DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS
CURRICULUM MAP – NOVICE 3

MANDARIN MATRIX™
mandarin that clicks

Week (5 Days)	Week 1	Week 2	Week 3
Unit	Review	Review	Review
Title	Novice 2: Units 1–3	Novice 2: Units 4–6	Novice 2: Units 7–10
Supplementary Books	–	–	–
Workbook Page number	N2 Unit 1–3	N2 Unit 4–6	N2 Unit 7–10
Key Characters	我, 你, 好, 们, 可, 以, 朋, 友, 的, 哪, 这, 吗, 要, 面, 他, 她, 玩, 跟	喜, 欢, 吃, 很, 什, 么, 课, 看, 书, 老, 师, 为, 有, 没, 外, 因, 雪, 说	给, 妈, 爸, 后, 前, 对, 学, 校, 家, 到, 回, 放, 怎, 谁, 会, 也, 帮, 能, 每, 岁, 时, 候, 快, 乐, 高, 兴
Oral Language	Classroom procedures, community building, self identity/ self introductions. Spend time setting expectations for and practicing reading procedures for whole group, small group, and partners. Oral language from picture walks (看图说话) of review books. You can look at Novice 2 Curriculum Map for all oral language goals.		
Grammar Patterns & Language Features	View Novice 2 Curriculum Map for grammar patterns learned in Novice 2: Units 1–3.	View Novice 2 Curriculum Map for grammar patterns learned in Novice 2: Units 4–6.	View Novice 2 Curriculum Map for grammar patterns learned in Novice 2: Units 7–10.

Suggested Common Core Language Arts Standard

The Performance Indicators and Standards provided above should serve as a guide to help teachers set goals for their students' continued Mandarin progress.
Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate their abilities in each mode and at each sub-level thus gradually building their Mandarin proficiency.
These Indicators and Standards should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.

Suggested Common Core Language Arts Standards	CCSS.ELA-LITERACY.RF.3.4.A	CCSS.ELA-LITERACY.RF.3.4.B	CCSS.ELA-LITERACY.RF.3.4.C
	Read grade-level text with purpose and understanding.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Suggested ACTFL Can Do Statements

The ACTFL Performance Indicators and Can-Do statements provided above should serve as a guide to help teachers set goals for their students' continued Mandarin progress.
Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate what they "can do" consistently in each mode and at each sub-level thus gradually building their Mandarin proficiency.
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ACTFL Can Do: Interpretive (Reading/Listening)	[Novice high] I can identify the topic and some isolated facts from simple sentences in informational texts.	[Novice high] I can identify the topic and some isolated elements from simple sentences in short fictional texts.	[Novice high] I can understand familiar questions and statements from simple sentences in conversations.
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	[Novice high] I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.	[Novice high] I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.	[Novice high] I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.
ACTFL Can Do: Presentational (Speaking/ Writing)	[Novice high] I can present personal information about my life and activities, using simple sentences most of the time.	[Novice high] I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.	[Novice high] I can present on familiar and everyday topics, using simple sentences most of the time.

Week (5 Days)	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit	Unit 1: 1	Unit 1: 2	Unit 1:3	Unit 2: 1	Unit 2:2	Unit 2:3
Title	买车 Buying A Car	玩大富翁 Playing Monopoly	卖柠檬汁 Lemonade Stand	水上公园 Water Park	国家公园 National Park	去公园找东西 Finding Things In The Park
Supplementary Books	Theme-based Readers Green #15	Theme-based Readers Blue #39	Theme-based Readers Green #33	–	Theme-based Readers Blue #21	Theme-based Readers Blue #06
Workbook Page number		N3 Unit 1			N3 Unit 2	
Key Characters		买, 块, 钱, 找, 百, 真, 数, 现			请, 旁, 问, 公, 从, 园, 远, 只, 近	
Oral Language	钱, 零用钱, 车买, 省钱, 存钱, 贵, 便宜, 够, 不够, 玩具	游戏, 玩过, 怎么玩, 一样多, 用来	电视上说……, 就可以给……, 我知道了, 以前……	水上乐园, 水上滑梯, 滑, 热, 工作, 电脑, 注意, 后院	不远, 很近, 国家公园, 恐龙, 骨头, 骨架, 化石, 石头, 脚印	公园, 熊猫, 记录, 观察, 河
Grammar Patterns & Language Features	Usage of the verb 找 when giving change to or receiving change from someone (e.g. 找你两块)	对不对; 是不是, 数一数; 数数	给你……, 我也……	Usage of "if...then..." (e.g. 如果可以去水上公园就好了)	Practice making comparisons and describe differences in Chinese (e.g. 这只恐龙比旁边那只恐龙小很多，可是这只恐龙比旁边那只恐龙的手长。)	Expressions for different locations, sequences (e.g. 找到以后)

