

Modern Language Level 1: Student goals Exit Proficiency Target: Novice Mid

Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

At the Novice level, **listeners** can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies.

Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing and/or a slowed rate of speech for comprehension. They rely heavily on extralinguistic support to derive meaning.

Novice-level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself.

At the Novice level, **readers** can understand key words and cognates, as well as formulaic phrases that are highly contextualized.

Novice-level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt or a weather map. Readers at the Novice level may rely heavily on their own background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning.

Readers at the Novice level are best able to understand a text when they are able to anticipate the information in the text. At the Novice level, recognition of key words, cognates, and formulaic phrases makes comprehension possible. At the Novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized. Novice-level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt or a weather map. Readers at the Novice level may rely heavily on their own background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning. Readers at the Novice level are best able to understand a text when they are able to anticipate the information in the text. At the Novice level, recognition of key words, cognates, and formulaic phrases makes comprehension possible.

- I can introduce myself in formal settings.
- I can introduce myself in informal settings.
- I can ask how someone is doing and answer when someone asks me.
- I can tell where I'm from and my nationality.
- I can tell how old I am and my birthday.
- I can tell my address and phone number.
- I can describe my personality with several words.
- I can describe my physical appearance with several words.
- I can tell a few activities I do and don't like to do.
- I can spell my name and other common personal information.
- I can identify members of my family from a photo and tell their names.
- I can describe my pet(s) with a few details.
- I can compare my family with families in other communities.
- I can describe my family members' personalities with several words.

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• **Goals are broken down** •
• **by unit on student goal** •
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- I can describe my family members' physical appearance with several words.
- I can tell how old people are in my family, using complete sentences.
- I can describe my hair style (color, length, and style).
- I can tell a few activities that my family members like & don't like to do.
- I can ask several questions about other people's family members.
- I can describe my physical appearance with some details (such as eye color, freckles, braces, etc)
- I can describe my school schedule.
- I can talk about my extracurricular activities with a few details.
- I can compare my school experience with students in other communities.
- I can ask other students about their school experience.
- I can tell which classes are my favorites and why.
- I can tell which classes are my least favorites and why.
- I can talk about what I like and don't like about school.
- I can identify some factors behind access to education for students.
- I can understand what I read and hear about other students' school experiences.
- I can tell several activities I enjoy in my free time with some details (such as where, when, how often, with whom).
- I can express my preferences using a variety of starter phrases.
- I can tell some activities I don't like to do in my free time with some details.
- I can understand what I read and hear about other free time activities in other communities.
- I can ask other students about their preferred activities.
- I can talk about my plans for the weekend.
- I can compare leisure activities in my community with peers in other communities.
- I can understand basic directions between places around a city.
- I can give basic directions between places around a city.
- I can tell several foods I want to eat and several I don't want to eat.
- I can express important dietary needs (such as allergies, gluten free, etc.)
- I can tell some activities I don't like to do in my free time with some details.
- I can understand what I read and hear on a menu or restaurant review.
- I can ask other students about their preferred foods.
- I can talk & write about my favorite restaurant.
- I can compare foods in my community with iconic foods in other communities.
- I can demonstrate culturally appropriate dining manners & etiquette.
- I can fulfill the basic roles of a waiter & host/ess.