

Virginia Foreign Language Standards of Learning

Modern World Languages:
Roman-Alphabet Language

Level III

INTERPERSONAL COMMUNICATION



STANDARDS

- WIII.1** The student will engage in original and spontaneous oral and written communications in the target language.
- WIII.2** The student will initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-LOW

SPEAKING: 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 such as self, family, daily activities, personal preferences, and immediate needs like 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.

WRITING: Writers at the Intermediate-Low sublevel 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

typically 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—COMMUNICATION

Intermediate Range	}	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.
Functions		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 to handle a simple transaction. May show emerging evidence of the ability to communicate about more than the “here and now.”
Contexts/Content	}	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.
Text Type		Understands and produces discrete sentences, strings of sentences, and some connected sentences. Asks questions to initiate and sustain conversations.
Language Control	}	Understands straightforward language that contains mostly familiar structures. Controls language sufficiently to be understood by those accustomed to dealing with language learners.
Vocabulary		Communicates using high-frequency and personalized vocabulary within familiar themes or topics.
Communication Strategies	}	Uses some of the following strategies to maintain communication but not all of the time and inconsistently: <ul style="list-style-type: none"> • Ask questions • Ask for clarification • Self-correct or restate when not understood • Circumlocute
Cultural Awareness		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.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can participate in conversations about a number of familiar topics, using simple sentences.

I can handle short social interactions in everyday situations by asking and answering simple questions.



PROGRESS INDICATORS

I can have a simple conversation about a number of everyday topics.

- I can talk with someone about family or household tasks. I can talk with someone about hobbies and interests.
- I can talk with someone about school or work.

I can ask and answer questions about factual information that is familiar to me.

- I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.

I can use the language to meet my basic needs in familiar situations.

- I can ask for help at school, work, or in the community.
- I can make a reservation.
- I can arrange for transportation such as by train, bus, taxi, or with friends.

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

- WIII.1** The student will engage in original and spontaneous oral and written communications in the target language.
- WIII.2** The student will initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.

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>
- ◇ GoogleClassroom: <https://www.google.com/edu/classroom>
- ◇ Google+: <https://plus.google.com>
- ◇ Wikis: <https://docs.google.com/a/henrico.k12.va.us/presentation/d/1rJNWa4qABGxYolu7v3MjcqkQrpnO3IXNllkHDxiWbjQ/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
- ◇ Voice Thread <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
- ◇ **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
- ◇ **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
- ◇ **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
- ◇ **Silent Dialogue:** Students are not allowed to speak. They exchange topic-related information on a whiteboard. W
- ◇ **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
- ◇ **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

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

WIII.3 The student will understand spoken and written target language presented through a variety of media and based on new topics in familiar contexts.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-LOW

At the Intermediate-Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate-Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced level listeners.

PERFORMANCE DESCRIPTORS—INTERPRETIVE LISTENING

Intermediate Range	{	Understands main ideas and some supporting details about familiar topics from a variety of texts.
Functions	{	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.
Contexts/Content	{	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.
Text Type	{	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.
Language Control	{	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.
Vocabulary	{	Comprehends high-frequency vocabulary related to everyday topics and high-frequency idiomatic expressions.
Communication Strategies	{	May use some or all of the following strategies to comprehend texts. Able to: <ul style="list-style-type: none"> • Skim and scan • Use visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience • Use context clues • Recognize word family roots, prefixes and suffixes For nonalphabetic languages: <ul style="list-style-type: none"> • Recognize radicals
Cultural Awareness	{	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 short, simple messages and presentations about familiar topics.

I can understand the main idea of simple conversations that I overhear.



PROGRESS INDICATORS

I can understand the basic purpose of a message.

I can determine if I am hearing an announcement or an advertisement.

I can understand what a radio advertisement is selling.

I can understand when and where an event will take place.

I can understand a voice message accepting or rejecting an invitation.

I can understand messages related to my basic needs.

I can understand a clear and repeated announcement about a flight's departure time and/or gate.

I can understand teacher announcements about when an assignment is due.

I can understand the date and time of when a voice message was recorded.

I can understand questions and simple statements about everyday topics when I am part of the conversation.

I can understand questions about my work or class schedule.

I can understand questions about my likes and dislikes.

I can understand simple compliments about what I am wearing or what I am doing.

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

WIII.3 The student will understand spoken and written target language presented through a variety of media and based on new topics in familiar contexts.

