Differentiating & Extending Communication Tasks
Using ACTFL Can-Do Statements

presented by
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NYC RBE-RN – Fordham University

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Differentiating & Extending Communication Tasks
Using ACTFL Can-Do Statements

Essential Question:
How can teachers create a dynamic and rigorous World Language class that leads to advanced levels of language proficiency?... prepares them to earn the NYS Seal of Biliteracy?

In this Session, we will:
• use the ACTFL Can-DO Benchmarks & to develop S.M.A.R.T. language learning goals, and
• use the ACTFL Can-DO Statements to create differentiated tasks to support students’ progress towards Intermediate-High Proficiency or higher in the target language, so that they earn the NYS Seal of Biliteracy
**Traditional Classroom**

**TEACHER RESPONSIBILITY**
- Deliver the Curriculum

**STUDENT RESPONSIBILITY**
- Learn, memorize, recall (curriculum)

"I do, explain it"

"You do, learn it"

The Goal: To **INFORM**

Roser Salavert, Ed.D. – NYC RBE-RN, Fordham University
Learning - Centered Classroom

**TEACHER RESPONSIBILITY**

- Deliver curriculum Aligned to CCLS (High expectations)
- Guided & Differentiated Instruction

**STUDENT RESPONSIBILITY**

- Demonstrate Learning
- Work Collaboratively

The Goal: To **TRANSFORM**

“I do, I show”

“We do, we practice”

“I do, I show”

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Today’s Goal: To TRANSFORM
Icebreaker: *Tongue twisters*

Tongue twisters are a great way to practice and improve pronunciation, fluency and accents by using alliteration.

*Tongue Twisters are very effective to energize a classroom.*

This is how to do it:

- Write a short tongue twister on the board.
- Ask students to stand up and read the tongue twister aloud. Once they have mastered it, they return to their seat.
- Infuse a sense of urgency by telling students to repeat it faster and faster and in different tones of voices.
Icebreaker:

**Trabalenguas**

La vieja Pancha plancha con 4 planchas ¿Con cuántas planchas plancha la vieja Pancha?

(Old Pancha irons with 4 irons. How many irons does Pancha iron with?)
Icebreaker: **Scioglilingua**

Sopra la panca la capra campa, sotto la panca la capra crepa.

(On the bench the goat lives, under the bench the goat dies).
Icebreaker:
اللسان الإعصار

المشمش دة مش من مشمشكم
مكان المشمش دة مش من مشمشنا

al mesh’mesh dah mish mien meshmeshkum wikamah
al mesh’mesh dah mish mien meshmeshnah.

(These apricots are not our apricots.
The place of these apricots is not the place of our apricots)
Icebreaker:

Hayakuchi kotoba
(早口言葉)

赤巻紙、黄巻紙、青巻紙 (あかまきがみきまきがみあおまきがみ)

(red scroll, yellow scroll, blue scroll)
Icebreaker: 

**Virelangues**

Je suis ce que je suis et si je suis ce que je suis, qu'est-ce que je suis?

(I am what I am, and if I am what I am, what am I?)
Icebreaker:

绕口令(rào kǒu lìng)

吃葡萄不吐葡萄皮，

不吃葡萄倒吐葡萄皮

(chī pútao bú tù pútao pí, bù chī pútao dào tù pútao pí.)

(Eat grapes and don’t spin out the skins, don’t eat grapes and spit out the skins)
Icebreaker

You know New York, you need New York, you know you need unique New York.
What happened? What did you notice?

