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	WL.CM1.I	WL.CM1.A	WL.CM1.S
Demonstrate	Demonstrate	Demonstrate	Demonstrate
understanding of the	understanding of	understanding of	understanding and
general meaning	the main idea and	the main idea and	infer meaning from
and some basic	some details on	supporting details	complex, authentic,
information on very	some informal	in major time	multi-paragraph texts
familiar common	topics related to	frames on most	on topics of broad
daily topics.	self and the	informal and	general interests.
Recognize	immediate	formal topics of	Demonstrate
memorized words,	environment.	general public	understanding of
phrases, and simple	Demonstrate	interest.	unfamiliar, abstract,
sentences in	understanding of	Demonstrate	and hypothetical
authentic texts that	sentences and	understanding of	areas of specialized
are spoken, written,	strings of	authentic texts	professional and
or signed.	sentences in	using paragraph-	academic expertise, in
	authentic texts	level discourse	texts that are spoken,
	that are spoken,	that are spoken,	written, or signed.
	written, or signed.	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	WL.CM2.I	WL.CM2.A	WL.CM2.S
Participate in real-	Participate in real-	Participate in real-	Participate fully and
world, spoken,	world, spoken,	world, spoken,	effectively in real-
written, or signed	written, or signed	written, or signed	world, spoken,
conversations on	conversations	conversations and	written, or signed
very familiar topics.	related to self and	discussions in major	discussions and
Use memorized	the immediate	time frames on	debates, on topics
words, phrases, and	environment. Create	topics of general	ranging from broad
simple sentences,	sentences and	public interest. Use	general interests to
and questions in	strings of sentences	connected	unfamiliar, abstract,
highly predictable	to ask and answer a	sentences and	and hypothetical
common daily	variety of questions in transactional	paragraph-level discourse in most	areas of specialized
settings.	and some informal	informal and formal	professional and
	settings.	settings.	academic expertise. Use a wide variety
	settings.	Settings.	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	WL.CM3.I	WL.CM3.A	WL.CM3.S
Present information	Make simple	Deliver	Deliver complex
in culturally	presentations in	presentations in	presentations with
appropriate ways on	culturally	culturally	precision of
very familiar	appropriate ways on	appropriate ways on	expression in
common daily topics	transactional and	topics of general	culturally
using memorized	informal topics	public interest using	appropriate ways,
words, phrases, and	related to self and	paragraph-level	for a wide variety of
simple sentences	the immediate	discourse in major	audiences, on
through spoken,	environment. Use	time frames through	topics ranging from
written, or signed	sentences and	spoken, written, or	broad general
language. Use the	strings of sentences	signed language.	interests to
most suitable media	through spoken,	Use the most	unfamiliar, abstract,
and technologies to	written, or signed	suitable media and	and hypothetical
present and publish.	language using the	technologies to	areas of specialized
	most suitable media	present and publish.	professional and
	and technologies to		academic expertise.
	present and publish.		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.
			publish.

Communication Standard 4: Settings for Communication

Goals

- Students use language in:
 - o highly predictable common daily settings (Novice);
 - o transactional and some informal settings (Intermediate);
 - o most informal and formal settings (Advanced);
 - o 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
Novice WL.CM4.N Recognize opportunities to use age-appropriate, culturally authentic, real-world, and academic language in highly predictable common daily	Intermediate WL.CM4.I Participate in opportunities to use age-appropriate, culturally authentic, real-world, and academic language in transactional and some informal	Advanced WL.CM4.A Initiate opportunities to use culturally authentic, real- world, and academic language in most informal and formal settings within target-	Superior WL.CM4.S Sustain opportunities to use culturally authentic, real-world, and academic language on topics ranging from broad general interests to
settings within target-language communities in the United States and around the world.	some informal settings within target-language communities in the United States and around the world.	language communities in the United States and around the world.	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:
 - o sounds, parameters, and writing systems (Novice);
 - o basic word and sentence formation (Intermediate);
 - structures for major time frames and text structures for paragraph-level discourse (Advanced);
 - o all structures and text structures for extended discourse (Superior).
- Students use the following language text types to communicate:
 - o learned words, signs and fingerspelling, and phrases (Novice);
 - o sentences and strings of sentences (Intermediate);
 - o paragraphs and strings of paragraphs (Advanced);
 - o or coherent, cohesive multi-paragraph texts (Superior).

