

# **Foreign Language in the Elementary School (F L E S) PROGRAM**

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## ***Spanish Language Framework***

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# PREFACE

The FLES Program Framework, is the product of the efforts of the supervisor, foreign language specialist and teachers from the elementary and middle school levels. The document is considered a work in progress and should continue to develop over the years. The intent of the framework is to provide guidance and support to teachers in developing the curriculum.

The framework is a statement of what students should know and be able to do. The framework is aligned with the National Standards for Foreign Language Learning, the ACTFL Performance Guidelines for K-12 Learners, and the Virginia Standards for Foreign Language Learning. The PYPIB framework was used as a resource in the development of the Glebe Spanish language.

The framework includes a vision, mission and belief statement. The program goals are consistent with the national goals and standards. The program includes performance standards, progress indicators, and suggestions for assessment. The framework reflects the contemporary view of standards-based curriculum and communicative approach.

To be able to meet the goals and objectives of the program, the presumption is that students will complete the entire 5-year program. The Glebe Spanish Language Program will articulate with the Spanish secondary program at the middle school level.

# VISION, MISSION, AND BELIEFS STATEMENT

## **Our purpose is:**

- Encourage all students to develop an openness, understanding and appreciation for other cultures;
- Begin to develop a high level of proficiency in oral and written communication through concepts and skills related to the content areas; and
- Develop students' confidence in their ability to function in another language by providing an environment that makes students feel comfortable in second language learning.

## **We believe that in today's world, the Spanish language is:**

- an increasingly important vehicle for knowledge, communication, understanding, and success in an interdependent global society;
- an essential part of a student's education;
- important in fostering cross-cultural understanding;
- a career asset, giving the student a marketable skill in the international workplace of today;
- a means to broaden students' cultural horizons and encourage a multicultural view of the world; and
- important in providing insight into the nature of language and one's own culture.

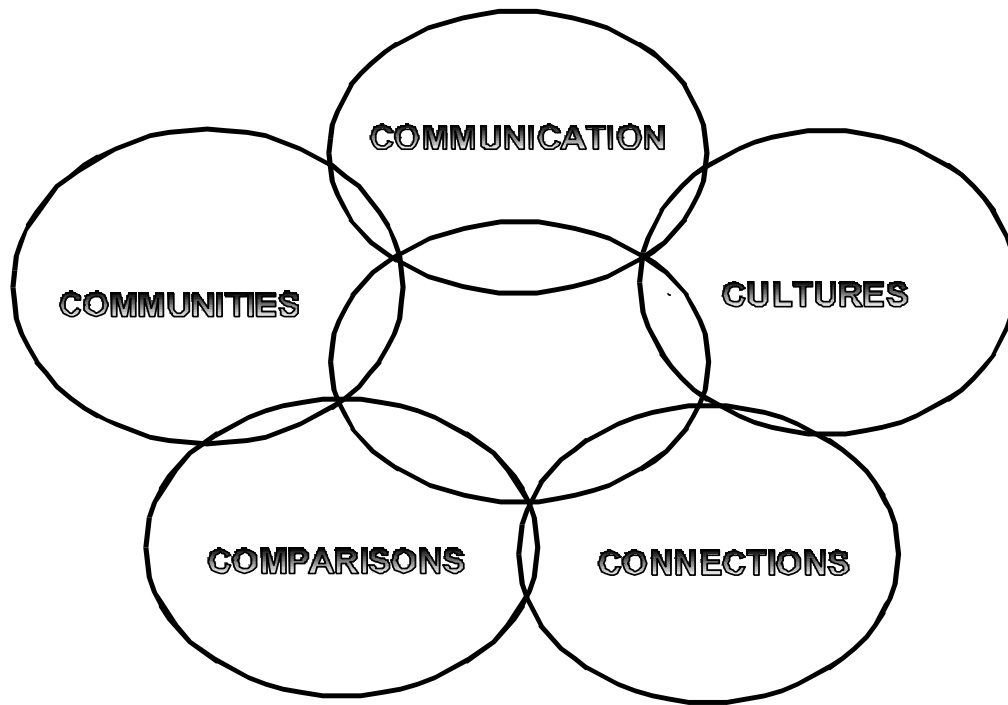
## **We believe Spanish instruction should:**

- begin at the elementary level;
- be taught in a way that is meaningful to students and relates to real-life experiences and needs;
- develop communication skills of listening, speaking, reading, and writing;
- provide opportunities for students of varied abilities, levels, learning styles, and needs to develop a second language and the ability to communicate and appreciate various groups; and ;
- provide a cooperative learning environment based on high expectations for each child.

