

# ENGLISH LANGUAGE LEARNER (ELL) PROFICIENCY STANDARDS

## LISTENING AND SPEAKING

### **Introduction**

Research consistently indicates that all language learners pass through a "silent" stage before they begin speaking. This stage must be respected. Learners must not be threatened or forced to speak. Research also states that consistent and overt student engagement in the form of active speaking and listening is essential to student learning and language acquisition. Teaching strategies, including cognitive learning strategies, choral responses, group discussions, and other student engagement activities, must be incorporated frequently in order to build student skills in listening, speaking, reading, and writing. Learning can be accelerated through the use of *comprehensible input*, *total physical response*, linguistic encoding (parallel talk describing the student's actions), and the creation of multiple, authentic opportunities for students to use the language.

### **Speaking Pre-Production: Primary**

Before children are ready to speak, they should be encouraged to point, identify, act out, and illustrate to demonstrate their comprehension. As soon as children voluntarily begin to speak, the teacher needs to accept the children's attempts, and to scaffold and extend responses so that children are encouraged to develop more complicated speech. The teacher can encourage speech by:

- using total physical response, *the natural approach*, and linguistic encoding (narrating the children's actions and intents)<sup>1</sup>;
- grouping students of similar proficiency levels in groups of two to three students to facilitate instructional conversations;
- grouping English learners with English native speakers so they can hear English spoken regularly;
- beginning all lessons with pre-teaching vocabulary and a language objective;
- focusing on the language function that the students will need to use to carry out the lesson; and,
- focusing on meaningful activities that involve "hands on," choral readings, echo reading, shared reading and writing, and singing.

### **Speaking Pre-Production: Intermediate/Secondary**

The above methods can also be used with intermediate and secondary students. In addition, the Preview/Review method can be effective. Under this method, students are grouped by their first language. The lesson is then previewed, taught in English, reviewed, and clarified. For at least part of the day, when possible, beginning students are also placed in small groups with native English speakers so that they are motivated to use their new language.

<sup>1</sup> Preparing for Success, 2001, Dr. Carolyn Weiner

## ELL I

**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><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> <ul style="list-style-type: none"> <li>Respond to greetings with simple words, gestures, and other nonverbal behavior.</li> <li>Use gestures to communicate basic needs (e.g., points toward door when needing to go to the restroom).</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Use common social greetings and simple repetitive phrases using isolated words or strings of 2- to 3-word responses (e.g., <i>Hello. How are you? Thank you. You're welcome.</i>)</li> <li>Use more utterances accompanied by gestures to indicate basic needs (e.g., says "bathroom" while pointing toward the door).</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Respond to and initiate greetings, courtesy, and leave-taking, and provide basic personal information related to the context of the conversation with key words and short phrases (e.g., name, address, age).</li> <li>Communicate in a limited way some basic immediate personal and survival needs without necessarily using purposeful, yet restricted, vocabulary (e.g., <i>I'm hungry.</i>)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Respond appropriately to most social interactions, including introducing self, asking about the other, and responding to questions about personal information, using phrases and some simple sentences.</li> <li>Communicate immediate personal and survival needs, using accurate and somewhat varied vocabulary.</li> </ul>	<p>The student will:</p> <ul 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 simple sentences. (LS-R3, LS-R5)</li> <li>Communicate immediate and future personal and survival needs, using precise, descriptive, and varied vocabulary.</li> </ul> <p>* Correlated to the Readiness level for Kindergarten.</p>

## ELL I

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> <ul style="list-style-type: none"> <li>Identify by name a few familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, common school, classroom, and home objects).</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Identify by name some familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, common school, classroom, and home objects).</li> <li>Recite simple, familiar rhymes and songs with expressive phrasing and intonation.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Identify by name many familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, common school, classroom, and home objects).</li> <li>Recite familiar rhymes, songs, and stories with clear, audible, and expressive phrasing and intonation.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Describe immediate surroundings, such as classroom, school, or home.</li> <li>Retell simple stories in a logical sequence, using key words, phrases, and simple sentences.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Describe familiar objects, people, and events with both general and more specific words and phrases.</li> <li>Retell simple stories in a logical sequence, using expressive phrasing. (LS-R1)</li> </ul> <p>* Correlated to the Readiness level for Kindergarten.</p>

