

COACHING FOR PERFORMANCE:

Moving Students
from Novice
to Intermediate
and Beyond

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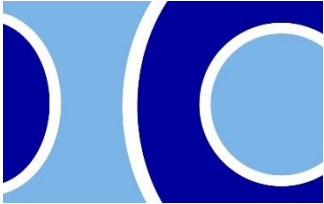
#Mundelein15

@miprofeAP

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What is TALL-IL?



TALL-IL – “Training for Assessment and Language Learning in Illinois”
A Standards-Based Instruction and Assessment ACTFL/ICTFL Joint Initiative



Training for Assessment and Language Learning in Illinois

What is Mundelein's Vision?

Visionary foreign language programs do
FOUR pivotally important things:

- 1) set proficiency targets for every year of instruction
- 2) design instructional pathways to lead to those targets
- 3) assess--both internally and externally--
to see if the targets are being met
- 4) analyze data

Greg Duncan, Interprep, Inc

TEAM GOALS!!!!!!!!!!!!!!!!!!!!



At the end of this session, we will....

- ❑ be able to **identify the World Language goals** of the Mundelein HS curriculum.
- ❑ be able to **design** curriculum that spirals **the language functions** toward higher levels of language proficiency.
- ❑ be able to determine how to make incremental changes to raise student **engagement** and **performance**.

PLAYER GOALS!!!!!!!!!!!!!!!!!!!!



At the end of this session, I will....

- ❑ be able to **identify the language functions** needed for language performance.
- ❑ understand how student personality and interests can lead to better student **involvement** and **motivation**.
- ❑ be able to **coach** students as they spiral **the language functions** toward higher levels of language proficiency.

How are coaches different from teachers?

COACHING STEPS:

1. Be Positive!
2. Make it Fun!
3. Develop Confidence in Every Player!
4. Set Expectations Early!
5. You are the Coach!
6. The Three R's!
7. Short-Term Memory!
8. Minimize Coaching DURING the Game!
9. Develop Leaders!.
10. Develop Versatile Players



At what level do your students speak at the end of Year 1 - 2 - 3 - 4 - 5 ?

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%

* Illinois Seal of Biliteracy – Intermediate High

Level 1 - Novice Mid

Level 2 - Novice High

Level 3 - Intermediate Low

Level 4 - Intermediate Mid

Level 5 - Intermediate High or above

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At what level do your students write at the end of Year 1 - 2 - 3 - 4 - 5 ?

STAMP test data 2010

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**

Level 1 - Novice Mid

Level 2 - Novice High




Level 3 - Intermediate Low

Level 4 - Intermediate Mid

Level 5 - Intermediate High or above

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Building Proficiency Levels Needed to be Globally Competitive for Work

Proficiency Levels & Sublevels		Functions	Corresponding Jobs/Professions (identified by Career Clusters™)	Who has this level of proficiency?
Advanced  The Storyteller	Superior	<i>Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation</i>	Finance: Accountant Executives, Financial Advisors Human Services: Interpreters Law, Public Safety, Corrections & Security: Lawyers, Judges	Educated native speakers Students from abroad after a number of years working in a professional environment
	Advanced High	<i>Narrate and describe in past, present and future and deal effectively with an unanticipated complication</i>	Education & Training: University Language Professors	Students with graduate degrees in language
	Advanced Mid		Health Science: Doctors Human Services: Social Workers Marketing: Sales Representatives	Native speakers who learned language in the home environment Secondary students after Levels VII or VIII
	Advanced Low		Education & Training: K-12 Teachers Human Services: Customer Service Representatives Law, Public Safety, Corrections & Security: Police Officers	Graduates with language degrees who have lived in target language- speaking countries Secondary students after Level VI (alphabetic)
Intermediate  The Survivor	Intermediate High	<i>Create with language, initiate, maintain and bring to a close simple conversations by asking and responding to simple questions</i>	Human Services: Receptionists Information Technology: Telephone Operators Transportation, Distribution & Logistics: Aviation Personnel	Graduates with language degrees who have not lived in target language-speaking countries Secondary students after Level V (alphabetic) or Level VI (logographic, visual)
	Intermediate Mid		Hospitality & Tourism: Tour Guides Human Services: Cashiers	Secondary students after Level IV (alphabetic)
	Intermediate Low			Secondary students after Level III (alphabetic) or Level IV (logographic, visual) K-8 students after 5-6 years of study
Novice  The Parrot	Novice High	<i>Communicate minimally with formulaic and rote utterances, lists and phrases</i>		Secondary students after Level II (alphabetic, visual) or Level III (logographic)
	Novice Mid			Secondary students after Level II (logographic) K-8 students after 2 – 3 years of study
	Novice Low			

