**Massachusetts English Language Proficiency Standards for Adult Education: Listening/Speaking**

These revised ESOL standards capture the key concepts outlined in three core source documents: the 2005 [Massachusetts Adult Basic Education Curriculum Framework for English for Speakers of Other Languages](http://www.doe.mass.edu/acls/frameworks/archive.html), the 2013 [College and Career Readiness Standards for Adult Education](https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf) (CCRSAE), and the 2016 OCTAE [English Language Proficiency Standards for Adult Education](https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf). They are also informed by the 2017 [Oregon Adult Learning Standards](https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/abs-resources.aspx). The revised standards collectively reflect the range of skills that prepare English language learners to meet the rigor of the CCRSAE. The linkages between the revised standards and the source documents are color-coded as follows:

MA standards:  orange CCR: blue ELP: green OR standards: red New: black

| **Listening/Speaking Strand** |
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| **Listening/Speaking 1 *(Focus on meaning)*:** Communicate in varied social, work, and academic contexts, listening closely to construct and analyze meaning, speaking clearly and coherently, and conversing effectively with diverse partners.***Referring standards:*** *CCR Listening/Speaking 1, 3; CCR Reading Foundations 2; ELP 1, 2, 5, 9; MA 1*  | 1. Carry out increasingly complex communicative tasks.
2. Comprehend and analyze meaning of information, ideas and arguments.
3. Communicate information, ideas, and arguments with increasing fluency.
4. Participate effectively in interactions.
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| **Listening/Speaking 2 *(Organization and style)*:** Listen for and/or employ a spoken text structure and style that supports the purpose, task, and audience, and that helps listeners follow the line of reasoning in a presentation or argument. ***Referring standards:*** *CCR, Listening/Speaking 4; ELP 3, 4, 6, 7* | 1. Attend to organization of spoken text.
2. Attend to style and register.
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| **Listening/Speaking 3 *(Components of English)*:** Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce and comprehend spoken English. ***Referring standards:*** *CCR Listening/Speaking 6; CCR Language 1, 2, 6; Reading Foundation 2; ELP 8, 10MA 2* | 1. Use and expand spoken vocabulary.
2. Use grammar knowledge to convey and comprehend spoken meaning.
3. Use conventions of spoken English.
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| **Listening/Speaking 4 *(Use of effective strategies)*:** Apply a variety of listening, speaking, and conversation strategies appropriate to the purpose and context for communicating.***Referring standards:*** *CCR Language 4; MA 3* | 1. Use listening and repair strategies.
2. Use speaking and compensation strategies.
3. Use conversation strategies.
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| **Listening/Speaking 5 *(Use of diverse media)*:** Evaluate and use diverse media, including the internet, to gather information, communicate and collaborate with others, and enhance oral presentations. ***Referring standards:*** *CCR Listening/Speaking 2, 5* |  |

| **L/S 1 *(Focus on* *meaning*): Communicate in varied social, work, and academic contexts, listening closely to construct and analyze meaning, speaking clearly and coherently, and conversing effectively with diverse partners.** (*CCR Listening/Speaking 1, 3; MA 1; CCR Reading Foundations 2; ELP 1, 2, 5, 9; MA 1)*  |
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| **ESOL Level 1**(NRS Beginning Literacy) | **ESOL Level 2**(NRS Low Beginning) | **ESOL Level 3**(NRS High Beginning) | **ESOL Level 4**(NRS Low Intermediate) | **ESOL Level 5**(NRS High Intermediate) | **ESOL Level 6+**(NRS Advanced) |
| **A. Carry out increasingly complex communicative tasks.** |
| L/S1A.1a. With support, carry out listening tasks that require the listener to identify highly relevant words and formulaic speech, such as: * brief safety messages
* simple prompts for key personal information *(e.g., name, address, telephone number, date of birth)*
* simple classroom instructions *(e.g., Please repeat, Look here).*

L/S1A.1b. With support and a model, convey simple personal information by: * asking and responding to simple, familiar questions
* reciting relevant names, numbers and letters (address, phone, etc.) for emergencies and daily needs
* communicating simple information about a familiar topic.

L/S1A.1c. With support, participate in short routine conversations on familiar topics (*e.g.,* *How old are your children? They are six and two*.). | L/S1A.2a. Carry out listening tasks that require the listener to comprehend simple phrases, sentences, and questions on everyday topics when spoken slowly and clearly and with support (*e.g., visual aids*), such as: * information from the school, workplace, or health clinic
* safety instructions.

L/S1A.2b. Carry out simple speaking tasks related to everyday personal life in familiar and supported contexts, such as:* giving simple recount of events in social situations, related to life, work, or family
* asking and responding to simple questions related to basic needs
* conveying common courtesies and personal information
* conveying likes and dislikes
* communicating information, providing one or two facts about the topic.

L/S1A.2c. Participate in short social or task-related conversations (*e.g., request assistance, make introductions, express sympathy*).  | L/S1A.3a. Carry out listening tasks that require the listener to comprehend short connected statements and questions on familiar topics when spoken slowly and clearly, such as: * short descriptive updates *(e.g., update from co-worker at shift change)*
* digital messages *(e.g., TV news and weather, phone messages)*
* short sequence of events or simple two- or three-step instructions.

L/S1A.3b. Carry out speaking tasks that require a short, simple explanation related to expressing needs, feelings, or information in familiar contexts, such as:* explaining basic needs, experiences, or preferences
* expressing feelings about an event or situation
* leaving phone messages with appropriate level of detail *(e.g., for school or work)*
* describing a problem clearly
* stating a position and supporting it with a few reasons *(e.g., It’s a good job because it has benefits.)*
* recounting an experience or short sequence of events, or explain an idea, providing relevant facts and descriptive details.

L/S1A.3c. Participate in collaborative conversations with diverse partners in small and large groups. | L/S1A.4a. Carry out listening tasks that require the listener to interpret short connected statements and questions on somewhat familiar topics when spoken at a moderate rate, such as:* explanations of a situation or problem
* short online interviews or demonstrations
* public broadcast announcements *(e.g., an airport announcement)*
* an extended sequence of events or two- or three-step instructions*.*

L/S1A.4b. Carry out speaking tasks that require presentation of information, explanation, or persuasion in somewhat familiar contexts, such as:* making clear and relevant suggestions *(e.g., about a work issue or community problem)*
* explaining reasoning for a decision to others
* elaborating on work experience in a job interview
* advocating for needs with decision-makers
* paraphrasing researched information in a short oral report.

L/S1A.4c. Engage effectively in a range of collaborative discussions with diverse partners (one-on-one, in groups, and teacher-led).  | L/S1A.5a. Carry out listening tasks that require the listener to interpret clearly organized, extended discourse on somewhat unfamiliar topics, such as:* short academic presentations or online course videos
* interview questions *(e.g., for the citizenship test)*
* digital recordings (*e.g., short podcasts or videos*)
* multistep directions or instructions (*e.g., how-to videos, automated phone menus*).

L/S1A.5b. Carry out speaking tasks that require making a point with evidence and examples, synthesizing ideas, or phrasing thoughts carefully in somewhat formal or unsupported contexts, such as:* making a clear argument in an academic, public, or professional setting
* advocating for one’s needs with unsympathetic or unfamiliar decision-makers
* explaining gaps in work history
* making a complaint with clear reasoning
* developing and delivering oral presentations about literary or informational texts or topics, integrating researched information and using facts, details, and evidence.

L/S1A.5c. Initiate and engage effectively in a range of collaborative discussions, building on others’ ideas and expressing one’s own clearly. | L/S1A.6a. Carry out listening tasks that require the listener to interpret details and essential information in unfamiliar/unsupported contexts, such as:* academic lectures
* somewhat unpredictable interview questions (*e.g., in a formal job interview*)
* multistep directions for a technical process or procedure.

L/S1A.6b. Carry out speaking tasks that require the synthesis, elaboration and presentation of information or ideas in formal or unsupported contexts, such as: * giving detailed explanations of technical information (e.g., work requirements, multi-step directions)
* giving constructive feedback to peers *(e.g., student presentations)*
* synthesizing and presenting information pertinent to a situation *(e.g., relevant experience for a specific job, key research findings for a five-minute presentation*
* Developing and delivering academic and workplace presentations of complex information *(e.g., immigration regulations that affect one’s employment, school choice options*), with relevant details, concepts, examples, and information.

L/S1A.6c. Initiate and engage effectively in a range of discussions that require coming to agreement across differences. |
| **B. Comprehend and analyze meaning of information, ideas and arguments.** |
| L/S1B.1a. Comprehend basic formulaic speech *(e.g., greetings, I’m sorry, Thank you)*, and basic questions and statements about personal information.L/S1B.1b. Follow non-verbal cues (*e.g., pause, quizzical expression*) and rising intonation to determine when a response is expected.L/S1B.1c. With support, identify the gist of what a speaker is saying in a familiar situation *(e.g., a vendor stating a price)*.  | L/S1B.2a. Identify the gist and/or purpose of spoken messages on everyday topics. L/S1B.2b. With support, identify the main argument a speaker makes and one reason a speaker gives to support the argument.L/S1B.2c. Extract a particular detail from a simple statement on a familiar topic *(e.g., someone’s name, the time*). | L/S1B.3a. Identify the main topic in simple spoken texts and retell a few key details.L/S1B.3b. Explain one to two reasons a speaker gives to support an argument or claim.L/S1B.3c. Identify the stated purpose or point of view of a speaker. | L/S1B.4a. Summarize the central idea or theme in a spoken text and the key details or points expressed.L/S1B.4b. Distinguish between inferences and knowledge based on factual evidence.L/S1B.4c. Ask questions that probe a speaker’s reasoning and claims.L/S1B.4d. Cite evidence to support an analysis.L/S1B.4e. Identify how a speaker’s point of view influences how events are described, and distinguish one’s own point of view from that of a speaker. | L/S1B.5a. Summarize the central ideas in an extended spoken presentation, with the key concepts, information, and examples.L/S1B.5b. Infer meaning by using available information and/or context clues.L/S1B.5c. Analyze the reasoning and development of themes/ideas in a persuasive, spoken text, and determine whether cited evidence is relevant to support the argument or claim.L/S1B.5d. Describe aspects of a talk that reveal a speaker’s point of view or intent *(e.g., loaded language, choice of evidence).* | L/S1B.6a. Summarize the central ideas in an academic or workplace presentation of complex information, with the key concepts, information, and examples.L/S1B.6b. Distinguish between inferences and assumptions. L/S1B.6c. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning (*e.g., selective editing, name-dropping, statistics in or out of context*) and the relevance and sufficiency of the evidence.L/S1B.6d. Identify when irrelevant evidence is introduced. L/S1B.6e. Compare the point of view of two or more speakers for how they treat the same topic, including which details they include and emphasize in their respective accounts. |
| **C. Communicate information, ideas, and arguments with increasing fluency.** |
| L/S1C.1a. Use key words, simple sentences, basic routine phrases, and formulaic speech *(e.g., excuse me, how are you?, sorry)* to communicate a general idea.L/S1C.1b. Express a simple preference or opinion (*e.g., I like/don’t like*).L/S1C.1c. Produce spoken words and simple sentences based on modeled speech.L/S1C.1d. Speak audibly and intelligibly, using gestures to help convey ideas, feelings, and information.  | L/S1C.2a. Produce simple affirmative and negative statements on everyday topics (*e.g., daily activities, preferences, or opinions*).L/S1C.2b. State a simple opinion and give a reason for it.L/S1C.2c. Produce short spoken text with growing accuracy upon repetition.L/S1C.2d. Speak audibly and intelligibly and at an understandable pace.  | L/S1C.3a. Describe people, places, things, and events with relevant details, expressing ideas and feelings.L/S1C.3b. Report on a topic, tell a story, or recount an experience with relevant facts and descriptive details. L/S1C.3c. Produce short spoken text with, upon repetition, some accuracy, appropriate pauses, and expression.L/S1C.3d. Speak clearly at an understandable pace, using appropriate eye contact. | L/S1C.4a. Convey information or ideas with elaboration beyond the minimum (e.g., *I want to learn English so I can . . .,* *I’m sneezing because I’m allergic to…*).L/S1C.4b. Report on a topic or text, or construct a claim, providing logically ordered reasons or facts that effectively support the claim.L/S1C.4c. Produce spoken text with growing accuracy and appropriate pacing.L/S1C.4d. Employ common placeholders (*e.g., um,* *uh–huh, let’s see)* in informal conversation. | L/S1C.5a. Express consequences, inferences, and cause and effect (e.g., *She’s not here. I think her baby, Nami, is sick today*.).L/S1C.5b. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen detail.L/S1C.5c. Produce spoken text with fairly consistent accuracy, appropriate pacing, and expression (emphasis and intonation).L/S1C.5d. Use placeholders (e.g., *I mean, so*) and hesitation techniques (*e.g.,* u*m*) while searching for appropriate vocabulary and grammar. | L/S1C.6a. Elaborate on complex ideas, both one’s own and others’*.*L/S1C.6b. Construct a logical argument: introduce the claim, provide well-ordered and relevant reasons and evidence to support the claim, refute the counterclaims, and provide a conclusion that summarizes the argument.L/S1C.6c. Produce extended spoken text with accuracy, appropriate pacing, phrasing, and expression.L/S1C.6d. Use placeholders appropriately in a formal presentation, avoiding colloquial fillers (*e.g., like, you know?).* |
| **D. Participate effectively in interactions.** |
| L/S1D.1a. Observe, build, and use knowledge to guide participation in daily interactions (*e.g., knowing the expected responses to How are you?).*L/S1D.1b. Listen actively to others *(e.g., eye contact, nod of understanding).* | L/S1D.2a. Build and use knowledge to guide participation in daily interactions (*e.g., understanding common topics for making small talk*).L/S1D.2b. Listen and respond to the comments of others. L/S1D.2c. Ask questions to clear up any confusion about the topics and texts under discussion.L/S1D.2d. Follow basic turn-taking during conversation.  | L/S1D.3a. Build and use knowledge to guide participation in common interactions (*e.g., understanding when one is getting a sales pitch, when it is appropriate to provide personal information*).L/S1D.3b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.L/S1D.3c. Ask questions to check understanding of information presented.L/S1D.3d. Follow agreed-upon rules for discussions *(e.g., not interrupting, listening carefully).* | L/S1D.4a. Build and use knowledge to guide participation in interactions in diverse contexts (*e.g., distinguishing real invitations from formalities, appropriate use of compliments, appropriate use of humor*).L/S1D.4b. Build on others’ ideas and express own ideas clearly and persuasively.L/S1D.4c. Ask and answer questions about information presented, offering some appropriate elaboration and detail.L/S1D.4d. Follow agreed-upon rules for discussions (*e.g., gaining the floor in respectful ways, sharing the floor*).L/S1D.4e. Politely avoid conversation or decline to answer or participate. | L/S1D.5a. Build and use knowledge to guide participation in daily conversation and in academic, domain-specific, and career-specific interactions (*e.g., understanding the difference between real and rhetorical questions, understanding euphemisms around taboo subjects and language*).L/S1D.5b. Build on others’ talk in conversations by listening to and responding to the comments and diverse perspectives of others.L/S1D.5c. Pose and respond to specific questions by making comments that contribute to the discussion and build on remarks of others.L/S1D.5d. Follow rules for discussion and decision-making, track progress toward group goals and deadlines, and define individual roles. L/S1D.5e. Review key ideas expressed and draw conclusions in light of knowledge gained from the discussion. L/S1D.5f. Politely disagree.  | L/S1D.6a. Build and use knowledge to guide participation in academic, domain-specific, and career-specific interactions (*e.g., understanding pertinent historical and cultural references such as the notion of “red” or “blue” states, or the “gig economy*”).L/S1D.6b. Contribute relevant comments to conversations and elaborate on the remarks of others by paraphrasing, elaborating, or applying others’ ideas and then checking with them for accuracy (*e.g., Did I get that right? Does that make sense?*).L/S1D.6c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.L/S1D.6d. Work with peers to set rules for discussion and decision-making (*e.g., informal consensus, taking votes, consideration of alternative views*). L/S1D.6e. Come to discussions prepared, having read required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |

| **L/S 2 (O*rganization and style*): Listen for and/or employ a spoken text structure and style that supports the purpose, task, and audience, and that helps listeners follow the line of reasoning in a presentation or argument.** (*CCR Listening/Speaking 4; ELP 3, 4, 6, 7)* |
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| **ESOL Level 1**(NRS Beginning Literacy) | **ESOL Level 2**(NRS Low Beginning) | **ESOL Level 3**(NRS High Beginning) | **ESOL Level 4**(NRS Low Intermediate) | **ESOL Level 5**(NRS High Intermediate) | **ESOL Level 6+**(NRS Advanced) |
| **A. Attend to organization or spoken text.** |
| L/S2A.1a. Follow a simple question-and-answer conversation structure. | L/S2A.2a. Recount an event, with a beginning, middle, and end.L/S2A.2b. Listen for and use common linking words to connect events and ideas, including sequence markers (*e.g., first, then, next*). | L/S2A.3a. Express ideas and develop them in an organized manner *(e.g., with a main idea, supporting details, and conclusion.)*L/S2A.3b. Recount an event, using a simple logical structure *(e.g., chronology)*.L/S2A.3c. Listen for and use common transition words and phrases to connect events, ideas, and opinions (*e.g., here/there, before/now, because*). | L/S2A.4a. Produce a short spoken text in which the content and organization are appropriate *(e.g., in length, level of detail, content)* to the task, purpose, and the needs of the listener(s).L/S2A.4b. Recount an event or explain an idea, using a logical rhetorical structure *(e.g., chronological order, problem/solution).*L/S2A.4c. Listen for and use transition words *(e.g., in addition, instead, eventually)* to organize and follow presentations. | L/S2A.5a. Produce clear and coherent speech in which the development and organization are appropriate to the task and purpose, and show engagement with the listener(s).L/S2A.5b. Present a detailed process or elaborate on a point using a clear, logical structure *(e.g., sequence, cause/effect) and effective introduction and conclusion.*L/S2A.5c. Listen for and use a variety of more complex transitions (*e.g., however, although, nevertheless, similarly*) to link the major sections of speech and to clarify relationships among events and ideas. | L/S2A.6a. Produce clear and coherent speech in which the development, organization, and style of a presentation are appropriate to task and purpose, and show engagement with the audience.L/S2A.6b. Analyze and integrate researched information into a clearly organized presentation, with an opening statement, logically sequenced points, and a concluding statement. L/S2A.6c. Listen for and use complex and varied transitions (*e.g.,* moreover, *my point is*, *in that case*) to link the major sections of speech and to clarify relationships among events and ideas. |
| **B. Attend to style and register.** |
| L/S2B.1a. Notice uses of formal and informal language in common situations. | L/S2B.2a. Show emerging awareness of differences between informal and formal language use appropriate to task and purpose *(e.g., greetings, social courtesies, and forms of address*). | L/S2B.3a. Show developing awareness of contexts that call for formal English and situations where informal speech is appropriate. L/S2B.3b. Recognize and adapt language choices to the task and audience. | L/S2B.4a. Demonstrate awareness of the way register and tone affect meaning. L/S2B.4b. Recognize and adapt language choices and style according to the purpose, task, and audience.L/S2B.4c. Choose language to create an effect or emotion. | L/S2B.5a. Recognize and use register appropriate to the formality of the situation, and the relationship between speaker and listener(s).L/S2B.5b. Choose language that expresses ideas concisely, eliminating wordiness and redundancy.L/S2B.5c. Produce varied sentence patterns for listener interest and style.L/S2B.5d. Employ simple rhetorical devices to engage a listener *(e.g., figurative language, analogy).* | L/S2B.6a. Use register and tone appropriate to the formality or seriousness of the situation, understanding of academic and cultural expectations, and the relationship between speaker and listener(s).L/S2B.6b. Choose words and phrases for effect.L/S2B.6c. Analyze and evaluate the effectiveness of the style, structure, and rhetorical devices used in a speech.L/S2B.6d. Employ rhetorical devices to engage an audience *(e.g., metaphor, repetition, rhetorical questions).* |

| **L/S 3 *(Components of English*): Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce and comprehend spoken English.** (*CCR Listening/Speaking 6; CCR Reading Foundations 2; CCR Language 1, 2, 6; ELP 8, 10; MA 2)* |
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| **ESOL Level 1**(NRS Beginning Literacy) | **ESOL Level 2**(NRS Low Beginning) | **ESOL Level 3**(NRS High Beginning) | **ESOL Level 4**(NRS Low Intermediate) | **ESOL Level 5**(NRS High Intermediate) | **ESOL Level 6+**(NRS Advanced) |
| **A. Use and expand spoken vocabulary.** |
| L/S3A.1a. Relying heavily on visual cues and context, understand and use a limited set of words and familiar expressions to communicate about basic information and needs*.*L/S3A.1b. Understand and use question openers *(e.g., Do, Where).*L/S3A.1c. Recognize:* individual letters
* numbers up to 20
* basic vocabulary related to personal information
* memorized words
* phrases in various combinations.
 | L/S3A.2a. Relying on context, questioning, and knowledge of cognates *(e.g., family/familia, class/clase)*, understand and use personally relevant words, simple phrases, and formulaic expressions.L/S3A.2b. Understand and use:* high-frequency general vocabulary
* basic antonyms *(e.g., happy/sad).*
 | L/S3A.3a. Using context, questioning, and knowledge of cognates, understand and use frequently occurring words, phrases, and expressions.L/S3A.3b. Understand and use:* some common academic and career-related words *(e.g., collaborate, feedback)*
* commonly confused verbs *(e.g., look/watch/ see, bring/take).*
 | L/S3A.4a. Using context and a developing knowledge of English morphology, understand and use common academic *(e.g., conclusion, strategy)* and content-specific *(e.g., inventory, endangered species)* words and phrases.L/S3A.4b. Understand and use:* descriptive words, phrasal verbs, and collocations *(e.g., get ready, sit down, make a mistake)*
* common idiomatic expressions *(e.g., ASAP, sounds good, no worries).*

L/S3A.4c. Recognize and avoid common false cognates *(e.g., embarrassed).*  | L/S3A.5a. Using context and knowledge of morphology, understand and use academic *(e.g., approach, overview, focus)* and content-specific words and phrases.L/S3A.5b. Understand and select:* vocabulary used in formal or academic speech to signal comparisons and contrasts (*e.g., as well, such as, similarly)*
* words that convey precise meanings in context *(e.g., cook vs. fry, steam, boil; rain vs. shower, drizzle)*
* common figurative *(e.g., similes, metaphors, idioms)* and connotative *(curious vs. nosy, frugal vs. cheap)* language.

L/S3A.5c. Recognize and use a variety of slang, idioms and colloquialisms appropriate to the context *(e.g., outside the box, I need it yesterday).* | L/S3A.6a. Using context and knowledge of morphology, understand and use academic *(e.g., concept, context, adequate, implement)*, technical, and content-specific words and phrases.L/S3A.6b. Understand and select:* vocabulary used in formal or academic speech to signal contrast, addition, and other logical relationships *(e.g., however, although, nevertheless, moreover, in addition)*
* words to convey ideas precisely *(e.g., smell vs. scent, “I should go” vs. “I have to go.”)*
* figurative and connotative language.

L/S3A.6c. Recognize and use a variety of slang, idioms and colloquialisms appropriate to the context *(e.g., devil’s advocate, cut to the chase).* |
| **B. Use grammar knowledge to convey and comprehend spoken meaning.** |
| L/S3B.1a. Recognize and produce a small number of frequently occurring nouns and verbs.L/S3B.1b. Distinguish between positive and negative statements and between statements and questions.L/S3B.1c. Distinguish between yes/no and information questions.L/S3B.1d. Construct and respond to syntactically simple sentences (basic subject-predicate statements and questions) using learned phrases. | L/S3B.2a. Recognize and produce basic grammatical structures (*e.g., present tense, plural nouns, subject and object pronouns, adverbs of frequency, adjectives*) and syntactically simple sentences.L/S3B.2b. Recognize and use contractions of *be* and *do*.  | L/S3B.3a. Understand and produce basic grammatical structures *(e.g., past and future verb tenses, basic prepositions, some conjunctions and contractions, and direct pronoun references).*L/S3B.3b. Use word order that consistently approximates standard English.L/S3B.3c. Recognize and produce complete simple and compound sentences. | L/S3B.4a. Understand and produce a growing set of grammatical structures (*e.g., comparative and superlative~~,~~ correct pronoun case, simple and continuous verb tenses, most prepositions, simple conjunctions, tag questions, and simple modal forms*).L/S3B.4b. Recognize and use simple phrases and clauses. L/S3B.4c. Recognize, produce and expand simple, compound, and a few complex sentences. | L/S3B.5a. Understand and produce a broad set of grammatical structures (*e.g., modals, present perfect and past continuous verb tenses, noun, adjective and adverbial clauses, participial adjectives, conjunctions, real conditionals, and indirect pronoun references*, (e.g., A*hmed left his country last year. This was hard for him.) ).*L/S3B.5b. Recognize and use increasingly complex phrases, and independent and dependent clauses. L/S3B.5c. Recognize, produce, and expand simple, compound, and complex sentences. | L/S3B.6a. Understand and produce some advanced grammatical structures (*e.g., participial adjectives, such as interested vs. interesting, reported speech, adverbial clauses that express unreal condition or opposition [e.g., He would go if he had money, He went to work even though he was sick.]*).L/S3B.6b. Produce a variety of complex sentences using adjective and noun clauses (*e.g.,* *I liked the story we read yesterday*, *I don’t know what you mean by that*).L/S3B.6c. Recognize, produce, and flexibly use a range of sentence types.  |
| **C. Use conventions of spoken English.\*** |
| L/S3C.1a. Distinguish and clearly repeat vowel and consonant sounds in familiar words (*e.g., initial and final sounds, rhymes*). L/S3C.1b. Recognize the role of particular sounds (*e.g., the plural –s*) in changing the meaning of words.L/S3C.1c. Recognize and produce the stress and intonation of familiar words such as numbers, days, months, etc. (*e.g., Monday, December*), as modeled.L/S3C.1d. Recognize and use appropriate English intonation patterns (*e.g. rising intonation in yes/no questions*), as modeled. | L/S3C.2a. Distinguish between minimal pairs, especially in commonly confused words used in daily life (*e.g., live/leave, vote/boat*) and pronounce them so others can understand. L/S3C.2b. Recognize syllables and how words are separated into syllables. L/S3C.2c. Recognize and produce the syllable stress and intonation of common words, especially words that are similar (*e.g., thirty and thirteen*). L/S3C.2d. Recognize and use rising and falling intonation patterns (*e.g., the intonation for statements and yes/no vs.* W *questions*). | L/S3C.3a. Recognize and produce the schwa sound and voiced and unvoiced consonants. L/S3C.3b. Recognize syllables and be able to repeat multisyllabic words with stress on the correct syllable (*e.g., easily, family*). L/S3C.3c. Understand how words can be linked in fast/reduced speech, *(e.g., gonna).*L/S3C.3d. Recognize and select the words that carry the stress within a sentence.L/S3C.3e. Understand and produce standard English intonation patterns and pauses in statements, questions, imperatives, and exclamations.L/S3C.3f. Phrase words into meaningful “chunks,” pausing between phrases. | L/S3C.4a. Recognize where difficulty distinguishing English sounds (e.g., *r/l*, *v/w*) is interfering with comprehension (*e.g., identify problem sounds and the words that have them*). L/S3C.4b. Stress the appropriate syllable in common multisyllabic words (*e.g., tomorrow, probably).*L/S3C.4c. Recognize changes in meaning that result from a shift in word stress (*e.g., White House vs. white house or blackbird vs. black bird*). L/S3C.4d. Recognize and use stress and intonation to express ideas and feelings.  | L/S3C.5a. Notice the pronunciation patterns of particular speakers both face-to-face and digitally (*e.g., regional dialects, non-native pronunciation*).L/S3C.5b. Recognize and produce stress on the appropriate syllable in commonly confused, multi-syllabic words (*e.g., record [n.], record [v.]).*L/S3C.5c. Emphasize information by shifting word stress in a sentence (e.g. *I won’t do that!* vs. *I won’t do that!*).L/S3C.5d. Recognize and use stress, rhythm, intonation, and pauses to understand and communicate ideas, feelings, and meaningful groupings of thoughts. | L/S3C.6a. Comprehend the pronunciation of a variety of speakers both face-to-face and digitally (*e.g., regional accents*). L/S3C.6b. Stress the appropriate syllable in less common multisyllabic words (*e.g., pathology, triangulate*).L/S3C.6c. Use appropriate stress in a wide range of domain-specific and academic words. L/S3C.6d. Recognize and use stress, intonation, and rhythm to convey emphasis, nuance, emotion, and implied meaning (*e.g., humor, hyperbole, skepticism*) in a variety of situations. |

| **L/S 4 (*Use of effective strategies*): Apply a variety of listening, speaking, and conversation strategies appropriate to the purpose and context for communicating.** *(CCR Language 4; MA 3)* |
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| **ESOL Level 1**(NRS Beginning Literacy) | **ESOL Level 2**(NRS Low Beginning) | **ESOL Level 3**(NRS High Beginning) | **ESOL Level 4**(NRS Low Intermediate) | **ESOL Level 5**(NRS High Intermediate) | **ESOL Level 6+**(NRS Advanced) |
| **A. Use listening and repair strategies.** |
| L/S4A.1a. Notice a speaker’s facial expressions, body language, and intonation to aid comprehension.L/S4A.1b. Indicate comprehension or confusion by using non-verbal cues (e.g. eye contact, nodding, quizzical look), and short phrases (e.g., *uh-huh*, *please speak slowly).* | L/S4A.2a. Make predictions based on context and listen to confirm those predictions. L/S4A.2b. Confirm understanding by asking and answering questions about key details and requesting clarification or repetition if something is not understood. | L/S4A.3a. Make predictions based on a speaker’s purpose, and previous experience and knowledge of the context, checking the accuracy of predictions as one listens. L/S4A.3b. Listen for key words to support comprehension (*e.g., in a job interview, words such as experience, references, strengths*).L/S4A.3c. Check understanding by asking clarifying questions (e.g., *Eighteen* or *eighty*? *What does X mean?*). | L/S4A.4a. Focus on units or chunks of meaning rather than on individual words.L/S4A.4b. Set a listening purpose to focus one’s listening.L/S4A.4c. Seek additional information to check understanding (*e.g., ask What did you say? or write what is heard and check the meaning later).* | L/S4A.5a. Make predictions before and during listening, and check them after listening.L/S4A.5b. Focus on emphasized or repeated words, or restatements signaled by verbal cues (*e.g., that is, what I mean is, in other words*).L/S4A.5c. Ask questions to understand the speaker’s motives, or to clarify something that is not understood (*e.g., What do you mean? Why?).* | L/S4A.6a. Practice listening for stated and unstated conclusions. L/S4A.6b. Manage internal and external barriers to comprehension (*e.g., distracting thoughts or noises*).L/S4A.6c. Assess understanding through ability to paraphrase or summarize. |
| **B. Use speaking and compensation strategies.** |
| L/S4B.1a. Recognize and respond to a listener’s non-verbal and verbal cues (*e.g., eye contact, facial expression, gesture, body language, saying Huh?*). | L/S4B.2a. Recognize recurring pronunciation problems and use repair strategies to work around them *(e.g., point to the right while saying Go to the right.).*L/S4B.2b. Use strategies to provide clarification (*e.g., repetition, rephrasing*).  | L/S4B.3a. Request feedback on comprehensibility of speech  *(e.g., Am I clear?, Do you understand me?)*.L/S4B.3b. Use strategies to repair misunderstanding (*e.g., clarify by addressing confusion - I said ‘a’ not ‘h’*). | L/S4B.4a. Set a speaking purpose to focus one’s speaking.L/S4B.4b. Record, listen to oneself, and practice pronunciation of problematic sounds and words.  | L/S4B.5a. Explain something in a variety of ways to help a listener understand (*e.g., rephrase, circumlocute, provide an example, spell or write the misunderstood word or phrase*).L/S4B.5b. Request feedback specific to the situation or topic (*e.g., Is that example clear? Is this what you wanted to know?).*  | L/S4B.6a. Anticipate a listener’s reaction.L/S4B.6b. Use strategies to clarify meaning (*e.g., embed definitions of specialized terms*).  |
| **C. Use conversation strategies.** |
| L/S4C.1a. Use previous experience, context, and familiar exchanges to aid in comprehension and communication (*e.g., What’s your name? My name is Jean.).*L/S4C.1b. With support, participate in simple exchanges by taking turns speaking and listening. | L/S4C.2a. Use experience and prior knowledge about the setting/situation to inform what one wants to say and to aid comprehension*.*L/S4C.2b. Participate actively in conversation *(e.g., initiating conversation, speaking one at a time, responding to conversation openers and closers).*  | L/S4C.3a. Use experience and prior knowledge to aid comprehension and inform interaction (*e.g., waiting in line until called, responding to personal information questions*). L/S4C.3b. Participate actively in conversation *(e.g., listening for entry points into discussion, turn-taking).* | L/S4C.4a. Use prior knowledge about the purpose of an interaction and the speakers to aid comprehension and inform interaction (*e.g., anticipate and use common formulaic expressions in a given setting*).L/S4C.4b. Participate in collaborative conversations *(e.g., gaining the floor in respectful ways, asking follow-up questions).*L/S4C.4c. Recognize differing communication norms among cultures *(e.g., personal space, eye contact).* | L/S4C.5a. Use prior knowledge about the social, cultural, and situational context to aid comprehension and inform an interaction (*e.g., predict organization or flow of common social interactions*).L/S4C.5b. Participate actively in conversation *(e.g., inviting responses, keeping one’s turn).* L/S4C.5c. Adjust vocabulary, pace, volume, eye contact, register, or body language based on listener needs.L/S4C.5d. Identify purposes of the speaker and listener(s) and how they may differ (*e.g., interest in main ideas vs. details*). | L/S4C.6a. Use broad socio-cultural and contextual knowledge to make inferences and to understand the explicit and implicit meaning of the speaker (*e.g., when the speaker is being facetious*). L/S4C.6b. Participate actively in conversation *(e.g., taking into account the interests of others, getting to the point directly and succinctly).*L/S4C.6c. Pay attention to the success of the interaction and adjust components of speech such as vocabulary, rate of speech, complexity of grammatical structures to maximize listener comprehension and involvement. |

| **L/S 5 (*Use of diverse media*): Evaluate and use diverse media, including the internet, to gather information, communicate and collaborate with others, and enhance oral presentations.** (*CCR Listening/Speaking 2, 5)* |
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| **ESOL Level 1**(NRS Beginning Literacy) | **ESOL Level 2**(NRS Low Beginning) | **ESOL Level 3**(NRS High Beginning) | **ESOL Level 4**(NRS Low Intermediate) | **ESOL Level 5**(NRS High Intermediate) | **ESOL Level 6+**(NRS Advanced) |
| L/S5.1a. With support, use information from provided media sources, including images, to aid comprehension and the communication of ideas.L/S5.1b. With support, use provided media to extend practice of oral English *(e.g., recorded pronunciation practice)*. | L/S5.2a. Use information from a few provided media sources, including audiovisual, to aid comprehension *(e.g., an attendance chart, a GIF image).*L/S5.2b. Use media to facilitate timely communication *(e.g., calling in late to work or school).*L/S5.2c. Use simple multimedia components and visual displays (*e.g., a chart of class votes, photos)* in presentations when useful to enhance comprehension. | L/S5.3a. Gather and use information from varied provided audiovisual sources, including digital.L/S5.3b. Use media to access support *(e.g., call to virtual coaches, access learning apps).*L/S5.3c. Include multimedia components and visual displays (*e.g., diagrams, tables, graphics, audio*) in presentations when useful to enhance or strengthen one’s points.. | L/S5.4a. Gather and summarize information from a variety of audiovisual sources presented in varied formats *(e.g., visual displays, graphs, oral reports).*L/S5.4b. Use media to collaborate with others *(e.g., virtual meetings, messages to project team, image-sharing).*L/S5.4c. Integrate multimedia and visual displays *(e.g., tables, PowerPoint)* into presentations to clarify information, strengthen claims and evidence, and add interest.L/S5.4 d. Evaluate the reliability of media sources *(e.g., by checking the date and authenticity of sources).*L/S5.4e. Acknowledge media sources in presentations.  | L/S5.5a. Analyze the purpose of information presented in diverse media and formats and evaluate the motives *(e.g., social, commercial, political)* behind its presentation. L/S5.5b. Use media for ongoing, independent learning  *(e.g., short digital podcasts, recorded lectures).*L/S5.5c. Include multimedia components and visual displays (*e.g., graphics, audio, simple video, interactive elements*) in presentations to illustrate what one is saying. L/S5.5d. Evaluate the credibility and reliability of media sources *(e.g., by screening for hyperbole and generalizations).*L/S5.5e. Acknowledge and cite media sources in presentations. | L/S5.6a. Analyze and integrate multiple sources of information presented in diverse media and formats in order to make informed decisions and solve problems.L/S5.6b. Use media to participate in virtual communities  *(e.g., livestream conference sessions, virtual workgroups).*L/S5.6c. Make strategic use of multimedia (*e.g., digital media, graphics, audio*) in presentations to enhance understanding of information, reasoning or evidence, and add power and interest to presentations.L/S5.6d. Evaluate the credibility and accuracy of diverse sources, noting any discrepancies among the sources.  |

\*Pronunciation skills vary widely in language learners and are not level-specific.