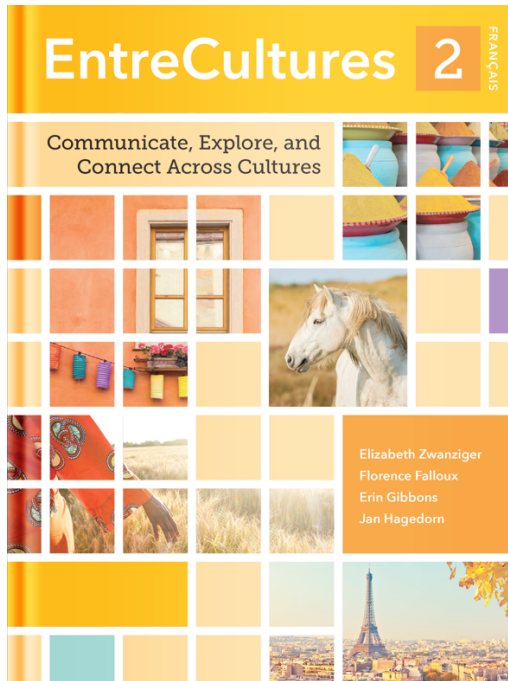


Virginia

EntreCultures 2 Correlation

2021 World Language Standards of Learning



INTERPRETIVE COMMUNICATION

1. Investigate Intercultural Products, Practices and Perspectives		EVIDENCE
<i>Novice High</i>	Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.	p. 22, Activité 9, Étape 2 p. 29, Activité 13 p. 31, Activité 15, Étape 1 p. 79, Activité 11, Étape 1 p. 128, Activité 10 p. 134, J'avance 1, Étape 1
Identify the topic and basic related information from simple sentences.		
<i>Intermediate Low</i>	Compare products and practices related to everyday life or personal interests to help understand perspectives in native and other cultures.	p. 169, Activité 2, Étapes 1-2 p. 179, Activité 8, Étape 2 p. 262, Activité 25, Étape 1 p. 307, Activité 21, Étape 1
Identify the topic and related information from simple and connected sentences.		
2. Compare Intercultural Behaviors		EVIDENCE
<i>Novice High</i>	Identify and compare familiar or everyday behaviors in native and other cultures.	p. 9, Activité 1, Étape 3 p. 17, Activité 6, Étape 2 p. 61, Activité 1, Étape 2 p. 77, Activité 10, Étape 1 p. 79, Activité 11, Étape 1
Identify the topic and basic related information from simple sentences.		
<i>Intermediate Low</i>	Identify appropriate and inappropriate everyday behaviors in native and other cultures.	p. 188, Activité 14, Étape 1 p. 238, Activité 11, Étape 1 p. 239, J'avance 1, Étape 1 p. 307, Activité 21, Étape 1
Identify the topic and related information from simple and connected sentences.		
3. Comprehend Authentic Texts that are Spoken, Written or Signed		EVIDENCE
<i>Novice High</i>	Understand the topic and some isolated facts in: <ul style="list-style-type: none"> ● Authentic informational texts; ● Authentic fictional texts; ● Spoken or written directions; ● Overheard or observed conversations. 	p. 44, Activité 26, Étape 1 p. 77, Activité 10, Étape 1 p. 98, Activité 25, Étape 1 p. 149, Activité 22, Étape 1 p. 151, Activité 24, Étape 1 p. 162, J'y arrive, Interpretive Assessment
Identify the topic and basic related information from simple sentences.		

<i>Intermediate Low</i>	Understand the topic and relevant information in: <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. 	pp. 178-179, Activité 8, Étape 1 p. 197, J'avance 2, Étape 1 p. 208, Activité 26, Étape 1 p. 237, Activité 10, Étape 1 p. 259, Activité 24, Étapes 1-2 p. 290, Activité 11, Étape 1 p. 307, Activité 21, Étape 1 pp. 311-312, Activité 23, Étape 1 p. 318, Activité 27, Étape 1
Identify the topic and related information from simple and connected sentences.		