## ELL I

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i></b></p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Speak in isolated words (usually a single noun or verb), depending heavily on gestures to express meaning.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Speak in isolated words or strings of 2 to 3 words, depending on gestures to express meaning.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Speak in short patterns of words and phrases using English grammatical structures and linguistic forms outlined in the Advanced Level with <b>habitual</b> errors that <b>sometimes</b> impede communication.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Speak in short phrases and simple sentences using English grammatical structures and linguistic forms outlined in the Advanced Level with <b>some</b> errors, although the errors do not impede communication.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Speak in short phrases and simple sentences, using the following English grammatical structures and linguistic forms with <b>occasional</b> errors: <ul style="list-style-type: none"> <li>▪ verb tenses (present tense, including “to be,” present progressive, and future tenses, imperatives, <i>modal auxiliaries</i>);</li> <li>▪ possessive adjectives and subject pronouns, including articles; and,</li> <li>▪ prepositions of time and place; adverbs of time and frequency.</li> </ul> </li> </ul> <p>* Correlated to the Readiness level for Kindergarten.</p>

## ELL I

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> <ul style="list-style-type: none"> <li>Comprehend a <b>limited</b> number of common words and simple phrases in conversations held on topics of personal relevance (e.g., basic greetings and courtesies) when spoken slowly and with extensive rephrasing, repetitions, and contextual clues.</li> <li>Comprehend and follow simple routine instructions for classroom activities that depend on gestures and other contextual clues (e.g., "Let's form a line for lunch.")</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Comprehend a <b>few</b> common words and simple phrases in conversations on topics of personal relevance (e.g., social courtesies, basic needs), when spoken slowly with frequent rephrasing, repetitions, and contextual clues.</li> <li>Comprehend and follow short routine instructions (2- to 5-word phrases) for classroom activities in the presence of gestures and clear contextual clues.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Comprehend <b>some</b> words, phrases, and short sentences in conversations on topics of personal relevance (e.g., social courtesies, personal information, basic needs, abilities) when spoken slowly with some rephrasing, repetitions, and contextual clues.</li> <li>Comprehend and follow routine (2- to 3-step) instructions for classroom activities in the presence of gestures and clear contextual clues.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Comprehend <b>many</b> 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> <li>Comprehend and follow multiple step instructions for classroom activities in the presence of gestures and clear contextual clues.</li> <li>Listen attentively to simple, short read-aloud stories and identify key details.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Comprehend a <b>wide-ranging</b> 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> <li>Comprehend and follow common positive and negative commands and requests. (LS-R2)</li> <li>Listen attentively to simple read-aloud stories, poems, and informational text and identify key details and specific facts. (LS-R4)</li> </ul> <p>* Correlated to the Readiness level for Kindergarten.</p>

## ELL II

**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. Listening communications are 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><b><i>The student will express orally his or her own thinking and ideas.</i></b></p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Participate in short, routine social conversations with individuals in which he or she exchanges personal information and discusses personal needs using accurate but limited vocabulary.</li> <li>Contribute to classroom and small group academic discussions by asking/answering simple questions with considerable hesitancy due to the need to rephrase and search for words.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Participate in social conversations in pairs or in small groups in which he or she exchanges personal information and discusses personal experiences, abilities, and needs using accurate and somewhat limited vocabulary.</li> <li>Contribute to classroom and small group academic discussions by asking/answering simple questions and expressing his or her ability to do or not do something with some hesitancy because of the need to rephrase and search for words.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Participate in social conversations held in pairs or in small groups in which he or she discusses personal likes, dislikes, wants, and feelings; and familiar events, problems, and situations using purposeful and somewhat varied vocabulary.</li> <li>Contribute to classroom and small group academic discussions by asking/answering questions, agreeing/ disagreeing with others, and making comparisons with some hesitancy because of the need to rephrase and search for words.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Participate in expanded social conversations held in pairs or in small groups in which he or she discusses personal likes, dislikes, wants, and feelings; and familiar events, problems, and situations using accurate and varied vocabulary.</li> <li>Contribute to classroom and small group academic discussions by asking/answering questions, agreeing/ disagreeing with others, and making comparisons with occasional hesitancy because of the need to rephrase and search for words.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Open, develop, and close social conversations with small groups in which he or she discusses personal likes, dislikes, wants, and feelings; familiar events, problems, and situations; and other familiar topics using precise and descriptive vocabulary.</li> <li>Contribute to classroom and academic discussions by asking/answering questions, agreeing/ disagreeing with others, making comparisons, and expressing interests and preferences related to class projects and discussions. (LS-F3)</li> </ul> <p>* Correlated to the Foundations level for 3<sup>rd</sup> grade.</p>

\* Correlations to Arizona's Academic Standards for 1<sup>st</sup> and 2<sup>nd</sup> grades are provided in the **Correlation Guide**.

## ELL II

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> <ul style="list-style-type: none"> <li>Greet and take leave in socially and culturally appropriate ways.</li> <li>Describe a person, object, or situation in some detail.</li> <li>Issue 2- to 3-word basic, routine directions and commands in a manner that the listener can follow, although meaning may be conveyed by gestures.</li> <li>Answer basic questions about read-aloud stories with 1- or 2-word responses.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Role-play a telephone conversation with others, using English in socially and culturally appropriate ways.</li> <li>Ask and respond to questions about the size, color, shape, physical characteristics, and number of familiar objects, using accurate and somewhat limited vocabulary.</li> <li>Issue single-step directions and commands in a manner that the listener can follow, with less reliance on gestures to convey meaning.</li> <li>Retell simple stories in a logical sequence, using key words, phrases, and simple sentences.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Interact with adults and peers in formal and informal settings, using English in socially and culturally appropriate ways</li> <li>Ask and respond to questions about various attributes of people, objects, events, and situations, using purposeful and somewhat varied vocabulary.</li> <li>Issue 1- to 2-step routine directions in a manner that the listener can follow.</li> <li>Relate simple stories or events about personal experiences, using logical organization and some descriptive words.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Use English and his or her native language appropriately in a multilingual social situation (e.g., cooperative games and activities).</li> <li>Ask and respond to questions about the similarities and differences in people, objects, events, and situations in some detail, using natural and varied vocabulary.</li> <li>Issue 2- to 3-step routine directions in a manner that the listener can follow.</li> <li>Relate simple stories or events about routine activities, using logical organization and natural and varied vocabulary.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Give and receive compliments, show gratitude, and express apologies in socially and culturally appropriate ways through verbal and nonverbal means.</li> <li>Describe people, objects, events, and situations in detail (e.g., location, appearance, function, actions), using precise and descriptive vocabulary.</li> <li>Issue multiple-step routine directions and instructions in a manner that the listener can follow, including basic references to time, location, and movement. (LS-F2)</li> <li>Present coherent personal narrative about ideas, events, or activities of interest that include an introduction, development, and conclusion that listeners can follow. (LS-F3)</li> </ul>

\* Correlations to Arizona's Academic Standards for 1<sup>st</sup> and 2<sup>nd</sup> grades are provided in the **Correlation Guide**.

## ELL II

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i></b></p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Speak, with satisfactory control over English grammatical structures and linguistic forms outlined in the earlier stage of proficiency (ELL I); however, errors and pronunciation difficulties still may impede communication.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Speak, using English grammatical structures and linguistic forms outlined in the Advanced Level (and in ELL I); however, <b>many</b> errors or irregular forms <b>often</b> impede communication.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Speak, using English grammatical structures and linguistic forms outlined in the Advanced Level (and in ELL I); however, <b>habitual</b> errors <b>sometimes</b> impede communication.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Speak, using English grammatical structures and linguistic forms outlined in the Advanced Level (and in ELL I); however, <b>some</b> errors occur, although they <b>do not</b> impede communication.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Speak in phrases and sentences, using the following English grammatical structures and linguistic forms with <b>occasional</b> errors: <ul style="list-style-type: none"> <li>▪ verb tenses (past and past progressive tenses, modal auxiliaries);</li> <li>▪ subject-verb agreement;</li> <li>▪ complete sentences;</li> <li>▪ comparative and superlative structures;</li> <li>▪ pronouns, antecedents, pronouns in the possessive, objective, and demonstrative forms; and,</li> <li>▪ prepositions of direction and motion; adverbs of manner and sequence (quickly, finally).</li> </ul> </li> </ul> <p>* Correlated to the Foundations level for 3<sup>rd</sup> grade.</p>

\* Correlations to Arizona's Academic Standards for 1<sup>st</sup> and 2<sup>nd</sup> grades are provided in the **Correlation Guide**.

