



**MOVING ON UP:  
HELPING ELEMENTARY LEARNERS  
EXTEND THEIR PROFICIENCY LEVEL**

**Nathan Lutz,  
Kent Place School**

# HELLO!

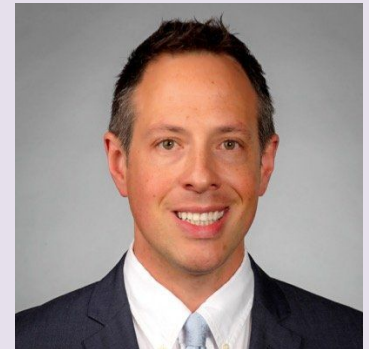
## **Nathan Lutz**

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**Vice President of Programs,  
Foreign Language Educators of New Jersey**

**President,  
National Network for Early Language Learning**

**Vice Chair,  
Northeast Council on the Teaching of  
Foreign Languages**



**Twitter: @nathanlutz  
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# TODAY'S AGENDA

- **Proficiency**
- **Proficiency vs. Performance**
- **Setting Targets**
- **Features of Proficiency Levels**
- **Strategies for Moving Students up**
- **Your Challenge**





<http://momsanity.com/dear-kellyanne-conway-keep-alternative-facts/>







Effective language learning experiences are carefully planned by a teacher through standards-based course, units and lessons that embed high-yield strategies allowing students to reach identified course, unit, or lesson performance objectives. How does your planning of learning experiences prepare for student learning? During this self-assessment, be sure to use evidence to support your reflections. Once you have completed the self-assessment, review the outcomes with a critical friend, mentor, or supervisor. An open and honest conversation about your performance vs. ratings helps to clarify rationale for levels selected and will help you to set realistic goals.

Reflex on your current performance level of the TELL criteria below.

N = I do not do this. S = I sometimes do this. M = I do this most of the time. C = I do this with confidence.

<b>P1</b>	I plan learning experiences based on local curriculum and state and national standards.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input checked="" type="radio"/> My Goal
<b>P2</b>	I plan learning experiences to address the unique needs and interests of my students.					
	a. I plan learning experiences that are interesting to my students.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input checked="" type="radio"/> My Goal
	b. I plan learning experiences that students will perceive as relevant.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input checked="" type="radio"/> My Goal
	c. I plan learning experiences within the students' range of abilities.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input checked="" type="radio"/> My Goal
	d. I plan learning experiences that include student choice.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input checked="" type="radio"/> My Goal
<b>P3</b>	I use units based on proficiency targets and backward design principles.					
	a. Unit performance objectives are focused on proficiency targets and are based on meaningful contexts.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input checked="" type="radio"/> My Goal
	b. Units incorporate opportunities to use previously acquired language and content in a variety of contexts.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input checked="" type="radio"/> My Goal
	c. Units provide opportunities for students to gain competence in the three communicative modes.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input checked="" type="radio"/> My Goal
	d. Units provide opportunities for students to understand the relationships among products, practices, and perspectives of the target culture(s).	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input checked="" type="radio"/> My Goal
<b>P4</b>	I ensure that my planning accommodates the needs of heritage/active speakers and identified exceptional learners, as well as struggling or accelerated learners not officially identified.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input checked="" type="radio"/> My Goal
<b>P5</b>	I plan opportunities for students to set and monitor their own goals for language performance and cultural competence that are consistent with or exceed course proficiency targets.					
	a. I plan opportunities for students to reflect on their attainment of daily performance objectives and their own learning goals.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input checked="" type="radio"/> My Goal
	b. I plan opportunities for students to reflect on their attainment of unit performance objectives and their own learning goals.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input checked="" type="radio"/> My Goal
	c. I plan opportunities for students to reflect on their attainment of course performance objectives and their own learning goals.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input checked="" type="radio"/> My Goal
<b>P6</b>	I use the backward design process to plan lessons that lead students to meet the unit performance objectives.					
	a. I set daily performance objectives that are focused on proficiency targets and are based on meaningful contexts.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input checked="" type="radio"/> My Goal
	b. I plan opportunities that enable students to assess their attainment of the lesson's language objectives.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input checked="" type="radio"/> My Goal
	c. I plan activities that enable students to meet the daily performance objectives.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input checked="" type="radio"/> My Goal

**P3** I use units based on proficiency targets and backward design principles.

- a. Unit performance objectives are focused on proficiency targets and are based on meaningful contexts.
- b. Units incorporate opportunities to use previously acquired language and content in a variety of contexts.
- c. Units provide opportunities for students to gain competence in the three competitive modes.
- d. Units provide opportunities for students to understand the relationships among products, practices, and perspectives of the target culture(s).

# DISCUSS

**Why set proficiency targets?**





at your tables, discuss:

**How do you define  
proficiency?**



# PROFICIENCY



# WHAT IS PROFICIENCY ?

**the ability of an individual to use culturally appropriate language to communicate spontaneously in non-rehearsed contexts**



# WHAT IS PROFICIENCY ?

the ability of an individual to use *culturally appropriate* language to communicate spontaneously in non-rehearsed contexts.





# WHAT IS PROFICIENCY ?

the ability of an individual to use culturally appropriate language to communicate *spontaneously* in non-rehearsed contexts.



# WHAT IS PROFICIENCY ?

the ability of an individual to use culturally appropriate language to communicate spontaneously in *non-rehearsed contexts*.



# WHAT IS PROFICIENCY?

**in other words...**

## **PROFICIENCY**

**describes what the language user can do  
regardless of where, when, or how  
the language was acquired**



at your tables, discuss:

**How do you define  
performance?**





# PERFORMANCE



# WHAT IS PERFORMANCE?

**the ability to use language that has been learned  
and practiced in an instructional setting**



# WHAT IS PERFORMANCE?

the ability to use *language that has been learned*  
and practiced in an instructional setting



# WHAT IS PERFORMANCE?

the ability to use language that has been learned  
and *practiced* in an instructional setting





# WHAT IS PERFORMANCE?

the ability to use language that has been learned  
and practiced *in an instructional setting*



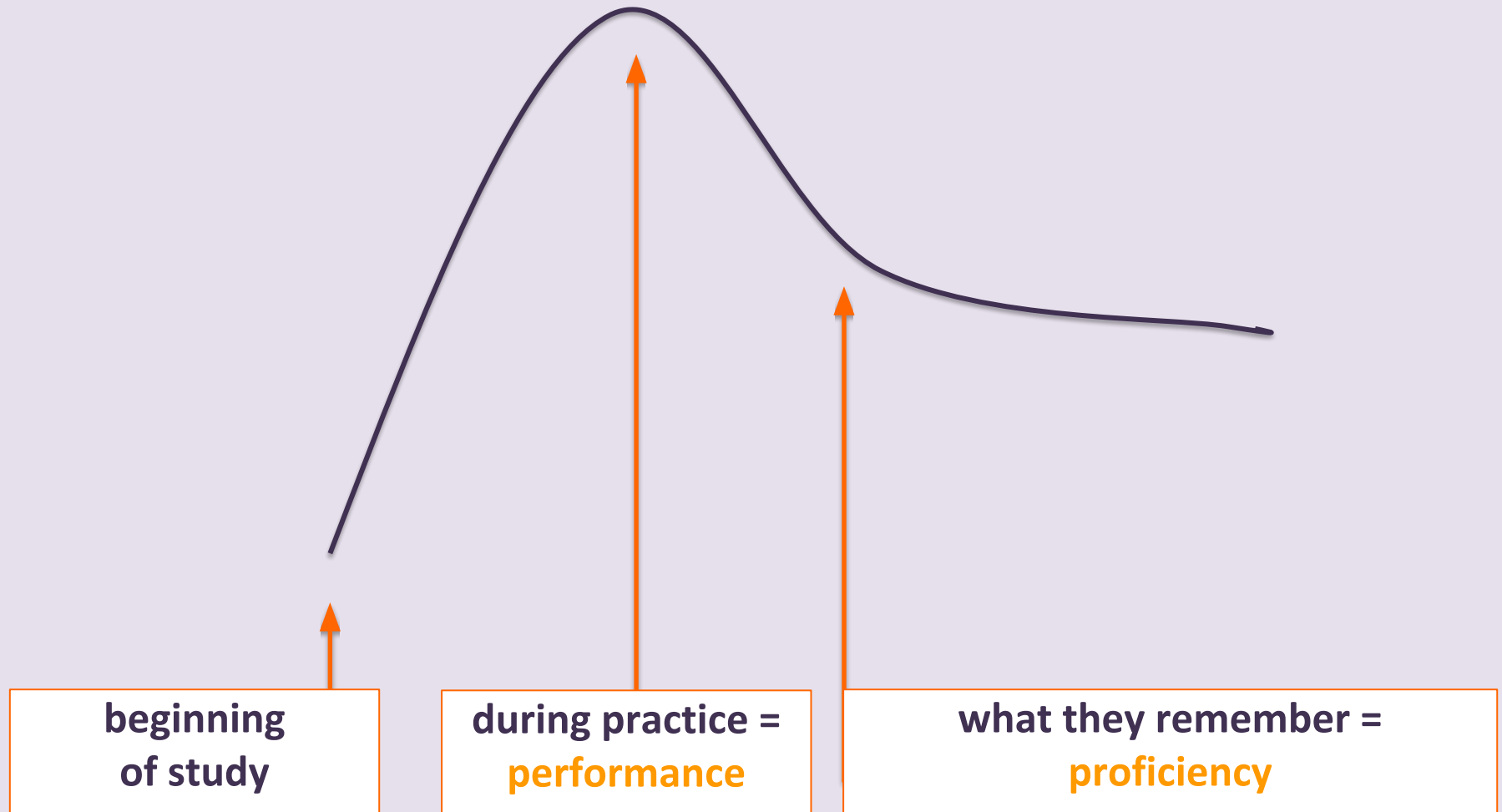
# PROFICIENCY v. PERFORMANCE

- **communicate meaningful information**
- **spontaneous**
- **understandable by native speakers**
- **does not mean perfection**

- **performance in familiar contexts**
- **practiced and rehearsed**
- **connected to specific curriculum**



