

# Portuguese Acquisition Linkages Project

## Level 2 Framework

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In August 2015, the University of Georgia's (UGA) Portuguese Flagship Program (PFP) applied for and received funds from the National Security Education Program (NSEP) to support the Portuguese Acquisition Linkages (PAL) project. The PAL project is designed to strengthen and expand late-start Portuguese language teaching and learning in the state of Georgia. One of the main objectives of the PAL project is to develop curricular *Frameworks* for Portuguese Targets based on the most current research/expertise.

To create the *Frameworks* for Portuguese language courses, the PAL project created an advisory board that included: researchers in the field of second language acquisition; university foreign language professionals; district language coordinators; Executive Director from the American Association of Teachers of Spanish and Portuguese; and a strategist/consultant from the Language Flagship Program. Georgia Curriculum Coordinators and classroom teachers reviewed the frameworks, met with the advisory board and offered feedback for final revisions.

The *Framework* developed for each course reflects high expectations for all students, is designed specifically for late-start Portuguese language instruction, and is tailored specifically for use in other late-start Portuguese programs.

Proficiency Targets were established for courses where one year of study is equal to 120 ~ 150 hours of instructional time. Year 1 may happen at middle school or high school, but not before Grade 6. It is also important to note that the Proficiency Targets represent realistic, achievable skill levels when teachers understand the targets and when they plan and teach to have students evidence them.

Since little recent research has been published about targets in listening, reading, and writing, foreign language experts Greg Duncan and Fernando Rubio developed targets in these areas for the PAL project, based on their expertise, previous studies from STAMP, and targets set by the Cobb County Schools in Metro-Atlanta. Dr. Rubio points out that the listening targets were established keeping in mind that “with older learners, listening may not develop as fast as reading and speaking; particularly in Portuguese where the relationship between orthography and phonology is not very straightforward.”

## Level 2 Course Description

The Level 2 language course focuses on the continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have successfully completed a Level I course or are at a Novice-High to Intermediate Low level of proficiency.

Students begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short, directed compositions. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content in order to reflect developmentally appropriate interests. This course may be taught over two years (e.g., middle school programs), over one year (e.g., traditional high school programs), or during one semester (e.g., 4 x 4 block schedule).

Proficiency Targets for this project are achievable when teachers: (1) understand the targets themselves, (2) plan learning experiences that will deliver the target, and (3) provide students feedback that relates to the targets.

### End of Course Proficiency Targets

Listening Target	Speaking Target	Reading Target	Writing Target
Intermediate Low	Intermediate Low	Intermediate Mid-	Intermediate Mid-

Link to the American Council for Teachers of Foreign Language Can-Do statements utilized in this framework:

[https://www.actfl.org/sites/default/files/pdfs/Can-Do\\_Statements\\_2015.pdf](https://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf)

## Proficiency Targets – Interpretive

Listening	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID
	<p><b>At the Novice High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extra linguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</b></p> <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 statement.</li> <li>• I can sometimes understand questions about how old I am, where I live, what I like to do, etc.</li> <li>• I can sometimes understand questions or statements about my family, friends, or classmates.</li> </ul> <p><b>I can understand simple information when presented w/ 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 a photo or piece of art.</li> <li>• I can follow along with simple arithmetic problems when I can see the figures.</li> </ul> <p><b>I can sometimes understand the main topic of conversations.</b></p> <ul style="list-style-type: none"> <li>• I can sometimes understand if people are referring to me.</li> <li>• I can sometimes understand if people are talking about their homes or asking directions.</li> <li>• I can sometimes understand a simple transaction between a customer and sales clerk.</li> </ul>	<p><b>At the Intermediate Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.</b></p> <p><b>I can understand the basic purpose of a message.</b></p> <ul style="list-style-type: none"> <li>• I can determine if I am hearing an announcement or an advertisement.</li> <li>• I can understand what a radio advertisement is selling.</li> <li>• I can understand when and where an event will take place.</li> <li>• I can understand a voice message accepting or rejecting an invitation.</li> </ul> <p><b>I can understand messages related to my basic needs.</b></p> <ul style="list-style-type: none"> <li>• I can understand teacher announcements about when an assignment is due.</li> <li>• I can understand the date and time of when a voice message was recorded.</li> </ul> <p><b>I can understand questions and simple statements on everyday topics when I am part of the conversation.</b></p> <ul style="list-style-type: none"> <li>• I can understand questions about my work or class schedule.</li> <li>• I can understand questions about my likes and dislikes.</li> <li>• I can understand simple compliments about what I am wearing or what I am doing.</li> </ul>	<p><b>At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.</b></p> <p><b>I can understand basic information in ads, announcements, and other simple recordings.</b></p> <ul style="list-style-type: none"> <li>• I can understand when, where, and who is playing in a concert from a radio advertisement.</li> <li>• I can understand the main message of an e-card greeting.</li> <li>• I can understand what service is being offered in a TV ad.</li> <li>• I can identify the type of film from a movie preview.</li> </ul> <p><b>I can understand the main idea of what I listen to for personal enjoyment.</b></p> <ul style="list-style-type: none"> <li>• I can understand basic questions or statements during a video conference.</li> <li>• I can understand a short YouTube clip.</li> <li>• I can understand peers' recorded descriptions about themselves or their avatars.</li> </ul> <p><b>I can understand messages related to my everyday life.</b></p> <ul style="list-style-type: none"> <li>• I can understand a voice message about the time and place of meeting.</li> <li>• I can understand a box-office recording about the times of the performances or events.</li> <li>• I can understand that an event is being postponed or cancelled.</li> </ul>

## Proficiency Targets – Interpretive

Reading	INTERMEDIATE LOW	INTERMEDIATE MID-	INTERMEDIATE HIGH
	<p><b>At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.</b></p> <p><b>I can understand messages in which the writer tells or asks me about topics of personal interest.</b></p> <ul style="list-style-type: none"> <li>• I can understand what an e-pal writes about interests and daily routines.</li> <li>• I can understand a simple posting on a friend’s social media page.</li> <li>• I can understand a text from a friend about our plans.</li> <li>• I can understand if a friend accepts or rejects an invitation.</li> </ul> <p><b>I can identify some simple information needed on forms.</b></p> <ul style="list-style-type: none"> <li>• I can understand what is asked for on a customs form.</li> <li>• I can understand what is asked for on a hotel registration form.</li> <li>• I can understand what is asked for on an ID card.</li> </ul> <p><b>I can identify some information from news media.</b></p> <ul style="list-style-type: none"> <li>• I can understand personal information about sports stars from photo captions.</li> <li>• I can understand some information on job postings.</li> </ul> <p>I can understand basic information on weather forecasts.</p>	<p><b>At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.</b></p> <p><b>I can understand simple personal questions.</b></p> <ul style="list-style-type: none"> <li>• I can understand the questions asked on a career preference survey.</li> <li>• I can understand what is asked for on a simple magazine questionnaire.</li> <li>• I can understand the personal questions to complete a profile on a social media site.</li> </ul> <p><b>I can understand basic information in ads, announcements, and other simple texts.</b></p> <ul style="list-style-type: none"> <li>• I can understand the information in birth and wedding announcements.</li> <li>• I can understand basic information on travel brochures.</li> <li>• I can understand information on food labels.</li> </ul> <p><b>I can understand the main idea of what I read for personal enjoyment.</b></p> <ul style="list-style-type: none"> <li>• I can understand updates in entertainment magazines.</li> <li>• I can understand postings in blogs on familiar topics.</li> <li>• I can understand postcards from friends.</li> </ul> <p><b>I can read simple written exchanges between other people.</b></p> <ul style="list-style-type: none"> <li>• I can understand the main idea of personal messages exchanged in chat rooms.</li> <li>• I can understand the main idea of a biographical interview with a celebrity.</li> </ul>	<p><b>At the Intermediate High sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.</b></p> <p><b>I can understand accounts of personal events or experiences.</b></p> <ul style="list-style-type: none"> <li>• I can understand information about an upcoming excursion, such as a class trip or company event.</li> <li>• I can understand a friend’s postcard describing a family vacation.</li> <li>• I can understand descriptions of a Peace Corps volunteer’s daily life.</li> </ul> <p><b>I can sometimes follow short, written instructions when supported by visuals.</b></p> <ul style="list-style-type: none"> <li>• I can follow the instructions to use an ATM.</li> <li>• I can follow the instructions to make an online purchase.</li> <li>• I can follow simple directions to do an experiment in a science class.</li> <li>• I can understand the basic instructions for playing a video game.</li> </ul> <p><b>I can understand the main idea of and a few supporting facts about famous people and historic events.</b></p> <ul style="list-style-type: none"> <li>• I can read a short summary of a historical figure’s accomplishments.</li> <li>• I can understand the main idea and a few supporting facts about a scientific discovery from a summarized description.</li> </ul>

