

# COACHING for Peak Performance:

## Moving Students from Novice to Intermediate

**Linda L Egnatz**

ACTFL 2014 National Language Teacher of the Year



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@miprofeAP #MIWLA16

# Piqué



*Gerard Piqué*  
Soccer, Center-Back Defense  
FCB, Spain National Team  
37 Career Goals  
2010 World Cup Champion



«No soy tan y tan bueno, lo que ocurre es que tengo la fortuna de jugar en el Barça».

-- *Gerard Piqué*

It's not that I'm so great, what happens is I that have the good fortune of collaborating with other passionate language educators.

-- *Linda Egnatz*



«Soy un tipo alegre, pero en el campo no hago tonterías».--

Gerard Piqué

*"I'm a happy guy, but on the soccer field I don't fool around."*



# Let's talk about Proficiency

**What do you hear ?**

**What do you fear ?**

**What do you cheer ?**

# Why do we teach language?



For me . . . It's so they can  
**CONNECT** with others.

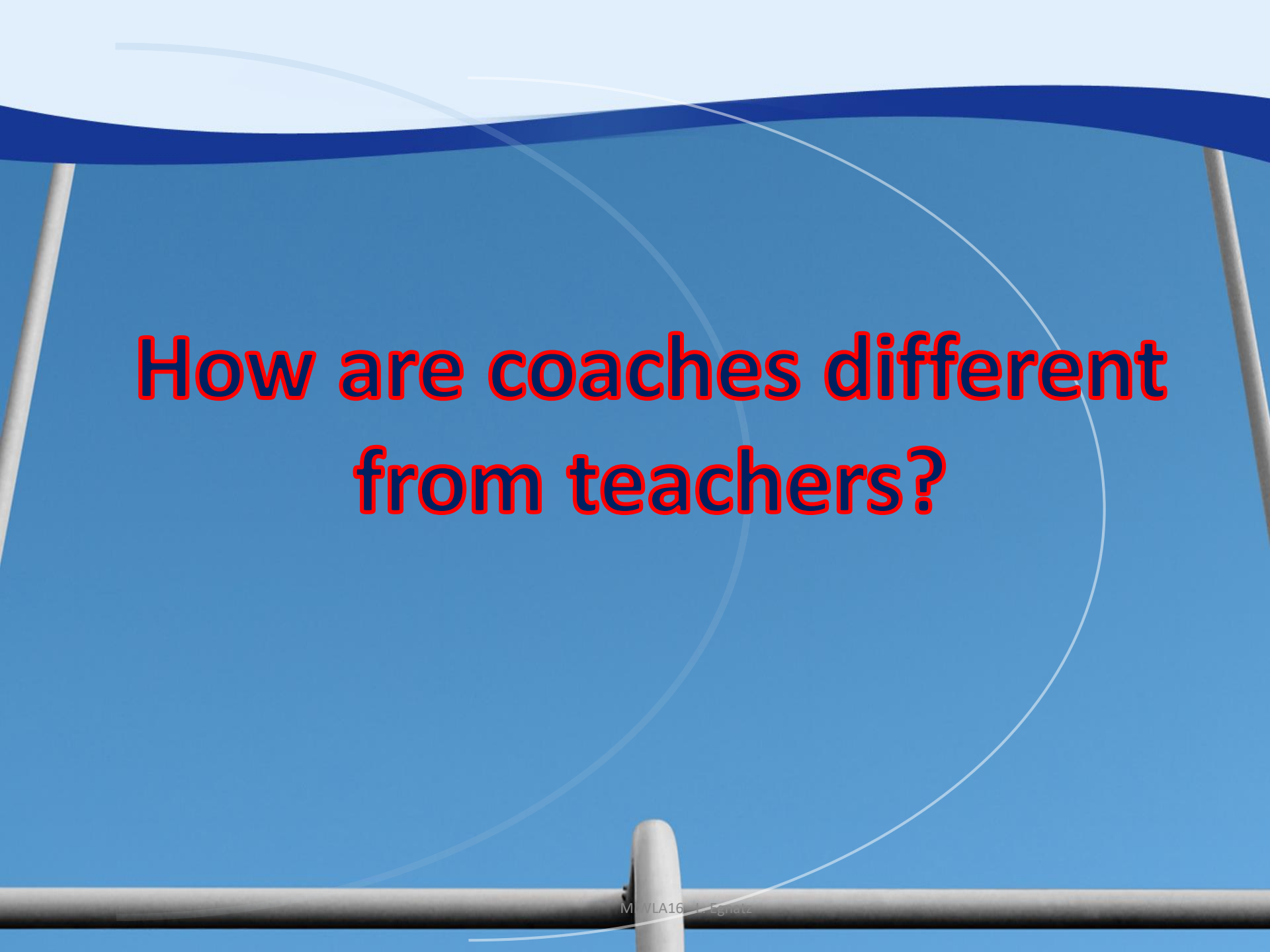
# Today's Goals:

- Determine why coaches are revered.
  - *Disclaimer: Duplication not guaranteed*
- Know why Coaching for Proficiency is needed.
- Learn some coaching strategies to apply to the classroom.
- Discover a variety of ways to spiral the language tasks that build proficiency.

GREEN BAY Coach Vince Lombardi



*"Winning is a Habit."*




**How are coaches different  
from teachers?**





**TRUE  
CONFESSION:**

**I have  
COACH envy.**



**“All Coaches have one thing in  
common, it’s that they are  
ruthlessly RESULTS-  
ORIENTED.”**

**- Fast Company Magazine**

# What does the data say?

STAMP test data 2010

Speaking	Level 1	Level 2	Level 3	Level 4	Level 5+
Year 1	6.6%	23.8%	36.7%	3.1%	0.0%
Year 2	5.3%	21.9%	49.3%	5.0%	0.2%
Year 3	2.0%	10.6%	50.7%	11.6%	0.3%
Year 4	0.9%	3.9%	32.9%	24.4%	3.7%

Writing	Level 1	Level 2	Level 3	Level 4	Level 5+
Year 1	7.1%	17.2%	49.5%	3.9%	0.1%
Year 2	4.0%	15.2%	59.4%	9.7%	0.6%
Year 3	1.9%	6.0%	52.8%	27.2%	2.5%
Year 4	0.7%	3.2%	36.5%	42.6%	13.2%

\* Illinois Seal  
of Biliteracy –  
Intermediate  
High

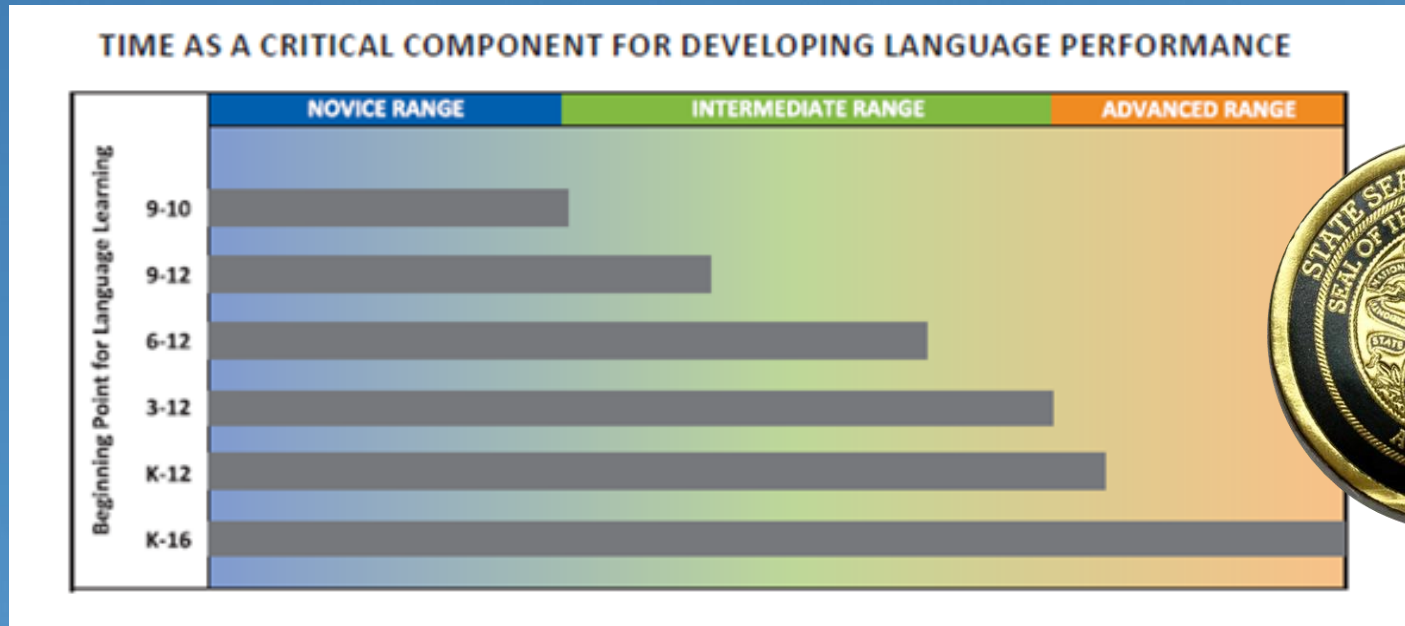
# What do you value?

