

# Virginia Foreign Language Standards of Learning

Modern World Languages:  
Non-Roman Alphabet Language

Level V



# INTERPERSONAL COMMUNICATION



## STANDARDS

**NWV.1** The student will engage in and discuss a variety of topics in both oral and written forms of communication.

**NWV.2** The student will sustain extended oral and written exchanges in the target language.

## TARGET PROFICIENCY LEVEL—INTERMEDIATE-MID

**SPEAKING:** Speakers at the Intermediate-Mid sublevel handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, name, daily activities, interests, and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information, such as directions, prices, and services, to satisfy basic needs. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate-Mid speakers express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary, pronunciation, grammar, and/or syntax, Intermediate-Mid speakers are generally understood by

## PERFORMANCE DESCRIPTORS—COMMUNICATION

<b>Intermediate Range</b>	}	Expresses self and participates in conversations about familiar topics, using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Communicates about self, others and everyday life.
<b>Functions</b>		Communicates by understanding and creating personal meaning. Understands, asks, and answers a variety of questions. Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or handle a simple transaction. May show emerging evidence of the ability to communicate about more than the “here and now.”
<b>Contexts/Content</b>	}	Communicates in contexts relevant to oneself, others, and the immediate environment. May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.
<b>Text Type</b>		Understands and produces discrete sentences, strings of sentences, and some connected sentences. Asks questions to initiate and sustain conversations.
<b>Language Control</b>	}	Understands straightforward language that contains mostly familiar structures. Controls language sufficiently to be understood by those accustomed to dealing with language learners.
<b>Vocabulary</b>		Communicates using high-frequency and personalized vocabulary within familiar themes or topics.
<b>Communication Strategies</b>	}	Uses some of the following strategies to maintain communication but not all of the time and inconsistently: <ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Ask for clarification</li> <li>• Self-correct or restate when not understood</li> <li>• Circumlocute</li> </ul>
<b>Cultural Awareness</b>		Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

sympathetic interlocutors accustomed to dealing with nonnatives.

Overall, Intermediate-Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

**WRITING:** Writers at the Intermediate-Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse.

Writers at the Intermediate-Mid sublevel show evidence of control of basic sentence structures and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate-Mid writers can be understood readily by natives used to the writing of nonnatives. When Intermediate-Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.

## NCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can participate in conversations about familiar topics, using sentences and series of sentences.

I can handle short social interactions in everyday situations by asking and answering a variety of questions.

I can usually say what I want to say about myself and my everyday life.



## PROGRESS INDICATORS

**I can start, maintain, and end a conversation about a variety of familiar topics.**

I can be the first to start a conversation.

I can ask for information, details, and explanations during a conversation.

I can bring a conversation to a close.

I can interview someone for a project or a publication.

**I can talk about my daily activities and personal preferences.**

I can talk about my daily routine.

I can talk about my interests and hobbies.

I can give reasons for my preferences.

I can give some information about activities I did.

I can give some information about something I plan to do.

I can talk about my favorite music, movies, and sports.

**I can use my language to handle tasks related to my personal needs.**

I can request services such as repair for a phone, computer, or car.

I can schedule an appointment.

I can inquire about membership in an organization or club.

**I can exchange information about subjects of special interest to me.**

I can talk about artists from other countries.

I can talk about historical events.

I can talk about a mathematics, technology, or science project.

*The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.*

# INTERPERSONAL COMMUNICATION



## STANDARDS

**NWV.1** The student will engage in and discuss a variety of topics in both oral and written forms of communication.

**NWV.2** The student will sustain extended oral and written exchanges in the target language.

## RESOURCES FOR INTERPERSONAL COMMUNICATION

### Resource for Grouping and Calling on Students

- ◇ <http://www.aschool.us/random/random-pair.php>
- ◇ <http://www.aschool.us/random>
- ◇ <http://www.classtools.net/random-name-picker>

### Discussion Boards

- ◇ Padlet: <http://padlet.com>
- ◇ Edmodo: <https://www.edmodo.com>
- ◇ Google Classroom: <https://www.google.com/edu/classroom>
- ◇ Google+: <https://plus.google.com>
- ◇ Wikis: <https://docs.google.com/a/henrico.k12.va.us/presentation/d/1rjNWa4qABGxYolu7v3MjicqkQrpnO3IXNlkHDxIWbjQ/present#slide=id.i0>

### Electronic Pen Pals

- ◇ <http://www.epals.com>
- ◇ <http://en-us.wespeke.com>

### Online Newspaper Sites for Weather Reports

- ◇ <http://www.onlinenewspapers.com>

### Interpersonal Tools

- ◇ Google Voice
- ◇ VoiceThread <http://voicethread.com>
- ◇ WeChat: <http://www.wechat.com/en>
- ◇ Skype: <http://www.skype.com/en>
- ◇ FaceTime: <http://www.apple.com/mac/facetime>

### Conversation Starters

- ◇ <http://jenniferteacher.wordpress.com/2011/10/10/eslconversationstarters>
- ◇ <http://iteslj.org/questions>
- ◇ <http://www.conversationexchange.com/resources/conversation-topics.php>

### Screen Capture (audio/video)

- ◇ Jing: <http://www.techsmith.com/jing.html>
- ◇ ScreenOMatic: <http://www.screencast-o-matic.com>

## SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

KEY: SP = Speaking; W = Writing

- ◇ **Event-Planning Role-Play (e.g., party, trip, date):** Students discuss and plan the details of an event such as time, location, weather, setting, food, occasion, clothing to wear, music, and decorations of the assigned event via simulated live chat or e-mail. SP/W
- ◇ **An Image Is Worth a Thousand Words:** The teacher provides students with images of events, graphs, ads, or other culturally appropriate visuals. Students work in groups to discuss and exchange ideas to interpret or identify the images. SP/W
- ◇ **Student Mentor:** Students simulate the roles of student mentors and new foreign students. Mentors are tasked with helping new students assimilate and adapt to a new school and educational system. SP
- ◇ **Restaurant Role-Play:** Students work in small groups to simulate ordering a meal in a restaurant, role-playing the parts of servers and customers so that all students get the opportunity to ask and answer questions. SP
- ◇ **The Critic:** Students discuss recent movies, music albums, or TV shows. Students take opposing views. Students support and defend their opinions while responding to opposing views. SP
- ◇ **Information Review:** A student writes an extended service (e.g., restaurant, salon, health care, pet) review as if it was being posted to Yelp. Another student reads and reacts to the review. The author supports and defends the original review. SP/W
- ◇ **Gallery Walk:** Students conduct a gallery walk, commenting orally and in writing (using Educreation) about topics such as recommendations for school improvement and new clubs. SP/W
- ◇ **Speed Dating:** Students are paired for a limited time to exchange information and then are instructed to move to the next pairing. SP
- ◇ **Compare/Contrast:** Students interview each other to determine the similarities and differences between two images. For example, students look at two backpacks with differing contents and must determine what items the backpacks have in common and what items differ. SP
- ◇ **Can You Imagine?:** Students work in pairs. Student A is at the scene of an accident and student B is at another location. Student A and B text questions and answers, describing and discussing the events and details of the accident. W
- ◇ **Discussion Forum:** Students exchange information about an assigned topic, using a platform such as Edmodo or a discussion board. W
- ◇ **Headbands – Who Am I?:** Students move around the classroom to ask appropriate questions and identify preassigned identities. SP
- ◇ **Trip Advisor:** Students role-play traveller and travel agent to arrange a trip, including location, type of accommodations, budget, length of stay, and method of travel. The simulation can be oral or in writing, simulating a live chat. W/SP
- ◇ **Geek Squad:** Students discuss the pros and cons of a new technological device as presented in an authentic ad or review. Students include ways to improve the product, supporting and defending their opinions. W/SP
- ◇ **Student Exchange:** Via Skype, FaceTime, Google Hangout, or simulation, students discuss details and potential activities of an exchange trip to a target-language country. Students address what they will do, and what they would do if they had an extra week in the country. SP
- ◇ **What Does the Future Hold?** Students assume the role of an exchange student and a host student. The two students discuss postsecondary plans and options in each country. SP

*The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.*

# INTERPRETIVE COMMUNICATION: LISTENING



## STANDARD

**NWIV.3** The student will understand the spoken and written target language found in a variety of short, noncomplex authentic sources.

### TARGET PROFICIENCY LEVEL—INTERMEDIATE-MID

At the Intermediate-Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate-Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.

### PERFORMANCE DESCRIPTORS—LISTENING

<b>Intermediate Range</b>	}	Understands main ideas and some supporting details about familiar topics from a variety of texts.
<b>Functions</b>		Comprehends main ideas and identifies some supporting details. May show emerging evidence of the ability to make inferences by identifying key details from the text.
<b>Contexts/Content</b>		Comprehends information related to basic personal and social needs and relevant to one's immediate environment such as self, everyday life, school, community, and particular interest.
<b>Text Type</b>		Comprehends simple stories, routine correspondence, short descriptive texts, or other selections within familiar contexts. Generally comprehends connected sentences and paragraph-like discourse. Comprehends information-rich texts with highly predictable order.
<b>Language Control</b>		Controls language (e.g., vocabulary, structures, conventions) sufficiently enough to understand fully and with ease short, noncomplex texts about familiar topics; limited control of language to understand more complex texts.
<b>Vocabulary</b>		Comprehends high-frequency vocabulary related to everyday topics and high-frequency idiomatic expressions.
<b>Communication Strategies</b>		May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> <li>• Skim and scan</li> <li>• Use visual support and background knowledge</li> <li>• Predict meaning based on context, prior knowledge, and/or experience</li> <li>• Use context clues</li> <li>• Recognize word family roots, prefixes, and suffixes</li> </ul> For nonalphabetic languages: <ul style="list-style-type: none"> <li>• Recognize radicals</li> </ul>
<b>Cultural Awareness</b>		Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

### NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can understand the main idea in messages and presentations about a variety of topics related to everyday life and personal interests and studies.

I can understand the main idea in conversations that I overhear.



### PROGRESS INDICATORS

#### I can understand basic information in ads, announcements, and other simple recordings.

I can understand when, where, and who is playing in a concert from a radio advertisement.

I can understand the main message of an e-card greeting.

I can understand what service is being offered in a TV advertisement.

I can identify the type of film from a movie preview.

#### I can understand messages related to my everyday life.

I can understand a voice message about the time and place of meeting.

I can understand a box-office recording about the times of the performances or events.

I can understand that an event is being postponed or cancelled.

#### I can understand the main idea of what I listen to for personal enjoyment.

I can understand basic questions or statements during a video conference.

I can understand a short YouTube clip.

I can understand peers' recorded descriptions about themselves or their avatars.

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# INTERPRETIVE COMMUNICATION: LISTENING



## STANDARD

**NWIV.3** The student will understand the spoken and written target language found in a variety of short, noncomplex authentic sources.