## ELL II

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> <ul style="list-style-type: none"> <li>Comprehend key words, <i>formulaic</i> phrases, and most short sentences in simple predictable conversations on topics of immediate personal relevance (e.g., basic social interactions, needs, warnings) when spoken slowly with frequent rephrasing, repetitions, and contextual clues.</li> <li>Comprehend and follow 1-step directions related to the position of one's movement in space, accompanied by contextual cues and gestures.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Comprehend and follow 2- to 3-step directions related to the position of one's movement in space, accompanied by contextual cues and gestures.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Comprehend and follow short predictable discourse on familiar matters, including familiar events, routines, objects, and people; likes, dislikes, wants, and feelings; and, invitations and apologies when spoken slowly with some rephrasing, repetitions, and contextual clues.</li> <li>Comprehend and follow 3- to 4-step directions related to the position of one's movement in space.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Comprehend and follow short predictable discourse on familiar matters, including familiar events, routines, objects, and people; likes, dislikes, wants, and feelings; and, invitations and apologies when spoken at a normal rate with some rephrasing, repetitions, and contextual clues.</li> <li>Comprehend and follow 3- to 4-step directions related to the position, frequency, and duration of one's movements in space.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Comprehend and follow short predictable discourse on familiar matters, including familiar events, routines, objects, and people; likes, dislikes, wants, and feelings; and, invitations and apologies when spoken at a normal rate.</li> <li>Comprehend and follow multiple-step directions related to the position, frequency, and duration of one's movements in space. (LS-F2)</li> </ul> <p>* Correlated to the Foundations level for 3<sup>rd</sup> grade.</p>

\* Correlations to Arizona's Academic Standards for 1<sup>st</sup> and 2<sup>nd</sup> grades are provided in the **Correlation Guide**.

## ELL III

**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. They 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. Listening communications consist of 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><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> <ul style="list-style-type: none"> <li>Participate in social conversations held in pairs or in groups on his or her basic needs, wants, feelings, and plans; and familiar events, using accurate but limited vocabulary.</li> <li>Contribute to classroom and small group academic discussions by asking/answering questions and making comparisons with considerable hesitancy because of the need to rephrase and search for words.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Participate in social conversations held in pairs or in groups on immediate and future needs, wants, and plans; and familiar topics of personal reference, using accurate but somewhat limited vocabulary.</li> <li>Contribute to classroom and small group academic discussions by asking/answering questions, agreeing/disagreeing with others, and making comparisons with some hesitancy because of the need to rephrase and search for words.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Participate in social conversations held in pairs or in groups by asking and responding to questions, providing advice, granting permission, describing past events, and posing hypotheticals, using purposeful and somewhat varied vocabulary.</li> <li>Contribute to classroom and academic discussions by giving suggestions, describing past and proposing hypothetical events, and expressing intentions and possibilities with some hesitancy because of the need to rephrase and search for words.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Participate in social conversations held in pairs or in groups by asking and responding to questions, providing advice, granting permission, describing past events, and posing hypotheticals, using accurate and varied vocabulary.</li> <li>Contribute to classroom and academic discussions by giving suggestions, describing past and proposing hypothetical events, and expressing intentions and possibilities with occasional hesitancy because of the need to rephrase and search for words.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Open, develop, and close extended social conversations held in pairs or in groups by asking and responding to questions, providing advice, granting permission, describing past events, and posing hypotheticals, using precise and descriptive vocabulary.</li> <li>Contribute to classroom and academic discussions by giving suggestions, describing past and proposing hypothetical events, and expressing intentions and possibilities, exhibiting some ability to employ circumlocution (i.e., the ability to find another way to say something).</li> </ul> <p>* Correlated to the Essentials level for 5<sup>th</sup> grade.</p>

## ELL III

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> <ul style="list-style-type: none"> <li>Greet and take leave appropriately in a variety of settings.</li> <li>Ask and respond to basic instructional questions on the content presented (e.g., who, what, where, when, why, how), using words and phrases.</li> <li>Relate stories or events about routine activities, using logical organization and accurate but limited vocabulary.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Give and receive compliments, show gratitude, and express apologies in socially and culturally appropriate ways through verbal and nonverbal means.</li> <li>Ask and respond to basic instructional questions on the content presented (e.g., who, what, where, when, why, how), using phrases and simple sentences.</li> <li>Relate stories or events about personal experiences, using logical organization and some descriptive vocabulary.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Give and receive compliments, show gratitude, apologize, and express anger or impatience in socially and culturally appropriate ways through verbal and nonverbal means.</li> <li>Ask and respond to instructional questions on the content presented (e.g., What part of the story was more important?) using phrases and sentences.</li> <li>Present coherent personal narratives about ideas, events, or activities of interest, using logical organization and purposeful and somewhat varied vocabulary.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Determine appropriate topics for interaction given audience and setting, including when it is appropriate to tell a joke.</li> <li>Ask and respond to instructional questions on the content presented (e.g., What part of the story was more important?) with more extensive descriptive comments.</li> <li>Prepare and deliver a short oral report in a content area and effectively convey the information in connected discourse with natural and varied vocabulary.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Advise peers on appropriate verbal and nonverbal behavior given the audience and setting.</li> <li>Ask and respond to instructional questions on the content presented (e.g., How do the events of this story relate to your experiences?) with extended explanation.</li> <li>Prepare and deliver a short oral report in a content area and effectively convey the information through verbal and nonverbal communications in connected discourse with accurate and precise vocabulary. (LS-E1, LS-E2)</li> </ul> <p>* Correlated to the Essentials level for 5<sup>th</sup> grade.</p>

\* Correlations to Arizona's Academic Standards for 4<sup>th</sup> grade is provided in the **Correlation Guide**.

## ELL III

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i></b></p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Speak with satisfactory control over the English grammatical structures and linguistic forms defined in earlier stages of proficiency (ELL I-II); however, errors and pronunciation difficulties still may impede communication.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Speak using English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-II); however, <b>many</b> errors or irregular forms <b>often</b> impede communication.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Speak using English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-II); however, <b>habitual</b> errors <b>sometimes</b> impede communication.</li> <li>• Use phrases and simple sentences, showing some evidence of connected discourse (e.g., the use of words such as <i>and, but, first, next, then, because, however, therefore.</i>)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Speak using English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-II); however, <b>some</b> errors occur, although they <b>do not</b> impede communication.</li> <li>• Arrange phrases, clauses, and sentences into correct and meaningful patterns.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Speak using the following English grammatical structures and linguistic forms, with <b>occasional</b> errors: <ul style="list-style-type: none"> <li>▪ verb tenses (present perfect, present perfect progressive tenses, present real conditional, habitual past);</li> <li>▪ various types of pronouns, including reflexive pronouns; and,</li> <li>▪ simple/compound sentences.</li> </ul> </li> <li>• Present information in coherent connected discourse.</li> </ul> <p>* Correlated to the Essentials level for 5<sup>th</sup> grade.</p>

\* Correlations to Arizona's Academic Standards for 4<sup>th</sup> grade is provided in the **Correlation Guide**.

## ELL III

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> <ul style="list-style-type: none"> <li>Recognize topics in read-aloud stories when spoken slowly and with repetitions, rephrasing, and clarifications.</li> <li>Comprehend and follow 3- to 4-step directions related to the position of one's movements in space.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Restate basic facts from read-aloud stories and content area presentations with contextual support (e.g., graphic organizers, posters, diagrams), repetitions, rephrasing, and clarifications.</li> <li>Comprehend and follow 3- to 4-step directions related to the position, frequency, and duration of one's movements in space.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Restate the factual details, key words and expressions, and overall gist of read-aloud stories and content area presentations with contextual support, repetitions, rephrasing, and clarifications.</li> <li><b>Sometimes</b> comprehend and follow multiple-step instructions (4 or more steps) for familiar processes or procedures.</li> </ul>	<p>The student will:</p> <ul 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 contextual support, repetitions, rephrasing, and clarifications.</li> <li><b>Often</b> comprehend and follow multiple-step instructions (4 or more steps) for familiar processes or procedures.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Distinguish fact from opinion from read-aloud stories and content area presentations with contextual support, repetitions, rephrasing, and clarifications.</li> <li><b>Consistently</b> comprehend and follow multiple-step instructions (4 or more steps) for familiar processes or procedures.</li> </ul> <p>* Correlated to the Essentials level for 5<sup>th</sup> grade.</p>

\* Correlations to Arizona's Academic Standards for 4<sup>th</sup> grade is provided in the **Correlation Guide**.