## How do students know that you value it?



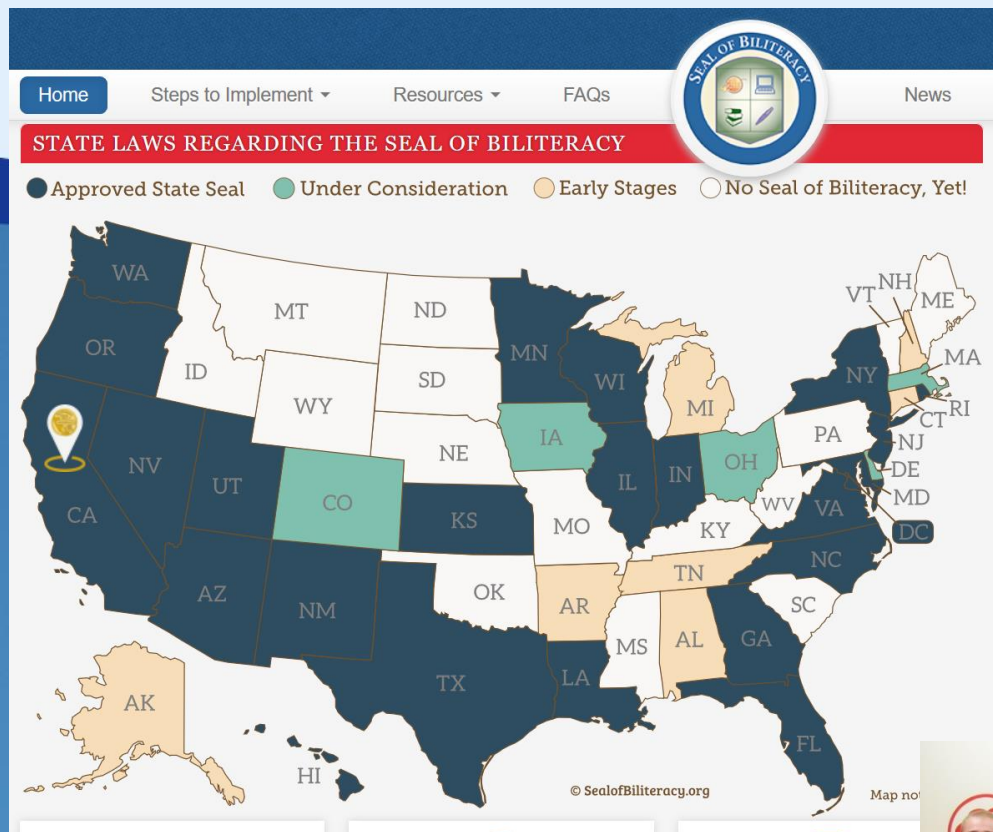
# WHY PROFICIENCY MATTERS:

- Teacher Evals / Student Growth
- Seal of Biliteracy



*"We didn't lose the game, we just ran out of time."*

*--Coach Vince Lombardi*



# State Seal of Biliteracy

#2bilit2quit

Recognize high school graduates proficient in both English and another language.





# Discuss with a partner . . .

... how you have  
changed your  
teaching style

and / or

what you would  
like to change.





# Lincoln-Way North High School





2008                      0 wins – 9 losses

2009                      8 wins – 1 loss

2009 –14                47 wins – 19 losses

2015                    11 – 1 State Runner-up



*“The bar is  
set high.”*

*--Coach Czart*



**How can  
we be  
more like  
a Coach?**





# Pre-Season

## Goal: Know your students

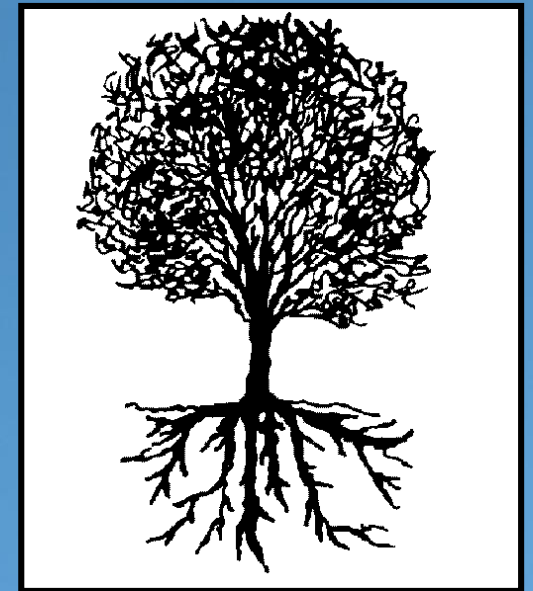
- Past performance / Scores
- Interest Surveys
- Questionnaires – learning styles
- Have conversations with them



# Goal: Proficiency

Design Activities, Rubrics & Assessments that Reward Growth in these areas:

- ROOTS – Content and Context
- TRUNK - Language Functions
- BRANCHES – Text-type
- LEAVES – Accuracy





