

Aligning Classroom Performance and Proficiency



Learning Targets



I can explain the difference between proficiency and performance and how both inform instruction.



I can explain factors that are key to developing proficiency — functions/tasks, accuracy, context/content, and text type.



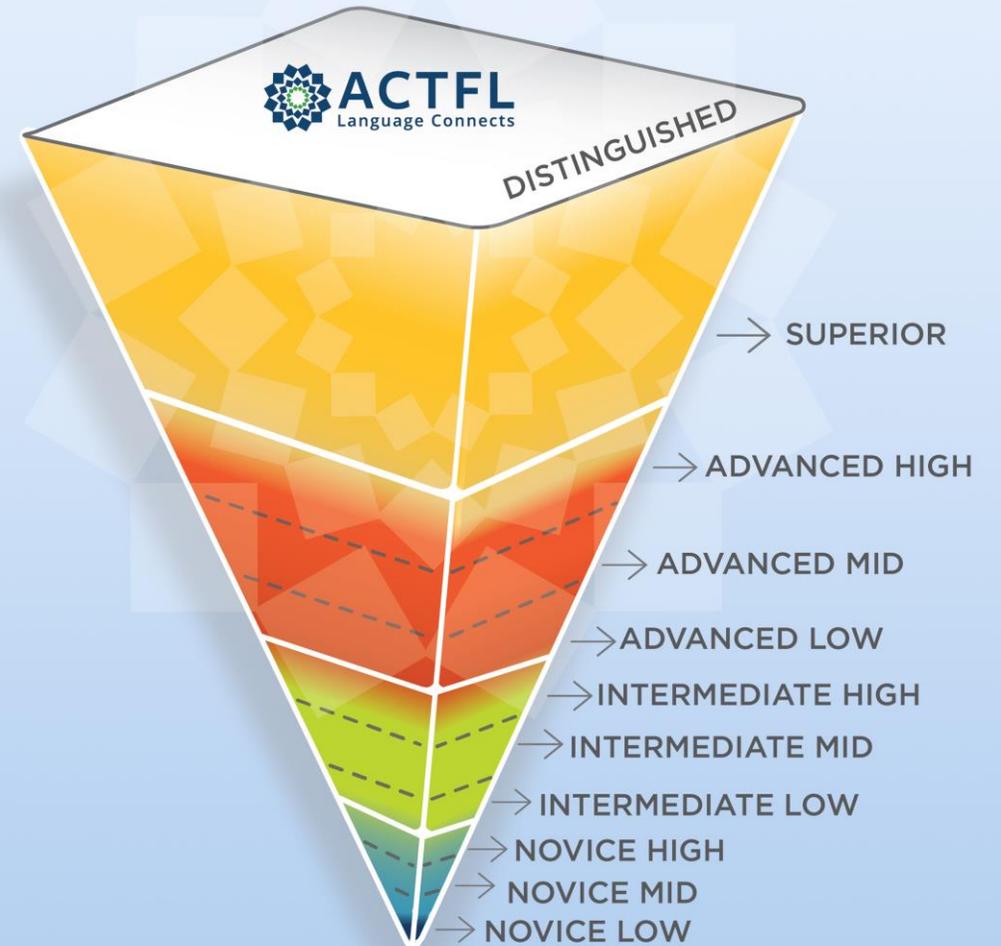
I can select strategies that promote growth in proficiency in each mode of communication.

ACTFL

PROFICIENCY

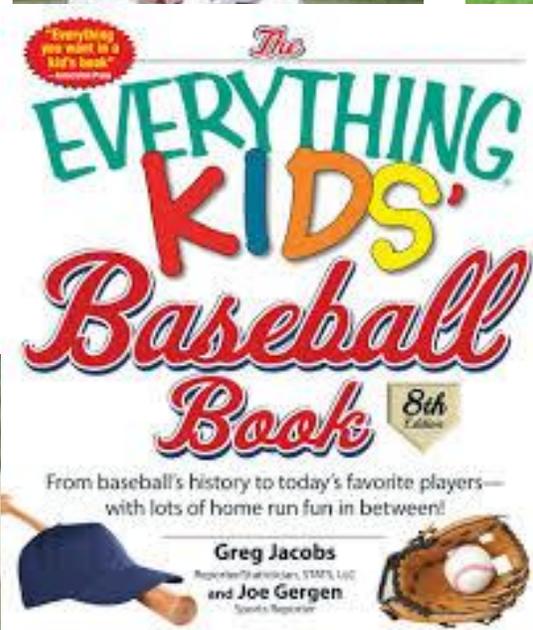
GUIDELINES

2024



**Inverted Pyramid Representing ACTFL Rating Scale
with Major Ranges and Sublevels including Distinguished**

Learning a language is like learning...



The Proficiency Tree

Branches: Text Type

- words
- sentences
- paragraphs

Roots: Content & Contexts

- Topics
- Social Situations



Leaves: Accuracy

- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

Trunk: Functions

- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion

Performance and Proficiency

ACTFL Proficiency Guidelines 2024

The terms proficiency and performance **both refer to what an individual is able to do with language**. Both reference **purposeful communication** that involves **practical uses** of language.

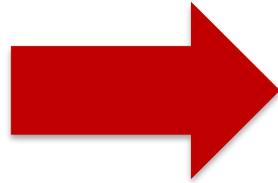


Performance is the ability to use language that reflects practical communication tasks and that has been **learned and practiced** in an instructional or other structured setting.