COMMUNICATIVE LITERACY - INTERPRETIVE MODE

14.1 Infer Meaning and Nuances of Texts		EVIDENCE
<i>Novice High</i>	Recognize cognates and infer meaning of unfamiliar words or phrases using context clues and background knowledge.	p. 13, Activité 5 and Teacher Note 3, "For question 6..." p. 17, Activité 6, Étape 2 p. 18, Teacher Note 1 "Encourage students to..." p. 21, Stratégies p. 21, Activité 9, Étape 1 p. 22, Teacher Note 4, "Question A is best..." p. 26, Stratégies p. 95, Teacher Note 1, "Prompt students to..."
Use literacy skills to comprehend authentic texts that are spoken, written or signed.		

<i>Intermediate Low</i>	Infer meaning of unfamiliar phrases using context clues, background knowledge and related word families.	<p>p. 74, Teacher Note 3 "The noun le gout..."</p> <p>p. 74, Stratégies</p> <p>p. 149, Activité 22, Étape 1 and Teacher Note 3, "For part B of Étape 1..."</p> <p>p. 259, Détail linguistique</p> <p>p. 259, Activité 24, Étapes 1-2 and Teacher Note 2, "Help students remember..."</p> <p>p. 177, Zoom culture (infographic)</p> <p>p. 197, J'avance 2, Étape 1</p> <p>p. 206, Teacher Note 2, "Students may notice..."</p> <p>p. 230, Activité 7, Étape 1</p> <p>p. 247, Teacher Note 2, "Show some examples..."</p> <p>p. 318, Activité 27, Étape 1</p>
14.2 Recognize and Use Organizational Features of Texts		EVIDENCE
<i>Novice High</i>	Use visual, aural and organizational features to identify the purpose of simple texts, such as fables, graphics, announcements or instructions.	<p>p. 13, Activité 5</p> <p>p. 21, Stratégies</p> <p>p. 44, Activité 26, Étape 1</p> <p>p. 77, Activité 10, Étape 1</p> <p>p. 98, Activité 25, Étape 1</p> <p>p. 128, Activité 10</p> <p>p. 149, Activité 22, Étape 1</p> <p>p. 151, Activité 24, Étape 1</p> <p>p. 154, Activité 25</p> <p>p. 162, J'y arrive, Interpretive Assessment</p>
Use literacy skills to comprehend authentic texts that are spoken, written or signed.		

<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.	p. 155, Activité 26, Étape 1 pp. 178-179, Activité 8, Étape 1 p. 230, Activité 7, Étape 1 p. 248, Activité 17, Étape 1 p. 257, Activité 23, Étape 1 p. 259, Activité 24, Étapes 1-2 p. 270, J’y arrive, Interpretive Assessment p. 285, Réflexion interculturelle, forum in Explorer® pp. 311-312, Activité 23, Étape 1
14.3 Apply Self-Questioning Skills			EVIDENCE
<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. 13, Activité 5 pp. 44-45, Activité 26, Étapes 1-2 p. 128, Activité 10 p. 149, Activité 22, Étape 1 p. 155, Activité 26, Étape 1
<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?”	pp. 178-179, Activité 8, Étape 1 p. 208, Activité 26, Étape 1 p. 285, Réflexion interculturelle, forum in Explorer®
14.4 Make Text Connections			EVIDENCE
<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. 45, Activité 26, Étape 2 p. 110, J’y arrive, Interpretive Assessment p. 151, Activité 24, Étape 1 p. 162, J’y arrive, Interpretive Assessment
<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.	p. 169, Activité 2, Étape 1 pp. 182-183, Activité 10, Étapes 1-3 p. 199, Activité 21, Étapes 1-2 p. 254, Activité 21, Étape 1 p. 324, J’y arrive, Interpretive Assessment

