

**Subject**

**Languages Other Than English (LOTE)**

**Course Title**

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

(a) General Requirements.

- (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 Guidelines 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 know 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 from 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 what they read, and what they hear in a mixture of sentences and connected discourse. Intermediate High students are able to understand information from connected statements in oral or written sources. Intermediate High students are generally understood by listeners and readers unaccustomed to dealing with language learners. Intermediate High students are consistently successful when performing Intermediate-level tasks. 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 proficiency level express meaning in straightforward and personal contexts by combining and recombining what they know, what they read, and what they hear in short statements and sentences. Intermediate Low students are able to understand some information from simple connected statements in oral or written sources. Intermediate Low students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Low students are inconsistently successful when performing Intermediate-level tasks.
- (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 speakers. Heritage 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 communication at or above 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 illustrations.

(c) Knowledge and Skills.		
Knowledge and Skill	Student Expectation	Breakout
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(A) ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation</p>	<p>(i) ask questions about everyday life in spoken conversation</p>
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(A) ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation</p>	<p>(ii) ask questions about everyday life in written conversation</p>
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(A) ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation</p>	<p>(iii) ask questions beyond the scope of everyday life in spoken conversation</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(A) ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation</p>	<p>(iv) ask questions beyond the scope of everyday life in written conversation</p>
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(A) ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation</p>	<p>(v) respond to questions about everyday life with elaboration in spoken conversation</p>
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(A) ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation</p>	<p>(vi) respond to questions about everyday life with elaboration in written conversation</p>





Knowledge and Skill	Student Expectation	Breakout
---------------------	---------------------	----------

(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
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(C) express and exchange personal opinions, preferences and recommendations with supporting elaborative statements in spoken and written conversation</p>	<p>(vii) exchange personal opinions with supporting elaborative statements in spoken conversation</p>
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(C) express and exchange personal opinions, preferences and recommendations with supporting elaborative statements in spoken and written conversation</p>	<p>(viii) exchange personal preferences with supporting elaborative statements in spoken conversation</p>
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(C) express and exchange personal opinions, preferences and recommendations with supporting elaborative statements in spoken and written conversation</p>	<p>(ix) exchange personal recommendations with supporting elaborative statements in spoken conversation</p>

Knowledge and Skill	Student Expectation	Breakout
---------------------	---------------------	----------

(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(C) express and exchange personal opinions, preferences and recommendations with supporting elaborative statements in spoken and written conversation

(x) exchange personal opinions 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 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:

(C) express and exchange personal opinions, preferences and recommendations with supporting elaborative statements in spoken and written conversation

(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 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:

(C) express and exchange personal opinions, preferences and recommendations with supporting elaborative statements in spoken and written conversation

(xii) exchange personal recommendations with supporting elaborative statements in written conversation

Knowledge and Skill	Student Expectation	Breakout
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation</p>	<p>(i) ask others what they need to do in spoken conversation</p>
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation</p>	<p>(ii) ask others what they should do using in spoken conversation</p>
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation</p>	<p>(iii) ask others what they must do in spoken conversation</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation</p>	<p>(or) ask others what they need to do in written conversation</p>
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation</p>	<p>(or) ask others what they should do in written conversation</p>
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation</p>	<p>(or) ask others what they must do in written conversation</p>



Knowledge and Skill	Student Expectation	Breakout
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation</p>	<p>(x) tell others what they need to do using detailed rationale in written conversation</p>
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation</p>	<p>(xi) tell others what they should do using detailed rationale in written conversation</p>
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation</p>	<p>(xii) tell others what they must do using detailed rationale in written conversation</p>



Knowledge and Skill	Student Expectation	Breakout
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(E) articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation</p>	<p>(IV) articulate requests with supporting elaborative statements in written conversation</p>
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(E) articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation</p>	<p>(V) offer suggestions with supporting elaborative statements in written conversation</p>
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(E) articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation</p>	<p>(VI) develop plans with supporting elaborative statements in written conversation</p>





Knowledge and Skill	Student Expectation	Breakout
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(F) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures</p>	<p>(iv) react in spoken conversation using culturally appropriate expressions</p>
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(F) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures</p>	<p>(v) react in spoken conversation using culturally appropriate register</p>
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(F) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures</p>	<p>(vi) react in spoken conversation using culturally appropriate gestures</p>