Proficiency describes an individual's ability to use the language in all types of situations....regardless of the setting, or where, when, and how the language was learned.

PERFORMANCE towards PROFICIENCY



Demonstration of performance within a specific range (novice, intermediate, advanced) *may be an indication of proficiency*; performance on a variety of assessments provides evidence of how the learner may be rated for proficiency.

PERFORMANCE-BASED: PROFICIENCY FOCUSED

90% +
use of



Target language

90% +
use of



Target language



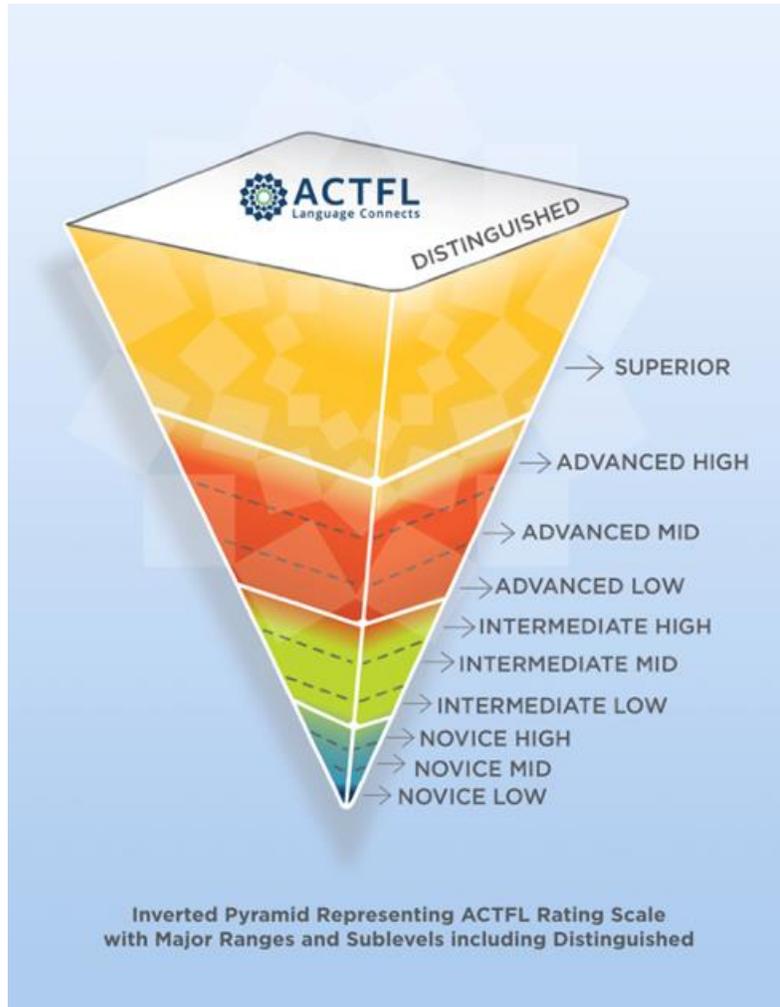


Create systems for calling on non-volunteers.



- Circulate, observe, listen as students work in pairs or groups (guided practice)
- Call on students randomly, not volunteers (checking for understanding)

Proficiency Levels



ADVANCED

INTERMEDIATE

NOVICE



Learning Progressions

NOVICE

INTERMEDIATE

ADVANCED

DESCRIBING PEOPLE, PLACES, THINGS, HOW AND HOW WELL				
Give a description using one or two short adjectives or adverbs	Give a basic description & make simple comparisons using frequently used adjectives and adverbs	Give more detailed descriptions including comparatives, contrasts, 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
Related Language Functions				
<ul style="list-style-type: none"> Analyze Categorize Classify Clarify Compare Contrast Count Define Describe 	<ul style="list-style-type: none"> Describe physical characteristics Describe the weather Differentiate Edit Evaluate Explain Give biographical information 	<ul style="list-style-type: none"> Give examples Identify Illustrate Infer Interpret Label List Locate 	<ul style="list-style-type: none"> Name Paraphrase Present Rephrase Restate Rewrite Summarize 	
ASKING & ANSWERING 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
Related Language Functions				
<ul style="list-style-type: none"> Ask for/give biographical information Ask for/give clarification Ask for/give directions 	<ul style="list-style-type: none"> Ask for/give/refuse permission Ask for/give time, day, date 	<ul style="list-style-type: none"> Ask/respond to informational questions: who, what, when, where, how, why, how much, how many 	<ul style="list-style-type: none"> Ask & respond to what the weather is like Extend/accept/refuse invitations Request/respond 	
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
Related Language Functions				
<ul style="list-style-type: none"> Apologize/forgive Attract attention Blame Complain Compliment 	<ul style="list-style-type: none"> Congratulate Express certainty/uncertainty Express doubt/indecision Express emotions/feelings 	<ul style="list-style-type: none"> Express interest/lack of interest/indifference/boredom Express regret Express surprise 	<ul style="list-style-type: none"> Express sympathy Mediate/conciliate Praise/criticize Thank Warn 	