# WHAT IT LOOKS LIKE



# PROFICIENCY v. PERFORMANCE

**why be concerned with it?**

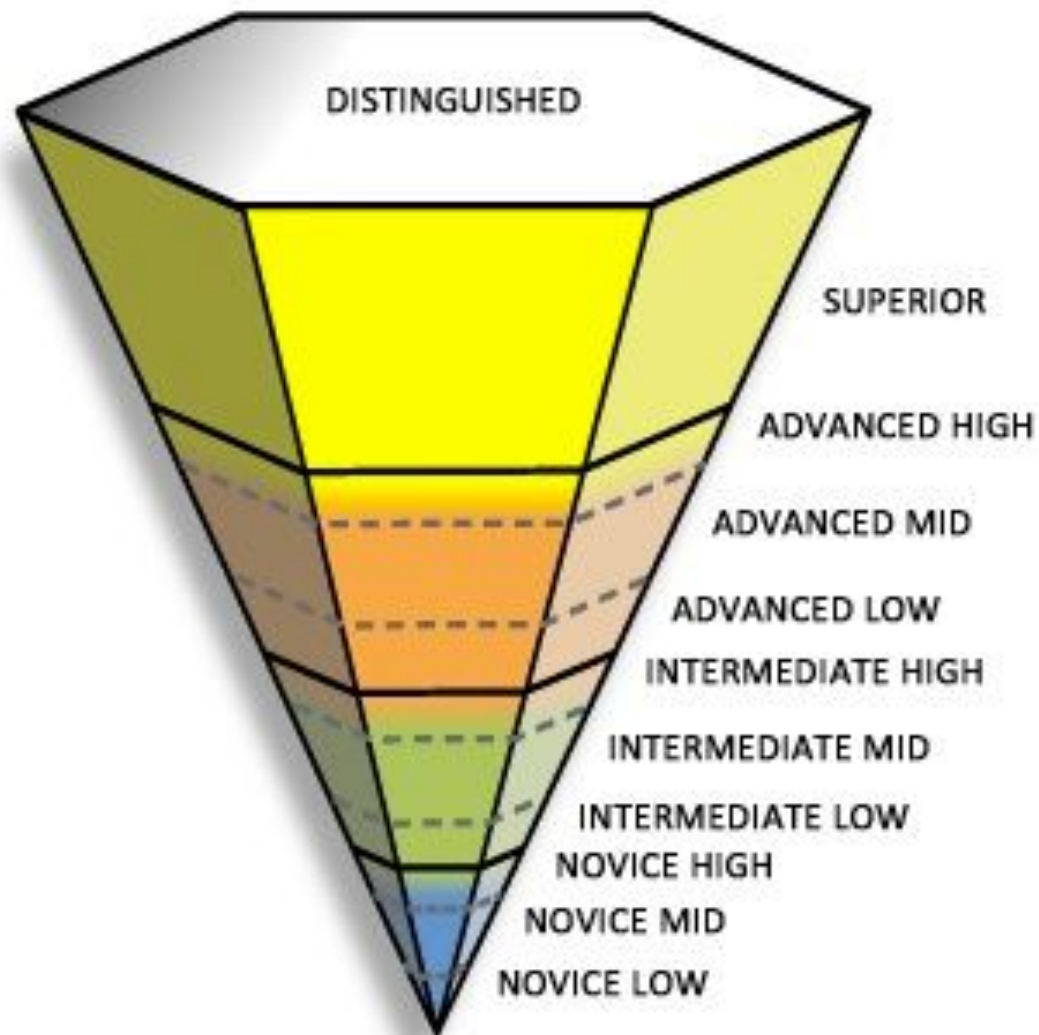
**Understanding the difference between performance and proficiency might possibly be the key to setting real expectations for our language learners and their parents.**



# GALLERY WALK

**What are your students'  
proficiency level(s)?**

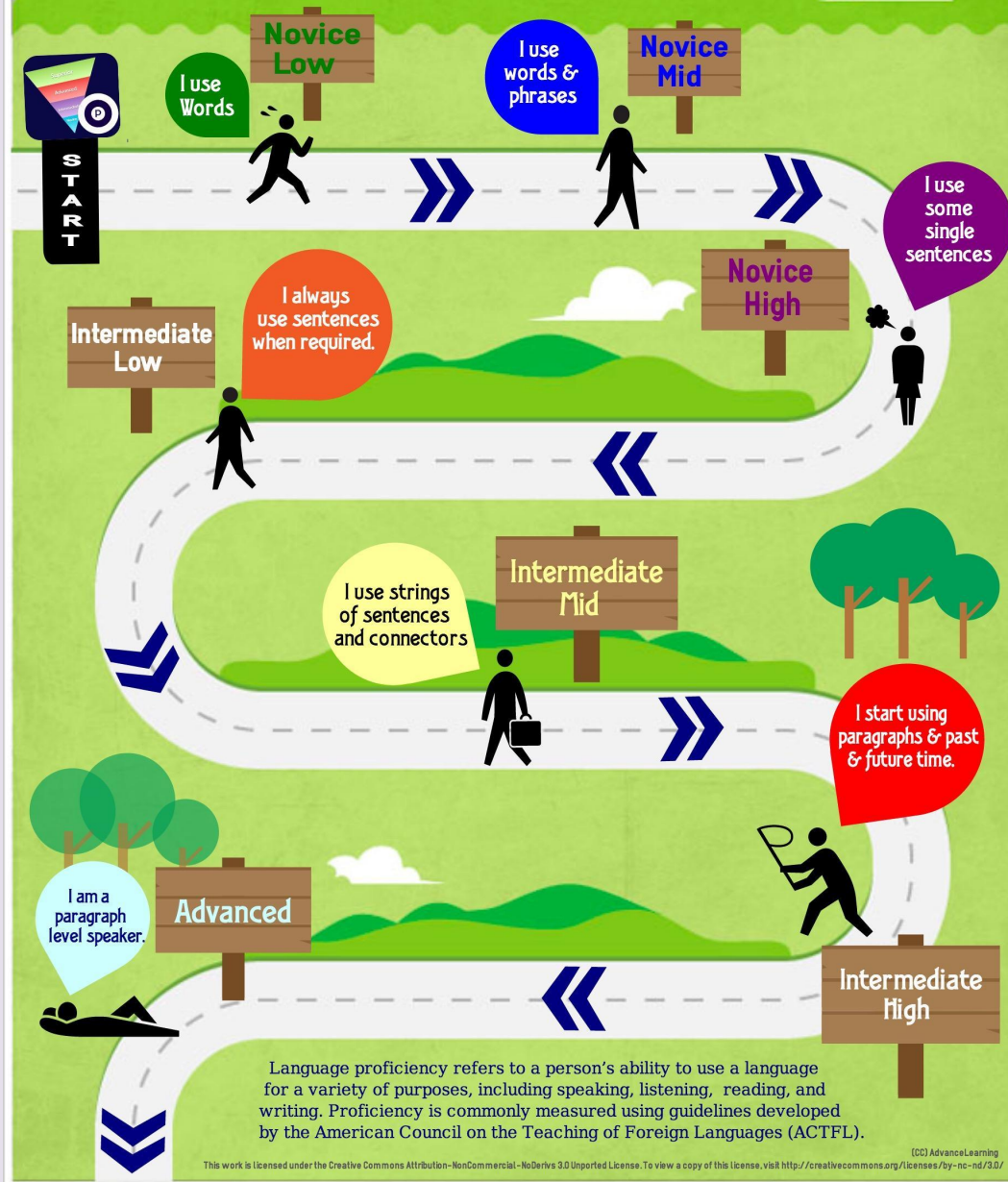




ACTFL



# Path to Proficiency



Shelby County (TN)  
World Languages

# Proficiency Go



I use words

Novice Low



I use words & phrases

Novice Mid



I use some single sentences

Novice High



I always use sentences when required

Intermediate Low

I use strings of sentences and connectors



Intermediate Mid



I start using paragraphs & past & future time

Intermediate High



I am a paragraph level speaker

Advanced



# PATH TO PROFICIENCY

**Novice Low**  
A few simple words:  
"chocolate, fruit, breakfast,  
dessert, yum!"

**Novice Mid**  
Some repetitive phrases:  
"lots of chocolate, lots of  
fruit, eat for breakfast, eat  
for dessert"

**Novice High**  
Put together a few sentences:  
"My family eat crepes often  
because we like crepes. My  
mom makes crepes very good.  
She find crepes in the grocery  
and makes very good crepes  
with chocolate. Do you want  
come to my house to try?"

**Intermediate Low**  
Combine simple sentences:  
"My family eat crepes a lot  
because the bakery next to my  
house always sell crepes. They  
make crepes, so tasty with  
different ingredients. You want  
eat the bakery's crepes at my  
place soon?"

**Intermediate Mid**  
More connections & questions:  
"Because we all like, my mom  
buy crepes from the best  
bakery pretty often. She find  
the instructions to cook them  
on a website. How about come  
to my house to try them?  
Sounds good! How about next  
month say after the school?"

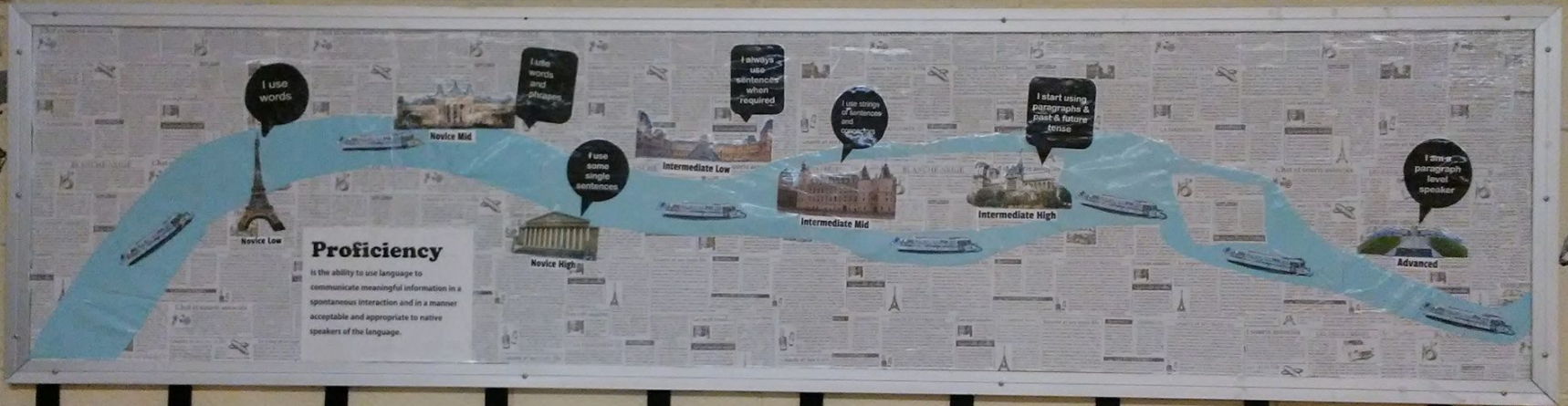
**Intermediate High**  
Tell stories and handle some  
complicated situations:  
"What you mean you don't like  
crepes? I know, you had had  
crepes one time, right? I went  
to a crepe restaurant in  
Quebec and I was there up for  
some hours! I mean, sick as a  
dog. I thought I don't want  
crepes again and then my mom  
brought fresh ones with butter  
from France and I thought, yes!  
My friends used to eat those  
crepes, they're like heaven!"

