

CONTENT STANDARD 2: Communication

Students will understand and interpret spoken and written language on a variety of topics. (Interpretive)

K-2	3-4	5-6	7-8	9-10	11-12
<p><i>Interpretive Communication</i></p> <p>2.K-2. Recognize classroom objects in oral and written forms (e.g., clock, door, pencil sharpener.)</p> <p>2.K-2. Orally supply missing word(s) to a song, rhyme, game or story at correct time (e.g., An apple a day keeps the _____ away).</p> <p>2.K-2. Draw pictures to demonstrate comprehension of simple stories</p> <p>2.K-2. Comprehend greetings, farewells and statements of feelings.</p> <p>2.K-2. Listen to, imitate and use gestures in simple songs, rhymes and stories (whenever possible they should be culturally authentic).</p> <p>2.K-2. Identify letters, symbols, or common characters in alphabetic, phonetic or syllabic systems.</p> <p>2.K-2. Identify beginning letters of posted classroom words</p> <p>2.K-2. Demonstrate comprehension of main idea or principal message in highly illustrated culturally based texts in which cognates, repetition, predictability and rhythm are used including stories, simple advertisements and/or other literacy sources.</p> <p>2.K-2. Comprehend the main idea of orally related personal anecdotes, songs, rhymes, familiar fairy tales and other narratives (familiar and/or culturally related) based on well</p>	<p><i>Interpretive Communication</i></p> <p>2.3-4. Understand and use correctly interaction, pronunciation and stress (e.g., recites aloud).</p> <p>2.3-4. Decode new vocabulary using contextual clues and drawing on words and phrases from prior studies.</p> <p>2.3-4. Use a simple picture dictionary.</p> <p>2.3-4. Read aloud a familiar passage with correct interaction and pronunciation (e.g., language ladder or simple rhymes).</p> <p>2.3-4. Read short narrative texts (if possible culturally authentic) and retell the main storyline in their own words.</p> <p>2.3-4. Comprehend main idea of an oral or written announcement using contextual clues.</p> <p>2.3-4. Read and prepare simple activity involving a series of steps (e.g., recipe, science experiment or Gouin series).</p>	<p><i>Interpretive Communication</i></p> <p>2.5-6. Read aloud authentic materials with correct intonation, pronunciation and stress.</p> <p>2.5-6. Demonstrate understanding of written or oral text by summarizing or paraphrasing (e.g., setting characters plot etc.)</p> <p>2.5-6. Read simple texts in target language and answer simple questions (e.g., weather report, travel poster or brochure, T.V. Guide, etc.)</p> <p>2.5-6. Use primary bilingual dictionary, picture dictionary or glossary to access information.</p> <p>2.5-6. Obtain information from short messages (oral or written) (e.g., invitations, directions, announcements, appointments).</p> <p>2.5-6.</p>	<p><i>Interpretive Communication</i></p> <p>2.7-8. Read and respond creatively to texts (designing a poster, making a graph, etc.)</p> <p>2.7-8. Express viewpoint on authentic magazine or newspaper article.</p> <p>2.7-8. Summarize or establish the sequence of events in a familiar recorded new story (e.g., Tour de France).</p> <p>2.7-8. Continue to explore cultural components of Internet.</p> <p><i>Interpretive Communication</i></p> <p>2.7-8. Read and respond creatively to texts by writing a simple rhyming poem (e.g., nonsense rhyming).</p> <p>2.7-8. Read and summarize an authentic magazine or newspaper article.</p> <p>2.7-8. Watch and answer questions on taped sporting or other social activities.</p> <p>2.7-8. Establish contact with target language school or person via the Internet.</p> <p>2.7-8. Read aloud familiar and unfamiliar texts with fluency and competent delivery.</p> <p>2.7-8. Examine and discuss socio-cultural elements represented in text (e.g., values, attitudes and beliefs).</p> <p>2.7-8. Use a dictionary to validate choice of language.</p>	<p><i>Interpretive Communication</i></p> <p>2.9-10. Read and respond creatively to texts by scripting a skit.</p> <p>2.9-10. Write an editorial on a current issue.</p> <p>2.9-10. Characterize the tone, mood, and/ or point of view of one or more speakers.</p> <p>2.9-10. Create class web page.</p> <p>2.9-10. Read a story and represent the sequence of events through pictures, words, music, or drama (e.g., comic strip).</p> <p>2.9-10. Identify organizational features of texts (e.g., paragraphs, diagrams, titles, headings, table of contents, references).</p> <p><i>Interpretive Communication</i></p> <p>2.9-10. Comprehend unfamiliar text using contextual clues (e.g., including words with more than one meaning).</p> <p>2.9-10. Read a story and represent sequence of events through pictures, words, music, drama (e.g., comic strip).</p> <p>2.9-10. Use target language to validate choice of vocabulary.</p> <p>2.9-10. Obtain information through email.</p> <p>2.9-10. Use authentic documents to compare costs of goods and services in the home (e.g., gasoline, food, shelter, etc.)</p> <p>2.9-10. Examine and discuss socio-cultural elements represented via the Internet.</p>	<p><i>Interpretive Communication</i></p> <p>2.11-12. Read a play and demonstrate comprehension through various tasks (e.g., restating storyline, identifying antagonist/ protagonist describing setting, etc.)</p> <p>2.11-12. Read aloud plays and poetry with fluency and confident delivery.</p> <p>2.11-12. Infer a writer's assumptions, purpose, or point of view in an editorial.</p> <p>2.11-12. Analyze the social context of a spoken exchange (e.g., a coach's pep talk, a student's conference with a guidance counselor, a conversation at the refund counter of a department store).</p> <p>2.11-12. Interpret information presented visually.</p> <p><i>Interpretive Communication</i></p> <p>2.11-12. Read a poem and demonstrate understanding through various tasks (e.g., identifying the theme).</p> <p>2.11-12. Apply skills of critical analysis to oral communication.</p> <p>2.11-12. Read an authentic historical text and relate it to the historical period.</p>

<p>2.K-2.</p> <p>2.K-2.</p> <p>2.K-2.</p> <p>2.K-2.</p> <p>2.K-2.</p>	<p>known age appropriate themes.</p> <p>Distinguish differences between simple binary (polar) opposites (e.g., tall/short, hot/cold, black/white).</p> <p>Read aloud familiar words demonstrating initial awareness of pronunciation, interaction, and stress</p> <p>Comprehend simple questions and commands on classroom topics by responding correctly either orally or physically (e.g., Where is the flag? Response could be, "It's over there." or child points to it).</p> <p>Make connections between illustration and simple written texts (e.g., use picture dictionary, match illustrations with short phrases or sentences).</p> <p>Find key words in song, rhymes, story or game.</p>					
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