

DynEd International, Inc.

Course: First English

State: Arizona

Alignment: ELL Listening and Speaking Standards

General Description: *First English* is a multimedia course for students age 10-17 who have no knowledge of English. Created by experienced teachers and based on classroom-proven instructional strategies, *First English* maximizes the effectiveness of multimedia by focusing on the key skill necessary to acquire language: listening.

Proficiency Level: Beginning through pre-intermediate

Course Description: *First English* is an eight-unit series for beginning through pre-intermediate-level students of spoken English. Units 1~4 are at the beginner level, and Units 5~8 transition from basic to pre-intermediate. The course is based on short presentations in context, followed up by a variety of exercises that focus on grammar, oral fluency development, reading and writing.

Computer-based Tools: Speech Recognition, Glossary, On-screen Text, Help, Translation (for some languages)

Resources:

Teacher Tools: *Records Manager* allows teachers to monitor individual and class learning and suggests remediation.

Assessment: DynEd General *Placement Test*, Records Manager, Score-based quizzes, computer-based prompting/feedback, Mastery Tests

Teacher Materials: Teachers Guide

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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

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

| Beginning | <i>First English</i> |
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| <ul style="list-style-type: none">- Respond to greetings with simple words, gestures, and other nonverbal behavior. | Unit 1: Greetings All Units: Interaction with audio and visual cues |
| <ul style="list-style-type: none">- Use gestures to communicate basic needs (e.g., points toward door when needing to go to the restroom). | Unit 2: Asking & Giving Directions Unit 6: Needs and Ability All Units: Interaction with audio and visual cues |
| <ul style="list-style-type: none">- 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). | Unit 1-2: Classroom objects |
| Early Intermediate | |
| <ul style="list-style-type: none">- 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>) | Unit 1: Greetings |
| <ul style="list-style-type: none">- Use more utterances accompanied by gestures to indicate basic needs (e.g., says "bathroom" while pointing toward the door). | Unit 2: Asking & Giving Directions Unit 6: Needs and Ability All Units: Interaction with audio and visual cues |
| <ul style="list-style-type: none">- Identify by name some familiar objects, people, and events (e.g., family members, body parts, clothing, pets, | Unit 1: Classroom objects Unit 2: Classroom objects, Family relations |

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| foods, common occupations, seasons, common school, classroom, and home objects). | |
| - Recite simple, familiar rhymes and songs with expressive phrasing and intonation. | |
| Intermediate | |
| - 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). | Unit 1: Greetings, Country & Nationality, Gender |
| - 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>) | Unit 2: Asking & Giving Directions Unit 6: Food & Drink |
| - 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). | Unit 1: Classroom objects Unit 2: Classroom objects, Family relations |
| - Recite familiar rhymes, songs, and stories with clear, audible, and expressive phrasing and intonation. | All Units: Listening, Dialog, Voice Record & Playback with Speech Recognition |
| Early Advanced | |
| - 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. | Unit 1: Greetings, Introduction Unit 3: Greeting & Parting |
| - Communicate immediate personal and survival needs, using accurate and somewhat varied vocabulary. | Unit 4: Location & Address Unit 6: Food & Drink, Needs and Ability |
| - Describe immediate surroundings, such as classroom, school, or home. | Unit 1: Classroom objects Unit 3: Relative Location, Colors |

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| <ul style="list-style-type: none"> - Retell simple stories in a logical sequence, using key words, phrases, and simple sentences. | <p>All Units: Listening, Dialog, Voice Record & Playback with Speech Recognition</p> |
| <p>Advanced</p> | |
| <ul style="list-style-type: none"> - 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) | <p>Unit 1: Greetings, Introduction Unit 3: Greeting & Parting Unit 5: Invitation/Suggestion, Daily Schedule, Giving Directions</p> |
| <ul style="list-style-type: none"> - Communicate immediate and future personal and survival needs, using precise, descriptive, and varied vocabulary. | <p>Unit 2: Asking & Giving Directions, Ability Unit 6: Needs and Ability</p> |
| <ul style="list-style-type: none"> - Describe familiar objects, people, and events with both general and more specific words and phrases. | <p>Unit 1: Classroom objects, Country & Nationality Unit 2: Classroom objects, Family relations</p> |
| <ul style="list-style-type: none"> - Retell simple stories in a logical sequence, using expressive phrasing. (LS-R1) | <p>All Units: Listening, Dialog, Voice Record & Playback with Speech Recognition</p> |

Standard English Conventions

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

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| <p>Beginning</p> | |
| <ul style="list-style-type: none"> - Speak in isolated words (usually a single noun or verb), depending heavily on gestures to express meaning. | <p>All Units: Dialog, Vocabulary, Grammar, Voice Record and Playback with Speech Recognition See Teachers Guide: Teaching Activities</p> |
| <p>Early Intermediate</p> | |
| <ul style="list-style-type: none"> - Speak in isolated words or strings of 2 to 3 words, depending on gestures to express meaning. | <p>All Units: Dialog, Vocabulary, Grammar, Voice Record and Playback with Speech Recognition See Teachers Guide: Teaching</p> |

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| | Activities |
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| Intermediate | |
| - Speak in short patterns of words and phrases using English grammatical structures and linguistic forms outlined in the Advanced Level with habitual errors that sometimes impede communication. | All Units: Dialog, Vocabulary, Grammar, Voice Record and Playback with Speech Recognition See Teachers Guide: Teaching Activities |
| Early Advanced | |
| - Speak in short phrases and simple sentences using English grammatical structures and linguistic forms outlined in the Advanced Level with some errors, although the errors do not impede communication. | All Units: Dialog, Vocabulary, Grammar, Voice Record and Playback with Speech Recognition See Teachers Guide: Teaching Activities |
| Advanced | |
| - Speak in short phrases and simple sentences, using the following English grammatical structures and linguistic forms with occasional errors: <ul style="list-style-type: none"> o verb tenses (present tense, including “to be,” present progressive, and future tenses, imperatives, <i>modal auxiliaries</i>); o possessive adjectives and subject pronouns, including articles; and, o prepositions of time and place; adverbs of time and frequency. | Unit 1: Present tense, Pronouns Unit 3: Present progressive Unit 6: Duration All Units: Listening, Dialog, Vocabulary, Grammar, Voice Record and Playback with Speech Recognition See Teachers Guide: Teaching Activities |

