Subject

Course Title

(a) General Requirements.

Languages Other Than English (LOTE)

§114.42. Level IV, Intermediate Mid to Intermediate High Proficiency (One Credit), Adopted 2014.

- (4) Students recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar, syntax, register, appropriate and text type.
- (5) Students in Level IV are expected to reach a proficiency level of Intermediate Mid to Intermediate High, as defined in the ACTFL Proficiency Guidelihes 2012 and Performance Descriptors for Language Learners.
- (A) Students at the Intermediate Mid proficiency level express meaning in straightforward and personal contexts by easily combining and recombining what they kno and what they hear in short statements and a mixture of sentences and strings of sentences. Intermediate Mid students are able to understand some information fro statements in oral or written sources. Intermediate Mid students are generally understood by sympathetic listeners and readers accustomed to dealing with language Intermediate Mid students are consistently successful when performing Intermediate-level tasks.
- (B) Students at the Intermediate High proficiency level express meaning in a variety of contexts by creating with the language, easily combining and recombining who they read, and what they hear in a mixture of sentences and connected discourse. Intermediate High students are able to understand information from connected statement of the written sources. Intermediate High students are generally understood by listeners and readers unaccustomed to dealing with language learners. Intermediate High students show evidence of Advanced Low proficiency but lack consistency.
- (C) By the end of Level IV, students of logographic languages should perform on an Intermediate Low to Intermediate Mid proficiency level for reading and writing. In speaking, students of logographic languages should perform on an Intermediate Mid to Intermediate High proficiency level. Students at the Intermediate Low proficience meaning in straightforward and personal contexts by combining and recombining what they know, what they read, and what they hear in short statements and sente Low students are able to understand some information from simple connected statements in oral or written sources. Intermediate Low students are generally unders sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Low students are inconsistently successful when performing Intermediate Low
- (D) Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage sp speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the Texas essential knowledge and skills for LOTE across all modes of the prescribed proficiency level.
- (6) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrated as po

(c) Knowledge and Skills.

| Knowledge and Skill | Student Expectation | Breakout |
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| (1) Interpersonal communication: speaking and well 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 sentences and connect discourse with appropriate and applicable gramm structures and processes at the specified proficiel levels. The student is expected to: | ken and (A) ask and respond to questions about and beyone scope of everyday life with elaboration in spoken ed written conversation | and the (i) ask questions about everyday life in spoken and conversation |
| (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 sentences and connect discourse with appropriate and applicable grammestructures and processes at the specified proficies levels. The student is expected to: | ken and (A) ask and respond to questions about and beyone scope of everyday life with elaboration in spoken ed written conversation | ond the (ii) ask questions about everyday life in written and conversation |
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| Knowledge and Skill | Student Expectation | Breakout |
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| (1) Interpersonal communication: speaking and we The student negotiates meaning through the spoke written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connect discourse with appropriate and applicable grammes structures and processes at the specified proficies levels. The student is expected to: | ken and (A) ask and respond to questions about and beyone scope of everyday life with elaboration in spoken written conversation | and the (vi) respond to questions about everyday life with and elaboration in written conversation |

| 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 student uses a mixture of sentences and connected

| Knowledge and Skill | Student Expectation | Breakout |
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| (1) Interpersonal communication: speaking and w The student negotiates meaning through the spok written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammal structures and processes at the specified proficien levels. The student is expected to: | ken and (C) express and exchange personal opinions, pre- and recommendations with supporting elaborative ed statements in spoken and written conversation ar | (viii) exchange personal preferences with suppore elaborative statements in spoken conversation |
| (1) Interpersonal communication: speaking and w The student negotiates meaning through the spok written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. Th student uses a mixture of sentences and connecte discourse with appropriate and applicable gramma structures and processes at the specified proficien levels. The student is expected to: | ken and (C) express and exchange personal opinions, pre- and recommendations with supporting elaborative ed statements in spoken and written conversation ar | e (ix) exchange personal recommendations with su e elaborative statements in spoken conversation |

| 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 and recommendations with supporting elaborative student uses a mixture of sentences and connected statements in spoken and written conversation structures and processes at the specified proficiency levels. The student is expected to:
 - (x) exchange personal opinions with supporting ϵ statements in written conversation

- (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 and recommendations with supporting elaborative student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:
 - (xi) exchange personal preferences with supporting elaborative statements in written conversation

