

# ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

## LISTENING AND SPEAKING

### INTRODUCTION

Teaching the English language to students who are new to the language is perhaps one of our toughest challenges as educators. Paradoxically, students at lower levels of English competence represent an opportunity for teachers to see dramatic gains in language ability. From one day to the next, students new to English can expand their language skills at a rapid rate, as a result of both their classroom instruction in the language and their English language interactions with others. Increasingly, educators are recognizing that students new to English are motivated to “jump in” and try using the language, and, when given well-planned instruction, they can understand and speak key English words and sentences more quickly than once theorized. English language learners at pre-emergent and emergent English levels require strategically balanced instruction that provides immediate and practical communication skills as well as grammar and vocabulary necessary for students to express themselves accurately. The teacher’s role for this group of English language learners is one of facilitating the active use of the English language in the classroom, presenting the best possible model of the language, delivering focused lessons on foundational grammar skills, and providing feedback, guidance, and reinforcement that supplements the natural language learning abilities of students.

### PROMISING PRACTICES

To assist students at the pre-production level to accelerate their English learning, teachers must strive for language instruction that effectively develops all domains of language. For example, students at the lower English language development levels need daily structured teaching on how to pronounce the sounds of English and lots of practice moving their mouths to accurately produce these sounds. To begin building sentence awareness, choral responding should first be focused on short, meaningful phrases, and then move to sentences that increase in length. Students should be prompted with sentence starters and be asked to complete the entire sentence. Students at these levels must learn quickly that complete sentences are the hallmark of language proficiency. Vocabulary teaching, of course, is important. By focusing on categories of words, i.e., the classroom, the school, the cafeteria, students can more effectively use new words that they see and interact with daily. Most important for these English language learners, however, is that the teacher’s lesson be guided by a clear language skill. By moving students through a systematic, simple-to-more-complex inventory of language skills, students and teachers alike can see just how quickly English can be learned and how motivating it can be.

## ELL I (Correlates to Kindergarten)

**Performance Conditions:** Students at this stage comprehend simple statements and questions. They understand the general idea of basic messages and conversations that pertain to common, routine matters. Their interactions are short, face-to-face, informal, and with one person at a time or in small groups. Although students can initiate and respond to basic statements, their speech is largely guided by questions and feedback from the teacher. English learners rely heavily on repetition, gestures, and other nonverbal cues to sustain conversations. Their speech is slow. Communications that students listen to and comprehend are short and include familiar routine words. Context strongly supports their utterances.

Delivery of Oral Communications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b>Standard:</b></p> <p><i>The student will express orally his or her own thinking and ideas.</i></p>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Respond to greetings and leave-taking, with simple words, gestures, and other nonverbal behavior.</li> <li>Use gestures to communicate basic needs (e.g., <i>points toward the door when needing to go to the restroom</i>).</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Use common social greetings and simple repetitive phrases, using isolated words or strings of two- to three- word responses to initiate and respond to greetings, courtesies, and leave-taking (e.g., <i>Hello. How are you? Thank you. You're welcome. See you later</i>).</li> <li>Use utterances accompanied by gestures to indicate basic needs in social or classroom settings (e.g., says "<i>bathroom</i>" while pointing toward the door).</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Respond to and initiate greetings, courtesies, and leave-taking, and provide basic personal information (e.g., <i>name, address, age</i>) related to the context of the conversation, using key words and short phrases. (LS-R3; LS-R5)</li> <li>Communicate in a limited way some basic immediate personal and survival needs, using key words and short phrases (e.g., <i>I'm hungry</i>). (LS-R3)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Respond to most social interactions, including introducing self, asking about another person, and answering questions about personal information, using key words, phrases, and some simple sentences. (LS-R3; LS-R5)</li> <li>Communicate immediate personal and survival needs, using key words, phrases, and some simple sentences. (LS-R3)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Participate in small group discussions, including greeting familiar and unfamiliar people, responding appropriately to introductions by other people, and asking and answering questions regarding personal information, using phrases and simple sentences. (LS-R3; LS-R5)</li> <li>Communicate immediate and future personal and survival needs, using phrases and simple sentences. (LS-R3)</li> </ol> <p>* On-grade Kindergarten</p>

\* Correlations to Arizona's Academic Standards are found in the *Correlation Guide for Listening and Speaking*.

## ELL I (Correlates to Kindergarten)

Delivery of Oral Communications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will express orally his or her own thinking and ideas.</i></b></p>	<p>The student will:</p> <p><b>3.</b> Identify by name a few familiar objects, people, and events (e.g., <i>family members, body parts, clothing, pets, foods, common occupations, seasons, and common school, classroom, and home objects</i>). (s) (ss)</p> <p><b>4.</b> Recite simple, familiar rhymes accurately. (ss)</p>	<p>The student will:</p> <p><b>3.</b> Identify by name some familiar objects, people, and events (e.g., <i>family members, body parts, clothing, pets, foods, common occupations, seasons, and common school, classroom, and home objects</i>). (s) (ss)</p> <p><b>4.</b> Recite simple, familiar rhymes and songs, using expressive phrasing and <b>intonation</b>. (ss)</p>	<p>The student will:</p> <p><b>3.</b> Identify by name many familiar objects, people, and events (e.g., <i>family members, body parts, clothing, pets, foods, common occupations, seasons, and common school, classroom, and home objects</i>). (s) (ss)</p> <p><b>4.</b> Recite familiar rhymes and songs, using clear and audible phrasing and <b>intonation</b>. (ss)</p>	<p>The student will:</p> <p><b>3.</b> Identify by name most familiar objects, people, and events (e.g., <i>family members, body parts, clothing, pets, foods, common occupations, seasons, and common school, classroom, and home objects</i>). (s) (ss)</p> <p><b>4.</b> Recite rhymes, songs, and poems, using key words, phrases, and simple sentences. (ss)</p> <p><b>5.</b> Retell simple stories, including some detail. (s) (m) (ss) (LS-R1)</p>	<p>The student will:</p> <p><b>3.</b> Describe familiar objects, people, and events, using both general and more specific words and phrases. (s) (ss) (LS-R3; KR 1-4: PO3)</p> <p><b>4.</b> Recite rhymes, songs, and poems, using expressive wording and phrasing. (ss)</p> <p><b>5.</b> Retell simple stories, placing events in sequence. (s) (m) (ss) (LS- R1)</p> <p>* On-grade Kindergarten</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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## ELL I (Correlates to Kindergarten)

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will identify and apply conventions of standard English in his or her communications.</i></b></p>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Speak in isolated words (usually a single noun or verb), depending heavily on gestures to express meaning.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Speak in isolated words or strings of two- to three-words, depending on gestures to express meaning.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Speak in short patterns of words and phrases with habitual errors that sometimes impede communication.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Speak in short phrases and simple sentences with some errors, although the errors do not impede communication.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Speak in short phrases and simple sentences, using the following English grammatical structures and linguistic forms with occasional errors: <ul style="list-style-type: none"> <li>▪ verb tenses: present tense (including “to be”), <b>past</b> tense, and <b>future</b> tense; and</li> <li>▪ adjectives.</li> </ul> </li> </ol> <p>* On-grade Kindergarten</p>

\* Correlations to Arizona’s Academic Standards are found in the *Correlation Guide for Listening and Speaking*.

