Georgia Performance Standards for Modern Languages - Grade 4

(Five-Day Model)

**Course Description**

The Grade 4 language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have some prior knowledge of the language and culture from previous years. Newcomers to the program will benefit from additional support and exposure.

The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests.

An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers.

By the end of Grade 4, students will exhibit Junior Novice-High to Junior Intermediate-Low level proficiency on the COPE-SOPA Rating Scale (see page 56).

**Student Profile (Grade 4)**

At the end of the year of instruction, the student should consistently perform in the target proficiency range outlined below across all modes and types of communication.

*From the Center for Applied Linguistics Oral Proficiency Exam and Student Oral Proficiency Assessment Rating Scale (COPE/SOPA-RS)*

**Listening Comprehension (Junior Novice-Mid to Junior Novice-High)**

**Junior Novice-High**

Student understands simple questions, statements, and commands in familiar topic areas and some new sentences with strong contextual support. Student may require repetition, slower speech, or rephrasing.

**Junior Intermediate-Low**

Student understands familiar and new sentence-level questions and commands in a limited number of content areas with strong contextual support for unfamiliar topics. Student follows conversation at a fairly normal rate.
Georgia Performance Standards for Modern Languages - Grade 4

Oral Fluency (Junior Novice-High to Junior Intermediate-Low)

Junior Novice-High
Student uses memorized expressions with reasonable ease and shows emerging signs of creating with the language to communicate ideas. Student creates some sentences successfully but cannot sustain sentence-level speech.

Junior Intermediate-Low
Student goes beyond memorized expressions to maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner. Student handles a limited number of everyday social and academic interactions.

Grammar (Speaking) (Junior Novice-High to Junior Intermediate-Low)

Junior Novice-High
Student creates some sentences with conjugated verbs, but in other attempts to create sentences, verbs may be lacking or are not conjugated. Other grammatical inaccuracies are present.

Junior Intermediate-Low
Student uses a variety of common verbs in present tense (conjugations may be inaccurate) in sentences. Other verb tenses/forms may appear in memorized language. The listener may be confused by this speech due to the many grammatical inaccuracies.

Vocabulary (Speaking) (Junior Novice-High to Junior Intermediate-Low)

Junior Novice-High
Student uses vocabulary centering on basic objects, places, and common kinship terms, adequate for minimally elaborating utterances in predictable topic areas. Use of native language and gestures is common to expand topics.

Junior Intermediate-Low
Student has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them. Student’s use of some native language is common when vocabulary is lacking.

The COPE/SOPA Rating Scale is based on the ACTFL Proficiency Guidelines. American Council on the Teaching of Foreign Languages (1986, 1999). The COPE/SOPA Rating Scale has been adapted for use in this document with permission from Center for Applied Linguistics. The complete scale can be found on page 56 of this document. Contact Lynn Thompson at lthompson@cal.org for more information on the COPE/SOPA Rating Scale.
Georgia Performance Standards for Modern Languages - Grade 4

Student Profile (Grade 4)

FROM THE NATIONAL COUNCIL OF STATE SUPERVISORS FOR LANGUAGES
LINGUAFOLIO SELF-ASSESSMENT GRID

Interpretive Communication, Listening (Novice-High to Intermediate-Low)

Novice-High
Student can understand ideas on familiar topics expressed through phrases, short sentences, and frequently used expressions. Student can understand the main point in messages and announcements.

Intermediate-Low
Student can understand main ideas and a few details in sentences, short conversations and some forms of media.

Interpretive Communication, Reading (Novice-High to Intermediate-Low)

Novice-High
Student can understand the main idea and some details in simple texts that contain familiar vocabulary.

Intermediate-Low
Student can understand the main idea and many details in some texts that contain familiar vocabulary.

Interpersonal Communication (Novice-High to Intermediate-Low)

Novice-High
Student can exchange info about familiar tasks, topics and activities and can handle short social interactions using phrases and sentences. Student may need help to keep the conversation going.

Intermediate-Low
Student can begin and carry on an unrehearsed conversation on a limited number of familiar topics. Student can ask and answer simple questions and exchange information in highly familiar situations.

Presentational Communication, Spoken Production (Novice-High to Intermediate-Low)

Novice-High
Student can use a series of phrases and sentences to provide basic information about familiar topics.

