

# KINDERGARTEN

Kindergarten instruction focuses on self, family and home. Grade level content material is taught in the language other than English and is the means of developing target language competencies. Target language goals at this grade level include:

- Experience the enjoyment of reading.
- Learn foundational strategies and skills that will enable the learner to read independently.
- Learn how oral language is recorded to convey experiences and ideas.
- Connect their language learning to the culture(s) represented by the target language and how that culture is reflected in their own home.

**COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION-** The learner will engage in conversation and exchange information and opinions orally and in the target language.

- 1.01- Interact orally with teacher and peers using greetings, farewells, apologies, and expressions of courtesy.
- 1.02- Demonstrate understanding of and begin to use vocabulary and memorized phrases dealing with daily classroom routines.
- 1.03- Share personal information orally with the teacher and peers to reflect personal likes and dislikes.
- 1.04- Exchange grade-level content information orally with the teacher and peers.
- 1.05- Demonstrate the ability to maintain simple conversations by taking turns to talk and using simple declarative, interrogative, and imperative sentences.
- 1.06- Use a variety of non-verbal communication strategies to ask questions and express own ideas or thoughts with prompting and modeling (e.g., draw, match objects, point to answer, gestures, play games.)
- 1.07- Begin to participate in oral literary discussions using gestures, high-frequency words, learned phrases and expressions, and illustrative objects with appropriate teacher support.

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION-**The learner will decode, understand, and interpret written and spoken language on a variety of topics in the target language.

- 2.01- Demonstrate understanding of every-day spoken words and phrases and questions accompanied by visual clues and/or props as needed.
- 2.02- Demonstrate understanding of oral/graphic directions and commands.
- 2.03- Demonstrate listening comprehension strategies (such as watching gestures, facial expressions and visual cues, and listening for intonation and expression).

- 2.04- Develop grade-level appropriate vocabulary using a variety of oral and print resources and by associating target words with prior knowledge.
- 2.05- Develop book, print, and non-print awareness such as parts of the book, direction of print, punctuation.
- 2.06- Develop phonemic awareness and alphabetic principle or sound symbols.
- 2.07- Read or begin to read (guided or independently) simple patterned texts, decodable texts, and/or predictable texts using letter/sound knowledge, word/character recognition, and pictures to construct meaning.
- 2.08- Distinguish between fantasy and reality through experience with a variety of genres (e.g., picture books, caption books, short informational texts, multi-media resources, nursery rhymes, simple poems, word plays/finger plays, puppet plays, reenactments of familiar stories, and culturally authentic print and digital texts).
- 2.09- Demonstrate sense of story (e.g., beginning-middle-end, sequence of events)
- 2.10- Begin to use with teacher support pre-, during-, and post- reading strategies; (e.g., activate prior knowledge, formulate questions, predict possibilities.)
- 2.11- Make personal and academic connections through interactions with oral language, written language, and media and technology (e.g., listening to and re-visiting stories, illustrating, and discovering relationships.)
- 2.12- Recognize literary language, and explore author's choice of words.
- 2.13- Recognize responsible use of multimedia resources.

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION-The learner will present information, concepts and ideas to an audience of listeners or readers on a variety of topics in the target language.**

- 3.01- Begin to speak in simple sentences, using basic grammatical forms with prompting and modeling.
- 3.02- Begin to describe or develop a narrative about (orally and in writing) events, people, places, and things using nouns, verbs, and adjectives.
- 3.03- Recite simple poetry and sing songs.
- 3.04- Give oral commands.
- 3.05- Retell familiar stories and short conversations by using appropriate gestures, simple words, phrases, expressions and illustrative objects with modeling and prompting.
- 3.06- Use a variety of non-verbal strategies, in addition to simple words and phrases with prompting and modeling, to communicate (e.g., match objects, point to answer, draw pictures, gesture).
- 3.07- Develop writing conventions and correct formation of letters or characters.
- 3.08- Use pre-writing techniques to develop writing (e.g., looking at pictures, drawing, sharing).
- 3.09- Create a variety of texts using print or a variety of multimedia tools: e.g., oral retelling, written stories, lists, journal entries of personal experiences.

**COMPETENCY GOAL 4: CULTURES – The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.**

- 4.01 Understand and use oral, pictorial, and written cues to participate in daily classroom routines.
- 4.02 Interact with authentic, age appropriate texts (folk tales, nursery rhymes, songs, poems, proverbs) of the target cultures.
- 4.03 Participate in activities as they occur in the given calendar month related to holidays, festivals and special dates celebrated by children of the target cultures.
- 4.04 Describe the ways that students, their families, their schools, and the target communities address daily routines, human needs and concerns.
- 4.05 Demonstrate comprehension of children’s stories, poetry and folktales of the target cultures in the target language.

**COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

- 5.01 Identify behaviors such as gestures and greetings that differ between the home culture and the target language culture.
- 5.02 Demonstrate awareness of true cognates or borrowed words by pairing similar words/characters.
- 5.03 Demonstrate awareness that differences exist in language conventions.
- 5.04 Identify similarities and differences of tangible products (e.g. toys, sports equipment, food, pencils) related to home and the classroom of the target culture and his/her own culture.
- 5.05 Develop awareness that a culture expresses itself through fine arts, sports, media and popular culture.

