects to share with classmates and/or members of the target cultures. • summaries of plots and characters from selected pieces of age-appropriate literature. • descriptive texts • state an opinion 	<p>Use paragraph length discourse with cohesive devices to narrate and describe across time frames to write:</p> <ul style="list-style-type: none"> • analyses of expressive products of the culture from a variety of sources and genres. • original pieces and narratives. • detailed texts on a broad variety of concrete social and professional topics.

Common Core State Standards-ELA	Standards for Learning Languages	
Writing	Presentational (Writing, Speaking, Visually Representing)	
<i>Production and Distribution of Writing</i>		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	<p>Presentational Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics, knowing how, when, and why to say what to whom.</p> <ul style="list-style-type: none"> • Students retell or summarize information in narrative form, demonstrating a consideration of audience. • Students self-edit written work for content, organization, and grammar. 	
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	<p>Practices of Culture: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.</p> <p>Products of Culture: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.</p>	
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	<p>Language Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Language Beyond School: Students use the language both within and beyond the school setting.</p>	
Novice Students	Intermediate Students	Advanced Students
Are accurate with memorized language, but exhibit decreased accuracy when attempting to create with the language. They make corrections and edit their work when they receive feedback.	Write primarily in present time, but also (with preparation) in past and future time. They may show inaccuracies as well as some interference from the native language when attempting to write about less familiar material. They are increasingly aware of errors and are able to self-edit.	Write in a variety of time frames on varied complex topics. They are generally accurate, but may show some inaccuracies when writing with multiple frames or other complex structures. Students are able to apply familiar structures to new situations and less familiar topics. They demonstrate conscious efforts at self-editing.

<ul style="list-style-type: none"> When writing short notes, messages, stories or reports about people and things in their environment using a variety of media, including print and digital tools. 	<p>Use a variety of media, including print and digital tools.</p> <ul style="list-style-type: none"> When writing reports, articles, summaries or original stories on topics related to personal interest or study. 	<p>Use a variety of media, including print and digital tools.</p> <p>Use information from a variety of sources in the target language, including sources produced by writers in the target culture for target culture readers and listeners as well as sources produced by writers in the base culture (e.g., émigré community, for émigré readers and listeners) in order to create their own arguments, drawing appropriately on their research for evidence.</p> <p>Explain target culture texts to monolingual English speakers, with appropriate interpretation of cultural nuance and cultural perspective.</p> <ul style="list-style-type: none"> When writing for known audiences <ul style="list-style-type: none"> analyses of expressive products of the culture from a variety of sources and genres. original pieces and narratives. detailed texts on a broad variety of concrete social and professional topics.
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Common Core State Standards-ELA	Standards for Learning Languages
Writing	Presentational (Writing, Speaking, Visually Representing)
<i>Research to Build and Present Knowledge</i>	
<p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation</p>	<p>Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <ul style="list-style-type: none"> • Students expound on familiar topics and those requiring research. • Students produce expository writing including researched reports. • Students use reference tools, acknowledge sources and cite them appropriately. • Students demonstrate an understanding of features of target culture communities (e.g. geographic, historical, artistic, social and/or political). • Students demonstrate knowledge and understanding of content across disciplines.
<p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism</p>	<p>Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Practices of Culture: Students demonstrate an understanding of the relationship between the practices and perspectives of cultures studied.</p> <p>Products of Culture: Students demonstrate an understanding of the relationship between the products and perspectives of cultures studied.</p>
<p>9. Draw evidence from literacy or informational texts to support analysis, reflection, and research</p>	<p>Making Connections: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>Acquiring New Information: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>Cultural Comparisons: Students demonstrate understanding of the nature of culture through comparisons of the culture studied and their own.</p>

Novice Students	Intermediate Students	Advanced Students
<p>Utilize one or two sources</p> <ul style="list-style-type: none"> • When creating surveys, completing graphic organizers • When skimming and scanning websites 	<p>Utilize a few sources and occasionally reference these sources accurately.</p> <ul style="list-style-type: none"> • When exploring local and global issues to prepare summaries, or short reports utilizing digital tools • When investigating cultural perspectives through individual or collaborative research on products and practices 	<p>Utilize a variety of sources and reference these sources accurately, including international and domestic sources in the target language (e.g., heritage/immigrant community newspapers, radio and TV broadcasts, or websites).</p> <ul style="list-style-type: none"> • When summarizing texts intended for native speakers to support analysis, reflection and research related to global issues while integrating cross-cultural perspectives. • When identifying and weighing relevant evidence to address globally significant researchable questions. • When evaluating the reliability of different sources of target culture information and acquiring the skills to cite sources appropriately both for target culture expectations and for US cultural expectations.