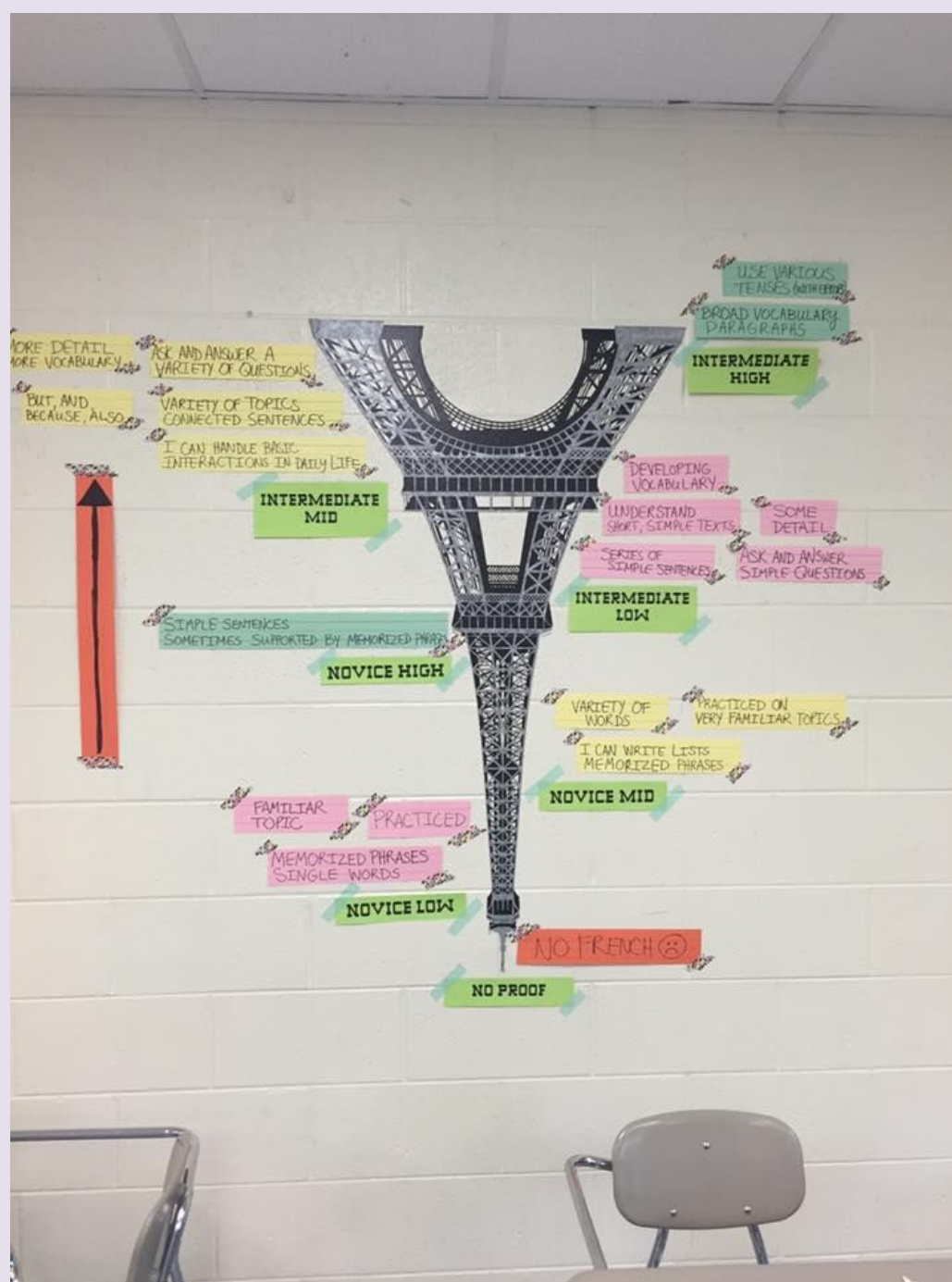
**Advanced**  
Handle complicated & involve  
current events:  
"Do you know where that hot  
from your crepe came from? It  
probably came from a  
supermarket. I heard on the  
news that the supermarket in  
France cannot throw away  
their produce anymore. They  
have to give the fruits and  
vegetables to the poor, so the  
other people have something  
to eat."





# SAILING TO PROFICIENCY





Samantha Uebel



# The Path to Proficiency

... How you sit:

- heads up
- sit up
- give me your eyes
- give me your ears

Signals:

I don't understand.

Slow down.

... How you participate

- in Spanish
- take risks
- actively listen
- always respond

When I Need Your Attention:

¡Clase!

¡Prof!

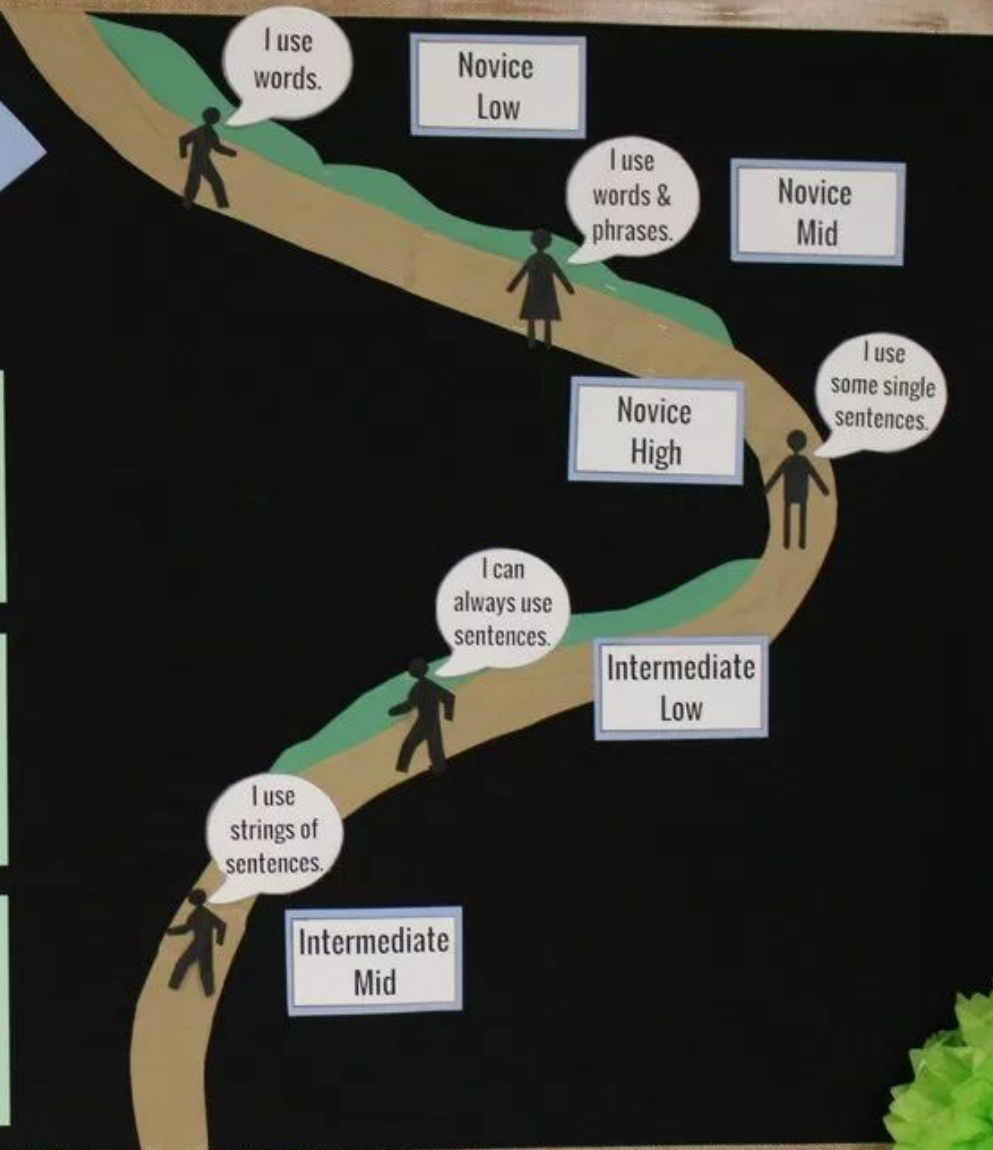
→ Silencio.

... How you enter:

- on time
- with a greeting
- ready to work
- ready to be kind

... How we finish:

- on time
- pack when dismissed
- ¡Gracias por aprender!
- ¡Gracias por enseñarnos!





Maria Jose Valdes



# Jugando Béisbol en Español



¿Juegas tú al béisbol?

**Base 2:** Contesta con una oración simple.

Ejemplo: Sí, juego béisbol

**Base 3:**

Contesta usando una elaboración.

Ejemplo: Sí, juego baseball **en el parque**

**Base 1:**

Contesta con una sola palabra.

Ejemplo: Sí o No



## Interrogativos

<u>Dónde</u>	Where
<u>Cuándo</u>	When
<u>Por qué</u>	Why
<u>Cómo</u>	How
<u>Cuál</u>	Which

**Base 4:** Contesta usando dos o más interrogativos.

Ejemplo: Sí, juego baseball **en el parque** (dónde) **los domingos** (cuándo).



# How does your tree grow?

I can use words to describe.



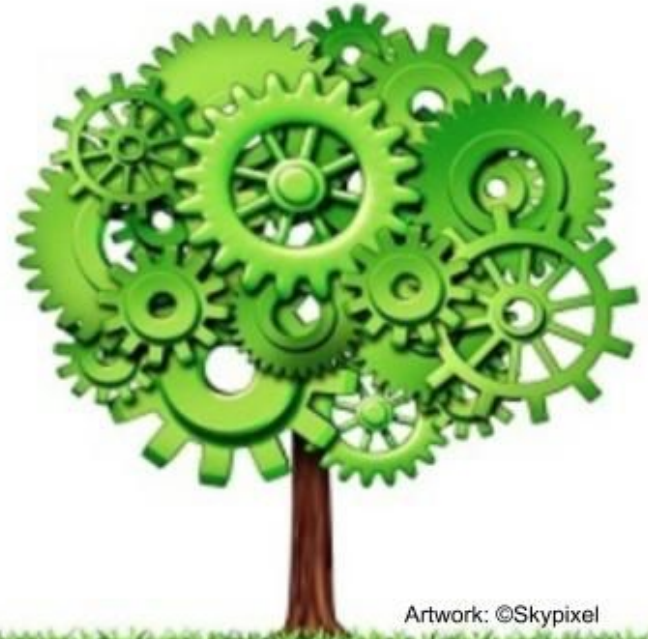
I can use some of the target vocabulary and phrases to describe.



I can use target vocabulary, phrases, and a complete sentence or two.



I can ask and answer questions using the target vocabulary in multiple sentences.

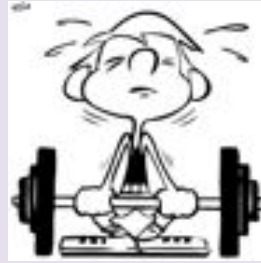


Artwork: ©Skypixel

Betsy Basom

**BUT A WORD  
OF CAUTION**





**Not yet! I'm  
working on it.**

**I can do it  
with help.**

**I can do it  
alone.**

I can tell someone my name.

I can tell someone my age.

I can ask someone how s/he is feeling.

I can tell someone how I am feeling.

I can. . .

A close-up photograph of several peony flowers in shades of pink and orange, with green leaves and stems. The flowers are arranged in a bouquet, with some in the foreground and others slightly behind. The background is a soft, out-of-focus light color.

**a flower  
does not  
think of  
competing  
with the  
next flower,  
it just blooms.**

The only person you need to  
compare yourself with is who  
you were yesterday.

