- (1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively common than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world (2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present in
- audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies the communication: interpretorial, interpretive, and presentational.

  (A) In the interpretorial mode of communication, students engage in direct oral or written communication with others. Examples of this "two-way" communication inc
- limited to conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.

  (B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural communication.

Knowledge and Skill	Student Expectation	Breakout
The state of the s	ken and  he(B) express and exchange personal opinions or d sporrefærences in spoken and written conversation	(i) express personal opinions or preferences in spoken conversation
The state of the s	ken and  he(B) express and exchange personal opinions or d sporefærences in spoken and written conversation	(ii) express personal opinions or preferences in written conversation
· · · · · · · · · · · · · · · · · · ·	ken and  he(B) express and exchange personal opinions or d sporrefærences in spoken and written conversation	(iii) exchange personal opinions or preferences in spoken conversation

Knowledge and Skill	Student Expectation	Breakout
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Knowledge and Skill	Student Expectation	Breakout
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(1) Interpersonal communication: speaking and writing. 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. The student is expected to:

Knowledge and Skill	Student Expectation	Breakout
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(1) Interpersonal communication: speaking and writing.

The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. Thepr.ul4(i)3.3(n as)2.3(t)l4(i)l4(i)yocie and applica(eo:)]TJ EM.3(es)2.4(s)2..3(ent)1.1(eont)1.1(s)2.3(t.3(es)2.gi)1(u student uses a mixture of words and phrases and swritten exchange of informa.ation in rehearsed and simple sentences with appropriate and applicable unrehearsed situations in a variety of contexts. The grammar structures and processes at the specified student uses a mixture of words and phrases and some proficiency levels. The student is expected to:

simple sentences with approprie and applicable grammar structures and processes at the specified proficiency levels. The studenthe ss expected to:

Knowledge and Skill	Student Expectation	Breakout	
•	ken and  I he(E) participate in spoken conversation using culto d sampeopriate expressions, register, and gestures	ura(liij) participate in spoken conversation using cultu appropriate gestures	ırall
(1) Interpersonal communication: speaking and very The student negotiates meaning through the spowritten exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and simple sentences with appropriate and applicable grammar structures and processes at the specific proficiency levels. The student is expected to:	ken and  I he(F) participate in written conversation using cultu d sampeopriate expressions, register, and style	ral <b>(i)</b> participate in written conversation using cultur appropriate expressions	ally
(1) Interpersonal communication: speaking and very The student negotiates meaning through the spowritten exchange of information in rehearsed and unrehearsed situations in a variety of contexts. Testudent uses a mixture of words and phrases and simple sentences with appropriate and applicable grammar structures and processes at the specific proficiency levels. The student is expected to:	ken and  I he(F) participate in written conversation using cultu d sampeopriate expressions, register, and style	ral <b>(ÿ</b> ) participate in written conversation using cultur appropriate register	ally

**TEKS Breakout** 

Knowledge and Skill	Student Expectation	Breakout	
(1) Interpersonal communication: speaking and very The student negotiates meaning through the spowritten exchange of information in rehearsed and unrehearsed situations in a variety of contexts. Textudent uses a mixture of words and phrases and simple sentences with appropriate and applicable grammar structures and processes at the specific proficiency levels. The student is expected to:	ken and I he(F) participate in written conversation using cultu d sampeopriate expressions, register, and style	ral <b>(ÿ</b> i) participate in written conversation using cultu appropriate style	rally
(2) Interpretive communication: reading and lister student comprehends sentence-length information culturally authentic print, digital, audio, and audio materials as appropriate within highly contextualistuations and sources. The student uses the intermode in communication with appropriate and appropriate and appropriate and structures and processes at the specificiency levels. The student is expected to:	on from  visual  visual  zed  print, digital, audio, and audiovisual materials in erpretive  contexts  blicable	uthentic (i) demonstrate an understanding of culturally au everyday print materials in everyday contexts	thentio
(2) Interpretive communication: reading and lister student comprehends sentence-length information culturally authentic print, digital, audio, and audion materials as appropriate within highly contextualistuations and sources. The student uses the intermode in communication with appropriate and appropriate and appropriate and structures and processes at the specific proficiency levels. The student is expected to:	on from  visual  (A) demonstrate an understanding of culturally a  zed  print, digital, audio, and audiovisual materials in e  rpretive contexts blicable	uthentic (ii) demonstrate an understanding of culturally au everyday digital materials in everyday contexts	ithenti

