Can you say what you mean?

CONCORDIA LANGUAGE VILLAGES WEBINAR
JANUARY 28, 2014
Say what you mean = Use your words

Part One
- Proficiency and Performance
- Language Functions
- Related Tasks

Part Two
- Can-do Statements
Working Towards Increased Proficiency
Performance vs Proficiency

**Performance**
- Based on classroom instruction
- Practiced
- Familiar content and context
- Performance based on tasks within a unit

**Proficiency**
- Independent of specific classroom instruction
- Spontaneous
- Broad content and context
- Sustained performance across all the tasks and contexts for the level
Top 10 + 1 Language Functions & Related Tasks

- Ask and respond to questions
- Describe people, places, things
- Tell and retell stories
- Express feelings and emotions
- Express preferences & opinions
- Express hopes, dreams, and future plans
- ***********************
- Maintain a conversation in person or virtually
- Listening: live and broadcast
- Reading: personal messages, literary and informational texts
- Speaking: before an audience
- Writing: personal messages and formal texts for an audience
# Ask and respond to questions

| Respond to a simple question | Ask and respond to simple, memorized questions | Ask and respond with some details to a variety of informational questions and follow-up questions | Ask and respond with details to a wide variety of questions that include follow-up questions requesting specifics | Ask and respond with elaboration to a wide variety of complex questions |
## Hierarchy of Questions/Responses

<table>
<thead>
<tr>
<th>Hierarchy</th>
<th>Example Questions</th>
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</thead>
<tbody>
<tr>
<td>Yes – No</td>
<td>Do you want some chocolate? *Polite requests</td>
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<tr>
<td>Simple, memorized questions</td>
<td>What is your name? How are you? How old are you? What is that? What is the weather like? What day is it?</td>
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<tr>
<td>Either - or</td>
<td>Do you like apples or oranges?</td>
</tr>
<tr>
<td>Informational</td>
<td>What? When? Where? Who?</td>
</tr>
<tr>
<td>Explanation</td>
<td>Why? How?</td>
</tr>
<tr>
<td>Open-ended</td>
<td>What is it like to.....? Can you describe......?</td>
</tr>
<tr>
<td>Story-telling</td>
<td>Please tell me about your favorite movie.</td>
</tr>
<tr>
<td>Complex questions</td>
<td>How would you explain the differences between public schools and charter schools to someone from outside the U.S.?</td>
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</tbody>
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One word responses | Details | Elaboration
### Describing people, places, things

| Give a description using one or two short adjectives (ex: colors, numbers, size, shape) | Give a basic description & make simple comparisons using frequently used adjectives | Give more detailed descriptions including comparatives and superlatives | Give detailed descriptions using a variety of precise adjectives | Give detailed descriptions using a wide variety of precise adjectives |
Give a description using one or two short adjectives.
Give a basic description and make simple comparisons using frequently used adjectives.
Give more detailed descriptions including comparatives and superlatives
<table>
<thead>
<tr>
<th>Recount what I am doing in short, memorized sentences</th>
<th>Tell someone about my day, activities in simple sentences</th>
<th>Tell a story, recount an event in a series of sentences</th>
<th>Tell about something that happened or will happen, logically sequencing the events</th>
<th>Recount a story or event using paragraph-length narration</th>
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</thead>
</table>

Tell and retell stories
Recount what I am doing in short, memorized sentences

Gouin Series: Arriving at School

- I walk to my locker.
- I open my locker.
- I set down my backpack.
- I take off my jacket.
- I put it in my locker.
- I take out the books I need.
- I put them in my backpack.
- I close my locker.
- I walk to class.
Tell someone about my day, activities in simple sentences

During the week, I go to school and see my friends.

We eat lunch together in the cafeteria.

After school, we all have different activities.

Some of my friends have basketball practice. Some of my friends have music lessons.

I have play practice.

I go home for dinner and then do my homework.
Tell a story, recount an event in a series of sentences

http://www.flickr.com/groups/visualstory/discuss
Can-do Statements

www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements

www.concordialanguagevillages.org/newsite/Programs/Educators/Teacher_Resources1/globalselfassess1/cando.php
**Theme/Context:** Ma vie: Vert ou très vert? (My Life: Green or very green?)  
**Grade:**  
**Level:** 9  
**Language Level:** Novice  
**Today's topic:** L'eau autour de moi (Water around me)  
**Language Function:** Making Comparisons

<table>
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<tr>
<th>Knowledge and Skills: I can....</th>
<th>Standards</th>
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</table>
| • Identify major bodies of water in Sénégal  
• Describe how people use water in Sénégal | • 2.2 Products: Geography  
• 2.1 Practices: Daily routines  
• Perspectives: Link geo. & d.r. |
| • Read a map of Sénégal in order to identify bodies of water  
• View images of Sénégalais in order to describe how they use water in their daily lives  
• Share the ways I use water in my daily life and how the Sénégalais use water with my classmates | • 1.2 Interpretive: Read a map  
• 1.2 Interpretive: Read a narrative accompanied by photos  
• 1.3 Presentational: Write a list of how water is used by the Sénégalais  
• 1.1 Interpersonal: Share daily routines involving use of water |
| • Use my knowledge of geography to read a map of Sénégal  
• Compare water resources in Wisconsin to those in Sénégal  
• Compare how I use water to how the Sénégalais use water | • 3.1 Connect to background knowledge from Geography  
• 4.2 Compare water resources and how water is used in daily life |
<table>
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<tr>
<th>Lesson Goals: I can....</th>
<th>LinguaFolio Can do Statements</th>
<th>I need to work on this</th>
<th>I can do this with help</th>
<th>I can do this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read a map of Sénégal in order to identify bodies of water.</td>
<td>Interpretive Reading: I can read simple information on familiar topics.</td>
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<tr>
<td>View images of Sénégalais in order to describe how they use water in their daily lives.</td>
<td>(To meet this goal, students will first have to read a text: Interpretive Reading) Presentational writing: I can write about something I have learned using lists, phrases, and memorized expressions.</td>
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<td>Share the ways I use water in my daily life with my classmates.</td>
<td>Interpersonal: I can ask simple questions and give simple responses on familiar topics using words, phrases, and memorized expressions.</td>
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<td>Compare water resources in Wisconsin to those in Sénégal.</td>
<td>Presentational speaking/writing: I can present simple information about something I learned using words, phrases, and memorized expressions.</td>
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<td>Compare how I use water in my daily life to how the Sénégalais use water.</td>
<td>Presentational speaking/writing: I can present simple information about something I learned using words, phrases, and memorized expressions.</td>
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