## ELL I (Correlates to Kindergarten)

Comprehension of Oral Communications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will listen actively to the ideas of others in order to acquire new knowledge.</i></p>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Respond to stories dramatized or read aloud, using a variety of physical actions (e.g., <i>matching objects, pointing to an answer</i>), and by drawing pictures. (ss) [Repeated in Reading Comprehension]</li> <li>Arrange a series of familiar pictures in sequence. (s) (m) (ss)</li> <li>Follow simple one-word written directions for classroom activities that are accompanied by picture cues.</li> <li>Comprehend a limited number of common words and simple phrases in conversations held on topics of personal relevance (e.g., <i>basic greetings, leave-taking and courtesies</i>), when spoken slowly and with extensive rephrasing, repetitions, and contextual clues.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Respond orally to stories dramatized or read aloud by answering simple questions, using isolated words or strings of two- to three-word responses. (ss) [Repeated in Reading Comprehension]</li> <li>Arrange a series of familiar pictures in sequence and occasionally use key words and physical actions. (s) (m) (ss)</li> <li>Follow simple one-step (two to three words) oral directions for classroom activities that are accompanied by picture cues. (s) (m)</li> <li>Comprehend a few common words and simple phrases in conversations on topics of personal relevance (e.g., <i>social courtesies, basic needs</i>), when spoken slowly with frequent rephrasing, repetitions, and contextual clues.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Respond orally to stories dramatized or read aloud by answering factual comprehension questions, using short patterns of words and phrases. (ss) [Repeated in Reading Comprehension] (LS-R-4)</li> <li>Arrange a series of pictures in sequence and use key words and physical actions. (s) (m) (ss) (LS-R1)</li> <li>Follow simple one- to two-step (two to five words) oral directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m) (LS-R2)</li> <li>Comprehend some words, phrases, and short sentences in conversations on topics of personal relevance (e.g., <i>social courtesies, personal information, basic needs, abilities</i>), when spoken slowly with some rephrasing, repetitions, and contextual clues.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Respond orally to stories read aloud by answering factual comprehension questions, using key words, short phrases, and some simple sentences. (ss) [Repeated in Reading Comprehension] (LS-R4)</li> <li>Identify basic sequences of events in stories read aloud. (s) (m) (ss) (LS-R1)</li> <li>Follow short two- to three-step oral directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m) (LS-R2)</li> <li>Comprehend many words, phrases, and short sentences in conversations on topics of personal relevance (e.g., <i>social courtesies, personal information, basic needs, abilities</i>), when spoken slowly with some rephrasing, repetitions, and contextual clues.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Respond orally to stories read aloud by identifying the characters, setting, and key events, using key words, short phrases, and simple sentences. (ss) (LS-R4)</li> <li>Retell simple stories, placing events in sequence. (s) (m) (ss) (LS-R1)</li> <li>Follow short multiple-step oral directions for classroom and other activities in the presence of gestures and clear contextual clues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m) (LS-R2)</li> <li>Comprehend a wide-ranging number of words, phrases, and sentences in sustained conversations on topics of personal relevance, when spoken at a normal rate with some rephrasing, repetitions, and contextual clues.</li> </ol> <p>* On-grade Kindergarten</p>

## ELL II (Correlates to Grades 1-2)

**Performance Conditions:** English learners at this stage of proficiency comprehend basic vocabulary and grammatical structures in face-to-face conversations with one person at a time or in a familiar supportive group. Topics are familiar and about common routine matters. Students listen to and participate in short monologues and dialogues on familiar routine topics delivered at a slow-to-normal rate. Students rely on repetition, gestures, and other nonverbal cues to sustain conversations. Their speech is guided by specific questions when necessary. Students use word order accurately in simple sentences but make errors when using more complex patterns. They use the more common verb tense forms (present, past, and future) consistently but sometimes make errors in tense formation and proper selection of verbs. English learners are able to express some details and nuances by using appropriate modifiers. Their speech rate is slow to normal.

Delivery of Oral Communications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will express orally his or her own thinking and ideas.</i></p>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Respond to and initiate greetings, courtesies, and leave-taking, and provide basic personal information (e.g., <i>name, address, age</i>) related to the context of the conversation using key words and short phrases.</li> <li>Communicate immediate personal and survival needs, using key words and short phrases.</li> <li>Identify by name many familiar objects, people, and events (e.g., <i>family members, body parts, clothing, pets, foods, common occupations, seasons, and common school, classroom, and home objects</i>). (s) (m) (ss)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Respond appropriately to most social interactions, including introducing self, asking about another person, and answering questions about personal information, using key words, phrases, and some simple sentences.</li> <li>Communicate immediate personal and survival needs, using key words, phrases, and some simple sentences.</li> <li>Identify by name most familiar objects, people, and events (e.g., <i>family members, body parts, clothing, pets, foods, common occupations, seasons, and common school, classroom, and home objects</i>). (s) (m) (ss)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Participate in small group discussions, including greeting familiar and unfamiliar people, responding appropriately to introductions by other people, and asking and responding to detailed questions regarding personal information, using phrases and/or simple sentences.</li> <li>Role-play a short telephone conversation with another person, using English in socially and culturally appropriate ways.</li> <li>Describe familiar objects, people, and events in some detail, using both general and more specific words and phrases. (s) (m) (ss)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Participate in short, routine social conversations held in pairs or in small groups in which he or she exchanges personal information and discusses personal experiences, abilities, and needs, using simple and more complex sentences in socially and culturally appropriate ways. (LS-F1)</li> <li>Role-play a longer telephone conversation where more than one issue is discussed with another person, using English in socially and culturally appropriate ways.</li> <li>Describe immediate surroundings in some detail, such as in the classroom, school, or home. (s) (LS-F1)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Participate in social conversations held in pairs or in small groups in which he or she discusses personal experiences, abilities, and needs; expresses likes, dislikes, and wants; gives invitations and apologies; and describes common events and routines, using simple and more complex sentences in socially and culturally appropriate ways. (s) (ss) (LS-F1)</li> <li>Role-play a longer telephone conversation where several issues are discussed with another person, using English in socially and culturally appropriate ways.</li> <li>Ask and respond to questions about various attributes (e.g., <i>size color, shape, physical characteristics</i>) of people, objects, events, and situations. (s) (m) (ss) (LS-F1)</li> </ol> <p>* On-grade 2<sup>nd</sup> grade</p>