Adapted from the paper *La Enseñanza de Español y Otras Lenguas Extranjeras en los Estados Unidos: Cantidad y Calidad* (The Teaching of Spanish and Other Foreign Languages in the United States: Quantity and Quality) presented at the II Congreso de la Lengua Española in Valladolid, Spain, October 18, 2001 by Dr. Elvira Swender of the American Council on the Teaching of Foreign Languages (ACTFL)

What did my Spanish 2 students ask me to share?

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

ACTFL – Proficiency

Branches: Text Type

- words
- sentences
- paragraphs

Roots: Content & Contexts

- Topics
- Social Situations



Leaves: Accuracy

- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

Trunk: Functions

- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion

Clementi/Terrill ACTFL Keys to Planning for Learning 2013

Chantal Thompson

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The FOUR ASPECTS of LANGUAGE ACQUISITION: Roots, Trunk, Branches and Leaves

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What do you value?

How do students know that you value it?

Oral Proficiency Interview Level Descriptors

Proficiency Level*	Global Tasks and Functions	Context / Content	Accuracy	Text Type
Superior	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
Advanced	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
Intermediate	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
Novice	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

Global Tasks and 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



WHAT ABOUT GRAMMAR?

NOVICE Expectations ?

INTERMEDIATE Expectations ?

ADVANCED Expectations ?

SUPERIOR:

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 frequent errors in grammar, vocab., punctuation, spelling	vocabulary related to personal experience, immed. surroundings Evidence of control of simple sentence syntax, basic present tense verb forms	vocabulary on familiar topics of current, general interest tense and aspect not consistently accurate	Mostly generic vocabulary typical of informal writing Overall control of past tenses, frequent errors in complex sentences Significant deterioration when arguing or hypothesizing	general vocabulary sufficient for clarity; may be frequent errors in complex sentences, spelling, punctuation; decline in quality with superior-level tasks	Fairly wide general vocabulary Good control of full range of grammatical structures, some inaccuracies 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

<u>Section</u>	<u>Number of Questions</u>	<u>Percent of Final Score</u>	<u>Time</u>
<u>Section I: Multiple Choice</u>			Approx. 95 minutes
<u>Part A</u> Interpretive Communication: Print Texts	30 questions		Approx. 40 minutes
<u>Part B</u> Interpretive Communication: Print and Audio Texts (combined)	35 questions	50%	Approx. 55 minutes
<u>Section II: Free Response</u>			Approx. 85 minutes
Interpersonal Writing: Email Rely	1 prompt	12.5%	15 minutes
Presentational Writing: Persuasive Essay	1 prompt	12.5%	Approx. 15 minutes
Interpersonal Speaking: Conversation	5 prompts	12.5%	20 seconds for each response
Presentational Speaking: Cultural Comparison	1 prompt	12.5%	2 minutes to respond