# It takes practice to go PRO



*Anything worth doing well is worth  
doing poorly at first.*

**Language acquisition takes time.**

# It takes practice to go PRO







— Ken Doherty, Track Coach

**“The 5 S’s of sports training are: stamina,  
speed, strength, skill and SPIRIT. . .”**

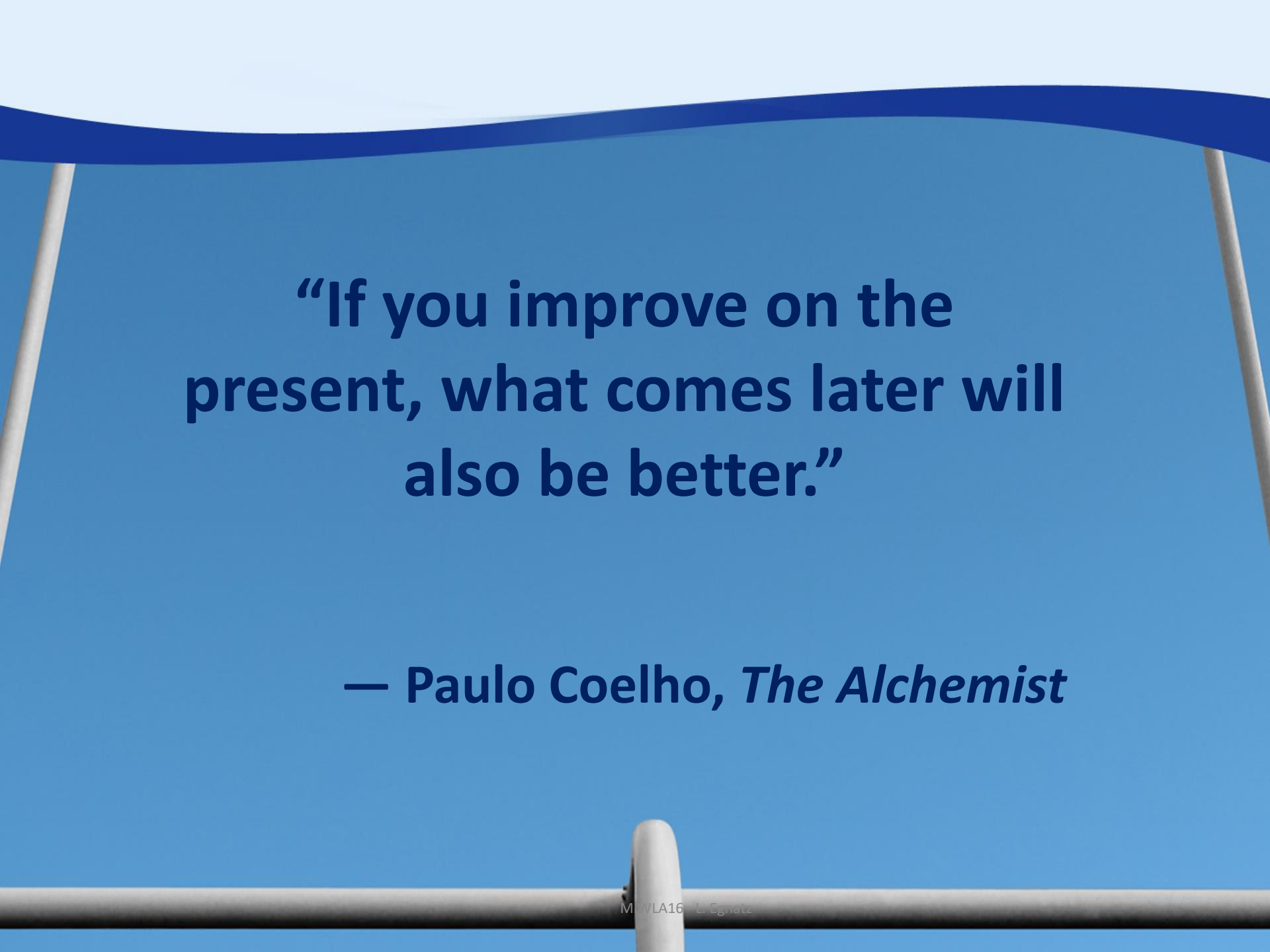
# What did my Spanish 2 students say?

## AUGUST

- Simple stuff
- Same sentences over and over
- Only easy answers
- Didn't understand much
- Could only say things I learned
- Thought only smart people could be good at Spanish
- Only talk about now (present)
- Knew about some food and fiestas

## MARCH

- Elaborate and say a lot more
- Can put words together that I learned
- Now I can say what I want to say
- Understand how different verbs send different messages
- Can understand most of what you say
- Can talk longer, like 3 or 5 minutes
- Know more about history, people, music



**“If you improve on the  
present, what comes later will  
also be better.”**

**— Paulo Coelho, *The Alchemist***



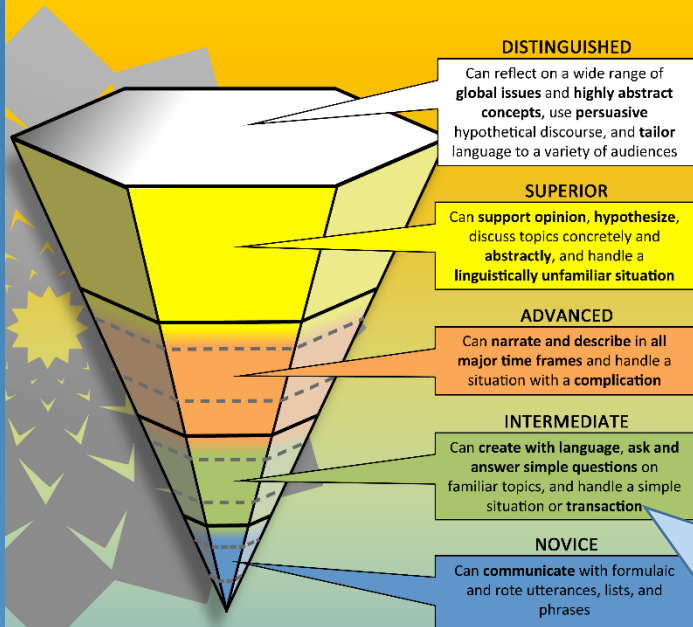
# Discuss with a partner . . .

What have we  
discussed so far  
that most  
PIQUED your  
interest?



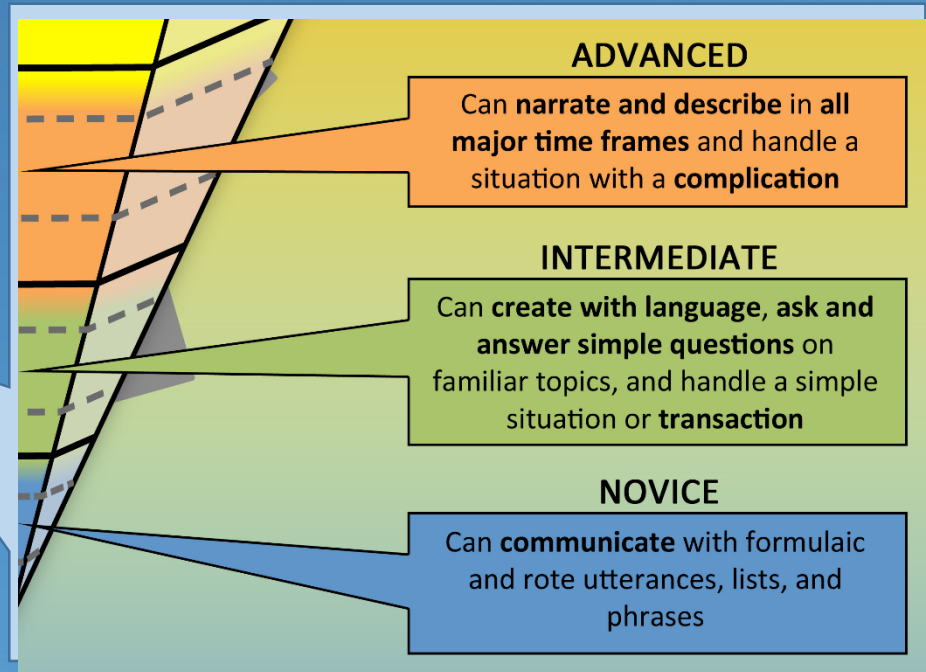
# Where are your students?

## ACTFL PROFICIENCY LEVELS



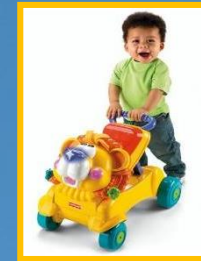
INVERTED PYRAMID REPRESENTING  
THE FUNCTIONS OF THE MAJOR LEVELS

MIWLA16 - L. Egnatz



# Student Engagement

## Novice:



## Intermediate

[illegible]



# NCSSFL-ACTFL Can-Do Statements



8 NCSSFL-ACTFL Can-Do Statements

## Interpersonal

### INTERMEDIATE MID

I can participate in conversations on familiar topics using sentences and series of phrases.  
I can handle short social interactions in everyday situations by asking and answering questions.  
I can usually say what I want to say about myself and my everyday life.

I can start, maintain, and end a conversation on 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 \_\_\_\_\_

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 \_\_\_\_\_

I can use my language to handle personal needs.

- ☐ I can request services, such as a computer, or car.
- ☐ I can schedule an appointment.
- ☐ I can inquire about membership or club.
- ☐ I can \_\_\_\_\_

I can exchange information about interest to me.

- ☐ I can talk about artists from other countries.
- ☐ I can talk about historical events.
- ☐ I can talk about a mathematical or science project.
- ☐ I can \_\_\_\_\_

## Interpersonal Communication

NCSSFL-ACTFL Can-Do Statements 7

### NOVICE HIGH

I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

I can exchange some personal information.

- ☐ I can ask and say a home address and e-mail address.
- ☐ I can ask and say someone's nationality.
- ☐ I can ask and talk about family members and their characteristics.
- ☐ I can ask and talk about friends, classmates, teachers, or co-workers.
- ☐ I can \_\_\_\_\_

I can exchange information using texts, graphs, or pictures.