- (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 and recommendations with supporting elaborative student uses a mixture of sentences and connected statements in spoken and written conversation structures and processes at the specified proficiency levels. The student is expected to:
 - (xii) exchange personal recommendations with supporting elaborative statements in written conversation

| Knowledge and Skill | Student Expectation | Breakout | |
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| (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 sentences and connect discourse with appropriate and applicable grammestructures and processes at the specified proficies levels. The student is expected to: | ken and (D) ask and tell others what they need to, should he must do using detailed rationale in spoken and wated conversation | , and rit(e)nask others what they need to do in spoken conversa | ation |
| (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. Testudent uses a mixture of sentences and connect discourse with appropriate and applicable grammestructures and processes at the specified proficies levels. The student is expected to: | ken and (D) ask and tell others what they need to, should he must do using detailed rationale in spoken and wated conversation | , and (ii) ask others what they should do using in spoken ritten conversation | |
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Proclamation 2017

| Knowledge and Skill | Student Expectation | Breakout | |
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| (1) Interpersonal communication: speaking and we The student negotiates meaning through the spoweritten exchange of information in rehearsed and unrehearsed situations in a variety of contexts. To student uses a mixture of sentences and connect discourse with appropriate and applicable grammestructures and processes at the specified proficie levels. The student is expected to: | ken and (D) ask and tell others what they need to, should ne must do using detailed rationale in spoken and wed conversation | , and (x) tell others what they need to do using detailed ritten In written conversation | |
| (1) Interpersonal communication: speaking and we The student negotiates meaning through the spoke written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connect discourse with appropriate and applicable grammestructures and processes at the specified proficie levels. The student is expected to: | ken and (D) ask and tell others what they need to, should ne must do using detailed rationale in spoken and wed conversation | | rational |
| (1) Interpersonal communication: speaking and we The student negotiates meaning through the spoke written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. To student uses a mixture of sentences and connect discourse with appropriate and applicable grammestructures and processes at the specified proficies levels. The student is expected to: | ken and (D) ask and tell others what they need to, should ne must do using detailed rationale in spoken and wed conversation | , and (Xii) tell others what they must do using detailed i ritten in written conversation | ationale |

| Knowledge and Skill | Student Expectation | Breakout | |
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| (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 sentences and connect discourse with appropriate and applicable gramm structures and processes at the specified proficies levels. The student is expected to: | ken and (E) articulate requests, offer suggestions, and de he plans with supporting elaborative statements in sted and written conversation | velop (iv) articulate requests with supporting elaborative poken statements in written conversation | ; |
| (1) Interpersonal communication: speaking and very The student negotiates meaning through the spoweritten exchange of information in rehearsed and unrehearsed situations in a variety of contexts. Testudent uses a mixture of sentences and connect discourse with appropriate and applicable grammestructures and processes at the specified proficies levels. The student is expected to: | ken and (E) articulate requests, offer suggestions, and de he plans with supporting elaborative statements in sted and written conversation | velop (v) offer suggestions with supporting elaborative poken statements in written conversation | |
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| Knowledge and Skill | Student Expectation | Breakout |
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| · · | ken and he(F) interact and react in spoken conversation using tedculturally appropriate expressions, register, and gother | • • • • • • • • • • • • • • • • • • • |
| • | ken and he(F) interact and react in spoken conversation using tedculturally appropriate expressions, register, and govern | |
| I | ken and he(F) interact and react in spoken conversation using tedculturally appropriate expressions, register, and govern | |

TEKS Breakout

| Knowledge and Skill | Student Expectation | Breakout | |
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| (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 sentences and connect discourse with appropriate and applicable grammestructures and processes at the specified proficies levels. The student is expected to: | ken and he(G) interact and react in writing using culturally apedexpressions, register, and style har | (iv) react in writing using culturally appropriate ex | pressions |
| (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. To student uses a mixture of sentences and connect discourse with appropriate and applicable grammes structures and processes at the specified proficie levels. The student is expected to: | ken and he(G) interact and react in writing using culturally apedexpressions, register, and style har | (v) react in writing using culturally appropriate reg | gister |
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| Knowledge and Skill | Student Expectation | Breakout |
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(2) Interpretive communication: reading and listening. The student comprehends 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 proficiency levels. The student is expected to:

| Knowledge and Skill | Student Expectation | Breakout | |
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| (2) Interpretive communication: reading and lister student comprehends connected statements fron 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: | n visual ua (ᢊ)ns nalyze culturally authentic print, digital, audi odauidiovisual materials in a variety of contexts | o, (in)danalyze culturally authentic audiovisual material variety of contexts | ıls in a |
| (2) Interpretive communication: reading and lister student comprehends connected statements from 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: | n visual (B) paraphrase and analyze the main idea, theme uations supporting details from fiction and nonfiction texts ode in audio and audiovisual materials | e, and s a(ii)dparaphrase from fiction texts | |
| (2) Interpretive communication: reading and lister student comprehends connected statements from 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: | n visual (B) paraphrase and analyze the main idea, theme uations supporting details from fiction and nonfiction texts ode in audio and audiovisual materials | e, and s a(iii)d paraphrase from nonfiction texts | |

| Knowledge and Skill | Student Expectation | Breakout |
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| (2) Interpretive communication: reading and lister student comprehends connected statements from 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: | n visual (B) paraphrase and analyze the main idea, themou uations supporting details from fiction and nonfiction texts lode in audio and audiovisual materials | e, and s a(iiiŭ) paraphrase from audio materials |
| (2) Interpretive communication: reading and lister student comprehends connected statements from 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: | n visual (B) paraphrase and analyze the main idea, themo uations supporting details from fiction and nonfiction texts lode in audio and audiovisual materials | e, and s a (ind) paraphrase from audiovisual materials |
| (2) Interpretive communication: reading and lister student comprehends connected statements from 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: | n visual (B) paraphrase and analyze the main idea, themo uations supporting details from fiction and nonfiction texts lode in audio and audiovisual materials | e, and s a(w)d analyze the main idea from fiction texts |

| Knowledge and Skill | Student Expectation | Breakout |
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(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual

| Knowledge and Skill | Student Expectation | Breakout |
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(2) Interpretive communication: reading and listening. The student comprehends 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 s comcent, audio,7.3(,)1.1(ng.)1.1(T)atiompr3(v)2.3(e m)-1 es tpprontecontex Buratipo aitiotns nanieropropr, audio,7.3(t)1.1(2(ex)2.r)ateualiz Buen irrugations student comprehends connected statements from materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable s comclual, audio,7.3(,)1.1(ng.)1.1(pr3(v)2.3(e m)-1)2.4nonf compr3(v)2.3(e m)-1 es tpprontecontex duratipue atientes 1 nanieroprs comclual, audio,ompr3(v)2.3(e m)-1 es tpprontecontex duratipue atientes 1 nanieroprs comclual, audio,ompr3(v)2.3(e m)-1 es tpprontecontex duratipue atientes 1 nanieroprs comclual, audio,ompr3(v)2.3(e m)-1 es tpprontecontex duratipue atientes 1 nanieroprs comclual, audio,ompr3(v)2.3(e m)-1 es tpprontecontex duratipue atientes 1 nanieroprs comclual, audio,ompr3(v)2.3(e m)-1 es tpprontecontex duratipue atientes 1 nanieroprs comclual, audio,ompr3(v)2.3(e m)-1 es tpprontecontex duratipue atientes 1 nanieroprs comclual, audio,ompr3(v)2.3(e m)-1 es tpprontecontex duratipue atientes 1 nanieroprs comclual, audio,ompr3(v)2.3(e m)-1 es tpprontecontex duratipue atientes 2 na inclusion atientes 3 na inclusion atientes student compre 4a323(at) connected statements from materials as appropriate wit2in contextualized situations and sources. The stu3ent uses the interpretive mo4e in 4ommu4iation.n with appropriat(e and appl)3.2(i)3.3(c)2.4(abl)3.3(e)]TJ T* [(gr)-2.1(am)-1.7(m)-1.8(a]TJ T* [(gr)-2.1(.at)1(e 4a323(at) c)2.3(onne(on:)1.1(r)-2.1(eac)

| Knowledge and Skill | Student Expectation | Breakout |
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(2) Interpretive communication: reading and listening. The student comprehends 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

| Knowledge and Skill | Student Expectation | Breakout |
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(2) Interpretive communication: reading and listening. The student comprehends 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 structure2(al)3.fnd appl. T the3(s)2. eading and listening. The student comprehends connected statenihe3 (s)2.4(t [/4dent)1.(96 0wz g-3(he)]TJ 0 -.1(c)2.3(om)-1.8(pr)-2.1(ehends)2.4(c)2.3(onne(c)2.31abl.1(ur)-2.ITJ 2 >>BD0 ca2.3(ap(t)1.1oat)1.1(d1.1(T)oat)1.1(ph1.277 TD.3(he3 (s)2.4(c)2.4(t)(e m)-1.8(o(uni)3.2.3(he3)1.1(ua3.7(i)3.3(t4(i)3.3(t)1.1(uat)1.1(i)3.3(ons)2.4(.(ng.)1.1(T)n)]

