

Virginia Foreign  
Language Standards of  
Learning

Modern World  
Languages: Roman-  
Alphabet Language

Level I

*The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.*

# INTERPERSONAL COMMUNICATION



## STANDARD

- WI.1** The student will exchange simple spoken and written information in the target language.
- WI.2** The student will sustain brief oral and written exchanges in the target language, using familiar phrases and sentences.

## TARGET PROFICIENCY LEVEL—NOVICE-MID

**SPEAKING:** Speakers at the Novice-Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor’s words. Novice-Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with nonnatives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

**WRITING:** Writers at the Novice-Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents and other basic biographical information such as names, numbers, and nationality. Novice-Mid writers exhibit a high degree of accuracy when writing about well-practiced and familiar topics, using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to nonnative writers.

## PERFORMANCE DESCRIPTORS—INTERPERSONAL

<b>Novice Range</b>	<ul style="list-style-type: none"> <li>Expresses self in conversations about very familiar topics, using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.</li> </ul>
<b>Functions</b>	
<b>Contexts/Content</b>	<ul style="list-style-type: none"> <li>Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying. May show emerging evidence of the ability to engage in simple conversations.</li> <li>Able to function in some personally relevant contexts about topics that relate to basic biographical information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and the immediate environment.</li> </ul>
<b>Text Type</b>	<ul style="list-style-type: none"> <li>Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.</li> </ul>
<b>Language Control</b>	<ul style="list-style-type: none"> <li>Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and messages that contain familiar structures. Can control memorized language sufficiently to be appropriate to the context and be understood, with difficulty at times, by those accustomed to dealing with language learners.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Able to understand and produce a number of high-frequency words, highly practiced expressions, and formulaic questions.</li> </ul>
<b>Communication Strategies</b>	<ul style="list-style-type: none"> <li>May use some or all of the following strategies to maintain communication:                             <ul style="list-style-type: none"> <li>• imitate modelled words</li> <li>• use facial expressions and gestures</li> <li>• repeat words</li> <li>• resort to first language</li> <li>• ask for repetition</li> <li>• indicate lack of understanding.</li> </ul> </li> </ul>
<b>Cultural Awareness</b>	<ul style="list-style-type: none"> <li>May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.</li> </ul>

## NCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can communicate about very familiar topics, using a variety of words and phrases that I have practiced and memorized.



## PROGRESS

### I can greet and leave people in a polite way.

- I can say hello and goodbye to someone my age or younger.
- I can say hello and goodbye to my teacher, professor, or supervisor.
- I can say hello and goodbye to an adult.
- I can say hello and goodbye to a person I do not know.

### I can introduce myself and others.

- I can introduce myself and provide basic personal information.
- I can introduce someone else.
- I can respond to an introduction.

### I can answer questions about what I like and dislike.

- I can answer questions about what I am doing and what I did.
- I can answer questions about where I am going or where I went.
- I can answer questions about something I have learned.

### I can make some simple statements in a conversation.

- I can tell someone what I am doing. I can say where I went. I can say whom I am going to see.
- I can express a positive reaction such as “Great!”
- I can ask some simple questions.
- I can ask who, what, when, and where questions.
- I can ask questions about something that I am learning.

### I can communicate basic information about myself and people I know.

- I can say my name and ask someone’s name.
- I can say or write something about the members of my family and ask about someone’s family.
- I can say or write something about friends and classmates or coworkers.

### I can communicate some basic information about my everyday life.

- I can give times, dates, and weather information. I can talk about what I eat, learn, and do.
- I can talk about places I know.
- I can ask and understand how much something costs.
- I can tell someone the time and location of a community event.

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# INTERPERSONAL COMMUNICATION



## STANDARD

- WI.1** The student will exchange simple spoken and written information in the target language.
- WI.2** The student will sustain brief oral and written exchanges in the target language, using familiar phrases and sentences.

## RESOURCES FOR INTERPERSONAL

### Pairing – Random Name Picker

- ◇ <http://www.aschool.us/random/random-pair.php>
- ◇ <http://www.aschool.us/random/>
- ◇ <http://www.classtools.net/random-name-picker/>

### Discussion Boards

- ◇ Edmodo: <https://www.edmodo.com/>
- ◇ GoogleClassroom: <https://www.google.com/edu/classroom/>
- ◇ Google+: <https://plus.google.com>

### Electronic Pen Pals

- ◇ <http://www.epals.com>

### Online Newspapers for Weather Reports

- ◇ <http://www.onlinenewspapers.com>

### Interpersonal Tools

- ◇ Google voice
- ◇ Voice thread: <http://voicethread.com>
- ◇ Wechat: <http://www.wechat.com/en>
- ◇ Skype: <http://www.skype.com/en>
- ◇ FaceTime: <http://www.apple.com/mac/facetime>

## SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

Key: SP = Speaking W = Writing

- ◇ **Shopping Role Play (e.g., school supplies, food):** Each student has a shopping list and a budget. Each clerk has an inventory list with prices. Students assume the role of store clerk and shopper and must accomplish the shopping task within their budget. SP
- ◇ **Letter/E-mail Exchange:** Students exchange information in writing on topics such as family, likes, dislikes, or personal information using two different colors of ink. W
- ◇ **eBay/Craigslist Shopping:** Students play the role of buyer and seller. They create an ad for eBay or Craigslist to buy and sell an item. W
- ◇ **Speed Dating:** Students are paired for a limited time to exchange information and then are instructed to move to the next pairing. SP
- ◇ **Name in the Hat:** Students put their name into the hat when they enter the classroom and are paired randomly by the names drawn by the teacher or another student. SP
- ◇ **Fill in the Grid:** Students describe visuals and receiving students draw or illustrate what is described. SP
- ◇ **Compare/Contrast:** Students interview each other to determine the similarities and differences between two images. For example, students look at two backpacks with differing contents and must determine what items the backpacks have in common and what items differ. SP
- ◇ **Text Messaging:** Students simulate text conversations about a given topic. W
- ◇ **Discussion Forum:** Students exchange information about an assigned topic using a platform such as Edmodo or a discussion board. W
- ◇ **Headbands: Who am I?** Students move around the classroom to ask appropriate questions and identify preassigned identities. S
- ◇ **People Bingo:** Students move around the classroom to interview and identify classmates that fit a given criteria. S
- ◇ **Silent Dialogue:** Students are not allowed to speak. They exchange topic-related information on a whiteboard. W
- ◇ **Six Degrees of Separation:** Students complete personal information (e.g., likes, dislikes, family, personal characteristics, birthday) inventories. Next, they search for and find another person in the classroom with like characteristics (number determined by teacher). Then, that pair must find an additional student that has at least one common factor to complete their group. SP

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# INTERPRETIVE COMMUNICATION: LISTENING



## STANDARD

**WI.3** The student will understand simple spoken and written target language presented through a variety of media and based on familiar topics.

### TARGET PROFICIENCY LEVEL—NOVICE-MID

**SPEAKING:** At the Novice-Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases, including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time and repetition may be required.

### PERFORMANCE DESCRIPTORS—LISTENING

<b>Novice Range</b>	{	Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral or written texts, with strong visual support.
<b>Functions</b>	{	Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on background and prior knowledge.
<b>Contexts/Content</b>	{	Comprehends texts with highly predictable, familiar contexts (i.e., those related to personal background, prior knowledge, or experiences).
<b>Text Type</b>	{	Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information.
<b>Language Control</b>	{	Primarily relies on vocabulary to derive meaning from texts. May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.
<b>Vocabulary</b>	{	Comprehends highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions some, but not all, of the time.
<b>Communication Strategies</b>	{	May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> <li>• Skim and scan.</li> <li>• Rely on visual support and background knowledge.</li> <li>• Predict meaning based on context, prior knowledge, and/or experience.</li> </ul> For alphabetic languages: <ul style="list-style-type: none"> <li>• Rely on recognition of cognates.</li> <li>• May recognize word family roots, prefixes and suffixes.</li> </ul>
<b>Cultural Awareness</b>	{	Uses own culture to derive meaning from texts that are heard, read, and viewed.

### NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can recognize some familiar words and phrases when I hear them spoken.



### PROGRESS

#### I can understand a few courtesy phrases.

- I can understand greetings.
- I can understand when people express thanks.
- I can understand when people introduce themselves.
- I can understand when someone asks for a name.

#### I can recognize and sometimes understand basic information from words and phrases that I have memorized.

- I can understand the days of the week and the hour.
- I can recognize when I hear a date.
- I can recognize some common weather expressions.

#### I can recognize and sometimes understand words and phrases that I have learned for specific purposes.

- I can recognize the names of the planets in a science class.
- I can recognize the names of some parts of the body in a health or fitness class.

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## INTERPRETIVE COMMUNICATION: LISTENING



### STANDARD

**WI.3** The student will understand simple spoken and written target language presented through a variety of media and based on familiar topics.

### RESOURCES FOR INTERPRETIVE COMMUNICATION: LISTENING

- ◇ Publishers' resources
- ◇ Authentic music, commercials, and online video and audio

# INTERPRETIVE COMMUNICATION: LISTENING

## SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students listen to a target language audio/video source and, in the target language, write down the main ideas; identify key words; follow instructions and directions; respond to commands; select from a list; draw an illustration; or answer basic questions to demonstrate their comprehension.
- ◇ Students place a series of pictures in order according to teacher's oral directions. Trace a route on a map or maze, based on the directions given.
- ◇ Teachers provide instruction in the target language with the use of prompts, gestures, visual aids, and facial expressions to support listening comprehension.
- ◇ Teachers and students use audio and video resources that are available through publishers and the Internet.
- ◇ Teachers use cloze and fill-in-the-gap activities.
- ◇ Students listen for main ideas.
- ◇ Teachers provide guiding questions before listening activities.
- ◇ Teachers use TPR activities such as "Simon says," "Caesar says," or other commands that students follow in order to show comprehension.

