

# Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE)

## (1) COMMUNICATION

The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.

**The student is expected to:**

- (A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information;
- (B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics; and
- (C) present information using familiar words, phrases, and sentences to listeners and readers.

## (2) CULTURES

The student gains knowledge and understanding of other cultures.

**The student is expected to:**

- (A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and
- (B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

## (3) CONNECTIONS

The student uses the language to make connections with other subject areas and to acquire information.

**The student is expected to:**

- (A) use resources (that may include technology) in the language and cultures being studied to gain access to information; and
- (B) use the language to obtain, reinforce, or expand knowledge of other subject areas.

## (4) COMPARISONS

The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.

**The student is expected to:**

- (A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied.
- (B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and
- (C) demonstrate an understanding of the influence of one language and culture on another.

## (5) COMMUNITIES

The student participates in communities at home and around the world by using languages other than English.

**The student is expected to:**

- (A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and
- (B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development.

*This page describes expectations for a novice-level learner. Performance expectations at the intermediate and advanced levels for each of the Knowledge and Skills areas are found on page 2.*

## INTERMEDIATE PERFORMANCE EXPECTATIONS

The student is expected to:

### (1) COMMUNICATION

- (A) engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs;
- (B) interpret and demonstrate understanding of simple, straightforward, spoken and written language such as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations; and
- (C) present information and convey short messages on everyday topics to listeners and readers.

### (2) CULTURES

- (A) use the language at the intermediate proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and
- (B) use the language at the intermediate proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

### (3) CONNECTIONS

- (A) use resources (that may include technology) in the language and cultures being studied at the intermediate proficiency level to gain access to information; and
- (B) use the language at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.

### (4) COMPARISONS

- (A) use the language at the intermediate proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;
- (B) use the language at the intermediate proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and
- (C) use the language at the intermediate proficiency level to demonstrate an understanding of the influence of one language and culture on another.

### (5) COMMUNITIES

- (A) use the language at the intermediate proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and
- (B) show evidence of becoming a lifelong learner by using the language at the intermediate proficiency level for personal enrichment and career development.

## ADVANCED PERFORMANCE EXPECTATIONS

The student is expected to:

### (1) COMMUNICATION

- (A) engage in oral and written exchanges including providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions;
- (B) interpret and demonstrate understanding of spoken, and written language, including literature, on a variety of topics; and
- (C) present information, concepts, and ideas on a variety of topics to listeners and readers.

### (2) CULTURES

- (A) use the language at the advanced proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and
- (B) use the language at the advanced proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

### (3) CONNECTIONS

- (A) use resources (that may include technology) in the language and cultures being studied at the advanced proficiency level to gain access to information; and
- (B) use the language at the advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas.

### (4) COMPARISONS

- (A) use the language at the advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;
- (B) use the language at the advanced proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and
- (C) use the language at the advanced proficiency level to demonstrate an understanding of the influence of one language and culture on another.

### (5) COMMUNITIES

- (A) use the language at the advanced proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and
- (B) show evidence of becoming a lifelong learner by using the language at the advanced proficiency level for personal enrichment and career development.