



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

**Nathan Lutz,
Kent Place School**

HELLO!

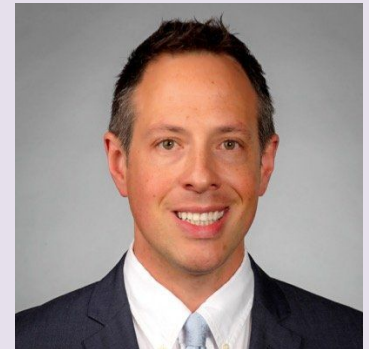
Nathan Lutz

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

**Vice President of Programs,
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**President,
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TODAY'S AGENDA

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



**Why don't
I sound
like that?**



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

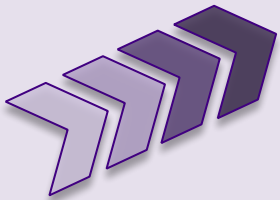


DISCUSS

Why set proficiency targets?



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

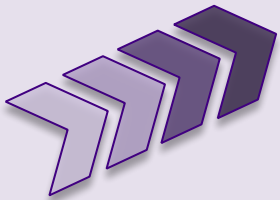
**describes what the language user can do
regardless of where, when, or how
the language was acquired**



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*



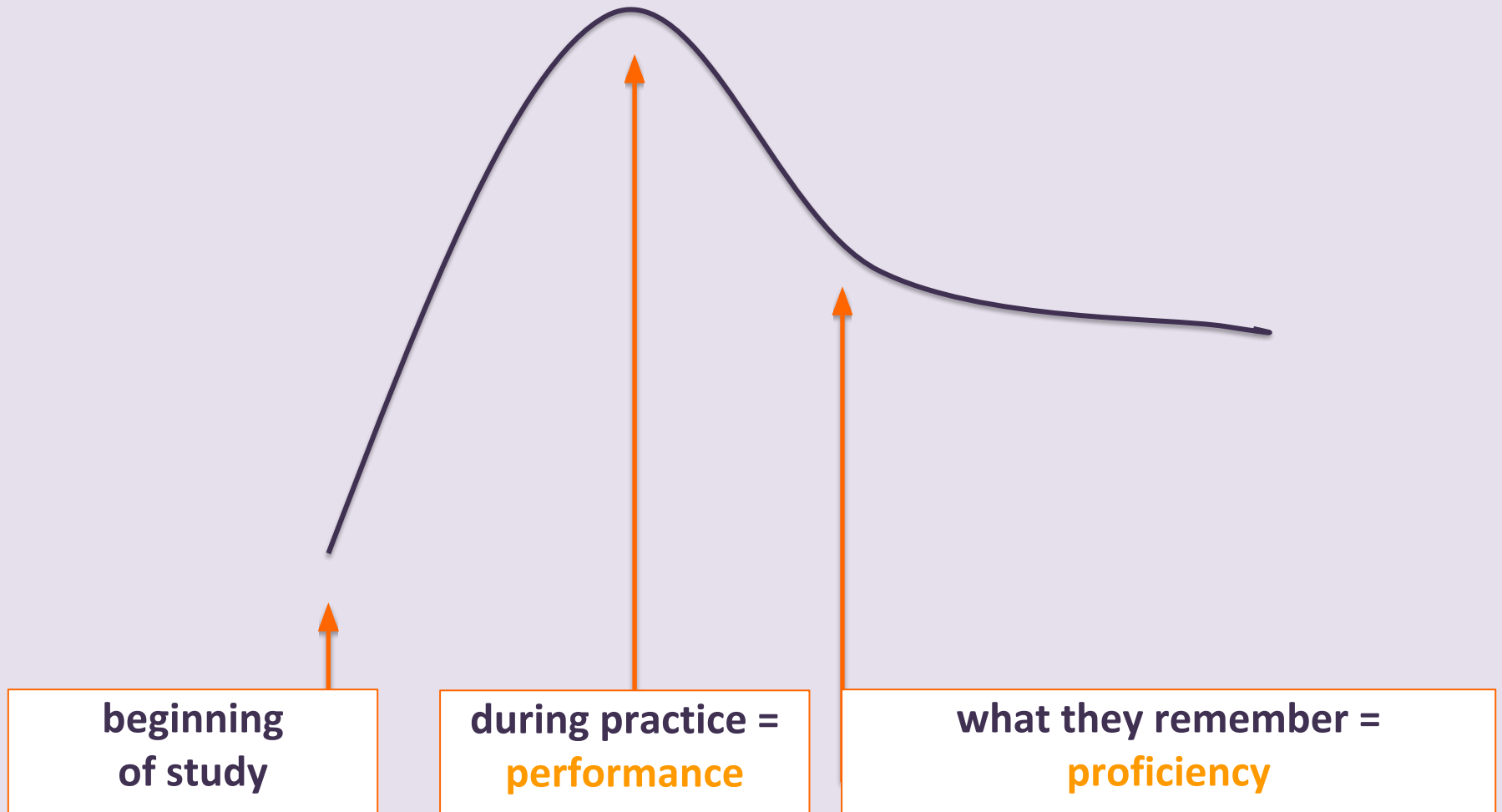
PROFICIENCY v. PERFORMANCE

- **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.





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.

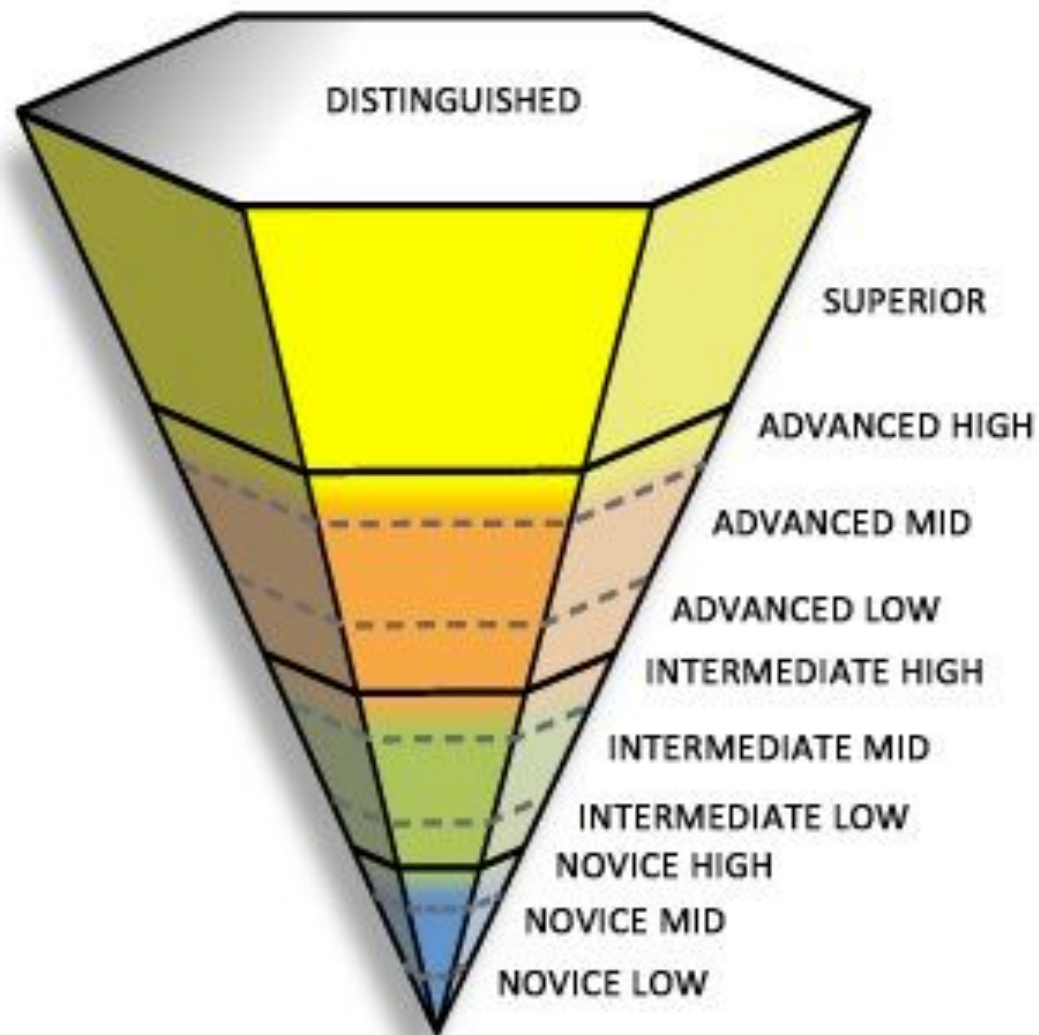
Reflex on your current performance level of the TELL criteria below.

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.

P1	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
P2	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
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.	<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
P4	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
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.					
	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
P6	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

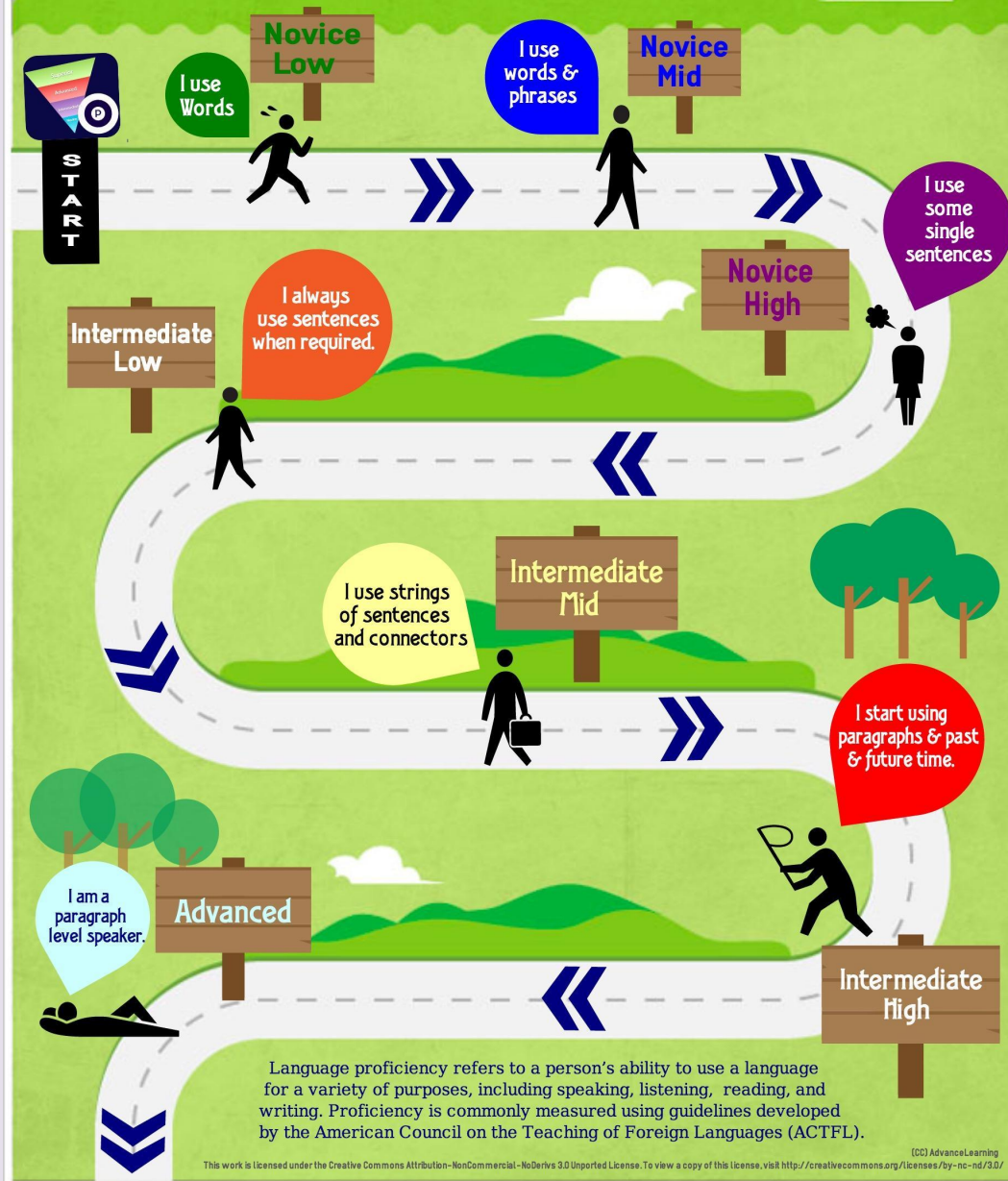
P3 I use units based on proficiency targets and backward design principles.

- 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).



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 store 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?"

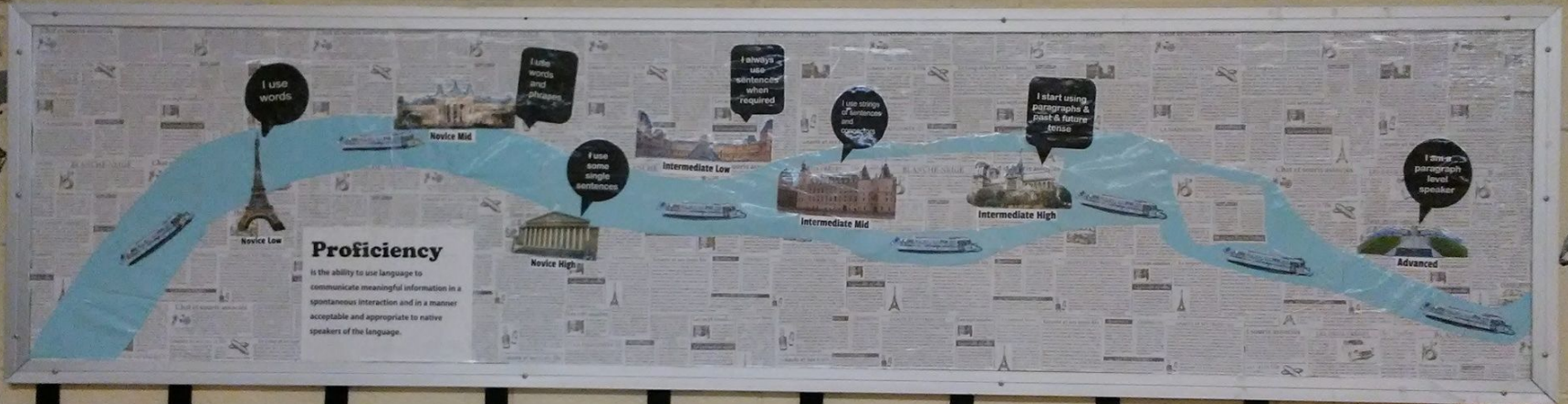
Intermediate Mid
More connections & questions:
"Because we all like, my mom buy crepes from the best bakery pretty often. She find the instructions to cook them on a website. How about come to my house to try them? Sounds good? How about next week say after the school?"

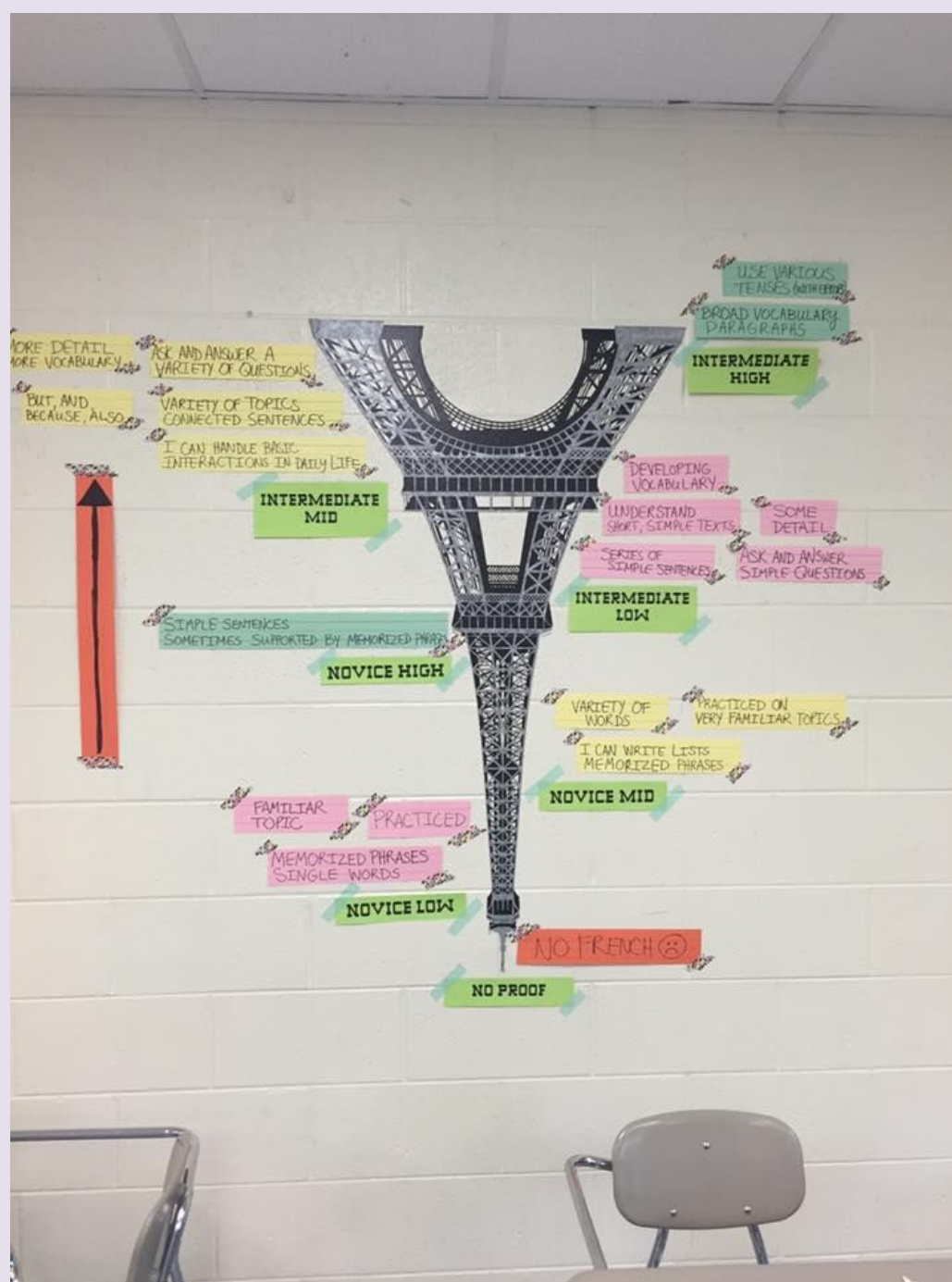
Intermediate High
Tell stories and handle some complicated situations:
"What you mean you don't like crepes? I know, you had had crepes one time, right? I went to a crepe restaurant in Quebec and I was there up for some hours! I mean, sick as a dog. I thought I don't want crepes again and then my mom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

Advanced
Handle complications & make 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!

¡Profel!

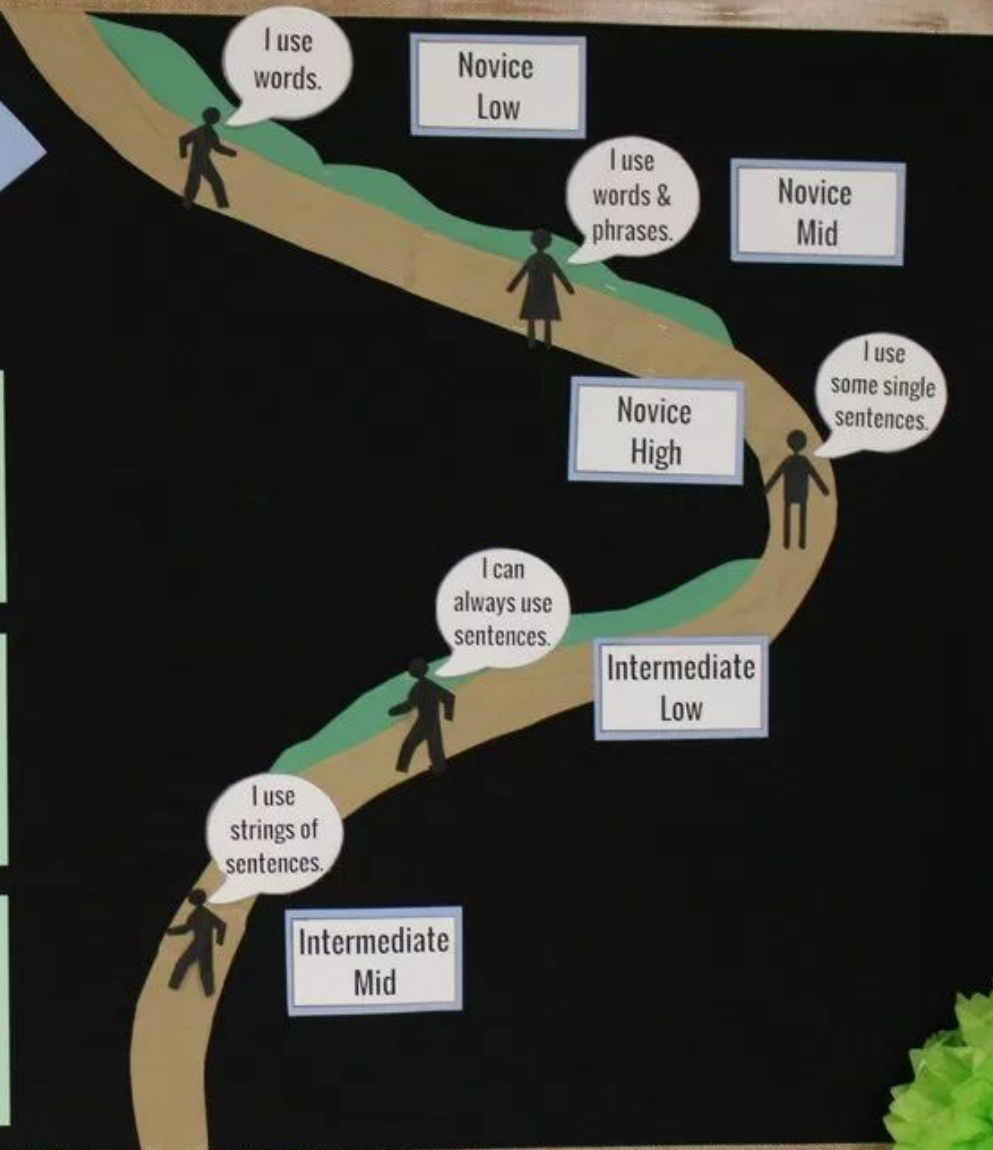
→ Silencio.

... 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.



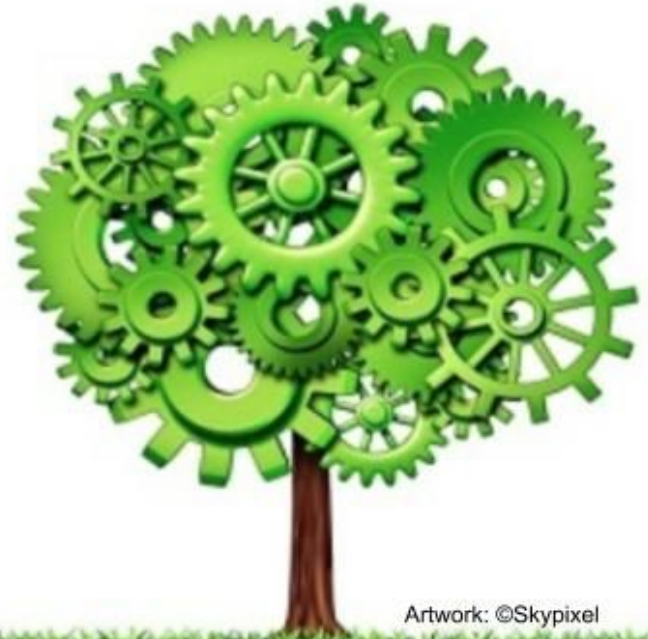
I can use some of the target vocabulary and phrases to describe.



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.

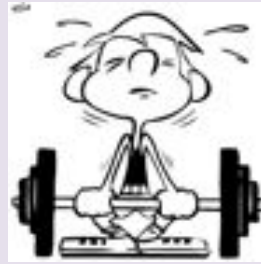


Artwork: ©Skypixel

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 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

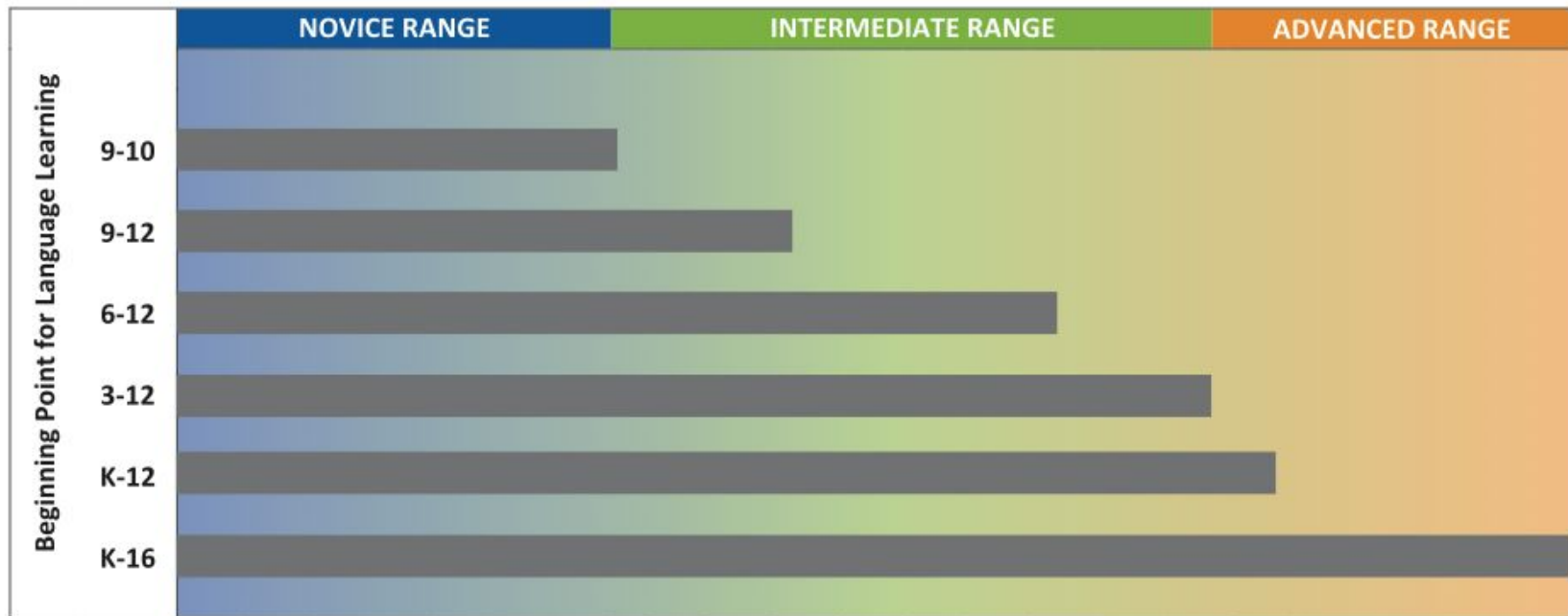
**A GOAL WITHOUT A
PLAN IS JUST A WISH.**

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 3rd grade</i>	<i>216</i>	<i>Novice-Mid</i>
<i>End of 5th grade</i>	<i>144 + 216 = 360</i>	<i>Novice-High</i>
<i>End of 8th grade</i>	<i>248 + 360 = 608</i>	<i>Intermediate-Low</i>
<i>End of 12th 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

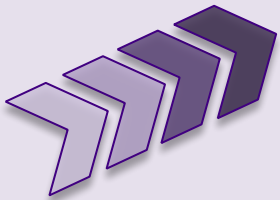
 Describe a lesson-sized chunk of information and/or skills.

Guide Learning

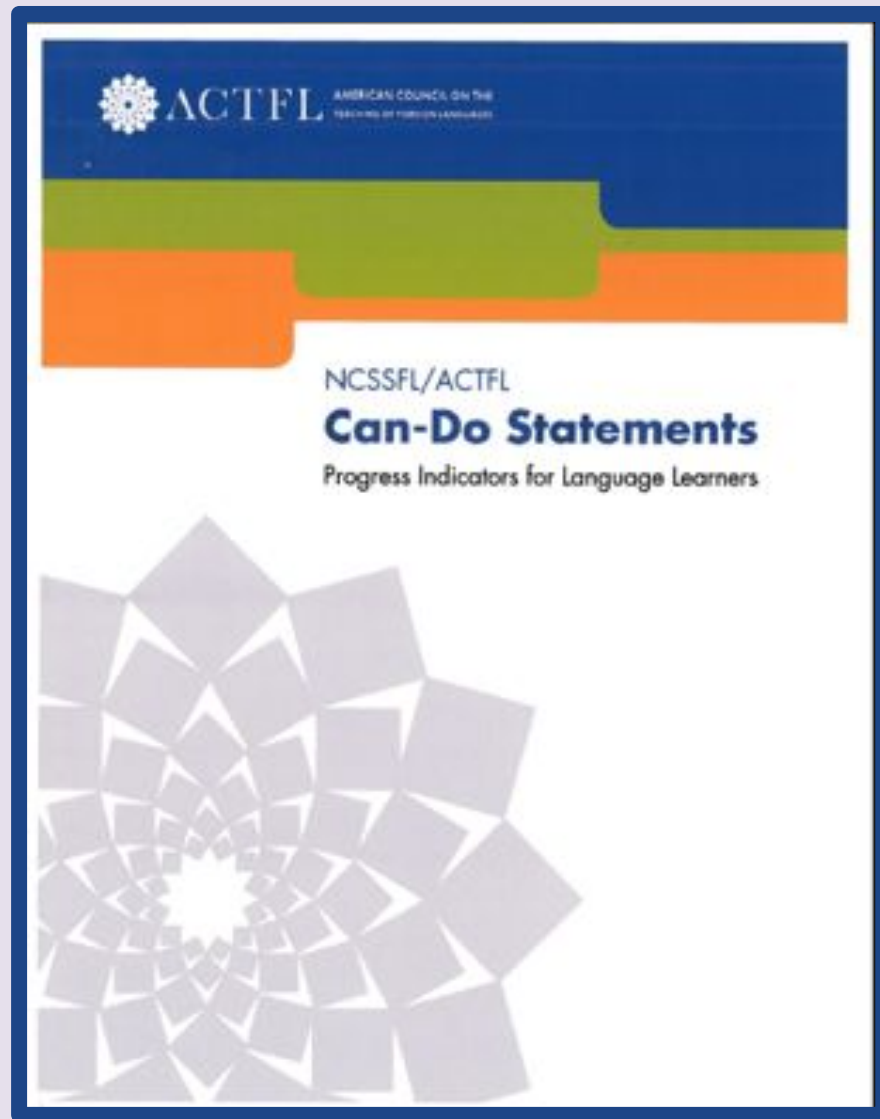
 Reminds a student what they will be able to do next.



I can say
where I am
going.



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 gestures or visuals in informational texts.	I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals 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 identify some information in a text by that sign. I can identify some information in a text by that sign. I can identify some information in a text by that sign. I can identify some information in a text by that sign. I can identify some information in a text by that sign.	I can... understand with specific content. I can identify some information in a text by that sign. I can identify some information in a text by that sign. I can identify some information in a text by that sign. I can identify some information in a text by that sign. I can identify some information in a text by that sign.	I can... understand with specific content. I can identify some information in a text by that sign. I can identify some information in a text by that sign. I can identify some information in a text by that sign. I can identify some information in a text by that sign. I can identify some information in a text by that sign.
EXAMPLES: Spoken, Signed or Signed		
NOVICE LOW	NOVICE MID	NOVICE HIGH
I can... understand with specific content. I can identify some information in a text by that sign. I can identify some information in a text by that sign. I can identify some information in a text by that sign. I can identify some information in a text by that sign. I can identify some information in a text by that sign.	I can... understand with specific content. I can identify some information in a text by that sign. I can identify some information in a text by that sign. I can identify some information in a text by that sign. I can identify some information in a text by that sign. I can identify some information in a text by that sign.	I can... understand with specific content. I can identify some information in a text by that sign. I can identify some information in a text by that sign. I can identify some information in a text by that sign. I can identify some information in a text by that sign. I can identify some information in a text by that sign.

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.

INDICATORS: WHAT CAN YOU 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>I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.</p>	<p>I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.</p>	<p>I can identify the topic and some isolated facts from simple sentences in informational texts.</p>

EXAMPLES: Written

NOVICE LOW	NOVICE MID	NOVICE HIGH
<p>Read... Information with specific content.</p> <p>Readers identify words in context that they know.</p> <p>Readers identify words in context that they know.</p> <p>Readers identify words in context that they know.</p> <p>Readers identify words in context that they know.</p> <p>Readers identify words in context that they know.</p>	<p>Read... Information with specific content.</p> <p>Readers identify words in context that they know.</p> <p>Readers identify words in context that they know.</p> <p>Readers identify words in context that they know.</p> <p>Readers identify words in context that they know.</p> <p>Readers identify words in context that they know.</p>	<p>Read... Information with specific content.</p> <p>Readers identify words in context that they know.</p> <p>Readers identify words in context that they know.</p> <p>Readers identify words in context that they know.</p> <p>Readers identify words in context that they know.</p> <p>Readers identify words in context that they know.</p>

EXAMPLES: Spoken, Visual or Signed

NOVICE LOW	NOVICE MID	NOVICE HIGH
<p>Read... Information with specific content.</p> <p>Readers identify words in context that they know.</p> <p>Readers identify words in context that they know.</p> <p>Readers identify words in context that they know.</p> <p>Readers identify words in context that they know.</p> <p>Readers identify words in context that they know.</p>	<p>Read... Information with specific content.</p> <p>Readers identify words in context that they know.</p> <p>Readers identify words in context that they know.</p> <p>Readers identify words in context that they know.</p> <p>Readers identify words in context that they know.</p> <p>Readers identify words in context that they know.</p>	<p>Read... Information with specific content.</p> <p>Readers identify words in context that they know.</p> <p>Readers identify words in context that they know.</p> <p>Readers identify words in context that they know.</p> <p>Readers identify words in context that they know.</p> <p>Readers identify words in context that they know.</p>

INDICATORS: WHAT CAN YOU STATEMENTS



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 topic and some basic information in both key features and multiple contexts by recognizing placement of information, words, phrases, and single sentences in both for the question, within, or beyond.

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

NOVICE LOW	NOVICE MID	NOVICE HIGH
PERFORMANCE INDICATORS		
NOVICE LOW	NOVICE MID	NOVICE HIGH
EXAMPLES: Written		
NOVICE LOW	NOVICE MID	NOVICE HIGH
EXAMPLES: Spoken, Visual or Signed		

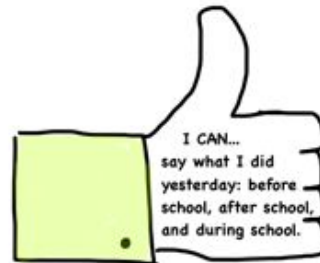
NOVICE WITH CAN DO STATEMENTS, PERFORMANCE INDICATORS FOR LANGUAGE DOMAINS © 2017

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.

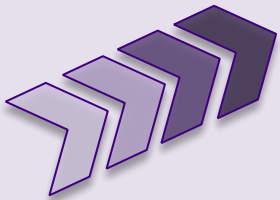
I can list
the
months and

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

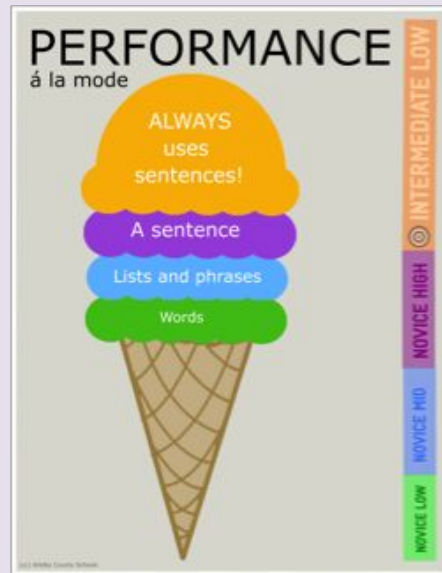
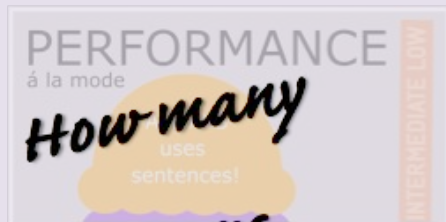
I can name
famous
landmarks

I can list
items I see
every day.

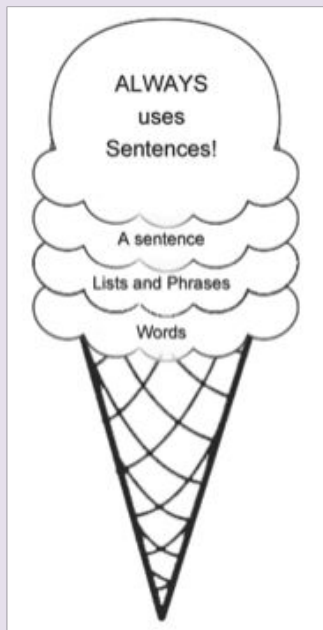
I can
introduce
myself to a



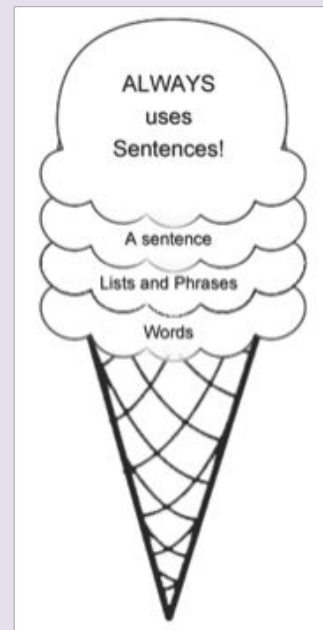
Shelby County (TN)
World Languages



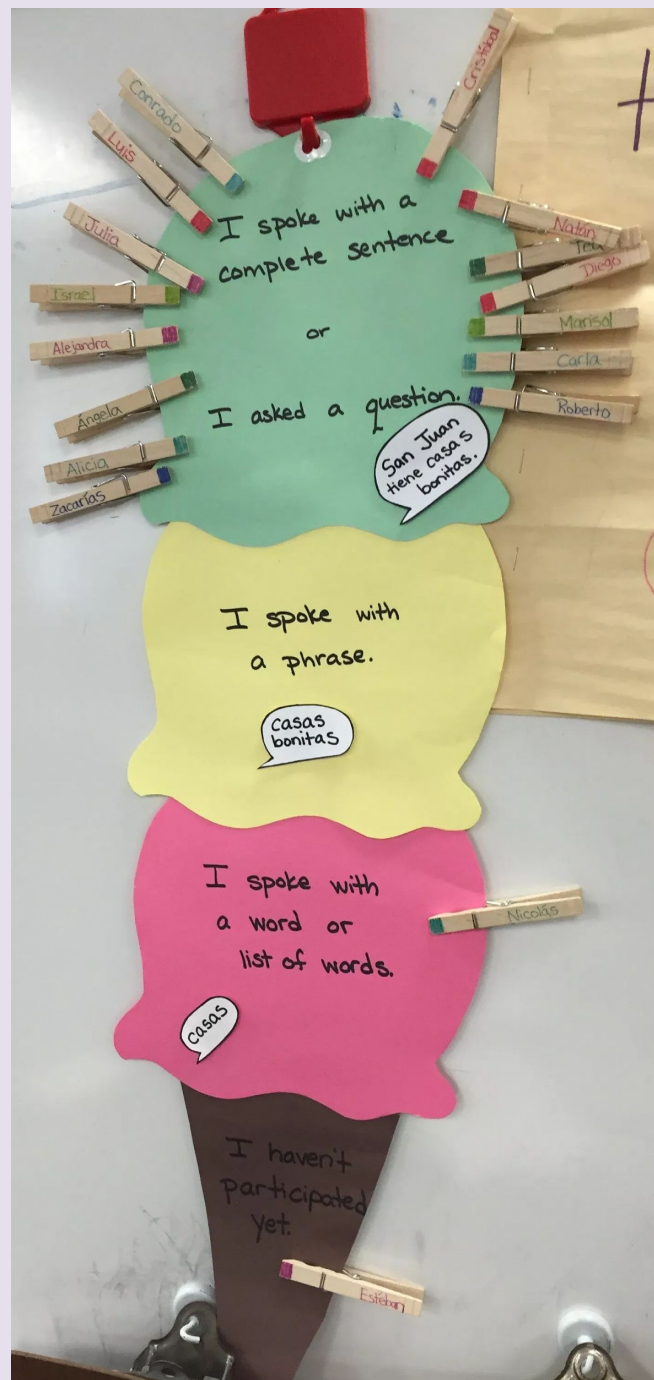
Today I am...



My goal!



Shelby County (TN)
World Languages

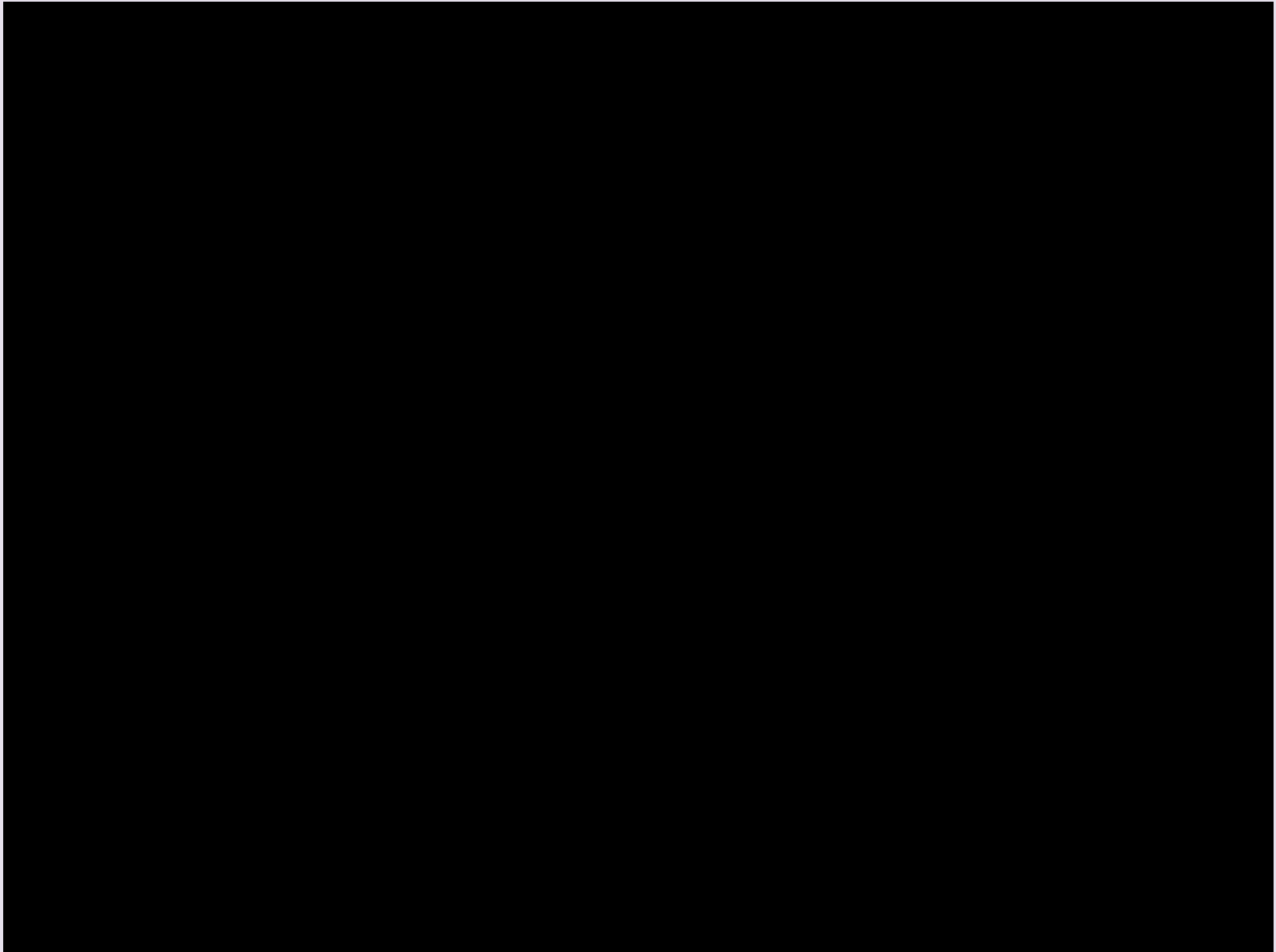


Dorie Perugini,
A Global Classroom

TECHNIQUES TO BRING TO YOUR DAILY PRACTICE



MODELING



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	Grasero	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			Lindo	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	Calmo	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	Miniscule	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
Lindo	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

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").

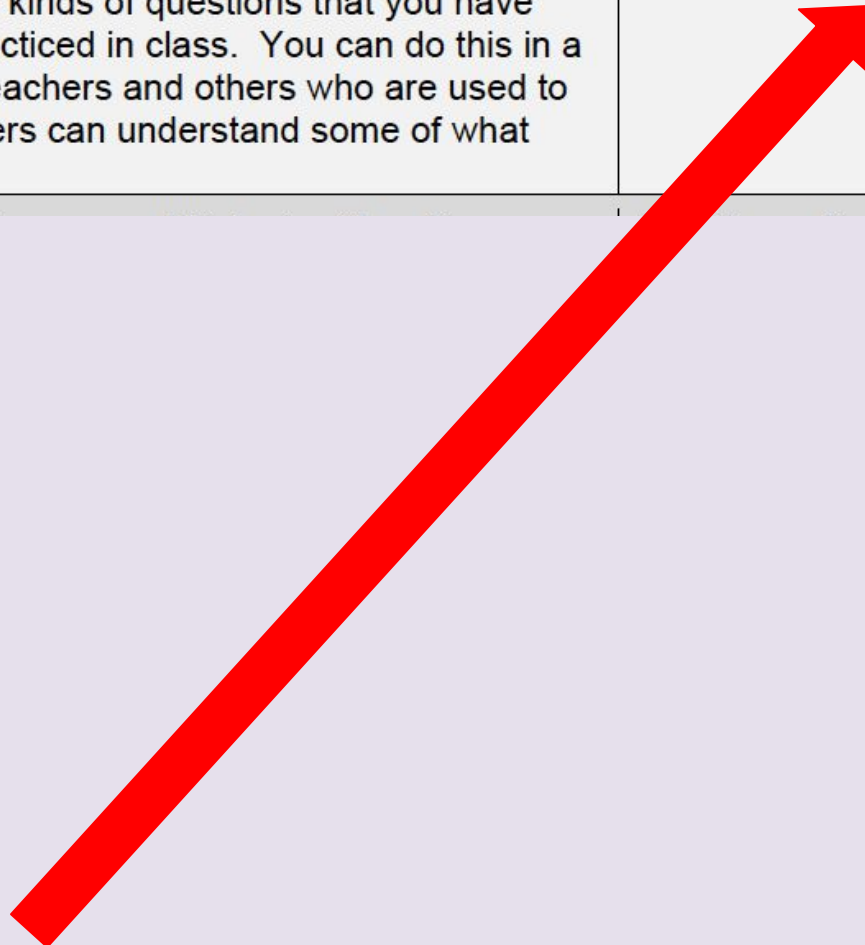
I can sing a song about emotions.



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.



FUNCTION	NOVICE	INTERMEDIATE	ADVANCED		
Describing people, places, things, how and how well	Give a description using one or two short adjectives (ex: colors, numbers, size, shape)	Give a basic description & make simple comparisons using frequently used adjectives and adverbs	Give more detailed descriptions including comparatives and superlatives	Give detailed descriptions using a variety of precise adjectives and adverbs	Give detailed descriptions using a wide variety of precise adjectives and adverbs
Asking & responding to questions	Respond to a simple question	Ask and respond to simple, memorized questions	Ask and respond with some details to a variety of informational questions and follow-up questions	Ask and respond with details to a wide variety of questions including follow-up questions that request details	Ask and respond with elaboration to a wide variety of questions, including follow-up questions that request detailed explanations
Expressing feelings and emotions	Say that I am happy or sad	Express basic emotions and feelings	Express a variety of emotions and feelings	Express a wide variety of emotions and feelings, beginning to distinguish shades of meaning (ex: happy – thrilled – ecstatic)	Express a wide variety of emotions and feelings, choosing precise expressions appropriately to reflect shades of meaning
Expressing preferences and opinions	Say I like or don't like something	Express preferences/ opinions in simple sentences	Express preferences/ opinions with reasons	Express preferences/ opinions with evidence-based justifications	Express preferences/opinions with detailed rationales or arguments based on evidence
Telling & retelling stories; sequencing	Recount what I am doing in short, memorized sentences	Tell someone about my day, activities, an event in a simple sequence of sentences	Tell a story or recount an event in a logical sequence of sentences	Tell a detailed story about something that happened logically sequencing the events	Recount a story or event using paragraph-length narration and description
Expressing hopes, dreams, future plans	Express my plans simply for later in the day, the next day, weekend (ex: I am going to...)	Express hopes, plans for the future simply (ex: I hope to...; I will...)	Express hopes, dreams, plans for the future with some details (ex: I would like to...; in order to become X, I will need to ...)	Express hopes, dreams, plans, possibilities with explanations (ex: If I could live anywhere in the world, I would live in X because....)	Express hopes, dreams, plans, possibilities with detailed explanations

FUNCTION	NOVICE		INTERMEDIATE		ADVANCED
Describing people, places, things, how and how well	Give a description using one or two short adjectives (ex: colors, numbers, size, shape)	Give a basic description & make simple comparisons using frequently used adjectives and adverbs	Give more detailed descriptions including comparatives and superlatives	Give detailed descriptions using a variety of precise adjectives and adverbs	Give detailed descriptions using a wide variety of precise adjectives and adverbs
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SUPPORTING STUDENTS IN USING LANGUAGE AT INCREASINGLY HIGHER LEVELS

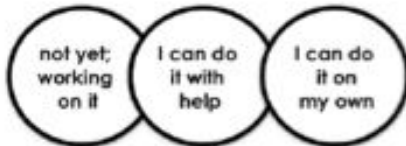
STUDENT SELF-ASSESSMENT AND MONITORING

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



Can Do Statements

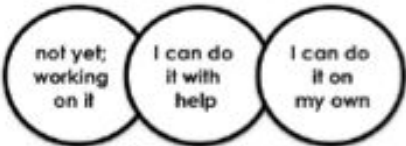
1. I can say that I am cold.



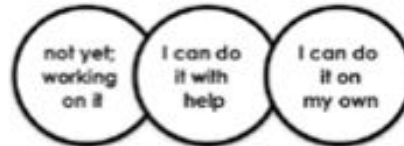
2. I can describe weather in the winter.



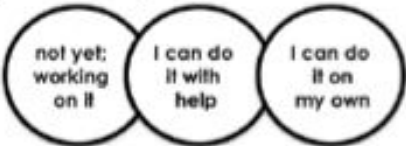
3. I can name the clothes that keep me warm.



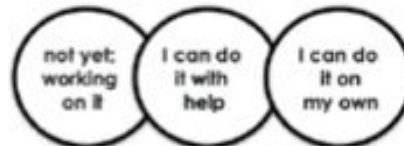
4. I can count all the coats in my classroom.



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?



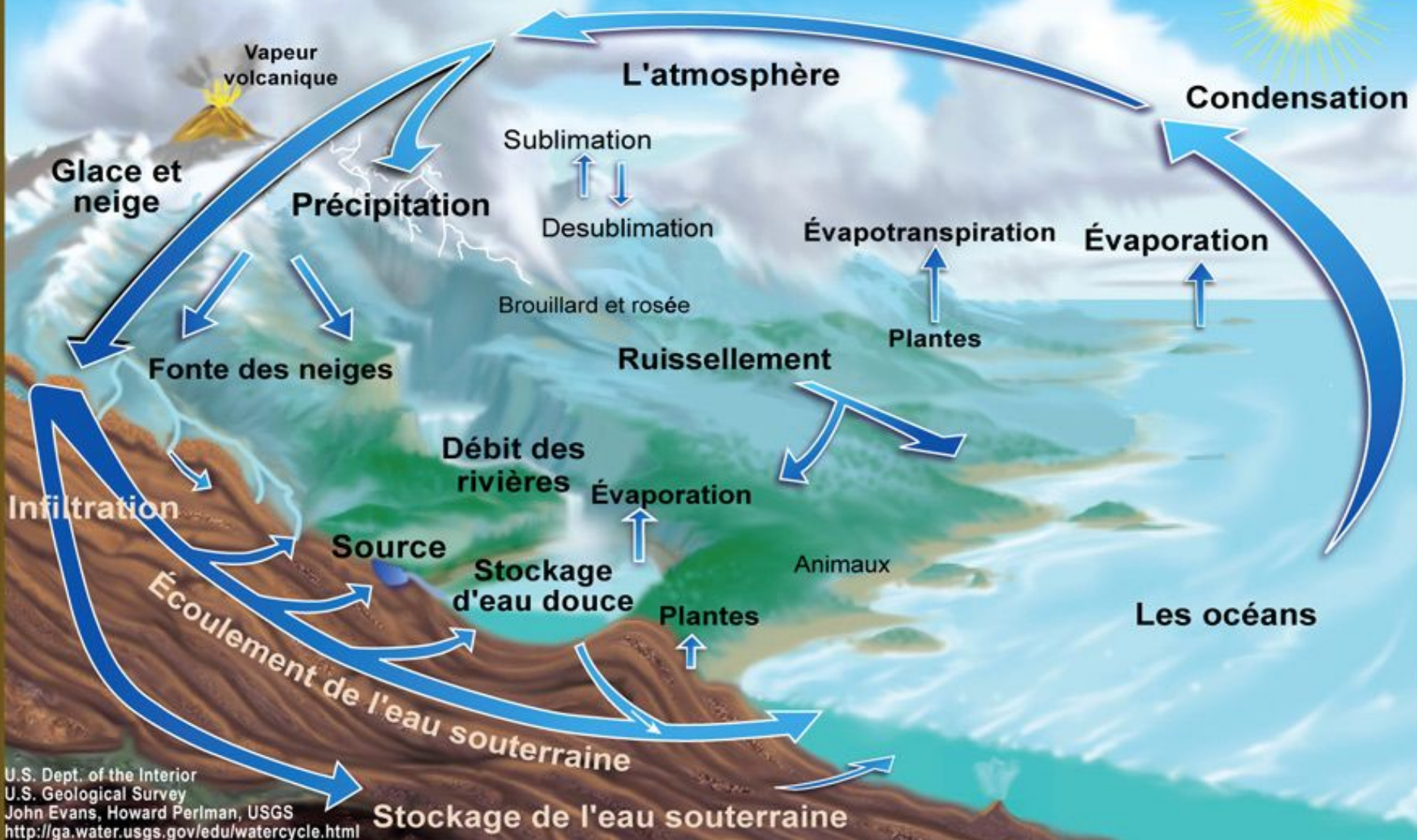
ADJUSTING TASKS SO STUDENTS ARE CHALLENGED AT THEIR LEVELS

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

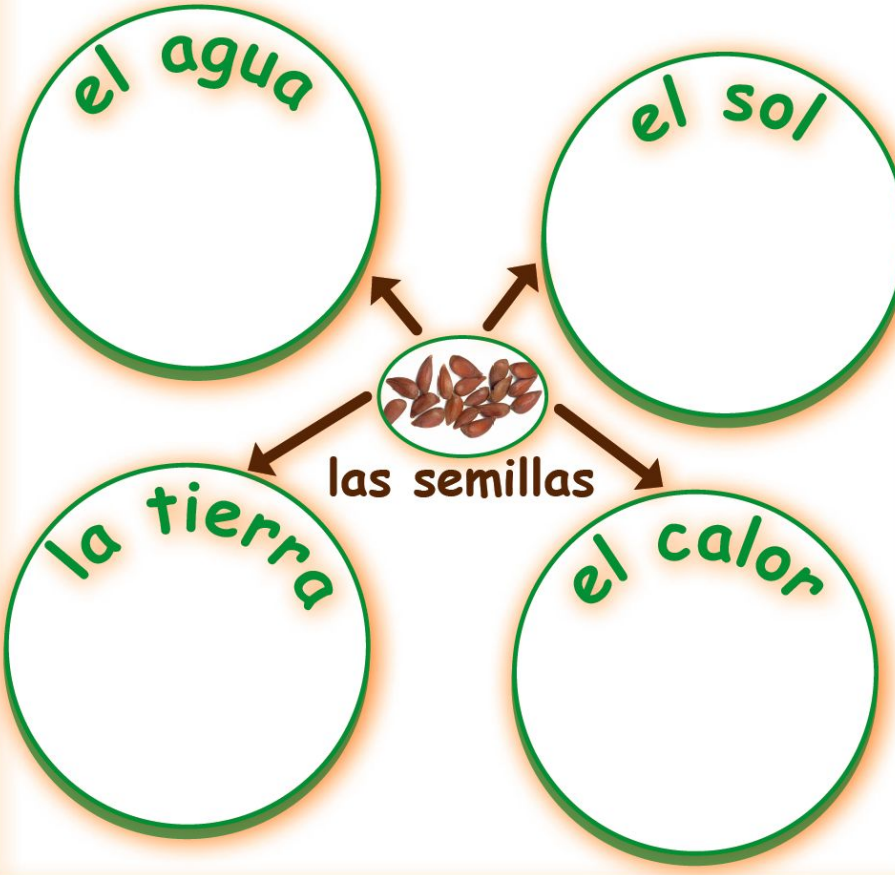




¿Qué necesitan las plantas?

Yo me llamo: Fecha:

En cada círculo, dibuja lo que las plantas necesitan.



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?



SUPERIOR IN DOGESE



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
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**or tweet me
[@nathanlutz](https://twitter.com/nathanlutz)**

**for workshop resources
nathanlutz.org**