## ELL II (Correlates to Grades 1-2)

Delivery of Oral Communications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will express orally his or her own thinking and ideas.</i></p> <p>(continued)</p>	<p>The student will:</p> <p><b>4.</b> Recite familiar rhymes and songs, with clear and audible phrasing and intonation. (ss)</p> <p><b>5.</b> Retell simple stories, including some detail. (s) (m) (ss)</p> <p><b>6.</b> Contribute to classroom and small group academic discussions by asking and answering simple questions. (s) (m) (ss)</p>	<p>The student will:</p> <p><b>4.</b> Recite rhymes, songs, and poems, using key words, phrases, and simple sentences. (ss)</p> <p><b>5.</b> Retell a simple story, placing events in sequence. (s) (m) (ss)</p> <p><b>6.</b> Contribute to classroom and small group academic discussions by asking and answering questions and expressing abilities, using key words, phrases, and some simple sentences. (s) (m) (ss)</p> <p><b>7.</b> Issue two- to three-word basic, routine directions and commands in a manner that the listener can follow, although meaning may be conveyed by gestures. (s) (m)</p>	<p>The student will:</p> <p><b>4.</b> Recite rhymes, songs, and poems, using expressive wording and phrasing. (ss)</p> <p><b>5.</b> Retell simple stories, placing events in sequence and including details about the events, characters, and setting. (s) (m) (ss) (LS-F3)</p> <p><b>6.</b> Contribute to classroom and small group academic discussions by asking and answering questions and attracting needed attention to a situation (e.g., <i>Help me, please; Excuse me; Please repeat that; Is this correct?</i>), using phrases and simple sentences. (s) (m) (ss) (LS-F1)</p> <p><b>7.</b> Issue single-step directions and commands in a manner that the listener can follow, with less reliance on gestures to convey meaning. (s) (m)</p>	<p>The student will:</p> <p><b>4.</b> Recite poems or brief dramatic dialogues, using clear diction, volume, and phrasing. (ss)</p> <p><b>5.</b> Retell stories, using basic story grammar, sequencing story events by answering who, what, where, when, how, and why questions. (ss) (LS-F3)</p> <p><b>6.</b> Contribute to classroom and small group academic discussions by asking and answering questions, and making comparisons (e.g., <i>stating similarities and differences in objects, people, and events</i>), using simple and more complex sentences. (s) (m) (ss) (LS-F1)</p> <p><b>7.</b> Issue one- to two-step routine directions in a manner that the listener can follow. (s) (m) (LS-F2)</p>	<p>The student will:</p> <p><b>4.</b> Present dramatic interpretations of experiences, stories, poems, or plays, using clear diction, volume, and phrasing. (ss) (LS-F3)</p> <p><b>5.</b> Relate an experience or creative story in logical sequence, maintaining focus on the topic and using clear enunciation. (s) (ss) (LS-F3)</p> <p><b>6.</b> Contribute to classroom and small group academic discussions by asking and answering questions, making comparisons, and agreeing and disagreeing with others, using simple and complex sentences. (s) (m) (ss) (LS-F1)</p> <p><b>7.</b> Issue two- to three-step routine directions in a manner that the listener can follow. (s) (m) (LS-F2)</p> <p>* On-grade 2<sup>nd</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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## ELL II (Correlates to Grades 1-2)

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will identify and apply conventions of standard English in his or her communications.</i></p>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Use present and <b>past</b> verb tenses, with some errors.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Use present and <b>past</b> verb tenses, including the verb “to be,” with some errors.</li> <li>2. Use nouns and verbs in simple sentences, with some errors.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Use various verb tenses, with some errors, including present, <b>past</b>, and <b>future</b> tenses.</li> <li>2. Use nouns, verbs, and adjectives in simple sentences, with some errors.</li> <li>3. Use, with some errors, basic subject-verb agreement in simple sentences.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Use various verb tenses, with some errors, including present and <b>present progressive, past and past progressive, future, imperatives, and modal auxiliaries.</b></li> <li>2. Use nouns, personal pronouns (subjective, objective, and possessive), verbs, and adjectives in simple sentences, with some errors.</li> <li>3. Use, with few errors, basic subject-verb agreement in simple sentences.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Use various verb tenses, with few errors, including present and <b>present progressive, past and past progressive, future, imperatives, and modal auxiliaries.</b></li> <li>2. Use nouns, personal pronouns, verbs, and adjectives in simple sentences, with few errors.</li> <li>3. Use consistently subject-verb agreement in simple sentences.</li> </ol> <p>* On-grade 2<sup>nd</sup> grade</p>

\* Correlations to Arizona’s Academic Standards are found in the *Correlation Guide for Listening and Speaking*.

## ELL II (Correlates to Grades 1-2)

Comprehension of Oral Communications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will listen actively to the ideas of others in order to acquire new knowledge.</i></b></p>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Respond orally to stories dramatized or read aloud by answering factual comprehension questions, using short patterns of words and phrases. (ss)</li> <li>2. Follow simple one- to two-step (two to five words) oral directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m)</li> <li>3. Comprehend many words, phrases, and short sentences in conversations on topics of personal relevance (e.g., <i>social courtesies, personal information, basic needs, abilities</i>), when spoken slowly with some rephrasing, repetitions, and contextual clues.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Respond orally to stories read aloud by answering factual comprehension questions, using key words, short phrases, and some simple sentences. (ss)</li> <li>2. Follow short two- to three-step oral directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m) (LS-R2)</li> <li>3. Comprehend a wide-ranging number of words, phrases, and sentences in sustained conversations on topics of personal relevance, when spoken at a normal rate with some rephrasing, repetitions, and contextual clues.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Respond orally to stories read aloud by identifying the characters, setting, and key events, using key words, short phrases, and simple sentences. (ss) (LS-F1)</li> <li>2. Follow short multiple-step oral directions for classroom and other activities in the presence of gestures and clear contextual clues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m) (LS-F2)</li> <li>3. Comprehend a range of expressions used to request personal details, direct classroom activities, identify people, objects, and events, and ask for/grant permission, when spoken slowly with some rephrasing, repetitions, and contextual clues. (s) (m) (ss)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Respond orally to stories read aloud by identifying key details and placing events in sequence, using accurate and somewhat varied vocabulary. (s) (ss) (LS-F1)</li> <li>2. Follow multiple-step oral directions related to the position of one's movement in space, including positive and negative commands. (s) (m) (ss) (LS-F2)</li> <li>3. Follow short predictable discourse on familiar matters, including personal experiences, abilities, and needs with some rephrasing, repetitions, and contextual clues. (s) (m) (ss)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Respond orally to read-aloud stories, poems, and informational text by identifying key details and specific facts, using accurate, natural, and varied vocabulary. (s) (ss) (LS-F1)</li> <li>2. Follow multiple-step directions related to the position, frequency, and duration of one's movements in space, including positive and negative commands. (s) (m) (ss) (LS-F2)</li> <li>3. Follow short predictable discourse on familiar matters, including common events, routines, objects, and people; likes, dislikes, and wants; and invitations and apologies, when spoken at a normal rate with some rephrasing, repetitions, and contextual clues. (s) (m) (ss)</li> </ol> <p>* On-grade 2<sup>nd</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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### ELL III (Correlates to Grades 3-5)

**Performance Conditions:** Students at this stage of proficiency comprehend short conversations and interactions that are face-to-face with one person at a time or in small groups. The context of the conversations is familiar or clear and predictable. English learners at this stage initiate and sustain conversations, although they often speak with hesitation and rely on known vocabulary. Extended communications typically consist of a series of short, familiar structures. Students rely on repetition, gestures, and other nonverbal cues to sustain conversations. Their speech rate is slow to normal. Circumstances of the oral communications range from informal to more formal occasions, and audiences consist of small, familiar groups. Students listen to and participate in moderately short monologues and dialogues on familiar, routine topics that are face-to-face, or video- or audio-mediated at a slow to normal rate.

Delivery of Oral Communications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b>Standard:</b></p> <p><i>The student will express orally his or her own thinking and ideas.</i></p>	<p>The student will:</p> <p>1. Participate in small group discussions, including greeting familiar and unfamiliar people, responding appropriately to introductions by other people, and asking and responding to detailed questions regarding personal information, using phrases and/or simple sentences. (s) (m) (ss)</p> <p>2. Interact with adults and peers in formal and informal settings, using English in socially and culturally appropriate ways.</p>	<p>The student will:</p> <p>1. Participate in short routine social conversations held in pairs or in small groups in which he or she exchanges personal information and discusses personal experiences, abilities, and needs, using simple and more complex sentences that show some evidence of connected discourse (e.g., the use of words such as <i>and, but, first, next, then, because, however, therefore</i>). (s) (m) (ss)</p> <p>2. Role-play a telephone conversation with another person discussing several issues, using English in socially and culturally appropriate ways.</p>	<p>The student will:</p> <p>1. Participate in social conversations held in pairs or in small groups in which he or she discusses personal experiences, abilities, and needs; expresses likes, dislikes, and wants; gives invitations and apologies; and describes common events and routines, using phrases, clauses, and sentences in correct and meaningful patterns. (s) (m) (ss) (LS-F1)</p> <p>2. Give and receive compliments, show gratitude, and express apologies in socially and culturally appropriate ways through verbal and nonverbal means.</p>	<p>The student will:</p> <p>1. Participate in extended social conversations held in pairs or in small groups in which he or she discusses personal experiences, abilities, and needs; expresses likes, dislikes, and wants; gives invitations and apologies; asks for and grants permission; and describes common events and routines, using simple and more complex sentences in coherent, connected discourse. (s) (m) (ss) (LS-E3)</p> <p>2. Give and receive compliments, show gratitude, apologize, and express various emotions in socially and culturally appropriate ways through verbal and nonverbal means.</p>	<p>The student will:</p> <p>1. Participate in extended social conversations held in pairs or in small groups in which he or she responds to a range of personal questions; gives invitations and apologies; asks for and gives advice, permission, suggestions, and reminders; and describes common events and routines, using accurate, natural, and varied vocabulary and sentence structures. (s) (m) (ss) (LS-E3)</p> <p>2. Determine appropriate topics for interaction given the audience and setting, including when it is appropriate to tell a joke.</p> <p>* On-grade 5<sup>th</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

