

Alignment of Texas Pre–Admission Content Test (PACT) LOTE Chinese: Early Childhood–Grade 12 (714) Framework with Texas Essential Knowledge and Skills

This alignment study identifies the Texas Essential Knowledge and Skills that are addressed in whole or in part by each competency of the exam framework. An indication of alignment does not necessarily imply complete congruence of the content of an exam competency with the relevant standard. The information in this document is subject to change if revisions are made to the exam framework. Any changes will fully supersede the information contained in this document.

Competencies		Texas Essential Knowledge and Skills
Field 714: Texas PACT: LOTE Chinese: Early Childhood–Grade 12		Texas Essential Knowledge and Skills for Languages Other Than English
<u>Content Domain I</u>		
INTERPRETIVE LISTENING		
001	Demonstrate literal comprehension of a variety of formal and informal oral messages in Chinese from across the Chinese–speaking world.	<p>Elementary:</p> <p>114.32 c 1 The student demonstrates an understanding of the elements of languages.</p> <p>114.39 c 2; 114.40 c 2 Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.</p> <hr/> <p>Middle School:</p> <p>114.32 c 1 The student demonstrates an understanding of the elements of languages.</p> <p>114.39 c 2; 114.40 c 2; 114.41 c 2; 114.42 c 2 Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.</p>

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		<p>High School:</p> <p>114.32 c 1; 114.33 c 1 The student demonstrates an understanding of the elements of languages.</p> <p>114.39 c 2; 114.40 c 2; 114.41 c 2; 114.42 c 2; 114.43 c 2; 114.44 c 2; 114.45 c 2; 114.53 c 2 Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.</p> <p>114.46 c 1 The student inquires through assigned topics and research in the target language.</p> <p>114.46 c 2 The student applies critical–thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology.</p>
002	Demonstrate inferential and analytical comprehension of a variety of formal and informal oral messages in Chinese from across the Chinese–speaking world.	<p>Elementary:</p> <p>114.39 c 2; 114.40 c 2 Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.</p> <hr/> <p>Middle School:</p> <p>114.39 c 2; 114.40 c 2; 114.41 c 2; 114.42 c 2 Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.</p>

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		<p>High School:</p> <p>114.39 c 2; 114.40 c 2; 114.41 c 2; 114.42 c 2; 114.43 c 2; 114.44 c 2; 114.45 c 2; 114.53 c 2 Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.</p> <p>114.46 c 1 The student inquires through assigned topics and research in the target language.</p> <p>114.46 c 2 The student applies critical–thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology.</p> <p>114.53 c 4 Professional, business, or industry–specific terminology. The student effectively communicates using the target language and cultural understanding in rehearsed and unrehearsed situations using professional, business, or industry–specific terminology.</p>
<p><u>Content Domain II</u></p> <p>INTERPRETIVE READING</p>		
003	Demonstrate literal comprehension of a variety of authentic materials written in Chinese from across the Chinese–speaking world.	<p>Elementary:</p> <p>114.32 c 1 The student demonstrates an understanding of the elements of languages.</p> <p>114.39 c 2; 114.40 c 2 Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.</p>

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		<p>Middle School:</p> <p>114.32 c 1 The student demonstrates an understanding of the elements of languages.</p> <p>114.39 c 2; 114.40 c 2; 114.41 c 2; 114.42 c 2 Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.</p> <hr/> <p>High School:</p> <p>114.32 c 1 The student demonstrates an understanding of the elements of languages.</p> <p>114.33 c 3 Connections. The student describes connections between world languages and other disciplines.</p> <p>114.39 c 2; 114.40 c 2; 114.41 c 2; 114.42 c 2; 114.43 c 2; 114.44 c 2; 114.45 c 2; 114.53 c 2 Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.</p> <p>114.46 c 1 The student inquires through assigned topics and research in the target language.</p> <p>114.46 c 2 The student applies critical–thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology.</p>
004	Demonstrate inferential and analytical comprehension of a variety of authentic materials written in Chinese from across the Chinese–speaking world.	<p>Elementary:</p> <p>114.39 c 2; 114.40 c 2 Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.</p>

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		<p>Middle School:</p> <p>114.39 c 2; 114.40 c 2; 114.41 c 2; 114.42 c 2 Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.</p>
		<p>High School:</p> <p>114.39 c 2; 114.40 c 2; 114.41 c 2; 114.42 c 2; 114.43 c 2; 114.44 c 2; 114.45 c 2; 114.53 c 2 Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.</p> <p>114.46 c 1 The student inquires through assigned topics and research in the target language.</p> <p>114.46 c 2 The student applies critical–thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology.</p> <p>114.53 c 4 Professional, business, or industry–specific terminology. The student effectively communicates using the target language and cultural understanding in rehearsed and unrehearsed situations using professional, business, or industry–specific terminology.</p>
<p><u>Content Domain III</u></p> <p>LANGUAGE STRUCTURES</p>		
005	Understand the language structures of Chinese.	<p>Elementary:</p> <p>114.32 c 1 The student demonstrates an understanding of the elements of languages.</p> <p>114.32 c 3 The student develops effective language study skills.</p>

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		<p>Middle School:</p> <p>114.32 c 1 The student demonstrates an understanding of the elements of languages.</p> <p>114.32 c 3 The student develops effective language study skills.</p> <hr/> <p>High School:</p> <p>114.32 c 1; 114.33 c 1 The student demonstrates an understanding of the elements of languages.</p> <p>114.32 c 3 The student develops effective language study skills.</p> <p>114.33 c 4 Comparisons. The student develops insight into the nature of the target language and culture by comparing the student's own language and culture to another.</p> <p>114.53 c 4 Professional, business, or industry–specific terminology. The student effectively communicates using the target language and cultural understanding in rehearsed and unrehearsed situations using professional, business, or industry–specific terminology.</p>
006	Apply knowledge of the language structures of Chinese.	<p>Elementary:</p> <p>114.32 c 1 The student demonstrates an understanding of the elements of languages.</p> <p>114.32 c 3 The student develops effective language study skills.</p> <hr/> <p>Middle School:</p> <p>114.32 c 1 The student demonstrates an understanding of the elements of languages.</p> <p>114.32 c 3 The student develops effective language study skills.</p>

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		<p>High School:</p> <p>114.32 c 1; 114.33 c 1 The student demonstrates an understanding of the elements of languages.</p> <p>114.32 c 3 The student develops effective language study skills.</p> <p>114.43 c 1; 114.44 c 1; 114.45 c 1 Interpersonal communication: speaking and writing. The student communicates through the spoken and written exchange of information with appropriate and applicable grammar structures and processes at the specified proficiency levels.</p> <p>114.43 c 2; 114.44 c 2; 114.45 c 2 Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.</p> <p>114.43 c 3; 114.44 c 3; 114.45 c 3 Presentational communication: speaking and writing. The student presents information orally and in writing with appropriate and applicable grammar structures and processes at the specified proficiency levels.</p> <p>114.46 c 2 The student applies critical–thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology.</p> <p>114.53 c 4 Professional, business, or industry–specific terminology. The student effectively communicates using the target language and cultural understanding in rehearsed and unrehearsed situations using professional, business, or industry–specific terminology.</p>
<u>Content Domain IV</u>		
CULTURAL UNDERSTANDING		
007	Understand the geography and major developments in the history of the Chinese–speaking world and their cultural impact.	<p>Elementary:</p> <p>114.32 c 2 The student demonstrates an understanding of cultures.</p> <hr/> <p>Middle School:</p> <p>114.32 c 2 The student demonstrates an understanding of cultures.</p>

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		<p>High School:</p> <p>114.32 c 2; 114.33 c 2 The student demonstrates an understanding of cultures.</p> <p>114.33 c 3 Connections. The student describes connections between world languages and other disciplines.</p>
008	Understand the practices, products, and perspectives of Chinese–speaking cultures and how they relate to one another.	<p>Elementary:</p> <p>114.32 c 2 The student demonstrates an understanding of cultures.</p>
		<p>Middle School:</p> <p>114.32 c 2 The student demonstrates an understanding of cultures.</p>
		<p>High School:</p> <p>114.32 c 2; 114.33 c 2; 114.33 c 4 The student demonstrates an understanding of cultures.</p> <p>114.33 c 3 The student describes connections between world languages and other disciplines.</p> <p>114.33 c 5 The student gains an understanding of cultures represented by LOTE to enhance global perspective, personal growth, and enrichment.</p> <p>114.46 c 2 The student applies critical–thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology.</p> <p>114.53 c 5 Career applications. The student demonstrates professional standards/employability skills as required in the professional, business, or industry setting.</p>
<p><u>Content Domain V</u></p> <p>PRESENTATIONAL WRITING</p>		

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009	In response to a prompt, demonstrate the ability to construct a coherent, well–developed passage in Chinese that effectively communicates a message.	<p>Elementary:</p> <p>114.32 c 1 The student demonstrates an understanding of the elements of languages.</p> <p>114.39 c 1; 114.40 c 1 Interpersonal communication: speaking and writing. The student communicates through the spoken and written exchange of information with appropriate and applicable grammar structures and processes at the specified proficiency levels.</p> <p>114.39 c 3; 114.40 c 3 Presentational communication: speaking and writing. The student presents information orally and in writing with appropriate and applicable grammar structures and processes at the specified proficiency levels.</p> <hr/> <p>Middle School:</p> <p>114.32 c 1 The student demonstrates an understanding of the elements of languages.</p> <p>114.39 c 1; 114.40 c 1; 114.41 c 1; 114.42 c 1 Interpersonal communication: speaking and writing. The student communicates through the spoken and written exchange of information with appropriate and applicable grammar structures and processes at the specified proficiency levels.</p> <p>114.39 c 3; 114.40 c 3; 114.41 c 3; 114.42 c 3 Presentational communication: speaking and writing. The student presents information orally and in writing with appropriate and applicable grammar structures and processes at the specified proficiency levels.</p>

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	<p>High School:</p> <p>114.32 c 1 The student demonstrates an understanding of the elements of languages.</p> <p>114.33 c 3 Connections. The student describes connections between world languages and other disciplines.</p> <p>114.39 c 1; 114.40 c 1; 114.41 c 1; 114.42 c 1; 114.43 c 1; 114.44 c 1; 114.45 c 1; 114.53 c 1 Interpersonal communication: speaking and writing. The student communicates through the spoken and written exchange of information with appropriate and applicable grammar structures and processes at the specified proficiency levels.</p> <p>114.39 c 3; 114.40 c 3; 114.41 c 3; 114.42 c 3; 114.43 c 3; 114.44 c 3; 114.45 c 3; 114.53 c 3 Presentational communication: speaking and writing. The student presents information orally and in writing with appropriate and applicable grammar structures and processes at the specified proficiency levels.</p> <p>114.46 c 1 The student inquires through assigned topics and research in the target language.</p> <p>114.46 c 2 The student applies critical–thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology.</p> <p>114.53 c 5 Career applications. The student demonstrates professional standards/employability skills as required in the professional, business, or industry setting.</p>
<p><u>Content Domain VI</u></p> <p>PRESENTATIONAL SPEAKING</p>	

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010	In response to a prompt, demonstrate the ability to deliver coherent, well–developed discourse in Chinese that effectively communicates a message.	<p>Elementary:</p> <p>114.32 c 1 The student demonstrates an understanding of the elements of languages.</p> <p>114.39 c 1; 114.40 c 1 Interpersonal communication: speaking and writing. The student communicates through the spoken and written exchange of information with appropriate and applicable grammar structures and processes at the specified proficiency levels.</p> <p>114.39 c 3; 114.40 c 3 Presentational communication: speaking and writing. The student presents information orally and in writing with appropriate and applicable grammar structures and processes at the specified proficiency levels.</p> <hr/> <p>Middle School:</p> <p>114.32 c 1 The student demonstrates an understanding of the elements of languages.</p> <p>114.39 c 1; 114.40 c 1; 114.41 c 1; 114.42 c 1 Interpersonal communication: speaking and writing. The student communicates through the spoken and written exchange of information with appropriate and applicable grammar structures and processes at the specified proficiency levels.</p> <p>114.39 c 3; 114.40 c 3; 114.41 c 3; 114.42 c 3 Presentational communication: speaking and writing. The student presents information orally and in writing with appropriate and applicable grammar structures and processes at the specified proficiency levels.</p>

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	<p>High School:</p> <p>114.32 c 1; 114.33 c 1 The student demonstrates an understanding of the elements of languages.</p> <p>114.33 c 3 Connections. The student describes connections between world languages and other disciplines.</p> <p>114.39 c 1; 114.40 c 1; 114.41 c 1; 114.42 c 1; 114.43 c 1; 114.44 c 1; 114.45 c 1; 114.53 c 1 Interpersonal communication: speaking and writing. The student communicates through the spoken and written exchange of information with appropriate and applicable grammar structures and processes at the specified proficiency levels.</p> <p>114.39 c 3; 114.40 c 3; 114.41 c 3; 114.42 c 3; 114.43 c 3; 114.44 c 3; 114.45 c 3; 114.53 c 3 Presentational communication: speaking and writing. The student presents information orally and in writing with appropriate and applicable grammar structures and processes at the specified proficiency levels.</p> <p>114.46 c 1 The student inquires through assigned topics and research in the target language.</p> <p>114.46 c 2 The student applies critical–thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology.</p> <p>114.53 c 5 Career applications. The student demonstrates professional standards/employability skills as required in the professional, business, or industry setting.</p>