## RESOURCES FOR LISTENING FOR UNDERSTANDING

- ◇ Publishers' resources
- ◇ Authentic music, commercials, online video and audio, announcements, advertisements, and voice messages relating to personal and/or social contexts

### Chinese Input learning resources (typing)

- ◇ E-stroke (learning stroke): <http://www.eon.com.hk/online>
- ◇ Chinese tools overview (includes dictionary, translator, and other resources): <http://www.chinese-tools.com>
- ◇ Confucius Institute Web site: <http://learning.chinese.cn/en>
- ◇ E-learning huayu of Taiwan: <http://www.huayuworld.org>

## SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Teachers simulate a visit to an airport and have students answer interactive questions and address challenges. For example, where are departure times and gate information found; what support facilities and transportation systems does the airport offer; or how is the schedule read?
- ◇ Students listen to a selection and answer questions to get clues for a treasure or scavenger hunt.
- ◇ Students listen to a selection and restate the order of events.
- ◇ Students listen to descriptions of people and take on the described persona or role-play the character.
- ◇ Students answer questions, based on the resources given above, in the target language. Teachers ask students to classify, categorize, compare, contrast, predict, recommend, advise, and evaluate in order to demonstrate their comprehension.
- ◇ Students listen to a short passage and answer questions about, dramatize, and reorder the passage (if it is out of sequence).
- ◇ Students match pictures with listening prompts, listing the main ideas with some supporting detail.
- ◇ Students complete reading gap or fill-in activities.
- ◇ Students follow written directions (e.g., go on a scavenger hunt, assemble a product).

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# INTERPRETIVE COMMUNICATION: READING



## STANDARD

**NWIV.3** The student will understand the spoken and written target language found in a variety of short, noncomplex authentic sources.

### TARGET PROFICIENCY LEVEL—INTERMEDIATE-LOW

At the Intermediate-Low sublevel, readers understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.

### PERFORMANCE DESCRIPTORS—PRESENTATIONAL SPEAKING

<b>Intermediate Range</b>	{	Understands main ideas and some supporting details about familiar topics from a variety of texts.
<b>Functions</b>	{	Comprehends main ideas and identifies some supporting details. May show emerging evidence of the ability to make inferences by identifying key details from the text.
<b>Contexts/Content</b>	{	Comprehends information related to basic personal and social needs and the immediate environment such as self, everyday life, school, community, and particular interest.
<b>Text Type</b>	{	Comprehends simple stories, routine correspondence, short descriptive texts, or other selections within familiar contexts. Generally comprehends connected sentences and paragraph-like discourse. Comprehends information-rich texts with highly predictable order.
<b>Language Control</b>	{	Controls language (e.g., vocabulary, structures, conventions) sufficiently to understand fully and with ease short, noncomplex texts about familiar topics; limited control of language to understand some more complex texts.
<b>Vocabulary</b>	{	Comprehends high-frequency vocabulary related to everyday topics and high-frequency idiomatic expressions.
<b>Communication Strategies</b>	{	May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> <li>• Skim and scan</li> <li>• Use visual support and background knowledge</li> <li>• Predict meaning based on context, prior knowledge, and/or experience</li> <li>• Use context clues</li> <li>• Recognize word family roots, prefixes, and suffixes</li> </ul> For nonalphabetic languages: <ul style="list-style-type: none"> <li>• Recognize radicals</li> </ul>
<b>Cultural Awareness</b>	{	Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

### NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can understand the main idea of short and simple texts when the topic is familiar.



### PROGRESS INDICATORS

#### I can understand messages in which the writer tells or asks me about topics of personal interest.

- I can understand what an e-pal writes about interests and daily routines.
- I can understand a simple posting on a friend's social media page.
- I can understand a text from a friend about our plans.
- I can understand if a friend accepts or rejects an invitation.

#### I can identify some simple information needed on forms.

- I can understand what is asked for on a customs form.
- I can understand what is asked for on a hotel registration form.
- I can understand what is asked for on an ID card.

#### I can identify some information from news media.

- I can understand personal information about sports stars from photo captions.
- I can understand some information on job postings.
- I can understand basic information on weather forecasts.

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## INTERPRETIVE COMMUNICATION: READING



### STANDARD

**NWIV.3** The student will understand the spoken and written target language found in a variety of short, noncomplex authentic sources.

### RESOURCES FOR INTERPRETIVE COMMUNICATION: READING

- ◇ Publishers' resources
- ◇ Authentic music, commercials, online video and audio, announcements, advertisements, simple stories, routine correspondence, voice messages relating to personal and/or social contexts

### SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Teachers simulate a visit to a city and have students answer interactive questions and address challenges. For example, is the metro open; what does the schedule say; or what time are the guided tours at a museum?
- ◇ Students read a selection and answer questions to get clues for a treasure or scavenger hunt.
- ◇ Students read a selection and restate the order of events.
- ◇ Students read descriptions of people and take on the described persona or role-play the character.
- ◇ Students answer questions, based on the resources given above, in the target language. Teachers ask students to classify, categorize, compare, contrast, predict, recommend, advise, and evaluate in order to demonstrate their comprehension.
- ◇ Students read a short passage and answer questions about, dramatize, and reorder the passage (if it is out of sequence).
- ◇ Students match pictures with reading prompts.
- ◇ Students complete reading gap or fill-in activities.
- ◇ Students follow written directions (e.g., go on a scavenger hunt, assemble a product).
- ◇ Students recognize the radical components of a character by identifying each component in Chinese.

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# PRESENTATIONAL COMMUNICATION: SPEAKING



## STANDARDS

**NWIV.4** The student will present information orally and in writing in the target language, recombining familiar elements to create original sentences in paragraphs that are increasingly complex.

