Georgia Performance Standards for Modern Languages - Kindergarten

(Five-Day Model)

Course Description

The Kindergarten 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 minimal or no prior knowledge of the language and culture.

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 Kindergarten, students will exhibit Junior Novice-Low to Junior Novice-Mid level proficiency on the COPE-SOPA Rating Scale (see page 56).

Student Profile (Kindergarten)

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-Low to Junior Novice-Mid)

Junior Novice-Low
Student recognizes single, isolated words, greetings and polite expressions.

Junior Novice-Mid
Student understands predictable questions, statements, and commands in familiar topic areas (with strong contextual support), though at slower than normal rate of speech and/or with repetitions.

Oral Fluency (Junior Novice-Low to Junior Novice-Mid)

Junior Novice-Low
Student produces isolated words (i.e., single-word responses) and/or greetings and polite expressions such as good morning and thank you.
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Junior Novice-Mid
Student uses phrases of two or more words, and/or memorized phrases or sentences (e.g., *My name is..., I don’t know*) in predictable topic areas. Student may attempt to create sentences, but is not successful. Long pauses are common.

Grammar (*Speaking*) (Junior Novice-Low to Junior Novice-Mid)
Junior Novice-Low
Student may use greetings and polite expressions accurately. Student lacks an awareness of grammar and syntax.

Junior Novice-Mid
Student uses memorized expressions with verbs and other short phrases with some accuracy, but inaccuracies are common. Student does not successfully create at the sentence level with conjugated verbs.

Vocabulary (*Speaking*) (Junior Novice-Low to Junior Novice-Mid)
Junior Novice-Low
Student uses single words in very specific topic areas in predictable contexts. Student may use greetings and polite expressions.

Junior Novice-Mid
Student uses single words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics. Frequent searches for words are common. Student may use her or his native language or gestures when attempting to create with language.

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.

**Student Profile (Kindergarten)**

*FROM THE NATIONAL COUNCIL OF STATE SUPERVISORS FOR LANGUAGES*

**LINGUAFOLIO SELF-ASSESSMENT GRID**

Interpersonal Communication (Novice-Low to Novice-Mid)
Novice-Low
Student can use single words and simple memorized phrases.

Novice-Mid
Student can interact with help using memorized words and phrases and can answer simple questions on very familiar topics.
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Interpretive Communication, Listening (Novice-Low to Novice-Mid)

Novice-Low
Student can understand a few familiar words and can understand some words that are similar to those in her or his own language.

Novice-Mid
Student can understand some everyday words, phrases and questions about himself or herself and about his or her personal experiences and surroundings when people speak slowly and clearly.

Interpretive Communication, Reading (Novice-Low to Novice-Mid)

Novice-Low
Student can identify some words or phrases, especially those that are similar to words in her or his own language.

Novice-Mid
Student can understand familiar words and short, simple phrases or sentences.

Presentational Communication, Spoken Production (Novice-Low to Novice-Mid)

Novice-Low
Student can use single words and memorized phrases to provide information about himself or herself and his or her immediate surroundings.

Novice-Mid
Student can use simple phrases and sentences to provide information about herself or himself and her or his immediate surroundings.

Presentational Communication, Writing (Novice-Low to Novice-Mid)

Novice-Low
Student can copy some characters and words.

Novice-Mid
Student can provide some basic information on familiar topics in lists and simple forms.

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 - Kindergarten

Georgia Performance Standards with Elements

I. Communication

Interpersonal Mode of Communication (IP)

MLEK.IP1 Students exchange simple spoken information in the target language, utilizing cultural references where appropriate.
Students:

A. use basic greetings, farewells and expressions of courtesy.
B. express likes, dislikes, emotions, agreement and disagreement.
C. give one word descriptions.
D. comprehend basic classroom directions.
E. provide simple responses based on classroom topics.
F. use sequenced information, such as numbers, days of the week, months and seasons.
G. imitate proper pronunciation and intonation.

MLEK.IP2 Students exchange simple written information in the target language, utilizing cultural references where appropriate.
Students:

A. copy characters and words.
B. make lists based on familiar topics.

Interpretive Mode of Communication (INT)

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

A. understand simple instructions, such as classroom procedures.
B. demonstrate proficiency in listening comprehension.

MLEK.INT2 Students interpret written and visual cues to understand simple texts in the target language.
Students:

A. demonstrate comprehension of simple sentences and/or phrases.
B. use pictures and other visual cues to infer meaning.
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Presentational Mode of Communication (P)

MLEK.P1 Students present brief, rehearsed material orally in the target language.

Students:

A. present age-appropriate songs, poems etc.
B. share basic information about self.

MLEK.P2 Students demonstrate pre-literacy writing skills in the target language.

