



## Georgia Standards

### Communication – Interpersonal Mode (IP)

**MLIV.IP1: The students exchange a variety of oral and written information and ideas in the target language on topics related to contemporary events and issues, utilizing cultural references where appropriate.**

- A. Express needs and desires.
- B. Share emotions and preferences.
- C. Elicit and express opinions and information.
- D. Exchange personal reactions to spoken and written information related to the target culture(s).

**MLIV.IP2: The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.**

- A. Participate in extended oral and written activities reflecting the present, with some usage of past and future tenses.
- B. Exchange ideas clearly using level-appropriate material.
- C. Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages.
- D. Use self-correction.
- E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

### Communication - Interpretive Mode (INT)

**MLIV.INT1: The students comprehend spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials.**

- A. Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of texts.
- B. Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate works in the target language that are culturally authentic, such as radio and television segments or literary passages.
- C. Comprehend and react to current events and issues presented through print and electronic media.
- D. Understand simple connected discourse.
- E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in listening and reading comprehension.

### Communication - Presentational Mode (P)

**MLIV.P1: The students present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences.**

- A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials.
- B. Produce brief oral presentations (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate.
- C. Write short, organized compositions (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate.
- D. Give prepared presentations (near full control of present, past and future tenses), using visual and technological support as appropriate.
- E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.

## French – Year IV

SY2017-2018

**MLIV.P2: The students present student-created, as well as culturally authentic stories, poems, and/or skits in the target language.**

- A. Prepare and present organized culturally authentic poetry, skits or stories.
- B. Prepare and present original essays, poetry, skits or stories in the target language.

### Cultural Perspectives, Practices, and Products (CU)

**MLIV.CU1: The students understand, describe, and discuss perspectives, practices, and products of the cultures studied and how they are interrelated.**

- A. Participate in real or simulated cultural events.
- B. Discuss cultural patterns of behavior.
- C. Research and report on some aspect of the history and development of the target culture(s).

### Connections, Comparisons, and Communities (CCC)

**MLIV.CCC1: The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts.**

- A. Report on the role of major contemporary and historical figures and events from the cultures studied.
- B. Identify and discuss how topics studied in other subject areas relate to those studied in the target language class.
- C. Discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature.

**MLIV.CCC2: The students investigate the similarities and differences that exist within and among the cultures studied.**

- A. Discuss the influences of events and issues of the relationships between countries where the target language is spoken and the students' own culture.
- B. Discuss how members of the target culture(s) view the United States.
- C. Recognize and discuss local, regional, and national differences in the countries where the target language is spoken.

**MLIV.CCC3: The students expand knowledge of the English language through the study and analysis of linguistic elements of the target language.**

- A. Recognize basic differences between target language pronunciation, vocabulary, and colloquial usage in countries and regions.
- B. Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood.

**MLIV.CCC4: The students apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.**

- A. Discuss information acquired through the use of media, entertainment, and technology in the target language.
- B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding.



For more information about the **Georgia Performance Standards**, go to <http://goo.gl/ZqLcyy> or use the following QR code



For more information about the **ACTFL World-Readiness Standards for Learning Languages**, go to <http://goo.gl/ofmml1> or use the following QR code

### Language Proficiency Targets

	<u>Interpersonal</u>	<u>Speaking</u>	<u>Listening</u>	<u>Reading</u>	<u>Writing</u>
<b>Level I</b>	Novice High	Novice High	Novice High	Intermediate Low	Novice High
<b>Level II</b>	Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Mid -	Intermediate Low
<b>Level III</b>	Intermediate Mid -	Intermediate Mid -	Intermediate Mid -	Intermediate Mid	Intermediate Mid -
<b>Level IV</b>	<u>Intermediate Low</u>	<u>Intermediate Mid</u>	<u>Intermediate Mid</u>	<u>Intermediate High</u>	<u>Intermediate High (-)</u>
<b>Level V - VIII</b>	Intermediate High - to Advanced Low	Intermediate High - to Advanced Low	Intermediate High - to Advanced Low	Intermediate High to Advanced Low	Intermediate High - to Advanced Low

### Thematic Units

	<b>Unit I</b>	<b>Unit II</b>	<b>Unit III</b>	<b>Unit IV</b>	<b>Unit V</b>	<b>Unit VI</b>
<b>French I</b>	Introductions, meet/greet, Family and Friends	School	Clothing, Shopping, Food, Restaurant, Community	Sport and Leisure		
<b>French II</b>	Traveling, Transportation, Directions, City/Buildings	Daily Routine, Responsibilities, Useful Items, Daily Life	Health, Body, Emergencies, Injury, Illness	Community, Celebrations, Entertainment		
<b>French III</b>	Life Events, Family, Friendship, Relationships	Community, Social Media, Technology	Careers, When I Grow Up	Environment	The Arts	
<b>French IV</b>						



Proficiency Target Can Do Statements (NCSSFL-ACTFL)

Interpersonal Communication

<p><b>NOVICE HIGH:</b> I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p><b>INTERMEDIATE LOW:</b> I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p><b>INTERMEDIATE MID:</b> I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.</p>
<p><b>I can exchange some personal information.</b></p> <ul style="list-style-type: none"> <li>• I can ask and say a home address and e-mail address.</li> <li>• I can ask and say someone’s nationality.</li> <li>• I can ask and talk about family members and their characteristics.</li> <li>• I can ask and talk about friends, classmates, teachers, or co-workers.</li> </ul> <p><b>I can exchange information using texts, graphs, or pictures.</b></p> <ul style="list-style-type: none"> <li>• I can ask about and identify familiar things in a picture from a story.</li> <li>• I can ask about and identify important information about the weather using a map.</li> <li>• I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.</li> <li>• I can respond to simple questions based on graphs or visuals that provide information containing numbers or statistics.</li> </ul> <p><b>I can ask for and give simple directions.</b></p> <ul style="list-style-type: none"> <li>• I can ask for directions to a place.</li> <li>• I can tell someone how to get from one place to another, such as go straight, turn left, or turn right.</li> <li>• I can tell someone where something is located, such as next to, across from, or in the middle of.</li> </ul> <p><b>I can make plans with others.</b></p> <ul style="list-style-type: none"> <li>• I can accept or reject an invitation to do something or go somewhere.</li> <li>• I can invite and make plans with someone to do something or go somewhere.</li> <li>• I can exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet.</li> </ul> <p><b>I can interact with others in everyday situations.</b></p> <ul style="list-style-type: none"> <li>• I can order a meal.</li> <li>• I can make a purchase.</li> <li>• I can buy a ticket.</li> </ul>	<p><b>I can have a simple conversation on a number of everyday topics.</b></p> <ul style="list-style-type: none"> <li>• I can talk with someone about family or household tasks.</li> <li>• I can talk with someone about hobbies and interests.</li> <li>• I can talk with someone about school or work.</li> </ul> <p><b>I can ask and answer questions on factual information that is familiar to me.</b></p> <ul style="list-style-type: none"> <li>• I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.</li> </ul> <p><b>I can use the language to meet my basic needs in familiar situations.</b></p> <ul style="list-style-type: none"> <li>• I can ask for help at school, work, or in the community.</li> <li>• I can make a reservation.</li> </ul> <p>I can arrange for transportation, such as by train, bus, taxi, or a ride with friends.</p>	<p><b>I can start, maintain, and end a conversation on a variety of familiar topics.</b></p> <ul style="list-style-type: none"> <li>• I can be the first to start a conversation.</li> <li>• I can ask for information, details, and explanations during a conversation.</li> <li>• I can bring a conversation to a close.</li> <li>• I can interview someone for a project or a publication.</li> </ul> <p><b>I can talk about my daily activities and personal preferences.</b></p> <ul style="list-style-type: none"> <li>• I can talk about my daily routine.</li> <li>• I can talk about my interests and hobbies.</li> <li>• I can give reasons for my preferences.</li> <li>• I can give some information about activities I did.</li> <li>• I can give some information about something I plan to do.</li> <li>• I can talk about my favorite music, movies, and sports.</li> </ul> <p><b>I can use my language to handle tasks related to my personal needs.</b></p> <ul style="list-style-type: none"> <li>• I can request services, such as repair for a phone, computer, or car.</li> <li>• I can schedule an appointment.</li> <li>• I can inquire about membership in an organization or club.</li> </ul> <p><b>I can exchange information about subjects of special interest to me.</b></p> <ul style="list-style-type: none"> <li>• I can talk about artists from other countries.</li> <li>• I can talk about historical events.</li> </ul> <p>I can talk about a mathematics, technology, or science project.</p>



<p><b>INTERMEDIATE LOW:</b>                      I can present information on most familiar topics using a series of simple sentences.</p>	<p><b>INTERMEDIATE MID:</b>                      I can make presentations on a wide variety of familiar topics using connected sentences.</p>	<p><b>INTERMEDIATE HIGH:</b>                      I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.</p>
<p><b>I can talk about people, activities, events, and experiences.</b></p> <ul style="list-style-type: none"> <li>• I can describe the physical appearance of a friend or family member.</li> <li>• I can describe another person’s personality.</li> <li>• I can describe a school or workplace.</li> <li>• I can describe a famous place.</li> <li>• I can describe a place I have visited or want to visit.</li> <li>• I can present my ideas about something I have learned.</li> </ul> <p><b>I can express my needs and wants.</b></p> <ul style="list-style-type: none"> <li>• I can describe what I need for school or work.</li> <li>• I can talk about what I want or need to do each day.</li> </ul> <p><b>I can present information on plans, instructions, and directions.</b></p> <ul style="list-style-type: none"> <li>• I can explain the rules of a game.</li> <li>• I can give multi-step instructions for preparing a recipe.</li> <li>• I can describe what my plans are for the weekend.</li> <li>• I can describe what my summer plans are.</li> <li>• I can describe holiday or vacation plans.</li> <li>• I can describe what is needed for a holiday or a celebration.</li> <li>• I can describe what I plan to do next in my life.</li> </ul> <p><b>I can present songs, short skits, or dramatic readings.</b></p> <ul style="list-style-type: none"> <li>• I can retell a children’s story.</li> <li>• I can present a proverb, poem, or nursery rhyme.</li> <li>• I can participate in a performance of a skit or a scene from a play.</li> </ul> <p><b>I can express my preferences on topics of interest.</b></p> <ul style="list-style-type: none"> <li>• I can give a presentation about a movie or television show that I like.</li> <li>• I can give a presentation about a famous athlete, celebrity, or historical figure.</li> <li>• I can express my thoughts about a current event I have learned about or researched.</li> </ul>	<p><b>I can make a presentation about my personal and social experiences.</b></p> <ul style="list-style-type: none"> <li>• I can describe a childhood or past experience.</li> <li>• I can report on a social event that I attended.</li> <li>• I can make a presentation on something new I learned.</li> <li>• I can make a presentation about my plans for the future.</li> </ul> <p><b>I can make a presentation on something I have learned or researched.</b></p> <ul style="list-style-type: none"> <li>• I can give a short presentation on a current event.</li> <li>• I can present about a topic from an academic subject, such as science, math, art, etc.</li> <li>• I can describe how to plan and carry out an event, such as a party or family reunion.</li> <li>• I can give a short presentation on a famous person, landmark, or cultural event.</li> </ul> <p><b>I can make a presentation about common interests and issues and state my viewpoint.</b></p> <ul style="list-style-type: none"> <li>• I can give a presentation about a favorite movie or song and tell why I like it.</li> <li>• I can give a presentation about a famous person or historical figure and tell why he/she is important.</li> <li>• I can share my reactions about a current event and explain why the event is in the news</li> </ul>	<p><b>I can present information on academic and work topics.</b></p> <ul style="list-style-type: none"> <li>• I can present ideas about something I have learned, such as a historical event, a famous person, or a current environmental issue.</li> <li>• I can explain a series of steps needed to complete a task or experiment.</li> <li>• I can explain to someone who was absent what took place in class or on the job.</li> <li>• I can present my qualifications and goals for an academic program, training, or job.</li> </ul> <p><b>I can make a presentation on events, activities, and topics of particular interest.</b></p> <ul style="list-style-type: none"> <li>• I can present on something I learned from the media.</li> <li>• I can make a presentation about an interesting person.</li> <li>• I can summarize a personal, historical, or cultural event.</li> <li>• I can give a presentation about my interests, hobbies, lifestyle, or preferred activities.</li> <li>• I can make a presentation about the history or current status, of a school, organization, or company.</li> <li>• I can make a presentation about future plans.</li> </ul> <p><b>I can present my point of view and provide reasons to support it.</b></p> <ul style="list-style-type: none"> <li>• I can make a presentation on rules or policies such as cell phone use, dress code, or requirements for driving and explain my viewpoint.</li> <li>• I can share and justify my opinion on common issues such as allowances for children, curfews for teenagers, budget-related topics, etc.</li> <li>• I can explain my point of view on current event topics such as recycling, nutrition and exercise, the food supply, conserving energy resources, extreme weather events, etc.</li> </ul>



**Presentational Writing**

<p><b>INTERMEDIATE LOW:</b> I can write briefly about most familiar topics and present information using a series of simple sentences.</p>	<p><b>INTERMEDIATE MID:</b> I can write on a wide variety of familiar topics using connected sentences.</p>	<p><b>INTERMEDIATE HIGH:</b> I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.</p>
<p><b>I can write about people, activities, events, and experiences.</b></p> <ul style="list-style-type: none"> <li>• I can describe the physical appearance and personality of a friend or family member.</li> <li>• I can write about a school, workplace, famous place, or place I have visited.</li> <li>• I can write about a holiday, vacation, or a typical celebration.</li> <li>• I can write about something I have learned.</li> <li>• I can write about what I plan to do next in my life.</li> </ul> <p><b>I can prepare materials for a presentation.</b></p> <ul style="list-style-type: none"> <li>• I can write out a draft of a presentation that I plan to present orally.</li> <li>• I can write an outline of a project or presentation.</li> <li>• I can write notes for a speech.</li> </ul> <p><b>I can write about topics of interest.</b></p> <ul style="list-style-type: none"> <li>• I can write about a movie or a television show that I like.</li> <li>• I can write about a famous athlete, celebrity, or historical figure.</li> <li>• I can write a brief explanation of a proverb or nursery rhyme.</li> <li>• I can write a simple poem.</li> </ul> <p><b>I can write basic instructions on how to make or do something.</b></p> <ul style="list-style-type: none"> <li>• <b>I can write the rules of a game.</b></li> <li>• <b>I can write about how to prepare something simple to eat.</b></li> <li>• <b>I can write about a simple routine, like getting lunch in the cafeteria.</b></li> <li>• <b>I can write simple directions to a nearby location or to an online resource.</b></li> </ul> <p><b>I can write questions to obtain information.</b></p> <ul style="list-style-type: none"> <li>• I can post a question for discussion or reflection.</li> <li>• I can develop a simple questionnaire or survey.</li> </ul>	<p><b>I can write messages and announcements.</b></p> <ul style="list-style-type: none"> <li>• I can write a message to explain or clarify something.</li> <li>• I can write about common events and daily routines.</li> <li>• I can write an autobiographical statement for a contest, study abroad or other special program, or job application.</li> <li>• I can write an invitation or flyer about an event I am Planning</li> </ul> <p><b>I can write short reports about something I have learned or researched.</b></p> <ul style="list-style-type: none"> <li>• I can write a short article on a current event.</li> <li>• I can write about an academic subject, such as science, math, art, etc.</li> <li>• I can write the minutes or a debrief from a club or other meeting.</li> </ul> <p><b>I can compose communications for public distribution.</b></p> <ul style="list-style-type: none"> <li>• I can create a flyer for an upcoming event at my school or at work.</li> <li>• I can write a review of a movie, book, play, exhibit, etc.</li> <li>• I can post an entry to a blog or a discussion forum.</li> <li>• I can compose a simple letter, response, or article for a publication.</li> <li>• I can contribute to a school or work publication.</li> </ul>	<p><b>I can write about school and academic topics.</b></p> <ul style="list-style-type: none"> <li>• I can write a simple summary about something I have learned.</li> <li>• I can write a series of steps needed to complete a task, such as for an experiment.</li> <li>• I can prepare notes for someone who was absent from class or school.</li> <li>• I can write the content for a multi-media presentation, a handout, a synopsis, etc.</li> </ul> <p><b>I can write about work and career topics.</b></p> <ul style="list-style-type: none"> <li>• I can write a simple summary about an assignment or task that I've been asked to do.</li> <li>• I can document the series of steps needed to complete a task or project.</li> <li>• I can prepare notes for someone who is new or has been absent from a project, team, or work meeting.</li> <li>• I can draft a work plan.</li> <li>• I can write the content for a multi-media presentation, a handout, a synopsis, etc.</li> </ul> <p><b>I can write about community topics and events.</b></p> <ul style="list-style-type: none"> <li>• I can write a simple summary about something I have researched.</li> <li>• I can write the content for a multi-media presentation, a handout, a synopsis, etc.</li> <li>• I can write the series of steps needed to complete a task, such as for a community event or a fund raiser.</li> <li>• I can summarize what has been happening in the community for someone who is new or has been away.</li> </ul> <p><b>I can write about an entertainment or social event.</b></p> <ul style="list-style-type: none"> <li>• I can summarize a conversation or interview that I had with someone.</li> <li>• I can describe an event that I participated in or witnessed.</li> <li>• I can write a brief summary of the plot of a movie or an episode of a TV show.</li> </ul>



