

Correlation Guide for APprenons to NCSSFL-ACTFL Can-Do Statements

https://www.actfl.org/sites/default/files/can-dos/Advanced%20Can-Do_Statements.pdf
<https://www.actfl.org/resources/ncssfl-actfl-can-do-statements>

GOAL: COMMUNICATION: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

INTERPERSONAL COMMUNICATION

Learners interact and negotiate meaning in spoken, signed or written conversations to share information, reactions, feelings, and opinions.

Can-Do Benchmark	Can-Do Indicators	Location (page numbers, etc.)
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Intermediate High

I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.

I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

p. 5, act. 6; pp. 40; p 53, act. 5; p. 88; p. 105, act. 4, #2; p. 134; p. 190, act. 1; p. 194, act. 8; p. 214; p. 287, act. 9; p. 294, act. 1; p. 338, act. 1; p. 348, act. 1; pp. 390-391, act. 1; p. 430; p. 446, act. 3

I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

p. 26; pp. 82-83; p. 96, act. 2; p. 118; p. 128-129; p. 146, act. 5; pp. 160-161; p. 168; pp. 178-179; pp. 208-209; pp. 224-225; pp. 324-325; pp. 376-377

I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

p. 7, act. 8; p. 8, act. 1; p. 9, act. 2; p. 10, act. 3; p. 51, act. 9; p. 57, act. 13; p. 72; p. 184; p. 193, act. 7; p. 195, act. 1; p. 200, act. 4; p. 232; p. 260; p. 349, act. 3; p. 382; p. 388, act. 1-2; p. 389, act. 3; p. 430; p. 436, act. 1, #2; p. 437, act. 2; p. 440, act. 1; p. 460

Advanced Low

<p>I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.</p>	<p>I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.</p>	<p>p. 20-21; pp. 34-35; p 56, act. 12; pp. 64-65; p. 149, act. 2-3; pp. 270-271; pp. 308-309; p. 344, act. 1; pp. 358-359; pp. 408-409; p. 414; pp. 422-423; pp. 454-455; pp. 468-469</p>
	<p>I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.</p>	<p>pp. 112-113; pp. 254-255</p>
	<p>I can maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.</p>	<p>p. 276; p. 297, act. 7; p. 316; p. 332; p. 366; p. 392, act. 3; p. 394, act. 1; p. 395, act. 2; p. 444, act. 1; p. 474</p>

