



Washington State

English Language
Development
(ELD)

Listening and Speaking
Standards



ELD Standards Committee Members

Washington State Office of Superintendent of Public Instruction

Marty McCall

Psychometrician

Vicki LaRock

Reading Director

Consultants

Richard P. Duran

Professor, University of California

Adel Nadeau, Ph. D.

Educational Consultant

David Ramirez, Ph. D.

Executive Director and Professor, CSU

Gary Hargett, Ph. D.

Program Planning and Evaluation

Vicki Berg

Monroe School District

Mark Gray

Auburn School District

Nancy Burke

Seattle School District

Ellen Kaje

Northshore School District

Tim Casey

Renton School District

Nadene Lana

Kent School District

Diana Erickson

Prescott School District

Janine Magidman

Seattle School District

Joyce Feldmiller

Seattle School District

Josette Mendoza

Pasco School District

Elizabeth Flynn

Pasco School District

Kristine Swanson

Clover Park School District



WASHINGTON STATE ELD LISTENING AND SPEAKING STANDARDS

EALR 1: The student uses listening and observation skills and strategies to gain understanding.

Component 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.

Proficiency Level	GLE	K-2	3-5	6-8	9-12
<p>NOTES: Listening behavior will vary according to culture, learning style, and situation. Verbal and nonverbal cues must be taught explicitly. Do not assume they are universal. Familiarity with songs, stories or nursery rhymes cannot be assumed.</p>					
Beginning (EALR 1 Comp. 1.1)	1.1.1	<ul style="list-style-type: none"> • Attends to the task in group activities • Uses physical actions and/or words to respond to simple directions • Identifies pictures, signs, sounds, symbols (e.g., restroom, entrance and exit, stop signs, and other important symbols specific to the school environment) • Uses physical actions and word to respond to questions • Recalls oral multicultural stories, familiar tunes, sounds, and songs using picture cues, gestures, and words 	<ul style="list-style-type: none"> • Attends to the task in group activities • Uses physical actions and/or words to respond to simple directions • Identifies pictures, signs, sounds, symbols (e.g., restroom, entrance and exit, stop signs, and other important symbols specific to the school environment) • Uses physical actions and word to respond to questions • Recalls oral multicultural stories, familiar tunes, sounds, and songs using picture cues, gestures, and words 	<ul style="list-style-type: none"> • Attends to the task in group activities • Uses physical actions and/or words to respond to simple directions • Identifies pictures, signs, sounds, symbols (e.g., restroom, entrance and exit, stop signs, and other important symbols specific to the school environment) • Uses physical actions and word to respond to questions • Recalls oral multicultural stories, familiar tunes, sounds, and songs using picture cues, gestures, and words 	<ul style="list-style-type: none"> • Attends to the task in group activities • Uses physical actions and/or words to respond to simple directions • Identifies pictures, signs, sounds, symbols (e.g., restroom, entrance and exit, stop signs, and other important symbols specific to the school environment) • Uses physical actions and word to respond to questions • Recalls oral multicultural stories, familiar tunes, sounds, and songs using picture cues, gestures, and words
	1.1.2				
Advanced Beginning (EALR 1 Comp. 1.1)	1.1.1	<ul style="list-style-type: none"> • Responds to verbal and nonverbal cues associated with the situation (e.g., classroom routines) • Responds to simple directions • Uses picture cues, phrases, cloze exercise to retell a 	<ul style="list-style-type: none"> • Responds to verbal and nonverbal cues associated with the situation (e.g., classroom routines) • Responds to simple directions • Uses phrases to identify main points of simple stories 	<ul style="list-style-type: none"> • Responds to verbal and nonverbal cues associated with the situation • Follows three step oral directions for routines • Uses phrases to identify main points of simple stories 	<ul style="list-style-type: none"> • Responds to verbal and nonverbal cues associated with the situation • Follows three step oral directions for routines • Uses phrases to identify main points of simple
	1.1.2				

Proficiency Level	GLE	K-2	3-5	6-8	9-12
		<p>familiar story</p> <ul style="list-style-type: none"> • Responds to who, what , when, where, yes/no questions using words and phrases • Uses word and or phrases, intonation to ask simple questions • Recalls oral multicultural stories, familiar tunes, sounds, and songs using picture cues, words and phrases 	<ul style="list-style-type: none"> • Responds to who, what , when, where, yes/no questions using words and phrases • Uses word and or phrases, intonation to ask simple questions • Recalls events in stories and songs using picture cues, words and phrases 	<ul style="list-style-type: none"> • Responds to who, what , when, where, yes/no questions using words and phrases • Uses word and or phrases, intonation to ask simple questions • Recalls details in stories and expository text read aloud using picture cues, words and phrases 	<p>stories</p> <ul style="list-style-type: none"> • Responds to who, what , when, where, yes/no questions using words and phrases • Uses word and or phrases, intonation to ask simple questions • Recalls details in stories and expository text read aloud using picture cues, words and phrases
<p>Intermediate (EALR 1 Comp. 1.1)</p>	<p>1.1.1 1.1.2</p>	<ul style="list-style-type: none"> • Uses strategies for enjoyment listening and active listening with support from teacher • Follows two step oral directions for routines • Responds to who, what , when, where, yes/no questions using simple sentences • Asks questions using simple sentences (inconsistent use of standard forms) • Recalls details in stories and expository text read aloud using picture cues and simple sentences • 	<ul style="list-style-type: none"> • Uses strategies for enjoyment listening and active listening when appropriate • Follows three step oral directions for routines • Responds to and asks who, what , when, where, why, yes/no questions using simple sentences • Recalls details in stories and expository text read aloud using picture cues and simple Sentences • Identifies main idea with teacher guidance 	<ul style="list-style-type: none"> • Uses strategies for enjoyment listening and active listening when appropriate • Follows a sequence of oral directions for routines • Responds to and asks who, what , when, where, why, yes/no questions using simple sentences • Asks questions to clarify • Retells stories with at least three story elements using simple sentences • Paraphrases expository text read aloud using simple sentences with teacher guidance 	<ul style="list-style-type: none"> • Uses strategies for enjoyment listening and active listening when appropriate • Follows a sequence of oral directions for routines • Responds to and asks who, what , when, where, why, yes/no questions using simple sentences • Asks questions to clarify • Retells stories with at least five story elements using simple sentences • Paraphrases expository text read aloud using simple sentences with teacher guidance

