MOVING ON UP:
HELPING ELEMENTARY LEARNERS EXTEND THEIR PROFICIENCY LEVEL
Nathan Lutz,
Kent Place School
HELLO!

Nathan Lutz
Global Learning Coordinator & French Teacher, Kent Place School (NJ)

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
Pinterest.com/mrlutz
TODAY’S AGENDA

• Proficiency
• Proficiency vs. Performance
• Setting Targets
• Features of Proficiency Levels
• Strategies for Moving Students up
• Your Challenge
### Teacher Effectiveness for Language Learning

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.

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

<table>
<thead>
<tr>
<th>P1</th>
<th>I plan learning experiences based on local curriculum and state and national standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = never do this, S = sometimes do this, M = do this most of the time, C = do this with confidence.</td>
</tr>
<tr>
<td></td>
<td>My Goal</td>
</tr>
<tr>
<td>a</td>
<td>I plan learning experiences that are interesting to my students.</td>
</tr>
<tr>
<td>b</td>
<td>I plan learning experiences that students will perceive as relevant.</td>
</tr>
<tr>
<td>c</td>
<td>I plan learning experiences within the students’ range of abilities.</td>
</tr>
<tr>
<td>d</td>
<td>I plan learning experiences that include student choice.</td>
</tr>
</tbody>
</table>

| P2 | I plan learning experiences to address the unique needs and interests of my students. |
|    | N = never do this, S = sometimes do this, M = do this most of the time, C = do this with confidence. |
|    | My Goal                                                                             |
| a  | I plan learning experiences that are interesting to my students.                    |
| b  | I plan learning experiences that students will perceive as relevant.                |
| c  | I plan learning experiences within the students’ range of abilities.                |
| d  | I plan learning experiences that include student choice.                            |

| P3 | I use units based on proficiency targets and backward design principles. |
|    | N = never do this, S = sometimes do this, M = do this most of the time, C = do this with confidence. |
|    | My Goal                                                                             |
| 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 communicative modes. |
| d  | Units provide opportunities for students to understand the relationships among products, practices, and perspectives of the target culture. |

| P4 | I ensure that my planning accommodates the needs of heritage/native speakers and identified exceptional learners, as well as struggling or accelerated learners not officially identified. |
|    | N = never do this, S = sometimes do this, M = do this most of the time, C = do this with confidence. |
|    | My Goal                                                                             |

| P5 | 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. |
|    | N = never do this, S = sometimes do this, M = do this most of the time, C = do this with confidence. |
|    | My Goal                                                                             |
| a  | I plan opportunities for students to reflect on their attainment of daily performance objectives and their own learning goals. |
| b  | I plan opportunities for students to reflect on their attainment of unit performance objectives and their own learning goals. |
| c  | I plan opportunities for students to reflect on their attainment of course performance objectives and their own learning goals. |

| P6 | I use the backward design process to plan lessons that lead students to meet the unit performance objectives. |
|    | N = never do this, S = sometimes do this, M = do this most of the time, C = do this with confidence. |
|    | My Goal                                                                             |
| a  | I set daily performance objectives that are focused on proficiency targets and are based on meaningful contexts. |
| b  | I plan opportunities that enable students to assess their attainment of the lesson’s language objectives. |
| c  | I plan activities that enable students to meet the daily performance objectives. |

TELL Project
I use units based on proficiency targets and backward design principles.

<p>| | |</p>
<table>
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<th></th>
</tr>
</thead>
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</tr>
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</tr>
<tr>
<td>c.</td>
<td>Units provide opportunities for students to gain competence in the three competitive modes.</td>
</tr>
<tr>
<td>d.</td>
<td>Units provide opportunities for students to understand the relationships among products, practices, and perspectives of the target culture(s).</td>
</tr>
</tbody>
</table>
Why set proficiency targets?
at your tables, discuss:

How do you define 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

beginning of study

during practice = performance

what they remember = proficiency
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.
What are your students’ proficiency level(s)?
ACTFL Levels:
- Distinguished
- Superior
- Advanced High
- Advanced Mid
- Advanced Low
- Intermediate High
- Intermediate Mid
- Intermediate Low
- Novice High
- Novice Mid
- Novice Low
Path to Proficiency

Language proficiency refers to a person’s ability to use a language for a variety of purposes, including speaking, listening, reading, and writing. Proficiency is commonly measured using guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL).