Comprehension of Oral Communications

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

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| Beginning | |
| - Comprehend a limited 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. | Unit 1: Greetings, Introduction, Country & Nationality, Gender All Units: Listening, Dialog, Vocabulary, Repetition, Interaction with audio and visual cues |
| - Comprehend and follow simple routine instructions for classroom activities that | Unit 1: Classroom Actions Unit 2: Asking & Giving Directions, |

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| depend on gestures and other contextual clues (e.g., “Let’s form a line for lunch.”) | Classroom Actions All Units: Listening, Dialog, Vocabulary, Interaction with audio and visual cues |
| Early Intermediate | |
| - Comprehend a few 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. | Unit 1: Greetings, Introduction, Country & Nationality, Gender All Units: Listening, Dialog, Vocabulary, Repetition, Interaction with audio and visual cues |
| - Comprehend and follow short routine instructions (2- to 5- word phrases) for classroom activities in the presence of gestures and clear contextual clues. | Unit 1: Classroom Actions Unit 2: Asking & Giving Directions, Classroom Actions All Units: Listening, Dialog, Vocabulary, Interaction with audio and visual cues |
| Intermediate | |
| - Comprehend some 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. | Unit 1: Greetings, Introduction, Country & Nationality, Gender Unit 2: Family relations All Units: Listening, Dialog, Vocabulary, Repetition, Interaction with audio and visual cues |
| - Comprehend and follow routine (2- to 3-step) instructions for classroom activities in the presence of gestures and clear contextual clues. | Unit 1: Classroom Actions Unit 2: Asking & Giving Directions, Classroom Actions All Units: Listening, Dialog, Vocabulary, Interaction with audio and visual cues |
| Early Advanced | |
| - Comprehend many 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. | Unit 1: Greetings, Introduction, Country & Nationality, Gender Unit 2: Family relations All Units: Listening, Dialog, Vocabulary, Repetition, Interaction with audio and visual cues |
| - Comprehend and follow multiple step instructions for classroom activities in the presence of gestures and clear contextual clues. | Unit 2: Asking & Giving Directions, Classroom Actions All Units: Listening, Dialog, Vocabulary |
| - Listen attentively to simple, short read- | All Units: Listening |

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| aloud stories and identify key details. | See Teaching Activities: Listening |
| Advanced | |
| - Comprehend a wide-ranging number of words, phrases, and sentences in sustained conversations on topics of personal relevance when spoken at a normal rate with some rephrasing, repetitions, and contextual clues. | Unit 1: Greetings, Introduction, Country & Nationality, Gender Unit 2: Family relations All Units: Listening, Dialog, Vocabulary, Repetition, Interaction with audio and visual cues |
| - Comprehend and follow common positive and negative commands and requests. (LS-R2) | Unit 2: Asking & Giving Directions, Classroom Actions, <i>Yes-No</i> questions All Units: Listening, Dialog, Vocabulary |
| - Listen attentively to simple read-aloud stories, poems, and informational text and identify key details and specific facts. (LS-R4) | All Units: Listening See Teaching Activities: Listening |

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

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

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| Beginning | |
| - 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. | Unit 1: Greetings, Introduction, Country & Nationality, Gender Unit 6: Needs and Ability All Units: Vocabulary See Teachers Guide: Dialog, Personalization |

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| - 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. | Units 1-2: <i>Wh-</i> questions, <i>Yes-No</i> questions Unit 1: Greetings All Units: Vocabulary, Dialog |
| - Greet and take leave in socially and culturally appropriate ways. | Unit 1: Greetings Unit 3: Greeting & Parting |
| - Describe a person, object, or situation in some detail. | Units 1-2: Classroom objects Unit 3: Relative Location, Colors Level 4: Adjectives |
| - 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. | Unit 2: Commands Unit 3: Asking & Giving Directions |
| - Answer basic questions about read-aloud stories with 1- or 2-word responses. | All Units: Interaction with audio and visual cues, Focus Exercises, Quizzes, Mastery Tests See Teachers Guide: Teaching Activities |
| Early Intermediate | |
| - 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. | Unit 1: Greetings, Introduction, Country & Nationality, Gender Unit 6: Needs and Ability All Units: Vocabulary See Teaching Activities: Dialog, Personalization |
| - 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. | Unit 1: <i>Wh-</i> questions, <i>Yes-No</i> questions Unit 2: Can/Can't, Ability All Units: Vocabulary, Dialog, Repetition |
| - Role-play a telephone conversation with others, using English in socially and culturally appropriate ways. | Unit 6: Telephone Expressions See Teaching Activities: Dialog, Role-Play |
| - Ask and respond to questions about the size, color, shape, physical characteristics, and number of familiar objects, using accurate and somewhat limited vocabulary. | Unit 1: Classroom objects, <i>Wh-</i> questions, <i>Yes-No</i> questions Unit 2: Classroom objects, <i>Wh-</i> questions, <i>Yes-No</i> questions Unit 3: Colors Level 4: Adjectives |
| - Issue single-step directions and | Units 1-2: Commands |