Intermediate-Low
Student can connect basic sentences to provide information on familiar topics. Student can relate with information about what she or he reads, hears and sees with some detail.
Georgia Performance Standards for Modern Languages - Grade 4

Presentational Communication, Writing (Novice-High to Intermediate-Low)

Novice-High
Student can write simple descriptions and short messages and request or provide information on familiar topics.

Intermediate-Low
Student can write simple descriptions and short messages and request or provide information on familiar topics.

The *LinguaFolio Self-Assessment Grid* was developed based on the *ACTFL Proficiency Guidelines*, American Council on the Teaching of Foreign Languages (1986, 1999), and the Common European Framework of Reference for Languages, Council of Europe, Language Policy Division, 2001. The *LinguaFolio Self-Assessment Grid* has been adapted for inclusion in this document with permission from National Council of State Supervisors for Languages. The complete scale can be found on page 65 of this document.
Georgia Performance Standards for Modern Languages - Grade 4

Georgia Performance Standards with Elements

I. Communication

Interpersonal Mode of Communication (IP)

MLE4.IP1 Students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.

Students:

A. use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.
B. express likes, dislikes, emotions, agreement and disagreement.
C. make simple requests.
D. ask for clarification.
E. give simple descriptions.
F. comprehend basic directions.
G. ask questions and provide responses based on topics such as self, family, school, etc.
H. use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.

MLE4.IP2 Students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.

Students:

A. initiate, participate in, and close a brief oral or written exchange.
B. use formal and informal forms of address.
C. demonstrate proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

Interpretive Mode of Communication (INT)

MLE4.INT1 Students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc.

Students:

A. identify main ideas and some details when reading and listening.
B. comprehend simple, culturally authentic announcements, messages, and advertisements.
C. understand simple instructions, such as classroom procedures.
D. demonstrate proficiency in listening and reading comprehension.
Georgia Performance Standards for Modern Languages - Grade 4

MLE4.INT2 Students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.
   Students:
   A. differentiate among statements, questions and exclamations.
   B. recognize basic gestures, body language, and intonation that clarify a message.

Presentational Mode of Communication (P)

MLE4.P1 Students present material orally in the target language.
   Students:
   A. present short narratives, songs, poems, dialogues and skits.
   B. share information and give brief descriptions on a variety of topics such as self, family, school, community and leisure activities.
   C. retell stories and events in their own words.

MLE4.P2 Students demonstrate writing skills in the target language.
   Students:
   A. write short narratives about familiar topics and experiences.
   B. label pictures, write captions and create storyboards.
   C. rewrite story events in their own words.

II. Cultural Perspectives, Practices, and Products (CU)

MLE4.CU1 Students demonstrate an awareness of perspectives, practices, and products of the cultures where the target language is spoken.
   Students:
   A. demonstrate knowledge of typical practices and products of target cultures.
   B. participate in culturally-authentic simulations.
   C. identify selected symbols and landmarks of target cultures.
   D. identify significant people from the target language cultures.
   E. compare and contrast similarities and differences among a variety of cultures.
Georgia Performance Standards for Modern Languages - Grade 4

III. Connections, Comparisons, and Communities (CCC)

MLE4.CCC1 Students make links between the target language and other subjects.
Students:

A. apply skills learned in the target language with other subjects.
B. apply skills learned in other subjects with skills learned in the target language.

MLE4.CCC2 Students demonstrate an understanding of the significance of culture through comparisons between the cultures studied and their own.
Students:

A. describe patterns of behavior and interaction among cultures.
B. compare and contrast cultural products, practices and perspectives.

MLE4.CCC3 Students demonstrate an understanding of basic similarities and differences among languages.
Students:

A. compare and contrast patterns of spoken communication such as intonation and pronunciation.
B. compare and contrast patterns of written communication such as style, syntax and audience.

MLE4.CCC4 Students demonstrate an awareness of where they can encounter the target language and cultures virtually or in real-life.
Students:

A. document and describe encounters with the target language beyond the classroom setting.
B. document and describe encounters with the target cultures beyond the classroom setting.
Georgia Performance Standards for Modern Languages - Grade 4

**Modern Languages Grade 4: Summary of Skills Developed**

The following list is intended to guide instruction and to assist teachers with their planning by providing a one-page reference to the elements described in the Georgia Performance Standards for Modern Languages, Grade 4. It is important to remember that typical Grade 4 students will exhibit varying levels of proficiency.