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## ORGANIZING PRINCIPLES

The FLES Program will benefit students for whom Spanish is their first or second language. *Communication*, or communicating in Spanish may improve and/or



maintain strong family relationships, develop language proficiency, and accelerate content and language learning. Through the study of Spanish, students gain knowledge and understanding of the similarities and differences between the student's own *culture* and the culture being studied. Learning Spanish provides *connections* to other content and people. Through *comparisons* of Spanish to English language and culture, students develop greater insight and realize that multiple ways of viewing the world exist. Together, these elements enable the students to participate in multilingual *communities* at home and around the world in a variety of contexts and in culturally appropriate ways. None of these goals can be separated from the other.

# ARLINGTON ADOPTS NATIONAL GOALS AND STANDARDS

## COMMUNICATION:

*Goal # 1 – Use knowledge and language skills for functional communication*

Learners acquire a language best when they are provided opportunities in a variety of contexts to use the target language to communicate. The more learners use the target language in meaningful situations, the more rapidly they achieve language competency. Active use of the language is central to the learning process. Students learn by doing.

- Standard 1.1 *Students will express themselves in conversations, providing and obtaining information, expressing feelings, and exchanging opinions.*
- Standard 1.2 *Students will understand written and spoken language in social and academic contexts.*
- Standard 1.3 *Students will present information on a variety of topics.*

Big Ideas	
Language is at the heart of all human interaction. Formal language is needed to express precise ideas in multiple environments.	
Enduring Understandings	Essential Questions
Students will understand that: <ul style="list-style-type: none"> <li>• Language is a multi-faceted, multi-layered system of communication.</li> <li>• Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretative and presentational modes of communication.</li> <li>• Language learning involves taking risks and learning from one's mistakes.</li> <li>• Implicit in language study is the recipient audience</li> </ul>	<ul style="list-style-type: none"> <li>• Why are words alone not sufficient for meaningful communication?</li> <li>• What is communication? What do you need to be able to do in another language to communicate? Do social and academic contexts influence modes of communication?</li> <li>• Does practice make perfect: What role does accuracy play in communications?</li> <li>• In what ways do different audiences require the use of different levels of language?</li> </ul>

**CULTURES:**

*Goal # 2 – Gain knowledge of other cultural perspectives and practices*

A knowledge of culture drives meaningful communication. Culture provides the context in which communication takes place. The term “culture” is generally understood to include the philosophical perspectives, the behavioral practices, and the products—both tangible and intangible—of a society. Perspectives include the meanings, attitudes, values and ideas of a culture. Practices are the patterns of social interactions, and products include such things as books, foods, laws, music, and games of a society.

- Standard 2.1 *Students will demonstrate knowledge of specific practices of the target culture to include social patterns, activities and roles, and leisure and educational activities.*
- Standard 2.2 *Students will demonstrate an understanding of the relationships between the products (literature, music, dance, drama, art) of a culture and the perspectives of the culture studied.*

Big Ideas	
Culture shapes how we see ourselves, others and the world. Culture and language are inseparable; they influence and reflect each other.	
Enduring Understandings	Essential Questions
Students will understand that: <ul style="list-style-type: none"> <li>• Knowledge of culture drives meaningful communication.</li> <li>• The perspectives, practices and products of a people define their culture.</li> <li>• Culture and language are interrelated and influence how people behave.</li> <li>• Culture and language evolve. They are bound by people, time and place.</li> </ul>	<ul style="list-style-type: none"> <li>• How does culture influence communication?</li> <li>• What is culture? What is the connection between a people’s perspectives, practices, products and their language?</li> <li>• How do language and culture influence and reflect each other? Does language reflect the values and attitudes of its people? What do proverbs tell us about similarities and differences in attitudes and values?</li> <li>• How do people, time and place affect language and culture?</li> </ul>

**CONNECTIONS:**

*Goal # 3 – Connect foreign language study to experiences in other curricular areas to personal interests*

As students become more proficient users of the world language, they seek out materials of interest to them, analyze the content, compare it to information available in their own language, and assess the linguistic and cultural differences. As the world becomes a true neighborhood thanks to technological advances, more information is available at home and in the classroom.

*Standard 3.1 - Students will use the target language to further knowledge of other disciplines or outside interests.*

*Standard 3.2 - Students will recognize distinctive viewpoints, which are communicated through the language and cultural lens. (e.g. role of female in the family)*

Big Ideas	
Proficient users of another language have the ability to access a broader knowledge of other disciplines, a wider range of learning strategies and experiences and a deeper knowledge of linguistic and cultural differences.	
Enduring Understandings	Essential Questions
Students will understand that: <ul style="list-style-type: none"> <li>World language learning offers opportunities to uncover big ideas in and about other disciplines.</li> <li>Learning another language enables one to access information available only in that language.</li> <li>Strategies used to acquire a language are transferable to other areas of learning throughout life.</li> <li>A second language facilitates the acquisition of information about the world outside our experiences.</li> </ul>	<ul style="list-style-type: none"> <li>How does knowledge and understanding of other languages support the ability to understand concepts in other content areas and make connections with other disciplines?</li> <li>Why is it important to be able to access primary information?</li> <li>Which strategies for learning a world language support learning in other content areas?</li> <li>How does learning a second language broaden our knowledge base of world issues?</li> </ul>



**COMPARISONS:**

*Goal # 4 – Compare the target language and culture with their own language and culture*

Students benefit from language learning by discovering different patterns among language systems and cultures. Through the study of a new language system and the way such a system expresses meanings in culturally appropriate ways, students gain insights into the nature of language, linguistic and grammatical concepts, and the communicative functions of language in society, as well as the complexity of interaction between language and culture.

