



## Browse Quality Core Curriculum Standards by subject

**Subject: Foreign Language****Grade: K**Strand: Arabic Kindergarten

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- 1**     **Topic:** The World of the Child: Kindergarten  
**Standard:** Listens to stories for enjoyment.
- 2**     **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to read linguistically and developmentally appropriate materials.
- 3**     **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate an understanding of the written language.
- 4**     **Topic:** The World of the Child: Kindergarten  
**Standard:** Gives personal information based on templates or models in the target language.
- 5**     **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate comprehension of some extended oral discourse.
- 6**     **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of main elements of a story or passage.
- 7**     **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses the target language for a variety of spoken activities.
- 8**     **Topic:** The World of the Child: Kindergarten  
**Standard:** Shares information of their choice with audiences outside the classroom.
- 9**     **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to ask for information and makes requests of teachers and other language speakers.
- 10**    **Topic:** The World of the Child: Kindergarten  
**Standard:** Provides information and responds to requests from teachers and other language speakers
- 11**    **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to communicate orally using sentences
- 12**    **Topic:** The World of the Child: Kindergarten  
**Standard:** Follows complex oral instructions and gives simple commands
- 13**    **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 14**    **Topic:** The World of the Child: Kindergarten  
**Standard:** Identifies examples or influences of the target language and cultures in their own community.
- 15**    **Topic:** The World of the Child: Kindergarten  
**Standard:** Identifies, compares and contrasts diverse cultural practices and products, including language, emphasizing similarities as well as differences.

- 16**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to identify selected works of art, music and literature of the target cultures.
- 17**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 18**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.
- 19**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses a limited number of words, high frequency utterances and phrases on a variety of familiar topics.
- 20**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Participates actively in classroom experiences with music, sports, games, songs, dances, or musical instruments from the target cultures and extends these experiences into their personal lives.
- 21**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to use the target language to obtain information to satisfy personal needs and interests.
- 22**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses words and high frequency utterances to attempt communication.
- 23**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Draws from a basic vocabulary that permits exchanges of a personal nature and on simple topics.
- 24**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates understanding of natural classroom speech at a normal rate of speed with nonverbal support.

## Strand: Chinese Kindergarten

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- 1**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Listens to stories for enjoyment.
- 2**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to read linguistically and developmentally appropriate materials.
- 3**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate an understanding of the written language.
- 4**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Gives personal information based on templates or models in the target language.
- 5**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate comprehension of some extended oral discourse.
- 6**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of main elements of a story or passage.
- 7**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses the target language for a variety of spoken activities.
- 8**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Shares information of their choice with audiences outside the classroom.
- 9**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to ask for information and makes requests of teachers and other language speakers.

- 10** **Topic:** The World of the Child: Kindergarten  
**Standard:** Provides information and responds to requests from teachers and other language speakers
- 11** **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to communicate orally using sentences
- 12** **Topic:** The World of the Child: Kindergarten  
**Standard:** Follows complex oral instructions and gives simple commands
- 13** **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 14** **Topic:** The World of the Child: Kindergarten  
**Standard:** Identifies examples or influences of the target language and cultures in their own community.
- 15** **Topic:** The World of the Child: Kindergarten  
**Standard:** Identifies, compares and contrasts diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 16** **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to identify selected works of art, music and literature of the target cultures.
- 17** **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 18** **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.
- 19** **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses a limited number of words, high frequency utterances and phrases on a variety of familiar topics.
- 20** **Topic:** The World of the Child: Kindergarten  
**Standard:** Participates actively in classroom experiences with music, sports, games, songs, dances, or musical instruments from the target cultures and extends these experiences into their personal lives.
- 21** **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to use the target language to obtain information to satisfy personal needs and interests.
- 22** **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses words and high frequency utterances to attempt communication.
- 23** **Topic:** The World of the Child: Kindergarten  
**Standard:** Draws from a basic vocabulary that permits exchanges of a personal nature and on simple topics.
- 24** **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates understanding of natural classroom speech at a normal rate of speed with nonverbal support.

## Strand: French Kindergarten

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- 1** **Topic:** The World of the Child: Kindergarten  
**Standard:** Listens to stories for enjoyment.
- 2** **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to read linguistically and developmentally appropriate materials.
- 3** **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate an understanding of the written language.

- 4 **Topic:** The World of the Child: Kindergarten  
**Standard:** Gives personal information based on templates or models in the target language.
- 5 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate comprehension of some extended oral discourse.
- 6 **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of main elements of a story or passage.
- 7 **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses the target language for a variety of spoken activities.
- 8 **Topic:** The World of the Child: Kindergarten  
**Standard:** Shares information of their choice with audiences outside the classroom.
- 9 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to ask for information and makes requests of teachers and other language speakers.
- 10 **Topic:** The World of the Child: Kindergarten  
**Standard:** Provides information and responds to requests from teachers and other language speakers
- 11 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to communicate orally using sentences
- 12 **Topic:** The World of the Child: Kindergarten  
**Standard:** Follows complex oral instructions and gives simple commands
- 13 **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 14 **Topic:** The World of the Child: Kindergarten  
**Standard:** Identifies examples or influences of the target language and cultures in their own community.
- 15 **Topic:** The World of the Child: Kindergarten  
**Standard:** Identifies, compares and contrasts diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 16 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to identify selected works of art, music and literature of the target cultures.
- 17 **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 18 **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.
- 19 **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses a limited number of words, high frequency utterances and phrases on a variety of familiar topics.
- 20 **Topic:** The World of the Child: Kindergarten  
**Standard:** Participates actively in classroom experiences with music, sports, games, songs, dances, or musical instruments from the target cultures and extends these experiences into their personal lives.
- 21 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to use the target language to obtain information to satisfy personal needs and interests.
- 22 **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses words and high frequency utterances to attempt communication.

- 23 **Topic:** The World of the Child: Kindergarten  
**Standard:** Draws from a basic vocabulary that permits exchanges of a personal nature and on simple topics.
- 24 **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates understanding of natural classroom speech at a normal rate of speed with nonverbal support.

## Strand: German Kindergarten

---

- 1 **Topic:** The World of the Child: Kindergarten  
**Standard:** Listens to stories for enjoyment.
- 2 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to read linguistically and developmentally appropriate materials.
- 3 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate an understanding of the written language.
- 4 **Topic:** The World of the Child: Kindergarten  
**Standard:** Gives personal information based on templates or models in the target language.
- 5 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate comprehension of some extended oral discourse.
- 6 **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of main elements of a story or passage.
- 7 **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses the target language for a variety of spoken activities.
- 8 **Topic:** The World of the Child: Kindergarten  
**Standard:** Shares information of their choice with audiences outside the classroom.
- 9 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to ask for information and makes requests of teachers and other language speakers.
- 10 **Topic:** The World of the Child: Kindergarten  
**Standard:** Provides information and responds to requests from teachers and other language speakers
- 11 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to communicate orally using sentences
- 12 **Topic:** The World of the Child: Kindergarten  
**Standard:** Follows complex oral instructions and gives simple commands
- 13 **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 14 **Topic:** The World of the Child: Kindergarten  
**Standard:** Identifies examples or influences of the target language and cultures in their own community.
- 15 **Topic:** The World of the Child: Kindergarten  
**Standard:** Identifies, compares and contrasts diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 16 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to identify selected works of art, music and literature of the target cultures.

- 17**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 18**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.
- 19**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses a limited number of words, high frequency utterances and phrases on a variety of familiar topics.
- 20**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Participates actively in classroom experiences with music, sports, games, songs, dances, or musical instruments from the target cultures and extends these experiences into their personal lives.
- 21**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to use the target language to obtain information to satisfy personal needs and interests.
- 22**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses words and high frequency utterances to attempt communication.
- 23**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Draws from a basic vocabulary that permits exchanges of a personal nature and on simple topics.
- 24**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates understanding of natural classroom speech at a normal rate of speed with nonverbal support.

## Strand: Hebrew Kindergarten

---

- 1**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Listens to stories for enjoyment.
- 2**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to read linguistically and developmentally appropriate materials.
- 3**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate an understanding of the written language.
- 4**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Gives personal information based on templates or models in the target language.
- 5**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate comprehension of some extended oral discourse.
- 6**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of main elements of a story or passage.
- 7**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses the target language for a variety of spoken activities.
- 8**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Shares information of their choice with audiences outside the classroom.
- 9**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to ask for information and makes requests of teachers and other language speakers.
- 10**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Provides information and responds to requests from teachers and other language speakers

- 11** **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to communicate orally using sentences
- 12** **Topic:** The World of the Child: Kindergarten  
**Standard:** Follows complex oral instructions and gives simple commands
- 13** **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 14** **Topic:** The World of the Child: Kindergarten  
**Standard:** Identifies examples or influences of the target language and cultures in their own community.
- 15** **Topic:** The World of the Child: Kindergarten  
**Standard:** Identifies, compares and contrasts diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 16** **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to identify selected works of art, music and literature of the target cultures.
- 17** **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
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**Standard:** Uses a limited number of words, high frequency utterances and phrases on a variety of familiar topics.
- 20** **Topic:** The World of the Child: Kindergarten  
**Standard:** Participates actively in classroom experiences with music, sports, games, songs, dances, or musical instruments from the target cultures and extends these experiences into their personal lives.
- 21** **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to use the target language to obtain information to satisfy personal needs and interests.
- 22** **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses words and high frequency utterances to attempt communication.
- 23** **Topic:** The World of the Child: Kindergarten  
**Standard:** Draws from a basic vocabulary that permits exchanges of a personal nature and on simple topics.
- 24** **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates understanding of natural classroom speech at a normal rate of speed with nonverbal support.

## Strand: Italian Kindergarten

---

- 1** **Topic:** The World of the Child: Kindergarten  
**Standard:** Listens to stories for enjoyment.
- 2** **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to read linguistically and developmentally appropriate materials.
- 3** **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate an understanding of the written language.
- 4** **Topic:** The World of the Child: Kindergarten  
**Standard:** Gives personal information based on templates or models in the target language.

- 5 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate comprehension of some extended oral discourse.
- 6 **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of main elements of a story or passage.
- 7 **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses the target language for a variety of spoken activities.
- 8 **Topic:** The World of the Child: Kindergarten  
**Standard:** Shares information of their choice with audiences outside the classroom.
- 9 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to ask for information and makes requests of teachers and other language speakers.
- 10 **Topic:** The World of the Child: Kindergarten  
**Standard:** Provides information and responds to requests from teachers and other language speakers
- 11 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to communicate orally using sentences
- 12 **Topic:** The World of the Child: Kindergarten  
**Standard:** Follows complex oral instructions and gives simple commands
- 13 **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 14 **Topic:** The World of the Child: Kindergarten  
**Standard:** Identifies examples or influences of the target language and cultures in their own community.
- 15 **Topic:** The World of the Child: Kindergarten  
**Standard:** Identifies, compares and contrasts diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 16 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to identify selected works of art, music and literature of the target cultures.
- 17 **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 18 **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.
- 19 **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses a limited number of words, high frequency utterances and phrases on a variety of familiar topics.
- 20 **Topic:** The World of the Child: Kindergarten  
**Standard:** Participates actively in classroom experiences with music, sports, games, songs, dances, or musical instruments from the target cultures and extends these experiences into their personal lives.
- 21 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to use the target language to obtain information to satisfy personal needs and interests.
- 22 **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses words and high frequency utterances to attempt communication.
- 23 **Topic:** The World of the Child: Kindergarten  
**Standard:** Draws from a basic vocabulary that permits exchanges of a personal nature and on simple topics.



- 24**     **Topic:** The World of the Child: Kindergarten  
          **Standard:** Demonstrates understanding of natural classroom speech at a normal rate of speed with nonverbal support.

## Strand: Japanese Kindergarten

---

- 1**     **Topic:** The World of the Child: Kindergarten  
          **Standard:** Listens to stories for enjoyment.
- 2**     **Topic:** The World of the Child: Kindergarten  
          **Standard:** Begins to read linguistically and developmentally appropriate materials.
- 3**     **Topic:** The World of the Child: Kindergarten  
          **Standard:** Begins to demonstrate an understanding of the written language.
- 4**     **Topic:** The World of the Child: Kindergarten  
          **Standard:** Gives personal information based on templates or models in the target language.
- 5**     **Topic:** The World of the Child: Kindergarten  
          **Standard:** Begins to demonstrate comprehension of some extended oral discourse.
- 6**     **Topic:** The World of the Child: Kindergarten  
          **Standard:** Demonstrates an understanding of main elements of a story or passage.
- 7**     **Topic:** The World of the Child: Kindergarten  
          **Standard:** Uses the target language for a variety of spoken activities.
- 8**     **Topic:** The World of the Child: Kindergarten  
          **Standard:** Shares information of their choice with audiences outside the classroom.
- 9**     **Topic:** The World of the Child: Kindergarten  
          **Standard:** Begins to ask for information and makes requests of teachers and other language speakers.
- 10**    **Topic:** The World of the Child: Kindergarten  
          **Standard:** Provides information and responds to requests from teachers and other language speakers
- 11**    **Topic:** The World of the Child: Kindergarten  
          **Standard:** Begins to communicate orally using sentences
- 12**    **Topic:** The World of the Child: Kindergarten  
          **Standard:** Follows complex oral instructions and gives simple commands
- 13**    **Topic:** The World of the Child: Kindergarten  
          **Standard:** Demonstrates an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 14**    **Topic:** The World of the Child: Kindergarten  
          **Standard:** Identifies examples or influences of the target language and cultures in their own community.
- 15**    **Topic:** The World of the Child: Kindergarten  
          **Standard:** Identifies, compares and contrasts diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 16**    **Topic:** The World of the Child: Kindergarten  
          **Standard:** Begins to identify selected works of art, music and literature of the target cultures.

- 17**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 18**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.
- 19**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses a limited number of words, high frequency utterances and phrases on a variety of familiar topics.
- 20**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Participates actively in classroom experiences with music, sports, games, songs, dances, or musical instruments from the target cultures and extends these experiences into their personal lives.
- 21**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to use the target language to obtain information to satisfy personal needs and interests.
- 22**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses words and high frequency utterances to attempt communication.
- 23**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Draws from a basic vocabulary that permits exchanges of a personal nature and on simple topics.
- 24**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates understanding of natural classroom speech at a normal rate of speed with nonverbal support.

## Strand: Korean Kindergarten

---

- 1**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Listens to stories for enjoyment.
- 2**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to read linguistically and developmentally appropriate materials.
- 3**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate an understanding of the written language.
- 4**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Gives personal information based on templates or models in the target language.
- 5**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate comprehension of some extended oral discourse.
- 6**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of main elements of a story or passage.
- 7**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses the target language for a variety of spoken activities.
- 8**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Shares information of their choice with audiences outside the classroom.
- 9**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to ask for information and makes requests of teachers and other language speakers.
- 10**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Provides information and responds to requests from teachers and other language speakers

- 11**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to communicate orally using sentences
- 12**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Follows complex oral instructions and gives simple commands
- 13**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 14**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Identifies examples or influences of the target language and cultures in their own community.
- 15**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Identifies, compares and contrasts diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 16**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to identify selected works of art, music and literature of the target cultures.
- 17**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 18**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.
- 19**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses a limited number of words, high frequency utterances and phrases on a variety of familiar topics.
- 20**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Participates actively in classroom experiences with music, sports, games, songs, dances, or musical instruments from the target cultures and extends these experiences into their personal lives.
- 21**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to use the target language to obtain information to satisfy personal needs and interests.
- 22**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses words and high frequency utterances to attempt communication.
- 23**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Draws from a basic vocabulary that permits exchanges of a personal nature and on simple topics.
- 24**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates understanding of natural classroom speech at a normal rate of speed with nonverbal support.

## Strand: Latin Kindergarten

---

- 1**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Listens to stories for enjoyment.
- 2**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to read linguistically and developmentally appropriate materials.
- 3**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate an understanding of the written language.
- 4**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Gives personal information based on templates or models in the target language.

- 5 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate comprehension of some extended oral discourse.
- 6 **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of main elements of a story or passage.
- 7 **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses the target language for a variety of spoken activities.
- 8 **Topic:** The World of the Child: Kindergarten  
**Standard:** Shares information of their choice with audiences outside the classroom.
- 9 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to ask for information and makes requests of teachers and other language speakers.
- 10 **Topic:** The World of the Child: Kindergarten  
**Standard:** Provides information and responds to requests from teachers and other language speakers
- 11 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to communicate orally using sentences
- 12 **Topic:** The World of the Child: Kindergarten  
**Standard:** Follows complex oral instructions and gives simple commands
- 13 **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 14 **Topic:** The World of the Child: Kindergarten  
**Standard:** Identifies examples or influences of the target language and cultures in their own community.
- 15 **Topic:** The World of the Child: Kindergarten  
**Standard:** Identifies, compares and contrasts diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 16 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to identify selected works of art, music and literature of the target cultures.
- 17 **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 18 **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.
- 19 **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses a limited number of words, high frequency utterances and phrases on a variety of familiar topics.
- 20 **Topic:** The World of the Child: Kindergarten  
**Standard:** Participates actively in classroom experiences with music, sports, games, songs, dances, or musical instruments from the target cultures and extends these experiences into their personal lives.
- 21 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to use the target language to obtain information to satisfy personal needs and interests.
- 22 **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses words and high frequency utterances to attempt communication.
- 23 **Topic:** The World of the Child: Kindergarten  
**Standard:** Draws from a basic vocabulary that permits exchanges of a personal nature and on simple topics.

- 24 **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates understanding of natural classroom speech at a normal rate of speed with nonverbal support.

## Strand: Portuguese Kindergarten

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- 1 **Topic:** The World of the Child: Kindergarten  
**Standard:** Listens to stories for enjoyment.
- 2 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to read linguistically and developmentally appropriate materials.
- 3 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate an understanding of the written language.
- 4 **Topic:** The World of the Child: Kindergarten  
**Standard:** Gives personal information based on templates or models in the target language.
- 5 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate comprehension of some extended oral discourse.
- 6 **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of main elements of a story or passage.
- 7 **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses the target language for a variety of spoken activities.
- 8 **Topic:** The World of the Child: Kindergarten  
**Standard:** Shares information of their choice with audiences outside the classroom.
- 9 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to ask for information and makes requests of teachers and other language speakers.
- 10 **Topic:** The World of the Child: Kindergarten  
**Standard:** Provides information and responds to requests from teachers and other language speakers
- 11 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to communicate orally using sentences
- 12 **Topic:** The World of the Child: Kindergarten  
**Standard:** Follows complex oral instructions and gives simple commands
- 13 **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 14 **Topic:** The World of the Child: Kindergarten  
**Standard:** Identifies examples or influences of the target language and cultures in their own community.
- 15 **Topic:** The World of the Child: Kindergarten  
**Standard:** Identifies, compares and contrasts diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 16 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to identify selected works of art, music and literature of the target cultures.
- 17 **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

- 18**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.
- 19**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses a limited number of words, high frequency utterances and phrases on a variety of familiar topics.
- 20**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Participates actively in classroom experiences with music, sports, games, songs, dances, or musical instruments from the target cultures and extends these experiences into their personal lives.
- 21**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to use the target language to obtain information to satisfy personal needs and interests.
- 22**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses words and high frequency utterances to attempt communication.
- 23**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Draws from a basic vocabulary that permits exchanges of a personal nature and on simple topics.
- 24**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates understanding of natural classroom speech at a normal rate of speed with nonverbal support.

## Strand: Russian Kindergarten

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- 1**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Listens to stories for enjoyment.
- 2**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to read linguistically and developmentally appropriate materials.
- 3**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate an understanding of the written language.
- 4**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Gives personal information based on templates or models in the target language.
- 5**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate comprehension of some extended oral discourse.
- 6**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of main elements of a story or passage.
- 7**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses the target language for a variety of spoken activities.
- 8**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Shares information of their choice with audiences outside the classroom.
- 9**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to ask for information and makes requests of teachers and other language speakers.
- 10**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Provides information and responds to requests from teachers and other language speakers
- 11**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to communicate orally using sentences

- 12** **Topic:** The World of the Child: Kindergarten  
**Standard:** Follows complex oral instructions and gives simple commands
- 13** **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 14** **Topic:** The World of the Child: Kindergarten  
**Standard:** Identifies examples or influences of the target language and cultures in their own community.
- 15** **Topic:** The World of the Child: Kindergarten  
**Standard:** Identifies, compares and contrasts diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 16** **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to identify selected works of art, music and literature of the target cultures.
- 17** **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 18** **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.
- 19** **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses a limited number of words, high frequency utterances and phrases on a variety of familiar topics.
- 20** **Topic:** The World of the Child: Kindergarten  
**Standard:** Participates actively in classroom experiences with music, sports, games, songs, dances, or musical instruments from the target cultures and extends these experiences into their personal lives.
- 21** **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to use the target language to obtain information to satisfy personal needs and interests.
- 22** **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses words and high frequency utterances to attempt communication.
- 23** **Topic:** The World of the Child: Kindergarten  
**Standard:** Draws from a basic vocabulary that permits exchanges of a personal nature and on simple topics.
- 24** **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates understanding of natural classroom speech at a normal rate of speed with nonverbal support.

## Strand: Spanish Kindergarten

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- 1** **Topic:** The World of the Child: Kindergarten  
**Standard:** Listens to stories for enjoyment.
- 2** **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to read linguistically and developmentally appropriate materials.
- 3** **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate an understanding of the written language.
- 4** **Topic:** The World of the Child: Kindergarten  
**Standard:** Gives personal information based on templates or models in the target language.
- 5** **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate comprehension of some extended oral discourse.

- 6 **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of main elements of a story or passage.
- 7 **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses the target language for a variety of spoken activities.
- 8 **Topic:** The World of the Child: Kindergarten  
**Standard:** Shares information of their choice with audiences outside the classroom.
- 9 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to ask for information and makes requests of teachers and other language speakers.
- 10 **Topic:** The World of the Child: Kindergarten  
**Standard:** Provides information and responds to requests from teachers and other language speakers
- 11 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to communicate orally using sentences
- 12 **Topic:** The World of the Child: Kindergarten  
**Standard:** Follows complex oral instructions and gives simple commands
- 13 **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 14 **Topic:** The World of the Child: Kindergarten  
**Standard:** Identifies examples or influences of the target language and cultures in their own community.
- 15 **Topic:** The World of the Child: Kindergarten  
**Standard:** Identifies, compares and contrasts diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 16 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to identify selected works of art, music and literature of the target cultures.
- 17 **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 18 **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.
- 19 **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses a limited number of words, high frequency utterances and phrases on a variety of familiar topics.
- 20 **Topic:** The World of the Child: Kindergarten  
**Standard:** Participates actively in classroom experiences with music, sports, games, songs, dances, or musical instruments from the target cultures and extends these experiences into their personal lives.
- 21 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to use the target language to obtain information to satisfy personal needs and interests.
- 22 **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses words and high frequency utterances to attempt communication.
- 23 **Topic:** The World of the Child: Kindergarten  
**Standard:** Draws from a basic vocabulary that permits exchanges of a personal nature and on simple topics.
- 24 **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates understanding of natural classroom speech at a normal rate of speed with nonverbal support.



## Strand: Swahili Kindergarten

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- 1**     **Topic:** The World of the Child: Kindergarten  
**Standard:** Listens to stories for enjoyment.
- 2**     **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to read linguistically and developmentally appropriate materials.
- 3**     **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate an understanding of the written language.
- 4**     **Topic:** The World of the Child: Kindergarten  
**Standard:** Gives personal information based on templates or models in the target language.
- 5**     **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate comprehension of some extended oral discourse.
- 6**     **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of main elements of a story or passage.
- 7**     **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses the target language for a variety of spoken activities.
- 8**     **Topic:** The World of the Child: Kindergarten  
**Standard:** Shares information of their choice with audiences outside the classroom.
- 9**     **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to ask for information and makes requests of teachers and other language speakers.
- 10**    **Topic:** The World of the Child: Kindergarten  
**Standard:** Provides information and responds to requests from teachers and other language speakers
- 11**    **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to communicate orally using sentences
- 12**    **Topic:** The World of the Child: Kindergarten  
**Standard:** Follows complex oral instructions and gives simple commands
- 13**    **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 14**    **Topic:** The World of the Child: Kindergarten  
**Standard:** Identifies examples or influences of the target language and cultures in their own community.
- 15**    **Topic:** The World of the Child: Kindergarten  
**Standard:** Identifies, compares and contrasts diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 16**    **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to identify selected works of art, music and literature of the target cultures.
- 17**    **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 18**    **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.

- 19**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses a limited number of words, high frequency utterances and phrases on a variety of familiar topics.
- 20**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Participates actively in classroom experiences with music, sports, games, songs, dances, or musical instruments from the target cultures and extends these experiences into their personal lives.
- 21**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to use the target language to obtain information to satisfy personal needs and interests.
- 22**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses words and high frequency utterances to attempt communication.
- 23**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Draws from a basic vocabulary that permits exchanges of a personal nature and on simple topics.
- 24**      **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates understanding of natural classroom speech at a normal rate of speed with nonverbal support.



Browse **Quality Core Curriculum Standards by subject**

## **Subject: Foreign Language**

### **Grade: 1**

#### Strand: Arabic First Grade

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- 1**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to read for enjoyment using the second language.
- 2**     **Topic:** The World of the Child: First Grade  
**Standard:** Read linguistically and developmentally appropriate materials.
- 3**     **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of the written language.
- 4**     **Topic:** The World of the Child: First Grade  
**Standard:** Write to complete linguistically appropriate tasks.
- 5**     **Topic:** The World of the Child: First Grade  
**Standard:** Give personal information based on templates or models in the target language.
- 6**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to demonstrate comprehension of some extended written and oral discourse.
- 7**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to retell or paraphrase main elements of a story or passage.
- 8**     **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.
- 9**     **Topic:** The World of the Child: First Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 10**    **Topic:** The World of the Child: First Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 11**    **Topic:** The World of the Child: First Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 12**    **Topic:** The World of the Child: First Grade  
**Standard:** Communicate orally using sentences, when appropriate.
- 13**    **Topic:** The World of the Child: First Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 14**    **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 15**    **Topic:** The World of the Child: First Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.

- 16** **Topic:** The World of the Child: First Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 17** **Topic:** The World of the Child: First Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 18** **Topic:** The World of the Child: First Grade  
**Standard:** Identify selected works of art, music and literature of the target cultures.
- 19** **Topic:** The World of the Child: First Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 20** **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.
- 21** **Topic:** The World of the Child: First Grade  
**Standard:** Use a limited number of words and phrases on a variety of familiar topics.
- 22** **Topic:** The World of the Child: First Grade  
**Standard:** Participate actively in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 23** **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 24** **Topic:** The World of the Child: First Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 25** **Topic:** The World of the Child: First Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple topics.
- 26** **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
- 27** **Topic:** The World of the Child: First Grade  
**Standard:** Begin to recognize linguistic patterns that occur in the target language.

## Strand: Chinese First Grade

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- 1** **Topic:** The World of the Child: First Grade  
**Standard:** Begin to read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: First Grade  
**Standard:** Read linguistically and developmentally appropriate materials.
- 3** **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of the written language.
- 4** **Topic:** The World of the Child: First Grade  
**Standard:** Write to complete linguistically appropriate tasks.
- 5** **Topic:** The World of the Child: First Grade  
**Standard:** Give personal information based on templates or models in the target language.
- 6** **Topic:** The World of the Child: First Grade  
**Standard:** Begin to demonstrate comprehension of some extended written and oral discourse.

- 7 **Topic:** The World of the Child: First Grade  
**Standard:** Begin to retell or paraphrase main elements of a story or passage.
- 8 **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.
- 9 **Topic:** The World of the Child: First Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 10 **Topic:** The World of the Child: First Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 11 **Topic:** The World of the Child: First Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 12 **Topic:** The World of the Child: First Grade  
**Standard:** Communicate orally using sentences, when appropriate.
- 13 **Topic:** The World of the Child: First Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 14 **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 15 **Topic:** The World of the Child: First Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.
- 16 **Topic:** The World of the Child: First Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 17 **Topic:** The World of the Child: First Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 18 **Topic:** The World of the Child: First Grade  
**Standard:** Identify selected works of art, music and literature of the target cultures.
- 19 **Topic:** The World of the Child: First Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 20 **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.
- 21 **Topic:** The World of the Child: First Grade  
**Standard:** Use a limited number of words and phrases on a variety of familiar topics.
- 22 **Topic:** The World of the Child: First Grade  
**Standard:** Participate actively in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 23 **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 24 **Topic:** The World of the Child: First Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 25 **Topic:** The World of the Child: First Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple topics.

- 26**     **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
- 27**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to recognize linguistic patterns that occur in the target language.

## Strand: French First Grade

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- 1**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to read for enjoyment using the second language.
- 2**     **Topic:** The World of the Child: First Grade  
**Standard:** Read linguistically and developmentally appropriate materials.
- 3**     **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of the written language.
- 4**     **Topic:** The World of the Child: First Grade  
**Standard:** Write to complete linguistically appropriate tasks.
- 5**     **Topic:** The World of the Child: First Grade  
**Standard:** Give personal information based on templates or models in the target language.
- 6**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to demonstrate comprehension of some extended written and oral discourse.
- 7**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to retell or paraphrase main elements of a story or passage.
- 8**     **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.
- 9**     **Topic:** The World of the Child: First Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 10**    **Topic:** The World of the Child: First Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 11**    **Topic:** The World of the Child: First Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 12**    **Topic:** The World of the Child: First Grade  
**Standard:** Communicate orally using sentences, when appropriate.
- 13**    **Topic:** The World of the Child: First Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 14**    **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 15**    **Topic:** The World of the Child: First Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.
- 16**    **Topic:** The World of the Child: First Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

- 17**      **Topic:** The World of the Child: First Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 18**      **Topic:** The World of the Child: First Grade  
**Standard:** Identify selected works of art, music and literature of the target cultures.
- 19**      **Topic:** The World of the Child: First Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 20**      **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.
- 21**      **Topic:** The World of the Child: First Grade  
**Standard:** Use a limited number of words and phrases on a variety of familiar topics.
- 22**      **Topic:** The World of the Child: First Grade  
**Standard:** Participate actively in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 23**      **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 24**      **Topic:** The World of the Child: First Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 25**      **Topic:** The World of the Child: First Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple topics.
- 26**      **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
- 27**      **Topic:** The World of the Child: First Grade  
**Standard:** Begin to recognize linguistic patterns that occur in the target language.

## Strand: German First Grade

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- 1**      **Topic:** The World of the Child: First Grade  
**Standard:** Begin to read for enjoyment using the second language.
- 2**      **Topic:** The World of the Child: First Grade  
**Standard:** Read linguistically and developmentally appropriate materials.
- 3**      **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of the written language.
- 4**      **Topic:** The World of the Child: First Grade  
**Standard:** Write to complete linguistically appropriate tasks.
- 5**      **Topic:** The World of the Child: First Grade  
**Standard:** Give personal information based on templates or models in the target language.
- 6**      **Topic:** The World of the Child: First Grade  
**Standard:** Begin to demonstrate comprehension of some extended written and oral discourse.
- 7**      **Topic:** The World of the Child: First Grade  
**Standard:** Begin to retell or paraphrase main elements of a story or passage.

- 8**      **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.
- 9**      **Topic:** The World of the Child: First Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 10**     **Topic:** The World of the Child: First Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 11**     **Topic:** The World of the Child: First Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 12**     **Topic:** The World of the Child: First Grade  
**Standard:** Communicate orally using sentences, when appropriate.
- 13**     **Topic:** The World of the Child: First Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 14**     **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 15**     **Topic:** The World of the Child: First Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.
- 16**     **Topic:** The World of the Child: First Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 17**     **Topic:** The World of the Child: First Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 18**     **Topic:** The World of the Child: First Grade  
**Standard:** Identify selected works of art, music and literature of the target cultures.
- 19**     **Topic:** The World of the Child: First Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 20**     **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.
- 21**     **Topic:** The World of the Child: First Grade  
**Standard:** Use a limited number of words and phrases on a variety of familiar topics.
- 22**     **Topic:** The World of the Child: First Grade  
**Standard:** Participate actively in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 23**     **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 24**     **Topic:** The World of the Child: First Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 25**     **Topic:** The World of the Child: First Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple topics.



- 26 **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
- 27 **Topic:** The World of the Child: First Grade  
**Standard:** Begin to recognize linguistic patterns that occur in the target language.

## Strand: Hebrew First Grade

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- 1 **Topic:** The World of the Child: First Grade  
**Standard:** Begin to read for enjoyment using the second language.
- 2 **Topic:** The World of the Child: First Grade  
**Standard:** Read linguistically and developmentally appropriate materials.
- 3 **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of the written language.
- 4 **Topic:** The World of the Child: First Grade  
**Standard:** Write to complete linguistically appropriate tasks.
- 5 **Topic:** The World of the Child: First Grade  
**Standard:** Give personal information based on templates or models in the target language.
- 6 **Topic:** The World of the Child: First Grade  
**Standard:** Begin to demonstrate comprehension of some extended written and oral discourse.
- 7 **Topic:** The World of the Child: First Grade  
**Standard:** Begin to retell or paraphrase main elements of a story or passage.
- 8 **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.
- 9 **Topic:** The World of the Child: First Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 10 **Topic:** The World of the Child: First Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 11 **Topic:** The World of the Child: First Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 12 **Topic:** The World of the Child: First Grade  
**Standard:** Communicate orally using sentences, when appropriate.
- 13 **Topic:** The World of the Child: First Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 14 **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 15 **Topic:** The World of the Child: First Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.
- 16 **Topic:** The World of the Child: First Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

- 17**      **Topic:** The World of the Child: First Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 18**      **Topic:** The World of the Child: First Grade  
**Standard:** Identify selected works of art, music and literature of the target cultures.
- 19**      **Topic:** The World of the Child: First Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 20**      **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.
- 21**      **Topic:** The World of the Child: First Grade  
**Standard:** Use a limited number of words and phrases on a variety of familiar topics.
- 22**      **Topic:** The World of the Child: First Grade  
**Standard:** Participate actively in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 23**      **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 24**      **Topic:** The World of the Child: First Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 25**      **Topic:** The World of the Child: First Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple topics.
- 26**      **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
- 27**      **Topic:** The World of the Child: First Grade  
**Standard:** Begin to recognize linguistic patterns that occur in the target language.

## Strand: Italian First Grade

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- 1**      **Topic:** The World of the Child: First Grade  
**Standard:** Begin to read for enjoyment using the second language.
- 2**      **Topic:** The World of the Child: First Grade  
**Standard:** Read linguistically and developmentally appropriate materials.
- 3**      **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of the written language.
- 4**      **Topic:** The World of the Child: First Grade  
**Standard:** Write to complete linguistically appropriate tasks.
- 5**      **Topic:** The World of the Child: First Grade  
**Standard:** Give personal information based on templates or models in the target language.
- 6**      **Topic:** The World of the Child: First Grade  
**Standard:** Begin to demonstrate comprehension of some extended written and oral discourse.
- 7**      **Topic:** The World of the Child: First Grade  
**Standard:** Begin to retell or paraphrase main elements of a story or passage.

- 8**      **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.
- 9**      **Topic:** The World of the Child: First Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 10**     **Topic:** The World of the Child: First Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 11**     **Topic:** The World of the Child: First Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 12**     **Topic:** The World of the Child: First Grade  
**Standard:** Communicate orally using sentences, when appropriate.
- 13**     **Topic:** The World of the Child: First Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 14**     **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 15**     **Topic:** The World of the Child: First Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.
- 16**     **Topic:** The World of the Child: First Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 17**     **Topic:** The World of the Child: First Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 18**     **Topic:** The World of the Child: First Grade  
**Standard:** Identify selected works of art, music and literature of the target cultures.
- 19**     **Topic:** The World of the Child: First Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 20**     **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.
- 21**     **Topic:** The World of the Child: First Grade  
**Standard:** Use a limited number of words and phrases on a variety of familiar topics.
- 22**     **Topic:** The World of the Child: First Grade  
**Standard:** Participate actively in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 23**     **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 24**     **Topic:** The World of the Child: First Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 25**     **Topic:** The World of the Child: First Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple topics.

- 26**     **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
- 27**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to recognize linguistic patterns that occur in the target language.

## Strand: Japanese First Grade

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- 1**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to read for enjoyment using the second language.
- 2**     **Topic:** The World of the Child: First Grade  
**Standard:** Read linguistically and developmentally appropriate materials.
- 3**     **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of the written language.
- 4**     **Topic:** The World of the Child: First Grade  
**Standard:** Write to complete linguistically appropriate tasks.
- 5**     **Topic:** The World of the Child: First Grade  
**Standard:** Give personal information based on templates or models in the target language.
- 6**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to demonstrate comprehension of some extended written and oral discourse.
- 7**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to retell or paraphrase main elements of a story or passage.
- 8**     **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.
- 9**     **Topic:** The World of the Child: First Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 10**    **Topic:** The World of the Child: First Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 11**    **Topic:** The World of the Child: First Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 12**    **Topic:** The World of the Child: First Grade  
**Standard:** Communicate orally using sentences, when appropriate.
- 13**    **Topic:** The World of the Child: First Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 14**    **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 15**    **Topic:** The World of the Child: First Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.
- 16**    **Topic:** The World of the Child: First Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

- 17**      **Topic:** The World of the Child: First Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 18**      **Topic:** The World of the Child: First Grade  
**Standard:** Identify selected works of art, music and literature of the target cultures.
- 19**      **Topic:** The World of the Child: First Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 20**      **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.
- 21**      **Topic:** The World of the Child: First Grade  
**Standard:** Use a limited number of words and phrases on a variety of familiar topics.
- 22**      **Topic:** The World of the Child: First Grade  
**Standard:** Participate actively in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 23**      **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 24**      **Topic:** The World of the Child: First Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 25**      **Topic:** The World of the Child: First Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple topics.
- 26**      **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
- 27**      **Topic:** The World of the Child: First Grade  
**Standard:** Begin to recognize linguistic patterns that occur in the target language.

## Strand: Korean First Grade

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- 1**      **Topic:** The World of the Child: First Grade  
**Standard:** Begin to read for enjoyment using the second language.
- 2**      **Topic:** The World of the Child: First Grade  
**Standard:** Read linguistically and developmentally appropriate materials.
- 3**      **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of the written language.
- 4**      **Topic:** The World of the Child: First Grade  
**Standard:** Write to complete linguistically appropriate tasks.
- 5**      **Topic:** The World of the Child: First Grade  
**Standard:** Give personal information based on templates or models in the target language.
- 6**      **Topic:** The World of the Child: First Grade  
**Standard:** Begin to demonstrate comprehension of some extended written and oral discourse.
- 7**      **Topic:** The World of the Child: First Grade  
**Standard:** Begin to retell or paraphrase main elements of a story or passage.

- 8**      **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.
- 9**      **Topic:** The World of the Child: First Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 10**     **Topic:** The World of the Child: First Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 11**     **Topic:** The World of the Child: First Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 12**     **Topic:** The World of the Child: First Grade  
**Standard:** Communicate orally using sentences, when appropriate.
- 13**     **Topic:** The World of the Child: First Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 14**     **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 15**     **Topic:** The World of the Child: First Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.
- 16**     **Topic:** The World of the Child: First Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 17**     **Topic:** The World of the Child: First Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 18**     **Topic:** The World of the Child: First Grade  
**Standard:** Identify selected works of art, music and literature of the target cultures.
- 19**     **Topic:** The World of the Child: First Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 20**     **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.
- 21**     **Topic:** The World of the Child: First Grade  
**Standard:** Use a limited number of words and phrases on a variety of familiar topics.
- 22**     **Topic:** The World of the Child: First Grade  
**Standard:** Participate actively in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 23**     **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 24**     **Topic:** The World of the Child: First Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 25**     **Topic:** The World of the Child: First Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple topics.

- 26**     **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
- 27**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to recognize linguistic patterns that occur in the target language.

## Strand: Latin First Grade

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- 1**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to read for enjoyment using the second language.
- 2**     **Topic:** The World of the Child: First Grade  
**Standard:** Read linguistically and developmentally appropriate materials.
- 3**     **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of the written language.
- 4**     **Topic:** The World of the Child: First Grade  
**Standard:** Write to complete linguistically appropriate tasks.
- 5**     **Topic:** The World of the Child: First Grade  
**Standard:** Give personal information based on templates or models in the target language.
- 6**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to demonstrate comprehension of some extended written and oral discourse.
- 7**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to retell or paraphrase main elements of a story or passage.
- 8**     **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.
- 9**     **Topic:** The World of the Child: First Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 10**    **Topic:** The World of the Child: First Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 11**    **Topic:** The World of the Child: First Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 12**    **Topic:** The World of the Child: First Grade  
**Standard:** Communicate orally using sentences, when appropriate.
- 13**    **Topic:** The World of the Child: First Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 14**    **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 15**    **Topic:** The World of the Child: First Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.
- 16**    **Topic:** The World of the Child: First Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

- 17** **Topic:** The World of the Child: First Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 18** **Topic:** The World of the Child: First Grade  
**Standard:** Identify selected works of art, music and literature of the target cultures.
- 19** **Topic:** The World of the Child: First Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 20** **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.
- 21** **Topic:** The World of the Child: First Grade  
**Standard:** Use a limited number of words and phrases on a variety of familiar topics.
- 22** **Topic:** The World of the Child: First Grade  
**Standard:** Participate actively in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 23** **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 24** **Topic:** The World of the Child: First Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 25** **Topic:** The World of the Child: First Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple topics.
- 26** **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
- 27** **Topic:** The World of the Child: First Grade  
**Standard:** Begin to recognize linguistic patterns that occur in the target language.

## Strand: Portuguese First Grade

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- 1** **Topic:** The World of the Child: First Grade  
**Standard:** Begin to read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: First Grade  
**Standard:** Read linguistically and developmentally appropriate materials.
- 3** **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of the written language.
- 4** **Topic:** The World of the Child: First Grade  
**Standard:** Write to complete linguistically appropriate tasks.
- 5** **Topic:** The World of the Child: First Grade  
**Standard:** Give personal information based on templates or models in the target language.
- 6** **Topic:** The World of the Child: First Grade  
**Standard:** Begin to demonstrate comprehension of some extended written and oral discourse.
- 7** **Topic:** The World of the Child: First Grade  
**Standard:** Begin to retell or paraphrase main elements of a story or passage.



- 8**      **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.
- 9**      **Topic:** The World of the Child: First Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 10**     **Topic:** The World of the Child: First Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 11**     **Topic:** The World of the Child: First Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 12**     **Topic:** The World of the Child: First Grade  
**Standard:** Communicate orally using sentences, when appropriate.
- 13**     **Topic:** The World of the Child: First Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 14**     **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 15**     **Topic:** The World of the Child: First Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.
- 16**     **Topic:** The World of the Child: First Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 17**     **Topic:** The World of the Child: First Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 18**     **Topic:** The World of the Child: First Grade  
**Standard:** Identify selected works of art, music and literature of the target cultures.
- 19**     **Topic:** The World of the Child: First Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 20**     **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.
- 21**     **Topic:** The World of the Child: First Grade  
**Standard:** Use a limited number of words and phrases on a variety of familiar topics.
- 22**     **Topic:** The World of the Child: First Grade  
**Standard:** Participate actively in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 23**     **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 24**     **Topic:** The World of the Child: First Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 25**     **Topic:** The World of the Child: First Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple topics.

- 26**     **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
- 27**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to recognize linguistic patterns that occur in the target language.

## Strand: Russian First Grade

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- 1**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to read for enjoyment using the second language.
- 2**     **Topic:** The World of the Child: First Grade  
**Standard:** Read linguistically and developmentally appropriate materials.
- 3**     **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of the written language.
- 4**     **Topic:** The World of the Child: First Grade  
**Standard:** Write to complete linguistically appropriate tasks.
- 5**     **Topic:** The World of the Child: First Grade  
**Standard:** Give personal information based on templates or models in the target language.
- 6**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to demonstrate comprehension of some extended written and oral discourse.
- 7**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to retell or paraphrase main elements of a story or passage.
- 8**     **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.
- 9**     **Topic:** The World of the Child: First Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 10**    **Topic:** The World of the Child: First Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 11**    **Topic:** The World of the Child: First Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 12**    **Topic:** The World of the Child: First Grade  
**Standard:** Communicate orally using sentences, when appropriate.
- 13**    **Topic:** The World of the Child: First Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 14**    **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 15**    **Topic:** The World of the Child: First Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.
- 16**    **Topic:** The World of the Child: First Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

- 17**     **Topic:** The World of the Child: First Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 18**     **Topic:** The World of the Child: First Grade  
**Standard:** Identify selected works of art, music and literature of the target cultures.
- 19**     **Topic:** The World of the Child: First Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 20**     **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.
- 21**     **Topic:** The World of the Child: First Grade  
**Standard:** Use a limited number of words and phrases on a variety of familiar topics.
- 22**     **Topic:** The World of the Child: First Grade  
**Standard:** Participate actively in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 23**     **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 24**     **Topic:** The World of the Child: First Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 25**     **Topic:** The World of the Child: First Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple topics.
- 26**     **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
- 27**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to recognize linguistic patterns that occur in the target language.

## Strand: Spanish First Grade

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- 1**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to read for enjoyment using the second language.
- 2**     **Topic:** The World of the Child: First Grade  
**Standard:** Read linguistically and developmentally appropriate materials.
- 3**     **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of the written language.
- 4**     **Topic:** The World of the Child: First Grade  
**Standard:** Write to complete linguistically appropriate tasks.
- 5**     **Topic:** The World of the Child: First Grade  
**Standard:** Give personal information based on templates or models in the target language.
- 6**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to demonstrate comprehension of some extended written and oral discourse.
- 7**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to retell or paraphrase main elements of a story or passage.

- 8**      **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.
- 9**      **Topic:** The World of the Child: First Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 10**     **Topic:** The World of the Child: First Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 11**     **Topic:** The World of the Child: First Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 12**     **Topic:** The World of the Child: First Grade  
**Standard:** Communicate orally using sentences, when appropriate.
- 13**     **Topic:** The World of the Child: First Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 14**     **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 15**     **Topic:** The World of the Child: First Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.
- 16**     **Topic:** The World of the Child: First Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 17**     **Topic:** The World of the Child: First Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 18**     **Topic:** The World of the Child: First Grade  
**Standard:** Identify selected works of art, music and literature of the target cultures.
- 19**     **Topic:** The World of the Child: First Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 20**     **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.
- 21**     **Topic:** The World of the Child: First Grade  
**Standard:** Use a limited number of words and phrases on a variety of familiar topics.
- 22**     **Topic:** The World of the Child: First Grade  
**Standard:** Participate actively in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 23**     **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 24**     **Topic:** The World of the Child: First Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 25**     **Topic:** The World of the Child: First Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple topics.

- 26**     **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
- 27**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to recognize linguistic patterns that occur in the target language.

## Strand: Swahili First Grade

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- 1**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to read for enjoyment using the second language.
- 2**     **Topic:** The World of the Child: First Grade  
**Standard:** Read linguistically and developmentally appropriate materials.
- 3**     **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of the written language.
- 4**     **Topic:** The World of the Child: First Grade  
**Standard:** Write to complete linguistically appropriate tasks.
- 5**     **Topic:** The World of the Child: First Grade  
**Standard:** Give personal information based on templates or models in the target language.
- 6**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to demonstrate comprehension of some extended written and oral discourse.
- 7**     **Topic:** The World of the Child: First Grade  
**Standard:** Begin to retell or paraphrase main elements of a story or passage.
- 8**     **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.
- 9**     **Topic:** The World of the Child: First Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 10**    **Topic:** The World of the Child: First Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 11**    **Topic:** The World of the Child: First Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 12**    **Topic:** The World of the Child: First Grade  
**Standard:** Communicate orally using sentences, when appropriate.
- 13**    **Topic:** The World of the Child: First Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 14**    **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 15**    **Topic:** The World of the Child: First Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.
- 16**    **Topic:** The World of the Child: First Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

- 17** **Topic:** The World of the Child: First Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 18** **Topic:** The World of the Child: First Grade  
**Standard:** Identify selected works of art, music and literature of the target cultures.
- 19** **Topic:** The World of the Child: First Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 20** **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.
- 21** **Topic:** The World of the Child: First Grade  
**Standard:** Use a limited number of words and phrases on a variety of familiar topics.
- 22** **Topic:** The World of the Child: First Grade  
**Standard:** Participate actively in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 23** **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 24** **Topic:** The World of the Child: First Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 25** **Topic:** The World of the Child: First Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple topics.
- 26** **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
- 27** **Topic:** The World of the Child: First Grade  
**Standard:** Begin to recognize linguistic patterns that occur in the target language.



Browse **Quality Core Curriculum Standards by subject**

## **Subject: Foreign Language**

### **Grade: 2**

#### Strand: Arabic Second Grade

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- 1**     **Topic:** The World of the Child: Second Grade  
**Standard:** Read for enjoyment using the second language.
- 2**     **Topic:** The World of the Child: Second Grade  
**Standard:** Read linguistically and developmentally appropriate passages.
- 3**     **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to read to find needed information.
- 4**     **Topic:** The World of the Child: Second Grade  
**Standard:** Write using sentences or clusters of language.
- 5**     **Topic:** The World of the Child: Second Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**     **Topic:** The World of the Child: Second Grade  
**Standard:** Summarize personal information based on templates or models in the target language.
- 7**     **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate comprehension of some extended written and oral discourse.
- 8**     **Topic:** The World of the Child: Second Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 9**     **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.
- 10**    **Topic:** The World of the Child: Second Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 11**    **Topic:** The World of the Child: Second Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 12**    **Topic:** The World of the Child: Second Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 13**    **Topic:** The World of the Child: Second Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate.
- 14**    **Topic:** The World of the Child: Second Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 15**    **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).

- 16** **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
- 17** **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to identify geographic areas where the target language is spoken.
- 18** **Topic:** The World of the Child: Second Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 19** **Topic:** The World of the Child: Second Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 20** **Topic:** The World of the Child: Second Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 21** **Topic:** The World of the Child: Second Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 22** **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 23** **Topic:** The World of the Child: Second Grade  
**Standard:** Use a limited number of words and phrases on a variety of topics.
- 24** **Topic:** The World of the Child: Second Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 25** **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 26** **Topic:** The World of the Child: Second Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 27** **Topic:** The World of the Child: Second Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature on simple topics.
- 28** **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
- 29** **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 30** **Topic:** The World of the Child: Second Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Chinese Second Grade

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- 1** **Topic:** The World of the Child: Second Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Second Grade  
**Standard:** Read linguistically and developmentally appropriate passages.



- 3**      **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to read to find needed information.
- 4**      **Topic:** The World of the Child: Second Grade  
**Standard:** Write using sentences or clusters of language.
- 5**      **Topic:** The World of the Child: Second Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**      **Topic:** The World of the Child: Second Grade  
**Standard:** Summarize personal information based on templates or models in the target language.
- 7**      **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate comprehension of some extended written and oral discourse.
- 8**      **Topic:** The World of the Child: Second Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 9**      **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.
- 10**     **Topic:** The World of the Child: Second Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 11**     **Topic:** The World of the Child: Second Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 12**     **Topic:** The World of the Child: Second Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 13**     **Topic:** The World of the Child: Second Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate.
- 14**     **Topic:** The World of the Child: Second Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 15**     **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).
- 16**     **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
- 17**     **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to identify geographic areas where the target language is spoken.
- 18**     **Topic:** The World of the Child: Second Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 19**     **Topic:** The World of the Child: Second Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 20**     **Topic:** The World of the Child: Second Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 21**     **Topic:** The World of the Child: Second Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

- 22** **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 23** **Topic:** The World of the Child: Second Grade  
**Standard:** Use a limited number of words and phrases on a variety of topics.
- 24** **Topic:** The World of the Child: Second Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 25** **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 26** **Topic:** The World of the Child: Second Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 27** **Topic:** The World of the Child: Second Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature on simple topics.
- 28** **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
- 29** **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 30** **Topic:** The World of the Child: Second Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: French Second Grade

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- 1** **Topic:** The World of the Child: Second Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Second Grade  
**Standard:** Read linguistically and developmentally appropriate passages.
- 3** **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to read to find needed information.
- 4** **Topic:** The World of the Child: Second Grade  
**Standard:** Write using sentences or clusters of language.
- 5** **Topic:** The World of the Child: Second Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6** **Topic:** The World of the Child: Second Grade  
**Standard:** Summarize personal information based on templates or models in the target language.
- 7** **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate comprehension of some extended written and oral discourse.
- 8** **Topic:** The World of the Child: Second Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 9** **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.

- 10** **Topic:** The World of the Child: Second Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 11** **Topic:** The World of the Child: Second Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 12** **Topic:** The World of the Child: Second Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 13** **Topic:** The World of the Child: Second Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate.
- 14** **Topic:** The World of the Child: Second Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 15** **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).
- 16** **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
- 17** **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to identify geographic areas where the target language is spoken.
- 18** **Topic:** The World of the Child: Second Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 19** **Topic:** The World of the Child: Second Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 20** **Topic:** The World of the Child: Second Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 21** **Topic:** The World of the Child: Second Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 22** **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 23** **Topic:** The World of the Child: Second Grade  
**Standard:** Use a limited number of words and phrases on a variety of topics.
- 24** **Topic:** The World of the Child: Second Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 25** **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 26** **Topic:** The World of the Child: Second Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 27** **Topic:** The World of the Child: Second Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature on simple topics.
- 28** **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with nonverbal support.

- 29**     **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 30**     **Topic:** The World of the Child: Second Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: German Second Grade

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- 1**     **Topic:** The World of the Child: Second Grade  
**Standard:** Read for enjoyment using the second language.
- 2**     **Topic:** The World of the Child: Second Grade  
**Standard:** Read linguistically and developmentally appropriate passages.
- 3**     **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to read to find needed information.
- 4**     **Topic:** The World of the Child: Second Grade  
**Standard:** Write using sentences or clusters of language.
- 5**     **Topic:** The World of the Child: Second Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**     **Topic:** The World of the Child: Second Grade  
**Standard:** Summarize personal information based on templates or models in the target language.
- 7**     **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate comprehension of some extended written and oral discourse.
- 8**     **Topic:** The World of the Child: Second Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 9**     **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.
- 10**    **Topic:** The World of the Child: Second Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 11**    **Topic:** The World of the Child: Second Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 12**    **Topic:** The World of the Child: Second Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 13**    **Topic:** The World of the Child: Second Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate.
- 14**    **Topic:** The World of the Child: Second Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 15**    **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).
- 16**    **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.

- 17** **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to identify geographic areas where the target language is spoken.
- 18** **Topic:** The World of the Child: Second Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 19** **Topic:** The World of the Child: Second Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 20** **Topic:** The World of the Child: Second Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 21** **Topic:** The World of the Child: Second Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 22** **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 23** **Topic:** The World of the Child: Second Grade  
**Standard:** Use a limited number of words and phrases on a variety of topics.
- 24** **Topic:** The World of the Child: Second Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 25** **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 26** **Topic:** The World of the Child: Second Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 27** **Topic:** The World of the Child: Second Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature on simple topics.
- 28** **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
- 29** **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 30** **Topic:** The World of the Child: Second Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Hebrew Second Grade

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- 1** **Topic:** The World of the Child: Second Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Second Grade  
**Standard:** Read linguistically and developmentally appropriate passages.
- 3** **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to read to find needed information.

- 4     **Topic:** The World of the Child: Second Grade  
**Standard:** Write using sentences or clusters of language.
- 5     **Topic:** The World of the Child: Second Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6     **Topic:** The World of the Child: Second Grade  
**Standard:** Summarize personal information based on templates or models in the target language.
- 7     **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate comprehension of some extended written and oral discourse.
- 8     **Topic:** The World of the Child: Second Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 9     **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.
- 10    **Topic:** The World of the Child: Second Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 11    **Topic:** The World of the Child: Second Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 12    **Topic:** The World of the Child: Second Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 13    **Topic:** The World of the Child: Second Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate.
- 14    **Topic:** The World of the Child: Second Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 15    **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).
- 16    **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
- 17    **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to identify geographic areas where the target language is spoken.
- 18    **Topic:** The World of the Child: Second Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 19    **Topic:** The World of the Child: Second Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 20    **Topic:** The World of the Child: Second Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 21    **Topic:** The World of the Child: Second Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 22    **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

- 23**      **Topic:** The World of the Child: Second Grade  
**Standard:** Use a limited number of words and phrases on a variety of topics.
- 24**      **Topic:** The World of the Child: Second Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 25**      **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 26**      **Topic:** The World of the Child: Second Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 27**      **Topic:** The World of the Child: Second Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature on simple topics.
- 28**      **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
- 29**      **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 30**      **Topic:** The World of the Child: Second Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Italian Second Grade

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- 1**      **Topic:** The World of the Child: Second Grade  
**Standard:** Read for enjoyment using the second language.
- 2**      **Topic:** The World of the Child: Second Grade  
**Standard:** Read linguistically and developmentally appropriate passages.
- 3**      **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to read to find needed information.
- 4**      **Topic:** The World of the Child: Second Grade  
**Standard:** Write using sentences or clusters of language.
- 5**      **Topic:** The World of the Child: Second Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**      **Topic:** The World of the Child: Second Grade  
**Standard:** Summarize personal information based on templates or models in the target language.
- 7**      **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate comprehension of some extended written and oral discourse.
- 8**      **Topic:** The World of the Child: Second Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 9**      **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.
- 10**      **Topic:** The World of the Child: Second Grade  
**Standard:** Share information of their choice with audiences outside the classroom.

- 11** **Topic:** The World of the Child: Second Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 12** **Topic:** The World of the Child: Second Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 13** **Topic:** The World of the Child: Second Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate.
- 14** **Topic:** The World of the Child: Second Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 15** **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).
- 16** **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
- 17** **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to identify geographic areas where the target language is spoken.
- 18** **Topic:** The World of the Child: Second Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 19** **Topic:** The World of the Child: Second Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 20** **Topic:** The World of the Child: Second Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 21** **Topic:** The World of the Child: Second Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 22** **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 23** **Topic:** The World of the Child: Second Grade  
**Standard:** Use a limited number of words and phrases on a variety of topics.
- 24** **Topic:** The World of the Child: Second Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 25** **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 26** **Topic:** The World of the Child: Second Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 27** **Topic:** The World of the Child: Second Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature on simple topics.
- 28** **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
- 29** **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.



- 30**     **Topic:** The World of the Child: Second Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Japanese Second Grade

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- 1**     **Topic:** The World of the Child: Second Grade  
**Standard:** Read for enjoyment using the second language.
- 2**     **Topic:** The World of the Child: Second Grade  
**Standard:** Read linguistically and developmentally appropriate passages.
- 3**     **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to read to find needed information.
- 4**     **Topic:** The World of the Child: Second Grade  
**Standard:** Write using sentences or clusters of language.
- 5**     **Topic:** The World of the Child: Second Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**     **Topic:** The World of the Child: Second Grade  
**Standard:** Summarize personal information based on templates or models in the target language.
- 7**     **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate comprehension of some extended written and oral discourse.
- 8**     **Topic:** The World of the Child: Second Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 9**     **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.
- 10**    **Topic:** The World of the Child: Second Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 11**    **Topic:** The World of the Child: Second Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 12**    **Topic:** The World of the Child: Second Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 13**    **Topic:** The World of the Child: Second Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate.
- 14**    **Topic:** The World of the Child: Second Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 15**    **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).
- 16**    **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
- 17**    **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to identify geographic areas where the target language is spoken.

- 18** **Topic:** The World of the Child: Second Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 19** **Topic:** The World of the Child: Second Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 20** **Topic:** The World of the Child: Second Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 21** **Topic:** The World of the Child: Second Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 22** **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 23** **Topic:** The World of the Child: Second Grade  
**Standard:** Use a limited number of words and phrases on a variety of topics.
- 24** **Topic:** The World of the Child: Second Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 25** **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 26** **Topic:** The World of the Child: Second Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 27** **Topic:** The World of the Child: Second Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature on simple topics.
- 28** **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
- 29** **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 30** **Topic:** The World of the Child: Second Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Korean Second Grade

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- 1** **Topic:** The World of the Child: Second Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Second Grade  
**Standard:** Read linguistically and developmentally appropriate passages.
- 3** **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to read to find needed information.
- 4** **Topic:** The World of the Child: Second Grade  
**Standard:** Write using sentences or clusters of language.

- 5 **Topic:** The World of the Child: Second Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6 **Topic:** The World of the Child: Second Grade  
**Standard:** Summarize personal information based on templates or models in the target language.
- 7 **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate comprehension of some extended written and oral discourse.
- 8 **Topic:** The World of the Child: Second Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 9 **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.
- 10 **Topic:** The World of the Child: Second Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 11 **Topic:** The World of the Child: Second Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 12 **Topic:** The World of the Child: Second Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 13 **Topic:** The World of the Child: Second Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate.
- 14 **Topic:** The World of the Child: Second Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 15 **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).
- 16 **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
- 17 **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to identify geographic areas where the target language is spoken.
- 18 **Topic:** The World of the Child: Second Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 19 **Topic:** The World of the Child: Second Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 20 **Topic:** The World of the Child: Second Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 21 **Topic:** The World of the Child: Second Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 22 **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 23 **Topic:** The World of the Child: Second Grade  
**Standard:** Use a limited number of words and phrases on a variety of topics.

- 24 **Topic:** The World of the Child: Second Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 25 **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 26 **Topic:** The World of the Child: Second Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 27 **Topic:** The World of the Child: Second Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature on simple topics.
- 28 **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
- 29 **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 30 **Topic:** The World of the Child: Second Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Latin Second Grade

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- 1 **Topic:** The World of the Child: Second Grade  
**Standard:** Read for enjoyment using the second language.
- 2 **Topic:** The World of the Child: Second Grade  
**Standard:** Read linguistically and developmentally appropriate passages.
- 3 **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to read to find needed information.
- 4 **Topic:** The World of the Child: Second Grade  
**Standard:** Write using sentences or clusters of language.
- 5 **Topic:** The World of the Child: Second Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6 **Topic:** The World of the Child: Second Grade  
**Standard:** Summarize personal information based on templates or models in the target language.
- 7 **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate comprehension of some extended written and oral discourse.
- 8 **Topic:** The World of the Child: Second Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 9 **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.
- 10 **Topic:** The World of the Child: Second Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 11 **Topic:** The World of the Child: Second Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.

- 12**      **Topic:** The World of the Child: Second Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 13**      **Topic:** The World of the Child: Second Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate.
- 14**      **Topic:** The World of the Child: Second Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 15**      **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).
- 16**      **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
- 17**      **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to identify geographic areas where the target language is spoken.
- 18**      **Topic:** The World of the Child: Second Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 19**      **Topic:** The World of the Child: Second Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 20**      **Topic:** The World of the Child: Second Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 21**      **Topic:** The World of the Child: Second Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 22**      **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 23**      **Topic:** The World of the Child: Second Grade  
**Standard:** Use a limited number of words and phrases on a variety of topics.
- 24**      **Topic:** The World of the Child: Second Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 25**      **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 26**      **Topic:** The World of the Child: Second Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 27**      **Topic:** The World of the Child: Second Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature on simple topics.
- 28**      **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
- 29**      **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

- 30**     **Topic:** The World of the Child: Second Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Portuguese Second Grade

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- 1**     **Topic:** The World of the Child: Second Grade  
**Standard:** Read for enjoyment using the second language.
- 2**     **Topic:** The World of the Child: Second Grade  
**Standard:** Read linguistically and developmentally appropriate passages.
- 3**     **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to read to find needed information.
- 4**     **Topic:** The World of the Child: Second Grade  
**Standard:** Write using sentences or clusters of language.
- 5**     **Topic:** The World of the Child: Second Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**     **Topic:** The World of the Child: Second Grade  
**Standard:** Summarize personal information based on templates or models in the target language.
- 7**     **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate comprehension of some extended written and oral discourse.
- 8**     **Topic:** The World of the Child: Second Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 9**     **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.
- 10**    **Topic:** The World of the Child: Second Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 11**    **Topic:** The World of the Child: Second Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 12**    **Topic:** The World of the Child: Second Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 13**    **Topic:** The World of the Child: Second Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate.
- 14**    **Topic:** The World of the Child: Second Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 15**    **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).
- 16**    **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
- 17**    **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to identify geographic areas where the target language is spoken.

- 18** **Topic:** The World of the Child: Second Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 19** **Topic:** The World of the Child: Second Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 20** **Topic:** The World of the Child: Second Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 21** **Topic:** The World of the Child: Second Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 22** **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 23** **Topic:** The World of the Child: Second Grade  
**Standard:** Use a limited number of words and phrases on a variety of topics.
- 24** **Topic:** The World of the Child: Second Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 25** **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 26** **Topic:** The World of the Child: Second Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 27** **Topic:** The World of the Child: Second Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature on simple topics.
- 28** **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
- 29** **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 30** **Topic:** The World of the Child: Second Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Russian Second Grade

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- 1** **Topic:** The World of the Child: Second Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Second Grade  
**Standard:** Read linguistically and developmentally appropriate passages.
- 3** **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to read to find needed information.
- 4** **Topic:** The World of the Child: Second Grade  
**Standard:** Write using sentences or clusters of language.

- 5 **Topic:** The World of the Child: Second Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6 **Topic:** The World of the Child: Second Grade  
**Standard:** Summarize personal information based on templates or models in the target language.
- 7 **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate comprehension of some extended written and oral discourse.
- 8 **Topic:** The World of the Child: Second Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 9 **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.
- 10 **Topic:** The World of the Child: Second Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 11 **Topic:** The World of the Child: Second Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 12 **Topic:** The World of the Child: Second Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 13 **Topic:** The World of the Child: Second Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate.
- 14 **Topic:** The World of the Child: Second Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 15 **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).
- 16 **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
- 17 **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to identify geographic areas where the target language is spoken.
- 18 **Topic:** The World of the Child: Second Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 19 **Topic:** The World of the Child: Second Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 20 **Topic:** The World of the Child: Second Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 21 **Topic:** The World of the Child: Second Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 22 **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 23 **Topic:** The World of the Child: Second Grade  
**Standard:** Use a limited number of words and phrases on a variety of topics.



- 24**      **Topic:** The World of the Child: Second Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 25**      **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 26**      **Topic:** The World of the Child: Second Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 27**      **Topic:** The World of the Child: Second Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature on simple topics.
- 28**      **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
- 29**      **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 30**      **Topic:** The World of the Child: Second Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Spanish Second Grade

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- 1**      **Topic:** The World of the Child: Second Grade  
**Standard:** Read for enjoyment using the second language.
- 2**      **Topic:** The World of the Child: Second Grade  
**Standard:** Read linguistically and developmentally appropriate passages.
- 3**      **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to read to find needed information.
- 4**      **Topic:** The World of the Child: Second Grade  
**Standard:** Write using sentences or clusters of language.
- 5**      **Topic:** The World of the Child: Second Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**      **Topic:** The World of the Child: Second Grade  
**Standard:** Summarize personal information based on templates or models in the target language.
- 7**      **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate comprehension of some extended written and oral discourse.
- 8**      **Topic:** The World of the Child: Second Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 9**      **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.
- 10**      **Topic:** The World of the Child: Second Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 11**      **Topic:** The World of the Child: Second Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.

- 12** **Topic:** The World of the Child: Second Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 13** **Topic:** The World of the Child: Second Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate.
- 14** **Topic:** The World of the Child: Second Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 15** **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).
- 16** **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
- 17** **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to identify geographic areas where the target language is spoken.
- 18** **Topic:** The World of the Child: Second Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 19** **Topic:** The World of the Child: Second Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 20** **Topic:** The World of the Child: Second Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 21** **Topic:** The World of the Child: Second Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 22** **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 23** **Topic:** The World of the Child: Second Grade  
**Standard:** Use a limited number of words and phrases on a variety of topics.
- 24** **Topic:** The World of the Child: Second Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 25** **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 26** **Topic:** The World of the Child: Second Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 27** **Topic:** The World of the Child: Second Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature on simple topics.
- 28** **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
- 29** **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

- 30**     **Topic:** The World of the Child: Second Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Swahili Second Grade

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- 1**     **Topic:** The World of the Child: Second Grade  
**Standard:** Read for enjoyment using the second language.
- 2**     **Topic:** The World of the Child: Second Grade  
**Standard:** Read linguistically and developmentally appropriate passages.
- 3**     **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to read to find needed information.
- 4**     **Topic:** The World of the Child: Second Grade  
**Standard:** Write using sentences or clusters of language.
- 5**     **Topic:** The World of the Child: Second Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**     **Topic:** The World of the Child: Second Grade  
**Standard:** Summarize personal information based on templates or models in the target language.
- 7**     **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate comprehension of some extended written and oral discourse.
- 8**     **Topic:** The World of the Child: Second Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 9**     **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.
- 10**    **Topic:** The World of the Child: Second Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 11**    **Topic:** The World of the Child: Second Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 12**    **Topic:** The World of the Child: Second Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 13**    **Topic:** The World of the Child: Second Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate.
- 14**    **Topic:** The World of the Child: Second Grade  
**Standard:** Follow complex oral instructions and give simple commands.
- 15**    **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).
- 16**    **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
- 17**    **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to identify geographic areas where the target language is spoken.

- 18** **Topic:** The World of the Child: Second Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 19** **Topic:** The World of the Child: Second Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 20** **Topic:** The World of the Child: Second Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 21** **Topic:** The World of the Child: Second Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 22** **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 23** **Topic:** The World of the Child: Second Grade  
**Standard:** Use a limited number of words and phrases on a variety of topics.
- 24** **Topic:** The World of the Child: Second Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.
- 25** **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.
- 26** **Topic:** The World of the Child: Second Grade  
**Standard:** Attempt to create with the language at the sentence level.
- 27** **Topic:** The World of the Child: Second Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature on simple topics.
- 28** **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
- 29** **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 30** **Topic:** The World of the Child: Second Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

Browse **Quality Core Curriculum Standards by subject****Subject: Foreign Language****Grade: 3**Strand: Arabic Third Grade

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- 1**     **Topic:** The World of the Child: Third Grade  
**Standard:** Read for enjoyment using the second language.
- 2**     **Topic:** The World of the Child: Third Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3**     **Topic:** The World of the Child: Third Grade  
**Standard:** Read to find needed information.
- 4**     **Topic:** The World of the Child: Third Grade  
**Standard:** Write using sentences or clusters of language.
- 5**     **Topic:** The World of the Child: Third Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**     **Topic:** The World of the Child: Third Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7**     **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8**     **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to self-edit for a variety of purposes.
- 9**     **Topic:** The World of the Child: Third Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 10**    **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, research reports for a variety of audiences.
- 11**    **Topic:** The World of the Child: Third Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12**    **Topic:** The World of the Child: Third Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 13**    **Topic:** The World of the Child: Third Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14**    **Topic:** The World of the Child: Third Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15**    **Topic:** The World of the Child: Third Grade  
**Standard:** Follow and begin to give complex instructions.
- 16**    **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

- 17** **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
- 18** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify geographic areas where the target language is spoken.
- 19** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 22** **Topic:** The World of the Child: Third Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 23** **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 24** **Topic:** The World of the Child: Third Grade  
**Standard:** Maintain simple conversations in the present tense on a variety of familiar topics.
- 25** **Topic:** The World of the Child: Third Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 26** **Topic:** The World of the Child: Third Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 27** **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to identify professions where second language proficiency is useful.
- 28** **Topic:** The World of the Child: Third Grade  
**Standard:** Attempt to create with language at the sentence level.
- 29** **Topic:** The World of the Child: Third Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple academic topics.
- 30** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 31** **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 32** **Topic:** The World of the Child: Third Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or focus on grammatical drill.

## Strand: Chinese Third Grade

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- 1** **Topic:** The World of the Child: Third Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Third Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3** **Topic:** The World of the Child: Third Grade  
**Standard:** Read to find needed information.

- 4**     **Topic:** The World of the Child: Third Grade  
**Standard:** Write using sentences or clusters of language.
- 5**     **Topic:** The World of the Child: Third Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**     **Topic:** The World of the Child: Third Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7**     **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8**     **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to self-edit for a variety of purposes.
- 9**     **Topic:** The World of the Child: Third Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 10**    **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, research reports for a variety of audiences.
- 11**    **Topic:** The World of the Child: Third Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12**    **Topic:** The World of the Child: Third Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 13**    **Topic:** The World of the Child: Third Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14**    **Topic:** The World of the Child: Third Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15**    **Topic:** The World of the Child: Third Grade  
**Standard:** Follow and begin to give complex instructions.
- 16**    **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17**    **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
- 18**    **Topic:** The World of the Child: Third Grade  
**Standard:** Identify geographic areas where the target language is spoken.
- 19**    **Topic:** The World of the Child: Third Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20**    **Topic:** The World of the Child: Third Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21**    **Topic:** The World of the Child: Third Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 22**    **Topic:** The World of the Child: Third Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 23**    **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 24**    **Topic:** The World of the Child: Third Grade  
**Standard:** Maintain simple conversations in the present tense on a variety of familiar topics.

- 25** **Topic:** The World of the Child: Third Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 26** **Topic:** The World of the Child: Third Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 27** **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to identify professions where second language proficiency is useful.
- 28** **Topic:** The World of the Child: Third Grade  
**Standard:** Attempt to create with language at the sentence level.
- 29** **Topic:** The World of the Child: Third Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple academic topics.
- 30** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 31** **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 32** **Topic:** The World of the Child: Third Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or focus on grammatical drill.

## Strand: French Third Grade

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- 1** **Topic:** The World of the Child: Third Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Third Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3** **Topic:** The World of the Child: Third Grade  
**Standard:** Read to find needed information.
- 4** **Topic:** The World of the Child: Third Grade  
**Standard:** Write using sentences or clusters of language.
- 5** **Topic:** The World of the Child: Third Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6** **Topic:** The World of the Child: Third Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8** **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to self-edit for a variety of purposes.
- 9** **Topic:** The World of the Child: Third Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 10** **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, research reports for a variety of audiences.
- 11** **Topic:** The World of the Child: Third Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12** **Topic:** The World of the Child: Third Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.



- 13** **Topic:** The World of the Child: Third Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14** **Topic:** The World of the Child: Third Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15** **Topic:** The World of the Child: Third Grade  
**Standard:** Follow and begin to give complex instructions.
- 16** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17** **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
- 18** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify geographic areas where the target language is spoken.
- 19** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 22** **Topic:** The World of the Child: Third Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 23** **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 24** **Topic:** The World of the Child: Third Grade  
**Standard:** Maintain simple conversations in the present tense on a variety of familiar topics.
- 25** **Topic:** The World of the Child: Third Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 26** **Topic:** The World of the Child: Third Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 27** **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to identify professions where second language proficiency is useful.
- 28** **Topic:** The World of the Child: Third Grade  
**Standard:** Attempt to create with language at the sentence level.
- 29** **Topic:** The World of the Child: Third Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple academic topics.
- 30** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 31** **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 32** **Topic:** The World of the Child: Third Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or focus on grammatical drill.

## Strand: German Third Grade

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- 1**     **Topic:** The World of the Child: Third Grade  
**Standard:** Read for enjoyment using the second language.
- 2**     **Topic:** The World of the Child: Third Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3**     **Topic:** The World of the Child: Third Grade  
**Standard:** Read to find needed information.
- 4**     **Topic:** The World of the Child: Third Grade  
**Standard:** Write using sentences or clusters of language.
- 5**     **Topic:** The World of the Child: Third Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**     **Topic:** The World of the Child: Third Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7**     **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8**     **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to self-edit for a variety of purposes.
- 9**     **Topic:** The World of the Child: Third Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 10**    **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, research reports for a variety of audiences.
- 11**    **Topic:** The World of the Child: Third Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12**    **Topic:** The World of the Child: Third Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 13**    **Topic:** The World of the Child: Third Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14**    **Topic:** The World of the Child: Third Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15**    **Topic:** The World of the Child: Third Grade  
**Standard:** Follow and begin to give complex instructions.
- 16**    **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17**    **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
- 18**    **Topic:** The World of the Child: Third Grade  
**Standard:** Identify geographic areas where the target language is spoken.
- 19**    **Topic:** The World of the Child: Third Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20**    **Topic:** The World of the Child: Third Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

- 21** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 22** **Topic:** The World of the Child: Third Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 23** **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 24** **Topic:** The World of the Child: Third Grade  
**Standard:** Maintain simple conversations in the present tense on a variety of familiar topics.
- 25** **Topic:** The World of the Child: Third Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 26** **Topic:** The World of the Child: Third Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 27** **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to identify professions where second language proficiency is useful.
- 28** **Topic:** The World of the Child: Third Grade  
**Standard:** Attempt to create with language at the sentence level.
- 29** **Topic:** The World of the Child: Third Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple academic topics.
- 30** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 31** **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 32** **Topic:** The World of the Child: Third Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or focus on grammatical drill.

## Strand: Hebrew Third Grade

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- 1** **Topic:** The World of the Child: Third Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Third Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3** **Topic:** The World of the Child: Third Grade  
**Standard:** Read to find needed information.
- 4** **Topic:** The World of the Child: Third Grade  
**Standard:** Write using sentences or clusters of language.
- 5** **Topic:** The World of the Child: Third Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6** **Topic:** The World of the Child: Third Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.

- 8**     **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to self-edit for a variety of purposes.
- 9**     **Topic:** The World of the Child: Third Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 10**    **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, research reports for a variety of audiences.
- 11**    **Topic:** The World of the Child: Third Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12**    **Topic:** The World of the Child: Third Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 13**    **Topic:** The World of the Child: Third Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14**    **Topic:** The World of the Child: Third Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15**    **Topic:** The World of the Child: Third Grade  
**Standard:** Follow and begin to give complex instructions.
- 16**    **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17**    **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
- 18**    **Topic:** The World of the Child: Third Grade  
**Standard:** Identify geographic areas where the target language is spoken.
- 19**    **Topic:** The World of the Child: Third Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20**    **Topic:** The World of the Child: Third Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21**    **Topic:** The World of the Child: Third Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 22**    **Topic:** The World of the Child: Third Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 23**    **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 24**    **Topic:** The World of the Child: Third Grade  
**Standard:** Maintain simple conversations in the present tense on a variety of familiar topics.
- 25**    **Topic:** The World of the Child: Third Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 26**    **Topic:** The World of the Child: Third Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 27**    **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to identify professions where second language proficiency is useful.
- 28**    **Topic:** The World of the Child: Third Grade  
**Standard:** Attempt to create with language at the sentence level.

- 29** **Topic:** The World of the Child: Third Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple academic topics.
- 30** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 31** **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 32** **Topic:** The World of the Child: Third Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or focus on grammatical drill.

## Strand: Italian Third Grade

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- 1** **Topic:** The World of the Child: Third Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Third Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3** **Topic:** The World of the Child: Third Grade  
**Standard:** Read to find needed information.
- 4** **Topic:** The World of the Child: Third Grade  
**Standard:** Write using sentences or clusters of language.
- 5** **Topic:** The World of the Child: Third Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6** **Topic:** The World of the Child: Third Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8** **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to self-edit for a variety of purposes.
- 9** **Topic:** The World of the Child: Third Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 10** **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, research reports for a variety of audiences.
- 11** **Topic:** The World of the Child: Third Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12** **Topic:** The World of the Child: Third Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 13** **Topic:** The World of the Child: Third Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14** **Topic:** The World of the Child: Third Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15** **Topic:** The World of the Child: Third Grade  
**Standard:** Follow and begin to give complex instructions.
- 16** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

- 17** **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
- 18** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify geographic areas where the target language is spoken.
- 19** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 22** **Topic:** The World of the Child: Third Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 23** **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 24** **Topic:** The World of the Child: Third Grade  
**Standard:** Maintain simple conversations in the present tense on a variety of familiar topics.
- 25** **Topic:** The World of the Child: Third Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 26** **Topic:** The World of the Child: Third Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 27** **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to identify professions where second language proficiency is useful.
- 28** **Topic:** The World of the Child: Third Grade  
**Standard:** Attempt to create with language at the sentence level.
- 29** **Topic:** The World of the Child: Third Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple academic topics.
- 30** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 31** **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 32** **Topic:** The World of the Child: Third Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or focus on grammatical drill.

## Strand: Japanese Third Grade

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- 1** **Topic:** The World of the Child: Third Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Third Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3** **Topic:** The World of the Child: Third Grade  
**Standard:** Read to find needed information.

- 4**     **Topic:** The World of the Child: Third Grade  
**Standard:** Write using sentences or clusters of language.
- 5**     **Topic:** The World of the Child: Third Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**     **Topic:** The World of the Child: Third Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7**     **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8**     **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to self-edit for a variety of purposes.
- 9**     **Topic:** The World of the Child: Third Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 10**    **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, research reports for a variety of audiences.
- 11**    **Topic:** The World of the Child: Third Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12**    **Topic:** The World of the Child: Third Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 13**    **Topic:** The World of the Child: Third Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14**    **Topic:** The World of the Child: Third Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15**    **Topic:** The World of the Child: Third Grade  
**Standard:** Follow and begin to give complex instructions.
- 16**    **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17**    **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
- 18**    **Topic:** The World of the Child: Third Grade  
**Standard:** Identify geographic areas where the target language is spoken.
- 19**    **Topic:** The World of the Child: Third Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20**    **Topic:** The World of the Child: Third Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21**    **Topic:** The World of the Child: Third Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 22**    **Topic:** The World of the Child: Third Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 23**    **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 24**    **Topic:** The World of the Child: Third Grade  
**Standard:** Maintain simple conversations in the present tense on a variety of familiar topics.

- 25** **Topic:** The World of the Child: Third Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 26** **Topic:** The World of the Child: Third Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 27** **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to identify professions where second language proficiency is useful.
- 28** **Topic:** The World of the Child: Third Grade  
**Standard:** Attempt to create with language at the sentence level.
- 29** **Topic:** The World of the Child: Third Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple academic topics.
- 30** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 31** **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 32** **Topic:** The World of the Child: Third Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or focus on grammatical drill.

## Strand: Korean Third Grade

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- 1** **Topic:** The World of the Child: Third Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Third Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3** **Topic:** The World of the Child: Third Grade  
**Standard:** Read to find needed information.
- 4** **Topic:** The World of the Child: Third Grade  
**Standard:** Write using sentences or clusters of language.
- 5** **Topic:** The World of the Child: Third Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6** **Topic:** The World of the Child: Third Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8** **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to self-edit for a variety of purposes.
- 9** **Topic:** The World of the Child: Third Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 10** **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, research reports for a variety of audiences.
- 11** **Topic:** The World of the Child: Third Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12** **Topic:** The World of the Child: Third Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.



- 13** **Topic:** The World of the Child: Third Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14** **Topic:** The World of the Child: Third Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15** **Topic:** The World of the Child: Third Grade  
**Standard:** Follow and begin to give complex instructions.
- 16** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17** **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
- 18** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify geographic areas where the target language is spoken.
- 19** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 22** **Topic:** The World of the Child: Third Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 23** **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 24** **Topic:** The World of the Child: Third Grade  
**Standard:** Maintain simple conversations in the present tense on a variety of familiar topics.
- 25** **Topic:** The World of the Child: Third Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 26** **Topic:** The World of the Child: Third Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 27** **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to identify professions where second language proficiency is useful.
- 28** **Topic:** The World of the Child: Third Grade  
**Standard:** Attempt to create with language at the sentence level.
- 29** **Topic:** The World of the Child: Third Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple academic topics.
- 30** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 31** **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 32** **Topic:** The World of the Child: Third Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or focus on grammatical drill.

## Strand: Latin Third Grade

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- 1**     **Topic:** The World of the Child: Third Grade  
**Standard:** Read for enjoyment using the second language.
- 2**     **Topic:** The World of the Child: Third Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3**     **Topic:** The World of the Child: Third Grade  
**Standard:** Read to find needed information.
- 4**     **Topic:** The World of the Child: Third Grade  
**Standard:** Write using sentences or clusters of language.
- 5**     **Topic:** The World of the Child: Third Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**     **Topic:** The World of the Child: Third Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7**     **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8**     **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to self-edit for a variety of purposes.
- 9**     **Topic:** The World of the Child: Third Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 10**    **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, research reports for a variety of audiences.
- 11**    **Topic:** The World of the Child: Third Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12**    **Topic:** The World of the Child: Third Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 13**    **Topic:** The World of the Child: Third Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14**    **Topic:** The World of the Child: Third Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15**    **Topic:** The World of the Child: Third Grade  
**Standard:** Follow and begin to give complex instructions.
- 16**    **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17**    **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
- 18**    **Topic:** The World of the Child: Third Grade  
**Standard:** Identify geographic areas where the target language is spoken.
- 19**    **Topic:** The World of the Child: Third Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20**    **Topic:** The World of the Child: Third Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

- 21** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 22** **Topic:** The World of the Child: Third Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 23** **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 24** **Topic:** The World of the Child: Third Grade  
**Standard:** Maintain simple conversations in the present tense on a variety of familiar topics.
- 25** **Topic:** The World of the Child: Third Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 26** **Topic:** The World of the Child: Third Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 27** **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to identify professions where second language proficiency is useful.
- 28** **Topic:** The World of the Child: Third Grade  
**Standard:** Attempt to create with language at the sentence level.
- 29** **Topic:** The World of the Child: Third Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple academic topics.
- 30** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 31** **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 32** **Topic:** The World of the Child: Third Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or focus on grammatical drill.

## Strand: Portuguese Third Grade

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- 1** **Topic:** The World of the Child: Third Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Third Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3** **Topic:** The World of the Child: Third Grade  
**Standard:** Read to find needed information.
- 4** **Topic:** The World of the Child: Third Grade  
**Standard:** Write using sentences or clusters of language.
- 5** **Topic:** The World of the Child: Third Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6** **Topic:** The World of the Child: Third Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.

- 8** **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to self-edit for a variety of purposes.
- 9** **Topic:** The World of the Child: Third Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 10** **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, research reports for a variety of audiences.
- 11** **Topic:** The World of the Child: Third Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12** **Topic:** The World of the Child: Third Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 13** **Topic:** The World of the Child: Third Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14** **Topic:** The World of the Child: Third Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15** **Topic:** The World of the Child: Third Grade  
**Standard:** Follow and begin to give complex instructions.
- 16** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17** **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
- 18** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify geographic areas where the target language is spoken.
- 19** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 22** **Topic:** The World of the Child: Third Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 23** **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 24** **Topic:** The World of the Child: Third Grade  
**Standard:** Maintain simple conversations in the present tense on a variety of familiar topics.
- 25** **Topic:** The World of the Child: Third Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 26** **Topic:** The World of the Child: Third Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 27** **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to identify professions where second language proficiency is useful.
- 28** **Topic:** The World of the Child: Third Grade  
**Standard:** Attempt to create with language at the sentence level.

- 29** **Topic:** The World of the Child: Third Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple academic topics.
- 30** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 31** **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 32** **Topic:** The World of the Child: Third Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or focus on grammatical drill.

## Strand: Russian Third Grade

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- 1** **Topic:** The World of the Child: Third Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Third Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3** **Topic:** The World of the Child: Third Grade  
**Standard:** Read to find needed information.
- 4** **Topic:** The World of the Child: Third Grade  
**Standard:** Write using sentences or clusters of language.
- 5** **Topic:** The World of the Child: Third Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6** **Topic:** The World of the Child: Third Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8** **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to self-edit for a variety of purposes.
- 9** **Topic:** The World of the Child: Third Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 10** **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, research reports for a variety of audiences.
- 11** **Topic:** The World of the Child: Third Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12** **Topic:** The World of the Child: Third Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 13** **Topic:** The World of the Child: Third Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14** **Topic:** The World of the Child: Third Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15** **Topic:** The World of the Child: Third Grade  
**Standard:** Follow and begin to give complex instructions.
- 16** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

- 17** **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
- 18** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify geographic areas where the target language is spoken.
- 19** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 22** **Topic:** The World of the Child: Third Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 23** **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 24** **Topic:** The World of the Child: Third Grade  
**Standard:** Maintain simple conversations in the present tense on a variety of familiar topics.
- 25** **Topic:** The World of the Child: Third Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 26** **Topic:** The World of the Child: Third Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 27** **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to identify professions where second language proficiency is useful.
- 28** **Topic:** The World of the Child: Third Grade  
**Standard:** Attempt to create with language at the sentence level.
- 29** **Topic:** The World of the Child: Third Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple academic topics.
- 30** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 31** **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 32** **Topic:** The World of the Child: Third Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or focus on grammatical drill.

## Strand: Spanish Third Grade

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- 1** **Topic:** The World of the Child: Third Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Third Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3** **Topic:** The World of the Child: Third Grade  
**Standard:** Read to find needed information.

- 4**     **Topic:** The World of the Child: Third Grade  
**Standard:** Write using sentences or clusters of language.
- 5**     **Topic:** The World of the Child: Third Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**     **Topic:** The World of the Child: Third Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7**     **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8**     **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to self-edit for a variety of purposes.
- 9**     **Topic:** The World of the Child: Third Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 10**    **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, research reports for a variety of audiences.
- 11**    **Topic:** The World of the Child: Third Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12**    **Topic:** The World of the Child: Third Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 13**    **Topic:** The World of the Child: Third Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14**    **Topic:** The World of the Child: Third Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15**    **Topic:** The World of the Child: Third Grade  
**Standard:** Follow and begin to give complex instructions.
- 16**    **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17**    **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
- 18**    **Topic:** The World of the Child: Third Grade  
**Standard:** Identify geographic areas where the target language is spoken.
- 19**    **Topic:** The World of the Child: Third Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20**    **Topic:** The World of the Child: Third Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21**    **Topic:** The World of the Child: Third Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 22**    **Topic:** The World of the Child: Third Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 23**    **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 24**    **Topic:** The World of the Child: Third Grade  
**Standard:** Maintain simple conversations in the present tense on a variety of familiar topics.

- 25** **Topic:** The World of the Child: Third Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 26** **Topic:** The World of the Child: Third Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 27** **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to identify professions where second language proficiency is useful.
- 28** **Topic:** The World of the Child: Third Grade  
**Standard:** Attempt to create with language at the sentence level.
- 29** **Topic:** The World of the Child: Third Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple academic topics.
- 30** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 31** **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 32** **Topic:** The World of the Child: Third Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or focus on grammatical drill.

## Strand: Swahili Third Grade

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- 1** **Topic:** The World of the Child: Third Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Third Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3** **Topic:** The World of the Child: Third Grade  
**Standard:** Read to find needed information.
- 4** **Topic:** The World of the Child: Third Grade  
**Standard:** Write using sentences or clusters of language.
- 5** **Topic:** The World of the Child: Third Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6** **Topic:** The World of the Child: Third Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8** **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to self-edit for a variety of purposes.
- 9** **Topic:** The World of the Child: Third Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 10** **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, research reports for a variety of audiences.
- 11** **Topic:** The World of the Child: Third Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12** **Topic:** The World of the Child: Third Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.



- 13** **Topic:** The World of the Child: Third Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14** **Topic:** The World of the Child: Third Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15** **Topic:** The World of the Child: Third Grade  
**Standard:** Follow and begin to give complex instructions.
- 16** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17** **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
- 18** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify geographic areas where the target language is spoken.
- 19** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21** **Topic:** The World of the Child: Third Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 22** **Topic:** The World of the Child: Third Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 23** **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 24** **Topic:** The World of the Child: Third Grade  
**Standard:** Maintain simple conversations in the present tense on a variety of familiar topics.
- 25** **Topic:** The World of the Child: Third Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 26** **Topic:** The World of the Child: Third Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 27** **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to identify professions where second language proficiency is useful.
- 28** **Topic:** The World of the Child: Third Grade  
**Standard:** Attempt to create with language at the sentence level.
- 29** **Topic:** The World of the Child: Third Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple academic topics.
- 30** **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 31** **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 32** **Topic:** The World of the Child: Third Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or focus on grammatical drill.

Browse **Quality Core Curriculum Standards by subject****Subject: Foreign Language****Grade: 4**Strand: Arabic Fourth Grade

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- 1**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read for enjoyment using the second language.
- 2**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read to find needed information.
- 4**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write using sentences or clusters of language.
- 5**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to self- or peer-edit for a variety of purposes.
- 9**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 10**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
- 11**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 13**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Follow and give complex instructions.
- 16**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

- 17** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize the target language when spoken in a variety of dialects and respond with efforts to communicate.
- 18** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identifies geographic areas where the target language is spoken.
- 19** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.
- 22** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 23** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 24** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 25** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 27** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify work-related applications of language proficiency.
- 29** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
- 30** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
- 31** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 32** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Chinese Fourth Grade

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- 1** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

- 3**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read to find needed information.
- 4**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write using sentences or clusters of language.
- 5**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to self- or peer-edit for a variety of purposes.
- 9**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 10**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
- 11**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 13**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Follow and give complex instructions.
- 16**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize the target language when spoken in a variety of dialects and respond with efforts to communicate.
- 18**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identifies geographic areas where the target language is spoken.
- 19**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.
- 22**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 23**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

- 24** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 25** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 27** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify work-related applications of language proficiency.
- 29** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
- 30** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
- 31** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 32** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: French Fourth Grade

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- 1** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read to find needed information.
- 4** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write using sentences or clusters of language.
- 5** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to self- or peer-edit for a variety of purposes.
- 9** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.

- 10**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
- 11**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 13**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Follow and give complex instructions.
- 16**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize the target language when spoken in a variety of dialects and respond with efforts to communicate.
- 18**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identifies geographic areas where the target language is spoken.
- 19**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.
- 22**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 23**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 24**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 25**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 27**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify work-related applications of language proficiency.
- 29**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
- 30**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.

- 31** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 32** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: German Fourth Grade

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- 1** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read to find needed information.
- 4** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write using sentences or clusters of language.
- 5** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to self- or peer-edit for a variety of purposes.
- 9** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 10** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
- 11** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 13** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Follow and give complex instructions.
- 16** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

- 17** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize the target language when spoken in a variety of dialects and respond with efforts to communicate.
- 18** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identifies geographic areas where the target language is spoken.
- 19** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.
- 22** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 23** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 24** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 25** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 27** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify work-related applications of language proficiency.
- 29** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
- 30** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
- 31** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 32** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Hebrew Fourth Grade

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- 1** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.



- 3**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read to find needed information.
- 4**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write using sentences or clusters of language.
- 5**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to self- or peer-edit for a variety of purposes.
- 9**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 10**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
- 11**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 13**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Follow and give complex instructions.
- 16**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize the target language when spoken in a variety of dialects and respond with efforts to communicate.
- 18**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identifies geographic areas where the target language is spoken.
- 19**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.
- 22**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 23**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

- 24** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 25** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 27** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify work-related applications of language proficiency.
- 29** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
- 30** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
- 31** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 32** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Italian Fourth Grade

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- 1** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read to find needed information.
- 4** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write using sentences or clusters of language.
- 5** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to self- or peer-edit for a variety of purposes.
- 9** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.

- 10**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
- 11**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 13**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Follow and give complex instructions.
- 16**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize the target language when spoken in a variety of dialects and respond with efforts to communicate.
- 18**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identifies geographic areas where the target language is spoken.
- 19**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.
- 22**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 23**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 24**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 25**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 27**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify work-related applications of language proficiency.
- 29**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
- 30**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.

- 31** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 32** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Japanese Fourth Grade

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- 1** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read to find needed information.
- 4** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write using sentences or clusters of language.
- 5** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to self- or peer-edit for a variety of purposes.
- 9** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 10** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
- 11** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 13** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Follow and give complex instructions.
- 16** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

- 17** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize the target language when spoken in a variety of dialects and respond with efforts to communicate.
- 18** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identifies geographic areas where the target language is spoken.
- 19** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.
- 22** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 23** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 24** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 25** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 27** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify work-related applications of language proficiency.
- 29** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
- 30** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
- 31** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 32** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Korean Fourth Grade

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- 1** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

- 3**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read to find needed information.
- 4**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write using sentences or clusters of language.
- 5**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to self- or peer-edit for a variety of purposes.
- 9**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 10**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
- 11**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 13**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Follow and give complex instructions.
- 16**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize the target language when spoken in a variety of dialects and respond with efforts to communicate.
- 18**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identifies geographic areas where the target language is spoken.
- 19**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.
- 22**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 23**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

- 24** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 25** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 27** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify work-related applications of language proficiency.
- 29** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
- 30** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
- 31** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 32** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Latin Fourth Grade

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- 1** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read to find needed information.
- 4** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write using sentences or clusters of language.
- 5** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to self- or peer-edit for a variety of purposes.
- 9** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.

- 10** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
- 11** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 13** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Follow and give complex instructions.
- 16** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize the target language when spoken in a variety of dialects and respond with efforts to communicate.
- 18** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identifies geographic areas where the target language is spoken.
- 19** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.
- 22** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 23** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 24** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 25** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 27** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify work-related applications of language proficiency.
- 29** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
- 30** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.



- 31** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 32** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Portuguese Fourth Grade

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- 1** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read to find needed information.
- 4** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write using sentences or clusters of language.
- 5** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to self- or peer-edit for a variety of purposes.
- 9** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 10** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
- 11** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 13** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Follow and give complex instructions.
- 16** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

- 17** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize the target language when spoken in a variety of dialects and respond with efforts to communicate.
- 18** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identifies geographic areas where the target language is spoken.
- 19** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.
- 22** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 23** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 24** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 25** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 27** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify work-related applications of language proficiency.
- 29** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
- 30** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
- 31** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 32** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Russian Fourth Grade

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- 1** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read for enjoyment using the second language.

- 2**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read to find needed information.
- 4**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write using sentences or clusters of language.
- 5**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to self- or peer-edit for a variety of purposes.
- 9**     **Topic:** The World of the Child: Fourth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 10**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
- 11**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 13**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Follow and give complex instructions.
- 16**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize the target language when spoken in a variety of dialects and respond with efforts to communicate.
- 18**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identifies geographic areas where the target language is spoken.
- 19**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21**    **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.

- 22** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 23** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 24** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 25** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 27** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify work-related applications of language proficiency.
- 29** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
- 30** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
- 31** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 32** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Spanish Fourth Grade

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- 1** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read to find needed information.
- 4** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write using sentences or clusters of language.
- 5** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.

- 8** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to self- or peer-edit for a variety of purposes.
- 9** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 10** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
- 11** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 13** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Follow and give complex instructions.
- 16** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize the target language when spoken in a variety of dialects and respond with efforts to communicate.
- 18** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identifies geographic areas where the target language is spoken.
- 19** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.
- 22** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 23** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 24** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 25** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 27** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify work-related applications of language proficiency.

- 29** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
- 30** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
- 31** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 32** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Swahili Fourth Grade

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- 1** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read to find needed information.
- 4** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write using sentences or clusters of language.
- 5** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to self- or peer-edit for a variety of purposes.
- 9** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
- 10** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
- 11** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.
- 13** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.
- 14** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Follow and give complex instructions.

- 16** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize the target language when spoken in a variety of dialects and respond with efforts to communicate.
- 18** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identifies geographic areas where the target language is spoken.
- 19** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.
- 22** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 23** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 24** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 25** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.
- 27** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify work-related applications of language proficiency.
- 29** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
- 30** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
- 31** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.
- 32** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33** **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

Browse **Quality Core Curriculum Standards by subject****Subject: Foreign Language****Grade: 5**Strand: Arabic Fifth Grade

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- 1**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read for enjoyment using the second language.
- 2**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read to find needed information.
- 4**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write using sentences or clusters of language.
- 5**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin self- or peer-editing for a variety of purposes.
- 9**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage
- 10**    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
- 11**    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12**    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 13**    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Provides information and responds to requests from teachers and other language speakers.
- 14**    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15**    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Follow and give complex instructions.



- 16** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.
- 18** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify geographic areas where the target language is spoken.
- 19** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target language.
- 22** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 23** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 24** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 25** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.
- 27** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify work-related applications of language proficiency.
- 29** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
- 30** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
- 31** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.
- 32** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Chinese Fifth Grade

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- 1**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read for enjoyment using the second language.
- 2**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read to find needed information.
- 4**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write using sentences or clusters of language.
- 5**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin self- or peer-editing for a variety of purposes.
- 9**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage
- 10**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
- 11**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 13**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Provides information and responds to requests from teachers and other language speakers.
- 14**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Follow and give complex instructions.
- 16**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.
- 18**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify geographic areas where the target language is spoken.

- 19** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target language.
- 22** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 23** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 24** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 25** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.
- 27** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify work-related applications of language proficiency.
- 29** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
- 30** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
- 31** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.
- 32** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: French Fifth Grade

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- 1** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read for enjoyment using the second language.

- 2**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read to find needed information.
- 4**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write using sentences or clusters of language.
- 5**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin self- or peer-editing for a variety of purposes.
- 9**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage
- 10**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
- 11**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 13**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Provides information and responds to requests from teachers and other language speakers.
- 14**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Follow and give complex instructions.
- 16**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.
- 18**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify geographic areas where the target language is spoken.
- 19**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

- 21** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target language.
- 22** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 23** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 24** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 25** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.
- 27** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify work-related applications of language proficiency.
- 29** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
- 30** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
- 31** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.
- 32** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: German Fifth Grade

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- 1** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read to find needed information.

- 4     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write using sentences or clusters of language.
- 5     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin self- or peer-editing for a variety of purposes.
- 9     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage
- 10    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
- 11    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 13    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Provides information and responds to requests from teachers and other language speakers.
- 14    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Follow and give complex instructions.
- 16    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.
- 18    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify geographic areas where the target language is spoken.
- 19    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target language.
- 22    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.

- 23** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 24** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 25** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.
- 27** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify work-related applications of language proficiency.
- 29** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
- 30** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
- 31** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.
- 32** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Hebrew Fifth Grade

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- 1** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read to find needed information.
- 4** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write using sentences or clusters of language.
- 5** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.

- 7 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin self- or peer-editing for a variety of purposes.
- 9 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage
- 10 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
- 11 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 13 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Provides information and responds to requests from teachers and other language speakers.
- 14 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Follow and give complex instructions.
- 16 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.
- 18 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify geographic areas where the target language is spoken.
- 19 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target language.
- 22 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 23 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 24 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.



- 25 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.
- 27 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify work-related applications of language proficiency.
- 29 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
- 30 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
- 31 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.
- 32 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Italian Fifth Grade

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- 1 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read for enjoyment using the second language.
- 2 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read to find needed information.
- 4 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write using sentences or clusters of language.
- 5 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin self- or peer-editing for a variety of purposes.

- 9 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage
- 10 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
- 11 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 13 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Provides information and responds to requests from teachers and other language speakers.
- 14 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Follow and give complex instructions.
- 16 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.
- 18 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify geographic areas where the target language is spoken.
- 19 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target language.
- 22 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 23 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 24 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 25 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.

- 27 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify work-related applications of language proficiency.
- 29 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
- 30 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
- 31 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.
- 32 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Japanese Fifth Grade

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- 1 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read for enjoyment using the second language.
- 2 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read to find needed information.
- 4 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write using sentences or clusters of language.
- 5 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin self- or peer-editing for a variety of purposes.
- 9 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage
- 10 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.

- 11** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 13** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Provides information and responds to requests from teachers and other language speakers.
- 14** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Follow and give complex instructions.
- 16** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.
- 18** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify geographic areas where the target language is spoken.
- 19** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target language.
- 22** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 23** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 24** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 25** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.
- 27** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify work-related applications of language proficiency.

- 29**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
- 30**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
- 31**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.
- 32**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Korean Fifth Grade

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- 1**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read for enjoyment using the second language.
- 2**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read to find needed information.
- 4**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write using sentences or clusters of language.
- 5**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin self- or peer-editing for a variety of purposes.
- 9**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage
- 10**    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
- 11**    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.

- 12** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 13** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Provides information and responds to requests from teachers and other language speakers.
- 14** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Follow and give complex instructions.
- 16** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.
- 18** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify geographic areas where the target language is spoken.
- 19** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target language.
- 22** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 23** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 24** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 25** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.
- 27** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify work-related applications of language proficiency.
- 29** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.

- 30** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
- 31** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.
- 32** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Latin Fifth Grade

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- 1** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read to find needed information.
- 4** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write using sentences or clusters of language.
- 5** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin self- or peer-editing for a variety of purposes.
- 9** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage
- 10** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
- 11** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 13** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Provides information and responds to requests from teachers and other language speakers.

- 14** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Follow and give complex instructions.
- 16** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.
- 18** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify geographic areas where the target language is spoken.
- 19** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target language.
- 22** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 23** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 24** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 25** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.
- 27** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify work-related applications of language proficiency.
- 29** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
- 30** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
- 31** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.



- 32**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Portuguese Fifth Grade

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- 1**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read for enjoyment using the second language.
- 2**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read to find needed information.
- 4**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write using sentences or clusters of language.
- 5**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin self- or peer-editing for a variety of purposes.
- 9**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage
- 10**    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
- 11**    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12**    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 13**    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Provides information and responds to requests from teachers and other language speakers.
- 14**    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15**    **Topic:** The World of the Child: Fifth Grade  
**Standard:** Follow and give complex instructions.

- 16** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.
- 18** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify geographic areas where the target language is spoken.
- 19** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target language.
- 22** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 23** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 24** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 25** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.
- 27** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify work-related applications of language proficiency.
- 29** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
- 30** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
- 31** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.
- 32** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Russian Fifth Grade

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- 1**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read for enjoyment using the second language.
- 2**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read to find needed information.
- 4**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write using sentences or clusters of language.
- 5**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin self- or peer-editing for a variety of purposes.
- 9**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage
- 10**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
- 11**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 13**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Provides information and responds to requests from teachers and other language speakers.
- 14**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Follow and give complex instructions.
- 16**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.
- 18**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify geographic areas where the target language is spoken.

- 19** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target language.
- 22** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 23** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 24** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 25** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.
- 27** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify work-related applications of language proficiency.
- 29** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
- 30** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
- 31** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.
- 32** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Spanish Fifth Grade

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- 1** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read for enjoyment using the second language.

- 2**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
- 3**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read to find needed information.
- 4**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write using sentences or clusters of language.
- 5**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin self- or peer-editing for a variety of purposes.
- 9**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage
- 10**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
- 11**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 13**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Provides information and responds to requests from teachers and other language speakers.
- 14**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Follow and give complex instructions.
- 16**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.
- 18**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify geographic areas where the target language is spoken.
- 19**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

- 20** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target language.
- 22** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 23** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 24** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 25** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.
- 27** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify work-related applications of language proficiency.
- 29** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
- 30** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
- 31** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.
- 32** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

## Strand: Swahili Fifth Grade

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- 1** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read for enjoyment using the second language.
- 2** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

- 3**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read to find needed information.
- 4**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write using sentences or clusters of language.
- 5**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.
- 6**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
- 7**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.
- 8**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin self- or peer-editing for a variety of purposes.
- 9**      **Topic:** The World of the Child: Fifth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage
- 10**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
- 11**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.
- 12**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
- 13**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Provides information and responds to requests from teachers and other language speakers.
- 14**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.
- 15**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Follow and give complex instructions.
- 16**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
- 17**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.
- 18**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify geographic areas where the target language is spoken.
- 19**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
- 20**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
- 21**     **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target language.

- 22** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
- 23** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
- 24** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
- 25** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense
- 26** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.
- 27** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.
- 28** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify work-related applications of language proficiency.
- 29** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
- 30** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
- 31** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.
- 32** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
- 33** **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.