**NWIV.5** The student will present in the target language student-created and culturally authentic stories, poems, podcasts, and skits.

**NOTE:** Students will likely be transitioning between these two proficiency levels some time during this academic year of study.

## TARGET PROFICIENCY LEVEL–NOVICE-HIGH

Speakers at the Novice-High sublevel are able to handle tasks pertaining to the Intermediate level but are unable to sustain performance at that level. They are able to successfully manage uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture such as basic personal information; basic objects; and a limited number of activities, preferences, and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice-High speakers express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutors. Their language consists primarily of short and sometimes incomplete sentences in the present tense, and they may be hesitant or inaccurate. Because their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by their first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to nonnatives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in intelligible sentences but will not be able to sustain sentence-level discourse.

## PERFORMANCE DESCRIPTORS—PRESENTATIONAL SPEAKING

### Novice Range

Communicates information about very familiar topics, using a variety of words, phrases, and sentences that have been practiced and memorized.

### Functions

Presents simple, basic information about very familiar topics by producing words, lists, notes, and formulaic language, using highly practiced language. May show emerging evidence of the ability to express own thoughts and preferences.

### Contexts/Content

Creates messages in some personally relevant contexts about topics that relate to basic biological information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and the immediate environment.

### Text Type

Produces words and phrases and highly practiced sentences or formulaic questions.

### Language Control

Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood.

### Vocabulary

Produces a number of high-frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics.

### Communication Strategies

May use some or all of the following strategies to communicate. Able to:

- Rely on a practiced format
- Use facial expressions and gestures
- Repeat words
- Resort to first language
- Use graphic organizers to present information
- Rely on multiple drafts and practice sessions with feedback
- Support presentational speaking with visuals and notes
- Support presentational writing with visuals or prompts

### Cultural Awareness

May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

## NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can present basic information about familiar topics, using language I have practiced using phrases and simple sentences.

## PROGRESS INDICATORS

### Novice-High

**I can present information about my life, using phrases and simple sentences.**

I can describe my family and friends.

I can describe my school.

I can describe where I work and what I do.

**I can tell about a familiar experience or event, using phrases and simple sentences.**

I can tell about what I do in class or at work.

I can tell about what I do during the weekend.

I can tell about what happens after school or work.

**I can present basic information about a familiar person, place, or thing, using phrases and simple sentences.**

I can describe a useful Web site.

I can talk about my favorite musical group, actor, or author.

I can describe a landmark, vacation location, or a place I visit.

I can talk about a famous person from history.

**I can present information about others, using phrases and simple sentences.**

I can talk about others' likes and dislikes.

I can talk about others' free-time activities.

I can give basic biographical information about others.

**I can give basic instructions on how to make or do something, using phrases and simple sentences.**

I can tell how to prepare something simple to eat.

I can describe a simple routine such as getting lunch in the cafeteria.

I can give simple directions to a nearby location or an online resource.

**I can present basic information about things I have learned, using phrases and simple sentences.**

I can describe a simple process like a science experiment.

I can present a topic from a lesson based on pictures or photos.

I can present information about something I learned in a class or at work.

I can present information about something I learned in the community.

*The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.*

# PRESENTATIONAL COMMUNICATION: SPEAKING



## STANDARDS

**NWIV.4** The student will present information orally and in writing in the target language, recombining familiar elements to create original sentences in paragraphs that are increasingly complex.

**NWIV.5** The student will present in the target language student-created and culturally authentic stories, poems, podcasts, and skits.

## RESOURCES FOR PRESENTATIONAL COMMUNICATION: SPEAKING

◊ See previous levels and Modern World Languages: Roman Alphabet documents for ideas

**NOTE:** Students will likely be transitioning between these two proficiency levels some time during this academic year of study.

### TARGET PROFICIENCY LEVEL—INTERMEDIATE-LOW

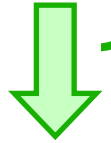
Speakers at the Intermediate-Low sublevel successfully handle a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information, including self, family, daily activities, personal preferences, and immediate needs such as ordering food and making simple purchases. At the Intermediate-Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate-Low speakers manage to sustain the functions of the Intermediate level, although just barely.

### PERFORMANCE DESCRIPTORS—PRESENTATIONAL SPEAKING

<b>Intermediate Range</b>	{ Communicates information and expresses own thoughts about familiar topics, using sentences and series of sentences.
<b>Functions</b>	{ Expresses own thoughts and presents information and personal preferences about familiar topics by creating with language primarily in present time. May show emerging evidence of the ability to tell or retell a story and provide additional description.
<b>Contexts/Content</b>	{ Creates messages in contexts relevant to oneself, others, and the immediate environment. May show emerging evidence of the ability to tell or retell a story and provide additional description.
<b>Text Type</b>	{ Produces sentences, series of sentences, and some connected sentences.
<b>Language Control</b>	{ Controls language sufficiently to be understood by audiences accustomed to language learners. With practice, polish, or editing, may show emerging evidence of Advanced-level language control.
<b>Vocabulary</b>	{ Produces vocabulary about a variety of everyday, personal interest, and previously studied topics.
<b>Communication Strategies</b>	{ May use some or all of the following strategies to communicate and maintain audience interest: <ul style="list-style-type: none"> <li>• Show an increasing awareness of errors and the ability to self-correct or edit</li> <li>• Use phrases, imagery, or content</li> <li>• Simplify</li> <li>• Use known language to compensate for missing vocabulary</li> <li>• Use graphic organizers</li> <li>• Use reference resources as appropriate</li> </ul>
<b>Cultural Awareness</b>	{ May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

### NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can present basic information about familiar topics, using language I have practiced using phrases and simple sentences.



