

SECOND LANGUAGE

Adopted June 2005

Students who are proficient in a second language are able to communicate through listening, speaking, signing, reading, writing, and can apply culturally appropriate practices in real-life situations in a second language.

The standards below are correlated from the American Council on the Teaching of Foreign Languages (ACTFL) proficiency levels. They apply to languages including but not limited to American Sign Language, Chinese, Farsi, French, German, Japanese, and Spanish.

For more information regarding the Oregon Second Language Standards format visit www.ode.state.or.us/go/secondlanguage.

COMMON CURRICULUM GOALS & CONTENT STANDARDS	OREGON BENCHMARK 1 STANDARD PRE-NOVICE	OREGON BENCHMARK 2 STANDARD (Approximates ACTFL NOVICE-LOW)	OREGON BENCHMARK 3 STANDARD (Approximates ACTFL NOVICE-MID)	OREGON BENCHMARK 4 STANDARD (Approximates ACTFL NOVICE-HIGH)	EXCEEDS BENCHMARK 5 STANDARD (Approximates ACTFL INTERMEDIATE-LOW)	EXCEEDS BENCHMARK 6 STANDARD (Approximates ACTFL INTERMEDIATE-MID)
<p>Common Curriculum Goal:</p> <p>Interpersonal Mode: Speaking* Understand and respond to what others say/sign.</p> <p>Content Standard: Express ideas, ask and answer questions, and initiate and engage in conversations on familiar topics for a variety of purposes.</p> <p>*Corresponds to ASL Expressive Skills</p>	<p>SL.PN.IS.01 Use some memorized words/signs, phrases or expressions in everyday situations.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> • Make and respond to simple greetings. • Use some familiar vocabulary in context. 	<p>SL.NL.IS.01 Use memorized words/ signs, phrases and expressions in everyday situations.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> • Make and respond to greetings and introductions. • Use familiar vocabulary in context. • State time, address, and telephone numbers. 	<p>SL.NM.IS.01 Use memorized phrases, sentences and questions to express ideas or obtain information on a limited range of topics in everyday situations.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> • Provide basic personal information. • Give simple descriptions. • Express likes and dislikes. • Provide information about everyday activities. • Answer predictable questions with memorized responses. 	<p>SL.NH.IS.01 Use memorized and some original sentences and questions to perform simple communicative tasks in everyday situations.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> • Give simple descriptions. • Express simple opinions. • Exchange information using date, time, etc. • Give basic directions and commands. • Use numbers and prices in common situations. • Extend/accept invitations • Make appointments/reservations. 	<p>SL.IL.IS.01 Use questions and consecutive sentences to obtain information, exchange ideas and participate in simple conversations on a wider range of topics in everyday situations.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> • Describe with some supporting details. • State feelings and emotions. • Give directions. • Make suggestions. • Report events in present time. • Conduct predictable transactions. • Ask informational questions. • State reasons. • Handle concrete exchanges necessary for survival in the typical daily life of the target culture. 	<p>SL.IM.IS.01 Use strings of sentences to communicate information and express ideas.</p> <p>SL.IM.IS.02 Initiate, sustain and close an extended conversation using related questions and responses.</p> <p>SL.IM.IS.03 Perform a variety of communicative tasks in everyday situations in the target culture.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> • Exchange personal feelings, thoughts and basic opinions. • Initiate, sustain and close a more extended conversation using a series of related questions and responses. • Perform a widening variety of communicative tasks that may include a complication. • Give multi-step directions for a simple task. • Generate varied questions to extend or enrich conversation. • Demonstrate control of present time; partial control of future and past time. • Express simple opinions.

SECOND LANGUAGE NUMBERING KEY

IS = Interpersonal Mode: Speaking IL = Interpretive Mode: Listening IR = Interpretive Mode: Reading
PW = Presentational Mode: Writing PS = Presentational Mode: Speaking

Proficiency Level codes rather than grade level codes used only with Second Language standards

Pre-novice = PN Novice-low = NL Novice-Mid = NM
Novice-High = NH Intermediate-Low=IL Intermediate-Mid = IM

For example, the first standard listed under Interpersonal Mode: Speaking for Oregon Benchmark 3 Standard (Use memorized phrases, sentences and questions to express ideas or obtain information on a limited range of topics in everyday situations.) would be **SL.NM.IS.01**.

