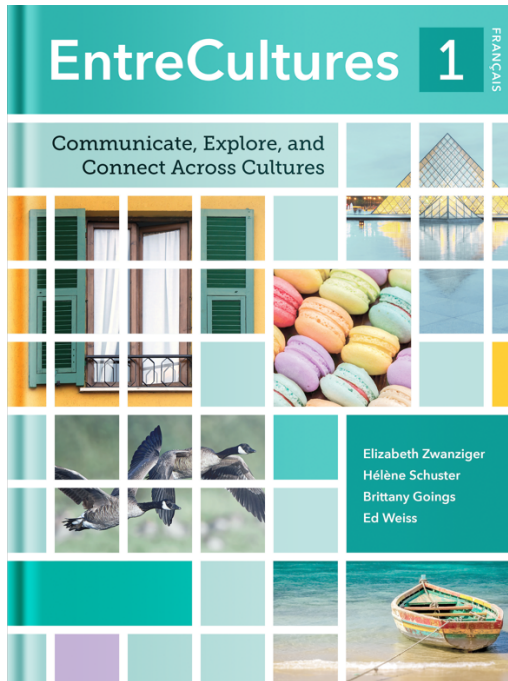


Virginia

EntreCultures 1 Correlation

2021 World Language Standards of Learning



INTERPRETIVE COMMUNICATION

1. Investigate Intercultural Products, Practices and Perspectives		EVIDENCE
Novice Low	Recognize a few typical products and practices related to familiar, everyday life in native and other cultures.	p. 16, Activité 11 p. 27, Activité 21, Étape 1 p. 28, Activité 21, Étape 2 p. 148, Activité 4, Étape 1
Identify practiced or familiar words and phrases supported by visuals, gestures and facial expressions.		
Novice Mid	Identify typical cultural products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.	p. 114, Activité 17, Étape 1 p. 116, J'avance 2, Étape 1 p. 123, Réflexion interculturelle, forum in Explorer® p. 151, Activité 7, Étape 1 p. 194, Activité 1, Étape 1 p. 197, Activité 3 p. 211, Activité 14, Étapes 1-2 p. 224, Zoom culture: Connexions, forum in Explorer® p. 233, J'avance 3, Étape 1
Identify basic facts from practiced or familiar words and phrases supported by visuals, gestures and facial expressions.		
Novice High	Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.	p. 144, Activité 1, Étape 2 p. 175, Activité 23, Étape 1 p. 195, Activité 1, Étape 2 p. 227, Activité 26, Étape 1 p. 245, Activité 1, Étape 2 p. 262, Activité 15, Étapes 1-2 p. 288, J'y arrive, Interpretive Assessment
Identify the topic and basic related information from simple sentences.		
2. Compare Intercultural Behaviors		EVIDENCE
Novice Low	Recognize a few very simple behaviors in other cultures.	p. 15, Activité 9 p. 16, Activité 11 p. 19, Activité 13 p. 27, Activité 21, Étapes 1-2 p. 110, Zoom culture (Réflexion) p. 139, J'y arrive, Interpretive Assessment, Étape 1
Identify practiced or familiar words and phrases supported by visuals, gestures and facial expressions.		

Novice Mid	Identify familiar or everyday behaviors in other cultures.	p. 200, Détail linguistique p. 227, Activité 26, Étape 1 p. 233, J'avance 3, Étape 1 p. 262, Activité 15, Étape 1
Identify basic facts from practiced or familiar words and phrases supported by visuals, gestures and facial expressions.		
Novice High	Identify and compare familiar or everyday behaviors in native and other cultures.	p. 227, Activité 26, Étapes 1-2 p. 233, J'avance 3, Étapes 1-3 p. 289, J'y arrive, Interpretive Assessment, Étape 1
Identify the topic and basic related information from simple sentences.		
3. Comprehend Authentic Texts that are Spoken, Written or Signed		EVIDENCE
Novice Low	Understand a few familiar words or phrases in:	p. 7, Activité 2, Étape 1 p. 28, Activité 21, Étapes 1-2 p. 39, J'y arrive, Interpretive Assessment, Étape 2 p. 69, Activité 17, Étape 1 p. 78, Activité 25 p. 150, Activité 6
Identify practiced or familiar words and phrases supported by visuals, gestures and facial expressions.	<ul style="list-style-type: none"> ● Authentic informational texts; ● Authentic fictional texts; ● Spoken or written directions; ● Overheard or observed conversations. 	
Novice Mid	Understand very basic information in:	p. 150, Activité 6 p. 152, Activité 8, Étape 1 p. 164, Zoom culture p. 174, Activité 23 p. 224, Zoom culture p. 226-227, Activité 25, Étape 1 p. 250, Activité 6 p. 262, Activité 15, Étape 1
Identify basic facts from practiced or familiar words and phrases supported by visuals, gestures and facial expressions.	<ul style="list-style-type: none"> ● Authentic informational texts; ● Authentic fictional texts; ● Spoken or written directions; ● Overheard or observed conversations. 	
Novice High	Understand the topic and some isolated facts in:	p. 150, Activité 6 p. 164, Zoom culture (Réflexion) p. 224, Zoom culture (Réflexion) pp. 226-227, Activité 25, Étape 1 p. 250, Activité 6 p. 262, Activité 15, Étape 1 p. 303, Activité 10, Étape 1
Identify the topic and basic related information from simple sentences.	<ul style="list-style-type: none"> ● Authentic informational texts; ● Authentic fictional texts; ● Spoken or written directions; ● Overheard or observed conversations. 	