Students:

A. copy characters and words.
B. generate ideas using graphic organizers and pictures.

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

MLEK.CU1 Students demonstrate an emergent 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, i.e., how birthdays are celebrated, piñatas, first day of school traditions, etc.
B. participate in culturally-authentic simulations, such as greetings and celebrations.
C. identify countries where target language is spoken.

III. Connections, Comparisons, and Communities (CCC)

MLEK.CCC1 Students begin to make links between the target language and other subjects.

Students:

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

MLEK.CCC2 Students begin to understand the significance of culture through comparisons between the cultures studied and their own.

Students:

A. recognize age-appropriate patterns of cultural behavior and interaction.
B. demonstrate an awareness of their own culture.
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MLEK.CCC3   Students begin to understand basic similarities and differences among languages. Students:
A. recognize similarities and differences in sound systems.
B. recognize similarities and differences in writing systems.

MLEK.CCC4   Students demonstrate an emergent awareness of where they can encounter the target language and cultures virtually or in real-life. Students:
A. identify places where target language is found beyond the classroom setting.
B. identify places where target cultures are found beyond the classroom setting.

Modern Languages Levels Kindergarten:  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, Levels Kindergarten. It is important to remember that typical Kindergarten students will exhibit varying levels of proficiency.

Skills Developed in Kindergarten

The students:
MLEK.IP1A   Use basic greetings, farewells, and expressions of courtesy.
MLEK.IP1B   Express likes, dislikes, emotions, agreements, disagreements.
MLEK.IP1C   Give one word descriptions.
MLEK.IP1D   Comprehend basic classroom directions.
MLEK.IP1E   Provide simple responses based on classroom topics.
MLEK.IP1F   Use sequenced information, such as numbers, days of the week, months and seasons etc.
MLEK.IP1G   Imitate proper pronunciation and intonation.
MLEK.IP2A   Copy characters and words.
MLEK.IP2B   Make lists based on familiar topics.
MLEK.INT1A  Understand simple instructions, such as classroom procedures.
MLEK.INT1B  Demonstrate proficiency in listening comprehension.
MLEK.INT2A  Demonstrate comprehension of simple sentences and/or phrases.
MLEK.INT2B  Use pictures and other visual cues to infer meaning.
MLEK.P1A    Present age-appropriate songs, poems, etc.
MLEK.P1B    Share basic information about self.
MLEK.P2A    Copy characters and words.
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MLEK.P2B Generate ideas using graphic organizers and pictures.
MLEK.CU1A Demonstrate knowledge of typical practices and products and products of target cultures, i.e., how birthdays are celebrated, piñatas, first day of school traditions etc.
MLEK.CU1B Participate in culturally-authentic simulations, such greetings and celebrations.
MLEK.CU1C Identify countries where target language is spoken.
MLEK.CCC1A Connect basic skills learned in the target language with other subjects.
MLEK.CCC1B Connect basic skills learned in other subjects with skills learned in the target language.
MLEK.CCC2A Recognize age-appropriate patterns of cultural behavior and interaction.
MLEK.CCC2B Demonstrate awareness of their own culture.
MLEK.CCC3A Recognize similarities/differences in sound systems.
MLEK.CCC3B Recognize similarities and differences in writing systems.
MLEK.CCC4A Identify places where target language is found beyond the classroom setting.
MLEK.CCC4B Identify places where target cultures are found beyond the classroom setting.
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Modern Languages Kindergarten: Suggested Topics

The following topics are necessary for providing a link to interdisciplinary units in the elementary curriculum. These topics should be combined into coherent thematic units and taught in context. The GPS for Modern Languages encourage language taught in communicative context and discourage language taught in isolation.

- Celebrations
- Clothes
- Colors
- Community
- People
- Places
- Customs
- Etiquette
- Family
- Friends
- Foods
- Geography
- Homes
- Numbers
- Parts of the Body
- Shapes
- Sizes
- School and Classroom Routine
- Self
- Animals
- Transportation
- Time
- and Calendar
- Weather
- and Seasons
## Oral Fluency

### JR. NOVICE-LOW
- Produces only isolated words (i.e., single-word responses) and/or greetings and polite expressions such as good morning and thank you.

### JR. NOVICE-MID
- In addition to isolated words, uses phrases of two or more words, and/or memorized phrases or sentences (e.g., My name is ... I don't know) in predictable topic areas.
- May attempt to create sentences, but is not successful.
- Long pauses are evidence.
- Produces single words accurately and polite expressions such as thank you.

### JR. NOVICE-HIGH
- Uses memorized expressions with reasonable ease.
- Shows emerging signs of creativity with the language to communicate ideas.
- Creates sentences successfully, but cannot sustain sentence-level speech.

