

Grades 6-8: Level I, Novice Mid to Novice High Proficiency

Adopted 2014

Level I, Novice Mid to Novice High Proficiency

- 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 words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:** **LI.1**
 - A.** ask and respond to questions about everyday life in spoken and written conversation; **LI.1.A**
 - B.** express and exchange personal opinions or preferences in spoken and written conversation; **LI.1.B**
 - C.** ask and tell others what they need to, should, or must do in spoken and written conversation; **LI.1.C**
 - D.** articulate requests, offer alternatives, or develop simple plans in spoken and written conversation; **LI.1.D**
 - E.** participate in spoken conversation using culturally appropriate expressions, register, and gestures; and **LI.1.E**
 - F.** participate in written conversation using culturally appropriate expressions, register, and style. **LI.1.F**

2. Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly 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: [LI.2](#)

- A. demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts; [LI.2.A](#)
- B. identify key words and details from fiction and nonfiction texts and audio and audiovisual materials; [LI.2.B](#)
- C. infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and [LI.2.C](#)
- D. identify cultural practices from authentic print, digital, audio, and audiovisual materials. [LI.2.D](#)

3. Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: [LI.3](#)

- A. state and support an opinion or preference orally and in writing; and [LI.3.A](#)
- B. describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences. [LI.3.B](#)

Level II, Novice High to Intermediate Low Proficiency

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 short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: [LII.1](#)

- A. ask and respond to questions about everyday life with simple elaboration in spoken and written conversation; [LII.1.A](#)
- B. express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation; [LII.1.B](#)
- C. ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation; [LII.1.C](#)
- D. articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation; [LII.1.D](#)
- E. interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and [LII.1.E](#)
- F. interact and react in writing using culturally appropriate expressions, register, and style. [LII.1.F](#)

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 proficiency levels. The student is expected to: LII.2

- A. demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts; LII.2.A
- B. identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials; LII.2.B
- C. infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and LII.2.C
- D. identify cultural practices from authentic print, digital, audio, and audiovisual materials. LII.2.D

3. Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: LII.3

- A. express and support an opinion or preference orally and in writing with supporting statements; and LII.3.A
- B. describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration. LII.3.B

**Level III, Intermediate
Low to Intermediate Mid
Proficiency**

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 short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: LIII.1

- A. ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation; LIII.1.A
- B. express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation; LIII.1.B
- C. ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation; LIII.1.C
- D. articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation; LIII.1.D
- E. interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and LIII.1.E
- F. interact and react in writing using culturally appropriate expressions, register, and style. LIII.1.F

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: LIII.2

- A. demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts; LIII.2.A
- B. paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials; LIII.2.B
- C. infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials; and LIII.2.C
- D. compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials. LIII.2.D

3. Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: LIII.3

- A. express and defend an opinion or preference orally and in writing with supporting statements and with recommendations; LIII.3.A
 - B. narrate situations and events orally and in writing using connected sentences with details and elaboration; and LIII.3.B
 - C. inform others orally and in writing about a variety of topics using connected sentences with details and elaboration. LIII.3.C
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**Level IV, Intermediate
Mid to Intermediate
High Proficiency**

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: LIV.1

- A. ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation; LIV.1.A
- B. ask and respond to questions in unfamiliar contexts in spoken and written conversation with limited details; LIV.1.B
- C. express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation; LIV.1.C
- D. ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation; LIV.1.D
- E. articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation; LIV.1.E
- F. interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and LIV.1.F
- G. interact and react in writing using culturally appropriate expressions, register, and style. LIV.1.G

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: LIV.2

- A. analyze culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts; LIV.2.A
- B. paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials; LIV.2.B
- C. infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials; and LIV.2.C
- D. compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials. LIV.2.D

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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 processes at the specified proficiency levels. The student is expected to:** LIV.3
- A. express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations; LIV.3.A
 - B. narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration; and LIV.3.B
 - C. inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration. LIV.3.C
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**Classical Languages,
Level I, Novice Low to
Intermediate Low
Proficiency**

- 1. Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words and phrases with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:** CI.1
- A. ask and respond to questions, such as yes/no questions, either/or questions, or who/what/where/when questions, in spoken or written conversation in classroom contexts; and CI.1.A
 - B. articulate memorized requests, greetings, and introductions in spoken or written conversation. CI.1.B
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- 2. Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally relevant print, digital, audio, and audiovisual materials as appropriate within highly 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:** CI.2
- A. demonstrate an understanding of culturally relevant print, digital, audio, or audiovisual materials in classroom contexts; CI.2.A
 - B. identify key words and details from fiction or nonfiction texts or audio or audiovisual materials; CI.2.B
 - C. infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, or audiovisual materials; and CI.2.C
 - D. identify cultural practices from authentic print, digital, audio, or audiovisual materials. CI.2.D