14.5 Select, Use and Cite Resources		EVIDENCE
<p><i>Novice High</i></p> <p>Use literacy skills to comprehend authentic texts that are spoken, written or signed.</p>	<p>Select relevant digital and cultural resources and use them appropriately.</p>	<p>p. 17, Teacher Note 1, "Provide students with..."</p> <p>p. 23, Réflexion interculturelle, forum in Explorer®</p> <p>p. 30, Zoom culture (Réflexion)</p> <p>p. 45, Réflexion interculturelle, forum in Explorer®</p> <p>p. 147, Réflexion interculturelle, forum in Explorer®</p> <p>p. 155, Teacher Note 2, "Play students some..."</p> <p>Appendix E, Instructional Strategies, Unité 4, Comment dit-on? 1, Zoom culture and Comment dit-on? 3</p>
<p><i>Intermediate Low</i></p> <p>Use literacy skills to comprehend authentic texts that are spoken, written or signed.</p>	<p>Select relevant digital and cultural resources, use appropriately and cite accurately.</p>	<p>p. 232, Teacher Note 1, "Data literacy connection..."</p> <p>p. 233, Activité 8, Étape 1</p> <p>p. 233, Stratégies</p> <p>p. 239, Teacher Note 3, "Refer students to..."</p> <p>p. 270, Teacher Note 1, "Depending on the time..."</p> <p>p. 271, J'y arrive, Presentational Assessment</p>

INTERPERSONAL COMMUNICATION

4. Investigate Intercultural Products, Practices and Perspectives		EVIDENCE
<p><i>Novice High</i></p> <p>Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.</p>	<p>Identify products and practices related to everyday life to help understand perspectives of native and other cultures.</p>	<p>p. 9, Activité 1, Étape 4</p> <p>p. 12, Activité 4</p> <p>p. 47, Activité 28, Étape 2</p> <p>p. 61, Activité 1, Étape 4</p> <p>p. 80, J'avance 1, Étape 2</p> <p>p. 176, Activité 6, Étape 2</p>

<i>Intermediate Low</i>	Compare products and practices related to everyday life and personal interests or studies to help understand perspectives of native and other cultures.	p. 115, Activité 1, Étape 2 p. 124, Activité 6, Étape 3 p. 141, Activité 18, Étape 3 p. 277, Activité 2, Étape 2
Exchange information and ask appropriate follow-up questions using simple created sentences.		
5. Interact with Culturally Appropriate Language and Behaviors		EVIDENCE
<i>Novice High</i>	Interact in familiar, everyday intercultural situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors.	p. 12, Activité 4 p. 33, Rappel p. 55, J'y arrive, Interpersonal Assessment p. 70, Activité 5, Étape 3 p. 94, J'avance 2, Étape 2 p. 98, Détail grammatical and Détail linguistique p. 124, Activité 6, Étape 3 p. 156, Activité 27, Étape 2
Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.		
<i>Intermediate Low</i>	Converse in familiar situations at school, work or play using appropriate learned behaviors and avoiding major social blunders.	p. 146, J'avance 2, Étape 3 p. 149, Activité 21, Étape 2 p. 185, J'avance 1, Étape 2 p. 197, J'avance 2, Étape 2 p. 204, Activité 23, Étape 2 p. 254, Activité 21, Étape 2 p. 277, Activité 2, Étape 2 p. 313, Stratégies p. 325, J'y arrive, Interpersonal Assessment
Exchange information and ask appropriate follow-up questions using simple created sentences.		
6. Exchange Information and Ideas		EVIDENCE
<i>Novice High</i>	Request and share information on familiar and everyday topics.	p. 26, Activité 11, Étape 2 p. 33, Activité 17, Étape 2 p. 37, J'avance 2, Étape 4 p. 42, Activité 25 p. 74, Activité 8, Étape 1 p. 83, Activité 13, Étape 2 p. 133, Activité 13, Étape 2 p. 146, J'avance 2, Étape 3 p. 178, Activité 7, Étape 2 p. 211, J'avance 3, Étape 3
Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.		