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| <p>commands in a manner that the listener can follow, with less reliance on gestures to convey meaning.</p> | <p>Unit 2: Asking & Giving Directions</p> |
| <p>- Retell simple stories in a logical sequence, using key words, phrases, and simple sentences.</p> | <p>Unit 4: Reason and logical connection Unit 5: Daily Schedule, Giving Directions, Sequence & Duration</p> |
| <p>Intermediate</p> | |
| <p>- 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.</p> | <p>Unit 1: Greetings, Introduction, Country & Nationality, Gender Unit 4: Emotions Unit 6: Needs and Ability All Units: Vocabulary See Teaching Activities: Dialog</p> |
| <p>- 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.</p> | <p>Unit 1: <i>Wh-</i> questions, <i>Yes-No</i> questions Unit 2: <i>Wh-</i> questions, <i>Yes-No</i> questions Unit 3: Suggestions Unit 7: Comparisons All Units: Vocabulary, Repetition, Dialog</p> |
| <p>- Interact with adults and peers in formal and informal settings, using English in socially and culturally appropriate ways</p> | <p>See Teachers Guide: Teaching activities</p> |
| <p>- Ask and respond to questions about various attributes of people, objects, events, and situations, using purposeful and somewhat varied vocabulary.</p> | <p>Unit 1: Classroom objects, <i>Wh-</i> questions, <i>Yes-No</i> questions Unit 2: Classroom objects, <i>Wh-</i> questions, <i>Yes-No</i> questions Unit 3: Colors Level 4: Adjectives</p> |
| <p>- Issue 1- to 2-step routine directions in a manner that the listener can follow.</p> | <p>Units 1-2: Commands Unit 2: Asking & Giving Directions</p> |
| <p>- Relate simple stories or events about personal experiences, using logical organization and some descriptive words.</p> | <p>Unit 4: Likes & Abilities, Reason and logical connection Unit 5: Daily Schedule, Giving Directions, Sequence & Duration All Units: Vocabulary</p> |
| <p>Early Advanced</p> | |
| <p>- Participate in expanded social conversations held in pairs or in small groups in which he or she discusses personal likes, dislikes, wants, and</p> | <p>Unit 1: Greetings, Introduction, Country & Nationality, Gender Unit 4: Emotions, Likes & Abilities Unit 6: Needs and Ability</p> |

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| feelings; and familiar events, problems, and situations using accurate and varied vocabulary. | All Units: Vocabulary See Teachers Guide: Teaching Activities, Dialog |
| - 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. | Unit 1: <i>Wh-</i> questions, <i>Yes-No</i> questions Unit 2: <i>Wh-</i> questions, <i>Yes-No</i> questions Unit 3: Suggestions Unit 7: Comparisons All Units: Vocabulary |
| - Use English and his or her native language appropriately in a multilingual social situation (e.g., cooperative games and activities). | All Units: Interaction with audio and visual cues, Translation See Teachers Guide: Teaching Activities |
| - Ask and respond to questions about the similarities and differences in people, objects, events, and situations in some detail, using natural and varied vocabulary. | Units 1-2: Classroom objects, <i>Wh-</i> questions, <i>Yes-No</i> questions Unit 8: Comparisons All Units: Vocabulary |
| - Issue 2- to 3-step routine directions in a manner that the listener can follow. | Units: 1-2: Classroom Commands Unit 2: Asking & Giving Directions |
| - Relate simple stories or events about routine activities, using logical organization and natural and varied vocabulary. | Unit 4: Reason and logical connection, Schedule Unit 5: Daily Schedule, Sequence & Duration Unit 7: Occupations & Activities All Units: Vocabulary See Teachers Guide: Teaching Activities, Dialog |
| Advanced | |
| - 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. | Unit 1: Greetings, Introduction, Country & Nationality, Gender Unit 3: Greeting & Parting Unit 4: Emotions, Likes & Abilities Unit 6: Needs and Ability All Units: Vocabulary See Teaching Activities: Dialog |
| - 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. | Unit 1: <i>Wh-</i> questions, <i>Yes-No</i> questions Unit 2: <i>Wh-</i> questions, <i>Yes-No</i> questions Unit 3: Suggestions Unit 7: Comparisons |

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| (LS-F3) | All Units: Vocabulary |
| - Give and receive compliments, show gratitude, and express apologies in socially and culturally appropriate ways through verbal and nonverbal means. | |
| - Describe people, objects, events, and situations in detail (e.g., location, appearance, function, actions), using precise and descriptive vocabulary. | Units 1-2: Classroom objects Unit 3: Relative Location, Colors Level 4: Adjectives All Units: Vocabulary |
| - 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) | Units 1-2: Commands Unit 2: Asking & Giving Directions Unit 3: Relative Location, Colors |
| - Present coherent personal narrative about ideas, events, or activities of interest that include an introduction, development, and conclusion that listeners can follow. (LS-F3) | Unit 4: Reason and logical connection Unit 5: Daily Schedule, Sequence & Duration Unit 7: Occupations & Activities All Units: Vocabulary See Teachers Guide: Teaching Activities, Dialog |

Standard English Conventions

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

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| Beginning | |
| - 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. | All Units: Dialog, Vocabulary, Grammar, Voice Record and Playback with Speech Recognition See Teachers Guide: Teaching Activities |
| Early Intermediate | |
| - Speak, using English grammatical structures and linguistic forms outlined in the Advanced Level (and in ELL I); however, many errors or irregular forms often impede communication. | All Units: Dialog, Vocabulary, Grammar, Voice Record and Playback with Speech Recognition See Teachers Guide: Teaching Activities |
| Intermediate | |
| - Speak, using English grammatical structures and linguistic forms outlined in | All Units: Dialog, Vocabulary, Grammar, Voice Record and |