RESOURCES FOR INTERPRETIVE COMMUNICATION: LISTENING

- ◇ Publishers' resources
- ◇ Authentic music, commercials, voice messages, announcements, advertisements, and online video and audio

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students listen to a target language audio/video source and, in the target language, write down the main ideas; identify key words; follow instructions and directions; respond to commands; select from a list; draw an illustration; or answer basic questions to demonstrate their comprehension.
- ◇ Students place a series of pictures in order according to the teacher's oral directions. Trace a route on a map or maze, based on the directions given.
- ◇ Students classify, categorize, compare, contrast, predict, recommend, advise, or evaluate when completing listening and/or viewing activities, using weather reports, traffic or travel advisories, tourist advertisements, holiday or cultural practices, to demonstrate their comprehension. For example, students view weather reports and make recommendations about the type of clothing to wear.
- ◇ Teachers provide instruction in the target language with the use of prompts, gestures, visual aids, and facial expressions to support listening comprehension.
- ◇ Teachers use cloze and fill-in-the-gap activities.
- ◇ Students listen for main ideas in various types of texts such as simple stories or short descriptive text comprised of connected sentences and paragraph-like discourse.
- ◇ Teachers provide guiding questions before listening activities.
- ◇ Students listen to or read questions and then select the appropriate responses from a list of possibilities.
- ◇ Students listen to authentic newscasts or commercials and identify main ideas, topics, or themes.

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

INTERPERSONAL COMMUNICATION: READING



STANDARD

WIII.3 The student will understand spoken and written target language presented through a variety of media and based on new topics in familiar contexts.

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—READING

Intermediate Range	}	Understands main ideas and some supporting details about familiar topics from a variety of texts.
Functions		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.
Contexts/Content	}	Comprehends information related to basic personal and social needs and the immediate environment such as self, everyday life, school, community, and particular interest.
Text Type		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.
Language Control	}	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.
Vocabulary		Comprehends high-frequency vocabulary related to everyday topics and high-frequency idiomatic expressions.
Communication Strategies	}	May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> • Skim and scan • Use visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience • Use context clues • Recognize word family roots, prefixes, and suffixes For nonalphabetic languages: <ul style="list-style-type: none"> • Recognize radicals
Cultural Awareness		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 identify some information from news media.

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

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INTERPRETIVE COMMUNICATION: READING



STANDARD

WIII.3 The student will understand spoken and written target language presented through a variety of media and based on new topics in familiar contexts.

RESOURCES FOR INTERPRETIVE COMMUNICATION: READING

- ◇ Publishers' resources
- ◇ Menus, school schedules, transportation schedules, maps, signs, ads, brochures, grocery lists, text messages, photo captions, online catalogs, online shopping Web sites, graphs, social media pages, text messages, e-pals, invitations, customs forms, hotel registrations, simple stories, routine correspondence, and paragraph-like discourse

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 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).

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

WIII.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.

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

TARGET PROFICIENCY LEVEL—INTERMEDIATE-LOW

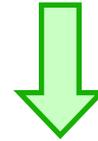
Speakers at the Intermediate-Low sublevel successfully handle a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language 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

Intermediate Range	{ Communicates information and expresses own thoughts about familiar topics, using sentences and series of sentences.
Functions	{ 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.
Contexts/Content	{ 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.
Text Type	{ Produces sentences, series of sentences, and some connected sentences.
Language Control	{ 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.
Vocabulary	{ Produces vocabulary about a variety of everyday, personal interest, and previously studied topics.
Communication Strategies	{ May use some or all of the following strategies to communicate and maintain audience interest: <ul style="list-style-type: none"> • Show an increasing awareness of errors and the ability to self-correct or edit • Use phrases, imagery, or content • Simplify • Use known language to compensate for missing vocabulary • Use graphic organizers
Cultural Awareness	{ Uses some culturally appropriate vocabulary, expressions, and gestures. Shows some knowledge of cultural differences related to written and spoken communication.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

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



PROGRESS INDICATORS

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 about plans, instructions, and directions.

