### Vertical Alignment Matrix (VAM)

#### LEVEL I
- **Novice Mid - Novice High**

#### LEVEL II
- **Intermediate Low - Intermediate Mid**

#### LEVEL III
- **Intermediate Low - Intermediate Mid**

#### LEVEL IV
- **Intermediate Mid - Intermediate High**

#### LEVEL V
- **Intermediate High - Advanced Mid**

(1) **Interpersonal Communication: Speaking and Writing.** The student negotiates meaning through the spoken and written exchange of information in rehearsed and unhehearsed 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:

- **LOTE I.1(A)** Ask and respond to questions about everyday life in spoken and written conversation.
- **LOTE II.1(A)** Ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation.
- **LOTE III.1(A)** Ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation.
- **LOTE IV.1(A)** Ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation.
- **LOTE V.1(A)** Engage in conversations with generally consistent use of register in all time frames.

- **LOTE I.1(B)** Express and exchange personal opinions or preferences in spoken and written conversation.
- **LOTE II.1(B)** Express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation.
- **LOTE III.1(B)** Express and exchange personal opinions, preferences and recommendations with supporting statements in spoken and written conversation.
- **LOTE IV.1(B)** Ask and respond to questions in unfamiliar contexts in spoken and written conversation with limited details.
- **LOTE V.1(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.

- **LOTE I.1©** Ask and tell others what they need to, should, or must do in spoken and written conversation.
- **LOTE II.1©** Ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation.
- **LOTE III.1(C)** Ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation.
- **LOTE IV.1D** Ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation.
- **LOTE V.1(D)** Produce, with generally consistent use of register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.

- **LOTE I.1(D)** Articulate requests, offer alternatives, or develop simple plans in spoken and written conversation.
- **LOTE II.1(D)** Articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation.
- **LOTE III.1(D)** Articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation.
- **LOTE IV.1(E)** Articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation.

- **LOTE I.1(E)** Participate in spoken conversation using culturally appropriate
- **LOTE II.1(E)** Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures.
- **LOTE III.1(E)** Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures.
- **LOTE IV.1(F)** Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures.
### 2019-2020 Vertical Alignment Matrix (VAM)

**Languages Other Than English – Levels I-V**

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**LOTE I.1(F)** Participate in written conversation using culturally appropriate expressions, register, and style.

**LOTE II.1(F)** Interact and react in writing using culturally appropriate expressions, register, and style.

**LOTE III.1(F)** Interact and react in writing using culturally appropriate expressions, register, and style.

**LOTE IV.1(G)** Interact and react in writing using culturally appropriate expressions, register, and style.

**(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:

**LOTE I.2(A)** Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.

**LOTE II.2(A)** Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.

**LOTE III.2(A)** Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.

**LOTE IV.2(A)** Analyze culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts.

**LOTE V.2(A)** 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.

**LOTE I.2(B)** Identify key words and details from fiction and nonfiction texts and audio and audiovisual materials.

**LOTE II.2(B)** Identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.

**LOTE III.2(B)** Paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.

**LOTE IV.2(B)** Paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.

**LOTE V.2(B)** Compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources.

**LOTE I.2(C)** Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials.

**LOTE II.2(C)** Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials.

**LOTE III.2(C)** Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials.

**LOTE IV.2(C)** Infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials.

**LOTE V.2(C)** 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.
### Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English – Levels I-V

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**LOTE I.2(D)** Identify cultural practices from authentic print, digital, audio, and audiovisual materials.

**LOTE II.2(D)** Identify cultural practices from authentic print, digital, audio, and audiovisual materials.

**LOTE III.2(D)** Compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.

**LOTE IV.2(D)** Compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials.

**LOTE V.2(D)** Compare, contrast and analyze cultural practices and perspectives from authentic audio and audiovisual materials.

**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:

- State and support an opinion or preference orally and in writing.
- Express and support an opinion or preference orally and in writing with supporting statements.
- Express and defend an opinion or preference orally and in writing with supporting statements and with recommendations.
- Express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations.
- 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.

- Describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.
- Describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.
- Narrate situations and events orally and in writing using connected sentences with details and elaboration.
- Narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration.
- 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.

- Inform others orally and in writing about a variety of topics using connected sentences with details and elaboration.
- Inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration.