

DynEd International, Inc.

Course: New Dynamic English

State: Arizona

Alignment: ELL Listening and Speaking Standards

General Description:	<i>New Dynamic English</i> is a multimedia course for beginning through advanced-level students of spoken English. Created by experienced teachers and based on classroom-proven instructional strategies, <i>New Dynamic English</i> maximizes the effectiveness of multimedia by focusing on the key skill necessary to acquire language: listening.
Proficiency Level:	Beginning through advanced
Age Appropriateness:	14 - Adult
Course Description:	<i>New Dynamic English</i> is a four-part series for beginning through advanced-level students of spoken English. Each level of 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)
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:	Instructor'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	<i>New Dynamic English</i>
<ul style="list-style-type: none">- Respond to greetings with simple words, gestures, and other nonverbal behavior.	Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others, Builds recognition of simple words and phrases in context. 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).	Module 1, Unit 2: Introduces useful verbs and daily vocabulary. 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).	Module 1, Unit 1: Personal information: name, where from, languages spoken, nationality Module 1, Unit 2: Extends personal information: age, spelling of name, job, salary, marital status All Units: Vocabulary
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>)	Module 1, Unit 1: Introductions, Students learn to give and elicit basic information about themselves and others. All Units: Voice record/playback with Speech Recognition

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<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>Module 1, Unit 1: Builds recognition of simple words and phrases in context.</p> <p>Module 1, Unit 2: Extends personal information</p> <p>All Units: Interaction with audio and visual cues</p>
<ul style="list-style-type: none"> - Identify by name some familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, common school, classroom, and home objects). 	<p>Module 1, Unit 2: Introduces useful verbs and daily vocabulary, Extends personal information: age, spelling of name, job, salary, marital status</p> <p>Module 2, Unit 2: Introduces basic vocabulary in five subject areas: seasons, times of day, weather conditions, times of life, and types of people.</p> <p>All Units: Vocabulary</p>
<ul style="list-style-type: none"> - Recite simple, familiar rhymes and songs with expressive phrasing and intonation. 	<p>All Units: Voice record/playback with Speech Recognition, Repetition</p>
Intermediate	
<ul style="list-style-type: none"> - 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). 	<p>Module 1, Unit 1: Introductions, Personal information</p> <p>Module 1, Unit 2: Extends Personal Information</p>
<ul style="list-style-type: none"> - 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>) 	<p>Module 3, Unit 2: Students learn to express basic needs, energy, food, water, our relationship to the environment, pollution, and the conditions for life to exist.</p>
<ul style="list-style-type: none"> - 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). 	<p>Module 3, Unit 1: Extends basic vocabulary, for both work and at home.</p> <p>All Units: Vocabulary</p>
<ul style="list-style-type: none"> - Recite familiar rhymes, songs, and stories with clear, audible, and expressive phrasing and intonation. 	<p>All Units: Voice-record/playback with Speech Recognition</p>

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Early Advanced	
<ul style="list-style-type: none"> - 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. 	<p>Module 1, Unit 1: Introductions: Students learn to give and elicit basic information about themselves and others</p> <p>Module 1, Unit 2: Students learn to ask and answer basic questions about each other in an interview format.</p>
<ul style="list-style-type: none"> - Communicate immediate personal and survival needs, using accurate and somewhat varied vocabulary. 	<p>Module 3, Unit 2: Students learn to express basic needs, energy, food, water, and our relationship to the environment, pollution, and the conditions for life to exist.</p>
<ul style="list-style-type: none"> - Describe immediate surroundings, such as classroom, school, or home. 	<p>Module 3, Unit 1: Extends basic vocabulary, for both work and at home</p> <p>Module 3, Unit 3: The Spatial Relations lesson focuses on how to describe how objects are arranged in relationship to each other.</p> <p>All Units: Vocabulary</p>
<ul style="list-style-type: none"> - Retell simple stories in a logical sequence, using key words, phrases, and simple sentences. 	<p>Module 4, Unit 3: Students learn to talk about their life history, important dates, and periods.</p> <p>All Units: Voice record/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>Module 1, Unit 1: Introductions</p> <p>Module 1, Unit 2: Students learn to ask and answer basic questions about each other in an interview format.</p> <p>Module 4, Unit 3: Students learn to talk about their life history, important dates, and periods</p>
<ul style="list-style-type: none"> - Communicate immediate and future personal and survival needs, using precise, descriptive, and varied vocabulary. 	<p>Module 3, Unit 1: Verb tenses</p> <p>Module 3, Unit 3: Students learn to express basic needs, energy, food, water, our relationship to the environment, pollution, and the conditions for life to exist</p> <p>All Units: Vocabulary</p>

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<ul style="list-style-type: none"> - Describe familiar objects, people, and events with both general and more specific words and phrases. 	<p>Module 3, Unit 1: Extends basic vocabulary, for both work and at home</p>
<ul style="list-style-type: none"> - Retell simple stories in a logical sequence, using expressive phrasing. (LS-R1) 	<p>Module 4, Unit 3: Students learn to talk about their life history, important dates, and periods Module 6, Unit 1: Students learn to talk about their past experiences and hopes for the future.</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 noun or verb), depending heavily on gestures to express meaning. 	<p>Module 1, Unit 1: Builds recognition of simple words and phrases in context, Introduces the most basic structures in English Module 1, Unit 2: Introduces useful verbs and daily vocabulary. All Units: Voice record/playback with Speech Recognition, Vocabulary</p>
Early Intermediate	
<ul style="list-style-type: none"> - Speak in isolated words or strings of 2 to 3 words, depending on gestures to express meaning. 	<p>Module 1, Unit 1: Builds recognition of simple words and phrases in context, Introduces the most basic structures in English Module 1, Unit 2: Introduces useful verbs and daily vocabulary. All Units: Voice record/playback with Speech Recognition</p>
Intermediate	
<ul style="list-style-type: none"> - 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. 	<p>Module 1, Unit 1: Builds recognition of simple words and phrases in context, Introduces the most basic structures in English Module 1, Unit 2: Introduces useful verbs and daily vocabulary.</p>