NOVICE

INTERMEDIATE

ADVANCED

EXPRESSING ADVICE, OPINIONS, PREFERENCES				
Say I like or don't like something	Express preferences/opinions in simple sentences	Express opinions/advice with reasons	Express opinions/advice with evidence-based justifications	Express opinions/advice with detailed rationales or arguments based on evidence
Related Language Functions				
<ul style="list-style-type: none"> Accept/refuse invitations Agree/disagree Analyze/interpret Approve/disapprove Argue Confirm/admit/deny Contradict Criticize 	<ul style="list-style-type: none"> Critique Encourage Evaluate Explain Express likes/dislikes/preferences Express obligation Express opinions 	<ul style="list-style-type: none"> Express possibility/impossibility Express probability/improbability Give advice Give possible solutions Give reasons and explain causality 	<ul style="list-style-type: none"> Judge Justify Negotiate Offer alternatives/solutions Persuade/dissuade Recommend Suggest 	
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
Related Language Functions				
<ul style="list-style-type: none"> Compile Compose Construct Create Depict Describe Document 	<ul style="list-style-type: none"> Explain Express cause & effect Express daily routines Give commands Give directions Give supporting details Illustrate 	<ul style="list-style-type: none"> Instruct Narrate Outline Organize Present information Recount experiences/events 	<ul style="list-style-type: none"> Report Retell Sequence Summarize Tell 	
EXPRESSING HOPES, DREAMS, POSSIBILITIES				
Express my plans simply for later in the day, the next day, weekend	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
Related Language Functions				
<ul style="list-style-type: none"> Express hopes Express intentions Express needs/want Express wishes 	<ul style="list-style-type: none"> Formulate Hypothesize Make appointments, arrangements 	<ul style="list-style-type: none"> reservations Make recommendations Plan Predict 	<ul style="list-style-type: none"> Promise Speculate on the future Talk about the future 	

Explaining Proficiency to Students

KEY LANGUAGE FUNCTIONS SAMPLE PROGRESSIONS				
NOVICE		INTERMEDIATE		ADVANCED
DESCRIBING PEOPLE, PLACES, THINGS, HOW AND HOW WELL				
Give a description using one or two short adjectives or adverbs	Give a basic description & make simple comparisons using a few adjectives and adverbs	Give more detailed descriptions including comparatives, contrasts, and superlatives	Give detailed descriptions using a wide variety of precise adjectives and adverbs	Give detailed descriptions using a wide variety of precise adjectives and adverbs
Related Language Functions				
<ul style="list-style-type: none">AnalyzeCategorizeClassifyClarifyCompareContrastCountDefineDescribe	<ul style="list-style-type: none">Describe physical characteristicsDescribe the weatherDifferentiateEditEvaluateExplainGive biographical information	<ul style="list-style-type: none">Give examplesIdentifyIllustrateInterpretLabelListLocate	<ul style="list-style-type: none">NameParaphrasePresentRephraseRestateRewriteSummarize	
ASKING & ANSWERING 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
Related Language Functions				
<ul style="list-style-type: none">Ask for/give biographical informationAsk for/give clarificationAsk for/give directions	<ul style="list-style-type: none">Ask for/give/refuse permissionAsk for/give time, day, date	<ul style="list-style-type: none">Ask/respond to informational questions: who, what, when, where, how, why, how much, how many	<ul style="list-style-type: none">Ask & respond to what the weather is likeExtend/accept/refuse invitationsRequest/respond	

Advanced Range

Intermediate Range

Novice Range

Detailed descriptions using wide variety of precise adjectives and adverbs



Detailed descriptions variety of precise adjectives and adverbs



More detailed description, comparisons, contrasts, superlatives



Basic description, simple comparison, frequently used adjectives/adverbs

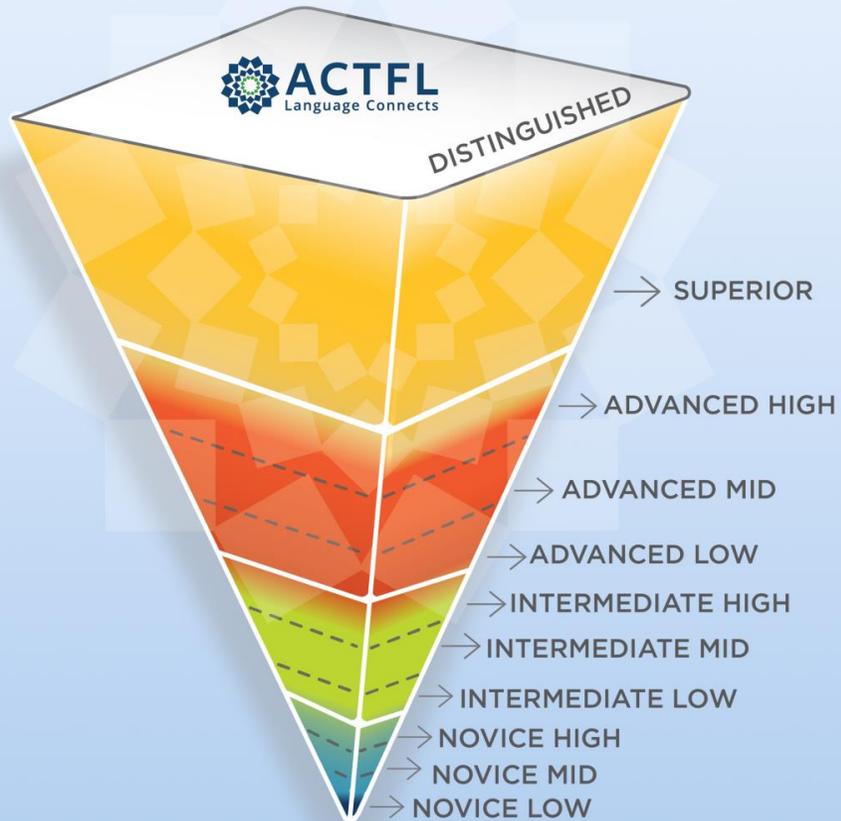


Simple description – 1 or 2 adjectives/adverbs



How would you describe ice cream?