Common Core State Standards-ELA	Standards for Learning Languages	
Writing	Presentational (Writing, Speaking, Visually Representing)	
<i>Range of Writing</i>		
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</p>	<p>Presentational Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <ul style="list-style-type: none"> • Students self-monitor and adjust language production. • Students self-edit written work for content, organization, and grammar. <p>Practices of Culture: Students demonstrate an understanding of the relationship between practices and perspectives of the cultures studied.</p> <p>Products of Culture: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.</p>	
Novice Students	Intermediate Students	Advanced Students
<p>Use a limited range of vocabulary on previously studied topics</p> <ul style="list-style-type: none"> • When writing a response to video or text prompts • When researching, organizing and presenting in a highly structured format 	<p>Demonstrate a command of an expanding number of words and phrases and of a limited number of idiomatic expressions and culturally appropriate vocabulary. Begin to use outside sources to expand their vocabulary. They show partial control of newly acquired expressions.</p> <ul style="list-style-type: none"> • When writing emails, texts or other short messages or when working collaboratively to communicate successfully messages or when working collaboratively to research contemporary issues • When developing creative products • When working collaboratively to communicate messages so that target culture audiences can understand the information. 	<p>Demonstrate control of an extensive vocabulary, including a number of idiomatic and culturally authentic expressions. They expand their vocabulary by using outside sources. They may use more specialized and precise terms.</p> <p>Use complex syntax and paragraph structure, and show coherence and cohesion of writing.</p> <ul style="list-style-type: none"> • When presenting information, concepts or ideas of global significance, and or developing creative products

Common Core State Standards-ELA	Standards for Learning Languages
Speaking and Listening	Interpersonal (Speaking & Listening; Reading & Writing)
<i>Comprehension and Collaboration</i>	
<p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p>	<p>Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <ul style="list-style-type: none"> • Students engage in the oral exchange of ideas in formal and informal situations. • Students elicit information and clarify meaning by using a variety of strategies. • Students state and support opinions in oral interactions. • Students self-monitor and adjust language production. • Students converse in ways that reflect knowledge of target culture communities (e.g., geographic, historical, artistic, social and/or political). <p>Practices of Culture</p> <ul style="list-style-type: none"> • Students use appropriate verbal and non-verbal behavior in interpersonal communication. <p>Products of Culture</p> <ul style="list-style-type: none"> • Students compare and contrast artifacts, themes, ideas, and perspectives across cultures <p>Connections: Acquiring information</p> <ul style="list-style-type: none"> • Students use age-appropriate authentic sources to prepare for discussions. <p>Comparisons: Language comparisons</p> <ul style="list-style-type: none"> • Students demonstrate an awareness of formal and informal language expressions in other languages and their own. <p>Communities:</p> <ul style="list-style-type: none"> • Students establish and/or maintain interpersonal relations with speakers of the language.
<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p>	
<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</p>	