• Curiosity
• Interest
• Participation
• Motivation to learn

Student Engagement

Language Learning Goals

Real Language Learning
Using the Can-DO Benchmarks to set Goals for Language Learning

Let’s now use the ACTFL Global Benchmarks to set our own World Language goals!
See handout

### ACTFL- Global Can-Do Benchmarks

<table>
<thead>
<tr>
<th>Novice Low</th>
<th>Novice Mid</th>
<th>Novice High</th>
<th>Intermediate Low</th>
<th>Intermediate Mid</th>
<th>Intermediate High</th>
<th>Advanced Low</th>
<th>Advanced Mid</th>
<th>Advanced High</th>
<th>Superior</th>
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</thead>
<tbody>
<tr>
<td>Interpersonal Communication</td>
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<tr>
<td>I can communicate on some extremely familiar topics using simple words and phrases or pictographs. I have practiced memorizing phrases and simple sentences.</td>
<td>I can communicate on some very familiar topics using simple words and phrases. I have practiced memorizing phrases and simple sentences.</td>
<td>I can communicate on some familiar topics using simple words and phrases. I have practiced memorizing phrases and simple sentences.</td>
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<td>Presentational Speaking</td>
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<tr>
<td>I can present information on some other familiar topics using simple words or phrases.</td>
<td>I can present information on some familiar topics using some more complex words or phrases.</td>
<td>I can present information on familiar topics using some more complex words or phrases.</td>
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<td>Presentational Writing</td>
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<tr>
<td>I can copy lists and memorized phrases on familiar topics.</td>
<td>I can copy lists and memorized phrases on familiar topics or phrases.</td>
<td>I can copy lists and memorized phrases on familiar topics or phrases.</td>
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<td>Interpretive Listening</td>
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<tr>
<td>I can recognize few familiar words and phrases when I hear them spoken.</td>
<td>I can recognize some familiar words and phrases when I hear them spoken.</td>
<td>I can recognize some familiar words and phrases when I hear them spoken.</td>
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<td>Interpretive Reading</td>
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<tr>
<td>I can recognize a few letters or characters.</td>
<td>I can recognize some letters or characters.</td>
<td>I can recognize some letters or characters.</td>
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</tbody>
</table>

See handout
Setting SMART goals for World Language Learning

SMART goals are: S Specific, M Measurable, A Ambitious, R Realistic & T Time-bound

‘It is the last day of June (T) and I can now give a 5-minute speech about the jobs I’ve done in the past (M), using the ‘imparfait’ and ‘passé’ compose’ tenses in French. I can confidently link words such as ‘après que’, ‘puis’ and ‘malgré’ to show logical continuity when describing past events. I use 5 new irregular verbs to talk about my previous jobs, including ‘prendre’, ‘vendre’ and ‘sentir’ (A & R).

Think about ONE of your students and set a SMART goal following this example, and using the ACTFL Benchmarks as your guide.
<table>
<thead>
<tr>
<th>ACTFL- Global Can-Do Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Novice Low</strong></td>
</tr>
<tr>
<td><strong>Interpersonal Communication</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Message and Information Transfer</th>
</tr>
</thead>
</table>

**Novice Low**: Communicate and exchange information on familiar topics using simple language and short, simple messages.

**Novice Mid**: Communicate and exchange information on familiar topics using simple language and short, simple messages.

**Novice High**: Communicate and exchange information on familiar topics using simple language and short, simple messages.

**Intermediate Low**: Communicate and exchange information on familiar topics using simple language and short, simple messages.

**Intermediate Mid**: Communicate and exchange information on familiar topics using simple language and short, simple messages.

**Intermediate High**: Communicate and exchange information on familiar topics using simple language and short, simple messages.

**Advanced Low**: Communicate and exchange information on familiar topics using simple language and short, simple messages.

**Advanced Mid**: Communicate and exchange information on familiar topics using simple language and short, simple messages.

**Advanced High**: Communicate and exchange information on familiar topics using simple language and short, simple messages.

**Superior**: Communicate and exchange information on familiar topics using simple language and short, simple messages.

**Distinguished**: Communicate and exchange information on familiar topics using simple language and short, simple messages.

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**3 minutes**
Language Learning in an Heterogeneous Classroom
The Picture Word Inductive Model (PWIM)

What is it?

- It is **language & literacy strategy** that uses familiar pictures to help connect **student background knowledge** with **content area** vocabulary.

