

Virginia

InterKulturell 1 Correlation

2021 World Language Standards of Learning



INTERPRETIVE COMMUNICATION

1. Investigate Intercultural Products, Practices and Perspectives		EVIDENCE
<i>Novice Low</i>	Identify practiced or familiar words and phrases supported by visuals, gestures and facial expressions.	SE/TE: 76, 143, 203, 249, 300
<i>Novice Mid</i>	Identify basic facts from practiced or familiar words and phrases supported by visuals, gestures and facial expressions.	SE/TE: 117, 142, 166, 232, 394
<i>Novice High</i>	Identify the topic and basic related information from simple sentences.	SE/TE: 95, 181, 248, 260, 344, 369
2. Compare Intercultural Behaviors		EVIDENCE
<i>Novice Low</i>	Identify practiced or familiar words and phrases supported by visuals, gestures and facial expressions.	SE/TE: 22, 46, 51, 56, 302
<i>Novice Mid</i>	Identify basic facts from practiced or familiar words and phrases supported by visuals, gestures and facial expressions.	SE/TE: 31, 47, 50, 110, 220, 261
<i>Novice High</i>	Identify the topic and basic related information from simple sentences.	SE/TE: 49, 111, 125, 136, 182

3. Comprehend Authentic Texts* that are Spoken, Written or Signed		EVIDENCE
<i>Novice Low</i>		
Identify practiced or familiar words and phrases supported by visuals, gestures and facial expressions.	Understand a few familiar words or phrases in: <ul style="list-style-type: none"> ● Authentic informational texts; ● Authentic fictional texts; ● Spoken or written directions; ● Overheard or observed conversations. 	SE/TE: 21, 32, 44, 182, 197, 328
<i>Novice Mid</i>		
Identify basic facts from practiced or familiar words and phrases supported by visuals, gestures and facial expressions.	Understand very basic information in: <ul style="list-style-type: none"> ● Authentic informational texts; ● Authentic fictional texts; ● Spoken or written directions; ● Overheard or observed conversations. 	SE/TE: 40, 50, 323, 344, 364
<i>Novice High</i>		
Identify the topic and basic related information from simple sentences.	Understand the topic and some isolated facts in: <ul style="list-style-type: none"> ● Authentic informational texts; ● Authentic fictional texts; ● Spoken or written directions; ● Overheard or observed conversations. 	SE/TE: 262, 322, 331, 386

COMMUNICATIVE LITERACY - INTERPRETIVE MODE

14.1 Infer Meaning and Nuances of Texts		EVIDENCE
<i>Novice Low</i>	Recognize cognates and familiar or practiced words, as well as nonalphabetic characters, accents, or tone marks.	SE/TE: 14, 16, 94, 125
Use literacy skills to make meaning from authentic texts* that are spoken, written or signed.		
<i>Novice Mid</i>	Recognize cognates and words from context, as well as non-alphabetic characters, accents, or tone marks.	SE/TE: 40, 96, 302, 323, 390
Use literacy skills to comprehend authentic texts that are spoken, written or signed.		
<i>Novice High</i>	Recognize cognates and infer meaning of unfamiliar words or phrases using context clues and background knowledge.	SE/TE: 153, 183, 246, 308, 317
Use literacy skills to comprehend authentic texts that are spoken, written or signed.		
14.2 Recognize and Use Organizational Features of Texts		EVIDENCE
<i>Novice Low</i>	Recognize visual, aural and organizational features to identify the purpose of very simple texts, such as lists, labels, headlines or titles.	SE/TE: 32, 155, 261, 311
Use literacy skills to make meaning from authentic texts* that are spoken, written or signed.		
<i>Novice Mid</i>	Recognize visual, aural and organizational features to identify the purpose of simple texts, such as infographics, song refrains, simple poems or schedules.	SE/TE: 101, 136, 188, 212, 319
Use literacy skills to comprehend authentic texts that are spoken, written or signed.		
<i>Novice High</i>	Use visual, aural and organizational features to identify the purpose of simple texts, such as fables, graphics, announcements or instructions.	SE/TE: 160, 181, 182, 326
Use literacy skills to comprehend authentic texts that are spoken, written or signed.		