-Rushton  
Hurley



Yesterday



Today



Tomorrow



**A GOAL WITHOUT A  
PLAN IS JUST A WISH.**

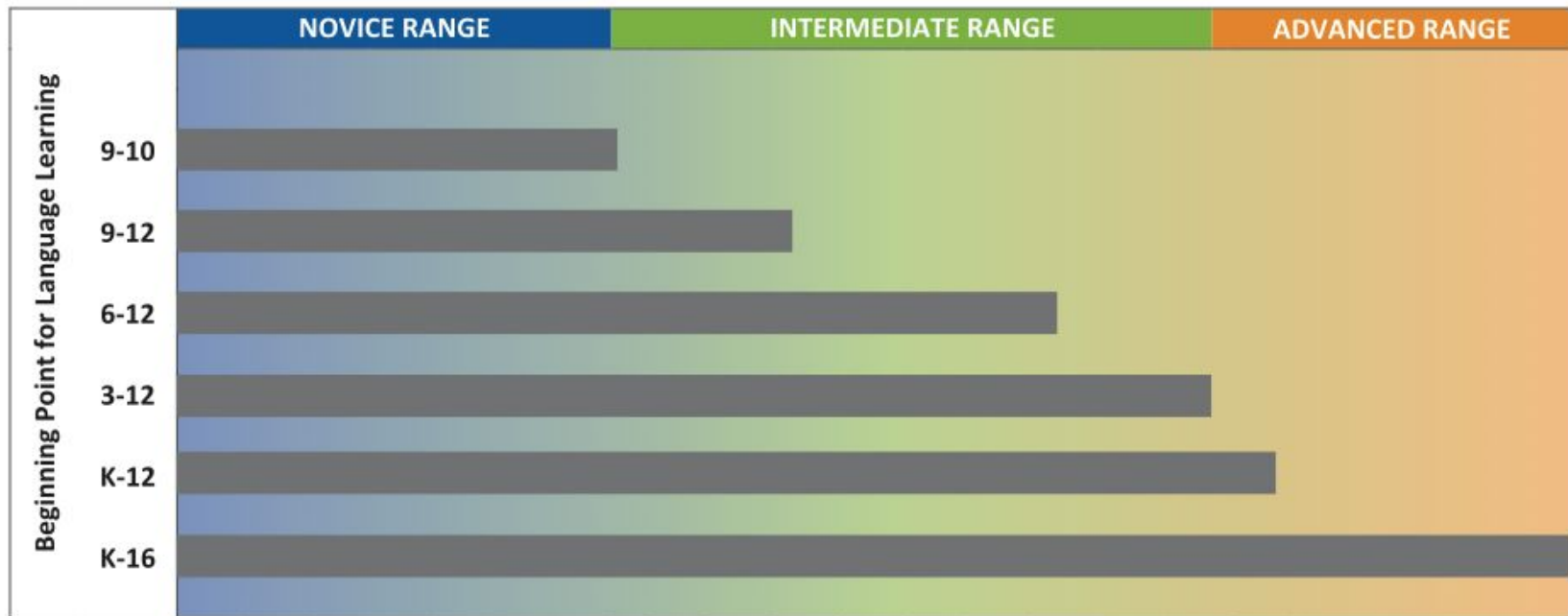
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ANTOINE DE SAINT-EXUPERY

# SETTING PROFICIENCY TARGETS



## TIME AS A CRITICAL COMPONENT FOR DEVELOPING LANGUAGE PERFORMANCE





# SAMPLE PROFICIENCY TARGETS

<i>Time Frame</i>	<i>Instructional Hours Completed</i>	<i>Speaking Proficiency Target</i>
<i>End of 3<sup>rd</sup> grade</i>	<i>216</i>	<i>Novice-Mid</i>
<i>End of 5<sup>th</sup> grade</i>	<i>144 + 216 = 360</i>	<i>Novice-High</i>
<i>End of 8<sup>th</sup> grade</i>	<i>248 + 360 = 608</i>	<i>Intermediate-Low</i>
<i>End of 12<sup>th</sup> grade</i>	<i>324 + 608 = 932</i>	<i>Advanced-Low</i>

*Example from Trevor Day School  
© Interprep. Greg Duncan*



# SAMPLE PROFICIENCY TARGETS

Elementary School Program			Middle School Program			High School Program				Targeted Outcomes
						H1 Novice High	H2 Intermediate Low	H3 Intermediate Low to Intermediate Mid	H4 Intermediate Mid	Intermediate Mid
			M1 Novice High	M2 Intermediate Low	M3 Intermediate Low to Intermediate Mid	H3 Intermediate Mid	H4 Intermediate Mid	H5 Intermediate Mid to Intermediate High	H6 Intermediate High	Intermediate High
EK Novice Low	E1, E2 Novice Mid	E3, E4, E5 Novice High	M2 Novice High to Intermediate Low	M3 Intermediate Low To Intermediate Mid	M4 Intermediate Low to Intermediate Mid	H3 Intermediate Mid	H4 Intermediate Mid	H5 Intermediate Mid to Intermediate High	H6 Intermediate High to Advanced Low	Intermediate High to Advanced Low




*Example from Catalina Foothills (AZ) School District,  
© Interprep. Greg Duncan*

# OBJECTIVES VS. TARGETS

## LEARNING OBJECTIVES


### Teacher Focused

Written from the teacher point of view. 

### Across


Unify outcomes across a series of related lessons or a unit. 

### Guide Instruction


Reminds the teacher lessons to design and in what sequence. 

## LEARNING TARGETS


### Student Focused

 Written in student friendly language.

### Within

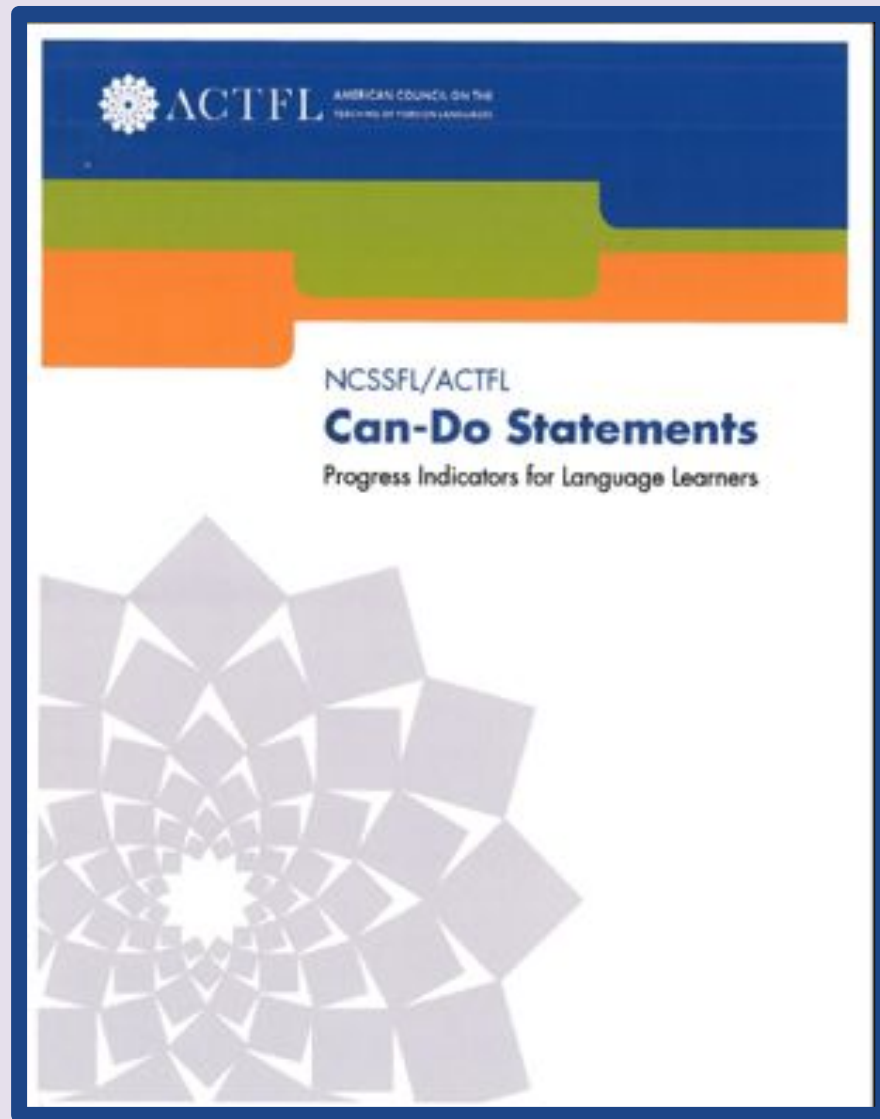
 Describe a lesson-sized chunk of information and/or skills.

### Guide Learning

 Reminds a student what they will be able to do next.



# STUDENT-FRIENDLY GOAL SETTING



# STUDENT-FRIENDLY GOAL SETTING

## NCSSFL-ACTFL CAN-DO STATEMENTS



### INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

## NOVICE

### PROFICIENCY BENCHMARK

*I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.*

*What can I understand, interpret or analyze in authentic informational texts?*

### PERFORMANCE INDICATORS

#### NOVICE LOW

*I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.*

#### NOVICE MID

*I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.*

#### NOVICE HIGH

*I can identify the topic and some isolated facts from simple sentences in informational texts.*

### EXAMPLES: Written

#### NOVICE LOW

*I can ... (customize with specific content):*  
*I can* identify some locations or stores by their signs.  
*I can* match a word or character in a headline to a supporting visual.  
*I can* recognize some names of cities on a map.  
*I can* identify labeled sides in a store.  
*I can* recognize the labels on a recycling bin.

#### NOVICE MID

*I can ... (customize with specific content):*  
*I can* identify nutritional categories on food labels.  
*I can* identify items on a shopping list.  
*I can* identify names of classes and their locations on a class schedule.  
*I can* identify my departure and arrival times from a transportation schedule.  
*I can* understand what information is provided on a student ID card.  
*I can* understand subject-specific terms on a word wall.

#### NOVICE HIGH

*I can ... (customize with specific content):*  
*I can* follow directions in a Scavenger Hunt game.  
*I can* understand a variety of simple messages on greeting cards.  
*I can* select a movie based on a short description.  
*I can* understand someone's profile on a social media site.  
*I can* understand some facts about the weather especially when weather symbols are used.

### EXAMPLES: Spoken, Viewed or Signed

#### NOVICE LOW

*I can ... (customize with specific content):*  
*I can* recognize familiar names of people and places in a public announcement.  
*I can* understand simple directions to a familiar place.  
*I can* follow instructions for simple class routines.  
*I can* understand names and titles when speakers are introduced.  
*I can* understand a cell phone number.

#### NOVICE MID

*I can ... (customize with specific content):*  
*I can* understand the time announced for a store closing.  
*I can* understand directions for setting the table.  
*I can* follow directions to fill out a simple graphic organizer.  
*I can* understand the names of the planets in a science class.  
*I can* recognize some weather expressions in a forecast.

#### NOVICE HIGH

*I can ... (customize with specific content):*  
*I can* understand the name of a product, the cost, and where to buy it from a radio ad.  
*I can* understand who to pick up and where to take them from a friend's voicemail.  
*I can* follow a YouTube video on how to play a simple game.  
*I can* understand an emergency alert during a TV show.  
*I can* understand when a sports announcer introduces the team players.

# STUDENT-FRIENDLY GOAL SETTING

## NOVICE

### PROFICIENCY BENCHMARK

**I can** identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

*What can I understand, interpret or analyze in authentic informational texts?*

NOVICE: INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE		
PROFICIENCY BENCHMARK		
I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		
What can I understand, interpret or analyze in authentic informational texts?		
PROFICIENCY INDICATORS		
NOVICE LOW	NOVICE MID	NOVICE HIGH
I can identify memorized or familiar words when they are supported by pictures or sounds in informational texts.	I can identify some basic facts from memorized words and phrases when they are supported by pictures or sounds in informational texts.	I can identify the topic and some related facts from simple sentences in informational texts.
EXAMPLES: Written		
NOVICE LOW	NOVICE MID	NOVICE HIGH
I can... understand with specific content. I can understand the main idea of a text. I can understand the main idea of a text. I can understand the main idea of a text. I can understand the main idea of a text. I can understand the main idea of a text.	I can... understand with specific content. I can understand the main idea of a text. I can understand the main idea of a text. I can understand the main idea of a text. I can understand the main idea of a text. I can understand the main idea of a text.	I can... understand with specific content. I can understand the main idea of a text. I can understand the main idea of a text. I can understand the main idea of a text. I can understand the main idea of a text. I can understand the main idea of a text.
EXAMPLES: Spoken, Signed or Signed		
NOVICE LOW	NOVICE MID	NOVICE HIGH
I can... understand with specific content. I can understand the main idea of a text. I can understand the main idea of a text. I can understand the main idea of a text. I can understand the main idea of a text. I can understand the main idea of a text.	I can... understand with specific content. I can understand the main idea of a text. I can understand the main idea of a text. I can understand the main idea of a text. I can understand the main idea of a text. I can understand the main idea of a text.	I can... understand with specific content. I can understand the main idea of a text. I can understand the main idea of a text. I can understand the main idea of a text. I can understand the main idea of a text. I can understand the main idea of a text.

NOVICE: INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

PROFICIENCY BENCHMARK



# STUDENT-FRIENDLY GOAL SETTING

## PERFORMANCE INDICATORS

### NOVICE LOW

**I can** identify memorized or familiar words when they are supported by gestures or visuals in informational texts.

### NOVICE MID

**I can** identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.

### NOVICE HIGH

**I can** identify the topic and some isolated facts from simple sentences in informational texts.

NOVICE LEVEL CAN-DO STATEMENTS

**INTERPRETIVE COMMUNICATION**  
PROFICIENCY BENCHMARKS • PERFORMANCE INDICATORS • EXAMPLES

**NOVICE**

**PROFICIENCY BENCHMARK**

**I can identify the general topic and some basic information in both very familiar and unfamiliar contexts by recognizing particular in memorized words, phrases, and simple sentences in both very familiar and unfamiliar contexts.**

**What can I understand, interpret or analyze in authentic informational texts?**

**PERFORMANCE INDICATORS**

NOVICE LOW	NOVICE MID	NOVICE HIGH
<p><b>I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.</b></p>	<p><b>I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.</b></p>	<p><b>I can identify the topic and some isolated facts from simple sentences in informational texts.</b></p>

**EXAMPLES: Written**

NOVICE LOW	NOVICE MID	NOVICE HIGH
<p><b>Read ... Information with specific content</b>                      Read texts with content in reading that is familiar.                      Read texts with content in reading that is familiar.                      Read texts with content in reading that is familiar.                      Read texts with content in reading that is familiar.                      Read texts with content in reading that is familiar.</p>	<p><b>Read ... Information with specific content</b>                      Read texts with content in reading that is familiar.                      Read texts with content in reading that is familiar.                      Read texts with content in reading that is familiar.                      Read texts with content in reading that is familiar.                      Read texts with content in reading that is familiar.</p>	<p><b>Read ... Information with specific content</b>                      Read texts with content in reading that is familiar.                      Read texts with content in reading that is familiar.                      Read texts with content in reading that is familiar.                      Read texts with content in reading that is familiar.                      Read texts with content in reading that is familiar.</p>

**EXAMPLES: Spoken, Visual or Signed**

NOVICE LOW	NOVICE MID	NOVICE HIGH
<p><b>Read ... Information with specific content</b>                      Read texts with content in reading that is familiar.                      Read texts with content in reading that is familiar.                      Read texts with content in reading that is familiar.                      Read texts with content in reading that is familiar.                      Read texts with content in reading that is familiar.</p>	<p><b>Read ... Information with specific content</b>                      Read texts with content in reading that is familiar.                      Read texts with content in reading that is familiar.                      Read texts with content in reading that is familiar.                      Read texts with content in reading that is familiar.                      Read texts with content in reading that is familiar.</p>	<p><b>Read ... Information with specific content</b>                      Read texts with content in reading that is familiar.                      Read texts with content in reading that is familiar.                      Read texts with content in reading that is familiar.                      Read texts with content in reading that is familiar.                      Read texts with content in reading that is familiar.</p>

NOVICE LEVEL CAN-DO STATEMENTS, PERFORMANCE INDICATORS FOR INTERPRETIVE COMMUNICATION • 2017



**PERFORMANCE INDICATORS**

# STUDENT-FRIENDLY GOAL SETTING

## EXAMPLES: Written

### NOVICE LOW

*I can... (customize with specific content).*

**I can** identify some locations or stores by their signs.

**I can** match a word or character in a headline to a supporting visual.

**I can** recognize some names of cities on a map.

**I can** identify labeled aisles in a store.

**I can** recognize the labels on a recycling bin.

### NOVICE MID

*I can... (customize with specific content).*

**I can** identify nutritional categories on food labels.

**I can** identify items on a shopping list.

**I can** identify names of classes and their locations on a class schedule.

**I can** identify my departure and arrival times from a transportation schedule.

**I can** understand what information is provided on a student ID card.

**I can** understand subject-specific terms on a word wall.

### NOVICE HIGH

*I can... (customize with specific content).*

**I can** follow directions in a Scavenger Hunt game.

**I can** understand a variety of simple messages on greeting cards.

**I can** select a movie based on a short description.

**I can** understand someone's profile on a social media site.

**I can** understand some facts about the weather especially when weather symbols are used.

NOVICE LEVEL CAN DO STATEMENTS

**INTERPRETIVE COMMUNICATION**  
FREQUENCY BENCHMARKS • PERFORMANCE INDICATORS • EXAMPLES

**NOVICE**  
FREQUENCY BENCHMARK

*I can identify the general type and some basic information in both key features and example content by recognizing a picture of a common food, drink, and single sentence in both the key features, within, or signal.*

What can I understand, interpret or analyze in our basic informational texts?

NOVICE LOW	NOVICE MID	NOVICE HIGH
<b>PERFORMANCE INDICATORS</b>		
<b>NOVICE LOW</b>	<b>NOVICE MID</b>	<b>NOVICE HIGH</b>
<b>EXAMPLES: Written</b>		
<b>NOVICE LOW</b>	<b>NOVICE MID</b>	<b>NOVICE HIGH</b>
<b>EXAMPLES: Spoken, Visual or Signed</b>		

NOVICE WITH CAN DO STATEMENTS, PERFORMANCE INDICATORS FOR LANGUAGE LITERACY © 2017

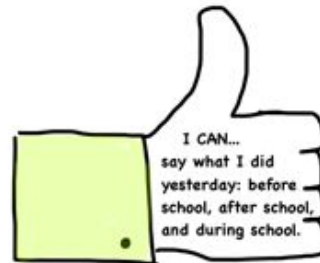
EXAMPLES



# STUDENT-FRIENDLY GOAL SETTING

## I CAN STATEMENTS!

Sign your name in each cuff when you feel you are able to complete the task successfully! In the last hand, write your own I CAN statement.



# STUDENT-FRIENDLY GOAL SETTING

Novice Low : I Can Statements...

Name: \_\_\_\_\_ Period: \_\_\_\_\_

I can greet  
my peers.

I can say  
hello and  
goodbye.

I can tell  
someone my  
name.

I can  
answer a  
few simple  
questions.

I can  
respond to  
yes/no  
questions.

I can  
answer an  
either/or  
question.

I can  
respond to  
who, what,  
when,  
where  
questions.

I can  
recite  
words and  
phrases  
that I have  
learned.

I can count  
from 1-100.

I can say  
the date  
and the  
day of the  
week.

I can list  
the  
months and

I can state the  
names of familiar  
people, places, and  
objects in pics and  
posters using

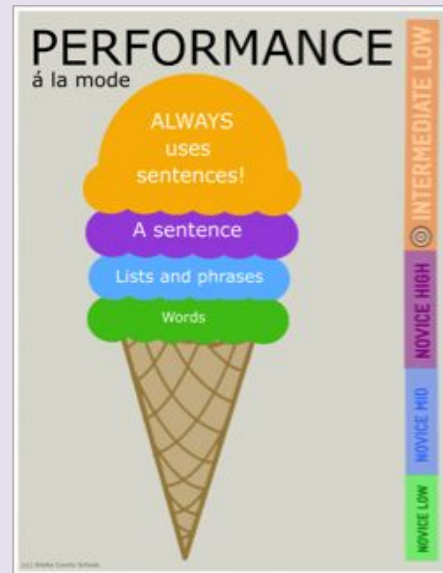
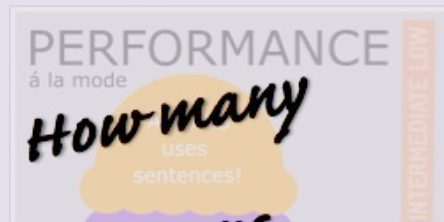
I can name  
famous  
landmarks

I can list  
items I see  
every day.

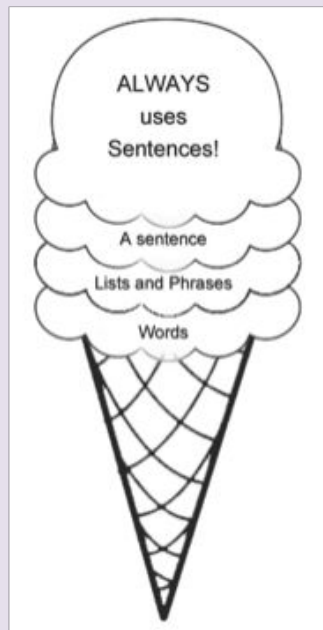
I can  
introduce  
myself to a



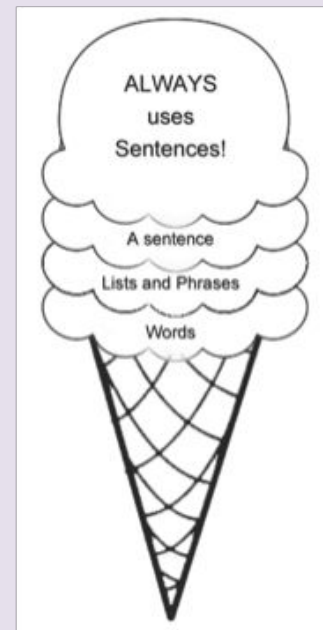
Shelby County (TN)  
World Languages



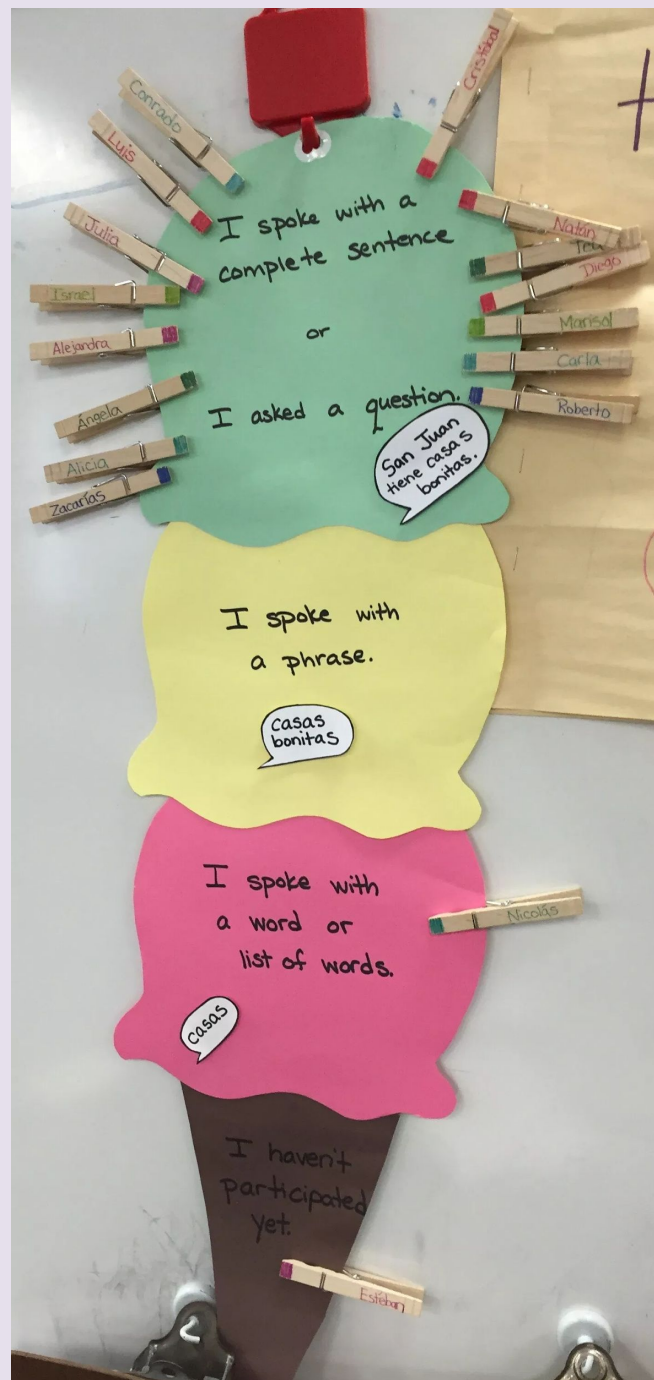
**Today I am...**



**My goal!**



Shelby County (TN)  
World Languages



Dorie Perugini,  
A Global Classroom

# FEATURES OF VARIOUS PROFICIENCY LEVELS



# GALLERY WALK

- **What can novices do?**
- **What can intermediates do?**



# NOVICE LEARNERS

- respond to simple questions on most common features of daily life
- convey minimal meaning to interlocutors
- experienced at dealing with foreigners by using
  - isolated words
  - lists of words
  - memorized phrases
  - some personalized recombinations of words/phrases
- satisfy only limited number of immediate needs



# What can Novices do?



- *respond to simple questions on the most common features of daily life*
- *convey minimal meaning by using*
  - \* *words*
  - \* *lists of words*
  - \* *memorized phrases*
  - \* *some personalized combinations of words or phrases*
  - \* *an occasional short sentence*
- *satisfy only a limited number of immediate needs*







## NOVICE HIGH

**YOU  
CAN...**

Created by Amy Lenord  
A Greg Duncan Adaptation

- CONFIDENTLY GIVE PERSONAL INFORMATION ABOUT YOURSELF + OTHERS.
- TALK ABOUT YOUR LIKES, DISLIKES, PREFERENCES + NEEDS.
- HANDLE SOME DAILY SITUATIONS LIKE ASKING FOR HELP, DIRECTIONS OR MAKING PURCHASES.
- PROVIDE INFORMATION USING WORDS, PHRASES + SHORT SENTENCES BASED ON THE SITUATION.
- ASK EASY QUESTIONS TO GET THE INFORMATION YOU NEED.
- DEPEND UPON THE PRESENT TENSE.
- READ + UNDERSTAND THE MAIN IDEA + SOME DETAILS.
- LISTEN + UNDERSTAND, BUT MAY NEED THINGS REPEATED OR SLOWED DOWN.
- WRITE IN LISTS, SHORT MESSAGES + EVEN SENTENCES.

# INTERMEDIATE LEARNERS

- **participate in simple, direct conversations**
- **ask and answer questions**
- **handle basic, uncomplicated communication needed in daily life (survival language)**
- **create with the language**
- **use discreet sentences and strings of sentences; use sentence connectors**



# What can Intermediates do?



- *participate in simple direct conversations*
- *ask and answer questions*
- *handle basic uncomplicated communication needed in daily life (survival language)*
- *“create” with the language by combining language to express their own thoughts*
- *use discrete sentences and strings of sentences; can use sentence connectors*



# ADVANCED LEARNERS

- **participate actively in conversations in most formal and informal settings**
- **narrate and describe in major time frames**
- **deal effectively with unanticipated complications**
- **sustain communication by using connected discourse of paragraph length and substance**
- **satisfy the demands of work and/or school situations**



# EXAMPLES



# EXAMPLES

- In your groups, create texts according to your card's directions. The theme is. . .

## THE WORLD CUP



**FIFA WORLD CUP**  
**RUSSIA 2018**





## **NOVICE LOW**

Describe it using only words. Try to think of the ten most important words to describe it. Be very generic. There can be spelling errors and wrong words like a Kindergartener would make.



## **NOVICE MID**

Describe it using simple phrases and lists. You do not need to have verbs. There can be spelling errors and wrong words. "Me like"





## **NOVICE HIGH**

Describe it using simple sentences with few details. Use "I like", "It has" and "It is". Limit the sentences to 4 words or less.



## **INTERMEDIATE LOW**

Describe it using  
detailed sentences with  
words like “with” “in”  
“at” “also”.



## **INTERMEDIATE MID**

Describe it using  
detailed sentences.  
Combine some of your  
sentences with  
transition words like  
“furthermore”  
“however”.



## **INTERMEDIATE HIGH**

Describe it using a paragraph with detailed sentences. Include a simple personal story in the past tense. *When I was little, I went...* Also include ordinal words like "first" "last" and "then".



# STRATEGIES



# ADJUSTING TEACHER SPEECH

## THINK-ALOUDS

**teachers model and articulate thought process;  
explaining the steps in the solution to a problem;  
reactions and judgments**



# ADJUSTING TEACHER SPEECH

## RATE & AMOUNT OF SPEECH

**slow down; deliberate with repetitions and restating;**



# ADJUSTING TEACHER SPEECH

## SOPHISTICATION OF SPEECH

**pare down language for novice learners,  
use more synonyms for more advanced learners**





# ADJUSTING TEACHER SPEECH

## REPEATING

**saying something 2-3 times gives learners  
extra processing time**



# ADJUSTING TEACHER SPEECH

## RESTATEMENT/PARAPHRASE

**saying in a different way helps create more connections; serves as model for students to circumlocute**



# Super Spanish Synonyms for Sounding Like a Native!

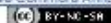
Good		Bad		Happy		Sad	
Comprensivo	Understanding	Cruel	Cruel	Afortunado	Fortunate	Deprimido	Depressed
Estupendo	Stupendous	Culpable	Guilty	Alegre	Happy	Desafortunado	Unfortunate
Excelente	Excellent	Desagradable	Disagreeable	Bendito	Blessed	Desesperado	Desperate
Excepcional	Exceptional	Diabólico	Diabolical	Boyante	Buoyant	Emocionado	Emotional
Fabuloso	Fabulous	Grosero	Rude	Contento	Content	Lamentable	Lamentable
Fenomenal	Phenomenal	Horrible	Horrible	Emocionante	Excited	Lloroso	Weeping
Honesto	Honest	Injusto	Unjust / Unfair	Encantado	Enchanted	Miserable	Miserable
Inocente	Innocent	Insoportable	Unbearable	Extático	Ecstatic	Patético	Pathetic
Justo	Just / Fair	Malo	Bad / Evil	Feliz	Happy	Torturado	Tortured
Maravilloso	Marvelous	Molesto	Annoying	Festivo	Festive / Merry	Trágico	Tragic
Súper	Super	Ofensivo	Offensive	Jovial	Jovial	Triste	Sad
Terrífico	Terrific	Perverso	Perverse	Radiante	Radiant		
Tierno	Tender	Terrible	Terrible	Satisfecho	Satisfied		
Virtuoso	Virtuous						
Like / Love		Don't Like / Hate		Ugly		Pretty	
Admiro	I admire	Me aburre	It bores me	Feo	Ugly	Atractivo	Attractive
Adoro	I adore	Me apena	It pains me	Horrible	Horrible	Bello	Beautiful
Amo	I love	Me enfada	It angers me	Monstruoso	Monstruous	Bonito	Pretty
Aprecio	I appreciate	Me insulta	It insults me	Repelente	Repellent	Elegante	Elegant
Deseo	I desire	Me irrita	It bothers me	Repugnante	Repugnant	Exótico	Exotic
Disfruto	I enjoy	Me molesta	It annoys me			Guapo	Good-looking
Gozo	I enjoy	Me ofende	It offends me			Hermoso	Beautiful
Me encanta	I love	No me gusta	I don't like			Undo	Lovely
Me gusta	I like	Odio	I hate			Precioso	Precious
Respeto	I respect						
Big		Little / Small		Scary		Calm	
Amplio	Ample	Bajo	Short	Alarmante	Alarming	Apatético	Apathetic
Colosal	Colossal	Chico	Small	Aterrador	Frightening	Calm	Calm
Considerable	Considerable	Corto	Short (length)	Espantoso	Scary	Indiferente	Indifferent
Enorme	Enormous	Diminutivo	Diminutive	Horrible	Horrible	Plácido	Placid
Extraordinario	Extraordinary	Enano	Dwarf	Increíble	Incredible	Relajado	Relaxed
Gigante	Giant	Minúsculo	Minuscule	Sorprendente	Surprising	Sereno	Serene
Gigantesco	Gigantic	Pequeño	Small (size)	Terrorífico	Terifying	Tranquilo	Tranquil
Grande	Big	Poco	Few / Little (amount)				
Monstruoso	Monstrous						
Monumental	Monumental						
Tremendo	Tremendous						
Vasto	Vast						
Nice		Mean		To Look / To Watch		To Say	
Adorable	Adorable	Abusivo	Abusive	Cuidar	To take care	Anunciar	To announce
Agradable	Nice	Amenazador	Threatening	Estar en guardia	To be on guard	Contar	To tell/recount
Amable	Kind	Antipático	Mean	Estudiar	To study	Decir	To say/ tell
Ameno	Pleasant	Cruel	Cruel	Examinar	To examine	Declarar	To declare
Buena	Good	Infame	Vile	Mirar	To look/watch	Expresar	To express
Dulce	Sweet	Intimidante	Intimidating	Notar	To note	Gritar	To yell/scream
Elegante	Elegant	Insoportable	Unbearable	Observar	To observe	Informar	To inform
Undo	Nice/Lovely	Malo	Bad / Evil	Ver	To see, look	Mencionar	To mention
Precioso	Precious	Ofensivo	Offensive			Opinar	To have the opinion
Satisfactorio	Satisfactory	Sarcástico	Sarcastic			Proponer	To propose
Simpático	Nice (personality)					Recitar	To recite
						Suponer	To suppose
						Susurrar	To whisper

Modified by Amy Lenord from "Other Ways to Say" Poster by Teacher Created Resources

Amy Lenord

<b>F</b>	<b>Frequency</b>	A little A lot Almost always Almost never Always Every... Everyday Frequently	Un poco Mucho Casi siempre Casi nunca Siempre Cada... Cada día Todos los días Frecuentemente	Generally Many times Never Normally Often Once in a while Rarely Sometimes Usually	Generalmente Muchas veces Nunca Normalmente A menudo De vez en cuando Raramente A veces Usualmente
<b>R</b>	<b>Reactions</b>	<u>Agreement/Approval</u> Absolutely! Agreed! Exactly! How fun! / What fun! How interesting! It's a good thing that... It's obvious! Me too! Obviously Of course! Okay! <u>Sadness &amp; sympathy</u> How awful! How sad! I am sorry! I am so sorry! Poor thing! What a mess! What a shame! <u>Surprise &amp; Shock</u> Good grief! Man! What a coincidence! What a surprise! You don't say!	<u>¡Absolutamente!</u> <u>¡De acuerdo!</u> <u>¡Exacto!</u> <u>¡Qué divertido!</u> <u>¡Qué interesante!</u> Menos mal que...  <u>¡Es obvio!</u> <u>¡Yo también!</u> <u>Obviamente</u> <u>¡Por supuesto!</u> <u>¡Vale!</u>  <u>¡Qué barbaridad!</u> <u>¡Qué triste!</u> <u>¡Lo siento!</u> <u>¡Lo siento mucho!</u> <u>¡Pobrecito/a!</u> <u>¡Qué lío!</u> <u>¡Qué lástima!</u>  <u>¡Caramba!</u> <u>¡Hombre!</u> <u>¡Qué casualidad!</u> <u>¡Qué sorpresa!</u> <u>¡No me digas!</u>	<u>Disagreement</u> How boring! How embarrassing! How gross! It doesn't make sense. It isn't fair! Me neither! No way! Of course not! That stinks! This stinks! What a pain! <u>Disbelief &amp; Doubt</u> I don't believe it! I don't believe you! It can't be! Really? Seriously? <u>Joking</u> I am joking / playing. It's a joke. It's not true Jokingly... Not really! Not seriously...	<u>¡Qué aburrido!</u> <u>¡Qué vergüenza!</u> <u>¡Qué asco!</u> No tiene razón. <u>¡No es justo!</u> <u>¡Yo tampoco!</u> <u>¡Ni hablar!</u> <u>¡Claro que no!</u> <u>¡Eso apesta!</u> <u>¡Esto apesta!</u> <u>¡Qué pena!</u>  <u>¡No lo creo!</u> <u>¡No le creo!</u> <u>¡No puede ser!</u> <u>¿De veras?</u> <u>¿En serio?</u>  Estoy jugando. Es un chiste. No es verdad / cierto. En broma... <u>¡No realmente!</u> No en serio...
<b>A</b>	<b>Adding a Thought</b>	Again Also And	Otra vez / De nuevo También Y	Furthermore More Too	Además Más También
<b>C</b>	<b>Connecting</b>	Because But For In order to Neither... nor... Or	Porque Pero Para Para Ni... ni... O	So... Well... When With Without	Pues Pues Cuando Con Sin
<b>Ti</b>	<b>Time</b>	At night Early In the afternoon In the evening In the morning Late	Por la noche Temprano Por la tarde Por la tarde/noche Por la mañana Tarde	Later Now Right now The day after tomorrow Today Tomorrow	Luego / Más tarde Ahora Ahora mismo Pasado mañana Hoy Mañana
<b>O</b>	<b>Opinion &amp; Thought</b>	I believe that... I know that... I think that...	Yo creo que... Yo sé que... Yo pienso que...	In my opinion... It's a good thing that...	En mi opinión... Menos mal que...
<b>N</b>	<b>Negation</b>	Me neither Neither... nor... Never	Yo tampoco Ni... ni... Nunca	No one / Nobody Not any Nothing	Nadie Ninguno / Ninguna Nada
<b>S</b>	<b>Sequence</b>	First Second Third Fourth Fifth After Before Finally	Primero Segundo Tercero Cuarto Quinto Después (de) Antes (de) Finalmente	Sixth Seventh Eighth Ninth Tenth Later Next Then	Sexto Séptimo Octavo Noveno Décimo Luego Próximo Entonces

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Amy Lenord

# ADJUSTING TEACHER SPEECH

## ELABORATE/EXPLAIN

**giving more details helps create more connections;  
serves as model for students to compare, justify,  
explain causality**



# SUPPORTING STUDENTS IN USING LANGUAGE AT INCREASINGLY HIGHER LEVELS

**CHALLENGE STUDENTS OUT OF  
THEIR COMFORT ZONES**

**by setting goals, students are motivated  
to stretch and extend**





## I CAN STATEMENTS

Student Name:

I am working on this

I can do it with help

I can do it by myself



I can use words and phrases to describe my feelings and emotions.

I can recognize some activities that cause us to feel a certain way.

I can ask how my friend is feeling.

I can tell one way to deal with anger.

I can describe how I can help a friend or family member feel good ("fill their bucket").

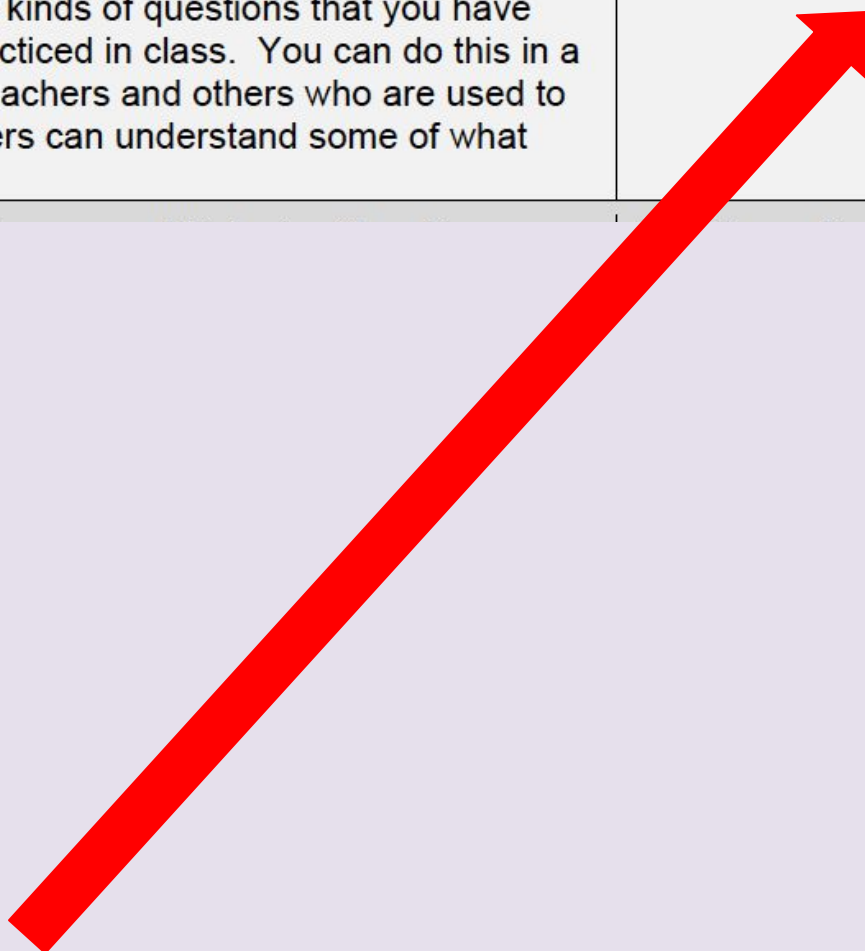
I can sing a song about emotions.



## INTERPERSONAL LISTENING/SPEAKING

Score	AAPPL Score Description	Strategy
N-1	Your AAPPL Interpersonal Listening/Speaking score of N-1 means that you can say a few things about yourself. You can list, name, and identify common things with single words. You can answer one or two of the basic kinds of questions that you have learned and practiced in class. You can do this in a way that your teachers and others who are used to language learners can understand some of what you are saying.	When you answer questions, try to use more than one word and even a phrase. Practice asking questions and keep learning new words.
N-2	Your AAPPL Interpersonal Listening/Speaking score of N-2 means that you can say some things about yourself. You can list, name, and identify everyday things with words and phrases that you have learned. You can understand and answer some very common and familiar questions. You can do all of this in a way that your teacher and others who are used to language learners can understand much of what you are saying.	Practice asking more questions on more topics. Combine your words and phrases into simple sentences. Keep learning new words!
N-3	Your AAPPL Interpersonal Listening/Speaking score of N-3 means that you can say a number of things about yourself. You can list, name, and identify everyday things with words and phrases and an occasional simple sentence. You can ask and answer some very common and familiar questions. You can do all of this in a way that your teacher and others who are used to language learners can understand most of what you are saying.	Practice lots of conversations in which you start it, keep it going, and end it; practice asking questions in order to do this. Practice saying as much as you can about yourself. Try to use as many sentences as you can.
N-4	Your AAPPL Interpersonal Listening/Speaking score of N-4 means that you can be part of a conversation about yourself and your life. Much of the time you can also use your language to express your own thoughts and get the things that you need. You tend to speak in phrases and some sentences. You can often ask and answer simple questions. You can do all of this in a way that your teacher and others who are used to language learners can understand what you are saying most of the time.	Keep the conversation going by asking follow up questions on the same topic, working with your partner to figure out what you don't understand and talking around words that you don't know. Keep saying more about more topics. Pretend you're in a situation where you need to get something or do something.
I-1	Your AAPPL Interpersonal Listening/Speaking score of I-1 means that you can have a conversation about yourself and your life. You can also use your language to express your own thoughts and get the things that you need. You tend to speak in single sentences. You can ask and answer simple questions. You can do all of this in a way that your teacher and others who are used to language learners can understand what you are saying.	Jump into as many conversations as you can, especially outside of class. Once you've answered a question, try to add something more (another fact, thought, or even another question).

Score	AAPPL Score Description	Strategy
N-1	Your AAPPL Interpersonal Listening/Speaking score of N-1 means that you can say a few things about yourself. You can list, name, and identify common things with single words. You can answer one or two of the basic kinds of questions that you have learned and practiced in class. You can do this in a way that your teachers and others who are used to language learners can understand some of what you are saying.	When you answer questions, try to use more than one word and even a phrase. Practice asking questions and keep learning new words.



# SUPPORTING STUDENTS IN USING LANGUAGE AT INCREASINGLY HIGHER LEVELS

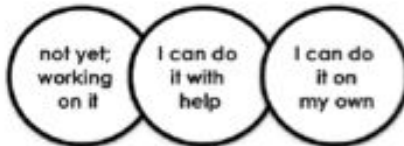
## STUDENT SELF-ASSESSMENT AND MONITORING

**use Can-Do Statements — before and after  
units of study**

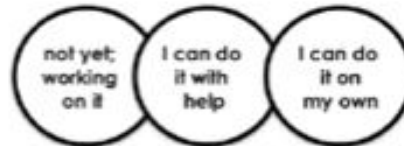


## Can Do Statements

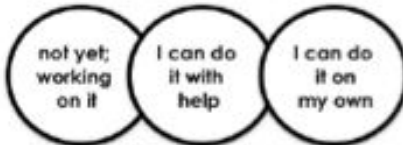
1. I can say that I am cold.



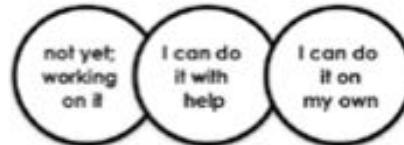
2. I can describe weather in the winter.



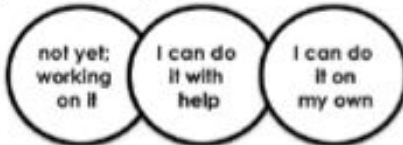
3. I can name the clothes that keep me warm.