\* Correlations to Arizona’s Academic Standards are found in the *Correlation Guide for Listening and Speaking*.

### ELL III (Correlates to Grades 3-5)

Delivery of Oral Communications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will express orally his or her own thinking and ideas.</i></b></p> <p>(continued)</p>	<p>The student will:</p> <p><b>3.</b> Ask and respond to basic instructional questions on the content presented (e.g., <i>who, what, where, when, why, how</i>), using words and phrases. (s) (m) (ss)</p> <p><b>4.</b> Contribute to classroom and small group academic discussions by asking and answering questions and attracting needed attention to a situation (e.g., <i>Help me, please; Excuse me</i>), using phrases and simple sentences. (s) (m) (ss)</p> <p><b>5.</b> Issue single-step directions and commands in a manner that the listener can follow, with less reliance on gestures to convey meaning. (s) (m)</p>	<p>The student will:</p> <p><b>3.</b> Ask and respond to basic instructional questions on the content presented (e.g., <i>who, what, where, when, why, how</i>), using words, phrases and simple sentences. (s) (m) (ss)</p> <p><b>4.</b> Contribute to classroom and small group academic discussions by asking and answering questions, and making comparisons (e.g., <i>stating similarities and differences in objects, people, and events</i>), using simple and more complex sentences. (s) (m) (ss)</p> <p><b>5.</b> Issue one- to two-step routine directions in a manner that the listener can follow. (s) (m)</p>	<p>The student will:</p> <p><b>3.</b> Ask and respond to instructional questions on the content presented (e.g., <i>What part of the story was more important?</i>), using key words, phrases, and sentences. (s) (m) (ss) (LS-E3)</p> <p><b>4.</b> Contribute to classroom and small group academic discussions by asking and answering questions, agreeing and disagreeing with others, and making comparisons, using simple and complex sentences. (s) (m) (ss) (LS-E3)</p> <p><b>5.</b> Issue multiple-step routine directions and instructions in a manner that the listener can follow. (s) (m) (LS-F2)</p>	<p>The student will:</p> <p><b>3.</b> Ask and respond to instructional questions on the content presented (e.g., <i>What part of the story was more important?</i>), using more extensive descriptive comments. (s) (m) (ss) (LS-E3)</p> <p><b>4.</b> Contribute to classroom and small group academic discussions by giving suggestions, describing events, expressing possibilities and probabilities, and using another means of expression (e.g., <i>synonyms, circumlocution</i>), using accurate and varied vocabulary and sentence structures. (s) (m) (ss) (LS-E3)</p> <p><b>5.</b> Issue multiple-step routine directions and instructions in a manner that the listener can follow, including basic references to time, location, and movement. (s) (m) (ss) (LS-F2)</p>	<p>The student will:</p> <p><b>3.</b> Ask and respond to instructional questions on the content presented (e.g., <i>How do the events of this story relate to your experiences?</i>), using an extended explanation. (s) (m) (ss) (LS-E3)</p> <p><b>4.</b> Contribute to classroom and small group academic discussions by giving suggestions, describing events, expressing possibilities and probabilities, posing hypotheticals, and using another means of expression (e.g., <i>synonyms, circumlocution</i>), using accurate, natural, and varied vocabulary and sentence structures. (s) (m) (ss) (LS-E3)</p> <p><b>5.</b> Give clear multiple-step instructions to carry out a familiar process. (s) (m) (LS-F2)</p> <p>* On-grade 5<sup>th</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

\* Correlations to Arizona’s Academic Standards are found in the *Correlation Guide for Listening and Speaking*.

**ELL III (Correlates to Grades 3-5)**

Delivery of Oral Communications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will express orally his or her own thinking and ideas.</i></b></p> <p>(continued)</p>	<p>The student will:</p> <p><b>6.</b> Relate simple stories or events about routine activities, using sequential organization and accurate, but limited, vocabulary. (s) (m)</p>	<p>The student will:</p> <p><b>6.</b> Present personal narratives about events or activities of interest that includes an introduction, some development, and a conclusion that listeners can follow, using accurate, but ordinary, and somewhat limited vocabulary. (s) (m)</p>	<p>The student will:</p> <p><b>6.</b> Present personal narratives about ideas, events, or activities of interest, using logical organization and accurate and somewhat varied vocabulary. (s) (m) (LS-E1)</p>	<p>The student will:</p> <p><b>6.</b> Prepare and deliver a short oral report in a content area that effectively conveys the information in connected discourse, using accurate and varied vocabulary. (s) (m) (LS-E1; LS-E2)</p>	<p>The student will:</p> <p><b>6.</b> Prepare and deliver a short oral report in a content area that effectively conveys the information through verbal and nonverbal communications in connected discourse, using accurate, natural, and varied vocabulary. (s) (m) (LS-E1; LS-E2)</p> <p>* On-grade 5<sup>th</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

\* Correlations to Arizona’s Academic Standards are found in the *Correlation Guide for Listening and Speaking*

### ELL III (Correlates to Grades 3-5)

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will identify and apply conventions of standard English in his or her communications.</i></p>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Use various verb tenses, with few errors, including present, <b>past</b>, and <b>future</b> tenses.</li> <li>2. Use basic subject-verb agreement in simple sentences, with some errors.</li> <li>3. Use nouns, verbs, and adjectives in simple sentences, with some errors.</li> <li>4. Speak in complete sentences.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Use various verb tenses, with some errors, including present and <b>present progressive, past</b> and <b>past progressive, future, imperatives</b>, and <b>modal auxiliaries</b>.</li> <li>2. Use basic subject-verb agreement in simple sentences, with few errors.</li> <li>3. Use nouns, verbs, and adjectives in simple sentences, with few errors.</li> <li>4. Speak in complete sentences and identify differences between complete and incomplete sentences.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Use various verb tenses, with few errors, including present and <b>present progressive, past</b> and <b>past progressive, future, imperatives</b>, and <b>modal auxiliaries</b>.</li> <li>2. Use basic subject-verb agreement in simple sentences, with few errors, and in compound sentences, with several errors.</li> <li>3. Use nouns, verbs, personal pronouns (subjective, objective, and possessive), and adjectives (comparative and superlative forms) in simple sentences, with some errors.</li> <li>4. Speak in complete sentences and make corrections to incomplete sentences.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Use various verb tenses, with some errors, including <b>irregular past, present perfect, present perfect progressive, present real conditional</b>, and <b>habitual past</b>.</li> <li>2. Use subject-verb agreement in simple sentences, with few errors, and in compound sentences, with some errors.</li> <li>3. Use nouns, verbs, personal pronouns, adjectives, and conjunctions in simple sentences, with few errors.</li> <li>4. Speak in complete sentences and identify differences between colloquial and more formal language.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Use various verb tenses, with few errors, including <b>irregular past, present perfect, present perfect progressive, present real conditional</b>, and <b>habitual past</b>.</li> <li>2. Use subject-verb agreement in simple and compound sentences, with few errors.</li> <li>3. Use nouns, verbs, personal pronouns, adjectives, conjunctions, and adverbs in simple sentences, with few errors.</li> <li>4. Speak in complete sentences and move between colloquial and more formal language, with some ease.</li> </ol> <p>* On-grade 5<sup>th</sup> grade</p>

\* Correlations to Arizona's Academic Standards are found in the *Correlation Guide for Listening and Speaking*.

