Georgia Performance Standards for Modern Languages - Grade 5

(Five-Day Model)

Course Description

The Grade 5 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 substantial prior knowledge of the language and culture from previous years. Newcomers will benefit from scheduling adaptations and additional instruction.

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

Student Profile (Grade 5)

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

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

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

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

Junior Intermediate-Low
Student understands familiar and new sentence-level questions and commands in a limited number of content areas with strong contextual support for unfamiliar topics. Student follows conversation at a fairly normal rate.
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Oral Fluency (Junior Novice-High to Junior Intermediate-Low)

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

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

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

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

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

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

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

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

The COPE/SOPA Rating Scale is based on the ACTFL Proficiency Guidelines. American Council on the Teaching of Foreign Languages (1986, 1999). The COPE/SOPA Rating Scale has been adapted for use in this document with permission from Center for Applied Linguistics. The complete scale can be found on page 56 of this document. Contact Lynn Thompson at lhthompson@cal.org for more information on the COPE/SOPA Rating Scale.
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Student Profile (Grade 5)
FROM THE NATIONAL COUNCIL OF STATE SUPERVISORS FOR LANGUAGES
LINGUAFOLIO SELF-ASSESSMENT GRID

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

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

Interpretive Communication, Listening (Novice-High to Intermediate-Low)
Novice-High
Student can understand ideas on familiar topics expressed through phrases, short sentences, and frequently used expressions. Student can understand the main point in messages and announcements.

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

Interpretive Communication, Reading (Novice-High to Intermediate-Low)
Novice-High
Student can understand the main idea and some details in simple texts that contain familiar vocabulary.

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

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

Intermediate-Low
Student can connect basic sentences to provide information on familiar topics. Student can relate with information about what she or he reads, hears and sees with some detail.
Georgia Performance Standards for Modern Languages - Grade 5

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

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

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

The *LinguaFolio Self-Assessment Grid* was developed based on the *ACTFL Proficiency Guidelines*, American Council on the Teaching of Foreign Languages (1986, 1999), and the Common European Framework of Reference for Languages, Council of Europe, Language Policy Division, 2001. The *LinguaFolio Self-Assessment Grid* has been adapted for inclusion in this document with permission from National Council of State Supervisors for Languages. The complete scale can be found on page 65 of this document.
Georgia Performance Standards for Modern Languages - Grade 5

Georgia Performance Standards with Elements

I. Communication

Interpersonal Mode of Communication (IP)

MLE5.IP1 Students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.
Students:

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

MLE5.IP2 Students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.
Students:

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

Interpretive Mode of Communication (INT)

MLE5.INT1 Students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc.
Students:

A. identify main ideas and some details when reading and listening.
B. comprehend simple, culturally authentic announcements, messages, and advertisements.
C. understand simple instructions, such as classroom procedures.
D. demonstrate proficiency in listening and reading comprehension.
Georgia Performance Standards for Modern Languages - Grade 5

MLE5.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 exclamation.
B. recognize basic gestures, body language, and intonation that clarify a message.

Presentational Mode of Communication (P)

MLE5.P1 Students present material orally in the target language. Students:

A. present short narratives, songs, poems, dialogues and skits.
B. share information and give descriptions on a variety of topics such as self, family, school, community and leisure activities.
C. retell stories and events in their own words with some detail.

MLE5.P2 Students demonstrate writing skills in the target language. Students:

A. write connected narratives about familiar topics and experiences.
B. label pictures, write captions and create storyboards.
C. rewrite story events in their own words with some detail.

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

MLE5.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. describe selected symbols and landmarks of target cultures.
D. identify significant people from the target language cultures.
E. compare and contrast similarities and differences among a variety of cultures.
F. identify and research an area of interest pertaining to the target cultures.
III. Connections, Comparisons, and Communities (CCC)

MLE5.CCC1 Students make links between the target language and other subjects.
   Students:
   
   A. apply skills learned in the target language with other subjects.
   B. apply skills learned in other subjects with skills learned in the target language.

MLE5.CCC2 Students demonstrate an understanding of the significance of culture through comparisons between the cultures studied and their own.
   Students:
   
   A. describe patterns of behavior and interaction among cultures.
   B. compare and contrast cultural products, practices and perspectives.

MLE5.CCC3 Students demonstrate an understanding of basic similarities and differences among languages.
   Students:
   
   A. compare and contrast patterns of spoken communication such as intonation and register.
   B. compare and contrast patterns of written communication such as style, syntax and audience.

MLE5.CCC4 Students demonstrate an awareness of where they can encounter the target language and cultures virtually or in real-life.
   Students:
   
   A. document and describe encounters with the target language beyond the classroom setting.
   B. document and describe encounters with the target cultures beyond the classroom setting.
Georgia Performance Standards for Modern Languages - Grade 5

Modern Languages Grade 5: 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 5. It is important to remember that typical Grade 5 students will exhibit varying levels of proficiency.