*Standard 4.1 – Students will make comparisons of the target language with their own.*

*Standard 4.2 – Students will demonstrate an understanding of the target culture by comparing it with their own.*

Big Ideas	
<p>Language study facilitates recognition of linguistic patterns which, in turn, supports the process of language acquisition.</p> <p>One can gain new insights about self and others by comparing and contrasting target languages and cultures.</p>	
Enduring Understandings	Essential Questions
<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• By learning another language one can better understand how the native language works.</li> <li>• By studying another culture, one can better understand and appreciate their own.</li> </ul>	<ul style="list-style-type: none"> <li>• What insights about the structure of the native language does learning a world language provide? (Why do they say or write it that way? Why can't they say or write it our way?)</li> <li>• How does an understanding of the nature and construct of another language inform us about our own? What are the similarities and differences in the elements (vocabulary, linguistic structures, tense and mood) of the native and target languages? How do the sound distinctions and intonation patterns of the native language and target language affect the communication of meaning?</li> <li>• What evidence do we see that language and meaning do not transfer directly from one language to another?</li> <li>• How do cultural similarities and differences on social, economic and political relationships between the target culture and one's own affect the global community?</li> <li>• How do social interactions and personal interactions differ among cultures?</li> <li>• What are the unique elements of our own culture?</li> </ul>

**COMMUNITIES:**

*Goal # 5 – Use the language and apply learning to the world beyond the classroom*

Students realize the interdependence of people throughout the world. Through their ability to communicate in another language, they are better prepared for school and community service projects, for expanded employment opportunities both at home and abroad and for the pursuit of their own interest for personal benefit.

*Standard 5.1 – Students will use the language both within and beyond the school setting.*

*Standard 5.2 – Students will use the language for personal enjoyment and enrichment.*

Big Ideas	
<p><i>Proficiency in other languages enriches experiences and prepares one to participate more fully as a global citizen.</i></p> <p><i>The study of world languages allows one to apply language skills and cultural knowledge to participate more fully in multi-lingual communities.</i></p> <p><i>Learning other languages enhances recreational, educational and occupational opportunities.</i></p>	
Enduring Understandings	Essential Questions
<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• The study of world languages expands one’s opportunities.</li> <li>• Language is a tool to connect with the world.</li> </ul>	<ul style="list-style-type: none"> <li>• In what ways does the study of a world language provide advantages or open doors?</li> <li>• How does knowing another language make a difference in the way we connect with others?</li> <li>• What do you need to be considered a global citizen?</li> </ul>

# COMMUNICATION OBJECTIVES

## **Communication:**

Students will engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. They will understand and interpret written and spoken language. They will present information about a variety of content area themes.

Students will:

*develop **listening skills** in order to:*

- recognize and expand vocabulary
- demonstrate comprehension

*develop **speaking skills** by*

- using vocabulary to express meaning
- applying grammatical structures to convey meaning

*develop **reading skills** by*

- applying and acquiring vocabulary
- using context and resources to derive meaning
- exploring a variety of topics through different content areas

*develop **writing skills** by*

- reproducing the symbols of the language
- using vocabulary to convey meaning
- applying grammatical forms and structures
- applying writing process
- developing paragraph length compositions to level (i.e., narrative, descriptive)
- using resources to enhance writing

# PERFORMANCE STANDARDS

- Communication
- Cultural Practices and Products
- Connections with Other Disciplines
- Linguistic Comparisons
- Cultural Comparisons
- Practical Applications within Communities

# PERFORMANCE STANDARDS

## INTERPERSONAL COMMUNICATION

**Standard 1.1** Students engage in conversations, provide and obtain information, express feelings, emotions and exchange opinions.

1. **Ask for and provide information:** respond to one-on-one interactions using memorized phrases and questions about self, family, school, time and weather.
2. **Express feelings, needs and opinions:** state and qualify feelings, needs, and opinions.
3. **Give and follow directions or instructions:** follow instructions or directions, give and respond to requests, and make suggestions.
4. **Provide descriptions and characteristics of self and others:** describe self and others with detail.
5. **Tell what you are doing, will do and have done:** express past, present and simple future actions.