Languages Other Than English (LOTE)

TEKS Breakout

Knowledge and Skill	Student Expectation	Breakout
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(G) interact and react in writing using culturally appropriate expressions, register, and style</p>	<p>(iv) react in writing using culturally appropriate expressions</p>
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(G) interact and react in writing using culturally appropriate expressions, register, and style</p>	<p>(v) react in writing using culturally appropriate register</p>
<p>(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 discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(G) interact and react in writing using culturally appropriate expressions, register, and style</p>	<p>(vi) react in writing using culturally appropriate style</p>

Knowledge and Skill	Student Expectation	Breakout
---------------------	---------------------	----------

(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
<p>(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:</p>	<p>(A) analyze culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts</p>	<p>(A) analyze culturally authentic audiovisual materials in a variety of contexts</p>
<p>(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:</p>	<p>(B) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(B) paraphrase from fiction texts</p>
<p>(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:</p>	<p>(B) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(B) paraphrase from nonfiction texts</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(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:</p>	<p>(B) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(iv) paraphrase from audio materials</p>
<p>(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:</p>	<p>(B) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(iv) paraphrase from audiovisual materials</p>
<p>(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:</p>	<p>(B) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(iv) analyze the main idea from fiction texts</p>





Knowledge and Skill	Student Expectation	Breakout
---------------------	---------------------	----------

(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
---------------------	---------------------	----------

(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

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

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

Qualifications: nanieropropr, audio,7.3(t)1.1(2(ex)2.r)ateualizeo  
 Qualifications: 1nanieroprs comclual, audio,ompr3(v)2.3(e m)-1 e

Knowledge and Skill	Student Expectation	Breakout
---------------------	---------------------	----------

(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
---------------------	---------------------	----------

(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 structure.

2(a)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 >>BD 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
<p>(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:</p>	<p>(D) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials</p>	<p>(ii) compare and contrast cultural practices from authentic digital materials</p>
<p>(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:</p>	<p>(D) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials</p>	<p>(iii) compare and contrast cultural practices from authentic audio materials</p>
<p>(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:</p>	<p>(D) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials</p>	<p>(iv) compare and contrast cultural practices from authentic audiovisual materials</p>

Knowledge and Skill	Student Expectation	Breakout
---------------------	---------------------	----------

(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:

(D) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials  
 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 an4 4(t)1.Sor)-7(at.:))1.1( r)ci2  
 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 an4 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 )IT J 0 -1.277 TD [(s)2.4(t)1(udent)1.1  
 (D) com(uni)3.2(c)2.4(at)1(i)3.3(on w)3.7(i)3ast cultural practice  
 materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable audiovisual materials(ithin c compare and 1(e an4 4(t)1.Sor)-7  
 grammatical structures and processes at the specified proficiency levels. The student is expected to: 1.1(ed(s)2.38 0 Td [(-45.2MCI-9.15(es)2.4( and )].1(eni)3.3(ng

Knowledge and Skill	Student Expectation
---------------------	---------------------

Knowledge and Skill	Student Expectation	Breakout
---------------------	---------------------	----------

(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 processes at the specified proficiency levels. The student is expected to:

(A) express and defend an opinion or persuade others orally and in writing with supporting elaborative s and with recommendations

(IV) express an opinion or persuade others in writing with 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 processes at the specified proficiency levels. The student is expected to:

(A) express and defend an opinion or persuade others orally and in writing with supporting elaborative s and with recommendations

(V) defend an opinion or persuade others orally with 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 with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

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



Knowledge and Skill	Student Expectation	Breakout
---------------------	---------------------	----------

(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 processes at the specified proficiency levels. The student is expected to:

(A) express and defend an opinion or persuade others orally and in writing with supporting elaborative s and with recommendations

(viii) defend an opinion or persuade others in writing with 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 processes at the specified proficiency levels. The student is expected to:

(B) narrate situations and events orally and in wr connected sentences and some connected discourse with





Knowledge and Skill	Student Expectation	Breakout
<p>(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 processes at the specified proficiency levels. The student is expected to:</p>	<p>(C) inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration</p>	<p>(iv) inform others in writing about a variety of topics using connected sentences with details and elaboration</p>