**COMPETENCY GOAL 6: CONNECTIONS – The learner will acquire and expand content knowledge, concepts and skills in the target language and interconnect them with key terms and concepts in English.**

- 6.01 Listen and physically respond to familiar or simple questions in the target language that focus on key concepts in the content curriculum and classroom activities.
- 6.02 Develop academic language in the target language appropriate to the grade level content.
- 6.03 Develop writing strategies and skills appropriate to the grade level by representing spoken language with temporary and /or conventional orthography/characters.

**COMPETENCY GOAL 7: COMMUNITIES – The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.**

- 7.01 Perform and/or participate in a school or community celebration of competition at a level appropriate for the learner.
- 7.02 Share knowledge of learner's own languages and practices with others in the classroom.
- 7.03 Use target language outside the classroom by visiting places in person or via technology.
- 7.04 View and listen to various forms of media that are age appropriate and culturally relevant and utilize the target language and reflect the target cultures.
- 7.05 Develop positive attitudes about self and families of diverse cultures with emphasis on the target culture through interaction with guests, texts, and other cultural resources.

# GRADE 1

Grade 1 instruction expands to include the learner's community. Grade level content material is taught in the language other than English and is the means of developing target language competencies. Target language goals at this grade level include:

- Read and respond to a variety of texts.
- Expand oral language skills to express oneself clearly.
- Use new vocabulary and formats for written products.

Learners continue to connect their language learning to the culture(s) represented by the target language and how that culture is reflected in their own home and community.

## **COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION- The learner will engage in conversation and exchange information and opinions orally and in the target language.**

- 1.01 Interact orally with teacher and peers using greetings, farewells, apologies, and expressions of courtesy.
- 1.02 Demonstrate understanding of and use vocabulary and memorized phrases dealing with daily classroom routines.
- 1.03 Share personal information orally with the teacher and peers to reflect personal likes and dislikes
- 1.04 Exchange grade level content information orally and in beginning writing.
- 1.05 Demonstrate the ability to maintain simple conversation by taking turns to talk and using declarative, interrogative, exclamatory and imperative sentences.
- 1.06 Ask and answer frequently used *who, what, where, when*, questions.
- 1.07 Use a variety of non-verbal communication strategies to ask questions and express own ideas or thoughts with prompting and modeling (e.g., draw, match objects, point to answer, play games.
- 1.08 Participate in oral and literary discussions using gestures, high-frequency words, learned phrases and expressions, and illustrative objects with appropriate teacher support.

## **COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION-The learner will decode, understand, and interpret written and spoken language on a variety of topics in the target language.**

- 2.01 Demonstrate understanding of every day and content-related spoken words, phrases, and questions accompanied by visual clues and/or props as needed.
- 2.02 Demonstrate understanding of oral and simple written directions.
- 2.03 Demonstrate listening comprehension strategies (such as watching gestures, facial expressions and visual cues, and listening for intonation and expression.)

- 2.04 Develop grade level appropriate vocabulary using a variety of oral and print resources and by associating target words with prior knowledge.
- 2.05 Develop phonemic awareness and alphabetic principle or sound symbol relationships.
- 2.06 Demonstrate decoding and word/character recognition skills.
- 2.07 Demonstrate fluency and comprehension when reading text.
- 2.08 Use a variety of strategies when reading to confirm accurate decoding or to self-correct errors.
- 2.09 Demonstrate familiarity with a variety of fiction and nonfiction texts (e.g., storybooks, short chapter books, newspapers, telephone books, simple written instructions, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits, short plays, and culturally authentic print and digital texts).
- 2.10 Use, with teacher support, pre-, during-, and post- reading strategies; (e.g., activate prior knowledge, set purpose for reading, make predictions, formulate *what, when, where and how* questions, create graphic organizers, retell, summarize)
- 2.11 Make personal and academic connections through interactions with oral language, written language, and media and technology, e.g., recognize and relate similar vocabulary use and concepts across experiences with texts.
- 2.12 Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice and how the author uses language to interest the reader and communicate a message.
- 2.13 Demonstrate awareness that resources convey meaning and exist in a variety of formats (print, web-based, graphical).

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION- The learner will present information, concepts and ideas to an audience of listeners or readers on a variety of topics in the target language.**

- 3.01 Speak in simple sentences, using increasingly accurate grammatical forms with prompting and modeling.
- 3.02 Describe or narrate using expanded vocabulary (orally and in writing) events, people, places, and things using nouns, verbs, and adjectives.
- 3.03 Recite simple poetry and sing songs.
- 3.04 Give oral commands.
- 3.05 Retell familiar stories and short conversations by using words that describe, name characters and settings (Who? Where?), and tell actions and events (what happens? What is \_\_\_ doing?).
- 3.06 Use a variety of non-verbal strategies, in addition to simple words and phrases with prompting and modeling, to communicate (e.g., match objects, point to answer, draw pictures, gesture).
- 3.07 Develop writing conventions and correct formation of letters or characters. Write and/or participate in writing with a sense of story (beginning, middle, end).
- 3.08 Self-monitor composition by using one or two strategies (e.g., rereading, peer conferences).