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Shelby County (TN)
World Languages
Proficiency Go

Novice Low
I use words

Novice Mid
I use words & phrases

Novice High
I use some high sentences

Intermediate Low
I always use sentences when required

Intermediate Mid
I use strings of sentences and connectors

Intermediate High
I start using paragraphs & past & future tense

Advanced
I use a paragraph & lead speaker

Katie Bee
Samantha Uebel
The Path to Proficiency

Signals:
- I don’t understand.
- Slow down.

When I Need Your Attention:
- ¡Clase!
- ¡Profe!
- ¡Silencio.

I use strings of sentences.

I use words.

I use words & phrases.

I can always use sentences.

I use some single sentences.

How you sit:
- heads up
- sit up
- give me your eyes
- give me your ears

How you participate:
- in Spanish
- take risks
- actively listen
- always respond

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

<table>
<thead>
<tr>
<th>Dónde</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuándo</td>
<td>When</td>
</tr>
<tr>
<td>Por qué</td>
<td>Why</td>
</tr>
<tr>
<td>Cómo</td>
<td>How</td>
</tr>
<tr>
<td>Cuál</td>
<td>Which</td>
</tr>
</tbody>
</table>

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.

Betsy Basom
BUT A WORD OF CAUTION
<table>
<thead>
<tr>
<th>I can tell someone my name.</th>
<th>Not yet! I’m working on it.</th>
<th>I can do it with help.</th>
<th>I can do it alone.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can tell someone my age.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can ask someone how s/he is feeling.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can tell someone how I am feeling.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can...</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
A GOAL WITHOUT A PLAN IS JUST A WISH.

ANTOINE DE SAINT-EXUPERY
SETTING PROFICIENCY TARGETS
TIME AS A CRITICAL COMPONENT FOR DEVELOPING LANGUAGE PERFORMANCE

<table>
<thead>
<tr>
<th>Beginning Point for Language Learning</th>
<th>NOVICE RANGE</th>
<th>INTERMEDIATE RANGE</th>
<th>ADVANCED RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-16</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Sample Proficiency Targets

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Instructional Hours Completed</th>
<th>Speaking Proficiency Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of 3\textsuperscript{rd} grade</td>
<td>216</td>
<td>Novice-Mid</td>
</tr>
<tr>
<td>End of 5\textsuperscript{th} grade</td>
<td>$144 + 216 = 360$</td>
<td>Novice-High</td>
</tr>
<tr>
<td>End of 8\textsuperscript{th} grade</td>
<td>$248 + 360 = 608$</td>
<td>Intermediate-Low</td>
</tr>
<tr>
<td>End of 12\textsuperscript{th} grade</td>
<td>$324 + 608 = 932$</td>
<td>Advanced-Low</td>
</tr>
</tbody>
</table>

Example from Trevor Day School

© Interprep. Greg Duncan
## Sample Proficiency Targets

<table>
<thead>
<tr>
<th>Elementary School Program</th>
<th>Middle School Program</th>
<th>High School Program</th>
<th>Targeted Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EK Novice Low</td>
<td>H1 Novice High</td>
<td>Intermediate Mid</td>
</tr>
<tr>
<td></td>
<td>E1, E2 Novice Mid</td>
<td>H2 Intermediate Low</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E3, E4, E5 Novice High</td>
<td>H3 Intermediate Low to Intermediate Mid</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M1 Novice High</td>
<td>H4 Intermediate Mid</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M2 Intermediate Low</td>
<td>H5 Intermediate Mid to Intermediate High</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M3 Intermediate Low to Intermediate Mid</td>
<td>H6 Intermediate High to Advanced Low</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M4 Intermediate Mid</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
### 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?**

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Novice Low</th>
<th>Novice Mid</th>
<th>Novice High</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can identify the topic and some isolated facts from simple sentences in informational texts.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Examples:**

**Written**

- 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 signs in a store.
- I can recognize the labels on a recycling bin.

**Spoken, Viewed or Signed**

- 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.