<i>Intermediate Low</i>	Converse on a variety of familiar topics.	p. 143, Activité 19, Étape 2 p. 163, J'y arrive, Interpersonal Assessment p. 188, Activité 14, Étape 2 p. 196, Activité 19, Étape 1 p. 217, J'y arrive, Interpersonal Assessment p. 299, Activité 16, Étape 3 p. 316, Activité 25, Étape 2
Exchange information and ask appropriate follow-up questions using simple created sentences.		
7. Meet Personal Needs or Address Situations		EVIDENCE
<i>Novice High</i>	Interact with others to meet basic needs in familiar and everyday situations.	p. 33, Activité 17, Étape 2 p. 37, J'avance 2, Étape 4 p. 55, J'y arrive, Interpersonal Assessment p. 83, Activité 13, Étape 2 p. 103, Activité 26, Étape 2 p. 188, Activité 14, Étape 2
Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.		
<i>Intermediate Low</i>	Interact with others to meet needs in familiar and everyday situations.	p. 245, Activité 15, Étape 2p. 296, Activité 15, Étape 1p. 299, Activité 16, Étape 3p. 302, Activité 19p. 325, J'y arrive, Interpersonal Assessment
Exchange information and ask appropriate follow-up questions using simple created sentences.		
8. Express, React to and Support Preferences, Opinions or Viewpoints		EVIDENCE
<i>Novice High</i>	Express, ask about and react to simple preferences, feelings or opinions on familiar topics.	p. 9, Activité 1, Étape 4 p. 36, Activité 20, Étape 2 p. 42, Activité 25 p. 61, Activité 1, Étape 4 p. 63, Activité 2, Étape 2 p. 74, Activité 8, Étape 1 p. 94, J'avance 2, Étape 2 p. 96, Activité 22, Étape 3 p. 157, J'avance 3, Étape 2
Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.		

<i>Intermediate Low</i>	Express, ask about and react with some detail to preferences, feelings or opinions on familiar topics.	p. 156, Activité 27, Étape 2 p. 163, J'y arrive, Interpersonal Assessment p. 217, J'y arrive, Interpersonal Assessment p. 292, J'avance 1, Étape 1 p. 313, Activité 23, Étape 2
Exchange information and ask appropriate follow-up questions using simple created sentences.		

COMMUNICATIVE LITERACY - INTERPERSONAL MODE

15.1 Communicate, React and Show Interest		EVIDENCE
<i>Novice High</i>	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	Use culturally appropriate and relevant language and rehearsed or learned behaviors to communicate, react and show interest.
<i>Intermediate Low</i>		
<i>Novice High</i>	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	Use culturally appropriate and relevant language, syntax and learned behaviors to communicate, react and show interest.
<i>Intermediate Low</i>		
15.2 Continue and Extend Conversations		EVIDENCE
<i>Novice High</i>	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	Use simple interjections, rejoinders, requests for clarification, interrogatives and transition words.
<i>Intermediate Low</i>		