- It is a **stimulus**, the jumping off for reading, writing, and word study associated with any content area.

- The result is a **student** generated list of words, sentences, and/or paragraph that the class/students can then use as a **stimulus for a more complex activity**, such as a debate, or the beginning of a research project.

- It challenges each student at his/her level of language proficiency while promoting partner and group work.
Theme: People and Places

Step 1 - Label & Name (in the World Language of your choice):
“What do you see in the picture? **Label** everything you see”.
“Now, **name** the picture”
Watch the video and add more words to your picture!
Au marché en plein air!
Step 2 - Classify: “How can you classify the words around your picture?“

Classify the words by grammatical function, type of action, etc.

<table>
<thead>
<tr>
<th>Nouns (people, things, places)</th>
<th>Adjectives (details, colors, shapes, character features, etc)</th>
<th>Verbs (action, state of being)</th>
<th>Expressions of time, place, quality, etc. (adverbs)</th>
<th>Other</th>
</tr>
</thead>
</table>

Step 3 - Generate Sentences: “Using the words you have listed, describe what you think is happening in the picture, and generate a list of sentences. Feel free to add new words or change the title of the picture.”
In the French World Language class:

<table>
<thead>
<tr>
<th>NOUNS: food</th>
<th>NOUNS: other</th>
<th>VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>les fruits (fruit)</td>
<td>une vendeuse (saleswoman)</td>
<td>payer</td>
</tr>
<tr>
<td>les légumes (m.) (vegetables)</td>
<td>la cliente (customer)</td>
<td>vendre</td>
</tr>
<tr>
<td>les concombres (m.) (cucumbers)</td>
<td>le prix (price)</td>
<td></td>
</tr>
<tr>
<td>les poivrons rouges (m.) (red peppers)</td>
<td>un marché et</td>
<td></td>
</tr>
<tr>
<td>les tomates (f.) (tomatoes)</td>
<td></td>
<td></td>
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<tr>
<td>les haricots verts (m.) (green beans)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Au marché en plein air, la cliente achète des fruits et des légumes. (At the open-air market, the customer buys fruit and vegetables.)
- La vendeuse vend des fruits et des légumes. (The saleswoman sells fruit and vegetables.)
- La cliente achète des concombres, des poivrons rouges, et des haricots verts. (The customer buys cucumbers, red peppers and green beans.)
- La cliente demande le prix des tomates. (The customer asks the price of tomatoes.)
- La cliente fait les courses au marché en plein air. (The customer does the shopping at the open-air market.)
- La cliente paye. (The customer pays.)

*(Option) Students watch the video again to improve their sentences.*
Step 4 – Connect & Create: ”Connect your sentences to create a story about what you think is happening in the picture” (Individually, in pairs or whole class).
Step 4 – Connect & Create: Example

Los muchachos están jugando al fútbol en un campo de juego, y lo pasan muy bien. En las paredes que rodean el campo se ve graffiti.

Cuando miro el video, oigo que los muchachos hablan una lengua que no conozco. También veo que uno de los muchachos está listo para patear el balón y el que hace de portero, está listo para cogerlo.

En la última fotografía, que tiene un fondo azul como si fuera un sitio irreal, yo veo al portero enfocándose en el balón y sudando. Por último, se le ve cogiendo el balón, triunfante. Pienso que el muchacho quiere ser un futbolista profesional.

The boys are playing football on a playground, and have a great time. On the walls surrounding the field you can see graffiti. Listening to the video, the boys speak a language I do not know. One of the boys is ready to kick the ball and the other who is the goalkeeper, is ready to catch it. In the last photo, which has a blue background as if it were an unreal place, I see the goalkeeper focusing on the ball and sweating. Finally he is seen catching the ball, triumphant. I think that the boy wants to be a professional soccer player.
The PWIM enables students at different levels of language proficiency to collaboratively write a story about a topic. This is a story that students’ own.

In the process, students acquired **vocabulary** words, differentiated these words by **function**, created **sentences** and wrote a **story**. They also built **background** on the topic.

