1.1 Students greet and respond to greetings.

1.2 Students introduce and respond to introductions.

1.3 Students engage in conversations.

1.4 Students express likes and dislikes.
STAGE 1

Function

1.5 Students make requests.

1.6 Students obtain information.

1.7 Students understand some ideas and familiar details.

1.8 Students begin to provide information.
1.9 Students converse in face-to-face social interaction.

1.10 Students listen during social interaction.

1.11 Students use authentic materials, such as menus, photos, posters, schedules, charts, signs and short narratives, when reading.

1.12 Students write notes, lists, poems, postcards, and short letters.
CA Foreign Language Framework
LANGUAGE LEARNING CONTINUUM
STAGE 1
Text Type

1.13 Students use short sentences, learned words and phrases, and simple questions and commands when speaking or writing.

1.14 Students understand some ideas and familiar details presented in clear, uncomplicated speech when listening.

1.15 Students understand short texts enhanced by visual clues when reading.

1.16 Students understand and convey information about the self (family, home, rooms, health, school, schedules, leisure, activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals).
1.17 Students understand and convey information on topics beyond self.

1.18 Students communicate effectively with some hesitation and errors, which do not hinder comprehension.

1.19 Students demonstrate culturally acceptable behavior for Stage I functions.

1.20 Students understand most important information.
2.1 Students make requests.

2.2 Students express their needs.

2.3 Students understand and express important ideas and some detail.

2.4 Students describe and compare.
2.5 Students use and understand expressions indicating emotion.

2.6 Students speak in face-to-face social interaction.

2.7 Students listen during social interaction and using audio or video texts.

2.8 Students read using authentic materials, e.g. short narratives, advertisements, tickets, brochures, and other media.
<table>
<thead>
<tr>
<th>Text Type</th>
<th>Stage 2</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.10</td>
<td>Students use and understand learned expressions, sentences, and strings of sentences, questions, and polite commands when speaking and listening.</td>
<td></td>
</tr>
<tr>
<td>2.11</td>
<td>Students create simple paragraphs when writing.</td>
<td></td>
</tr>
<tr>
<td>2.12</td>
<td>Students understand important ideas and some details in highly contextualized authentic texts when reading.</td>
<td></td>
</tr>
<tr>
<td>2.9</td>
<td>Students write letter and short guided compositions.</td>
<td></td>
</tr>
</tbody>
</table>
2.13 Students understand and convey information about the self (family, home rooms, health, school, schedules, leisure, activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals).

2.14 Students understand and convey information beyond self (geography, topography, directions, building and monuments, weather and seasons, symbols, cultural and historical figures, place and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, professions and work).

2.15 Students demonstrate increasing fluency and control of vocabulary.

2.16 Students show no significant pattern of error when performing Stage I functions.
2.17 Students communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions.

2.18 Students understand oral and written discourse, with few errors in comprehension when reading; demonstrate culturally appropriate behavior for Stage II functions.
3.1 Students clarify and ask for and comprehend, clarification.

3.2 Students express and understand opinions.

3.3 Students narrate and understand narration in the present, past, and future.

3.4 Students identify, state, and understand feelings and emotions.
3.5 Students converse in face-to-face social interaction and in simple transactions on the phone.

3.6 Students listen during social interaction and using audio or video texts.

3.7 Students read short stories, poems, essays, and articles.

3.8 Students write journals, letters, and essays.
3.9 Students use strings or related sentences when speaking.

3.10 Students understand most spoken language when a speaker accustomed to dealing with learners when listening deliberately and carefully conveys the message.

3.11 Students create simple paragraphs when writing.

3.12 Students acquire knowledge and new knowledge from comprehensive authentic texts when reading.
CA Foreign Language Framework

LANGUAGE LEARNING CONTINUUM

STAGE 3

Content

3.13 Students understand and convey information about: history, art, literature, music, current affairs, and civilization, with an emphasis on significant people and events in these fields, career choices, the environment, social issues, and political issues.

CA Foreign Language Framework

LANGUAGE LEARNING CONTINUUM

STAGE 3

Accuracy

3.14 Students tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning.

3.15 Students generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words, as well as patterns of mispronunciation and intonation.

3.16 Students generally use culturally appropriate behavior in social situations.
CA Foreign Language Framework

LANGUAGE LEARNING CONTINUUM

STAGE 3

Accuracy

3.17 Students are able to understand and retain most key ideas and some supporting detail when reading and listening.
CA Foreign Language Framework
LANGUAGE LEARNING CONTINUUM
STAGE 4
Function

4.1 Students give and understand advice and suggestions.

4.2 Students initiate, engage in, and close a conversation.

4.3 Students compare and contrast.

4.4 Students explain and support an opinion.
CA Foreign Language Framework

LANGUAGE LEARNING CONTINUUM

Context

4.5 Students can perform these functions when speaking, in face-to-face social interaction, in simple transactions on the phone, and in group discussions, prepared debates, and presentation.

4.6 Students can perform these functions when listening, in social interaction and using audio or video texts, including TV interviews and newscasts.

4.7 Students can perform these functions when reading short literary texts, poems, and articles.

4.8 Students can perform these functions when writing journals, letters, and essays.
4.9 Students can use simple discourse in a series of coherent paragraphs when speaking.

4.10 Students can understand most authentic spoken languages when listening.

4.11 Students can create a series of coherent paragraphs when writing.

4.12 Students can acquire knowledge and new information from comprehensive, authentic texts when reading.
4.13 Students can engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary.

4.14 Students demonstrate a heightened awareness of culturally appropriate behavior, although, as the task or message becomes more complex, they tend to become less accurate.

4.15 Students are able to understand and report most key ideas and some supporting detail when reading and listening.

4.16 Content embraces concept of broader cultural significance, including institutions such as the education system, the government, and political and social issues in the target culture.
CA Foreign Language Framework
LANGUAGE LEARNING CONTINUUM
STAGE 4
Content

4.17 Content embraces topics of social and personal interest such as music, literature, the arts, and the science.
5.1 Students conduct transactions and negotiations.

5.2 Students substantiate and elaborate opinions.

5.3 Students convenience and persuade.

5.4 Students analyze and critique.
CA Foreign Language Framework
LANGUAGE LEARNING CONTINUUM
STAGE 5
Context

5.5 Students can perform these functions in almost any context, including many complex situations.

CA Foreign Language Framework
LANGUAGE LEARNING CONTINUUM
STAGE 5
Text Type

5.6 Students can perform these functions in extended discourse when appropriate.

CA Foreign Language Framework
LANGUAGE LEARNING CONTINUUM
STAGE 5
Accuracy

5.7 Students use culturally appropriate language, characterized by a wide range of vocabulary, with few patterns of error, although speech may contain some hesitation and normal pauses.

CA Foreign Language Framework
LANGUAGE LEARNING CONTINUUM
STAGE 5
Accuracy

5.8 Students comprehend significant ideas and most supporting details.
5.9 Content embraces concepts of broader cultural significance, including social issues in the target culture, such as the environment and human rights.

5.10 Content embraces abstract ideas concerning art, literature, politics, and society.