## INTERPRETIVE COMMUNICATION

**Standard 1.2** Students understand and interpret written and spoken language on a variety of topics.

6. **Understand and respond to spoken language on a variety of topics:** understand and respond to spoken language on familiar topics with some repetition.
7. **Understand and respond to authentic written materials on a variety of topics:** derive meaning from selected authentic material.
8. **Use effective interpretive strategies:** recognize cognates and their importance in understanding text; use prefixes, suffixes and word order as contextual clues; apply diverse strategies to derive meaning from unfamiliar material; and rely on sentence structure, grammatical clues, and context to derive meaning.

# PERFORMANCE STANDARDS

## PRESENTATIONAL COMMUNICATION

**Standard 1.3** Students present information, concepts, and ideas to an audience of listeners and/or readers on a variety of topics.

9. **Write a paragraph, descriptions and letters:** write a short paragraph about self, others, and content related themes.
10. **Present original works and/or authentic literature:** write and present skits, dialogues and simple poetry; and give a simple presentation on a cultural or content related topic.

## CULTURAL PRACTICES AND PRODUCTS

**Standard 2.1** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture

11. **Identify cultural practices among Hispanic cultures:** identify some holidays and festivities, and explain some aspects of the daily life of people in Hispanic culture.
12. **Identify the role of customs within the Hispanic cultures:** recognize and describe basic customs.

**Standard 2.2** Students demonstrate an understanding of relationship between the products and perspectives of the culture studied.

13. **Identify objects and symbols that represent Hispanic cultures on a daily basis:** recognize and identify tangible (food) and intangible (music) products of Hispanic cultures
14. **Recognize some contributions to today's world:** recognize and identify some contributions to today's world.

# PERFORMANCE STANDARDS

## CONNECTIONS

**Standard 3.1** Students reinforce their knowledge of other disciplines through the foreign language.

15. **Identify commonalities between Hispanic cultures and other disciplines:** recognize, identify, and use information found in Spanish for use in other disciplines, and locate Spanish resources for use in other disciplines.
16. **Further knowledge of other disciplines through Spanish:** recognize, research, and discuss topics that cross disciplines

## LINGUISTICAL COMPARISONS

**Standard 4.1** Students demonstrate an understanding of the nature of the language through comparisons of Spanish and English.

17. **Identify patterns between Spanish and English:** identify sound patterns in Spanish and English, and identify and apply structural patterns in Spanish and English

## CULTURAL COMPARISONS

18. **Identify similarities and differences between the Hispanic cultures and their own:** identify similarities and differences between Hispanic cultures, American culture and Hispanic-American culture; and identify contributions of the Hispanic culture to the American culture.

# PERFORMANCE STANDARDS

## COMMUNITIES

**Standard 5.1** Students use the language both within and beyond the school setting.

19. Participate in activities related to the Spanish language.

20. Present information about Spanish and Hispanic cultures to others.

**Standard 5.2** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

21. Experience diverse aspects of the Hispanic culture: cuisine, sports, theater, dance, art and literature.

22. Seek out opportunities to learn more about the language and culture.

23. Seek out opportunities to use the target language.



# PROGRESS INDICATORS

These indicators define specific objectives for each goal. These objectives are correlated to the Virginia Standards of Learning for Foreign Language. Students are expected to meet the objectives by the end of the year for each level. Grade five indicators are predicated on the completion of five consecutive years of Spanish language instruction.

## **BEGINNING STAGE OF LANGUAGE LEARNING**

(Novice Low – Mid)

The beginning stage assumes basic language proficiency at a beginning stage of language development.

Students who are proficient at this stage of language development can:

- engage in simple conversations with previously learned and recombined material (interpersonal)
- speak and write using short sentences, which contain learned words phrases. (interpersonal and presentational)
- recombine sentences for creative writing (interpretive)
- understand short, simple phrases and sentences when listening (interpretative)
- read and understand brief texts on familiar material when supported by visual cues (interpretative)

## **DEVELOPING STAGE OF LANGUAGE LEARNING**

(Novice High – Intermediate Mid)

The developing stage of language assumes that learners are developing the basic foundation of their language skills and are moving toward proficiency.

Students who are proficient at this level of language development can:

- participate in simple conversational situations using sentences and groups of sentences (interpersonal)
- create messages by combining and recombining learned phrases and words (interpersonal and presentational)
- write simple messages and paragraphs (interpretative)
- read and understand authentic texts dealing with familiar topics (interpretative)
- understand the main ideas when listening to conversations dealing with familiar topics or themes (interpretative and presentational)

# OVERVIEW OF PROGRESS INDICATORS

## End of Year Grade 5 SOL Alignment

### Goal #1: COMMUNICATION

LISTENING	READING	SPEAKING	WRITING
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• understand short utterances drawn from familiar material <b>SOL # MFL I.3</b></li> <li>• understand main ideas in familiar material spoken by one who is accustomed to speaking to non-native speakers <b>SOL # MFL I.3.1</b></li> <li>• react to classroom commands <b>SOL # MFL I.3.3</b></li> <li>• understand simple announcements and instructions <b>SOL # MFL 3.3</b></li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• read simple, recombined short narratives and dialogues using familiar material <b>SOL # MFL I.3.2</b></li> <li>• read simple culturally authentic material <b>SOL # MFL I.3.2</b></li> <li>• can pick out main idea and key words from familiar material <b>SOL # MFL I.3.1</b></li> <li>• scan authentic material for specific information (i.e., schedule, calendar) <b>SOL # MFL I.3.2</b></li> <li>• summarize the main idea in English <b>SOL # MFL 1.3.1</b></li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• create simple statements with familiar material <b>SOL # MFL I.1</b></li> <li>• give autobiography information: name, age, place of origin, and address <b>SOL # MFL I.1.3</b></li> <li>• ask/answer questions about weather and time, using learned material <b>SOL # MFL I.1.3</b></li> <li>• name and identify objects, people, and places <b>SOL # MFL I.1.3</b></li> <li>• describe self, people and places <b>SOL # MFL I.1.3</b></li> <li>• tell about daily events <b>SOL # MFL I.2</b></li> <li>• engage in simple conversation related to daily life using learned vocabulary <b>SOL # MFL I.2</b></li> <li>• make a simple telephone call, greet, take leave, and use expressions of courtesy <b>SOL # MFL I.1 – MFL I.1.2</b></li> <li>• express likes and dislikes <b>SOL # MFL I.2</b></li> <li>• give basic commands <b>SOL # MFL II.3.3</b></li> <li>• use formal and informal forms of address. <b>SOL # MFL I.2.2</b></li> <li>• make simple rehearsed presentations (i.e. skits, poems, interviews) <b>SOL # MFL I.6</b></li> <li>• state personal feelings <b>SOL # MFL III.1.1</b></li> <li>• express basic wants and needs <b>SOL # MFL III.1.1</b></li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• copy simple material <b>SOL # MFL I.3</b></li> <li>• take dictation from learned material <b>SOL # MFL I.5.4</b></li> <li>• list, identify, and label <b>SOL # MFL I.5.2</b></li> <li>• supply simple biographical information on forms <b>SOL # MFL I.5.2</b></li> <li>• write simple paragraphs using memorized or very familiar material <b>SOL # MFL I.5.2</b></li> <li>• write a paragraph on a topic using learned material <b>SOL # MFL I.5.2</b></li> <li>• write exercises for grammar practice <b>SOL # MFL I.5.2</b></li> <li>• create a simple dialogue using familiar material <b>SOL # MFL I.6</b></li> <li>• write a short narrative about themselves and/or others. <b>SOL # MFL I 5.2</b></li> <li>• write a short composition or letter to friends <b>SOL# MFL I 5.2</b></li> </ul>

# OVERVIEW OF PROGRESS INDICATORS

## Grades K to 5

### SOL Alignment

<b>Goal #2: Culture</b>	<b>Goal #3: Connections</b>	<b>Goal #4: Comparisons</b>	<b>Goal #5: Communities</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• demonstrate basic knowledge of geography of target culture countries <b>SOL # MFL I.8.2</b></li> <li>• identify ethnic groups within the target culture <b>SOL # MFL I.8.1</b></li> <li>• use basic phrases of courtesy in social situations (i.e., in greetings, introductions, farewells, <b>SOL # MFL I.7.2</b></li> <li>• understand use of personal titles, family names <b>SOL # MFL I.7.1.2</b></li> <li>• demonstrate understanding of formal and informal forms <b>SOL # MFL I.7.2</b></li> <li>• understand typical schedule of meals <b>SOL # MFL I.8.1 – MFL I.7.2</b></li> <li>• identify major holidays and special celebrations <b>SOL # MFL I.7.2.3</b></li> <li>• discuss customs in reference to holidays and special days <b>SOL # MFL I.7.2</b></li> <li>• write addresses and telephone numbers <b>SOL # MFL I.7</b></li> <li>• recognize basic songs/music associated with special holidays or celebrations, foods, crafts, clothing. <b>SOL # MFL I.7.2.3.4</b></li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• present some basic information about school life in the target culture <b>SOL # MFL I.9.1</b></li> <li>• use their knowledge of cognates to understand new vocabulary in the target language and other disciplines <b>SOL # MFL I.9.1</b></li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• demonstrate awareness of the sound and writing systems of the target language <b>SOL # MFL I.11.2</b></li> <li>• compare and contrast the patterns of behavior in the target culture and their own <b>SOL # MFL I.10.1.3</b></li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• use basic vocabulary and phrases to communicate outside the classroom <b>SOL # MFL I.12</b></li> <li>• identify professions that use in the target language in the community <b>SOL # MFL I.12.2</b></li> <li>• use target language in personal relationships <b>SOL # MFL I.12</b></li> <li>• interact with students, native speakers <b>SOL # MFL I.12.1 - MFL I.12.2</b></li> <li>• participate in activities related to the Hispanic culture <b>SOL # MFL II.7.1</b></li> <li>• present information about the target cultures to others <b>SOL # MFL I.12.1</b></li> </ul>