## Proficiency Targets - Interpersonal

Interpersonal Communication	<p style="text-align: center;"><b>NOVICE HIGH</b></p> <p>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p style="text-align: center;"><b>INTERMEDIATE LOW</b></p> <p>I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p style="text-align: center;"><b>INTERMEDIATE MID-</b></p> <p>I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.</p>
	<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>	<p><b>I can have a simple conversation on a number of everyday topics.</b></p> <ul style="list-style-type: none"> <li>• I can talk with someone about family or household tasks.</li> <li>• I can talk with someone about hobbies and interests.</li> <li>• I can talk with someone about school or work.</li> </ul> <p><b>I can ask and answer questions on factual information that is familiar to me.</b></p> <ul style="list-style-type: none"> <li>• I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.</li> </ul> <p><b>I can use the language to meet my basic needs in familiar situations.</b></p> <ul style="list-style-type: none"> <li>• I can ask for help at school, work, or in the community.</li> <li>• I can make a reservation.</li> <li>• I can arrange for transportation, such as by train, bus, taxi, or a ride with friends.</li> </ul>	<p><b>I can start, maintain, and end a conversation on a variety of familiar topics.</b></p> <ul style="list-style-type: none"> <li>• I can be the first to start a conversation.</li> <li>• I can ask for information, details, and explanations during a conversation.</li> <li>• I can bring a conversation to a close.</li> <li>• I can interview someone for a project or a publication.</li> </ul> <p><b>I can talk about my daily activities and personal preferences.</b></p> <ul style="list-style-type: none"> <li>• I can talk about my daily routine.</li> <li>• I can talk about my interests and hobbies.</li> <li>• I can give reasons for my preferences.</li> <li>• I can give some information about activities I did.</li> <li>• I can give some information about something I plan to do.</li> <li>• I can talk about my favorite music, movies, and sports.</li> </ul> <p><b>I can use my language to handle tasks related to my personal needs.</b></p> <ul style="list-style-type: none"> <li>• I can request services, such as repair for a phone.</li> <li>• I can schedule an appointment.</li> <li>• I can inquire about membership in an organization or club.</li> </ul> <p><b>I can exchange information about subjects of special interest to me.</b></p> <ul style="list-style-type: none"> <li>• I can talk about artists from other countries.</li> <li>• I can talk about historical events.</li> <li>• I can talk about a mathematics, technology or science project.</li> </ul>

