

ELP Standards Teachers' Guide
Listening & Speaking
ELL I (Correlates to Kindergarten)

ELL I Delivery of Oral Communication

Standard: The student will express orally his or her own thinking and ideas.

| Language Skills The student is able to: | Performance Objectives The student is able to: | Themes, Topics, and Teaching Strategies | Sample Activities | DSI Focus | Correlating Academic Language Arts Content Objectives |
|---|---|---|-------------------|-----------|--|
| <p>1. Respond to social interactions.</p> | <p>Use key words, phrases, and simple sentences.</p> | <ul style="list-style-type: none"> • Respond to greetings • Introduce self • Initiate greetings, courtesies, leave-taking • Provide personal information • Ask about another person • Answer questions about personal information | | | <p>Standard 3: Listening and Speaking Readiness (Kindergarten)</p> <p>LS-R3. Share ideas, information, opinions, and questions. LS-R5. Participate in group discussions.</p> |
| <p>2. Communicate immediate personal and survival needs.</p> | <p>Use key words, phrases, and simple sentences.</p> | <ul style="list-style-type: none"> • Say “bathroom” while pointing to the door • Say “I’m hungry” or convey other essential needs | | | <p>Standard 3: Listening and Speaking Readiness (Kindergarten)</p> <p>LS-R3. Share ideas, information, opinions, and questions.</p> |

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| <p>3. Identify by name familiar objects, people, and events.</p> | <p>Use key words, phrases, and simple sentences.</p> | <ul style="list-style-type: none"> • Family members • Body parts • Clothing • Pets • Foods • Common occupations • Seasons • Common school, classroom, and home objects | | | <p>Standard 3: Listening and Speaking Readiness (Kindergarten)</p> <p>LS-R3. Share ideas, information, opinions, and questions.</p> |
| <p>4. Recite rhymes, songs, and poems.</p> | <p>Use key words, phrases, and simple sentences.</p> | | | | <p>no correlation</p> |
| <p>5. Retell simple stories placing events in sequence.</p> | <p>Use key words, phrases, and simple sentences.</p> <p>Use some detail.</p> <p>Place events in sequence.</p> | | | | <p>Standard 3: Listening and Speaking Readiness (Kindergarten)</p> <p>LS-R1. Tell or retell a personal experience or creative story in a logical sequence.</p> |

ELL I Standard English Conventions

Standard: The student will identify and apply conventions of standard English in his or her communications.

| Language Skills | Performance Objectives | Themes, Topics, and Teaching Strategies | Sample Activities | DSI Focus | Correlating Academic Language Arts Content Objectives |
|---|---|---|-------------------|-----------|---|
| The student is able to: | The student is able to: | | | | |
| 1. Speak using verb tenses: present tense (including “to be”), past tense, and future tense. | Use short phrases and simple sentences. | | | | no correlation |
| 2. Speak using adjectives. | Use short phrases and simple sentences. | | | | no correlation |

ELL I Comprehension of Oral Communications

Standard: The student will listen actively to the ideas of others in order to acquire new knowledge.

| Language Skills The student is able to: | Performance Objectives The student is able to: | Themes, Topics, and Teaching Strategies | Sample Activities | DSI Focus | Correlating Academic Language Arts Content Objectives |
|---|---|--|-------------------|-----------|--|
| <p>1. Respond orally to read-aloud stories.</p> | <p>Use key words, short phrases, and simple sentences.</p> <p>Ask and answer questions.</p> | <ul style="list-style-type: none"> • Ask and answer questions about read-aloud stories | | | <p>Standard 3: Listening and Speaking Readiness (Kindergarten)</p> <p>LS-R4. Listen and respond to stories, poems, and non-fiction.</p> |
| <p>2. Identify basic sequences of events in stories.</p> | <p>Use key words.</p> <p>Identify basic sequences of events in stories.</p> | <ul style="list-style-type: none"> • Read stories aloud • Arrange a series of pictures in sequence • Use physical actions | | | <p>Standard 3: Listening and Speaking Readiness (Kindergarten)</p> <p>LS-R1. Tell or retell a personal experience or creative story in a logical sequence.</p> |

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| <p>3. Follow oral directions for classroom activities.</p> | <p>Follow two- to three-step directions.</p> <p>Follow oral directions for science lab investigations.</p> <p>Follow oral directions to solve math problems.</p> | <ul style="list-style-type: none"> • Use picture cues to assist | | | <p>Standard 3: Listening and Speaking Readiness (Kindergarten)</p> <p>LS-R2. Follow simple directions.</p> |
| <p>4. Comprehend words, phrases, and short sentences on topics of personal relevance.</p> | <p>Comprehend words, phrases, and short sentences when spoken slowly.</p> | <ul style="list-style-type: none"> • Use rephrasing and repetition • Use contextual clues • Understand conversations on topics of personal relevance, such as: <ul style="list-style-type: none"> • <i>basic greetings and leave-taking</i> • <i>social courtesies</i> • <i>basic needs</i> • <i>personal information and abilities</i> | | | <p>no correlation</p> |

ELP Standards Teachers' Guide

Listening & Speaking

ELL II (Correlates to Grades 1-2)

ELL II Delivery of Oral Communication

Standard: The student will express orally his or her own thinking and ideas.

| Language Skills | Performance Objectives | Themes, Topics, and Teaching Strategies | Sample Activities | DSI Focus | Correlating Academic Language Arts Content Objectives |
|--|---|---|-------------------|-----------|---|
| The student is able to: | The student is able to: | | | | |
| 1. Respond to social interactions. | <p>Use key words, phrases, and simple sentences.</p> <p>Respond appropriately to social interactions.</p> | <ul style="list-style-type: none"> • Provide personal information (name, address, age) • Introduce self • Ask about another person • Answer questions about personal information • Participate in small group discussions | | | <p>Standard 3: Listening and Speaking Readiness (Kindergarten)</p> <p>LS-R3. Share ideas, information, opinions, and questions.</p> <p>LS-R5. Participate in group discussions.</p> |
| 2. Participate in small group social conversations and discussions. | <p>Use phrases and simple and more complex sentences.</p> | <ul style="list-style-type: none"> • Use pairs or other small groups • Greet familiar and unfamiliar people • Respond appropriately to introductions by other people • Ask detailed questions about personal information • Respond to detailed questions about personal information • Exchange personal information • Discuss personal experiences, abilities, and needs | | | <p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p> |

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| <p>3. Communicate immediate personal and survival needs.</p> | <p>Use key words, phrases, and simple sentences.</p> | <ul style="list-style-type: none"> • Say “bathroom” while pointing to the door • Say “I’m hungry” or convey other essential needs | | | <p>Standard 3: Listening and Speaking Readiness (Kindergarten)</p> <p>LS-R3. Share ideas, information, opinions, and questions.</p> |
| <p>4. Role-play a telephone conversation with another person where more than one issue is discussed.</p> | <p>Use English in socially and culturally appropriate ways and uses key words, phrases, and simple sentences.</p> | <ul style="list-style-type: none"> • Role-play a telephone conversation | | | <p>no correlation</p> |
| <p>5. Identify by name familiar objects, people, and events.</p> | <p>Use key words, phrases, and simple sentences.</p> | <ul style="list-style-type: none"> • Family members • Body parts • Clothing • Pets • Foods • Common occupations • Seasons • Common school, classroom, and home objects | | | <p>Standard 3: Listening and Speaking Readiness (Kindergarten)</p> <p>LS-R3. Share ideas, information, opinions, and questions.</p> |

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| <p>6. Describe familiar objects, people, and events.</p> | <p>Use both general and specific words and phrases.</p> <p>Use some detail.</p> | | | | <p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p> |
| <p>7. Recite rhymes, songs, and poems.</p> | <p>Use expressive wording and phrasing.</p> <p>Use clear diction and volume.</p> | | | | <p>no correlation</p> |
| <p>8. Retell stories placing events in sequence.</p> | <p>Include details about the events, characters, and setting.</p> <p>Use basic story grammar.</p> <p>Use phrases and simple and more complex sentences.</p> | | | | <p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F3. Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts, or opinions for a variety of speaking purposes, such as giving directions, relating personal experiences, telling a story, or presenting a report.</p> |