# PROGRESS INDICATORS BY GRADE

## Goal #1: Communication

Grade	Listening	Reading	Speaking	Writing
K	<p>Can understand short utterances drawn from familiar material (SOL # MFL 1.3)</p> <p>Can recognize basic greetings, farewells and expressions of courtesy and basic classroom commands</p>	<p>Can recognize vowel sounds and associate with words and letters that do not occur in English</p>	<p>Can pronounce basic sounds</p> <p>Can give basic greetings, farewells, expressions of courtesy</p> <p>Can produce simple phrases</p>	<p>Can draw the basic shapes of letters</p>
1	<p>All of grade K plus...</p> <p>Recognize basic greetings, farewells and expressions of courtesy</p> <p>Can react to basic classroom commands (SOL# MFL 1.3.3)</p> <p>Can differentiate sounds</p> <p>Discriminate questions and statements</p>	<p>All of grade K plus...</p> <p>Can read simple labels</p> <p>Can read simple phrases</p> <p>Can make inferences using pictures clues</p> <p>Can begin to participate in choral reading</p> <p>Can begin to use sight vocabulary</p>	<p>All of grade K plus...</p> <p>Can ask/answer questions about weather using learned material</p> <p>Can give autobiography information: name, age, place of origin, and address</p> <p>Can name and identify objects, people, and places</p> <p>Can tell the time to the hour</p> <p>Can count from 1-12</p>	<p>All of grade K plus...</p> <p>Can copy word from previously learned material</p> <p>Can copy phrases</p> <p>Can write single words and simple phrases</p>
2	<p>All of grade 1 plus...</p> <p>Can understand greetings, farewells, expressions of courtesy, likes, dislikes, requests</p> <p><b>Can react to more complex classroom commands</b></p>	<p>All of grade 1 plus...</p> <p>Can read simple patterned text</p> <p>Can read previously learned simple sentences</p> <p>Can read group generated and self-composed stories</p> <p>Can read simple poems and interpret maps</p>	<p>All of grade 1 plus...</p> <p>Can produce greetings, farewells, expressions of courtesy, likes, dislikes, requests and dramatize stories</p> <p>Can tell the time to the half hour</p> <p>Can describe self</p> <p>Can give basic commands</p> <p>Can state seasons and weather</p>	<p>All of grade 1 plus...</p> <p>Can copy simple sentences</p> <p>Can list, identify and label</p> <p>Can produce simple guided writing using basic structures and familiar vocabulary</p>
3	<p>All of grade 2 plus...</p> <p>Can understand brief descriptions related to the topics being presented</p> <p>Can understand more complex directions</p>	<p>All of grade 2 plus...</p> <p>Can begin to order events chronologically</p> <p>Can use context clues for word recognition</p> <p>Can read simple sentences, and simple passages and associate them with pictures</p>	<p>All of grade 2 plus...</p> <p>Can produce brief descriptions and directions</p> <p>Can tell time to the quarter hour</p> <p>Can describe people and places</p> <p>Can participate in patterned dialogue</p> <p>Can recount events in sequence</p>	<p>All of grade 2 plus...</p> <p>Can create simple dialogue using familiar material</p> <p>Can supply simple biographical information on the forms</p> <p>Can write 2 or 3 sentences on a familiar topic</p>
4	<p>All of grade 3 plus...</p> <p>Can respond to questions about self and family members and content area material</p> <p>Can take dictation on learned and/or recombined material</p> <p>Can differentiate among statements, questions, and exclamations</p>	<p>All of grade 3 plus...</p> <p>Can read original writing aloud to others</p> <p>Can demonstrate reading comprehension by answering questions</p> <p>Can distinguish between 1<sup>st</sup> and 3<sup>rd</sup> person</p>	<p>All of grade 3 plus...</p> <p>Can produce statements, questions, exclamations with learned</p> <p>Can tell time in quarter hours intervals</p> <p>Can use idiomatic expressions</p> <p>Can make simple rehearsed presentations (i.e. skits, poems, interviews)</p>	<p>All of grade 3 plus...</p> <p>Can take dictation from learned material</p> <p>Can write a short narrative about themselves and/or others</p> <p>Can write a paragraph on a topic using learned material</p> <p>Can use punctuation and standard spelling</p>
5	<p>All of grade 4 plus...</p> <p>Can distinguish between formal and informal forms of speech</p> <p>Can understand and respond to classroom routines, commands and procedures</p> <p>Can demonstrate listening comprehension</p>	<p>All of grade 4 plus...</p> <p>Can summarize the main idea in English</p> <p>Can participate in literature groups</p>	<p>All of grade 4 plus...</p> <p>Can produce formal and informal forms of speech</p> <p>Can ask questions about self, family members and some content areas</p> <p>Can tell time to the minute</p> <p>Can narrate events in the present time (daily routine/leisure activities)</p> <p>Can create simple statements with familiar material</p> <p>Can make a simple telephone call, greet, take leave, and use expressions of courtesy</p> <p>Can narrate personal experiences</p> <p>Can express basic wants and needs</p> <p>Can begin to use past and future tenses</p>	<p>All of grade 4 plus...</p> <p>Can write simple paragraphs using memorized or very familiar material</p> <p>Can write a guided descriptive paragraph of a limited scope on a range of topics to include personal experiences, hobbies, school, and home life</p> <p>Can write exercises for grammar practice</p> <p>Can write a dialogue</p>