Proficiency Level	GLE	K-2	3-5	6-8	9-12
Advanced (EALR 1 Comp. 1.1)	1.1.1 1.1.2	<ul style="list-style-type: none"> • Uses strategies for enjoyment listening and active listening when appropriate (grade 2) • Follows three step oral directions for routines (grades 1, 2) • Responds to who, what , when, where, why, yes/no questions using descriptive sentences • Asks questions to clarify • Retells stories with at least three story elements using descriptive sentences (grade 2) 	<ul style="list-style-type: none"> • Uses strategies for enjoyment listening, active listening, critical listening (grades 4, 5) • Follows three step oral directions • Responds to who, what , when, where, why, yes/no questions using descriptive sentences • Asks questions to clarify • Retells stories with at least five story elements using descriptive sentences • Paraphrases expository text read aloud using descriptive sentences with teacher guidance (grades 4, 5) • Identifies main idea and gives two supporting details with teacher guidance 	<ul style="list-style-type: none"> • Uses strategies for enjoyment listening, active listening, critical listening • Follows a sequence of oral directions • Responds to who, what , when, where, why, yes/no questions using descriptive sentences • Asks questions to clarify and check for understanding • Retells stories with at least five story elements using descriptive sentences • Paraphrases expository text read aloud using descriptive sentences with teacher guidance 	<ul style="list-style-type: none"> • Uses strategies for enjoyment listening, active listening, critical listening • Follows a sequence of oral directions • Responds to who, what , when, where, why, yes/no questions using descriptive sentences • Asks questions to clarify and check for understanding • Retells stories with key story elements (setting, characters, problem, solution, two to three events) • Paraphrases expository text read aloud using descriptive sentences with teacher guidance
Transitional (EALR 1 Comp. 1.1)	1.1.1 1.1.2	<ul style="list-style-type: none"> • Uses strategies for enjoyment listening and active listening with teacher prompt • Follows three step oral directions for new procedures (grade 2) • Responds to who, what , when, where, why, whose, yes/no questions • Asks questions to clarify and check for understanding (grade 2) • Retells stories with at least five story elements (grade 2) 	<ul style="list-style-type: none"> • Uses strategies for enjoyment listening, active listening, critical listening (grades 4, 5) • Follows a sequence of oral directions (grades 4, 5) • Responds to who, what , when, where, why, whose, yes/no questions • Asks questions to clarify and check for understanding • Retells stories with at least six to seven story elements (setting, characters, problem, solution, two to three events) 	<ul style="list-style-type: none"> • Uses strategies for enjoyment listening, active listening, critical listening • Responds to who, what , when, where, why, whose, yes/no questions • Asks questions using more complex forms and content vocabulary to probe for details • Retells stories with key story elements (setting, characters, problem, solution, two to three events) 	<ul style="list-style-type: none"> • Uses strategies for enjoyment listening, active listening, critical listening • Responds to who, what , when, where, why, whose, yes/no questions • Asks questions using more complex forms and content vocabulary to probe for details • Retells stories with key story elements (setting, characters, problem, solution, two to three events)

Proficiency Level	GLE	K-2	3-5	6-8	9-12
			<ul style="list-style-type: none"> • Paraphrases expository text read aloud with teacher guidance (grades 4, 5) • Identifies main idea and gives three or more supporting details (grades 4, 5) 	<ul style="list-style-type: none"> • Paraphrases expository text read aloud 	<p>events)</p> <ul style="list-style-type: none"> • Paraphrases expository text read aloud



WASHINGTON STATE ELD LISTENING AND SPEAKING STANDARDS

EALR 1: The student uses listening and observation skills and strategies to gain understanding.

Component 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

Proficiency Levels	GLE	K-2	3-5	6-8	9-12
Beginning (EALR 1 Comp. 1.2)	1.2.1	<ul style="list-style-type: none"> Makes simple inferences from physical and/or visual cues and responds appropriately (e.g., body language, gestures) Listens for and identifies personal connections to events and/or one's own feelings related to an event using words and gestures 	<ul style="list-style-type: none"> Makes simple inferences from physical and/or visual cues and responds appropriately (e.g., body language, gestures) Listens for and identifies personal connections to events and/or one's own feelings related to an event using words and gestures 	<ul style="list-style-type: none"> Makes simple inferences from physical and/or visual cues and responds appropriately (e.g., body language, gestures) Listens for and identifies personal connections to events and/or one's own feelings related to an event using words and gestures 	<ul style="list-style-type: none"> Makes simple inferences from physical and/or visual cues and responds appropriately (e.g., body language, gestures) Listens for and identifies personal connections to events and/or one's own feelings related to an event using words and gestures
	1.2.2	<ul style="list-style-type: none"> Identifies types of mass communication using words and gestures (e.g., television, signs) (grades 1, 2) 	<ul style="list-style-type: none"> Identifies various types of mass communication using words and gestures (e.g., television, radio, advertisements, signs, movies, magazines) 	<ul style="list-style-type: none"> Identifies various types of mass communication using words and gestures (e.g., television, radio, advertisements, signs, movies, magazines) 	<ul style="list-style-type: none"> Identifies various types of mass communication using words and gestures (e.g., television, radio, advertisements, signs, movies, magazines)
Advanced Beginning (EALR 1 Comp. 1.2)	1.2.1	<ul style="list-style-type: none"> Makes simple inferences Listens for and identifies personal connections to events and/or one's own feelings related to an event using words and phrases Draws simple conclusions from auditory and visual information using words and phrases (grade 2) Summarizes stories using the 4 W's (who, what, when, where) using teacher guidance using words and phrases (grade 2) 	<ul style="list-style-type: none"> Makes simple inferences Listens for and identifies personal connections to events and/or one's own feelings related to an event using words and phrases Draws simple conclusions from auditory and visual information using words and phrases Summarizes stories with teacher guidance using words and phrases 	<ul style="list-style-type: none"> Makes simple inferences Listens for and identifies personal connections to visual and auditory experiences using words and phrases Draws simple conclusions from auditory and visual information using words and phrases Summarizes stories, information, and videos with teacher guidance using words and phrases 	<ul style="list-style-type: none"> Makes simple inferences Listens for and identifies personal connections to visual and auditory information using words and phrases Draws simple conclusions from auditory and visual information using words and phrases Summarizes stories, information, and videos with teacher guidance using words and phrases
	1.2.2	<ul style="list-style-type: none"> Identifies various types of mass communication using words 	<ul style="list-style-type: none"> Identifies fact, fiction, and opinion in mass media using 	<ul style="list-style-type: none"> Identifies fact, fiction, and opinion in various forms of 	<ul style="list-style-type: none"> Identifies fact, fiction, and opinion in various forms of

