

# Grades 3, 4, 5

Adopted 2007

**Communication:**  
**Students communicate**  
**in the target language.**

## **A1 Interpersonal**

Students engage in simple conversations to provide and obtain information using learned phrases and simple sentences.

- a. Recognize and use appropriate forms of address and courtesy expressions in a variety of situations.
- b. Ask and answer simple questions regarding familiar activities.
- c. Give and respond to simple oral/signed directions and commands and make routine requests in the classroom.
- d. Participate in brief guided conversations related to needs, interests, likes, dislikes, and states of being.
- e. Express basic agreement and disagreement.

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## **A2 Interpretive**

Students comprehend and respond to simple spoken/signed and written language in familiar contexts.

- a. Comprehend isolated words, phrases, and simple sentences in familiar print materials.
- b. Respond to simple written directions.
- c. Respond to oral/signed directions, commands, and routine requests.
- d. Identify people and objects based on oral/signed and written descriptions.
- e. Identify people and objects based on written descriptions.
- f. Demonstrate comprehension of simple texts by identifying people and objects.

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**A3 Presentational**

Students use phrases and simple sentences in rehearsed oral /signed and written presentations on familiar topics.

- a. Write/sign familiar words and phrases, and short messages, descriptions, or simple poems.
  - b. Provide simple oral/signed and written descriptions of people, places, and objects.
  - c. Present simple short plays/skits and/or simple short written texts.
  - d. Read aloud from an adapted text.
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**A4 Language Comparisons**

Students recognize a variety of similarities and differences between the target language and English.

- a. Recognize word borrowings and cognates among languages.
  - b. Recognize differences in the writing systems among languages.
  - c. Recognize some idiomatic expressions of the target language.
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**Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken.**

**B1 Practices and Perspectives**

Students identify and demonstrate basic culturally-appropriate practices of daily life within a culture(s) in which the target language is spoken.

- a. Use culturally-appropriate polite requests and courtesy expressions, and demonstrate greeting and leave-taking behaviors in a variety of age-appropriate social situations.
  - b. Recognize age-appropriate similarities and differences related to practices of a culture(s) in which the target language is spoken.
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**B2 Products and Perspectives**

Students identify common products of a culture(s) in which the target language is spoken.

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**B3 Comparisons with Own Culture**

Students compare some common culturally-appropriate products and practices of daily life of a culture(s) in which the target language is spoken to the culture in which the student lives.

- a. Compare daily activities of their own lives to those of individuals in a culture(s) in which the target language is spoken.
  - b. Compare foods, celebrations, dress, and/or dwellings of a culture(s) in which the target language is spoken with those of the culture in which the student lives.
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**Connections: Students expand their knowledge by connecting their study of a world language(s) with other content areas.**

### **C1 Knowledge of Other Learning Results Content Areas**

Students identify connections between other Learning Results content areas and the target language and associated culture(s).

- a. Identify common expressions and traditions.
  - b. Identify examples of the visual/performing arts.
  - c. Identify products important to the livelihood of the people.
  - d. Identify the earth's major geographical features.
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### **C2 Distinctive Viewpoints**

Students recognize some distinctive viewpoints available only through sources from the target language.

- a. Identify examples of simple narrative selections from a culture(s) in which the target language is spoken.
  - b. Identify information about the Roman/Greek world by reading passages with culturally authentic settings.
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**Communities: Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.**

### **D1 Communities**

Students demonstrate understanding and use of the target language and their knowledge of a culture(s) in which the language is spoken through community involvement.

- a. Demonstrate use of oral/signed and/or written forms of the target language with family, friends, or peers.
- b. Participate in activities using the target language which can benefit the school or broader community.
- c. Ask questions and share knowledge about aspects of a culture(s) in which the target language is spoken to demonstrate an interest in the target language and an associated culture(s).
- d. Access online resources or resources available in the community to understand aspects of a culture(s) in which the target language is spoken.