<i>Intermediate Low</i>	Use a variety of simple interjections, rejoinders, interrogatives and transitions.	p. 156, Activité 27, Étape 2 p. 197, J'avance 2, Étape 2 p. 239, J'avance 1, Étape 2 p. 258, Activité 23, Étape 2 p. 263, Activité 26, Étape 2 p. 265, J'avance 3, Étape 2 p. 271, J'y arrive, Interpersonal Assessment p. 292, J'avance 1, Étape 1 p. 299, Activité 16, Étape 3 p. 325, J'y arrive, Interpersonal Assessment
15.3 Increase Comprehensibility and Clarity of Expression		EVIDENCE
<i>Novice High</i>	Increase comprehensibility and clarify information using word substitution, rephrasing, circumlocution and attention to pronunciation, tone or pitch.	p. 39, Prononciation p. 100, Prononciation p. 139, Prononciation p. 203, Prononciation
<i>Intermediate Low</i>	Enhance comprehensibility and clarify information using simple explanations, rephrasing, circumlocution and some consistency in pronunciation, tone or pitch.	p. 139, Prononciation p. 203, Prononciation p. 243, Prononciation p. 287, Prononciation
15.4 Infer Meaning of Unfamiliar Language		EVIDENCE
<i>Novice High</i>	Infer meaning of unfamiliar language from gestures, facial and body expressions, context clues or topic of conversation.	p. 13, Activité 5 p. 18, Teacher Note 2, "Provide a few..." p. 19, Activité 7, Étape 1 p. 22, Teacher Note 4, "Question A is best..." p. 26, Stratégies p. 74, Stratégies p. 95, Teacher Note 1, "Prompt students to..." pp. 116-117, Activité 2, Étapes 1-2
<i>Intermediate Low</i>	Infer meaning of unfamiliar language from context or topic of conversation	p. 169, Activité 2, Étape 1 p. 225, Activité 5, Étape 1 p. 230, Activité 7, Étape 1 p. 247, Teacher Note 2, "Show some examples..."

15.5 Select, Use and Cite Resources		EVIDENCE
<p><i>Novice High</i></p> <p>Use interpersonal skills to interact, negotiate meaning and communicate effectively.</p>	<p>Select relevant digital and cultural resources and use them appropriately.</p>	<p>p. 17, Activité 6, Étape 2 and Teacher Note 1, "Provide students with..."</p> <p>p. 22, Activité 9, Étape 2</p> <p>p. 30, Zoom culture (Réflexion)</p> <p>p. 78, Activité 10, Étape 3</p> <p>p. 94, Teacher Note 4, "Students who are..."</p> <p>p. 98, Activité 25, Étape 1</p> <p>p. 155, Teacher Note 2X, "Play students some..."</p>
<p><i>Intermediate Low</i></p> <p>Use interpersonal skills to interact, negotiate meaning and communicate effectively.</p>	<p>Select relevant digital and cultural resources, use appropriately and cite accurately.</p>	<p>p. 174, Teacher Note 4, "Give students some..."</p> <p>p. 185, Teacher Note 2, "Encourage students to..."</p> <p>p. 231, Activité 7, Étape 2</p> <p>p. 239, Teacher Note 2, "Refer students to..."</p> <p>p. 258, Activité 23, Étape 2</p> <p>p. 260, Activité 24, Étape 2</p>

PRESENTATIONAL COMMUNICATION

9. Investigate Intercultural Products, Practices and Perspectives		EVIDENCE
<p><i>Novice High</i></p> <p>Present information using mostly simple sentences and transitions.</p>	<p>Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures.</p>	<p>p. 20, Activité 8, Étapes 1-2</p> <p>p. 31, Activité 15, Étape 3</p> <p>p. 55, J'y arrive, Presentational Assessment</p> <p>p. 64, Activité 4</p> <p>p. 72, Activité 7, Étape 3</p> <p>p. 97, Activité 24, Étape 1</p> <p>p. 141, Activité 18, Étape 2</p> <p>p. 150, Activité 22, Étape 2</p>