- ☐ I can ask about and identify familiar things in a picture from a story.
- ☐ I can \_\_\_\_\_

I can ask for and give simple directions.

- ☐ I can ask for directions to a place.
- ☐ I can tell someone how to get from one place to another, such as go straight, turn left, or turn right.
- ☐ I can tell someone where something is located, such as next to, across from, or in the middle of.
- ☐ I can \_\_\_\_\_

I can make plans with others.

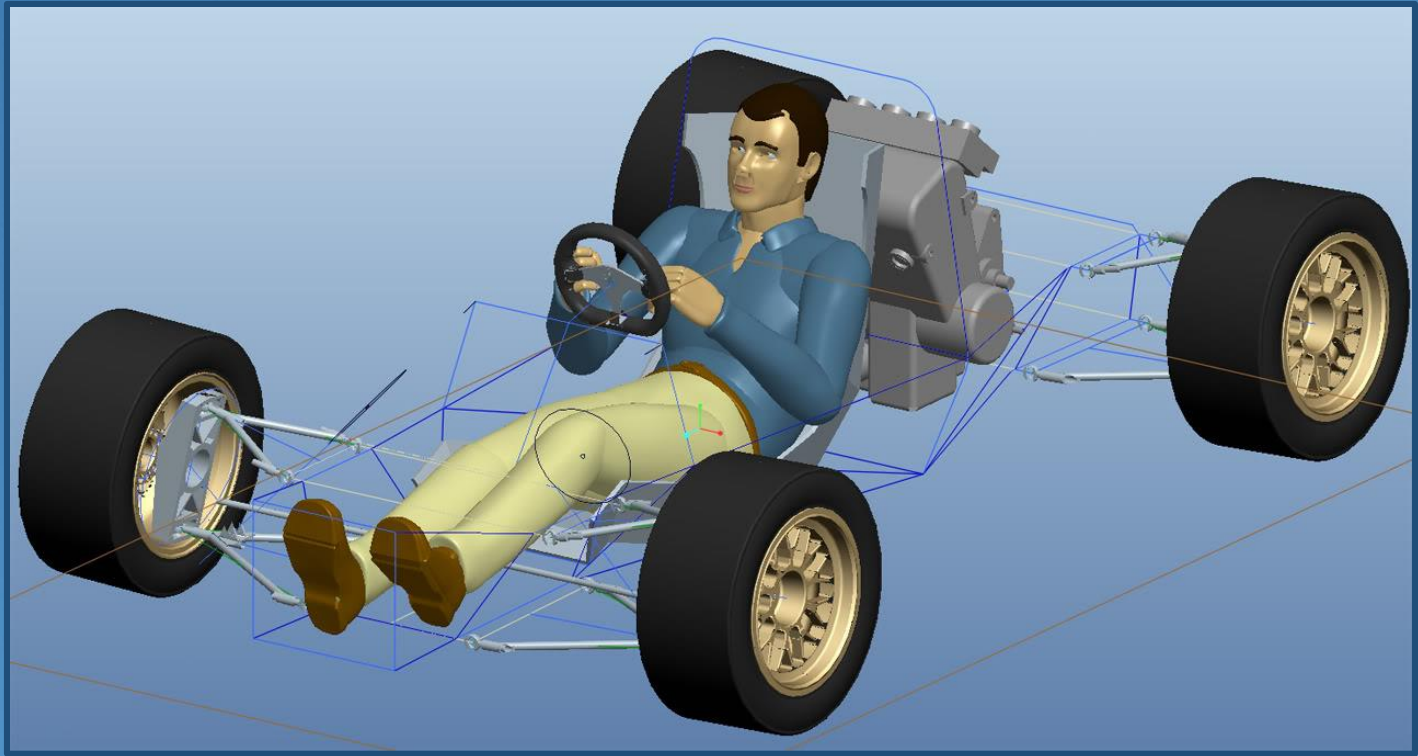
- ☐ I can accept or reject an invitation to do something or go somewhere.
- ☐ I can invite and make plans with someone to do something or go somewhere.
- ☐ I can \_\_\_\_\_



# Designing for Proficiency



- Know my students' current proficiency level
- Teach above level but assess at level
- Allow for customization
- Reflect – “go back to the drawing board”



Which comes first? the car or the driver ?

Which comes first? the lesson plan or the student?

# Novice Low

✓ **Increase word count – based on needs**

✓ **Get excited!**

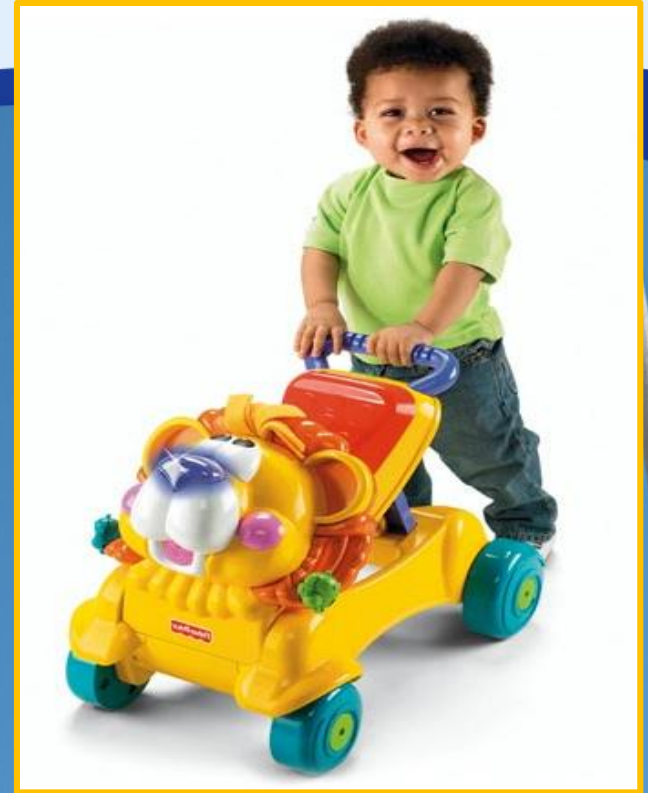
✓ **Lots of visual support**



- ☐ Word count (50-100)
- ☐ Basic “intro self” vocabulary
- ☐ High frequency memorized phrases
- ☐ Common vocabulary, forms lists
  - ☐ Numbers
  - ☐ Simple nouns
  - ☐ Family words
  - ☐ Color words
  - ☐ Food words

# Novice Mid

- ✓ **Describing self**
- ✓ **Focus on “chunks” of language that can be reordered**
- ✓ **Useful questions & answers**



- ☐ Forms simple (practiced) sentences
- ☐ Simple asking / answering questions
- ☐ Short descriptions with memorized structure
- ☐ Expanding vocabulary on common topics
- ☐ Needs visual support



# Novice High

- ✓ **Describing people, places, things . . . ideas**
- ✓ **Conversational skills**
- ✓ **Elaborating – creating organized narratives**



- ☐ Forms (elaborated) sentences
- ☐ Asks / answers questions with some detail
- ☐ Series of sentences, sequencing
- ☐ Vocabulary on multiple topics
- ☐ Frequent structural errors

# Our Goal: Break the Intermediate-Low Ceiling

2010  
STAMP Test  
Data

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Year 4	0.7%	3.2%	36.5%	42.6%	13.2%

**Level 6**  
Intermediate  
High



“Speed has never killed anyone, suddenly becoming stationary... that’s what gets you.”  
— Jeremy Clarkson

# Intermediate Low

*Being understood by a native speaker is like removing the training wheels.*

- ✓ **Describing events**
- ✓ **Intentional recycling of vocabulary / structures**
- ✓ **Agree / Disagree – Supporting opinions**



- ☐ Creates to communicate personal messages with frequent grammar errors
- ☐ “Message” more important than form
- ☐ Vocabulary acquisition slows w/o recycling
- ☐ Can sequence sentence strings, transitions



# Intermediate Mid



- ✓ **Describing events in 3 time frames – past – present – future**
- ✓ **Building endurance with authentic resources**
- ✓ **Use the language in REAL ways – Foster interaction with native speakers**

- ☐ Creates to communicate personal messages with fewer grammar errors
- ☐ “Message” is comprehensible to sympathetic native speakers
- ☐ Mix & Matches vocabulary phrases
- ☐ Organized sentence strings, transitions
- ☐ Creates and responds to questions
- ☐ Narrates a story with description

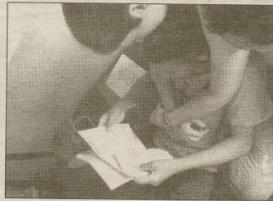
# Making REAL WORLD Connections

## DISTRICT 210

### Spanish students put skills to test with letter exchange

STAFF REPORT

Spanish students at Lincoln-Way North are putting their language skills to the test by exchanging letters with children in Honduras.



