

DynEd
Let's Go
Aligned to Arizona's Standards
Listening and Speaking

General Description:	<i>Let's Go</i> is a multimedia course for beginning through intermediate-level students of spoken English, ages 4-10. Created by experienced teachers and based on classroom-proven instructional strategies, <i>Let's Go</i> maximizes the effectiveness of multimedia by focusing on the key skill necessary to acquire language: listening.
Proficiency Level:	Beginning through intermediate
Course Description:	<i>Let's Go</i> is an eight unit series designed for beginning through intermediate-level students of spoken English. Each unit opens with a Song and a Conversation, followed by Vocabulary, Grammar and Phonics lessons, and ends with a Game. <i>Let's Go</i> can be used on its own or in conjunction with the <i>Let's Go</i> Student Book, Picture Cards, and other supporting materials.
Computer-based Tools:	Speech Recognition, Glossary, On-screen Text, Help, Translation (for some languages)
Teacher Tools:	<i>Records Manager</i> allows teachers to monitor individual and class learning and suggests remediation.
Assessment:	DynEd General <i>Placement Test</i> , Records Manager, Score-based quizzes, computer-based prompting/feedback, Mastery Tests
Teacher Materials:	Teacher's 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	Let's Go
<ul style="list-style-type: none"> - Respond to greetings with simple words, gestures, and other nonverbal behavior. 	<p>Level 1, Unit 1: Greetings, Introducing yourself, Asking about objects All Units: Interaction with audio and visual cues</p>
<ul style="list-style-type: none"> - Use gestures to communicate basic needs (e.g., points toward door when needing to go to the restroom). 	<p>All Units: Interaction with visual cues</p>
<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). 	<p>Level 1, Unit 1: Names, Classroom objects, Names, Classroom objects Level 1, Unit 2: Describing objects, Classroom objects Level 1, Unit 3: Introducing friends, Classroom objects</p>
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>) 	<p>Level 1, Unit 1: Greetings, Introducing yourself Level 1, Unit 3: Introducing friends Level 1, Unit 4: Introducing family members, meeting someone politely</p>
<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). 	<p>Level 1, Unit 7: Expressing hunger and thirst, Asking what someone wants, Expressing wants</p>
<ul style="list-style-type: none"> - Identify by name some familiar objects, people, and events (e.g., family 	<p>Level 1, Unit 1: Names, Classroom objects</p>

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members, body parts, clothing, pets, foods, common occupations, seasons, common school, classroom, and home objects).	Level 1, Unit 2: Describing objects Level 1, Unit 4: Introducing family members, Describing people
- Recite simple, familiar rhymes and songs with expressive phrasing and intonation.	All Units: Interaction with audio and visual cues, Voice record and playback with speech recognition See Teacher's Guide: Teaching Activities, p. 18
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).	Level 1, Unit 1: Greetings Level 1, Unit 4: Introducing family members, Asking about people, Describing people
- 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> .)	Level 1, Unit 7: Expressing hunger and thirst, Asking what someone wants, Expressing wants
- 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).	Level 1, Unit 1: Names, Classroom objects Level 1, Unit 2: Describing objects Level 1, Unit 4: Introducing family members, Describing people
- Recite familiar rhymes, songs, and stories with clear, audible, and expressive phrasing and intonation.	All Units: Interaction with audio and visual cues, Voice record and playback with speech recognition See Teacher's Guide: Teaching Activities, p. 18
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.	Level 1, Unit 1: Greetings, Introducing yourself Level 1, Unit 4: Meeting someone politely, Asking about people, Describing people
- Communicate immediate personal and survival needs, using accurate and somewhat varied vocabulary.	Level 1, Unit 7: Expressing hunger and thirst Level 2, Unit 2: Expressing physical states, Expressing concern

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<ul style="list-style-type: none"> - Describe immediate surroundings, such as classroom, school, or home. 	<p>Level 1, Unit 1: Classroom objects Level 1, Unit 2: Describing objects Level 1, Unit 5: Describing objects</p>
<ul style="list-style-type: none"> - Retell simple stories in a logical sequence, using key words, phrases, and simple sentences. 	<p>All Units: Interaction with audio and visual cues, Voice record and playback with speech recognition</p>
Advanced	
<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>Level 1, Unit 1: Greetings, Introducing yourself Level 1, Unit 4: Meeting someone politely, Asking about people, Describing people</p>
<ul style="list-style-type: none"> - Communicate immediate and future personal and survival needs, using precise, descriptive, and varied vocabulary. 	<p>Level 1, Unit 7: Expressing hunger and thirst Level 2, Unit 2: Expressing physical states, Expressing concern Level 6, Unit 8: Describing future plans All Units: Vocabulary</p>
<ul style="list-style-type: none"> - Describe familiar objects, people, and events with both general and more specific words and phrases. 	<p>Level 1, Unit 1: Classroom objects Level 1, Unit 2: Describing objects Level 5, Unit 2: Physical Appearance Level 6, Unit 2: Comparing tastes, aromas, sounds, textures, and appearances All Units: Vocabulary</p>
<ul style="list-style-type: none"> - Retell simple stories in a logical sequence, using expressive phrasing. (LS-R1) 	<p>All Units: Interaction with audio and visual cues, Voice record and 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.

