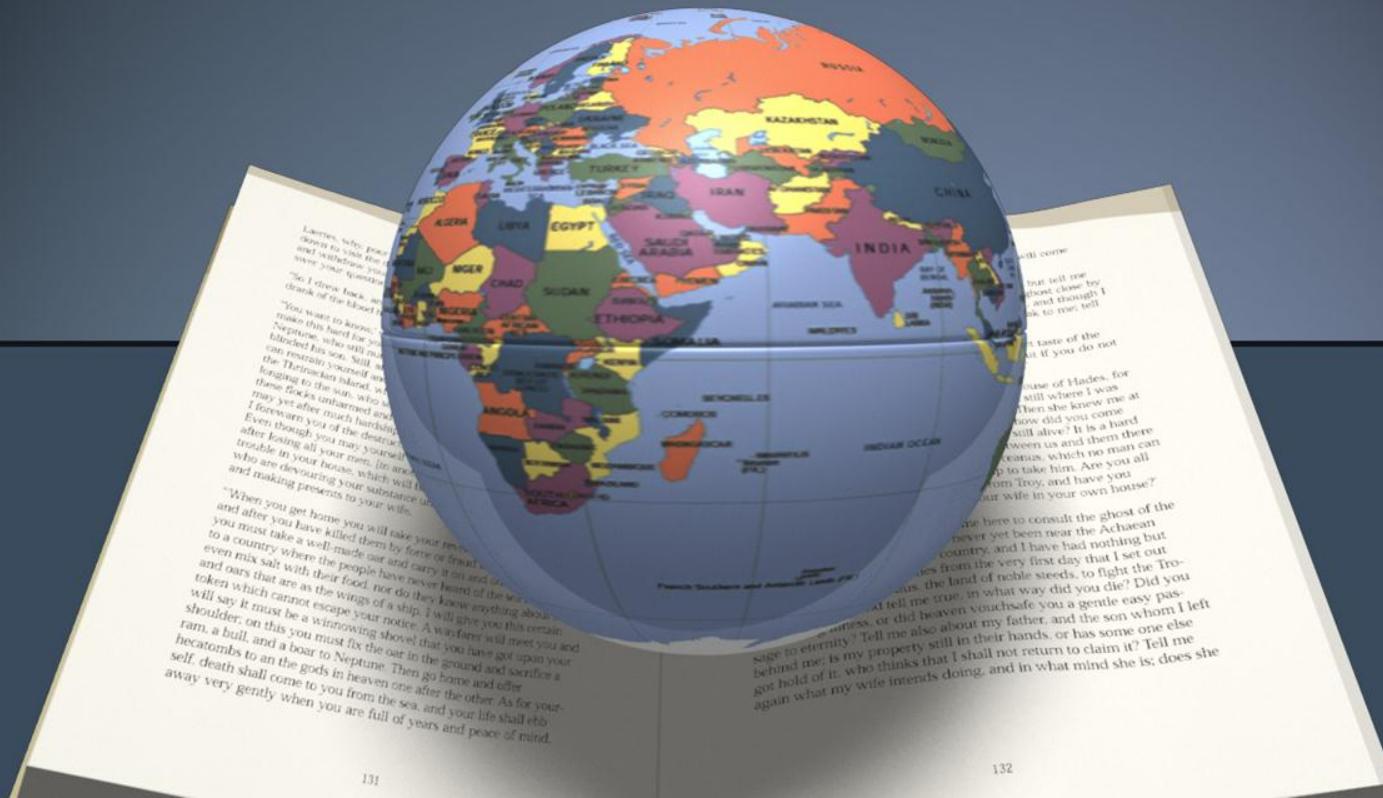
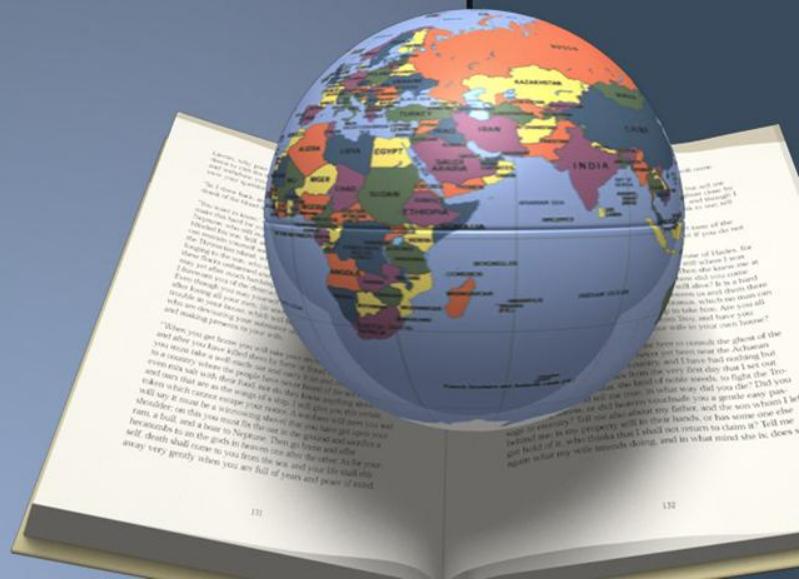


# Common Core and FLES: Language Learning with Non-fiction Texts

Kate Krotzer and Patty Silvey  
FLES teachers, Glastonbury Public Schools



# **Picture of deportista interview Reporter & LeBron James**





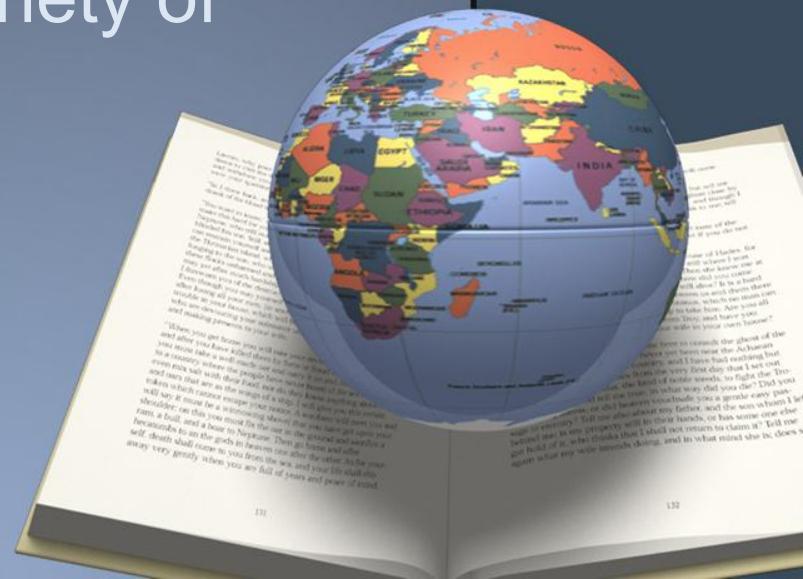
## Objectives for this presentation:

- Develop a basic understanding of the Common Core
- View examples of non-fiction text and how they were used in the elementary foreign language classroom
- Learn how the Lexile® site can better assist in text complexity
- Begin to think about how to apply this in your classroom and within your curriculum

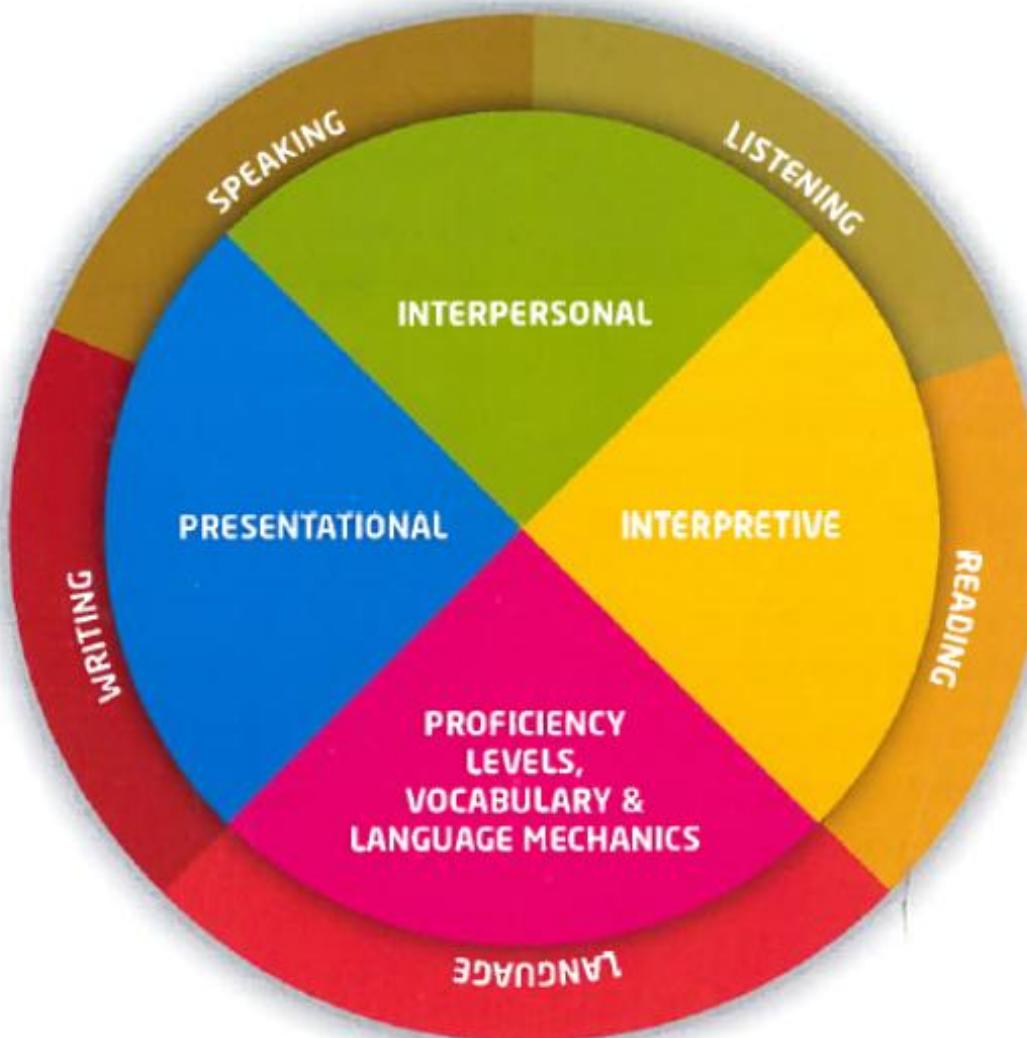
# From Foreign Language Annals, vol., 47, no.1 Spring 2014

- Interactive Model:

“A key implication of this linkage of the National Standards and the CCSS is the emphasis on a shared instructional approach that helps students develop academic literacy across a variety of genres.”



# Linking the Common Core to the National Standards for Learning Languages



Common Core State Standards-ELA	Standards for Learning Languages	
Reading	Interpretive (Reading, Listening, Viewing)	
Key Ideas and Details		
<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p>	<p><b>Interpretive Communication (Standard 1.2)</b></p> <ul style="list-style-type: none"> <li>Demonstrate comprehension of content from authentic audio and visual resources.</li> </ul>	
<p>2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas</p>	<p><b>Cultures: Practices and Products (Standard 2.1 and 2.2)</b></p> <ul style="list-style-type: none"> <li>Examine, compare and reflect on products, practices, and/or perspectives of the target culture(s).</li> </ul>	
<p>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text</p>	<p><b>Connections: Acquiring New Information (Standard 3.2)</b></p> <ul style="list-style-type: none"> <li>Acquire information from other content areas using authentic sources</li> </ul>	
Novice Students	Intermediate Students	Advanced Students
<p>Identify main ideas in developmentally appropriate oral/visual narratives based on familiar themes and highly predictable contexts with visual or graphic support.</p>	<p>Determine the main themes and significant details on primarily familiar topics from authentic multimedia and print sources, both informational text and narratives with easily discerned storylines.</p>	<p>Analyze the main ideas and significant details of discussions, lectures, and presentations on current or past events from the target culture or other content areas.</p>
<p>Interpret informational texts with text features that support meaning, such as graphs and charts.</p>	<p>When presented with an inference based on an authentic text, identify if the inference is logical or illogical by citing specific textual evidence to support conclusions drawn from the text</p>	<p>Interpret the principal elements of technical, informational and narrative literary texts on topics of current and historical importance to the target culture.</p>

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.
I can recognize a few memorized words and phrases when I hear them spoken.	I can recognize some familiar words and phrases when I hear them spoken.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.	I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.
I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.	I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can understand the main idea of short and simple texts when the topic is familiar.	I can understand the main idea of texts related to everyday life and personal interests or studies.

## NOVICE HIGH

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

### I can exchange some personal information.

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

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

- I can ask about and identify familiar things in a picture from a story.
- I can ask about and identify important information about the weather using a map.
- I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.
- I can respond to simple questions based on graphs or visuals that provide information containing numbers or statistics.
- I can \_\_\_\_\_

### I can ask for and give simple directions.

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

### I can make plans with others.

- I can accept or reject an invitation to do something or go somewhere.
- I can invite and make plans with someone to do something or go somewhere.
- I can exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet.
- I can \_\_\_\_\_

### I can interact with others in everyday situations.

- I can order a meal.
- I can make a purchase.
- I can buy a ticket.
- I can \_\_\_\_\_

## INTERMEDIATE LOW

I can participate in conversations on a number of familiar topics using simple sentences.  
I can handle short social interactions in everyday situations by asking and answering simple questions.

### I can have a simple conversation on a number of everyday topics.

- I can talk with someone about family or household tasks.
- I can talk with someone about hobbies and interests.
- I can talk with someone about school or work.
- I can \_\_\_\_\_

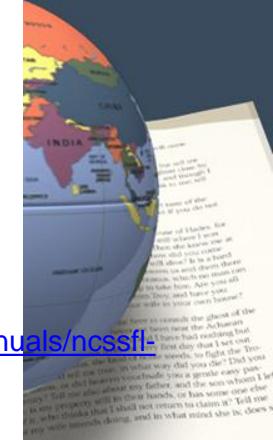
### I can ask and answer questions on factual information that is familiar to me.

- I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.
- I can \_\_\_\_\_

### I can use the language to meet my basic needs in familiar situations.

- I can ask for help at school, work, or in the community.
- I can make a reservation.
- I can arrange for transportation, such as by train, bus, taxi, or a ride with friends.
- I can \_\_\_\_\_

<http://www.actfl.org/publications/guidelines-and-manuals/nccsl-actfl-can-do-statements>



## ACTFL PERFORMANCE DESCRIPTORS FOR LANGUAGE LEARNERS — INTERPRETIVE

Domains	Novice Range	Intermediate Range	Advanced Range
	Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, with strong visual support.	Understands main ideas and some supporting details on familiar topics from a variety of texts.	Understands main ideas and supporting details on familiar and some new, concrete topics from a variety of more complex texts that have a clear, organized structure.
Functions	Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized.  May show emerging evidence of the ability to make inferences based on background and prior knowledge.	Comprehends main ideas and identifies some supporting details.  May show emerging evidence of the ability to make inferences by identifying key details from the text.	Comprehends the main idea and supporting details of narrative, descriptive, and straightforward persuasive texts.  Makes inferences and derives meaning from context and linguistic features.
Contexts/ Content	Comprehends texts with highly predictable, familiar contexts (those related to personal background, prior knowledge, or experiences).	Comprehends information related to basic personal and social needs and relevant to one's immediate environment such as self and everyday life, school, community, and particular interests.	Comprehends texts pertaining to real-world topics of general interest relevant to personal, social, work-related, community, national, and international contexts.
Text Type	Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar.  Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information.	Comprehends simple stories, routine correspondence, short descriptive texts or other selections within familiar contexts.  Generally comprehends connected sentences and much paragraph-like discourse.  Comprehends information-rich texts with highly predictable order.	Comprehends paragraph discourse such as that found in stories, straightforward literary works, personal and work-related correspondence, written reports or instructions, oral presentations (news), anecdotes, descriptive texts, and other texts dealing with topics of a concrete nature.





# Turn and Talk

## How do you use text, any text, in your classroom?

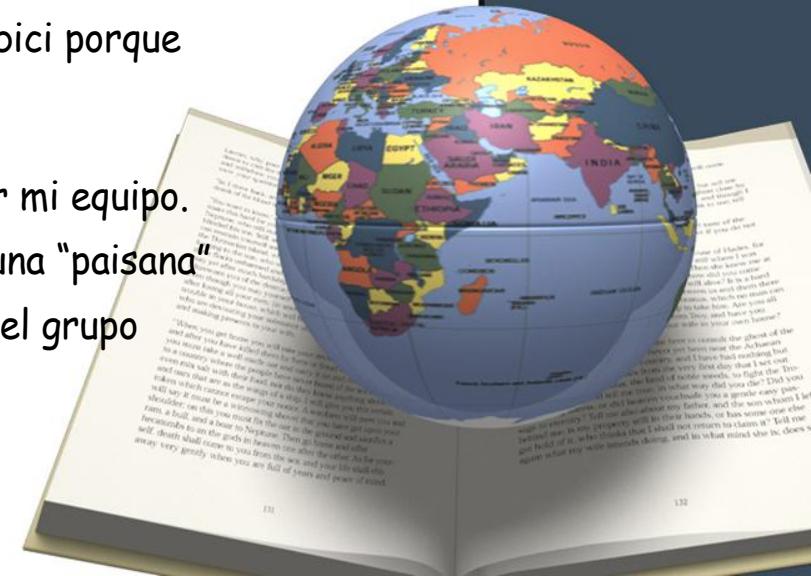
# Text sample

Mi nombre es Nairo Alexander Quintana y soy ciclista profesional. Mi equipo español se llama Movistar Team. Mi hermano menor, Dayer, también es ciclista amateur. También tengo hermana mayor, pero ella no es ciclista. Soy de Tunja, Colombia y la fecha de mi nacimiento es el cuatro de febrero de 1990.

Mi familia es una familia de campesinos dedicaba a la venta de frutas y verduras. Mi padre había sufrido un accidente automovilístico cuando él tenía solo siete años de edad. Por eso no tenía mucho dinero y no pudieran pagar el autobús que me llevaba a mi escuela. Tuve que aprender a montar en bicicleta para ir a mis clases: 16 kilómetros (nueve millas) de descenso hasta la escuela, con una pendiente del 8%. Es muy importante llevar casco y guantes cuando monto en bici porque es un deporte rápido y peligroso pero muy emocionante.

Para la edición 100 del Tour de Francia soy seleccionado por mi equipo. Soy baja, 5 pies 5 pulgadas de altura. Estoy enamorada de una "paisana" con quien me gusta bailar, gracias a las clases que recibí en el grupo danzas en colegio.

Tengo sueño. Me voy. Adiós.

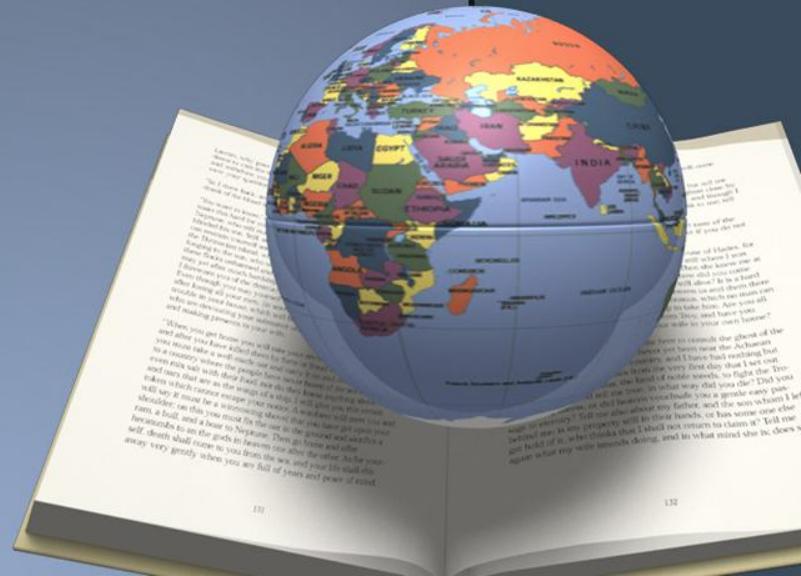




## Turn and Talk

**Where do you get the text? How do you decide what text to use?**

# Text samples



# Spanish Lexile® Analyzer

## Spanish Lexile Analyzer

Step 1: What kinds of texts can be measured

Step 2: Prepare your text for measurement

Step 3: Type or scan your text

Step 4: Convert your text into a plain text file

Step 5: Analyze your text and get results

Using the Spanish Lexile® Analyzer

## Get a Spanish Lexile Text Measure

You can use our online tools to determine the estimated Spanish Lexile® measure of edited, conventional prose text. Just follow our guidelines for preparing a text, upload it, and the Spanish Lexile® measure will be displayed.

Looking for the [English Lexile Analyzer](#)?

### Submit a file

File to Analyze\*

No file chosen

### Online help and user guides

The help links to the left detail how to use either the [English Lexile Analyzer](#) or [Spanish Lexile Analyzer](#) to get an instructionally useful estimated Lexile measure. You may also view the user guide [here](#).

### Usage history

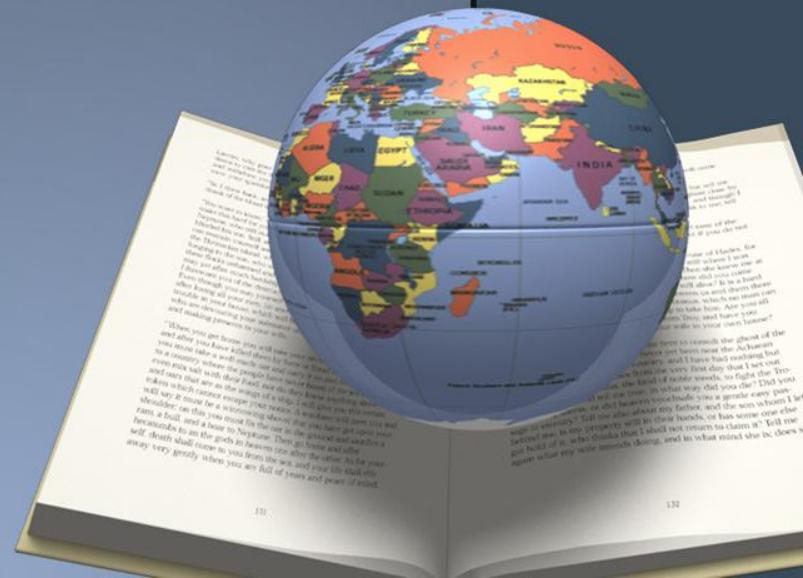
Review your [usage of the Lexile Analyzer](#).

Common Core Band	ATOS	Degrees of Reading Power	Flesch-Kincaid	Lexile Framework	Reading maturity	SourceRater
2 <sup>nd</sup> -3 <sup>rd</sup>	2.75-5.34	42-54	1.98-5.34	420-820	3.53-6.15	0.05-2.48
4 <sup>th</sup> -5 <sup>th</sup>	4.97-7.03	52-60	4.51-7.73	740-1010	5.42-7.92	0.84-5.75
6 <sup>th</sup> - 8 <sup>th</sup>	7.00-9.98	57-67	6.51-10.34	925-1165	7.04-9.57	4.11-10.56
9 <sup>th</sup> - 10 <sup>th</sup>	9.57-12.01	62-72	8.32-12.12	1050-1335	8.41-10.81	9.02-13.93
11 <sup>th</sup> - CCR	11.20-14.10	67-74	10.34-14.2	1185-1385	9.57-12.0	12.30-14.50

Deportista	Spanish Lexile	Mean Sentence	Mean Log Word	Word Count
				Measure
Princess Ann	660L	11.17	4.83	201
	610L	10.14	4.79	223
	690L	11.37	4.74	216
	720L	11.17	4.59	201
	690L	11.04	4.66	254
	720L	12.56	4.87	226
	800L	13.17	4.64	274
	720L	12.12	4.78	194
	700L	12.61	5.00	265
	570L	9.29	4.75	195
	620L	9.99	4.69	267
	660L	11.14	4.85	256
	720L	11.84	4.75	225
	680L	11.32	4.77	249

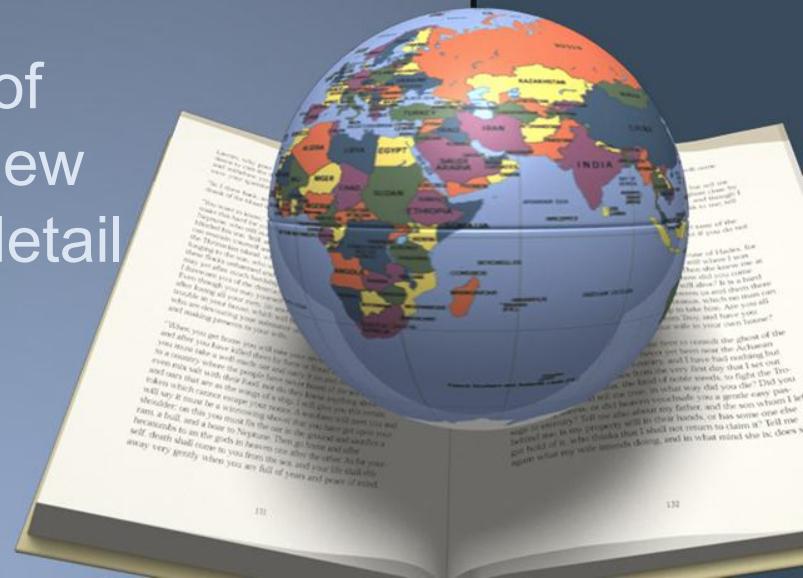
# Entrevista con un deportista

- Content based project
- Related to unit essential question
- Age and language level appropriate
- Student interest topic
- Use of non fiction texts
- Use of interpretive mode
- Use of presentational mode
- ACTFL Can-Do statements



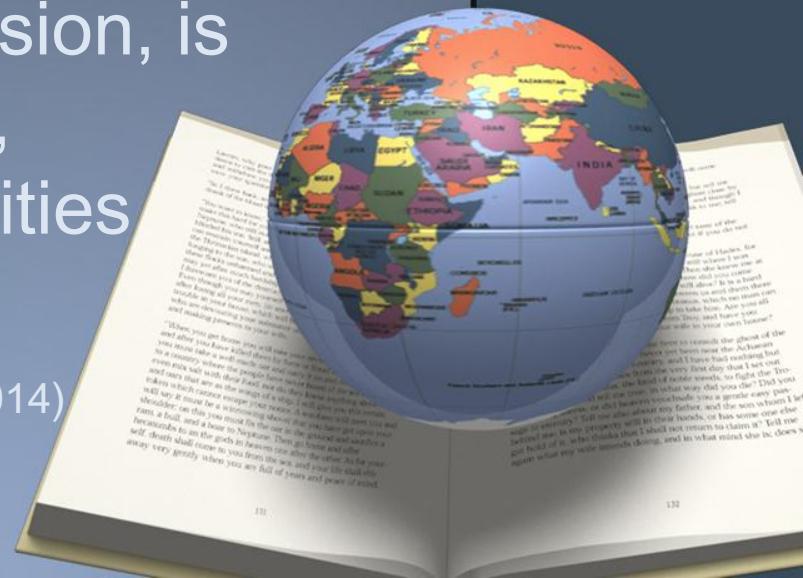
# Grade 4: Seasons and Sports

- As part of the year long study of how we are connected to the Caribbean, students will explore leisure activities of people throughout the Caribbean and the USA. In particular, students will discover the connections between the seasons and sports, and also make comparisons as they learn about the popular sports and typical seasons of different places. Students will spiral their knowledge of weather and clothing as they learn new vocabulary to speak and write with detail about seasons and sports.



# Pre- activities

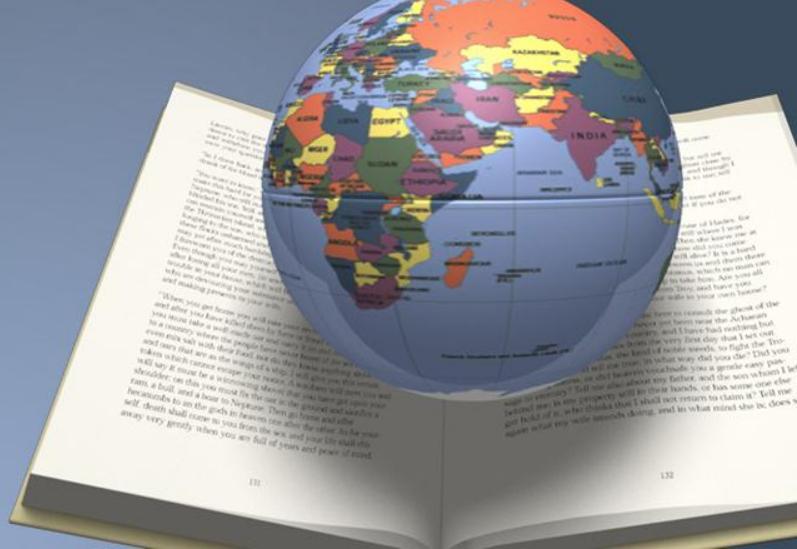
- “A task in one mode of communication links to a subsequent task in another mode of communication. The interactive model guides students through four phases: preparation, comprehension, interpretation/discussion and creativity. A fifth phase, extension, is optional. Through the phases, students are engaged in activities across the three modes of communication.” (FL Annals Spring 2014)



# Pre - activities

- Vocabulary - new, old, recycling
- Questioning and answering
- Reading strategies
- Games
- Oral practice
- Written practice

EXAMPLES.....



Preguntas de un deportista

¿Qué deporte juega? béisbol

¿Cómo se llama? David Americano Ortiz Arias

¿Cómo es su familia? Jessica, Alexandra Dangelo

¿Cómo se llama su equipo? Boston red socks

western massachusetts

¿Dónde vive ahora?

santo domingo

¿Dónde nació?

18 noviembre 1975

¿Cuántos años tiene? 38 años

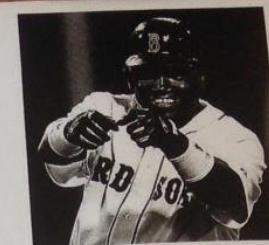
¿Lleva uniforme? ¿Como es? blanco y rojo y mi  
número es treinta y cuatro

¿Qué necesita para jugar? me gunto una pelota  
y bate y tambien un cargo para no morir

¿Cómo es el deporte? chevere, interesante

¿Qué le gusta hacer en su tiempo libre? golf y baloncesto y  
promover mi salsa muy delico sa

Big papi salsa



¡Hola! Mi nombre es David Américo Ortiz Arias. Nací el dieciocho de noviembre de 1975 en Santo Domingo la capital de la República Dominicana. Tengo tres hermanos. Mi padre Enrique jugaba béisbol profesional en la República Dominicana. Durante la escuela secundaria jugaba ambos béisbol y baloncesto. Ahora prefiero jugar béisbol; el béisbol es mi vida. Es competitivo, interesante y chévere. Tengo tres hijos: Jessica, Alexandra y D'Angelo. En el año 2008 me convertí en ciudadano estadounidense en la Biblioteca John F. Kennedy en Boston, Massachusetts.

Mi fundación David Ortiz Children's Fund ayuda a los niños que más lo necesita por todo el mundo. En mi tiempo libre me gusta jugar golf y baloncesto y promover mi salsa muy deliciosa "Big Papi Salsa". Vivo en Weston, Massachusetts en una casa con una piscina muy grande.

Juego el béisbol con el equipo las Medias Rojas de Boston desde 2003 hasta presente. Soy un bateador designado aunque a veces juego en la primera base. Llevo un uniforme blanco y rojo y mi número es el treinta y cuatro. Cuando juego necesito mi guante, una pelota y bate y también un casco para proteger mi cabeza. Tengo el récord de jonrones de cincuenta y cuatro en el año 2006. Soy miembro del club de los 50 jonrones. Cinco veces he sido ganador del Bate de Plata. Mis compañeros me llaman, "Big Papi", es mi apodo.

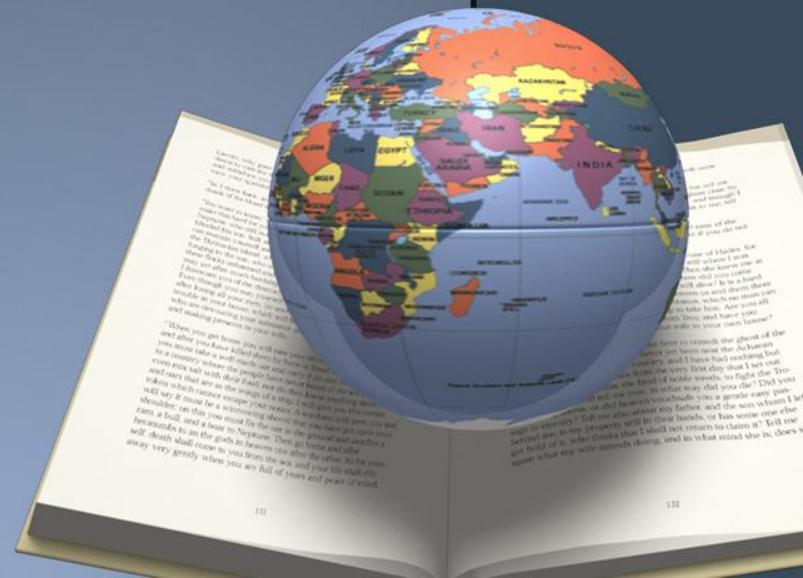
Sobre mi ciudad Boston, yo digo: "Esta es nuestra ciudad, y nadie va a dictar nuestra libertad. Manténganse fuertes."

Me voy a Fenway Park porque tengo que practicar. Los Yankees y Derek Jeter vienen.

# Entrevista con un deportista

## The project

- Partner work with athlete
- Read the athlete's biography with partner
- Write answers to questions about the athlete based on the text.
- Prepare the interview questions and answers
- Practice
- Present



Usan por lo menos 8 de las preguntas del banco de preguntas en la entrevista.

## Banco de preguntas

¿Qué deporte juegas?

¿Cómo te llamas?

¿Cómo es tu familia?

¿Qué te gusta hacer en tu tiempo libre?

¿Cómo se llama tu equipo?

¿Cómo estás?

¿Dónde vives ahora?

¿Dónde naciste?

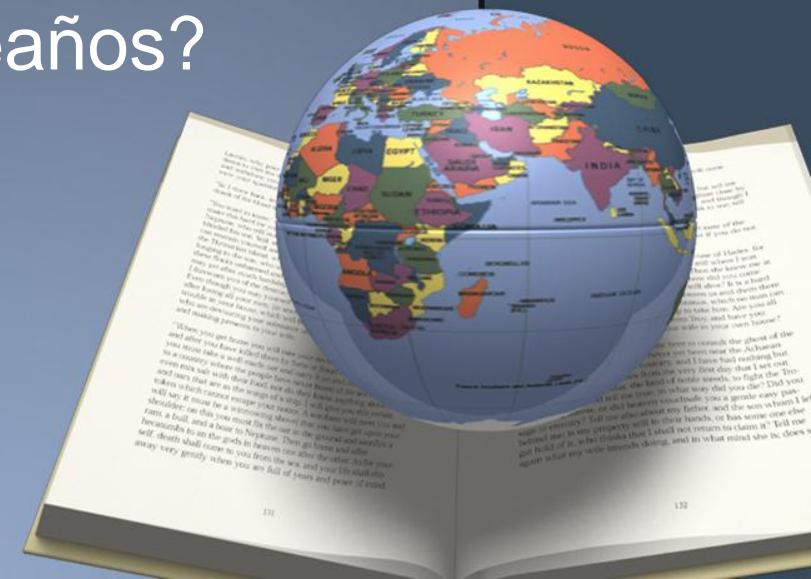
¿Cuál es la fecha de tu cumpleaños?

¿Llevas uniforme? ¿Cómo es?

¿Qué necesitas para jugar?

¿Cómo es tu deporte?

¿Cuántos años tienes?



Nombre: \_\_\_\_\_

### Entrevista con un deportista

Persona 1 = reportero(a)

Persona 2 = deportista

1: Saludo \_\_\_\_\_

2: Saludo \_\_\_\_\_

1: Pregunta 1: \_\_\_\_\_

2: Respuesta 1: \_\_\_\_\_

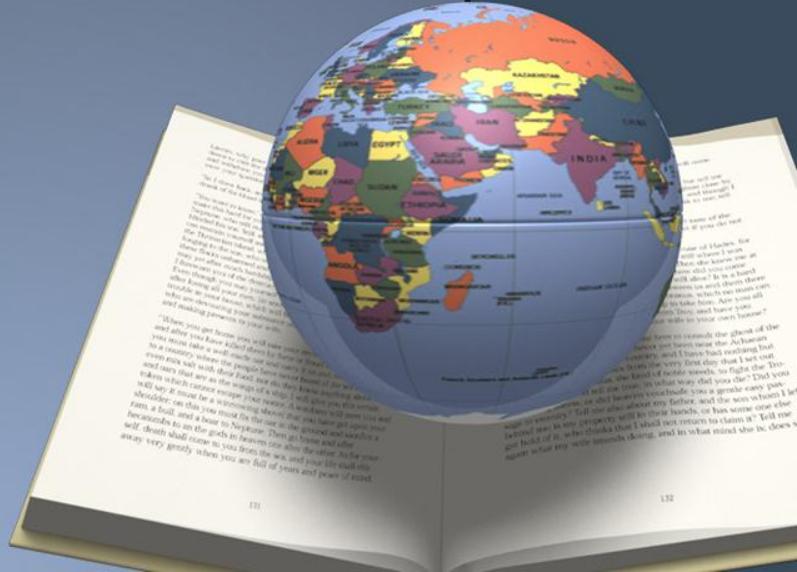
1: P2: \_\_\_\_\_

2: R2: \_\_\_\_\_

1: P3: \_\_\_\_\_

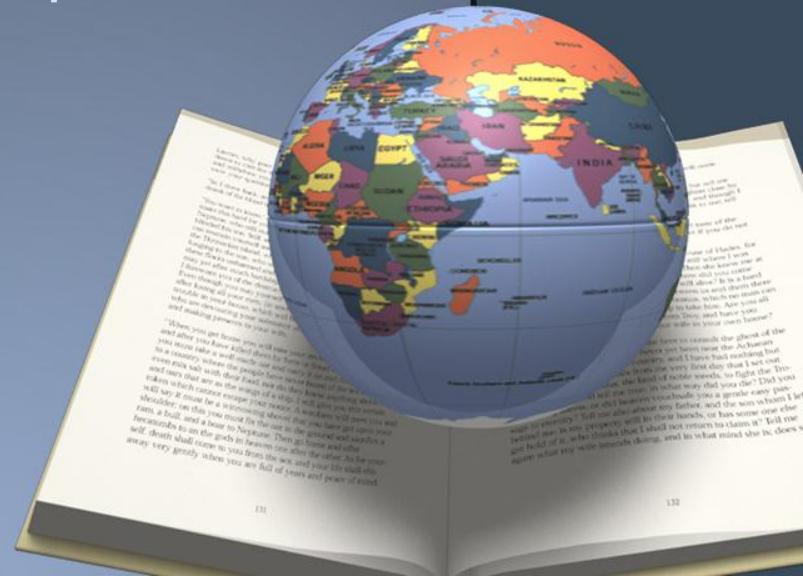
2: R3: \_\_\_\_\_

# VIDEO CLIP



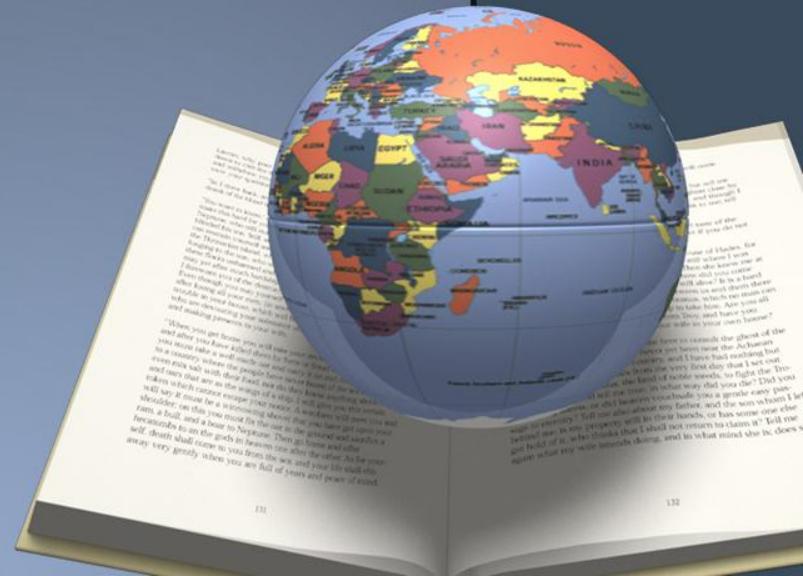
# STUDENT FEEDBACK

- “It was a lot of writing for a few seconds of interview”
- “I was so nervous I’d say the words the wrong way”
- “My partner helped me pronounce two words I was having trouble with.” (new to Spanish this year)



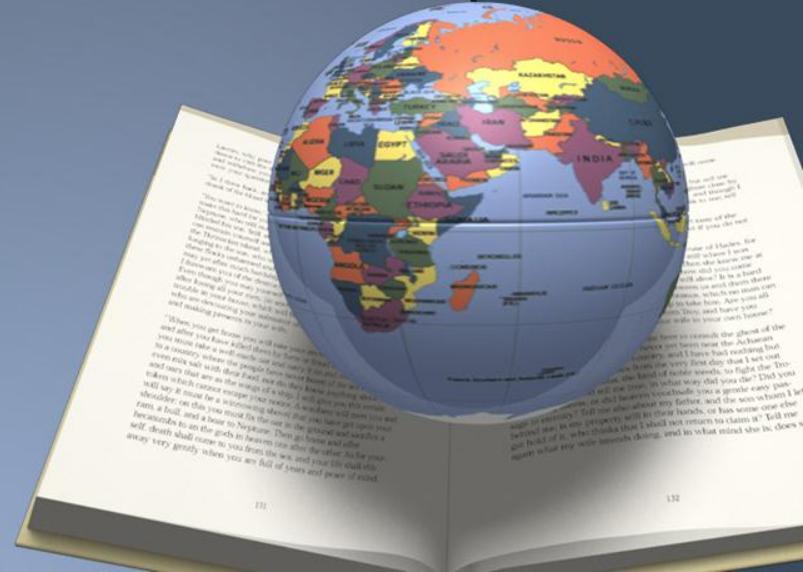
# TEACHER FEEDBACK

- As a reflection, next time I would have the athlete insert a little known fact during the interview that the audience would have to respond to.
- We definitely need another one or two female athletes from which to choose.
- This is the perfect age with whom to do this cooperative project.



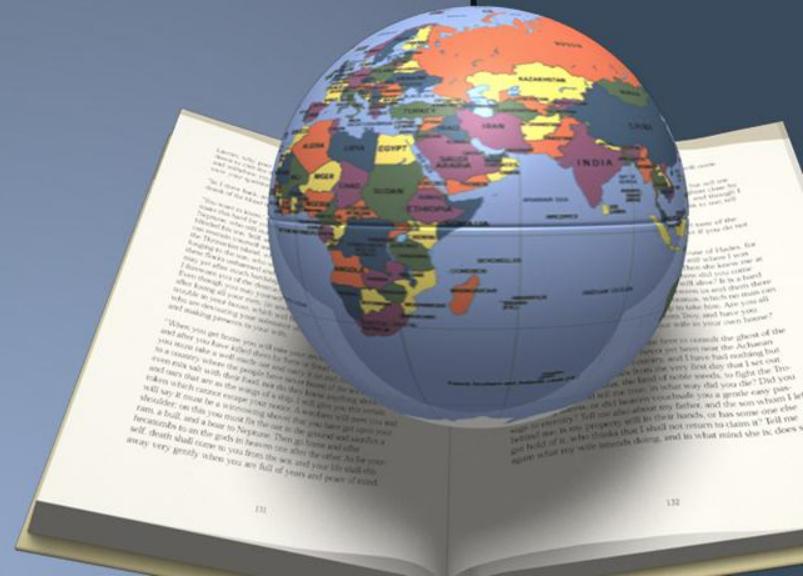
# Turn and talk...

# and CREATE!



# Planning Page

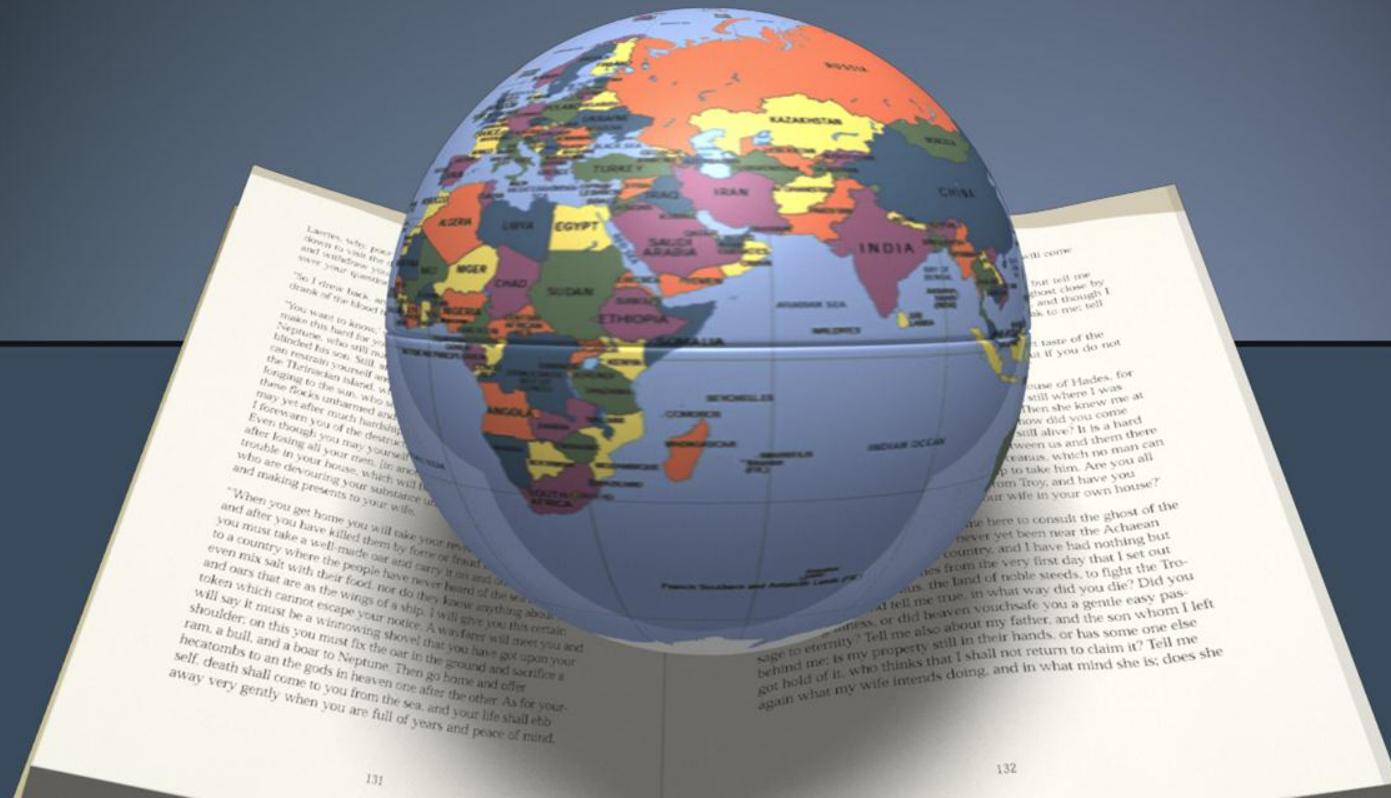
- Grade level:
- Performance level:
- Unit:
- Mode and skill:
- Text type:
- Text complexity (Can Do statements or performance descriptors or Lexile):
- Text (description of content):
- Pre activities:
- Project/task:
- Assessment:



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