



## 2022-2023 Vertical Alignment Matrix (VAM)

### Languages Other Than English, Modern Languages – Levels I-V

LEVEL I Novice Mid – Novice High Proficiency	LEVEL II Novice High – Intermediate Low Proficiency	LEVEL III Intermediate Low – Intermediate Mid Proficiency	LEVEL IV Intermediate Mid – Intermediate High Proficiency	LEVEL V Intermediate High – Advanced Mid Proficiency
<p><b>Communication is one of the 5C's (Goal Areas) of World Readiness Standards for Learning Languages (<a href="http://www.actfl.org">www.actfl.org</a>) along with Cultures, Connections, Comparisons, and Communities. All 5C's should be embedded in the curriculum synergistically. For each mode of communication—interpersonal, interpretive, and presentational—there are specific level-appropriate expectations for student proficiency.</b></p>				
<b>(1) INTERPERSONAL COMMUNICATION: SPEAKING AND WRITING</b>				
<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language.</i>
<b>STUDENT IS EXPECTED TO:</b>				
<b>LOTE I.1(A)</b> Ask and respond to questions about everyday life in spoken and written conversation.	<b>LOTE II.1(A)</b> Ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.	<b>LOTE III.1(A)</b> Ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation.	<b>LOTE IV.1(A)</b> Ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation.	<b>LOTE V.1(A)</b> Engage in conversations with generally consistent use of register in all time frames.
			<b>LOTE IV.1(B)</b> Ask and respond to questions in unfamiliar contexts in spoken and written conversation with limited details.	<b>LOTE V.1(B)</b> Verbally exchange information with generally consistent use of register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.





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<b>LOTE I.1(B)</b> Express and exchange personal opinions or preferences in spoken and written conversation.	<b>LOTE II.1(B)</b> Express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation.	<b>LOTE III.1(B)</b> Express and exchange personal opinions, preferences and recommendations with supporting statements in spoken and written conversation.	<b>LOTE IV.1(C)</b> Express and exchange personal opinions, preferences and recommendations with supporting elaborative statements in spoken and written conversation.	<b>LOTE V.1(C)</b> Write with generally consistent use of register and in all time frames items such as correspondence, narratives, descriptions, and summaries of a factual nature.
<b>LOTE I.1(D)</b> Articulate requests, offer alternatives, or develop simple plans in spoken and written conversation.	<b>LOTE II.1(D)</b> Articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation.	<b>LOTE III.1(D)</b> Articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation.	<b>LOTE IV. 1(E)</b> Articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation.	
<b>LOTE I.1(E)</b> Participate in spoken conversation using culturally appropriate expressions, register, and gestures.	<b>LOTE II.1(E)</b> Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures.	<b>LOTE III.1(E)</b> Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures.	<b>LOTE IV.1(F)</b> Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures.	
<b>LOTE I.1(F)</b> Participate in written conversation using culturally appropriate expressions, register, and style.	<b>LOTE II.1(F)</b> Interact and react in writing using culturally appropriate expressions, register, and style.	<b>LOTE III.1(F)</b> Interact and react in writing using culturally appropriate expressions, register, and style.	<b>LOTE IV.1(G)</b> Interact and react in writing using culturally appropriate expressions, register, and style.	
<b>(2) INTERPRETIVE COMMUNICATION: READING AND LISTENING</b>				
<i>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</i>	<i>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</i>	<i>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</i>	<i>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</i>	<i>The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language.</i>





