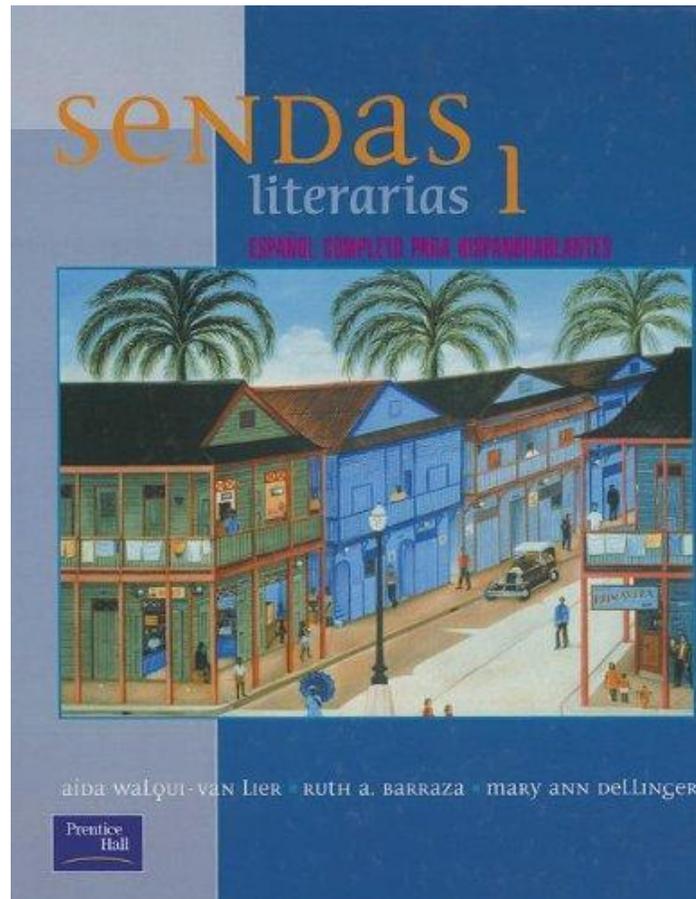


A Correlation of



To the ACTFL Proficiency Guidelines 2012 American Council on the Teaching of Foreign Language

**A Correlation of Sendas literarias, Level 1
to the
ACTFL Proficiency Guidelines Intermediates Only**

Introduction

This document demonstrates how *Pearson Sendas literarias, 1* meets the advanced ACTFL Proficiency Guidelines.

This highly praised series taps the natural potential of heritage speakers, building their listening, speaking, reading, and writing skills as it celebrates and validates their rich cultural heritage. The varied learning strategies, study skills, and activities are specifically designed to meet the diverse needs and ability levels of native Spanish Speakers. The course will allow students to explore the cultures of the Hispanic world including their own and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

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ACTFL Proficiency Guidelines 2012	Sendas literarias, Level 1
Speaking	
INTERMEDIATE LOW	
<p>Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.</p>	<p>SE: 3, 13, 19, 35, 57, 69, 119, 160, 219-220, 242-243</p>

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<p>Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and <u>discrete sentences</u>. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic <u>interlocutors</u>, particularly by those accustomed to dealing with non-natives.</p>	<p>SE: 46-47, 80, 139, 185, 242-243, 260, 296, 317, 336, 352</p>
INTERMEDIATE MID	
<p>Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.</p>	<p>SE: 22, 57, 69, 103, 119, 155, 219, 227, 260, 296</p>

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<p>Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and <u>aspect</u>, and using communicative strategies, such as <u>circumlocution</u>.</p>	<p>SE: 35, 70, 95, 139, 160, 185, 228, 242-243, 252, 282</p>
<p>Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic <u>interlocutors</u> accustomed to dealing with non-natives.</p>	<p>SE: 3, 13, 35, 80, 139, 160, 227, 242-243, 260, 282</p>
<p>Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.</p>	<p>SE: 260, 296, 301, 317, 327, 341, 352, 359, 363, 382</p>

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Speaking	
INTERMEDIATE HIGH	
Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.	SE: 260, 276, 282, 296, 301-303, 317, 341, 352, 363
Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of <u>breakdown</u> , such as the failure to carry out fully the narration or <u>description</u> in the appropriate major time frame, an inability to maintain paragraph-length <u>discourse</u> , or a reduction in breadth and appropriateness of vocabulary.	SE: 13, 19, 22, 47, 69, 227, 234, 253, 276, 296
Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of <u>code-switching</u> , false <u>cognates</u> , literal translations), and a pattern of gaps in communication may occur.	SE: 282, 396, 301-303, 317, 327, 341, 352, 380, 382-383

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Writing	
INTERMEDIATE LOW	
<p>Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of <u>non-alphabetic symbols</u>. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.</p>	<p>SE: 172, 213, 221-223, 253, 275, 298, 321-323, 339, 383-385</p>

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INTERMEDIATE MID	
<p>Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral <u>discourse</u>. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of <u>discrete sentences</u> and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.</p>	<p>SE: 9, 20, 59-61, 77, 93, 117, 155, 157-158, 195, 213-214</p>

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INTERMEDIATE HIGH	
<p>Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often, but not always, of paragraph length, and they typically contain some evidence of <u>breakdown</u> in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major <u>time markers</u>, resulting in a loss of clarity. The vocabulary, grammar and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.</p>	<p>SE: 221-223, 246, 258, 279, 298-299, 321-323, 339, 360-361, 374</p>
Listening	
INTERMEDIATE LOW	
<p>At the Intermediate Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.</p>	<p>SE: 13-19, 51-55, 70-74, 95-97, 139-148, 160-168, 175-184, 190-191, 328-323</p>

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INTERMEDIATE MID	
At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.	SE: 4-8, 13-18, 70-74, 80-87, 95-97, 104-113, 175-184, 190-191, 228-240, 328-333
INTERMEDIATE HIGH	
At the Intermediate High sublevel, listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.	SE: 13-18, 51-55, 70-74, 80-87, 160-168, 175-184, 190-191, 228-240, 328-333
Reading	
INTERMEDIATE LOW	
At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.	SE: 13-18, 22-27, 40-45, 51-55, 95-97, 104-113, 120-127, 160-168, 228-240, 261-263

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INTERMEDIATE MID	
At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring <u>description</u> and narration, dealing with familiar topics.	SE: 160-168, 198-209, 248-251, 261-274, 283-295, 328-334, 342-348, 352-357, 365-370, 376-379
INTERMEDIATE HIGH	
At the Intermediate High sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring <u>description</u> and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.	SE: 40-45, 95-97, 104-113, 160-168, 198-209, 261-274, 328-334, 342-348, 352-357, 376-377