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Components: *[Enter Components]*

# Standards Map Template–2021 World Languages AdoptionIntermediate Content Standards

(Download and use to cite where instructional resources fully address each standard)

## The Intermediate Communications Standards

| **Standard** | Standard Language | **Publisher Citations** | **Met****Y** | **Met****N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| WL.CM1.I | Demonstrate understanding of the main idea and some details on some informal topics related to self and the immediate environment. Demonstrate understanding of sentences and strings of sentences in authentic texts that are spoken, written, or signed. |  |  |  |  |
| WL.CM2.I | Participate in real-world, spoken, written, or signed conversations related to self and the immediate environment. Create sentences and strings of sentences to ask and answer a variety of questions in transactional and some informal settings. |  |  |  |  |
| WL.CM3.I | Make simple presentations in culturally appropriate ways on transactional and informal topics related to self and the immediate environment. Use sentences and strings of sentences through spoken, written, or signed language using the most suitable media and technologies to present and publish. |  |  |  |  |
| WL.CM4.I | Participate in opportunities to use age-appropriate, culturally authentic, real-world, and academic language in transactional and some informal settings within target-language communities in the United States and around the world. |  |  |  |  |
| WL.CM5.1 | Demonstrate understanding of transactional and informal topics related to self and the immediate environment. Use basic sentence-level elements (morphology and syntax). |  |  |  |  |
| WL.CM6.I | Communicate about transactional topics, and some informal ones, related to self and the immediate environment in sentences and strings of sentences. Use basic sentence-level elements (morphology and syntax). |  |  |  |  |
| WL.CM7.I | Identify similarities and differences in the basic sentence-level elements (morphology and syntax) of the languages known. |  |  |  |  |

## The Intermediate Cultures Standards

| **Standard** | Standard Language | **Publisher Citations** | **Met****Y** | **Met****N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| WL.CL1.I | Interact with understanding in a variety of familiar age-appropriate transactional situations and common daily and informal settings. |  |  |  |  |
| WL.CL2.1 | Experience, recognize, and explore the relationships among typical age-appropriate target cultures’ products, practices, and perspectives in culturally appropriate ways in transactional situations and some informal settings. |  |  |  |  |
| WL.CL3.1 | Exchange information about similarities and differences among common daily products, practices, and perspectives in the immediate environment in the mainstream cultures of the United States, the students’ own cultures, and the target cultures. |  |  |  |  |
| WL.C.4.1 | State reasons for cultural borrowings. |  |  |  |  |

## The Intermediate Connections Standards

| **Standard** | Standard Language | **Publisher Citations** | **Met****Y** | **Met****N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| WL.CN1.1 | Acquire, exchange, and present information in the target language on topics related to self and the immediate environment, and age-appropriate academic content across disciplines. |  |  |  |  |
| WL.CN2.1 | Identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the target cultures |  |  |  |  |

California Department of Education, July 2020