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| <p>9. Contribute to classroom and small group academic discussions.</p> | <p>Use phrases and simple and more complex sentences.</p> | <ul style="list-style-type: none"> • Ask and answer questions • Express abilities • Attract attention to a situation, such as: <ul style="list-style-type: none"> • <i>Help me, please.</i> • <i>Excuse me.</i> • <i>Please repeat that.</i> • <i>Is this correct?</i> • Make comparisons, such as: <ul style="list-style-type: none"> • <i>stating similarities and differences in objects, people, and events</i> | | | <p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p> |
| <p>10. Issue one- to two-step routine directions and commands.</p> | <p>Use a manner that the listener can follow.</p> <p>Use phrases and simple and more complex sentences.</p> | | | | <p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F2. Give and follow multiple-step directions.</p> |

ELL II Standard English Conventions

Standard: The student will identify and apply conventions of standard English in his or her communications.

| Language Skills | Performance Objectives | Themes, Topics, and Teaching Strategies | Sample Activities | DSI Focus | Correlating Academic Language Arts Content Objectives |
|--|---|---|-------------------|-----------|---|
| The student is able to: | The student is able to: | | | | |
| 1. Use various verb tenses. | Use present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries. | | | | no correlation |
| 2. Use nouns, personal pronouns (subjective, objective, and possessive), verbs, and adjectives. | Use simple sentences. | | | | no correlation |
| 3. Use basic subject-verb agreement. | Use simple sentences. | | | | no correlation |

ELL II Comprehension of Oral Communications

Standard: *The student will listen actively to the ideas of others in order to acquire new knowledge.*

| Language Skills The student is able to: | Performance Objectives The student is able to: | Themes, Topics, and Teaching Strategies | Sample Activities | DSI Focus | Correlating Academic Language Arts Content Objectives |
|--|---|---|--------------------------|------------------|--|
| 1. Respond orally to read-aloud stories. | Place events in sequence. Identify key details. Use key words, short phrases, and simple sentences. Use accurate and somewhat varied vocabulary. | | | | Standard 3: Listening and Speaking Foundations (Grades 1-3) LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information. |
| 2. Follow multiple-step oral directions for classroom and other activities. | Follow three- to four-step oral directions. Follow three- to four-step oral directions for science lab investigations. Follow three- to four-step oral directions to solve math problems. | <ul style="list-style-type: none"> • Use clear contextual clues | | | Standard 3: Listening and Speaking Foundations (Grades 1-3) LS-F2. Give and follow multiple-step directions. |
| 3. Comprehends a range of expressions. | Understand when spoken slowly with some rephrasing, repetitions, and contextual clues. | <ul style="list-style-type: none"> • Understand expressions used to: <ul style="list-style-type: none"> • <i>request personal details</i> • <i>direct classroom activities</i> • <i>identify people, objects, and events</i> • <i>ask/grant permission</i> • Follow short predictable discourse on familiar topics | | | no correlation |

ELP Standards Teachers' Guide
Listening & Speaking
ELL III (Correlates to Grades 3-5)

ELL III Delivery of Oral Communication

Standard: The student will express orally his or her own thinking and ideas.

| Language Skills The student is able to: | Performance Objectives The student is able to: | Themes, Topics, and Teaching Strategies | Sample Activities | DSI Focus | Correlating Academic Language Arts Content Objectives |
|--|---|--|--------------------------|------------------|--|
| 1. Participate in social conversations and discussions. | Use phrases, clauses, and simple and more complex sentences in coherent, connected discourse. | <ul style="list-style-type: none"> • Use small groups or pairs • Exchange personal information • Discuss personal experiences, abilities, and needs • Use words such as <i>and, but, first, next, then, because, however, therefore</i> • Express likes, dislikes, and wants • Give invitations and apologies • Describe common events and routines • Ask for and grant permission | | | Standard 3: Listening and Speaking Essentials (Grade 4-8) LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee. |

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| <p>2. Interact with adults and peers in formal and informal settings.</p> | <p>Use phrases, clauses, and simple and more complex sentences.</p> <p>Use English in socially and culturally appropriate ways.</p> | <ul style="list-style-type: none"> • Role-play a telephone conversation with another person and discuss several issues • Give and receive compliments • Show gratitude • Express apologies • Express various emotions | | | <p>no correlation</p> |
| <p>3. Ask and respond to instructional questions on the content presented.</p> | <p>Use key words, phrases, and sentences.</p> <p>Use more extensive descriptive comments.</p> | <ul style="list-style-type: none"> • Use <i>who, what, where, when, why, and how</i> questions | | | <p>Standard 3: Listening and Speaking Essentials (Grade 4-8)</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> |

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| <p>4. Contribute to classroom and small group academic discussions.</p> | <p>Use simple and complex sentences.</p> <p>Use accurate and varied vocabulary.</p> | <ul style="list-style-type: none"> • Ask and answer questions • Express abilities • Attract attention to a situation, such as: <ul style="list-style-type: none"> • <i>Help me, please.</i> • <i>Excuse me.</i> • <i>Please repeat that.</i> • <i>Is this correct?</i> • Make comparisons, such as: <ul style="list-style-type: none"> • <i>stating similarities and differences in objects, people, and events</i> • Agree and disagree with others • Give suggestions • Describe events • Express possibilities and probabilities • Use another means of expression, such as: <ul style="list-style-type: none"> • <i>synonyms</i> • <i>circumlocution</i> | | | <p>Standard 3: Listening and Speaking Essentials (Grade 4-8)</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> |
| <p>5. Issue multiple-step routine directions and instructions.</p> | <p>Use a manner that the listener can follow.</p> <p>Include basic reference to time, location, and movement.</p> <p>Use phrases and simple and more complex sentences.</p> | | | | <p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F2. Give and follow multiple-step directions.</p> |

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| <p>6. Present personal narratives about ideas, events, or activities of interest.</p> | <p>Use logical organization.</p> <p>Use accurate and varied vocabulary.</p> | | | | <p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.</p> |
| <p>7. Prepare and deliver a short oral report in a content area.</p> | <p>Effectively convey information.</p> <p>Use connected discourse.</p> <p>Use accurate and somewhat varied vocabulary.</p> | | | | <p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.</p> <p>LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience.</p> |

ELL III Standard English Conventions

Standard: The student will identify and apply conventions of standard English in his or her communications.

| Language Skills | Performance Objectives | Themes, Topics, and Teaching Strategies | Sample Activities | DSI Focus | Correlating Academic Language Arts Content Objectives |
|---|--|---|-------------------|-----------|---|
| The student is able to: | The student is able to: | | | | |
| 1. Use various verb tenses. | Use present, present progressive, present perfect, present perfect progressive, present real conditional, past, irregular past, past progressive, habitual past, future, imperatives, modal auxiliaries. | | | | no correlation |
| 2. Use basic subject-verb agreement. | Use in simple sentences and some compound sentences. | | | | no correlation |
| 3. Use nouns, verbs, personal pronouns (subjective, objective, and possessive), adjectives (comparative and superlative forms), conjunctions, and adverbs. | Use in simple sentences. | | | | no correlation |
| 4. Speak in complete sentences. | Make corrections to incomplete sentences. Identify differences between colloquial and more formal language. | | | | no correlation |

ELL III Comprehension of Oral Communications

Standard: *The student will listen actively to the ideas of others in order to acquire new knowledge.*