Novice	Intermediate	Advanced	Superior
WL.CM5.N	WL.CM5.I	WL.CM5.A	WL.CM5.S
Demonstrate	Demonstrate	Demonstrate	Demonstrate
understanding of	understanding of	understanding of	understanding of
words, phrases	transactional and	topics of general	topics ranging from
(signs and	informal topics	public interest. Use	broad general
fingerspelling in	related to self and	knowledge of	interests to
ASL), and simple	the immediate	sentence-level	unfamiliar,
sentences on very	environment. Use	elements	abstract, and
familiar common	basic sentence-level	(morphology and	hypothetical areas
daily topics. Use	elements	syntax in major time	of specialized
orthography,	(morphology and	frames) and	professional and
phonology, ASL	syntax).	paragraph-level	academic
parameters, and		discourse (text	expertise. Use
very basic sentence-level		structure).	knowledge of sentence-level
elements			elements
(morphology and/or			(morphology and
syntax).			syntax of common
Oyinan,			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:
 - o sounds, parameters, and writing systems (Novice);
 - o basic word and sentence formation (Intermediate);
 - structures for major time frames and text structures for paragraph-level discourse (Advanced);
 - o all structures and text structures for extended discourse (Superior).
- Students use the following language text types to communicate:
 - o learned words, signs and fingerspelling, and phrases (Novice);
 - o sentences and strings of sentences (Intermediate);
 - o paragraphs and strings of paragraphs (Advanced);
 - o or coherent, cohesive multi-paragraph texts (Superior).

Novice	Intermediate	Advanced	Superior
WL.CM6.N	WL.CM6.I	WL.CM6.A	WL.CM6.S
Communicate about	Communicate about	Communicate about	Communicate
very familiar	transactional topics,	topics of general	about topics
common daily topics	and some informal	public interest. Use	ranging from broad
using words and	ones, related to self	knowledge of	general interests to
phrases (signs and	and the immediate	sentence-level	unfamiliar,
fingerspelling in	environment in	elements	abstract, and
ASL), and simple	sentences and	(morphology and	hypothetical areas
sentences. Use	strings of	syntax in major time	of specialized
orthography,	sentences. Use	frames) and	professional and
phonology or ASL	basic sentence-level	paragraph-level	academic
parameters, and	elements	discourse (text	expertise. Use
very basic	(morphology and	structure).	knowledge of
sentence-level	syntax).		sentence-level
elements			elements
(morphology and/or			(morphology and
syntax).			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	WL.CM7.I	WL.CM7.A	WL.CM7.S
Identify similarities	Identify similarities	Identify similarities	Identify similarities
and differences in	and differences in	and differences in	and differences in
the orthography,	the basic sentence-	sentence-level	sentence-level
phonology, ASL	level elements	elements	elements
parameters, and	(morphology and	(morphology and	(morphology and
very basic	syntax) of the	syntax in major time	syntax of common
sentence-level	languages known.	frames) and in	and uncommon
elements		paragraph-level	structures) and in
(morphology and/or		discourse (text	extended
syntax) of the		structure) of the	discourse (text
languages known.		languages known.	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	WL.CL2.I	WL.CL2.A	WL.CL2.S
Experience,	Experience,	Participate, use,	Research, analyze,
recognize, and	recognize, and	describe, and	discuss, and
explore the	explore the	discuss the	hypothesize about
relationships	relationships	relationships	the relationships
among typical age-	among typical age-	among target	among target
appropriate target	appropriate target	cultures' products,	cultures' wide
cultures' products,	cultures' products,	practices, and	ranges of products,
practices, and	practices, and	perspectives in	practices, and
perspectives in	perspectives in	culturally	perspectives—
culturally	culturally	appropriate ways in	concrete and
appropriate ways in	appropriate ways in	most informal and	abstract, general
very familiar	transactional	formal settings.	and specialized,
common daily	situations and		and academic and
settings.	some informal		professional—from
	settings.		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	WL.CL3.I	WL.CL3.A	WL.CL3.S
Identify some	Exchange	Describe and	Research, analyze,
similarities and	information about	explain similarities	discuss, and
differences among	similarities and	and differences	hypothesize about
very familiar,	differences among	among products,	the products,
common daily	common daily	practices, and	practices, and
products, practices,	products, practices,	perspectives of	perspectives of the
and perspectives in	and perspectives in	general public	target cultures—
the mainstream	the immediate	interest in the	comparing concrete
cultures of the	environment in the	mainstream	and abstract,
United States, the	mainstream	cultures of the	general and
students' own	cultures of the	United States, the	specialized, and
cultures, and the	United States, the	students' own	academic and
target cultures.	students' own	cultures, and the	professional topics
	cultures, and the	target cultures.	with the
	target cultures.		mainstream
			cultures of the
	• 1		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	WL.CN2.I	WL.CN2.A	WL.CN2.S
Recognize diverse	Identify diverse	Research and	Research, analyze,
perspectives and	perspectives and	explain diverse	discuss, and
distinctive	distinctive	perspectives and	hypothesize in the
viewpoints on very	viewpoints on	distinctive	target language
familiar common	topics related to	viewpoints on	about diverse
daily topics,	self and the	topics of general	perspectives and
primarily in the	immediate	public interest in	distinctive
target language,	environment in the	the target language	viewpoints on
from age-	target language	through authentic	topics ranging from
appropriate	from age-	materials from the	broad general
authentic materials	appropriate	target cultures.	interests to
from the target	authentic materials		unfamiliar, abstract,
cultures.	from the target		and hypothetical
	cultures.		areas of
			specialized,
			professional, and
			academic expertise
			language through
			authentic materials
			from the target
			cultures.