### JR. INTERMEDIATE-LOW
- Goes beyond memorized expressions to maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner.
- Handles a limited number of everyday social and academic interactions.
- Maintains simple sentence-level conversations. May initiate talk spontaneously without relying on questions or prompts.
- Gives simple descriptions successfully.
- May attempt longer, more complex sentences. Few, if any, connectors are used.
- Initiates and sustains conversations by using language creatively.
- Shows emerging evidence of paragraph-like speech with some connected sentences (e.g., then, so, that, etc.) in descriptions and simple narratives, but has no actual paragraphs with a main idea, organization, and connection.
- Reports facts easily. Can discuss topics of personal interest and some academic topics at the paragraph level to satisfy school and everyday requirements.
- Narrates and describes smoothly in paragraphs having a main idea, organization, and a variety of sentence connectors (e.g., first, next, finally; then, when, that, although, but, therefore, so, etc.).

### JR. INTERMEDIATE-MID
- Uses single words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics.
- Frequent searches for words are common. May use native language or gestures when attempting to create with language.
- 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.
- Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them.
- Use of some native language is common when vocabulary is lacking.
- Has basic vocabulary for permitting discussions of a personal nature and limited academic topics. Serious gaps exist for discussing topics of general interest. If precise word is lacking, may use circumlocution effectively. May resort to native language.
- A broad enough vocabulary for discussing simple social and academic topics in generalities, but lacks detail. Sometimes achieves successful circumlocution when precise word is lacking. May use native language occasionally.
- Vocabulary is primarily functional but adequate for discussing concrete or factual topics of a personal nature, topics of general interest, and academic subjects.
- Uses circumlocution effectively. Rarely uses native language.

### JR. INTERMEDIATE-HIGH
- Uses vocabulary for including detail when talking about concrete or factual topics of a personal nature, topics of general interest, and academic subjects.
- Has adequate vocabulary for discussing a wide variety of topics related to concrete or factual topics of a personal nature, topics of general interest, and academic subjects.
- Uses precise vocabulary for discussing a wide variety of topics that related to concrete or factual topics of a personal nature, topics of general interest, and academic subjects.

### JR. ADVANCED-LOW
- Recognizes single, isolated words, greetings, and polite expressions.
- Understands simple questions, statements, and commands in familiar topic areas with strong contextual support, though at slower than normal rate of speech and/or with repetitions.
- Understands simple questions, statements, and commands in a limited number of content areas with strong contextual support.
- May require repetition, slower speech, or rephrasing.
- Understands familiar and new sentence-level questions and commands in a limited number of content areas with strong contextual support.
- Carries out commands without prompting.
- Understands sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics.
- Carries out commands without prompting.
- Understands longer stretches of connected speech on a normal rate of speech.
- Sometimes has problems comprehending everyday topics.
- Can request clarification verbally.
- Understands main ideas and most details in connected speech on some academic topics and on topics of personal interest.
- Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech.
- May have difficulty with highly idiomatic speech.
- Understands complex academic discourse and highly idiomatic speech in conversations.
- Confusion may occur due to socio-cultural nuances or unfamiliar topics.

### JR. ADVANCED-MID
- Has adequate vocabulary for discussing a wide variety of topics related to concrete or factual topics of a personal nature, topics of general interest, and academic subjects.
- Uses precise vocabulary for discussing a wide variety of topics that related to concrete or factual topics of a personal nature, topics of general interest, and academic subjects.
- Uses vocabulary for including detail when talking about concrete or factual topics of a personal nature, topics of general interest, and academic subjects.
- Has adequate vocabulary for discussing a wide variety of topics related to concrete or factual topics of a personal nature, topics of general interest, and academic subjects.
- Uses precise vocabulary for discussing a wide variety of topics that related to concrete or factual topics of a personal nature, topics of general interest, and academic subjects.

### JR. ADVANCED-HIGH
- Uses vocabulary for including detail when talking about concrete or factual topics of a personal nature, topics of general interest, and academic subjects.
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### Grammar (Speaking)
- Uses vocabulary for including detail when talking about concrete or factual topics of a personal nature, topics of general interest, and academic subjects.
- Has adequate vocabulary for discussing a wide variety of topics related to concrete or factual topics of a personal nature, topics of general interest, and academic subjects.
- Uses precise vocabulary for discussing a wide variety of topics that related to concrete or factual topics of a personal nature, topics of general interest, and academic subjects.
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### Vocabulary (Speaking)
- Uses vocabulary for including detail when talking about concrete or factual topics of a personal nature, topics of general interest, and academic subjects.
- Has adequate vocabulary for discussing a wide variety of topics related to concrete or factual topics of a personal nature, topics of general interest, and academic subjects.
- Uses precise vocabulary for discussing a wide variety of topics that related to concrete or factual topics of a personal nature, topics of general interest, and academic subjects.
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### Listening Comprehension
- Understands single, isolated words, greetings, and polite expressions.
- Understands simple questions, statements, and commands in familiar topic areas with strong contextual support, though at slower than normal rate of speech and/or with repetitions.
- Understands simple questions, statements, and commands in a limited number of content areas with strong contextual support.
- May require repetition, slower speech, or rephrasing.
- Understands sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics.
- Carries out commands without prompting.
- Understands longer stretches of connected speech on a normal rate of speech.
- Sometimes has problems comprehending everyday topics.
- Can request clarification verbally.
- Understands main ideas and most details in connected speech on some academic topics and on topics of personal interest.
- Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech.
- May have difficulty with highly idiomatic speech.
- Understands complex academic discourse and highly idiomatic speech in conversations.
- Confusion may occur due to socio-cultural nuances or unfamiliar topics.