14.3 Apply Self-Questioning Skills		EVIDENCE
<i>Novice Low</i>	Use literacy skills to make meaning from authentic texts* that are spoken, written or signed.	Use literal or factual self-questioning before, during and after engaging with texts, such as “Who, where, when, what or how many?”
<i>Novice Mid</i>	Use literacy skills to comprehend authentic texts that are spoken, written or signed.	Use literal or factual self-questioning before, during and after engaging with texts, such as “What time, who is, why or how?”
<i>Novice High</i>	Use literacy skills to comprehend authentic texts that are spoken, written or signed.	Use a mixture of literal and inferential self-questioning before, during and after engaging with texts, such as “What happened or what might happen next?”
14.4 Make Text Connections		EVIDENCE
<i>Novice Low</i>	Use literacy skills to make meaning from authentic texts* that are spoken, written or signed.	Make personal connections to a text using prior knowledge or experiences.
<i>Novice Mid</i>	Use literacy skills to comprehend authentic texts that are spoken, written or signed.	Make personal connections to a text using prior knowledge or experiences.
<i>Novice High</i>	Use literacy skills to comprehend authentic texts that are spoken, written or signed.	Make simple text-to-text connections using information from previous texts.
14.5 Select, Use and Cite Resources		EVIDENCE
<i>Novice Low</i>	Use literacy skills to make meaning from authentic texts* that are spoken, written or signed.	Use digital and cultural resources appropriately.
<i>Novice Mid</i>	Use literacy skills to comprehend authentic texts that are spoken, written or signed.	Use digital and cultural resources appropriately
<i>Novice High</i>	Use literacy skills to comprehend authentic texts that are spoken, written or signed.	Select relevant digital and cultural resources and use them appropriately.

INTERPERSONAL COMMUNICATION

4. Investigate Intercultural Products, Practices and Perspectives		EVIDENCE	
<i>Novice Low</i>	Communicate with others by answering a few practiced questions with words and phrases and the help of visuals or gestures.	Identify a few typical products and practices related to familiar, everyday life in native and other cultures.	SE/TE: 50, 71, 242, 266
<i>Novice Mid</i>	Communicate with others by asking and answering a few practiced questions using words, phrases and simple sentences.	Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures.	SE/TE: 53, 231, 253, 274
<i>Novice High</i>	Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.	Identify products and practices related to everyday life to help understand perspectives of native and other cultures.	SE/TE: 157, 182, 269, 292, 395
5. Interact with Culturally Appropriate Language and Behaviors		EVIDENCE	
<i>Novice Low</i>	Communicate with others by answering a few practiced questions with words and phrases and the help of visuals or gestures.	Interact in very familiar intercultural situations using practiced language and behaviors and show cultural awareness by recognizing a few culturally inappropriate behaviors.	SE/TE: 67, 288
<i>Novice Mid</i>	Communicate with others by asking and answering a few practiced questions using words, phrases and simple sentences.	Interact in very familiar intercultural situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors.	SE/TE: 48, 53, 81, 360
<i>Novice High</i>	Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.	Interact in familiar, everyday intercultural situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors.	SE/TE: 67, 208, 347
6. Exchange Information and Ideas		EVIDENCE	
<i>Novice Low</i>	Communicate with others by answering a few practiced questions with words and phrases and the help of visuals or gestures.	Provide basic information on very familiar topics.	SE/TE: 25, 67, 97, 132, 324

<i>Novice Mid</i>		SE/TE: 31, 81, 140, 236
Communicate with others by asking and answering a few practiced questions using words, phrases and simple sentences.	Request and share simple information on familiar or everyday topics.	
<i>Novice High</i>		SE/TE: 64, 89, 231, 246, 288
Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.	Request and share information on familiar and everyday topics.	
7. Meet Personal Needs or Address Situations		EVIDENCE
<i>Novice Low</i>		SE/TE: 171, 172, 376
Communicate with others by answering a few practiced questions with words and phrases and the help of visuals or gestures.	Express a few basic personal needs in very familiar situations.	
<i>Novice Mid</i>		SE/TE: 168, 334
Communicate with others by asking and answering a few practiced questions using words, phrases and simple sentences.	Express basic needs in familiar or everyday situations.	
<i>Novice High</i>		SE/TE: 170, 317, 360
Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.	Interact with others to meet basic needs in familiar and everyday situations.	
8. Express, React to and Support Preferences, Opinions or Viewpoints		EVIDENCE
<i>Novice Low</i>		SE/TE: 41, 97, 102, 193, 306
Communicate with others by answering a few practiced questions with words and phrases and the help of visuals or gestures.	Express a few basic preferences or feelings.	
<i>Novice Mid</i>		SE/TE: 100, 116, 119, 185, 200, 320
Communicate with others by asking and answering a few practiced questions using words, phrases and simple sentences.	Express basic preferences or feelings and react to those of others.	
<i>Novice High</i>		SE/TE: 126, 140, 153, 252, 288
Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.	Express, ask about and react to simple preferences, feelings or opinions on familiar topics.	