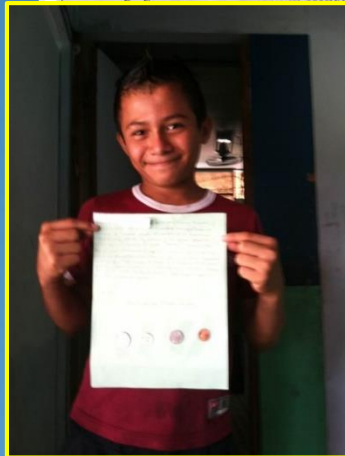
Children in Honduras read a letter that a Spanish student at Lincoln-Way North High School wrote during a class exercise. The students at North are practicing their Spanish skills by exchanging letters with the children in Honduras. PHOTO SUBMITTED

wrote in Spanish to the boys at ProNino.

"Each child got one to two letters," Egnatz said. "Some of the kids included a photo, gum or candy — which was the highlight."

In addition to writing letters, the Lincoln-Way North students sent a collection of school supplies that they donated to ProNino. They saw photographs of the children enjoying their letters and school supplies when Sarah returned to the United States later that month.

"They were so excited to share their letters with their class," Egnatz said. "Making these broader global community connections is what 21st century learning is all about."



## El Abuso Doméstico



Cualquier tipo de abuso de una relación íntima

Por: Mercedes Morgan, una terapeuta del abuso doméstico

Llámenos: 555-555-5555

## LA DIABETES

(de los niños)



Tipo uno de la diabetes es una enfermedad donde el cuerpo no puede producir insulina.

Por: Dr. Karlie Trost  
Endocrinóloga  
Especialista en la diabetes

Phone: 815 469 3660 ext. 4

## La Depresión



¿Tiene Depresión?

La Depresión puede afectar todas las personas. Si sabe las causas y los síntomas, puede combatirla y vivir bien.

Dr. Sofia Dennis

Profesora de Psicología de la Universidad de Northwestern

Autora de Depresión: No es una Broma

Phone: 815.777.7777





# Intermediate High

- ✓ **Use language to create products for REAL audiences**
- ✓ **Role-Plays with a twist**
- ✓ **Storytelling**
- ✓ **Deep culture / Social issues**



- ☐ Can communicate on a wide variety of topics
- ☐ Can use past – present – future time frames but with errors.
- ☐ Organized, paragraph-length
- ☐ Struggles but can survive unexpected situations
- ☐ Narrates a story in the past with description

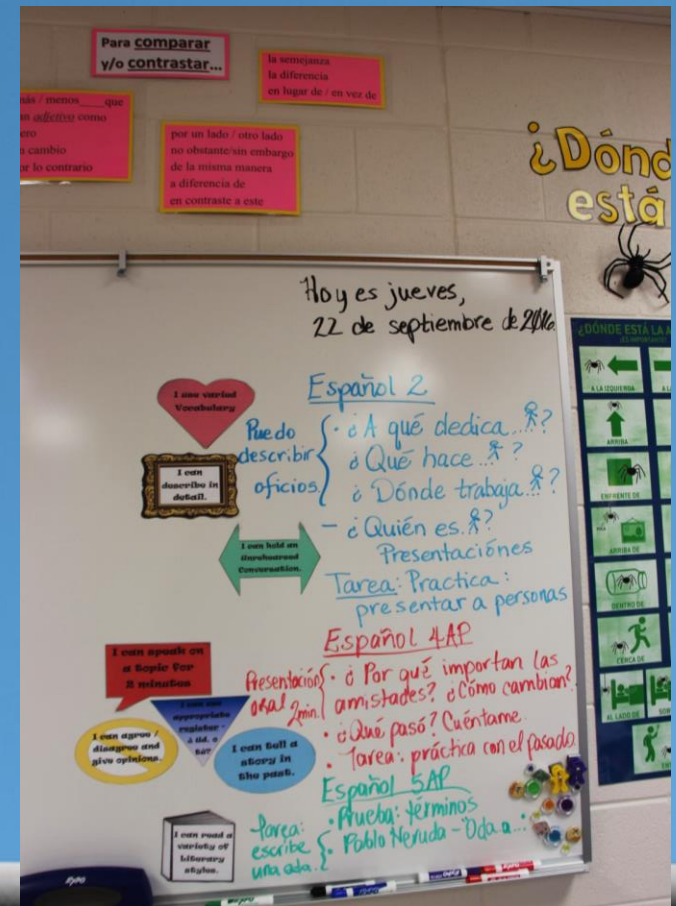


# Post-Game Reflection

Coaches watch game footage  
WITH the players.



# Language Functions by Level





# Student Reflection on Growth

18 Septiembre: + did good on reading, - need to work on spelling and accents, I have to get rid of some of my turtles :C

14 octubre: + I did good on my reading/writing and decent ~~about~~ <sup>with</sup> my speaking, - I need to work on my confidence, I got rid of 7 turtles and need to get rid of 3 more, stage crew started

9 diciembre: + I got a 100 on a writing hooray, - I think I just bombed a listening exam (surprisingly the native speaking part was the easiest for me), I need more sleep - I haven't had a full night of sleep w/o waking up for about 3 months

17 Marzo: Compared to my first writing, I have gotten much better in sentence structure and vocabulary variety. I have gotten better with accents, but I need to improve ser vs. estar and pret. vs imperfecto. Also, I need to learn more verbs to improve my writing abilities and so I don't have to word things strangely to get across a point.

28 Abril: + I did good on my writing, I needed to improve on this reading, Roman numerals and fats messed me up.



# Involve students in their journey toward proficiency.

- Intermediate Low



- Posters and Visual Pathways
- Posted learning targets
- Students document progress with I CAN statements and reflection on language level descriptors
- Listening to level samples (in English and in target)
- Students videos

# SPIRALING: Global Tasks & Language Functions

## Novice

- Minimal autobiographical information
- Formulaic, rote phrases
- Lists
- Highly practiced, memorized
- Informal settings
- Most common aspects of daily life
- Difficult to understand

## Intermediate

- Create with language (mix and match acquired language)
- Ask and answer simple questions
- Narrate and describe (present)
- Predictable and familiar topics (daily activities, personal life)
- Understood, with some repetition
- SURVIVAL

## Advanced

- Narrate and describe in three time frames
- Handle an unanticipated complication
- Extended and more organized
- Formal and informal settings
- Topics of general interest
- Easily understood
- PARTICIPATORY

# EXPAND COMMUNICATION:

## Identify the baby steps: Spiral the functions

- Function: Descriptive Narrative
- Function: Expressing likes/dislikes, preferences, opinions
- Function: Asking / Answering Questions
- Function: Compare / Contrast
- Function: Expressing needs, wants, hopes
- Expanding Vocabulary
- Expanding Text-Type - Elaboration
- Expanding Text-Type - Organization



# What does it look like?

- **Model** for students what “elaboration” looks like.
- Provide **visual support**
  - WORD WALLS
  - Images
  - Vocabulary lists
- Assess text-type and elaboration
- Practice – More practice



WORD WALLS



# What has kept us from winning?



# Student A: basic errors?

GOAL: I CAN DESCRIBE. Answer the questions using your best and most complete Spanish. Be organized, add elaboration and detail and check for errors. Each answer should be a minimum of 3 sentences.

B ¿Cómo eres? Describe a tu misma e incluye tus gustos y preferencias.