- 3.09 Create a variety of texts with print or multimedia tools using a writing process (pre-writing, drafting, revising, editing, and publishing): e.g., stories, journal entries, letters, response logs, simple poems, invitations, messages.

**COMPETENCY GOAL 4: CULTURES – The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.**

- 4.01 Understand and use oral, pictorial, and written cues to participate in daily routines.
- 4.02 Read and respond (orally and in writing) to authentic, age appropriate texts of the target cultures.
- 4.03 Participate in activities related to diverse culture games of the target culture and major holidays, festivals and special dates of the target cultures.
- 4.04 Speak, sing, recite and read age-appropriate sayings, songs, rhymes, and peer games of children in the target language.
- 4.05 Demonstrate understanding of children’s stories, poetry, and folktales of the target cultures in the target language.
- 4.06 Recall information related to stories, poetry, and folktales and share their views with their teacher and peers using teacher guided structures.

**COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

- 5.01 Demonstrate awareness of informal and formal forms of greetings, leave takings, and expressions of politeness.
- 5.02 Demonstrate an understanding of true cognates or borrowed words by pairing similar words/characters.
- 5.03 Recognize the existence of differences of language conventions.
- 5.04 Identify behaviors such as gestures and greetings that differ between the home culture and the target language culture.
- 5.05 Identify similarities and differences of tangible (toys, sports equipment, food) and intangible (songs, rhymes, dances) products of the target culture and his/her own.
- 5.06 Recognize how a culture expresses itself through fine arts, sports, media and popular culture.
- 5.07 Explore viewpoints and attitudes of people in both the target culture and his/her own culture relating to family, school, home and play.

**COMPETENCY GOAL 6: CONNECTIONS – The learner will acquire and expand content knowledge, concepts and skills in the target language and interconnect them with key terms. concepts in English.**

- 6.01 Respond orally and in writing to familiar or simple questions in the target language that focus on key concepts in the content curriculum and classroom activities.

- 6.02 Develop academic language in the target language appropriate to the grade level content.
- 6.03 Increase written vocabulary, appropriate to grade level, by listening, discussing and composing texts when responding to content area material that is read and/or heard.

**COMPETENCY GOAL 7: COMMUNITIES – The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.**

- 7.01 Participate in a public celebration and/or competition using culturally relevant/authentic material.
- 7.02 Interact with people of other cultures in the target language using culturally appropriate behaviors and language with teacher cues as needed.
- 7.03 Explore places in person or via technology that provide opportunities to use the target language and/or experience the target culture(s).
- 7.04 View and listen to various forms of media that are age appropriate and relevant, and utilize target language and reflect the target cultures.
- 7.05 Share knowledge of diversity in the classroom and target communities with individuals beyond the classroom.

## GRADE 2

Some or all of the grade level content material is taught in the language other than English and is the means of developing communicative and academic target language competencies. Target language goals at Grade 2 include:

- Use acquired concepts and metacognitive skills to read and write more independently.
- Comprehend and respond to texts using multiple strategies and skills.
- Use oral and written communication effectively.
- Utilize listening, speaking, reading and writing and technology resources to accomplish a task.

**COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION-** The learner will engage in conversation and exchange information and opinions orally and in the target language.

- 1.01 Interact orally with teacher, peers, and other school personnel using greetings, farewells, apologies, and expressions of courtesy.
- 1.02 Demonstrate understanding and use new vocabulary and phrases dealing with classroom and school routines.
- 1.03 Shares personal information orally and in writing with the teacher and peers to reflect personal likes and dislikes.
- 1.04 Exchange grade level content information orally and writing with the teachers and peers.
- 1.05 Demonstrate the ability to maintain conversations by taking turns to talk, and using declarative, interrogative, imperative, and exclamatory sentences.
- 1.06 Use new and familiar words to form original sentences.
- 1.07 Demonstrates ability to ask and answer *who, what, where, when, how* questions.
- 1.08 Begin to use circumlocution in communicative tasks with teachers and peers.
- 1.09 Participate in oral literary discussions using gestures, high-frequency words, familiar expressions, illustrative objects, and new phrases with teacher support.

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION-**The learner will decode, understand, and interpret written and spoken language on a variety of topics in the target language.

- 2.01 Demonstrate understanding of content-related spoken words, phrases, sentences, and questions accompanied by visual and/or auditory clues as needed.
- 2.02 Demonstrate understanding of academic oral and written directions and commands.
- 2.03 Demonstrate listening comprehension strategies (such as watching gestures, facial expressions and visual cues, and listening for intonation and expression.)