Knowledge and Skill	Student Expectation	Breakout	
(2) Interpretive communication: reading and lister student comprehends sentence-length informatio culturally authentic print, digital, audio, and audio materials as appropriate within highly contextualize situations and sources. The student uses the intermode in communication with appropriate and appropriate and appropriate and structures and processes at the specific proficiency levels. The student is expected to:	n from visual visual zed the print, digital, audio, and audiovisual materials in expression of the print of t	uthentic (III) demonstrate an understanding of culturally a everyday audio materials in everyday contexts	uthentic
(2) Interpretive communication: reading and lister student comprehends sentence-length informatio culturally authentic print, digital, audio, and audio materials as appropriate within highly contextualiz situations and sources. The student uses the inte mode in communication with appropriate and appropriate and structures and processes at the specific proficiency levels. The student is expected to:	n from visual (A) demonstrate an understanding of culturally a print, digital, audio, and audiovisual materials in erpretive contexts olicable	uthentic (iv) demonstrate an understanding of culturally a everyday audiovisual materials in everyday contexts	uthentic
(2) Interpretive communication: reading and lister student comprehends sentence-length informatio culturally authentic print, digital, audio, and audio materials as appropriate within highly contextualiz situations and sources. The student uses the inte mode in communication with appropriate and appropriate and structures and processes at the specificiency levels. The student is expected to:	on from visual v	(i) identify key words from fiction texts	

**TEKS Breakout** 

Knowledge and Skill	Student Expectation	Breakout
	n from visual ce(B) identify key words and details from fiction and rp <b>netiv</b> ietion texts and audio and audiovisual mater licable	I IIII IAANTITU KAU WATAS TTAM NANTICTIAN TAVIS
(2) Interpretive communication: reading and lister student comprehends sentence-length information culturally authentic print, digital, audio, and audio materials as appropriate within highly contextualize situations and sources. The student uses the intermode in communication with appropriate and appropriate and structures and processes at the specificiency levels. The student is expected to:	n from visual ce(B) identify key words and details from fiction and rp <b>netiv</b> ietion texts and audio and audiovisual mater licable	(iii) identify key words from audio materials als
(2) Interpretive communication: reading and lister student comprehends sentence-length information culturally authentic print, digital, audio, and audion materials as appropriate within highly contextualizes ituations and sources. The student uses the intermode in communication with appropriate and appropriate and structures and processes at the specific proficiency levels. The student is expected to:	n from visual ce(B) identify key words and details from fiction and rp <b>netiv</b> ietion texts and audio and audiovisual mater licable	(iv) identify key words from audiovisual materials

Knowledge and Skill	Student Expectation	Breakout
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(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 contextualize(B) identify key words and details from fiction and situations and sources. The student uses the interpretivite tion texts and audio and audiovisual materials mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:

Knowledge and Skill	Student Expectation	Breakout

Knowledge and Skill	Student Expectation	Breakout	
(2) Interpretive communication: reading and listen student comprehends sentence-length information culturally authentic print, digital, audio, and audion materials as appropriate within highly contextualiz situations and sources. The student uses the intermode in communication with appropriate and app grammatical structures and processes at the specificiency levels. The student is expected to:	n from visual ze(C) infer meaning of unfamiliar words or phrases rp <b>refive</b> xtualized texts, audio, and audiovisual mate	(iii) infer meaning of unfamiliar words or phrases in highly contextualized audiovisual materials erials	in highly
(2) Interpretive communication: reading and listen student comprehends sentence-length information culturally authentic print, digital, audio, and audio, materials as appropriate within highly contextualiz situations and sources. The student uses the intermode in communication with appropriate and appropriate and structures and processes at the spectoriciency levels. The student is expected to:	n from visual ze(D) identify cultural practices from authentic print rp <b>actilie</b> , and audiovisual materials blicable	, digital (i) identify cultural practices from authentic print r	naterials
(2) Interpretive communication: reading and listen student comprehends sentence-length information culturally authentic print, digital, audio, and audious materials as appropriate within highly contextualiz situations and sources. The student uses the intermode in communication with appropriate and appropriate and structures and processes at the specificiency levels. The student is expected to:	n from visual ze(D) identify cultural practices from authentic print rp <b>aetilire</b> , and audiovisual materials blicable	(ii) identify cultural practices from authentic digita digital materials	I