# PROGRESS INDICATORS BY GRADE

## Goals #2-5

<b><i>K</i></b>	<b><i>K</i></b>	<b><i>K</i></b>	<b><i>K</i></b>
Can sing songs	Can recognize names that are similar in Spanish and English	Can identify letters in Spanish that do not occur in English	Can recognize basic greetings
<b><i>Grade 1 Culture</i></b>	<b><i>Grade 1 Connections</i></b>	<b><i>Grade 1 Comparisons</i></b>	<b><i>Grade 1 Communities</i></b>
<p>All of grade K plus...</p> <p>Can name the cardinal points</p> <p>Can demonstrate understanding of formal and informal forms</p> <p>Can recognize basic songs/music associated with special holidays</p> <p>Can recognize some cultural aspects of the target culture to include food and music</p>	<p>All of grade K plus...</p> <p>Can count from one to twelve</p>	<p>All of grade K plus...</p> <p>Can identify similarities and differences between the English and Spanish alphabets</p>	<p>All of grade K plus...</p> <p>Can use basic greetings to communicate outside the classroom</p>
<b><i>Grade 2 Culture</i></b>	<b><i>Grade 2 Connections</i></b>	<b><i>Grade 2 Comparisons</i></b>	<b><i>Grade 2 Communities</i></b>
<p>All of grade 1 plus...</p> <p>Can demonstrate an awareness of music and dances from the target culture</p> <p>Can name the 7 continents in Spanish</p> <p>Can demonstrate understanding of formal and informal forms in greetings, farewells and in addressing adults</p> <p>Can identify major holidays or celebrations</p>	<p>All of grade 1 plus...</p> <p>Can tell time by the hour</p> <p>Can count from one to a hundred (math) and recite simple poems in the target language</p>	<p>All of grade 1 plus...</p> <p>Can begin to compare punctuation and capitalization rules in English and Spanish</p> <p>Can begin to identify difference in formal and informal ways of addressing adults</p>	<p>All of grade 1 plus...</p> <p>Can use basic vocabulary, phrases and simple sentences outside the classroom</p>

# PROGRESS INDICATORS BY GRADE

## Goals #2-5

<b>Grade 3 Culture</b>	<b>Grade 3 Connections</b>	<b>Grade 3 Comparisons</b>	<b>Grade 3 Communities</b>
<p>All of grade 2 plus...</p> <p>Can name and locate Spanish speaking areas in the Americas and Europe</p> <p>Can introduce self using an appropriate simple form</p> <p>Can understand use of personal titles, family names</p> <p>Can participate in celebrations of the target culture</p> <p>Can recognize traditions associated with major holidays in the target cultures</p>	<p>All of grade 2 plus...</p> <p>Can perform a part of character while reading a story (reader's theater)</p> <p>Can understand ordinal numbers one to ten</p> <p>Can tell time by the half hour</p>	<p>All of grade 2 plus...</p> <p>Can begin to compare basic parts of speech</p>	<p>All of grade 2 plus...</p> <p>Can use patterned language to present a play or skit in collaboration with peers</p>
<b>Grade 4 Culture</b>	<b>Grade 4 Connections</b>	<b>Grade 4 Comparisons</b>	<b>Grade 4 Communities</b>
<p>All of grade 3 plus...</p> <p>Can locate and name 10 Spanish-speaking countries in the world</p> <p>Can write addresses and telephone numbers using appropriate conventions</p> <p>Can understand a typical schedule of meals</p> <p>Can demonstrate an awareness of difference in certain aspects of the target cultures</p>	<p>All of grade 3 plus...</p> <p>Can recognize a character in a story</p> <p>Can tell time by the quarter hour</p> <p>Can count to 1,000</p> <p>Can perform the part of a character while reading a story (reader's theater)</p>	<p>All of grade 3 plus...</p> <p>Can begin to discriminate between the sound and writing system in English and Spanish</p> <p>Can understand basic parts of speech</p> <p>Can demonstrate understanding of the rules of capitalization and punctuation</p>	<p>All of grade 3 plus...</p> <p>Can collaborate with peers to create and perform skits related to a topic in the target culture</p>



