

The Vermont Framework for Proficiency: World Language Literacy

Purpose Statement

The literacy statement in this document was used to create an overarching Proficiency-Based Graduation Requirement for World Language that guided the development of Critical Proficiencies and Priority Performance Indicators. The literacy statement reflects the connections between a Vermont Portrait of a Graduation and the American Council on the Teaching of Foreign Languages (ACTFL) World-Readiness Standards for Learning Languages.

World Language Literacy

World language literacy refers to the ability to communicate (reading, writing, listening, speaking) in interconnected ways and for diverse real-world contexts, while acknowledging the importance and perspective of the culture studied. Literate second language speakers/users can communicate effectively in a variety of situations and for multiple purposes: interpersonally, interpretively, and in presentational situations. They are also able to use the second language as they interact and collaborate within their community and the globalized world with cultural competence and understanding. Finally, language literacy is evidenced when one has the knowledge, skills, and understanding of a second language to make both connections and comparisons to prior learning; literacy development in one language reinforces and expands literacy in another language.

Contact Information:

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World Language Literacy Portrait of a Graduate Connections



World Language Connections to the Vermont Portrait of a Graduate

A [Vermont Portrait of a Graduate through World Language](#) provides a detailed description of how the specific terms identified in this diagram link to the PoG attributes and connect to world language content and skills. These connections assist educators as they strive to develop learners who can communicate in interconnected ways and for diverse real-world contexts, while also acknowledging the values and perspectives of the non-English language and culture studied.