

# 3rd Grade Proficiency Planning Guide: SPANISH

## Utah Dual Language Immersion Program

### Listening Ability

**Proficiency Target: Intermediate Low**

**How well do 3<sup>rd</sup> Grade Spanish students understand when they listen?**

Students can understand sentence-length language, which consists of recombinations of learned utterances in a limited number of content areas (basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions, content of subjects they are studying), particularly if strongly supported by the situational context. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

adapted from the ACTFL Proficiency Guidelines—Listening

*When students exhibit Intermediate Low listening proficiency in Spanish, here are some examples of the kinds of things they are able to understand:*

<b>the main idea and a few details</b> (that occur in present, past and future timeframes)
1. short conversations and oral presentations
2. instructions supported with visuals and/or gestures
3. media presentations on topics familiar to them
4. multi-step instructions on how to do something
5. multi-step directions to get to a location
6. information about subjects they are studying or have studied in school

### Speaking Ability

**Proficiency Target: Novice High**

**How well do 3<sup>rd</sup> Grade Spanish students speak?**

They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation pertains to predictable topics such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs, in addition to the content from subjects they are learning. These speakers respond to simple, direct questions or requests for information. When they inquire about something, their questions tend to be formulaic rather than tailor-made to the context.

These speakers are able to express themselves by relying heavily on learned phrases or recombinations of these phrases and what they hear from their speaking partner. Their language, which consists mostly of short and sometimes incomplete sentences in present time, may only partially communicate what it intended. First language may strongly influence pronunciation, as well as vocabulary and syntax, as they attempt to personalize their language. Frequent misunderstandings may arise but, with repetition or rephrasing, sympathetic speaking partners who are used to non-natives can generally understand these speakers.

adapted from the ACTFL Proficiency Guidelines--Speaking

*When students exhibit Novice High speaking ability in Spanish, here are examples of the kinds of things they can do with familiar topics:*

1. ask and give basic information about people
2. ask and give basic information about places
3. ask and give basic information about their daily routing
4. ask and give basic information events (birthday party, an outing)
5. ask questions to gain new information
6. exchange information with other people about what to do, where to go and when to meet
7. tell what happens at a particular kind of event (birthday party, sports event)
8. tell how to do something (ex. play a game, make food, solve a math problem)
9. give simple directions to a location

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### Reading Ability

**Proficiency Target: Novice High**

**How well do 3<sup>rd</sup> Grade Spanish students read?**

These readers can understand fully, and with relative ease, key words and cognates, as well as formulaic phrases, across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages found in their everyday environment. Typically, they are able to understand short, non-complex texts that convey basic information for which there is contextual or extra linguistic support.

adapted from the ACTFL Proficiency Guidelines--Reading

*When students exhibit Novice High reading ability in Spanish, here are some examples of the kinds of things they can understand:*

- |   |
|---|
| 1. basic information on familiar topics                               |
| 2. information required to complete basic forms                       |
| 3. short directions and instructions that may be supported by visuals |
| 4. some ideas and information provided in texts                       |

### Writing Ability

**Proficiency Target: Novice High**

**How well do 3<sup>rd</sup> Grade Spanish students write?**

These writers are able to meet limited basic practical writing needs relying mainly on practiced material. The language that is produced is generally writer-centered and focused on common, discrete elements of daily life and on the content of subjects the students are learning. Writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but the language they produce may only partially communicate what is intended. Writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.

adapted from the ACTFL Proficiency Guidelines--Writing

*When students exhibit Novice High writing ability in Spanish, here are some examples of the kinds of things they can do in writing:*

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| 1. give basic information about people important to them           |
| 2. give basic information about places                             |
| 3. give basic information about their daily routine                |
| 4. give basic information about events (birthday party, an outing) |
| 5. write about self  |
| 6. write about something learned at school or in the community     |
| 7. write questions to obtain information                           |



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