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<i>structures and processes at the specified proficiency levels.</i>	<i>structures and processes at the specified proficiency levels.</i>	<i>and processes at the specified proficiency levels.</i>	<i>processes at the specified proficiency levels.</i>	
<b>STUDENT IS EXPECTED TO:</b>				
<b>LOTE I.2(A)</b> Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.	<b>LOTE II.2(A)</b> Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.	<b>LOTE III.2(A)</b> Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts.	<b>LOTE IV.2(A)</b> Analyze culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts.	<b>LOTE V.2(A)</b> Read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present and future events that communicate information on a variety of geographic, scientific, historical, artistic, social or political features of target culture communities.
<b>LOTE I.2(B)</b> Identify key words and details from fiction and nonfiction texts and audio and audiovisual materials.	<b>LOTE II.2(B)</b> Identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.	<b>LOTE III.2(B)</b> Paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.	<b>LOTE IV.2(B)</b> Paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.	<b>LOTE V.2(B)</b> Compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources.
<b>LOTE I.2(C)</b> Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials.	<b>LOTE II.2(C)</b> Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials.	<b>LOTE III.2(C)</b> Infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials.	<b>LOTE IV.2(C)</b> Infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials.	<b>LOTE V.2(C)</b> Listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.





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<b>LOTE I.2(D)</b> Identify cultural practices from authentic print, digital, audio, and audiovisual materials.	<b>LOTE II.2(D)</b> Identify cultural practices from authentic print, digital, audio, and audiovisual materials.	<b>LOTE III.2(D)</b> Compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.	<b>LOTE IV.2(D)</b> Compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials.	<b>LOTE V.2(D)</b> Compare, contrast and analyze cultural practices and perspectives from authentic audio and audiovisual materials.
<b>(3) PRESENTATIONAL COMMUNICATION: SPEAKING AND WRITING</b>				
<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners.</i>
<b>STUDENT IS EXPECTED TO:</b>				
<b>LOTE I.3(A)</b> State and support an opinion or preference orally and in writing.	<b>LOTE II.3(A)</b> Express and support an opinion or preference orally and in writing with supporting statements.	<b>LOTE III.3(A)</b> Express and defend an opinion or preference orally and in writing with supporting statements and with recommendations.	<b>LOTE IV.3(A)</b> Express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations.	<b>LOTE V.3(A)</b> Plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.





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LOTE I.3(B) Describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.	LOTE II.3(B) Describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.	LOTE III.3(B) Narrate situations and events orally and in writing using connected sentences with details and elaboration.	LOTE IV.3(B) Narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration.	LOTE V.3(B) Plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.
		LOTE III.3(C) Inform others orally and in writing about a variety of topics using connected sentences with details and elaboration.	LOTE IV.3(C) Inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration.	

*Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English. Subchapter C. High School. Rules §114.39-43*

*Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.*

***This tool is intended to clarify and support the Cultures standards (use of language to investigate, explain, and reflect on the relationship between the practices or products and perspectives of cultures) and lead learners toward developing intercultural communication.***

#### INTERCULTURAL COMMUNICATION (ICC): INVESTIGATE & INTERACT

##### STUDENT IS EXPECTED TO INVESTIGATE:

ICC I.1 In own and other cultures, identify products and practices to help understand perspectives.	ICC II.1 In own and other cultures, make simple comparisons between products and practices to help understand perspectives.	ICC III.1 In own and other cultures, make comparisons between products and practices with some elaboration to help understand perspectives.	ICC IV.1 In own and other cultures, make detailed comparisons between products and practices to help understand perspectives.	ICC V.1 In own and other cultures, explain some diversity among products and practices and how it relates to perspectives.
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##### STUDENT IS EXPECTED TO INTERACT:

ICC I.2 Interact at a survival level in some familiar everyday contexts.	ICC II.2 Interact at a functional level in some familiar contexts.	ICC III.2 Interact at a functional level in a variety of familiar contexts.	ICC IV.2 Interact at a functional level in a variety of familiar and some unfamiliar contexts.	ICC V.2 Interact at a competent level in familiar and some unfamiliar contexts.
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2017 NCSSFL-ACTFL Can-Do Statements (<https://www.actfl.org/resources/ncssfl-actfl-can-do-statements>)

## GLOBAL GRADUATE



PS - State Process Standard

AR - Aligned to Upcoming State Readiness Standard

R - State Readiness Standard

S - State Supporting Standard

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