## ELL IV

**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> <ul style="list-style-type: none"> <li>Participate in social conversations held in pairs or in groups by asking/responding to questions, describing past events, and posing hypotheticals, using <b>accurate but limited</b> vocabulary.</li> <li>Contribute to classroom and academic discussions by making suggestions, describing past events, and proposing hypotheticals, with <b>considerable hesitancy</b> because of the need to rephrase and search for words.</li> <li>Ask others to give, confirm, and clarify information, as needed.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Participate in social conversations held in pairs or in groups by asking/responding to questions, describing past events, and posing hypotheticals, using <b>accurate but somewhat limited</b> vocabulary.</li> <li>Contribute to classroom and academic discussions by making suggestions, describing past events, proposing hypotheticals, and expressing intentions and possibilities with <b>some hesitancy</b> because of the need to rephrase and search for words.</li> <li>Initiate questions in order to analyze and compare information needed for decision-making.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Participate in social conversations held in pairs or in groups by asking/responding to questions, expressing feelings, and summarizing/reporting on events, using <b>purposeful and somewhat varied</b> vocabulary.</li> <li>Contribute to classroom and academic discussions by making predictions, summarizing/reporting on situations, and drawing inferences with <b>some hesitancy</b> because of the need to rephrase and search for words.</li> <li>Respond to questions to clarify and confirm accuracy of information.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Participate in social conversations held in pairs or in groups by asking/responding to questions, expressing feelings, and summarizing/reporting on events, using <b>accurate and varied</b> vocabulary.</li> <li>Contribute to classroom and academic discussions by making predictions, summarizing/reporting on situations, and drawing inferences with <b>occasional hesitancy</b> because of the need to rephrase and search for words.</li> <li>Respond to some complex, open-ended questions about newly-learned information.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Open, develop, and close extended social conversations by asking and responding to questions, expressing feelings, and summarizing/reporting on events, using <b>precise and descriptive</b> vocabulary.</li> <li>Initiate and sustain classroom and academic discussions by making predictions, summarizing/reporting on situations, and drawing inferences, using a variety of strategies to keep the discussion on track and on topic.</li> <li>Question, solicit, and restate information about newly-learned information. (LS-E4)</li> </ul> <p>* Correlated to the Essentials level for 8<sup>th</sup> grade.</p>

## ELL IV

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> <ul style="list-style-type: none"> <li>• Use the appropriate degree of formality with different audiences and settings.</li> <li>• Prepare and deliver oral narratives, using an introduction, development, and conclusion.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Recognize and use standard English and <i>vernacular dialects</i> appropriately given the audience and setting.</li> <li>• Speak on familiar academic topics, using an introduction, development, and conclusion with accurate and somewhat limited vocabulary.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Express sympathy, empathy, and gratitude in socially and culturally appropriate ways through verbal and nonverbal means.</li> <li>• 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 with purposeful and somewhat varied vocabulary.</li> <li>• Briefly interview another student about his or her experiences, interests, and preferences, and take appropriate notes.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Respond to and express humor in socially and culturally appropriate ways through verbal and nonverbal means.</li> <li>• Prepare and deliver oral reports in a content area that express main ideas and provide detailed descriptions and explanations, using natural and varied vocabulary.</li> <li>• Interview another student or adult about his or her interests, experiences, and preferences, and summarize the responses.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Respond to and use idiomatic speech appropriately.</li> <li>• Prepare and deliver oral reports in a content area and effectively convey the information and ideas through verbal and nonverbal communications in connected discourse with precise and descriptive vocabulary. (LS-E1, LS-E2)</li> <li>• Interview another student or adult about his or her interests, experiences, preferences, and opinions; evaluate responses both as interviewer and interviewee. (LS-E3)</li> </ul> <p>* Correlated to the Essentials level for 8<sup>th</sup> grade.</p>

\* Correlations to Arizona's Academic Standards for 6<sup>th</sup> and 7<sup>th</sup> grades are provided in the **Correlation Guide**.