Beginning	
<ul style="list-style-type: none"> - Speak in isolated words (usually a single 	<p>All Units: Interaction with audio and</p>

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noun or verb), depending heavily on gestures to express meaning.	visual cues, Listening, Speaking, Voice record and playback, Grammar, Vocabulary
Early Intermediate	
- Speak in isolated words or strings of 2 to 3 words, depending on gestures to express meaning.	All Units: Interaction with audio and visual cues, Listening, Speaking, Voice record and playback, Grammar, Vocabulary
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: Interaction with audio and visual cues, Listening, Speaking, Voice record and playback, Grammar, Vocabulary
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: Interaction with audio and visual cues, Listening, Speaking, Voice record and playback, Grammar, Vocabulary
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"> ○ verb tenses (present tense, including “to be,” present progressive, and future tenses, imperatives, <i>modal auxiliaries</i>); ○ possessive adjectives and subject pronouns, including articles; and, ○ prepositions of time and place; adverbs of time and frequency. 	Level 2, Unit 7: Time Level 3, Unit 4: Time, Frequency, Daily activities Level 3, Unit 7: Asking about the past, Talking about the past All Units: Interaction with audio and visual cues, Listening, Speaking, Voice record and playback, Grammar, Vocabulary

Comprehension of Oral Communications

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

Beginning	
- Comprehend a limited number of common words and simple phrases in	All Units: Interaction with audio and visual cues, Vocabulary

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conversations held on topics of personal relevance (e.g., basic greetings and courtesies) when spoken slowly and with extensive rephrasing, repetitions, and contextual clues.	
- Comprehend and follow simple routine instructions for classroom activities that depend on gestures and other contextual clues (e.g., "Let's form a line for lunch.")	Level 1, Units 1-3: Classroom commands All Units: 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.	All Units: Interaction with audio and visual cues, Vocabulary
- Comprehend and follow short routine instructions (2- to 5- word phrases) for classroom activities in the presence of gestures and clear contextual clues.	Level 1, Units 1-3: Classroom commands All Units: 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.	All Units: Interaction with audio and visual cues, Vocabulary
- Comprehend and follow routine (2- to 3-step) instructions for classroom activities in the presence of gestures and clear contextual clues.	Level 1, Units 1-3: Classroom commands All Units: 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.	All Units: Interaction with audio and visual cues, Vocabulary
- Comprehend and follow multiple step instructions for classroom activities in the presence of gestures and clear contextual clues.	Level 1, Units 1-3: Classroom commands All Units: Interaction with audio and visual cues
- Listen attentively to simple, short read-	All Units: Interaction with audio and

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aloud stories and identify key details.	visual cues, Games, Mastery tests
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.	All Units: Interaction with audio and visual cues, Vocabulary, Repetition
- Comprehend and follow common positive and negative commands and requests. (LS-R2)	Level 1, Units 1-3: Classroom commands All Units: Interaction with audio and visual cues
- Listen attentively to simple read-aloud stories, poems, and informational text and identify key details and specific facts. (LS-R4)	All Units: Interaction with audio and visual cues, Games, Mastery tests

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.

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.	Level 1, Units 1-2: Greetings All Units: Vocabulary
- Contribute to classroom and small group academic discussions by	All Units: Interaction with audio and visual cues, Conversation,

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asking/answering simple questions with considerable hesitancy due to the need to rephrase and search for words.	Vocabulary, Listening, Speaking
- Greet and take leave in socially and culturally appropriate ways.	Level 1, Units 1-2: Greetings
- Describe a person, object, or situation in some detail.	Level 1, Unit 2: Describing objects Level 1, Unit 4: Describing people All Units: Vocabulary
- 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.	Level 1, Units 1-3: Classroom commands
- Answer basic questions about read-aloud stories with 1- or 2-word responses.	All Units: Interaction with audio and visual cues, Games, Mastery tests
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.	See Teacher's Guide: Teaching activities, p. 18
- 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.	Level 2, Unit 4: Expressing ability/inability, Describing ability/inability in others
- Role-play a telephone conversation with others, using English in socially and culturally appropriate ways.	See Teacher's Guide: Teaching activities, p. 18
- Ask and respond to questions about the size, color, shape, physical characteristics, and number of familiar objects, using accurate and somewhat limited vocabulary.	Level 1, Unit 1: Asking about objects Level 1, Unit 2: Asking about colors, Describing objects Level 1, Unit 3: Asking about objects (plural)
- Issue single-step directions and commands in a manner that the listener can follow, with less reliance on gestures to convey meaning.	Level 2, Unit 8: Commands
- Retell simple stories in a logical sequence, using key words, phrases, and simple sentences.	Level 2, Unit 7: Describing daily routine Level 2, Unit 8: Describing what you