Me llama ~~se~~ Mary. Yo soy ~~es~~ baja y pelo ~~de~~ morena. Yo ~~es~~ muy simpática y artista. Mi mejor amiga es Livi. Me gusta jugar los deportes por que es muy divertido. Yo ~~jugo~~ el fútbol y el tenis.

## September / February

C ¿Cómo son tus padres?

Me ~~padres~~ es Joe y Donna. Joe ~~es~~ ~~me~~ padre y Donna ~~es~~ ~~me~~ madre. ~~Me~~ padre es muy serio y alto. ~~El~~ gusta los deportes. ~~Me~~ padre gusta el fútbol americano y el beisbol. ~~Me~~ padre gusta ~~el~~ cortar el césped. ~~Me~~ madre es baja y comica. ~~Me~~ madre gusta visitar el centro de comercial por que es muy divertido.

THINK / PLAN SPACE

ambos - Both	entonces - next
pero - but	también - also
los dos - both	* Check verbs
mas - & que	
tan - como	

Mi madre y mi padre son muy divertidos. Mi madre es mejor en contraste mi padre. Mi madre es divertida y mi madre es cincuenta y uno. Mi madre es muy bonita y comica. Mi padre es muy serio. También mi padre es mas alto que mi madre. Mi madre es la cocinera para la escuela y mi padre es el negociante. En la fin de semana mi padre le gusta el cortar el césped y tratar para mi madre le gusta hacer pedicuros con tu hermana y cocinar el cena para la familia. También mi madre le gusta ver la television con ya antes de escuela para mi madre le gusta trabajar

en el jardín porque mi padre tiene mucho flores. Mi madre descansar mucho en la fin de semana para mi padre descansar un poco porque muy trabajar en la mañana. La fin de semana pasado mi padre feste el juego de el beisbol con mi hermano y yo. Mi madre no feste el juego porque los deportes aburrido. En el rato libre mi madre le gusta dibujar y mi padre le gusta escribir. Me gusta madre y mi padre mucho porque nosotros muy divertido y mejor amigos.



# WHAT ABOUT GRAMMAR?

NOVICE Expectations ?

Intelligibility

INTERMEDIATE Expectations ?

Comprehensibility:  
Create and survive the situation

ADVANCED Expectations ?

Ability: Handle an unexpected  
situation albeit with errors

*SUPERIOR:*



# Oral Proficiency Interview: Level Descriptors

Proficiency Level*	Global Tasks and Functions	Context / Content	Accuracy	Text Type
<b>Superior</b>	Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation.	Most formal and informal settings. <i>Wide range of general interest topics and some special fields of interest and expertise.</i>	No pattern of errors in basic structures. Errors virtually never interfere with communication or distract the native speaker from the message.	Extended discourse
<b>Advanced</b>	Narrate and describe in major time frames and deal effectively with an unanticipated complication.	Some informal settings and a limited number of transactional situations. <i>Predictable, familiar topics related to daily activities.</i>	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers.	Paragraphs
<b>Intermediate</b>	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Some informal settings and a limited number of transactional situations. <i>Predictable, familiar topics related to daily activities.</i>	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers.	Discrete sentences
<b>Novice</b>	Communicate minimally with formulaic and rote utterances, lists, and phrases	Most common informal settings. <i>Most common aspects of daily life.</i>	May be difficult to understand, even for speakers accustomed to dealing with non-native speakers.	Individual words and phrases

# WHAT ABOUT GRAMMAR?

	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Text Type and Length	short messages and postcards, simple notes, statements, questions  sentence length	short, simple letters, essays descriptions  loosely connected sentences	notes, letters, summaries, essays simple descriptions and narrations  paragraph length	letters, narrations, descriptions, summaries of a factual nature  paragraph length units	same as Adv. Low  texts of several paragraphs	correspondence, essays, narrations, including special areas of competence  multi-paragraph text
Sentence Type	non-complex	non-complex	non-complex some complex	sustained control of simple sentences partial control of more complex structures	complex sentences; good control of coordinating and subordinating structures	all types, with patterns of error when hypothesizing and arguing
Communicative Task(s)	create with language  limited expression of elementary needs in present tense	many practical writing needs	all practical writing needs often paraphrase and elaborate describe and narrate in different time frames with some inaccuracies	meet basic work, social, and academic writing needs narrate and describe in major time frames paraphrase, elaborate	a range of work, social, academic writing narrate and describe with some detail in all major time frames paraphrase and elaborate	Write about general and some specialized topics, with some difficulty when abstract Narrate and describe Paraphrase and elaborate Some argumentation and hypothesis
Organizational Skills	simple sentence or question	loosely connected series of sentences minimal cohesive elements, little evidence of deliberate organization	sentences connected into paragraphs with basic cohesive elements, with some breakdown	can link sentences within paragraphs using a limited number of cohesive devices; can include redundancy and awkwardness	a number of cohesive devices to produce text of several paragraphs; intro., topic sentences, support, , comparison and contrast, sequencing, summary, conclusion where appropriate	structure fairly extensive texts including arguments and hypotheses (some weakness and error)
Vocabulary and Accuracy	basic vocabulary on familiar topics  <b>frequent errors in grammar, vocab., punctuation, spelling</b>	vocabulary related to personal experience, immed. surroundings  <b>Evidence of control of simple sentence syntax, basic present tense verb forms</b>	vocabulary on familiar topics of current, general interest  <b>tense and aspect not consistently accurate</b>	Mostly generic vocabulary typical of informal writing <b>Overall control of past tenses, frequent errors in complex sentences</b> Significant deterioration when arguing or hypothesizing	general vocabulary sufficient for clarity; <b>may be frequent errors in complex sentences, spelling, punctuation;</b> decline in quality with superior-level tasks	Fairly wide general vocabulary <b>Good control of full range of grammatical structures, some inaccuracies</b> Lacks flexibility for difficult tasks or readers; cannot sustain superior level
Comprehensibility	can be understood by natives used to non-natives	readily understood by natives used to non-natives	generally comprehensible to natives not used to non-natives	understood by natives not used to non-natives	readily understood by natives not used to non-natives	understood with occasional distractions by natives not used to non-natives



# Vertical TEAMING – AP

## AP® SPANISH LANGUAGE AND CULTURE EXAM 2015 SCORING GUIDELINES

Identical to Scoring Guidelines used for French, German,  
and Italian Language and Culture Exams

### Presentational Writing: Persuasive Essay

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#### 5: STRONG performance in Presentational Writing

- Effective treatment of topic within the context of the task
- Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies
- Integrates content from all three sources in support of the essay
- Presents and defends the student's own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail
- Organized essay; effective use of transitional elements or cohesive devices
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax and usage, with few errors
- Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences

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#### 4: GOOD performance in Presentational Writing

- Generally effective treatment of topic within the context of the task
- Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies
- Summarizes, with limited integration, content from all three sources in support of the essay
- Presents and defends the student's own viewpoint on the topic with clarity; develops a persuasive argument with coherence
- Organized essay; some effective use of transitional elements or cohesive devices
- Fully understandable, with some errors which do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax and usage
- Develops mostly paragraph-length discourse with simple, compound and a few complex sentences

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#### 3: FAIR performance in Presentational Writing

- Suitable treatment of topic within the context of the task
- Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies
- Summarizes content from at least two sources in support of the essay
- Presents and defends the student's own viewpoint on the topic; develops a somewhat persuasive argument with some coherence
- Some organization; limited use of transitional elements or cohesive devices
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language

# WHAT ABOUT GRAMMAR?

CONCEPTUAL Control

PARTIAL Control

FULL Control



*Be realistic.*



# Concept of Control: Examples

	Novice	Intermediate	Pre-Advanced
Full	greetings, leave-takings; listing	Asking questions (interview)	Use basic connecting words (because, therefore, when)
Partial	Asking questions; expressing feelings and emotions	Adjective agreement	Narration, elaboration (past time)
Conceptual	Adjective agreement	Past time (narration)	“What if ...”

Summary  
by ACTFL



# Discuss with a partner . . .

What is  
something NEW  
you learned  
about  
measuring  
proficiency?



