

STATE GOAL 28: Use the target language to communicate within and beyond the classroom setting.

Why This Goal Is Important: At the core of foreign language learning is mastery of the four basic communication skills: listening, speaking, reading and writing. In modern languages, the ultimate goal is to attain the ability and confidence necessary to interact with fluency in oral and written contexts with native speakers. This communication may occur both in person and through technology. This interaction in the target language is central to all curriculum and instruction in the modern languages. On the other hand, in classical languages, the goal is to focus more on linguistic structures and textual studies with much less emphasis on oral communication.

A. Understand oral communication in the target language.

STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
28.A.1a Recognize basic language patterns (e.g., forms of address, questions, case).	28.A.2a Comprehend illustrated stories, audiovisual programs or websites.	28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).	28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids.	28.A.5 Comprehend a variety of oral and audio presentations in academic, technical, social or work environments.
28.A.1b Respond appropriately to simple commands in the target language.	28.A.2b Follow instructions in the target language, given one step at a time, for a wide range of activities.	28.A.3b Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.		

B. Interact in the target language in various settings.

STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
28.B.1a Respond to and ask simple questions with prompts.	28.B.2a Pose questions spontaneously in structured situations.	28.B.3a Respond to open-ended questions and initiate communication in various situations.	28.B.4a Engage in extended conversations in a variety of situations.	28.B.5a Discuss and defend a position on an issue in a discussion.
28.B.1b Imitate pronunciation, intonation and inflection including sounds unique to the target language.	28.B.2b Produce language using proper pronunciation, intonation and inflection.	28.B.3b Produce language with improved pronunciation, intonation and inflection.	28.B.4b Express differences of meaning using proper pronunciation, intonation and inflection.	28.B.5b Approximate native-like pronunciation, intonation and inflection.
	28.B.2c Comprehend gestures and body language often used in everyday interaction in the target language.	28.B.3c Use appropriate non-verbal cues common in areas where the target language is spoken.	28.B.4c Recognize and use nonverbal cues in various formal and informal settings.	

C. Understand written passages in the target language.

STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
28.C.1a Recognize the written form of familiar spoken language and predict meaning of key words in a simple story, poem or song.	28.C.2a Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.	28.C.3a Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary.	28.C.4a Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.	28.C.5a Comprehend, with little or no support, a variety of materials intended for native speakers in academic, social and work situations.
28.C.1b Infer meaning of cognates from context.	28.C.2b Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.	28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.	28.C.4b Demonstrate understanding of written materials by organizing information and concepts (e.g., outlines, flow charts).	28.C.5b Distinguish nuances of meaning in a variety of contexts (e.g., layers of meaning in poetry and prose).
			28.C.4c Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures.	28.C.5c Explain how various languages are interrelated in terms of word origin and text structures.

D. Use the target language to present information, concepts and ideas for a variety of purposes to different audiences.

STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
28.D.1a Copy/write words, phrases and simple sentences.	28.D.2a Write on familiar topics using appropriate grammar, punctuation and capitalization.	28.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.	28.D.4a Write complete expository pieces that include description, definition and analysis for a variety of situations.	28.D.5a Write documents in a variety of forms with supporting evidence from electronic and print sources to meet academic, social and work needs.
28.D.1b Describe people, activities and objects from school and home.	28.D.2b Present a simple written or oral report on familiar topics.	28.D.3b Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate).	28.D.4b Make a persuasive presentation with documentation (e.g., visuals, interviews, quotes) from target language sources.	28.D.5b Make impromptu presentations in a variety of academic, social and work situations.
	28.D.2c Present an original production (e.g., TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.	28.D.3c Present a simple, original poem or story based on a model.	28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.	28.D.5c Present an original piece (e.g., essay, story, poem) on a theme of their choice with minimal guidance.