# INTERPRETIVE COMMUNICATION: READING



## STANDARD

**WI.4** The student will use verbal and nonverbal cues to understand simple spoken and written messages in the target language.

### TARGET PROFICIENCY LEVEL—NOVICE-MID

At the Novice-Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases, including cognates and borrowed words, but rarely understand material that exceeds a single phrase. Re-reading is often required.

### PERFORMANCE DESCRIPTORS—READING

<b>Novice Range</b>	{	Understands words, phrases, and formulaic language that have been practiced and memorized to get the meaning of the main idea from simple, highly predictable oral or written texts, with strong visual support.
<b>Functions</b>	{	Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on background and prior knowledge.
<b>Contexts/Content</b>	{	Comprehends texts with highly predictable, familiar contexts (i.e., those related to personal background, prior knowledge, or experiences).
<b>Text Type</b>	{	Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information.
<b>Language Control</b>	{	Primarily relies on vocabulary to derive meaning from texts. May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.
<b>Vocabulary</b>	{	Comprehends highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions some, but not all, of the time.
<b>Communication Strategies</b>	{	<p>May use some or all of the following strategies to comprehend texts:</p> <ul style="list-style-type: none"> <li>• Skim and scan</li> <li>• Rely on visual support and background knowledge</li> <li>• Predict meaning based on context, prior knowledge, and/or experience</li> </ul> <p>For alphabetic languages:</p> <ul style="list-style-type: none"> <li>• Rely on recognition of cognates</li> <li>• May recognize word family roots, prefixes and suffixes</li> </ul>
<b>Cultural Awareness</b>	{	Uses own culture to derive meaning from texts that are heard, read, and viewed.

### NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can recognize some letters or characters.  
I can understand some learned or memorized words and phrases when I read.



### PROGRESS

**I can recognize words, phrases, and characters with the help of visuals.**

- I can recognize entrance and exit signs.
- I can identify family member words on a family tree.
- I can identify healthy nutritional categories.
- I can identify simple labels on a science-related graph.

**I can recognize words, phrases, and characters when I associate them with things I already know.**

- I can check off words or phrases on a to-do list, grocery list, or scavenger hunt list.
- I can identify labelled aisles in a supermarket.
- I can choose a restaurant from an online list of local eateries.
- I can identify scores from sports teams because I recognize team names and logos.
- I can identify artists, titles, and music genres from iTunes.
- I can identify the names of classes and instructors in a school schedule.

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## INTERPRETIVE COMMUNICATION: READING



### STANDARD

**WI.4** The student will use verbal and nonverbal cues to understand simple spoken and written messages in the target language.

### RESOURCES FOR INTERPRETIVE COMMUNICATION: READING

- ◇ Publishers' resources
- ◇ Menus, school schedules, transportation schedules, maps, signs, ads, brochures, and grocery lists

# INTERPRETIVE COMMUNICATION: READING

## SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students identify types or genres of movies, music, and print media.
- ◇ Students read a selection and answer questions.
- ◇ Students read vocabulary lists and order the words according to categories such as foods, nouns, and verbs.
- ◇ Students read descriptions about people and take on the described persona or role-play the character.
- ◇ Students answer questions based on the resources listed above in the target language.
- ◇ Students read a selection of sentences and arrange them in thematic or chronological order.
- ◇ Students match pictures with reading prompts.
- ◇ Students complete reading gap or fill-in activities.
- ◇ Students follow written directions (e.g., go on a scavenger hunt, assemble a product).

# PRESENTATIONAL COMMUNICATION: SPEAKING



## STANDARDS

- WI.5** The student will present information orally and in writing in the target language, using a variety of familiar vocabulary, phrases, and structural patterns.
- WI.6** The student will present rehearsed material in the target language, including brief narratives, monologues, dialogues, poetry, and songs.