# Keep it simple:

- Target language (no English)
- Variety of vocabulary
- Sentences that answer multiple questions (multiple parts)
- Elaboration

**Vivir al T.O.P.E. (Carpe Diem) T – Todo en español**

**O – Organizado**

**P – Palabras variadas**

**E - Elaboración**

# Student B: text length

mi familia y yo visitamos Cuzco, Peru porque necesitamos vacación. Queremos mirar el monumento y divertirse. Por la mañana vimos la casa de incas. tiene mucho bonitos los monumentos. Después comimos en la restaurante y mirar sacsa huaman. luego tenemos sueño y aspertemos.

October / February

tengo dos hermanos en mi familia. mi mejor hermano nombre es Mario. También tiene veintiseis años. mi mejor hermana nombre es Mía. tiene dieciséis años. mi mejor hermano Mario vive con su novia en su casa. trabaja en el mercado porque va a colegio por la mañana. la semana pasado trabajé en mecánica con mi padre porque tuvimos rato libre. Después cenamos y jugamos deportes juntos pero mi menor hermana no le gustan los deportes. prefirió escuchar la música. por ejemplo mi mejor hermano juega el fútbol en escuela y mi menor hermana baila. También Mario le gusta jugar naipes y conversar con sus amigos, pero Mía no le gusta. en su rato libre le gusta ir al cine con sus

amigos. me gusta mirar mi mejor hermano y no me gusta mirar mi menor hermana porque no le gusta mirar mi.



# Coaches push limits.

Language teachers can PUSH:

- Text-Type (how much they say/write)
- Vocabulary (past, present & personalized)



# Scaffold Descriptive Narrative:

## Cognitive / Linguistic

- I can describe people.
- I can describe things.
- I can describe places.
- I can describe ideas, concepts, cultures (3 Ps)
- I can use past (recycled), present and personalized vocabulary (3 Ps)

# Scaffold Descriptive Narrative:

## Vocabulary / Length

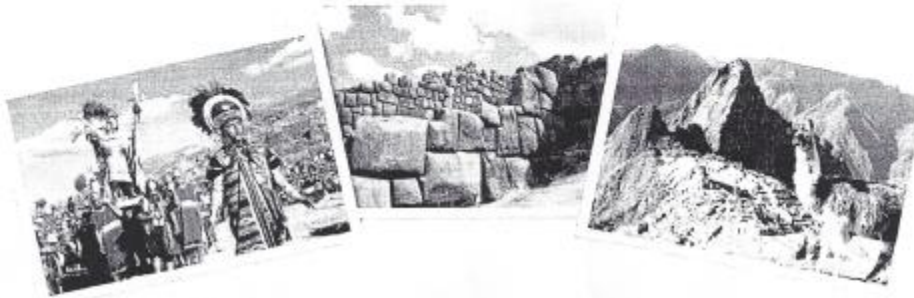
- I can identify characteristics. (list)
- I can write a descriptive sentence.
- I can describe in sentences with multiple parts.  
(conjunctions)
- I can describe with strings of sentences. (pre-paragraph)
- I can write an organized, descriptive paragraph.



# Student C: text length

## Examen de Escribir 3: Goals: I can describe places. I can tell a past story.

You and your family went on vacation to Cuzco, Perú. In an organized paragraph, describe at least 2 places that you saw and 3 things that you did (alone or with your family) while on vacation. Your goals are to: (1) demonstrate what you've learned about Perú, (2) show that you can describe with detail and (3) tell a story by describing past actions. These photos may give you inspiration for your paragraph, but you may include anything you've learned about Cuzco.



¡Hola! Me nombre es Javier. Mi familia y yo fuimos a Cuzco, Peru. Anduvimos a Machu Pichu. Paseamos en la capital y ver una festival del sol. La festival fue a Templo del Sol, una iglesia mas importante con los conquistadores y los aztecas. Las piedras con 12 angulos parene doce es un numero mas historico.

October / February

Write a descriptive paragraph that COMPARES and CONTRASTS two members of your family (relatives), one male and one female. (age, physical/personality description, job, likes/dislikes, free time activities, responsibilities, favorites, etc.) Use varied vocabulary.

viejo - old

THINK / PLAN SPACE

Mi mama y papa no son muy similar. Mi papa es mas alta que mi mama, pero mi mama es mas alta que muchas señoritas. Mi papa trabaja en Ford. Es mecanico y mi mama trabaja en Metro South. Es enfermera. Mi papa tiene cuarenta y ocho años y mi mama tiene cuarenta y dos años. Mi papa tiene los ojos azules y no tiene mucho pelo. Mi mama tiene los ojos verdes y es morena. Mi mama y papa son les gusta cocinar mucho y van al cine para ver las películas. Mi mama y papa limpian la casa todos los dias. Mi papa limpia la cocina y mi mama limpia los baños.

Para las vacaciones, mis padres van South Carolina. Mi papa pasea en las buques pero mi mama nada en la playa. Mis padres montan los biuletos y van los mercados en South Carolina. Mi papa le gusta mucho pescado, pero mi mama no le gusta. Ella le gusta carne o hamburguesas. Para el rato solo, mi papa juega los videojuegos o juega con la pelota. Mi mama via la television o habla por el telefono con sus amigos. Mi mama y papa son active preferido es leer los libros. Mi papa es muy conico pero es serio por la escuela y trabaja. Mi mama es trabajadora pero es muy cansada todos los dias.

# Student D: organization

En mi viaje a Perú, yo mirandé y víré mucho de cosas y lugares de importantes. Primero, yo fui al restaurante comer comida con mi familia. Después, nosotros bajamos en autocar y vimos la carretera de piedras y grandes edificios. Luego, yo sé que mi familia ir a Machu Picchu. Es una montaña que es hermosa y alta. Hay son mucho de personas en Machu Picchu. Es popular y tiene muchas de las cosas que son de la familia de Inca. El domingo, mi familia y yo vamos al Templo del Sol. Es una iglesia que es bonita y histórica. Finalmente, nosotros regresamos a la casa.

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THINK / PLAN SPACE

En mi familia todos de las personas son diferentes. Por ejemplo, mi hermano y mi padre. Primero, ellos tienen diferencias entre ellos. Mi hermano tiene diferentes ideas que mi padre tiene diferentes ideas. Mi hermano es más extrovertido que mi padre y tiene mensajes de texto a su amigos cada todos los días. Ella piensa que siempre con sus amigos en el centro comercial que fin de semana. En contraste, mi padre es tímido y no tiene amigos en Illinois. A él no le gusta salir la casa y va a aprender español que fin de semana. También, mi hermano es más tímido que mi padre. Ella es más tímida que mi hermano, pero mi padre es un niño como mi madre.