# PROGRESS INDICATORS BY GRADE

## Goals #2-5

<b>Grade 5 Culture</b>	<b>Grade 5 Connections</b>	<b>Grade 5 Comparisons</b>	<b>Grade 5 Communities</b>
<p>All of grade 4 plus...</p> <p>Can research and present information about a self-chosen Latin American country</p> <p>Can use basic phrases of courtesy social situations (i.e. in greetings, introductions, farewells)</p> <p>Can discuss customs in reference to holidays</p> <p>Can dramatize some of the holidays and special celebrations of the target culture</p> <p>Can begin to develop an understanding of the influence of the target culture on the American culture</p>	<p>All of grade 4 plus...</p> <p>Can demonstrate how the target language cultures are represented in other areas of content</p> <p>Can access information about the target language culture through a variety of sources including technology</p>	<p>All of grade 4 plus...</p> <p>Can begin to compare and contrast English and Spanish usage of basic parts of speech</p> <p>Can demonstrate awareness of the sound and writing systems of the target language and discriminate between these elements</p> <p>Can compare, contrast and apply English and Spanish capitalization and punctuation rules</p> <p>Can compare some cultural differences and similarities between the target culture and the native culture</p>	<p>All of grade 4 plus...</p> <p>Can identify Hispanic influences in the culture contributions to the greater world community</p> <p>Can present information about the target cultures to others</p>

# LANGUAGE FORMS

End of the Year – Grade 5

# LANGUAGE FORMS

## Adjectives:

- Gender and adjective agreement
- Placement of adjectives
- Possessive adjectives (short)
- Articles (definite/indefinite)
- Demonstrative

## Nouns:

- Gender
- Number
- Nouns and Definite articles agreement

## Pronouns:

- Subject pronouns
- Demonstrative pronouns

## Verbs:

- Subject –verb agreement
- Present tense (regular/common irregular (*ser, estar, jugar, poder, gustar, querer, tener, venir, ir, preferir, and ar, er, ir endings*))
- Progressive imperative for commands
- Near future (with verb “to go”)
- Commands for classroom use (recognition)
- Introduction to past tenses
- Ir + Infinitive (*voy a ....*)
- Verbs with reflexive pronouns (daily routines only)

## Other:

- Accents
  - Word order in questions and statements
  - Punctuation/capitalization
  - Interrogatives, question formation and question words
  - Prepositions
  - Adverbs
  - Weather expressions
-

# TEACHING AND ASSESSMENT STRATEGIES

# SUGGESTED TEACHING AND ASSESSMENT STRATEGIES

## Listening:

- Graphic-organizers
- Listening for gist
- Listening with visuals
- Selective listening
- Clue searching (listening for clues to meaning)
- Listening for TPR
- Listening for cognates

## Speaking:

- Personalized questions, completions, true-false
- Directed dialogue
- Role-play
- Paired interviews
- Jigsaw activities
- Brainstorming
- TPR
- Recording speech on tape and video
- Surveys and polls
- Group problem-solving

## Reading:

- Pre-reading activities
- Predictions
- Skimming
- Scanning
- Guessing from context
- Reading for the gist
- Extracting specific information
- Identifying cognates

## Writing:

- Copying
- Listing
- Simple description with visuals
- Sentence completion
- Sentence builders
- Fill-ins
- Cinquain poetry
- Paragraph completion

# ASSESSMENT

*The purpose of assessment is to improve student learning and to measure student achievement.*

## **Assessment:**

- is an integral part of the teaching and learning process
- is consistent with the approach used in classroom instruction
- includes a wide range of assessment tools, both traditional and alternative
- is authentic and meaningful
- measures important classroom objectives
- is a continuum which provides important data about the student
- encourages student self-assessment

## **Assessment results should be:**

- communicated in a clear and precise format in order to promote an accurate understanding of the student's progress and achievement
- used as a regular feedback about student performance in order to promote continuous progress

# BEST PRACTICES

## **The Foreign Language teacher:**

- \* uses the target language and encourages students to do the same
- \* establishes an affective climate in which students feel comfortable taking risks
- \* connects learning to students' present lives
- \* connects new learning to what students already know
- \* develops lessons/tasks that address the range of student abilities, learning styles, and multiple intelligences
- \* uses a multi-sensory approach for delivery of instruction (e.g. use of manipulatives, visuals, and concrete materials)
- \* provides time for the practice of skills and processes
- \* systematically incorporates culture into instruction
- \* guides students in connecting learning to the world
- \* gives students meaningful choices for demonstrating their learning
- \* uses a wide range of assessment tools
- \* establishes assessment criteria and communicates that criteria clearly to students