Skills Developed in Grade 5

The students:

MLE5.IP1A  Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.
MLE5.IP1B  Express likes, dislikes, emotions, agreement and disagreement.
MLE5.IP1C  Make simple requests.
MLE5.IP1D  Ask for clarification.
MLE5.IP1E  Give simple descriptions.
MLE5.IP1F  Comprehend basic directions.
MLE5.IP1G  Ask questions and provide responses based on topics such as self, family, school, etc.
MLE5.IP1H  Use sequenced information, such as the alphabet, days of the week, months, and numbers 0-100 in context.
MLE45.IP2A  Initiate, participate in, and close a brief oral or written exchange.
MLE5.IP2B  Use formal and informal forms of address.
MLE5.IP2C  Demonstrate proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.
MLE5.INT1A  Identify main ideas and some details when reading and listening.
MLE5.INT1B  Comprehend simple, culturally authentic announcements, messages, and advertisements.
MLE5.INT1C  Understand simple instructions, such as classroom procedures.
MLE5.INT1D  Demonstrate proficiency in listening and reading comprehension.
MLE5.INT2A  Differentiate among statements, questions, and exclamations.
MLE5.INT2B  Recognize basic gestures, body language, and intonation that clarify a message.
MLE5.P1A  Present short narratives, songs, poems, dialogues, and skits.
MLE5.P1B  Share information and give brief descriptions on a variety of topics such as self, family, school, community and leisure activities.
MLE5.P1C  Retell stories and events in their own words.
MLE5.P2A  Write connected narratives about familiar topics and experiences.
MLE5.P2B  Label pictures, write captions and create storyboards.
MLE5.P2C  Rewrite story events in their own words with some detail.
MLE5.CU1A  Demonstrate knowledge of typical practices and products of target cultures.
MLE5.CU1B  Participate in culturally-authentic simulations.
MLE5.CU1C  Describe selected symbols and landmarks of target cultures.
Georgia Performance Standards for Modern Languages - Grade 5

MLE5.CU1D Identify significant people from the target language cultures.
MLE5.CU1E Compare and contrast similarities and differences among a variety of cultures.
MLE5.CU1F Identify and research an area of interest pertaining to the target cultures.
MLE5.CCC1A Apply skills learned in the target language with other subjects.
MLE5.CCC1B Apply skills learned in other subjects with skills learned in the target language.
MLE5.CCC2A Describe patterns of behavior and interaction among cultures.
MLE5.CCC2B Compare and contrast cultural products, practices and perspectives.
MLE5.CCC3A Compare and contrast patterns of spoken communication such as intonation and register.
MLE5.CCC3B Compare and contrast patterns of written communication such as style, syntax and audience.
MLE5.CCC4A Document and describe encounters with the target language beyond the classroom setting.
MLE5.CCC4B Document and describe encounters with the target cultures beyond the classroom setting.
Georgia Performance Standards for Modern Languages - Grade 5

Modern Languages Grade 5: Suggested Topics

The following topics are strongly suggested for the Grade 5 course. These topics should be combined into coherent thematic units and taught in context. The Georgia Performance Standards for Modern Languages encourage language taught in communicative context and discourage language taught in isolation.

