

ALIGNMENT OF THE NATIONAL STANDARDS FOR LEARNING LANGUAGES WITH THE COMMON CORE STATE STANDARDS

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Performance Expectations

The *Common Core State Standards for English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects* contains four strands: Reading, Writing, Speaking and Listening, and Language. These four strands are represented in the National Standards for Learning Languages by the Communication standards (interpersonal, interpretive, and presentational) and the level of proficiency demonstrated. In addition, the standards of the other four goals areas for learning languages – Cultures, Connections, Comparisons, and Communities – also support and are aligned with the Common Core. These standards describe the expectations to ensure all students are college-, career-, and world-ready.

Reading, Writing, Speaking and Listening are captured in the standards for learning languages' goal area of **Communication**, by emphasizing the purpose behind the communication:

- Interpersonal (speaking-listening or writing-reading)
- Interpretive (reading, listening, viewing)
- Presentational (writing, speaking, visually representing)

Language is described in **proficiency levels** that outline three key benchmarks achieved in world language programs given sufficient instruction over time:

- Novice (the beginning level, regardless of age or grade)
- Intermediate
- Advanced

View the latest version of the document and see more at: <http://www.actfl.org/news/reports/alignment-the-national-standards-learning-languages-the-common-core-state-standards#sthash.GaiHshv3.dpuf>