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NCSSFL-ACTFL CAN-DO STATEMENTS: PERFORMANCE INDICATORS FOR LANGUAGE LEARNERS © 2017
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?
### Student-Friendly Goal Setting

#### Performance Indicators

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<th>Novice Mid</th>
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<tbody>
<tr>
<td><em>I can</em> identify memorized or familiar words when they are supported by gestures or visuals in informational texts.</td>
<td><em>I can</em> identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.</td>
<td><em>I can</em> identify the topic and some isolated facts from simple sentences in informational texts.</td>
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</table>

#### Interpretive Communication

<table>
<thead>
<tr>
<th>Novice Low</th>
<th>Novice Mid</th>
<th>Novice High</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I can</em> identify 2-3 words 1-2 times per 100 words.  <em>I can</em> identify words in context.</td>
<td><em>I can</em> identify 4-5 words 2-3 times per 100 words.  <em>I can</em> identify words in context.</td>
<td><em>I can</em> identify 6-7 words 3-4 times per 100 words.  <em>I can</em> identify words in context.</td>
</tr>
</tbody>
</table>

#### Examples:

- *Novice Low*: Words can be read, but they are not always understood in context.
- *Novice Mid*: Words can be read and understood in context, but there may be some difficulty understanding complex sentences.
- *Novice High*: Words are read and understood in context with a high level of comprehension.
### STUDENT-FRIENDLY GOAL SETTING

#### EXAMPLES: Written

<table>
<thead>
<tr>
<th>NOVICE LOW</th>
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<th>NOVICE HIGH</th>
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<tbody>
<tr>
<td>I can... (customize with specific content).</td>
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<td>I can... (customize with specific content).</td>
</tr>
<tr>
<td>I can identify some locations or stores by their signs.</td>
<td>I can identify nutritional categories on food labels.</td>
<td>I can follow directions in a Scavenger Hunt game.</td>
</tr>
<tr>
<td>I can match a word or character in a headline to a supporting visual.</td>
<td>I can identify items on a shopping list.</td>
<td>I can understand a variety of simple messages on greeting cards.</td>
</tr>
<tr>
<td>I can recognize some names of cities on a map.</td>
<td>I can identify names of classes and their locations on a class schedule.</td>
<td>I can select a movie based on a short description.</td>
</tr>
<tr>
<td>I can identify labeled aisles in a store.</td>
<td>I can identify my departure and arrival times from a transportation schedule.</td>
<td>I can understand someone’s profile on a social media site.</td>
</tr>
<tr>
<td>I can recognize the labels on a recycling bin.</td>
<td>I can understand what information is provided on a student ID card.</td>
<td>I can understand some facts about the weather especially when weather symbols are used.</td>
</tr>
</tbody>
</table>
I CAN STATEMENTS!

I CAN... say what I did yesterday: before school, after school, and during school.

I CAN... describe my friend's morning routine yesterday.

I CAN... say how long someone did something.

I CAN... retell the story of my friend's camping adventures.

I CAN... lead a conversation by asking my peer what s/he did last weekend. (8 questions)

I CAN...

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.

CC 2014 - Created by Cynthia Hiltz - http://palmyraspanish1.blogspot.com
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 peso 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
How many scoops will you earn?

Today I am... My goal!

ALWAYS uses Sentences!

A sentence
Lists and Phrases
Words

ALWAYS uses Sentences!

A sentence
Lists and Phrases
Words

Shelby County (TN)
World Languages
I spoke with a complete sentence.
or
I asked a question.

San Juan have class & workshops

I spoke with a phrase.
casas bonitas

I spoke with a word or list of words.
casitas

I haven’t participated yet.

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
• Confidently give personal information about yourself and others.
• Talk about your likes, dislikes, preferences and needs.
• Handle some daily situations like asking for help, directions or making purchases.
• Provide information using words, phrases and short sentences based on the situation.
• Ask easy questions to get the information you need.
• Depend upon the present tense.
• Read and understand the main idea and some details.
• Listen and understand, but may need things repeated or slowed down.
• Write in lists, short messages and 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
In your groups, create texts according to your card’s directions. The theme is... THE WORLD CUP
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”.

Creative Language Classroom
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
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!

<table>
<thead>
<tr>
<th>Good</th>
<th>Bad</th>
<th>Happy</th>
<th>Sad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprendo</td>
<td>Comprendo</td>
<td>Comprendo</td>
<td>Comprendo</td>
</tr>
<tr>
<td>Bien</td>
<td>Mal</td>
<td>Feliz</td>
<td>Triste</td>
</tr>
<tr>
<td>Maravilloso</td>
<td>Horrible</td>
<td>Alegre</td>
<td>Depresivo</td>
</tr>
<tr>
<td>Excepcional</td>
<td>Trágico</td>
<td>Afortunado</td>
<td>Desafortunado</td>
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<tr>
<td>Fantástica</td>
<td>Trágico</td>
<td>Afortunado</td>
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<td>Trágico</td>
<td>Afortunado</td>
<td>Desesperado</td>
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<th>Like / Love</th>
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<td>Adore</td>
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<td>Amo</td>
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<td>Horrible</td>
<td>Bonito</td>
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<td>Amo</td>
<td>Abhor</td>
<td>Horrible</td>
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<td>Detest</td>
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<tr>
<td>Algo</td>
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<td>Horrible</td>
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<td>Tiene</td>
<td>Detest</td>
<td>Horrible</td>
<td>Elegante</td>
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<td>Tiene</td>
<td>Detest</td>
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<table>
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<th>Scary</th>
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<td>Alarming</td>
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<tr>
<td>Colosal</td>
<td>Chico</td>
<td>Frightening</td>
<td>Calm</td>
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<tr>
<td>Considerable</td>
<td>Chico</td>
<td>Terrifying</td>
<td>Calm</td>
</tr>
<tr>
<td>Gigante</td>
<td>Chico</td>
<td>Terrifying</td>
<td>Calm</td>
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<td>Grande</td>
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<td>Terrifying</td>
<td>Calm</td>
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<td>Monstruo</td>
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<td>Monumental</td>
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<td>Chico</td>
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<table>
<thead>
<tr>
<th>Nice</th>
<th>Mean</th>
<th>To Look / To Watch</th>
<th>To Say</th>
</tr>
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<tbody>
<tr>
<td>Adorable</td>
<td>Abusive</td>
<td>To take care</td>
<td>To announce</td>
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<tr>
<td>Agradable</td>
<td>Abusive</td>
<td>To think</td>
<td>To tell/relate</td>
</tr>
<tr>
<td>Agradable</td>
<td>Abusive</td>
<td>To think</td>
<td>To declare/declared</td>
</tr>
<tr>
<td>Agradable</td>
<td>Abusive</td>
<td>To think</td>
<td>To discuss</td>
</tr>
</tbody>
</table>

*Modified by Amy Lenord from “Other Ways to Say” Poster by Teacher Created Resources*
<table>
<thead>
<tr>
<th><strong>F</strong></th>
<th>Frequency</th>
<th><strong>R</strong></th>
<th>Reactions</th>
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<tbody>
<tr>
<td><strong>A</strong></td>
<td>Adding a Thought</td>
<td><strong>C</strong></td>
<td>Connecting</td>
</tr>
<tr>
<td><strong>T</strong></td>
<td>Time</td>
<td><strong>O</strong></td>
<td>Opinion &amp; Thought</td>
</tr>
<tr>
<td>A little</td>
<td>A poco</td>
<td>Agree</td>
<td>Generalmente</td>
</tr>
<tr>
<td>A lot</td>
<td>Mucho</td>
<td>Absolutely</td>
<td>Many times</td>
</tr>
<tr>
<td>Almost always</td>
<td>Casi siempre</td>
<td>De acuerdo</td>
<td>Normalmente</td>
</tr>
<tr>
<td>Almost never</td>
<td>Casi nunca</td>
<td>Exacto</td>
<td>A menudo</td>
</tr>
<tr>
<td>Always</td>
<td>Siempre</td>
<td>Divertido</td>
<td>A veces</td>
</tr>
<tr>
<td>Every...</td>
<td>Cada...</td>
<td>Interesante</td>
<td>A veces</td>
</tr>
<tr>
<td>Everyday</td>
<td>Todos los días</td>
<td>Menos</td>
<td>A veces</td>
</tr>
<tr>
<td>Frequently</td>
<td>Frecuentemente</td>
<td>Disagree</td>
<td>A veces</td>
</tr>
<tr>
<td>Agreement/Approval</td>
<td></td>
<td>Disbelief &amp; Doubt</td>
<td></td>
</tr>
<tr>
<td>How right!</td>
<td></td>
<td>I don't believe it!</td>
<td></td>
</tr>
<tr>
<td>How wrong!</td>
<td></td>
<td>How wrong!</td>
<td></td>
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<tr>
<td>How awkward!</td>
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<td>How awkward!</td>
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<td>How awkward!</td>
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</tr>
<tr>
<td>How sad!</td>
<td></td>
<td>How sad!</td>
<td></td>
</tr>
<tr>
<td>I am sorry!</td>
<td></td>
<td>How sorry!</td>
<td></td>
</tr>
<tr>
<td>I am sorry!</td>
<td></td>
<td>How sorry!</td>
<td></td>
</tr>
<tr>
<td>Poor thing!</td>
<td></td>
<td>How sorry!</td>
<td></td>
</tr>
<tr>
<td>What a mess!</td>
<td></td>
<td>How sorry!</td>
<td></td>
</tr>
<tr>
<td>What a shame!</td>
<td></td>
<td>How sorry!</td>
<td></td>
</tr>
<tr>
<td>Surprise &amp; Shock</td>
<td></td>
<td>How sorry!</td>
<td></td>
</tr>
<tr>
<td>Good grief</td>
<td></td>
<td>How sorry!</td>
<td></td>
</tr>
<tr>
<td>Man!</td>
<td></td>
<td>How sorry!</td>
<td></td>
</tr>
<tr>
<td>What a coincidence!</td>
<td></td>
<td>How sorry!</td>
<td></td>
</tr>
<tr>
<td>What a surprise!</td>
<td></td>
<td>How sorry!</td>
<td></td>
</tr>
<tr>
<td>You don't say!</td>
<td></td>
<td>How sorry!</td>
<td></td>
</tr>
<tr>
<td>Furthermore</td>
<td></td>
<td>More</td>
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<tr>
<td>Again</td>
<td></td>
<td>Otra vez / De nuevo</td>
<td></td>
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<tr>
<td>Also</td>
<td></td>
<td>También</td>
<td></td>
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<tr>
<td>And</td>
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<td>También</td>
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<td>暖心</td>
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</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>I am working on this</th>
<th>I can do it with help</th>
<th>I can do it by myself</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can use words and phrases to describe my feelings and emotions.</td>
<td><img src="image" alt="Image" /></td>
<td><img src="image" alt="Image" /></td>
<td><img src="image" alt="Image" /></td>
</tr>
<tr>
<td>I can recognize some activities that cause us to feel a certain way.</td>
<td><img src="image" alt="Image" /></td>
<td><img src="image" alt="Image" /></td>
<td><img src="image" alt="Image" /></td>
</tr>
<tr>
<td>I can ask how my friend is feeling.</td>
<td><img src="image" alt="Image" /></td>
<td><img src="image" alt="Image" /></td>
<td><img src="image" alt="Image" /></td>
</tr>
<tr>
<td>I can tell one way to deal with anger.</td>
<td><img src="image" alt="Image" /></td>
<td><img src="image" alt="Image" /></td>
<td><img src="image" alt="Image" /></td>
</tr>
<tr>
<td>I can describe how I can help a friend or family member feel good (“fill their bucket”).</td>
<td><img src="image" alt="Image" /></td>
<td><img src="image" alt="Image" /></td>
<td><img src="image" alt="Image" /></td>
</tr>
<tr>
<td>I can sing a song about emotions.</td>
<td><img src="image" alt="Image" /></td>
<td><img src="image" alt="Image" /></td>
<td><img src="image" alt="Image" /></td>
</tr>
<tr>
<td>Score</td>
<td>AAPPL Score Description</td>
<td>Strategy</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>N-1</td>
<td>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.</td>
<td>When you answer questions, try to use more than one word and even a phrase. Practice asking questions and keep learning new words.</td>
<td></td>
</tr>
<tr>
<td>N-2</td>
<td>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.</td>
<td>Practice asking more questions on more topics. Combine your words and phrases into simple sentences. Keep learning new words!</td>
<td></td>
</tr>
<tr>
<td>N-3</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>N-4</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>I-1</td>
<td>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.</td>
<td>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).</td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>AAPPL Score Description</td>
<td>Strategy</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>N-1</td>
<td>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.</td>
<td>When you answer questions, try to use more than one word and even a phrase. Practice asking questions and keep learning new words.</td>
<td></td>
</tr>
</tbody>
</table>
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.
   - not yet; working on it
   - I can do it with help
   - I can do it on my own

