

**World Language Standards
Grades 5-6**

The fifth and sixth grade language curriculum is still a pre-level 1 curriculum. However, the significant increase in instructional time and the rapid growth in language readiness shown by students at this level make fifth and sixth grades an incredibly productive time for language learning. This level features much for sophisticated interpretive and presentational skill development bolstered by more challenging reading, writing, and speaking tasks. In addition, grade 5 and 6 language instruction includes formal instruction on grammar topics in the target language. The Performance Indicators below address the range and growth of proficiency demonstrated by fifth and sixth grade language learners, and the Can Do Tasks are representative of the more challenging tasks that students are able to perform at this level.

Fundamental Language Skill: Interpretive Communication
<p>Standard: Proficiency Benchmark: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in text that are spoken or written.</p>
Interpretive Reading Performance Indicators
Low
<ul style="list-style-type: none"> ● I can identify memorized or familiar words when they are supported by gestures or visuals.
Mid
<ul style="list-style-type: none"> ● I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals.
High
<ul style="list-style-type: none"> ● I can identify the topic and some isolated facts from simple sentences in texts and conversations.
<p>Interpretive Reading Tasks : (the following “can dos” are representative of the Interpretive reading tasks that 5th and 6th grade Brownell Talbot students are able to perform. Proficiency of performance ranges from Novice Low to Novice High.)</p> <p>Can do Tasks:</p> <ul style="list-style-type: none"> ● I can identify some locations or stores by their signs. ● I can identify items on a shopping list. ● I can identify names of classes and their locations on a class schedule. ● I can understand some facts about the weather especially when weather symbols are used. ● I can recognize individual written words in a story - describing a character or events. ● I can recognize a song’s common one-line refrain ● I can identify some actions described in a scene from a play. ● I can recognize greetings and leave taking words in written messages. ● I can recognize question words. ● I can recognize dates in a written message. ● I can understand simple questions about family in correspondence among e-pals.

Interpretive Listening Performance Indicators	
Low	<ul style="list-style-type: none"> I can identify memorized or familiar words when they are supported by gestures or visuals.
Mid	<ul style="list-style-type: none"> I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals.
High	<ul style="list-style-type: none"> I can identify the topic and some isolated facts from simple sentences in texts and conversations.
<p>Interpretive Listening Tasks : (the following “can dos” are representative of the Interpretive Listening tasks that 5th and 6th grade Brownell Talbot students are able to perform. Proficiency of performance ranges from Novice Low to Novice High.)</p> <ul style="list-style-type: none"> I can recognize when greetings and leave-taking are expressed. I can understand when others are introduced. I can understand simple words of praise by a teacher to a student. I can recognize common expressions when people are discussing the weather. I can understand simple questions about family, school schedules and activities. I can recognize familiar words when watching a music video. I can follow instructions for simple class routines. I can understand when someone reads a cell phone number. 	

Fundamental Language Skill: Interpersonal Communication	
<p>Standard: Proficiency Benchmark: I can communicate in spontaneous spoken conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.</p>	
Interpersonal Speaking/Listening and Writing/Reading Performance Indicators	
Low	<ul style="list-style-type: none"> I can provide information by answering a few simple questions with the help of gestures or visuals.
Mid	<ul style="list-style-type: none"> I can provide and request information by answering a few simple questions using practiced or memorized words and phrases.

High
<ul style="list-style-type: none"> I can provide and request information by answering a few simple questions on familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.
<p>Interpersonal Speaking/Listening and Writing/Reading Tasks: (the following “can dos” are representative of the Interpersonal Speaking/Listening and Writing/Reading tasks that 5th and 6th grade Brownell Talbot students are able to perform. Proficiency of performance ranges from Novice Low to Novice High.)</p> <ul style="list-style-type: none"> I can introduce myself when I meet people. I can answer questions about who is in my family I can answer questions about my favorite weekend activities. I can respond to basic math questions using numbers. I can ask and answer who, what, where and/or when questions. I can exchange preferences about which subjects I like or dislike. I can say how much money I need to purchase something. I can say what food I like or dislike. I can say if I agree with someone about basic preferences.

Fundamental Language Skill: Presentational Communication
<p>Standard: Proficiency Benchmark: 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 and written language.</p>
Presentational Speaking/Writing Performance Indicators
Low
<ul style="list-style-type: none"> I can introduce myself using practiced words and phrases.
Mid
<ul style="list-style-type: none"> I can present information about myself and my likes and dislikes using memorized words or phrases.
High
<ul style="list-style-type: none"> I can present on familiar people, places, and objects using some memorized words and phrases along with simple sentences.
<p>Presentational Speaking/Writing Tasks: (the following “can dos” are representative of the Presentational Speaking/Writing tasks that fifth and sixth grade Brownell Talbot students are able to perform. Proficiency of performance ranges from Novice Low to Novice High.)</p> <ul style="list-style-type: none"> I can say my name, age, and where I live to introduce myself. I can say some activities that I do every day. I can name my family members, their ages, their relationships to me, and what they like to do. I can list my classes or weekend activities and tell what time they start and end. I can say how much I like or don’t like certain things (food, activities, classes).

- I can create a chart of a few things I like and dislike.

Fundamental Language Skill: Intercultural Communication

Standard:

Proficiency Benchmark: In my own and other cultures I can identify products and practices to help me understand perspectives. I can interact at a survival level in some familiar everyday contexts.

**Intercultural Products/Practices and Language/Behavior
Performance Indicators**

Low

- In my own and other cultures I can identify some typical products related to familiar everyday life.
- In my own and other cultures I can identify some typical practices related to familiar everyday life.
- I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
- I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

Intercultural Products/Practices Tasks:

- In my own and other cultures I can identify familiar landmarks and monuments and what they represent to people.
- In my own and other cultures I can identify some elements of a classroom, a school schedule, or levels of schooling and how they reflect the culture.
- In my own and other cultures I can identify social practices such as greetings, introductions, leave-taking and thanking people.
- In my own and other cultures I can identify whom people consider to be part of their family.
- In my own and other cultures I can identify how culture is reflected in currencies.

Intercultural Language/Behavior Tasks:

- I can use rehearsed behaviors when shopping in a familiar type of store.
- I can work with a peer to create a presentation on another country's way of life including geography, sports, important figures, etc.
- I can greet and take leave from someone using polite rehearsed behaviors.
- I can appropriately address members of a family who represent different generations and genders.