anguages Other Than English (LOTE)	TEKS Breakout (a) General Requirements.	Proclamation 2017			
Subject	Languages Other Than English (LOTE)				
Course Title	§114.40. Level II, Novice High to Intermediate Low Proficiency (One Credit), Adopted 2014.				
	system. As the students become more proficient, a balanced er	mphasis of all four skills becomes more attainable			
	(3) Districts may offer a level of a language in a variety of sched	duling arrangements that may extend or reduce th			
	instructional time available on a campus and the language abili	ty, access to programs, and motivation of student			
	(b) Introduction.				

(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively common than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world (2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present in audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies the communication: interpretory, and presentational.

Knowledge and Skill	Student Expectation	Breakout
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(1) Interpersonal communication: speaking and writing.

The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The(A) ask and respond to questions about everyday liteval(thm lpng (8Q2(nt)-1.1(er)-l)3.3(w C/a(en and.()-2.ko1(ur)-2 student uses a mixture of short statements and senstempleselaboration in spoken and written conversatistic dent.3(n r)-]TJ 0 -1.277 TD [(s)2.4(i)3.2(m)-1.7(pl)3.232.4(c) with appropriate and applicable grammar structures and with appropriate and applicable gra-1.8(m)-1.7(ar)-2.1(s)2.4(t) processes at the specified proficiency levels. The student is expected to:

Knowledge and Skill	Student Expectation	Breakout	
(1) Interpersonal communication: speaking and we The student negotiates meaning through the spowritten exchange of information in rehearsed and unrehearsed situations in a variety of contexts. To student uses a mixture of short statements and swith appropriate and applicable grammar structure processes at the specified proficiency levels. The is expected to:	ken and  (B) express and exchange personal opinions or he preferences with simple supporting statements ir entences and written conversation res and	(iii) exchange personal opinions or preferences v n spoken supporting statements in spoken conversation	
(1) Interpersonal communication: speaking and we The student negotiates meaning through the spot written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sewith appropriate and applicable grammar structure processes at the specified proficiency levels. The is expected to:	ken and  (B) express and exchange personal opinions or he personal opinions and written conversation res and	(iv) exchange personal opinions or preferences win spoken simple supporting statements in written conversat	ith ion
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(1) Interpersonal communication: speaking and with the student negotiates meaning through the spowritten exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and swith appropriate and applicable grammar structure processes at the specified proficiency levels. The is expected to:	ken and  (D) articulate requests, offer alternatives, and denote the plans with simple supporting statements in spoke the conversation and conversation res and	velop (ii) articulate requests with simple supporting state en and written conversation	
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Languages Other Than English (LOTE)

Knowledge and Skill	Student Expectation	Breakout
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	ken and  I he(E) interact and react in spoken conversation using entertuces by appropriate expressions, register, and gressions.	
· · · · · · · · · · · · · · · · · · ·	ken and  I he(E) interact and react in spoken conversation using entertroessly appropriate expressions, register, and gress and	• • • • • • • • • • • • • • • • • • • •

TEKS Breakout

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and lister student comprehends simple connected stateme culturally authentic print, digital, audio, and audio materials as appropriate within contextualized sit and sources. The student uses the interpretive m communication with appropriate and applicable grammatical structures and processes at the spe proficiency levels. The student is expected to:	nts from visual (B) identify the main idea, theme, and supporting uations from fiction and nonfiction texts and audio and audio in materials	details udi <b>(piii)sde</b> htify the main idea from audio materials
(2) Interpretive communication: reading and lister student comprehends simple connected stateme culturally authentic print, digital, audio, and audio materials as appropriate within contextualized sit and sources. The student uses the interpretive material communication with appropriate and applicable grammatical structures and processes at the spep proficiency levels. The student is expected to:	nts from visual visual (B) identify the main idea, theme, and supporting uations from fiction and nonfiction texts and audio audio audio audio and audio	details udi <b>(iv)</b> si <b>de</b> htify the main idea from audiovisual materials
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**TEKS Breakout** 

TEKS Breakout Proclamation 2017

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(2) Interpretive communication: reading and lister student comprehends simple connectd [statdmen culturally authentic print, digital, audio, and audio materials as appropriate within contextualizd [situand sources. The student uses the interpretive m communication with appropriate and applicable grammatical structures and processes at the spe proficidncy levels. The student is expected to:	ots from  visual.  (B) identify the main idea, theme, and supporting lations from fiction and nonfiction texts and audio audio and audio audio audio audio and audio	details ıdi <b>(wii)sidde</b> ntify the theme from audio materials
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	nts from visual ua <b>(t©)nis</b> nfer meaning of unfamiliar words or phrases odæintextualized texts, audio, and audiovisual mate	in ( <b>lii)ghf</b> ør meaning of unfamiliar words or phrases eri <b>ads</b> ntextualized audio materials	n hiç

Knowledge and Skill	Student Expectation	Breakout
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(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations → and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified

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Knowledge and Skill	Student Expectation	Breakout
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(3) Presentational communication: speaking and writing.

The student presents information orally and in writing using a mixture of phrases and sentences with a and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

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(3) Presentational communication: speaking and writing.

The student presents information orally and in writing) describe people, objects, and situations orally and in using a mixture of phrases and sentences with a writing using a series of sequenced sentences with sentences with a sentences with essential details specified proficiency levels. The student is expected to:

(3) Presentational communication: speaking and writing.

The student presents information orally and in writin(B) describe people, objects, and situations orally and in using a mixture of phrases and sentences with a writing using a series of sequenced sentences with and applicable grammar structures and processes assumital details and simple elaboration specified proficiency levels. The student is expected to:

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