

**ELLIS Academic 3.0**  
English Language Learning and Instruction System, Inc.

and

**TESOL Standards**

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[www.ellis.com](http://www.ellis.com)

## TESOL Standards

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For more information, or to obtain a copy of the full Standards volume, please contact TESOL Publications, Tel. 1-888-891-0041 (toll free) or 1-301-638-4427; Fax 1-301-843-0159; e-mail [tesolpubs@tascol.com](mailto:tesolpubs@tascol.com).

## ELLIS Academic 3.0

ELLIS (English Language Learning & Instruction Systems, Inc) provides a complete line of multimedia, interactive software specifically designed to teach English as a second or foreign language to students of all ages and proficiency levels.

The ELLIS Academic Suite 3.0 combines full multimedia, video, voice-recording, role-play, tutorials, practice items, assessment, native language support, and record keeping features to create an engaging, research-based environment for young adults and adults, including:

- **ELLIS Basics**  
A beginning literacy, vocabulary, and communication skill-building program designed specifically for PRE-LITERATE and TRUE BEGINNERS.
- **ELLIS Intro**  
ELLIS Intro teaches integrated language and survival skills for BEGINNING LEARNERS. The new version of ELLIS Intro includes 140 tutorials in vocabulary, pronunciation, communication, and grammar with updated features and interactive, skill-summary pages.
- **ELLIS Middle Mastery**  
ELLIS Middle Mastery focuses on the language needs of INTERMEDIATE LEARNERS. Additional grammar tutorials prepare students for more advanced levels of English instruction.
- **ELLIS Senior Mastery**  
ELLIS Senior Mastery is product of choice for UPPER INTERMEDIATE and ADVANCED STUDENTS to build communication skills to help ensure success in the community, work place, and academia.
- **ELLIS Master Pronunciation**  
ELLIS Master Pronunciation provides detailed pronunciation tutorials and practice activities and focuses both on the individual sounds and suprasegmental features of English pronunciation and is for learners at all proficiency levels.
- **ELLIS Placement**  
ELLIS Placement is a powerful computer-based adaptive test and can be used to identify the correct program for students to begin their study in ELLIS Academic 3.0.
- **ELLIS Instructor Utilities**  
ELLIS Instructor Utilities allows teachers to track student and class progress and performance in the ELLIS Academic Suite.

For additional information on the content of each ELLIS program, please refer to the ELLIS Academic 3.0 Scope and Sequence. Student Workbooks, Course Books, Instructor Guides and an online “Teacher Corner” and “Student Corner” are also available for use with individual ELLIS programs.

Additional ELLIS product information, scope and sequences and correlations are available at [www.ellis.com](http://www.ellis.com)

## ELLIS Academic 3.0 & TESOL Standards

### Correlation

GOAL 1									
<b>Standard 1</b>	<b>To use English to communicate in social settings: Students will use English to participate in social interactions</b>								
Descriptors	ELLIS Correlation								
Sharing and requesting information	<p>ALL Lessons</p> <p>Each ELLIS unit focuses around one central survival or academic skill. Lessons include:</p> <p>1) Realistic videos with authentic language modeling</p> <p>2) Role-play activities which allow the students to take the part of characters from the video, thus bringing students closer to generating their own authentic conversation and practice sharing and requesting information in a variety of academic and academic settings.</p>								
Expressing needs, feelings, and ideas	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; vertical-align: top;">Basics:</td> <td>5: "Expressing likes" 6: "Making requests" 9: "May I help you"</td> </tr> <tr> <td style="vertical-align: top;">Intro:</td> <td>1.1 "Asking for language help" 2.2 "Expressing likes and dislikes" 4.1 "Giving and responding to compliments" 6.3 "Asking for clarification" 7.4 "Emotions" 7.6 "Agreeing and disagreeing"</td> </tr> <tr> <td style="vertical-align: top;">Middle Mastery:</td> <td>2.1 "Expressing needs" 2.5 "Offering and asking for help" 5.1 "Asking for help and clarification" 5.4 "Giving and responding to opinions" 5.5 "Making suggestions"</td> </tr> <tr> <td style="vertical-align: top;">Senior Mastery:</td> <td>3.1 "Expressing opinions" 3.3 "Making suggestions" 4.4 "Expressing needs" 5.1 "Requesting assistance" 7.1-4 "Expressing needs" 8.2 "Stating opinions" 11.1-4 "Expressing opinions/objectives with confidence" 12.1-5 "Stating positive and negative opinions about literature"</td> </tr> </table>	Basics:	5: "Expressing likes" 6: "Making requests" 9: "May I help you"	Intro:	1.1 "Asking for language help" 2.2 "Expressing likes and dislikes" 4.1 "Giving and responding to compliments" 6.3 "Asking for clarification" 7.4 "Emotions" 7.6 "Agreeing and disagreeing"	Middle Mastery:	2.1 "Expressing needs" 2.5 "Offering and asking for help" 5.1 "Asking for help and clarification" 5.4 "Giving and responding to opinions" 5.5 "Making suggestions"	Senior Mastery:	3.1 "Expressing opinions" 3.3 "Making suggestions" 4.4 "Expressing needs" 5.1 "Requesting assistance" 7.1-4 "Expressing needs" 8.2 "Stating opinions" 11.1-4 "Expressing opinions/objectives with confidence" 12.1-5 "Stating positive and negative opinions about literature"
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Expressing needs, feelings, and ideas	Master Pronunciation:	<p>Useful Phrases:</p> <p>Conversing:  “Express opinions”  ”Give and accept opinions”  “Agree and disagree”  “Disagree politely”  “Interrupt”  “React”  “Say No Tactfully”</p> <p>Dealing with Language Problems:  “Asking for language help”  “Asking for repetition”  “Express disappointment”</p> <p>Getting Things Done:  “Complain”  “Requests”  “Permission”  “Help: Offer/Accept/Refuse”</p>						
Using nonverbal communication in social interactions	<p>ALL Lessons:  Each ELLIS lesson begins with a video. Videos underscore the nonverbal communication, such as gestures, body language used in English speaking culture in the United States.</p>							
Getting personal needs met	<p>Each lesson focuses on helping students learn enough language to get personal needs met. Units revolved around survival and academic skills and cover topics of student’s personal needs including:</p> <table border="1" data-bbox="643 1079 1346 1698"> <tr> <td data-bbox="643 1079 881 1293">Basics</td> <td data-bbox="881 1079 1346 1293"> 1 “Introductions”  2 “Saying Hello and Goodbye”  3 “Expressing likes”  4 “Making Requests”  7 “Asking for and giving directions”  8 “Asking about prices”  9 “Shopping for clothing” </td> </tr> <tr> <td data-bbox="643 1293 881 1541">Intro</td> <td data-bbox="881 1293 1346 1541"> 1.1-4 “Meeting people”  2.1-6 “Shopping”  3.1-4 “Getting around”  4.1-3 “Getting together”  5. 1-5 “Getting a job”  6. 1-3 “Banking”  7.1-6 “Going to the doctor”  8. 1-4 “Having fun” </td> </tr> <tr> <td data-bbox="643 1541 881 1698">Middle Mastery</td> <td data-bbox="881 1541 1346 1698"> 1.1-4 “Cooking”  2.1-5 “At the supermarket”  3.1-4 “At the park”  4.1-3 “With friends”  5.1-5 “At school” </td> </tr> </table>		Basics	1 “Introductions” 2 “Saying Hello and Goodbye” 3 “Expressing likes” 4 “Making Requests” 7 “Asking for and giving directions” 8 “Asking about prices” 9 “Shopping for clothing”	Intro	1.1-4 “Meeting people” 2.1-6 “Shopping” 3.1-4 “Getting around” 4.1-3 “Getting together” 5. 1-5 “Getting a job” 6. 1-3 “Banking” 7.1-6 “Going to the doctor” 8. 1-4 “Having fun”	Middle Mastery	1.1-4 “Cooking” 2.1-5 “At the supermarket” 3.1-4 “At the park” 4.1-3 “With friends” 5.1-5 “At school”
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Middle Mastery	1.1-4 “Cooking” 2.1-5 “At the supermarket” 3.1-4 “At the park” 4.1-3 “With friends” 5.1-5 “At school”							