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- 3. Presentational communication: speaking and writing. The student presents information orally or in writing using a mixture of words and phrases with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:** **CI.3**
- A. express an opinion or preference orally or in writing; and **CI.3.A**
 - B. describe people, objects, or simple situations orally or in writing using a mixture of words, phrases, or simple sentences. **CI.3.B**
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**Classical Languages,
Level II, Novice Mid to
Intermediate Mid
Proficiency**

- 1. Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words, phrases, and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:** **CII.1**
- A. ask and respond to questions with simple elaboration in spoken or written conversation; **CII.1.A**
 - B. express and exchange personal opinions or preferences in spoken or written conversation using simple constructions such as impersonal verbs; and **CII.1.B**
 - C. ask and tell others what they need to, should, or must do in spoken or written conversation using appropriate constructions such as the imperative mood, impersonal verbs, or the subjunctive mood. **CII.1.C**
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- 2. Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally relevant 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:** **CII.2**
- A. demonstrate an understanding of culturally relevant print, digital, audio, or audiovisual materials in classroom contexts; **CII.2.A**
 - B. identify the main idea, theme, and supporting details from fiction or nonfiction texts or audio or audiovisual materials; **CII.2.B**
 - C. infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, or audiovisual materials; and **CII.2.C**
 - D. identify cultural practices from relevant print, digital, audio, or audiovisual materials. **CII.2.D**
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- 3. Presentational communication: speaking and writing. The student presents information orally or in writing using a mixture of phrases and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:** **CII.3**
- A. express and support an opinion or preference orally or in writing; and **CII.3.A**
 - B. describe people, objects, or situations orally or in writing with essential details. **CII.3.B**
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**Classical Languages,
Level III, Novice Mid to
Advanced Low
Proficiency**

- 1. Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words, phrases, and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: [CIII.1](#)**
 - A. ask and respond to questions with simple elaboration in spoken or written conversation; [CIII.1.A](#)
 - B. express and exchange personal opinions or preferences in spoken or written conversation using simple constructions such as impersonal verbs; and [CIII.1.B](#)
 - C. ask and tell others what they need to, should, or must do in spoken or written conversation using appropriate constructions such as the imperative mood, impersonal verbs, or the subjunctive mood. [CIII.1.C](#)

- 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: [CIII.2](#)**
 - A. demonstrate an understanding of culturally authentic print, digital, audio, or audiovisual materials in a variety of contexts; [CIII.2.A](#)
 - B. paraphrase the main idea, theme, and supporting details from fiction or nonfiction texts or audio or audiovisual materials; [CIII.2.B](#)
 - C. analyze authentic literature with respect to stylistic topics such as elements of genre, literary devices, audience, or metrics; [CIII.2.C](#)
 - D. infer meaning of unfamiliar words or phrases in contextualized texts, audio, or audiovisual materials; and [CIII.2.D](#)
 - E. compare and contrast cultural practices from authentic print, digital, audio, or audiovisual materials. [CIII.2.E](#)

- 3. Presentational communication: speaking and writing. The student presents information orally or in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: [CIII.3](#)**
 - A. cite the justification for an opinion or preference orally or in writing using textual evidence; and [CIII.3.A](#)
 - B. read prose or poetry aloud with attention to features of declamation such as metrical structure, meaningful phrase grouping, and appropriate voice inflection. [CIII.3.B](#)

**Classical Languages,
Level IV, Novice Mid to
Advanced Mid
Proficiency**

- 1. Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words, phrases, and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: CIV.1**
 - A. ask and respond to questions with simple elaboration in spoken or written conversation; CIV.1.A
 - B. express and exchange personal opinions or preferences, in spoken or written conversation, using constructions such as impersonal verbs; and CIV.1.B
 - C. ask and tell others what they need to, should, and must do in spoken or written conversation using constructions such as the imperative mood, impersonal verbs, or the subjunctive mood. CIV.1.C

- 2. Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, or 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: CIV.2**
 - A. analyze culturally authentic print, digital, audio, or audiovisual materials in a variety of contexts; CIV.2.A
 - B. paraphrase and analyze the main idea, theme, and supporting details from fiction or nonfiction texts, prepared or unprepared, or from audio or audiovisual materials; CIV.2.B
 - C. analyze authentic literature in depth with respect to topics such as elements of genre, literary devices, audience, or metrics; CIV.2.C
 - D. infer meaning of unfamiliar words or phrases in texts, audio, or audiovisual materials; and CIV.2.D
 - E. compare and contrast cultural practices and perspectives from authentic print, digital, audio, or audiovisual materials. CIV.2.E

- 3. Presentational communication: speaking and writing. The student presents information orally or in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: CIV.3**
 - A. cite the justification for an opinion or an argument orally or in writing utilizing textual evidence; and CIV.3.A
 - B. read prose or poetry aloud with attention to features such as metrical structure, meaningful phrase grouping, and appropriate voice inflection. CIV.3.B