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## Georgia Standards

### Communication – Interpersonal Mode (IP)

**MLI.IP1:** The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.

- A. Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms
- B. Express likes, dislikes, emotions, agreement and disagreement.
- C. Make simple requests.
- D. Ask for clarification.
- E. Give simple descriptions.

- F. Comprehend basic directions.
- G. Ask questions and provide responses based on topics such as self, family, school, etc.
- H. Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.

**MLI.IP2:** The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.

- A. Initiate, participate in, and close a brief oral or written exchange.
- B. Use formal and informal forms of address.

- C. Demonstrate Novice-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

### Communication – Interpretive Mode (INT)

**MLI.INT1:** The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc.

- A. Identify main ideas and some details when reading and listening.
- B. Comprehend simple, culturally authentic announcements, messages, and advertisements.

- C. Understand simple instructions, such as classroom procedures.
- D. Demonstrate Novice-Mid proficiency in listening and reading comprehension.

**MLI.INT2:** The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.

- A. Differentiate among statements, questions and exclamations.

- B. Recognize basic gestures, body language, and intonation that clarify a message.

### Communication - Presentational Mode (P)

**MLI.P1:** The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns.

- A. Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media.
- B. Give basic information about self and others including school, family, activities, etc.

- C. Demonstrate Novice-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.

**MLI.P2:** The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.

- A. Demonstrate Novice-Mid proficiency in pronunciation and intonation when presenting rehearsed material.

- B. Demonstrate comprehension of rehearsed material.

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

**MLI.CU:** The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.

- A. Demonstrate knowledge of contributions of target culture(s) to civilization.
- B. Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.
- C. Describe customs and traditions of the cultures such as greetings, celebrations and courtesies.

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

**MLI.CCC1:** The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another.

- A. Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.
- B. Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills).
- C. Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects.
- D. Relate content from other subject areas to topics discussed in the language class, such as the influence of explorers and settlers on various regions of the United States.

**MLC.CCC2:** The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students’ own culture.

- A. Compare patterns of behavior and interaction in the students’ own culture with those of the target language.
- B. Demonstrate an awareness of elements of the students’ own culture.

**MLI.CCC3:** The students compare basic elements of the target language to the English language.

- A. Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms.
- B. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

**MLI.CCC4:** The students demonstrate an awareness of current events in the target culture(s).

- A. Give information regarding major current events of the target culture(s).
- B. Understand the impact of current events of the target culture(s).

**MLI.CCC5:** The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes.

- A. Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology.
- B. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture(s) studied.

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

|                | Interpersonal                                 | Speaking                                  | Listening                                     | Reading                                       | Writing                                       |
|----------------|---|---|---|---|---|
| Level I        | Novice Low                                    | Novice Mid                                | Novice Mid                                    | Novice Low                                    | Novice Low                                    |
| Level II       | Novice Mid                                    | Novice Mid (+)                            | Novice Mid (+)                                | Novice Mid                                    | Novice Mid                                    |
| Level III      | Novice Mid (+)                                | Novice High                               | Novice High                                   | Novice Mid (+)                                | Novice Mid (+)                                |
| Level IV       | Novice High                                   | Intermediate Low                          | Intermediate Low                              | Novice High                                   | Novice High                                   |
| Level V - VIII | Intermediate Low (-) to Intermediate High (-) | Intermediate Mid (-) to Intermediate High | Intermediate Low (-) to Intermediate High (-) | Intermediate Low (-) to Intermediate High (-) | Intermediate Low (-) to Intermediate High (-) |

### Thematic Units

|             | Unit I   | Unit II  | Unit III  | Unit IV  |
|-------------|--|--|---|--|
| Chinese I   | Introduction: greetings, names and ages                | All about me: nationalities, schools, and families   | All about me: my home, birthdays, dates, and days of the week | All about me: my classroom, my favorite fruit and my favorite Chinese food |
| Chinese II  | Fashion: colors and clothes                            | Descriptions: people and animals                     | Directions: transportations, directions, and activities       | When in China (Rome): bargain shop, hobbies, languages, and weather        |
| Chinese III | My family: locations, professions                      | My day: my room, activities, hobbies                 | All about school: classes, schedules, teachers                | All about China: places of interest, my home in China, Chinese restaurants |
| Chinese IV  | Holidays: celebrations, traditions, parties, birthdays | Seasons: four seasons, getting sick, getting healthy | My community: hobbies, activities                             | China: Chinese zodiacs, animals, vacations                                 |

Proficiency Target Can Do Statements (NCSSFL-ACTFL)



Interpersonal Communication

| <p><b>NOVICE LOW:</b><br/>I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.</p>  | <p><b>NOVICE MID:</b><br/>I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</p>  | <p><b>NOVICE HIGH:</b><br/>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.<br/>I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>   |
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| <p><b>I can greet my peers.</b></p> <ul style="list-style-type: none"> <li>I can say hello and goodbye.</li> </ul> <p><b>I can introduce myself to someone.</b></p> <ul style="list-style-type: none"> <li>I can tell someone my name.</li> </ul> <p><b>I can answer a few simple questions.</b></p> <ul style="list-style-type: none"> <li>I can respond to yes/no questions.</li> <li>I can answer an either/or question.</li> <li>I can respond to who, what, when, where questions</li> </ul> | <p><b>I can greet and leave people in a polite way.</b></p> <ul style="list-style-type: none"> <li>I can say hello and goodbye to someone my age or younger.</li> <li>I can say hello and goodbye to my teacher, professor, or supervisor. I can say hello and goodbye to an adult.</li> <li>I can say hello and goodbye to a person I do not know.</li> </ul> <p><b>I can introduce myself and others.</b></p> <ul style="list-style-type: none"> <li>I can introduce myself and provide basic personal information.</li> <li>I can introduce someone else. I can respond to an introduction.</li> </ul> <p><b>I can answer a variety of simple questions.</b></p> <ul style="list-style-type: none"> <li>I can answer questions about what I like and dislike.</li> <li>I can answer questions about what I am doing and what I did.</li> <li>I can answer questions about where I'm going or where I went.</li> <li>I can answer questions about something I have learned.</li> </ul> <p><b>I can make some simple statements in a conversation.</b></p> <ul style="list-style-type: none"> <li>I can tell someone what I am doing.</li> <li>I can say where I went. I can say whom I am going to see.</li> <li>I can express a positive reaction, such as "Great!"</li> </ul> <p><b>I can ask some simple questions.</b></p> <ul style="list-style-type: none"> <li>I can ask who, what, when, where questions.</li> <li>I can ask questions about something that I am learning.</li> </ul> <p><b>I can communicate basic information about myself and people I know.</b></p> <ul style="list-style-type: none"> <li>I can say my name and ask someone's name.</li> <li>I can say or write something about the members of my family and ask about someone's family.</li> <li>I can say or write something about friends and classmates or co-workers.</li> </ul> <p><b>I can communicate some basic information about my everyday life.</b></p> <ul style="list-style-type: none"> <li>I can give times, dates, and weather information.</li> <li>I can talk about what I eat, learn, and do.</li> <li>I can talk about places I know. I can ask and understand how much something costs.</li> <li>I can tell someone the time and location of a community event.</li> </ul> | <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> |



**Presentational Speaking**

| <p><b>NOVICE LOW:</b><br/>I can present information about myself and some other very familiar topics using single words or memorized phrases.</p>  | <p><b>NOVICE MID:</b><br/>I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</p>  | <p><b>NOVICE HIGH:</b><br/>I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</p>  |
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| <p><b>I can recite words and phrases that I have learned.</b></p> <ul style="list-style-type: none"> <li>• I can count from 1-10.</li> <li>• I can say the date and the day of the week.</li> <li>• I can list the months and seasons</li> </ul> <p><b>I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases.</b></p> <ul style="list-style-type: none"> <li>• I can name famous landmarks and people.</li> <li>• I can name countries on a map.</li> <li>• I can list items I see every day.</li> </ul> <p><b>I can introduce myself to a group.</b></p> <ul style="list-style-type: none"> <li>• I can state my name, age, and where I live.</li> <li>• I can give my phone number, home address, and email address.</li> </ul> <p><b>I can recite short memorized phrases, parts of poems, and rhymes.</b></p> <ul style="list-style-type: none"> <li>• I can sing a short song.</li> <li>• I can recite a nursery rhyme.</li> <li>• I can recite a simple poem</li> </ul> | <p><b>I can present information about myself and others using words and phrases.</b></p> <ul style="list-style-type: none"> <li>• I can say what I look like.</li> <li>• I can say what I am like.</li> <li>• I can say what someone looks like.</li> <li>• I can say what someone is like.</li> </ul> <p><b>I can express my likes and dislikes using words, phrases, and memorized expressions.</b></p> <ul style="list-style-type: none"> <li>• I can say which sports I like and don't like.</li> <li>• I can list my favorite free-time activities and those I don't like.</li> <li>• I can state my favorite foods and drinks and those I don't like.</li> </ul> <p><b>I can present information about familiar items in my immediate environment.</b></p> <ul style="list-style-type: none"> <li>• I can talk about my house.</li> <li>• I can talk about my school or where I work.</li> <li>• I can talk about my room or office and what I have in it.</li> <li>• I can present basic information about my community, town/city, state, or country.</li> </ul> <p><b>I can talk about my daily activities using words, phrases, and memorized expressions.</b></p> <ul style="list-style-type: none"> <li>• I can list my classes and tell what time they start and end.</li> <li>• I can name activities and their times in my daily schedule.</li> <li>• I can talk about what I do on the weekends.</li> </ul> <p><b>I can present simple information about something I learned using words, phrases, and memorized expressions.</b></p> <ul style="list-style-type: none"> <li>• I can talk about holiday celebrations based on pictures or photos.</li> <li>• I can name the main cities on a map.</li> <li>• I can talk about animals, colors, foods, historical figures, or sports based on pictures or photos.</li> </ul> | <p><b>I can present information about my life using phrases and simple sentences.</b></p> <ul style="list-style-type: none"> <li>• I can describe my family and friends.</li> <li>• I can describe my school.</li> <li>• I can describe where I work and what I do</li> </ul> <p><b>I can tell about a familiar experience or event using phrases and simple sentences.</b></p> <ul style="list-style-type: none"> <li>• I can tell what I do in class or at work.</li> <li>• I can tell about what I do during the weekend.</li> <li>• I can tell about what happens after school or work.</li> </ul> <p><b>I can present basic information about a familiar person, place, or thing using phrases and simple sentences.</b></p> <ul style="list-style-type: none"> <li>• I can describe a useful website.</li> <li>• I can talk about my favorite musical group, actor, or author.</li> <li>• I can describe a landmark, vacation location, or a place I visit.</li> <li>• I can talk about a famous person from history.</li> </ul> <p><b>I can present information about others using phrases and simple sentences.</b></p> <ul style="list-style-type: none"> <li>• I can talk about others' likes and dislikes.</li> <li>• I can talk about others' free-time activities.</li> <li>• I can give basic biographical information about others.</li> </ul> <p><b>I can give basic instructions on how to make or do something using phrases and simple sentences.</b></p> <ul style="list-style-type: none"> <li>• I can tell how to prepare something simple to eat.</li> <li>• I can describe a simple routine, like getting lunch in the cafeteria.</li> <li>• I can give simple directions to a nearby location or to an online resource.</li> </ul> <p><b>I can present basic information about things I have learned using phrases and simple sentences.</b></p> <ul style="list-style-type: none"> <li>• I can describe a simple process like a science experiment.</li> <li>• I can present a topic from a lesson based on pictures or photos.</li> <li>• I can present information about something I learned in a class or at work</li> <li>• I can present information about something I learned in the community.</li> </ul> |



**Presentational Writing**

| <p><b>NOVICE LOW:</b><br/>I can copy some familiar words, characters, or phrases.</p>  | <p><b>NOVICE MID:</b><br/>I can write lists and memorized phrases on familiar topics.</p>  | <p><b>NOVICE HIGH:</b><br/>I can write briefly about most familiar topics and present information using a series of simple sentences.</p>  |
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| <p><b>I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer.</b></p> <ul style="list-style-type: none"> <li>• I can copy the letters of the alphabet.</li> <li>• I can copy the characters that I am learning.</li> <li>• I can copy a simple phrase like “Happy Birthday,” “Happy Holidays,” etc.</li> </ul> <p><b>I can write words and phrases that I have learned.</b></p> <ul style="list-style-type: none"> <li>• I can write my name, home address, and my email address.</li> <li>• I can write numbers such as my phone number.</li> <li>• I can write the date and the day of the week.</li> <li>• I can write the months and seasons.</li> </ul> <p><b>I can label familiar people, places, and objects in pictures and posters.</b></p> <ul style="list-style-type: none"> <li>• I can label famous landmarks and people.</li> <li>• I can write the names of countries on a map.</li> <li>• I can list items I see every day.</li> </ul> <p style="padding-left: 40px;">I can label items in a room.</p> | <p><b>I can fill out a simple form with some basic personal information.</b></p> <ul style="list-style-type: none"> <li>• I can fill out a form with my name, address, phone number, birth date, and nationality.</li> <li>• I can complete a simple online form.</li> <li>• I can fill out a simple schedule.</li> </ul> <p><b>I can write about myself using learned phrases and memorized expressions.</b></p> <ul style="list-style-type: none"> <li>• I can list my likes and dislikes such as favorite subjects, sports, or free-time activities.</li> <li>• I can list my family members, their ages, their relationships to me, and what they like to do.</li> <li>• I can list my classes and tell what time they start and end.</li> <li>• I can write simple statements about where I live.</li> </ul> <p><b>I can list my daily activities and write lists that help me in my day-to-day life.</b></p> <ul style="list-style-type: none"> <li>• I can label activities and their times in my daily schedule.</li> <li>• I can write about what I do on the weekends.</li> <li>• I can write a to-do list.</li> <li>• I can write a shopping list.</li> </ul> <p><b>I can write notes about something I have learned using lists, phrases, and memorized expressions.</b></p> <ul style="list-style-type: none"> <li>• I can list the main cities of a specific country.</li> <li>• I can write the phrases and memorized expressions connected with holiday wishes and celebrations in a specific country.</li> <li>• I can create a list of topics or categories using vocabulary I have learned.</li> <li>• I can write something I hear or have heard such as simple information in a phone message or a classroom activity.</li> </ul> | <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>• I can write the rules of a game.</li> <li>• I can write about how to prepare something simple to eat.</li> <li>• I can write about a simple routine, like getting lunch in the cafeteria.</li> <li>• I can write simple directions to a nearby location or to an online resource.</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> |