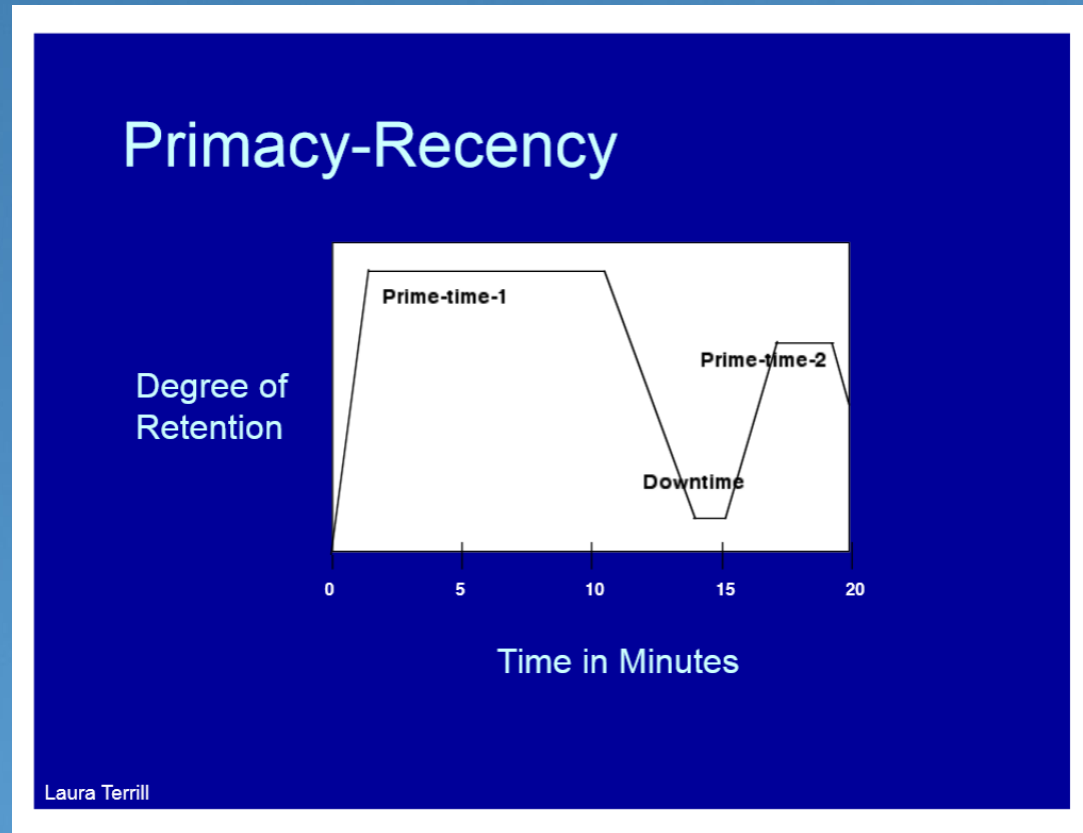
Con sus diferencias, mi hermano y mi padre tienen similitudes. Primero, ellos se gustan tener comida la semana pasada, ellos visitan el restaurante. Después, ellos se gustan mi hermano y mi padre, pero hablando es muy fácil a los amigos los hacen estar los amigos y ellos van las personas de animales como Negro Perro. Añadir más, ellos se gustan de vivir todos los días hasta el fin de semana pasado. ¿Qué más? Mi hermano quiere trabajar, pero mi padre es médico y trabaja en el hospital por diez años. Ellos estudian juntos y hablan muchos.

Finalmente, mi hermano y mi padre son muy diferentes, pero también tienen muchas similitudes. Ellos viven en Chicago, no sé decir pasado. (viviendo)

# Half-Time Break

## Primacy – Recency Theory

- Plan learning breaks – reflect, re-oxygenate ...



Laura Terrill

term was coined by [Hermann Ebbinghaus](#)



# Scaffold Compare & Contrast:

## Cognitive / Linguistic

- I can compare and contrast people.
- I can compare and contrast things.
- I can compare and contrast places.
- I can compare and contrast cultures (3 Ps)

# What functions can Students do with imagery?

- Describe
- Use vocabulary
- Identify
- Compare and contrast
- Cultural values/  
information
- Evaluate



[www.hungryplanet.com](http://www.hungryplanet.com)

# Sample scaffolding... FOOD



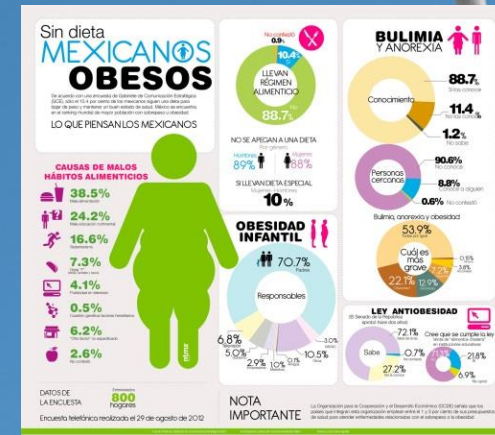
- **ENGAGE** - images, menus, videos
- **INFORM** – food pyramids, articles re: health/ingredients
- **SUPPORT** – traditional food recipes, commercials, ads
- **CONNECT** – healthy eating habits (obesity, diabetes)
- **COMPARE/CONTRAST** – geographic impact? school lunches
- **AMUSE and ENTERTAIN** – videos, celebrations, tastings
- **CHALLENGE** – global hunger, social action, renewable sources
- **SURPRISE / SHOCK** – unusual foods
- **PROMPT more QUESTIONS**



# Scaffolding the Modes:

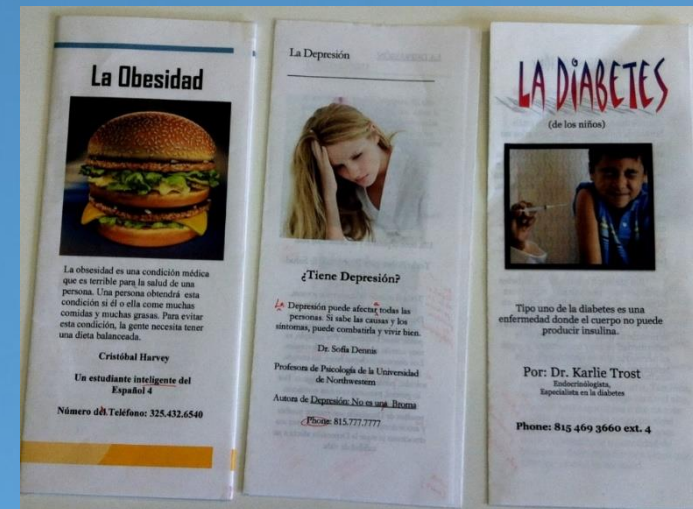
## Interpersonal Mode:

- CLOZE activities
- Q & A: Eating habits, preferences, etc.
- Plan a healthy school lunch or menu – special diets?
- Compare/contrast food pyramids – design your own



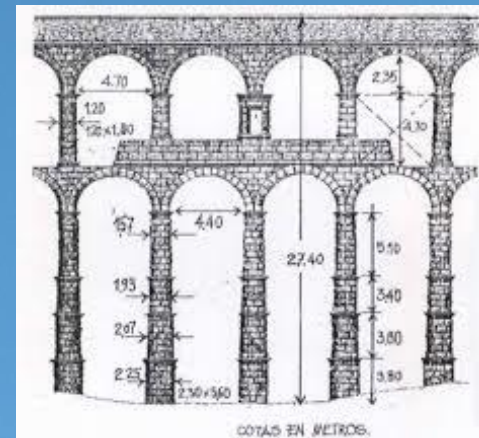
## Presentational Mode:

- Research and present an unusual food
- Present a solution to a 'real world' problem



# Sample scaffolding . . . SEGOVIA

- ENGAGE - clip from Video series “Isabel I” RTVE
- INFORM – Segovia, Spain online website – history, images
- SUPPORT – Art / Architecture from period (Google earth)
- CONNECT – History – Roman Empire, Americas 1492
- COMPARE/CONTRAST – Renaissance and Modern City
- AMUSE and ENTERTAIN – Disney princesses - Cinderella
- CHALLENGE – Religion, prejudices (cXV Spain / Global)
- SURPRISE / SHOCK – Spanish maps 1560s
- PROMPT more QUESTIONS



# Scaffolding the Modes:

## Interpretive Mode:

illustrate, summarize, create Qs

## Interpersonal Mode:

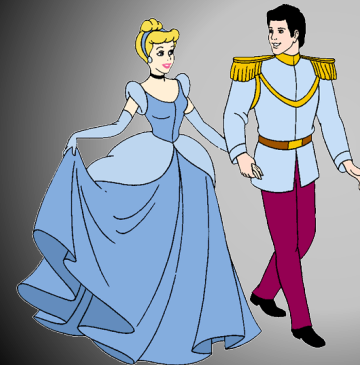
- CLOZE activities
- Famous people Q & A , Descriptions
- Plan your visit
- Compare/contrast Segovia with US city  
– now & then

## Presentational Mode:

- Write a fairy tale
- Retell the history
- Tell your own childhood story



Cenicienta y el Príncipe Azul



el cuento de  
hadas



# Scaffold Compare & Contrast:

## Vocabulary / Length

- I can identify characteristics. (T-chart, Venn Diagram)
- I can create a comparative sentence.
- (--- but ----)
- I can compare and contrast in a sentence with multiple parts. (conjunctions)
- I can compare and contrast with strings of sentences. (pre-paragraph)
- I can create an organized, comparative paragraph.

# Discuss with a partner . . .

... what coaching techniques you plan to try with your students. Why?



# LET'S PLAY!



**Linda L Egnatz**

ACTFL 2014 National Language  
Teacher of the Year

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