	Senior Mastery	1.1-3 “Casual introductions and small talk” 2.1-4 “Making introductions” 3.1-3 “Registering for classes” 4.1-5 “Shopping at a convenience store” 5.1-3 “Job hunting” 6.1-4 “Studying to get a driver’s license” 7.1-4 “Budgeting for a semester” 8.1-4 “Budgeting for a month” 9.1-5 “Job interview” 10.1-3 “Asking for technical help” 11.1-4 “Discussing business” 12.1-5 “Discussing literature”
	Master Pronunciation	Useful Phrases  Getting things done: “Ask for information” “Ask for directions” “Leave and take phone messages” “Requests” “Complain” “Permission” “Help” “Offer suggestions”  Social Interactions: “Give greetings” “Make introductions” “Inviting” “Formal and information invitations” “Express thanks” “Apologize” “Close a conversation” “Say Goodbye”  Dealing with Language Problems: “Ask for language help” “Ask for repetition” “Paraphrase” “Check comprehension” “Reformulate what you said” “Express disappointment”  Conversing: “Express opinions” “Give and accept opinions” “Agree and disagree” “Disagree politely” “Interrupt” “React” “Change the subject” “Say no tactfully”

Engaging in conversation	Opportunity for this is created in ELLIS. The pedagogical intent of providing video of realistic situations is, in part, to model authentic language usage in a variety of settings. The targeted skills are taught in a variety of contexts, giving the students a good grasp of communication in a variety of situations.	
Conducting transactions	Basics	Vocabulary 8 “Asking about prices” 9 “Shopping for clothing”
	Intro	2.1-6 “Shopping” 3.1-4 “Getting Around” 6: “Banking” 7: “Going to the doctor”
	Middle Mastery	2.1-5 “At the supermarket”
	Senior Mastery	4.1-5 “Shopping at the convenience store” 8.1-4 “Budgeting for a month”

<b>Standard 2</b>	<b>To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment</b>
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Descriptors	ELLIS Correlation	
Describing, reading about, or participating in a favorite activity	Basics:	4: "Describing daily routines" 9 "Shopping for clothes"
	Intro:	5.2 "Talking about your weekend" 8.2 "Activities" 8.3 "Sports" Intro Course Book B: Chapters 32-34
	Middle Mastery	3.2 "Making small talk" 3.3 "Discussing leisure activities" 4.3 "Making small talk; weekend plans" 5.2 "University life"
	Senior Mastery	1.1 "Discussing movies & common interests" 5.1 "Discussing job skills & preferences" 7.4 "Discussing school and work schedules"
	ELLIS Student Workbooks ELLIS Website "Student Corner" Reading and Writing Activities	
Sharing social and cultural traditions and values	ALL Lessons ELLIS lesson videos each portray people discussing things of importance to English native speakers and demonstrating appropriate non-verbal communication appropriate to the English speaking culture. Other lessons on cultural traditions include:	
	Intro	8.2 "Activities" 8.3 "Sports"
	Middle Mastery	3.1 "Subjects for small talk" 3.1-4 "Common leisure activities" 4.2 "Making small talk/discussing leisure activities" 4.4 "US national holidays and popular vacation spots"
	Senior Mastery	3.1-3 "Discussing university life" 7.1-4 "University systems" 8.1-4 "Dating expenses"

Expressing personal needs, feelings, and ideas	Basics:	5 Communication “Expressing likes” 9 Communication: “May I help you”
	Intro:	1.1 “Asking for language help” 2.2 “Expressing likes and dislikes” 4.1 “Giving and responding to compliments” 6.3 “Asking for clarification” 7.4 “Emotions” 7.6 “Agreeing and disagreeing”
	Middle Mastery:	2.1 “Expressing needs” 2.5 “Offering and asking for help” 5.1 “Asking for help and clarification” 5.4 “Giving and responding to opinions” 5.5 “Making suggestions”
	Senior Mastery:	1.5 “Expressing opinions” 3.1 “Expressing opinions” 3.3 “Making suggestions” 4.4 “Expressing needs” 5.1 “Requesting assistance” 5.1 “Expressing needs” 7.1-4 “Expressing needs” 8.2 “Stating opinions” 11.1-4 “Expressing opinions/objectives with confidence” 12.1-5 “Agreeing and disagreeing” 12.1-5 “Stating positive and negative opinions about literature”
	Master Pronunciation:	Useful Phrases:  Conversing: “Express opinions” ”Give and accept opinions” “Agree and disagree” “Disagree politely” “Interrupt” “React” “Say No Tactfully”  Dealing with Language Problems: “Asking for language help” “Asking for repetition” “Express disappointment”  Getting Things Done: “Complain” “Requests: Make/Respond to” “Permission: Ask for/Give/Refuse” “Help: Offer/Accept/Refuse”
Participating in popular culture	Intro	8.2 “Activities” 8.3 “Sports”
	Middle Mastery	3.1 “Subjects for small talk” 3.1-4 “Common leisure activities” 4.2 “Making small talk/discussing leisure activities” 4.4 “U S national holidays and popular vacation spots”