- 2.04 Expand and refine grade level appropriate vocabulary using a variety of oral and print resources and by associating target words with prior knowledge.
- 2.05 Apply knowledge of all sources of information (meaning, grammar, graphophonics) to read with fluency and comprehension.
- 2.06 Use pre-, during-, and post- reading strategies: activate prior knowledge, set purpose for reading, formulate questions, make predictions, create and interpret graphic organizers.
- 2.07 Demonstrate comprehension of text.
- 2.08 Recognize different genres (fiction, nonfiction, poetry, drama, and culturally authentic print and digital texts) for a variety of functions, e.g., literary, informational, and practical.
- 2.09 Recognize how authors use particular vocabulary, language, and conventions to develop an individual recognizable voice and its effect on the reader.
- 2.10 Interpret information from diagrams, charts, and maps.
- 2.11 Identify personal and academic connections through interactions with oral language, written language, and media and technology, e.g., recognize and relate similar vocabulary use and concepts across experiences with texts
- 2.12 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, non-print, graphical, audio, video, multimedia, web).

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION- The learner will present information, concepts and ideas to an audience of listeners or readers on a variety of topics in the target language.**

- 3.01 Speak in more complex sentences, using increasingly accurate grammatical forms with prompting and modeling.
- 3.02 Describe or narrate using expanded vocabulary (orally and in writing) events, people, places, and things using nouns, verbs, adjectives, adverbs, and prepositions.
- 3.03 Present learned or original poetry and songs.
- 3.04 Give expanded oral commands and directions.
- 3.05 Retell familiar stories and short conversations (orally and in writing) using a sequence of events (beginning, middle, and end).
- 3.06 Use a variety of non-verbal strategies, in addition to simple words and phrases with prompting and modeling, to communicate (e.g., match objects, point to answer, draw pictures, gesture).
- 3.07 Use writing conventions and correct formation of letters or characters.
- 3.08 Write and/or participate in writing with a sense of story (beginning, middle, end).
- 3.09 Self-monitor composition by using multiple strategies (e.g., brainstorming, rereading, peer conferences)
- 3.10 Create a variety of texts using print or multimedia tools: e.g., stories, journal entries, letters, response logs, simple poems, invitations, messages using a writing process (pre-writing, drafting, revising, editing, and publishing).

**COMPETENCY GOAL 4: CULTURES – The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.**

- 4.01 Use oral, pictorial, written cues, gestures accompanying oral expressions to participate in daily routines.
- 4.02 Read and respond (orally and in writing) to authentic, age appropriate texts and events associated with various cultural traditions and holidays celebrated in target cultures.
- 4.03 Participate in activities related to major holidays, festivals and special dates celebrated by children of the target cultures as they occur in the given calendar month.
- 4.04 Exchange information with peers about different practices and perspectives represented in the classroom and community cultures.

**COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

- 5.01 Use formal and informal forms of greetings, leave takings, and expressions of politeness in a variety of settings.
- 5.02 Use true cognates or borrowed words/characters from other languages.
- 5.03 Recognize the differences in language conventions.
- 5.04 Demonstrate how behaviors such as gestures and greetings may differ among cultures.
- 5.05 Explain similarities and differences of tangible and intangible products related to home, school and the community of the target culture and his/her own culture.
- 5.06 Recognize and compare how a culture expresses itself through fine arts, sports, media and popular culture.
- 5.07 Recognize viewpoints and attitudes of people in both the target culture and his/her own culture relating to family, school, home and play.

**COMPETENCY GOAL 6: CONNECTIONS – The learner will acquire and expand content knowledge, concepts and skills in the target language and interconnect them with key terms. concepts in English.**

- 6.01 Listen, read and respond orally and in writing to question in the target language that focus on key concepts in the content curriculum and classroom activities.
- 6.02 Develop academic language in the target language appropriate to the grade level content.
- 6.03 Increase written vocabulary appropriate to the grade level by listening, discussing and composing texts when responding to content area material that is read and heard.

**COMPETENCY GOAL 7: COMMUNITIES – The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school**

**setting for personal, educational, and professional growth and enrichment.**

- 7.01 Participate in a public celebration and/or competition using culturally authentic materials.
- 7.02 Interview native target language speakers about occupations, family or daily routines.
- 7.03 Visit places virtually or in person that use the target language to exchange information and experiences with speakers of the target language.
- 7.04 Demonstrate use of various forms of culturally authentic media that utilize the target language and reflect the target cultures.
- 7.05 Present to others and exchange information about learner's language experience in the school and community.

## GRADE 3

Some or all of the grade level content material is taught in the language other than English and is the means of developing communicative and academic target language competencies. Target language goals at Grade 3 include:

- Read with fluency and comprehension a wide variety of genres.
- Expand vocabulary through content reading, word study, and discussion.
- Use active listening and effective oral communications.
- Reflect upon and make connections among language, texts, and personal experience.

