

**North Carolina Essential Standards  
World Languages**

Note on Numbering:

**IL** – Intermediate Low Proficiency Level

Note on Strands:

**CLL** - Connections to Language & Literacy

**COD** – Connections to Other Disciplines

**CMT** – Communities

Note: The *North Carolina World Language Essential Standards* are organized by proficiency level, rather than grade level or gradespan, to embed the multiple entry points for language learning across the K-12 spectrum. Exit proficiency expectations have been determined that show what a student is expected to be able to do with the language at the end of a specific program or particular class. The proficiency expectations charts are included with the program descriptions in the preamble.

**CLL: Connections to Language & Literacy**

	<b>Essential Standard</b>	<b>Clarifying Objectives</b>	
<b>IL.CLL.1</b>	<b>Use the language to engage in interpersonal communication.</b>	IL.CLL.1.1	Carry out unrehearsed conversations on familiar topics with some details.
		IL.CLL.1.2	Use questions to exchange information in familiar situations.
<b>IL.CLL.2</b>	<b>Understand words and concepts presented in the language.</b>	IL.CLL.2.1	Summarize main ideas and a few details in short conversations and some forms of media.
		IL.CLL.2.2	Summarize main ideas and a few details in texts that contain familiar vocabulary.
		IL.CLL.2.3	Recognize that ideas and expressions may be presented differently in the target language than the students' language.
		IL.CLL.2.4	Compare fiction texts and non-fiction texts about familiar topics.
<b>IL.CLL.3</b>	<b>Use the language to present information to an audience.</b>	IL.CLL.3.1	Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences.
		IL.CLL.3.2	Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture.
		IL.CLL.3.3	Use a series of phrases and sentences to give spoken and written presentations about familiar topics, situations, and experiences with some details.
		IL.CLL.3.4	Create dialogues and skits to present with some details about familiar topics.
<b>IL.CLL.4</b>	<b>Compare the students' culture and the target culture.</b>	IL.CLL.4.1	Classify cultural practices of people in the target culture and the students' culture using familiar topics, situations, and experiences.

	Essential Standard	Clarifying Objectives	
		IL.CLL.4.2	Use cognates, loan words, and some idiomatic expressions to express information about familiar topics.
		IL.CLL.4.3	Analyze the language conventions in authentic written and spoken texts.

### COD: Connections to Other Disciplines

	Essential Standard	Clarifying Objectives	
<b>IL.COD.1</b>	<b>Use the language to engage in interpersonal communication.</b>	IL.COD.1.1	Understand how to start and continue unrehearsed conversations on a limited number of academic topics.
		IL.COD.1.2	Understand how to ask and answer questions and exchange information on academic topics.
<b>IL.COD.2</b>	<b>Understand words and concepts presented in the language.</b>	IL.COD.2.1	Analyze the relationship between words from the target language and the students' language to expand vocabulary related to academic topics.
		IL.COD.2.2	Differentiate the structural patterns of the target language and the students' language.
		IL.COD.2.3	Understand main ideas and a few details in class discussions and some forms of media.
		IL.COD.2.4	Understand main ideas and a few details in academic texts that contain familiar vocabulary.
		IL.COD.2.5	Remember expanded vocabulary and language structures essential to comprehension in academic class discussions and presentations.
<b>IL.COD.3</b>	<b>Use the language to present information to an audience.</b>	IL.COD.3.1	Use academic content terminology in a series of phrases and sentences with a few details to give spoken or written presentations in the target language on familiar topics.
		IL.COD.3.2	Produce a series of phrases and sentences about familiar themes related to other disciplines.
		IL.COD.3.3	Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.
<b>IL.COD.4</b>	<b>Compare the students' culture and the target culture.</b>	IL.COD.4.1	Analyze cultural practices and perspectives from the target culture with the students' culture.
		IL.COD.4.2	Understand how prominent citizens and events impact(ed) the target culture and the students' culture.

**CMT: Communities**

	<b>Essential Standard</b>	<b>Clarifying Objectives</b>	
<b>IL.CMT.1</b>	<b>Use the language to engage in interpersonal communication.</b>	IL.CMT.1.1	Carry out unrehearsed interactions in familiar situations with people from the target culture or communities of learners of the same target language.
		IL.CMT.1.2	Use the language to exchange information with people from the target culture about shared experiences.
<b>IL.CMT.2</b>	<b>Understand words and concepts presented in the language.</b>	IL.CMT.2.1	Understand practices, products, and perspectives from texts about familiar topics with some details.
		IL.CMT.2.2	Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language.
<b>IL.CMT.3</b>	<b>Use the language to present information to an audience.</b>	IL.CMT.3.1	Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture.
		IL.CMT.3.2	Use limited dialogue to participate in school or community activities related to the target culture.
<b>IL.CMT.4</b>	<b>Compare the students' culture and the target culture.</b>	IL.CMT.4.1	Integrate traditions and activities of the target culture and the students' culture.
		IL.CMT.4.2	Create resources in the target language for use in the community.
		IL.CMT.4.3	Coordinate events or presentations that share the target language and culture with the community.