

Portuguese Acquisition Linkages Project

Level 5 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 5 Course Description

The Level 5 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 4 course or are at an Intermediate-Mid to Intermediate-High- level of proficiency. Students gain increased confidence in recombining learned material of the language, creating in the language to express their own thoughts, interacting with other speakers of the language, understanding oral and written messages in the target language, and making oral and written presentations in the target language. They manipulate more complex features of the language, including more abstract concepts. Students are able to understand material presented on a variety of topics related to contemporary, historical, and literary events and issues in the target culture(s). 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 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 High- to Advanced Low- | Intermediate High- to Advanced Low- | Intermediate High to Advanced Low | Intermediate High to Advanced Low |

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

| | <p style="text-align: center;">INTERMEDIATE MID</p> <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 style="text-align: center;">INTERMEDIATE HIGH- TO ACVANCED LOW-</p> <p>At the Intermediate High sublevel, listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.</p> | <p style="text-align: center;">ACVANCED LOW</p> <p>At the Advanced Low sublevel, listeners are able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. The listener understands the main facts and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge.</p> |
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| Listening | <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. <p>I can understand that an event is being postponed or cancelled.</p> | <p>I can easily understand straightforward information or interactions.</p> <ul style="list-style-type: none"> • I can understand the descriptions of avatars in a new video game. • I can understand an interview between a student reporter and foreign visitors about activities they have done and are planning to do while in town. • I can understand a tour guide’s description of a city’s history and attractions. <p>I can understand a few details in ads, announcements, and other simple recordings.</p> <ul style="list-style-type: none"> • I can understand a few details about a nutritional recommendation in a public service health announcement. • I can understand the services offered in an ad about a car repair service. • I can understand a few details from public service announcements such as severe weather warnings or safety alerts. <p>I can sometimes understand situations with complicating factors.</p> <ul style="list-style-type: none"> • I can understand a voice message from an exchange student telling why she will be late. • I can understand a phone message about a change in meeting times and place. • I can understand a voice message from the airlines about changes to a flight schedule. | <p>I can understand descriptions and stories of events that have happened or will happen.</p> <ul style="list-style-type: none"> • I can understand short presentations about famous people in history. • I can understand a voicemail outlining the details of a plan for an upcoming outing. • I can follow a video conferencing session in which the speakers recount their experience on a recent trip. <p>I can understand the main idea of popular genres.</p> <ul style="list-style-type: none"> • I can follow televised promotions for upcoming programs. • I can follow a YouTube comparison of two popular vacation locations. • I can follow simple oral stories, recorded books, summaries, or short excerpts from speeches. • I can understand some simple information from a movie trailer. |

Proficiency Targets – Interpretive

| Reading | INTERMEDIATE MID | INTERMEDIATE HIGH to ADVANCED LOW | ADVANCED LOW |
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| | <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. | <p>At the Advanced Low sublevel, readers are able to understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. These texts predominantly contain high-frequency vocabulary and structures. Readers understand the main ideas and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge. Readers at this level will be challenged to comprehend more complex texts.</p> <p>I can find and use information for practical purposes.</p> <ul style="list-style-type: none"> • I can read about an upcoming event to help me decide whether or not to attend. • I can read a blogger’s account of a trip to plan my own. • I can read a message about a friend’s car accident. • I can read a description about a candidate to make a voting decision. • I can understand absentee and sick leave policies. <p>I can read texts that compare and contrast information.</p> <ul style="list-style-type: none"> • I can read restaurant descriptions to guide my choice. • I can read movie summaries to choose what to watch. • I can read a catalogue of course descriptions to choose my classes. • I can understand the main idea and some details from a list of government job descriptions. • I can read an article about how technology has changed in the past 20 years. <p>I can follow simple written instructions.</p> <ul style="list-style-type: none"> • I can follow directions for assembling a model. • I can follow driving directions. • I can follow the steps of a recipe. |

Proficiency Targets - Interpersonal

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| Interpersonal Communication | INTERMEDIATE MID | INTERMEDIATE HIGH | ADVANCED LOW |
| | <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>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 my 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. <p>I can talk about a mathematics, technology or science project.</p> | <p>I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.</p> <p>I can exchange information related to areas of mutual interest.</p> <ul style="list-style-type: none"> • I can ask for and provide information about specific events. • I can ask for and provide information about a hobby or lifestyle, such as bicycling, vegetarianism, video games, or sports. • I can ask for and provide descriptions of places I know and also places I would like to visit. • I can talk about my family history. • I can talk about jobs and career plans. <p>I can use my language to do a task that requires multiple steps.</p> <ul style="list-style-type: none"> • I can give the basic rules of a game or sport and answer questions about them. • I can ask for, follow, and give instructions for preparing food. • I can ask for and follow directions to get from one place to another. • I can tell someone how to access information online. • I can explain basic rules, policies, or laws that affect us and answer questions about them. <p>I can use my language to handle a situation that may have a complication.</p> <ul style="list-style-type: none"> • I can arrange for a make-up exam or reschedule an appointment. • I can return an item I have purchased to a store. • I can plan an outing with a group of friends. | <p>I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.</p> <p>I can participate in conversations on a wide variety of topics that go beyond my everyday life.</p> <ul style="list-style-type: none"> • I can explain absentee and sick leave policies and answer questions about them. • I can explain current issues, such as leash laws, school dress codes, drinking age, or speed limits. • I can discuss what is currently going on in another community or country. <p>I can compare and contrast life in different locations and in different times.</p> <ul style="list-style-type: none"> • I can explain how life has changed since I was a child and respond to questions on the topic. • I can compare different jobs and study programs in a conversation with a peer. • I can explain how technology has changed our lives while discussing this topic with another. <p>I can resolve an unexpected complication that arises in a familiar situation.</p> <ul style="list-style-type: none"> • I can rearrange my itinerary, such as flights, pick-up times, and appointments when I experience travel delays. • I can tell a friend how I'm going to replace an item that I borrowed and broke/lost. • I can explain why I was late to class or absent from work and arrange to make up the lost time. <p>I can conduct or participate in interviews.</p> <ul style="list-style-type: none"> • I can interview for a job or service opportunity related to my field of expertise. • I can interview someone about his/her professional interests and activities. |

Proficiency Targets – Presentational

| <p style="text-align: center;">INTERMEDIATE MID</p> <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 style="text-align: center;">INTERMEDIATE HIGH</p> <p>Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time.</p> | <p style="text-align: center;">ADVANCED LOW</p> <p>Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest. Advanced Low speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced Low speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events</p> |
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| <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>I can present information on academic and work topics.</p> <ul style="list-style-type: none"> • I can present ideas about something I have learned, such as a historical event, a famous person, or a current environmental issue. • I can explain a series of steps needed to complete a task or experiment. • I can explain to someone who was absent what took place in class or on the job. • I can present my qualifications and goals for an academic program training, or job. <p>I can make a presentation on events, activities, and topics or particular interest.</p> <ul style="list-style-type: none"> • I can present on something I learned from the media. • I can make a presentation about an interesting person. • I can summarize a personal, historical, or cultural event. • I can give a presentation about my interests, hobbies, lifestyle, or preferred activities. • I can make a presentation about the history or current status of a school, organization, or company. • I can make a presentation about future plans. <p>I can present my point of view and provide reasons to support it.</p> <ul style="list-style-type: none"> • I can make a presentation on rules or policies such as cell phone use, dress code, or requirements for driving and explain my viewpoint. • I can share and justify my opinion on common issues such as allowances for children, curfews for teenagers, budget-related topics, etc. <p>I can explain my point of view on current event topics such as recycling, nutrition and exercise, the food supply, conserving energy resources, extreme weather events, etc.</p> | <p>I can deliver short presentations on a number of academic and workplace topics.</p> <ul style="list-style-type: none"> • I can present an explanation for a work or school process, project, or policy. • I can provide a rationale for the importance of certain classes, subjects, or training programs. • I can present a summary of an action plan or annual report for a club or work group. <p>I can deliver short presentations on social and cultural topics.</p> <ul style="list-style-type: none"> • I can present an explanation for a social or community project or policy. • I can give a presentation about the importance of certain social and cultural practices. • I can give a presentation on traditions related to social events such as homecoming, graduation, marriages, funerals, etc. • I can present a summary of an action plan or annual report for a community or social organization. <p>I can explain issues of public and community interest, including different viewpoints.</p> <ul style="list-style-type: none"> • I can present reasons for or against a position on a political or social issue. • I can make a presentation related to public health or safety. • I can present a position during a formal debate. • I can make a presentation promoting an event, service or a service, or a product. <p>I can deliver presentations for a specific audience.</p> <ul style="list-style-type: none"> • I can deliver a presentation to my classmates or colleagues. • I can make presentations about special opportunities. • I can provide an explanation about a process or procedure such as obtaining a driver’s license. • I can present an overview about my school, community, or workplace. |

Speaking

Proficiency Targets - Presentational

| | <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> | <p style="text-align: center;">ADVANCED LOW</p> <p>Writers at the Advanced Low sublevel are able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics. Advanced Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writing, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced Low sublevel demonstrate the ability to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of oral discourse and the writing style of their first language. These writers demonstrate minimal control of common structures and vocabulary associated with the Advanced level. Their writing is understood by natives not accustomed to the writing of non-natives, although some additional effort may be required in the reading of the text.</p> |
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| <p>Writing</p> | <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. | <p>I can meet basic school and academic writing needs.</p> <ul style="list-style-type: none"> • I can revise class or meeting notes that I have taken for distribution. • I can draft and revise an essay or composition as part of a school assignment. • I can write an abstract for a science fair project, research study, or conference. • I can write summaries or annotations for a research project. <p>I can meet basic work and career writing needs.</p> <ul style="list-style-type: none"> • I can write an informational memo about a project or event. • I can write summaries or a multi-step work plan for a new project. • I can write brief job descriptions or performance reports. • I can revise for distribution meeting notes that I have taken. • I can draft and revise a resume or cover letter. <p>I can meet basic social and civic writing needs.</p> <ul style="list-style-type: none"> • I can manage and edit an online journal, blog, or discussion forum. • I can write an article about an event or project of a club or group. • I can write a letter of advice or letter to the editor on a social, civic, or political issue. • I can prepare reports and online communications for a social club, community, or political group. |