Curricular Guideline

This guideline to curricular topics supports the Oregon Second Language Standards and does **not necessarily** prescribe the order of introduction. Since Oregon's Second Language Programs vary in their grade level entry point and amount of contact time, flexibility in the timing and order of introduction is understood.

	Oregon Standards Benchmark 1	Suggested Topics for Oregon Standards Benchmark 2	Suggested Topics for Oregon Standards Benchmark 3	Suggested Topics for Oregon Standards Benchmark 4	Suggested Topics for Oregon Standards Benchmark 5	Suggested Topics for Oregon Standards Benchmark 6
Topics	<ul style="list-style-type: none"> • Songs and Rhymes • Greetings/ Farewells • Parts of the body • Numbers • Colors 	<ul style="list-style-type: none"> • Introductions • Alphabet • Self • Family/Pets • Calendar/Time • Classroom objects • Shapes 	<ul style="list-style-type: none"> • Clothing • Food • Home • Friends/People • Leisure activities • School • Seasons and Weather 	<ul style="list-style-type: none"> • Community • Daily Routine • Stores/Shopping • Geography • Transportation 	<ul style="list-style-type: none"> • Health • Occupations • Celebrations • Travel/Vacations • Environment 	<ul style="list-style-type: none"> • Areas of personal interest • Education/Careers • Language for specific purposes in at least one of the following Oregon Skill Sets: <ul style="list-style-type: none"> • Agriculture, Food, and Natural Resource Systems • Arts, Information, and Communications • Business & Management • Health Services • Human Resources • Industrial & Engineering Systems • At least two academic areas (Math, Science, English/Language Arts)