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| the Advanced Level (and in ELL I); however, habitual errors sometimes impede communication. | Playback with Speech Recognition See Teachers Guide: Teaching Activities |
| Early Advanced | |
| - Speak, using English grammatical structures and linguistic forms outlined in the Advanced Level (and in ELL I); however, some errors occur, although they do not impede communication. | All Units: Dialog, Vocabulary, Grammar, Voice Record and Playback with Speech Recognition See Teachers Guide: Teaching Activities |
| Advanced | |
| - Speak in phrases and sentences, using the following English grammatical structures and linguistic forms with occasional errors: <ul style="list-style-type: none"> o verb tenses (past and past progressive tenses, modal auxiliaries); o subject-verb agreement; complete sentences; o comparative and superlative structures; o pronouns, antecedents, pronouns in the possessive, objective, and demonstrative forms; and, o prepositions of direction and motion; adverbs of manner and sequence (quickly, finally). | Unit 1: Possessive Pronouns, Present tense Unit 2: Possessives, Subject-verb agreement Unit 7: Comparisons Unit 8: Past, Modal, Frequency All Units: Dialog, Vocabulary, Grammar, Voice Record and Playback with Speech Recognition See Teachers Guide: Teaching Activities |

Comprehension of Oral Communications

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

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| Beginning | |
| - 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. | Unit 1: Greetings, Introduction, Country & Nationality, Gender, Classroom objects Unit 2: Age, Family relations, Classroom objects, Asking & Giving Directions All Units: Listening, Dialog, Vocabulary, Repetition, Interaction with audio and visual cues |

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| <ul style="list-style-type: none"> - Comprehend and follow 1-step directions related to the position of one's movement in space, accompanied by contextual cues and gestures. | <p>Units 1-2: Classroom Commands Unit 2: Asking & Giving Directions Unit 3: Relative Location All Units: Interaction with audio and visual cues</p> |
| <p>Early Intermediate</p> | |
| <ul style="list-style-type: none"> - 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. | <p>Unit 1: Greetings, Introduction, Country & Nationality, Gender, Classroom objects Unit 2: Age, Family relations, Classroom objects, Asking & Giving Directions All Units: Listening, Dialog, Vocabulary, Repetition, Interaction with audio and visual cues</p> |
| <ul style="list-style-type: none"> - Comprehend and follow 2- to 3-step directions related to the position of one's movement in space, accompanied by contextual cues and gestures. | <p>Units 1-2: Classroom Commands Unit 2: Asking & Giving Directions Unit 3: Relative Location All Units: Interaction with audio and visual cues</p> |
| <p>Intermediate</p> | |
| <ul style="list-style-type: none"> - 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. | <p>Unit 1: Greetings, Introduction, Classroom objects Unit 2: Age, Family relations, Classroom objects Unit 4: Likes & Abilities Unit 5: Invitation/Suggestion All Units: Listening, Dialog, Vocabulary, Repetition, Interaction with audio and visual cues</p> |
| <ul style="list-style-type: none"> - Comprehend and follow 3- to 4-step directions related to the position of one's movement in space. | <p>Units 1-2: Classroom Commands Unit 2: Asking & Giving Directions Unit 3: Relative Location All Units: Interaction with audio and visual cues</p> |
| <p>Early Advanced</p> | |
| <ul style="list-style-type: none"> - 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 | <p>Unit 1: Greetings, Introduction, Country & Nationality, Gender, Classroom objects Unit 2: Age, Family relations, Classroom objects Unit 4: Likes & Abilities Unit 5: Invitation/Suggestion</p> |

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| clues. | All Units: Listening, Dialog, Vocabulary, Repetition, Interaction with audio and visual cues |
| - Comprehend and follow 3- to 4-step directions related the position, frequency, and duration of one’s movements in space. | Units 1-2: Classroom Commands Unit 2: Asking & Giving Directions Unit 3: Relative Location Unit 4: Adverbs of frequency Unit 5: Sequence & Duration All Units: Interaction with audio and visual cues |
| Advanced | |
| - 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. | Unit 1: Greetings, Introduction, Country & Nationality, Gender, Classroom objects Unit 2: Age, Family relations, Classroom objects Unit 4: Likes & Abilities Unit 5: Invitation/Suggestion All Units: Listening, Dialog, Vocabulary, Repetition, Interaction with audio and visual cues |
| - Comprehend and follow multiple-step directions related to the position, frequency, and duration of one’s movements in space. (LS-F2) | Units 1-2: Classroom Commands Unit 2: Asking & Giving Directions Unit 3: Relative Location Unit 4: Adverbs of frequency Unit 5: Sequence & Duration All Units: Interaction with audio and visual cues, Focus Exercises, Quizzes, Mastery Tests |

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.

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Delivery of Oral Communications

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

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| Beginning | |
| - 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. | Unit 1: Greetings, Introduction, Country & Nationality, Gender Unit 4: Emotions, Likes & Abilities Unit 6: Needs and Ability Unit 7: Future All Units: Vocabulary See Teachers Guide: Dialog |
| - 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. | Unit 1: <i>Wh-</i> questions, <i>Yes-No</i> questions Unit 2: Can/Can't, Ability All Units: Vocabulary, Dialog, Repetition |
| - Greet and take leave appropriately in a variety of settings. | Unit 3: Greeting & Parting |
| - Ask and respond to basic instructional questions on the content presented (e.g., who, what, where, when, why, how) using words and phrases. | Units 1-2: <i>Wh-</i> questions, <i>Yes-No</i> questions All Units: Interaction with audio and visual cues, Focus Exercises, Quizzes, Mastery Tests See Teacher's Guide: Teaching Activities |
| - Relate stories or events about routine activities, using logical organization and accurate but limited vocabulary. | Unit 4: Reason and logical connection Unit 5: Daily Schedule, Sequence & Duration Unit 7: Occupations & Activities All Units: Vocabulary See Teachers Guide: Teaching Activities, Dialog |
| Early Intermediate | |
| - 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. | Unit 1: Greetings, Introduction, Country & Nationality, Gender Unit 4: Emotions, Likes & Abilities Unit 6: Needs and Ability Unit 7: Future All Units: Vocabulary |