## ELL III (Correlates to Grades 3-5)

Comprehension of Oral Communications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will listen actively to the ideas of others in order to acquire new knowledge.</i></p>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Respond orally to stories read aloud by identifying the characters, setting, and key events, using key words, short phrases, and simple sentences. (ss)</li> <li>Follow short multiple-step oral directions for classroom and other activities in the presence of gestures and clear contextual clues. (s) (m)</li> <li>Comprehend a range of expressions used to request personal details; direct classroom activities; identify people, objects, and events; and ask for and grant permission, when spoken slowly, with some rephrasing, repetitions, and contextual clues. (s) (m) (ss)</li> <li>Comprehend a few content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Respond orally to stories read aloud by identifying key details and placing events in sequence, using accurate and somewhat varied vocabulary. (s) (ss)</li> <li>Follow multiple-step oral directions related to the position, frequency, and duration of one's movements in space. (s) (m) (ss)</li> <li>Follow short predictable discourse on familiar matters, including personal experiences, abilities, and needs, with some rephrasing, repetitions, and contextual clues. (s) (m) (ss)</li> <li>Comprehend some content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Respond orally to stories read aloud by identifying key details and placing events in sequence, using accurate and somewhat varied vocabulary. (s) (ss)</li> <li>Follow multiple-step oral directions related to the position of one's movement in space, including positive and negative commands. (s) (m) (ss) (LS-F2)</li> <li>Follow short predictable discourse on familiar matters, including common events, routines, objects, and people; likes, dislikes, and wants; and invitations and apologies, when spoken at a normal rate with some rephrasing, repetitions, and contextual clues. (s) (m) (ss) (LS-E3)</li> <li>Comprehend many content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Identify factual details, key words, and expressions, and the overall gist of read-aloud stories and content area presentations with contextual support (e.g., <i>graphic organizers, posters, diagrams</i>), with repetitions, rephrasing, and clarifications. (s) (m) (ss) (LS-E4)</li> <li>Follow multiple-step instructions (four or more steps) for familiar processes or procedures. (s) (m) (LS-F2)</li> <li>Follow extended predictable discourse on familiar matters, including common events, routines, objects, and people; likes, dislikes, and wants; and invitations and apologies, when spoken at a normal rate. (s) (m) (ss) (LS-E3)</li> <li>Comprehend most content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Identify the purpose, main ideas, supporting details, and key words and expressions of read-aloud stories and content area presentations with repetitions, rephrasing, and clarifications. (s) (m) (ss) (LS-E4)</li> <li>Follow multiple-step instructions (six or more steps) for familiar processes or procedures. (s) (m) (LS-F2)</li> <li>Follow extended predictable discourse on familiar matters, including common events, routines, objects, and people; likes, dislikes, and wants; invitations and apologies; and problems and situations, when spoken at a normal rate with some rephrasing, and contextual clues. (s) (m) (ss) (LS-E3)</li> <li>Comprehend all content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss) * On-grade 5<sup>th</sup> grade</li> </ol>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

## ELL IV (Correlates to Grades 6-8)

**Performance Conditions:** English learners at this stage of proficiency comprehend standard speech with some repetition and rewording delivered in most settings, including small and large academic groups. They are able to comprehend the main ideas and relevant details of extended discussions or presentations on a broad variety of general interest topics and technical discourse, including those discourses that require some level of inference. Students can comprehend subtleties and detect affective undertones in spoken language. They draw on a wide range of language forms, vocabulary, and idioms, and they can engage in extended conversations on a broad range of topics. English learners have mastered basic sentence structure and verb tenses but may have some difficulty with more complex structures. Their rate of speech is at a normal to fast rate.

Delivery of Oral Communications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will express orally his or her own thinking and ideas.</i></b></p>	<p>The student will:</p> <p><b>1.</b> Participate in social conversations held in pairs or in small groups in which he or she discusses personal experiences, abilities, and needs; expresses likes, dislikes, and wants; gives invitations and apologies; and describes common events and routines, using simple and more complex sentences that show some evidence of connected discourse (e.g., the use of words such as <i>and, but, first, next, then, because, however, therefore</i>). (s) (m) (ss)</p> <p><b>2.</b> Ask and respond to instructional questions on the content presented (e.g., <i>What part of the story was more important?</i>), using key words, phrases, and sentences. (s) (m) (ss)</p>	<p>The student will:</p> <p><b>1.</b> Participate in extended social conversations held in pairs or in small groups in which he or she discusses personal experiences, abilities, and needs; expresses likes, dislikes, and wants; gives invitations and apologies; asks for and grants permission; and describes common events and routines, using simple and more complex sentences in coherent, connected discourse. (s) (m) (ss)</p> <p><b>2.</b> Ask and respond to instructional questions on the content presented (e.g., <i>What part of the story was more important?</i>), using more extensive descriptive comments. (s) (m) (ss)</p>	<p>The student will:</p> <p><b>1.</b> Participate in extended social conversations held in pairs or in small groups in which he or she responds to a range of personal questions; gives invitations and apologies; asks for and gives advice, permission, suggestions, and reminders; and describes common events and routines, using accurate, natural, and varied vocabulary and sentence structures. (s) (m) (ss) (LS-E3)</p> <p><b>2.</b> Ask and respond to instructional questions on the content presented (e.g., <i>How do the events of this story relate to your experiences?</i>), using an extended explanation. (s) (m) (ss) (LS-E3)</p>	<p>The student will:</p> <p><b>1.</b> Open, develop, and close extended social conversations held in pairs or in groups in which he or she asks and responds to a range of personal questions, expresses feelings (e.g., <i>sympathy, empathy, gratitude, certainty, doubt</i>), and reports to and informs others about various situations and events, using accurate, purposeful, and varied vocabulary and sentence structures. (s) (ss) (LS-E3)</p> <p><b>2.</b> Initiate questions in order to analyze and compare information for decision-making. (s) (m) (ss) (LS-E3)</p>	<p>The student will:</p> <p><b>1.</b> Open, develop, and close extended social conversations in which he or she asks and responds to a range of personal questions, expresses feelings (e.g., <i>sympathy, empathy, gratitude, certainty, doubt</i>), reports to and informs others about various situations and problems, and summarizes events, using accurate, precise, and varied vocabulary and sentence structures. (s) (ss) (LS-E3)</p> <p><b>2.</b> Respond to questions to clarify and confirm the accuracy of information needed for decision-making. (s) (m) (ss) (LS-E3)</p> <p>* On-grade 8<sup>th</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

\* Correlations to Arizona’s Academic Standards are found in the **Correlation Guide** for *Listening and Speaking*.