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<p>Common Curriculum Goal:</p> <p>Interpretive Mode: Listening* Comprehend verbal or signed language from authentic and other sources, (i.e., TV, radio, video or live presentations).</p> <p>Content Standard: Demonstrate comprehension of messages, presentations, conversations and/or narratives on a variety of topics for a variety of purposes.</p> <p>*Corresponds to ASL Receptive Skills</p>	<p>SL.PN.II.01 Demonstrate minimal comprehension of general meaning.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> Recognize limited vocabulary. Understand some simple directions. 	<p>SL.NL.II.01 Demonstrate understanding of some words/signs, (phrases, everyday expressions and simple statements on a limited range of familiar topics in everyday situations).</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> Recognize vocabulary related to familiar topics. Understand a short series of simple directions. 	<p>SL.NM.II.01 Demonstrate understanding of main ideas from short, simple conversations, narratives and presentations on a limited range of familiar topics in everyday situations.</p> <p><u>Functions Supporting Standards:</u></p> <p>Demonstrate comprehension of:</p> <ul style="list-style-type: none"> Likes and dislikes Abilities Location Frequency expressions Simple descriptions Identify main ideas on familiar topics. Identify some important ideas embedded in familiar contexts and/or curricular areas. Recognize differences between formal and informal language. 	<p>SL.NH.II.01 Demonstrate understanding of main ideas and some details from simple conversations, narratives and presentations on familiar topics in everyday situations.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> Identify main ideas and some significant details on familiar topics. Identify significant ideas embedded in familiar contexts and/or curricular areas. Recognize specific expressions used for certain circumstances. 	<p>SL.II.II.01 Demonstrate understanding of ideas and some supporting details in simple conversations and presentations on familiar topics in everyday situations.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> Identify main ideas and most significant details on familiar topics. Identify most significant ideas embedded in familiar contexts and/or curricular areas. Recognize high-frequency idiomatic expressions. 	<p>SL.IM.II.01 Demonstrate understanding of ideas and supporting details from longer and more complex conversations, presentations and narratives on familiar topics in everyday situations.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> Identify main ideas and significant details on familiar topics. Identify significant ideas embedded in familiar contexts and/or curricular areas. Recognize high-frequency idiomatic expression.
<p>Common Curriculum Goal:</p> <p>Interpretive Mode: Reading* Comprehend print materials from a variety of authentic and other sources.</p> <p>Content Standard: Demonstrate comprehension of written text on familiar topics for a variety of purposes.</p> <p>*ASL Literary materials exist in video and digital forms. Comprehension standards are yet to be determined.</p>	<p>SL.PN.IR.01 Identify a limited number of common words, symbols and cognates.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> Know some of the symbols of the alphabet. Read or demonstrate understanding of a few common cognates, borrowed and high frequency words or expressions from familiar material. Use some contextual or visual cues. 	<p>SL.NL.IR.01 Identify some common words, symbols, phrases and cognates.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> Know the symbols of the alphabet. Combine symbols to read words. Read and demonstrate understanding of some common cognates, borrowed and high-frequency words and expressions from familiar material. Use contextual and visual cues. 	<p>SL.NM.IR.01 Obtain information from simple text, often using contextual cues.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> Read and demonstrate understanding of some common cognates, borrowed and high-frequency words and expressions from familiar material. Demonstrate understanding of short, predictable texts on benchmark topics. Demonstrate ability to extract discreet information from simple texts, e.g., posters, timetables, advertisements. Use contextual and visual cues. 	<p>**SL.NH.IR.01 Identify main ideas and some details in simple text.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> Identify main ideas and some specific details on familiar topics. Determine meanings by contextual cues. 	<p>SL.II.IR.01 Identify main ideas and supporting details from simple text.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> Read short, authentic or teacher-generated text, e.g., poems, short literary text, periodicals. Extract main ideas and supporting details. Provide a sequence of main events from text. Draw inferences and make simplistic predictions and conclusions. 	<p>SL.IM.IR.01 Identify and understand main ideas and specific details from more complex text.</p> <p>SL.IM.IR.02 Draw conclusions and support them with information from the text.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> Read authentic text with more abstract themes and ideas. Make inferences and logical predictions. Draw conclusions and support them with information from the text.

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<p>Common Curriculum Goal:</p> <p>Presentational Mode: Writing Write to communicate meaning.</p> <p>Content Standard: Express ideas in written form on familiar topics for a variety of purposes.</p>	<p>SL.PN.PW.01 Copy and write a limited number of symbols/characters.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> • Copy lists of some familiar objects and vocabulary. 	<p>SL.NL.PW.01 Write symbols/characters, basic high frequency words and memorized phrases.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> • Make lists of familiar objects and vocabulary. • Spell familiar words using the target language alphabet. • Express simple ideas in short memorized phrases. 	<p>SL.NM.PW.01 Write from memory some high frequency words, phrases and simple sentences.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> • Write short messages and express simple ideas using memorized phrases and sentences. 	<p>SL.NH.PW.01 Write simple original sentences from memorized and familiar material.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> • Write short messages, postcards, simple descriptions and simple narrations. 	<p>SL.IL.PW.01 Create/compose consecutive simple sentences on familiar topics.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> • Write messages, short letters, simple descriptions and simple narrations. 	<p>SL.IM.PW.01 Create/compose loosely connected sentences with some paragraph structure.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> • Write short letters, descriptions, explanation and simple narrations.
<p>Common Curriculum Goal:</p> <p>Presentational Mode: Speaking Speak to present rehearsed information.</p> <p>Content Standard: Communicate ideas and information on familiar topics for a variety of purposes.</p>	<p>SL.PN.PS.01 Identify some common objects or people using memorized words, often relying on visual aids.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> • Name a limited number of common objects or actions. • Relies heavily on visual aids. 	<p>SL.NL.PS.01 Identify common objects and people using memorized words, lists and phrases, often relying on visual aids.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> • Express ideas using vocabulary limited to common objects and actions. • Conveys information using basic memorized language, lists, phrases and simple sentences. • Often relies on visual aids to present ideas. 	<p>SL.NM.PS.01 Present basic material using memorized phrases and simple sentences.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> • Presents material in an organized manner. • Conveys information using memorized language in simple consecutive sentences. • Uses sufficient vocabulary to get meaning across. • Uses gestures or visuals to maintain audience's attention and to convey meaning. 	<p>**SL.NH.PS.01 Present material in a clear and organized manner using simple sentences and some strings of sentences.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> • Conveys information using mostly memorized material with some attempts to create. • Focuses on successful task completion. • Vocabulary conveys basic information. • Attempts to maintain the audience's attention through gestures and/or visuals. 	<p>SL.IL.PS.01 Present material in a clear and organized manner using strings of sentences.</p> <p>SL.IL.PS.02 Attempt to maintain audience attention.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> • Conveys information using simple sentences and strings of sentences. • Vocabulary is sufficient to provide information and limited explanation. • Begins to make choices of phrase or content to maintain the attention of the audience. 	<p>SL.IM.PS.01 Present organized material in a sustained, connected manner using more complex sentences.</p> <p>SL.IM.PS.02 Maintain audience attention.</p> <p><u>Functions Supporting Standards:</u></p> <ul style="list-style-type: none"> • Conveys information using strings of sentences, with some connected sentence-level discourse. • Vocabulary is sufficient to provide information and limited explanation. • Choices of phrase or content helps to maintain the attention of the audience.