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	All Units: Voice record/playback with Speech Recognition
Early Advanced	
<ul style="list-style-type: none"> - 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. 	<p>Module 1, Unit 1: Builds recognition of simple words and phrases in context, Introduces the most basic structures in English</p> <p>Module 1, Unit 2: Introduces useful verbs and daily vocabulary.</p> <p>All Units: Voice record/playback with Speech Recognition</p>
Advanced	
<ul style="list-style-type: none"> - 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. 	<p>Module 1, Unit 1: Builds recognition of simple words and phrases in context. Introduces the most basic structures and phrases in context. Pronouns (personal, possessive)</p> <p>Module 1, Unit 2: Object Pronouns, Adjectives and Prepositions of Location</p> <p>Module 2, Unit 1: Prepositions of Place and Time, Adverbs of Frequency</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 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. 	<p>Module 1, Unit 1: Introductions, Personal information: name, where from, languages spoken, nationality, Introductions, Builds recognition of simple words and phrases in context.</p> <p>All Units: Vocabulary, Interaction with audio and visual cues</p>
<ul style="list-style-type: none"> - 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.”) 	<p>All Units: Interaction with audio and visual cues, Focus Exercises, Mastery Tests</p> <p>See Instructor’s Guide, Classroom</p>

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	extension activities
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.	Module 1, Unit 1: Personal information: name, where from, languages spoken, nationality, Introductions, Builds recognition of simple words and phrases in context. All Units: Vocabulary, 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.	All Units: Interaction with audio and visual cues, Focus Exercises, Mastery Tests See Instructor's Guide classroom extension activities
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.	Module 1, Unit 1: Personal information: name, where from, languages spoken, nationality, Introductions, Builds recognition of simple words and phrases in context. All Units: Vocabulary, 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.	All Units: Interaction with audio and visual cues, Focus Exercises, Mastery Tests See Instructor's Guide: Classroom extension activities
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.	Module 1, Unit 1: Personal information: name, where from, languages spoken, nationality, Introductions, Builds recognition of simple words and phrases in context. All Units: Vocabulary, Interaction with audio and visual cues
- Comprehend and follow multiple step instructions for classroom activities in the presence of gestures and clear contextual clues.	Module 7, Unit 3: Students learn to follow instructions involving conditions and sequences. See Instructor's Guide: Classroom extension activities
- Listen attentively to simple, short read-aloud stories and identify key details.	Module 2, Unit 5: Short videos illustrate the use of the language with

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	a variety of characters Module 7, Unit 2: Students learn to listen for the main ideas or for specific information in a presentation.
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.	Module 1, Unit 1: Personal information: name, where from, languages spoken, nationality, Introductions, Builds recognition of simple words and phrases in context. All Units: Vocabulary, Interaction with audio and visual cues
- Comprehend and follow common positive and negative commands and requests. (LS-R2)	Module 1, Unit 1: <i>Yes/No</i> and <i>Wh</i> -question formation. Module 3, Unit 1: <i>Yes/No</i> and <i>Wh</i> -question formation with past tense and future, Short answers (<i>Yes, she did. No, she didn't</i>)
- Listen attentively to simple read-aloud stories, poems, and informational text and identify key details and specific facts. (LS-R4)	Module 2, Unit 5: Short videos illustrate the use of the language with a variety of characters. Module 7, Unit 2: Students learn to listen for the main ideas or for specific information in a presentation All Units: Interaction with audio and visual cues

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.

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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 short, routine social conversations with individuals in which he or she exchanges personal information and discusses personal needs using accurate but limited vocabulary. 	<p>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others Module 1, Unit 2: Students learn to ask and answer basic questions about each other in an interview format</p>
<ul style="list-style-type: none"> - 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. 	<p>Module 1, Unit 2: Students learn to ask and answer basic questions about each other in an interview format</p>
<ul style="list-style-type: none"> - Greet and take leave in socially and culturally appropriate ways. 	<p>Module 1, Unit 1: Introductions Module 1, Unit 5: Video Interactions w/SR: Introductions, At a Party, At an Office, Telephone, Interview, Hot Seats: Shows basic introductions, greetings, and use of the telephone</p>
<ul style="list-style-type: none"> - Describe a person, object, or situation in some detail. 	<p>Module 1, Unit 2: Extends personal information: age, spelling of name, job, salary, marital status; Subj/Verb/Object (<i>He teaches science</i>) Module 3, Unit 3: Locations Module 4, Unit 2: Colors, Word relations</p>
<ul style="list-style-type: none"> - 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. 	<p>Module 3, Unit 3: Locations Module 3, Unit 5: Requests, Suggestions, Negative Questions; Asking for directions; Ordering at a restaurant</p>
<ul style="list-style-type: none"> - Answer basic questions about read-aloud stories with 1- or 2-word responses. 	<p>All Units: Interaction with audio and visual cues, Voice record/playback, Focus Exercises, Mastery Tests Module 7, Unit 2: Students learn to listen for the main ideas or for specific information in a presentation</p>

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	See Instructor’s Guide : Classroom Guidelines, Listening Focus
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.	Module 1, Unit 1 : Students learn to give and elicit basic information about themselves and others Module 1, Unit 2 : Students learn to ask and answer basic questions about each other in an interview format Module 2, Unit 3 : Students learn to express personal preferences and abilities
- 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.	Module 1, Unit 1 : <i>be, do</i> Module 2, Unit 3 : Students learn to express personal preferences and abilities.
- Role-play a telephone conversation with others, using English in socially and culturally appropriate ways.	Module 1, Unit 5 : Video Interaction w/SR: Shows basic introductions, greetings, and use of the telephone; Provides a model for role-plays
- Ask and respond to questions about the size, color, shape, physical characteristics, and number of familiar objects, using accurate and somewhat limited vocabulary.	Module 3, Unit 3 : Shapes Module 4, Unit 2 : Colors, Word relations
- Issue single-step directions and commands in a manner that the listener can follow, with less reliance on gestures to convey meaning.	Module 3, Unit 3 : Locations: Directions Module 5, Unit 3 : Directions: Giving directions, Distance, Location, Spatial Relations; Prepares students for giving and following directions
- Retell simple stories in a logical sequence, using key words, phrases, and simple sentences.	Module 4, Unit 3 : Students learn to talk about their life history, important dates, and periods
Intermediate	
- Participate in social conversations held in pairs or in small groups in which he or she discusses personal likes, dislikes, wants,	Module 3, Unit 2 : Students learn to express basic needs, energy, food, water, our relationship to the

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and feelings; and familiar events, problems, and situations using purposeful and somewhat varied vocabulary.	environment, pollution, and the conditions for life to exist. Module 4, Unit 2: Students learn to describe things they like All Units: Vocabulary
- 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.	Module 1, Unit 2: Students learn to ask and answer basic questions about each other in an interview format. Module 6, Unit 3: Comparisons: Students learn to ask information questions and make different kinds of comparisons, such as for product comparison. People, products, and places are contrasted. Module 7, Unit 7: Students learn how to make polite requests, suggestions, and refusals over the telephone and in friendly conversation.
- Interact with adults and peers in formal and informal settings, using English in socially and culturally appropriate ways	Module 5, Unit 5: Polite language for solving a problem over the telephone and for buying something. Module 7, Unit 7: Students learn how to make polite requests, suggestions, and refusals over the telephone and in friendly conversation.
- Ask and respond to questions about various attributes of people, objects, events, and situations, using purposeful and somewhat varied vocabulary.	Module 1, Unit 1: Names and Places Module 1, Unit 2: Jobs and Family All Units: Vocabulary
- Issue 1- to 2-step routine directions in a manner that the listener can follow.	Module 5, Unit 3: Directions: Prepares students for giving and following directions
- Relate simple stories or events about personal experiences, using logical organization and some descriptive words.	Module 3, Unit 1: Students learn to give and elicit basic information about their daily routines, in the past, present, and future. Module 4, Unit 3: Students learn to talk about their life history, important dates, and periods.

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Early Advanced	
<ul style="list-style-type: none"> - 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. 	<p>Module 4, Unit 2: Students learn to describe the things they like. Module 4, Unit 3: Students learn to talk about their life history, important dates, and periods. See Instructor’s Guide Classroom Extension activities</p>
<ul style="list-style-type: none"> - 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. 	<p>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others Module 7, Unit 5: Students learn how to make polite requests, suggestions, and refusals over the telephone and in friendly conversation. See Instructor’s Guide Classroom Extension activities</p>
<ul style="list-style-type: none"> - Use English and his or her native language appropriately in a multilingual social situation (e.g., cooperative games and activities). 	<p>All Units: Translation (in bi-lingual versions) See Instructor’s Guide: Classroom Guidelines</p>
<ul style="list-style-type: none"> - Ask and respond to questions about the similarities and differences in people, objects, events, and situations in some detail, using natural and varied vocabulary. 	<p>Module 6, Unit 1: This Unit contrasts the lives of three characters Module 6, Unit 3: Comparisons: Students learn to ask information questions and make different kinds of comparisons, such as for product comparison. People, products, and places are contrasted.</p>
<ul style="list-style-type: none"> - Issue 2- to 3-step routine directions in a manner that the listener can follow. 	<p>Module 3, Unit 3: Locations: Directions Module 5, Unit 3: Directions</p>
<ul style="list-style-type: none"> - Relate simple stories or events about routine activities, using logical organization and natural and varied vocabulary. 	<p>Module 2, Unit 1: Students learn how to ask and answer questions about their daily routines Module 3, Unit 1: Students learn to give and elicit basic information about their daily routines, in the past, present, and future</p>
Advanced	
<ul style="list-style-type: none"> - Open, develop, and close social 	<p>Module 1, Unit 1: Introductions</p>

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<p>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.</p>	<p>Module 4, Unit 2: Students learn to describe the things they like. Module 4, Unit 3: Students learn to talk about their life history, important dates, and periods. All Units: Vocabulary</p>
<p>- 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)</p>	<p>Module 1, Unit 1: <i>Yes/No</i> and <i>Wh-</i> question formation Module 4, Unit 2: Students learn to describe things they like; Students learn how to express their preferences Module 6, Unit 3: Comparisons</p>
<p>- Give and receive compliments, show gratitude, and express apologies in socially and culturally appropriate ways through verbal and nonverbal means.</p>	
<p>- Describe people, objects, events, and situations in detail (e.g., location, appearance, function, actions), using precise and descriptive vocabulary.</p>	<p>Module 2, Unit 2: Matrix Vocabulary: Students learn to describe the phases of life and the basic conditions in which people live out their lives. Module 3, Unit 1: Daily Activities Module 3, Unit 3: Locations</p>
<p>- 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)</p>	<p>Module 3, Unit 3: Locations Module 4, Unit 1: Planning Ahead: Students learn to talk and answer questions about travel, future plans, and choices. Module 5, Unit 3: Directions Module 7, Unit 3: Students learn to follow instructions involving conditions and sequences.</p>
<p>- Present coherent personal narrative about ideas, events, or activities of interest that include an introduction, development, and conclusion that listeners can follow. (LS-F3)</p>	<p>Module 4, Unit 3: Students learn to talk about their life history, important dates, and periods Module 5, Unit 2: Energy Sources: Students learn important vocabulary and concepts useful for talking about science.</p>

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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, 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. 	<p>Module 1, Unit 1: Introduces the most basic structures in English All Units: Voice record/playback with Speech recognition</p>
Early Intermediate	
<ul style="list-style-type: none"> - 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. 	<p>Module 1, Unit 1: Introduces the most basic structures in English All Units: Voice record/playback, Speech recognition</p>
Intermediate	
<ul style="list-style-type: none"> - Speak, using English grammatical structures and linguistic forms outlined in the Advanced Level (and in ELL I); however, habitual errors sometimes impede communication. 	<p>Module 1, Unit 1: Introduces the most basic structures in English All Units: Voice record/playback with Speech recognition</p>
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>Module 1, Unit 1: Introduces the most basic structures in English All Units: Voice record/playback with Speech recognition</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; 	<p>Module 1, Unit 1: Introduces the most basic structures in English Module 2, Unit 1: Prepositions of Place and Time, Sequence, Subj/Verb/Object, Adverbs of Frequency Module 3, Unit 1: Verb tenses: past, present, and future Module 6, Unit 3: Comparisons All Units: Voice record/playback, Speech recognition</p>

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<ul style="list-style-type: none"> ○ pronouns, antecedents, pronouns in the possessive, objective, and demonstrative forms; and, ○ prepositions of direction and motion; adverbs of manner and sequence (quickly, finally). 	
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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>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others; Builds recognition of simple words and phrases in context, Introduces the most basic structures in English</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>Module 1, Unit 1: Relative location Module 3, Unit 3: Locations: Directions, Location, The Spatial Relations lesson focuses on how to describe how objects are arranged in relationship to each other.</p>
Early Intermediate	
<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>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others Module 1, Unit 2: Students learn to ask and answer basic questions about each other in an interview format. See Instructor’s Guide: Classroom Extension Activities</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>Module 1, Unit 1: Relative location Module 3, Unit 3: Locations: Directions, Location, The Spatial Relations lesson focuses on how to describe how objects are arranged in relationship to each other.</p>

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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.	Module 1, Unit 1: Names and Places Module 2, Unit 3: Likes and Dislikes Module 3, Unit 1: Daily Activities
- Comprehend and follow 3- to 4-step directions related to the position of one's movement in space.	Module 1, Unit 1: Relative location Module 3, Unit 3: Locations: Directions, Location, The Spatial Relations lesson focuses on how to describe how objects are arranged in relationship to each other.
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.	Module 1, Unit 1: Names and Places Module 2, Unit 3: Likes and Dislikes Module 3, Unit 1: Daily Activities
- Comprehend and follow 3- to 4-step directions related the position, frequency, and duration of one's movements in space.	Module 1, Unit 1: Relative location Module 3, Unit 3: Locations: Directions, Location, The Spatial Relations lesson focuses on how to describe how objects are arranged in relationship to each other. Module 1, Unit 2: Prepositions of Place and Time, Adverbs of Frequency
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.	Module 1, Unit 1: Names and Places Module 2, Unit 3: Likes and Dislikes Module 3, Unit 1: Daily Activities
- Comprehend and follow multiple-step directions related to the position,	Module 1, Unit 1: Relative location Module 3, Unit 3: Locations:

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frequency, and duration of one's movements in space. (LS-F2)	Directions, Location, The Spatial Relations lesson focuses on how to describe how objects are arranged in relationship to each other.
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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	
<ul style="list-style-type: none"> - 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. 	<p>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others.</p> <p>Module 4, Unit 1: Planning Ahead</p>
<ul style="list-style-type: none"> - 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. 	<p>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others.</p> <p>Module 6, Unit 3: Comparisons: Students learn to ask information questions and make different kinds of comparisons, such as for product comparison.</p>
<ul style="list-style-type: none"> - Greet and take leave appropriately in a variety of settings. 	<p>Module 1, Unit 1: Introductions</p> <p>Module 1, Unit 5: Shows basic introductions, greetings and use of the telephone</p>
<ul style="list-style-type: none"> - Ask and respond to basic instructional 	<p>Module 1, Unit 1: <i>Yes/No</i> and <i>Wh-</i></p>

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<p>questions on the content presented (e.g., who, what, where, when, why, how) using words and phrases.</p>	<p>questions All Units: Interaction with audio and visual cues, Voice record/playback with Speech Recognition, Focus Exercises, Mastery Tests</p>
<ul style="list-style-type: none"> - Relate stories or events about routine activities, using logical organization and accurate but limited vocabulary. 	<p>Module 3, Unit 1: Students learn to give and elicit basic information about their daily routines, in the past, present, and future</p>
<p>Early Intermediate</p>	
<ul style="list-style-type: none"> - 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. 	<p>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others. Module 4, Unit 1: Planning Ahead: Students learn to talk and answer questions about travel, future plans, and choices</p>
<ul style="list-style-type: none"> - 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>Module 1, Unit 1: Names and Places Module 6, Unit 3: Comparisons Module 7, Unit 5: Students learn how to make polite requests, suggestions and refusals over the telephone and in a friendly conversation</p>
<ul style="list-style-type: none"> - Give and receive compliments, show gratitude, and express apologies in socially and culturally appropriate ways through verbal and nonverbal means. 	
<ul style="list-style-type: none"> - Ask and respond to basic instructional questions on the content presented (e.g., who, what, where, when, why, how), using phrases and simple sentences. 	<p>Module 1, Unit 1: <i>Yes/No</i> and <i>Wh-</i> questions Module 7, Unit 3: Students learn to listen for the main ideas of for specific information in a presentation. All Units: Interaction with audio and visual cues, Voice record/playback with Speech Recognition, Focus Exercises, Mastery Tests</p>
<ul style="list-style-type: none"> - Relate stories or events about personal experiences, using logical organization and some descriptive vocabulary. 	<p>Module 3, Unit 1: Students learn to give and elicit basic information about their daily routines, in the past, present, and future</p>

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Intermediate	
<ul style="list-style-type: none"> - 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. 	<p>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others.</p> <p>Module 4, Unit 1: Planning Ahead: Students learn to talk and answer questions about travel, future plans, and choices</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 some hesitancy because of the need to rephrase and search for words. 	<p>Module 1, Unit 1: Names and Places</p> <p>Module 6, Unit 3: Comparisons</p> <p>Module 7, Unit 3: Students learn to listen for the main ideas of for specific information in a presentation.</p> <p>Module 7, Unit 5: Students learn how to make polite requests, suggestions and refusals over the telephone and in a friendly conversation</p>
<ul style="list-style-type: none"> - Give and receive compliments, show gratitude, apologize, and express anger or impatience in socially and culturally appropriate ways through verbal and nonverbal means. 	<p>Module 7, Unit 5: Students learn how to make polite requests, suggestions, and refusals over the telephone and in a friendly conversation.</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?) using phrases and sentences. 	<p>Module 7, Unit 3: Students learn to listen for the main ideas of for specific information in a presentation.</p> <p>All Units: Interaction with audio and visual cues, Voice record/playback with Speech Recognition, Focus Exercises, Mastery Tests</p>
<ul style="list-style-type: none"> - Present coherent personal narratives about ideas, events, or activities of interest, using logical organization and purposeful and somewhat varied vocabulary. 	<p>Module 3, Unit 1: Students learn to give and elicit basic information about their daily routines, in the past, present, and future</p>
Early Advanced	
<ul style="list-style-type: none"> - 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 	<p>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others.</p> <p>Module 4, Unit 3: Past Time, Past Tense</p>

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accurate and varied vocabulary.	
- 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.	Module 1, Unit 1: Names and Places Module 4, Unit 1: Planning Ahead: Students learn to talk and answer questions about travel, future plans, and choices Module 6, Unit 3: Comparisons Module 7, Unit 5: Students learn how to make polite requests, suggestions and refusals over the telephone and in a friendly conversation
- Determine appropriate topics for interaction given audience and setting, including when it is appropriate to tell a joke.	Module 4, Unit 5: Business telephone, Friendly Advice, At a Restaurant, An Interview All Units: Dialogue
- 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.	Module 7, Unit 2: Students learn to listen for the main ideas or for specific information in a presentation. All Units: Interaction with audio and visual cues, Voice record/playback with Speech Recognition
- Prepare and deliver a short oral report in a content area and effectively convey the information in connected discourse with natural and varied vocabulary.	Module 7, Unit 2: Students learn how to link and organize sentences in a presentation.
Advanced	
- 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.	Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others Module 4, Unit 3: Students learn to talk about their life history, important dates, and periods
- 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	Module 1, Unit 1: Names and Places Module 6, Unit 3: Comparisons Module 7, Unit 5: Students learn how to make polite requests, suggestions and refusals over the telephone and in a friendly conversation

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<p>something).</p> <ul style="list-style-type: none"> - Advise peers on appropriate verbal and nonverbal behavior given the audience and setting. 	<p>Module 4, Unit 5: Business telephone, Friendly Advice, At a Restaurant, An Interview See Instructor’s Guide: Combining Classroom and Directed Study.</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>Module 7, Unit 3: Students learn to listen for the main ideas of for specific information in a presentation. All Units: Interaction with audio and visual cues, Voice record/playback with Speech Recognition, Focus Exercises, 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) 	<p>Module 7, Unit 2: Students learn how to link and organize sentences in a presentation.</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 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>Module 1, Unit 1: Introduces the most basic structures in English All Units: Dialogue, Voice record/playback with Speech Recognition</p>
Early Intermediate	
<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>Module 1, Unit 1: Introduces the most basic structures in English All Units: Dialogue, Voice record/playback with Speech Recognition</p>
Intermediate	
<ul style="list-style-type: none"> - Speak using English grammatical 	<p>Module 1, Unit 1: Introduces the</p>

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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.	most basic structures in English All Units: Dialogue, Voice record/playback with Speech Recognition
- 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>)	Module 1, Unit 1: Introduces the most basic structures in English Module 2, Unit 1: Family Schedule: Time and Duration, Frequency, Time expressions, Prepositions of Place and time, Sequence All Units: Dialogue, Voice record/playback with Speech Recognition
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.	Module 1, Unit 1: Introduces the most basic structures in English All Units: Dialogue, Voice record/playback with Speech Recognition
- Arrange phrases, clauses, and sentences into correct and meaningful patterns.	All Units: Dialogue, Grammar, Voice record/playback with Speech Recognition
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. 	Module 1, Unit 1: Introduces the most basic structures in English Module 3, Unit 1: Verb tenses: past, present and future Module 4, Unit 1: Adverb phrases/clauses, Conditional, Degrees of Certainty, modals, Infinitive Module 4, Unit 3: Past time, Past tense Module 5, Unit 1: Past, present, future events and experience, Present Perfect tense
- Present information in coherent connected discourse.	Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others. All Units: Voice record/playback

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	with Speech Recognition
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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"> - Recognize topics in read-aloud stories when spoken slowly and with repetitions, rephrasing, and clarifications. 	<p>All Units: Interaction with audio and visual cues, Voice record/playback, Repetition</p>
<ul style="list-style-type: none"> - Comprehend and follow 3- to 4-step directions related to the position of one's movements in space. 	<p>Module 1, Unit 1: Relative location Module 3, Unit 3: Locations Module 7, Unit 3: Students learn to follow instructions involving conditions and sequences All Units: Interaction with audio and visual cues, Focus Exercises, Mastery Tests</p>
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. 	<p>All Units: Interaction with audio and visual cues, Voice record/playback, Repetition</p>
<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. 	<p>Module 1, Unit 1: Relative location Module 3, Unit 3: Locations Module 7, Unit 3: Students learn to follow instructions involving conditions and sequences All Units: Interaction with audio and visual cues, Focus Exercises, Mastery Tests</p>
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. 	<p>Module 7, Unit 2: Students learn to listen for the main ideas or for specific information in a presentation All Units: Interaction with audio and visual cues, Voice record/playback, Repetition</p>
<ul style="list-style-type: none"> - Sometimes comprehend and follow multiple-step instructions (4 or more 	<p>Module 7, Unit 3: Students learn to follow instructions involving conditions and</p>

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steps) for familiar processes or procedures.	sequences All Units: Interaction with audio and visual cues
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.	Module 7, Unit 2: Students learn to listen for the main ideas or for specific information in a presentation All Units: Interaction with audio and visual cues, Voice record/playback, Repetition
– Often comprehend and follow multiple-step instructions (4 or more steps) for familiar processes or procedures.	Module 7, Unit 3: Students learn to follow instructions involving conditions and sequences All Units: Interaction with audio and visual cues
Advanced	
– Distinguish fact from opinion from read-aloud stories and content area presentations with contextual support, repetitions, rephrasing, and clarifications.	Module 7, Unit 2: Students learn to listen for the main ideas or for specific information in a presentation Module 8, Unit 3: UFOs: Students learn to analyze an argument; This innovative lesson focuses on the building of arguments and counter arguments. All Units: Interaction with audio and visual cues, Voice record/playback, Repetition
– Consistently comprehend and follow multiple-step instructions (4 or more steps) for familiar processes or procedures.	Module 7, Unit 3: Students learn to follow instructions involving conditions and sequences All Units: Interaction with audio and visual cues

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

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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>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others.</p> <p>Module 3, Unit 1: Daily Activities: Verb tenses: past, present, and future.</p>
<ul style="list-style-type: none"> - 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. 	<p>Module 3, Unit 1: Daily Activities: Verb tenses: past, present, and future</p> <p>Module 7, Unit 5: Students learn how to make polite requests, suggestions, and refusals over the telephone and in a friendly conversation</p>
<ul style="list-style-type: none"> - Ask others to give, confirm, and clarify information, as needed. 	<p>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others</p> <p>Module 1, Unit 2: Students learn to ask and answer basic questions about each other in an interview format.</p> <p>Module 8, Unit 1: Develop language for decision making, linking events, and for giving reasons.</p>
<ul style="list-style-type: none"> - Use the appropriate degree of formality with different audiences and settings. 	<p>Module 1, Unit 5: Introductions, At a party, At an Office, Telephone, Interview: Shows basic introductions, greetings, and use of the telephone</p>
<ul style="list-style-type: none"> - Prepare and deliver oral narratives, using an introduction, development, and conclusion. 	<p>Module 7, Unit 2: Students learn how to link and organize sentences in a presentation</p>
Early Intermediate	
<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 	<p>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others.</p> <p>Module 3, Unit 1: Daily Activities: Verb tenses: past, present, and future.</p>

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<p>somewhat limited vocabulary.</p>	<p>Module 4, Unit 3: Students learn to talk about their life history, important dates, and periods</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>Module 1, Unit 2: Students learn to ask and answer basic questions about each other in an interview format.</p> <p>Module 7, Unit 5: Students learn how to make polite requests, suggestions and refusals over the telephone and in a friendly conversation</p>
<ul style="list-style-type: none"> - Initiate questions in order to analyze and compare information needed for decision-making. 	<p>Module 6, Unit 3: Comparisons: Students learn to ask information questions and make different kinds of comparisons, such as for product comparison. People, products, and places are contrasted.</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, Voice record/playback with Speech Recognition</p>
<ul style="list-style-type: none"> - Speak on familiar academic topics, using an introduction, development, and conclusion with accurate and somewhat limited vocabulary. 	<p>Module 7, Unit 2: Students learn how to link and organize sentences in a presentation.</p>
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>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others.</p> <p>Module 2, Unit 2: Students learn to describe the phases of life and the basic conditions in which people live out their lives.</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>Module 2, Unit 2: Students learn to describe the phases of life and the basic conditions in which people live out their lives.</p> <p>Module 6, Unit 3: Comparisons</p> <p>Module 7, Unit 1: Students learn to make predictions and suppositions based on real and contrary-to-fact conditions</p>
<ul style="list-style-type: none"> - Respond to questions to clarify and confirm accuracy of information. 	<p>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others</p> <p>Module 6, Unit 3: Comparisons</p> <p>Module 7, Unit 1: Students learn to make predictions and suppositions based on real and</p>

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	contrary-to-fact conditions
– Express sympathy, empathy, and gratitude in socially and culturally appropriate ways through verbal and nonverbal means.	
– 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.	Module 3, Unit 1: Time Sequence Module 7, Unit 2: Students learn how to link and organize sentences in a presentation.
– Briefly interview another student about his or her experiences, interests, and preferences, and take appropriate notes.	Module 1, Unit 2: Students learn to ask and answer basic questions about themselves in an interview format.
Early Advanced	
– 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.	Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others Module 2, Unit 2: Students learn to describe the phases of life and the basic conditions in which people live out their lives All Units: Vocabulary
– 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.	Module 7, Unit 1: Students learn to make predictions and suppositions based on real and contrary-to-fact conditions. Module 8, Unit 1: Students examine evidence and draw conclusions as they try to solve a mystery
– Respond to some complex, open-ended questions about newly- learned information.	All Units: Interaction with audio and visual cues, Voice record/playback with Speech Recognition, Focus Exercises, Mastery Tests
– Respond to and express humor in socially and culturally appropriate ways through verbal and nonverbal means.	All Units: Interaction with audio and video cues See Instructor’s Guide: Classroom and Language Extension Activities
– Prepare and deliver oral reports in a content area that express main ideas and provide detailed descriptions and explanations, using natural and varied vocabulary.	Module 7, Unit 2: Students learn how to link and organize sentences in a presentation
– Interview another student or adult about his or her interests, experiences, and	Module 1, Unit 2: Students learn to ask and answer basic questions about each other in an

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preferences, and summarize the responses.	interview format. Module 2, Unit 1: Students learn how to ask and answer questions about their daily routines.
Advanced	
– 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.	Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others Module 2, Unit 2: Students learn to describe the phases of life and the basic conditions in which people live out their lives All Units: Vocabulary
– 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.	Module 3, Unit 1: Students learn to give and elicit basic information about their daily routines, in the past, present, and future. Module 7, Unit 1: Students learn to make predictions and suppositions based on real and contrary-to-fact conditions
– Question, solicit, and restate information about newly-learned information. (LS-E4)	Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others.
– Respond to and use idiomatic speech appropriately.	All Units: Interaction with audio and visual cues, Voice record/playback with Speech Recognition.
– 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)	Module 7, Unit 2: Students learn how to link and organize sentences in a presentation.
– Interview another student or adult about his or her interests, experiences, preferences, and opinions; evaluate responses both as interviewer and interviewee. (LS-E3)	Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others. Module 1, Unit 2: Students learn to ask and answer basic questions about each other in an interview format.

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	
<ul style="list-style-type: none"> - Speak, demonstrating satisfactory control over the English grammatical structures and linguistic forms defined in earlier stages of proficiency. 	<p>Module 1, Unit 1: Introduces the most basic structures in English All Units: Dialogue, Voice record/playback with Speech Recognition</p>
Early Intermediate	
<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); however, many errors or irregular forms often impede communication. 	<p>Module 1, Unit 1: Introduces the most basic structures in English All Units: Dialogue, Voice record/playback with Speech Recognition</p>
Intermediate	
<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); however, habitual errors sometimes impede communication. 	<p>Module 1, Unit 1: Introduces the most basic structures in English. Builds recognition of simple words and phrases in context. All Units: Dialogue, Voice record/playback with Speech Recognition</p>
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. 	<p>Module 1, Unit 1: Introduces the most basic structures in English All Units: Dialogue, Voice record/playback with Speech Recognition</p>
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. 	<p>Module 1, Unit 1: Introduces the most basic structures in English Module 2, Unit 1: Family Schedule: Time and Duration, Frequency, Time expressions, Prepositions of Place and time, Sequence Module 3, Unit 1: Verb tenses: past, present and future Module 4, Unit 1: Adverb phrases/clauses, Conditional, Degrees of Certainty, modals, Infinitive Module 4, Unit 3: Past time, Past tense Module 5, Unit 1: Past, present, future events and experience, Present Perfect tense All Units: Dialogue, Voice record/playback</p>

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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. 	<p>All Units: Interaction with audio and visual cues, Voice record/playback, Repetition See Instructor’s Guide: Classroom and Language Extension Activities</p>
<ul style="list-style-type: none"> - Comprehend sets of instructions related to tasks on familiar processes or procedures. 	<p>Module 3, Unit 3: Locations, Directions Module 5, Unit 3: Directions Module 7, Unit 3: Students learn to follow instructions involving conditions and sequences. All Units: Interaction with audio and visual cues</p>
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 is required. 	<p>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others. Module 7, Unit 2: Students learn to listen for the main ideas or for specific information in a presentation Module 8, Unit 3: Students learn to analyze an argument. Builds note-taking and summarization skills. All Units: Interaction with audio and visual cues, Voice record/playback, Repetition</p>
<ul style="list-style-type: none"> - Integrate a few pieces of oral information to complete a task on familiar processes or procedures. 	<p>Module 1, Unit 5: Shows basic introductions, greetings, and use of the telephone. Module 7, Unit 3: Students learn to follow instructions involving conditions and sequences All Units: Interaction with audio and visual cues</p>

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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. 	<p>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others.</p> <p>Module 7, Unit 2: Students learn to listen for the main ideas or for specific information in a presentation</p> <p>Module 8, Unit 3: Students learn to analyze an argument. Builds note-taking and summarization skills.</p> <p>All Units: Interaction with audio and visual cues, Voice record/playback, Repetition</p>
<ul style="list-style-type: none"> Integrate several detailed pieces of oral information to complete a task on familiar processes or procedures. 	<p>Module 5, Unit 3: Prepares students for giving and following directions.</p> <p>Module 7, Unit 3: Students learn to follow instructions involving conditions and sequences</p> <p>All Units: Interaction with audio and visual cues</p>
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. 	<p>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others</p> <p>Module 6, Unit 3: Students learn to ask information questions and make different kinds of comparisons, such as for product comparison.</p> <p>Module 7, Unit 1: Students learn to make predictions and suppositions based on real and contrary-to-fact conditions.</p> <p>All Units: Interaction with audio and visual cues, Voice record/playback, repetition</p>
<ul style="list-style-type: none"> Follow an extended set of multi-step instructions on tasks for familiar processes or procedures. 	<p>Module 5, Unit 3: Prepares students for giving and following directions.</p> <p>Module 7, Unit 3: Students learn to follow instructions involving conditions and sequences</p>
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, 	<p>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others</p> <p>Module 6, Unit 3: Students learn to ask</p>

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<p>social, and academic topics when working in pairs, small groups, or during whole-class discussions. (LS-E4)</p>	<p>information questions and make different kinds of comparisons, such as for product comparison. Module 7, Unit 1: Students learn to make predictions and suppositions based on real and contrary-to-fact conditions. Module 7, Unit 2: Students learn to listen for the main ideas or for specific information in a presentation</p>
<p>– Follow an extended set of multi-step instructions on tasks for less familiar processes or procedures.</p>	<p>Module 5, Unit 3: Prepares students for giving and following directions. Module 7, Unit 3: Students learn to follow instructions involving conditions and sequences</p>

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.*

<p>Beginning</p>	
<p>– Obtain, provide, and exchange basic but key information to complete many practical, social, or academic tasks.</p>	<p>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others. Module 2, Unit 1: Students learn how to ask and answer questions about their daily routines Module 5, Unit 3: Prepares students for giving and following directions.</p>
<p>– Contribute to classroom and academic</p>	<p>Module 3, Unit 1: Students learn to give and</p>

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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.	elicit basic information about their daily routines, in the past, present, and future. Module 4, Unit 1: Students learn how to give reasons for their choices. Module 7, Unit 1: Students learn to make predictions and suppositions based on real and contrary-to-fact conditions
– Use appropriate register for business and friendly transactions.	Module 1, Unit 5: Introductions, At a Party, At an Office, Telephone, Interview Module 4, Unit 5: Making an appointment, confirming information, and using the telephone Module 7, Unit 5: Students learn how to make polite requests, suggestions, and refusals over the telephone and in a friendly conversation.
– Prepare and deliver a short oral report in a content area and effectively convey the information with connected discourse.	Module 7, Unit 2: Students learn how to link and organize sentences in a presentation.
– Give clear multi-step instructions to carry out a familiar process.	Module 3, Unit 3: Directions Module 5, Unit 3: Prepares students for giving and following directions. Module 7, Unit 3: Students learn to follow instructions involving conditions and sequences.
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 words. Communicate with sustained and connected discourse in most social, practical, and academic settings, including expressing feelings and summarizing, explaining, and extending information.	Module 1, Unit 2: Students learn to ask and answer basic questions about each other in an interview format. Module 2, Unit 3: Likes and Dislikes Module 6, Unit 3: Comparisons Module 7, Unit 5: Students learn how to make polite requests, suggestions and refusals over the telephone and in a friendly conversation
– Communicate with adequate fluency and intelligibility in most social, practical, and academic settings, including obtaining, exchanging, and	Module 1, Unit 2: Students learn to ask and answer basic questions about each other in an interview format. Module 6, Unit 3: Comparisons: Students

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presenting feelings, observations, information, feedback, ideas, and opinions.	learn to ask information questions and make different kinds of comparisons, such as for product comparison. People, products, and places are contrasted.
– Select topics appropriate to discuss in an interview.	Module 1, Unit 2: Students learn to ask and answer basic questions about each other in an interview format. Module 4, Unit 5: An Interview; Provides models for role-plays and interviews.
– Deliver an impromptu speech on a particular subject that is organized and tailored to the audience, using accurate but somewhat limited vocabulary.	Module 7, Unit 2: Students learn how to link and organize sentences in a presentation.
– Give clear, detailed multi-step instructions to carry out a familiar process.	Module 5, Unit 3: Prepares students for giving and following directions Module 7, Unit 3: Students learn to follow instructions involving conditions and sequences.
Intermediate	
– 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.	Module 4, Unit 1: Students learn how to give reasons for their choices Module 6, Unit 3: Comparisons Module 7, Unit 1: Students learn to make predictions and suppositions based on real and contrary-to-fact conditions Module 7, Unit 5: Students learn how to make polite requests, suggestions and refusals over the telephone and in a friendly conversation
– Recognize and apply the style of speech used in an interview and in formal and informal meetings.	Module 1, Unit 2: Students learn to ask and answer basic questions about each other in an interview format. Module 4, Unit 5: An Interview; Provides models for role-plays and interviews.
– Deliver an impromptu speech on a particular subject that is organized and tailored to the audience, using purposeful and somewhat varied vocabulary.	Module 7, Unit 2: Students learn how to link and organize sentences in a presentation.
– Give clear, detailed multi-step instructions to carry out a familiar process.	Module 5, Unit 3: Prepares students for giving and following directions Module 7, Unit 3: Students learn to follow instructions involving conditions and

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	sequences.
Early Advanced	
<ul style="list-style-type: none"> - Communicate effectively and confidently in most practical, social, and academic settings, including obtaining, exchanging, and presenting feelings, observations, information, feedback, ideas, and opinions. 	<p>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others</p> <p>Module 1, Unit 2: Students learn to ask and answer basic questions about themselves in an interview format.</p> <p>Module 2, Unit 3: Likes and Dislikes: Students learn to express their personal preferences and abilities.</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. 	<p>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others</p> <p>Module 4, Unit 1: Students learn how to give reasons for their choices</p> <p>Module 4, Unit 2: Students learn how to express their preferences.</p> <p>Module 6, Unit 3: Comparisons</p> <p>Module 7, Unit 1: Students learn to make predictions and suppositions based on real and contrary-to-fact conditions</p> <p>Module 7, Unit 5: Students learn how to make polite requests, suggestions and refusals over the telephone and in a friendly conversation</p>
<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. 	<p>Module 4, Unit 1: Students learn how to give reasons for their choices</p> <p>Module 7, Unit 2: Students learn how to link and organize sentences in a presentation</p> <p>Module 8, Unit 1: Important language for problem-solving, and for giving reasons.</p> <p>Module 8, Unit 3: For and Against: This innovative lesson focuses on the building of arguments and counter arguments.</p>
<ul style="list-style-type: none"> - Convey the sequence of steps in spoken directions, using clear reference and precise vocabulary. 	Module 5, Unit 3: Directions
Advanced	
<ul style="list-style-type: none"> - Communicate with elaboration and proper documentation in practical, 	Module 2, Unit 1: Students learn how to ask and answer questions about their daily

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<p>social, and academic settings, including obtaining, exchanging, and presenting feelings, observations, information, feedback, ideas, and opinions.</p>	<p>routines. Module 4, Unit 1: Planning Ahead: Students learn to talk and answer questions about travel, future plans, and choices Module 7, Unit 1: Develop language for decision making, linking events, and for giving reasons. Module 8, Unit 2: Oral and written follow-up assignments build presentation skills. Module 8, Unit 3: Builds note-taking and summarization skills.</p>
<p>– 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.</p>	<p>Module 1, Unit 1: Names and Places Module 6, Unit 3: Comparisons Module 7, Unit 5: Students learn how to make polite requests, suggestions and refusals over the telephone and in a friendly conversation</p>
<p>– Recognize and interpret irony, sarcasm, and humor in a variety of interactions.</p>	
<p>– 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)</p>	<p>Module 3, Unit 1: Students learn to give and elicit basic information about their daily routines, in the past, present, and future. Module 4, Unit 1: Students learn how to give reasons for their choices. Module 7, Unit 1: Students learn to make predictions and suppositions based on real and contrary-to-fact conditions Module 7, Unit 2: Students learn how to link and organize sentences in a presentation. All Units: Interaction with audio and visual cues, Voice record/playback with Speech Recognition</p>
<p>– Convey the sequence of steps in an extended set of spoken directions, using clear reference and precise vocabulary.</p>	<p>Module 3, Unit 3: Locations Module 5, Unit 3: Directions Module 7, Unit 3: Students learn to follow instructions involving conditions and sequences.</p>

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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 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. 	<p>Module 1, Unit 1: Introduces the most basic structures in English All Units: Dialogue, Voice record/playback with Speech Recognition</p>
Early Intermediate	
<ul style="list-style-type: none"> - 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 	<p>Module 1, Unit 1: Introduces the most basic structures in English All Units: Dialogue, Voice record/playback with Speech Recognition</p>
Intermediate	
<ul style="list-style-type: none"> - 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. 	<p>Module 1, Unit 1: Introduces the most basic structures in English All Units: Dialogue, Voice record/playback with Speech Recognition</p>
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. 	<p>Module 1, Unit 1: Introduces the most basic structures in English All Units: Dialogue, Voice record/playback with Speech Recognition</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). 	

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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. 	<p>Module 1, Unit 1: Introduces the most basic structures in English</p> <p>Module 2, Unit 1: Family Schedule: Time and Duration, Frequency, Time expressions, Prepositions of Place and time, Sequence</p> <p>Module 3, Unit 1: Verb tenses: past, present and future</p> <p>Module 4, Unit 1: Adverb phrases/clauses, Conditional, Degrees of Certainty, modals, Infinitive</p> <p>Module 4, Unit 3: Past time, Past tense</p> <p>Module 5, Unit 1: Past, present, future events and experience, Present Perfect tense</p> <p>All Units: Dialogue, Voice record/playback with Speech Recognition</p>
<ul style="list-style-type: none"> - Demonstrate linguistic control and adjust language for clarity and accuracy. 	<p>All Units: Voice record/playback with Speech Recognition</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"> - Paraphrase main ideas of a range of general interest conversations and academic presentations on familiar topics delivered at a normal rate of speech. 	<p>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others</p> <p>All Units: Interaction with audio and visual cues, Voice record/playback, Repetition</p>
<ul style="list-style-type: none"> - Identify something about the emotional state of the speaker from the tone and intonation of the discourse. 	<p>All Units: Interaction with audio and visual cues</p>
Early Intermediate	
<ul style="list-style-type: none"> - 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. 	<p>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others.</p> <p>Module 7, Unit 2: Students learn to listen for the main ideas or for specific information in a presentation</p> <p>Module 8, Unit 3: Students learn to analyze an</p>

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	<p>argument. Builds note-taking and summarization skills. All Units: Interaction with audio and visual cues, Voice record/playback, repetition</p>
<ul style="list-style-type: none"> - Identify the emotional tone and register of oral discourse. 	<p>All Units: Interaction with audio and visual cues</p>
<ul style="list-style-type: none"> - Identify the component parts of a presentation (e.g., introduction, topic development, topic shift, and conclusion). 	<p>Module 7, Unit 2: Students learn to listen for the main ideas or for specific information in a presentation</p>
Intermediate	
<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. 	<p>Module 1, Unit 2: Students learn to ask and answer basic questions about each other in an interview format. Module 7, Unit 1: Students learn to make predictions and suppositions based on real and contrary-to-fact conditions Module 7, Unit 2: Students learn to listen for the main ideas or for specific information in a presentation All Units: Interaction with audio and visual cues, Voice record/playback with Speech Recognition, repetition</p>
<ul style="list-style-type: none"> - Interpret some of “unspoken” attitudinal nuance, emotional tone, and register of oral discourse. 	<p>All Units: Interaction with audio and visual cues, Voice record/playback with Speech Recognition</p>
<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>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others Module 6, Unit 3: Students learn to ask information questions and make different kinds of comparisons, such as for product comparison. Module 7, Unit 1: Students learn to make predictions and suppositions based on real and contrary-to-fact conditions. Module 7, Unit 2: Students learn to listen for the main ideas or for specific information in a presentation Module 8, Unit 1: Students examine evidence and draw conclusions as they try to solve a mystery.</p>

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	All Units: Interaction with audio and visual cues, Voice record/playback, repetition
Early Advanced	
<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. 	<p>Module 6, Unit 3: Comparisons Module 7, Unit 2: Students learn to listen for the main ideas or for specific information.</p>
<ul style="list-style-type: none"> - Interpret the “unspoken” attitudinal nuance, emotional tone, and register of oral discourse, and infer speaker’s bias. 	<p>Module 6, Unit 3: Students learn to ask information questions and make different kinds of comparisons, such as for product comparison. Module 7, Unit 1: Students learn to make predictions and suppositions based on real and contrary-to-fact conditions. All Units: Interaction with audio and visual cues, Voice record/playback, repetition</p>
<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>Module 5, Unit 3: Prepares students for giving and following directions. Module 7, Unit 3: Students learn to follow instructions involving conditions and sequences All Units: Interaction with audio and visual cues</p>
Advanced	
<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 of contexts, live or recorded, delivered at a normal or fast rate of speech. (LS-P5) 	<p>Module 7, Unit 2: Students learn to listen for the main ideas or for specific information in a presentation. Module 8, Unit 1: Students examine evidence and draw conclusions as they try to solve a mystery. Module 8, Unit 3: Students learn to analyze an argument Module 8, Unit 5: Giving Advice, Speculating</p>
<ul style="list-style-type: none"> - 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) 	<p>Module 8, Unit 3: Builds note-taking and summarization skills. All Units: Interaction with audio and visual cues</p>
<ul style="list-style-type: none"> - Evaluate the overall effectiveness of 	<p>Module 8, Unit 1: Students examine evidence</p>

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informal and formal presentations that use illustrations, statistics, comparisons, and analogies. (LS-P5)	and draw conclusions as they try to solve a mystery. Module 8, Unit 3: Students learn to analyze an argument All Units: Interaction with audio and visual cues
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