INTERPRETIVE COMMUNICATION

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

<i>Can-Do Benchmark</i>	<i>Can-Do Indicators</i>	<i>Location (page numbers, etc.)</i>
Intermediate High		
I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.	I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.	p. 5, act. 5; p. 6, act. 7; p. 8-9, act. 2; p. 10, act. 3; p. 11, act. 2; p. 12, act. 6-8; p. 46, act. 2-3; p. 47, act. 1; pp. 47-48, act. 2-3; p. 49, act. 4; pp. 58-59, #1-5; p. 81, #1-5; p. 96, act. 1; p. 105, act. 5; pp. 109-110, #1-5; pp. 142-143, act. 5-7; p. 144, act. 1-2; p. 146, act. 3; pp. 147-148, act. 1; pp. 170-171, #1-5; p. 191, act. 2; p. 193, act. 7; pp. 204-205, #1, 3, 5; p. 290, act. 1; p. 291-293, act. 3; p. 296, act. 5; pp. 302-303, #1-5; p. 341, act. 5-6; p. 343, act. 8; pp. 390-391, act. 1; p. 396, act. 3; p. 421, #1-5; p. 467, #1-5
	I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.	pp. 77-80, #2,4,5; p. 95, act. 2; p. 201, act. 7; pp. 202-203, #1-5; pp. 350-351, act. 4; p. 436, act. 1
	I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.	p. 5, act. 1-4; p. 11, act. 3-4; p. 49, act. 5; p. 80, #1,3; p. 97, act. 1-4; p. 104-105, act. 1-4; p. 145, act. 2; pp. 195-197, act. 2-6; pp. 198-199, act. 1-3; pp. 204-205, #2, 4; pp. 238-241, act. 1-6; p. 242, act. 1; pp. 244-245, act. 1-3; pp. 282-283, act. 2; p. 287, act. 8-9; p. 298, act. 1-2; p. 340, act. 4; p. 437, act. 2; p. 446, act. 3
Advanced Low		
I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.	I can identify the underlying message and some supporting details across major time frames in descriptive informational texts.	pp. 14-15, #1-5; pp. 16-18, #1-5; pp. 22-23, 25; pp. 28-29, #1-5; pp. 30-32, #1-6; pp. 36-38; p. 55, act. 9; pp. 60-62, #1-5; p. 74-76, #1-6; pp. 102-103, act. 2; pp. 106-108, #1-5; pp. 120-122, #1-6; pp. 124-126, #1-6; p. 127, #1-5; p. 143, act. 8; p. 152-155, #1-5; pp. 156-158, #1, 3-4; pp. 172-175, #1, 3, 5; pp. 206-207, #1-5; pp. 218-222, #1-5; p. 223, #1-5; pp. 248-249, #1-5; pp. 250-252, #1-5; p. 253, #1-5; pp. 262-264, #1-5; pp. 265-268, #1-5; p. 269, #1-5; p. 286, act. 7; p. 294, act. 2-3; p. 297, act. 8; pp. 304-306, #1-5; p. 307, #1-5; pp. 318-319, #1-5; pp. 320-322, #1, 3, 5; p. 323, #1-5; pp. 338-339, act. 1-2; p. 344, act. 1; pp. 352-353, #1-5; pp. 354-356, #1-5; p. 357, #1-5; pp. 368-371, #1-5; pp. 372-374, #1-5; p. 375, #1-6; p. 392, act. 3; p. 394, act. 1; p. 395, act. 2; pp. 398-401, #1-6; pp. 402-406, #1-5; pp. 416-417, #1-5; pp. 418-420, #1-5; p. 444-445, act. 2; pp. 448-449, #1-5; pp. 450-452, #1-5; p. 453, #1-5; pp. 464-466, #1-5
	I can follow the main story and some supporting detail across major time frames in fictional texts.	pp. 52-53, act. 2-4; pp. 462-463, #1-5
	I can understand the main message and some supporting details across major time frames in conversations and discussions.	p. 5, act. 2; p. 5, act. 3; p. 18, #1-6; p. 19, #1-5; p. 33, #1-5; pp. 39; p. 54, act. 7-8; p. 63, #1-6; p. 111, #1-5; pp. 140-141, act. 1-4; p. 150, act. 4-6; p. 158, #1-2, 5; p. 159, #1-5; p. 175, #2, 4; p. 176-177, #1-5; pp. 216-217, #1-5; p. 322, #2, 4; p. 407, #1-5

PRESENTATIONAL COMMUNICATION

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

<i>Can-Do Benchmark</i>	<i>Can-Do Indicators</i>	<i>Location (page numbers, etc.)</i>
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Intermediate High

I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.

I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.

p. 7, act. 8; p. 8, act. 1; p. 11, act. 5; p. 12, act. 9; p. 95, act. 3-4; p. 144, act. 3; p. 191, act. 3-4; pp. 192-193, act. 1-6; p. 194, act. 9; p. 194, act. 10-11; p. 195, act. 1; p. 201, act. 8; p. 241, act. 7; p. 243, act. 2-4; p. 247, act. 4; p. 288, act. 10; p. 291-293, act. 3-5; p. 299, act. 3, 5-6; p. 351, act. 5; p. 397, act. 4; p. 438, act. 3

I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.

p. 5, act. 6; p. 7, act. 8; p. 10, act. 4-6; p. 11, act. 1; p. 50, act. 8; p. 55, act. 10; p. 56, act. 11; p. 57, act. 13; p. 100, act. 10; pp. 102-103, act. 3; p. 135; p. 151, act. 7; p. 197, act. 7; p. 285, act. 5-6; p. 294, act. 1; p. 296, act. 5; p. 339, act. 3; p. 342, act. 7; p. 343, act. 9; p. 344; p. 346, act. 4; p. 349, act. 2-3; p. 383, act. 3; p. 391, act. 2; p. 393, act. 4-5; p. 439, act. 4; p. 440, act. 1-2; p. 447, act. 4

I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.

p. 27; p. 41; p. 89; p. 105, act. 6; p. 119; p. 143, act. 9; p. 185; p. 215; p. 233; p. 261; p. 277

Advanced Low

I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.

I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.

p. 299, act. 7

I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.

pp. 22-25; pp. 36-39; p. 73; pp. 84-87; pp. 114-117; pp. 130-133; pp. 162-167; pp. 180-183; pp. 210-213; pp. 226-231; p. 247, act. 5; pp. 256-259; pp. 272-275; p. 297, act. 8-9; pp. 310-315; pp. 326-331; p. 347, act. 5; pp. 360-365; pp. 378-381; p. 393, act. 6; pp. 410-413; pp. 424-429; pp. 442-443, act. 3-4; pp. 456-459; pp. 470-473

I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.

pp. 66-71; p. 89; p. 169; p. 317; p. 333; p. 367; p. 383; p. 415; p. 431; p. 447, act. 5; p. 461; p. 475

INTERCULTURAL COMMUNICATION - INVESTIGATE AND INTERACT

Can-Do Benchmark	Can-Do Indicators	Location (page numbers, etc.)
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Investigate Products And Practices To Understand Cultural Perspectives

Intermediate

<p>In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives.</p>	<p>In my own and other cultures I can compare products related to everyday life and personal interests or studies.</p>	<p>p. 46, act. 1; p. 46, act. 5; p. 53, act. 5; p. 56, act. 12; p. 119; pp. 147-148, act. 1; p. 150, act. 4-6; p. 261; p. 277; p. 317; p. 333; p. 367; p. 383; p. 431; p. 461; p. 475</p>
	<p>In my own and other cultures I can compare practices related to everyday life and personal interests or studies.</p>	<p>p. 11, act. 2; p. 27; p. 46, act. 1; p. 46, act. 4; p. 53, act. 4, #3; p. 73; p. 119; p. 135; pp. 147-148, act. 1; p. 149, act. 2-3; p. 150, act. 4-6; p. 151, act. 7; p. 169; p. 185; pp. 210-213; p. 215; pp. 226-231; p. 233; p. 261; p. 277; p. 317; p. 333; p. 367; p. 383; p. 415; p. 431; pp. 456-459; p. 461</p>

Advanced

<p>In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives.</p>	<p>In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives.</p>	<p>p. 50, act. 8; p. 53, act. 5; p. 54, act. 6; p. 54, act. 11; p. 96, act. 3-4; p. 277; pp. 310-315; p. 333; p. 383; p. 431; p. 475</p>
	<p>In my own and other cultures I can explain how a variety of practices within familiar and social situations are related to perspectives.</p>	<p>p. 27, p. 41; p. 56, act. 12; p. 57, act. 13; p. 73; pp.84-87; p. 88; pp. 114-117; pp. 130-133; p. 135; pp. 140-141, act. 3; p. 149, act. 2-3; pp. 162-167; pp. 180-183; p. 185; pp. 210-213; p. 215; pp. 226-231; p. 233; pp. 256-259; p. 261; pp. 272-275; p. 277; pp. 310-315; p. 317; pp. 326-331; p. 333; pp. 360-365; pp. 378-381; p. 383; pp. 410-413; p. 415; pp. 424-429; p. 431; p. 447, act. 4-5; pp. 470-473</p>

Interact With Others In And From Another Culture

Intermediate

I can interact at a competent level in familiar and some unfamiliar contexts.	I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.	p. 5, act. 4; p. 40; p. 72; p. 96, act. 2; pp. 128-129; p. 134; p. 214; p. 232; p. 260; p. 316; p. 332; p. 366; p. 382; p. 414; p. 430; p. 460; p. 474
	I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.	pp. 270-271; pp. 308-309; pp. 324-325

Advanced

I can interact at a competent level in familiar and some unfamiliar contexts.	I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.	p. 5, act. 5; pp. 20-21; pp. 64-65; pp. 82-83; pp. 112-113; p. 118; p. 145, act. 1; pp. 160-161; p. 168; pp. 178-179; p. 184; pp. 208-209; pp. 224-225; pp. 254-255; p. 276; pp. 324-325; pp. 358-359; pp. 376-377; pp. 408-409; pp. 422-423; pp. 454-455; pp. 468-469;
	I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.	p. 26; pp. 34-35; p. 430