- I can explain the rules of a game.
- I can give multi-step instructions for preparing a recipe.
- I can describe my weekend plans.
- I can describe my summer plans.
- 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: SPEAKING



STANDARDS

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

RESOURCES FOR PRESENTATIONAL COMMUNICATION: SPEAKING

- ◇ Voki, Google voice, Audacity, or other digital recording devices
- ◇ Animoto, PhotoBabel, or other online video resources

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ At the beginning of the year and during the review period, students create survey questions to ask their classmates. Students present their classmates' answers to the class.
- ◇ Students present their personal opinions about a current issue, film or book, or commercial.
- ◇ Students predict what will happen based on a visual or written prompt.
- ◇ Students describe what happened based on a visual or written prompt.
- ◇ Students give suggestions to characters from a visual prompt.
- ◇ Students summarize requirements for professions from the sixteen career clusters that require second language proficiency.
- ◇ Students summarize and present the main ideas and supporting details of news articles.
- ◇ Students give multistep directions for completing household tasks, following a recipes, and/or doing chores.
- ◇ Students create and give multimedia presentations about historical events, contemporary events, and/or cultural issues.
- ◇ Students present about the life of a well-known person from the target culture.
- ◇ Students dramatize or recite skits, plays, monologues, or scenes from literature.
- ◇ Students orally compare and contrast holidays and traditions, dating, attitudes towards school, the concept of family, or approaches to a social issue such as health problems or pollution from the target culture and U.S.
- ◇ Students create and present news reports about a natural disaster, current event, or local event.
- ◇ Students create and present a culturally-appropriate public service announcement.
- ◇ Students create an original, culturally appropriate presentation about a thematic unit already studied.
- ◇ Students create and present a product such as a mural in the style of a target culture artist.
- ◇ Students write and perform an original story, song, rap, or skit that depicts the target culture.
- ◇ Students create a short oral presentation, using multiple authentic cultural resources.
- ◇ Students tell a story with a provided sequence of pictures.
- ◇ Teachers create and add to a word wall that displays useful vocabulary and transition words.
- ◇ Students keep simple journals and use the information recorded in their journals to prepare unrehearsed presentations about daily routines and recent activities.
- ◇ Students play add-a-line. One student is the recorder and writes/types each sentence. A student begins to tell a story by providing the first sentence. Teachers ask the rest of the class to provide additional sentences. To add variation, students revisit the story the next day and add additional details, or students use the sentences created as starting points for multimedia presentations.
- ◇ Students restate what a presenter said, using their own words (good practice for summarizing a position).
- ◇ Students sequence sentences from an authentic children's song or poem.
- ◇ Students use collaborative conversation starters to develop their listening and speaking skills.
- ◇ Teachers actively practice question-and-answer strategies throughout the year.
- ◇ Students demonstrate their "voice" in the target language.
- ◇ Students practice culturally authentic gestures and mannerisms before giving presentations.
- ◇ Teachers use brainstorming graphic organizers and other tools to help students determine what they will present.

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PRESENTATIONAL COMMUNICATION: WRITING



STANDARDS

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

TARGET PROFICIENCY LEVEL—INTERMEDIATE-LOW

Writers at the Intermediate-Low sublevel 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

Intermediate Range	{	Communicates information and expresses own thoughts about familiar topics, using sentences and series of sentences.
Functions	{	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.
Contexts/Content	{	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.
Text Type	{	Produces sentences, series of sentences, and some connected sentences.
Language Control	{	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.
Vocabulary	{	Produces vocabulary about a variety of everyday, personal interest, and previously studied topics.
Communication Strategies	{	May use some or all of the following strategies to communicate and maintain audience interest: <ul style="list-style-type: none"> • Show an increasing awareness of errors and the ability to self-correct or edit • Use phrases, imagery, or content • Simplify • Use known language to compensate for missing vocabulary • Use graphic organizers
Cultural Awareness	{	Uses some culturally appropriate vocabulary, expressions, and gestures. Shows some knowledge of cultural differences related to written and spoken communication.

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

NCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

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



PROGRESS INDICATORS

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, or famous place and a place I have visited.
- I can write about a holiday, vacation, or 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 for 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 about 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.

PRESENTATIONAL COMMUNICATION: WRITING



STANDARDS

WIII.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.