## ELL IV (Correlates to Grades 6-8)

Delivery of Oral Communications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will express orally his or her own thinking and ideas.</i></b></p> <p>(continued)</p>	<p>The student will:</p> <p><b>3.</b> Contribute to classroom and small group academic discussions by asking and answering questions, agreeing and disagreeing with others, and making comparisons, using simple and complex sentences. (s) (m) (ss)</p> <p><b>4.</b> Issue multiple-step routine directions and instructions in a manner that the listener can follow. (s) (m) (ss)</p> <p><b>5.</b> Determine appropriate topics and the appropriate degrees of formality given the audience and setting, including when it is appropriate to tell a joke.</p>	<p>The student will:</p> <p><b>3.</b> Contribute to classroom and academic discussions by giving suggestions, describing events, expressing possibilities and probabilities, and using another means of expression (e.g., <i>synonyms, circumlocution</i>), using accurate and varied vocabulary and sentence structures. (s) (m) (ss)</p> <p><b>4.</b> Issue multiple-step routine directions and instructions in a manner that the listener can follow, including basic references to time, location, and movement. (s) (m) (ss)</p> <p><b>5.</b> Recognize and use appropriate verbal and nonverbal behavior given the audience and setting, including whether to use standard English and/or <b>vernacular dialects</b>.</p>	<p>The student will:</p> <p><b>3.</b> Contribute to classroom and academic discussions by giving suggestions; describing events; expressing intentions, possibilities, and probabilities; posing hypotheticals; and using another means of expression (e.g., <i>synonyms, circumlocution</i>), using accurate, natural, and varied vocabulary and sentence structures. (s) (m) (ss) (LS-E4)</p> <p><b>4.</b> Give clear multiple-step instructions to carry out a familiar process. (s) (m)</p> <p><b>5.</b> Express sympathy, empathy, and gratitude in socially and culturally appropriate ways through verbal and nonverbal means.</p>	<p>The student will:</p> <p><b>3.</b> Contribute to classroom and academic discussions by making predictions, summarizing or reporting on situations, and drawing inferences, using accurate, natural, and varied vocabulary and sentence structures. (s) (m) (ss) (LS-E4)</p> <p><b>4.</b> Give the sequence of steps in spoken directions, using clear reference and precise vocabulary. (s) (m)</p> <p><b>5.</b> Respond to and express humor in socially and culturally appropriate ways through verbal and nonverbal means.</p>	<p>The student will:</p> <p><b>3.</b> Initiate and sustain classroom and academic discussions by making predictions, summarizing or reporting on situations, and drawing inferences, using a variety of strategies to keep the discussion on track and on topic. (s) (m) (ss) (LS-E4)</p> <p><b>4.</b> Give the sequence of steps in an extended set of spoken directions, using clear reference and precise vocabulary. (s) (m)</p> <p><b>5.</b> Respond to and use <b>idiomatic</b> speech appropriately.</p> <p>* On-grade 8<sup>th</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

\* Correlations to Arizona’s Academic Standards are found in the *Correlation Guide for Listening and Speaking*.

## ELL IV (Correlates to Grades 6-8)

Delivery of Oral Communications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will express orally his or her own thinking and ideas.</i></b></p> <p>(continued)</p>	<p>The student will:</p> <p><b>6.</b> Present personal narratives about ideas, events, or activities of interest, using logical organization and accurate and somewhat varied vocabulary. (s) (ss)</p>	<p>The student will:</p> <p><b>6.</b> Prepare and deliver a short oral report in a content area that effectively conveys the information in connected discourse, using accurate and varied vocabulary. (s) (ss)</p>	<p>The student will:</p> <p><b>6.</b> Prepare and deliver a short oral report in a content area that effectively conveys the information through verbal and nonverbal communications in connected discourse, using accurate, natural, and varied vocabulary. (s) (ss) (LS-E1; LS-E2)</p>	<p>The student will:</p> <p><b>6.</b> Prepare and deliver oral reports using a logical organization and explicit connectors (e.g., <i>first, next, finally</i>) when making presentations in a content area (e.g., <i>explaining scientific or historical conclusions</i>), using purposeful and varied vocabulary. (s) (ss) (LS-E1; LS-E2)</p>	<p>The student will:</p> <p><b>6.</b> Prepare and deliver oral reports in a content area (e.g., <i>defending scientific or historical theories and ideas</i>) that express main ideas and provide detailed descriptions and explanations, using accurate, natural, and varied vocabulary. (s) (ss) (LS-E1; LS-E2)</p> <p>* On-grade 8<sup>th</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

\* Correlations to Arizona’s Academic Standards are found in the ***Correlation Guide*** for *Listening and Speaking*.

## ELL IV (Correlates to Grades 6-8)

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will identify and apply conventions of standard English in his or her communications.</i></p>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Use various verb tenses, with some errors, including present and <b>present progressive, past and past progressive, future, imperatives, and modal auxiliaries.</b></li> <li>Use nouns, verbs, personal pronouns (subjective, objective, and possessive), and adjectives (comparative and superlative forms) in simple sentences, with some errors.</li> <li>Use basic subject-verb agreement in simple sentences, with few errors, and in compound sentences, with several errors.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Use various verb tenses, with some errors, including <b>irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.</b></li> <li>Use nouns, verbs, personal pronouns (subjective, objective, and possessive), and adjectives (comparative and superlative forms) in simple sentences, with few errors.</li> <li>Use basic subject-verb agreement in simple sentences, with few errors, and in compound sentences, with some errors.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Use various verb tenses, with few errors, including <b>irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.</b></li> <li>Use nouns, verbs, personal pronouns, adjectives, conjunctions, and adverbs in simple sentences, with some errors.</li> <li>Use subject-verb agreement in simple and compound sentences, with few errors.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Use various verb tenses, with some errors, including <b>past perfect, future perfect, future perfect progressive, present unreal conditional, and three-part phrasal verbs.</b></li> <li>Use nouns, action/linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences, with some errors.</li> <li>Use subject-verb agreement in compound sentences and employ correct word order in sentences, with few errors.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Use various verb tenses, with few errors, including <b>past perfect, future perfect, future perfect progressive, present unreal conditional, and three-part phrasal verbs.</b></li> <li>Use nouns, action/linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences, with few errors.</li> <li>Use subject-verb agreement in compound and complex sentences and employ correct word order, with few errors.</li> </ol> <p>* On-grade 8<sup>th</sup> grade</p>

\* Correlations to Arizona's Academic Standards are found in the *Correlation Guide for Listening and Speaking*.