## TARGET PROFICIENCY LEVEL—NOVICE-MID

Speakers at the Novice-Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice-Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with nonnatives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

## PERFORMANCE DESCRIPTORS—PRESENTATIONAL SPEAKING

<b>Novice Range</b>	}	Communicates information about very familiar topics, using a variety of words, phrases, and sentences that have been practiced and memorized.
<b>Functions</b>		Presents simple, basic information about very familiar topics by producing words, lists, notes, and formulaic language, using highly practiced language. May show emerging evidence of the ability to express own thoughts and preferences.
<b>Contexts/Content</b>		Creates messages in some personally relevant contexts about topics that relate to basic biological information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and the immediate environment.
<b>Text Type</b>		Produces words and phrases, highly practiced sentences, or formulaic questions.
<b>Language Control</b>		Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood.
<b>Vocabulary</b>		Produces a number of high-frequency words and formulaic expressions; able to use a limited variety of vocabulary about familiar topics.
<b>Communication Strategies</b>		May use some or all of the following strategies to communicate: <ul style="list-style-type: none"> <li>• Rely on a practiced format</li> <li>• Use facial expressions and gestures</li> <li>• Repeat words</li> <li>• Resort to first language</li> <li>• Use graphic organizers to present information</li> <li>• Rely on multiple drafts and practice sessions with feedback</li> <li>• Support presentational speaking with visuals and notes</li> <li>• Support presentational writing with visuals or prompts</li> </ul>
<b>Cultural Awareness</b>		May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

## NCCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can present information about myself and some other very familiar topics, using a variety of words, phrases, and memorized expressions.



## PROGRESS INDICATORS

- I can recite words and phrases that I have learned.**  
 I can count from 1-10.  
 I can say the date and the day of the week.  
 I can list the months and the seasons.
- I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases.**  
 I can name famous landmarks and people.  
 I can name countries on a map.  
 I can list items I see every day.
- I can introduce myself to a group.**  
 I can state my name, age, and where I live.  
 I can give my phone number, home address, and e-mail address.
- I can recite short memorized phrases, parts of poems, and rhymes.**  
 I can sing a short song.  
 I can recite a nursery rhyme. I can recite a simple poem.
- I can present information about myself and others using words and phrases.**  
 I can say what I look like. I can say what I am like.  
 I can say what someone looks like. I can say what someone is like.
- I can express my likes and dislikes using words, phrases, and memorized expressions.**  
 I can list my favorite free-time activities and those I do not like.  
 I can state my favorite foods and drinks and those I do not like.
- I can present information about familiar items in my immediate environment.**  
 I can talk about my house.  
 I can talk about my school or where I work.  
 I can talk about my room or office and what I have in it.  
 I can present basic information about my community, town/city, state, or country.
- I can talk about my daily activities using words, phrases, and memorized expressions.**  
 I can list my classes and state what time they start and end.  
 I can name activities and their times in my daily schedule.  
 I can talk about what I do on the weekends.
- I can present simple information about something I learned using words, phrases, and memorized expressions.**  
 I can talk about holiday celebrations based on pictures or photos.  
 I can name the main cities on a map.  
 I can talk about animals, colors, foods, historical figures, or sports based on pictures or photos.

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# PRESENTATIONAL COMMUNICATION: SPEAKING



## STANDARDS

- WI.5** The student will present information orally and in writing in the target language, using a variety of familiar vocabulary, phrases, and structural patterns.
- WI.6** The student will present rehearsed material in the target language, including brief narratives, monologues, dialogues, poetry, and songs.

## RESOURCES FOR PRESENTATIONAL COMMUNICATION: SPEAKING

- ◇ Voki, Google voice, Audacity, or other digital recording devices
- ◇ Animoto, PhotoBabel, or other online video resources
- ◇ Children’s programs

## SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ After learning the alphabet song (or a similar song), ask students to create and present an original song, rap, or poem about the alphabet.
- ◇ Students demonstrate classroom commands.
- ◇ Students create survey questions to ask a classmate; interview the classmate; and then present what they learned about their classmate to the class.
- ◇ Students become “experts” on target language speaking countries by creating Bloom Balls about their assigned countries. Students will need a day or two in the computer lab to do research if they do not have access to computers or tablets. Students will need an additional day to create their Bloom Balls. It is strongly encouraged to have a model for the students to see prior to beginning. Click here for a suggested plan.
- ◇ Students create a conversation using memorized vocabulary from an online mind map application. Students work in pairs to create a TPRS story using memorized language chunks from class.
- ◇ Students memorize a poem, song, or nursery rhyme and present it orally to the class.
- ◇ [http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies\\_Presentational\\_MCwebsite.pdf.aspx](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Presentational_MCwebsite.pdf.aspx)
- ◇ Students introduce themselves using the target language.
- ◇ Students create podcasts, live action videos, or animation videos to demonstrate language learning.
- ◇ Students orally describe their family members (e.g., personality traits, likes, dislikes) to their classmates.
- ◇ Students make simple requests.
- ◇ Students ask for and provide basic directions in the target language.
- ◇ Students ask and answer questions about familiar topics such as family members, personal belongings, school and leisure activities, time, and weather.
- ◇ Students copy what the teacher says.
- ◇ Students use knowledge of syntax and sentence patterns to create original sentences with learned and new vocabulary.
- ◇ Teachers and students integrate vocabulary displayed throughout the room.
- ◇ Teachers use brainstorming graphic organizers and other tools to help students determine what they will present.
- ◇ Students present rehearsed material orally about a variety of topics.
- ◇ Students begin to approximate correct intonation and pronunciation in the target language.
- ◇ Students spell more accurately as the study of the target language progresses.
- ◇ Students create an original song for a specific vocabulary set.