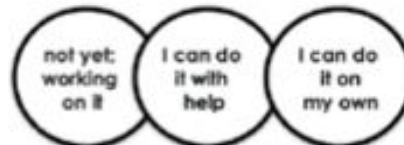
4. I can count all the coats in my classroom.



5. I can name some sports to play in the snow.



6. I can tell you what snow sports I like to do.



fall assessment



winter assessment



spring assessment

# SUPPORTING STUDENTS IN USING LANGUAGE AT INCREASINGLY HIGHER LEVELS

## PROVIDE GOOD AND DIVERSE MODELS OF SPEECH

read-alouds, songs, chants, podcasts, videos  
from a variety of sources, along a variety of  
registers





# SUPPORTING STUDENTS IN USING LANGUAGE AT INCREASINGLY HIGHER LEVELS

## REQUIRE MORE ELABORATE RESPONSES

have a set of customary rejoinders to train students to join in and hold one another accountable:

- *tell me more*
- *and?*
- *what do you mean by X?*
- *who can add on?*
- *who has a different idea?*



# ¡EXPRESATE!

## AGREEMENT

¡Exacto!  
 ¡Exactamente!  
 ¡Absolutamente!  
 ¡Obviamente!  
 ¡Evidentemente!  
 ¡Precisamente!  
 ¡Lógicamente!  
 Estoy de acuerdo.  
 ¡Yo también!  
 ¡Por supuesto!  
 ¡Vale!  
 ¡Claro que sí!  
 En efecto.  
 ¡Bien dicho!  
 Es obvio.

## PRAISE

¡Bravo!  
 ¡Excelente!  
 ¡Fabuloso!  
 ¡Mágifico!  
 ¡Maravilloso!  
 ¡Increíble!  
 ¡Buenísimo!  
 ¡Fantástico!  
 ¡Excepcional!  
 ¡Bien hecho!  
 ¡Buen trabajo!  
 ¡Eso es!  
 ¡Puedes hacerlo!  
 ¡Lo hiciste!  
 ¡Estás mejorando!

## JOKING AROUND

¡Estoy jugando!  
 ¡Estoy de broma!  
 Es una broma.  
 En broma...  
 ¡No realmente!  
 ¡No en serio!  
 ¿Me estás tomando el pelo?  
 ¡No es verdad!  
 ¡Qué cómico!  
 ¡Qué loco!  
 ¡Qué divertido!  
 ¡Qué sarcástico!  
 ¡Qué chistoso!  
 ¡Qué gracioso!  
 ¡No me digas!

## DISAGREEMENT

¡Nunca en la vida!  
 ¡No sabes lo que dices!  
 ¡No es justo!  
 ¡No tiene sentido!  
 No estoy de acuerdo.  
 ¡Yo tampoco!  
 ¡Ni hablar!  
 ¡Claro que no!  
 ¡Eso apesta!  
 ¡Yo discrepo!  
 ¡Ay no!  
 ¡Pienso que no!  
 ¡No lo creo!  
 ¿Estás loco/a?  
 ¿Qué dices?

## SURPRISE / SHOCK

¡Caramba!  
 ¡Hombre!  
 ¡Qué sorpresa!  
 ¡Híjole!  
 ¡Qué raro!  
 ¡Qué extraño!  
 ¡Ay Dios mío!  
 ¡Qué barbaridad!  
 ¡No me digas!  
 ¡Imagínate!  
 ¿De veras?  
 ¿Verdad?  
 ¿Bromeas?  
 ¿En serio?  
 ¿Estás seguro/a?

## DISBELIEF

¡No lo creo!  
 ¡No te creo!  
 ¡No puede ser!  
 ¡No es verdad!  
 ¡Ay qué no!  
 ¡Es imposible!  
 ¡No es posible!  
 ¡Es una mentira!  
 ¡No me mientas!  
 Yo lo dudo...  
 ¡No lo puedo creer!  
**RESPONSES**  
 ¡Te lo juro!  
 ¡Te lo prometo!  
 ¡No miento!

# SUPPORTING STUDENTS IN USING LANGUAGE AT INCREASINGLY HIGHER LEVELS

## PROVIDE SENTENCE STARTERS/LANGUAGE LADDERS

help students organize thoughts; challenges them to try new combinations; use formulaic language

- agreeing/disagreeing
- congratulating
- wondering



# SENTENCE STARTERS

**Student A: “¿Cómo estará el tiempo en \_\_\_\_\_?”**

**Student B: “En \_\_\_\_\_, el tiempo probablemente está \_\_\_\_\_.”**



# LANGUAGE LADDERS

## *frequency*

*siempre*

*raramente*

*casi siempre*

*casi nunca*

*a menudo*

*nunca*

*de vez en cuando*

*jamás*

# SUPPORTING STUDENTS IN USING LANGUAGE AT INCREASINGLY HIGHER LEVELS

## COOPERATIVE LEARNING TECHNIQUES

**student to student interactions — interpersonal communication; apply new knowledge and skills; try out language in lower stress setting**





# PAUSE AND REFLECT

**How do you support students in using language at increasingly higher levels?**



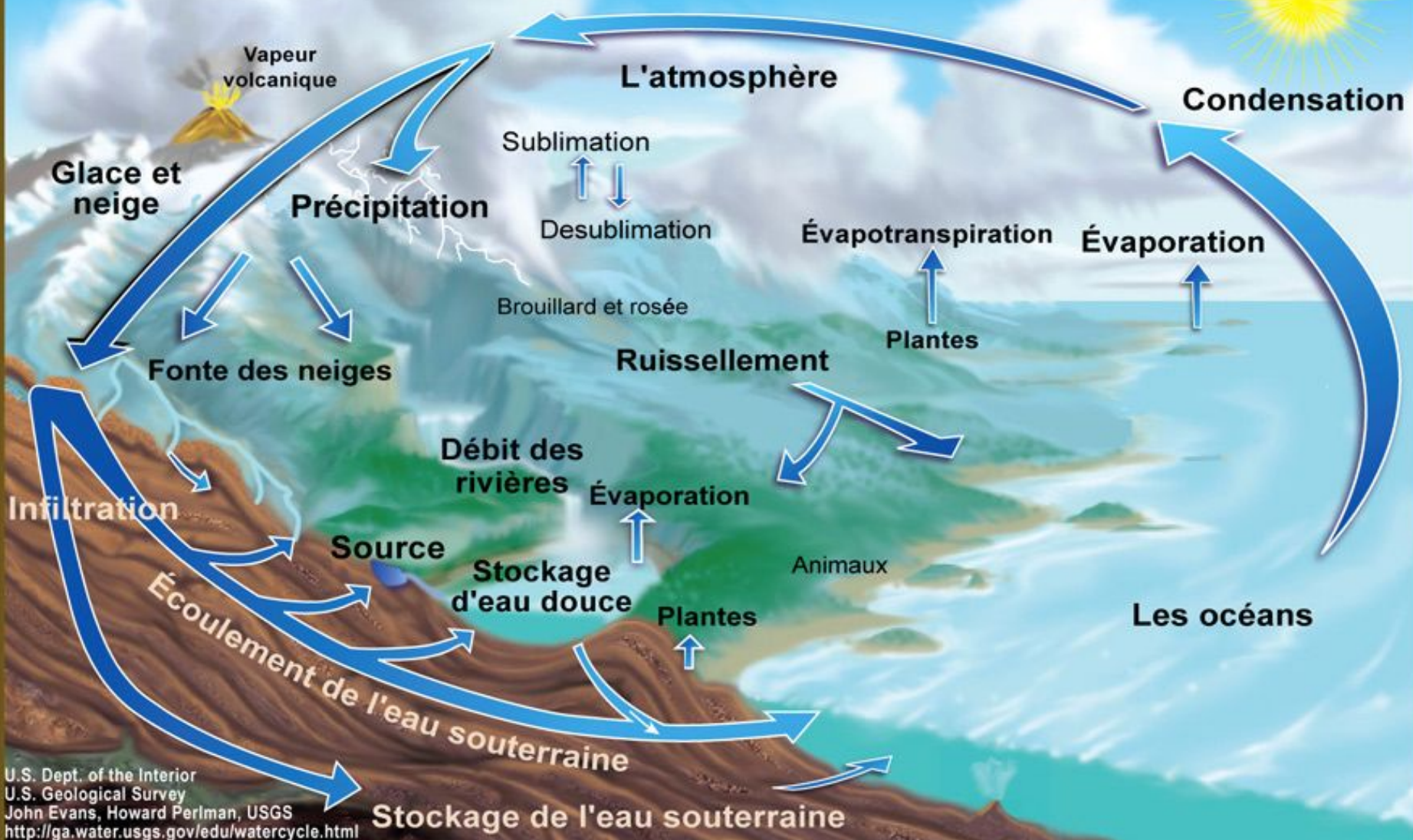
# ADJUSTING TASKS SO STUDENTS ARE CHALLENGED AT THEIR LEVELS

## VISUALS

**pictures, videos, even sketches helps students with limited proficiency better understand and more quickly acquire the language; excellent for rendering abstract into concrete**



# Le cycle de l'eau



# ADJUSTING TASKS SO STUDENTS ARE CHALLENGED AT THEIR LEVELS

## GRAPHIC ORGANIZERS

**help break down complex concepts into more manageable bits of information; help novice-level in expressing ideas without complete sentences**



# La Guerra Sucia

capítulo 1

Escrito por Nathaniel Kirby



# ADJUSTING TASKS SO STUDENTS ARE CHALLENGED AT THEIR LEVELS

## COMPREHENSION STRATEGIES

**leverage students' cognitive and metacognitive skills from L1 comprehension - and transfer to L2 learning**





# ADJUSTING TASKS SO STUDENTS ARE CHALLENGED AT THEIR LEVELS

## PROCESS WRITING

- pre-writing phase: brainstorm, talk through, generate ideas;
- then write a draft;
- editing phase: students get feedback from others





Plan your writing.



Write your first draft.



Change your writing to make it better.



Check your writing.



Share your writing.

# ADJUSTING TASKS SO STUDENTS ARE CHALLENGED AT THEIR LEVELS

## PEER TUTORING

**students with high interest in a topic or other prior experiences can be helpful; also students with other literacy skills can serve as good model**



# ENVIRONMENTAL FACTORS

## TARGET LANGUAGE

- do students feel supported?
- do they receive enough input?
- do you hold them accountable




les instructions

faire silence 

écrire 

couper 

coller 

ranger les affaires 

# ENVIRONMENTAL FACTORS

## PHYSICAL SPACE

- word walls
- language ladders
- seating - conversation clusters vs. rows







For French Immersion

# ENVIRONMENTAL FACTORS

## ERROR CORRECTION

- do you halt?
- do you bank errors?
- do you synthesize and summarize?
- do you ignore?



# SET YOUR STUDENTS ON THE PATH...

- 1. Set proficiency targets for your students**
- 2. Design instructional pathways to meet those targets**
- 3. Test to see if students are hitting those targets**



# QUESTIONS?

**Ask now**

**or email me  
nlutz@nnell.org**

**or tweet me  
@nathanlutz**





# INTERPRETIVE LISTENING





# INTERPRETIVE READING



# INTERPERSONAL COMMUNICATION



# PRESENTATIONAL WRITING



# PRESENTATIONAL SPEAKING