**Interpretive Listening**

<p><b>NOVICE HIGH:</b> I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.</p>	<p><b>INTERMEDIATE LOW:</b> I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.</p>	<p><b>INTERMEDIATE MID:</b> I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.</p>
<p><b>I can sometimes understand simple questions or statements on familiar topics.</b></p> <ul style="list-style-type: none"> <li>• I can recognize the difference between a question and a statement.</li> <li>• I can sometimes understand questions about how old I am, where I live, what I do in my free time, etc.</li> <li>• I can sometimes understand questions or statements about family.</li> <li>• I can sometimes understand questions or statements about my friends and classmates or workmates.</li> </ul> <p><b>I can understand simple information when presented with pictures and graphs.</b></p> <ul style="list-style-type: none"> <li>• I can understand some facts about the weather when weather symbols are used.</li> <li>• I can understand when someone describes physical descriptions from a photo or an art work. I can follow along with simple arithmetic problems when I can see the figures.</li> </ul> <p><b>I can understand simple information when presented with pictures and graphs.</b></p> <ul style="list-style-type: none"> <li>• I can understand some facts about the weather when weather symbols are used.</li> <li>• I can understand when someone describes physical descriptions from a photo or an art work.</li> <li>• I can follow along with simple arithmetic problems when</li> <li>• I can see the figures.</li> </ul>	<p><b>I can understand the basic purpose of a message.</b></p> <ul style="list-style-type: none"> <li>• I can determine if I am hearing an announcement or an advertisement.</li> <li>• I can understand what a radio advertisement is selling.</li> <li>• I can understand when and where an event will take place.</li> <li>• I can understand a voice message accepting or rejecting an invitation.</li> </ul> <p><b>I can understand messages related to my basic needs.</b></p> <ul style="list-style-type: none"> <li>• I can understand a clear and repeated announcement about a flight’s departure time and/or gate.</li> <li>• I can understand teacher announcements about when an assignment is due.</li> <li>• I can understand the date and time of when a voice message was recorded.</li> </ul> <p><b>I can understand questions and simple statements on everyday topics when I am part of the conversation.</b></p> <ul style="list-style-type: none"> <li>• I can understand questions about my work or class schedule.</li> <li>• I can understand questions about my likes and dislikes.</li> <li>• I can understand simple compliments about what I am wearing or what I am doing.</li> </ul>	<p><b>I can understand basic information in ads, announcements, and other simple recordings.</b></p> <ul style="list-style-type: none"> <li>• I can understand when, where, and who is playing in a concert from a radio advertisement.</li> <li>• I can understand the main message of an e-card greeting.</li> <li>• I can understand what service is being offered in a TV ad.</li> <li>• I can identify the type of film from a movie preview.</li> </ul> <p><b>I can understand the main idea of what I listen to for personal enjoyment.</b></p> <ul style="list-style-type: none"> <li>• I can understand basic questions or statements during a video conference.</li> <li>• I can understand a short YouTube clip.</li> <li>• I can understand peers’ recorded descriptions about themselves or their avatars.</li> </ul> <p><b>I can understand messages related to my everyday life.</b></p> <ul style="list-style-type: none"> <li>• I can understand a voice message about the time and place of meeting.</li> <li>• I can understand a box-office recording about the times of the performances or events.</li> <li>• I can understand that an event is being postponed or cancelled.</li> </ul>