Explaining Proficiency Levels to Students



Inverted Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels including Distinguished

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

Describe it using simple phrases (3 words or less) and lists. There can be spelling errors and awkward wording like "Me like."

Describe it using simple sentences with few details. Use "I like", "It has" and "It is". Use "and" and "with."

Describe it using sentences with details (5 W's). Explain your opinion with "because" and "but." Ask a question.

Describe it using detailed sentences in a simple paragraph. Start with a topic sentence. Combine some sentences with "even though" and "however."

Describe it using paragraphs with detailed sentences. Include a story about an experience you had (last year, I went, etc). Also include ordinal words like "first" "last" and "then."

<http://www.creativelanguageclass.com/explainin-g-proficiency-levels-to-students>

Performance Toward Proficiency



Novice Low

1

Strawberry,
vanilla, chocolate,
ice cream, cold,
like



Novice Mid

2

Strawberry,
vanilla, I eats ice
cream. It cold. I
like chocolate, no
vanilla.



Novice High

3

I eats ice cream.
It's cold. I like
chocolate, I no
like vanilla.



Intermediate Low

4

I like ice cream cones
and I eat ice cream a lot
in summer. Chocolate is
my favorite but I also
like strawberry. Ice
cream is a good
dessert.

Student Reflection

I like ice cream. My favorite flavor is chocolate. I buy ice cream at the store or at an ice cream shop. I eat ice cream in the summer with my friends. I eat ice cream fast because of the sun. Sometimes I put fruit or nuts on my ice cream. Last week I ate a new flavor and it was good. I want to eat ice cream again tomorrow.

Performance Toward Proficiency Indicators

Nov 2	Nov 3	Nov 4	Int 1	Int 2	Int 3	Int 4	Int. 5
Words and phrases; very common and familiar questions	Talk about self; use words and phrases and an occasional simple sentence; ask some familiar questions	Talk about self and their life; phrases and some sentences; ask and answer simple questions	Express thoughts and meet needs; single sentences; ask and answer simple questions	Maintain a conversation; more than one sentence at a time; ask and answer simple questions	Connect some sentences together; ask and answer a variety of questions; your teacher and others used to language learners understand you most of the time	Keep the conversation going; asking and answering questions; describing and telling stories; express own thoughts easily; well-connected sentences and some paragraphs; people who speak the language understand some of the time even if not used to language speakers	Keep the conversation going by asking questions, telling stories, describing people, places, and things, and reporting events; topics beyond self; resolve problems; well-connected sentences and some paragraphs; people who speak the language understand even if not used to language speakers

Student Reflection for Interpersonal Task:

What did you do well?

What strategies will you use to grow next time?

Vocabulary	Accuracy	Advancing Proficiency
<input type="checkbox"/> Avoid use of English <input type="checkbox"/> Talk around words you don't know <input type="checkbox"/> Use more vocabulary from current unit <input type="checkbox"/> Talk about other topics if there is time	<input type="checkbox"/> Focus on pronunciation of words that cause confusion <input type="checkbox"/> Work to correct errors that cause confusion <input type="checkbox"/> Ask for clarification; self-correct when possible	<input type="checkbox"/> Ask questions <input type="checkbox"/> Ask follow-up questions on the same topic <input type="checkbox"/> Say more than one sentence <input type="checkbox"/> Add details to sentences

Keeping my strategies for growth in mind, what is something else I could have said or asked?

Ongoing Documentation / Class Feedback Form

I like ice cream. My favorite flavor chocolate. I buy ice cream at the store or at ice cream shop. I eat ice cream in the summer with my friends. Eat ice cream fast because of the sun. Sometimes I puts fruit or nuts on my ice cream. Last week I ate a new flavor and it was good. I want to eat ice cream again tomorrow.

Task:		Date:	
Next steps to move learners forward:		Content-related misconceptions/ errors	
		Need to recycle/revisit	
Good examples from student work	Structural errors	Spelling errors	Text type
			NM
			NH
			IL
			IM
			IH
			AL

Use **one form per class** set of papers.

Use with admit/exit slips, timed writings and compositions.

What do you do when students make mistakes or need to improve quality of writing?

- Call attention to a pattern of errors or to simple sentences that can be improved.
- Select a sentence or 2 from a piece of student writing.
- Display the sentence(s). Ask students to review and attempt to correct or improve individually.
- Have students compare their response with a partner.
- Show the correct answer or ask for improved sentences. Do another sentence with the same type of error or expand another sentence.
- Have students again correct individually. Then, have students compare and discuss why the response is correct or what made the sentence better. If an error, have students explain the rule or pattern to you.

Pause to Reflect



- How would you explain the difference between proficiency and performance to others?
- Why is it so important to use the target language?
- How are you making your students aware of proficiency?
- What questions do you have?

What does the world eat?

<p>Let's Eat Novice High</p> <p>What does the world eat?*</p>	AP Theme(s)	Unit Goals (addressed in each mode)	Intercultural Focus	Assessment <small>*Aspects of the EQ are answered in the target language through assessments.</small>	
	<ul style="list-style-type: none"> • Contemporary Life • Personal and Public Identity 	<ol style="list-style-type: none"> 1. express preferences for foods and beverages and describe a day of eating. 2. ask and answer questions about thirst and hunger and express how I feel when I am hungry. 3. explain where they want to eat in the target culture with a simple reason and ask others. 4. describe international dishes based on taste and key ingredients and identify where they come from. 5. describe and shop for foods in local markets 	<ul style="list-style-type: none"> • Comparing typical and special foods from target culture countries and • Habits for shopping for food 	<p>Interpretive</p> <ul style="list-style-type: none"> • Listen as someone describes what they eat in a target culture and identify key details. • Read information on regional dishes or recipes and identify key details. • Read a simple review of a restaurant or a food/restaurant ad and demonstrate comprehension. <hr/> <p>Presentational "On Demand" Writing: Describe what you eat and your eating habits on a typical day. Compare to the target culture. Describe a dish you would like to try from another culture.</p> <p>Presentational Project (Optional): Describe a cultural dish that you would like to try. Give details on where it is from and when it is eaten.</p>	

Supporting Language Functions + Context	Supporting Language Structures/Patterns	Supporting Language Structures/Patterns	Priority Vocabulary
<p>Describing people, places, things, how and how well</p> <ul style="list-style-type: none"> • Food and meals <p>Asking and Answering Questions</p> <ul style="list-style-type: none"> • What foods • What is in a dish • Where from <p>Expressing preferences</p> <ul style="list-style-type: none"> • Foods, beverages <p>Expressing feelings/emotions</p> <ul style="list-style-type: none"> • Emotions connected to hunger 	<ul style="list-style-type: none"> • Do you like...? I like...don't like... • I like.... but I would rather have, eat/drink... • What do you eat/drink for (breakfast)? As a snack? • When do you eat (dish)? • What are you eating for dinner? ...for the (main course)? • Are you hungry/thirsty? I am... • What do you eat when you are hungry? thirsty? • Are you hungry/thirsty? I am/am not... • How do you feel when you are hungry? • I am...angry, tired... • Where do you want to eat? • Let's go to...restaurant, food truck, market, etc. • I want to have... • Where do they eat...? It's from... • What is (dish)? It has (ingredients). It's (sweet). It's a dessert. 	<ul style="list-style-type: none"> • To be hungry/thirsty • to drink • to eat, take, have (a meal), to want • adjective agreement • affirmative/negative • interrogatives 	<ul style="list-style-type: none"> • meals, some foods, beverages, snacks • food descriptions • categories of foods - fruits, vegetables, meat, etc. • food dishes and main ingredients • breakfast, lunch, dinner • parts of a meal - appetizer, main course • feelings associated with hunger/thirst • "Enjoy your meal."

What does the world eat?

Key Learning Experiences/Formative Assessments

LEAD TO

BEGINNING

MIDDLE

END

Categorize foods based on information found in food plate or pyramid.

Watch video and/or read recipe. Describe an international dish and give an opinion including if healthy.

Ask and answer questions to identify healthy behaviors based on food pyramid. Find common behaviors and suggest ways to improve.

Identify foods commonly eaten for certain meals based on images. Ask and answer questions to find others who have habits similar to yours.

Participate in a gallery walk where each student asks questions to get more information on specific dishes and ingredients. Indicate if you want to try a food and why.

Summative Assessment

Ask and answer questions about food choice, likes and dislikes and diet based on cultural images selected at random. Comment on how your food habits compare to those in the target culture. Ask and answer questions to determine cultural foods you want to try.

(Interpersonal)

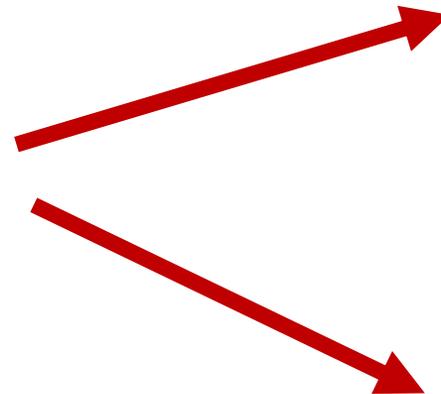
ELABORATION — PHRASES, SENTENCES, STRINGS OF SENTENCES

Input to Output

Reading and listening are the **inhale**. Speaking and writing are the **exhale**.



Interpretive
(input)

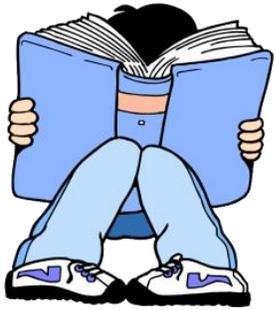


Interpersonal
(output)



Presentational
(output)

Getting the Most out of a Text



Read and/or
listen



Talk about it



Write
about it

- How can you best use this text in the **interpretive** mode?
- What **interpersonal** conversation would students be likely to have on this topic?
- What might students do in the **presentational** mode as a way of making learning more concrete?

Interpretive Process

BEFORE



Setting Purpose

- Discussion
- Prediction
- Questioning
- Brainstorming

DURING



Focused

- Guided
- Active
- Silent
- Individual

AFTER



Relevant

- Clarify
- Reinforce
- Extend knowledge



d.r. © grupo bimbo, s.a.b. de cv. ciudad de méxico, 2021

Como parte de una dieta correcta, se recomienda el consumo de 2 huevos medianos por adulto al día. Consume las porciones de acuerdo a tus propias necesidades.

<https://www.youtube.com/watch?v=L54JH9Sfh0A>



Interpretive

- I can **connect** food items to their category on the pyramid.
- I can **recognize** the meal that is being described.



Presentational

- I can **list** breakfast options in different cultures.
- I can **describe** a perfect breakfast.
- I can **compare** breakfasts and **give** my preferences.



Interpersonal

- I can **state** which breakfast I prefer and give a reason and **ask others** for their preferences.

I can describe a perfect breakfast.

Before

- Show some images of breakfasts from around the world. Connect food items to place on food pyramid.
- Have students express preferences.
- Ask students what they eat for breakfast.



During

Part 1 – I'm Mr. Lonely

- Play part 1 of the video without sound.
- Show screen shots one at a time. Have students list foods they know. Introduce some new vocabulary by asking if students like/don't like key ingredients. Work with all 3 breakfasts. Have students write which one they prefer and why. Have students pair to exchange preferences.
- Have students state why the breakfasts are healthy. Read caption about healthy diet with students.
- Ask student to name the emotion. If necessary, offer choices – happy/sad.
- Play video again but with sound. Introduce “lonely”. Ask students to predict why the meals are lonely.

I can describe a perfect breakfast.



Before

- Show an image of a sad and happy breakfast. Have students notice differences without calling attention to any.



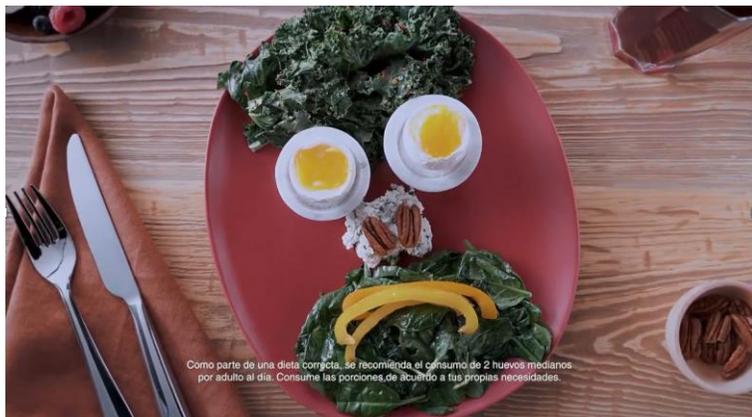
During

Part 2 – Bread is added

- Play entire video. Return to sad/happy images and have students write simple explanation of why there was a change. Share responses with partner and then with class.
- Compare breakfasts with the final image of Plato del bien comer. Have students connect food categories with specific breakfast foods.
- Provide students with written text from video, text found on screen and what was heard. Create a cloze reading activity removing words that should be obvious from context or from what you've emphasized. Have students work individually to complete and then with a partner to compare. Play video again allowing students to check.



I can describe a perfect breakfast.



During - Compare breakfasts with the final image of Plato del bien comer. Have students connect food categories with specific breakfast foods.

I can describe a perfect breakfast.

Como _____ de una dieta correcta, se recomienda el consumo de 2 _____ medianos por _____ al día. _____ las porciones de acuerdo a tus propias necesidades.

Llenate de _____ con 30 minutos de _____ al día.

Un día _____ puede iniciar con un _____ completo Puedes disfrutarlo combinando _____ Bimbo, huevo y _____ A tu desayuno échale, Bimbo

During - Provide students with written text from video, text found on screen and what was heard. Create a cloze reading activity removing words that should be obvious from context

As part of a correct diet, the consumption of 2 medium-sized eggs per adult per day is recommended. Consume the portions according to your own needs. Fill yourself with energy with 30 minutes of exercise a day. A happy day can start with a full breakfast You can enjoy it by combining Bimbo bread, egg and vegetable. Add Bimbo to your breakfast.

I can describe a perfect breakfast.

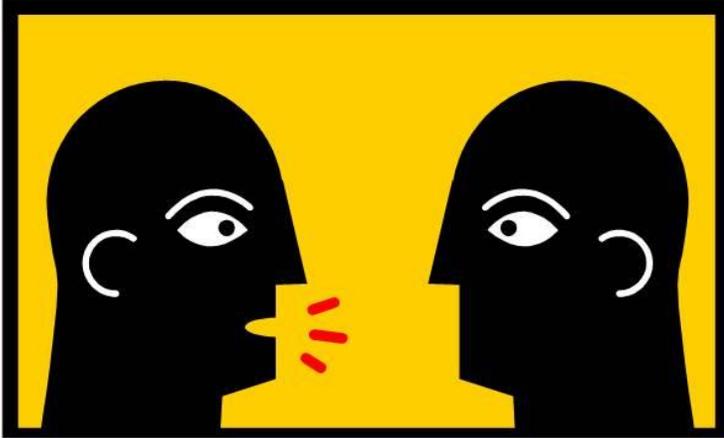
After

Interpersonal – Have students select or give students and image from the video and/or breakfasts around the world. Have students ask and answer questions to find out what their partner has for breakfast. Then, ask and answer questions to find out what their partner really eats for breakfast and if that breakfast is healthy and why or why not.

Presentational – Have students take a picture of a breakfast that makes them happy or sad and write a description of that image commenting on if the breakfast is healthy or not and giving reasons. Post images and descriptions so that other students can comment.



Transcribed Conversations



Interpersonal – Have students select or give students an image from the video and/or breakfasts around the world. Have students ask and answer questions to find out what their partner has for breakfast. Then, ask and answer questions to find out what their partner really eats for breakfast and if that breakfast is healthy and why or why not.

- Give task. Students pair and talk a set amount of time. If they run out of things to say they start over. They record their conversation.
- Students replay conversation and each student writes out the conversation based on what they hear.
- Students receive feedback. They may consult notes, may exchange scripts with a group, teacher circulates and comments. They jot down ideas for improving their conversation.
- Students put away script and redo conversation.
- They listen and compare to original script. They score the conversation using rubric.
- They change partners and just do conversation portion again.

Fat Drafting – Peer Editing

Presentational –

Have students take a picture of a breakfast that makes them happy or sad and write a description of that image commenting on if the breakfast is healthy or not and giving reasons. Post images and descriptions so that other students can comment.

First draft:

This is my breakfast – a piece of toast and and a banana. It's not a good breakfast for me. It makes me sad.

Peer Editing Questions:

- Why does it make you sad?
- Why don't you eat more?
- What do you like to eat?
- Is it healthy?
- Do you drink anything?

Second draft:

Today, I got up late. This is my breakfast – a piece of toast and and a banana. It's healthy but it's not a good breakfast for me. It makes me sad because I like to eat eggs and fruit and drink coffee.

Pause to Reflect



1. How can I get more out of the texts that I am currently using?
2. Which mode of communication do I tend to overlook?
3. What questions do you have?

Exploring the World's Cities

What makes a city special?

Unit Goals

- locate cities in relationship to other geographical features and locations
- express preferences with reasons about what cities to visit— climate, geography, history, quality of life, size, food, lodging, etc.
- describe a real or imagined trip to a target culture city/country

Summative Performance Assessment Tasks

Interpretive	Interpersonal	Presentational
Read information on a website about a target culture city to identify what makes the city special. Give reasons for the items on your list. Listen as someone describes what there is to see and do in a certain city and complete a graphic organizer.	With a partner or In small groups, review all the suggestions of cities to visit in (country). Select three cities that you want to visit, giving reasons for your choices.	Describe an ideal city to visit in the target culture. Explain where the city is located and what there is to see and do there. Compare that city to where you live now.

Exploring the World's Cities

What makes a city special?

Key Learning Experiences/Formative Assessments

LEAD TO

BEGINNING

MIDDLE

END

Summative Assessment

On Demand:

Describe an ideal city to visit in the target culture.
Explain where the city is located and what there is to see and do there.
Compare that city to where you live now.

(Presentational)

Analyze a city map and list key places in a city.

Describe what there is to see and do in a specific city.

Ask and answer questions to get to know more about other cities.

Explain where cities are located in relation to other places.

Explain whether you prefer living in your city or in a target culture city giving reasons for your choice.

ELABORATION — PHRASES, SENTENCES, STRINGS OF SENTENCES

Functional Vocabulary with Question and Answer Frames



What is there in (city)?

Is there ...?

There is...

There are...

There isn't ...

...a park?

...a theater?

...an art museum?

...a history museum?

...a cathedral?

...a mosque?

...a shopping center?

...a mosque?

Why do you want to go to...?

What are you going to do?

...to see? ...to eat?

I want to... I am going to....

...see street art.

...to go to the art museum.

...to take a tour of...

...to explore the...

...to eat crepes.

Where did you go?

What did you do?

I went to...

I saw...

I ate...

Exploring the World's Cities

What makes a city special?



Le Terra Botanica est un parc incontournable, à visiter à Angers. Le premier parc végétal d'Europe s'étend sur 12 hectares et regroupe plus de 500 000 végétaux, originaires de tous les continents. Il permet de tout connaître sur l'Histoire des plantes sur six siècles. On peut y voir une jungle tropicale, une serre regroupant 2 000 orchidées, des plantes carnivores, arbres millénaires, papillons...

Et pourquoi pas y faire une promenade en barque, ou bien s'envoler au-dessus du parc, dans le plus gros ballon à gaz du monde ! Sans oublier de pédaler dans une coquille de noix, fixée sur un rail en hauteur, à travers la cime des arbres.



Exploring the World's Cities

What makes a city special?



The Terra Botanica is an unmissable park to visit in Angers. The first plant park in Europe extends over 12 hectares and brings together more than 500,000 plants, originating from all continents. It allows you to know everything about the history of plants over six centuries. You can see a tropical jungle, a greenhouse with 2,000 orchids, carnivorous plants, thousand-year-old trees, butterflies...

And why not take a boat trip there, or fly above the park in the largest gas balloon in the world! Not forgetting to pedal in a walnut shell, attached to a high rail, through the treetops.



Exploring the World's Cities

What makes a city special?



<https://generationvoyage.fr/visiter-angers-faire-voir/>

Interpretive

- I can identify key words when given corresponding definitions.
- I can select captions that correspond to images.

Interpersonal

- I can ask and answer questions about what I did and didn't do when visiting.

Presentational

- I can explain the image to others and give my opinion of this tourist attraction.