| Language Skills The student is able to: | Performance Objectives The student is able to: | Themes, Topics, and Teaching Strategies | Sample Activities | DSI Focus | Correlating Academic Language Arts Content Objectives |
|--|---|--|-------------------|-----------|--|
| 1. Respond orally to read-aloud stories. | Place events in sequence. Identify key details. Use key words, short phrases, and simple sentences. Use accurate and somewhat varied vocabulary. | <ul style="list-style-type: none"> • Read story aloud | | | Standard 3: Listening and Speaking Foundations (Grades 1-3) LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information. |
| 2. Identify factual details, key words, and expressions, and the overall gist of read-aloud stories and content area presentations. | Identify factual details, key words, and expressions. Identify the overall gist. | <ul style="list-style-type: none"> • Use contextual support, such as: <ul style="list-style-type: none"> • <i>graphic organizers</i> • <i>posters</i> • <i>diagrams</i> • Use repetition, rephrasing, and clarifications | | | Standard 3: Listening and Speaking Essentials (Grades 4-8) LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view. |
| 3. Follow multiple-step oral directions for familiar processes and procedures. | Include four or more steps. Include oral directions related to the position, frequency, and duration of one's movements in space. Include positive and negative commands. | | | | Standard 3: Listening and Speaking Foundations (Grades 1-3) LS-F2. Give and follow multiple-step directions. |

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| <p>4. Follow predictable discourse on familiar matters.</p> | <p>Follow predictable discourse on familiar matters.</p> | <ul style="list-style-type: none"> • Speak at normal rate • Use rephrasing, repetitions, and contextual clues • Use conversations about classroom activities such as: <ul style="list-style-type: none"> • <i>identifying people, objects, and common events</i> • <i>asking for and granting permission</i> • <i>discussing personal experiences, abilities, and needs</i> • <i>giving invitations and apologies</i> • Use conversations about routines, likes, dislikes, and wants | | | <p>Standard 3: Listening and Speaking Essentials (Grade 4-8)</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> |
| <p>5. Comprehend content area words, including grade-level math, science, and social studies vocabulary.</p> | <p>Comprehend most content area words, including grade-level math, science, and social studies vocabulary.</p> | | | | <p>no correlation</p> |

ELP Standards Teachers' Guide

Listening & Speaking

ELL IV (Correlates to Grades 6-8)

ELL IV Delivery of Oral Communication

Standard: The student will express orally his or her own thinking and ideas.

| Language Skills | Performance Objectives | Themes, Topics, and Teaching Strategies | Sample Activities | DSI Focus | Correlating Academic Language Arts Content Objectives |
|--|---|--|-------------------|-----------|---|
| The student is able to: | The student is able to: | | | | |
| 1. Participate in social conversations. | Use a variety of sentences structures. Use coherent, connected discourse. Use accurate, natural, and varied vocabulary. | <ul style="list-style-type: none"> • Use small groups or pairs • Discuss personal experiences, abilities, and needs • Use words such as <i>and, but, first, next, then, because, however, therefore</i> • Express likes, dislikes, and wants • Give invitations and apologies • Describe common events and routines • Ask for and grant permission • Respond to a range of personal questions • Ask for and give advice, permission, suggestions, and reminders | | | Standard 3: Listening and Speaking Essentials (Grades 4-8) LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee. |

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| <p>2. Ask and respond to instructional questions on the content presented.</p> | <p>Use extensive, descriptive comments.</p> <p>Use an extended explanation.</p> | <ul style="list-style-type: none"> Respond to questions such as: <ul style="list-style-type: none"> <i>What part of the story was more important?</i> <i>How do the events of this story relate to your experiences?</i> | | | <p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> |
| <p>3. Contribute to classroom and small group academic discussion.</p> | <p>Use a variety of sentences structures.</p> <p>Use accurate, natural, and varied vocabulary.</p> | <ul style="list-style-type: none"> Ask and answer questions Express abilities Make comparisons Agree and disagree with others Give suggestions Describe events Express intentions, possibilities, and probabilities Pose hypotheticals Use another means of expression, such as: <ul style="list-style-type: none"> <i>synonyms</i> <i>circumlocution</i> | | | <p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view.</p> |
| <p>4. Give multiple-step directions and instructions.</p> | <p>Use a manner that the listener can follow.</p> <p>Include basic reference to time, location, and movement.</p> <p>Use a variety of sentences structures.</p> <p>Use accurate, natural, and varied vocabulary.</p> | <ul style="list-style-type: none"> Have the student use a familiar process when he or she gives directions and instructions | | | <p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F2. Give and follow multiple-step directions.</p> |

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| <p>5. 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>Recognize and use appropriate verbal and nonverbal behavior given the audience and setting.</p> | | | | <p>no correlation</p> |
| <p>6. Recognize and use appropriate verbal and nonverbal behavior given the audience and setting, including whether to use standard English and/or vernacular dialects.</p> | <p>Recognize and use appropriate verbal and nonverbal behavior given the audience and setting.</p> | | | | <p>no correlation</p> |

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| <p>7. Express sympathy, empathy, and gratitude in socially and culturally appropriate ways.</p> | <p>Express sympathy, empathy, and gratitude in socially and culturally appropriate ways.</p> <p>Use verbal and nonverbal means.</p> | | | | <p>no correlation</p> |
| <p>8. Prepare and deliver a short oral report in a content area that effectively conveys the information.</p> | <p>Use verbal and nonverbal communications.</p> <p>Use connected discourse.</p> <p>Use accurate, natural, and varied vocabulary.</p> | | | | <p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.</p> <p>LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience.</p> |

ELL IV Standard English Conventions

Standard: The student will identify and apply conventions of standard English in his or her communications.

| Language Skills | Performance Objectives | Themes, Topics, and Teaching Strategies | Sample Activities | DSI Focus | Correlating Academic Language Arts Content Objectives |
|---|--|---|-------------------|-----------|---|
| The student is able to: | The student is able to: | | | | |
| 1. Use various verb tenses. | Use present, present progressive, present perfect, present perfect progressive, present real conditional, past, irregular past, past progressive, habitual past, future, imperatives, modal auxiliaries. | | | | no correlation |
| 2. Use nouns, verbs, personal pronouns, adjectives, conjunctions, and adverbs. | Use in simple sentences. | | | | no correlation |
| 3. Use basic subject-verb agreement. | Use in simple and compound sentences. | | | | no correlation |

ELL IV Comprehension of Oral Communications

Standard: The student will listen actively to the ideas of others in order to acquire new knowledge.

| Language Skills | Performance Objectives | Themes, Topics, and Teaching Strategies | Sample Activities | DSI Focus | Correlating Academic Language Arts Content Objectives |
|---|--|--|-------------------|-----------|---|
| The student is able to: | The student is able to: | | | | |
| 1. Identify the purpose, main ideas, supporting details, and key words and expressions of read-aloud stories and content area presentations. | Identify the purpose, main ideas, supporting details, and key words and expressions. | <ul style="list-style-type: none"> Use repetition, rephrasing, and clarifications | | | Standard 3: Listening and Speaking Essentials (Grades 4-8) LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view. |
| 2. Distinguish fact from opinion from read-aloud stories and content area presentations. | Distinguish fact from opinion. | <ul style="list-style-type: none"> Use contextual support, repetition, rephrasing, and clarifications | | | Standard 3: Listening and Speaking Essentials (Grades 4-8) LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view. |
| 3. Integrate pieces of oral information to complete a task. | Integrate several pieces of information. Integrate detailed information. | <ul style="list-style-type: none"> Have the student use a familiar process or procedure | | | no correlation |

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| <p>4. Paraphrase main ideas and most important details in oral discourse on personal, social, or grade-level academic topics.</p> | <p>Paraphrase main ideas and supporting details in oral discourse.</p> | <ul style="list-style-type: none"> • Work in pairs or small groups, or use whole-class discussions • Use repetition, rephrasing, and contextual support. | | | <p>no correlation</p> |
| <p>5. Summarize main ideas and supporting details in oral discourse on personal, social, or grade-level academic topics.</p> | <p>Summarize main ideas and supporting details in oral discourse.</p> <p>Use a little repetition and rephrasing.</p> | <ul style="list-style-type: none"> • Work in pairs or small groups, or use whole-class discussions | | | <p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E4. Predict, clarify, analyze, and critique a speaker’s information and point of view.</p> |
| <p>6. Comprehend content area words, including grade-level math, science, and social studies vocabulary.</p> | <p>Comprehend many content area words, including grade-level math, science, and social studies vocabulary.</p> | | | | <p>no correlation</p> |

