Kindergarten — Novice Low

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 provide information by answering a few simple questions on very familiar topics using practiced or memorized words or phrases with the help of gestures or phrases.

2 I can express some basic needs using practiced or memorized words or phrases with the help of gestures or visuals.

3 I can express basic preferences or feelings using practiced or memorized words and phrases with the help of gestures or visuals.

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

I can identify practiced or memorized words in very familiar contexts in texts that are spoken, written, or signed.

1 I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.

2 I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.

3 I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.

Skip to main content

	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. 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 introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals. 2 I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals. 3 I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.
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 basic language connections to 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.

Skip to main content

I can recognize some similarities and differences in how information is organized in the target culture(s) and in my own culture(s).

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

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 discrete sounds, symbols, or signs.

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.

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(s) 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.