Proficiency Levels	GLE	K-2	3-5	6-8	9-12
		<p>and phrases (e.g., television, radio, advertisements, signs, movies, magazines) (grades 1, 2)</p>	<p>words and phrases</p> <ul style="list-style-type: none"> Identifies the purpose of media (e.g., to inform, to entertain, to persuade) using words and phrases 	<p>mass media using words and phrases</p> <ul style="list-style-type: none"> Identifies the purpose of media (e.g., to inform, to entertain, to persuade) using words and phrases 	<p>mass media using words and phrases</p> <ul style="list-style-type: none"> Identifies the purpose of media (e.g., to inform, to entertain, to persuade) using words and phrases
<p>Intermediate (EALR 1 Comp. 1.2)</p>	<p>1.2.1</p> <p>1.2.2</p>	<ul style="list-style-type: none"> Makes simple inferences Listens for and identifies personal connections to events and/or one’s own feelings related to an event using simple sentences Draws simple conclusions from auditory and visual information using simple sentences (grade 2) Summarizes stories with teacher guidance using simple sentences (grade 2) <p>1.2.2</p> <ul style="list-style-type: none"> Identifies various types of mass communication using simple sentences (e.g., television, radio, advertisements, signs, movies, magazines) (grades 1, 2) 	<ul style="list-style-type: none"> Makes inferences Listens for and identifies personal connections to events and/or one’s own feelings related to an event using simple sentences Draws simple conclusions from auditory and visual information in content areas using simple sentences Summarizes stories, information, and videos with teacher guidance using simple sentences Identifies and interprets specific nonverbal cues with teacher guidance (e.g., body language and facial expressions) Explains feelings in the speaker’s message with teacher guidance using simple sentences (grades 4, 5) <p>1.2.2</p> <ul style="list-style-type: none"> Explains difference between fact and opinion using simple sentences (grade 3) Identifies point of view in an oral story or video using 	<ul style="list-style-type: none"> Makes inferences Listens for and identifies personal connections to events and/or one’s own feelings related to an event using simple sentences Draws simple conclusions from auditory and visual information in content areas using simple sentences Summarizes stories, information, and videos with teacher guidance using simple sentences Identifies and interprets specific nonverbal cues with teacher guidance (e.g., body language, facial expressions, eye contact/movement) Explains feelings in the speaker’s message with teacher guidance using simple sentences <p>1.2.2</p> <ul style="list-style-type: none"> Examines the purpose and use of visual and auditory information in the media using simple sentences Differentiates between points of view represented 	<ul style="list-style-type: none"> Makes inferences Listens for and identifies personal connections to events and/or one’s own feelings related to an event using simple sentences Draws simple conclusions from auditory and visual information in content areas using simple sentences Summarizes stories, information, and videos with teacher guidance using simple sentences Identifies and interprets specific nonverbal cues with teacher guidance (e.g., body language, facial expressions, eye contact/movement) Explains feelings in the speaker’s message with teacher guidance using simple sentences <p>1.2.2</p> <ul style="list-style-type: none"> Examines the purpose and use of visual and auditory information in the media using simple sentences Differentiates between points of view represented in media

Proficiency Levels	GLE	K-2	3-5	6-8	9-12
			<p>simple sentences with teacher guidance (grades 4, 5)</p> <ul style="list-style-type: none"> Identifies and explains examples of persuasion used in mass media using simple sentences with teacher guidance (grades 4, 5) 	<p>in media using simple sentences</p> <ul style="list-style-type: none"> Examines and explains techniques used to persuade and the intended effects on the target audience using simple sentences 	<p>using simple sentences</p> <ul style="list-style-type: none"> Examines and explains techniques used to persuade and the intended effects on the target audience using simple sentences
<p>Advanced (EALR 1 Comp. 1.2)</p>	<p>1.2.1</p>	<ul style="list-style-type: none"> Makes simple inferences Listens for and identifies personal connections to events and/or one's own feelings related to an event using descriptive sentences Draws simple conclusions from auditory and visual information using descriptive sentences (grade 2) Summarizes stories with teacher guidance using descriptive sentences (grade 2) Identifies and interprets specific nonverbal cues with teacher guidance (e.g., body language and facial expressions) 	<ul style="list-style-type: none"> Makes inferences Listens for and identifies personal connections to events and/or one's own feelings related to an event using descriptive sentences Draws conclusions from auditory and visual information in content areas using descriptive sentences Summarizes stories, information, and videos with teacher guidance using descriptive sentences Identifies and interprets specific nonverbal cues with teacher guidance (e.g., body language, facial expressions, eye contact/movement) Explains feelings in the speaker's message with teacher guidance using descriptive sentences (grades 4, 5) 	<ul style="list-style-type: none"> Makes inferences Listens for, identifies, and explains personal connections to events and/or one's own feelings related to an event using descriptive sentences Draws conclusions from auditory and visual information in content areas using descriptive sentences Summarizes stories, information, and videos with teacher guidance using descriptive sentences Attributes meaning to specific nonverbal communication (e.g., body language, facial expressions, eye contact/movement) Explains feelings in the speaker's message with teacher guidance using descriptive sentences Distinguishes between literal and implicit meaning in a single statement or message, including metaphors and idioms with teacher guidance Critiques effectiveness of 	<ul style="list-style-type: none"> Makes inferences Listens for, identifies, and explains personal connections to events and/or one's own feelings related to an event using descriptive sentences Draws conclusions from auditory and visual information in content areas using descriptive sentences Summarizes stories, information, and videos with teacher guidance using descriptive sentences Attributes meaning to specific nonverbal communication (e.g., body language, facial expressions, eye contact/movement) Explains feelings in the speaker's message with teacher guidance using descriptive sentences Distinguishes between literal and implicit meaning in a single statement or message, including metaphors and idioms with teacher guidance Critiques effectiveness of

