

4TH GRADE FOREIGN LANGUAGE CHECKLIST
Goals 28 – 30
Illinois Learning Standards A – E
Performance Descriptors

ORAL COMMUNICATION

- _____ Show comprehension (e.g., match illustration to a story, complete a guided written activity) of illustrated stories, audio-visual programs, or websites.
- _____ Follow simple directions for classroom routines.
- _____ Follow directions given one step at a time using common classroom vocabulary.

INTERACT IN THE TARGET LANGUAGE

- _____ Ask learned questions spontaneously in familiar contexts.
- _____ Respond spontaneously with simple answers to questions using acquired language.
- _____ Produce age- and stage-appropriate pronunciation, inflection, and intonation patterns.
- _____ Exchange basic information (e.g., greetings, leave-takings, common courtesy expressions) using culturally appropriate gestures.

UNDERSTAND WRITTEN PASSAGES

- _____ Follow simple written classroom instructions.
- _____ Read a simple passage and complete comprehension activities and exercises.
- _____ Infer meaning of unfamiliar vocabulary using contextual clues.

USE THE TARGET LANGUAGE TO PRESENT INFORMATION, CONCEPTS AND IDEAS

- _____ Compose a simple report about family members, friends, objects, or common school and home activities using appropriate punctuation and capitalization.
- _____ Dramatize sentences containing new vocabulary (e.g., charades).
- _____ Give a short presentation supported by visuals regarding family members, friends, objects, or common school and home activities.
- _____ Use learned material to write or present original dialogues.

MANNERS AND CUSTOMS

_____ Demonstrate culturally authentic activities (e.g., sing a song, play a game, prepare a food) following simple target language instructions.

_____ Role-play simple situations that demonstrate knowledge of activities popular in target language cultures (e.g., home and school activities, holiday customs).

MUSIC, DANCE, FOLK ART, VISUAL ART, DRAMA, AND ARCHITECTURE

_____ Recognize selected art works and identify their creators.

_____ List simple arts vocabulary for selected art forms from the target language culture.

UNDERSTAND LITERATURE

_____ Read and paraphrase selected literary works.

_____ List the main points of selected media presentations in the target language.

_____ Match sample literary works to their authors.

HISTORY AND GEOGRAPHY

_____ Identify key historical figures and events associated with areas where the target language is spoken.

_____ Sequence historical events using acquired language.

_____ Use maps and other available geographical representations to identify physical characteristics of a target language country (e.g., locations, roads, regions, bodies of water).

KNOWLEDGE OF OTHER DISCIPLINES

_____ Show an awareness of products that originate in countries where the target language is spoken and that are used in the United States.

_____ Use target language terms to make measurements (e.g., time, linear, monetary, clothing sizes).

_____ Identify target language vocabulary for basic earth science content terms (e.g., mountains, coast, desert, river) and life forms.

_____ Use target language terms to identify games, dances, and sports.

CAREER OPTIONS

_____ Identify various work places.

_____ Describe some career choices in which the target language can be used.