COMMUNICATIVE LITERACY - INTERPERSONAL MODE

15.1 Communicate, React and Show Interest		EVIDENCE
<i>Novice Low</i>	Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest.	SE/TE: 48, 64, 126, 205, 357
Use interpersonal skills to interact and communicate effectively.		
<i>Novice Mid</i>	Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest.	SE/TE: 53, 67, 141
Use interpersonal skills to interact, negotiate meaning and communicate effectively.		
<i>Novice High</i>	Use culturally appropriate and relevant language and rehearsed or learned behaviors to communicate, react and show interest.	SE/TE: 56, 89, 205, 347
Use interpersonal skills to interact, negotiate meaning and communicate effectively.		
15.2 Continue and Extend Conversations		EVIDENCE
<i>Novice Low</i>	Use a few very simple verbal or nonverbal interjections, rejoinders or requests for clarification.	SE/TE: 103, 205
Use interpersonal skills to interact and communicate effectively.		
<i>Novice Mid</i>	Use very simple verbal and nonverbal interjections, rejoinders, requests for clarification, interrogatives or transition words.	SE/TE: 187, 341
Use interpersonal skills to interact, negotiate meaning and communicate effectively.		
<i>Novice High</i>	Use simple interjections, rejoinders, requests for clarification, interrogatives and transition words.	SE/TE: 189, 259, 360
Use interpersonal skills to interact, negotiate meaning and communicate effectively.		
15.3 Increase Comprehensibility and Clarity of Expression		EVIDENCE
<i>Novice Low</i>	Increase comprehensibility using gestures, hand shapes, facial expressions, repetition or awareness of pronunciation.	SE/TE: 48, 53
Use interpersonal skills to interact and communicate effectively.		

<i>Novice Mid</i>	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	Increase comprehensibility using gestures, hand shapes, facial expressions, repetition, word substitution or awareness of pronunciation, tone or pitch.	SE/TE: 89, 206, 238
<i>Novice High</i>	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	Increase comprehensibility and clarify information using word substitution, rephrasing, circumlocution and attention to pronunciation, tone or pitch.	SE/TE: 334, 341
15.4 Infer Meaning of Unfamiliar Language			EVIDENCE
<i>Novice Low</i>	Use interpersonal skills to interact and communicate effectively.	Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions.	SE/TE: 50, 206
<i>Novice Mid</i>	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions.	SE/TE: 46
<i>Novice High</i>	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	Infer meaning of unfamiliar language from gestures, facial and body expressions, context clues or topic of conversation.	SE/TE: 141
15.5 Select, Use and Cite Resources			EVIDENCE
<i>Novice Low</i>	Use interpersonal skills to interact and communicate effectively.	Use digital and cultural resources appropriately.	SE/TE: 50, 142
<i>Novice Mid</i>	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	Use digital and cultural resources appropriately.	SE/TE: 89, 335
<i>Novice High</i>	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	Select relevant digital and cultural resources and use them appropriately.	SE/TE: 83, 268

PRESENTATIONAL COMMUNICATION

9. Investigate Intercultural Products, Practices and Perspectives		EVIDENCE	
<i>Novice Low</i>	Present information using practiced or familiar words and phrases with the help of gestures or visuals.	Identify a few typical products and practices related to familiar, everyday life in native and other cultures.	SE/TE: 142, 268, 302, 323
<i>Novice Mid</i>	Present information using a mixture of practiced and familiar words, phrases and simple sentences.	Identify typical products and practices related to familiar, everyday life in native and other cultures.	SE/TE: 149, 292, 306, 341, 384
<i>Novice High</i>	Present information using mostly simple sentences and transitions.	Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures.	SE/TE: 119, 126, 202, 317, 322
10. Communicate with Culturally Appropriate Language and Behaviors		EVIDENCE	
<i>Novice Low</i>	Present information using practiced or familiar words and phrases with the help of gestures or visuals.	Present in very familiar intercultural situations using memorized or practiced language and behaviors.	SE/TE: 61, 64, 141, 198
<i>Novice Mid</i>	Present information using a mixture of practiced and familiar words, phrases and simple sentences.	Present in very familiar intercultural situations using practiced or learned language and behaviors.	SE/TE: 73, 83, 149, 206
<i>Novice High</i>	Present information using mostly simple sentences and transitions.	Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness.	SE/TE: 81, 113, 186, 317, 323
11. Inform, Describe, Explain, or Provide Instructions		EVIDENCE	
<i>Novice Low</i>	Present information using practiced or familiar words and phrases with the help of gestures or visuals.	Name very familiar people, places and objects.	SE/TE: 61, 172, 235, 236