### Suggested Topics for Investigation

- ◇ Time
- ◇ Weather
- ◇ Simple requests
- ◇ Likes/dislikes
- ◇ Simple greetings and salutations
- ◇ Farewells and expressions of courtesy
- ◇ Self (e.g., personal belongings, family, leisure, sports)

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# PRESENTATIONAL COMMUNICATION: WRITING



## STANDARDS

- WI.5** The student will present information orally and in writing in the target language, using a variety of familiar vocabulary, phrases, and structural patterns.
- WI.6** The student will present rehearsed material in the target language, including brief narratives, monologues, dialogues, poetry, and songs.

## TARGET PROFICIENCY LEVEL—NOVICE-MID

Writers at the Novice-Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents and other basic biographical information such as names, numbers, and nationality. Novice-Mid writers exhibit a high degree of accuracy when writing about well-practiced and familiar topics, using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to nonnative writers.

## PERFORMANCE DESCRIPTORS—WRITING

<b>Novice Range</b>	{	Communicates information about very familiar topics, using a variety of words, phrases, and sentences that have been practiced and memorized.
<b>Functions</b>	{	Presents simple, basic information about very familiar topics by producing words, lists, notes, and formulaic language, using highly practiced language. May show emerging evidence of the ability to express own thoughts and preferences.
<b>Contexts/Content</b>	{	Creates messages in some personally relevant contexts about topics that relate to basic biological information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and the immediate environment.
<b>Text Type</b>	{	Produces words and phrases, highly practiced sentences, or formulaic questions.
<b>Language Control</b>	{	Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood.
<b>Vocabulary</b>	{	Produces a number of high-frequency words and formulaic expressions; able to use a limited variety of vocabulary about familiar topics.
<b>Communication Strategies</b>	{	May use some or all of the following strategies to communicate: <ul style="list-style-type: none"> <li>• Rely on a practiced format.</li> <li>• Use facial expressions and gestures.</li> <li>• Repeat words.</li> <li>• Resort to first language.</li> <li>• Use graphic organizers to present information.</li> <li>• Rely on multiple drafts and practice sessions with feedback.</li> <li>• Support presentational speaking with visuals and notes.</li> <li>• Support presentational writing with visuals or prompts.</li> </ul>
<b>Cultural Awareness</b>	{	May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

## NCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can write lists and memorized phrases about familiar topics.



## PROGRESS

### I can fill out a simple form with some basic personal information.

- I can fill out a form with my name, address, phone number, birth date, and nationality.
- I can complete a simple online form.
- I can fill out a simple schedule.

### I can write about myself, using learned phrases and memorized expressions.

- I can list my likes and dislikes such as favorite subjects, sports, or free-time activities.
- I can list my family members, their ages, their relationships to me, and what they like to do.
- I can list my classes and tell what time they start and end.
- I can write simple statements about where I live.

### I can list my daily activities and write lists that help me in my day-to-day life.

- I can label activities and their times in my daily schedule.
- I can write about what I do on the weekends.
- I can write a to-do list.
- I can write a shopping list.

### I can write notes about something I have learned, using lists, phrases, and memorized expressions.

- I can list the main cities of a specific country.
- I can write phrases and memorized expressions connected with holiday wishes and celebrations in a specific country.
- I can create a list of topics or categories, using vocabulary I have learned.
- I can write something I hear or have heard such as simple information from a phone message or a classroom activity.

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## PRESENTATIONAL COMMUNICATION: WRITING



### STANDARDS

- WI.5** The student will present information orally and in writing in the target language, using a variety of familiar vocabulary, phrases, and structural patterns.
- WI.6** The student will present rehearsed material in the target language, including brief narratives, monologues, dialogues, poetry, and songs.

### SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students create and administer surveys and then orally present their classmates' answers.
- ◇ Students create "Fakebook" pages in the target language.
- ◇ Students interview and write biographies about their classmates.
- ◇ Students create simple brochures in the target language about a leisure activity or a famous person from the target culture.
- ◇ Teachers use the resources from the following link: [http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies\\_Presentational\\_MCwebsite.pdf.aspx](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Presentational_MCwebsite.pdf.aspx).
- ◇ Students use graphic organizers to plan to write their autobiographies.
- ◇ Students use their knowledge of syntax and sentence patterns to create original sentences with learned and new vocabulary.
- ◇ Teachers use brainstorming graphic organizers and other tools to help students determine what they will present.
- ◇ Students spell more accurately as the study of the language progresses.