### PROGRESS INDICATORS

#### Intermediate-Low

#### I can talk about people, activities, events, and experiences.

- I can describe the physical appearance of a friend or family member.
- I can describe another person's personality.
- I can describe a school or workplace.
- I can describe a famous place.
- I can describe a place I have visited or want to visit.
- I can present my ideas about something I have learned.

#### I can express my needs and wants.

- I can describe what I need for school or work.
- I can talk about what I want or need to do each day.
- I can present songs, short skits, or dramatic readings.
- I can retell a children's story.
- I can present a proverb, poem, or nursery rhyme.
- I can participate in a performance of a skit or a scene from a play.

#### I can express my preferences about topics of interest.

- I can give a presentation about a movie or television show that I like.
- I can give a presentation about a famous athlete, celebrity, or historical figure.
- I can express my thoughts about a current event I have learned about or researched.

#### I can present information on plans, instructions, and directions.

- I can explain the rules of a game.
- I can give multistep instructions for preparing a recipe.
- I can describe what my weekend plans are.
- I can describe what my summer plans are.
- I can describe my holiday or vacation plans.
- I can describe what is needed for a holiday or a celebration.
- I can describe what I plan to do next in my life.

*The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.*

# PRESENTATIONAL COMMUNICATION: WRITING



## STANDARDS

**NWIV.4** The student will present information orally and in writing in the target language, recombining familiar elements to create original sentences in paragraphs that are increasingly complex.

**NWIV.5** The student will present in the target language student-created and culturally authentic stories, poems, podcasts, and skits.

**NOTE:** Students will likely be transitioning between these two proficiency levels some time during this academic year of study.

## TARGET PROFICIENCY LEVEL—NOVICE-HIGH

Writers at the Novice-High sublevel meet limited basic practical writing needs, using lists, short messages, postcards, and simple notes. They express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice-High writers recombine learned vocabulary and structures to create simple sentences about very familiar topics but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice-High writing is often comprehensible to natives used to the writing of nonnatives, but gaps in comprehension may occur.

## PERFORMANCE DESCRIPTORS—WRITING

<b>Novice Range</b>	{ Communicates information about very familiar topics, using a variety of words, phrases, and sentences that have been practiced and memorized.
<b>Functions</b>	{ Presents simple, basic information about very familiar topics by producing words, lists, notes, and formulaic language, using highly practiced language. May show emerging evidence of the ability to express own thoughts and preferences.
<b>Contexts/Content</b>	{ Creates messages in some personally relevant contexts about topics that relate to basic biological information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and the immediate environment.
<b>Text Type</b>	{ Produces words, phrases, and highly practiced sentences or formulaic questions.
<b>Language Control</b>	{ Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood.
<b>Vocabulary</b>	{ Produces a number of high-frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics.
<b>Communication Strategies</b>	{ May use some or all of the following strategies to communicate: <ul style="list-style-type: none"> <li>• Rely on a practiced format</li> <li>• Use facial expressions and gestures</li> <li>• Repeat words</li> <li>• Resort to first language</li> <li>• Use graphic organizers to present information</li> <li>• Rely on multiple drafts and practice sessions with feedback</li> <li>• Support presentational speaking with visuals and notes</li> <li>• Support presentational writing with visuals or prompts</li> </ul>
<b>Cultural Awareness</b>	{ May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

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## NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can write short messages and notes about familiar topics related to everyday life.



## PROGRESS INDICATORS

### Novice-High

**I can write information about my daily life in a letter, blog, discussion board, or e-mail message.**

- I can introduce myself.
- I can describe my family and friends.
- I can describe my school.
- I can describe where I work and what I do.

**I can write short notes, using phrases and simple sentences.**

- I can write a postcard message.
- I can write a special occasion message such as a birthday or congratulatory note.
- I can write a short announcement, invitation, or thank-you note.

**I can write basic information about things I have learned.**

- I can write up a simple process like a science experiment.
- I can write about a topic from a lesson, using pictures or photos.
- I can write about something I learned online, in a class, at work, or in the community.

**I can ask for information in writing.**

- I can request resources like brochures or posted information.
- I can request an appointment with a classmate, teacher, or colleague.
- I can request an application for a job, membership in a club, or admission to a school or program.

**I can write about a familiar experience or event, using practiced material.**

- I can write what I do in class or at work.
- I can write what happens after school or during the weekend.
- I can write about a Web site, a field trip, or an activity that I participated in.

# PRESENTATIONAL COMMUNICATION: WRITING



## STANDARDS

**NWIV.4** The student will present information orally and in writing in the target language, recombining familiar elements to create original sentences in paragraphs that are increasingly complex.

**NWIV.5** The student will present in the target language student-created and culturally authentic stories, poems, podcasts, and skits.

**NOTE:** Students will likely be transitioning between these two proficiency levels sometime during this academic year of study.

## TARGET PROFICIENCY LEVEL—INTERMEDIATE-LOW

Writers at the Intermediate-Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structures. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of nonalphabetic symbols. Their writing is understood by natives used to the writing of nonnatives, although additional effort may be required. When Intermediate-Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.