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Suggested Common Core Language Arts Standards	CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	CCSS.ELA-LITERACY.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	CCSS.ELA-LITERACY.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Suggested ACTFL Can Do Statements						
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Intermediate Low ACTFL Can Do: Interpretive (Reading/Listening)	I can identify the topic and related information from simple sentences in short fictional texts.			I can identify the main idea in short conversations.		
Intermediate Low ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)		I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.			I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.	
Intermediate Low ACTFL Can Do: Presentational (Speaking/Writing)			I can present personal information about my life, activities and events, using simple sentences.			I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.

DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS
CURRICULUM MAP – NOVICE 3

Week (5 Days)	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Unit	Unit 3: 1	Unit 3:2	Unit 3:3	Unit 4:1	Unit 4:2	Unit 4:3
Title	谁的车最快? Whose Car Runs The Fastest	过山车 Roller Coaster	看望爷爷奶奶 Visiting Grandparents	玩雪球 Playing Snowball	打冰球 I Ice Hockey	在家里打球 Bowling At Home
Supplementary Books	–	–	–	Theme-based Readers Purple #28	–	Theme-based Readers Brown #30
Workbook Page number		N3 Unit 3			N3 Unit 4	
Key Characters		行, 跑, 车, 慢, 飞, 更, 机, 最			用, 东, 多, 西, 谢, 少, 点, 边	
Oral Language	比赛, 单车, 跑车, 跌倒	Experiences with amusement parks: 游乐场, 过山车, etc.	车站, 上海, 灯笼, 不在家	雪人, 帽子, 手套, 大衣, 球	闷, 水桶, 冰, 比赛	家里, 回收, 环保, 塑胶, 水瓶
Grammar Patterns & Language Features	Usage of 我们来……, making comparisons 跟……一样快	Usage of 行 (e.g. 行; 不行; 行不行)	The meaning and usage of 还 in the affirmative form (e.g. 我们还在美国) and negative form (e.g. 还没有)	Identify the meaning and usage of 当 when expressing "when" (e.g. 当我还是个小男生的时候, 我非常喜欢冬天。)	Identify the meaning and usage of the word 能 in different scenarios to express ability and possibility (e.g. 我们什么都不能玩, 只能在家里玩玩具)	Recognize the meaning and usage of the measure word 次 in counting (e.g. 每个人有三次机会; 第一次)

Suggested Common Core Language Arts Standard

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Suggested Common Core Language Arts Standards	CCSS.ELA-LITERACY.RL.3.5	CCSS.ELA-LITERACY.RI.3.8	CCSS.ELA-LITERACY.RL.3.2	CCSS.ELA-LITERACY.RL.3.4	CCSS.ELA-LITERACY.RL.3.4	CCSS.ELA-LITERACY.RI.3.4
	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Suggested ACTFL Can Do Statements

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	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Intermediate Low ACTFL Can Do: Interpretive (Reading/Listening)	I can identify the topic and related information from simple sentences in short informational texts.			I can identify the topic and related information from simple sentences in short informational texts.		
Intermediate Low ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)		I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.			I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.	
Intermediate Low ACTFL Can Do: Presentational (Speaking/Writing)			I can present on familiar and everyday topics, using simple sentences.			I can present personal information about my life, activities and events, using simple sentences.