Celebrations Clothes Colors

Customs and Etiquette

Family and Friends

Fairytales

Foods, Meals, and Restaurants

Jobs and Professions

Letter Writing/Email/Instant Messaging

School Memories

Self as Author

Sports and Leisure

Time

Stores and Shopping

Tourism/Travel

Topics to Recycle

Animals

Professions and Businesses

Time and Calendar

Geography

School and Classroom Routine

Parts of the Body

Self
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<td><strong>Oral Fluency</strong></td>
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<td>- Produces only isolated words (i.e., single-word responses) and/or greetings and polite expressions such as good morning and thank you.</td>
<td>- Produces only 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>
<td>- May attempt to create sentences, but is not successful. - Long pauses are expression.</td>
<td>- Uses memorized expressions with reasonable ease. - Shows emerging signs of creating with the language to communicate ideas. - Creates some sentences successfully, but cannot sustain sentence-level speech.</td>
<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. - Handles a limited number of everyday social and academic interactions.</td>
<td>- Maintains simple sentence-level conversations. May initiate talk spontaneously without relying on questions or prompts. - Gives simple descriptions successfully. - May attempt longer, more complex sentences. Few, if any, connectors are used.</td>
<td>- Initiates and sustains conversations by using language creatively. - Shows emerging evidence of paragraph-like speech with some connected sentences (e.g., then, so, that, etc.) in descriptions and simple narratives, but has no actual paragraphs with a main idea, organization, and connection.</td>
<td>- Reports facts easily. Can discuss topics of personal interest and some academic topics at the paragraph level to satisfy school and everyday requirements. - Narrates and describes smoothly in paragraphs having a main idea, organization, and a variety of sentence connectors (e.g., first, next, finally; then, when, that, although, but, therefore, so, etc.).</td>
<td>- Handles with ease and confidence concrete topics of personal and general interest and a number of academic topics. - Narrates and describes in paragraphs smoothly, including a variety of sentence connectors (e.g., first, next, finally; then, when, that, although, but, therefore, so, etc.).</td>
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<td><strong>Grammar (Speaking)</strong></td>
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<td>- May use greetings and polite expressions accurately. - Lacks an awareness of grammar and syntax.</td>
<td>- Memorizes some sentences, uses phrases in appropriate contexts, and also uses some memorized expressions on a limited number of topics. - Frequent searches for words are common. May use native language or gestures when attempting to create with language.</td>
<td>- 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.</td>
<td>- Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them. - Use of some native language is common when vocabulary is lacking.</td>
<td>- Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them. - Use of some native language is common when vocabulary is lacking.</td>
<td>- Has a broad enough vocabulary for discussing simple social and academic topics in general terms. Serious gaps exist for discussing topics of general interest. - Sometimes achieves successful circumlocution when precise word is lacking. May use native language occasionally.</td>
<td>- Vocabulary is primarily adequate for including detail when talking about concrete or factual topics of a personal nature, topics of general interest, and academic subjects. - May use circumlocution effectively. Rarely uses native language.</td>
<td>- Has adequate vocabulary for discussing a wide variety of topics related to everyday social and academic situations. - Lack of vocabulary rarely interrupts the flow of speech.</td>
<td>- Uses precise vocabulary for discussing a wide variety of topics related to everyday social and academic situations. - Confusion may occur due to socio-cultural nuances or unfamiliar topics.</td>
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<td><strong>Vocabulary (Speaking)</strong></td>
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<tr>
<td>- Uses single words, short phrases, greetings, polite expressions, and other memorized expressions in appropriate contexts. - May use greetings and polite expressions.</td>
<td>- Uses single words, short phrases, greetings, polite expressions, and other memorized expressions in predictable topic areas. - Frequent searches for words are common. May use native language or gestures when attempting to create with language.</td>
<td>- 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.</td>
<td>- Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them. - Use of some native language is common when vocabulary is lacking.</td>
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<td><strong>Listening Comprehension</strong></td>
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<td>- Recognizes single, isolated words, greetings, and polite expressions. - 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.</td>
<td>- Understands simple questions, statements, and commands in familiar topic areas, and some new sentences with strong contextual support. - May require repetition, slower speech, or rephrasing.</td>
<td>- Understands familiar and new sentence-level questions and commands in a limited number of content areas with strong contextual support for unfamiliar topics. - Carries out commands at a fairly normal rate.</td>
<td>- Understands sentence-level speech in new contexts at a normal rate of speech. Although slow-downs may be necessary for unfamiliar topics. - Carries out commands without prompting.</td>
<td>- Understands longer stretches of connected speech on a number of topics at a normal rate of speech. - Seldom has problems comprehending everyday topics. (Can request clarification verbally.)</td>
<td>- Understands main ideas and most details in connected speech on some academic topics and on topics of personal interest. - Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech. - May have difficulty with highly idiomatic speech.</td>
<td>- Understands complex academic discourse and highly idiomatic speech in conversation. - Confusion may occur due to socio-cultural nuances or unfamiliar topics.</td>
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* This feature may not appear, but if present in student speech, is acceptable at the J. Advanced-Mid level of proficiency.

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## LINGUAFOlio Self-Assessment Grid (ACTFL, WIDA, Council of Europe)

<table>
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<tr>
<th>ACTFL</th>
<th>NOVICE</th>
<th>INTERMEDIATE</th>
<th>ADVANCED</th>
<th>SUPERIOR</th>
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<td>Low</td>
<td>Mid</td>
<td>High</td>
<td>Low</td>
<td>Mid</td>
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<tr>
<td><strong>LISTENING</strong></td>
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<td>Person to Person</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 main ideas and a few details in sentences, short conversations and some forms of media.</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>
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<td>Reading</td>
<td>I can identify some words or phrases, especially those that are similar to words in my own language.</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>
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<td>Spoken production</td>
<td>I can use single words and simple memorized phrases.</td>
<td>I can connect basic sentences in order to describe experiences, events, and opinions.</td>
<td>I can deliver a clearly articulated presentation appropriate to my audience on a variety of topics.</td>
<td>I can deliver a presentation for a variety of purposes in a style appropriate to any type of audience.</td>
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<td>Writing</td>
<td>I can copy some characters and words.</td>
<td>I can write ideas in detailed narratives, descriptions or explanations on familiar and some new topics.</td>
<td>I can express myself with fluency and precision on concrete and some abstract topics.</td>
<td>I can effectively and consistently express myself in a variety of styles for academic and professional audiences and purposes.</td>
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</tbody>
</table>

*Entering Beginning Developing Expanding Bridging Reaching C1—>

*C2—Distinguished

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**Revised June 2008**

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