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	are doing
Intermediate	
- 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.	Level 2, Unit 5: Asking about wants/likes, Expressing wants/likes All Units: Vocabulary See Teacher's Guide: Teaching activities, p. 18
- 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.	Level 2, Unit 4: Expressing ability/inability, Describing ability/inability in others Level 4, Unit 1: Comparisons
- Interact with adults and peers in formal and informal settings, using English in socially and culturally appropriate ways	Level 1, Unit 1: Greetings, Introducing yourself Level 1, Unit 4: Introducing family members, Meeting someone politely All Units: Conversation, Interaction with audio and visual cues See Teacher's Guide: Teaching Activities, p. 18
- Ask and respond to questions about various attributes of people, objects, events, and situations, using purposeful and somewhat varied vocabulary.	Level 1, Unit 1-2: Asking about objects, Describing objects Level 1, Unit 4: Asking about people, describing people All Units: Vocabulary
- Issue 1- to 2-step routine directions in a manner that the listener can follow.	Level 2, Unit 8: Commands
- Relate simple stories or events about personal experiences, using logical organization and some descriptive words.	Level 2, Unit 7: Describing daily routine
Early Advanced	
- Participate in expanded social conversations held in pairs or in small groups in which he or she discusses personal likes, dislikes, wants, and feelings; and familiar events, problems, and situations using accurate and varied vocabulary.	Level 1, Unit 7: Asking about what someone wants, Expressing wants Level 2, Unit 5: Asking about wants/likes, Expressing wants/likes
- Contribute to classroom and small group academic discussions by asking/	Level 1, Unit 1: Asking about objects

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answering questions, agreeing/ disagreeing with others, and making comparisons with occasional hesitancy because of the need to rephrase and search for words.	Level 4, Unit 1: Comparisons
- 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, Games
- Ask and respond to questions about the similarities and differences in people, objects, events, and situations in some detail, using natural and varied vocabulary.	Level 1, Unit 1: Asking about objects Level 1, Unit 2: Asking about colors, Describing objects Level 1, Unit 4: Asking about people, Describing people All Units: Vocabulary
- Issue 2- to 3-step routine directions in a manner that the listener can follow.	Level 2, Unit 3: Giving location of household objects
- Relate simple stories or events about routine activities, using logical organization and natural and varied vocabulary.	Level 2, Unit 7: Asking about daily routine, Describing daily routine Level 3, Unit 3: Asking about activities, Describing activities
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.	Level 1, Unit 7: Asking about what someone wants, Expressing wants Level 2, Unit 5: Asking about wants/likes, Expressing wants/likes All Units: Vocabulary
- Contribute to classroom and academic discussions by asking/answering questions, agreeing/ disagreeing with others, making comparisons, and expressing interests and preferences related to class projects and discussions. (LS-F3)	Level 1, Unit 1: Asking about objects Level 4, Unit 1: Comparisons Level 6, Unit 2: Comparing tastes, aromas, sounds, textures, and appearances, Making comparisons and stating preferences
- 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,	Level 1, Unit 2: Describing objects Level 5, Unit 2: Describing people's

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appearance, function, actions), using precise and descriptive vocabulary.	hair color and style, Describing people by their clothing and features Level 5, Unit 4: Comparing sizes and speeds Level 6, Unit 2: Comparing tastes, aromas, sounds, textures, and appearances
- 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)	Level 2, Unit 3: Giving location of household objects Level 4, Unit 3: Asking about and describing what was happening at a point in time, Placing things in order
- Present coherent personal narrative about ideas, events, or activities of interest that include an introduction, development, and conclusion that listeners can follow. (LS-F3)	Level 2, Unit 7: Asking about daily routine, Describing daily routine Level 3, Unit 3: Asking about activities, Describing activities See Teacher's Guide: Teaching Activities

Standard English Conventions

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

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: Speech recognition with voice-record and playback, Grammar, Interaction with audio and visual cues
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: Speech recognition with voice-record and playback, Grammar, Interaction with audio and visual cues
Intermediate	
- Speak, using English grammatical structures and linguistic forms outlined in the Advanced Level (and in ELL I); however, habitual errors sometimes impede communication.	All Units: Speech recognition with voice-record and playback, Grammar, Interaction with audio and visual cues

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Early Advanced	
<ul style="list-style-type: none"> - 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. 	<p>All Units: Speech recognition with voice-record and playback, Grammar, Interaction with audio and visual cues</p>
Advanced	
<ul style="list-style-type: none"> - 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). 	<p>Level 3, Unit 7: Asking about the past, Talking about the past Level 3, Unit 8: Asking about the past, Describing the past Level 4, Unit 1: Comparisons All Units: Speech recognition with voice-record and playback, Grammar, Interaction with audio and visual cues</p>

Comprehension of Oral Communications

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

Beginning	
<ul style="list-style-type: none"> - 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. 	<p>Level 2, Unit 5: Asking about wants/likes, Expressing wants/likes All Units: Vocabulary See Teacher's Guide: Teaching activities, p. 18 All Units: Interaction with audio and visual cues, Repetition</p>
<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>Level 1, Unit 6: Specifying location All Units: Interaction with audio and visual cues</p>

