

# Novice Level (K-6)

Adopted 2020

## Interpretive Intercultural Communication

### **INT-C. Identify practiced or familiar words and phrases supported by visuals, gestures and facial expressions.** NL.E.INT-C

1. Recognize a few typical products and practices related to familiar, everyday life in native and other cultures. NL.E.INT-C.1
2. Recognize a few very simple behaviors in other cultures. NL.E.INT-C.2
3. Understand a few familiar words or phrases in: NL.E.INT-C.3
  - a. Simple, authentic informational texts; NL.E.INT-C.3.A
  - b. Simple, authentic fictional texts; NL.E.INT-C.3.B
  - c. Simple, overheard or observed conversations. NL.E.INT-C.3.C

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### **INT-C. Identify basic facts from practiced or familiar words and phrases supported by visuals, gestures and facial expressions.** NM.E.INT-C

1. Identify typical cultural products and practices related to familiar, everyday life in native and other cultures to help understand perspectives. NM.E.INT-C.1
2. Identify familiar or everyday behaviors in other cultures. NM.E.INT-C.2
3. Understand very basic information in: NM.E.INT-C.3
  - a. Simple, authentic informational texts; NM.E.INT-C.3.A
  - b. Simple, authentic fictional texts; NM.E.INT-C.3.B
  - c. Simple, overheard or observed conversations. NM.E.INT-C.3.C

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### **INT-C. Identify the topic and basic related information from simple sentences.** NH.E.INT-C

1. Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives. NH.E.INT-C.1
  2. Identify and compare familiar or everyday behaviors in native and other cultures. NH.E.INT-C.2
  3. Understand the topic and some isolated facts in: NH.E.INT-C.3
    - a. Authentic informational texts; NH.E.INT-C.3.A
    - b. Authentic fictional texts; NH.E.INT-C.3.B
    - c. Overheard or observed conversations. NH.E.INT-C.3.C
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## Interpretive Literacy

### **INT-LIT. Use literacy skills to make meaning from authentic texts\* that are spoken, written or signed.** NL.E.INT-LIT

1. Recognize traditional and nontraditional letters, accents, characters or tone marks, as well as cognates and familiar or practiced words. NL.E.INT-LIT.1
  2. Recognize visual, aural and organizational features to identify the purpose of very simple texts, such as lists, labels, titles or headlines. NL.E.INT-LIT.2
  3. Use literal or factual self-questioning before, during and after engaging with texts, such as "Who, where, when, what or how many?" NL.E.INT-LIT.3
  4. Make personal connections to a text using background knowledge or experiences. NL.E.INT-LIT.4
  5. Use digital and cultural resources appropriately. NL.E.INT-LIT.5
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### **INT-LIT. Use literacy skills to comprehend authentic texts\* that are spoken, written or signed.** NM.E.INT-LIT

1. Recognize non-traditional letters, accents, characters or tone marks, as well as cognates and words from context. NM.E.INT-LIT.1
  2. Recognize visual, aural and organizational features to identify the purpose of simple texts, such as schedules, song refrains, simple poems or infographics. NM.E.INT-LIT.2
  3. Use literal or factual self-questioning before, during and after engaging with texts, such as "What time, who is, why or how?" NM.E.INT-LIT.3
  4. Make personal connections to a text using background knowledge or experiences. NM.E.INT-LIT.4
  5. Use digital and cultural resources appropriately. NM.E.INT-LIT.5
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### **INT-LIT. Use literacy skills to comprehend authentic texts\* that are spoken, written or signed.** NH.E.INT-LIT

1. Recognize cognates and infer meaning of unfamiliar words or phrases using context clues and background knowledge. NH.E.INT-LIT.1
  2. Use visual, aural and organizational features to identify the purpose of simple texts, such as announcements, instructions, fables or graphics. NH.E.INT-LIT.2
  3. Use a mixture of literal and inferential self-questioning before, during and after engaging with texts, such as "What happened or what might happen next?" NH.E.INT-LIT.3
  4. Make simple text-to-text connections using information from previous texts. NH.E.INT-LIT.4
  5. Use digital and cultural resources appropriately. NH.E.INT-LIT.5
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## Interpretive Communication

### **INT-IC. Identify practiced or familiar words and phrases supported by visuals, gestures and facial expressions.** NL.E.INT-IC

1. Identify a few very familiar cultural products and practices in native and other cultures, such as:
  - Traditional foods, celebrating holidays;
  - School supplies, addressing teachers;
  - Free-time activities, what to wear;
  - Calendar, telling the date;
  - Greeting friends and adults;
  - Flags and flag colors;
  - Children's songs and accompanying actions.Recognize or draw traditional and nontraditional letters, numbers or shapes that are similar to content from other classes.
  - Recognize a few individual words in children's songs, simple rhymes, poems, chants or book titles.
  - Recognize or draw a few individual words from posters or labeled objects inside the classroom.
  - Match a letter, character, word or color to an image.
  - Follow simple classroom instructions or routines.
  - Recognize a character's name in a story or fairy tale.NL.E.INT-IC.1

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### **INT-IC. Identify basic facts from practiced or familiar words and phrases supported by visuals, gestures and facial expressions.** NM.E.INT-IC

1. Identify similarities and differences between typical products and practices in native and other cultures, such as:
  - Products and practices related to content in other classes;
  - Food, mealtimes;
  - Decorations, how people celebrate;
  - Invitations, special occasions;
  - Rooms in a house, house design;
  - Famous artists, art styles;
  - School subjects, school schedules.Recognize words, phrases or simple facts related to content taught in other classes.
  - Recognize repeated words, taglines or short quotes from jingles, ads, movies, songs, rhymes, chants or poems.
  - Identify simple phrases describing physical or personality traits of a story, cartoon or movie character.
  - Follow classroom instructions, routines and schedules.
  - Identify simple information from words and symbols in a weather forecast, science experiment or math problem.NM.E.INT-IC.1

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### **INT-IC. Identify the topic and basic related information from simple sentences.** NH.E.INT-IC

1. Identify similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures, such as:
  - Products and practices related to content in other classes;
  - Monuments, architecture;
  - Currency, metric conversion;
  - Sports, popular events;
  - Meals, grocery shopping.Understand words, phrases or information related to content taught in other classes.
  - Draw images as they are described.
  - Follow simple steps to create an object, play a game, solve a puzzle or follow a scavenger hunt.
  - Understand simple messages on greeting cards.
  - Identify a few product details from an ad or commercial.
  - Identify a few events in a cartoon, TV show or movie clip.
  - Identify information in a simple diagram or infographic.NH.E.INT-IC.1

## Interpersonal Intercultural Communication

### **INP-C. Communicate with others by answering a few practiced questions with words and phrases and the help of visuals or gestures.** NL.E.INP-C

1. Identify a few typical products and practices related to familiar, everyday life in native and other cultures. NL.E.INP-C.1
  2. Interact in very familiar intercultural situations using practiced language and behaviors. NL.E.INP-C.2
  3. Provide basic information on very familiar topics. NL.E.INP-C.3
  4. Express a few basic personal needs in very familiar situations. NL.E.INP-C.4
  5. Express a few basic preferences or feelings. NL.E.INP-C.5
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### **INP-C. Communicate with others by asking and answering a few practiced questions using words, phrases and simple sentences.** NM.E.INP-C

1. Identify typical products and practices related to familiar, everyday life in native and other cultures. NM.E.INP-C.1
  2. Interact in very familiar intercultural situations using practiced language and behaviors and show cultural awareness by recognizing a few culturally inappropriate behaviors. NM.E.INP-C.2
  3. Request and share simple information on familiar or everyday topics. NM.E.INP-C.3
  4. Express basic needs in familiar or everyday situations. NM.E.INP-C.4
  5. Express basic preferences or feelings and react to those of others. NM.E.INP-C.5
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### **INP-C. Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.** NH.E.INP-C

1. Identify products and practices related to everyday life to help understand perspectives of native and other cultures. NH.E.INP-C.1
  2. Interact in familiar, everyday intercultural situations using practiced language and behaviors, and show cultural awareness by recognizing culturally inappropriate behaviors. NH.E.INP-C.2
  3. Request and share information on familiar and everyday topics. NH.E.INP-C.3
  4. Interact with others to meet basic needs in familiar and everyday situations. NH.E.INP-C.4
  5. Express, ask about, and react to simple preferences, feelings or opinions on familiar topics. NH.E.INP-C.5
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## Interpersonal Literacy

### **INP-LIT. Use interpersonal skills to interact and communicate effectively.** NL.E.INP-LIT

1. Use familiar, relevant vocabulary or structures and rehearsed or imitated cultural behaviors to communicate, react and show interest. NL.E.INP-LIT.1
  2. Use a few very simple verbal or nonverbal rejoinders or interjections. NL.E.INP-LIT.2
  3. Increase comprehensibility using gestures, hand shapes, facial expressions or repetition. NL.E.INP-LIT.3
  4. Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions. NL.E.INP-LIT.4
  5. Use digital and cultural resources appropriately. NL.E.INP-LIT.5
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### **INP-LIT. Use interpersonal skills to interact, negotiate meaning and communicate effectively.** NM.E.INP-LIT

1. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest. NM.E.INP-LIT.1
  2. Use very simple verbal and nonverbal interrogatives, rejoinders, interjections or requests for clarification. NM.E.INP-LIT.2
  3. Increase comprehensibility using gestures, hand shapes, facial expressions, repetition or word substitution. NM.E.INP-LIT.3
  4. Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions. NM.E.INP-LIT.4
  5. Use digital and cultural resources appropriately. NM.E.INP-LIT.5
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### **INP-LIT. Use interpersonal skills to interact, negotiate meaning and communicate effectively.** NH.E.INP-LIT

1. Use culturally appropriate and relevant language and rehearsed or learned behaviors to communicate, react and show interest. NH.E.INP-LIT.1
  2. Use simple interrogatives, rejoinders interjections, requests for clarification or transition words. NH.E.INP-LIT.2
  3. Increase comprehensibility and clarify information using word substitution, rephrasing, circumlocution or attention to pronunciation, tone or pitch. NH.E.INP-LIT.3
  4. Infer meaning of unfamiliar language from gestures, facial and body expressions, context clues or topic of conversation. NH.E.INP-LIT.4
  5. Use digital and cultural resources appropriately. NH.E.INP-LIT.5
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## Interpersonal Communication

### **INP-IC. Communicate with others by answering a few practiced questions with words and phrases and the help of visuals or gestures.** NL.E.INP-IC

1. Identify a few very familiar cultural products and practices in native and other cultures, such as:
  - Traditional foods, celebrating holidays;
  - School supplies, addressing teachers;
  - Free time activities, what to wear;
  - Calendar, telling the date;
  - Greeting friends and adults;
  - Flags and flag colors;
  - Children's songs and accompanying actions.Respond to simple questions related to content taught in other classes.
  - Greet, say goodbye to peers or adults.
  - Respond to simple questions such as name, age, address and phone number.
  - Respond to simple questions about family, friends, pets or activities.
  - Respond to simple questions such as favorite color, team, food or animal.
  - Respond to a simple math problem, such as how many pennies are in a nickel or math computations.
  - Exchange simple well-wishes on birthdays or holidays.
  - Volunteer when the teacher asks for help.

NL.E.INP-IC.1

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### **INP-IC. Communicate with others by asking and answering a few practiced questions using words, phrases and simple sentences.** NM.E.INP-IC

1. Identify similarities and differences between typical products and practices in native and other cultures, such as:
  - Products and practices related to content in other classes;
  - Food, mealtimes;
  - Decorations, how people celebrate;
  - Invitations, special occasions;
  - Rooms in a house, house design;
  - Famous artists, art styles;
  - School subjects, school schedules.Ask and answer simple questions related to content taught in other classes.
  - Ask and answer simple questions such as name, age, address, phone number and social media handle.
  - Ask and answer simple questions about preferences in colors, sports teams, music, movies, singers or actors.
  - Ask and answer simple questions about hobbies, food, pets, school subjects, homework, technology, family or friends.
  - Express needs such as hungry or cold and ask others.
  - Ask and answer simple math problems or spelling words.

NM.E.INP-IC.1

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**INP-IC. Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.** NH.E.INP-IC

1. Identify similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures, such as:
  - <li>Products and practices related to content in other classes;</li>
  - <li>Monuments, architecture;</li><li>Currency, metric conversion;</li>
  - <li>Sports, popular events;</li><li>Meals, grocery shopping</li><li>Exchange simple information related to content taught in other classes.</li><li>Talk with friends about what to wear to various events.</li><li>Ask and answer simple questions about information in a chart, diagram or infographic.</li>
  - <li>Create a Venn diagram with a peer comparing two topics in a classroom lesson.</li><li>Exchange simple opinions with peers about food, actors, movies, books, video games or other areas of interest.</li><li>Work with a peer to create a simple skit.</li></ul> NH.E.INP-IC.1

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**Presentational Intercultural Communication**

**P-C. Present information using practiced or familiar words and phrases with the help of gestures or visuals.** NL.E.P-C

1. Identify a few typical products and practices related to familiar, everyday life in native and other cultures. NL.E.P-C.1
2. Present in very familiar intercultural situations using memorized or practiced language and behaviors. NL.E.P-C.2
3. Name very familiar people, places and objects. NL.E.P-C.3
4. Provide very basic details about self. NL.E.P-C.4
5. Express likes and dislikes about very familiar topics from native and other cultures. NL.E.P-C.5

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**P-C. Present information using a mixture of practiced and familiar words, phrases and simple sentences.** NM.E.P-C

1. Identify typical products and practices related to familiar, everyday life in native and other cultures. NM.E.P-C.1
2. Present in very familiar intercultural situations using practiced or learned language and behaviors. NM.E.P-C.2
3. Give simple information about very familiar topics. NM.E.P-C.3
4. Provide simple details about self, interests and activities. NM.E.P-C.4
5. Express likes and dislikes about familiar topics from native and other cultures. NM.E.P-C.5

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**P-C. Present information using mostly simple sentences and transitions.** NH.E.P-C

1. Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures. NH.E.P-C.1
  2. Present in very familiar situations using practiced or learned language and behaviors. NH.E.P-C.2
  3. Give simple descriptions of familiar and everyday topics. NH.E.P-C.3
  4. Provide details about personal life, interests and activities. NH.E.P-C.4
  5. Express preferences on familiar and everyday topics or topics of interest from native and other cultures. NH.E.P-C.5
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**Presentational Literacy**

**P-LIT. Use presentational skills to communicate effectively.** NL.E.P-LIT

1. Use familiar vocabulary and structures that are relevant to the topic and very simple authentic resources as needed. NL.E.P-LIT.1
  2. Organize very simple information in a logical sequence and support with gestures or visuals. NL.E.P-LIT.2
  3. Communicate with emerging awareness of pronunciation, spelling, punctuation, hand shapes or signing parameters. NL.E.P-LIT.3
  4. Maintain audience interest via gestures, creativity, emotion, technology or visuals. NL.E.P-LIT.4
  5. Use digital and cultural resources appropriately. NL.E.P-LIT.5
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**P-LIT. Use presentational skills to communicate effectively.** NM.E.P-LIT

1. Use familiar vocabulary and structures that are relevant to the topic and very simple authentic resources as needed. NM.E.P-LIT.1
2. Organize simple information in a logical sequence and support with gestures or visuals. NM.E.P-LIT.2
3. Communicate with awareness of pronunciation, spelling, punctuation, hand shapes or signing parameters. NM.E.P-LIT.3
4. Maintain audience interest via gestures, creativity, emotion, humor, technology or visuals. NM.E.P-LIT.4
5. Use digital and cultural resources appropriately. NM.E.P-LIT.5

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**P-LIT. Use presentational skills to communicate effectively.** NH.E.P-LIT

1. Use familiar content, structures and syntax that are relevant to the topic and authentic resources as needed. NH.E.P-LIT.1
  2. Organize information in a logical sequence, with topic sentence, simple details and conclusion, and support with gestures, visuals or additional language as needed. NH.E.P-LIT.2
  3. Communicate with attention to pronunciation, spelling, punctuation, hand shapes or signing parameters. NH.E.P-LIT.3
  4. Maintain audience interest via content, creativity, emotion, humor, technology or visuals. NH.E.P-LIT.4
  5. Use digital and cultural resources appropriately. NH.E.P-LIT.5
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**Presentational  
Communication  
(Elementary,  
Immersion, Exploratory)**

**P-IC. Present information using practiced or familiar words and phrases, with the help of gestures or visuals.** NL.E.P-IC

1. Identify a few very familiar cultural products and practices in native and other cultures, such as:
    - <li>Traditional foods, celebrating holidays;</li><li>School supplies, addressing teachers;</li><li>Free-time activities, what to wear;</li><li>Calendar, telling the date;</li><li>Greeting friends and adults;</li><li>Flags and flag colors;</li><li>Children's songs and accompanying actions.</li><li>Name or write traditional and non-traditional letters, numbers or simple words that are similar to content taught in other classes.</li><li>Tell favorite places to eat, visit, vacation or play.</li><li>Tell favorite or preferred foods from pictures on a menu or restaurant website.</li><li>Name or label very familiar people, places or things in images, classroom or school.</li><li>Name or label preferences based on images of activities, teams, superheroes or animals.</li><li>Name or label places on a map or pictures of classmates or family members.</li><li>Count or write numbers from 1-10.</li><li>Copy simple phrases such as birthday or holiday greetings.</li></ul> NL.E.P-IC.1
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**P-IC. Present information using a mixture of practiced and familiar words, phrases and simple sentences.** NM.E.P-IC

1. Identify similarities and differences between typical products and practices in native and other cultures, such as:
  - <li>Products and practices related to content in other classes;</li><li>Food, mealtimes;</li><li>Decorations, how people celebrate;</li><li>Invitations, special occasions;</li><li>Rooms in a house, house design;</li><li>Famous artists, art styles;</li><li>School subjects, school schedules.</li><li>Write or tell simple information related to content taught in other classes using a few simple sentences or graphic organizer.</li><li>Recite simple poems, songs, chants or rhymes.</li><li>Use courtesy phrases with peers when playing a game or on the playground.</li><li>Name family members and friends, their ages, relationship and what they like to do.</li><li>Use appropriate word order and punctuation when writing the date, time, address or phone number.</li><li>Caption photos of familiar people, places, things or events.</li><li>Tell very simple information from a story.</li></ul> NM.E.P-IC.1

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**P-IC. Present information using mostly simple sentences and transitions.** NH.E.P-IC

1. Identify similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures, such as:
  - <li>Products and practices related to content in other classes;</li>
  - <li>Monuments, architecture;</li><li>Currency, metric conversion;</li>
  - <li>Sports, popular events;</li><li>Meals, grocery shopping</li><li>Give simple information related to content taught in other classes using sentences or graphic organizers.</li><li>Create a schedule for school, after school activities or a school project timeline.</li><li>Create a birthday, holiday or to-do list.</li>
  - <li>Give a short description about a favorite character in a story, book, movie or TV show.</li><li>Describe favorite activities during the school week, on weekends or during vacations.</li><li>Create a simple slogan or poster to advertise an event.</li></ul> NH.E.P-IC.1

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**Classical Languages**

1. Identify a few very familiar cultural products and practices in native and other cultures, such as:<ul><li>Traditional foods;</li><li>Holidays;</li><li>Clothing;</li><li>Roman numerals or Greek alphabet;</li><li>Family;</li><li>Education;</li><li>Human beings and the gods;</li><li>Roman values.</li></ul> NL.E.CL.1
2. Identify a few holidays and their modern equivalent, such as Saturnalia or Lupercalia. NL.E.CL.2
3. Connect simple words, phrases, Roman numerals or Greek letters to their meaning or image. NL.E.CL.3
4. Use knowledge of language patterns or structures to deepen understanding. NL.E.CL.4
5. Greet peers or introduce oneself. NL.E.CL.5
6. Respond to simple questions about familiar topics, such as family, education or foods. NL.E.CL.6
7. Participate in a reenactment of a Roman or Greek ceremony. NL.E.CL.7
8. Name or label familiar people, places, things or events. NL.E.CL.8
1. Identify similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures, such as:<ul><li>Celebrating holidays;</li><li>Manner of dress;</li><li>Dining posture;</li><li>Types and rooms of Roman or Greek houses;</li><li>Importance of mythology;</li><li>War and empire.</li></ul> NM.E.CL.1
2. Identify simple facts from a caption on a photo. NM.E.CL.2
3. Understand simple phrases describing a historical character. NM.E.CL.3
4. Recognize all Roman numerals or Greek letters. NM.E.CL.4

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5. Use knowledge of language patterns or structures to deepen understanding. NM.E.CL.5

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  6. Ask and answer simple questions related to the current topic or content. NM.E.CL.6

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  7. Share simple facts from a cultural reading or lesson. NM.E.CL.7

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  8. Recite short phrases or simple lines from poems and rhymes. NM.E.CL.8

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  9. Create a meme with a simple caption to describe oneself. NM.E.CL.9

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  1. Identify similarities and differences in simple cultural products and practices to help understand perspectives in native and other cultures, such as:
    - <li>Tombstones, political graffiti, mile markers;</li><li>Use and importance of Roman baths;</li><li>Influence of legendary and historical figures and events;</li><li>Views of non-Romans or non-Greeks.</li></ul> NH.E.CL.1

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    - 2. Identify the topic or basic facts or details from tombstones, mile markers, political graffiti or excerpts from texts or letters. NH.E.CL.2

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    - 3. Identify the topic and a few details about events or people from history or literature. NH.E.CL.3

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    - 4. Use knowledge of structures and syntax to deepen understanding. NH.E.CL.4

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    - 5. Create a Venn diagram with a peer comparing Roman and U.S. houses. NH.E.CL.5

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    - 6. Create a simple cultural skit or reenactment with a peer. NH.E.CL.6

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    - 7. Create simple cultural products, such as tombstones or political graffiti. NH.E.CL.7

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    - 8. Recreate a scene from a myth or historical event. NH.E.CL.8
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## American Sign Language

1. Identify a few very familiar cultural products and practices in native and Deaf cultures, such as:
  - <li>Assistive devices;</li><li>Landmarks;</li><li>Traditional and popular songs;</li><li>Greetings and leave-takings.</li></ul> NL.E.ASL.1

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  - 2. Understand a few numbers, food items or survival signs. NL.E.ASL.2

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  - 3. Recognize a few short finger-spelled words or names. NL.E.ASL.3

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  - 4. Follow a few simple classroom directions. NL.E.ASL.4

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  - 5. Exchange greetings and introductions with a peer. NL.E.ASL.5

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  - 6. Fingerspell name. NL.E.ASL.6

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**7. Respond to yes, no, who, what, when and where questions.** NL.E.ASL.7

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**8. Sign numbers from 1-10.** NL.E.ASL.8

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**9. Sign name, age, phone number and email address.** NL.E.ASL.9

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**10. Sign simple directions or a line from a simple poem.** NL.E.ASL.10

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**1. Identify similarities and differences in typical cultural products and practices to help understand perspectives in native and Deaf cultures, such as:**

- House design;
- Support clubs, agencies and organizations;
- Common table settings.

NM.E.ASL.1

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**2. Identify days of the week and time.** NM.E.ASL.2

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**3. Recognize some common weather expressions, locations or feelings.** NM.E.ASL.3

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**4. Recognize a few variations on simple signs or phrases.** NM.E.ASL.4

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**5. Exchange both formal and informal greetings.** NM.E.ASL.5

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**6. Ask and answer simple questions about family, friends, activities or school.** NM.E.ASL.6

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**7. Ask who, what, when, where and why questions.** NM.E.ASL.7

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**8. Sign the main cities on a map.** NM.E.ASL.8

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**9. Sign daily schedule of activities with times.** NM.E.ASL.9

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**10. Sign simple information based on photos of animals, historical figures or sports.** NM.E.ASL.10

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**1. Identify similarities and differences in simple cultural products and practices to help understand perspectives in native and Deaf cultures, such as:**

- Regional differences in languages;
- Storytelling traditions;
- Use of technology to communicate.

NH.E.ASL.1

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**2. Recognize the difference between a question and statement about age, activities or family.** NH.E.ASL.2

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**3. Follow a simple math problem with figures.** NH.E.ASL.3

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**4. Understand a simple transaction between a customer and clerk.** NH.E.ASL.4

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**5. Ask and answer simple questions about dates, times, places and events on posters or tickets.** NH.E.ASL.5

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**6. Ask for and give simple directions to a location.** NH.E.ASL.6

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**7. Make plans with a peer about where to go and when to meet.** NH.E.ASL.7

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**8. Give biographical facts about others.** NH.E.ASL.8

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**9. Express how to prepare a food or follow a simple routine.** NH.E.ASL.9

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**10. Give simple facts or details about a landmark or place visited.** NH.E.ASL.10