**Skills Developed in Grade 4**

**The students:**

**MLE4.IP1A** Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.

**MLE4.IP1B** Express likes, dislikes, emotions, agreement and disagreement.

**MLE4.IP1C** Make simple requests.

**MLE4.IP1D** Ask for clarification.

**MLE4.IP1E** Give simple descriptions.

**MLE4.IP1F** Comprehend basic directions.

**MLE4.IP1G** Ask questions and provide responses based on topics such as self, family, school, etc.

**MLE4.IP1H** Use sequenced information, such as the alphabet, days of the week, months, and numbers 0-100 in context.

**MLE4.IP2A** Initiate, participate in, and close a brief oral or written exchange.

**MLE4.IP2B** Use formal and informal forms of address.

**MLE4.IP2C** Demonstrate proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

**MLE4.INT1A** Identify main ideas and some details when reading and listening.

**MLE4.INT1B** Comprehend simple, culturally authentic announcements, messages, and advertisements.

**MLE4.INT1C** Understand simple instructions, such as classroom procedures.

**MLE4.INT1D** Demonstrate proficiency in listening and reading comprehension.

**MLE4.INT2A** Differentiate among statements, questions, and exclamations.

**MLE4.INT2B** Recognize basic gestures, body language, and intonation that clarify a message.

**MLE4.P1A** Present short narratives, songs, poems, dialogues, and skits.

**MLE4.P1B** Share information and give brief descriptions on a variety of topics such as self, family, school, community and leisure activities.

**MLE4.P1C** Retell stories and events in their own words.

**MLE4.P2A** Write short narratives about familiar topics and experiences.

**MLE4.P2B** Label pictures, write captions and create storyboards.

**MLE4.P2C** Rewrite story events in their own words.

**MLE4.CU1A** Demonstrate knowledge of typical practices and products of target cultures.

**MLE4.CU1B** Participate in culturally-authentic simulations.
Georgia Performance Standards for Modern Languages - Grade 4

MLE4.CU1C Identify selected symbols and landmarks of target cultures.
MLE4.CU1D Identify significant people from the target language cultures.
MLE4.CU1E Compare and contrast similarities and differences among a variety of cultures.
MLE4.CCC1A Apply skills learned in the target language with other subjects.
MLE4.CCC1B Apply skills learned in other subjects with skills learned in the target language.
MLE4.CCC2A Describe patterns of behavior and interaction among cultures.
MLE4.CCC2B Compare and contrast cultural products, practices and perspectives.
MLE4.CCC3A Compare and contrast patterns of spoken communication such as intonation and pronunciation.
MLE4.CCC3B Compare and contrast patterns of written communication such as style, syntax and audience.
MLE4.CCC4A Document and describe encounters with the target language beyond the classroom setting.
MLE4.CCC4B Document and describe encounters with the target cultures beyond the classroom setting.
Georgia Performance Standards for Modern Languages - Grade 4

Modern Languages Grade 4: Suggested Topics

The following topics are strongly suggested for the Grade 4 course. These topics should be combined into coherent thematic units and taught in context. The Georgia Performance Standards for Modern Languages encourage language taught in communicative context and discourage language taught in isolation.

- Animals
- Cultures
- Customs and Etiquette
- Foods, Cooking
- Geography
- Habitats
- Parts of the Body
- Professions and Businesses
- School and Classroom Routine
- Self (Autobiographical Events)
- Sports and Leisure
- Time
- Stores and Shopping
- Weather/Seasons