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Early Intermediate	
- 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.	Level 1, Unit 1: Greetings, Introducing yourself, Asking about objects, Classroom commands 1 Level 6, Unit 1: Asking for and giving personal information All Units: Interaction with audio and visual cues
- Comprehend and follow 2- to 3-step directions related to the position of one's movement in space, accompanied by contextual cues and gestures.	Level 1, Unit 6: Asking about location, Specifying location All Units: Interaction with audio and visual cues
Intermediate	
- 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.	Level 1, Unit 1: Greetings, Introducing yourself, asking about objects, Classroom commands 1 Level 1, Unit 7: Expressing hunger and thirst, Asking what someone wants, Expressing wants All Units: Interaction with audio and visual cues
- Comprehend and follow 3- to 4-step directions related to the position of one's movement in space.	Level 1, Unit 6: Asking about location, Specifying location
Early 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 with some rephrasing, repetitions, and contextual clues.	Level 1, Unit 1: Greetings, Introducing yourself, asking about objects, Classroom commands 1 Level 1, Unit 7: Expressing hunger and thirst, Asking what someone wants, Expressing wants Level 5, Unit 3: Extending and accepting invitations All Units: 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.	Level 1, Unit 6: Asking about location, Specifying location Level 3, Unit 4: Time, Frequency, Daily activities All Units: Interaction with audio and visual cues
Advanced	
- Comprehend and follow short predictable	Level 1, Unit 1: Greetings,

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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.	Introducing yourself, asking about objects, Classroom commands 1 Level 1, Unit 7: Asking what someone wants, Expressing wants All Units: 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)	Level 1, Unit 6: Asking about location, Specifying location Level 3, Unit 4: Time, Frequency, Daily activities All Units: Interaction with audio and visual cues

ELL III

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

Delivery of Oral Communications

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

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.	Level 1, Unit 7: Expressing hunger and thirst Level 2, Unit 5: Asking about wants/likes, Expressing wants/likes All Units: Interaction with audio and visual cues, Conversation, Vocabulary See Teacher's Guide: Teaching Activities: Conversation
- Contribute to classroom and small group academic discussions by	Level 1, Unit 1: Introducing yourself, Asking about objects

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asking/answering questions and making comparisons with considerable hesitancy because of the need to rephrase and search for words.	Level 1, Unit 2: Asking about colors, Describing objects Level 4, Unit 1: Comparisons All Units: Interaction with audio and visual cues, Conversation
- Greet and take leave appropriately in a variety of settings.	Level 1, Unit 1: Greetings, Introducing yourself Level 1, Unit 4: Introducing family members, Meeting someone politely
- Ask and respond to basic instructional questions on the content presented (e.g., who, what, where, when, why, how) using words and phrases.	All Units: Interaction with audio and visual cues, Games, Mastery Tests
- Relate stories or events about routine activities, using logical organization and accurate but limited vocabulary.	Level 2, Unit 7: Asking about daily routine, Describing daily routine All Units: Vocabulary
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.	Level 1, Unit 7: Expressing hunger and thirst Level 6, Unit 8: Describing future plans All Units: Interaction with audio and visual cues, Conversation, Vocabulary See Teacher's Guide: Teaching Activities: Conversation
- 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.	Level 1, Unit 1: Introducing yourself, Asking about objects Level 1, Unit 2: Asking about colors, Describing objects Level 1, Unit 8: Agreeing Level 4, Unit 1: Comparisons All Units: Interaction with audio and visual cues, Conversation
- 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.	All Units: Interaction with audio and visual cues, Games, Mastery tests
- Relate stories or events about personal	Level 2, Unit 7: Asking about daily

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experiences, using logical organization and some descriptive vocabulary.	routine, Describing daily routine Level 3, Unit 7: Asking about the past, Talking about the past
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.	Level 1, Unit 1: Greetings, Introducing yourself, Asking about objects Level 2, Unit 4: Asking about a problem Level 3, Unit 7: Asking about the past, Talking about the past Level 6, Unit 5: Asking for and giving advice and suggestions All Units: Interaction with audio and visual cues, Conversation, Vocabulary See Teacher's Guide: Teaching Activities: Conversation
- 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.	Level 6, Unit 5: Asking for and giving advice and suggestions, Expressing opinions Level 6, Unit 6: Hypothetical Situations
- Give and receive compliments, show gratitude, apologize, and express anger or impatience in socially and culturally appropriate ways through verbal and nonverbal means.	Level 3, Unit 1: Interrupting someone
- Ask and respond to instructional questions on the content presented (e.g., What part of the story was more important?) using phrases and sentences.	All Units: Interaction with audio and visual cues, Games, Mastery tests
- Present coherent personal narratives about ideas, events, or activities of interest, using logical organization and purposeful and somewhat varied vocabulary.	Level 2, Unit 4: Activities Level 5, Unit 8: Asking and talking about experiences
Early Advanced	
- Participate in social conversations held in pairs or in groups by asking and responding to questions, providing advice, granting permission, describing past	Level 1, Unit 1: Greetings, Introducing yourself, Asking about objects Level 2, Unit 4: Asking about a