<p><b>INTERMEDIATE MID:</b>                      I can understand the main idea of texts related to everyday life and personal interests or studies.</p>	<p><b>INTERMEDIATE HIGH:</b>                      I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.</p>	<p><b>Advanced Low:</b>                      I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames and genres.</p>
<p><b>I can understand simple personal questions.</b></p> <ul style="list-style-type: none"> <li>• I can understand the questions asked on a career preference survey.</li> <li>• I can understand what is asked for on a simple, popular magazine questionnaire.</li> <li>• I can understand the personal questions to complete a profile on a social media site.</li> </ul> <p><b>I can understand basic information in ads, announcements, and other simple texts.</b></p> <ul style="list-style-type: none"> <li>• I can understand the information in birth and wedding announcements.</li> <li>• I can understand the information in sales ads.</li> <li>• I can understand basic information on travel brochures.</li> <li>• I can understand basic information on food labels.</li> </ul> <p><b>I can understand the main idea of what I read for personal enjoyment.</b></p> <ul style="list-style-type: none"> <li>• I can understand updates in entertainment magazines.</li> <li>• I can understand postings in blogs on familiar topics.</li> <li>• I can understand postcards from friends.</li> </ul> <p><b>I can read simple written exchanges between other people.</b></p> <ul style="list-style-type: none"> <li>• I can understand the main idea of personal messages exchanged in chat rooms.</li> <li>• I can understand the main idea of a biographical interview with a celebrity.</li> </ul>	<p><b>I can understand accounts of personal events or experiences.</b></p> <ul style="list-style-type: none"> <li>• I can understand information about an upcoming excursion, such as a class trip or company event.</li> <li>• I can understand a friend’s postcard describing a family vacation.</li> <li>• I can understand descriptions of a Peace Corps volunteer’s daily life.</li> </ul> <p><b>I can sometimes follow short, written instructions when supported by visuals.</b></p> <ul style="list-style-type: none"> <li>• I can follow the instructions to use an ATM.</li> <li>• I can follow the instructions to make an online purchase.</li> <li>• I can follow simple directions to do an experiment in a science class.</li> <li>• I can understand the basic instructions for playing a video game.</li> </ul> <p><b>I can understand the main idea of and a few supporting facts about famous people and historic events.</b></p> <ul style="list-style-type: none"> <li>• I can read a short summary of a historical figure’s accomplishments.</li> <li>• I can understand the main idea and a few supporting facts about a scientific discovery from a summarized description.</li> </ul>	<p><b>I can find and use information for practical purposes.</b></p> <ul style="list-style-type: none"> <li>• I can read about an upcoming event to help me decide whether or not to attend.</li> <li>• I can read a blogger’s account of a trip to plan my own.</li> <li>• I can read a message about a friend’s car accident. I can read a description about a candidate to make a voting decision.</li> <li>• I can understand absentee and sick leave policies.</li> </ul> <p><b>I can read texts that compare and contrast information.</b></p> <ul style="list-style-type: none"> <li>• I can read restaurant descriptions to guide my choice.</li> <li>• I can read movie summaries to choose what to watch.</li> <li>• I can read a catalogue of course descriptions to choose my classes.</li> <li>• I can understand the main idea and some details from a list of government job descriptions.</li> <li>• I can read an article about how technology has changed in the past 20 years</li> </ul> <p><b>I can follow simple written instructions.</b></p> <ul style="list-style-type: none"> <li>• I can follow directions for assembling a model.</li> <li>• I can follow driving directions.</li> <li>• I can follow the steps of a recipe.</li> </ul>