Vertical TEAMING - AP

AP® SPANISH LANGUAGE—INTERPERSONAL WRITING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION*	TOPIC DEVELOPMENT*	LANGUAGE USE*
5 Demonstrates excellence	HIGH A writing sample that <i>demonstrates excellence</i> in Interpersonal Writing accomplishes the following:	<ul style="list-style-type: none"> Fully addresses and completes the task Responds fully and appropriately to all or almost all of the parts/prompts of the writing task 	<ul style="list-style-type: none"> Relevant, thorough treatment of all/almost all elements of the topic Very well-organized, cohesive response Accurate social and/or cultural references included 	<ul style="list-style-type: none"> Control of a variety of structures and idioms; occasional errors may occur, but there is no pattern Rich, precise, idiomatic vocabulary; ease of expression Excellent command of conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) Register is <i>highly appropriate</i>
4 Demonstrates command	MID-HIGH A writing sample that <i>demonstrates command</i> in Interpersonal Writing accomplishes the following:	<ul style="list-style-type: none"> Appropriately addresses and completes the task Responds appropriately to all or almost all of the parts/prompts of the writing task 	<ul style="list-style-type: none"> Relevant, well-developed treatment of the elements of the topic Well-organized, generally cohesive response Generally accurate social and/or cultural references included 	<ul style="list-style-type: none"> Evidence of control of a variety of structures and idioms, although a few grammatical errors may occur; good to very good control of elementary structures Considerable breadth of vocabulary Conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) are generally correct Register is appropriate
3 Demonstrates competence	MID A writing sample that <i>demonstrates competence</i> in Interpersonal Writing accomplishes the following:	<ul style="list-style-type: none"> Addresses and completes the task Responds adequately to most parts/prompts of the writing task 	<ul style="list-style-type: none"> Relevant treatment of the elements of the topic Organized response with adequate cohesiveness Generally appropriate social and/or cultural references included 	<ul style="list-style-type: none"> Errors may occur in a variety of structures Appropriate vocabulary, but may have occasional interference from another language May have errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) Register is generally appropriate
2 Suggests lack of competence	MID-LOW A writing sample that <i>suggests lack of competence</i> in Interpersonal Writing can be described as follows:	<ul style="list-style-type: none"> Partially addresses and/or completes the task Responds inappropriately to some parts/prompts of the writing task 	<ul style="list-style-type: none"> May have some irrelevant treatment of elements of the topic Response may have inadequate organization Inaccurate social and/or cultural references may be included 	<ul style="list-style-type: none"> Frequent grammatical errors may occur even in elementary structures; there may be some redeeming features, such as correct advanced structures Limited vocabulary; frequent interference from another language may occur Frequent errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may be present Register may be inappropriate
1 Demonstrates lack of competence	LOW A writing sample that <i>demonstrates lack of competence</i> in Interpersonal Writing can be described as follows:	<ul style="list-style-type: none"> Does not complete the task Responds inappropriately to most parts/prompts of the writing task 	<ul style="list-style-type: none"> Irrelevant treatment of elements of the topic Response may be disorganized Inaccurate social and/or cultural references included 	<ul style="list-style-type: none"> Numerous grammatical errors impede communication Insufficient vocabulary; constant interference from another language Pervasive errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may interfere with written communication Minimal to no attention to register
0	A writing sample that receives this score may be blank, off task, completely irrelevant to the topic, written in a language other than Spanish, or a mere restatement of the topic; or it may not provide sufficient language to evaluate.			

* Scores may be lowered on a writing sample of fewer than 60 words.

WHAT ABOUT GRAMMAR?