ELP Standards Teachers' Guide
Listening & Speaking
ELL V (Correlates to Grades 9-12)

ELL V Delivery of Oral Communication

Standard: The student will express orally his or her own thinking and ideas.

| Language Skills The student is able to: | Performance Objectives The student is able to: | Themes, Topics, and Teaching Strategies | Sample Activities | DSI Focus | Correlating Academic Language Arts Content Objectives |
|--|--|---|-------------------|-----------|--|
| 1. Participate in social conversations and discussions. | Use accurate, natural, and varied vocabulary. Use a variety of sentence structures. | <ul style="list-style-type: none"> • Use small groups or pairs • Respond to a range of personal questions • Give invitations and apologies • Ask for and give advice, permission, suggestions, and reminders • Describe common events and routines | | | Standard 3: Listening and Speaking Essentials (Grade 4-8) LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee. |

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| <p>2. Open, develop, and close extended social conversations.</p> | <p>Use a variety of sentence structures.</p> <p>Use accurate, purposeful, varied, and precise vocabulary.</p> | <ul style="list-style-type: none"> • Use groups or pairs • Ask and respond to a range of personal questions • Express feelings such as: <ul style="list-style-type: none"> • <i>sympathy</i> • <i>empathy</i> • <i>gratitude</i> • <i>certainty</i> • <i>doubt</i> • Report to and inform others about various situations, problems, and events • Summarize events | | | <p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> |
| <p>3. Ask and respond to instructional questions on the content presented.</p> | <p>Ask and respond to instructional questions.</p> <p>Use an extended explanation.</p> | <ul style="list-style-type: none"> • Use instructional questions such as: <ul style="list-style-type: none"> • <i>How do the events of this story relate to your experiences?</i> | | | <p>Standard 3: Listening and Speaking Essentials (Grade 4-8)</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> |
| <p>4. Initiate questions in order to analyze and compare information for decision-making.</p> | <p>Initiate questions in order to analyze and compare information.</p> | | | | <p>Standard 3: Listening and Speaking Essentials (Grade 4-8)</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> |

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| <p>5. Respond to questions to clarify and confirm the accuracy of information needed for decision-making.</p> | <p>Respond to questions to clarify and confirm the accuracy of information.</p> | | | | <p>Standard 3: Listening and Speaking Essentials (Grade 4-8)</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> |
| <p>6. Contribute to classroom and small group academic discussion.</p> | <p>Use a variety of sentence structures.</p> <p>Use accurate, natural, and varied vocabulary.</p> | <ul style="list-style-type: none"> • Give suggestions • Describe events • Express intentions, possibilities, and probabilities • Pose hypotheticals • Use another means of expression, such as: <ul style="list-style-type: none"> • <i>synonyms</i> • <i>circumlocution</i> • Make predictions • Summarize or report on situations • Draw inferences | | | <p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view.</p> |

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| <p>7. Initiate and sustain classroom and academic discussions.</p> | <p>Use a variety of sentence structures.</p> <p>Use accurate, natural, and varied vocabulary.</p> <p>Use a variety of strategies to keep the discussion on track and on topic.</p> | <ul style="list-style-type: none"> • Make predictions • Summarize or report on situations • Draw inferences | | | <p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view.</p> |
| <p>8. Express sympathy, empathy, and gratitude in socially and culturally appropriate ways.</p> | <p>Express sympathy, empathy, and gratitude in socially and culturally appropriate ways.</p> <p>Use verbal and nonverbal means.</p> | | | | <p>no correlation</p> |
| <p>9. Respond to and express humor in socially and culturally appropriate ways.</p> | <p>Respond to and express humor in socially and culturally appropriate ways.</p> <p>Use verbal and nonverbal means.</p> | | | | <p>no correlation</p> |