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<p>events, and posing hypotheticals, using accurate and varied vocabulary.</p>	<p>problem Level 6, Unit 5: Asking for and giving advice and suggestions, Expressing opinions Level 6, Unit 6: Hypothetical situations All Units: Interaction with audio and visual cues, Conversation, Vocabulary See Teacher's Guide: Teaching Activities: Conversation</p>
<ul style="list-style-type: none"> - 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. 	<p>Level 3, Unit 7: Asking about the past, Talking about the past Level 6, Unit 5: Asking for and giving advice and suggestions Level 6, Unit 6: Hypothetical situations</p>
<ul style="list-style-type: none"> - Determine appropriate topics for interaction given audience and setting, including when it is appropriate to tell a joke. 	<p>Level 1, Unit 3: Introducing friends Level 1, Unit 4: Introducing family members, Meeting someone politely</p>
<ul style="list-style-type: none"> - Ask and respond to instructional questions on the content presented (e.g., What part of the story was more important?) with more extensive descriptive comments. 	<p>All Units: Interaction with audio and visual cues, Games, Mastery tests</p>
<ul style="list-style-type: none"> - 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>Advanced</p>	
<ul style="list-style-type: none"> - 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>Level 1, Unit 1: Greetings, Introducing yourself Level 3, Unit 3: Asking for/offering something Level 6, Unit 5: Asking for and giving advice and suggestions, Expressing opinions Level 6, Unit 6: Hypothetical situations</p>
<ul style="list-style-type: none"> - Contribute to classroom and academic discussions by giving suggestions, describing past and proposing 	<p>Level 3, Unit 7: Asking about the past, Talking about the past Level 6, Unit 5: Asking for and</p>

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<p>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>giving advice and suggestions</p>
<ul style="list-style-type: none"> - Advise peers on appropriate verbal and nonverbal behavior given the audience and setting. 	<p>Level 1, Unit 3: Introducing friends Level 1, Unit 4: Introducing family members, Meeting someone politely See Teacher's Guide: "As students go through the program together, they discuss program choices and explain the reasons for their choices..." p. 16</p>
<ul style="list-style-type: none"> - 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>All Units: Interaction with audio and visual cues, Games, Mastery tests</p>
<ul style="list-style-type: none"> - Prepare and deliver a short oral report in a content area and effectively convey the information through verbal and nonverbal communications in connected discourse with accurate and precise vocabulary. (LS-E1, LS-E2) 	

Standard English Conventions

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

<p>Beginning</p>	
<ul style="list-style-type: none"> - 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. 	<p>All Units: Interaction with audio and visual cues, Conversation, Voice record and playback, Grammar, Vocabulary</p>
<p>Early Intermediate</p>	
<ul style="list-style-type: none"> - 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. 	<p>All Units: Interaction with audio and visual cues, Conversation, Voice record and playback, Grammar, Vocabulary</p>

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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: Interaction with audio and visual cues, Conversation, Voice record and playback, Grammar, Vocabulary
- 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>)	Level 6, Unit 4: Expressing the order of activities All Units: Interaction with audio and visual cues, Conversation, Voice record and playback, Grammar, Vocabulary
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 impede communication.	All Units: Interaction with audio and visual cues, Conversation, Voice record and playback, Grammar, Vocabulary
- Arrange phrases, clauses, and sentences into correct and meaningful patterns.	All Units: Interaction with audio and visual cues, Conversation, Voice record and playback, Grammar, Vocabulary
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. 	Level 3, Unit 7: Asking about the past, Talking about the past Level 3, Unit 8: Asking about the past, Describing the past Level 4, Unit 5: Expressing past time (regular and irregular verbs)
- Present information in coherent connected discourse.	All Units: Interaction with audio and visual cues, Conversation, Voice record and playback, Grammar, Vocabulary

Comprehension of Oral Communications

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

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knowledge.

Beginning	
<ul style="list-style-type: none"> - Recognize topics in read-aloud stories when spoken slowly and with repetitions, rephrasing, and clarifications. 	All Units: Interaction with audio and visual cues, Repetition, Onscreen text, Translation
<ul style="list-style-type: none"> - Comprehend and follow 3- to 4-step directions related to the position of one's movements in space. 	Level 1, Unit 6: Specifying location Level 3, Unit 4: Time and frequency All Units: Interaction with audio and visual cues, Games, Mastery tests
Early Intermediate	
<ul style="list-style-type: none"> - Restate basic facts from read-aloud stories and content area presentations with contextual support (e.g., graphic organizers, posters, diagrams), repetitions, rephrasing, and clarifications. 	All Units: Interaction with audio and visual cues, Repetition, Translation, Mastery tests, Games
<ul style="list-style-type: none"> - Comprehend and follow 3- to 4-step directions related to the position, frequency, and duration of one's movements in space. 	Level 1, Unit 6: Specifying location All Units: Interaction with audio and visual cues, Games, Mastery tests
Intermediate	
<ul style="list-style-type: none"> - 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: Interaction with audio and visual cues, Repetition, Translation, Mastery tests, Games
<ul style="list-style-type: none"> - Sometimes comprehend and follow multiple-step instructions (4 or more steps) for familiar processes or procedures. 	All Units: Interaction with audio and visual cues, Games, Mastery tests
Early Advanced	
<ul style="list-style-type: none"> - 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: Interaction with audio and visual cues, Repetition, Translation, Mastery tests, Games
<ul style="list-style-type: none"> - Often comprehend and follow multiple-step instructions (4 or more steps) for familiar processes or 	All Units: Interaction with audio and visual cues, Games, Mastery tests

