



priority learning targets

Foreign Language

School District 129

YEAR 1

1. React to an increased number of simple commands. (*B – 28A.4*)
2. Distinguish between questions and statements. (*C – 28A.1*)
3. Recognize the sound differences in words that indicate number, gender, person, and case. (*C – 28A.2*)
4. Ask greater variety of basic memorized questions. (*B – 28B.1*)
5. Respond to a number of questions and prompts that use familiar language. (*B -28B.2*)
6. Use routine courtesy expressions appropriately (e.g., Mr., Mrs., Miss, please, thank you). (*B – 28B.3*)
7. Use formal and informal words of address. (*B – 28B.4*)
8. Imitate sounds, words, and phrases with age- and stage- appropriate pronunciation, intonation, and inflection. (*B – 28B.5*)
9. Relate the written form to the spoken form of familiar language (e.g., simple greetings basic vocabulary, numbers, dates, time). (*B – 28C.1*)
10. Demonstrate understanding of cognates. (*B – 28C.2*)
11. Use simple phrases to describe people and objects from school and home (e.g., the baby is little, the young man, the book is large, the white house). (*B – 28D.3*)



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YEAR 2

1. Distinguish commands directed to self, others, and a group. *(C – 28A.3)*
2. Follow simple directions for classroom routines. *(D – 28A.2)*
3. Ask and respond to a variety of questions using learned material. *(C – 28B.1)*
4. Use common forms of courtesy, greetings, and leave-takings appropriate to the time of day. *(C – 28B.3)*
5. Pronounce words and phrases with age- and stage- appropriate pronunciation, intonation, and inflection. *(C – 28B.4)*
6. Read aloud the written form of familiar language (e.g., simple greetings, basic vocabulary, numbers, dates, time). *(C – 28C.1)*
7. Recognize repeating patterns in the target language. *(C – 28C.2)*
8. Use cognates to decode meaning of a passage. *(C – 28C.4)*
9. Follow simple written classroom instructions. *(D – 28C.1)*
10. Read a simple passage and complete comprehension activities and exercises. *(D – 28C.2)*
11. Compose a simple report about family members, friends, objects, or common school and home activities using appropriate punctuation and capitalization. *(D – 28D.1)*



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YEAR 3

1. Show comprehension (e.g., match illustration to a story, complete a guided written activity) of illustrated stories, audio-visual programs, or websites. *(D – 28A. 1)*
2. Ask learned questions spontaneously in familiar contexts. *(D – 28B. 1)*
3. Respond spontaneously with simple answers to questions using acquired language. *(D – 28B.2)*
4. Produce age- and stage- appropriate pronunciation, inflection, and intonation patterns. *(D – 28B.3)*
5. Demonstrate understanding of simple stories, poems, or songs. *(C – 28C.3)*
6. Infer meaning of unfamiliar vocabulary using contextual clues. *(D – 28C.3)*
7. Summarize a simple passage. *(E – 28C.2)*
8. Use cognates and loan words to infer meaning of unfamiliar material. *(E – 28C.3)*
9. Use learned material to write or present original dialogues. *(D – 28D.4)*
10. Combine and recombine learned material to write a paragraph on a familiar topic using appropriate punctuation, grammar, and capitalization. *(E – 28D.1)*
11. Present a simple age- and stage- appropriate report on a familiar topic. *(E – 28D.2)*



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Foreign Language

School District 129

YEAR 4

1. Demonstrate comprehension (e.g., sequence events, illustrate, dramatize) of simple stories, dialogues, and other presentations containing significant visual cues. *(E – 28A.1)*
2. Demonstrate understanding of short, simple narratives, conversations, or aural presentations with assistance from resources (e.g., concrete objects, graphic organizers) within developmentally appropriate, highly predictable, and familiar contexts. *(F – 28A.1)*
3. Use resources and previously learned material to summarize a story. *(H – 28A.2)*
4. Ask questions spontaneously in some new contexts. *(E – 28B.1)*
5. Respond spontaneously to questions. *(E – 28B.2)*
6. Demonstrate improved pronunciation, intonation, and inflection. *(E – 28B.3)*
7. Infer meaning using contextual clues and drawing on known roots, words, and phrases. *(E – 28C.4)*
8. Demonstrate comprehension of the main message of a variety of written materials with the help of available resources (e.g., dictionary, thesaurus, software, Internet, e-mail). *(F – 28C.1)*
9. Identify word use, phrasing, and sentence structure (e.g., idioms, false cognates, word order) of the target language. *(F – 28C.2)*
10. Write developmentally appropriate paper (e.g., report, composition, letter, journal) about a familiar topic using specific guidelines. *(F – 28D.1)*
11. Create a short, simple original story or poem based upon a model (e.g., fable, fairy tale, haiku, graphic poem, anagram). *(F – 28D.3)*



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Foreign Language

School District 129

YEAR 5

1. Demonstrate understanding (e.g., summarize, paraphrase of conversations, narratives and aural presentations). (*H – 28A.1*)
2. Formulate questions spontaneously in a greater variety of contexts. (*F – 28B.1*)
3. Recombine familiar elements of acquired language to produce original responses to questions in the target language. (*F – 28B.2*)
4. Produce original responses to a wider range of questions. (*G – 28B.1*)
5. Initiate conversation about familiar topics. (*G. - 28B.2*)
6. Sustain conversation using familiar language patterns. (*H – 28B.2*)
7. Produce the target language using pronunciation, intonation, and inflection comprehensible to a native speaker who has had limited contact with second language learners. (*H – 28B.3*)
8. Summarize the main message and significant details of a variety of written materials with the help of available resources. (*H – 28C.1*)
9. Make a brief presentation on a topic of personal interest or on a topic that has been studied in another subject area. (*G – 28D.1*)
10. Create and present an original story or poem based upon a model. (*G – 28D.3*)