## Proficiency Targets - Presentational

NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID-
<p>Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.</p> <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 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, 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.</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>	<p>Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.</p> <p><b>I can talk about people, activities, events, &amp; experiences.</b></p> <ul style="list-style-type: none"> <li>• I can describe someone's physical appearance.</li> <li>• I can describe someone's personality.</li> <li>• I can describe a school, workplace, or place I have visited.</li> <li>• I can present my ideas about something I've learned.</li> </ul> <p><b>I can express my needs and wants.</b></p> <ul style="list-style-type: none"> <li>• I can describe what I need for school or work.</li> <li>• I can talk about what I want or need to do each day.</li> </ul> <p><b>I can present information on plans, instructions, and directions.</b></p> <ul style="list-style-type: none"> <li>• I can explain the rules of a game.</li> <li>• I can give multi-step instructions for a recipe.</li> <li>• I can describe my plans for the weekend.</li> <li>• I can describe what my summer plans are.</li> <li>• I can describe holiday or vacation plans.</li> <li>• I can describe what is needed for a holiday or a celebration.</li> <li>• I can describe what I plan to do next in my life.</li> </ul> <p><b>I can present songs, short skits, or dramatic readings.</b></p> <ul style="list-style-type: none"> <li>• I can retell a children's story.</li> <li>• I can present a proverb, poem, or nursery rhyme.</li> <li>• I can participate in a performance of a skit or a scene from a play.</li> </ul> <p><b>I can express my preferences on topics of interest.</b></p> <ul style="list-style-type: none"> <li>• I can give a presentation about a movie or television show that I like.</li> <li>• I can give a presentation about a famous athlete, celebrity, or historical figure.</li> <li>• I can express my thoughts about a current event I have learned about or researched.</li> </ul>	<p>Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.</p> <p><b>I can make a presentation about my personal and social experiences.</b></p> <ul style="list-style-type: none"> <li>• I can describe a childhood or past experience.</li> <li>• I can report on a social event that I attended.</li> <li>• I can make a presentation on something new I learned.</li> <li>• I can make a presentation about my plans for the future.</li> </ul> <p><b>I can make a presentation on something I have learned or researched.</b></p> <ul style="list-style-type: none"> <li>• I can give a short presentation on a current event.</li> <li>• I can present about a topic from an academic subject, such as science, math, art, etc.</li> <li>• I can describe how to plan and carry out an event, such as a party or family reunion.</li> <li>• I can give a short presentation on a famous person, landmark, or cultural event.</li> </ul> <p><b>I can make a presentation about common interests and issues and state my viewpoint.</b></p> <ul style="list-style-type: none"> <li>• I can give a presentation about a favorite movie or song and tell why I like it.</li> <li>• I can give a presentation about a famous person or historical figure and tell why he/she is important.</li> <li>• I can share my reactions about a current event and explain why the event is in the news.</li> </ul>

Speaking

## Proficiency Targets - Presentational

	<p style="text-align: center;"><b>INTERMEDIATE LOW</b></p> <p>Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.</p>	<p style="text-align: center;"><b>INTERMEDIATE MID-</b></p> <p>Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. (*Intermediate Mid- writers can usually be understood by natives used to the writing of non-natives. When Intermediate Mid-writers attempt writing tasks at this level, the quality and/or quantity of their writing may be inconsistent and/or lack detail.)</p>	<p style="text-align: center;"><b>INTERMEDIATE MID</b></p> <p>Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. (*Proficient Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. However, when Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.)</p>
<b>Writing</b>	<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>	<p><b>I can write messages and announcements.</b></p> <ul style="list-style-type: none"> <li>• I can write a message to explain or clarify something.</li> <li>• I can write about common events and daily routines.</li> <li>• I can write an autobiographical statement for a contest, study abroad or other special program, or job application.</li> <li>• I can write an invitation or flyer about an event I am planning.</li> </ul> <p><b>I can write short reports about something I have learned or researched.</b></p> <ul style="list-style-type: none"> <li>• I can write a short article on a current event.</li> <li>• I can write about an academic subject, such as science, math, art, etc.</li> <li>• I can write the minutes or a debrief from a club or other meeting.</li> </ul> <p><b>I can compose communications for public distribution.</b></p> <ul style="list-style-type: none"> <li>• I can create a flyer for an upcoming event at my school or at work.</li> <li>• I can write a review of a movie, book, play, exhibit, etc.</li> <li>• I can post an entry to a blog or a discussion forum.</li> <li>• I can compose a simple letter, response, or article for a publication.</li> <li>• I can contribute to a school or work publication.</li> </ul>	<p><b>I can write messages and announcements.</b></p> <ul style="list-style-type: none"> <li>• I can write a message to explain or clarify something.</li> <li>• I can write about common events and daily routines.</li> <li>• I can write an autobiographical statement for a contest, study abroad or other special program, or job application.</li> <li>• I can write an invitation or flyer about an event I am planning.</li> </ul> <p><b>I can write short reports about something I have learned or researched.</b></p> <ul style="list-style-type: none"> <li>• I can write a short article on a current event.</li> <li>• I can write about an academic subject, such as science, math, art, etc.</li> <li>• I can write the minutes or a debrief from a club or other meeting.</li> </ul> <p><b>I can compose communications for public distribution.</b></p> <ul style="list-style-type: none"> <li>• I can create a flyer for an upcoming event at my school or at work.</li> <li>• I can write a review of a movie, book, play, exhibit, etc.</li> <li>• I can post an entry to a blog or a discussion forum.</li> <li>• I can compose a simple letter, response, or article for a publication.</li> <li>• I can contribute to a school or work publication.</li> </ul>