Novice Students	Intermediate Students	Advanced Students
<p>During highly predictable interactions on very familiar topics, communicate by using basic statements. Communication often requires support from others to maintain the conversation and obtain comprehensibility. Demonstrate limited awareness of and imitate some culturally-appropriate behaviors.</p> <p>Share likes and dislikes in conversation with others.</p> <p>Give and follow simple instructions to participate in meaningful activities within and across cultures.</p> <p>Ask and answer questions about topics, such as family, school events, and celebrations in person or via letters, e-mail, and multimedia.</p> <p>Collaborate to solve simple real life problems.</p> <p>Interpret visual or auditory cues of the target language, such as gestures or intonation.</p>	<p>During conversations on familiar topics, express their own thoughts, using sentences and strings of sentences. Use increasingly culturally appropriate behaviors during interactions.</p> <p>Compare, contrast, and express preferences, opinions, and perspectives on events, experiences, and other familiar subjects.</p> <p>Give and follow directions, ask for clarification as needed to participate in interactions within and across cultures.</p> <p>Not only answer, but also ask questions; not only respond, but also initiate communication.</p> <p>Exchange information about personally meaningful events and experiences and cross-disciplinary themes.</p> <p>Collaborate to propose solutions to common real life problems.</p>	<p>During conversations and discussions on a range of topics, narrate and describe in connected discourse. Respect cultural behaviors during interactions.</p> <p>Exchange, support, and discuss opinions and individual perspectives on global issues or historical themes</p> <p>Respect cultural norms during cross-cultural interactions.</p> <p>Share analyses and personal reactions to informational and straightforward literary texts.</p> <p>Develop and propose solutions to issues and concrete problems that are common to communities near and far.</p>

Common Core State Standards-ELA	Standards for Learning Languages	
Speaking and Listening	Presentational (Writing, Speaking, Visually Representing)	
<i>Presentation of Knowledge and Ideas</i>		
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience	<p>Presentational Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <ul style="list-style-type: none"> • Students produce a variety of creative oral presentations (e.g. original story, personal narrative, speech, performance). • Students retell or summarize information in narrative form, demonstrating a consideration of audience. • Students create and give persuasive speeches. • Students expound on familiar topics and those requiring research. • Students self-monitor and adjust language production. • Students use information about features of target culture communities (e.g. geographic, historical, artistic, social and/or political) in presentations. • Students incorporate content across disciplines in presentations. <p>Connections: Acquiring information</p> <ul style="list-style-type: none"> • Students use age-appropriate authentic sources to prepare for discussions. 	
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations		
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate		
Novice Students	Intermediate Students	Advanced Students
<p>Communicate message when presenting rehearsed material on familiar topics.</p> <p>Present with a variety of media, including digital media or visual displays, short oral messages or reports about familiar people, places, things or events, in their community.</p> <p>Develop a simple presentation on familiar topics keeping audience, context, and purpose in mind.</p>	<p>Express their own thoughts with sufficient accuracy that sympathetic listeners understand most of what is presented.</p> <p>Prepare messages and reports using digital media and visual displays on topics of interest to others in communities near and far.</p> <p>Develop a presentation on an academic or cultural topic keeping audience, context, and purpose in mind.</p>	<p>Report, narrate, and describe with a high degree of facility when making oral presentations on familiar and well researched topics.</p> <p>Express their own thoughts with sufficient accuracy that all target culture listeners understand.</p> <p>Present a synthesis of research on a current event from the perspective of both U.S. and target cultures using digital media and visual displays.</p> <p>Develop an extended presentation on an academic, cultural, or career topic keeping audience, context, purpose in mind.</p>

Common Core State Standards-ELA	Standards for Learning Languages
Language	
<i>Conventions of Standard English</i>	<p>This section reflects the “weave element” known as Language System of the National Standards for Learning Languages. It comprises the level at which the students are able to communicate with a certain degree of accuracy. The specific elements of the language system vary by language as some have different writing systems and others have complex grammatical structures. Each proficiency range has accuracy expectations that depend upon the learner’s need to manipulate language. For example, a novice learner may have accurate utterances because the material is mostly memorized but when the learner begins to create with language, the level of accuracy may decrease.</p> <p>The goal area of Comparisons also specifically addresses the Language strand of the <i>Common Core State Standards</i>. Research demonstrates that as students come to understand how language works through their learning of a second or third language, their understanding of and attention to language conventions and functions expands and has an impact on applications in their first language. Through learning a second or third language, students also acquire vocabulary that will unlock the meaning of related cognates in their first language, expanding their first language vocabulary.</p>
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	
<i>Knowledge of Language</i>	
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening	
<i>Vocabulary Acquisition and Use</i>	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression	