

## DynEd International, Inc.

**Course: English for Success**

**State: Arizona**

**Alignment: ELL Listening and Speaking Standards**

<b>General Description:</b>	<i>English for Success</i> is a multimedia course that prepares students ages 11-17 to use English in school and in school subject areas including math, science and history.
<b>Age Range:</b>	Ages 11-17
<b>Grade Levels:</b>	6 – 10
<b>Proficiency Level:</b>	Basic through Lower-Intermediate
<b>Course Description:</b>	<i>English for Success</i> consists of 10 units. Language development skills move from basic through lower-intermediate in Units 1-10. Each unit has five designed to guide learners through interactive review, content presentation, and practice in various multimedia formats.
<b>Computer-based Tools:</b>	Speech Recognition, Multilingual Glossary, On-screen text, Help, Translation (for some languages)
<b>Teacher Tools:</b>	<i>Records Manager</i> allows teachers to monitor individual and class learning and suggests remediation.
<b>Assessment:</b>	DynEd General <i>Placement Test</i> , Records Manager, Score-based quizzes, computer-based prompting/feedback, Mastery Tests
<b>Teacher Materials:</b>	Instructor's Guide

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## ELL I

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**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.*

<b>Beginning</b>	<b>English for Success</b>
<ul style="list-style-type: none"><li>- Respond to greetings with simple words, gestures, and other nonverbal behavior.</li></ul>	<b>Unit 1:</b> Introductions & Greetings <b>All Units:</b> Interaction with audio and visual cues
<ul style="list-style-type: none"><li>- Use gestures to communicate basic needs (e.g., points toward door when needing to go to the restroom).</li></ul>	<b>Unit 2:</b> Ability, Potential, & Needs <b>All Units:</b> Interaction with audio and visual cues
<ul style="list-style-type: none"><li>- Identify by name a few familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, common school, classroom, and home objects).</li></ul>	<b>Unit 1:</b> Describing people & things <b>All Units:</b> Vocabulary
<b>Early Intermediate</b>	
<ul style="list-style-type: none"><li>- Use common social greetings and simple repetitive phrases using isolated words or strings of 2- to 3-word responses (e.g., <i>Hello. How are you? Thank you. You're welcome.</i>)</li></ul>	<b>Unit 1:</b> Introductions & Greetings <b>All Units:</b> Voice record/playback with Speech Recognition
<ul style="list-style-type: none"><li>- Use more utterances accompanied by gestures to indicate basic needs (e.g., says "bathroom" while pointing toward the door).</li></ul>	<b>Unit 2:</b> Ability, Potential, & Needs <b>All Units:</b> Interaction with audio and visual cues
<ul style="list-style-type: none"><li>- Identify by name some familiar objects, people, and events (e.g., family members, body parts, clothing, pets,</li></ul>	<b>Unit 1:</b> Describing people & things <b>All Units:</b> Vocabulary

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foods, common occupations, seasons, common school, classroom, and home objects).	
- Recite simple, familiar rhymes and songs with expressive phrasing and intonation.	<b>All Units:</b> Voice record/playback with Speech Recognition, Repetition
<b>Intermediate</b>	
- 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).	<b>Unit 1:</b> Introductions & Greetings <b>All Units:</b> Interaction with audio and visual cues
- 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> )	<b>Unit 2:</b> Ability, Potential, & Needs <b>All Units:</b> Vocabulary
- 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).	<b>Unit 1:</b> Describing people & things <b>All Units:</b> Vocabulary
- Recite familiar rhymes, songs, and stories with clear, audible, and expressive phrasing and intonation.	<b>All Units:</b> Voice-record/playback with Speech Recognition
<b>Early Advanced</b>	
- 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.	<b>Unit 1:</b> Introductions & Greetings
- Communicate immediate personal and survival needs, using accurate and somewhat varied vocabulary.	<b>Unit 2:</b> Ability, Potential, & Needs <b>All Units:</b> Vocabulary
- Describe immediate surroundings, such as classroom, school, or home.	<b>Unit 1:</b> Describing people & things <b>All Units:</b> Vocabulary
- Retell simple stories in a logical sequence, using key words, phrases, and simple sentences.	<b>Unit 2:</b> Schedule & Sequence <b>Unit 9:</b> History: Aristotle, Alexander, Cleopatra, Ramses the Great;

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	Information questions <b>All Units:</b> Voice record/playback with Speech Recognition
<b>Advanced</b>	
- 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)	<b>Unit 1:</b> Introductions & Greetings <b>All Units:</b> Information questions See <b>Instructor’s Guide:</b> Teaching Activities
- Communicate immediate and future personal and survival needs, using precise, descriptive, and varied vocabulary.	<b>Unit 2:</b> Ability, Potential, & Needs <b>Unit 8:</b> Future <b>All Units:</b> Vocabulary
- Describe familiar objects, people, and events with both general and more specific words and phrases.	<b>Unit 1:</b> Describing people & things <b>All Units:</b> Vocabulary
- Retell simple stories in a logical sequence, using expressive phrasing. (LS-R1)	<b>Unit 2:</b> Schedule & Sequence <b>Unit 9:</b> History: Aristotle, Alexander, Cleopatra, Ramses the Great; Information questions <b>All Units:</b> Voice record/playback with Speech Recognition

**Standard English Conventions**

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

<b>Beginning</b>	
- Speak in isolated words (usually a single noun or verb), depending heavily on gestures to express meaning.	<b>Unit 1:</b> Describing people & things <b>All Units:</b> Voice record/playback with Speech Recognition, Vocabulary
<b>Early Intermediate</b>	
- Speak in isolated words or strings of 2 to 3 words, depending on gestures to express meaning.	<b>Unit 1:</b> Describing people & things <b>All Units:</b> Voice record/playback with Speech Recognition

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<b>Intermediate</b>	
<ul style="list-style-type: none"> <li>- Speak in short patterns of words and phrases using English grammatical structures and linguistic forms outlined in the Advanced Level with <b>habitual</b> errors that <b>sometimes</b> impede communication.</li> </ul>	<p><b>Unit 1:</b> Describing people &amp; things  <b>All Units:</b> Voice record/playback with Speech Recognition</p>
<b>Early Advanced</b>	
<ul style="list-style-type: none"> <li>- Speak in short phrases and simple sentences using English grammatical structures and linguistic forms outlined in the Advanced Level with <b>some</b> errors, although the errors do not impede communication.</li> </ul>	<p><b>Unit 1:</b> Describing people &amp; things  <b>All Units:</b> Voice record/playback with Speech Recognition</p>
<b>Advanced</b>	
<ul style="list-style-type: none"> <li>- Speak in short phrases and simple sentences, using the following English grammatical structures and linguistic forms with <b>occasional</b> errors:             <ul style="list-style-type: none"> <li>o verb tenses (present tense, including “to be,” present progressive, and future tenses, imperatives, <i>modal auxiliaries</i>);</li> <li>o possessive adjectives and subject pronouns, including articles; and,</li> <li>o prepositions of time and place; adverbs of time and frequency.</li> </ul> </li> </ul>	<p><b>Unit 1:</b> Describing people &amp; things; Present progressive, Pronouns  <b>Unit 3:</b> Present progressive  <b>Unit 4:</b> Prepositions of place, time &amp; direction  <b>Unit 5:</b> Frequency  <b>Unit 6:</b> Future, Present progressive, Modal</p>

### Comprehension of Oral Communications

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

<b>Beginning</b>	
<ul style="list-style-type: none"> <li>- Comprehend a <b>limited</b> number of common words and simple phrases in conversations held on topics of personal relevance (e.g., basic greetings and courtesies) when spoken slowly and with extensive rephrasing, repetitions, and contextual clues.</li> </ul>	<p><b>Unit 1:</b> Describing people &amp; things; Introductions &amp; Greetings  <b>All Units:</b> Vocabulary, Interaction with audio and visual cues</p>
<ul style="list-style-type: none"> <li>- Comprehend and follow simple routine instructions for classroom activities that</li> </ul>	<p><b>All Units:</b> Interaction with audio and visual cues, Focus Exercises,</p>

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depend on gestures and other contextual clues (e.g., “Let’s form a line for lunch.”)	Mastery Tests See <b>Instructor’s Guide</b> : Teaching activities
<b>Early Intermediate</b>	
- Comprehend a <b>few</b> common words and simple phrases in conversations on topics of personal relevance (e.g., social courtesies, basic needs), when spoken slowly with frequent rephrasing, repetitions, and contextual clues.	<b>Unit 1</b> : Describing people & things, Ability & Likes, Family relations <b>Unit 2</b> : Ability, Potential, & Needs <b>All Units</b> : 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.	<b>All Units</b> : Interaction with audio and visual cues, Focus Exercises, Mastery Tests See <b>Instructor’s Guide</b> : Teaching activities
<b>Intermediate</b>	
- Comprehend <b>some</b> words, phrases, and short sentences in conversations on topics of personal relevance (e.g., social courtesies, personal information, basic needs, abilities) when spoken slowly with some rephrasing, repetitions, and contextual clues.	<b>Unit 1</b> : Describing people & things, Family relations, Ability & Likes <b>All Units</b> : 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.	<b>All Units</b> : Interaction with audio and visual cues, Focus Exercises, Mastery Tests See <b>Instructor’s Guide</b> : Teaching activities
<b>Early Advanced</b>	
- Comprehend <b>many</b> words, phrases, and sentences in sustained conversations on topics of personal relevance when spoken at a normal rate with some rephrasing, repetitions, and contextual clues.	<b>Unit 1</b> : Describing people & things, Family relations, Ability & Likes <b>All Units</b> : 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.	See <b>Instructor’s Guide</b> : Teaching activities
- Listen attentively to simple, short read-aloud stories and identify key details.	<b>All Units</b> : Interaction with audio cues See <b>Instructor’s Guide</b> : Teaching activities, esp. <i>School Subjects: Oral</i>

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<b>Advanced</b>	<i>Presentations</i>
<ul style="list-style-type: none"> <li>- Comprehend a <b>wide-ranging</b> number of words, phrases, and sentences in sustained conversations on topics of personal relevance when spoken at a normal rate with some rephrasing, repetitions, and contextual clues.</li> </ul>	<p><b>Unit 1:</b> Describing people &amp; things, Ability &amp; Likes, Family relations  <b>Unit 2:</b> Ability, Potential, &amp; Needs  <b>All Units:</b> Vocabulary, Interaction with audio and visual cues</p>
<ul style="list-style-type: none"> <li>- Comprehend and follow common positive and negative commands and requests. (LS-R2)</li> </ul>	<p><b>Unit 1:</b> <i>Yes/No &amp; Wh-</i> questions  <b>All Units:</b> Interaction with audio and visual cues, Focus Exercises, Mastery Tests</p>
<ul style="list-style-type: none"> <li>- Listen attentively to simple read-aloud stories, poems, and informational text and identify key details and specific facts. (LS-R4)</li> </ul>	<p><b>All Units:</b> Interaction with audio and cues            See <b>Instructor’s Guide:</b> Teaching activities, esp. <i>School Subjects: Oral Presentations</i></p>

### ELL II

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**Performance Conditions:** English learners at this stage of proficiency comprehend basic vocabulary and grammatical structures in face-to-face conversations with one person at a time or in a familiar supportive group. Topics are familiar and about common routine matters. Listening communications are short monologues and dialogues on familiar routine topics delivered at a slow-to-normal rate. Students rely on repetition, gestures, and other nonverbal cues to sustain conversations. Their speech is guided by specific questions when necessary. Students use word order accurately in simple sentences but make errors when using more complex patterns. They use the more common verb tense forms (present, past, and future) consistently but sometimes make errors in tense formation and proper selection of verbs. English learners are able to express some details and nuances by using appropriate modifiers. Their speech rate is slow to normal.

### Delivery of Oral Communications

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

<b>Beginning</b>	
<ul style="list-style-type: none"> <li>- Participate in short, routine social conversations with individuals in which he or she exchanges personal information and discusses personal needs using accurate but limited vocabulary.</li> </ul>	<p><b>Unit 1:</b> Introductions &amp; Greetings, Information questions, Family relations, <i>Yes/No &amp; Wh-</i> questions</p>

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<ul style="list-style-type: none"> <li>- Contribute to classroom and small group academic discussions by asking/answering simple questions with considerable hesitancy due to the need to rephrase and search for words.</li> </ul>	<p><b>Unit 1:</b> <i>Yes/No &amp; Wh-</i> questions All Units: Vocabulary See <b>Instructor's Guide:</b> Teaching activities</p>
<ul style="list-style-type: none"> <li>- Greet and take leave in socially and culturally appropriate ways.</li> </ul>	<p><b>Unit 1:</b> Introductions &amp; Greetings</p>
<ul style="list-style-type: none"> <li>- Describe a person, object, or situation in some detail.</li> </ul>	<p><b>Unit 1:</b> Describing people &amp; things <b>Unit 2:</b> Describing occupations <b>All Units:</b> Vocabulary</p>
<ul style="list-style-type: none"> <li>- Issue 2- to 3-word basic, routine directions and commands in a manner that the listener can follow, although meaning may be conveyed by gestures.</li> </ul>	<p><b>Unit 3:</b> Locations &amp; Asking for Directions at School, Directions &amp; Motion</p>
<ul style="list-style-type: none"> <li>- Answer basic questions about read-aloud stories with 1- or 2-word responses.</li> </ul>	<p><b>All Units:</b> Interaction with audio and visual cues, Voice record/playback, Focus Exercises, Mastery Tests See <b>Instructor's Guide:</b> Classroom Guidelines</p>
<p><b>Early Intermediate</b></p>	
<ul style="list-style-type: none"> <li>- Participate in social conversations in pairs or in small groups in which he or she exchanges personal information and discusses personal experiences, abilities, and needs using accurate and somewhat limited vocabulary.</li> </ul>	<p><b>Unit 1:</b> Introductions &amp; Greetings, Information questions, Ability &amp; Likes, Family relations, <i>Yes/No &amp; Wh-</i> questions <b>Unit 2:</b> Ability, Potential, &amp; Needs <b>All Units:</b> Vocabulary</p>
<ul style="list-style-type: none"> <li>- Contribute to classroom and small group academic discussions by asking/ answering simple questions and expressing his or her ability to do or not do something with some hesitancy because of the need to rephrase and search for words.</li> </ul>	<p><b>Unit 1:</b> Ability &amp; Likes, <i>Yes/No &amp; Wh-</i> questions <b>Unit 2:</b> Ability, Potential, &amp; Needs <b>All Units:</b> Vocabulary See <b>Instructor's Guide:</b> Teaching activities</p>
<ul style="list-style-type: none"> <li>- Role-play a telephone conversation with others, using English in socially and culturally appropriate ways.</li> </ul>	<p><b>Unit 6:</b> Telephone Expressions</p>
<ul style="list-style-type: none"> <li>- Ask and respond to questions about the size, color, shape, physical characteristics, and number of familiar objects, using accurate and somewhat limited vocabulary.</li> </ul>	<p><b>Unit 1:</b> Describing people &amp; things, Adjectives, <i>Yes/Not &amp; Wh-</i> questions <b>All Units:</b> Vocabulary</p>
<ul style="list-style-type: none"> <li>- Issue single-step directions and</li> </ul>	<p><b>Unit3:</b> Locations &amp; Asking for</p>

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<p>commands in a manner that the listener can follow, with less reliance on gestures to convey meaning.</p>	<p>Directions at School</p>
<ul style="list-style-type: none"> <li>- Retell simple stories in a logical sequence, using key words, phrases, and simple sentences.</li> </ul>	<p><b>Unit 2:</b> Schedule &amp; Sequence  <b>All Units:</b> Interaction with audio and visual cues, Voice record/playback, Focus Exercises, Mastery Tests            See <b>Instructor's Guide:</b> Classroom Guidelines</p>
<p><b>Intermediate</b></p>	
<ul style="list-style-type: none"> <li>- Participate in social conversations held in pairs or in small groups in which he or she discusses personal likes, dislikes, wants, and feelings; and familiar events, problems, and situations using purposeful and somewhat varied vocabulary.</li> </ul>	<p><b>Unit 1:</b> Introductions &amp; Greetings, Information questions, Ability &amp; Likes, Family relations, <i>Yes/No</i> &amp; <i>Wh-</i> questions  <b>Unit 2:</b> Ability, Potential, &amp; Needs  <b>All Units:</b> Vocabulary</p>
<ul style="list-style-type: none"> <li>- Contribute to classroom and small group academic discussions by asking/ answering questions, agreeing/ disagreeing with others, and making comparisons with some hesitancy because of the need to rephrase and search for words.</li> </ul>	<p><b>Unit 1:</b> <i>Yes/No</i> &amp; <i>Wh-</i> questions  <b>Unit 2:</b> Ability, Potential, &amp; Needs  <b>All Units:</b> Vocabulary            See <b>Instructor's Guide:</b> Teaching activities</p>
<ul style="list-style-type: none"> <li>- Interact with adults and peers in formal and informal settings, using English in socially and culturally appropriate ways</li> </ul>	<p><b>Unit 1:</b> Introductions &amp; Greetings  <b>All Units:</b> Interaction with audio and visual cues            See <b>Instructor's Guide:</b> Teaching activities</p>
<ul style="list-style-type: none"> <li>- Ask and respond to questions about various attributes of people, objects, events, and situations, using purposeful and somewhat varied vocabulary.</li> </ul>	<p><b>Unit 1:</b> Describing people &amp; things, Information questions  <b>All Units:</b> Vocabulary</p>
<ul style="list-style-type: none"> <li>- Issue 1- to 2-step routine directions in a manner that the listener can follow.</li> </ul>	<p><b>Unit 3:</b> Locations &amp; Asking for Directions at School</p>
<ul style="list-style-type: none"> <li>- Relate simple stories or events about personal experiences, using logical organization and some descriptive words.</li> </ul>	<p><b>Unit 2:</b> Schedule &amp; Sequence  <b>Unit 4:</b> Describing the Weather, Family relations  <b>All Units:</b> Vocabulary, Interaction with audio and visual cues, Voice record/playback, Focus Exercises, Mastery Tests            See <b>Instructor's Guide:</b> Classroom</p>

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	Guidelines
<b>Early Advanced</b>	
- 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.	<b>Unit 1:</b> Introductions & Greetings, Family relations, Ability & Likes, <i>Yes/No &amp; Wh-</i> questions <b>Unit 2:</b> Ability, Potential, & Needs <b>All Units:</b> Vocabulary, Information questions See <b>Instructor's Guide:</b> Teaching activities
- 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.	<b>Unit 1:</b> Describing people & things, <i>Yes/No &amp; Wh-</i> questions <b>Units 5 &amp; 6:</b> Making a Suggestion <b>All Units:</b> Information questions See <b>Instructor's Guide:</b> Teaching activities
- Use English and his or her native language appropriately in a multilingual social situation (e.g., cooperative games and activities).	<b>All Units:</b> Translation (in bi-lingual versions) See <b>Instructor's Guide:</b> Classroom Guidelines
- Ask and respond to questions about the similarities and differences in people, objects, events, and situations in some detail, using natural and varied vocabulary.	<b>Unit 1:</b> Describing people & things <b>Unit 2:</b> Describing occupations <b>Unit 3:</b> Classification & Grouping of Objects & Places <b>Unit 4:</b> Describing the Weather
- Issue 2- to 3-step routine directions in a manner that the listener can follow.	<b>Unit 3:</b> Locations & Asking for Directions at School
- Relate simple stories or events about routine activities, using logical organization and natural and varied vocabulary.	<b>Unit 2:</b> Schedule & Sequence <b>Unit 3:</b> Occupations & Activities <b>Unit 4:</b> Frequency & Duration <b>All Units:</b> Vocabulary
<b>Advanced</b>	
- Open, develop, and close social conversations with small groups in which he or she discusses personal likes, dislikes, wants, and feelings; familiar events, problems, and situations; and other familiar topics using precise and descriptive vocabulary.	<b>Unit 1:</b> Introductions & Greetings, Family relations, Ability & Likes, <i>Yes/No &amp; Wh-</i> questions <b>Unit 2:</b> Ability, Potential, & Needs <b>All Units:</b> Vocabulary, Information questions See <b>Instructor's Guide:</b> Teaching activities
- Contribute to classroom and academic	<b>Unit 1:</b> Describing people & things,

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discussions by asking/answering questions, agreeing/ disagreeing with others, making comparisons, and expressing interests and preferences related to class projects and discussions. (LS-F3)	Abilities & Likes, <i>Yes/No</i> & <i>Wh</i> -questions <b>Units 5 &amp; 6:</b> Making a Suggestion <b>All Units:</b> Information questions See <b>Instructor’s Guide:</b> Teaching activities
- Give and receive compliments, show gratitude, and express apologies in socially and culturally appropriate ways through verbal and nonverbal means.	
- Describe people, objects, events, and situations in detail (e.g., location, appearance, function, actions), using precise and descriptive vocabulary.	<b>Unit 1:</b> Describing people & things <b>Unit 3:</b> Classification & Grouping of Objects & Places, Locations <b>Unit 10:</b> Instrument and Use
- 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)	<b>Unit 3:</b> Locations & Asking for Directions at School, Directions & Motion, Time clauses/phrases
- Present coherent personal narrative about ideas, events, or activities of interest that include an introduction, development, and conclusion that listeners can follow. (LS-F3)	See <b>Instructor’s Guide:</b> Classroom Role and Teaching Activities

### Standard English Conventions

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

<b>Beginning</b>	
- 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.	<b>All Units:</b> Grammar, Vocabulary, Voice record/playback with Speech recognition
<b>Early Intermediate</b>	
- Speak, using English grammatical structures and linguistic forms outlined in the Advanced Level (and in ELL I); however, <b>many</b> errors or irregular forms <b>often</b> impede communication.	<b>All Units:</b> Grammar, Vocabulary, Voice record/playback, Speech recognition

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<b>Intermediate</b>	
- Speak, using English grammatical structures and linguistic forms outlined in the Advanced Level (and in ELL I); however, <b>habitual</b> errors <b>sometimes</b> impede communication.	<b>All Units:</b> Grammar, Vocabulary, Voice record/playback with Speech recognition
<b>Early Advanced</b>	
- Speak, using English grammatical structures and linguistic forms outlined in the Advanced Level (and in ELL I); however, <b>some</b> errors occur, although they <b>do not</b> impede communication.	<b>All Units:</b> Grammar, Vocabulary, Voice record/playback with Speech recognition
<b>Advanced</b>	
- Speak in phrases and sentences, using the following English grammatical structures and linguistic forms with <b>occasional</b> errors: <ul style="list-style-type: none"> <li>○ verb tenses (past and past progressive tenses, modal auxiliaries);</li> <li>○ subject-verb agreement; complete sentences;</li> <li>○ comparative and superlative structures;</li> <li>○ pronouns, antecedents, pronouns in the possessive, objective, and demonstrative forms; and,</li> <li>○ prepositions of direction and motion; adverbs of manner and sequence (quickly, finally).</li> </ul>	<b>Unit 1:</b> Present progressive, Pronouns <b>Unit 3:</b> Present progressive, Directions & Motion <b>Unit 4:</b> Prepositions of place, time & direction <b>Unit 5:</b> Frequency <b>Unit 6:</b> Future, Present progressive, Modal <b>Unit 9:</b> Past, Future, Time clauses/phrases, Dates and Duration <b>All Units:</b> Grammar, Vocabulary, Voice record/playback with Speech recognition

### Comprehension of Oral Communications

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

<b>Beginning</b>	
- 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)	<b>All Units:</b> Interaction with audio and visual cues

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when spoken slowly with frequent rephrasing, repetitions, and contextual clues.	
- Comprehend and follow 1-step directions related to the position of one's movement in space, accompanied by contextual cues and gestures.	<b>Unit 1:</b> Relative location <b>Unit 3:</b> Locations & Asking for Directions at School, Direction & Motion <b>All Units:</b> Interaction with audio and visual cues, Focus Exercises, Mastery Tests
<b>Early Intermediate</b>	
- 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.	<b>Unit 1:</b> Describing people & things <b>Unit 3:</b> Classification & Grouping of Objects & Places <b>All Units:</b> Information questions See <b>Instructor's Guide:</b> Teaching activities
- Comprehend and follow 2- to 3-step directions related to the position of one's movement in space, accompanied by contextual cues and gestures.	<b>Unit 1:</b> Relative location <b>Unit 3:</b> Locations & Asking for Directions at School, Directions & Motion
<b>Intermediate</b>	
- 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.	<b>All Units:</b> Interaction with audio and visual cues
- Comprehend and follow 3- to 4-step directions related to the position of one's movement in space.	<b>Unit 1:</b> Relative location <b>Unit 3:</b> Locations & Asking for Directions at School, Direction & Motion <b>All Units:</b> Interaction with audio and visual cues, Focus Exercises, Mastery Tests
<b>Early Advanced</b>	
- Comprehend and follow short predictable discourse on familiar matters, including familiar events, routines, objects, and	<b>All Units:</b> Interaction with audio and visual cues

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<p>people; likes, dislikes, wants, and feelings; and, invitations and apologies when spoken at a normal rate with some rephrasing, repetitions, and contextual clues.</p>	
<p>- Comprehend and follow 3- to 4-step directions related the position, frequency, and duration of one’s movements in space.</p>	<p><b>Unit 1:</b> Relative location  <b>Unit 3:</b> Locations &amp; Asking for Directions at School, Direction &amp; Motion  <b>All Units:</b> Interaction with audio and visual cues, Focus Exercises, Mastery Tests</p>
<b>Advanced</b>	
<p>- 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.</p>	<p><b>All Units:</b> Interaction with audio and visual cues</p>
<p>- Comprehend and follow multiple-step directions related to the position, frequency, and duration of one’s movements in space. (LS-F2)</p>	<p><b>Unit 1:</b> Relative location  <b>Unit 3:</b> Locations &amp; Asking for Directions at School, Direction &amp; Motion  <b>All Units:</b> Interaction with audio and visual cues, Focus Exercises, Mastery Tests</p>

### **ELL III**

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

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### Delivery of Oral Communications

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

<b>Beginning</b>	
- 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.	<b>Unit 2:</b> Ability, Potential, Needs <b>Unit 6:</b> Future, Schedule and Days of the Week <b>All Units:</b> Vocabulary, Information questions, Interaction with audio and visual cues, Voice record/playback with Speech Recognition
- 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.	<b>Unit 5:</b> Comparative/Superlative <b>All Units:</b> Information questions See <b>Instructor's Guide:</b> Teaching Activities
- Greet and take leave appropriately in a variety of settings.	<b>Unit 1:</b> Introductions & Greetings
- Ask and respond to basic instructional questions on the content presented (e.g., who, what, where, when, why, how) using words and phrases.	<b>All Units:</b> Interaction with audio and visual cues, Voice record/playback with Speech Recognition, Focus Exercises, Mastery Tests See <b>Instructor's Guide:</b> Teaching activities
- Relate stories or events about routine activities, using logical organization and accurate but limited vocabulary.	<b>Unit 2:</b> Schedule & Sequence <b>Unit 3:</b> Occupations & Activities <b>Unit 4:</b> Frequency & Duration <b>All Units:</b> Vocabulary
<b>Early Intermediate</b>	
- 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.	<b>Unit 2:</b> Ability, Potential, Needs <b>Unit 6:</b> Future, Schedule and Days of the Week <b>All Units:</b> Vocabulary, Information questions, Interaction with audio and visual cues, Voice record/playback with Speech Recognition
- Contribute to classroom and small group academic discussions by asking/answering questions, agreeing/disagreeing with others, and making	<b>Unit 3:</b> Classification & Grouping of Objects & Places <b>Unit 6:</b> Making a Suggestion <b>All Units:</b> Information questions

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comparisons with some hesitancy because of the need to rephrase and search for words.	
- Give and receive compliments, show gratitude, and express apologies in socially and culturally appropriate ways through verbal and nonverbal means.	
- Ask and respond to basic instructional questions on the content presented (e.g., who, what, where, when, why, how), using phrases and simple sentences.	<b>All Units:</b> <i>Wh</i> - questions, Interaction with audio and visual cues, Voice record/playback with Speech Recognition, Focus Exercises, Mastery Tests
- Relate stories or events about personal experiences, using logical organization and some descriptive vocabulary.	<b>Unit 4:</b> Family relations <b>Unit 6:</b> Activities at School <b>All Units:</b> Vocabulary
<b>Intermediate</b>	
- 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.	<b>Unit 2:</b> Ability, Potential, Needs <b>Unit 6:</b> Future, Schedule and Days of the Week, Making a Suggestion <b>Unit 7:</b> Past <b>All Units:</b> Vocabulary, Information questions, Interaction with audio and visual cues, Voice record/playback with Speech Recognition
- 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.	<b>Unit 6:</b> Making a Suggestion <b>Unit 7:</b> Past <b>Unit 9:</b> Past & Future Sequence <b>All Units:</b> Vocabulary, Information questions
- Give and receive compliments, show gratitude, apologize, and express anger or impatience in socially and culturally appropriate ways through verbal and nonverbal means.	
- Ask and respond to instructional questions on the content presented (e.g., What part of the story was more important?) using phrases and sentences.	<b>All Units:</b> Information questions, Interaction with audio and visual cues, Voice record/playback with Speech Recognition, Focus Exercises, Mastery Tests <b>See Instructor's Guide:</b> General

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	Classroom Guidelines & Teaching activities
- Present coherent personal narratives about ideas, events, or activities of interest, using logical organization and purposeful and somewhat varied vocabulary.	<b>All Units:</b> Vocabulary See <b>Instructor's Guide:</b> General Classroom Guidelines & Teaching activities
<b>Early Advanced</b>	
- Participate in social conversations held in pairs or in groups by asking and responding to questions, providing advice, granting permission, describing past events, and posing hypotheticals, using accurate and varied vocabulary.	<b>Unit 1:</b> Introductions & Greetings <b>Unit 2:</b> Ability, Potential, Needs <b>Unit 6:</b> Making a Suggestion <b>Unit 7:</b> Past <b>All Units:</b> Vocabulary, Information questions, Interaction with audio and visual cues, Voice record/playback with Speech Recognition See <b>Instructor's Guide:</b> General Classroom Guidelines & Teaching activities
- 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.	<b>Unit 6:</b> Making a Suggestion <b>Unit 7:</b> Past <b>Unit 9:</b> Past & Future Sequence <b>All Units:</b> Vocabulary, Information questions
- Determine appropriate topics for interaction given audience and setting, including when it is appropriate to tell a joke.	<b>All Units:</b> 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.	<b>All Units:</b> Interaction with audio and visual cues, Voice record/playback with Speech Recognition See <b>Instructor's Guide:</b> General Classroom Guidelines & Teaching activities
- Prepare and deliver a short oral report in a content area and effectively convey the information in connected discourse with natural and varied vocabulary.	<b>All Units:</b> Vocabulary, Voice record/playback with Speech Recognition See <b>Instructor's Guide:</b> General Classroom Guidelines & Teaching activities

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<b>Advanced</b>	
<ul style="list-style-type: none"> <li>- Open, develop, and close extended social conversations held in pairs or in groups by asking and responding to questions, providing advice, granting permission, describing past events, and posing hypotheticals, using precise and descriptive vocabulary.</li> </ul>	<p><b>Unit 1:</b> Introductions &amp; Greetings  <b>Unit 6:</b> Future, Schedule and Days of the Week, Making a Suggestion  <b>Unit 7:</b> Past  <b>All Units:</b> Vocabulary, Information questions, Interaction with audio and visual cues, Voice record/playback with Speech Recognition            See <b>Instructor’s Guide:</b> General Classroom Guidelines &amp; Teaching activities</p>
<ul style="list-style-type: none"> <li>- Contribute to classroom and academic discussions by giving suggestions, describing past and proposing hypothetical events, and expressing intentions and possibilities, exhibiting some ability to employ circumlocution (i.e., the ability to find another way to say something).</li> </ul>	<p><b>Unit 6:</b> Making a Suggestion  <b>Unit 7:</b> Past  <b>Unit 9:</b> Past &amp; Future Sequence  <b>All Units:</b> Vocabulary, Information questions</p>
<ul style="list-style-type: none"> <li>- Advise peers on appropriate verbal and nonverbal behavior given the audience and setting.</li> </ul>	<p>See <b>Instructor’s Guide:</b> General Classroom Guidelines &amp; Teaching activities</p>
<ul style="list-style-type: none"> <li>- Ask and respond to instructional questions on the content presented (e.g., How do the events of this story relate to your experiences?) with extended explanation.</li> </ul>	<p><b>All Units:</b> Interaction with audio and visual cues, Voice record/playback with Speech Recognition, Focus Exercises, Mastery Tests            See <b>Instructor’s Guide:</b> General Classroom Guidelines &amp; Teaching activities</p>
<ul style="list-style-type: none"> <li>- Prepare and deliver a short oral report in a content area and effectively convey the information through verbal and nonverbal communications in connected discourse with accurate and precise vocabulary. (LS-E1, LS-E2)</li> </ul>	<p><b>All Units:</b> Vocabulary, Voice record/playback with Speech Recognition            See <b>Instructor’s Guide:</b> General Classroom Guidelines &amp; Teaching activities</p>

### Standard English Conventions

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

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<b>Beginning</b>	
- 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.	<b>All Units:</b> Grammar, Dialogue, Voice record/playback with Speech Recognition
<b>Early Intermediate</b>	
- Speak using English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-II); however, <b>many</b> errors or irregular forms <b>often</b> impede communication.	<b>All Units:</b> Grammar, Dialogue, Voice record/playback with Speech Recognition
<b>Intermediate</b>	
- Speak using English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-II); however, <b>habitual</b> errors <b>sometimes</b> impede communication.	<b>All Units:</b> Grammar, 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> )	<b>All Units:</b> Grammar, Dialogue, Voice record/playback with Speech Recognition
<b>Early Advanced</b>	
- Speak using English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-II); however, <b>some</b> errors occur, although they <b>do not</b> impede communication.	<b>All Units:</b> Grammar, Dialogue, Voice record/playback with Speech Recognition
- Arrange phrases, clauses, and sentences into correct and meaningful patterns.	<b>All Units:</b> Dialogue, Grammar, Voice record/playback with Speech Recognition
<b>Advanced</b>	
- Speak using the following English grammatical structures and linguistic forms, with <b>occasional</b> errors: <ul style="list-style-type: none"> <li>o verb tenses (present perfect,</li> </ul>	<b>Unit 1:</b> Present progressive, Pronouns <b>Unit 3:</b> Present progressive, Directions & Motion

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<p>present perfect progressive tenses, present real conditional, habitual past);</p> <ul style="list-style-type: none"> <li>○ various types of pronouns, including reflexive pronouns; and,</li> <li>○ simple/compound sentences.</li> </ul>	<p><b>Unit 4:</b> Prepositions of place, time &amp; direction  <b>Unit 5:</b> Frequency, Present progressive  <b>Unit 6:</b> Future, Present progressive, Modal  <b>Unit 9:</b> Past, Future, Time clauses/phrases, Dates and Duration  <b>Unit 10:</b> Conditional  <b>All Units:</b> Grammar, Vocabulary, Voice record/playback with Speech recognition</p>
<ul style="list-style-type: none"> <li>- Present information in coherent connected discourse.</li> </ul>	<p><b>All Units:</b> Voice record/playback with Speech Recognition          See <b>Instructor’s Guide:</b> Teaching activities, esp. <i>School Subjects: Oral Presentations</i></p>

### Comprehension of Oral Communications

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

<b>Beginning</b>	
<ul style="list-style-type: none"> <li>- Recognize topics in read-aloud stories when spoken slowly and with repetitions, rephrasing, and clarifications.</li> </ul>	<p><b>All Units:</b> Interaction with audio and visual cues, Voice record/playback, Repetition</p>
<ul style="list-style-type: none"> <li>- Comprehend and follow 3- to 4-step directions related to the position of one’s movements in space.</li> </ul>	<p><b>Unit 1:</b> Relative location  <b>Unit 3:</b> Directions &amp; Motion  <b>Unit 5:</b> Locations of places of business</p>
<b>Early Intermediate</b>	
<ul style="list-style-type: none"> <li>- Restate basic facts from read-aloud stories and content area presentations with contextual support (e.g., graphic organizers, posters, diagrams), repetitions, rephrasing, and clarifications.</li> </ul>	<p><b>All Units:</b> Interaction with audio and visual cues, Voice record/playback, Repetition, Focus Exercises, Mastery Tests          See <b>Instructor’s Guide:</b> Teaching activities, esp. <i>School Subjects: Oral Presentations</i></p>
<ul style="list-style-type: none"> <li>- Comprehend and follow 3- to 4-step directions related to the position, frequency, and duration of one’s movements in space.</li> </ul>	<p><b>Unit 1:</b> Relative location  <b>Unit 3:</b> Directions &amp; Motion  <b>Unit 5:</b> Locations of places of business  <b>All Units:</b> Interaction with audio and visual</p>

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	cues, Focus Exercises, Mastery Tests
<b>Intermediate</b>	
<ul style="list-style-type: none"> <li>- Restate the factual details, key words and expressions, and overall gist of read-aloud stories and content area presentations with contextual support, repetitions, rephrasing, and clarifications.</li> </ul>	<p><b>All Units:</b> Interaction with audio and visual cues, Voice record/playback, Repetition            See <b>Instructor’s Guide:</b> Teaching activities, esp. <i>School Subjects: Oral Presentations</i></p>
<ul style="list-style-type: none"> <li>- <b>Sometimes</b> comprehend and follow multiple-step instructions (4 or more steps) for familiar processes or procedures.</li> </ul>	<p><b>Unit 1:</b> Relative location  <b>Unit 3:</b> Directions &amp; Motion  <b>Unit 5:</b> Locations of places of business  <b>All Units:</b> Interaction with audio and visual cues, Focus Exercises, Mastery Tests</p>
<b>Early Advanced</b>	
<ul style="list-style-type: none"> <li>- Identify the purpose, main ideas, supporting details, and key words and expressions of read-aloud stories and content area presentations with contextual support, repetitions, rephrasing, and clarifications.</li> </ul>	<p><b>All Units:</b> Interaction with audio and visual cues, Voice record/playback, Repetition            See <b>Instructor’s Guide:</b> Teaching activities, esp. <i>School Subjects: Oral Presentations</i></p>
<ul style="list-style-type: none"> <li>- <b>Often</b> comprehend and follow multiple-step instructions (4 or more steps) for familiar processes or procedures.</li> </ul>	<p><b>Unit 1:</b> Relative location  <b>Unit 3:</b> Directions &amp; Motion  <b>Unit 5:</b> Locations of places of business  <b>All Units:</b> Interaction with audio and visual cues, Focus Exercises, Mastery Tests</p>
<b>Advanced</b>	
<ul style="list-style-type: none"> <li>- Distinguish fact from opinion from read-aloud stories and content area presentations with contextual support, repetitions, rephrasing, and clarifications.</li> </ul>	<p><b>All Units:</b> Information questions            See <b>Instructor’s Guide:</b> Teaching activities, esp. <i>School Subjects: Oral Presentations</i></p>
<ul style="list-style-type: none"> <li>- <b>Consistently</b> comprehend and follow multiple-step instructions (4 or more steps) for familiar processes or procedures.</li> </ul>	<p><b>Unit 1:</b> Relative location  <b>Unit 3:</b> Directions &amp; Motion  <b>Unit 5:</b> Locations of places of business  <b>All Units:</b> Interaction with audio and visual cues</p>

### ELL IV

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**Performance Conditions:** English learners at this stage of proficiency comprehend standard speech (with some repetition and rewording) delivered in most settings, including small and

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large academic groups. They are able to comprehend the main ideas and relevant details of extended discussions or presentations on a broad variety of general interest topics and technical discourse, including those discourses that require some level of inference. Students can comprehend subtleties and detect affective undertones in spoken language. They draw on a wide range of language forms, vocabulary, and idioms, and they can engage in extended conversations on a broad range of topics. English learners have mastered basic sentence structure and verb tenses but may have some difficulty with more complex structures. Their rate of speech is at a normal-to-fast rate.

### Delivery of Oral Communications

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

<b>Beginning</b>	
<ul style="list-style-type: none"> <li>- Participate in social conversations held in pairs or in groups by asking/responding to questions, describing past events, and posing hypotheticals, using <b>accurate but limited</b> vocabulary.</li> </ul>	<b>Unit 1:</b> Introductions & Greetings <b>Unit 6:</b> Future, Schedule and Days of the Week <b>Unit 7:</b> Past <b>All Units:</b> Vocabulary, Information questions, Interaction with audio and visual cues, Voice record/playback with Speech Recognition
<ul style="list-style-type: none"> <li>- Contribute to classroom and academic discussions by making suggestions, describing past events, and proposing hypotheticals, with <b>considerable hesitancy</b> because of the need to rephrase and search for words.</li> </ul>	<b>Unit 5:</b> Comparative/Superlative <b>Unit 6:</b> Making a Suggestion <b>Unit 7:</b> Past <b>All Units:</b> Information questions, Vocabulary See <b>Instructor's Guide:</b> Teaching Activities
<ul style="list-style-type: none"> <li>- Ask others to give, confirm, and clarify information, as needed.</li> </ul>	<b>All Units:</b> Information questions
<ul style="list-style-type: none"> <li>- Use the appropriate degree of formality with different audiences and settings.</li> </ul>	<b>Unit 1:</b> Introductions & Greetings <b>Unit 3:</b> Locations & Asking for Directions at School <b>Unit 6:</b> Telephone Expressions <b>All Units:</b> Interaction with audio and visual cues
<ul style="list-style-type: none"> <li>- Prepare and deliver oral narratives, using an introduction, development, and conclusion.</li> </ul>	<b>All Units:</b> Voice record/playback with Speech Recognition See <b>Instructor's Guide:</b> Teaching activities, esp. <i>School Subjects: Oral Presentations</i>
<b>Early Intermediate</b>	
<ul style="list-style-type: none"> <li>- Participate in social conversations held in pairs or in groups by</li> </ul>	<b>Unit 1:</b> Introductions & Greetings <b>Unit 6:</b> Future, Schedule and Days of the

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asking/responding to questions, describing past events, and posing hypotheticals, using <b>accurate but somewhat limited</b> vocabulary.	Week <b>Unit 7: Past</b> <b>All Units:</b> Vocabulary, Information questions, Interaction with audio and visual cues, Voice record/playback with Speech Recognition
– Contribute to classroom and academic discussions by making suggestions, describing past events, proposing hypotheticals, and expressing intentions and possibilities with <b>some hesitancy</b> because of the need to rephrase and search for words.	<b>Unit 5:</b> Comparative/Superlative <b>Unit 6:</b> Making a Suggestion <b>Unit 7:</b> Past <b>All Units:</b> Information questions, Vocabulary See <b>Instructor’s Guide:</b> Teaching Activities
– Initiate questions in order to analyze and compare information needed for decision-making.	<b>Unit 5:</b> Prices and Food, Comparative/Superlative, Countable/Uncountable <b>All Units:</b> Information questions
– Recognize and use standard English and <i>vernacular dialects</i> appropriately given the audience and setting.	<b>All Units:</b> Interaction with audio and visual cues, Voice record/playback with Speech Recognition
– Speak on familiar academic topics, using an introduction, development, and conclusion with accurate and somewhat limited vocabulary.	<b>All Units:</b> Voice record/playback with Speech Recognition See <b>Instructor’s Guide:</b> Teaching activities, esp. <i>School Subjects: Oral Presentations</i>
<b>Intermediate</b>	
– Participate in social conversations held in pairs or in groups by asking/responding to questions, expressing feelings, and summarizing/reporting on events, using <b>purposeful and somewhat varied</b> vocabulary.	<b>Unit 1:</b> Introductions & Greetings <b>Unit 6:</b> Activities at school, Schedule and Days of the Week <b>Unit 7:</b> Past <b>Unit 9:</b> Times of Life, History, Dates and Duration, Past & Future Sequence <b>All Units:</b> Vocabulary, Information questions, Interaction with audio and visual cues, Voice record/playback with Speech Recognition
– Contribute to classroom and academic discussions by making predictions, summarizing/reporting on situations, and drawing inferences with <b>some hesitancy</b> because of the need to rephrase and search for words.	<b>Unit 9:</b> Times of Life, History, Dates and Duration, Past & Future Sequence See <b>Instructor’s Guide:</b> Teaching Activities
– Respond to questions to clarify and confirm accuracy of information.	<b>All Units:</b> Information questions
– Express sympathy, empathy, and	

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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.	<b>Unit 2:</b> Schedule and Sequence <b>Unit 8:</b> Time clauses <b>All Units:</b> Voice record/playback with Speech Recognition <b>See Instructor’s Guide:</b> Teaching activities, esp. <i>School Subjects: Oral Presentations</i>
– Briefly interview another student about his or her experiences, interests, and preferences, and take appropriate notes.	<b>Unit 1:</b> Ability & Likes <b>All Units:</b> Information questions <b>See Instructor’s Guide:</b> Teaching activities, esp. Written Exercises
<b>Early Advanced</b>	
– Participate in social conversations held in pairs or in groups by asking/responding to questions, expressing feelings, and summarizing/reporting on events, <b>using accurate and varied</b> vocabulary.	<b>Unit 6:</b> Activities at school, Schedule and Days of the Week <b>Unit 7:</b> Past <b>Unit 9:</b> Times of Life, History, Dates and Duration, Past & Future Sequence <b>All Units:</b> Vocabulary, Information questions, Interaction with audio and visual cues, Voice record/playback with Speech Recognition
– Contribute to classroom and academic discussions by making predictions, summarizing/reporting on situations, and drawing inferences with <b>occasional hesitancy</b> because of the need to rephrase and search for words.	<b>Unit 9:</b> Times of Life, History, Dates and Duration, Past & Future Sequence <b>See Instructor’s Guide:</b> Teaching Activities
– Respond to some complex, open-ended questions about newly- learned information.	<b>All Units:</b> 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.	<b>See Instructor’s Guide:</b> 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.	<b>All Units:</b> Voice record/playback with Speech Recognition <b>See Instructor’s Guide:</b> Teaching activities, esp. <i>School Subjects: Oral Presentations</i>
– Interview another student or adult about his or her interests, experiences, and preferences, and summarize the	<b>Unit 8:</b> Likes and Preferences <b>All Units:</b> Information questions

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responses.	
<b>Advanced</b>	
<ul style="list-style-type: none"> <li>- Open, develop, and close extended social conversations by asking and responding to questions, expressing feelings, and summarizing/reporting on events, <b>using precise and descriptive</b> vocabulary.</li> </ul>	<b>Unit 1:</b> Introductions & Greetings <b>Unit 9:</b> Times of Life, History, Dates and Duration, Past & Future Sequence <b>All Units:</b> Vocabulary, Information questions
<ul style="list-style-type: none"> <li>- Initiate and sustain classroom and academic discussions by making predictions, summarizing/reporting on situations, and drawing inferences, using a variety of strategies to keep the discussion on track and on topic.</li> </ul>	<b>Unit 6:</b> Activities at school <b>Unit 9:</b> Times of Life, History, Dates and Duration, Past & Future Sequence See <b>Instructor’s Guide:</b> Teaching Activities
<ul style="list-style-type: none"> <li>- Question, solicit, and restate information about newly-learned information. (LS-E4)</li> </ul>	<b>All Units:</b> Information questions, Interaction with audio and visual cues, Voice record/playback, Focus Exercises, Mastery Tests
<ul style="list-style-type: none"> <li>- Respond to and use idiomatic speech appropriately.</li> </ul>	<b>All Units:</b> Interaction with audio and visual cues, Voice record/playback with Speech Recognition.
<ul style="list-style-type: none"> <li>- Prepare and deliver oral reports in a content area and effectively convey the information and ideas through verbal and nonverbal communications in connected discourse with precise and descriptive vocabulary. (LS-E1, LS-E2)</li> </ul>	<b>All Units:</b> Voice record/playback with Speech Recognition See <b>Instructor’s Guide:</b> Teaching activities, esp. <i>School Subjects: Oral Presentations</i>
<ul style="list-style-type: none"> <li>- Interview another student or adult about his or her interests, experiences, preferences, and opinions; evaluate responses both as interviewer and interviewee. (LS-E3)</li> </ul>	<b>Unit 1:</b> Ability & Likes <b>Unit 8:</b> Likes & Preferences <b>All Units:</b> Information questions

### Standard English Conventions

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

<b>Beginning</b>	
<ul style="list-style-type: none"> <li>- Speak, demonstrating satisfactory control over the English grammatical</li> </ul>	<b>All Units:</b> Grammar, Dialogue, Voice record/playback with Speech Recognition

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structures and linguistic forms defined in earlier stages of proficiency.	
<b>Early Intermediate</b>	
– Speak, using English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-III); however, <b>many</b> errors or irregular forms <b>often</b> impede communication.	<b>All Units:</b> Grammar, Dialogue, Voice record/playback with Speech Recognition
<b>Intermediate</b>	
– Speak, using English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-III); however, <b>habitual</b> errors <b>sometimes</b> impede communication.	<b>All Units:</b> Grammar, Dialogue, Voice record/playback with Speech Recognition
<b>Early Advanced</b>	
– Speak, using English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-III); <b>some</b> errors occur, although they <b>do not</b> impede communication.	<b>All Units:</b> Grammar, Dialogue, Voice record/playback with Speech Recognition
<b>Advanced</b>	
– Speak, using the following English grammatical structures and linguistic forms, with <b>occasional</b> errors: <ul style="list-style-type: none"> <li>○ verb tenses (past perfect, future perfect, future perfect progressive, present unreal conditional, three-part phrasal verbs);</li> <li>○ subject-verb agreement; compound/complex sentences; and,</li> <li>○ various modifiers and transitional devices.</li> </ul>	<b>All Units:</b> Grammar, Vocabulary, Voice record/playback with Speech recognition

**Comprehension of Oral Communications**

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

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<b>Beginning</b>	
<ul style="list-style-type: none"> <li>– Restate the gist of oral discourse on personal, social, or grade-level academic topics when working in pairs, small groups, or whole-class discussions, although repetition, rephrasing, and contextual support is required.</li> </ul>	<p><b>All Units:</b> Interaction with audio and visual cues, Voice record/playback, Repetition See <b>Instructor’s Guide:</b> Classroom and Language Extension Activities</p>
<ul style="list-style-type: none"> <li>– Comprehend sets of instructions related to tasks on familiar processes or procedures.</li> </ul>	<p><b>Unit 3:</b> Locations &amp; Asking for Directions at School <b>All Units:</b> Interaction with audio and visual cues</p>
<b>Early Intermediate</b>	
<ul style="list-style-type: none"> <li>– Paraphrase main ideas and most important details in oral discourse on personal, social, or grade-level academic topics when working in pairs, small groups, or whole-class discussions, although some repetition, rephrasing, and contextual support is required.</li> </ul>	<p><b>All Units:</b> Interaction with audio and visual cues, Voice record/playback, Repetition See <b>Instructor’s Guide:</b> Teaching activities, esp. <i>School Subjects: Oral Presentations</i></p>
<ul style="list-style-type: none"> <li>– Integrate a few pieces of oral information to complete a task on familiar processes or procedures.</li> </ul>	<p><b>Unit 3:</b> Locations &amp; Asking for Directions at School <b>Unit 5:</b> Prices and Food <b>All Units:</b> Interaction with audio and visual cues</p>
<b>Intermediate</b>	
<ul style="list-style-type: none"> <li>– Summarize main ideas and supporting details in oral discourse on personal, social, or academic topics when working in pairs, small groups, or whole-class discussions, with little repetition or rephrasing required.</li> </ul>	<p><b>All Units:</b> Interaction with audio and visual cues, Voice record/playback, Repetition See <b>Instructor’s Guide:</b> Teaching activities, esp. <i>School Subjects: Oral Presentations</i></p>
<ul style="list-style-type: none"> <li>– Integrate several detailed pieces of oral information to complete a task on familiar processes or procedures.</li> </ul>	<p><b>Unit 3:</b> Locations &amp; Asking for Directions at School <b>Unit 5:</b> Prices and Food <b>All Units:</b> Interaction with audio and visual cues</p>
<b>Early Advanced</b>	
<ul style="list-style-type: none"> <li>– Respond to requests for facts and explain some inferred meanings of a</li> </ul>	<p><b>All Units:</b> Interaction with audio and visual cues, Voice record/playback, Repetition</p>

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range of descriptive and narrative oral discourse on personal, social, and academic topics when working in pairs, small groups, or during whole-class discussions.	See <b>Instructor’s Guide</b> : Teaching activities, esp. <i>School Subjects: Oral Presentations</i>
– Follow an extended set of multi-step instructions on tasks for familiar processes or procedures.	<b>Unit 3</b> : Locations & Asking for Directions at School <b>Unit 5</b> : Prices and Food <b>All Units</b> : Interaction with audio and visual cues
<b>Advanced</b>	
– Respond to requests for facts and evaluate opinions, attitudes, and point of view of speakers in a broad range of persuasive and expressive personal, social, and academic topics when working in pairs, small groups, or during whole-class discussions. (LS-E4)	<b>All Units</b> : Information questions, Interaction with audio and visual cues, Voice record/playback, Repetition See <b>Instructor’s Guide</b> : Teaching activities, esp. <i>School Subjects: Oral Presentations</i>
– Follow an extended set of multi-step instructions on tasks for less familiar processes or procedures.	<b>Unit 3</b> : Locations & Asking for Directions at School <b>Unit 5</b> : Prices and Food <b>All Units</b> : Interaction with audio and visual cues

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**Performance Conditions:** English learners at this stage of proficiency understand most standard speech. They understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics, including unfamiliar and technical ones. Listening communications come in the form of lectures, debates, discussions, and critiques. Students are able to comprehend nuanced meaning represented by speech variations in stress, intonation, pace, and rhythm. They engage in most communications with minimal errors. Students have a high degree of fluency and accuracy when speaking on topics that are abstract and not personal. Although students may make errors with some language forms, the errors do not interfere with meaning.

**Comprehension of Oral Communications**

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

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<b>Beginning</b>	
– Obtain, provide, and exchange basic but key information to complete many practical, social, or academic tasks.	
– Contribute to classroom and academic discussions by summarizing/ reporting on events; expressing opinions, feelings, and reservations; and drawing inferences with considerable hesitancy because of the need to rephrase and search for words.	
– Use appropriate register for business and friendly transactions.	
– Prepare and deliver a short oral report in a content area and effectively convey the information with connected discourse.	
– Give clear multi-step instructions to carry out a familiar process.	
<b>Early Intermediate</b>	
– 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.	
– Communicate with adequate fluency and intelligibility in most social, practical, and academic settings, including obtaining, exchanging, and presenting feelings, observations, information, feedback, ideas, and opinions.	
– Select topics appropriate to discuss in an interview.	

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<ul style="list-style-type: none"> <li>- Deliver an impromptu speech on a particular subject that is organized and tailored to the audience, using accurate but somewhat limited vocabulary.</li> </ul>	
<ul style="list-style-type: none"> <li>- Give clear, detailed multi-step instructions to carry out a familiar process.</li> </ul>	
<b>Intermediate</b>	
<ul style="list-style-type: none"> <li>- Contribute to classroom and academic discussions by asking/answering questions, giving/ responding to feedback, supporting/refuting opinions, and analyzing points of view with some hesitancy because of the need to rephrase and search for words.</li> </ul>	
<ul style="list-style-type: none"> <li>- Recognize and apply the style of speech used in an interview and in formal and informal meetings.</li> </ul>	
<ul style="list-style-type: none"> <li>- Deliver an impromptu speech on a particular subject that is organized and tailored to the audience, using purposeful and somewhat varied vocabulary.</li> </ul>	
<ul style="list-style-type: none"> <li>- Give clear, detailed multi-step instructions to carry out a familiar process.</li> </ul>	
<b>Early Advanced</b>	
<ul style="list-style-type: none"> <li>- Communicate effectively and confidently in most practical, social, and academic settings, including obtaining, exchanging, and presenting feelings, observations, information, feedback, ideas, and opinions.</li> </ul>	
<ul style="list-style-type: none"> <li>- Contribute to classroom and academic discussions by asking/answering questions, giving/ responding to feedback, supporting/refuting opinions, and analyzing points of view with occasional hesitancy because of the need to rephrase and search for words.</li> </ul>	
<ul style="list-style-type: none"> <li>- Interpret humor in a political cartoon, situation comedy, or a joke.</li> </ul>	

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<ul style="list-style-type: none"> <li>- Prepare and deliver a speech analyzing a point of view or supporting/refuting an opinion that is organized, suited to the audience, and employs resource materials to clarify and defend positions, using natural and varied vocabulary.</li> </ul>	
<ul style="list-style-type: none"> <li>- Convey the sequence of steps in spoken directions, using clear reference and precise vocabulary.</li> </ul>	
<b>Advanced</b>	
<ul style="list-style-type: none"> <li>- Communicate with elaboration and proper documentation in practical, social, and academic settings, including obtaining, exchanging, and presenting feelings, observations, information, feedback, ideas, and opinions.</li> </ul>	
<ul style="list-style-type: none"> <li>- Interact with others to coordinate academic tasks, including asking/ answering questions, giving/ responding to feedback, supporting/ refuting opinions, and analyzing points of view, using a variety of strategies to keep the discussion on track and on topic.</li> </ul>	
<ul style="list-style-type: none"> <li>- Recognize and interpret irony, sarcasm, and humor in a variety of interactions.</li> </ul>	
<ul style="list-style-type: none"> <li>- Prepare and deliver a speech defending a point of view or presenting a specific proposal that is organized, suited to the audience, and employs resource materials to clarify and defend positions, using precise and descriptive vocabulary. (LS-P1, LS-P2)</li> </ul>	
<ul style="list-style-type: none"> <li>- Convey the sequence of steps in an extended set of spoken directions, using clear reference and precise vocabulary.</li> </ul>	

**Standard English Conventions**

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

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*or her communications.*

<b>Beginning</b>	
<ul style="list-style-type: none"> <li>– Speak with satisfactory control over English grammatical structures and linguistic forms defined in earlier stages of proficiency (ELL I-IV), with some lapses and code-switching into his or her first language.</li> </ul>	
<b>Early Intermediate</b>	
<ul style="list-style-type: none"> <li>– Speak with some fluency, intelligibility, and mastery of a variety of English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-IV); however, <b>many</b> errors <b>often</b> impede communication</li> </ul>	
<b>Intermediate</b>	
<ul style="list-style-type: none"> <li>– Speak with adequate fluency, intelligibility, and mastery of a variety of English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-IV); however, <b>habitual</b> errors <b>sometimes</b> impede communication.</li> </ul>	
<b>Early Advanced</b>	
<ul style="list-style-type: none"> <li>– Speak with fluency, flexibility, and mastery of a variety of English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-IV); <b>some</b> errors occur, although they <b>rarely</b> impede communication.</li> </ul>	
<ul style="list-style-type: none"> <li>– Use appropriate rhetorical discourse markers, phrases, and sentences to help the listener follow (e.g., definitions, generalizations, summary).</li> </ul>	
<b>Advanced</b>	
<ul style="list-style-type: none"> <li>– Speak, using near native-like fluency, with flexibility and the mastery of a</li> </ul>	

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<p>variety of English grammatical structures and linguistic forms with <b>occasional</b> errors, including:</p> <ul style="list-style-type: none"> <li>○ verb tenses (past perfect progressive and future perfect progressive tenses, past unreal conditionals, modals in past tense);</li> <li>○ transitional devices; and,</li> <li>○ varied sentence structures.</li> </ul>	
<ul style="list-style-type: none"> <li>- Demonstrate linguistic control and adjust language for clarity and accuracy.</li> </ul>	<p><b>All Units:</b> 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.*

<b>Beginning</b>	
<ul style="list-style-type: none"> <li>- Paraphrase main ideas of a range of general interest conversations and academic presentations on familiar topics delivered at a normal rate of speech.</li> </ul>	<p><b>All Units:</b> Interaction with audio and visual cues, Voice record/playback, Repetition</p>
<ul style="list-style-type: none"> <li>- Identify something about the emotional state of the speaker from the tone and intonation of the discourse.</li> </ul>	<p><b>All Units:</b> Interaction with audio and visual cues</p>
<b>Early Intermediate</b>	
<ul style="list-style-type: none"> <li>- Summarize main ideas and supporting details of a range of general interest conversations and academic presentations on familiar and unfamiliar topics delivered at a normal rate of speech.</li> </ul>	<p><b>All Units:</b> Interaction with audio and visual cues, Voice record/playback, repetition</p>
<ul style="list-style-type: none"> <li>- Identify the emotional tone and register of oral discourse.</li> </ul>	<p><b>All Units:</b> Interaction with audio and visual cues</p>
<ul style="list-style-type: none"> <li>- Identify the component parts of a presentation (e.g., introduction, topic development, topic shift, and conclusion).</li> </ul>	

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<b>Intermediate</b>	
<ul style="list-style-type: none"> <li>- Draw valid conclusions about a range of general interest conversations and academic presentations on familiar and unfamiliar topics, live or recorded, delivered at a normal rate of speech.</li> </ul>	<b>All Units:</b> Interaction with audio and visual cues, Voice record/playback with Speech Recognition, repetition
<ul style="list-style-type: none"> <li>- Interpret some of “unspoken” attitudinal nuance, emotional tone, and register of oral discourse.</li> </ul>	<b>All Units:</b> Interaction with audio and visual cues, Voice record/playback with Speech Recognition
<ul style="list-style-type: none"> <li>- Identify <i>rhetorical signals</i> of chronological order, comparison and contrast, and cause and effect in formal and informal presentations.</li> </ul>	<b>All Units:</b> Interaction with audio and visual cues, Voice record/playback, repetition
<b>Early Advanced</b>	
<ul style="list-style-type: none"> <li>- Compare and contrast central ideas and concepts from multiple general interest conversations and academic presentations on familiar and unfamiliar topics, in a broad variety of contexts, live or recorded, delivered at a normal rate of speech.</li> </ul>	
<ul style="list-style-type: none"> <li>- Interpret the “unspoken” attitudinal nuance, emotional tone, and register of oral discourse, and infer speaker’s bias.</li> </ul>	<b>All Units:</b> Interaction with audio and visual cues, Voice record/playback, repetition
<ul style="list-style-type: none"> <li>- Evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, <i>consultative</i>, <i>casual</i>, and intimate.</li> </ul>	<b>All Units:</b> Interaction with audio and visual cues
<b>Advanced</b>	
<ul style="list-style-type: none"> <li>- Evaluate the logic in a range of extended general interest conversations and academic presentations on familiar and unfamiliar topics, in a broad variety of contexts, live or recorded, delivered at a normal or fast rate of speech. (LS-P5)</li> </ul>	
<ul style="list-style-type: none"> <li>- Interpret the situation, relationship, attitudes, and mood of participants in a discourse or an interview; take appropriate notes and summarize the information learned. (LS-P4)</li> </ul>	<b>All Units:</b> Interaction with audio and visual cues
<ul style="list-style-type: none"> <li>- Evaluate the overall effectiveness of</li> </ul>	

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informal and formal presentations that use illustrations, statistics, comparisons, and analogies. (LS-P5)	<b>All Units:</b> Interaction with audio and visual cues
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