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| | See Teachers Guide: Dialog |
| - 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. | Unit 1: <i>Wh-</i> questions, <i>Yes-No</i> questions Unit 2: Can/Can't, Ability Unit 7: Comparisons All Units: Vocabulary, Dialog, Repetition |
| - Give and receive compliments, show gratitude, and express apologies in socially and culturally appropriate ways through verbal and nonverbal means. | |
| - Ask and respond to basic instructional questions on the content presented (e.g., who, what, where, when, why, how), using phrases and simple sentences. | Units 1-2: <i>Wh-</i> questions, <i>Yes-No</i> questions All Units: Interaction with audio and visual cues, Focus Exercises, Quizzes, Mastery Tests See Teacher's Guide: Teaching Activities |
| - Relate stories or events about personal experiences, using logical organization and some descriptive vocabulary. | Unit 4: Reason and logical connection Unit 5: Daily Schedule, Sequence & Duration Unit 7: Occupations & Activities All Units: Vocabulary See Teachers Guide: Teaching Activities, Dialog |
| Intermediate | |
| - 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. | Units 1-2: <i>Wh-</i> questions, <i>Yes-No</i> questions Unit 5: Invitation/Suggestion Unit 6: Needs and Ability Unit 7: Future Unit 8: Past All Units: Vocabulary See Teachers Guide: Dialog |
| - 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. | Unit 1: <i>Wh-</i> questions, <i>Yes-No</i> questions Unit 2: Can/Can't, Ability, Suggestion Unit 6: Future w/ going to Unit 7: Past All Units: Vocabulary, Dialog, |

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| | Repetition |
| - Give and receive compliments, show gratitude, apologize, and express anger or impatience in socially and culturally appropriate ways through verbal and nonverbal means. | |
| - Ask and respond to instructional questions on the content presented (e.g., What part of the story was more important?) using phrases and sentences. | Units 1-2: <i>Wh-</i> questions, <i>Yes-No</i> questions All Units: Interaction with audio and visual cues, Focus Exercises, Quizzes, Mastery Tests See Teacher’s Guide: Teaching Activities |
| - Present coherent personal narratives about ideas, events, or activities of interest, using logical organization and purposeful and somewhat varied vocabulary. | Unit 4: Reason and logical connection Unit 5: Daily Schedule, Sequence & Duration Unit 7: Occupations & Activities All Units: Vocabulary See Teachers Guide: Teaching Activities, Dialog |
| Early Advanced | |
| - 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. | Units 1-2: <i>Wh-</i> questions, <i>Yes-No</i> questions Unit 5: Invitation/Suggestion Unit 6: Needs and Ability Unit 7: Future Unit 8: Past All Units: Vocabulary See Teachers Guide: Dialog |
| - 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. | Unit 1: <i>Wh-</i> questions, <i>Yes-No</i> questions Unit 2: Can/Can’t, Ability, Suggestion Unit 6: Future w/ going to Unit 7: Past All Units: Vocabulary, Dialog, Repetition |
| - Determine appropriate topics for interaction given audience and setting, including when it is appropriate to tell a joke. | |
| - Ask and respond to instructional questions | Units 1-2: <i>Wh-</i> questions, <i>Yes-No</i> |

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| <p>on the content presented (e.g., What part of the story was more important?) with more extensive descriptive comments.</p> | <p>questions All Units: Interaction with audio and visual cues, Focus Exercises, Quizzes, Mastery Tests See Teacher’s Guide: Teaching Activities</p> |
| <p>- Prepare and deliver a short oral report in a content area and effectively convey the information in connected discourse with natural and varied vocabulary.</p> | <p>Unit 4: Reason and logical connection Unit 5: Sequence & Duration All Units: Vocabulary See Teachers Guide: Teaching Activities, Dialog</p> |
| <p>Advanced</p> | |
| <p>- 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.</p> | <p>Units 1-2: <i>Wh-</i> questions, <i>Yes-No</i> questions Unit 3: Greeting & Parting Unit 5: Invitation/Suggestion Unit 6: Needs and Ability Unit 7: Future Unit 8: Past All Units: Vocabulary See Teachers Guide: Dialog</p> |
| <p>- 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).</p> | <p>Unit 1: <i>Wh-</i> questions, <i>Yes-No</i> questions Unit 2: Can/Can’t, Ability, Suggestion Unit 6: Future w/ going to Unit 7: Past All Units: Vocabulary, Dialog, Repetition</p> |
| <p>- Advise peers on appropriate verbal and nonverbal behavior given the audience and setting.</p> | |
| <p>- 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.</p> | <p>Units 1-2: <i>Wh-</i> questions, <i>Yes-No</i> questions All Units: Interaction with audio and visual cues, Focus Exercises, Quizzes, Mastery Tests See Teacher’s Guide: Teaching Activities</p> |
| <p>- Prepare and deliver a short oral report in a content area and effectively convey the information through verbal and nonverbal</p> | <p>Unit 4: Reason and logical connection Unit 5: Sequence & Duration</p> |

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| communications in connected discourse with accurate and precise vocabulary. (LS-E1, LS-E2) | All Units: Vocabulary See Teachers Guide: Teaching Activities, Dialog |
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Standard English Conventions