I can explain what I did while visiting and ask others.



<https://generationvoyage.fr/visiter-angers-faire-voir/>

BEFORE



See
Think
Wonder



I can explain what I did while visiting and ask others.

BEFORE

Students write questions.

- Yes or no?
- This or that?
- Either or?
- What? When? Where?
Who?
- How? Why?
- Can you visit ...?
- Can you tell me about....?
- What if....?



<https://generationvoyage.fr/visiter-angers-faire-voir/>

Students write and ask the questions

Level 1	Level 2	Level 3
Questions that are literal, text-explicit, readers find the answers are in the text	Questions that require readers to infer, interpret, read between the lines, think and search, use information from the text and prior knowledge	Questions that require readers to apply, analyze, synthesize, read-beyond-the lines plus prior knowledge
<ul style="list-style-type: none">• Who is...• What is...• When did...• What does...• Where is...• Define...• Name...• List...	<ul style="list-style-type: none">• Summarize...• Retell in your own words (paraphrase)...• Why does...• Explain...• Compare...• Prove a cause for...• Provide support for...• Give reasons for...• How did...	<ul style="list-style-type: none">• What do you think?• What would you do if... Why?• Solve...• Predict...• Evaluate...• Substantiate...• What if...• What is the major idea? What is the central purpose?



I can explain what I did while visiting and ask others.

Le Terra Botanica est un parc incontournable, à visiter à Angers. Le premier parc végétal d'Europe s'étend sur 12 hectares et regroupe plus de 500 000 végétaux, originaires de tous les continents. Il permet de tout connaître sur l'Histoire des plantes sur six siècles. On peut y voir une jungle tropicale, une serre regroupant 2 000 orchidées, des plantes carnivores, arbres millénaires, papillons...



une serre regroupant 2 000 orchidées

DURING

- Read aloud as students follow along.
- Have students read text silently.
- Model reading aloud pausing at a key word to label an image.
- Have students reread to label images before comparing and sharing.

The Terra Botanica is an essential park to visit in Angers. The first plant park in Europe extends over 12 hectares and brings together more than 500,000 plants from all continents. It allows you to know everything about the history of plants over six centuries. You can see a tropical jungle, a greenhouse with 2,000 orchids, carnivorous plants, thousand-year-old trees, butterflies...

And why not take a boat trip there, or fly over the park in the biggest gas balloon in the world! Not forgetting to pedal in a nutshell, fixed on an overhead rail, through the treetops.



greenhouse with 2,000 orchids

During

- Read aloud as students follow along.
- Have students read text silently.
- Model reading aloud pausing at a key word to label an image.
- Have students reread to label images before comparing and sharing.



I can explain what I did while visiting and ask others.

AFTER

Presentational: Quick Write

Write for (5) minutes and explain what you did and didn't do when visiting. Give your opinion of the attraction.

Interpersonal:

Ask and answer questions about what you did and didn't do while at this site and when visiting Angers.



<https://generationvoyage.fr/visiter-angers-faire-voir/>

This or That

Le
château
d'Angers



Le parc
Terra
Botanica

- Display 2 images. Ask if students want to do this or that.
- Students move to correct side of room for the image they prefer.
- They tell others in the group what they want to do and then what they don't want to do and give reasons.
- Select 1 or 2 non-volunteers to say what they want to do and what they don't want to do with reasons.
- Do 3 or 4 rounds. Show images with text initially and without text as students continue to work.

Gist – 5 Ws and 1 H



1. Teacher asks a text-dependent question — who, what, when, where, why or how.
2. Each student writes an answer that is supported by textual evidence.
3. Students share answers.
4. Students are paired. The students collaborate to write the best possible answer, combining their ideas and/or using ideas they heard from other students.

Gist – 5 Ws and 1 H

1. Teacher asks a text-dependent question — who, what, when, where, why or how.
2. Each student writes an answer that is supported by textual evidence.
3. Students share answers.
4. Students are paired. The students collaborate to write the best possible answer, combining their ideas and/or using ideas they heard from other students.

1. What can you see and learn at the botanical park?
Student 1 – You can see butterflies and really old trees.
2. **Student 2** – You can learn about the history of plants and see orchids in a greenhouse.
3. Students share.
Visitors can learn about the history of plants and can see orchids in a greenhouse, trees that are 1000 years old, carnivorous plants and butterflies.
- 4.

Presentational Writing – Summarize

Identify or have students identify key words or phrases. Then, they use those key words/phrases to write a one-sentence summary.

- Terra Botanica
- plant/plants
- six
- originating
- history
- gas balloon
- visit

When you visit the Terra Botanica you can ride in a gas balloon and you will see a collection of plants originating from all continents and learn the history of those plants over six centuries.

Pause to Reflect



1. What strategies can I apply to grow proficiency?
 - ...in the interpretive mode?
 - ...in the interpersonal mode?
 - ...in the presentational mode?
2. What questions do you have?

- I can explain the difference between proficiency and performance and how both inform instruction.
- I can explain factors that are key to developing proficiency — functions/tasks, accuracy, context/content, and text type.
- I can select strategies that promote growth in proficiency in each mode of communication.



감사합니다 Natick
Danke Ευχαριστίες Dalu
Grazie Thank You Köszönöm
Спасибо Dank Gracias
谢谢 Merci Seé
ありがとう

Obbrigado

Laura Terrill

lterrill@gmail.com