## ELL IV

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i></b></p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Speak, demonstrating satisfactory control over the English grammatical structures and linguistic forms defined in earlier stages of proficiency.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Speak, using English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-III); however, <b>many</b> errors or irregular forms <b>often</b> impede communication.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Speak, using English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-III); however, <b>habitual</b> errors <b>sometimes</b> impede communication.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Speak, using English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-III); <b>some</b> errors occur, although they <b>do not</b> impede communication.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Speak, using the following English grammatical structures and linguistic forms, with <b>occasional</b> errors: <ul style="list-style-type: none"> <li>▪ verb tenses (past perfect, future perfect, future perfect progressive, present unreal conditional, three-part phrasal verbs);</li> <li>▪ subject-verb agreement;</li> <li>▪ compound/complex sentences; and,</li> <li>▪ various modifiers and transitional devices.</li> </ul> </li> </ul> <p>* Correlated to the Essentials level for 8<sup>th</sup> grade.</p>

\* Correlations to Arizona's Academic Standards for 6<sup>th</sup> and 7<sup>th</sup> grades are provided in the **Correlation Guide**.

## ELL IV

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> <ul style="list-style-type: none"> <li>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.</li> <li>Comprehend sets of instructions related to tasks on familiar processes or procedures.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Integrate a few pieces of oral information to complete a task on familiar processes or procedures.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Integrate several detailed pieces of oral information to complete a task on familiar processes or procedures.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Follow an extended set of multi-step instructions on tasks for familiar processes or procedures.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Respond to requests for facts and evaluate opinions, attitudes, and point of view of speakers in a broad range of persuasive and expressive personal, social, and academic topics when working in pairs, small groups, or during whole-class discussions. (LS-E4)</li> <li>Follow an extended set of multi-step instructions on tasks for less familiar processes or procedures.</li> </ul> <p>* Correlated to the Essentials level for 8<sup>th</sup> grade.</p>

\* Correlations to Arizona's Academic Standards for 6<sup>th</sup> and 7<sup>th</sup> grades are provided in the **Correlation Guide**.

## ELL V

**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 unfamiliar and technical ones. Listening communications come in the form of lectures, debates, discussions, and critiques. Students are able to comprehend nuanced meaning represented by speech variations in stress, intonation, pace, and rhythm. They engage in most communications with minimal errors. Students 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.

<b>Delivery of Oral Communications</b>	<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
<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> <ul style="list-style-type: none"> <li>Obtain, provide, and exchange basic but key information to complete many practical, social, or academic tasks.</li> <li>Contribute to classroom and academic discussions by summarizing/ reporting on events; expressing opinions, feelings, and reservations; and drawing inferences with considerable hesitancy because of the need to rephrase and search for words.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Communicate with sustained and connected discourse in most social, practical, and academic settings, including expressing feelings and summarizing, explaining, and extending information.</li> <li>Contribute to classroom and academic discussions by summarizing/ reporting on events; expressing opinions, feelings, and reservations; and drawing inferences with some hesitancy because of the need to rephrase and search for words.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Communicate with adequate fluency and intelligibility in most social, practical, and academic settings, including obtaining, exchanging, and presenting feelings, observations, information, feedback, ideas, and opinions.</li> <li>Contribute to classroom and academic discussions by asking/answering questions, giving/ responding to feedback, supporting/refuting opinions, and analyzing points of view with some hesitancy because of the need to rephrase and search for words.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Communicate effectively and confidently in most practical, social, and academic settings, including obtaining, exchanging, and presenting feelings, observations, information, feedback, ideas, and opinions.</li> <li>Contribute to classroom and academic discussions by asking/answering questions, giving/ responding to feedback, supporting/refuting opinions, and analyzing points of view with occasional hesitancy because of the need to rephrase and search for words.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Communicate with elaboration and proper documentation in practical, social, and academic settings, including obtaining, exchanging, and presenting feelings, observations, information, feedback, ideas, and opinions.</li> <li>Interact with others to coordinate academic tasks, including asking/ answering questions, giving/ responding to feedback, supporting/ refuting opinions, and analyzing points of view, using a variety of strategies to keep the discussion on track and on topic.</li> </ul> <p>* Correlated to the Proficient level for 12<sup>th</sup> grade.</p>

\* Correlations to Arizona's Academic Standards for 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades are provided in the **Correlation Guide**.