Proficiency Levels	GLE	K-2	3-5	6-8	9-12
	1.2.2	<ul style="list-style-type: none"> • Identifies fact, fiction, and opinion in various types of mass communication using descriptive sentences (e.g., television, radio, advertisements, signs, movies, magazines) (grades 1, 2) • Explains the purpose of media with teacher guidance (e.g., to inform, to entertain, to persuade) (grade 2) 	<ul style="list-style-type: none"> • Explains difference between fact and opinion and compares examples using descriptive sentences (grade 3) • Identifies point of view in an oral story or video using descriptive sentences with teacher guidance (grades 4, 5) • Explains how fact and opinion are used to persuade in mass media using descriptive sentences with teacher guidance (grade 5) 	<p>rhetorical information with teacher guidance (grade 8)</p> <ul style="list-style-type: none"> • Examines the purpose and use of visual and auditory information in the media using descriptive sentences including portrayals of cultures, gender, religion, sexuality, class, and race • Differentiates between points of view represented in media using descriptive sentences (grades 7, 8) • Examines and explains techniques used to persuade and the intended effects on the target audience using descriptive sentences 	<p>rhetorical information with teacher guidance</p> <ul style="list-style-type: none"> • Examines the purpose and use of visual and auditory information in the media using descriptive sentences including portrayals of cultures, gender, religion, sexuality, class, and race • Differentiates between points of view represented in media using descriptive sentences • Examines and explains techniques used to persuade and the intended effects on the target audience using descriptive sentences • Compares the effects of different interpretations of the same media text
Transitional (EALR 1 Comp. 1.2)	1.2.1	<ul style="list-style-type: none"> • Makes inferences (grade 2) • Listens for and identifies personal connections to events and/or one’s own feelings related to an event • Draws simple conclusions from auditory and visual information (grade 2) • Summarizes stories with teacher guidance (grade 2) • Identifies and interprets specific nonverbal cues with teacher guidance (e.g., body language and facial expressions) 	<ul style="list-style-type: none"> • Makes inferences • Listens for and identifies personal connections to events and/or one’s own feelings related to an event • Draws simple conclusions from auditory and visual information in content areas • Summarizes stories, information, and videos with teacher guidance • Identifies and interprets specific nonverbal cues with teacher guidance (e.g., body language, facial expressions, eye contact/movement) 	<ul style="list-style-type: none"> • Makes inferences • Constructs personal meaning from visual and auditory information • Draws conclusions from auditory and visual information in content areas • Summarizes stories, information, and videos • Attributes meaning to specific nonverbal communication (e.g., body language, facial expressions, eye contact/movement) 	<ul style="list-style-type: none"> • Makes inferences • Constructs personal meaning from visual and auditory information • Draws conclusions from auditory and visual information in content areas • Summarizes stories, information, and videos • Attributes meaning to specific nonverbal communication (e.g., body language, facial expressions, eye contact/movement)

Proficiency Levels	GLE	K-2	3-5	6-8	9-12
	1.2.2	<ul style="list-style-type: none"> • Identifies fact, fiction, and opinion in various types of mass media (e.g., television, advertisements, billboards) and supports with evidence with teacher guidance (grades 1, 2) • Explains the purpose of media (e.g., to inform, to entertain, to persuade) (grade 2) 	<ul style="list-style-type: none"> • Explains feelings in the speaker’s message with teacher support (grades 4, 5) • Explains difference between fact and opinion and compares examples in different types of mass media (grade 3) • Identifies point of view in an oral story or video with teacher guidance (grade 4) • Identifies and explains point of view in an oral story or video and supports with evidence (grade 5) • Explains how fact and opinion are used to persuade in mass media (grade 5) 	<ul style="list-style-type: none"> • Explains feelings in the speaker’s message and demonstrates empathy • Distinguishes between literal and implicit meaning in a single statement or message, including metaphors and idioms • Examines the purpose and use of visual and auditory information in the media, including portrayals of cultures, gender, religion, sexuality, class, and race and assesses their effect on society and its subcultures • Differentiates between points of view represented in media (grades 7, 8) • Examines and explains techniques used to persuade and the intended effects on the target audience • Critiques effectiveness of rhetorical information (grade 8) 	<ul style="list-style-type: none"> • Explains feelings in the speaker’s message and demonstrates empathy • Distinguishes between literal and implicit meaning in a single statement or message, including metaphors and idioms • Critiques the effect of media portrayals of cultures, gender, religion, sexuality, class, and race and assesses their effect on society and its subcultures • Critiques differing points of view for persuasive effect • Critiques the effectiveness of persuasive techniques on target audiences • Critiques effectiveness of rhetorical information • Judges the effect of different interpretations of the same media text



WASHINGTON STATE ELD LISTENING AND SPEAKING STANDARDS

EALR 2: The student uses communication skills and strategies to interact/work effectively with others.

Component 2.1: Uses language to interact effectively and responsibly in a multicultural context.

Component 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.

Component 2.3: Uses skills and strategies to communicate interculturally.