COMMUNICATIVE LITERACY - INTERPRETIVE MODE

14.1 Infer Meaning and Nuances of Texts		EVIDENCE
<p>Novice Low</p> <p>Use literacy skills to make meaning from authentic texts that are spoken, written or signed.</p>	<p>Recognize cognates and familiar or practiced words, as well as nonalphabetic characters, accents or tone marks.</p>	<p>pp. 8-9, Activité 2, Étapes 2-3 p. 28, Activité 21, Étape 2 p. 31, Activité 22, Étapes 1, 3 pp. 38-39, J’y arrive, Interpretive Assessment p. 62, Activité 14, Étape 1 p. 108, Stratégies p. 108, Activité 12, Étape 1</p>
<p>Novice Mid</p> <p>Use literacy skills to comprehend authentic texts that are spoken, written or signed.</p>	<p>Recognize cognates and words from context, as well as non-alphabetic characters, accents or tone marks.</p>	<p>p. 59, Activité 12, Étape 1 p. 95, Prononciation p. 108, Stratégies p. 150, Activité 6 p. 158, Prononciation p. 250, Teacher Note 1, “Encourage students to...” p. 262, Activité 15, Étape 1 p. 278, Prononciation</p>
<p>Novice High</p> <p>Use literacy skills to comprehend authentic texts that are spoken, written or signed.</p>	<p>Recognize cognates and infer meaning of unfamiliar words or phrases using context clues and background knowledge.</p>	<p>p. 15, Teacher Note 2, “Have students answer...” p. 150, Activité 6 p. 262, Activité 15, Étape 1</p> <p>Throughout <i>EntreCultures 1</i>, vocabulary (<i>Comment dit-on?</i>) and grammar (<i>Découvrons</i>) are presented in context, inviting students to infer meaning based on context clues and background knowledge</p>

14.2 Recognize and Use Organizational Features of Texts		EVIDENCE
Novice Low Use literacy skills to make meaning from authentic texts that are spoken, written or signed.	Recognize visual, aural and organizational features to identify the purpose of very simple texts, such as lists, labels, headlines or titles.	p. 7, Activité 2, Étape 1 p. 27, Activité 21, Étape 1 p. 28, Stratégies p. 31, Activité 22, Étape 1 p. 47, Stratégies p. 72, Activité 21, Étape 1 p. 73, Activité 21, Étape 2
Novice Mid Use literacy skills to comprehend authentic texts that are spoken, written or signed.	Recognize visual, aural and organizational features to identify the purpose of simple texts, such as infographics, song refrains, simple poems or schedules.	p. 116, J'avance 2, Étape 1 p. 150, Activité 6 p. 152, Activité 8, Étape 1 pp. 174-175, Activité 23, Étape 1 pp. 226-227, Activité 25, Étape 1 p. 250, Activité 6 p. 262, Activité 15, Étape 1
Novice High Use literacy skills to comprehend authentic texts that are spoken, written or signed.	Use visual, aural and organizational features to identify the purpose of simple texts, such as fables, graphics, announcements or instructions.	p. 152, Activité 8, Étape 1 pp. 174-175, Activité 23, Étape 1 pp. 226-227, Activité 25, Étape 1 p. 250, Activité 6 p. 262, Activité 15, Étape 1
14.3 Apply Self-Questioning Skills		EVIDENCE
Novice Low Use literacy skills to make meaning from authentic texts that are spoken, written or signed.	Use literal or factual self-questioning before, during and after engaging with texts, such as "Who, where, when, what or how many?"	p. 27, Activité 21, Étape 1 p. 28, Stratégies p. 31, Activité 22, Étape 1 p. 72, Activité 21, Étape 1 p. 77, Activité 24, Étape 2 p. 78, Activité 25 p. 150, Activité 6 p. 152, Activité 8, Étape 1 pp. 226-227, Activité 25, Étape 1

