

Portuguese Acquisition Linkages Project

Level 3 Framework

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 3 Course Description

The Level 3 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 completed a Level II course or are at an Intermediate-Low to Intermediate-Mid- level of proficiency. Students use basic language structures with accuracy and recombine learned material to express their thoughts. They are exposed to more complex features of the language, moving from concrete to some abstract concepts. Because students may begin formal language learning at various stages of development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests.

This course may be taught 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 Mid-	Intermediate Mid-	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

Proficiency Targets – Interpretive

Listening	INTERMEDIATE LOW	INTERMEDIATE MID-	INTERMEDIATE MID
	<p>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.</p> <p>I can understand the basic purpose of a message.</p> <ul style="list-style-type: none"> • I can determine if I am hearing an announcement or an advertisement. • I can understand what a radio advertisement is selling. • I can understand when and where an event will take place. • I can understand a voice message accepting or rejecting an invitation. <p>I can understand messages related to my basic needs.</p> <ul style="list-style-type: none"> • I can understand teacher announcements about when an assignment is due. • I can understand the date and time of when a voice message was recorded. <p>I can understand questions and simple statements on everyday topics when I am part of the conversation.</p> <ul style="list-style-type: none"> • I can understand questions about my work or class schedule. • I can understand questions about my likes and dislikes. • I can understand simple compliments about what I am wearing or what I am doing. 	<p>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 often accurate with highly familiar and predictable topics although misunderstandings may occur.</p> <p>I can understand basic information in ads, announcements, and other simple recordings.</p> <ul style="list-style-type: none"> • I can understand when, where, and who is playing in a concert from a radio advertisement. • I can understand the main message of an e-card greeting. • I can understand what service is being offered in a TV ad. • I can identify the type of film from a movie preview. <p>I can understand the main idea of what I listen to for personal enjoyment.</p> <ul style="list-style-type: none"> • I can understand basic questions or statements during a video conference. • I can understand a short YouTube clip. • I can understand peers’ recorded descriptions about themselves or their avatars. <p>I can understand messages related to my everyday life.</p> <ul style="list-style-type: none"> • I can understand a voice message about the time and place of meeting. • I can understand a box-office recording about the times of the performances or events. • I can understand that an event is being postponed or cancelled. 	<p>At the Intermediate Mid sublevel, listeners are better 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 at this level may get some meaning from oral texts typically understood by Advanced-level listeners.</p> <p>I can understand basic information in ads, announcements, and other simple recordings.</p> <ul style="list-style-type: none"> • I can understand when, where, and who is playing in a concert from a radio advertisement. • I can understand the main message of an e-card greeting. • I can understand what service is being offered in a TV ad. • I can identify the type of film from a movie preview. <p>I can understand the main idea of what I listen to for personal enjoyment.</p> <ul style="list-style-type: none"> • I can understand basic questions or statements during a video conference. • I can understand a short YouTube clip. • I can understand peers’ recorded descriptions about themselves or their avatars. <p>I can understand messages related to my everyday life.</p> <ul style="list-style-type: none"> • I can understand a voice message about the time and place of meeting. • I can understand a box-office recording about the times of the performances or events. • I can understand that an event is being postponed or cancelled.

Proficiency Targets – Interpretive

Reading	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH-
	<p>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.</p> <p>I can understand messages in which the writer tells or asks me about topics of personal interest.</p> <ul style="list-style-type: none"> • I can understand what an e-pal writes about interests and daily routines. • I can understand a simple posting on a friend’s social media page. • I can understand a text from a friend about our plans. • I can understand if a friend accepts or rejects an invitation. <p>I can identify some simple information needed on forms.</p> <ul style="list-style-type: none"> • I can understand what is asked for on a customs form. • I can understand what is asked for on a hotel registration form. • I can understand what is asked for on an ID card. <p>I can identify some information from news media.</p> <ul style="list-style-type: none"> • I can understand personal information about sports stars from photo captions. • I can understand some information on job postings. <p>I can understand basic information on weather forecasts.</p>	<p>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.</p> <p>I can understand simple personal questions.</p> <ul style="list-style-type: none"> • I can understand the questions asked on a career preference survey. • I can understand what is asked for on a simple magazine questionnaire. • I can understand the personal questions to complete a profile on a social media site. <p>I can understand basic information in ads, announcements, and other simple texts.</p> <ul style="list-style-type: none"> • I can understand the information in birth and wedding announcements. • I can understand basic information on travel brochures. • I can understand information on food labels. <p>I can understand the main idea of what I read for personal enjoyment.</p> <ul style="list-style-type: none"> • I can understand updates in entertainment magazines. • I can understand postings in blogs on familiar topics. • I can understand postcards from friends. <p>I can read simple written exchanges between other people.</p> <ul style="list-style-type: none"> • I can understand the main idea of personal messages exchanged in chat rooms. • I can understand the main idea of a biographical interview with a celebrity. 	<p>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.</p> <p>I can understand accounts of personal events or experiences.</p> <ul style="list-style-type: none"> • I can understand information about an upcoming excursion, such as a class trip or company event. • I can understand a friend’s postcard describing a family vacation. • I can understand descriptions of a Peace Corps volunteer’s daily life. <p>I can sometimes follow short, written instructions when supported by visuals.</p> <ul style="list-style-type: none"> • I can follow the instructions to use an ATM. • I can follow the instructions to make an online purchase. • I can follow simple directions to do an experiment in a science class. • I can understand the basic instructions for playing a video game. <p>I can understand the main idea of and a few supporting facts about famous people and historic events.</p> <ul style="list-style-type: none"> • I can read a short summary of a historical figure’s accomplishments. • I can understand the main idea and a few supporting facts about a scientific discovery from a summarized description.