	Senior Mastery	1.3 “Discussing movies” 3.1-3 “Discussing university life” 7.1-4 “University systems” 8.1-4 “Dating expenses”
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<b>Standard 3</b>	<b>To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.</b>
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<b>Descriptors</b>	<b>ELLIS Correlation</b>
Testing hypotheses about language	ELLIS Tutorials often use the inductive approach to teaching, where students are often posed questions to let them guess at language patterns and rules used in conversation. They are then led through a series of questions that allows them to test their hypothesis. They receive immediate feedback and are then presented with the rule.
Listening to and imitating how others use English	ALL Lessons The voice-recording feature of ELLIS allows users to record their voice, compare it to a native-speaker, and imitate correct language usage and pronunciation.
Exploring alternative ways of saying things	ALL Lessons Communication tutorials and notes teach a number of ways to accomplish the same speech act according to levels of formality and audience; greetings, introductions, etc.  Middle & Senior Mastery Using video-branching, users are taught the multiple ways one conversation can be completed.
Focusing attention selectively	ALL Lessons Every lesson in ELLIS begins with a video whose dialogue is broken down into skill sections. These individual sections are: <ul style="list-style-type: none"> <li>• Listening</li> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Communication</li> <li>• Culture</li> <li>• Pronunciation</li> </ul> Each lesson also has a Listening Comprehension section. Listening skills focus on: <ul style="list-style-type: none"> <li>• Sound discrimination</li> <li>• Listening for general meaning</li> <li>• Listening for details</li> <li>• Listening for key words</li> </ul>

Seeking support and feedback from others	Basics:	6 Vocabulary “Making requests”
	Intro:	1.3 “Asking for language help” 5.4 “Making requests and asking for permission” 6.3 “Asking for clarification” 7.4 “Expressing feelings” 7.6 “Agreeing and disagreeing” 8.3 “Getting better acquainted”
	Middle Mastery:	5.1 “Asking for help and clarification”
	Senior Mastery:	8.1 “Asking for assistance” 8.3 “Offering advice and information” 10.1 “Asking for and giving technical assistance” 11.1 “Expressing concerns” 12.1-5 “Agreeing and disagreeing”
	Master Pronunciation	<p>Conversing:  “Express opinion”  “Give and accept opinions”  “Agree and disagree”  “Disagree politely”  “Interrupt”  “React”  “Change the subject”</p> <p>Dealing with Language Problems:  “Paraphrase”  “Check comprehension”  “Reformulate what another said”  “Reformulate what you said”</p>
Comparing nonverbal and verbal cues	Each ELLIS lesson begins with a video. Videos underscore the nonverbal communication, such as gestures, body language used in English speaking culture in the United States.	
Self-monitoring and self-evaluating language development	<p>ALL Lessons</p> <p>The voice-recording feature of ELLIS allows users to record their voice, compare it to a native-speaker to be able to self-evaluate their own pronunciation. Immediate feedback on tests, quizzes, and individual practice items allow users to monitor their progress through the language instruction to be able to spend additional time in concepts they are finding more difficult.</p>	
Using the primary language to ask for clarification	<p>ALL Lessons</p> <p>ELLIS provides optional native-language support in dozens of languages. Students have the option of using native-language support to learn new words, ideas, and phrases, and to get additional instruction on how to use the ELLIS programs.</p>	
Learning and using language “chunks”	<p>ALL Lessons</p> <p>Each ELLIS lesson teaches a speech acts which serves as a language chunk to accomplish a desired task.</p>	
Selecting different media to help understand language	<p>ALL Lessons</p> <p>Each new word or concept in ELLIS is accompanied with picture, video, animated diagram, or native-language translation students can choose to use at the level they choose.</p>	

<p>Practicing new language</p>	<p>ALL Lessons</p> <p>Each concept in ELLIS is accompanied with an in-depth practice section providing the users immediate feedback on their responses. Multiple choice, fill in the blank, and drag and drop practice exercise items allow users to practice new language in a variety of safe non-threatening environment.</p> <p>The ELLIS Role-play also in each lesson allows users to simulate a real conversation and record their voice as part of the conversation. The ELLIS voice-recorder allows users to practice each new word or phrase and compare their own pronunciation to a native-speaker.</p> <p>Tests and quizzes also provide a way for users to practice new skills while giving the teachers the ability to track learners' and classes' progress.</p> <p>Student Workbooks for each product, the ELLIS Intro Course Books, and the "Student Corner" online reading and writing activities are additional means to</p>
<p>Using context to get meaning</p>	<p>ALL Lessons</p> <p>Each ELLIS videos provide a real-life context for the language skills taught in ELLIS. Users are encouraged to watch the video to infer meaning and learn verbal and nonverbal communication principles.</p>

**GOAL 2**

<b>Standard 1</b>	<b>To use English to achieve academically in all content areas: Students will use English to interact in the classroom</b>
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<b>Descriptors</b>	<b>ELLIS Correlation</b>	
Following oral and written directions, implicit and explicit	<p>ALL Lessons Users follow a variety of oral and written instructions to complete each activity in ELLIS both on the computer and in the Student Workbook. Additionally, every lesson in ELLIS has a “narrator” who reads the instructions in English for each activity.</p> <p>ELLIS also teaches the language of the classroom and how to follow teachers’ instructions in a number of different ELLIS lessons; for example:</p>	
	Basics:	Lesson 6 “Classroom objects and actions”
	Intro:	Chapter 1 (Intro Course Book A) “Useful Classroom Expressions”
	Middle Mastery:	5.1-5 “Asking for and following directions”
	Senior Mastery:	5.1 “Requesting assistance” 10:1-3 “Giving and following oral instructions” 12:1-4 “Participating in class discussions”
Requesting and providing clarification	Basics:	6 Vocabulary “Making requests”
	Intro:	1.3 “Asking for language help” 5.4 “Making requests and asking for permission” 6.3 “Asking for clarification”
	Middle Mastery:	2.5 “Offering and Asking for Help” 5.1 “Asking for help and clarification”
	Senior Mastery:	5.2 “Requesting assistance” 8.1 “Asking for assistance” 10.1 “Asking for and giving technical assistance”
	Master Pronunciation:	Useful Phrases  Dealing with Language Problems: “Ask for language help” “Ask for repetition” “Check comprehension” “Reformulate what another said”

Participating in full class, group, and pair discussions	Intro:	2.2 “Expressing likes and dislikes” 7.6 “Agreeing and disagreeing” 8.4 “Interrupting politely”  Intro Course Book A: Chapter 1 “Useful Classroom Expressions” Each chapter in the Intro Course Book A & B has class/group/pair discussion activities
	Middle Mastery:	5.1 “Giving and responding to opinions” 5.2-5 “Biology terms”
	Senior Mastery:	10:1-3 “Giving and following oral instructions” 12:1-5 “Participating in class discussions” 12:1-5 “Leading class discussions”
	Master Pronunciation:	Useful Phrases  Conversing: “Express opinion” “Give and accept opinions” “Agree and disagree” “Disagree politely” “Interrupt” “React” “Change the subject”  Dealing with Language Problems: “Paraphrase” “Check comprehension” “Reformulate what another said” “Reformulate what you said”
	Each lesson in ELLIS provides language skills necessary to be able to communicate effectively in such class discussions	

Asking and answering questions	Practice sessions in each ELLIS lesson require students to answer basic to advanced questions on language principles they are learning in a variety of typical academic testing formats, including fill in the blank, multiple choice, and matching. In addition, the following lessons teach the language of asking and answering questions:	
	Basics:	<b>Vocabulary</b> 4 “What do you do in the evening?” 6 “Can I borrow your pencil?” 7: “Where is the store?” 8 “How much is it?” 9: “May I help you?”
	Intro:	<b>Communication</b> 1.3 “Asking for language help” 2.3 “Asking about prices” 2.4 “Asking simple directions” 3.1 “Asking about availability” 3.4 “Asking for and giving street directions” 4.3 “Asking for and telling the time” 5.1 “Asking about someone’s job” 5.4 “Making requests and asking for permission” 6.2 “Asking for personal information” 6.3 “Asking for clarification”  <b>Grammar</b> 1.3 “Yes/No questions and short answers” 1.4 “Wh-questions” 2.3 “How much vs how many” 2.6 “Simple present: yes/no and wh questions” 5.4 “Simple past: questions”  <b>Pronunciation</b> 3.2 “Intonation: yes/no and WH-questions” 6.1 “Intonation: alternative questions”
	Middle Mastery:	<b>Grammar</b> 1.2 “Yes/No and WH-questions” 5.1 “Yes/no questions (be, do, have)” 5.2 “Interrogative words: what, who, whom, whose, which” 5.3 “Tag questions (be, do, have)” 5.4 “Interrogative words: when, where, why” 5.5 “Interrogative words and phrases”  <b>Communication</b> 2.1-5 “Asking for advice” 2.4 “Asking for directions” 2.5 “Offering and asking for help” 5.1 “Asking for help and clarification” 5.2 “Asking for and following directions” 5.3 “Inviting and responding to invitations”

	Senior Mastery:	<p><b>Grammar</b>  4.1: “Review: Yes/No and WH questions”  4.3 “Tag questions”  4.4 “Questions in reported speech”</p> <p><b>Communication</b>  1.3 “Inviting and responding to invitations”  5.3 “Requesting assistance”  9.5 “Asking about benefits”  10.1 “Asking for and giving technical assistance”  12.1-5 “Leading class discussion”</p>
	Master Pronunciation:	<p><b>Useful Phrases</b>  Getting Things Done:</p> <ul style="list-style-type: none"> <li>• “Asking for information”</li> <li>• “Ask for directions”</li> <li>• “Requests: Make/Respond to”</li> <li>• “Permission: Ask for /Give/Refuse”</li> <li>• “Help: Offer/Accept/Refuse”</li> </ul> <p>Dealing with Language Problems:</p> <ul style="list-style-type: none"> <li>• “Ask for Language Help”</li> <li>• “Ask for Repetition”</li> <li>• “Check Comprehension”</li> </ul> <p><b>Beyond Sounds</b>  “Intonation: Yes/no and WH-questions”  “Intonation: Alternative questions”</p>
Requesting information and assistance	Basics:	Vocabulary 6 “Can I borrow your pencil?”
	Intro:	3.2 “Intonation: yes/no and WH-questions” “Making requests and asking for permission” 6.1 “Intonation: alternative questions” 6.2 “Asking for personal information” 6.3 “Asking for clarification”
	Middle Mastery:	1.4 “Yes/No and WH-questions” 2.1-5 “Asking for advice” 2.5 “Offering and asking for help” 5.1 “Asking for help and clarification” 5.1 “Yes/no questions (be, do, have)”
	Senior Mastery:	4.1: “Review: Yes/No and WH questions” 4.3 “Tag questions” 4.4 “Questions in reported speech” 1.5 “Requesting assistance” 10.1 “Asking for and giving technical assistance” 12.1-5 “Leading class discussion”

	Master Pronunciation	<p>Useful Phrases:</p> <p>Getting Things Done  “Asking for information”  “Requests: Make/Respond to”  “Permission: Ask for /Give/Refuse”  “Help: Offer/Accept/Refuse”</p> <p>Dealing with Language Problems:  “Ask for Language Help”  “Ask for Repetition”  “Check Comprehension”</p> <p>Beyond Sounds:  “Intonation: Yes/no and WH-questions”  “Intonation: Alternative questions”</p>
Negotiating and managing interaction to accomplish tasks	Intro:	5.4 “Making requests and asking for permission” 6.1 “Intonation: alternative questions” 6.3 “Asking for clarification”
	Middle Mastery:	2.1-5 “Asking for advice” 2.5 “Offering and asking for help” 5.1 “Asking for help and clarification”
	Senior Mastery:	1.6 “Requesting assistance” 8.4 “Expressing pros and cons” 10.1 “Asking for and giving technical assistance” 12.1-5 “Leading class discussion”
	Master Pronunciation	<p>Useful Phrases:</p> <p>Getting Things Done:  “Asking for information”  “Requests: Make/Respond to”  “Permission: Ask for /Give/Refuse”  “Help: Offer/Accept/Refuse”</p> <p>Dealing with Language Problems:  “Ask for Language Help”  “Ask for Repetition”  “Check Comprehension”  “Reformulate what another said”  “Reformulate what you said”  “Paraphrase”</p>