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# CULTURE



## STANDARDS

- WI.7** The student will develop an awareness of common perspectives, practices, and products of the cultures in which the target language is spoken.
- WI.8** The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.

## TARGET PROFICIENCY LEVEL—NOVICE

**Cultures: Gain and use knowledge and understanding of other cultures.**

- Through the target language, students examine the relationship among the products, practices, and perspectives of the target culture(s).
- Students enhance their understanding by making cultural comparisons and developing cultural insights.
- The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts.
- As they become globally competent citizens, students learn that language and culture are inextricably linked.
- As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

**NOTE:** Interculturality statements are not divided into low, mid, and high sublevels. Learners are expected to demonstrate the interculturality benchmarks when they have demonstrated the highest language proficiency sublevel. For example, learners who have demonstrated Novice-High language competencies should also demonstrate the Novice interculturality competencies.

### NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

- I can identify some common products and practices of cultures.
- I can identify some basic cultural beliefs and values.
- I can function at a survival level in an authentic cultural context.



## PROGRESS INDICATORS

### Products and Practices

**I can identify some common products related to home and community life of other cultures and my own.**

- I can identify some geographical features of other countries.
- I can identify familiar landmarks.
- I can recognize some traditional and popular songs.
- I can recognize some similarities and differences among the designs of houses, buildings, or towns.
- I can identify specific locations to have a meal, purchase a ticket, or buy something that I need.
- I can recognize some similarities and differences between my daily schedule and that of a peer in another culture.

**I can identify some common practices related to home and community life of other cultures and my own.**

- I can identify some common habits of eating in other cultures.
- I can identify some habits of dress in other cultures.
- I can express the time and date as locals do.
- I can sometimes use the appropriate holiday greeting.

### Understanding of Cultural Perspectives

**I can identify some beliefs and values related to age, gender, social class, and ethnicity.**

- I can sometimes discern the way people address each other differently based on age and social standing.
- I can sometimes recognize that appropriate dress is determined by cultural traditions.
- I can recognize that gender and age can determine one's role in a family, school, and the workplace.

### I can identify some characteristics of national identity.

- I can identify some elements of geography that define a nation.
- I can identify symbols that represent a nation.
- I can identify the importance of some historical events through their celebration on national holidays and monuments.
- I can identify major religions of a nation.

### I can identify ways in which cultures are globalized.

- I can identify some similar leisure activities across cultures.
- I can identify some similar forms of dress across cultures.
- I can identify common fast food restaurants across cultures.
- I can identify examples of common technology use across cultures.

### Participation in Cultural Interaction

**I can imitate some simple patterns of behavior in familiar settings across cultures.**

- I can imitate appropriate greetings.
- I can recognize and imitate table manners.
- I can sometimes identify what is culturally appropriate to say when gift-giving in situations such as at a birthday party, New Year's, or a wedding.
- I can recognize and imitate culturally appropriate behavior in a restaurant or other public place.

**I can use memorized language and very basic cultural knowledge to interact with others.**

- I can sometimes ask and answer questions or make simple comments in a familiar cultural context such as a family event or a social event with peers.
- I can understand and mention a general cultural reference such as a song, movie title, author, or composer in a conversation.
- I can play a simple board or card game with friends.

**I can use memorized language and very basic knowledge of the culture to accomplish simple, routine tasks.**

- I can use a city map, GPS, or signs to help me find my way.
- I can recognize and imitate how people count and use money in order to make a purchase.
- I can follow a team's win-loss record from a Web site.

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# CULTURE



## STANDARDS

- WI.7** The student will develop an awareness of common perspectives, practices, and products of the cultures in which the target language is spoken.
- WI.8** The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.

## RESOURCES FOR INTERCULTURALITY

- ◇ Materials from embassies, government resources, travel agencies, and publishers
- ◇ [images.library.pitt.edu/v/visuals](https://images.library.pitt.edu/v/visuals)
- ◇ [Mapping the Nation](#) – data from and infographics of local origins, languages, and international business activities in the U.S.
- ◇ Library of Congress – contributions of U.S. immigrants
- ◇ Calendars – school schedules, observed holidays, or historical events
- ◇ Maps of and statistics from countries, regions, and cultures
- ◇ Podcasts to highlight different accents
- ◇ Pinterest Alenord – curator for authentic resources
- ◇ Movies, movie trailers, or clips from the target culture with English subtitles or familiar American movies without subtitles in the target languages
- ◇ Children’s songs, lullabies, popular songs, poems, tongue twisters, classical music themes, fine arts, and architecture
- ◇ Newspapers, native speakers, exchange students, pen pals, native family members, and commercials
- ◇ Online shopping sites, restaurant menus, virtual tours, and sports sites
- ◇ Children’s books
- ◇ [LINE Chinese-English Dictionary](#)
- ◇ Manga
- ◇ Name cards
- ◇ Examples of writing styles and writing systems
- ◇ Traditional dressing practice
- ◇ Qatar Foundation
- ◇ Fairytales, legends, and myths

## SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students visit an office supply Web site; shop for 10 items; compare and contrast brands and cost; convert prices.
- ◇ Students use sample menus from the target culture to order food and drinks.
- ◇ Teachers use Integrated Performance Assessments (some elements may occur in English).
- ◇ Teachers embed aspects of culture into listening, speaking, reading, and writing skills instruction.
- ◇ Students perform traditional dances, counting time in the target language and wearing traditional clothing.
- ◇ Students create menus; write the prices in the target language’s currency; and use them in café/restaurant skits.
- ◇ Students write their daily schedules, including school and leisure activities. Students indicate similarities and differences between the U.S. and the target culture’s daily activities.
- ◇ Students introduce themselves, write, and respond to pen pals.
- ◇ Teachers showcase student-created cultural products.
- ◇ Teachers and students engage in a gallery walk of student-created, culturally relevant products.
- ◇ Students identify cognates and false cognates.
- ◇ Students explore the interrelation of the target language and English.
- ◇ Students acquire cultural information by interviewing native speakers.
- ◇ Students participate in dialogues, group conversations, chain sentences, and skits.
- ◇ Students give information about themselves, others, practices, and products.
- ◇ Students express likes, dislikes, and preferences in presentational and interpersonal exchanges.
- ◇ Students play culturally authentic board games and outdoor games.
- ◇ Students organize and participate in fashion shows.
- ◇ Students create crafts and models.
- ◇ Write simple poems and songs

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# MAKING CONNECTIONS THROUGH LANGUAGE



## STANDARD

**WI.9** The student will connect information about the target language and culture(s) with concepts studied in other subject areas.

### CAN-DO STATEMENTS

I can recognize the use of words from the target language in other subject areas.

I can recognize connections with the target culture in other subject areas.

I can use my knowledge of math to manipulate numbers in the target language class.

I can use my knowledge of geography to identify the areas where the target language is spoken.

### RESOURCES

- ◇ Materials from embassies, government resources, travel agencies, and publishers
- ◇ [images.library.pitt.edu/v/visuals](http://images.library.pitt.edu/v/visuals)
- ◇ [Mapping the Nation](#) – data from and infographics of local origins, languages, and international business activities in the U.S.
- ◇ Library of Congress – contributions of U.S. immigrants
- ◇ Calendars – school schedules, observed holidays, or historical events
- ◇ Maps and statistics from countries, regions, and cultures
- ◇ Infographics from the target language to access basic information about topics of interest, including families, weather, and leisure activities
- ◇ Nonlinguistic representations that show similarities and differences among the above-listed topics
- ◇ [www.sil.org/about](http://www.sil.org/about)
- ◇ <http://www.state.gov>
- ◇ [CIA World Factbook](#)

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# MAKING CONNECTIONS THROUGH LANGUAGE



## STANDARD

**WI.9** The student will connect information about the target language and culture(s) with concepts studied in other subject areas.

## SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students use infographics from the target language to access basic information about topics of interest, including families, weather, and leisure activities.
- ◇ Students create nonlinguistic representations to show similarities and differences among the above-listed topics.
- ◇ Students compare and contrast discrete perspectives, practices, and products regarding the concepts of self, family, leisure, and sports.
- ◇ Students investigate and present their findings about professions and/or businesses in a community with cultural connections.
- ◇ Students discuss how sports support fitness goals.
- ◇ Students create a daily class schedule.
- ◇ Students compare eating and dining habits in the U.S. and the target culture.
- ◇ Students make monetary comparisons (e.g., coins vs. paper bills, history of economic systems, governmental oversight).
- ◇ Students perform arithmetic, using the target language's numbers.
- ◇ Students create advertisements for supermarkets or boutiques.
- ◇ Students draw and label basic body parts and discuss ailments.
- ◇ Students listen to the U.S. national anthem sung in French by Louisiana Cajuns and brainstorm answers to who, what, why, where questions (e.g., what is the song; who would sing it in French; why they would sing it in French; where would they sing it in French). Students will uncover that there are American citizens whose native language is French.
- ◇ To celebrate German American Day (October 6), teachers discuss German immigration patterns and contributions of German-Americans to American culture and civic life.
- ◇ To celebrate Hispanic Heritage Month (September 15–October 15), teachers discuss the immigration of Spanish-speaking people and their contributions to American culture and civic life.
- ◇ Teachers use Google Earth to show locations and landmarks.
- ◇ Students plan a party using supermarket circulars and calculate the costs of necessary items.
- ◇ Students listen to authentic music (e.g., K-Pop, salsa, polka, classical, cabaret, flamenco) and analyze genres with respect to instruments, rhythm, tempo, and themes.