2. I can describe weather in the winter.
   - not yet; working on it
   - I can do it with help
   - I can do it on my own

3. I can name the clothes that keep me warm.
   - not yet; working on it
   - I can do it with help
   - I can do it on my own

4. I can count all the coats in my classroom.
   - not yet; working on it
   - I can do it with help
   - I can do it on my own

5. I can name some sports to play in the snow.
   - not yet; working on it
   - I can do it with help
   - I can do it on my own

6. I can tell you what snow sports I like to do.
   - not yet; working on it
   - I can do it with help
   - I can do it on my own

Crayons:
- 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.
- ¡Y sí también!
- ¡Por supuesto!
- ¡Vale!
- ¡Claro que sí!
- En efecto.
- ¡Bien dicho!
- Es obvio.

**PRAISE**
- ¡Bravo!
- ¡Excelente!
- ¡Fabuloso!
- ¡Mágico!
- ¡Maravilloso!
- ¡Incríble!
- ¡Bússimo!
- ¡Fantástico!
- ¡Exceptional!
- ¡Bien hecho!
- ¡Buen trabajo!
- ¡Esos es!
- ¡Puedes hacerlo!
- ¡Lo hiciste!
- ¡Estás mejorando!

**JOKING AROUND**
- ¡Estoy jugando!
- ¡Estoy de broma!
- Es una broma.
- En broma...
- ¡No realmente!
- ¡No en serio!
- ¿Estás tomando el pelo?
- ¡No es verdad!
- ¡Qué cómico!
- ¡Qué loco!
- ¡Qué divertido!
- ¡Qué sarcástico!
- ¡Qué chistoso!
- ¡Qué gracioso!
- ¡Estás loco/a?
- ¡No me digas!
- ¡Qué dices?

**DISAGREEMENT**
- ¡Nunca en la vida!
- ¡No sabes lo que dices!
- ¡No es justo!
- No estoy de acuerdo.
- ¡Yo tampoco!
- ¡Ni hablar!
- ¡Claro que no!
- ¡Eso apestas!
- ¡Yo discrepo!
- ¡Ay no!
- ¡Piensa que no!
- ¡No lo creo!
- ¡Estás loco/a?
- ¡Estás seguro/a?

**SURPRISE / SHOCK**
- ¡Caramba!
- ¡Hombre!
- ¡Qué sorpresa!
- ¡Hijole!
- ¡Qué raro!
- ¡Qué extraño!
- ¡Ay Dios mío!
- ¡Qué barbaridad!
- ¡No me digas!
- ¡Imagina!
- ¿De veras?
- ¡Verdad?
- ¡Bromeas?
- ¿En serio?
- ¿Estás seguro/a?
- ¡No miento!

**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!
- ¡Respondo!
- ¡Te lo juro!
- ¡Te lo prometo!
- ¡No miento!

Amy Lenord
PROVIDE SENTENCE STARTERS/LANGUAGE LADDERS

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

• agreeing/disagreeing
• congratulating
• wondering
Student A: “¿Cómo estará el tiempo en _______?”

Student B: “En ___________________, el tiempo probablemente está ________________.”
<table>
<thead>
<tr>
<th>frequency</th>
<th>Spanish Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>siempre</td>
<td>raramente</td>
</tr>
<tr>
<td>casi siempre</td>
<td>casi nunca</td>
</tr>
<tr>
<td>a menudo</td>
<td>nunca</td>
</tr>
<tr>
<td>de vez en cuando</td>
<td>jamás</td>
</tr>
</tbody>
</table>
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
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
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
Escrito por Nathaniel Kirby

La ciudad donde trabajaba Leslie

Información sobre Leslie

la fecha

su opinión de Leslie

el jefe de Leslie

Bienvenidos a Argentina

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http://palmyraspanish1.blogspot.com/
Teaching Spanish with Comprehensible Input

Cynthia Hitz
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
Prewrite: Plan your writing.
Write: Write your first draft.
Revise: Change your writing to make it better.
Edit: Check your writing.
Publish: 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
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