<i>Intermediate Low</i>	Compare products and practices related to everyday life and personal interests or studies to help understand perspectives of native and other cultures.	p. 154, Activité 25 (Graphic organizer in Explorer®) p. 169, Activité 2, Étape 2 p. 179, Activité 8, Étape 2 p. 195, Activité 18
Present information using simple sentences and transitions.		
10. Communicate with Culturally Appropriate Language and Behaviors		EVIDENCE
<i>Novice High</i>	Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness.	p. 37, J'avance 2, Étape 3 p. 99, Activité 25, Étape 3 p. 105, J'avance 3, Étape 3 p. 111, J'y arrive, Presentational Assessment p. 152, Activité 24, Étape 2
Present information using mostly simple sentences and transitions.		
<i>Intermediate Low</i>	Present in familiar situations using appropriate learned behaviors and avoiding major social blunders, recognizing that significant differences exist among cultures.	p. 180, Activité 9, Étape 2 p. 313, Stratégies p. 314, Activité 24, Étape 3 p. 319, J'avance 3, Étape 3 p. 325, J'y arrive, Presentational Assessment
Present information using simple sentences and transitions.		
11. Inform, Describe, Explain or Provide Instructions		EVIDENCE
<i>Novice High</i>	Give simple descriptions of familiar and everyday topics.	p. 11, Activité 3, Étape 1 p. 35, Activité 19, Étape 1 p. 37, J'avance 2, Étape 3 p. 55, J'y arrive, Presentational Assessment p. 79, Activité 11, Étape 2 p. 94, J'avance 2, Étape 3 p. 120, Activité 5, Étapes 1-2
Present information using mostly simple sentences and transitions.		
<i>Intermediate Low</i>	Inform on, describe and explain familiar and everyday topics.	p. 172, Activité 5 p. 179, Activité 8, Étape 2 p. 185, J'avance 1, Étape 3 p. 211, J'avance 3, Étape 2 p. 217, J'y arrive, Presentational Assessment p. 290, Activité 10 p. 303, J'avance 2, Étape 1 p. 319, J'avance 3, Étape 3
Present information using simple sentences and transitions.		

12. Narrate About Life, Events or Experiences		EVIDENCE
<i>Novice High</i> Present information using mostly simple sentences and transitions.	Provide details about personal life, interests and activities.	p. 37, J'avance 2, Étape 3 p. 42, Activité 24, Étape 3 p. 61, Activité 1, Étape 3 p. 80, J'avance 1, Étape 3 p. 94, J'avance 2, Étape 3 p. 163, J'y arrive, Presentational Assessment
<i>Intermediate Low</i> Present information using simple sentences and transitions.	Narrate about personal life, activities, events and experiences.	p. 217, J'y arrive, Presentational Assessment p. 262, Activité 25, Étape 2 p. 291, Activité 12, Étape 1 p. 316, Activité 25, Étape 3 p. 319, J'avance 3, Étape 3
13. Support Preferences, Opinions or Viewpoints		EVIDENCE
<i>Novice High</i> Present information using mostly simple sentences and transitions.	Express preferences on familiar and everyday topics or topics of interest from native and other cultures.	p. 20, Activité 8, Étape 3 p. 25, Activité 10, Étape 2 p. 61, Activité 1, Étape 3 p. 64, Activité 4 p. 92, Activité 20, Étape 1 p. 99, Activité 25, Étape 3 p. 156, Activité 27, Étape 1 p. 157, J'avance 3, Étape 3
<i>Intermediate Low</i> Present information using simple sentences and transitions.	Express preferences and opinions with supporting reasons or evidence on familiar and personal interest topics from native and other cultures.	p. 185, J'avance 1, Étape 3 p. 217, J'y arrive, Presentational Assessment p. 283, Activité 6, Étape 2 p. 291, Activité 12, Étape 1 p. 325, J'y arrive, Presentational Assessment

