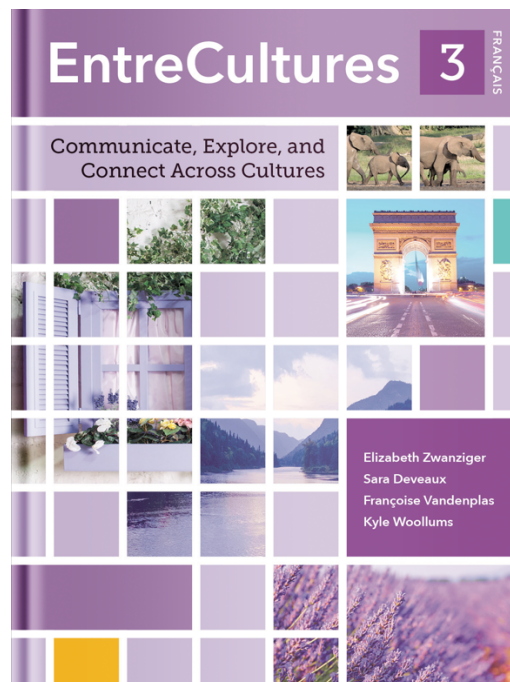


Virginia

EntreCultures 3 Correlation

2021 World Language Standards of Learning



INTERPRETIVE COMMUNICATION

1. Investigate Intercultural Products, Practices and Perspectives		EVIDENCE
<i>Intermediate Low</i>	Identify the topic and related information from simple and connected sentences.	Compare products and practices related to everyday life or personal interests to help understand perspectives in native and other cultures.
<i>Intermediate Mid</i>	Understand the main idea and key information from connected sentences and short paragraphs.	Compare products and practices from concrete researched topics or personal studies to understand perspectives in native and other cultures.
2. Compare Intercultural Behaviors		EVIDENCE
<i>Intermediate Low</i>	Identify the topic and related information from simple and connected sentences.	Identify appropriate and inappropriate everyday behaviors in native and other cultures.
<i>Intermediate Mid</i>	Understand the main idea and key information from connected sentences and short paragraphs.	Compare appropriate and inappropriate behaviors in native and other cultures.

3. Comprehend Authentic Texts that are Spoken, Written or Signed		EVIDENCE
<p><i>Intermediate Low</i></p> <p>Identify the topic and related information from simple and connected sentences.</p>	<p>Understand the topic and relevant information in:</p> <ul style="list-style-type: none"> ● Complex authentic informational texts; ● Complex authentic fictional texts; ● Multi-step spoken or written directions; ● Complex overheard or observed conversations. 	<p>p. 17, Activité 10, Étape 1 p. 23, Activité 15, Étape 1 p. 32, Activité 20, Étape 1 p. 62, Activité 2 p. 83, Activité 18, Étape 1 p. 87, Activité 22, Étape 1 p. 138, Activité 17, Étape 1 p. 142, J'avance 2, Étape 1 p. 164, Activité 4, Étape 1</p>
<p><i>Intermediate Mid</i></p> <p>Understand the main idea and key information from connected sentences and short paragraphs.</p>	<p>Understand the main idea and supporting information in:</p> <ul style="list-style-type: none"> ● Complex authentic informational texts; ● Complex authentic fictional texts; ● A series of spoken directions or complex written multi-step instructions to complete a task; ● Complex overheard or observed conversations. 	<p>p. 166, Activité 5, Étape 3 p. 178, Activité 15, Étape 1 p. 190, Activité 23 p. 192, J'avance 2, Étape 1 p. 208, J'y arrive, Interpretive Assessment p. 217, Activité 4 p. 262, Stratégies p. 263, Activité 6 p. 269, Activité 12, Étape 1</p>

COMMUNICATIVE LITERACY - INTERPRETIVE MODE

14.1 Infer Meaning and Nuances of Texts		EVIDENCE
<p><i>Intermediate Low</i></p> <p>Use literacy skills to comprehend authentic texts that are spoken, written or signed.</p>	<p>Infer meaning of unfamiliar phrases using context clues, background knowledge and related word families.</p>	<p>p. 15, Détail linguistique p. 23, Activité 15, Étape 1 p. 65, Teacher Note 5, "Call students' attention..." p. 136, Teacher Note 1, "This poem is..." p. 144, Détail linguistique p. 149, Détail linguistique</p>
<p><i>Intermediate Mid</i></p> <p>Use literacy skills to deepen understanding of authentic texts that are spoken, written or signed.</p>	<p>Infer meaning of unfamiliar phrases using context clues, background knowledge and related word families.</p>	<p>p. 175, Détail linguistique p. 179, Activité 15, Étape 2 p. 181, Détail linguistique p. 183, Détail linguistique p. 262, Stratégies p. 265, Activité 9, Étape 1 p. 272, Détail linguistique</p>

14.2 Recognize and Use Organizational Features of Texts		EVIDENCE
<i>Intermediate Low</i>	Use literacy skills to comprehend authentic texts that are spoken, written or signed.	Use visual, aural and organizational features to identify the author’s purpose and point of view in straightforward texts, such as poetry, short stories, charts, or pros and cons infographics.
Use literacy skills to comprehend authentic texts that are spoken, written or signed.		
<i>Intermediate Mid</i>	Use literacy skills to deepen understanding of authentic texts that are spoken, written or signed.	Use visual, aural and organizational features to compare the points of view of various authors on similar topics in straightforward texts, such as short novels, survey results, recommendations or cause and effect articles.
Use literacy skills to deepen understanding of authentic texts that are spoken, written or signed.		
14.3 Apply Self-Questioning Skills		EVIDENCE
<i>Intermediate Low</i>	Use literacy skills to comprehend authentic texts that are spoken, written or signed.	Use inferential self-questioning before, during and after engaging with texts, such as “Why did the character do this or what can I conclude about the actions of a character?”
Use literacy skills to comprehend authentic texts that are spoken, written or signed.		
<i>Intermediate Mid</i>	Use literacy skills to deepen understanding of authentic texts that are spoken, written or signed.	Use analytical self-questioning before, during and after engaging with texts, such as “What evidence is provided or what is confusing?”
Use literacy skills to deepen understanding of authentic texts that are spoken, written or signed.		
14.4 Make Text Connections		EVIDENCE
<i>Intermediate Low</i>	Use literacy skills to comprehend authentic texts that are spoken, written or signed.	Make text-to-text connections using information from previous texts.
Use literacy skills to comprehend authentic texts that are spoken, written or signed.		
<i>Intermediate Mid</i>	Use literacy skills to deepen understanding of authentic texts that are spoken, written or signed.	Make text-to-world connections using information from previous texts, research and diverse sources.
Use literacy skills to deepen understanding of authentic texts that are spoken, written or signed.		

14.5 Select, Use and Cite Resources		EVIDENCE
<i>Intermediate Low</i>	Use literacy skills to comprehend authentic texts that are spoken, written or signed.	Select relevant digital and cultural resources, use appropriately and cite accurately.
<i>Intermediate Mid</i>	Use literacy skills to deepen understanding of authentic texts that are spoken, written or signed.	Select relevant digital and cultural resources, use appropriately and cite accurately.

p. 32, Activité 20, Étape 1 and Teacher Note 1, "As an extension activity..."
p. 83, Activité 18, Étapes 1-2
p. 108, J'y arrive, Interpretive Assessment
p. 148, Teacher Note 1, "You may wish..."
p. 156, J'y arrive, Interpretive Assessment
p. 224, Teacher Note 2, "You may opt..."
p. 208, J'y arrive, Interpretive Assessment
p. 223, Activité 9, Étapes 1-2
p. 223, Teacher Note 1, "This activity has been..."
p. 223, Teacher Note 2, "Students may be interested..."
p. 273, Activité 15, Étape 1

INTERPERSONAL COMMUNICATION

4. Investigate Intercultural Products, Practices and Perspectives		EVIDENCE
<i>Intermediate Low</i>	Exchange information and ask appropriate follow-up questions using simple created sentences.	Compare products and practices related to everyday life and personal interests or studies to help understand perspectives of native and other cultures.
<i>Intermediate Mid</i>	Negotiate meaning while exchanging information in conversations and ask a variety of follow-up questions using connected sentences and series of connected sentences.	Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures.

pp. 8-9, Activité 2, Étape 3
p. 15, Activité 8, Étape 2
p. 51, J'avance 3, Étape 2
p. 64, Activité 3, Étape 2
p. 71, Zoom culture (Connexion) and Teacher note 2 "This Zoom culture..."
p. 73, Activité 9, Étape 2
p. 83, Activité 18, Étape 2
p. 116, Activité 3, Étape 2
p. 122, Activité 8, Étape 2
p. 163, Réflexion interculturelle, forum in Explorer®
p. 216, Réflexion interculturelle, forum in Explorer®
p. 224, Activité 10, Étape 2
p. 255, Activité 1, Étape 2
p. 283, Activité 24, Étape 3

5. Interact with Culturally Appropriate Language and Behaviors		EVIDENCE
<i>Intermediate Low</i>	Converse in familiar situations at school, work or play using appropriate learned behaviors and avoiding major social blunders.	p. 19, Activité 11, Étape 1 p. 38, J'avance 2, Étape 2 p. 50, Activité 33, Étape 2 p. 73, Activité 10 p. 73, Stratégies p. 80, Activité 17 p. 91, J'avance 2, Étape 2 p. 101, Activité 31 p. 142, J'avance 2, Étape 2
Exchange information and ask appropriate follow-up questions using simple created sentences.		
<i>Intermediate Mid</i>	Converse in familiar situations at school, work or play using appropriate learned behaviors and avoiding major social blunders.	p. 170, Activité 8, Étape 3 p. 218, Activité 6 p. 260, Activité 5, Étape 1 p. 277, Activité 18
Negotiate meaning while exchanging information in conversations and ask a variety of follow-up questions using connected sentences and series of connected sentences.		
6. Exchange Information and Ideas		EVIDENCE
<i>Intermediate Low</i>	Converse on a variety of familiar topics.	p. 10, Activité 4, Étape 2 p. 26, J'avance 1, Étape 2 p. 45, Activité 28, Étape 2 p. 57, J'y arrive, Interpersonal Assessment p. 76, Activité 11, Étape 3 p. 79, Activité 15 p. 109, J'y arrive, Interpersonal Assessment p. 118, Activité 6, Étape 2 p. 126, Activité 10, Étape 2 p. 141, Activité 19
Exchange information and ask appropriate follow-up questions using simple created sentences.		
<i>Intermediate Mid</i>	Converse on a variety of familiar topics and some concrete researched topics.	p. 150, Détail linguistique p. 165, Activité 4, Étape 3 p. 170, Activité 8, Étape 3 p. 179, Activité 16 p. 245, J'avance 3, Étape 2 p. 268, Activité 10
Negotiate meaning while exchanging information in conversations and ask a variety of follow-up questions using connected sentences and series of connected sentences.		

7. Meet Personal Needs or Address Situations		EVIDENCE
<i>Intermediate Low</i>	Interact with others to meet needs in familiar and everyday situations.	p. 26, J'avance 1, Étape 2 p. 79, Activité 15 p. 109, J'y arrive, Interpersonal Assessment p. 132, J'avance 1, Étape 3 p. 151, J'avance 3, Étape 1
Exchange information and ask appropriate follow-up questions using simple created sentences.		
<i>Intermediate Mid</i>	Interact with others to meet needs in a variety of familiar and everyday situations.	p. 180, J'avance 1, Étape 3 p. 203, J'avance 3, Étape 3 p. 229, J'avance 1, Étape 3 p. 231, Activité 15 p. 245, J'avance 3, Étape 2
Negotiate meaning while exchanging information in conversations and ask a variety of follow-up questions using connected sentences and series of connected sentences.		
8. Express, React to and Support Preferences, Opinions or Viewpoints		EVIDENCE
<i>Intermediate Low</i>	Express, ask about and react with some detail to preferences, feelings or opinions on familiar topics.	p. 26, J'avance 1, Étape 2 p. 29, Activité 18, Étape 2 p. 43, Activité 26, Étape 2 p. 65, Activité 5, Étape 3 p. 87, Activité 22, Étape 2 p. 98, Activité 28, Étape 2 p. 103, J'avance 3, Étape 2 p. 109, J'y arrive, Interpersonal Assessment p. 118, Activité 6, Étape 2 p. 122, Activité 8, Étape 2 p. 135, Activité 15, Étape 2 p. 149, Activité 24
Exchange information and ask appropriate follow-up questions using simple created sentences.		
<i>Intermediate Mid</i>	Exchange and react to preferences, feelings, opinions and simple advice on a variety of familiar topics.	p. 165, Activité 5, Étape 1 p. 208, J'y arrive, Interpersonal Assessment p. 222, Activité 8, Étape 2 p. 222, Expressions utiles p. 228, Activité 12, Étape 2 p. 232, Activité 16, Étape 2 p. 239, Activité 20, Étape 2 p. 263, Activité 7 p. 272, Activité 14, Étape 1
Negotiate meaning while exchanging information in conversations and ask a variety of follow-up questions using connected sentences and series of connected sentences.		

COMMUNICATIVE LITERACY - INTERPERSONAL MODE

15.1 Communicate, React and Show Interest		EVIDENCE
<i>Intermediate Low</i>	Use culturally appropriate and relevant language, syntax and learned behaviors to communicate, react and show interest.	p. 31, Activité 19, Étape 1 p. 50, Activité 33, Étape 2 p. 57, J'y arrive, Interpersonal Assessment p. 89, Activité 23, Étape 2 p. 90, Activité 24 p. 91, J'avance 2, Étape 2 p. 122, Activité 8, Étape 2 p. 151 J'avance 3, Étape 1
Use interpersonal skills to interact, negotiate meaning and communicate effectively.		
<i>Intermediate Mid</i>	Use culturally appropriate and relevant language, syntax and learned behaviors to communicate, react and show interest.	p. 170, Activité 8, Étape 3 p. 203, J'avance 3, Étape 3 p. 222, Expressions utiles p. 231, Activité 15 p. 255, Activité 1, Étape 2 p. 270, J'avance 1, Étape 2 p. 273, Activité 14, Étape 2 p. 280, Activité 20, Étape 2
Use interpersonal skills to interact, negotiate meaning and communicate effectively.		
15.2 Continue and Extend Conversations		EVIDENCE
<i>Intermediate Low</i>	Use a variety of simple interjections, rejoinders, interrogatives and transitions.	p. 31, Activité 19, Étape 1 p. 45, Activité 28, Étape 2 p. 57, J'y arrive, Interpersonal Assessment p. 101, Activité 31 p. 118, Activité 6, Étape 2 p. 132, J'avance 1, Étape 3 p. 135, Activité 15, Étape 2 p. 141, Activité 19 p. 142, J'avance 2, Étape 2
Use interpersonal skills to interact, negotiate meaning and communicate effectively.		
<i>Intermediate Mid</i>	Use some complex interjections, rejoinders, interrogatives and transitions.	p. 149, Activité 24 p. 165, Activité 4, Étape 3 p. 170, Activité 8, Étape 3 p. 228, Activité 12, Étape 2 p. 228, Détail linguistique p. 231, Activité 15 p. 239, Activité 20, Étape 2 p. 245, J'avance 3, Étape 2
Use interpersonal skills to interact, negotiate meaning and communicate effectively.		

15.3 Increase Comprehensibility and Clarity of Expression		EVIDENCE
<i>Intermediate Low</i>	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	Enhance comprehensibility and clarify information using simple explanations, rephrasing, circumlocution and some consistency in pronunciation, tone or pitch.
<i>Intermediate Mid</i>	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	Enhance comprehensibility and clarity using simple explanations, rephrasing, circumlocution, self-correction and mostly consistent pronunciation, tone or pitch.
15.4 Infer Meaning of Unfamiliar Language		EVIDENCE
<i>Intermediate Low</i>	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	Infer meaning of unfamiliar language from context or topic of conversation
<i>Intermediate Mid</i>	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	Infer meaning of unfamiliar language from context or topic of conversation.
15.5 Select, Use and Cite Resources		EVIDENCE
<i>Intermediate Low</i>	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	Select relevant digital and cultural resources, use appropriately and cite accurately.
<i>Intermediate Mid</i>	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	Select relevant digital and cultural resources, use appropriately and cite accurately.

PRESENTATIONAL COMMUNICATION

9. Investigate Intercultural Products, Practices and Perspectives		EVIDENCE
<i>Intermediate Low</i>	Present information using simple sentences and transitions.	Compare products and practices related to everyday life and personal interests or studies to help understand perspectives of native and other cultures.
<i>Intermediate Mid</i>		
<i>Intermediate Low</i>	Present information using organized connected sentences and series of connected sentences.	Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures.
<i>Intermediate Mid</i>		
10. Communicate with Culturally Appropriate Language and Behaviors		EVIDENCE
<i>Intermediate Low</i>	Present information using simple sentences and transitions.	Present in familiar situations using appropriate learned behaviors and avoiding major social blunders, recognizing that significant differences exist among cultures.
<i>Intermediate Mid</i>		
<i>Intermediate Low</i>	Present information using organized connected sentences and series of connected sentences.	Present in familiar situations using appropriate learned behaviors and avoiding common social blunders, recognizing that significant differences exist among cultures.
<i>Intermediate Mid</i>		

11. Inform, Describe, Explain or Provide Instructions		EVIDENCE
<i>Intermediate Low</i> Present information using simple sentences and transitions.	Inform on, describe and explain familiar and everyday topics.	p. 18, Activité 10, Étapes 3-4 p. 21, Activité 13, Étape 2 p. 38, J'avance 2, Étape 3 p. 51, J'avance 3, Étape 3 p. 65, Activité 5, Étape 2 p. 101, Activité 30, Étape 2 p. 149, Activité 25
<i>Intermediate Mid</i> Present information using organized connected sentences and series of connected sentences.	Inform on, describe and explain a variety of familiar topics and some concrete researched topics.	p. 166, Activité 5, Étape 4 p. 180, J'avance 1, Étape 2 p. 228, Activité 12, Étape 1 p. 228, Activité 13, Étapes 1-2 p. 236, Activité 18 p. 245, J'avance 3, Étape 3 p. 274, Activité 16, Étape 3 p. 281, Activité 22 p. 183, Activité 24, Étape 2 p. 289, J'avance 3, Étape 2
12. Narrate About Life, Events or Experiences		EVIDENCE
<i>Intermediate Low</i> Present information using simple sentences and transitions.	Narrate about personal life, activities, events and experiences.	p. 11, Activité 5, Étape 2 p. 26, J'avance 1, Étape 3 p. 37, Activité 23, Étape 2 p. 38, J'avance 2, Étape 3 p. 44, Activité 28, Étape 1 p. 50, Activité 33, Étape 3 p. 51, J'avance 3, Étape 3 p. 71, Activité 8, Étape 3 p. 102, Activité 32 p. 131, Activité 13 p. 138, Activité 17, Étape 2
<i>Intermediate Mid</i> Present information using organized connected sentences and series of connected sentences.	Narrate about some past, present or future personal and social events and experiences.	p. 213, Activité 1, Étape 2 p. 229, J'avance 1, Étape 1 p. 239, Activité 21, Étape 2 p. 277, Activité 19, Étape 2

13. Support Preferences, Opinions or Viewpoints		EVIDENCE
<i>Intermediate Low</i>	Express preferences and opinions with supporting reasons or evidence on familiar and personal interest topics from native and other cultures.	p. 30, Activité 18, Étape 3 p. 41, Activité 25, Étapes 2-3 p. 69, Activité 7, Étape 3 p. 73, Activité 9, Étape 3 p. 77, Activité 13, Étape 1 p. 81, J'avance 1, Étape 3 p. 86, Activité 21, Étape 1
Present information using simple sentences and transitions.		
<i>Intermediate Mid</i>	State a viewpoint with supporting reasons or evidence on familiar and personal interest topics from native and other cultures.	p. 179, Activité 17, p. 185, Stratégies p. 203, J'avance 3, Étape 2 p. 209, J'y arrive, Presentational Assessment p. 265, Activité 9, Étape 2 p. 269, Activité 12, Étape 2 p. 270, J'avance 1, Étape 3 p. 274, Activité 16, Étape 1 p. 278, J'avance 2, Étape 3 p. 280, Activité 20, Étape 3
Present information using organized connected sentences and series of connected sentences.		

COMMUNICATIVE LITERACY - PRESENTATIONAL MODE

16.1 Choose Relevant, Authentic Content and Concepts		EVIDENCE
<i>Intermediate Low</i>	Use authentic resources, content, structures and syntax that are relevant to the topic.	p. 32, Activité 20, Étape 2 p. 41, Activité 25, Étape 3 p. 70, Activité 8, Étape 2 p. 76, Activité 11, Étape 4 p. 94, Activité 26, Étape 2 p. 138, Activité 17, Étape 2
Use presentational skills to communicate effectively.		
<i>Intermediate Mid</i>	Use authentic resources, content, syntax and concepts that are relevant to the topic.	p. 179, Activité 15, Étape 2 p. 192, J'avance 2, Étape 2 p. 203, J'avance 3, Étape 2 p. 209, J'y arrive, Presentational Assessment p. 223, Activité 9, Étape 2 p. 274, Activité 16, Étape 1
Use presentational skills to communicate effectively.		

16.2 Organize Information		EVIDENCE
<i>Intermediate Low</i>	Organize information in a cohesive format with transitions and clarify with simple language or explanations as needed by the audience.	p. 31, Activité 19, Étape 2 p. 44, Activité 28, Étape 1 p. 102, Activité 32 p. 103, J'avance 3, Étape 3 p. 109, J'y arrive, Presentational Assessment p. 145, Stratégies p. 151, J'avance 3, Étape 3
Use presentational skills to communicate effectively.		
<i>Intermediate Mid</i>	Organize information in a cohesive format with complex transitions and clarify with simple explanations as needed by the audience.	p. 166, Activité 5, Étape 4 p. 185, Stratégies p. 185, Activité 20, Étape 3 p. 187, Activité 22, Étape 1 p. 209, J'y arrive, Presentational Assessment p. 218, Activité 5 p. 223, Activité 9, Étape 2 p. 229, J'avance 1, Étape 1 p. 236, Activité 18 p. 237, J'avance 2, Étape 3 p. 264, Activité 9, Étape 2
Use presentational skills to communicate effectively.		
16.3 Increase Comprehensibility and Clarity of Expression		EVIDENCE
<i>Intermediate Low</i>	Communicate with attention to accuracy of spoken, written or signed components of language to increase comprehensibility.	p. 33, Activité 20, Étape 3 p. 102, Activité 32 p. 118, Activité 5, Étape 2 p. 124, Activité 9, Étape 3 p. 132, J'avance 1, Étape 2 p. 145, Activité 23, Étape 2 p. 157, J'y arrive, Presentational Assessment
Use presentational skills to communicate effectively.		
<i>Intermediate Mid</i>	Communicate with attention to accuracy of spoken, written or signed components of language to increase comprehensibility.	p. 184, Détail grammatical p. 191, Activité 24 p. 209, J'y arrive, Presentational Assessment p. 218, Détail linguistique p. 224, Stratégies p. 228, Activité 13, Étapes 1-2 p. 286, Activité 25 p. 288, Détail linguistique
Use presentational skills to communicate effectively.		

16.4 Maintain and Increase Audience Interest		EVIDENCE
<i>Intermediate Low</i>	Maintain audience interest via description, style, technology or visuals.	p. 18, Activité 10, Étape 4 p. 50, Activité 33, Étape 3 p. 57, J’y arrive, Presentational Assessment, Étape 3 p. 65, Activité 5, Étape 3 p. 77, Activité 13, Étape 1 p. 124, Activité 9, Étapes 2, 4
Use presentational skills to communicate effectively.		
<i>Intermediate Mid</i>	Increase audience interest via elaboration, style, technology or visuals.	p. 228, Activité 13, Étape 2 p. 274, Activité 16, Étape 3 p. 278, J’avance 2, Étape 3 p. 297, J’y arrive, Presentational Assessment
Use presentational skills to communicate effectively.		
16.5 Select, Use and Cite Resources		EVIDENCE
<i>Intermediate Low</i>	Select relevant digital and cultural resources, use appropriately and cite accurately.	p. 18, Activité 10, Étape 3 pp. 32-33, Activité 20, Étapes 2-3 p. 81, J’avance 1, Étape 3 p. 138, Activité 17, Étapes 1-2
Use presentational skills to communicate effectively.		
<i>Intermediate Mid</i>	Select relevant digital and cultural resources, use appropriately and cite accurately.	p. 185, Activité 20, Étape 3 p. 185, Stratégies p. 192, J’avance 2, Étape 2 p. 223, Activité 9, Étape 2 p. 269, Activité 12, Étape 2
Use presentational skills to communicate effectively.		