EALR 2 applies to all students. The skills and strategies required to **interact/work effectively with others** apply to ALL students, regardless of first language, cultural background, and/or English language proficiency. However, there are considerations that need to be made when addressing communication skills across cultures.

Language is used and understood within a cultural context. A student learning English is also learning the culture and discourse of American schools. The cultural components of language and discourse need to be explicitly taught. At the same time, it is crucial that schools honor and respect the cultures and languages that students bring to the classroom. Language is used for different purposes ranging from informal, face-to-face communication to formal presentations to a large group. To communicate effectively, the speaker needs to adjust language used to the audience and purpose. This is known as **register**. English language consists of many different registers, including **conversational or social** English and **academic** English.

Students and educators need to realize that variations exist between different cultures, including:

- Behavior appropriate to nonverbal communication.
- Body language norms.
- Appropriate distance to maintain while communicating with someone.
- Formal and informal gestures and body language.
- Nonverbal cues.

Further reading:

Christine Igoa, *The Inner World of the Immigrant Child*

Helmer and Eddy, *Look at Me When I Talk to You*

Seattle Public Schools, *Cultural Cues: A Look at Cultural and Linguistic Differences in Seattle Public Schools*

WASHINGTON STATE ELD LISTENING AND SPEAKING STANDARDS



EALR 3: The student uses communication skills and strategies to effectively present ideas and one’s self in a variety of situations.

Component 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations.

Component 3.2: Uses media and other resources to support presentations.

Component 3.3: Uses effective delivery.

Proficiency Level	GLE	K-2	3-5	6-8	9-12
NOTE: In order for English learners at all grades and proficiency levels to use effective delivery, teachers need to intentionally help students develop a rich vocabulary through listening, speaking, reading, writing and other language activities. (see Writing GLE 3.2.2)					
Beginning (EALR 3, Comp. 3.1)	3.1.1	<ul style="list-style-type: none"> Demonstrates an awareness that an audience exists outside of one’s self; faces the audience as a member of a group Chooses visuals to match topic 	<ul style="list-style-type: none"> Faces the audience as a member of a group Chooses visuals to match topic 	<ul style="list-style-type: none"> Faces the audience as a member of a group Chooses visuals to match topic 	<ul style="list-style-type: none"> Faces the audience as a member of a group Chooses visuals to match topic
	3.2.1	<ul style="list-style-type: none"> Uses visual aids with teacher guidance (e.g., illustrations, photos, realia) 	<ul style="list-style-type: none"> Uses visual aids with teacher guidance (e.g., illustrations, photos, realia) 	<ul style="list-style-type: none"> Uses visual aids with teacher guidance (e.g., illustrations, photos, realia) 	<ul style="list-style-type: none"> Uses visual aids with teacher guidance (e.g., illustrations, photos, realia)
Advanced Beginning (EALR 3 Comp. 3.1)	3.1.1	<ul style="list-style-type: none"> Demonstrates an awareness that an audience exists outside of one’s self; speaks loudly enough to be heard by the audience using words and phrases Selects content from personal knowledge and experience (grades 1, 2) 	<ul style="list-style-type: none"> Speaks loudly enough to be heard by the audience using words and phrases Selects a topic for shared presentation (e.g., to inform, tell a story) Uses planning tools (e.g., simple graphic organizers and/or drawings) 	<ul style="list-style-type: none"> Speaks loudly enough to be heard by the audience using words and phrases Selects and narrows topic for shared presentation with teacher guidance Uses planning tools (e.g., simple graphic organizers and/or drawings) 	<ul style="list-style-type: none"> Speaks loudly enough to be heard by the audience using words and phrases Selects and narrows topic for shared presentation with teacher guidance Uses planning tools (e.g., simple graphic organizers and/or drawings)
	3.2.1	<ul style="list-style-type: none"> Uses visual aids with teacher guidance (e.g., illustrations, photos, realia) 	<ul style="list-style-type: none"> Uses visual aids with teacher guidance Uses presentation technology with teacher guidance 	<ul style="list-style-type: none"> Uses visual aids with teacher guidance Uses presentation technology with teacher guidance 	<ul style="list-style-type: none"> Uses visual aids with teacher guidance Uses presentation technology with teacher

Proficiency Level	GLE	K-2	3-5	6-8	9-12
			<ul style="list-style-type: none"> Uses reliable online sources with teacher guidance (native language if appropriate) 	<ul style="list-style-type: none"> Uses reliable online sources with teacher guidance (native language if appropriate) 	<ul style="list-style-type: none"> guidance Uses reliable online sources with teacher guidance (native language if appropriate)
Intermediate (EALR 3 Comp. 3.1)	3.1.1	<ul style="list-style-type: none"> Identifies the audience (e.g., teacher, family) Selects content from personal knowledge and experience (grades 1, 2) Selects a topic to inform or tell a story with teacher guidance (grades 1, 2) Supports ideas with teacher guidance (grade 2) Organizes ideas with teacher guidance (grades 1, 2) 	<ul style="list-style-type: none"> Selects a topic for a specific purpose and plans a presentation with teacher guidance Uses planning tools (e.g., graphic organizers and/or drawings) Selects material from a variety of resources with teacher guidance Credits main source Supports ideas with teacher guidance Organizes ideas with teacher guidance 	<ul style="list-style-type: none"> Selects a topic for a specific audience and purpose and plans a presentation Uses planning tools (e.g., graphic organizers and/or drawings) Selects the most relevant information from multiple resources Credits main source Support ideas with three details or examples Organizes presentation in chronological order using planning tools with teacher guidance 	<ul style="list-style-type: none"> Selects a topic for a specific audience and purpose and plans a presentation Uses planning tools (e.g., graphic organizers and/or drawings) Selects the most relevant information from multiple resources Credits main source Support ideas with three details or examples Organizes ideas in a logical sequence using planning tools with teacher guidance
	3.2.1	<ul style="list-style-type: none"> Uses visual aids with teacher guidance (e.g., illustrations, photos, realia) 	<ul style="list-style-type: none"> Uses visual aids with teacher guidance Uses presentation technology with teacher guidance Uses reliable online sources with teacher guidance (native language if appropriate) 	<ul style="list-style-type: none"> Uses visual aids with teacher guidance Uses presentation technology Uses reliable online sources (native language if appropriate) 	<ul style="list-style-type: none"> Uses visual aids with teacher guidance Uses presentation technology Uses reliable online sources (native language if appropriate)
	3.3.1	<ul style="list-style-type: none"> Uses simple sentences with inconsistent use of syntax, tense, plurals, and subject/verb agreement Selects appropriate words for 	<ul style="list-style-type: none"> Uses simple sentences with inconsistent use of syntax, tense, plurals, and subject/verb agreement Uses appropriate words for 	<ul style="list-style-type: none"> Uses simple sentences with inconsistent use of syntax, tense, plurals, and subject/verb agreement Uses appropriate words for 	<ul style="list-style-type: none"> Uses simple sentences with inconsistent use of syntax, tense, plurals, and subject/verb agreement Uses appropriate words for

Proficiency Level	GLE	K-2	3-5	6-8	9-12
		different audiences with teacher guidance (register)	different audiences with teacher guidance (register)	different audiences with teacher guidance (register)	different audiences with teacher guidance (register)
Advanced (EALR 3 Comp. 3.1)	3.1.1	<ul style="list-style-type: none"> Identifies the audience (e.g., teacher, family) Selects content from personal knowledge and school resources (grade 2) Selects a topic for a specific purpose (grade 2) Supports ideas with teacher guidance (grade 2) Organizes ideas with teacher guidance (grades 1, 2) 	<ul style="list-style-type: none"> Plans a presentation for a specific purpose Uses planning tools (e.g., graphic organizers and/or drawings) Selects the most relevant information from multiple resources to appeal to the interest and background knowledge of the audience with teacher guidance Gives credit to the main source for selected information Support ideas with three details or examples Organizes ideas with teacher guidance 	<ul style="list-style-type: none"> Determines the topic and the audience and identifies a purpose Selects and narrows focus of topic and gathers information Gives credit to the main source for selected information Organizes and structures presentation to facilitate understanding Examines logical argument to determine necessary revisions to presentation Uses techniques to advance the message (e.g., direct audience appeal, concrete images, anecdotes) 	<ul style="list-style-type: none"> Determines the topic and the audience and identifies a purpose Selects and narrows focus of topic and gathers information Gives credit to the main source for selected information Organizes and structures presentation to facilitate understanding Examines logical argument to determine necessary revisions to presentation Uses techniques to advance the message (e.g., direct audience appeal, concrete images, anecdotes)
	3.2.1	<ul style="list-style-type: none"> Uses visual aids with teacher guidance (e.g., illustrations, photos, realia) 	<ul style="list-style-type: none"> Uses visual aids 	<ul style="list-style-type: none"> Uses resources to achieve a purpose that can easily be seen and accessed by the audience 	<ul style="list-style-type: none"> Uses resources to achieve a purpose that can easily be seen and accessed by the audience

Proficiency Level	GLE	K-2	3-5	6-8	9-12
	3.3.1	<ul style="list-style-type: none"> • Uses descriptive sentences with common grammatical forms, with some errors • Uses appropriate words for different audiences with teacher guidance (register) 	<ul style="list-style-type: none"> • Uses presentation technology with teacher guidance • Uses reliable online sources with teacher guidance • Uses descriptive sentences with common grammatical forms, with some errors • Uses appropriate words and delivery for different audiences and purposes (register) 	<ul style="list-style-type: none"> • Uses technology to inform and/or enhance presentations • Uses reliable online sources • Uses descriptive sentences with common grammatical forms, with some errors • Uses appropriate words and delivery for different audiences and purposes (register) 	<ul style="list-style-type: none"> • Uses technology to inform and/or enhance presentations • Uses reliable online sources • Uses descriptive sentences with common grammatical forms, with some errors • Uses appropriate words and delivery for different audiences and purposes (register)

Proficiency Level	GLE	K-2	3-5	6-8	9-12
Transitional (EALR 3 Comp. 3.1)	3.1.1	<ul style="list-style-type: none"> • Identifies the audience (e.g., teacher, family) • Selects content from personal knowledge and school resources (grade 2) • Selects a topic for a specific purpose (grade 2) • Supports ideas with teacher guidance (grade 2) • Organizes ideas with teacher guidance (grades 1, 2) 	<ul style="list-style-type: none"> • Plans a presentation for a specific purpose • Uses planning tools (e.g., graphic organizers and/or drawings) • Selects the most relevant information from multiple resources to appeal to the interest and background knowledge of the audience with teacher guidance • Gives credit to the main source for selected information • Support ideas with three details or examples • Organizes ideas with teacher guidance 	<ul style="list-style-type: none"> • Determines the topic and the audience and identifies a purpose • Selects and narrows focus of topic and gathers information • Cites sources to substantiate information/argument and avoid plagiarism • Organizes and structures presentation to facilitate understanding and interaction with the audience • Examines logical argument to determine necessary revisions to presentation • Uses techniques to advance the message (e.g., direct audience appeal, concrete images, anecdotes) 	<ul style="list-style-type: none"> • Determines the topic and the audience and identifies a purpose • Selects and narrows focus of topic and gathers information • Cites sources to substantiate information/argument and avoid plagiarism • Organizes and structures presentation to facilitate understanding and interaction with the audience • Uses various forms of formal and informal logical arguments and appeals to support the purpose • Uses techniques to advance the message (e.g., direct audience appeal, concrete images, anecdotes)

