

Modern Languages Standards & Benchmarks

3) READING SKILLS

Students will fluently read, understand, and interpret written language on a variety of topics from diverse written media.

KINDERGARTEN – GRADE 1

| Beginning | Intermediate | Advanced |
|---|---|----------|
| Read aloud and understand some words that have been practiced | Read aloud and understand some words that have been practiced | |
| Match some simple words and pictures | Match some simple words and pictures | |
| Read and understand short sentences that have been practiced | Read and understand short sentences that have been practiced | |
| | Read some song lyrics and poems that have been practiced | |

GRADE 2 – GRADE 3

| Beginning | Intermediate | Advanced |
|---|--|---|
| Match some simple words and pictures | Match some simple words and pictures | |
| Read aloud and understand some words that have been practiced | Read aloud and understand some words that have been practiced | |
| Read some song lyrics and poems that have been practiced | Read some song lyrics and poems | Read some song lyrics and poems |
| Read and understand short sentences that have been practiced | Read and understand short sentences that have been practiced | Read and understand short sentences that have been practiced |
| Read and understand short texts | Read and understand short texts | Read and understand short texts |
| | Locate important facts in a short text | Locate important facts in a short text |
| | Read and understand longer passages from an age-appropriate reader | Read and understand longer passages from an age-appropriate reader |
| | | Begin to read short stories previously read aloud by the teacher |
| | | Read and understand key points in children's magazine and newspaper articles, advertisements and friendly letters |

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Students will fluently read, understand, and interpret written language on a variety of topics from diverse written media.

GRADE 4 – GRADE 5

| Beginning | Intermediate | Advanced |
|---|---|---|
| Match some simple words and pictures | | |
| Read aloud and understand some words that have been practiced | | |
| Read and understand short sentences that have been practiced | Read and understand short sentences that have been practiced | Read and understand short sentences that have been practiced |
| Read some song lyrics and poems | Read some song lyrics and poems | Read some song lyrics and poems |
| | Read and understand short texts | Read and understand short texts |
| | Locate important facts in a short text | Locate important facts in a short text |
| | Read and understand longer passages from an age-appropriate reader | Read and understand longer passages from an age-appropriate reader |
| | | Begin to read short stories previously read aloud by the teacher |
| | | Use clues to guess the meaning of new words |
| | | Read and understand different texts about the past, present or future |
| | Read and understand key points in children's magazine and newspaper articles, advertisements and friendly letters | Read and understand children's magazine and newspaper articles, advertisements and friendly letters |

GRADE 6 – GRADE 8

| Beginning | Intermediate | Advanced |
|---|--|--|
| Understand simple, descriptive passages | | |
| Understand short, simple personal letters | | |
| Understand basic, common language as found in catalogues, advertisements, notices and posters | | |
| Develop an awareness of and familiarity with high-frequency written expressions | Understand texts of high-frequency, everyday and more sophisticated language in which the author adopts a particular stance or a certain point of view | |
| Find specific, predictable information in simple everyday material | Read articles and reports concerned with contemporary matters | |
| Read and understand excerpts and condensed passages from longer material | Understand simplified versions of, or excerpts from, contemporary literary prose | Understand fairly long and demanding texts (novels, plays, poems, etc.) |
| | Understand descriptions of events, feelings and wishes in personal letters | Read with fluency different kinds of linguistically complex documents, such as manuals and articles of personal interest |

3) READING SKILLS

Students will fluently read, understand, and interpret written language on a variety of topics from diverse written media.

GRADE 9 – GRADE 10

| Beginning | Intermediate | Advanced |
|--|--|--|
| Understand short, simple personal letters | | |
| Understand simple, descriptive passages | | |
| Understand familiar names, words and very simple sentences as in catalogues, on notices or on posters | | |
| Identify important information in simple messages or newspaper articles where numbers and names play an important role | Understand the main points in short newspaper articles and reports about current events or familiar topics | |
| Find specific information in simple, everyday materials such as advertisements, brochures, menus and timetables | Read and sufficiently understand more sophisticated factual texts | Understand long and complex factual and literary texts |
| Read a very short message about a concrete event and understand what happened, when and where | | |
| | Understand simplified versions of, or excerpts from, contemporary literary prose | Read, with fluency, all forms of text, including linguistically complex documents such as manuals, articles and literary works |
| | Understand descriptions of feelings and wishes in personal letters | |
| | Follow the plot of a clearly structured story | Identify different literary styles |

GRADE 11 – GRADE 12

| Beginning | Intermediate | Advanced |
|--|---|--|
| Understand straightforward information that is explicitly stated | Identify a range of text types and register as well as rhetorical devices | Understand the written forms of the language in a wide range of styles and academic situations |
| Skim and extract key points from straightforward texts, including visual material and graphics | Extract information from different types of text including visuals and graphics | Identify the structural elements of a written text, such as connective devices |
| Distinguish between key points and supporting detail in simple texts | Deduce the meaning of unfamiliar vocabulary | Identify the subtleties of technique and style employed by writers of the language |
| Understand some details of the studied text | Understand information and emotion that is explicitly stated or implicitly conveyed in a text | |
| Understand some ideas implicit in the argument | Distinguish between key points and supporting details | |
| Identify basic elements of genre, purpose and audience | Understand and analyse moderately complex written material | |