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procedures.	
Advanced	
<ul style="list-style-type: none"> - Distinguish fact from opinion from read-aloud stories and content area presentations with contextual support, repetitions, rephrasing, and clarifications. 	<p>Level 6, Unit 5: Expressing opinions All Units: Interaction with audio and visual cues, Repetition, Translation, Mastery tests, Games</p>
<ul style="list-style-type: none"> - Consistently comprehend and follow multiple-step instructions (4 or more steps) for familiar processes or procedures. 	<p>All Units: Interaction with audio and visual cues, Games, Mastery tests</p>

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	
<ul style="list-style-type: none"> - 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. 	<p>Level 1, Unit 1: Greetings, Introducing yourself Level 6, Unit 6: Hypothetical situations Level 6, Unit 8: Describing someone's past experiences, Describing future plans All Units: Interaction with audio and visual cues, Conversation, Vocabulary See Teacher's Guide: Teaching Activities: Conversation</p>
<ul style="list-style-type: none"> - Contribute to classroom and academic discussions by making suggestions, describing past events, and proposing 	<p>Level 6, Unit 5: Asking for and giving advice and suggestions, Expressing opinions Level 6, Unit 6: Hypothetical situations</p>

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<p>hypotheticals, with considerable hesitancy because of the need to rephrase and search for words.</p>	
<ul style="list-style-type: none"> – Ask others to give, confirm, and clarify information, as needed. 	<p>Level 1, Unit 1: Asking about objects Level 5, Unit 5: Asking about and stating what someone did, Asking about and stating what someone is going to do</p>
<ul style="list-style-type: none"> – Use the appropriate degree of formality with different audiences and settings. 	<p>Level 1, Unit 3: Introducing friends Level 1, Unit 4: Introducing family members, Meeting someone politely</p>
<ul style="list-style-type: none"> – Prepare and deliver oral narratives, using an introduction, development, and conclusion. 	
<p>Early Intermediate</p>	
<ul style="list-style-type: none"> – Participate in social conversations held in pairs or in groups by asking/responding to questions, describing past events, and posing hypotheticals, using accurate but somewhat limited vocabulary. 	<p>Level 1, Unit 1: Greetings, Introducing yourself Level 6, Unit 6: Hypothetical situations Level 6, Unit 8: Describing someone's past experiences, Describing future plans All Units: Interaction with audio and visual cues, Conversation, Vocabulary See Teacher's Guide: Teaching Activities: Conversation</p>
<ul style="list-style-type: none"> – 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>Level 3, Unit 7: Asking about the past, Talking about the past Level 6, Unit 5: Asking for and giving advice and suggestions, Expressing opinions Level 6, Unit 6: Hypothetical situations</p>
<ul style="list-style-type: none"> – Initiate questions in order to analyze and compare information needed for decision-making. 	<p>Level 3, Unit 1: Asking about the location of a person, Asking about the location of a place Level 6, Unit 2: Making comparisons and stating preferences Level 6, Unit 4: Asking about and expressing cause and result</p>
<ul style="list-style-type: none"> – Recognize and use standard English and <i>vernacular dialects</i> appropriately given the audience and setting. 	<p>All Units: Interaction with audio and visual cues</p>
<ul style="list-style-type: none"> – Speak on familiar academic topics, using an introduction, development, and conclusion with accurate and somewhat limited vocabulary. 	