Week (5 Days)	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21
Unit	Unit 5:1	Unit 5:2	Unit 5:3	Unit 6:1	Unit 6:2	Unit 6:3
Title	河流清理 River Clean Up	小小好公民 Good Little Citizen	丢失的小狗 Lost Dog	过春节 Spring Festival	找彩蛋 Egg Hunt	回收节 Recycling Festival
Supplementary Books	Theme-based Readers Red #30	–	Theme-based Readers Purple #29	Theme-based Readers Red #05	–	Theme-based Readers Brown #30
Workbook Page number		N3 Unit 5			N3 Unit 6	
Key Characters		就, 所, 如, 那, 还, 地, 果, 方			夏, 假, 热, 做, 阳, 过, 比, 得	
Oral Language	地球, 垃圾, 鱼, 网, 清理	露营, 童军, 爬山, 胸章	通告, 启示, 公园, 公民	春节, 新年, 红包, 饺子	复活, 兔子, 鸡蛋	回收, 重用, 牛仔裤, 钱包
Grammar Patterns & Language Features	Recognize and understand questions asked with "know" (e.g.你们知道怎样做一个好公民吗?)	Understand the different meanings and uses of the word 得 (e.g. as a degree complement "你们做得很好"; to express "receive; obtain" (e.g. 我可以得到很多徽章)	Recognize and understand the usage of the measure word 只 (e.g. 一只小狗；这只小狗)	Recognize the usage the of result complements 上 and 着 (e.g. 你可以穿上看看; 我穿着好看吗？)	Understand the meaning and usage of the suffix 们 to make personal pronouns plural (e.g. 孩子们, 这是我给你们买的新拖鞋。)	Identify and recognize the different meaning and usage of the word 节 (e.g. 一节课 as a measure word for the lesson; festival (e.g. 回收节))

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	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21
	CCSS.ELA-LITERACY.RI.3.9	CCSS.ELA-LITERACY.RL.3.3	CCSS.ELA-LITERACY.RL.3.3	CCSS.ELA-LITERACY.RL.3.2	CCSS.ELA-LITERACY.RL.3.7	CCSS.ELA-LITERACY.RL.3.1
Suggested Common Core Language Arts Standards	Compare and contrast the most important points and key details presented in two texts on the same topic.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Suggested ACTFL Can Do Statements
The ACTFL Performance Indicators and Can-Do statements provided above should serve as a guide to help teachers set goals for their students' continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate what they "can do" consistently in each mode and at each sub-level thus gradually building their Mandarin proficiency. They should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.

	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21
Intermediate Low ACTFL Can Do: Interpretive (Reading/Listening)	I can identify the topic and related information from simple sentences in short fictional texts.			I can identify the topic and related information from simple sentences in short informational texts.		
Intermediate Low ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)		I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.			I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.	
Intermediate Low ACTFL Can Do: Presentational (Speaking/Writing)			I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.			I can present on familiar and everyday topics, using simple sentences.

Week (5 Days)	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27
Unit	Unit 7:1	Unit 7:2	Unit 7:3	Unit 8:1	Unit 8:2	Unit 8:3
Title	班级宠物 Classroom Pet	带什么去学校 What Should I Bring To School?	参观海洋馆 Visiting the Aquarium	爸爸的生日 Dad's Birthday	逛商场 Go Shopping	不听话的玩具 Crazy Toys
Supplementary Books	–	–	Theme-based Readers Brown #19	Theme-based Readers Purple #16	Theme-based Readers Purple #03	–
Workbook Page number		N3 Unit 7			N3 Unit 8	
Key Characters		送, 己, 住, 奶, 饭, 爷, 自, 房			加, 于, 冷, 喝, 秋, 知, 等, 道	
Oral Language	教室, 仓鼠, 照顾, 食物	问, 回答, 写, 出汗, 雪糕	海洋动物, 鱼, 龟, 章鱼	蛋糕, 巧克力, 草莓, 美味	商场, 不同的商店, 购物	书店, 玩具店, 跑, 抓住
Grammar Patterns & Language Features	Identify the usage of the negative command 不要 (e.g. 不要忘记给仓鼠吃东西。)	Recognize the meaning and usage of the adverb 常常 to express frequency (e.g. 我常常忘记老师说的话。)	Learn to negate 可以 sentences by inserting 不 before 可以 (e.g. 你们不可以自己走来走去)	Using 给 to indicate the target of a verb (e.g. 给爸爸买蛋糕; 给爸爸唱歌)	Recognize the sentence structure 先……然后……	Recognize negative commands with 别 (e.g. 别买它了)

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	CCSS.ELA-LITERACY.RL.3.7	CCSS.ELA-LITERACY.RI.3.8	CCSS.ELA-LITERACY.RI.3.7	CCSS.ELA-LITERACY.RL.3.2	CCSS.ELA-LITERACY.RI.3.8	CCSS.ELA-LITERACY.RL.3.4
Suggested Common Core Language Arts Standards	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Suggested ACTFL Can Do Statements						
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Intermediate Low ACTFL Can Do: Interpretive (Reading/Listening)	I can identify the main idea in short conversations.			I can identify the topic and related information from simple sentences in short fictional texts.		
Intermediate Low ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)		I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.			I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.	
Intermediate Low ACTFL Can Do: Presentational (Speaking/Writing)			I can present personal information about my life, activities and events, using simple sentences.			I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.