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

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| Beginning | |
| - 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. | All Units: Dialog, Vocabulary, Grammar, Voice Record and Playback with Speech Recognition See Teachers Guide: Teaching Activities |
| Early Intermediate | |
| - Speak using English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-II); however, many errors or irregular forms often impede communication. | All Units: Dialog, Vocabulary, Grammar, Voice Record and Playback with Speech Recognition See Teachers Guide: Teaching Activities |
| Intermediate | |
| - Speak using English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-II); however, habitual errors sometimes impede communication. | All Units: Dialog, Vocabulary, Grammar, Voice Record and Playback with Speech Recognition See Teachers Guide: Teaching Activities |
| - 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>) | Unit 4: Reason and logical connection Unit 5: Sequence & Duration All Units: Vocabulary See Teachers Guide: Teaching Activities |
| Early Advanced | |
| - Speak using English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-II); however, some errors occur, although they do not | All Units: Dialog, Vocabulary, Grammar, Voice Record and Playback with Speech Recognition See Teachers Guide: Teaching Activities |

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| impede communication. | |
| - Arrange phrases, clauses, and sentences into correct and meaningful patterns. | Unit 4: Reason and logical connection Unit 5: Sequence & Duration All Units: Dialog See Teachers Guide: Teaching Activities |
| Advanced | |
| - Speak using the following English grammatical structures and linguistic forms, with occasional errors: <ul style="list-style-type: none"> o verb tenses (present perfect, present perfect progressive tenses, present real conditional, habitual past); o various types of pronouns, including reflexive pronouns; and, o simple/compound sentences. | Unit 1: Possessive Pronouns, Present tense Unit 4: Present progressive Unit 7: Comparisons Unit 8: Past, Modal, Frequency All Units: Dialog, Vocabulary, Grammar, Voice Record and Playback with Speech Recognition See Teachers Guide: Teaching Activities |
| - Present information in coherent connected discourse. | Unit 4: Reason and logical connection Unit 5: Sequence & Duration All Units: Dialog |

Comprehension of Oral Communications

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

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| Beginning | |
| - Recognize topics in read-aloud stories when spoken slowly and with repetitions, rephrasing, and clarifications. | All Units: Listening, Dialog, Vocabulary, Repetition, Interaction with audio and visual cues |
| - Comprehend and follow 3- to 4-step directions related to the position of one's movements in space. | Units 1-2: Classroom Commands Unit 2: Asking & Giving Directions Unit 3: Relative Location All Units: Interaction with audio and visual cues, Focus Exercises, Quizzes, Mastery Tests |
| Early Intermediate | |
| - Restate basic facts from read-aloud stories and content area presentations with contextual support (e.g., graphic organizers, posters, diagrams), | All Units: Listening, Dialog, Vocabulary, Repetition, Interaction with audio and visual cues, Voice Record and Playback with speech recognition |

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| repetitions, rephrasing, and clarifications. | |
| – Comprehend and follow 3- to 4-step directions related to the position, frequency, and duration of one’s movements in space. | Units 1-2: Classroom Commands Unit 2: Asking & Giving Directions Unit 3: Relative Location Unit 5: Frequency, Sequence & Duration All Units: Interaction with audio and visual cues, Focus Exercises, Quizzes, Mastery Tests |
| Intermediate | |
| – 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. | All Units: Listening, Dialog, Vocabulary, Repetition, Interaction with audio and visual cues, Voice Record and Playback with speech recognition |
| – Sometimes comprehend and follow multiple-step instructions (4 or more steps) for familiar processes or procedures. | Units 1-2: Classroom Commands Unit 2: Asking & Giving Directions Unit 3: Relative Location All Units: Interaction with audio and visual cues, Focus Exercises, Quizzes, Mastery Tests |
| Early Advanced | |
| – 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. | All Units: Listening, Dialog, Vocabulary, Repetition, Interaction with audio and visual cues, Focus Exercises, Quizzes, Mastery Tests |
| – Often comprehend and follow multiple-step instructions (4 or more steps) for familiar processes or procedures. | Units 1-2: Classroom Commands Unit 2: Asking & Giving Directions Unit 3: Relative Location All Units: Interaction with audio and visual cues, Focus Exercises, Quizzes, Mastery Tests |
| Advanced | |
| – Distinguish fact from opinion from read-aloud stories and content area presentations with contextual support, repetitions, rephrasing, and clarifications. | All Units: Listening, Dialog, Focus Exercises, Quizzes, Mastery Tests See Teachers Guide: Teaching Activities |
| – Consistently comprehend and follow multiple-step instructions (4 or more steps) for familiar processes or procedures. | Units 1-2: Classroom Commands Unit 2: Asking & Giving Directions Unit 3: Relative Location All Units: Interaction with audio and visual cues, Focus Exercises, Quizzes, Mastery Tests |

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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

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

| | |
|---|---|
| Beginning | |
| – Participate in social conversations held in pairs or in groups by asking/responding to questions, describing past events, and posing hypotheticals, using accurate but limited vocabulary. | Unit 1: <i>Wh-</i> questions, <i>Yes-No</i> questions, Greetings, Introduction Unit 7: Past, Future All Units: Vocabulary See Teachers Guide: Teaching Activities, Dialog |
| – Contribute to classroom and academic discussions by making suggestions, describing past events, and proposing hypotheticals, with considerable hesitancy because of the need to rephrase and search for words. | Unit 1: <i>Wh-</i> questions, <i>Yes-No</i> questions Unit 5: Invitations/Suggestions Unit 7: Past, Future All Units: Vocabulary, Dialog, Repetition See Teachers Guide: Teaching Activities |
| – Ask others to give, confirm, and clarify information, as needed. | Unit 1-2: <i>Wh-</i> questions, <i>Yes-No</i> questions Unit 2: Asking & Giving Directions |
| – Use the appropriate degree of formality with different audiences and settings. | |
| – Prepare and deliver oral narratives, using an introduction, development, and conclusion. | Unit 4: Reason and logical connection Unit 5: Sequence & Duration All Units: Vocabulary See Teachers Guide: Teaching Activities, Dialog |
| Early Intermediate | |
| – Participate in social conversations held | Unit 1: <i>Wh-</i> questions, <i>Yes-No</i> questions, |