## PERFORMANCE DESCRIPTORS—WRITING

<b>Intermediate Range</b>	{ Understands main ideas and some supporting details about familiar topics from a variety of texts.
<b>Functions</b>	{ Comprehends main ideas and identifies some supporting details. May show emerging evidence of the ability to make inferences by identifying key details from the text.
<b>Contexts/Content</b>	{ Comprehends information related to basic personal and social needs and relevant to one's immediate environment such as self and everyday life, school, community, and particular interest.
<b>Text Type</b>	{ Comprehends simple stories, routine correspondence, short descriptive texts or other selections within familiar contexts. Generally comprehends connected sentences and much paragraph-like discourse. Comprehends information-rich texts with highly predictable order.
<b>Language Control</b>	{ Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, noncomplex texts about familiar topics; limited control of language to understand some more complex texts.
<b>Vocabulary</b>	{ Comprehends high-frequency vocabulary related to everyday topics and high-frequency idiomatic expressions.
<b>Communication Strategies</b>	{ May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> <li>• Skim and scan</li> <li>• Use visual support and background knowledge</li> <li>• Predict meaning based on context, prior knowledge, and/or experience</li> <li>• Use context clues</li> <li>• Recognize word family roots, prefixes, and suffixes</li> </ul> For nonalphabetic languages: <ul style="list-style-type: none"> <li>• Recognize radicals</li> </ul>
<b>Cultural Awareness</b>	{ Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

## NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can write briefly about most familiar topics and present information, using a series of simple sentences.



## PROGRESS INDICATORS

### Intermediate-Low

#### I can write about people, activities, events, and experiences.

- I can describe the physical appearance and personality of a friend or family member.
- I can write about a school, workplace, famous place, or place I have visited.
- I can write about a holiday, vacation, or a typical celebration.
- I can write about something I have learned.
- I can write about what I plan to do next in my life.

#### I can prepare materials for a presentation.

- I can write a draft for a presentation that I plan to present orally.
- I can write an outline of a project or presentation.
- I can write notes for a speech.

#### I can write about topics of interest.

- I can write about a movie or a television show that I like.
- I can write about a famous athlete, celebrity, or historical figure.
- I can write a brief explanation of a proverb or nursery rhyme.
- I can write a simple poem.

#### I can write basic instructions on how to make or do something.

- I can write the rules of a game.
- I can write about how to prepare something simple to eat.
- I can write about a simple routine such as getting lunch in the cafeteria.
- I can write simple directions to a nearby location or an online resource.

#### I can write questions to obtain information.

- I can post a question for discussion or reflection.
- I can develop a simple questionnaire or survey.

## RESOURCES FOR WRITING

- ◊ See Modern World Languages: Roman Alphabet documents for ideas
- ◊ <http://www.lmp.ucla.edu/k-12/resources.aspx>
- ◊ [Unicef Japan](#)

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# CULTURE



## STANDARDS

**NWIV.6** The student will examine the interrelationships among the perspectives, practices, and products of the cultures studied.

### TARGET PROFICIENCY LEVEL—INTERMEDIATE

**Cultures:** Gain and use knowledge and understanding of other cultures.

- Through the target language, students examine the relationships among the products, practices, and perspectives of the target culture(s).
- Students enhance their understanding by making cultural comparisons and developing cultural insights.
- The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts.
- As they become globally competent citizens, students learn that language and culture are inextricably linked.
- As they participate in person and via technology in multilingual communities and various cultures at home and around the world, students come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

**NOTE:** Interculturality statements are not divided into low, mid, and high sublevels. Learners are expected to demonstrate the interculturality benchmarks when they have demonstrated the highest language proficiency sublevel. For example, learners who have demonstrated Intermediate-Low language competencies should also be demonstrating the Intermediate level interculturality competencies.

### NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can identify common patterns in the products and practices of cultures.  
I can compare familiar cultural beliefs and values.  
I can interact at a functional level in familiar cultural contexts.



### PROGRESS INDICATORS

#### Products and Practices

**I can explore and reference current and past examples of authentic cultural products and practices.**

- I can understand the main idea and characters of short stories, folk tales, or graphic novels.
- I can recognize, reference, and compare famous artists and their works.
- I can understand, explain, and respond to the main idea of a movie clip, documentary, or full-length feature.
- I can talk about an historical figure.
- I can have a conversation about a festival.
- I can summarize the contributions of a culture in a blog or multimedia presentation.

**I can compare and contrast some common products of other cultures and my own.**

- I can describe similarities and differences in artwork.
- I can have a conversation about educational systems.
- I can provide basic information about countries' governments.
- I can identify similarities among folk tales.

**I can compare and contrast some behaviors or practices of other cultures and my own.**

- I can compare and contrast eating habits.
- I can compare and contrast how people buy and sell.
- I can compare and contrast how families interact.
- I can compare and contrast how people celebrate.
- I can compare and contrast how my peers socialize.

#### Understanding of Cultural Perspectives

**I can describe some basic cultural viewpoints.**

- I can talk about the individual role of family members and the

importance of birth order.

I can give examples that show the importance of academics vs. sports.

I can describe the importance of time vs. money.

I can make comparisons about the roles of men and women in society.

I can describe the importance of religion.

I can describe how other cultures view major historical events differently.

**I can make some generalizations about a culture.**

I can sometimes identify cultural stereotypes or exaggerated views of a culture.

I can compare some religious beliefs.

I can classify the political beliefs of a nation in simple terms.

I can determine which TV shows and films are popular in a given culture.

#### Participation in Cultural Interaction

**I can handle short interactions with peers and colleagues in familiar situations at school, work, or play.**

- I can usually accept and refuse invitations in a culturally accepted way.
- I can usually offer and receive gifts in a culturally accepted way.
- I can usually request assistance in a culturally accepted way.
- I can respond when someone sneezes, toasts, or pays me a compliment in a culturally accepted way.
- I can use some appropriate cultural conventions such as body language, turn-taking, interrupting, and agreeing when talking with others.

