

World Language Essential Standards Crosswalk
A Document to Assist with the Transition from the
2004 *Standard Course of Study* to the 2010 *Essential Standards*

Essential Standards (2010)

Strand: Connections to Language & Literacy (CLL)

Essential Standard #3: Use the language to present information to an audience.

Clarifying Objectives for Intermediate Low Proficiency Level

IL.CLL.3.1: Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences.

IL.CLL.3.2: Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture.

IL.CLL.3.3: Use a series of phrases and sentences to give spoken and written presentations about familiar topics, situations, and experiences with some details.

IL.CLL.3.4: Create dialogues and skits to present with some details about familiar topics.

The APs below are aligned to **IL.CLL.3.2: Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture.**

| Classical Language Programs AP | Dual & Heritage Language Programs APs | Modern Language Programs APs |
|---|---|---|
| <p>Students read an adapted passage and act out the story with some dialogue and/or narration.</p> <p>Evaluate the accuracy of students' pronunciation, inflection, and recreation of the story from the passage.</p> | <p>Elementary students in a dual language/immersion program read a chapter book aloud as a class and act out the story using a script.</p> <p>Evaluate students' recreation of the story, incorporation of original dialogue for the characters, and effective communication.</p> | <p>Elementary students in a FLES program read a children's book aloud as a class and act out the story.</p> <p>Evaluate students' recreation of the story and incorporation of some original dialogue for the characters.</p> |
| | <p>Secondary students in a heritage language program read poetry in the target language from the various cultures represented in class, and then create videos presenting the poetry in one of the following formats: poetry reading, music video, or rap.</p> <p>Evaluate students' presentations based on how well:</p> <ul style="list-style-type: none"> the main ideas from the original work are communicated, props and gestures support the meaning of the text, and the oral component of the video is clear, concise, and accurate in regards to pronunciation, word choice, grammar, etc. | <p>Secondary students study the lyrics of songs from different genres (rock, country, rap, etc.) and create music videos of their favorite song.</p> <p>Evaluate students' presentations based on how well:</p> <ul style="list-style-type: none"> the main ideas from the original work are communicated, props and gestures support the meaning of the text, and the oral component of the video is clear, concise, and accurate in regards to pronunciation, word choice, grammar, etc. |