## ELL IV (Correlates to Grades 6-8)

Comprehension of Oral Communications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will listen actively to the ideas of others in order to acquire new knowledge.</i></p>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Identify factual details, key words, and expressions, and the overall gist of read-aloud stories and content area presentations, with contextual support (e.g., <i>graphic organizers, posters, diagrams</i>), with repetitions, rephrasing, and clarifications. (s) (m) (ss)</li> <li>2. Follow multiple-step instructions (four or more steps) for familiar processes or procedures. (s) (m)</li> <li>3. Restate the gist of oral discourse on personal, social, or grade-level academic topics when working in pairs, small groups, or whole-class discussions, although repetition, rephrasing, and contextual support is required. (s) (m) (ss)</li> <li>4. Comprehend a few content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Identify the purpose, main ideas, supporting details, and key words and expressions of read-aloud stories and content area presentations, with repetitions, rephrasing, and clarifications. (s) (m) (ss)</li> <li>2. Integrate a few pieces of oral information to complete a task on familiar processes or procedures. (s) (m)</li> <li>3. Paraphrase main ideas and most important details in oral discourse on personal, social, or grade-level academic topics when working in pairs, small groups, or whole-class discussions, although some repetition, rephrasing, and contextual support is required. (s) (m) (ss)</li> <li>4. Comprehend some content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Distinguish fact from opinion from read-aloud stories and content area presentations, with contextual support, repetitions, rephrasing, and clarifications. (s) (m) (ss) (LS-E4)</li> <li>2. Integrate several detailed pieces of oral information to complete a task on familiar processes or procedures. (s) (m)</li> <li>3. Summarize main ideas and supporting details in oral discourse on personal, social, or academic topics when working in pairs, small groups, or whole-class discussions, with little repetition or rephrasing required. (s) (m) (ss) (LS-E4)</li> <li>4. Comprehend many content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Identify the intended effect of persuasive vocabulary in read-aloud stories and content area presentations, with some repetitions, rephrasing, and clarification. (s) (ss) (LS-E4)</li> <li>2. Follow an extended set of multiple-step instructions on tasks for familiar processes or procedures. (s) (m)</li> <li>3. Respond to requests for facts and explain some inferred meanings of a range of descriptive and narrative oral discourse on personal, social, and academic topics when working in pairs, small groups, or during whole-class discussions. (s) (m) (ss) (LS-E4)</li> <li>4. Comprehend most content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Identify the facts and details that support the author's argument regarding a particular idea in read-aloud stories and content area presentations. (s) (ss) (LS-E4)</li> <li>2. Follow an extended set of multiple-step instructions on tasks for less familiar processes or procedures. (s) (m)</li> <li>3. Respond to requests for facts and evaluate opinions, attitudes, and point of view of speakers in a range of persuasive and expressive personal, social, and academic topics when working in pairs, small groups, or during whole-class discussions. (s) (m) (ss) (LS-E4)</li> <li>4. Comprehend all content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</li> </ol> <p>* On-grade 8<sup>th</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

\* Correlations to Arizona's Academic Standards are found in the *Correlation Guide for Listening and Speaking*.

## ELL V (Correlates to Grades 9-12)

**Performance Conditions:** English learners at this stage of proficiency understand most standard speech. They understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics, including those unfamiliar and technical. Students listen to and participate in lectures, debates, discussions, and critiques. They are able to comprehend nuanced meaning represented by speech variations in stress, intonation, pace, and rhythm. Students engage in most communications with minimal errors. They have a high degree of fluency and accuracy when speaking on topics that are abstract and not personal. Although students may make errors with some language forms, the errors do not interfere with meaning.

Delivery of Oral Communications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will express orally his or her own thinking and ideas.</i></p>	<p>The student will:</p> <p><b>1.</b> Participate in extended social conversations held in pairs or in small groups in which he or she responds to a range of personal questions; gives invitations and apologies; asks for and gives advice, permission, suggestions, and reminders; and describes common events and routines, using accurate, natural, and varied vocabulary and sentence structures. (s) (ss)</p> <p><b>2.</b> Ask and respond to instructional questions on the content presented (e.g., <i>How do the events of this story relate to your experiences?</i>) using an extended explanation. (s) (m) (ss)</p>	<p>The student will:</p> <p><b>1.</b> Open, develop, and close extended social conversations held in pairs or in groups in which he or she asks and responds to a range of personal questions, expresses feelings (e.g., <i>sympathy, empathy, gratitude, certainty, doubt</i>), and reports to and informs others about various situations and events, using accurate, purposeful, and varied vocabulary and sentence structures. (s) (ss)</p> <p><b>2.</b> Initiate questions in order to analyze and compare information for decision-making. (s) (m) (ss)</p>	<p>The student will:</p> <p><b>1.</b> Open, develop, and close extended social conversations in which he or she asks and responds to a range of personal questions, expresses a range of feelings, reports to and informs others about various situations and problems, and summarizes events, using accurate, precise, and varied vocabulary and sentence structures. (s) (ss) (LS-E3)</p> <p><b>2.</b> Respond to questions to clarify and confirm the accuracy of information needed for decision-making. (s) (m) (ss) (LS-E3)</p>	<p>The student will:</p> <p><b>1.</b> Communicate effectively and confidently in most practical, social, and academic settings, including mediating conflicts, and obtaining, exchanging, and presenting feelings, observations, information, feedback, ideas, and opinions, using sustained and connected discourse. (s) (m) (ss) (LS-P4)</p> <p><b>2.</b> Ask questions and respond to some complex, open-ended questions about newly-learned information. (s) (m) (ss) (LS-P4)</p>	<p>The student will:</p> <p><b>1.</b> Communicate with elaboration in practical, social, and academic settings, including mediating conflicts, and obtaining, exchanging, and presenting feelings, observations, information, feedback, ideas, and opinions, using sustained and connected discourse. (s) (m) (ss) (LS-P4)</p> <p><b>2.</b> Initiate complex questions about new information and summarize newly-learned information. (s) (m) (ss) (LS-P4)</p> <p>* On-grade 12<sup>th</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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## ELL V (Correlates to Grades 9-12)

Delivery of Oral Communications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will express orally his or her own thinking and ideas.</i></p> <p>(continued)</p>	<p>The student will:</p> <p><b>3.</b> Contribute to classroom and academic discussions by giving suggestions; describing events; expressing intentions, possibilities, and probabilities; posing hypotheticals; and using another means of expression (e.g., <i>synonyms, circumlocution</i>), using accurate, natural, and varied vocabulary and sentence structures. (s) (m) (ss)</p> <p><b>4.</b> Express sympathy, empathy, and gratitude in socially and culturally appropriate ways through verbal and nonverbal means. (ss)</p> <p><b>5.</b> Prepare and deliver a short oral report in a content area that effectively conveys the information through verbal and nonverbal communication in connected discourse, using accurate and varied vocabulary. (s) (ss)</p>	<p>The student will:</p> <p><b>3.</b> Contribute to classroom and academic discussions by making predictions, summarizing or reporting on situations, and drawing inferences, using accurate natural, and varied vocabulary and sentence structures. (s) (m) (ss)</p> <p><b>4.</b> Respond to and express humor in socially and culturally appropriate ways through verbal and nonverbal means. (ss)</p> <p><b>5.</b> Prepare and deliver oral reports using a logical organization and explicit connectors (e.g., <i>first, next, finally</i>) when making presentations in a content area (e.g., <i>explaining scientific or historical conclusions</i>), using purposeful and varied vocabulary. (s) (ss)</p>	<p>The student will:</p> <p><b>3.</b> Initiate and sustain classroom and academic discussions by making predictions, summarizing or reporting on situations, and drawing inferences, using a variety of strategies to keep the discussion on track and on topic. (s) (m) (ss) (LS-E4)</p> <p><b>4.</b> Respond to and use appropriate register for business and personal transactions and use idiomatic speech appropriately. (ss)</p> <p><b>5.</b> Prepare and deliver oral reports in a content area (e.g., <i>defending scientific or historical theories and ideas</i>) that express main ideas and provide detailed descriptions and explanations, using accurate, natural, and varied vocabulary. (s) (ss) (LS-E1; LS-E2)</p>	<p>The student will:</p> <p><b>3.</b> Initiate and sustain classroom and academic discussions by asking and responding to feedback, supporting and refuting opinions, and persuading others, using a variety of strategies to keep the discussion on track and on topic. (s) (m) (ss) (LS-P5)</p> <p><b>4.</b> Interpret humor in a political cartoon, situation comedy, or a joke. (ss)</p> <p><b>5.</b> Prepare and deliver a speech analyzing a point of view or supporting/refuting an opinion that is organized, suited to the audience, and employs resource materials to clarify and defend positions, using accurate, natural, and varied vocabulary. (s) (ss) (LS-P1; LS-P2; LS-P3)</p>	<p>The student will:</p> <p><b>3.</b> Initiate and sustain classroom and academic discussions by asking and answering questions, giving and responding to feedback, supporting and refuting opinions, and analyzing points of view, using a variety of strategies to keep the discussion on track and on topic. (s) (m) (ss) (LS-P5)</p> <p><b>4.</b> Recognize and interpret irony, sarcasm, and humor in a variety of interactions. (ss)</p> <p><b>5.</b> Prepare and deliver a speech defending a point of view or presenting a specific proposal that is organized, suited to the audience, and employs resource materials to clarify and defend positions, using accurate, natural, and extensive vocabulary. (s) (ss) (LS-P1; LS-P2; LS-P3)</p> <p>* On-grade 12<sup>th</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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## ELL V (Correlates to Grades 9-12)