<i>Novice Mid</i>		SE/TE: 73, 149, 186, 202, 323
Present information using a mixture of practiced and familiar words, phrases and simple sentences.	Give simple information about very familiar topics.	
<i>Novice High</i>		SE/TE: 116, 142, 189, 198, 244
Present information using mostly simple sentences and transitions.	Give simple descriptions of familiar and everyday topics.	
12. Narrate About Life, Events or Experiences		EVIDENCE
<i>Novice Low</i>		SE/TE: 61, 141, 212
Present information using practiced or familiar words and phrases with the help of gestures or visuals.	Provide very basic details about self.	
<i>Novice Mid</i>		SE/TE: 81, 93, 244
Present information using a mixture of practiced and familiar words, phrases and simple sentences.	Provide simple details about self, interests and activities.	
<i>Novice High</i>		SE/TE: 83, 116, 186
Present information using mostly simple sentences and transitions.	Provide details about personal life, interests and activities.	
13. Support Preferences, Opinions or Viewpoints		EVIDENCE
<i>Novice Low</i>		SE/TE: 116, 172, 287, 323
Present information using practiced or familiar words and phrases with the help of gestures or visuals.	Express likes and dislikes about very familiar topics from native and other cultures.	
<i>Novice Mid</i>		SE/TE: 126, 198, 301, 375
Present information using a mixture of practiced and familiar words, phrases and simple sentences.	Express likes and dislikes about familiar topics from native and other cultures.	
<i>Novice High</i>		SE/TE: 141, 205, 212, 302
Present information using mostly simple sentences and transitions.	Express preferences on familiar and everyday topics or topics of interest from native and other cultures.	

COMMUNICATIVE LITERACY - PRESENTATIONAL MODE

16.1 Choose Relevant, Authentic Content and Concepts		EVIDENCE
<i>Novice Low</i>	Use authentic resources and familiar vocabulary and structures that are relevant to the topic.	SE/TE: 142, 202
Use presentational skills to communicate effectively.		
<i>Novice Mid</i>	Use authentic resources, and familiar vocabulary and structures that are relevant to the topic.	SE/TE: 149, 360
Use presentational skills to communicate effectively.		
<i>Novice High</i>	Use authentic resources and familiar content, structures and syntax that are relevant to the topic.	SE/TE: 198
Use presentational skills to communicate effectively.		
16.2 Organize Information		EVIDENCE
<i>Novice Low</i>	Organize very simple information in a logical sequence and clarify with gestures or visuals as needed by the audience.	SE/TE: 100, 123, 142, 186, 206
Use presentational skills to communicate effectively.		
<i>Novice Mid</i>	Organize information in a logical sequence, with topic sentences, simple details and conclusion, and clarify with gestures, visuals or words as needed by the audience.	SE/TE: 116, 126, 149, 189, 212
Use presentational skills to communicate effectively.		
<i>Novice High</i>	Organize information in a logical sequence, with topic sentence, simple details and conclusion, and clarify with simple language or circumlocution as needed by the audience.	SE/TE: 347
Use presentational skills to communicate effectively.		

16.3 Increase Comprehensibility and Clarity of Expression		EVIDENCE
<i>Novice Low</i>		SE/TE: 77, 116, 149, 206
Use presentational skills to communicate effectively.	Communicate with emerging awareness of pronunciation, spelling, non-alphabetic characters, mechanics, intonation patterns, tones, hand shapes, non-manual markers, or signing parameters to increase comprehensibility.	
<i>Novice Mid</i>		SE/TE: 83, 123, 183, 212
Use presentational skills to communicate effectively.	Communicate with awareness of pronunciation, spelling, non-alphabetic characters, mechanics, intonation patterns, tones, nonmanual markers, hand shapes or signing parameters to increase comprehensibility.	
<i>Novice High</i>		SE/TE: 100, 142, 202, 317
Use presentational skills to communicate effectively.	Communicate with attention to pronunciation, spelling, non-alphabetic characters, mechanics, intonation patterns, tones, non-manual markers, hand shapes or signing parameters to increase comprehensibility.	
16.4 Maintain and Increase Audience Interest		EVIDENCE
<i>Novice Low</i>		SE/TE: 83, 123, 198, 268
Use presentational skills to communicate effectively.	Maintain audience interest via gestures, creativity, emotion, technology or visuals.	
<i>Novice Mid</i>		SE/TE: 100, 142, 206, 269
Use presentational skills to communicate effectively.	Maintain audience interest via content, creativity, emotion, humor, technology or visuals.	
<i>Novice High</i>		SE/TE: 116, 183, 341
Use presentational skills to communicate effectively.	Maintain audience interest via details, creativity, emotion, humor, technology or visuals.	

16.5 Select, Use and Cite Resources		EVIDENCE
<i>Novice Low</i>		SE/TE: 83, 198, 393
Use presentational skills to communicate effectively.	Use digital and cultural resources appropriately.	
<i>Novice Mid</i>		SE/TE: 142, 202
Use presentational skills to communicate effectively.	Use digital and cultural resources appropriately.	
<i>Novice High</i>		SE/TE: 154, 212
Use presentational skills to communicate effectively.	Select relevant digital and cultural resources and use them appropriately.	