World Language Essential Standards Curriculum by Standard

Standard III: Use the language to present information to an audience.

Strand: CLL – Connections to Language and Literacy

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid
NL.CLL.3.1 • Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things. NL.CLL.3.2 • Use the language to recite memorized poetry and songs from the target culture. NL.CLL.3.3 • Use appropriate pronunciation to present memorized phrases.	NM.CLL.3.1 • Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings. NM.CLL.3.2 • Use the language to recite and act out simple poetry and songs from the target culture. NM.CLL.3.3 • Use appropriate pronunciation and voice inflection in spoken presentations.	NH.CLL.3.1 • Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics. NH.CLL.3.2 • Use the language to recite and act out poetry, songs, and simple stories from the target culture. NH.CLL.3.3 • Produce simple dialogues and short skits using familiar structures and vocabulary.	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.	IM.CLL.3.1 • Use a series of connected sentences in presentations to describe experiences, events, and opinions. IM.CLL.3.2 • Use the language to make simple, factual presentations and narrate or act out poetry, lyrics, stories, and other literature from the target culture. IM.CLL.3.3 • Summarize familiar topics with many details in order to describe and/or explain.	IH.CLL.3.1 • Create clear, detailed descriptions for presentations about events, experiences, and personal interests. IH.CLL.3.2 • Use the language to provide and support personal viewpoints and opinions. IH.CLL.3.3 • Use detailed narratives, descriptions, and explanations about familiar and unfamiliar topics to give spoken and written presentations. IH.CLL.3.4 • Implement consistent pronunciation and appropriate voice inflection in spoken communication.	AL.CLL.3.1 • Create presentations on a variety of topics that are comprehensible to specified audiences. AL.CLL.3.2 • Analyze texts to produce clear and organized summaries of ideas. AL.CLL.3.3 • Use language to modify presentations for some specific audiences. AL.CLL.3.4 • Use accurate pronunciation and appropriate voice inflection in spoken presentations.	AM.CLL.3.1 • Create clearly articulated presentations on personal, academic, and professional topics. AM.CLL.3.2 • Produce clear, well-organized texts for a variety of audiences on concrete, social, and professional topics. AM.CLL.3.3 • Use accurate pronunciation and suitable stylistic elements in spoken presentations. AM.CLL.3.4 • Use the language with fluency and flexibility to provide, compare, and support multiple viewpoints and opinions.

Strand: COD – Connections to Other Disciplines

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid
NL.COD.3.1 • Use single words and simple, memorized phrases, such as those for weather, days of the week, months, seasons, numbers, and daily classroom activities, to present to an audience. NL.COD.3.2 • Use single words and simple, memorized phrases to name common objects and actions related to other disciplines. NL.COD.3.3 • Use readily available technology tools and digital literacy skills to present in the target language.	NM.COD.3.1 • Use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken or written presentation. NM.COD.3.2 • Use memorized words and phrases to describe common objects and actions related to other disciplines. NM.COD.3.3 • Use readily available technology tools and digital literacy skills to present academic information in the target language.	NH.COD.3.1 • Use the target language to give short spoken or written presentations about familiar academic topics. NH.COD.3.2 • Produce a sequence of simple phrases and short sentences relating common themes in other disciplines. NH.COD.3.3 • Use readily available technology tools and digital literacy skills to present academic information in the target language.	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.	IM.COD.3.1 • Summarize academic content with many details to give spoken or written presentations about familiar topics. IM.COD.3.2 • Describe events and opinions using a series of connected sentences to present familiar content from other disciplines. IM.COD.3.3 • Use readily available technology tools and digital literacy skills to present academic information in the target language.	IH.COD.3.1 • Use the language to give spoken and written presentations on a variety of familiar and some unfamiliar academic topics. IH.COD.3.2 • Summarize personal views related to academic content with supporting details. IH.COD.3.3 • Explain familiar and new concepts related to other academic content areas using detailed descriptions and narratives. IH.COD.3.4 • Use readily available technology tools and digital literacy skills to present academic information in the target language.	AL.COD.3.1 • Use language to modify presentations about academic content area topics for some specific audiences. AL.COD.3.2 • Use readily available technology tools and digital literacy skills to present discipline-specific information in the target language.	AM.COD.3.1 • Use specialized and precise language to design presentations about academic or professional topics. AM.COD.3.2 • Produce clear, well-organized texts related to academic and professional topics appropriate for a variety of audiences. AM.COD.3.3 • Use readily available technology tools and digital literacy skills to present academic and professional information in the target language.

Strand: CMT – Communities

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid
NL.CMT.3.1 • Identify arts, sports, games, and media from the target culture. NL.CMT.3.2 • Understand roles in school or community traditions related to the target culture.	NM.CMT.3.1 • Use memorized words and phrases to describe arts, sports, games, and media from the target culture. NM.CMT.3.2 • Use memorized words and phrases to participate in school or community events related to the target culture.	NH.CMT.3.1 • Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture. NH.CMT.3.2 • Use simple phrases and short sentences to present information in school or community events related to the target culture.	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.	IM.CMT.3.1 • Use a series of connected sentences to describe arts, sports, games, and media from the target culture. IM.CMT.3.2 • Use the language in school or community activities related to the target culture.	IH.CMT.3.1 • Use detailed narratives to describe arts, sports, games, and media from the target culture. IH.CMT.3.2 • Use the language in school or community activities related to academic pursuits and career interests. IH.CMT.3.3 • Use the language to analyze the target culture in terms of traditions, activities, viewpoints, and opinions.	AL.CMT.3.1 • Use the language to share information about a variety of topics with some specific audiences. AL.CMT.3.2 • Use the language in school or community events on familiar and unfamiliar topics.	AM.CMT.3.1 • Use the language to share information about concrete, social, and professional topics in a variety of settings. AM.CMT.3.2 • Use specialized and precise language in school and community events.