<i>Novice Mid</i>	Use literacy skills to comprehend authentic texts that are spoken, written or signed.	Use literal or factual self-questioning before, during and after engaging with texts, such as “What time, who is, why or how?”	p. 116, J’avance 2, Étape 1 p. 150, Activité 6 p. 152, Activité 8, Étape 1 p. 250, Activité 6 p. 262, Activité 15, Étape 1 p. 263, Activité 15, Étape 2
<i>Novice High</i>	Use literacy skills to comprehend authentic texts that are spoken, written or signed.	Use a mixture of literal and inferential self-questioning before, during and after engaging with texts, such as “What happened or what might happen next?”	p. 150, Activité 6
14.4 Make Text Connections			EVIDENCE
<i>Novice Low</i>	Use literacy skills to make meaning from authentic texts that are spoken, written or signed.	Make personal connections to a text using prior knowledge or experiences.	p. 39, J’y arrive, Interpretive Assessment, Étape 2 p. 62, Activité 14, Étape 1 p. 116, J’avance 2, Étape 1 p. 150, Teacher Note 4, “After students complete...”
<i>Novice Mid</i>	Use literacy skills to comprehend authentic texts that are spoken, written or signed.	Make personal connections to a text using prior knowledge or experiences.	p. 116, J’avance 2, Étape 1 p. 150, Teacher Note 4, “After students complete...”
<i>Novice High</i>	Use literacy skills to comprehend authentic texts that are spoken, written or signed.	Make simple text-to-text connections using information from previous texts.	p. 152, Activité 8, Étape 1
14.5 Select, Use and Cite Resources			EVIDENCE
<i>Novice Low</i>	Use literacy skills to make meaning from authentic texts that are spoken, written or signed.	Use digital and cultural resources appropriately.	p. 7, Activité 2, Étapes 1-3 p. 16, Activité 11 p. 27, Activité 21, Étapes 1-2 p. 31, Activité 22, Étape 1 p. 73, Activité 21, Étapes 2-3

Novice Mid	Use digital and cultural resources appropriately	<p>p. 150, Activité 6</p> <p>p. 152, Activité 8, Étape 1</p> <p>p. 164, Zoom culture</p> <p>p. 174, Activité 23</p> <p>p. 224, Zoom culture</p> <p>pp. 226-227, Activité 25, Étape 1</p> <p>p. 250, Activité 6</p> <p>p. 262, Activité 15, Étape 1</p>
Use literacy skills to comprehend authentic texts that are spoken, written or signed.		
Novice High	Select relevant digital and cultural resources and use them appropriately.	<p>p. 150, Activité 6</p> <p>p. 164, Zoom culture (Réflexion)</p> <p>p. 224, Zoom culture (Réflexion)</p> <p>pp. 226-227, Activité 25, Étape 1</p> <p>p. 250, Activité 6</p> <p>p. 262, Activité 15, Étape 1</p> <p>p. 303, Activité 10, Étape 1</p> <p>p. 311, Teacher Note 2, “Extend the discussion...”</p>
Use literacy skills to comprehend authentic texts that are spoken, written or signed.		

INTERPERSONAL COMMUNICATION

4. Investigate Intercultural Products, Practices and Perspectives		EVIDENCE
Novice Low	Identify a few typical products and practices related to familiar, everyday life in native and other cultures.	<p>p. 29, Activité 21, Étape 4</p> <p>p. 59, Activité 12, Étape 1</p> <p>p. 77, Activité 24, Étape 2</p> <p>p. 97, Activité 4</p> <p>p. 145, Activité 1, Étape 4</p> <p>p. 157, Activité 11</p>
Communicate with others by answering a few practiced questions with words and phrases and the help of visuals or gestures.		