### **COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION- The learner will engage in conversation and exchange information and opinions orally and in the target language.**

- 1.01 Interact with teacher, peers, other school personnel, and visiting community members using culturally appropriate greetings, farewells, apologies, and expressions of courtesy.
- 1.02 Select and use new words, phrases, and learned utterances in both speech and writing.
- 1.03 Discuss individual perspectives drawn from personal experience.
- 1.04 Exchange grade-level content information in speech and writing.
- 1.05 Demonstrate the ability to maintain conversations using more extended discourse and descriptive details.
- 1.06 Begin to recognize formal vs. informal registers of speech.
- 1.07 Demonstrate the ability to maintain conversations by using declarative, interrogative, exclamatory, and imperative sentences.
- 1.08 Use new and familiar words to form original sentences.
- 1.09 Demonstrates ability to ask and answer *who, what, where, when, how* questions.
- 1.10 Participate in oral literary discussions using gestures, high-frequency words, familiar expressions, illustrative objects, and new phrases with teacher support.
- 1.11 Use circumlocution and begin to use paraphrasing in communicative tasks with teacher and peers.
- 1.12 Discuss texts from a variety of genres (including fiction, nonfiction, poetry and drama) orally and in writing, using phrases and illustrative objects.

### **COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION-The learner will decode, understand, and interpret written and spoken language on a variety of topics in the target language.**

- 2.01 Demonstrate understanding of spoken and written words, phrases, statements, and questions related to content topics.

- 2.02 Demonstrate understanding of academic oral and written directions.
- 2.03 Identify main idea(s) and make inferences from oral selections, e.g., conversations, dialogs, narratives, songs, rhymes, chants, and children's literature (read aloud).
- 2.04 Demonstrate active listening strategies: facing the speaker, making eye contact, asking questions to clarify the message, asking questions to gain additional information and ideas
- 2.05 Develop grade level appropriate vocabulary using a variety of oral and print resources, word study, studying author's word choice, and by associating target words with prior knowledge
- 2.06 Select and integrate relevant prior experience and sources of information in the text (graphophonics, grammar, and meaning) when reading.
- 2.07 Use strategies to comprehend text e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell
- 2.08 Use pre-, during, and post reading strategies: setting a purpose, making predictions, asking questions, locating information for specific purposes, making connections.
- 2.09 Use, with teacher support, pre, during, and post reading strategies: previewing the text, using story structure and text organization to comprehend
- 2.10 Identify a variety of fiction (short stories, novels, fantasies, fairy tales, fables), nonfiction (biographies, letters, articles, procedures and instructions, charts, maps), poetry (proverbs, riddles, limericks, simple poems), drama (skits, plays), and culturally authentic print and digital texts.
- 2.11 Identify and interpret elements of fiction and nonfiction and support by referencing the text.
- 2.12 Draw conclusions, make generalizations, and gather support by referencing the text.
- 2.13 Summarize main idea(s) from written texts using succinct language.
- 2.14 Explain personal and academic connections when responding to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes.
- 2.15 Identify and discuss similarities and differences in characters, events, and concepts and ideas within and across selections and support them by referencing the text.
- 2.16 Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice
- 2.17 Demonstrate researching skills.

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION- The learner will present information, concepts and ideas to an audience of listeners or readers on a variety of topics in the target language.**

- 3.01 Speak in more complex sentences, using increasingly accurate grammatical forms.

- 3.02 Describe or narrate using expanded vocabulary (orally and in writing) events, people, places, and things using nouns, verbs, adjectives, adverbs, pronouns, prepositions, and conjunctions.
- 3.03 Present learned or original poetry and songs.
- 3.04 Give expanded oral commands and directions.
- 3.05 Explain and describe new concepts and information in own words (e.g., plot, setting, major events, characters, author's message, connections, topic, key vocabulary, key concepts, text features)
- 3.06 Use a variety of non-verbal strategies, in addition to simple words and phrases with prompting and modeling, to communicate (e.g., match objects, point to answer, draw pictures, gesture).
- 3.07 Use writing conventions correctly.
- 3.08 Self-monitor composition by using multiple strategies (e.g., brainstorming, rereading, peer conferences).
- 3.09 Create a variety of texts using print or multimedia tools: e.g., stories, journal entries, letters, response logs, simple poems, invitations, messages using a writing process (pre-writing, drafting, revising, editing, and publishing).

**COMPETENCY GOAL 4: CULTURES – The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.**

- 4.01 Use oral and written cues to participate fully in the classroom routines with teachers and peers.
- 4.02 Critique age and language appropriate texts for children of target language and culture.
- 4.03 Research and participate in age appropriate traditions and celebrations reflective of the customs and traditions of the target culture.
- 4.04 Describe the ways that students, their families , their schools, and the target communities address daily routines.

**COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

- 5.01 Select appropriate forms of greetings, leave takings, and expressions of politeness for different people.
- 5.02 Develop awareness of multiple meanings of a word/character across different cultures.
- 5.03 Recognize and apply the differences in language conventions.
- 5.04 Demonstrate how behaviors such as gestures and greetings may differ among cultures.
- 5.05 Explain cultural similarities and differences reflected in songs, rhymes and stories of the target culture and his/her own culture.
- 5.06 Explain how a culture expresses itself through fine arts, sports, media and popular culture.