### Suggested Topics for Investigation:

- ◇ Time
- ◇ Weather
- ◇ Simple requests
- ◇ Likes/dislikes
- ◇ Simple greetings and salutations
- ◇ Farewells and expressions of courtesy
- ◇ Self (e.g., personal belongings, family, leisure, sports)

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# LINGUISTIC AND CULTURAL COMPARISONS



## STANDARDS

**WI.10** The student will compare basic elements of the target language to those of English and other languages.

**WI.11** The student will demonstrate understanding of the significance of culture through comparisons between the cultures studied and the cultures of the United States.

## RESOURCES

- ◇ Publishers' materials
- ◇ Dictionaries both in print and online
- ◇ Latin derivative and etymology dictionaries
- ◇ Advertisements, menus, maps, and other listening or reading resources as cited in WI.3 and WI.4

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# LINGUISTIC AND CULTURAL COMPARISONS

## SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ In the target language, students identify elements such as grammar, syntactical patterns, and/or usage in sentences.
- ◇ Students highlight cognates in reading selections.
- ◇ Students color code gender, number, and case in passages.
- ◇ Given visuals, students identify various parts of speech or categories such as verbs, adjectives, and nouns.
- ◇ Students identify subject and verb endings, using manipulatives or coding.

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## LINGUISTIC AND CULTURAL COMPARISONS



### STANDARDS

- WI.10** The student will compare basic elements of the target language to those of English and other languages.
- WI.11** The student will demonstrate understanding of the significance of culture through comparisons between the cultures studied and the cultures of the United States.

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## INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



### STANDARD

**WI.12** The student will explore situations in which to use target-language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.

### CAN-DO STATEMENTS

I can demonstrate an interest in learning about the target language and target culture(s).

I can, when scaffolded, describe in simple target language the insights I have gained about the target language and target culture(s).

I can identify examples of the target language and target culture(s) in the local community.

I can demonstrate, with gestures and simple target language, how to greet, say farewell, and be courteous to people from the target culture(s).

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# INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES

## RESOURCES

- ◇ Materials from embassies, government resources, travel agencies, and publishers
- ◇ [Images.library.pitt.edu/v/visuals](https://images.library.pitt.edu/v/visuals)
- ◇ [Mapping the Nation](#) – data from and infographics of local origins, languages, and international business activities in the U.S.
- ◇ Library of Congress – contributions of U.S. immigrants
- ◇ Calendars – school schedules, observed holidays, or historical events
- ◇ Maps of and statistics from countries, regions, and cultures
- ◇ Access to and interaction with infographics
- ◇ [www.sil.org/about](http://www.sil.org/about)
- ◇ <http://www.state.gov>
- ◇ [CIA World Factbook](#)

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# INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



## STANDARD

**WI.12** The student will explore situations in which to use target-language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.

## SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students use infographics from the target language to access basic information about topics of interest, including families, weather, leisure activities.
- ◇ Students create nonlinguistic representations to show similarities and differences among the above-listed topics.
- ◇ Students compare and contrast discrete perspectives, practices, and products regarding the concepts of self, family, leisure, and sports.
- ◇ Students investigate and present their findings about professions and/or businesses in a community with cultural connections.
- ◇ Students attend cultural events in the community, as available.
- ◇ Students watch commercials from the target culture. Teachers ask students about the cultural practices, products, and perspectives presented in the commercials.
- ◇ Students identify and use appropriate levels of formality or informality when interacting with members of the target culture(s).
- ◇ Students watch movie trailers in the target language or from the target culture.
- ◇ Teachers find examples of cross-curricular learning in schools or the global community to show the importance of cultural language in cultural literacy.
- ◇ Students communicate with pen pals.
- ◇ Students Skype, use Google Hangout, or iVisit with students from a partner school. If Skype is not available, students use tools such as WeVideo to create videos. Teachers send the videos partner schools. If available, class partners with another class through Teletandem or a similar program.
- ◇ Students take field trips to international businesses in the community or region. If unable to take field trips, students complete Web quests or virtual field trips.
- ◇ Students find authentic Web resources about topics of interest.
- ◇ Teachers contact embassies, outreach organizations, and community organizations to find guest speakers.
- ◇ Students identify examples of the target language in the community and /or in the virtual world.
- ◇ Students learn about target-speaking cultures through the use of technology or individuals associated with the target culture.
- ◇ Students ask questions about the target language and cultures, to the fullest extent possible.
- ◇ Students demonstrate an interest in the target language and target culture(s).
- ◇ Students describe cultural insights gained through real or virtual travel, Web quests, and field trips.

### Suggested Topics for Investigation:

- ◇ Time
- ◇ Weather
- ◇ Simple requests
- ◇ Likes/dislikes
- ◇ Simple greetings and salutations
- ◇ Farewells and expressions of courtesy
- ◇ Self (e.g., personal belongings, family, leisure, sports)

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