Novice Mid	Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures.	p. 97, Activité 4 p. 117, J'avance 2, Étape 3 p. 129, Activité 25, Étape 3 p. 133, J'avance 3, Étape 2 p. 139, J'y arrive, Interpersonal Assessment p. 145, Activité 1, Étape 4 p. 157, Activité 11 p. 195, Activité 1, Étape 4 p. 198, Activité 4, Étape 2 p. 218, Activité 20, Étape 3 p. 245, Activité 1, Étape 2
Novice High	Identify products and practices related to everyday life to help understand perspectives of native and other cultures.	p. 157, Activité 11 p. 195, Activité 1, Étape 4 p. 218, Activité 20, Étape 3 p. 220, J'avance 2, Étape 2 p. 245, Activité 1, Étape 2 p. 263, Activité 15, Étape 2 p. 295, Activité 1, Étapes 2-3 p. 301, Activité 6
5. Interact with Culturally Appropriate Language and Behaviors		EVIDENCE
Novice Low	Interact in very familiar intercultural situations using practiced language and behaviors and show cultural awareness by recognizing a few culturally inappropriate behaviors.	p. 13, Activité 4, Étapes 1-2 p. 14, Activité 6 p. 16, Activité 10 p. 17, Activité 12 p. 21, Activité 18, Étape 1
Novice Mid	Interact in very familiar intercultural situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors.	p. 139, J'y arrive, Interpersonal Assessment p. 157, Activité 11 p. 159, J'avance 1, Étape 2 p. 162, Stratégies p. 189, J'y arrive, Interpersonal Assessment p. 206, J'avance 1, Étape 2 p. 220, J'avance 2, Étape 2
Communicate with others by asking and answering a few practiced questions using words, phrases and simple sentences.		
Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.		
Communicate with others by answering a few practiced questions with words and phrases and the help of visuals or gestures.		
Communicate with others by asking and answering a few practiced questions using words, phrases and simple sentences.		

Novice High	Interact in familiar, everyday intercultural situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors.	p. 170, J'avance 2, Étape 1 p. 183, J'avance 3, Étape 2 p. 189, J'y arrive, Interpersonal Assessment p. 220, J'avance 2, Étape 2 p. 257, J'avance 1, Étape 3 p. 267, Activité 18, Étape 2 p. 268, J'avance 2, Étape 1 p. 331, J'y arrive, Interpersonal Speaking
6. Exchange Information and Ideas		EVIDENCE
Novice Low	Provide basic information on very familiar topics.	p. 13, Activité 4, Étape 2 p. 13, Activité 5 p. 14, Activité 7 p. 17, Activité 12 p. 53, Activité 7, Étape 2
Novice Mid	Request and share simple information on familiar or everyday topics.	p. 71, Activité 20 p. 81, J'avance 3, Étape 3 p. 87, J'y arrive, Interpersonal Assessment p. 100, Activité 6 p. 110, Activité 14, Étape 1 p. 114, Activité 16, Étape 2 p. 117, J'avance 2, Étape 3 p. 131, Activité 28, Étape 2 p. 133, J'avance 3, Étape 2 p. 139, J'y arrive, Interpersonal Assessment p. 180, Activité 27, Étape 2 p. 257, J'avance 1, Étape 3

Novice High	Request and share information on familiar and everyday topics.	p. 168, Activité 18, Étape 2 p. 171, J'avance 2, Étape 3 p. 180, Activité 25, Étape 2 p. 189, J'y arrive, Interpersonal Assessment p. 239, J'y arrive, Interpersonal Assessment p. 268, J'avance 2, Étape 1 p. 289, J'y arrive, Interpersonal Assessment p. 314, Activité 17
Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.		
7. Meet Personal Needs or Address Situations		EVIDENCE
Novice Low	Express a few basic personal needs in very familiar situations.	p. 96, Activité 3, Étape 2
Communicate with others by answering a few practiced questions with words and phrases and the help of visuals or gestures.		
Novice Mid	Express basic needs in familiar or everyday situations.	p. 104, J'avance 1, Étape 2 p. 110, Activité 14, Étape 1 p. 163, Activité 15, Étape 1 p. 181, Activité 27, Étape 1 p. 183, J'avance 3, Étape 2 p. 274, Activité 22, Étape 2
Communicate with others by asking and answering a few practiced questions using words, phrases and simple sentences.		
Novice High	Interact with others to meet basic needs in familiar and everyday situations.	p. 289, J'y arrive, Interpersonal Speaking p. 305, J'avance 1, Étape 3 p. 307, Activité 11 p. 309, Activité 12, Étape 2 p. 315, J'avance 2, Étape 2 p. 331, J'y arrive, Interpersonal Speaking
Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.		
8. Express, React to and Support Preferences, Opinions or Viewpoints		EVIDENCE
Novice Low	Express a few basic preferences or feelings.	p. 13, Activité 5 p. 14, Activité 6 p. 59, Activité 12, Étape 1
Communicate with others by answering a few practiced questions with words and phrases and the help of visuals or gestures.		

<p>Novice Mid</p> <p>Communicate with others by asking and answering a few practiced questions using words, phrases and simple sentences.</p>	<p>Express basic preferences or feelings and react to those of others.</p>	<p>p. 63, Activité 14, Étape 2 p. 73, Activité 24, Étape 1 p. 111, Activité 14, Étape 2 p. 117, J'avance 2, Étape 3 p. 175, Activité 23, Étape 2 p. 198, Activité 4, Étape 2 p. 200, Activité 6 p. 204, Activité 9 p. 211, Activité 15, Étape 1 p. 216, Activité 19, Étape 1 p. 220, J'avance 2, Étape 2 p. 232, Activité 30, Étape 2</p>
<p>Novice High</p> <p>Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.</p>	<p>Express, ask about and react to simple preferences, feelings or opinions on familiar topics.</p>	<p>p. 162, Activité 14, Étape 2 p. 175, Activité 23, Étape 2 p. 180, Activité 25, Étape 2 p. 216, Activité 19, Étape 3 p. 239, J'y arrive, Interpersonal Assessment p. 280, Activité 25, Étape 2</p>

COMMUNICATIVE LITERACY - INTERPERSONAL MODE

15.1 Communicate, React and Show Interest		EVIDENCE
<p>Novice Low</p> <p>Use interpersonal skills to interact and communicate effectively.</p>	<p>Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest.</p>	<p>p. 13, Activité 4, Étape 2 p. 13, Activité 5 p. 14, Activité 7 p. 16, Activité 10 p. 17, Activité 12</p>

<i>Novice Mid</i>	Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest.	p. 61, Activité 13, Étape 2 p. 61, Expressions utiles p. 71, Activité 20 p. 81, J'avance 3, Étape 3 p. 87, J'y arrive, Interpersonal Assessment p. 122, Activité 22, Étape 1 p. 129, Activité 25, Étape 2 p. 133, J'avance 3, Étape 2 p. 139, J'y arrive, Interpersonal Assessment p. 220, J'avance 2, Étape 2
<i>Novice High</i>	Use culturally appropriate and relevant language and rehearsed or learned behaviors to communicate, react and show interest.	p. 162, Stratégies p. 189, J'y arrive, Interpersonal Assessment p. 257, J'avance 1, Étape 3 p. 267, Activité 18, Étape 2 p. 301, Activité 6
15.2 Continue and Extend Conversations		EVIDENCE
<i>Novice Low</i>	Use a few very simple verbal or nonverbal interjections, rejoinders or requests for clarification.	p. 13, Activité 5 p. 17, Activité 12 p. 61, Activité 13, Étape 2 p. 71, Activité 20
<i>Novice Mid</i>	Use very simple verbal and nonverbal interjections, rejoinders, requests for clarification, interrogatives or transition words.	p. 149, Activité 5 p. 162, Activité 14, Étape 2 p. 180, Activité 25, Étape 2 p. 181, Activité 27, Étape 1 p. 249, Activité 5, Étape 2
<i>Novice High</i>	Use simple interjections, rejoinders, requests for clarification, interrogatives and transition words.	p. 249, Activité 5, Étape 2 p. 259, Activité 11, Étape 2 p. 280, Activité 25, Étape 3 p. 281, Activité 26, Étape 2 p. 282, J'avance 3, Étape 2 p. 301, Stratégies

15.3 Increase Comprehensibility and Clarity of Expression		EVIDENCE
<i>Novice Low</i>	Use interpersonal skills to interact and communicate effectively.	Increase comprehensibility using gestures, hand shapes, facial expressions, repetition or awareness of pronunciation.
<i>Novice Mid</i>	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	Increase comprehensibility using gestures, hand shapes, facial expressions, repetition, word substitution or awareness of pronunciation, tone or pitch.
<i>Novice High</i>	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	Increase comprehensibility and clarify information using word substitution, rephrasing, circumlocution and attention to pronunciation, tone or pitch.
15.4 Infer Meaning of Unfamiliar Language		EVIDENCE
<i>Novice Low</i>	Use interpersonal skills to interact and communicate effectively.	Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions.

Novice Mid	Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions.	p. 55, J'avance 1, Étape 2 p. 59, Activité 12, Étape 1 p. 86, Teacher Note 4, "During Étape 3..." p. 131, Activité 28, Étape 1 p. 139, J'y arrive, Interpersonal Assessment p. 149, Activité 5 p. 157, Activité 11 p. 162, Stratégies p. 171, J'avance 2, Étape 3
Novice High	Infer meaning of unfamiliar language from gestures, facial and body expressions, context clues or topic of conversation.	p. 162, Stratégies p. 189, J'y arrive, Interpersonal Assessment p. 233, J'avance 3, Étape 2 p. 282, J'avance 3, Étape 2 p. 289, J'y arrive, Interpersonal Assessment p. 305, J'avance 1, Étape 3 p. 309, Activité 12, Étape 2 p. 315, J'avance 2, Étape 2 p. 320, Activité 21, Étape 2
15.5 Select, Use and Cite Resources		EVIDENCE
Novice Low	Use digital and cultural resources appropriately.	p. 29, Activité 21, Étape 4 p. 50, Activité 6, Étape 1 p. 59, Activité 12, Étape 1 p. 73, Activité 21, Étape 3
Novice Mid	Use digital and cultural resources appropriately.	p. 77, Activité 24, Étape 2 p. 152, Activité 8, Étape 2 p. 262, Activité 15, Étapes 2-3
Novice High	Select relevant digital and cultural resources and use them appropriately.	p. 311, Activité 14, Étape 2 p. 311, Teacher Note 2, "Extend the discussion..."
	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	
	Use interpersonal skills to interact and communicate effectively.	
	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	
	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	

PRESENTATIONAL COMMUNICATION

9. Investigate Intercultural Products, Practices and Perspectives		EVIDENCE
Novice Low	Identify a few typical products and practices related to familiar, everyday life in native and other cultures.	p. 29, Activité 21, Étape 4 p. 51, Activité 6, Étape 2 p. 62, Activité 14, Étape 1 p. 80, J'avance 3, Étape 2
Present information using practiced or familiar words and phrases with the help of gestures or visuals.		
Novice Mid	Identify typical products and practices related to familiar, everyday life in native and other cultures.	p. 66, Activité 16, Étape 1 p. 87, J'y arrive, Presentational Assessment, Étape 2 p. 93, Activité 1, Étape 3 p. 115, Activité 17, Étape 3 p. 130, Activité 27, Étapes 1-3 p. 144, Activité 1, Étape 2 p. 152, Activité 8, Étape 1 p. 177, Activité 24, Étapes 1-2 p. 213, Activité 17 p. 221, J'avance 2, Étape 3
Present information using a mixture of practiced and familiar words, phrases and simple sentences.		
Novice High	Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures.	p. 195, Activité 1, Étape 3 p. 227, Activité 26, Étape 2 p. 295, Activité 1, Étapes 3-4 p. 297, Activité 3 p. 315, J'avance 2, Étapes 1, 3
Present information using mostly simple sentences and transitions.		
10. Communicate with Culturally Appropriate Language and Behaviors		EVIDENCE
Novice Low	Present in very familiar intercultural situations using memorized or practiced language and behaviors.	p. 64, Activité 15 p. 66, Activité 16, Étapes 1-2
Present information using practiced or familiar words and phrases with the help of gestures or visuals.		

<i>Novice Mid</i>	Present in very familiar intercultural situations using practiced or learned language and behaviors.	p. 87, J'y arrive, Presentational Assessment, Étape 1 pp. 130-131, Activité 27, Étapes 1-3 p. 145, Activité 1, Étape 3 p. 149, Activité 4, Étape 3 p. 156, Activité 10, Étape 1 p. 181, Activité 27, Étape 2 p. 189, J'y arrive, Presentational Assessment p. 206, J'avance 1, Étape 1 p. 213, Activité 17 p. 233, J'avance 3, Étape 3 p. 239, J'y arrive, Presentational Assessment
<i>Novice High</i>	Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness.	p. 156, Activité 10, Étape 3 p. 233, J'avance 3, Étape 3 p. 282, J'avance 3, Étape 3 p. 289, J'y arrive, Presentational Assessment p. 331, J'y arrive, Presentational Writing
11. Inform, Describe, Explain or Provide Instructions		EVIDENCE
<i>Novice Low</i>	Name very familiar people, places and objects.	p. 26, Activité 20, Étape 1 p. 28, Activité 21, Étape 3 p. 30, Activité 21, Étape 5 p. 31, Activité 22, Étape 2 p. 33, Activité 26, Étape 1 p. 49, Activité 5, Étapes 2-3 p. 115, Activité 17, Étape 2
Present information using a mixture of practiced and familiar words, phrases and simple sentences.		
Present information using mostly simple sentences and transitions.		
Present information using practiced or familiar words and phrases with the help of gestures or visuals.		

Novice Mid	Give simple information about very familiar topics.	<p>p. 97, Activité 3, Étape 3 p. 105, J'avance 1, Étape 3 p. 115, Activité 17, Étape 3 p. 119, Activité 19 p. 130, Activité 27, Étapes 1, 3 p. 139, J'y arrive, Presentational Assessment p. 145, Activité 1, Étape 3 p. 151, Activité 7, Étape 2 p. 159, J'avance 1, Étape 3 p. 177, Activité 24, Étape 2 p. 189, J'y arrive, Presentational Assessment p. 206, J'avance 1, Étape 1 p. 265, Activité 16, Étapes 1-2</p>
Novice High	Give simple descriptions of familiar and everyday topics.	<p>p. 205, Activité 11, Étape 1 p. 233, J'avance 3, Étape 3 p. 261, Activité 14, Étape 2 p. 269, J'avance 2, Étape 3 p. 273, Activité 22, Étape 1 p. 297, Activité 3 p. 304, J'avance 1, Étape 2 p. 318, Activité 20, Étape 2</p>
12. Narrate About Life, Events or Experiences		EVIDENCE
Novice Low	Provide very basic details about self.	<p>p. 49, Activité 5, Étape 3 p. 53, Activité 7, Étape 1 p. 61, Activité 13, Étape 1 p. 66, Activité 16, Étape 1 p. 68, J'avance 2, Étapes 1-2 p. 113, Activité 16, Étape 1</p>
Present information using practiced or familiar words and phrases with the help of gestures or visuals.		

Novice Mid		
Present information using a mixture of practiced and familiar words, phrases and simple sentences.	Provide simple details about self, interests and activities.	<p>p. 63, Activité 14, Étapes 3-4</p> <p>p. 64, Activité 15</p> <p>p. 66, Activité 16, Étape 2</p> <p>p. 75, Activité 23</p> <p>p. 109, Activité 13, Étapes 1-2</p> <p>p. 117, J'avance 2, Étape 2</p> <p>p. 139, J'y arrive, Presentational Assessment</p> <p>p. 145, Activité 1, Étape 3</p> <p>p. 151, Activité 7, Étape 2</p> <p>p. 159, J'avance 1, Étape 3</p> <p>p. 189, J'y arrive, Presentational Assessment</p> <p>p. 206, J'avance 1, Étape 1</p> <p>p. 233, J'avance 3, Étape 3</p> <p>p. 261, Activité 14, Étape 2</p> <p>p. 265, Activité 16, Étape 1</p>
Novice High		
Present information using mostly simple sentences and transitions.	Provide details about personal life, interests and activities.	<p>p. 273, Activité 22, Étape 1</p> <p>p. 282, J'avance 3, Étape 3</p> <p>p. 289, J'y arrive, Presentational Assessment</p> <p>p. 315, J'avance 2, Étape 3</p> <p>p. 320, Activité 21, Étape 3</p>
13. Support Preferences, Opinions or Viewpoints		EVIDENCE
Novice Low		
Present information using practiced or familiar words and phrases with the help of gestures or visuals.	Express likes and dislikes about very familiar topics from native and other cultures.	<p>p. 61, Activité 13, Étape 1</p> <p>p. 62, Activité 14, Étape 1</p> <p>p. 68, J'avance 2, Étape 1</p> <p>p. 109, Activité 13, Étape 1</p>

Novice Mid	Express likes and dislikes about familiar topics from native and other cultures.	p. 64, Activité 15 p. 66, Activité 16, Étape 2 p. 68, J'avance 2, Étape 2 p. 75, Activité 23 p. 109, Activité 13, Étape 2 p. 122, Activité 22, Étape 2 p. 145, Activité 1, Étape 3 p. 183, J'avance 3, Étape 3 p. 216, Activité 19, Étape 2 p. 229, Activité 27, Étape 1
Novice High	Express preferences on familiar and everyday topics or topics of interest from native and other cultures.	p. 239, J'y arrive, Presentational Assessment p. 249, Activité 5, Étapes 1, 3 p. 280, Activité 25, Étape 2 p. 295, Activité 1, Étape 3
Present information using a mixture of practiced and familiar words, phrases and simple sentences.		
Present information using mostly simple sentences and transitions.		

COMMUNICATIVE LITERACY - PRESENTATIONAL MODE

16.1 Choose Relevant, Authentic Content and Concepts		EVIDENCE
Novice Low	Use authentic resources and familiar vocabulary and structures that are relevant to the topic.	p. 31, Activité 22, Étape 2 p. 51, Activité 6, Étape 2 p. 62, Activité 14, Étape 1 p. 77, Activité 24, Étape 2 (Graphic organizer in Explorer®)
Novice Mid	Use authentic resources and familiar vocabulary and structures that are relevant to the topic.	p. 116, J'avance 2, Étape 1 (Graphic organizer in Explorer®) p. 152, Activité 8, Étape 1 (Graphic organizer in Explorer®) p. 227, Activité 25, Étape 2
Use presentational skills to communicate effectively.		
Use presentational skills to communicate effectively.		

Novice High	Use authentic resources and familiar content, structures and syntax that are relevant to the topic.	p. 250, Activité 6 (Graphic organizer in Explorer®) p. 262, Activité 15, Étape 2 (Graphic organizer in Explorer®) p. 303, Activité 10, Étape 2 p. 311, Activité 14, Étapes 1, 3 (Graphic organizer in Explorer®)
Use presentational skills to communicate effectively.		
16.2 Organize Information		EVIDENCE
Novice Low	Organize very simple information in a logical sequence and clarify with gestures or visuals as needed by the audience.	p. 77, Activité 24, Étape 2 (Graphic organizer in Explorer®)
Use presentational skills to communicate effectively.		
Novice Mid	Organize information in a logical sequence, with topic sentences, simple details and conclusion, and clarify with gestures, visuals or words as needed by the audience.	p. 68, J'avance 2, Étape 1 p. 130, Activité 27, Étape 1 p. 131, Activité 28, Étape 3 p. 145, Activité 1, Étape 3 p. 221, J'avance 2, Étape 3 p. 225, Activité 23 p. 265, Activité 16, Étapes 1-2 p. 269, J'avance 2, Étape 2 p. 289, J'y arrive, Presentational Assessment
Use presentational skills to communicate effectively.		
Novice High	Organize information in a logical sequence, with topic sentence, simple details and conclusion, and clarify with simple language or circumlocution as needed by the audience.	p. 310, Activité 13, Étape 2 p. 311, Activité 14, Étape 3 p. 315, J'avance 2, Étape 3 p. 331, J'y arrive, Presentational Writing
Use presentational skills to communicate effectively.		
16.3 Increase Comprehensibility and Clarity of Expression		EVIDENCE
Novice Low	Communicate with emerging awareness of pronunciation, spelling, non-alphabetic characters, mechanics, intonation patterns, tones, hand shapes, non-manual markers or signing parameters to increase comprehensibility.	p. 49, Activité 5, Étape 3 p. 54, Activité 8 p. 64, Activité 15 p. 98, Activité 5, Étape 1
Use presentational skills to communicate effectively.		

Novice Mid		
Use presentational skills to communicate effectively.	Communicate with awareness of pronunciation, spelling, non-alphabetic characters, mechanics, intonation patterns, tones, nonmanual markers, hand shapes or signing parameters to increase comprehensibility.	p. 98, Activité 5, Étape 2 p. 105, J'avance 1, Étape 3 p. 130, Activité 27, Étape 1 p. 161, Activité 12 p. 168, Activité 18, Étape 1 p. 181, Activité 26, Étape 2 p. 203, Activité 8, Étape 2 p. 269, J'avance 2, Étape 3
Novice High		
Use presentational skills to communicate effectively.	Communicate with attention to pronunciation, spelling, non-alphabetic characters, mechanics, intonation patterns, tones, non-manual markers, hand shapes or signing parameters to increase comprehensibility.	p. 282, J'avance 3, Étape 3 p. 304, J'avance 1, Étape 2 p. 310, Activité 13, Étape 2 p. 311, Activité 14, Étape 3 p. 315, J'avance 2, Étape 3 p. 325, J'avance 3, Étapes 2-3 p. 331, J'y arrive, Presentational Writing
16.4 Maintain and Increase Audience Interest		EVIDENCE
Novice Low		
Use presentational skills to communicate effectively.	Maintain audience interest via gestures, creativity, emotion, technology or visuals.	p. 55, J'avance 1, Étape 1
Novice Mid		
Use presentational skills to communicate effectively.	Maintain audience interest via content, creativity, emotion, humor, technology or visuals.	p. 68, J'avance 2, Étape 1 p. 87, J'y arrive, Presentational Assessment, Étape 1 pp. 130-131, Activité 27, Étapes 2-3 p. 139, J'y arrive, Presentational Assessment p. 145, Activité 1, Étape 3 p. 159, J'avance 1, Étape 3 p. 225, Activité 23 p. 233, J'avance 3, Étape 3 p. 269, J'avance 2, Étape 2
Novice High		
Use presentational skills to communicate effectively.	Maintain audience interest via details, creativity, emotion, humor, technology or visuals.	p. 282, J'avance 3, Étape 3 p. 295, Activité 1, Étape 4 p. 303, Activité 13, Étape 2 p. 311, Activité 14, Étape 3 p. 315, J'avance 2, Étape 3

16.5 Select, Use and Cite Resources		EVIDENCE
<i>Novice Low</i>	Use digital and cultural resources appropriately.	p. 31, Activité 22, Étape 2 p. 51, Activité 6, Étape 2 p. 62, Activité 14, Étape 1 p. 77, Activité 24, Étape 2
Use presentational skills to communicate effectively.		
<i>Novice Mid</i>	Use digital and cultural resources appropriately.	p. 116, J'avance 2, Étape 1 p. 152, Activité 8, Étape 1 p. 227, Activité 25, Étape 2
Use presentational skills to communicate effectively.		
<i>Novice High</i>	Select relevant digital and cultural resources and use them appropriately.	p. 250, Activité 6 p. 262, Activité 15, Étape 2 p. 303, Activité 10, Étape 2 p. 311, Activité 14, Étapes 1, 3
Use presentational skills to communicate effectively.		