**I can recognize and refer to elements of traditional and pop culture.**

- I can refer to a historical event.
- I can describe the outcome in a recent election.
- I can talk about a hit song.
- I can mention the significance of a work of art in conversation.
- I can describe the difference between a traditional costume and a fashion trend.

**I can sometimes recognize when I have caused cultural misunderstanding and try to correct it.**

- I can sometimes sense when my behavior or speech has offended someone and apologize appropriately.
- I can sometimes recognize when I have acted or spoken too informally and try to correct it.
- I can sometimes recognize when my attempt at humor is misguided.

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# CULTURE



## STANDARDS

**NWIV.6** The student will examine the interrelationships among the perspectives, practices, and products of the cultures studied.

## RESOURCES FOR INTERCULTURALITY

- ◇ Materials from embassies, government resources, travel agencies, and publishers
- ◇ [images.library.pitt.edu/v/visuals](https://images.library.pitt.edu/v/visuals)
- ◇ [Mapping the Nation](#) – data from and infographics of local origins, languages, and international business activities in the U.S.
- ◇ Library of Congress – contributions of U.S. immigrants
- ◇ Calendars – school schedules, observed holidays, or historical events
- ◇ Maps of and statistics from countries, regions, and cultures
- ◇ Podcasts
- ◇ Movies, movie trailers, or clips from the target culture with English subtitles or familiar American movies without subtitles in the target language
- ◇ Children’s songs, lullabies, popular songs, poems, tongue twisters, classical music themes, fine arts, and architecture
- ◇ Newspapers, native speakers, exchange students, pen pals, native family members, and commercials
- ◇ Online shopping sites, restaurant menus, virtual tours, and sports sites
- ◇ Children’s books, fairy tales, legends, and myths
- ◇ For Non-Roman languages: traditional dressing practice; examples of writing styles and writing systems; name cards; [LINE Chinese-English Dictionary](#); manga; Qatar Foundation; Weibo; [Taobao.com](#); [Wal-martchina.com](#); China Daily
- ◇ Pinterest: Alenord and Ohio Foreign Language Association (curators for authentic resources)
- ◇ See Modern World Languages: Roman Alphabet documents for ideas
- ◇ [UCLA Language Materials Project](#)
- ◇ [Unicef Japan](#)

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# MAKING CONNECTIONS THROUGH LANGUAGE



## STANDARD

**NWIV.7** The student will use the target language to expand and deepen understanding of connections between the target language and other subject areas.

### CAN-DO STATEMENTS

I can use the target language to discuss aspects of the target language found in other subject areas.

I can use the target language to examine topics studied in other subject areas and topics studied in the language class.

I can use the target language to discuss aspects of the target culture found in other subject areas.

I can use authentic target-language resources (e.g., print, audio, visual) to expand and extend knowledge learned in other subject areas.

### RESOURCES

- ◇ Target-culture Web sites such as hotel reservation sites, travel sites, and restaurant sites
- ◇ Realia such as museum brochures, menus, advertisements, student class schedule, theater and cinema schedules and posters, bus and train schedules, metro maps, currency, supermarket circulars, and magazines
- ◇ Web sites for museums with Asian collections (e.g., Free, Sackler)
- ◇ Google Earth

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## MAKING CONNECTIONS THROUGH LANGUAGE



### STANDARD

**NWIV.7** The student will use the target language to expand and deepen understanding of connections between the target language and other subject areas.

### SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students use infographics from the target language to access basic information about topics of interest, including families, weather, and leisure activities.
- ◇ Students create nonlinguistic representations to show similarities and differences among the above-listed topics.
- ◇ Students compare and contrast discrete perspectives, practices, and products regarding the concepts of self, family, leisure, and sports.
- ◇ Students investigate and present their findings about professions and/or businesses in the community with cultural connections.
- ◇ Students read literature excerpts and write book reviews analyzing literary elements and the author’s influence on the literary world.
- ◇ Students participate in the Model United Nations club.
- ◇ Students perform a role-play of a news conference or press briefing on a current or historical event such as World War II, the Algerian Revolution, or the bombing of Hiroshima.
- ◇ Students perform a role-play of a newscast about elections in a target-language country.
- ◇ Students create a “Fakebook” profile and blog about the merits of digital and social media.
- ◇ Students research authentic recipes and videotape themselves as they narrate the steps of food preparation.
- ◇ Students Skype with peers in other countries and discuss the environment, ecology, health care, transportation, or technology.
- ◇ Students research authentic target-language Web sites to obtain information about other subject areas such as the environment, ecology, health care, transportation, or technology. Students analyze the information and write a paper or present orally.
- ◇ Students research authentic target-language Web sites to obtain information about systems in other countries (e.g., public transportation, water purification, health care). In writing or orally, students compare and contrast these systems with those in their community.

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# LINGUISTIC AND CULTURAL COMPARISONS



## STANDARDS

**NWIV.8** The student will strengthen knowledge of English and other languages through study and analysis of increasingly complex elements of the target language.