Framework of Communicative Modes

Oregon Standards are organized around three 'communicative modes' that place primary emphasis on the context and purpose of communication. These are the Interpersonal Mode, Interpretive Mode, and Presentational Mode. The following chart that defines and gives context to each of the three modes is taken from the *Standards for Foreign Language Learning* (Standards for Foreign Language Learning in the 21st Century, ACTFL, et al, Allen Press, Inc., 1999).

	INTERPERSONAL	INTERPRETIVE	PRESENTATIONAL
DEFINITIONS	<ul style="list-style-type: none"> • Direct oral communication (e.g., face-to-face, telephonic) between individuals who are in personal contact • Direct written communication between individuals who come into personal contact 	<ul style="list-style-type: none"> • Receptive communication of oral or written messages • Mediated communications via print and non-print materials • Listener, viewer, reader works with visual or recorded materials in the absence of the creator 	<ul style="list-style-type: none"> • Productive communication using oral or written language • Spoken or written communication for people with whom there is not immediate personal contact or which takes place in a one-to-many mode • Author or creator of visual or recorded material not known personally to listener or reader
PATHS	<ul style="list-style-type: none"> • Productive abilities: Speaking, writing • Receptive abilities: Listening, reading 	<ul style="list-style-type: none"> • Primarily receptive abilities: listening, reading, viewing 	<ul style="list-style-type: none"> • Primarily productive abilities: speaking, writing, showing
CULTURAL KNOWLEDGE	<ul style="list-style-type: none"> • Knowledge of cultural perspectives governing interactions between individuals of different ages, status, backgrounds • Ability to recognize that languages use different practices to communicate • Ability to recognize that cultures use different patterns of interaction 	<ul style="list-style-type: none"> • Knowledge of how cultural perspectives are embedded in products (literary and artistic) • Knowledge of how meaning is encoded in products • Ability to analyze content, compare it to information available in own language and assess linguistic and cultural differences • Ability to analyze and compare content in one culture to interpret U.S. culture 	<ul style="list-style-type: none"> • Knowledge of cultural perspectives governing interactions between a speaker and his/her audience and a writer and his/her reader • Ability to present cross-cultural information based on background of the audience • Ability to recognize that cultures use different patterns of interaction
<p>KNOWLEDGE OF THE LINGUISTIC SYSTEM The use of grammatical, lexical, phonological, semantic, pragmatic, and discourse features necessary for participation in the Communicative Modes.</p>			