## ELL V

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> <ul style="list-style-type: none"> <li>• Use appropriate register for business and friendly transactions.</li> <li>• Prepare and deliver a short oral report in a content area and effectively convey the information with connected discourse.</li> <li>• Give clear multi-step instructions to carry out a familiar process.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Select topics appropriate to discuss in an interview.</li> <li>• Deliver an impromptu speech on a particular subject that is organized and tailored to the audience, using accurate but somewhat limited vocabulary.</li> <li>• Give clear, detailed multi-step instructions to carry out a familiar process.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Recognize and apply the style of speech used in an interview and in formal and informal meetings.</li> <li>• Deliver an impromptu speech on a particular subject that is organized and tailored to the audience, using purposeful and somewhat varied vocabulary.</li> <li>• Give clear, detailed multi-step instructions to carry out a familiar process.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Interpret humor in a political cartoon, situation comedy, or a joke.</li> <li>• 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 natural and varied vocabulary.</li> <li>• Convey the sequence of steps in spoken directions, using clear reference and precise vocabulary.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Recognize and interpret irony, sarcasm, and humor in a variety of interactions.</li> <li>• 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 precise and descriptive vocabulary. (LS-P1, LS-P2)</li> <li>• Convey the sequence of steps in an extended set of spoken directions, using clear reference and precise vocabulary.</li> </ul> <p>* Correlated to the Proficient level for 12<sup>th</sup> grade.</p>

\* Correlations to Arizona's Academic Standards for 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades are provided in the **Correlation Guide**.

## ELL V

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i></b></p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Speak with satisfactory control over English grammatical structures and linguistic forms defined in earlier stages of proficiency (ELL I-IV), with some lapses and code-switching into his or her first language.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Speak with some fluency, intelligibility, and mastery of a variety of English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-IV); however, <b>many</b> errors <b>often</b> impede communication</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Speak with adequate fluency, intelligibility, and mastery of a variety of English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-IV); however, <b>habitual</b> errors <b>sometimes</b> impede communication.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Speak with fluency, flexibility, and mastery of a variety of English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-IV); <b>some</b> errors occur, although they <b>rarely</b> impede communication.</li> <li>• Use appropriate rhetorical discourse markers, phrases, and sentences to help the listener follow (e.g., definitions, generalizations, summary).</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Speak, using near native-like fluency, with flexibility and the mastery of a variety of English grammatical structures and linguistic forms with <b>occasional</b> errors, including: <ul style="list-style-type: none"> <li>▪ verb tenses (past perfect progressive and future perfect progressive tenses, past unreal conditionals, modals in past tense);</li> <li>▪ transitional devices; and,</li> <li>▪ varied sentence structures.</li> </ul> </li> <li>• Demonstrate linguistic control and adjust language for clarity and accuracy.</li> </ul> <p>* Correlated to the Proficient level for 12<sup>th</sup> grade.</p>

\* Correlations to Arizona's Academic Standards for 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades are provided in the **Correlation Guide**.

## ELL V

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> <ul style="list-style-type: none"> <li>Paraphrase main ideas of a range of general interest conversations and academic presentations on familiar topics delivered at a normal rate of speech.</li> <li>Identify something about the emotional state of the speaker from the tone and intonation of the discourse.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Identify the emotional tone and register of oral discourse.</li> <li>Identify the component parts of a presentation (e.g., introduction, topic development, topic shift, and conclusion).</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Interpret some of “unspoken” attitudinal nuance, emotional tone, and register of oral discourse.</li> <li>Identify <i>rhetorical signals</i> of chronological order, comparison and contrast, and cause and effect in formal and informal presentations.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Interpret the “unspoken” attitudinal nuance, emotional tone, and register of oral discourse, and infer speaker’s bias.</li> <li>Evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, <i>consultative</i>, <i>casual</i>, and intimate.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>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. (LS-P5)</li> <li>Interpret the situation, relationship, attitudes, and mood of participants in a discourse or an interview; take appropriate notes and summarize the information learned. (LS-P4)</li> <li>Evaluate the overall effectiveness of informal and formal presentations that use illustrations, statistics, comparisons, and analogies. (LS-P5)</li> </ul> <p>* Correlated to the Proficient level for 12<sup>th</sup> grade.</p>

\* Correlations to Arizona’s Academic Standards for 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades are provided in the **Correlation Guide**.