Maine World Languages

Grade 3 — Novice Mid

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

I can communicate in spontaneous spoken, written, or signed conversations, on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions.

1 I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.

2 I can express basic needs related to familiar and everyday activities using a mixture of practiced or memorized words, phrases, simple sentences, and questions.

3 I can express my own preferences and feelings and react to those of others using a mixture of practiced or memorized words, phrases, simple sentences, and questions.

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

I can identify some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words and phrases in texts that are spoken, written, or signed.

1 I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.

2 I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.

3 I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

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I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

1 I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases, and simple sentences.

2 I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.

3 I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.

Cultures: Interact with cultural competence and understanding

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

In my own and other cultures, I can identify practices to help me understand perspectives.

1 In my own and other cultures, I can identify typical practices related to familiar everyday life.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

In my own and other cultures, I can identify products to help me understand perspectives.

1 In my own and other cultures, I can identify some typical products related to familiar everyday life.

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

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

1 I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.

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I can recognize some distinctive viewpoints available only through authentic target language resources.

1 I can connect knowledge of structures and practices from my own language(s) and culture(s) to another.

2 I can identify information about the target culture(s) through culturally authentic communication.

Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence

Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

I can recognize a variety of similarities and differences between the target language and my own language.

1 I can identify similarities and differences in the sound, writing, or signing systems.

2 I can recognize cognates among languages.

Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

In my own and other cultures, I can identify products and practices to help me understand perspectives.

1 I can identify products and practices in the target culture.

2 I can compare simple patterns of behavior.

Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

I can interact with the community by identifying or describing the target language outside the classroom.

1 I can identify the target language in the community.

2 I can share what I have learned about my target language and culture outside the classroom.

Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

I can choose goals for growth and reflect on my progress in using and enjoying the target language.

1 I can choose a goal and describe or record my progress.