Knowledge and Skill	Student Expectation	Breakout	
(2) Interpretive communication: reading and lister student comprehends sentence-length informatio culturally authentic print, digital, audio, and audio materials as appropriate within highly contextuali situations and sources. The student uses the intermode in communication with appropriate and appropriate and structures and processes at the spe proficiency levels. The student is expected to:	on from visual ze(D) identify cultural practices from authentic print erp <b>actilie</b> , and audiovisual materials blicable	, d <b>(ÿi)</b> a <b>d</b> entify cultural practices from authentic audio materials	)
(2) Interpretive communication: reading and lister student comprehends sentence-length informatio culturally authentic print, digital, audio, and audio materials as appropriate within highly contextualissituations and sources. The student uses the intermode in communication with appropriate and appropriate and structures and processes at the spe proficiency levels. The student is expected to:	on from visual ze(D) identify cultural practices from authentic print erp <b>active</b> , and audiovisual materials blicable	, d <b>(gi)</b> abentify cultural practices from authentic audi materials	ovisual
(3) Presentational communication: speaking and The student presents information orally and in wrusing a mixture of words and phrases and some sentences with appropriate and applicable gramm structures and processes at the specified proficie levels. The student is expected to:	iting (A) state and support an opinion or preference of simple in writing nar	rally and (i) state an opinion or preference orally	
(3) Presentational communication: speaking and The student presents information orally and in wrusing a mixture of words and phrases and some sentences with appropriate and applicable gramm structures and processes at the specified proficie levels. The student is expected to:	iting (A) state and support an opinion or preference of simple in writing nar	rally and (ii) state an opinion or preference in writing	

Knowledge and Skill	Student Expectation	Breakout
(3) Presentational communication: speaking and The student presents information orally and in wusing a mixture of words and phrases and some sentences with appropriate and applicable gram structures and processes at the specified proficiel levels. The student is expected to:	riting (A) state and support an opinion or preference of simple in writing mar	rally and (iii) support an opinion or preference orally
(3) Presentational communication: speaking and The student presents information orally and in wusing a mixture of words and phrases and some sentences with appropriate and applicable gram structures and processes at the specified proficiel levels. The student is expected to:	riting (A) state and support an opinion or preference of simple in writing mar	rally and (iv) support an opinion or preference in writing
(3) Presentational communication: speaking and The student presents information orally and in wusing a mixture of words and phrases and some sentences with appropriate and applicable gram structures and processes at the specified proficiel levels. The student is expected to:	riting (B) describe people, objects, and simple situation simple and in writing using a mixture of words, phrases,	ns orally (I) describe people orally using a mixture of words, and phrases, and simple sentences
(3) Presentational communication: speaking and The student presents information orally and in wusing a mixture of words and phrases and some sentences with appropriate and applicable gram structures and processes at the specified proficiel levels. The student is expected to:	riting (B) describe people, objects, and simple situation simple and in writing using a mixture of words, phrases,	ns orally (ii) describe people in writing using a mixture of wo and phrases, and simple sentences

**TEKS Breakout** 

(3) Presentational communication: speaking and writing.

The student presents information orally and in writing using a mixture of words and phrases and some simple and in writing using a mixture of words, phrases, and simple sentences with appropriate and applicable grammar.

Simple sentences structures and processes at the specified proficiency levels. The student is expected to:

(3) Presentational communication: speaking and writing.

The student presents information orally and in writing using a mixture of words and phrases and some simple and in writing using a mixture of words, phrases, and sentences with appropriate and applicable grammar. Simple sentences structures and processes at the specified proficiency levels. The student is expected to: