Georgia Performance Standards for Modern Languages - Grade 3

(Five-Day Model)

Course Description

The Grade 3 language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have some prior knowledge of the language and culture from previous years. Newcomers to the program will benefit from additional support and exposure.

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

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

By the end of Grade 3, students will exhibit Junior Novice-Mid to Junior Novice-High level proficiency on the COPE-SOPA Rating Scale (see page 56).

Student Profile (Grade 3)

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

FROM THE CENTER FOR APPLIED LINGUISTICS ORAL PROFICIENCY EXAM AND STUDENT ORAL PROFICIENCY ASSESSMENT RATING SCALE (COPE/SOPA-RS)

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

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

Junior Novice-High
Student understands simple questions, statements, and commands in familiar topic areas and some new sentences with strong contextual support. Student may require repetition, slower speech, or rephrasing.
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Oral Fluency (Junior Novice-Mid to Junior Novice-High)

Junior Novice-Mid
Student uses phrases of two or more words, and/or memorized phrases or sentences (e.g., My name is..., I don’t know) in predictable topic areas. Student may attempt to create sentences, but is not successful. Long pauses are common.

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

Grammar (Speaking) (Junior Novice-Mid to Junior Novice-High)

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

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

Vocabulary (Speaking) (Junior Novice-Mid to Junior Novice-High)

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

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

The COPE/SOPA Rating Scale is based on the ACTFL Proficiency Guidelines. American Council on the Teaching of Foreign Languages (1986, 1999). The COPE/SOPA Rating Scale has been adapted for use in this document with permission from Center for Applied Linguistics. The complete scale can be found on page 56 of this document. Contact Lynn Thompson at lthompson@cal.org for more information on the COPE/SOPA Rating Scale.
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Student Profile (Grade 3)
FROM THE NATIONAL COUNCIL OF STATE SUPERVISORS FOR LANGUAGES
LINGUAFOLIO SELF-ASSESSMENT GRID

Interpersonal Communication (Novice-Mid to Novice-High)

Novice-Mid
Student can interact with help using memorized words and phrases and can answer simple questions on very familiar topics.

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

Interpretive Communication, Listening (Novice-Mid to Novice-High)

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

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

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

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

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

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

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

Novice-High
Student can use a series of phrases and sentences to provide basic information about familiar topics.
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Presentational Communication, Writing (Novice-Mid to Novice-High)

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

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

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

I. Communication

**Interpersonal Mode of Communication (IP)**

MLE3.IP1 Students exchange simple spoken language in the target language, utilizing cultural references where appropriate.

Students:

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

MLE3.IP2 Students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.

Students:

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

**Interpretive Mode of Communication (INT)**

MLE3.INT1 Students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc.

Students:

A. identify main ideas and some details when reading and listening.
B. comprehend simple, culturally authentic announcements and/or messages.
C. understand simple instructions, such as classroom procedures.
D. demonstrate proficiency in listening and reading comprehension.
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MLE3.INT2 Students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.

Students:

A. differentiate among statements, questions and exclamations.
B. recognize basic gestures, body language, and intonation that clarify a message.

Presentational Mode of Communication (P)

MLE3.P1 Students present brief material orally in the target language. Students:

A. present songs, poems, dialogues skits etc…
B. share information and give brief descriptions on a variety of topics such as self, family, school and leisure activities.

MLE3.P2 Students demonstrate writing skills in the target language.

Students:

A. write simple sentences about familiar topics and experiences.
B. label pictures, write captions and create storyboards.

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

MLE3.CU1 Students demonstrate an awareness of perspectives, practices, and products of the cultures where the target language is spoken. Students:

A. demonstrate knowledge of typical practices and products of target cultures.
B. participate in culturally-authentic simulations.
C. identify selected symbols and landmarks of target cultures.
D. identify significant people from the target language cultures.
E. identify similarities and differences among a variety of cultures.
III. Connections, Comparisons, and Communities (CCC)

MLE3.CCC1 Students make links between the target language and other subjects. Students:

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

MLE3.CCC2 Students demonstrate an understanding of the significance of culture through comparisons between the cultures studied and their own. Students:

A. identify age-appropriate patterns of cultural behavior and interaction.
B. compare cultural products, practices and perspectives.

MLE3.CCC3 Students demonstrate an understanding of basic similarities and differences among languages. Students:

A. compare patterns of spoken communication such as intonation and pronunciation.
B. compare patterns of written communication such as punctuation and capitalization.

MLE3.CCC4 Students demonstrate an awareness of where they can encounter the target language and cultures virtually or in real-life. Students:

A. document encounters with the target language beyond the classroom setting.
B. document encounters with the target cultures beyond the classroom setting.
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**Modern Languages Grade 3: Summary of Skills Developed**

The following list is intended to guide instruction and to assist teachers with their planning by providing a one-page reference to the elements described in the Georgia Performance Standards for Modern Languages, Grade 3. It is important to remember that typical Grade 3 students will exhibit varying levels of proficiency.

**Skills Developed in Grade 3**

- **The students:**
  - MLE3.IP1A Use basic greetings, farewells, and expressions of courtesy, in oral form.
  - MLE3.IP1B Express likes, dislikes, agreement and disagreement.
  - MLE3.IP1C Make simple requests.
  - MLE3.IP1D Ask for clarification.
  - MLE3.IP1E Give simple descriptions.
  - MLE3.IP1F Comprehend basic directions.
  - MLE3.IP1G Provide responses based on topics such as self, family, school, etc.
  - MLE3.IP1H Ask rehearsed questions on familiar topics.
  - MLE3.IP1I Use sequenced information, such as the alphabet, days of the week, months, seasons, numbers 0-100 in context.
  - MLE3.IP2A Initiate, participate in, and close a brief oral exchange.
  - MLE3.IP2B Use formal and informal forms of address.
  - MLE3.IP2C Demonstrate proficiency in oral exchanges with respect to proper pronunciation and intonation.
  - MLE3.INT1A Identify the main ideas and some details when reading and listening.
  - MLE3.INT1B Comprehend simple, culturally authentic announcements and/or messages.
  - MLE3.INT1C Understand simple instructions such as classroom procedures.
  - MLE3.INT1D Demonstrate proficiency in listening and reading comprehension.
  - MLE3.INT2A Differentiate among statements, questions, and exclamations.
  - MLE3.INT2B Recognize basic gestures, body language, and intonation that clarify a message.
  - MLE3.P1A Present songs, poems, dialogues, skits, etc…
  - MLE3.P1B Share information and give brief descriptions on a variety of topics such as self, family, school and leisure activities.
  - MLE3.P2A Write simple sentences about familiar topics and experiences.
  - MLE3.P2B Label pictures, write captions and create storyboards.
  - MLE3.CU1A Demonstrate knowledge of typical practices and products of target cultures.
  - MLE3.CU1B Participate in culturally authentic simulations.
  - MLE3.CU1C Identify selected symbols and landmarks of target cultures.
  - MLE3.CU1D Identify significant people from the target language cultures.
  - MLE3.CU1E Identify similarities and differences among a variety of cultures.
  - MLE3.CCC1A Connect skills learned in the target language with other subjects.
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<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLE3.CCC1B</td>
<td>Connect skills learned in other subjects with skills learned in the target</td>
</tr>
<tr>
<td></td>
<td>language</td>
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<tr>
<td>MLE3.CCC2A</td>
<td>Identify age-appropriate patterns of cultural behavior and interaction.</td>
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<tr>
<td>MLE3.CCC2B</td>
<td>Compare cultural products, practices and perspectives.</td>
</tr>
<tr>
<td>MLE3.CCC3A</td>
<td>Compare patterns of spoken communication such as intonation and pronunciation</td>
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<tr>
<td>MLE3.CCC3B</td>
<td>Compare patterns of written communication such as punctuation and</td>
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<td>capitalization</td>
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<tr>
<td>MLE3.CCC4A</td>
<td>Document encounters with the target culture beyond the classroom setting.</td>
</tr>
<tr>
<td>MLE3.CCC4B</td>
<td>Document encounters with the target cultures beyond the classroom setting.</td>
</tr>
</tbody>
</table>
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Modern Languages Grade 3: Suggested Topics

The following topics are strongly suggested for the Grade 3 course. These topics should be combined into coherent thematic units and taught in context. The GPS for Modern Languages encourage language taught in communicative context and discourage language taught in isolation.

- Animals
- Celebrations/Holidays
- Clothes
- Community/People and Places
- Customs and Etiquette
- Family and Friends
- Foods, Meals
- School and Classroom Routine
- Self
- Solar System
- Sports and Leisure

Topics to Recycle

<table>
<thead>
<tr>
<th>Celebrations</th>
<th>Geography</th>
<th>Parts of the Body</th>
<th>Transportation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothes</td>
<td>Homes</td>
<td>Plants and Animals</td>
<td>Time and Calendar</td>
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<tr>
<td>Colors</td>
<td>Numbers</td>
<td>Shapes and Sizes</td>
<td>Weather and</td>
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<td>Seasons</td>
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<tr>
<td>Produce only isolated words (i.e., single-word responses) and greetings and polite expressions such as good morning and thank you.</td>
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<tr>
<td>In addition to isolated words, uses phrases of two or more words, and/or memorized phrases or sentences (e.g., My name is ... I don’t know) in predictable topic areas.</td>
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<tr>
<td>May attempt to create sentences, but is not successful.</td>
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<tr>
<td>Long pauses are expression.</td>
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<tr>
<td>Uses memorized expressions with reasonable ease.</td>
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<td>Shows emerging signs of creating with the language to communicate ideas.</td>
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<tr>
<td>Creates some sentences successfully, but cannot sustain sentence-level speech.</td>
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<tr>
<td>Goes beyond memorized expressions to maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner.</td>
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<tr>
<td>Handles a limited number of everyday social and academic interactions.</td>
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<tr>
<td>Maintains simple sentence-level conversations. May initiate talk spontaneously without relying on questions or prompts.</td>
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<tr>
<td>Gives simple descriptions successfully.</td>
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<tr>
<td>May attempt longer, more complex sentences. Few, if any, connectors are used.</td>
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<tr>
<td>Producing simple sentences without prompting.</td>
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<tr>
<td>Handles family, friends, and simple stories.</td>
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<tr>
<td>Producing short, connective sentences in a familiar situation.</td>
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<tr>
<td>May use circumlocution to avoid word difficulties.</td>
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<tr>
<td>Uses formal vocabulary to convey ideas.</td>
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<tr>
<td>Grammar (Speaking)</td>
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<tr>
<td>May use greetings and polite expressions accurately.</td>
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<tr>
<td>-Lacks an awareness of grammar and syntax.</td>
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<td>Memorized expressions with verbs and other short phrases may be accurate, but inaccuracies are common.</td>
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<tr>
<td>-Does not correctly create at the sentence level with conjugated verbs.</td>
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<tr>
<td>Uses a variety of common verbs in present tense (conjugations may be inaccurate) in sentences.</td>
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<tr>
<td>Uses increasing number of verbs with variety of tenses.</td>
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<tr>
<td>Verbs are mostly correct in present tense although awareness of other verb tenses (future/past) may be evident.</td>
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<tr>
<td>-Many grammatical inaccuracies may be present.</td>
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<tr>
<td>Vocabulary (Speaking)</td>
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<tr>
<td>Uses single words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics.</td>
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<td>Frequent searches for words are common. May use native language or gestures when attempting to create with language.</td>
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<tr>
<td>Uses vocabulary centering on basic objects, places, and common kinship terms, adequate for minimally elaborating utterances in predictable topic areas.</td>
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<tr>
<td>Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them.</td>
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<tr>
<td>Has basic vocabulary for permitting discussions of a personal nature and limited academic topics. Serious gaps exist for discussing topics of general interest.</td>
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<tr>
<td>Vocabulary is primarily generic but is adequate for discussing concrete or factual topics of a personal nature, topics of general interest, and academic subjects.</td>
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<tr>
<td>Has adequate vocabulary for including detail when talking about concrete or factual topics of a personal nature, topics of general interest, and academic subjects.</td>
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<tr>
<td>Has good control of present, past, and future tenses.</td>
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<tr>
<td>-May effectively self-correct when aware of grammatical inaccuracies.</td>
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<tr>
<td>-Structure of native language is evident (e.g., literal translation).</td>
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</tr>
<tr>
<td>Vocabulary is primarily generic but is adequate for discussing concrete or factual topics of a personal nature, topics of general interest, and academic subjects.</td>
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<tr>
<td>Uses vocabulary to communicate ideas.</td>
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<tr>
<td>Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but lacks detail.</td>
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<td>-Sometimes achieves successful circumlocution when precise word is lacking.</td>
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<tr>
<td>-Uses complex grammatical structures, (e.g., if...occurred, then...might also happen).</td>
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</tr>
<tr>
<td>Uses precise vocabulary for discussing a wide variety of topics related to everyday social and academic situations.</td>
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<tr>
<td>-Lack of vocabulary rarely interrupts the flow of speech.</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ACTFL</th>
<th>NOVICE</th>
<th>INTERMEDIATE</th>
<th>ADVANCED</th>
<th>SUPERIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>I can understand a few familiar words, I can understand some everyday words, phrases and questions about me, my personal experiences and my surroundings, when people speak slowly and clearly.</td>
<td>I can understand ideas on familiar topics expressed through phrases, short sentences, and frequently used expressions. I can understand the main point in messages and announcements.</td>
<td>I can understand some extended speech on unfamiliar topics delivered through a variety of media.</td>
<td>I can understand any kind of spoken language, including most accents and dialects.</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>I can understand familiar words and short, simple phrases or sentences.</td>
<td>I can understand the main idea and some details in simple texts that contain familiar vocabulary.</td>
<td>I can understand the subtleties of texts on familiar topics and information from texts on unfamiliar topics.</td>
<td>I can comprehend with ease virtually all forms of written language.</td>
</tr>
<tr>
<td><strong>Person-to-Person Communication</strong></td>
<td>I can use single words and simple memorized phrases.</td>
<td>I can interact with help using memorized words and phrases. I can answer simple questions on very familiar topics.</td>
<td>I can express myself on a range of familiar and some unfamiliar topics. I can link ideas in extended discussions.</td>
<td>I can usually adapt my language to the situation. I can express myself with fluency, flexibility and precision on concrete and some abstract topics.</td>
</tr>
<tr>
<td><strong>Spoken Production</strong></td>
<td>I can use single words and memorized phrases to provide information about myself.</td>
<td>I can use a series of sentences to provide information about myself and my immediate surroundings.</td>
<td>I can deliver a clearly articulated presentation on personal, academic, or professional topics.</td>
<td>I can deliver a clear and fluid presentation and appropriately respond to the audience.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>I can copy some characters and words.</td>
<td>I can provide some basic information on familiar topics in lists and simple forms.</td>
<td>I can write clear, well-organized texts for a variety of audiences on concrete social and professional topics.</td>
<td>I can effectively and consistently express myself in a variety of styles for academic and professional audiences and purposes.</td>
</tr>
</tbody>
</table>

*The WIDA Proficiency Levels have been added to align with ESL classroom standards and the A, B, C designations represent approximations with the Council of Europe self-assessment grid.*

**Revised June 2008**

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

Georgia Department of Education
Kathy Cox, State Superintendent of Schools
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