..... *How can teachers expand on this work?*
Day 2
Communication Task:
Use the PWIM story to prepare your class for a Debate

That is, we Extend & Differentiate Communication Tasks based on Collaborative Stories that result from applying the PWIM.
Student Task (in target World Language):

- **Prepare in writing:** Five (5) points to argue for the topic, and five (5) points to argue against the topic.
- **Use the Can-DO Statements to prepare your points.**

Focus on

- Presentational Writing, and
- Presentational Speaking

**Issue (controversial topic/statement):**

*Example based on the PWIM story:*

‘Los hombres son mejores que las mujeres jugando a fútbol; el fútbol es un deporte de hombres.’

(Men are better than women playing soccer; soccer is a male’s sport.)
• **Prepare in writing:** Five (5) points to argue for the topic, and five (5) points to argue against the topic.
• **Use the Can-DO Statements to prepare your points.**
  Focus on
  • Presentational Writing, and
  • Presentational Speaking
INTERMEDIATE HIGH
I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.

**Presentational Speaking**

**I can present information on academic and work topics.**
- I can present ideas about something I have learned, such as a historical event, a famous person, or a current environmental issue.
- I can explain a series of steps needed to complete a task or experiment.
- I can explain to someone who was absent what took place in class or on the job.
- I can present my qualifications and goals for an academic program, training, or job.
  - I can

**I can make a presentation on events, activities, and topics of particular interest.**
- I can present on something I learned from the media.
- I can make a presentation about an interesting person.
- I can summarize a personal, historical, or cultural event.
- I can give a presentation about my interests, hobbies, lifestyle, or preferred activities.
- I can make a presentation about the history or current status, of a school, organization, or company.
- I can make a presentation about future plans.
  - I can
**Presentational Writing**

**INTERMEDIATE HIGH**

I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.

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**I can write about school and academic topics.**

- [ ] I can write a simple summary about something I have learned.
- [ ] I can write a series of steps needed to complete a task, such as for an experiment.
- [ ] I can prepare notes for someone who was absent from class or school.
- [ ] I can write the content for a multi-media presentation, a handout, a synopsis, etc.
- [ ] I can _____

---

**I can write about work and career topics.**

- [ ] I can write a simple summary about an assignment or task that I’ve been asked to do.
- [ ] I can document the series of steps needed to complete a task or project.
- [ ] I can prepare notes for someone who is new or has been absent from a project, team, or work meeting.
- [ ] I can draft a work plan.
- [ ] I can write the content for a multi-media presentation, a handout, a synopsis, etc.
- [ ] I can _____

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**I can write about community topics and events.**

- [ ] I can write a simple summary about something I have researched.
- [ ] I can write the content for a multi-media presentation, a handout, a synopsis, etc.
- [ ] I can write the series of steps needed to complete a task, such as for a community event or a fund raiser.
- [ ] I can summarize what has been happening in the community for someone who has been away.
- [ ] I can _____

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**I can write about an entertainment or social event.**

- [ ] I can summarize a conversation or interview that I had with someone.
- [ ] I can describe an event that I participated in or witnessed.
- [ ] I can write a brief summary of the plot of a movie or an episode of a TV show.
- [ ] I can _____

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*5 minutes*
Class Debate:

STATE YOUR POSITION

a. Groups rehearse their statements to get their ideas flowing before the class debate.

b. Each team takes turns presenting their arguments. Each member of the pair or triad reads or speaks at least one point to articulate in the debate.

c. Teacher summarizes the pros and cons and helps the class come to consensus.

What group is ready to share? In what language?
Group discussion:

- **What active language learning strategies did we practice and discuss today?** How will you incorporate them into your World Language classroom?

- **In what ways do the ACTFL Can Do Statements** promote and support student’s acquisition of World Languages?

- **Why do you think these active language learning strategies** can help your students prepare to earn the NYS Seal of Biliteracy?

Please complete Evaluation and Reflection. *Thank you.*