Proficiency Targets - Interpersonal

Interpersonal Communication	INTERMEDIATE LOW	INTERMEDIATE MID-	INTERMEDIATE MID
	<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>I can have a simple conversation on a number of everyday topics.</p> <ul style="list-style-type: none"> • I can talk with someone about family or household tasks. • I can talk with someone about hobbies and interests. • I can talk with someone about school or work. <p>I can ask and answer questions on factual information that is familiar to me.</p> <ul style="list-style-type: none"> • I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature. <p>I can use the language to meet my basic needs in familiar situations.</p> <ul style="list-style-type: none"> • I can ask for help at school, work, or in the community. • I can make a reservation. • I can arrange for transportation, such as by train, bus, taxi, or a ride with friends. 	<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. (*Proficiency is inconsistent)</p> <p>I can start, maintain, and end a conversation on a variety of familiar topics.</p> <ul style="list-style-type: none"> • I can be the first to start a conversation. • I can ask for information, details, and explanations during a conversation. • I can bring a conversation to a close. • I can interview someone for a project or a publication. <p>I can talk about my daily activities and personal preferences.</p> <ul style="list-style-type: none"> • I can talk about my daily routine. • I can talk about my interests and hobbies. • I can give reasons for m preferences. • I can give some information about activities I did. • I can give some information about something I plan to do. • I can talk about my favorite music, movies, and sports. <p>I can use my language to handle tasks related to my personal needs.</p> <ul style="list-style-type: none"> • I can request services, such as repair for a phone. • I can schedule an appointment. • I can inquire about membership in an organization or club. <p>I can exchange information about subjects of special interest to me.</p> <ul style="list-style-type: none"> • I can talk about artists from other countries. • I can talk about historical events. • I can talk about a mathematics, technology or science project. 	<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. (*Proficiency is consistent.)</p> <p>I can start, maintain, and end a conversation on a variety of familiar topics.</p> <ul style="list-style-type: none"> • I can be the first to start a conversation. • I can ask for information, details, and explanations during a conversation. • I can bring a conversation to a close. • I can interview someone for a project or a publication. <p>I can talk about my daily activities and personal preferences.</p> <ul style="list-style-type: none"> • I can talk about my daily routine. • I can talk about my interests and hobbies. • I can give reasons for m preferences. • I can give some information about activities I did. • I can give some information about something I plan to do. • I can talk about my favorite music, movies, and sports. <p>I can use my language to handle tasks related to my personal needs.</p> <ul style="list-style-type: none"> • I can request services, such as repair for a phone. • I can schedule an appointment. • I can inquire about membership in an organization or club. <p>I can exchange information about subjects of special interest to me.</p> <ul style="list-style-type: none"> • I can talk about artists from other countries. • I can talk about historical events. • I can talk about a mathematics, technology or science project.