| Knowledge and Skill | Student Expectation | Breakout | |
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| (2) Interpretive communication: reading and lister student comprehends connected statements from 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: | n visual (D) compare and contrast cultural practices and uations perspectives from authentic print, digital, audio, a ode in audiovisual materials | (ii) compare and contrast cultural practices from and and digital materials | authentic |
| (2) Interpretive communication: reading and lister student comprehends connected statements from 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: | n visual (D) compare and contrast cultural practices and uations perspectives from authentic print, digital, audio, a ode in audiovisual materials | (iii) compare and contrast cultural practices from and audio materials | authentic |
| (2) Interpretive communication: reading and lister student comprehends connected statements from 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: | n visual (D) compare and contrast cultural practices and uations perspectives from authentic print, digital, audio, a ode in audiovisual materials | (iv) compare and contrast cultural practices from audiovisual materials | authentic |

| Knowledge and Skill | Student Expectation | Breakout |
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(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual compare and contrast cultural practices and communication with appropriate and applicable proficiency levels. The student is expected to:

materials as appropriate within contextualized situations perspectives from authentic print, digital, audio, and and sources. The student uses the interpretive mode in audiovisual materials(Denco,-2.1(c)2.4(om)-1.7(par)-2.1(e and 1(e and 4(t)1.Sor)-7(at).:)1.1(r)ci2 communication with appropriate and applicable grammatical structures and processes at the specified grammatical structures and processes at the specified 1.1(ed(s)2.4(pec)2.46)2.3(pec)2.4(t)1.1(ed t)1.1(o:)]TN7(par)-2.1(e and 1(e and 4(t)1.Sor)-7(at).:)1.1(r)ci2 proficion cycles. The student is expected to:

1.1(ed(s)2.4(pec)2.46)2.3(pec)2.4(t)1.1(ed t)1.1(o:)]TN7(par)-2.1(e and 1(e and 4(t)1.Sor)-7(at).:)1.1(r)ci2 1.1(ed(s)2.4(pec)2.46)2.3(pec)2.1.1(i)3.3(ed) rci2 1.1(ed(s)2.42 0 Td [(-45.2MCI-9.15(es)2.4(and)].1(eni)3.3(ng.)1.1(T)-3(he)]TJ 0 -1.277 TD [(s)2.4(t)1(udent)1.1 materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in audiovisual materials (ithin ccompare and 1(e and 4(t)1.Sor)-7 audiovisual materials). communication with appropriate and applicable grammatical structures and processes at the specified 1.1(ed(s)2.38 0 Td [(-45.2MCI-9.15(es)2.4(and)].1(eni)3.3(ng proficiency levels. The student is expected to:

Knowledge and Skill

Student Expectation

| 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 sentences and connected discourse with appropriate and applicable grammar structures and and with recommendations is expected to:

The student presents information orally and in writing with appropriate others (iv) express an opinion or persuade others (iv) express an opinion or persuade others in writing with recommendations recommendations

(3) Presentational communication: speaking and writing.

The student presents information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and and with recommendations is expected to:

(A) express and defend an opinion or persuade others (V) defend an opinion or persuade others orally with supporting elaborative supporting elaborative supporting elaborative supporting elaborative statements

(3) Presentational communication: speaking and writing.

The student presents information orally and in writing using a mixture of sentences and connected discourse results of persuade others orally with appropriate and applicable grammar structures and supporting elaborative statements processes at the specified proficiency levels. The student is expected to:

| 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 sentences and connected discourse with appropriate and applicable grammar structures and applicable grammar structures and and with recommendations is expected to:

The student presents information orally and in writing with opinion or persuade others (Viii) defend an opinion or persuade others in writing with recommendations recommendations

(3) Presentational communication: speaking and writing.

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

| Knowledge and Skill | Student Expectation | Breakout | |
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| (3) Presentational communication: speaking and The student presents information orally and in wrusing a mixture of sentences and connected disc with appropriate and applicable grammar structur processes at the specified proficiency levels. The is expected to: | | iety of (ly) inform others in writing about a variety of topi nected connected sentences with details and elaboration | cs usinç |