

The goal statements that proceed each of the standards were adapted from the *World-Readiness Standards for Learning Languages* and *Outcomes for Language and Culture Learning* (National Standards Collaborative Board 2015; Zaslow 2016).

Communication Standard 1: Interpretive Communication

(Comparable to "Interpretive Communication," *California English Language Development Standards: Kindergarten Through Grade 12* [California Department of Education 2014])

Goal

- Students demonstrate understanding, interpret, and analyze what is heard, read, or viewed on a variety of topics, from authentic texts. They use technology, when 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. Recognize memorized words, phrases, and simple sentences in authentic texts that are spoken, written, or signed.	WL.CM1.I Demonstrate understanding of the main idea and some details on some informal topics related to self and the immediate environment . Demonstrate understanding of sentences and strings of sentences in authentic texts that are spoken, written, or signed.	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. Demonstrate understanding of authentic texts using paragraph-level discourse that are spoken, written, or signed.	WL.CM1.S Demonstrate understanding and infer meaning from complex, authentic, multi-paragraph texts on topics of broad general interests. Demonstrate understanding of unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise, in texts that are spoken, written, or signed.

Communication Standard 2: Interpersonal Communication

(Comparable to "Collaborative Communication," *California English Language Development Standards: Kindergarten Through Grade 12* [California Department of Education 2014])

Goal

- Students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed, or written conversations. They use technology as appropriate, in order to collaborate, to share information, reactions, feelings, and opinions.

Novice	Intermediate	Advanced	Superior
WL.CM2.N Participate in real-world, spoken, written, or signed conversations on very familiar topics. Use 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 conversations related to self and the immediate environment. Create 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 conversations and discussions in major time frames on topics of general public interest. Use 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 discussions and debates, on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use a wide variety of text types with cohesive discourse in informal and formal settings, and problem situations.

Communication Standard 3: Presentational Communication

(Comparable to "Productive Communication," *California English Language Development Standards: Kindergarten Through Grade 12* [California Department of Education 2014])

Goal

- Students present information, concepts, and ideas on a variety of topics and for multiple purposes, in culturally appropriate ways. They adapt to various audiences of listeners, readers, or viewers, using the most suitable media and technologies to present and 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 language. Use 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. Use sentences and strings of sentences through spoken, written, or signed 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 language. Use 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. Use a wide variety of text types with cohesive discourse through spoken, written, or signed language, using the most suitable media and technologies to present and publish.

Communication Standard 4: Settings for Communication

Goals

- Students use language in:
 - highly predictable common daily settings (Novice);
 - transactional and some informal settings (Intermediate);
 - most informal and formal settings (Advanced);
 - informal, formal, and professional settings, and unfamiliar and problem situations (Superior), in their communities and in the globalized world.
- Students recognize (Novice), participate in (Intermediate), initiate (Advanced), or sustain (Superior) language use opportunities outside the classroom and set goals while reflecting on progress, and use language for enjoyment, enrichment, and advancement.

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

Communication Standard 5: Receptive Structures in Service of Communication

Goals

- Students use the following structures to communicate:
 - sounds, parameters, and writing systems (Novice);
 - basic word and sentence formation (Intermediate);
 - structures for major time frames and text structures for paragraph-level discourse (Advanced);
 - all structures and text structures for extended discourse (Superior).
- Students use the following language text types to communicate:
 - learned words, **signs** and fingerspelling, and phrases (Novice);
 - sentences and strings of sentences (Intermediate);
 - paragraphs and strings of paragraphs (Advanced);
 - or coherent, cohesive multi-paragraph texts (Superior).

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. Use 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. Use basic sentence-level elements (morphology and syntax).	WL.CM5.A Demonstrate understanding of topics of general public interest. Use knowledge of sentence-level elements (morphology and syntax in major time frames) and paragraph-level discourse (text structure).	WL.CM5.S Demonstrate understanding of topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use knowledge of sentence-level elements (morphology and syntax of common and uncommon structures) and extended discourse (text structure).

Communication Standard 6: Productive Structures in Service of Communication

Goals

- Students use the following structures to communicate:
 - sounds, parameters, and writing systems (Novice);
 - basic word and sentence formation (Intermediate);
 - structures for major time frames and text structures for paragraph-level discourse (Advanced);
 - all structures and text structures for extended discourse (Superior).
- Students use the following language text types to communicate:
 - learned words, signs and fingerspelling, and phrases (Novice);
 - sentences and strings of sentences (Intermediate);
 - paragraphs and strings of paragraphs (Advanced);
 - or coherent, cohesive multi-paragraph texts (Superior).

Novice	Intermediate	Advanced	Superior
WL.CM6.N Communicate about very familiar common daily topics using words and phrases (signs and fingerspelling in ASL), and simple sentences. Use orthography, phonology or ASL parameters, and very basic sentence-level elements (morphology and/or syntax).	WL.CM6.I Communicate about transactional topics, and some informal ones, related to self and the immediate environment in sentences and strings of sentences. Use basic sentence-level elements (morphology and syntax).	WL.CM6.A Communicate about topics of general public interest. Use 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. Use knowledge of sentence-level elements (morphology and syntax of common and uncommon structures) and extended discourse (text structure).

Communication Standard 7: Language Comparisons in Service of Communication

Goal

- To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and the language(s) they know.

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.

Cultures Standard 1: Culturally Appropriate Interaction

Goal

- 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 and 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.

Cultures Standard 2: Cultural Products, Practices, and Perspectives

Goal

- To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them.

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 target cultures' wide ranges of products, practices, and perspectives—concrete and abstract, general and specialized, and academic and professional—from different viewpoints in culturally appropriate ways.

Cultures Standard 3: Cultural Comparisons

Goal

- To interact with cultural competence, 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 the culture(s) they know.

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 the products, practices, and perspectives of the target cultures—comparing concrete and abstract, general and specialized, and academic and professional topics with the mainstream cultures of the United States, and the students' own cultures.

Cultures Standard 4: Intercultural Influences

Goal

- To interact with **intercultural competence**, students demonstrate understanding and use the target language to investigate how cultures influence each other over time.

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 products, practices, and perspectives—including concrete and abstract, general and specialized, and academic and professional—and how they change when cultures come into contact.

The Connections Standards

The **Connections Standards** underscore the value of teaching elements of the core curriculum through the target language. All world language students 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 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* (California Department of Education 2013; Partnership for 21st Century Skills 2011).

Connections Standard 1: Connections to Other Disciplines

Goal

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

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.

Connections Standard 2: Diverse Perspectives and Distinctive Viewpoints

Goal

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

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.