Interpretive Listening

| <p><b>NOVICE LOW:</b><br/>I can recognize a few memorized words and phrases when I hear them spoken.</p>   | <p><b>NOVICE MID:</b><br/>I can recognize some familiar words and phrases when I hear them spoken.</p>  | <p><b>NOVICE HIGH:</b><br/>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>   |
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| <p><b>I can occasionally identify the sound of a character or a word.</b></p> <ul style="list-style-type: none"> <li>I can recognize the sound of a few letters when they are spoken or spelled out.</li> </ul> <p><b>I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.</b></p> <ul style="list-style-type: none"> <li>I can understand greetings.</li> <li>I can recognize some color words.</li> <li>I can understand some numbers.</li> <li>I can understand some food items.</li> </ul> | <p><b>I can understand a few courtesy phrases.</b></p> <ul style="list-style-type: none"> <li>I can understand greetings.</li> <li>I can understand when people express thanks.</li> <li>I can understand when people introduce themselves.</li> <li>I can understand when someone asks for a name.</li> </ul> <p><b>I can recognize and sometimes understand basic information in words and phrases that I have memorized.</b></p> <ul style="list-style-type: none"> <li>I can understand days of the week and the hour.</li> <li>I can recognize when I hear a date.</li> <li>I can recognize some common weather expressions.</li> </ul> <p><b>I can recognize and sometimes understand words and phrases that I have learned for specific purposes.</b></p> <ul style="list-style-type: none"> <li>I can recognize the names of the planets in a science class.</li> <li>I can recognize the names of some parts of the body in a health or fitness class</li> </ul> | <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.</li> <li>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> |



Interpretive Reading

| <p><b>NOVICE LOW:</b><br/>I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.</p>   | <p><b>NOVICE MID:</b><br/>I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.</p>  | <p><b>NOVICE HIGH:</b><br/>I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.</p>  |
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| <p><b>I can recognize a few letters or characters.</b></p> <ul style="list-style-type: none"> <li>• I can alphabetize a few names or words.</li> <li>• I can match a character in a headline to a supporting visual.</li> </ul> <p><b>I can connect some words, phrases, or characters to their meanings.</b></p> <ul style="list-style-type: none"> <li>• I can recognize some cities on a map.</li> <li>• I can identify some menu items.</li> </ul> | <p><b>I can recognize words, phrases, and characters with the help of visuals.</b></p> <ul style="list-style-type: none"> <li>• I can recognize entrance and exit signs.</li> <li>• I can identify family member words on a family tree.</li> <li>• I can identify healthy nutritional categories.</li> <li>• I can identify the simple labels on a science-related graph.</li> </ul> <p><b>I can recognize words, phrases, and characters when I associate them with things I already know.</b></p> <ul style="list-style-type: none"> <li>• I can check off words or phrases on a to-do list, grocery list, or scavenger hunt list.</li> <li>• I can identify labeled aisles in a supermarket.</li> <li>• I can choose a restaurant from an online list of local eateries.</li> <li>• I can identify scores from sports teams because I recognize team names and logos.</li> <li>• I can identify artists, titles, and music genres from iTunes.</li> <li>• I can identify the names of classes and instructors in a school schedule.</li> </ul> | <p><b>I can usually understand short simple messages on familiar topics.</b></p> <ul style="list-style-type: none"> <li>• I can understand basic familiar information from an ad.</li> <li>• I can sometimes identify the purpose of a brochure.</li> <li>• I can identify information from a movie brochure or poster.</li> <li>• I can understand simple information in a text message from a friend.</li> </ul> <p><b>I can sometimes understand short, simple descriptions with the help of pictures or graphs.</b></p> <ul style="list-style-type: none"> <li>• I can understand simple captions under photos.</li> <li>• I can understand very basic information from a real estate ad.</li> <li>• I can understand website descriptions of clothing items to make an appropriate purchase.</li> <li>• I can identify the categories on a graph.</li> </ul> <p>I can sometimes understand the main idea of published materials.</p> <ul style="list-style-type: none"> <li>• I can distinguish a birthday wish from a note expressing thanks.</li> <li>• I can identify destinations and major attractions on a travel brochure.</li> <li>• I can locate places on city maps.</li> </ul> <p><b>I can understand simple everyday notices in public places on topics that are familiar to me.</b></p> <ul style="list-style-type: none"> <li>• I can understand a simple public transportation schedule.</li> <li>• I can locate notices on where to park.</li> <li>• I can understand notices that tell of street or metro closings.</li> <li>• I can understand a store’s hours of operation.</li> <li>• I can read the labels on a recycling bin.</li> </ul> |