- 5.07 Explain viewpoints and attitudes of people in both the target culture and his/her own culture relating to family, school , home and play.

**COMPETENCY GOAL 6: CONNECTIONS – The learner will acquire and expand content knowledge, concepts and skills in the target language and interconnect them with key terms. concepts in English.**

- 6.01 Listen, read and respond orally and in writing to questions in the target language that focus on key concepts in the content curriculum and classroom activities.
- 6.02 Interpret and begin to transfer academic information orally learned through content instruction in the target language and English.
- 6.03 Interpret and begin to transfer academic information learned through content instruction in the target language and English in writing.
- 6.04 Increase vocabulary knowledge in the target language by researching print and non-print resources with assistance and by integrating information and ideas in content area discussions.
- 6.05 Interpret and share information in the target language obtained from print and non-print materials acquired across languages.

**COMPETENCY GOAL 7: COMMUNITIES – The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.**

- 7.01 Participate in appropriate community celebrations or competitions using culturally relevant/authentic materials.
- 7.02 Use target language and demonstrate knowledge of the target culture with peers.
- 7.03 Interact with members of the target language community to gain knowledge about community leader's roles.
- 7.04 Use current interactive technologies to broaden understanding, contacts , and exchanges with members of target cultures.
- 7.05 Identify how bilingual students and adults use languages in the community (e.g. interpreting, translating, code-switching, culturally imbedded humor).

## GRADE 4

Some or all of the grade level content material is taught in the language other than English and is the means of developing communicative and academic target language competencies.

Target language goals at Grade 4 include

- Explore a wide range of texts and their distinguishing features
- Write for a variety of purposes and audiences and use writing as a tool for learning
- Communicate effectively with different audiences through spoken, written, and visual formats
- Use increasingly sophisticated knowledge of target language in oral and written products and presentations

**COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION-** The learner will engage in conversation and exchange information and opinions orally and in the target language.

- 1.01 Participate effectively in social conversations (with teacher, peers, other school personnel, and visiting community members).
- 1.02 Use expanded vocabulary, (ex: words, phrases, idiomatic expressions, suffixes, and prefixes) in both speech and writing.
- 1.03 Discuss individual perspectives drawn from personal experience.
- 1.04 Exchange grade level content information in speech and writing.
- 1.05 Maintain conversations using more extended discourse and descriptive details.
- 1.06 Recognize formal vs. informal registers of speech.
- 1.07 Demonstrate the ability to maintain conversation by using declarative, interrogative, exclamatory, and imperative sentences.
- 1.08 Create with the language in extended (multi-paragraph) discourse- using old and new words to form original sentences.
- 1.09 Ask and answer *who, what, where, when, how, why* questions in conversations, class discussions, and interviews.
- 1.10 Use circumlocution and begin to use paraphrasing in communicative tasks with teacher and peers.
- 1.11 Discuss texts from a variety of genres (including fiction, nonfiction, poetry and drama) orally and in writing, using phrases and illustrative objects.
- 1.12 Ask for and give directions.

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION-** The learner will decode, understand, and interpret written and spoken language on a variety of topics in the target language.

- 2.01 Demonstrate understanding of spoken and written words, phrases, statements, and questions relating to familiar and content-related topics.

- 2.02 Follow oral and written directions.
- 2.03 Identify main idea(s) and make inferences from oral selections spoken in the classroom or heard through multimedia sources, e.g., conversations, dialogs, narratives, songs, rhymes, chants, and children's literature (read aloud), and multimedia sources (e.g., video, television, Internet, etc.).
- 2.04 Demonstrate use of word identification strategies (graphophonics, grammar, meaning) appropriately and automatically when encountering unknown words.
- 2.05 Use strategies to comprehend and to clarify meaning of vocabulary (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell, consult other sources- glossary, dictionary, thesaurus)
- 2.06 Interact independently with texts before, during, and after reading, listening, or viewing by setting purposes using prior knowledge and text information, making predictions, formulating questions, locating relevant information, making connections with previous experiences, information, and ideas.
- 2.07 Recognize a variety of texts including fiction (legends, novels, folklore, science fiction), nonfiction (autobiographies, informational books, diaries, journals), poetry (concrete, haiku), drama (skits, plays), and authentic print and digital texts.
- 2.08 Expand and refine vocabulary by identifying key words and discovering their meaning and relationships through a variety of strategies.
- 2.09 Identify and interpret elements of fiction and nonfiction and support by referencing the text.
- 2.10 Demonstrate reading comprehension strategies.
- 2.11 Determine the usefulness of information and ideas consistent with purpose.
- 2.12 Demonstrate active listening by asking questions, paraphrasing what was said, interpreting speaker's verbal and nonverbal messages, interpreting speaker's purposes and/or intent.
- 2.13 Analyze characters, events, and plots within and between selections and cite supporting evidence.
- 2.14 Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice.

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION- The learner will present information, concepts and ideas to an audience of listeners or readers on a variety of topics in the target language.**

- 3.01 Speak in more complex sentences, using increasingly accurate grammatical forms (e.g., subject, predicate, and modifier, conjunctions as applicable).
- 3.02 Describe or narrate using expanded vocabulary (orally and in writing) events, people, places, and things using nouns, verbs, adjectives, adverbs, pronouns, prepositions, and conjunctions.
- 3.03 Share self-selected and original texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations)
- 3.04 Give expanded oral commands and more extended directions.
- 3.05 Summarize learning experiences and explain own learning.

- 3.06 Use a variety of non-verbal strategies, in addition to simple words and phrases with prompting and modeling, to communicate (e.g., match objects, point to answer, draw pictures, gesture).
- 3.07 Use writing conventions, grammar, and language correctly.
- 3.08 Create a variety of fiction, non-fiction, poetry, and drama using print and multimedia tools: e.g., personal and imaginative narrative, research reports, diaries, journals, learning logs, rules, instructions, letters of request, letters of complaint using a writing process (pre-writing, drafting, revising, editing, and publishing).
- 3.09 Make oral and written presentations using visual and multimedia aids with an awareness of purpose and audience.

**COMPETENCY GOAL 4: CULTURES – The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.**

- 4.01 Use oral and written cues to participate fully in school and community routines.
- 4.02 Extract cultural aspects of children’s literature including stories, poetry, folk tales, fables and legends of the target culture.
- 4.03 Analyze and participate in age-appropriate traditions and celebrations reflective of the customs and traditions of the target culture.
- 4.04 Reflect on the impact of geographical features on the target culture as they are mentioned in cultural readings and discussions.
- 4.05 Identify people and products and their importance to the target culture.
- 4.06 Identify practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials and cultural artifacts.
- 4.07 Develop knowledge of concepts necessary for understanding ethnic/international relationships.

**COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

- 5.01 Use appropriate forms of greetings, leave takings, and expressions of politeness for different audiences and settings.
- 5.02 Recognize that geography and regional practices impact language across different cultures.
- 5.03 Explain the differences in language conventions.
- 5.04 Distinguish between cultural similarities and differences reflected in songs, rhymes and stories of the target culture and his/her own culture.
- 5.05 Distinguish how a culture expresses itself through fine arts, sports, media and popular culture.
- 5.06 Distinguish between viewpoints and attitudes of people in both the target culture and his/her own culture relating family, school, home and play.

**COMPETENCY GOAL 6: CONNECTIONS – The learner will acquire and expand content knowledge, concepts and skills in the target language and interconnect them with key terms and concepts in English.**

- 6.01 Listen, read and respond orally and in writing to question in the target language that focus on key concepts in the content curriculum and classroom activities.
- 6.02 Interpret, apply and transfer academic information orally learned through content instruction in the target language and English.
- 6.03 Interpret, apply and transfer academic information in writing learned through content instruction in the target language and English.
- 6.04 Increase vocabulary knowledge in the target language by researching multiple print and non-print resources and by integrating information and ideas in content area discussions.
- 6.05 Apply and share information in the target language obtained from print and non-print materials across languages.

**COMPETENCY GOAL 7: COMMUNITIES – The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.**

- 7.01 Share learner created works in the target language with the community.
- 7.02 Interact with North Carolinians who are members of the target culture to learn about their experiences and perspectives as a resident of the state.
- 7.03 Use current interactive technologies to broaden understanding, contact, and exchanges with members of target cultures.
- 7.04 Use multi-media to demonstrate understanding of his/her language experiences.

## GRADE 5

Some or all of the grade level content material is taught in the language other than English and is the means of developing communicative and academic target language competencies. Target language goals at Grade 5 include:

- Expand and deepen concepts, skills and strategies learned at earlier grades.
- Use reading and writing to learn about and understand world cultures.
- Use metacognitive skills to accomplish a task independently or as a group member.
- Research multiple sources to deepen understanding and integrate information and ideas across varied sources and content areas.

**COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION-** The learner will engage in conversation and exchange information and opinions orally and in the target language.

- 1.01 Participate effectively in social conversations (with teacher, peers, other school personnel, and visiting community members).
- 1.02 Use expanded vocabulary, (ex: words, phrases, idiomatic expressions, suffixes and prefixes) in both speech and writing.
- 1.03 Discuss individual perspectives drawn from personal experience.
- 1.04 Exchange grade level content information in speech and writing.
- 1.05 Maintain conversations using more extended discourse and descriptive details.
- 1.06 Recognize and use formal vs. informal registers of speech orally and in writing.
- 1.07 Demonstrate the ability to maintain conversation by using declarative, interrogative, exclamatory, and imperative sentences.
- 1.08 Create with the language in extended (multi-paragraph) discourse- using old and new words to form original sentences.
- 1.09 Ask and answer *who, what, where, when, how, why* questions in conversations, class discussions, and interviews.
- 1.10 Use circumlocution and use paraphrasing in communicative tasks with teacher and peers.
- 1.11 Discuss texts from a variety of genres (including fiction, nonfiction, poetry and drama) orally and in writing, using phrases and illustrative objects
- 1.12 Ask for and give directions.
- 1.13 Engage in a debate related to a familiar topic.

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION-**The learner will decode, understand, and interpret written and spoken language on a variety of topics in the target language.

- 2.01 Demonstrate understanding of spoken and written words, phrases, statements, and questions relating to familiar and content-related topics.

- 2.02 Follow oral and written directions.
- 2.03 Demonstrate critical and active listening with oral selections spoken in the classroom or heard through multimedia sources (e.g., television, radio, video productions, and other electronic media)
- 2.04 Select appropriate strategies to comprehend text and to clarify meaning of vocabulary.
- 2.05 Demonstrate comprehension of a variety of fiction (tall tales, myths), nonfiction (books of true experience, newspaper and magazine articles, schedules), poetry (narrative, lyric, and cinquains), drama (plays and skits), and authentic print and digital texts.
- 2.06 Identify and interpret elements of fiction and nonfiction and support by referencing the text.
- 2.07 Make connections within and between texts by recognizing similarities and differences based on a common lesson, theme, or message.
- 2.08 Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).
- 2.09 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).
- 2.10 Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment).
- 2.11 Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics.
- 2.12 Summarize major points from fiction and nonfiction texts (to clarify and retain information and ideas).
- 2.13 Summarize main idea(s) from written, spoken, or multimedia sources (e.g., television, film, video, Internet) using succinct language.
- 2.14 Demonstrate use of a research process to meet information needs.
- 2.15 Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice.

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION- The learner will present information, concepts and ideas to an audience of listeners or readers on a variety of topics in the target language.**

- 3.01 Speak in more complex sentences, using increasingly accurate grammatical forms (e.g., subject, predicate, and modifier, conjunctions as applicable).
- 3.02 Describe or narrate using expanded vocabulary (orally and in writing) events, people, places, and things using nouns, verbs, adjectives, adverbs, pronouns, prepositions, and conjunctions.
- 3.03 Share self-selected and original texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations).
- 3.04 Give expanded oral commands and more extended directions.
- 3.05 Summarize learning experiences, stories, discussions, and oral, written, and multimedia passages.

- 3.06 Use a variety of non-verbal strategies, in addition to simple words and phrases with prompting and modeling, to communicate (e.g., match objects, point to answer, draw pictures, gesture).
- 3.07 Use grammar, language, and writing conventions applicable to the language.
- 3.08 Create a variety of fiction, non-fiction, poetry, and drama: e.g., descriptive, narrative, expository, and persuasive essays, poetry, research reports, news articles, letters to the editor, business letters, using a writing process (pre-writing, drafting, revising, editing, and publishing using technology).
- 3.09 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern.
- 3.10 Make oral and written presentations using visual and multimedia aides with an awareness of purpose and audience (e.g., share self-selected texts from a variety of genres).

**COMPETENCY GOAL 4: CULTURES – The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.**

- 4.01 Use oral and written cues to participate fully in the classroom with teachers and peers across a range of contexts.
- 4.02 Analyze age-appropriate written text and oral traditions of children in target cultures.
- 4.03 Critique and participate in age appropriate traditions and celebrations reflective of the customs and traditions of the target cultures.
- 4.04 Analyze cultural aspects of children’s literature including biographies, stories, poetry, folk tales, fables and legends of the target culture.
- 4.05 Identify the different target language countries on the globe and/or map.
- 4.06 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.

**COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

- 5.01 Differentiate between forms of greetings, leave takings, and expressions of politeness for different cultures.
- 5.02 Explain how geography and regional practices impact language across different cultures.
- 5.03 Analyze the differences in language conventions.
- 5.04 Analyze the cultural similarities and differences reflected in songs, rhymes and stories of the target culture and his/her own culture.
- 5.05 Analyze how a culture expresses itself through fine arts, sports, media and popular culture.
- 5.06 Analyze viewpoints and attitudes of people in both the target culture and his/her own culture relating to family, school, home and play.

**COMPETENCY GOAL 6: CONNECTIONS – The learner will acquire and expand content knowledge, concepts and skills in the target language and interconnect them with key terms, concepts in English.**

- 6.01 Respond orally and in writing to questions in the target language that focus on key concepts in the content curriculum and classroom activities.
- 6.02 Interpret, apply and transfer academic information orally learned through content instruction the target language and English.
- 6.03 Interpret, apply, and transfer academic information learned through content instruction in the target language and English in written form.
- 6.04 Increase vocabulary knowledge in the target language by researching print and non-print resources and integrating information and ideas in content area discussions.
- 6.05 Analyze and share information in the target language obtained from print and non-print materials acquired across languages.

**COMPETENCY GOAL 7: COMMUNITIES – The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.**

- 7.01 Share learner created works in the target language with the community.
- 7.02 Identify purposes for target language use in the learner’s community, in the United States, and the international community.
- 7.03 Analyze issues in bilingualism and linguistic diversity in the United States through personal exchanges.