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

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ At the beginning of the year and during the review period, students create survey questions to ask their classmates. Students present their classmates' answers to the class.
- ◇ At the beginning of the year and during the review period, students create "Fakebook" pages in the target language.
- ◇ At the beginning of the year and during the review period, students convert a visual weather forecast into a written forecast, using the appropriate measurement system.
- ◇ Students interview and write biographies about their classmates.
- ◇ Students create simple brochures in the target language about a leisure activity or famous person.
- ◇ Students write their personal opinions about a current issue, film, book, or commercial.
- ◇ Students write about the life of a well-known person from the target culture.
- ◇ Students write about skits, plays, monologues, or scenes from literature.
- ◇ Students compare and contrast holidays and traditions, dating, attitudes towards school, the concept of family, or approaches to a social issue such as health problems or pollution from the target culture and U.S.
- ◇ Students create an original, culturally appropriate presentation about a thematic unit already studied.
- ◇ Students create and present a product such as a mural in the style of a target culture artist.
- ◇ Students write and perform an original story, song, rap, or skit that depicts the target culture.
- ◇ Students create a short written presentation, using multiple authentic cultural resources.
- ◇ Students write and present news reports on natural disasters, current events, or local events.
- ◇ Students summarize requirements for professions from the sixteen career clusters that require second language proficiency.
- ◇ Students summarize and present the main ideas and supporting details of news articles.
- ◇ Students give multistep directions for completing household tasks, following a recipes, and/or doing chores.
- ◇ Students read simple, authentic material on a variety of topics as a class. Students identify topic sentences and supporting details. Students apply what they have learned to their own writing when self-editing.
- ◇ Students peer edit.
- ◇ Students predict what will happen based on a visual or written prompt.
- ◇ Students describe what did happen based on a visual or written prompt.
- ◇ Students begin to incorporate Creating Independence through Student-owned Strategies (CRISS) strategies for reading and writing.

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CULTURE



STANDARD

WIII.6 The student will examine in the target language 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 relationship 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 and reference famous artists and their works.
- I can understand the main idea of a movie clip or documentary.
- I can talk about a historical figure.
- I can have a simple 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 simple 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 simple 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 a 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



STANDARD

WIII.6 The student will examine in the target language 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 to highlight different accents
- ◇ Pinterest Alenord – curator for authentic resources
- ◇ 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

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students role-play various shopping situations chosen at random.
- ◇ Students discuss the background of holidays, including their religious perspectives, if applicable.
- ◇ Students present or write about what country they would visit and why.
- ◇ Students prepare a presentation about the “dos and don’t” in the target culture, including appropriate dress, expressions of courtesy, and social behaviors.
- ◇ Students view commercials, short informational clips, or sequences of movies; answer related questions; and list culturally relevant points that were evident.
- ◇ Students create a cookbook, using recipes from the target culture.
- ◇ Students introduce themselves to a guest and role-play a hosting situation.
- ◇ Students host a showcase of student-created cultural products.
- ◇ Students bring in sample art or products to display and role-play docents.
- ◇ Students present information on culture, using a format such as PhotoStory, Prezi, or student-made movies and skits.
- ◇ Students introduce and compare their culture to the target culture, including information about school, sports, and social interactions.
- ◇ Students report on current events, making connections between the U.S. and the target culture.
- ◇ Student exchange letters, recommending movies and music.
- ◇ Students maintain a class blog.
- ◇ Teachers facilitate Edmodo or wiki exchanges between classmates or students from the target culture.
- ◇ Students participate in student exchanges.
- ◇ Students attend and/or participate in cultural festivals, performing songs and dances.
- ◇ Students create a book of authentic recipes.
- ◇ Students acquire cultural information by interviewing native speakers.
- ◇ Students incorporate idiomatic expressions into dialogues or skits.
- ◇ Students write poems and songs.
- ◇ Students shop for different products at different markets, using target currency and negotiating prices with shop owners.
- ◇ Students plan a multideestination trip to a country from the target culture, including several means of transportation.
- ◇ Students celebrate holidays as they would be celebrated in the target culture.
- ◇ Students use advertisements and products to explore perspectives.
- ◇ Students research aspects of the geographical and historical perspectives of the target culture.
- ◇ Teachers embed aspects of culture into listening, speaking, reading, and writing skills instruction.
- ◇ Students perform traditional dances, counting time in and wearing traditional clothing from the target language.
- ◇ Students use Google Voice, Twitter, Wechat, Voxer and other apps to communicate opinions and activities related to culture points.
- ◇ Students Skype with native speakers and other language learners to acquire cultural information.

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

WIII.7 The student will use the target language to reinforce and broaden 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 discuss aspects of the target culture found in other subject areas.

I can use the target language to relate topics studied in other subject areas with topics studied in the target language class.

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

RESOURCES

- ◇ Virtual tours of museums (e.g., the Prado, the Louvre), Rome, and Pompeii; literature anthologies; videos of folkloric dancing; CD compilations of music; and maps (e.g., Google Earth)
- ◇ Web sites of restaurants
- ◇ Realia such as museum brochures, menus, advertisements, student class schedules, theater and cinema schedules and posters, bus and train schedules, metro maps, currency, supermarket circulars, and magazines
- ◇ Target culture Web sites such as hotel reservation sites and travel sites