*This feature may not appear, but if present in student speech, is acceptable at the JR. Advanced-Mid level of proficiency.*
# LINGUAFOILIO SELF-ASSESSMENT GRID (ACTFL, WIDA, Council of Europe)

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<tr>
<th>ACTFL</th>
<th>NOVICE</th>
<th>INTERPERSONAL</th>
<th>INTERPRETIVE</th>
<th>ADVANCED</th>
<th>SUPERIOR</th>
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<tbody>
<tr>
<td>Low</td>
<td>I can understand a few familiar words. I can understand some everyday words, phrases and questions about me, my personal experiences and my surroundings, when people speak slowly and clearly. I can understand main ideas and a few details in sentences, short conversations and some forms of media.</td>
<td>I can understand ideas on familiar topics expressed through phrases, short sentences, and frequently used expressions. I can understand the main point in messages and announcements.</td>
<td>I can understand ideas on familiar topics expressed through a series of sentences. I can understand details expressed in conversations and through some forms of media.</td>
<td>I can understand some extended speech and some unfamiliar topics delivered through a variety of media.</td>
<td>I can understand any kind of spoken language, including most accents and dialects.</td>
</tr>
<tr>
<td>Mid</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 main ideas and a few details in sentences, short conversations and some forms of media.</td>
<td>I can understand most 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 understand long, complex texts and recognize some literary and technical styles.</td>
</tr>
<tr>
<td>High</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 main ideas and many details in some texts that contain familiar vocabulary.</td>
<td>I can understand most 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 understand abstract and linguistically complex texts.</td>
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**PRESENTATIONAL**

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<tr>
<td>Low</td>
<td>I can use single words and simple memorized phrases.</td>
<td>I can interact with help using memorized words and phrases. I can answer simple questions on very familiar topics.</td>
<td>I can exchange information about familiar tasks, topics and activities. I can handle short social interactions using phrases and sentences, but I may need help to keep the conversation going.</td>
<td>I can propose clear and detailed presentation on topics related to my experiences and interests. I can present my viewpoint on an issue and support my opinions.</td>
<td>I can deliver a clearly articulated presentation on personal, academic, or professional topics.</td>
</tr>
<tr>
<td>Mid</td>
<td>I can use single words and simple memorized phrases to provide information about myself, and my immediate surroundings.</td>
<td>I can use a series of single words and sentences to provide information about familiar topics.</td>
<td>I can connect basic sentences to provide information on familiar topics. I can relate with some details, information about what I read, hear and see.</td>
<td>I can deliver a clearly articulated presentation on personal, academic, or professional topics.</td>
<td>I can deliver a clearly articulated presentation on personal, academic, or professional topics.</td>
</tr>
<tr>
<td>High</td>
<td>I can use single words and simple memorized phrases to provide information about myself, and my immediate surroundings.</td>
<td>I can use a series of single words and sentences to provide information about familiar topics.</td>
<td>I can connect basic sentences to provide information on familiar topics. I can relate with some details, information about what I read, hear and see.</td>
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**WRITING**

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<tbody>
<tr>
<td>Low</td>
<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 on a variety of topics in clear, organized texts. I can adapt my writing style according to purposes and audience.</td>
<td>I can express myself with fluency and precision on concrete and some abstract topics.</td>
</tr>
<tr>
<td>Mid</td>
<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 on a variety of topics in clear, organized texts. I can adapt my writing style according to purposes and audience.</td>
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<td>High</td>
<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 on a variety of topics in clear, organized texts. I can adapt my writing style according to purposes and audience.</td>
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*Entering Beginning Developing Expanding Bridging Reaching*  

A1 B1 B2 C1>C2-Distinguished  

**Revised June 2008**

The LINGUAFOILIO 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 LINGUAFOILIO Self-Assessment Grid has been included in this document with permission from National Council of State Supervisors for Languages.