COMMUNICATIVE LITERACY - PRESENTATIONAL MODE

16.1 Choose Relevant, Authentic Content and Concepts		EVIDENCE
<i>Novice High</i>	Use authentic resources and familiar content, structures and syntax that are relevant to the topic.	pp. 64-65, Activité 4 p. 78, Activité 10, Étape 2 p. 93, Activité 21, Étape 1 p. 105, J'avance 3, Étape 3 p. 144, Activité 20, Étape 2 p. 179, Activité 8, Étape 2
Use presentational skills to communicate effectively.		
<i>Intermediate Low</i>	Use authentic resources, content, structures and syntax that are relevant to the topic.	p. 205, Activité 24, Étape 2 p. 209, Activité 26, Étape 2 p. 233, Activité 8, Étapes 1-2 p. 237, Activité 10, Étape 2 p. 256, Activité 22, Étape 2 p. 271, J'y arrive, Presentational Assessment
Use presentational skills to communicate effectively.		
16.2 Organize Information		EVIDENCE
<i>Novice High</i>	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. 37, J'avance 2, Étape 3 p. 79, Activité 11, Étape 2 p. 80, J'avance 1, Étape 3 p. 85, Activité 14, Étape 2 p. 111, J'y arrive, Presentational Assessment p. 133, Activité 13, Étape 3 p. 134, J'avance 1, Étape 2 p. 178, Activité 7, Étape 3
Use presentational skills to communicate effectively.		
<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. 196, Activité 19, Étape 2 p. 217, J'y arrive, Presentational Assessment p. 233, Stratégies p. 233, Activité 8, Étape 2 p. 253, Activité 20, Étape 3 p. 256, Teacher Note 1, "Increase the level..." p. 262, Activité 25, Étape 2 p. 291, Activité 11, Étape 2 p. 271, J'y arrive, Presentational Assessment p. 319, J'avance 3, Étape 3
Use presentational skills to communicate effectively.		

16.3 Increase Comprehensibility and Clarity of Expression		EVIDENCE
<i>Novice High</i>	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. 25, Activité 10, Étape 2 p. 35, Activité 19, Étape 1 p. 39, Prononciation p. 48, Activité 29, Étape 1 p. 79, Activité 11, Étape 2 p. 100, Prononciation p. 139, Prononciation p. 152, Activité 24, Étape 2
Use presentational skills to communicate effectively.		
<i>Intermediate Low</i>	Communicate with attention to accuracy of spoken, written or signed components of language to increase comprehensibility.	p. 184, Activité 11, Étapes 1-2 p. 192, Activité 16, Étape 3 p. 203, Prononciation p. 205, Teacher Note 1, "Since this writing..." p. 233, Activité 8, Étape 2 p. 233, Stratégies p. 249, Activité 18, Étape 2 p. 271, J'y arrive, Presentational Assessment
Use presentational skills to communicate effectively.		
16.4 Maintain and Increase Audience Interest		EVIDENCE
<i>Novice High</i>	Maintain audience interest via details, creativity, emotion, humor, technology or visuals.	p. 55, J'y arrive, Presentational Assessment p. 94, J'avance 2, Étape 3 p. 97, Activité 24, Étape 1 p. 105, J'avance 3, Étape 3 p. 111, J'y arrive, Presentational Assessment p. 157, J'avance 3, Étape 3
Use presentational skills to communicate effectively.		
<i>Intermediate Low</i>	Maintain audience interest via description, style, technology or visuals.	p. 180, Activité 9, Étape 2 p. 217, J'y arrive, Presentational Assessment p. 233, Stratégies p. 237, Activité 10, Étape 2 p. 239, J'avance 1, Étape 3 p. 262, Activité 25, Étape 2 p. 291, Activité 12, Étape 1 p. 308, Activité 21, Étape 3
Use presentational skills to communicate effectively.		

16.5 Select, Use and Cite Resources		EVIDENCE
<i>Novice High</i>	Select relevant digital and cultural resources and use them appropriately.	pp. 64-65, Activité 4 p. 77, Activité 10, Étape 2 pp. 81-82, Activité 12, Étape 2 pp. 140-141, Activité 18, Étape 2 p. 146, J'avance 2, Étape 2
Use presentational skills to communicate effectively.		
<i>Intermediate Low</i>	Select relevant digital and cultural resources, use appropriately and cite accurately.	p. 163, J'y arrive, Presentational Assessment p. 169, Activité 2, Étape 2 p. 184, Activité 11, Étapes 1-2 p. 190, Stratégies p. 205, Activité 24, Étape 2 pp. 216-217, J'y arrive, Presentational Assessment p. 251, J'avance 2, Étape 3 p. 233, Activité 8, Étapes 1-2 p. 233, Stratégies p. 286-287, Activité 8, Étape 3
Use presentational skills to communicate effectively.		