Explaining actions	Senior Mastery	11.1-4 “Discussing Business”
Elaborating and extending other people's ideas and words	Senior Mastery:	4.5 “Questions in reported speech” 6.1-4 “Summarizing information from written and spoken sources” 11.1-4 “Handling objections” 12.1-5 “Leading class discussion” 12.1-5 “Participating in class discussion” 12.1-5 “Disagreeing politely” 12.1-5 “Agreeing and disagreeing”
	Master Pronunciation:	Useful Phrases Dealing with Language Problems: “Ask for Repetition” “Check Comprehension” “Reformulate what another said” “Reformulate what you said” “Paraphrase”
Expressing likes, dislikes, and needs	Basics:	5 Communication “Expressing likes” 9 Communication: “May I help you”
	Intro:	1.7 “Asking for language help” 2.2 “Expressing likes and dislikes” 3.1 “Asking about availability” 4.1 “Giving and responding to compliments” 6.3 “Asking for clarification” 7.6 “Agreeing and disagreeing”
	Middle Mastery:	2.1 “Expressing needs” 2.5 “Offering and asking for help” 5.1 “Asking for help and clarification” 5.4 “Giving and responding to opinions” 5.5 “Making suggestions”
	Senior Mastery:	1.5 “Expressing opinions” 3.1 “Expressing opinions” 3.3 “Making suggestions” 4.4 “Expressing needs” 5.1 “Requesting assistance” 5.4 “Expressing needs” 7.1-4 “Expressing needs” 8.2 “Stating opinions” 11.1-4 “Expressing opinions/objectives with confidence” 12.1-5 “Agreeing and disagreeing” 12.1-5 “Stating positive and negative opinions about literature”

	Master Pronunciation:	Useful Phrases:  Conversing “Express opinions” ”Give and accept opinions” “Agree and disagree” “Disagree politely” “Interrupt” “React” “Say No Tactfully”  Dealing with Language Problems “Asking for language help” “Asking for repetition” “Express disappointment”  Getting Things Done “Complain” “Requests: Make/Respond to” “Permission: Ask for/Give/Refuse” “Help: Offer/Accept/Refuse”
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<b>Standard 2</b>	<b>To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form</b>
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<b>Descriptors</b>	<b>ELLIS Correlation</b>	
Comparing and contrasting information	Intro:	2.1-4 “Comparing price” 2.3 “How much vs. how many” 3.2 “Comparatives”
	Middle Mastery:	1.1 “Compare metric versus US measurements” 2.1-5 “Comparing size and price”
	Senior Mastery:	2.1 “Equatives” 2.2 “Comparatives” 2.3 “Superlatives” 8.3 “Discussing pros and cons” 11.1-4 “Discussing possible solutions” 12.1-5 “Stating positive and negative opinions about literature”
Persuading, arguing, negotiating, evaluating, and justifying	Intro:	1.8 “Asking for language help” 2.2 “Expressing likes and dislikes” 3.1 “Asking about availability” 4.1 “Giving and responding to compliments” 6.3 “Asking for clarification” 7.6 “Agreeing and disagreeing”
	Middle Mastery:	2.1 “Expressing needs” 2.5 “Offering and asking for help” 5.1 “Asking for help and clarification” 5.4 “Giving and responding to opinions” 5.5 “Making suggestions”