Topics to Recycle

- Animals
- Celebrations
- Colors
- Homes
- Numbers
- Shapes and Sizes
- Transportation
- Time and Calendar
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<td><strong>COMPETENCY</strong></td>
<td><strong>Jr. NOVICE-LOW</strong></td>
<td><strong>Jr. NOVICE-MID</strong></td>
<td><strong>Jr. NOVICE-HIGH</strong></td>
<td><strong>Jr. INTERMEDIATE-LOW</strong></td>
<td><strong>Jr. INTERMEDIATE-MID</strong></td>
<td><strong>Jr. INTERMEDIATE-HIGH</strong></td>
<td><strong>Jr. ADVANCED-LOW</strong></td>
<td><strong>Jr. ADVANCED-MID</strong></td>
<td><strong>Jr. ADVANCED-HIGH</strong></td>
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<td><strong>Production</strong></td>
<td>- Produces only isolated words (i.e., single-word responses) and/or greetings and polite expressions such as good morning and thank you.</td>
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<td><strong>Vocabulary</strong></td>
<td>- Memorized expressions with verbs and other short phrases may be accurate, but inaccuracies are common.</td>
<td>- Does not successfully create sentences with limited vocabulary.</td>
<td>- Uses an increasing number of vocabulary items with limited use of the language.</td>
<td>- Maintains simple sentence-level descriptions.</td>
<td>- Does not successfully create sentences with limited vocabulary.</td>
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<td>- Maintains simple sentence-level descriptions.</td>
<td>- Does not successfully create sentences with limited vocabulary.</td>
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<td><strong>Grammar (Speaking)</strong></td>
<td>- Uses vocabulary centering on basic objects, places, and common kinship terms, adequate for minimally elaborating utterances in predictable topic areas.</td>
<td>- Use of some native language is common when vocabulary is lacking.</td>
<td>- Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them.</td>
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<td><strong>Listening Comprehension</strong></td>
<td>- Understands single words in very specific topic areas in predictable contexts.</td>
<td>- May use greetings and polite expressions.</td>
<td>- Understands single words in very specific topic areas in predictable contexts.</td>
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<td><strong>Recognizes single, isolated words, greetings and polite expressions.</strong></td>
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*This feature may not appear, but if present in student speech, is acceptable at the Jr. Advanced-Mid level of proficiency.*

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<table>
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<tr>
<th>ACTFL</th>
<th>NOVICE</th>
<th>INTERMEDIATE</th>
<th>ADVANCED</th>
<th>SUPERIOR</th>
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<td>Low</td>
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<td>Mid</td>
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<td>High</td>
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<td>Presentational Communication</td>
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<td>Listening</td>
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<tr>
<td>I can understand a few familiar words.</td>
<td>I can understand some everyday words, phrases and questions about me, my personal experiences and my surroundings, when people speak slowly and clearly.</td>
<td>I can understand ideas on familiar topics expressed through phrases, short sentences, and frequently used expressions.</td>
<td>I can understand ideas on familiar topics expressed through a series of sentences.</td>
<td>I can understand extended speech and lectures, even when somewhat complicated.</td>
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<tr>
<td>Reading</td>
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<td>I can understand familiar words and short, simple phrases or sentences.</td>
<td>I can understand the main idea and some details in simple texts that contain familiar vocabulary.</td>
<td>I can understand the main idea and many details in texts that contain familiar vocabulary and the main idea and many details in texts that contain unfamiliar vocabulary.</td>
<td>I can understand the subtleties of texts on familiar topics and information from texts on unfamiliar topics.</td>
<td>I can comprehend with ease virtually all forms of written language.</td>
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<td>Person to Person Communication</td>
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<td>I can use single words and simple memorized phrases.</td>
<td>I can interact with help using memorized words and phrases.</td>
<td>I can exchange information about familiar tasks, topics and activities.</td>
<td>I can begin and carry on an unrehearsed conversation on a limited number of familiar topics.</td>
<td>I can communicate with fluency and flexibility on concrete social and professional topics.</td>
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<td>Spoken Production</td>
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<td>I can use simple phrases and sentences to provide information about myself, and my immediate surroundings.</td>
<td>I can use a series of phrases and sentences to provide basic information about familiar topics.</td>
<td>I can connect basic sentences to provide information on familiar topics.</td>
<td>I can deliver a clearly articulated presentation on personal, academic, or professional topics.</td>
<td>I can deliver a clearly articulated presentation for a variety of purposes in a style appropriate to any type of audience.</td>
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<tr>
<td>Writing</td>
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<td>I can copy some characters and words.</td>
<td>I can provide some basic information on familiar topics in lists and simple forms.</td>
<td>I can write about familiar topics and experiences in series of sentences.</td>
<td>I can express ideas in a variety of topics on concrete social and professional topics.</td>
<td>I can express myself with fluency and precision on concrete and some abstract topics.</td>
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*The WIDA Proficiency Levels have been added to align with ESL classroom standards and the A, B, C designations represent approximations with the Council of Europe self-assessment grid.*

**Revised June 2008**

The LinguaFolio Self-Assessment Grid was developed based on the ACTFL Proficiency Guidelines, American Council on the Teaching of Foreign Languages (1986, 1999), The WIDA English Language Proficiency Standards, and the Common European Framework of Reference for Languages, Council of Europe, Language Policy Division, 2001. The *LinguaFolio Self-Assessment Grid* has been included in this document with permission from National Council of State Supervisors for Languages.