Figures of Speech

- ◇ <http://www.pantheon.org> – explains mythologies of the world
- ◇ http://yle.fi/radio1/tiede/nuntii_latini – listen to five-minute weekly bulletins about international current events in Latin from Finnish Broadcasting Company; presented as text and also as mp3s for download or podcasts; and includes a moderate amount of neoLatin as necessary
- ◇ <http://ephemeris.alcuinus.net/index.php> – access current news in Latin; created by a consortium of European Latin enthusiasts; and includes a fair amount of neoLatin but reinforces that Latin can still be used to communicate
- ◇ <http://orbis.stanford.edu> – reconstructs the time cost and financial expense associated with different types of travel in antiquity and is based on a simplified version of the giant network of cities, roads, rivers and sea lanes that framed movement across the Roman Empire
- ◇ <http://omnesviae.org> – lists routes between Roman cities of merit in Latin and shows the cities and their approximate size along the routes

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

WIII.7 The student will use the target language to reinforce and broaden 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 research and discuss the influence of the target language and culture on other subject areas.
- ◇ Students research famous artists, composers, or authors who speak the target language and are from the target culture and present their findings to the class, using Aurasma, PowerPoint, Prezi, Animoto, iMovie, or MovieMaker.
- ◇ Students read and discuss the historical and cultural context of short literary forms such as short stories, fables, poems, and literature excerpts.
- ◇ Students use authentic media such as newspapers, films, and media Web sites (e.g., TV5, Deutschewelle) to expand their knowledge of history, economics, government, drama, literature, fashion, science, or social sciences.
- ◇ Students research a historical figure and role-play a debate about a historical topic (e.g., World War II, the French Revolution, Columbus' discovery of the Americas)
- ◇ Students connect bande-dessinées and manga to English literature.
- ◇ To celebrate European Union Day on May 9, students discuss the creation of the union, the governmental organization, shared monetary system, and cooperative agreements.

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

- WIII.8** The student will strengthen knowledge of English and other languages through study and analysis of increasingly complex elements of the target language.
- WIII.9** The student will investigate and discuss why similarities and differences exist within and among cultures.

RESOURCES FOR LINGUISTIC AND CULTURAL COMPARISONS

- ◇ Publishers' resources
- ◇ Authentic music, commercials, online video and audio, and a variety of topics related to everyday life and personal interests such as those found at www.lyricsgaps.com, www.apprendre.tv5monde.com, and www.tivi.de

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students listen to a target language audio/video source and, in the target language, write down the main ideas; identify key words; follow instructions and directions; respond to commands; select from a list; draw an illustration; or answer basic questions to demonstrate their comprehension.
- ◇ Students place a series of pictures in order according to the teacher's oral directions. Trace a route on a map or maze, based on the directions given.
- ◇ Students classify, categorize, compare, contrast, predict, recommend, advise, or evaluate when completing listening and/or viewing activities, using weather reports, traffic or travel advisories, tourist advertisements, holiday or cultural practices, to demonstrate their comprehension. For example, students view weather reports and make recommendations about the type of clothing to wear.
- ◇ Teachers provide instruction in the target language with the use of prompts, gestures, visual aids, and facial expressions to support listening comprehension.
- ◇ Teachers provide guiding questions before listening activities.
- ◇ Teachers use cloze and fill-in-the-gap activities.
- ◇ Students listen for main ideas and supporting details.
- ◇ Students listen to or read questions and then select the appropriate responses from a list of possibilities.
- ◇ Students listen to authentic newscasts or commercials and identify main ideas, topics, or themes.
- ◇ Students predict meaning based on context clues and prior knowledge.

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

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

WIII.10 The student will apply target-language skills and 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 and target culture(s).

I can ask questions about historical events, global events, and global issues in the target language.

I can, through the use of technology or individuals associated with the target 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
- ◇ [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

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INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



STANDARD

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

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students record interviews with people from the target culture who have knowledge about or personal experience with contemporary events, historical events, or global issues. If interviews are not possible, students role-play the interviewing process, focusing on the below suggested topics.
- ◇ Students create multimedia presentations, integrating what they learned from one or more of the interactions from the academic year.
- ◇ Students research the below suggested topics.
- ◇ Students interact and collaborate with target language speakers about a variety of topics.
- ◇ Students experience and react to a range of cultural products (e.g., personalized business cards, Web sites).
- ◇ Students identify, examine, describe, and create replicas of important objects, images, and symbols.
- ◇ Students develop an understanding that people in other cultures might have different perspectives on contemporary events, historical events, or global issues.
- ◇ Students find authentic Web resources about one or the below suggested topics.

Suggested Topics for Investigation

- ◇ Contemporary events, historical events, and global issues, including personal reactions and opinions

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