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Intermediate	
<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 purposeful and somewhat varied vocabulary. 	<p>Level 1, Unit 1: Greetings, Introducing yourself, Asking about objects Level 6, Unit 8: Describing someone's past experiences, Describing future plans All Units: Interaction with audio and visual cues, Conversation, Vocabulary See Teacher's Guide: Teaching Activities, Conversation</p>
<ul style="list-style-type: none"> - 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>Level 3, Unit 7: Asking about the past, Talking about the past Level 6, Unit 5: Asking for and giving advice and suggestions, Expressing opinions Level 6, Unit 6: Asking about and expressing conditional situations, Asking about and expressing possibilities</p>
<ul style="list-style-type: none"> - Respond to questions to clarify and confirm accuracy of information. 	<p>Level 1, Unit 6: Asking about the weather, Describing the weather, Asking about location, Specifying location</p>
<ul style="list-style-type: none"> - Express sympathy, empathy, and gratitude in socially and culturally appropriate ways through verbal and nonverbal means. 	<p>Level 1, Unit 5: Giving and receiving gifts Level 1, Unit 8: Asking about favorites, Expressing likes, Agreeing</p>
<ul style="list-style-type: none"> - Prepare and deliver oral reports using a logical organization and explicit connectors (e.g., <i>first, next, finally</i>) when making presentations in a content area with purposeful and somewhat varied vocabulary. 	<p>Level 6, Unit 4: Expressing the order of activities All Units: Vocabulary See Teacher's Guide, Teaching Activities</p>
<ul style="list-style-type: none"> - Briefly interview another student about his or her experiences, interests, and preferences, and take appropriate notes. 	<p>Level 2, Unit 5: Asking about wants/likes, Expressing wants/likes Level 5, Unit 8: Asking and talking about experiences See Teacher's Guide, Teaching Activities</p>
Early Advanced	
<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. 	<p>Level 1, Unit 1: Greetings, Introducing yourself Level 5, Unit 8: Asking and talking about experiences Level 6, Unit 8: Describing someone's past experiences, Describing future plans All Units: Interaction with audio and visual cues, Conversation, Vocabulary</p>

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	See Teacher's Guide: Teaching Activities, Conversation
<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. 	<p>Level 3, Unit 7: Asking about the past, Talking about the past Level 6, Unit 5: Asking for and giving advice and suggestions, Expressing opinions Level 6, Unit 6: Asking about and expressing conditional situations, Asking about and expressing possibilities</p>
<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. 	All Units: Interaction with audio and visual cues
<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>Level 3, Unit 7: Asking about the past, Talking about the past Level 6, Unit 2: Making comparisons and stating preferences Level 6, Unit 8: Describing someone's past experiences, Describing future plans</p>
Advanced	
<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. 	<p>Level 1, Unit 1: Greetings, Introducing yourself Level 5, Unit 8: Asking and talking about experiences All Units: Interaction with audio and visual cues, Conversation, Vocabulary See Teacher's Guide: Teaching Activities, Conversation</p>
<ul style="list-style-type: none"> - 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. 	<p>Level 3, Unit 7: Asking about the past, Talking about the past Level 6, Unit 5: Asking for and giving advice and suggestions, Expressing opinions Level 6, Unit 6: Asking about and expressing conditional situations, Asking about and expressing possibilities</p>
<ul style="list-style-type: none"> - Question, solicit, and restate 	Level 6, Unit 1: Asking and stating how long

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information about newly learned information. (LS-E4)	someone has done something
– Respond to and use idiomatic speech appropriately.	All Units: Interaction with audio and visual cues
– 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)	Level 3, Unit 7: Asking about the past, Talking about the past Level 6, Unit 2: Making comparisons and stating preferences Level 6, Unit 8: Describing someone's past experiences, Describing future plans

Standard English Conventions

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

Beginning	
– Speak, demonstrating satisfactory control over the English grammatical structures and linguistic forms defined in earlier stages of proficiency.	All Units: Interaction with audio and visual cues, Conversation, Voice record and playback, Grammar, Vocabulary
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: Interaction with audio and visual cues, Conversation, Voice record and playback, Grammar, Vocabulary
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, habitual errors sometimes impede communication.	All Units: Interaction with audio and visual cues, Conversation, Voice record and playback, Grammar, Vocabulary

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Early Advanced	
<ul style="list-style-type: none"> - 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. 	All Units: Interaction with audio and visual cues, Conversation, Voice record and playback, Grammar, Vocabulary
Advanced	
<ul style="list-style-type: none"> - Speak, using the following English grammatical structures and linguistic forms, with occasional errors: <ul style="list-style-type: none"> o verb tenses (past perfect, future perfect, future perfect progressive, present unreal conditional, three-part phrasal verbs); o subject-verb agreement; compound/complex sentences; and, o various modifiers and transitional devices. 	All Units: Interaction with audio and visual cues, Conversation, Voice record and playback, Grammar, Vocabulary

Comprehension of Oral Communications

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

Beginning	
<ul style="list-style-type: none"> - 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: Interaction with audio and visual cues, Repetition, Onscreen text, Translation See Teacher's Guide: Teaching Activities
<ul style="list-style-type: none"> - Comprehend sets of instructions related to tasks on familiar processes or procedures. 	All Units: Interaction with audio and visual cues, Games, 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, 	All Units: Interaction with audio and visual cues, Repetition, Onscreen text, Translation See Teacher's Guide: Teaching Activities