Proficiency Level	GLE	K-2	3-5	6-8	9-12
	<p>3.2.1</p> <p>3.3.1</p>	<ul style="list-style-type: none"> • Uses visual aids with teacher guidance (e.g., illustrations, photos, realia) • Speaks clearly and comprehensibly using standard English with occasional errors • Uses appropriate words for different audiences with teacher guidance (register) 	<ul style="list-style-type: none"> • Uses visual aids • Uses presentation technology with teacher guidance • Uses reliable online sources with teacher guidance • Speaks clearly and comprehensibly using standard English with occasional errors • Uses appropriate register for different audiences and purposes 	<ul style="list-style-type: none"> • Uses resources to achieve a purpose that can easily be seen and accessed by the audience • Uses technology to inform and/or enhance presentations • Uses reliable online sources • Speaks clearly and comprehensibly using standard English with occasional errors • Uses and explains appropriate register for different audiences and purposes 	<ul style="list-style-type: none"> • Uses resources to achieve a purpose that can easily be seen and accessed by the audience • Uses technology to inform and/or enhance presentations • Uses reliable online sources • Speaks clearly and comprehensibly using standard English with occasional errors • Uses and explains appropriate register for different audiences and purposes



WASHINGTON STATE ELD LISTENING AND SPEAKING STANDARDS

EALR 4: The student analyzes and evaluates the effectiveness of communication.

Component 4.1: Analyzes effectiveness of one's own and others' communication.

Proficiency Level	GLE	K-2	3-5	6-8	9-12
Beginning (EALR 4, Comp. 4.1)	4.1.1				
Advanced Beginning (EALR 4, Comp. 4.1)	4.1.1		<ul style="list-style-type: none"> Seeks feedback from teacher and/or peers to improve communication (clarify meaning) 	<ul style="list-style-type: none"> Seeks feedback from teacher and/or peers to improve communication (clarify meaning) 	<ul style="list-style-type: none"> Seeks feedback from teacher and/or peers to improve communication (clarify meaning)
Intermediate (EALR 4 Comp. 4.1)	4.1.1	<ul style="list-style-type: none"> Seeks feedback from teacher and/or peers to improve communication (clarify meaning) (grade 2) 	<ul style="list-style-type: none"> Seeks feedback from teacher and/or peers to improve communication (e.g., differentiated rubrics and checklists) Identifies a strength and an area needing improvement in one's own communication using classroom criteria, with teacher guidance 	<ul style="list-style-type: none"> Seeks feedback from teacher and/or peers to improve communication (e.g., differentiated rubrics and checklists) Identifies a strength and an area needing improvement in one's own communication using classroom criteria, with teacher guidance 	<ul style="list-style-type: none"> Seeks feedback from teacher and/or peers to improve communication (e.g., differentiated rubrics and checklists) Identifies a strength and an area needing improvement in one's own communication using classroom criteria, with teacher guidance
Advanced (EALR 4 Comp. 4.1)	4.1.1	<ul style="list-style-type: none"> Seeks feedback from teacher and/or peers to improve communication (e.g., differentiated rubrics and checklists) (grade 2) 	<ul style="list-style-type: none"> Seeks feedback from teacher and/or peers to improve communication (e.g., rubrics, checklists) Identifies strengths and areas needing improvement in one's own communication using classroom criteria (e.g., a checklist for group work or presentations in which students identify the presence or absence of the criteria) 	<ul style="list-style-type: none"> Seeks, considers, and uses feedback from adults and peers to improve communication Examines own communication and participation in group work or a variety of presentation types using criteria 	<ul style="list-style-type: none"> Seeks, considers, and uses feedback from a variety of sources to improve communication Examines own communication and participation in group work or a variety of presentation types using criteria

Proficiency Level	GLE	K-2	3-5	6-8	9-12
				<ul style="list-style-type: none"> • Examines own style of communication (e.g., opening sentence variety, conclusion) as well as the content • Uses terminology specific to content area 	<ul style="list-style-type: none"> • Critiques style and content of own communication using established criteria • Uses terminology specific to content area • Weighs effect of presentation on audience (e.g., uses verbal and nonverbal audience response and feedback to determine effect)
Transitional (EALR 4 Comp. 4.1)	4.1.1	<ul style="list-style-type: none"> • Seeks feedback from teacher and/or peers to improve communication (e.g., rubrics, checklists) (grade 2) • Identifies a strength and an area needing improvement in one’s own communication using classroom criteria, with teacher guidance (grade 2) 	<ul style="list-style-type: none"> • Seeks feedback from teacher and/or peers to improve communication • Examines own communication using criteria 	<ul style="list-style-type: none"> • Seeks, considers, and uses feedback from a variety of sources to improve communication • Examines own communication and participation in group work or a variety of presentation types using criteria (grade 6) • Articulates the qualities that make communication effective (grades 7, 8) • Critiques style and content of own communication using established criteria to build on strengths and develop areas of weakness • Weighs effect of presentation on audience (e.g., uses verbal and nonverbal audience response and feedback to determine effect) (grades 7, 8) 	<ul style="list-style-type: none"> • Seeks, considers, and uses feedback from a variety of sources to improve communication • Articulates the qualities that make communication effective • Critiques style and content of own communication using established criteria to build on strengths and develop areas of weakness • Weighs effect of presentation on audience (e.g., uses verbal and nonverbal audience response and feedback to determine effect)

WASHINGTON STATE ELD LISTENING AND SPEAKING STANDARDS

EALR 4: The student analyzes and evaluates the effectiveness of communication.

Component 4.1: Analyzes effectiveness of one's own and others' communication.

Proficiency Level	GLE	K-2	3-5	6-8	9-12
Beginning (EALR 4, Comp. 4.1)	4.1.2	<ul style="list-style-type: none"> Attends to speakers in informal conversations and formal presentations 	<ul style="list-style-type: none"> Attends to speakers in informal conversations and formal presentations 	<ul style="list-style-type: none"> Attends to speakers in informal conversations and formal presentations 	<ul style="list-style-type: none"> Attends to speakers in informal conversations and formal presentations
Advanced Beginning (EALR 4, Comp. 4.1)	4.1.2	<ul style="list-style-type: none"> Responds based on classroom criteria with teacher guidance (e.g., gestures, words and phrases) (grades 1, 2) 	<ul style="list-style-type: none"> Responds based on classroom criteria with teacher guidance (e.g., gestures, words and phrases) 	<ul style="list-style-type: none"> Responds based on classroom criteria with teacher guidance (e.g., gestures, words and phrases) 	<ul style="list-style-type: none"> Responds based on classroom criteria with teacher guidance (e.g., gestures, words and phrases)
Intermediate (EALR 4 Comp. 4.1)	4.1.2	<ul style="list-style-type: none"> Identifies elements of communication based on classroom criteria (grades 1, 2) using simple sentences 	<ul style="list-style-type: none"> Identifies elements of communication based on classroom criteria and offers feedback using simple sentences 	<ul style="list-style-type: none"> Examines accuracy of content in others' communication using simple sentences Critiques others' communications and/or delivery in groups according to culturally sensitive scoring criteria using simple sentences Offers feedback to peers in support of improving communication based on classroom criteria 	<ul style="list-style-type: none"> Examines accuracy of content in others' communication using simple sentences Critiques others' communications and/or delivery in groups according to culturally sensitive scoring criteria using simple sentences Offers feedback to peers in support of improving communication based on classroom criteria
Advanced (EALR 4 Comp. 4.1)	4.1.2	<ul style="list-style-type: none"> Identifies and explains with teacher guidance elements of communication based on classroom criteria (grades 1, 2) using descriptive sentences 	<ul style="list-style-type: none"> Explains elements of communication based on classroom criteria and offers feedback using descriptive sentences 	<ul style="list-style-type: none"> Examines accuracy of content in others' communication using descriptive sentences Critiques others' communications and/or delivery independently and in groups according to culturally sensitive scoring criteria using 	<ul style="list-style-type: none"> Examines accuracy of content in others' communication using descriptive sentences Critiques others' communications and/or delivery independently and in groups according to culturally sensitive scoring

Proficiency Level	GLE	K-2	3-5	6-8	9-12
				descriptive sentences <ul style="list-style-type: none"> • Offers feedback to peers in support of improving both formal and informal communication based on classroom criteria 	criteria using descriptive sentences <ul style="list-style-type: none"> • Offers feedback to peers in support of improving both formal and informal communication based on classroom criteria
Transitional (EALR 4 Comp. 4.1)	4.1.2	<ul style="list-style-type: none"> • Explains elements of communication based on classroom criteria and offers feedback with teacher guidance (grade 2) 	<ul style="list-style-type: none"> • Examines elements of communications based on classroom criteria and offers feedback on strengths and weaknesses 	<ul style="list-style-type: none"> • Examines accuracy of terminology for specific content areas in others' communication • Critiques others' communications and/or delivery independently and in groups according to culturally sensitive scoring criteria • Offers feedback to peers in support of improving both formal and informal communication based on classroom criteria 	<ul style="list-style-type: none"> • Examines accuracy of terminology for specific content areas in others' communication • Critiques others' communications and/or delivery independently and in groups according to culturally sensitive scoring criteria • Offers feedback to peers in support of improving both formal and informal communication based on classroom criteria



WASHINGTON STATE ELD LISTENING AND SPEAKING STANDARDS

EALR 4: The student analyzes and evaluates the effectiveness of communication.

Component 4.2: Sets goals for improvement.

Proficiency Level	GLE	K-2	3-5	6-8	9-12
Beginning (EALR 4, Comp. 4.2)	4.2.1				
Advanced Beginning (EALR 4, Comp. 4)	4.2.1	<ul style="list-style-type: none"> • Sets a goal with teacher guidance (grades 1, 2) 	<ul style="list-style-type: none"> • Sets a goal with teacher guidance 	<ul style="list-style-type: none"> • Sets a goal with teacher guidance based on classroom criteria 	<ul style="list-style-type: none"> • Sets a goal with teacher guidance based on classroom criteria
Intermediate (EALR 4 Comp. 4.2)	4.2.1	<ul style="list-style-type: none"> • Sets a goal with teacher guidance and explains why that goal is important using simple sentences (grades 1, 2) 	<ul style="list-style-type: none"> • Sets a goal with teacher guidance and explains why that goal is important using simple sentences • Monitors goals using a checklist 	<ul style="list-style-type: none"> • Sets goals using feedback and creates a plan to meet the goals using simple sentences • Monitors progress toward implementing the plan (e.g., audio portfolio, reflection journal) 	<ul style="list-style-type: none"> • Sets goals using feedback and creates a plan to meet the goals using simple sentences • Monitors progress toward implementing the plan (e.g., audio portfolio, reflection journal)
Advanced (EALR 4 Comp. 4.2)	4.2.1	<ul style="list-style-type: none"> • Sets a goal with teacher guidance and explains why that goal is important using descriptive sentences (grades 1, 2) 	<ul style="list-style-type: none"> • Sets goals using feedback and creates a plan to meet the goals using descriptive sentences • Monitors progress toward implementing the plan 	<ul style="list-style-type: none"> • Sets goals using feedback and creates a plan to meet the goals using descriptive sentences • Monitors progress toward implementing the plan (e.g., audio portfolio, reflection journal) 	<ul style="list-style-type: none"> • Sets goals using feedback and creates a plan to meet the goals using descriptive sentences • Monitors progress toward implementing the plan (e.g., audio portfolio, reflection journal)
Transitional (EALR 4 Comp. 4.2)	4.2.1	<ul style="list-style-type: none"> • Sets a goal and explains why that goal is important and creates a plan to meet the goal with teacher guidance (grade 2) 	<ul style="list-style-type: none"> • Sets goals using feedback and creates a plan to meet the goals • Monitors progress toward implementing the plan 	<ul style="list-style-type: none"> • Sets goals using feedback and creates a plan to meet the goals using descriptive sentences • Monitors progress toward implementing the plan making adjustments and corrections as needed 	<ul style="list-style-type: none"> • Sets goals using feedback and creates a plan to meet the goals using descriptive sentences • Monitors progress toward implementing the plan making adjustments and corrections as needed