Delivery of Oral Communications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will express orally his or her own thinking and ideas.</i></p> <p>(continued)</p>	<p>The student will:</p> <p><b>6.</b> Briefly interview another student about his or her experiences, interests, and preferences, and take appropriate notes. (ss)</p> <p><b>7.</b> Explain scientific or historical conclusions. (s) (ss)</p>	<p>The student will:</p> <p><b>6.</b> Interview another student about his or her experiences, interests, and preferences, and take appropriate notes. (ss)</p> <p><b>7.</b> Use logic and reasoning in mathematical, scientific, or historical contexts such as making and testing the validity of conjectures. (s) (m) (ss)</p> <p><b>8.</b> Explain, argue, or defend scientific or historical conclusions, theories, and ideas. (s) (ss)</p>	<p>The student will:</p> <p><b>6.</b> Interview another student or adult about his or her experiences, interests, and preferences, and summarize the responses. (ss) (LS-P4)</p> <p><b>7.</b> Use logic and reasoning in mathematical, scientific, or historical contexts such as making deductive arguments, using mathematical or scientific truths established in class. (s) (m) (ss)</p> <p><b>8.</b> Establish the boundaries and conditions of an issue. (s) (ss)</p>	<p>The student will:</p> <p><b>6.</b> Interview another student or adult about his or her experiences, interests, and preferences, and evaluate the responses. (ss) (LS-P4)</p> <p><b>7.</b> Use logic and reasoning in mathematical, scientific, or historical contexts such as reasoning inductively from patterns and specific cases. (s) (m) (ss)</p> <p><b>8.</b> Support components of an issue with the use of precise and relevant evidence. (s) (ss) (LS-P5)</p>	<p>The student will:</p> <p><b>6.</b> Interview another student or adult about his or her experiences, interests, preferences, and opinions, and evaluate the responses both as interviewer and interviewee. (ss) (LS-P4)</p> <p><b>7.</b> Use logic and reasoning in mathematical contexts such as developing and evaluating informal proof by contradiction, and understanding and producing mathematical proofs (logically rigorous deductions of conclusions from hypotheses). (m)</p> <p><b>8.</b> Systematically discredit or delete components of an issue with the use of precise and relevant evidence. (s) (ss) (LS-P5)</p> <p>* On-grade 12<sup>th</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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## ELL V (Correlates to Grades 9-12)

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will identify and apply conventions of standard English in his or her communications.</i></p>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Use various verb tenses, with few errors, including <b>irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.</b></li> <li>2. Use nouns, verbs, personal pronouns, adjectives, conjunctions, and adverbs in simple sentences, with some errors.</li> <li>3. Use subject-verb agreement in simple and compound sentences, with few errors.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Use various verb tenses, with some errors, including <b>past perfect, future perfect, future perfect progressive, present unreal conditional, and three-part phrasal verbs.</b></li> <li>2. Use nouns, action/linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences, with some errors.</li> <li>3. Use subject-verb agreement in compound sentences and employ correct word order in sentences, with few errors.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Use various verb tenses, with few errors, including <b>past perfect, future perfect, future perfect progressive, present unreal conditional, and three-part phrasal verbs.</b></li> <li>2. Use nouns, action/linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences, with few errors.</li> <li>3. Use subject-verb agreement in compound and complex sentences and employ correct word order, with few errors.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Use various verb tenses, with some errors, including <b>past perfect progressive, past unreal conditionals</b>, and modals in past tense.</li> <li>2. Speak using subject-verb agreement, pronoun-antecedent agreement (personal, relative, indefinite), and modifier placement, with few errors.</li> <li>3. Use <b>transitional devices</b>, varied sentence structures with phrases and clauses, and the active voice, with some errors.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Use various verb tenses, with few errors, including <b>past perfect progressive, past unreal conditionals</b>, and modals in past tense.</li> <li>2. Speak using subject-verb agreement, pronoun-antecedent agreement (personal, relative, indefinite, demonstrative interrogative, reflexive forms), modifier placement, and parallel structure, with few errors.</li> <li>3. Use <b>transitional devices</b>, varied sentence structures with phrases and clauses, and the active voice, with few errors.</li> </ol> <p>* On-grade 12<sup>th</sup> grade</p>

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## ELL V (Correlates to Grades 9-12)

Comprehension of Oral Communications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will listen actively to the ideas of others in order to acquire new knowledge.</i></p>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Paraphrase main ideas and supporting details of a range of general interest conversations and academic presentations on familiar topics delivered at a normal rate of speech, with some repetition or rephrasing required. (s) (ss)</li> <li>2. Identify something about the emotional state of the speaker from the tone and intonation of the discourse. (s) (ss)</li> <li>3. Comprehend a few content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Summarize main ideas and supporting details of a range of general interest conversations and academic presentations on familiar and unfamiliar topics delivered at a normal rate of speech. (s) (ss)</li> <li>2. Identify the emotional tone and register of oral discourse. (s) (ss)</li> <li>3. Identify the component parts of a presentation (e.g., introduction, topic development, topic shift, and conclusion).</li> <li>4. Comprehend some content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Draw valid conclusions about a range of general interest conversations and academic presentations on familiar and unfamiliar topics, live or recorded, delivered at a normal rate of speech. (s) (ss)</li> <li>2. Interpret some “unspoken” attitudinal nuances, emotional tones, and register of oral discourse. (s) (ss) (LS-E4)</li> <li>3. Evaluate the appropriateness of presentations with a variety of audiences such as formal, consultative, casual, and intimate. (s) (ss) (LS-E4)</li> <li>4. Comprehend many content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Compare and contrast central ideas and concepts from multiple general interest conversations and academic presentations on familiar and unfamiliar topics, in a broad variety of contexts, live or recorded, delivered at a normal rate of speech. (s) (ss) (LS-P5)</li> <li>2. Interpret the “unspoken” attitudinal nuances, emotional tones, and register of oral discourse, and infer speaker’s bias. (s) (ss) (LS-P4)</li> <li>3. Identify rhetorical signals of chronological order, comparison and contrast, and cause and effect in formal and informal presentations. (s) (ss) (LS-P5)</li> <li>4. Comprehend most content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Evaluate the logic in a range of extended general interest conversations and academic presentations on familiar and unfamiliar topics, in a broad variety of contexts, live or recorded, delivered at a normal or fast rate of speech. (s) (ss) (LS-P5)</li> <li>2. Interpret the situation, relationship, attitudes, and mood of participants in oral discourse or an interview; take appropriate notes; and summarize the information learned. (s) (ss) (LS-P4)</li> <li>3. Evaluate the overall effectiveness of informal and formal presentations that use illustrations, statistics, comparisons, and analogies. (s) (ss) (LS-P5)</li> <li>4. Comprehend content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</li> </ol> <p>* On-grade 12<sup>th</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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