**NWIV.9** The student will investigate and discuss why similarities and differences exist within and among cultures.

## RESOURCES

- ◇ Publishers' materials
- ◇ Dictionaries both in print and online
- ◇ Video/audio clips of various dialects and accents
- ◇ Advertisements taken from television, radio, movies; conversations between people; and any other listening or reading resources cited in WIV.3 that illustrate dialects and accents

## SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ In the target language, students describe, discuss, or present the differences and similarities between languages and social practices from the target cultures studied.
- ◇ Students compare and contrast two cultures on such topics as social, economic, and political relationships in the global community.
- ◇ Students initiate pen pal, e-mail pal, or Skype pal exchanges with students who speak different languages and are from different cultures in order to correspond about their various global perspectives.
- ◇ Students partner with a class in the target-language country. Each class researches and describes a cultural topic related to the target culture as mentioned in the standards of learning. Students share their research with the partner school for verification and discussion.
- ◇ Students continue to develop a deeper understanding of the writing patterns of Chinese characters such as a radical.
- ◇ Students paraphrase or use circumlocution when describing Chinese idioms.

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## LINGUISTIC AND CULTURAL COMPARISONS



### STANDARDS

**NWIV.8** The student will strengthen knowledge of English and other languages through study and analysis of increasingly complex elements of the target language.

**NWIV.9** The student will investigate and discuss why similarities and differences exist within and among cultures.

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# INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



## STANDARD

**NWIV.10** The student will apply target language skills to expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.

### CAN-DO STATEMENTS

I can demonstrate an interest in learning about the target language/culture(s).

I can, through the use of technology or individuals associated with the culture(s), describe cultural insights gained through real or virtual travel, Web quests, and/or field trips.

### RESOURCES

- ◇ Materials from embassies, government resources, travel agencies, and publishers
- ◇ [images.library.pitt.edu/v/visuals](http://images.library.pitt.edu/v/visuals)
- ◇ [Mapping the Nation](#) – data from and infographics of local origins, languages, and international business activities in the U.S.
- ◇ Library of Congress – contributions of U.S. immigrants
- ◇ Calendars – school schedules, observed holidays, or historical events
- ◇ Maps of and statistics from countries, regions, and cultures
- ◇ Access to and interaction with infographics
- ◇ [www.sil.org/about](http://www.sil.org/about)

### SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students analyze target-language infographics to access information about topics of investigation.
- ◇ Students compare and contrast products, practices, and perspectives from the target culture and their own.
- ◇ Students investigate and present about professions and/or businesses in the community with cultural connections.
- ◇ Students investigate societal and global concerns.
- ◇ Students communicate with a pen pal to learn about an aspect of their society. Students compare responses with other students in the class.
- ◇ Students watch commercials or movie trailers from the target culture and discuss in the target language how the society's perspectives are illustrated.
- ◇ Students find authentic Web resources about suggested topics of investigation. In simple target language, students analyze how their research reflects target-culture perspectives.

#### Suggested Topics for Investigation

- ◇ Topics and events found in a variety of print and nonprint target language sources, including personal opinions and preferences; and target-society perspectives, practices, and products

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# INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



## STANDARD

**NWIV.10** The student will apply target language skills to expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.

## RESOURCES FOR INTERPERSONAL COMMUNICATION

### Pairing – Random Name Picker

<http://www.aschool.us/random/random-pair.php>

<http://www.aschool.us/random/>

<http://www.classtools.net/random-name-picker/>

### Discussion Boards

Edmodo: <https://www.edmodo.com/>

Google Classroom: <https://www.google.com/edu/classroom/>

Google+: <https://plus.google.com>

### Electronic Pen Pals

<http://www.epals.com>

### Online Newspapers for Weather Reports

<http://www.onlinenewspapers.com>

### Interpersonal Tools

Google Voice

VoiceThread: <http://voicethread.com>

WeChat: <http://www.wechat.com/en>

Skype: <http://www.skype.com/en>

FaceTime: <https://www.apple.com/facetime>

## SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◆ **Shopping Role Play (e.g., school supplies, food):** Each student has a shopping list and a budget. Each clerk has an inventory list with prices. Students assume the role of store clerk and shopper and must accomplish the shopping task within their budget. SP
- ◆ **Letter/E-mail Exchange:** Students exchange information in writing about topics such as family, likes, dislikes, or personal information, using two different colors of ink. W
- ◆ **eBay/Craigslist Shopping:** Students play the role of buyer and seller. They create an ad for eBay or Craigslist to buy and sell an item. W
- ◆ **Speed Dating:** Students are paired for a limited time to exchange information and then are instructed to move to the next pairing. SP
- ◆ **Name in the Hat:** Students put their name into the hat when they enter the classroom and are paired randomly by the names drawn by either the teacher or another student. SP
- ◆ **Fill in the Grid:** Students describe visuals and receiving students draw or illustrate what is described. SP
- ◆ **Compare/Contrast:** Students interview each other to determine the similarities and differences between two images. For example, students look at two backpacks with differing contents and must determine what items the backpacks have in common and what items differ. SP
- ◆ **Text Messaging:** Students simulate text conversations about a given topic. W
- ◆ **Discussion Forum:** Students exchange information about an assigned topic, using a platform such as Edmodo or a discussion board. W
- ◆ **Headbands – Who Am I?:** Students move around the classroom to ask appropriate questions and identify preassigned identities. SP
- ◆ **People Bingo:** Students move about the classroom to interview and identify classmates that fit a given criteria. SP
- ◆ **Silent Dialogue:** Students are not allowed to speak. They exchange topic-related information on a whiteboard. W
- ◆ **Six Degrees of Separation:** Students complete personal information (e.g., likes, dislikes, family, personal characteristics, birthday) inventories. Next, they search for and find another person in the classroom with like characteristics (number determined by teacher). Then, that pair must find an additional student that has at least one common factor to complete their group. SP

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