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| <p>10. Respond to and use appropriate register for business and personal transactions and use idiomatic speech appropriately.</p> | <p>Respond to and use appropriate register for business and personal transactions.</p> <p>Use idiomatic speech appropriately.</p> | | | | <p>no correlation</p> |
| <p>11. Prepare and deliver oral reports in a content area.</p> | <p>Effectively convey information.</p> <p>Use logical organization and explicit connectors such as: <i>first, next, finally</i>.</p> <p>Use accurate, natural, purposeful, and varied vocabulary.</p> <p>Express main ideas.</p> <p>Provide detailed descriptions and explanations.</p> | <ul style="list-style-type: none"> • Explain scientific or historical conclusions • Defend scientific or historical theories and ideas | | | <p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.</p> <p>LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience.</p> |

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| <p>12. Interview another student or adult about his or her experiences, interests, and preferences, and summarize the responses.</p> | <p>Interview another student. Take appropriate notes. Summarize responses.</p> | | | | <p>Standard 3: Listening and Speaking Proficiency (Grades 9-12)</p> <p>LS-P4 Conduct an interview, taking appropriate notes and summarizing the information learned.</p> |
| <p>13. Use logic and reasoning in mathematical, scientific, or historical contexts.</p> | <p>Use logic and reasoning in mathematical, scientific, or historical contexts.</p> | <ul style="list-style-type: none"> • Make deductive arguments • Use mathematical or scientific truths established in class | | | <p>no correlation</p> |
| <p>14. Explain, argue, or defend scientific or historical conclusions, theories, and ideas.</p> | <p>Explain, argue, or defend scientific or historical conclusions, theories, and ideas.</p> | | | | <p>no correlation</p> |
| <p>15. Establish the boundaries and conditions of an issue.</p> | <p>Establish the boundaries and conditions of an issue.</p> | | | | <p>no correlation</p> |

ELL V Standard English Conventions

Standard: The student will identify and apply conventions of standard English in his or her communications.

| Language Skills | Performance Objectives | Themes, Topics, and Teaching Strategies | Sample Activities | DSI Focus | Correlating Academic Language Arts Content Objectives |
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| The student is able to: | The student is able to: | | | | |
| 1. Use various verb tenses. | Use present perfect, present perfect progressive, present real conditional, irregular past, and habitual past. | | | | no correlation |
| 2. Use nouns, verbs including action/linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections. | Use in simple sentences. | | | | no correlation |

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| 3. Use basic subject-verb agreement. | Use in simple, compound, and complex sentences. Employ correct word order in sentences. | | | | no correlation |
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ELL V Comprehension of Oral Communications

Standard: The student will listen actively to the ideas of others in order to acquire new knowledge.

| Language Skills | Performance Objectives | Themes, Topics, and Teaching Strategies | Sample Activities | DSI Focus | Correlating Academic Language Arts Content Objectives |
|---|---|--|-------------------|-----------|---|
| The student is able to: | The student is able to: | | | | |
| 1. Paraphrase main ideas and supporting details of a range of general interest conversations and academic presentations. | Deliver at a normal rate of speech with some repetition or rephrasing required. | <ul style="list-style-type: none"> Have the student use familiar topics | | | no correlation |
| 2. Summarize main ideas and supporting details of a range of general interest conversations and academic presentations. | Deliver at a normal rate of speech. | <ul style="list-style-type: none"> Have the student use both familiar and unfamiliar topics | | | no correlation |

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| <p>3. Identify the emotional tone and register of oral discourse.</p> | <p>Identify the emotional tone and register of oral discourse.</p> | <ul style="list-style-type: none"> • Use both tone and intonation to demonstrate the emotional state of the speaker | | | <p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view.</p> |
| <p>4. Identify the component parts of a presentation.</p> | <p>Identify the component parts of a presentation.</p> | <ul style="list-style-type: none"> • Identify components such as introduction, topic development, topic shift, and conclusion | | | <p>no correlation</p> |
| <p>5. Evaluate the appropriateness of presentations with a variety of audiences.</p> | <p>Evaluate the appropriateness of oral presentations.</p> | <ul style="list-style-type: none"> • Use various audiences such as formal, consultative, casual, and intimate | | | <p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view.</p> |

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| <p>6. Comprehend content area words, including grade-level math, science, and social studies vocabulary.</p> | <p>Comprehend many content area words, including grade-level math, science, and social studies vocabulary.</p> | | | | <p>no correlation</p> |
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