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| <p>in pairs or in groups by asking/responding to questions, describing past events, and posing hypotheticals, using accurate but somewhat limited vocabulary.</p> | <p>Greetings, Introduction Unit 7: Past, Future All Units: Vocabulary See Teachers Guide: Teaching Activities, Dialog</p> |
| <p>– Contribute to classroom and academic discussions by making suggestions, describing past events, proposing hypotheticals, and expressing intentions and possibilities with some hesitancy because of the need to rephrase and search for words.</p> | <p>Unit 1: <i>Wh-</i> questions, <i>Yes-No</i> questions Unit 5: Invitations/Suggestions Unit 7: Past, Future All Units: Vocabulary, Dialog, Repetition</p> |
| <p>– Initiate questions in order to analyze and compare information needed for decision-making.</p> | <p>Unit 1-2: <i>Wh-</i> questions, <i>Yes-No</i> questions Unit 2: Asking & Giving Directions Unit 7: Comparisons</p> |
| <p>– Recognize and use standard English and <i>vernacular dialects</i> appropriately given the audience and setting.</p> | |
| <p>– Speak on familiar academic topics, using an introduction, development, and conclusion with accurate and somewhat limited vocabulary.</p> | <p>See Teachers Guide: Teaching Activities</p> |
| <p>Intermediate</p> | |
| <p>– Participate in social conversations held in pairs or in groups by asking/responding to questions, expressing feelings, and summarizing/reporting on events, using purposeful and somewhat varied vocabulary.</p> | |
| <p>– Contribute to classroom and academic discussions by making predictions, summarizing/reporting on situations, and drawing inferences with some hesitancy because of the need to rephrase and search for words.</p> | |
| <p>– Respond to questions to clarify and confirm accuracy of information.</p> | |
| <p>– Express sympathy, empathy, and gratitude in socially and culturally appropriate ways through verbal and nonverbal means.</p> | |
| <p>– Prepare and deliver oral reports using a</p> | |

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| <p>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.</p> | |
| <ul style="list-style-type: none"> - Briefly interview another student about his or her experiences, interests, and preferences, and take appropriate notes. | |
| <p>Early Advanced</p> | |
| <ul style="list-style-type: none"> - Participate in social conversations held in pairs or in groups by asking/responding to questions, expressing feelings, and summarizing/reporting on events, using accurate and varied vocabulary. | |
| <ul style="list-style-type: none"> - Contribute to classroom and academic discussions by making predictions, summarizing/reporting on situations, and drawing inferences with occasional hesitancy because of the need to rephrase and search for words. | |
| <ul style="list-style-type: none"> - Respond to some complex, open-ended questions about newly- learned information. | |
| <ul style="list-style-type: none"> - Respond to and express humor in socially and culturally appropriate ways through verbal and nonverbal means. | |
| <ul style="list-style-type: none"> - Prepare and deliver oral reports in a content area that express main ideas and provide detailed descriptions and explanations, using natural and varied vocabulary. | |
| <ul style="list-style-type: none"> - Interview another student or adult about his or her interests, experiences, and preferences, and summarize the responses. | |
| <p>Advanced</p> | |
| <ul style="list-style-type: none"> - Open, develop, and close extended social conversations by asking and responding to questions, expressing feelings, and summarizing/reporting on events, using precise and descriptive vocabulary. | |

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| – 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. | |
| – Question, solicit, and restate information about newly learned information. (LS-E4) | |
| – Respond to and use idiomatic speech appropriately. | |
| – 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) | |
| – Interview another student or adult about his or her interests, experiences, preferences, and opinions; evaluate responses both as interviewer and interviewee. (LS-E3) | |

Standard English Conventions

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

| | |
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| Beginning | |
| – Speak, demonstrating satisfactory control over the English grammatical structures and linguistic forms defined in earlier stages of proficiency. | All Units: Dialog, Vocabulary, Grammar, Voice Record and Playback with Speech Recognition See Teachers Guide: Teaching Activities |
| Early Intermediate | |
| – Speak, using English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-III); however, many errors or irregular forms often impede communication. | All Units: Dialog, Vocabulary, Grammar, Voice Record and Playback with Speech Recognition See Teachers Guide: Teaching Activities |
| Intermediate | |
| – Speak, using English grammatical | |

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| structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-III); however, habitual errors sometimes impede communication. | |
| Early Advanced | |
| – Speak, using English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-III); some errors occur, although they do not impede communication. | |
| Advanced | |
| – Speak, using the following English grammatical structures and linguistic forms, with occasional errors: <ul style="list-style-type: none"> ○ verb tenses (past perfect, future perfect, future perfect progressive, present unreal conditional, three-part phrasal verbs); ○ subject-verb agreement; compound/complex sentences; and, ○ various modifiers and transitional devices. | |

Comprehension of Oral Communications

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

| | |
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| Beginning | |
| – 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. | All Units: Listening, Dialog, Vocabulary, Repetition, Interaction with audio and visual cues See Teachers Guide: Teaching Activities |
| – Comprehend sets of instructions related to tasks on familiar processes or procedures. | Units 1-2: Classroom Commands Unit 2: Asking & Giving Directions Unit 3: Relative Location |

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| | All Units: Interaction with audio and visual cues, Focus Exercises, Quizzes, Mastery Tests |
| Early Intermediate | |
| <ul style="list-style-type: none"> - 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 are required. | All Units: Listening, Dialog, Vocabulary, Repetition, Interaction with audio and visual cues See Teachers Guide: Teaching Activities |
| <ul style="list-style-type: none"> - Integrate a few pieces of oral information to complete a task on familiar processes or procedures. | Units 1-2: Classroom Commands Unit 2: Asking & Giving Directions Unit 3: Relative Location All Units: Interaction with audio and visual cues, Focus Exercises, Quizzes, Mastery Tests |
| Intermediate | |
| <ul style="list-style-type: none"> - 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. | |
| <ul style="list-style-type: none"> - Integrate several detailed pieces of oral information to complete a task on familiar processes or procedures. | |
| Early Advanced | |
| <ul style="list-style-type: none"> - 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. | |
| <ul style="list-style-type: none"> - Follow an extended set of multi-step instructions on tasks for familiar processes or procedures. | |
| Advanced | |
| <ul style="list-style-type: none"> - 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 | |

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| working in pairs, small groups, or during whole-class discussions. (LS-E4) | |
| – Follow an extended set of multi-step instructions on tasks for less familiar processes or procedures. | |

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.