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CURRICULUM MAP – NOVICE 3

MANDARIN MATRIX
mandarin that clicks

Week (5 Days)	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33
Unit	Unit 9:1	Unit 9:2	Unit 9:3	Unit 10:1	Unit 10:2	Unit 10:3
Title	手影游戏 Hand Shadows	做披萨 Making Pizza	日食 Solar Eclipse	给小狗洗澡 Washing The Dog	苹果派 Apple Pie	小妹妹 Little Sister
Supplementary Books	–	–	Theme-based Readers Purple #26	–	–	–
Workbook Page number		N3 Unit 9			N3 Unit 10	
Key Characters		早, 累, 午, 睡, 晚, 觉, 着, 床			画, 把, 红, 又, 白, 色, 云, 心, 拿	
Oral Language	怕黑, 影子, 光, 故事	做菜, 切, 洋葱, 焦	日食, 太阳, 地球, 转	泥, 洗澡, 肥皂	苹果, 牛奶, 面粉	出生, 照顾, 洗澡, 爱
Grammar Patterns & Language Features	Understand the meaning and usage of 再也不 to express when something will never be done again (e.g. 我再也不怕黑了)	Identify the usage of 看起来 to express "it looks like" (e.g. 图上的披萨看起来真好吃)	Recognize the sentence structure 当……的时候 when expressing "when…" (e.g. 当月球在太阳前面的时候)	Identify the expression "neither...nor..." with 不……也…… (e.g. 不冷也不热)	Identify the use of 只 to express "only" (e.g. 我只拿到两个苹果)	Recognize the meaning and usage of 刚才 as "just now"

Suggested Common Core Language Arts Standard

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Suggested Common Core Language Arts Standards	CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	CCSS.ELA-LITERACY.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	CCSS.ELA-LITERACY.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	CCSS.ELA-LITERACY.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	CCSS.ELA-LITERACY.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	CCSS.ELA-LITERACY.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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Intermediate Low ACTFL Can Do: Interpretive (Reading/Listening)	I can identify the topic and related information from simple sentences in short informational texts.			I can identify the topic and related information from simple sentences in short fictional texts.		
Intermediate Low ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)		I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.			I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.	
Intermediate Low ACTFL Can Do: Presentational (Speaking/Writing)			I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.			I can present on familiar and everyday topics, using simple sentences.

COMMON CORE-STATE STANDARDS INITIATIVES-ENGLISH LANGUAGE ARTS STANDARDS

Reading: Literature	CCSS.ELA-LITERACY.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	CCSS.ELA-LITERACY.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
	CCSS.ELA-LITERACY.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
	CCSS.ELA-LITERACY.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
	CCSS.ELA-LITERACY.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
	CCSS.ELA-LITERACY.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
	CCSS.ELA-LITERACY.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Reading: Informational Text	CCSS.ELA-LITERACY.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
	CCSS.ELA-LITERACY.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
	CCSS.ELA-LITERACY.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
	CCSS.ELA-LITERACY.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
	CCSS.ELA-LITERACY.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.

OVERVIEW OF STANDARDS

MANDARIN MATRIX™
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AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL) CAN-DO STATEMENTS

INTERMEDIATE: INTERPRETIVE PROFICIENCY BENCHMARK (READING/LISTENING)	
I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.	
Intermediate Low: Interpretive Performance Indicators	I can identify the topic and related information from simple sentences in short informational texts.
	I can identify the topic and related information from simple sentences in short fictional texts.
	I can identify the main idea in short conversations.

INTERMEDIATE: INTERPERSONAL PROFICIENCY BENCHMARK (LISTENING, SPEAKING, READING, WRITING)	
I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	
Intermediate Low: Interpersonal Performance Indicators	I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.
	I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.
	I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.

INTERMEDIATE: PRESENTATIONAL PROFICIENCY BENCHMARK (SPEAKING/WRITING)	
I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	
Intermediate Low: Presentational Performance Indicators	I can present personal information about my life, activities and events, using simple sentences.
	I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.
	I can present on familiar and everyday topics, using simple sentences.