Proficiency Targets - Presentational

INTERMEDIATE LOW	INTERMEDIATE MID-	INTERMEDIATE MID
<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>I can talk about people, activities, events, & experiences.</p> <ul style="list-style-type: none"> • I can describe someone’s physical appearance. • I can describe someone’s personality. • I can describe a school, workplace, or place I have visited. • I can present my ideas about something I’ve learned. <p>I can express my needs and wants.</p> <ul style="list-style-type: none"> • I can describe what I need for school or work. • I can talk about what I want or need to do each day. <p>I can present information on plans, instructions, and directions.</p> <ul style="list-style-type: none"> • I can explain the rules of a game. • I can give multi-step instructions for a recipe. • I can describe my plans for the weekend. • I can describe what my summer plans are. • I can describe holiday or vacation plans. • I can describe what is needed for a holiday or a celebration. • I can describe what I plan to do next in my life. <p>I can present songs, short skits, or dramatic readings.</p> <ul style="list-style-type: none"> • I can retell a children’s story. • I can present a proverb, poem, or nursery rhyme. • I can participate in a performance of a skit or a scene from a play. <p>I can express my preferences on topics of interest.</p> <ul style="list-style-type: none"> • I can give a presentation about a movie or television show that I like. • I can give a presentation about a famous athlete, celebrity, or historical figure. • I can express my thoughts about a current event I have learned about or researched. 	<p>Speakers at the Intermediate Mid- sublevel are able to handle pretty 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 can be understood by sympathetic interlocutors accustomed to dealing with non-natives.</p> <p>I can make a presentation about my personal and social experiences.</p> <ul style="list-style-type: none"> • I can describe a childhood or past experience. • I can report on a social event that I attended. • I can make a presentation on something new I learned. • I can make a presentation about my plans for the future. <p>I can make a presentation on something I have learned or researched.</p> <ul style="list-style-type: none"> • I can give a short presentation on a current event. • I can present about a topic from an academic subject, such as science, math, art, etc. • I can describe how to plan and carry out an event, such as a party or family reunion. • I can give a short presentation on a famous person, landmark, or cultural event. <p>I can make a presentation about common interests and issues and state m viewpoint.</p> <ul style="list-style-type: none"> • I can give a presentation about a favorite movie or song and tell why I like it. • I can give a presentation about a famous person or historical figure and tell why he/she is important. • I can share my reactions about a current event and explain why the event is in the news. 	<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>I can make a presentation about my personal and social experiences.</p> <ul style="list-style-type: none"> • I can describe a childhood or past experience. • I can report on a social event that I attended. • I can make a presentation on something new I learned. • I can make a presentation about my plans for the future. <p>I can make a presentation on something I have learned or researched.</p> <ul style="list-style-type: none"> • I can give a short presentation on a current event. • I can present about a topic from an academic subject, such as science, math, art, etc. • I can describe how to plan and carry out an event, such as a party or family reunion. • I can give a short presentation on a famous person, landmark, or cultural event. <p>I can make a presentation about common interests and issues and state m viewpoint.</p> <ul style="list-style-type: none"> • I can give a presentation about a favorite movie or song and tell why I like it. • I can give a presentation about a famous person or historical figure and tell why he/she is important. • I can share my reactions about a current event and explain why the event is in the news.

Speaking

Proficiency Targets - Presentational

	<p style="text-align: center;">INTERMEDIATE LOW</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;">INTERMEDIATE MID</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>	<p style="text-align: center;">INTERMEDIATE HIGH-</p> <p>Writers at the Intermediate High- sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High- writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.</p>
Writing	<p>I can write about people, activities, events, and experiences.</p> <ul style="list-style-type: none"> I can describe the physical appearance and personality of a friend or family member. I can write about a school, workplace, famous place, or place I have visited. I can write about a holiday, vacation, or a typical celebration. I can write about something I have learned. I can write about what I plan to do next in my life. <p>I can prepare materials for a presentation.</p> <ul style="list-style-type: none"> I can write out a draft of a presentation that I plan to present orally. I can write an outline of a project or presentation. I can write notes for a speech. <p>I can write about topics of interest.</p> <ul style="list-style-type: none"> I can write about a movie or a television show that I like. I can write about a famous athlete, celebrity, or historical figure. I can write a brief explanation of a proverb or nursery rhyme. I can write a simple poem. <p>I can write basic instructions on how to make or do something.</p> <ul style="list-style-type: none"> I can write the rules of a game. I can write about how to prepare something simple to eat. I can write about a simple routine, like getting lunch in the cafeteria. I can write simple directions to a nearby location or to an online resource. <p>I can write questions to obtain information.</p> <ul style="list-style-type: none"> I can post a question for discussion or reflection. I can develop a simple questionnaire or survey. 	<p>I can write messages and announcements.</p> <ul style="list-style-type: none"> I can write a message to explain or clarify something. I can write about common events and daily routines. I can write an autobiographical statement for a contest, study abroad or other special program, or job application. I can write an invitation or flyer about an event I am planning. <p>I can write short reports about something I have learned or researched.</p> <ul style="list-style-type: none"> I can write a short article on a current event. I can write about an academic subject, such as science, math, art, etc. I can write the minutes or a debrief from a club or other meeting. <p>I can compose communications for public distribution.</p> <ul style="list-style-type: none"> I can create a flyer for an upcoming event at my school or at work. I can write a review of a movie, book, play, exhibit, etc. I can post an entry to a blog or a discussion forum. I can compose a simple letter, response, or article for a publication. I can contribute to a school or work publication. 	<p>I can write about school and academic topics.</p> <ul style="list-style-type: none"> I can write a simple summary about something I have learned. I can write a series of steps needed to complete a task, such as for an experiment. I can prepare notes for someone who was absent from class. I can write the content for a multi-media presentation, a handout a synopsis, etc. <p>I can write about work and career topics.</p> <ul style="list-style-type: none"> I can write a simple summary about an assignment or task that I've been asked to do. I can document the series of steps needed to complete a task or project. I can prepare notes for someone who is new or has been absent from a project, team, or work meeting. I can write the content for a multi-media presentation, a handout a synopsis, etc. <p>I can write about community topics and events.</p> <ul style="list-style-type: none"> I can write a simple summary about something I have researched. I can write the series of steps needed to complete a task such as for a community event or a fund raiser. I can summarize what has been happening in the community for someone who is new or has been away. I can contribute to a school or work publication. <p>I can write about an entertainment or social event.</p> <ul style="list-style-type: none"> I can summarize a conversation or interview that I had with someone. I can describe an event that I participated in or witnessed. I can write a brief summary of the plot of a movie or an episode of a TV show.