Comprehension of Oral Communications

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

| | |
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| Beginning | |
| – Obtain, provide, and exchange basic but key information to complete many practical, social, or academic tasks. | |
| – 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. | |
| – Use appropriate register for business and friendly transactions. | |
| – Prepare and deliver a short oral report in a content area and effectively convey the information with connected discourse. | |
| – Give clear multi-step instructions to | |

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| carry out a familiar process. | |
| Early Intermediate | |
| <ul style="list-style-type: none"> - 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. Communicate with sustained and connected discourse in most social, practical, and academic settings, including expressing feelings and summarizing, explaining, and extending information. | |
| <ul style="list-style-type: none"> - 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. | |
| <ul style="list-style-type: none"> - Select topics appropriate to discuss in an interview. | |
| <ul style="list-style-type: none"> - Deliver an impromptu speech on a particular subject that is organized and tailored to the audience, using accurate but somewhat limited vocabulary. | |
| <ul style="list-style-type: none"> - Give clear, detailed multi-step instructions to carry out a familiar process. | |
| Intermediate | |
| <ul style="list-style-type: none"> - 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. | |
| <ul style="list-style-type: none"> - Recognize and apply the style of speech used in an interview and in formal and informal meetings. | |
| <ul style="list-style-type: none"> - Deliver an impromptu speech on a particular subject that is organized and | |

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| tailored to the audience, using purposeful and somewhat varied vocabulary. | |
| – Give clear, detailed multi-step instructions to carry out a familiar process. | |
| Early Advanced | |
| – Communicate effectively and confidently in most practical, social, and academic settings, including obtaining, exchanging, and presenting feelings, observations, information, feedback, ideas, and opinions. | |
| – 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. | |
| – Interpret humor in a political cartoon, situation comedy, or a joke. | |
| – 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. | |
| – Convey the sequence of steps in spoken directions, using clear reference and precise vocabulary. | |
| Advanced | |
| – Communicate with elaboration and proper documentation in practical, social, and academic settings, including obtaining, exchanging, and presenting feelings, observations, information, feedback, ideas, and opinions. | |
| – Interact with others to coordinate academic tasks, including asking/ answering questions, giving/ responding to feedback, supporting/ | |

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| refuting opinions, and analyzing points of view, using a variety of strategies to keep the discussion on track and on topic. | |
| – Recognize and interpret irony, sarcasm, and humor in a variety of interactions. | |
| – 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) | |
| – Convey the sequence of steps in an extended set of spoken directions, using clear reference and precise vocabulary. | |

Standard English Conventions

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

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| Beginning | |
| – 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. | |
| Early Intermediate | |
| – 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, many errors often impede communication | |
| Intermediate | |
| – Speak with adequate fluency, intelligibility, and mastery of a variety of English grammatical structures and | |

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| linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-IV); however, habitual errors sometimes impede communication. | |
| Early Advanced | |
| <ul style="list-style-type: none"> - 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); some errors occur, although they rarely impede communication. | |
| <ul style="list-style-type: none"> - Use appropriate rhetorical discourse markers, phrases, and sentences to help the listener follow (e.g., definitions, generalizations, summary). | |
| Advanced | |
| <ul style="list-style-type: none"> - Speak, using near native-like fluency, with flexibility and the mastery of a variety of English grammatical structures and linguistic forms with occasional errors, including: <ul style="list-style-type: none"> o verb tenses (past perfect progressive and future perfect progressive tenses, past unreal conditionals, modals in past tense); o transitional devices; and, o varied sentence structures. | |
| <ul style="list-style-type: none"> - Demonstrate linguistic control and adjust language for clarity and accuracy. | |

Comprehension of Oral Communications

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

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| Beginning | |
| <ul style="list-style-type: none"> - Paraphrase main ideas of a range of general interest conversations and academic presentations on familiar | |

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| topics delivered at a normal rate of speech. | |
| – Identify something about the emotional state of the speaker from the tone and intonation of the discourse. | |
| Early Intermediate | |
| – 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. | |
| – Identify the emotional tone and register of oral discourse. | |
| – Identify the component parts of a presentation (e.g., introduction, topic development, topic shift, and conclusion). | |
| Intermediate | |
| – 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. | |
| – Interpret some of “unspoken” attitudinal nuance, emotional tone, and register of oral discourse. | |
| – Identify <i>rhetorical signals</i> of chronological order, comparison and contrast, and cause and effect in formal and informal presentations. | |
| Early Advanced | |
| – 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. | |
| – Interpret the “unspoken” attitudinal nuance, emotional tone, and register of oral discourse, and infer speaker’s bias. | |
| – Evaluate spoken discourse for | |

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| appropriateness of purpose with a variety of audiences such as formal, <i>consultative, casual</i> , and intimate. | |
| Advanced | |
| – 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) | |
| – 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) | |
| – Evaluate the overall effectiveness of informal and formal presentations that use illustrations, statistics, comparisons, and analogies. (LS-P5) | |