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<p>small groups, or whole-class discussions, although some repetition, rephrasing, and contextual support is required.</p>	
<ul style="list-style-type: none"> - Integrate a few pieces of oral information to complete a task on familiar processes or procedures. 	<p>All Units: Interaction with audio and visual cues, Games, Mastery tests</p>
<p>Intermediate</p>	
<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. 	<p>All Units: Interaction with audio and visual cues, Repetition, Onscreen text, Translation See Teacher's Guide, Teaching Activities</p>
<ul style="list-style-type: none"> - Integrate several detailed pieces of oral information to complete a task on familiar processes or procedures. 	<p>All Units: Interaction with audio and visual cues, Games, Mastery tests</p>
<p>Early Advanced</p>	
<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. 	<p>All Units: Interaction with audio and visual cues, Repetition, Onscreen text, Translation See Teacher's Guide, Teaching Activities</p>
<ul style="list-style-type: none"> - Follow an extended set of multi-step instructions on tasks for familiar processes or procedures. 	<p>All Units: Interaction with audio and visual cues, Games, Mastery tests</p>
<p>Advanced</p>	
<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 working in pairs, small groups, or during whole-class discussions. (LS-E4) 	<p>All Units: Interaction with audio and visual cues, Repetition, Onscreen text, Translation See Teacher's Guide, Teaching Activities</p>
<ul style="list-style-type: none"> - Follow an extended set of multi-step instructions on tasks for less familiar processes or procedures. 	<p>All Units: Interaction with audio and visual cues, Games, Mastery tests</p>

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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.*

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 carry out a familiar process.	
Early Intermediate	
– 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	

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<p>words. Communicate with sustained and connected discourse in most social, practical, and academic settings, including expressing feelings and summarizing, explaining, and extending information.</p>	
<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. 	
<p>Intermediate</p>	
<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 tailored to the audience, using purposeful and somewhat varied vocabulary. 	
<ul style="list-style-type: none"> - Give clear, detailed multi-step instructions to carry out a familiar process. 	
<p>Early Advanced</p>	
<ul style="list-style-type: none"> - Communicate effectively and 	

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<p>confidently in most practical, social, and academic settings, including obtaining, exchanging, and presenting feelings, observations, information, feedback, ideas, and opinions.</p>	
<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 occasional hesitancy because of the need to rephrase and search for words. 	
<ul style="list-style-type: none"> - Interpret humor in a political cartoon, situation comedy, or a joke. 	
<ul style="list-style-type: none"> - 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. 	
<ul style="list-style-type: none"> - Convey the sequence of steps in spoken directions, using clear reference and precise vocabulary. 	
<p>Advanced</p>	
<ul style="list-style-type: none"> - Communicate with elaboration and proper documentation in practical, social, and academic settings, including obtaining, exchanging, and presenting feelings, observations, information, feedback, ideas, and opinions. 	
<ul style="list-style-type: none"> - Interact with others to coordinate academic tasks, including asking/ answering questions, giving/ responding to feedback, supporting/ refuting opinions, and analyzing points of view, using a variety of strategies to keep the discussion on track and on topic. 	
<ul style="list-style-type: none"> - Recognize and interpret irony, sarcasm, and humor in a variety of interactions. 	
<ul style="list-style-type: none"> - Prepare and deliver a speech defending a point of view or presenting a specific 	

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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.

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 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	
– Speak with fluency, flexibility, and mastery of a variety of English	

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<p>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.</p>	
<ul style="list-style-type: none"> - Use appropriate rhetorical discourse markers, phrases, and sentences to help the listener follow (e.g., definitions, generalizations, summary). 	
<p>Advanced</p>	
<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.*

<p>Beginning</p>	
<ul style="list-style-type: none"> - Paraphrase main ideas of a range of general interest conversations and academic presentations on familiar topics delivered at a normal rate of speech. 	
<ul style="list-style-type: none"> - Identify something about the emotional state of the speaker from the tone and intonation of the discourse. 	
<p>Early Intermediate</p>	
<ul style="list-style-type: none"> - Summarize main ideas and supporting details of a range of general interest 	

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<p>conversations and academic presentations on familiar and unfamiliar topics delivered at a normal rate of speech.</p>	
<ul style="list-style-type: none"> - Identify the emotional tone and register of oral discourse. 	
<ul style="list-style-type: none"> - Identify the component parts of a presentation (e.g., introduction, topic development, topic shift, and conclusion). 	
<p>Intermediate</p>	
<ul style="list-style-type: none"> - 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. 	
<ul style="list-style-type: none"> - Interpret some of “unspoken” attitudinal nuance, emotional tone, and register of oral discourse. 	
<ul style="list-style-type: none"> - Identify <i>rhetorical signals</i> of chronological order, comparison and contrast, and cause and effect in formal and informal presentations. 	
<p>Early Advanced</p>	
<ul style="list-style-type: none"> - 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. 	
<ul style="list-style-type: none"> - Interpret the “unspoken” attitudinal nuance, emotional tone, and register of oral discourse, and infer speaker’s bias. 	
<ul style="list-style-type: none"> - Evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, <i>consultative</i>, <i>casual</i>, and intimate. 	
<p>Advanced</p>	
<ul style="list-style-type: none"> - Evaluate the logic in a range of extended general interest conversations and academic presentations on familiar and unfamiliar topics, in a broad variety 	

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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)	