CONCEPTUAL Control

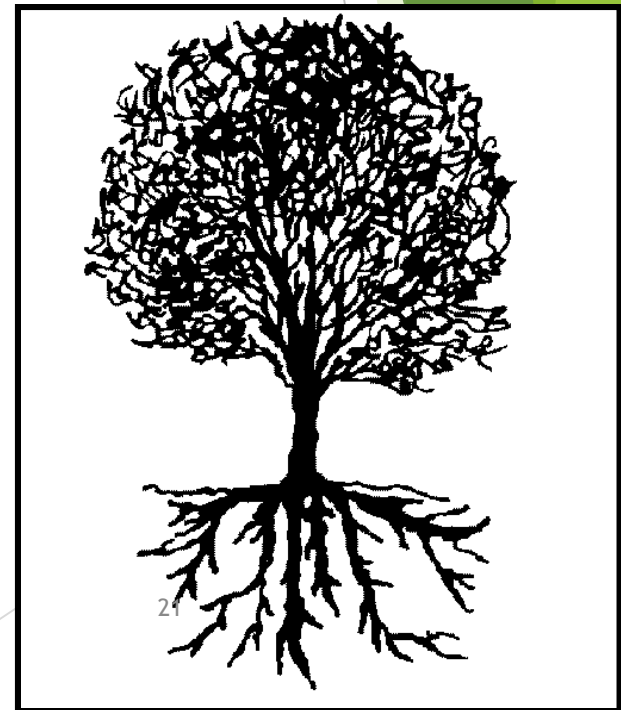
PARTIAL Control

FULL Control

Be realistic.

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

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



Make it Fun

Engaging, Interesting

Make it Worthwhile

Relevant, Meaningful

Authentic Resources

- You can still travel . . .
- Look for online treasures:
 - Pinterest
 - Teacher curators
 - Online news, magazines
 - Official webpages
 - Twitter
 - Museums

www.lindaegnatz.com
2015 /Authentic Resources

ICTFL TALL-IL for Mundelein H.S.



AUTHENTIC RESOURCES:

"Authentic Resources" can be easily found online in a myriad of places. Digital formats allow you to manipulate, mix and combine - to hotlink, to create easy visual presentations and more. My favorite authentic resources or #authres are often images. Our students are highly visual and images can spark curiosity, a spirit of adventure, shock, laughter and more.

Select carefully

1. Multiple uses, modes, themes, structure
 2. Limited, used in tandem with other resources (think scaffolding, puzzles)
-
- ✓ Why select it? Purpose?
 - ✓ What will students do with it?
 - ✓ What will students glean from it?
 - ✓ What can maximize it?



Essential Questions

What might my life be like if I lived here?

ICTFL TALL-IL for Mundelein H.S.



Why might families in the Andean region of South America raise guinea pigs?





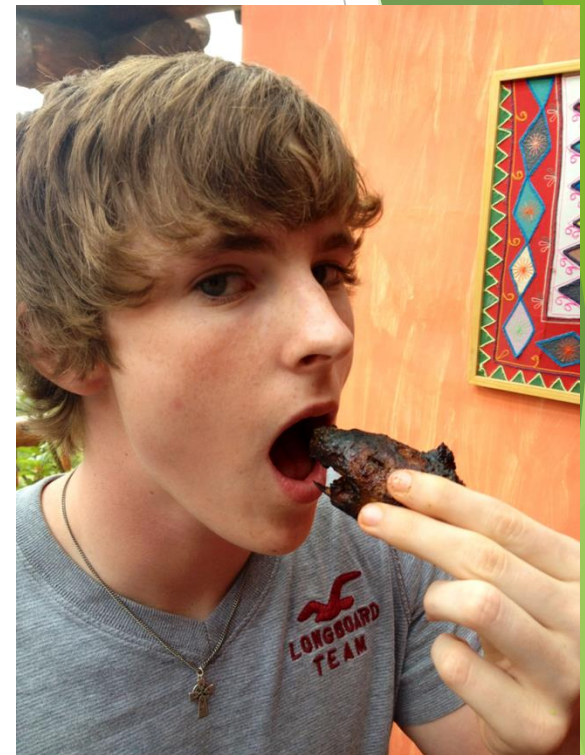


What goals
would you have
for using this?

My **BIG** Goals:

Find the pieces that will . . .

- **ENGAGE**
- **INFORM**
- **SUPPORT**
- **CONNECT**
- **COMPARE / CONTRAST**
- **AMUSE and ENTERTAIN**
- **CHALLENGE**
- **SURPRISE / SHOCK**
- **PROMPT more QUESTIONS**



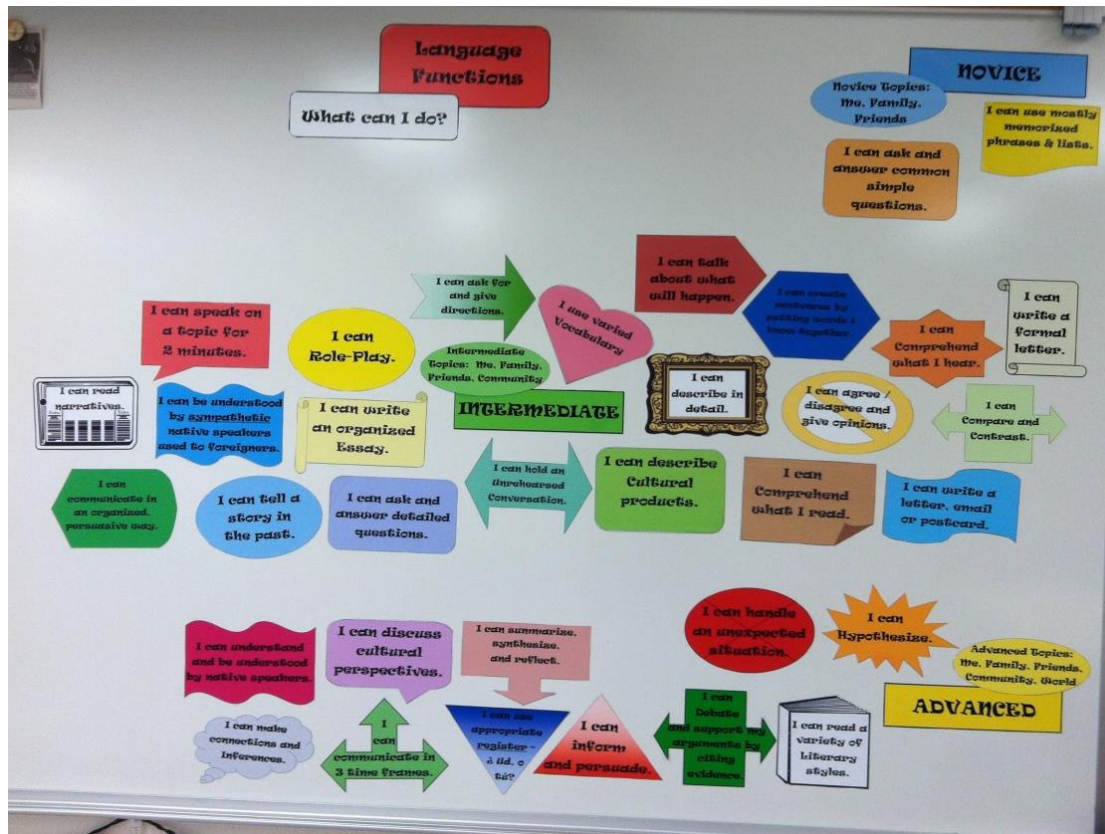
EXPAND COMMUNICATION:

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

Language Functions by Level



Portraits:

- Francisco de Guzmán y Villegas (1580-1645) (Español)
- Juan de la Cruz (1545-1600) (Español)
- Don Juan de la Cruz (1545-1600) (Español)
- José Martí (1853-1893) (Cubano)
- José de Espronceda (Español)

Handwritten Notes:

Español 2

- Práctica con Vocabulario 61
- Frases útiles
- Descripción en el pasado
- Tarea - Prueba "Skills Check" mañana 12/2

Español 4AP

- Artistas - México
- La cultura de la calaca
- Presentación - 2 artistas
- Tarea - Video - D. Brena

Español 5AP

- Lazarillo de Tormes (primer año)

Language Functions (repeated from the first image):

- I can describe in detail.
- I can use varied Vocabulary.
- I can write a formal letter.
- I can compare and contrast.
- I can agree / disagree and give opinions.
- I can describe in detail.
- I can hold an unprepared conversation.
- I can describe cultural products.
- I can comprehend what I read.
- I can write a letter, email or postcard.
- I can tell a story in the past.
- I can ask and answer detailed questions.
- I can discuss cultural perspectives.
- I can make connections and inferences.
- I can communicate in 3 time frames.
- I can use appropriate register - a.d.c. etc.
- I can inform and persuade.
- I can debate and support my arguments by citing evidence.
- I can read a variety of literary styles.

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.

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)

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.

Balance the Modes

Interpretive Mode:

Interpersonal Mode:

Presentational Mode:

Coaches watch game footage WITH the players.



Student A: 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**

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tengo dos hermanos en mi familia. Mi mejor hermano nombre es Mario. También tiene veintiseis años. Mi mejor hermana nombre es Mia, 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 pasada 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 fútbol en escuela y mi menor hermana baila. También Mario le gusta jugar naipes y conversar con sus amigos, pero Mia 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.

Student B: text length

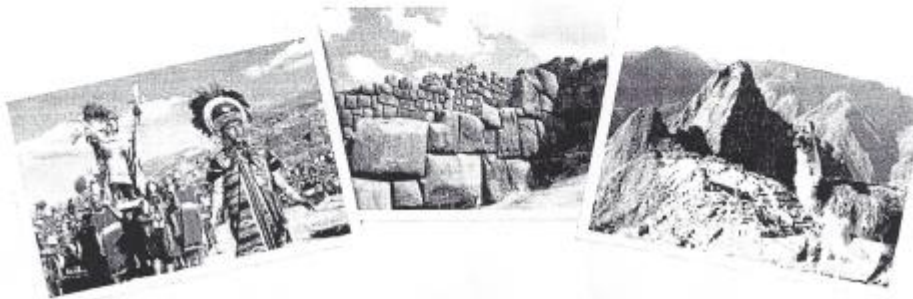
Write a descriptive paragraph that COMPARES and CONTRASTS two members of your family (relatives), one male and one female. (age, physical/personality description, jobs, likes/dislikes, free time activities, responsibilities, favorites, etc.) Use varied vocabulary.

vejo - old

THINK / PLAN SPACE

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.



iHola! 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. Los piedras con 12 angulos porque doce es un numero mas historico.

Mi mama y papa no son muy similares. Mi papa es mas alto 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 a ellos gusta cocinar mucho y van al cine para ver las películas. Mi mama y papa limpian la casa todos los días. Mi papa limpia la cocina y mi mama limpia los baños.

Para las vacaciones, mis padres van South Carolina. Mi papa pasea en las bañeras pero mi mama nada en la playa. Mis padres montan los biciletas y van las mercedes en South Carolina. Mi papa le gusta mucho pescada, pero mi mama no le gusta. Ella le gusta carne o hamburguesas. Para el rato solo, mi papa juega los videojuegos o juega con Legos. Mi mama va 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 comica pero es serio por la escuela y trabaja. Mi mama es trabajadora pero es muy cansada todos los días.

October /
February

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

— Paulo Coelho, *The Alchemist*

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, likes/dislikes, free time activities, responsibilities, favorites, etc.) Use vocabulary from the lesson.

En mi familia todos de las personas son diferentes. Por ejemplo, mi hermano y mi padre tienen una misma diferencia entre los hermanos tiene más cosas que mi madre y mi padre tiene cosas entre los hermanos es más extraversión que mi padre y mi madre y mi madre de todo a los amigos para todos los días. Ella piensa que compare con los amigos en el centro comunitario que fin de semana en contrate, mi padre es tímido y no tiene amigos en Illinois. A él no le gusta salir de casa y va a aprender cosas que fin de semana. También, mi hermano es más tímido que mi padre. Y ella es como tímida con los hermanos, pero mi padre es un poco como mi madre.

Finalmente, mi hermano y mi padre
son muy distintos, pero también
tienen muchas similitudes.
+ Clusitno, no sé decir pesando. (Viviendo)

Student D: basic

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 Mary. Yo soy 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.

C ¿Cómo son tus padres?

Me padre 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 gustan el fútbol americano y el beisbol. Me padre gustan el cortar el cespen. Me madre es baja y comica. Me madre gusta visitar el centro de comercial por que es muy divertido.

THINK / PLAN SPACE

ambos - Both
pero - but
los dos - both
mas - more
tan - same

entonces - next
tambien - also
check verbs

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. Tambien 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 cespen y tratar para mi madre le gusta hacer pedicuros con tu hermana y cocinar el cena para la familia. Tambien mi madre le gusta ver el television con ya antes de escuela para mi madre le gusta trabajar

en el jardin porque mi padre tiene muchas flores. Mi madre descompartir much en la fin de semana para mi padre descompartir para 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.

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



What functions can Students do with imagery?

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



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

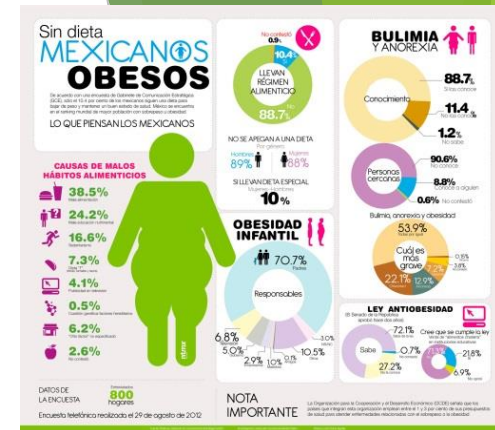


Interpretive Mode:



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**

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

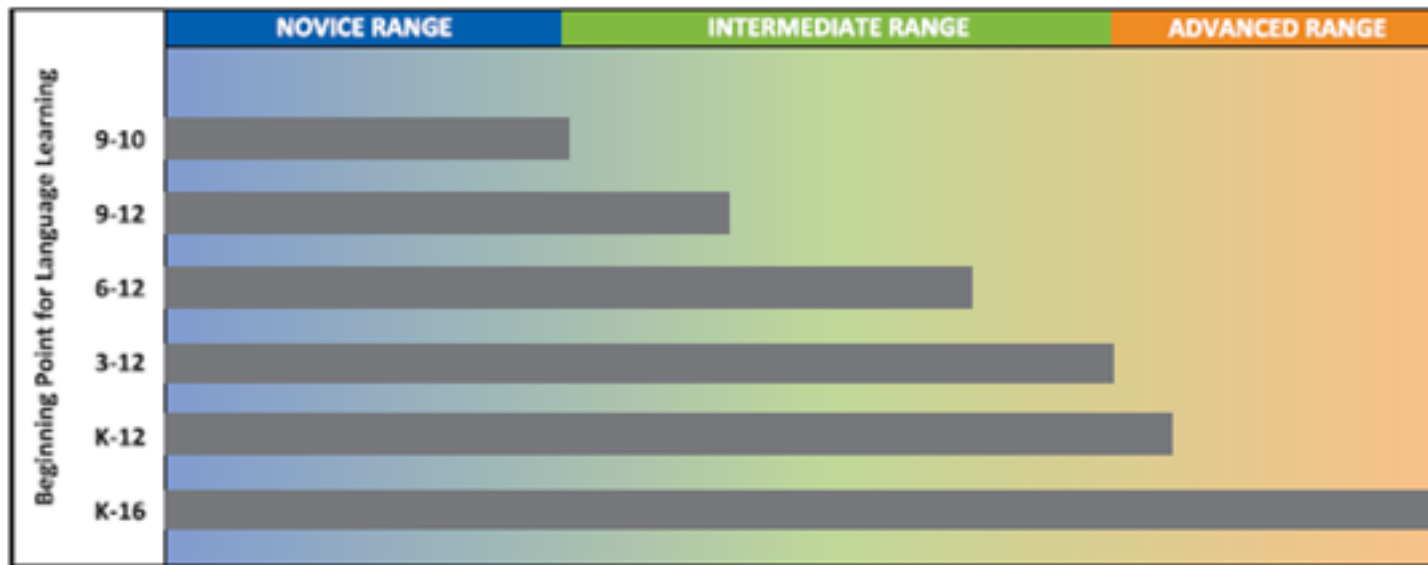


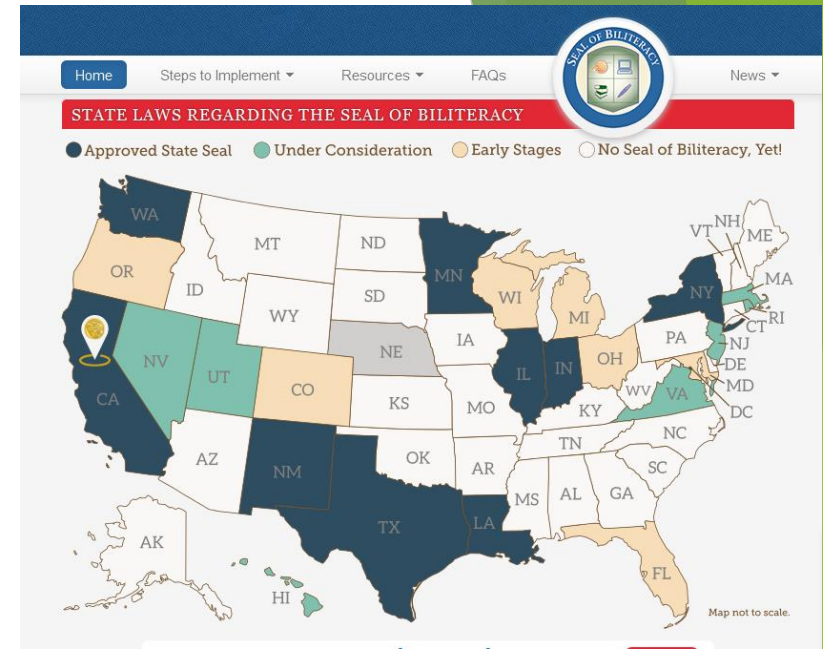
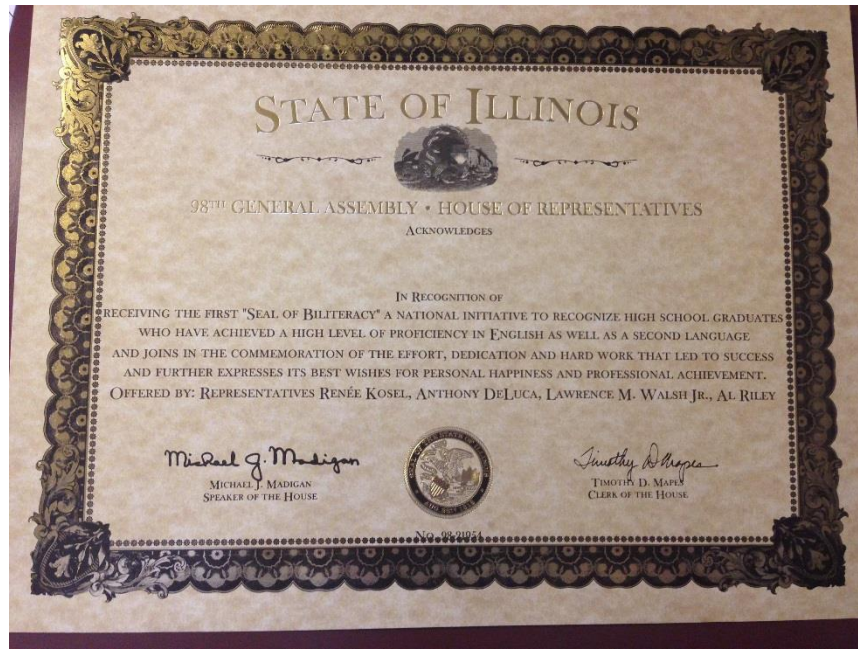
WHY PROFICIENCY MATTERS:

- Seal of Biliteracy
- Teacher Evals / Student Growth



TIME AS A CRITICAL COMPONENT FOR DEVELOPING LANGUAGE PERFORMANCE





State Seal of Biliteracy

#2bilit2quit



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

- Fast Company Magazine



LET'S PLAY!

Linda L Egnatz

ACTFL 2014 National Language Teacher of the Year

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