	Senior Mastery:	1.5 “Expressing opinions” 3.1 “Expressing opinions” 3.3 “Making suggestions” 4.4 “Expressing needs” 5.1 “Requesting assistance” 5.5 “Expressing needs” 7.1-4 “Expressing needs” 8.2 “Stating opinions” 11.1-4 “Expressing opinions/objectives with confidence” 12.1-5 “Agreeing and disagreeing” 12.1-5 “Stating positive and negative opinions about literature”
	Master Pronunciation:	Useful Phrases:  Conversing “Express opinions” ”Give and accept opinions” “Agree and disagree” “Disagree politely” “Interrupt” “React” “Say No Tactfully”  Dealing with Language Problems “Asking for language help” “Asking for repetition” “Express disappointment”  Getting Things Done “Complain” “Requests: Make/Respond to” “Permission: Ask for/Give/Refuse” “Help: Offer/Accept/Refuse”
Listening to, speaking, reading, and writing about subject matter information	Middle Mastery:	5.1-5 “Biology terms”
	Senior Mastery:	12.1–5 “Discussing literature”
	ELLIS website “Student Corner” Reading / Writing Activities	
Gathering information orally and in writing	ALL Lessons Each ELLIS lesson requires users to gather information from the video scripts to answer practice questions and learn how to communicate for a variety of personal needs. ELLIS Website “Student Corner” Reading/Writing Activities	
Retelling information	Senior Mastery:	4.5 “Questions in reported speech” 6.1-4 “Summarizing information from written and spoken sources” 11.1-4 “Handling objections” 12.1-5 “Leading class discussion”
	Master Pronunciation:	Useful Phrases Dealing with Language Problems: “Reformulate what another said” “Reformulate what you said” “Paraphrase”
	ELLIS Website “Student Corner” Reading/Writing Activities	

Selecting, connecting, and explaining information	<p>ALL Lessons Each ELLIS lesson contains practice activities that require users to select the most important information relevant to answering the questions. Student Workbooks for each product also require students to write short responses to connect ideas and explain information. ELLIS online “Student Corner” Reading/Writing Activities</p>	
Analyzing, synthesizing, and inferring from information	<p>ALL Lessons Each ELLIS lesson contains practice activities that require users to select the analyze, synthesize, and infer responses to questions based on lesson videos. Student Workbooks and the Intro Course Book also require students to write short responses to connect ideas and explain information. ELLIS online “Student Corner” Reading/Writing Activities</p>	
Responding to the work of peers and others	Middle Mastery	5.1-5 “Making suggestions”
	Senior Mastery:	6.1-4 “Summarizing information from written and spoken sources” 11.1-4 “Handling objections” 12.1-5 “Leading class discussion” 12.1-5 “Participating in class discussion” 12.1-5 “Disagreeing politely”
	Master Pronunciation:	Useful Phrases Dealing with Language Problems: “Reformulate what another said” “Reformulate what you said” “Paraphrase”
Representing information visually and interpreting information presented visually	Intro:	8.4 “Future tense”
	Middle Mastery:	4.2 “Future tense”
	Senior Mastery:	5.1-2 “Real conditionals” 5.1.5 “Unreal conditions” 9.4 “Future progressive” 12.12 “Future progressive conditionals”
	Intro Course Book A/B Student Workbooks ELLIS Online “Student Corner” Reading/Writing Activities	
Formulating and asking questions	Basics:	<p><b>Vocabulary</b> 4 “What do you do in the evening?” 6 “Can I borrow your pencil?” 7: “Where is the store?” 8 “How much is it?” 9: “May I help you?”</p>

	Intro:	<p><b>Communication</b></p> <p>1.3 “Asking for language help”  2.3 “Asking about prices”  2.4 “Asking simple directions”  3.1 “Asking about availability”  3.4 “Asking for and giving street directions”  4.3 “Asking for and telling the time”  5.1 “Asking about someone’s job”  5.4 “Making requests and asking for permission”  6.2 “Asking for personal information”  6.3 “Asking for clarification”</p> <p><b>Grammar</b></p> <p>1.3 “Yes/No questions and short answers”  1.4 “Wh-questions”  2.3 “How much vs how many”  2.6 “Simple present: yes/no and wh questions”  5.4 “Simple past: questions”</p> <p><b>Pronunciation</b></p> <p>3.2 “Intonation: yes/no and WH-questions”  6.1 “Intonation: alternative questions”</p>
	Middle Mastery:	<p><b>Grammar</b></p> <p>1.9 “Yes/No and WH-questions”  5.1 “Yes/no questions (be, do, have)”  5.2 “Interrogative words: what, who, whom, whose, which”  5.3 “Tag questions (be, do, have)”  5.4 “Interrogative words: when, where, why”  5.5 “Interrogative words and phrases”</p> <p><b>Communication</b></p> <p>2.1-5 “Asking for advice”  2.4 “Asking for directions”  2.5 “Offering and asking for help”  5.1 “Asking for help and clarification”  5.2 “Asking for and following directions”  5.3 “Inviting and responding to invitations”</p>
	Senior Mastery:	<p><b>Grammar</b></p> <p>4.1: “Review: Yes/No and WH questions”  4.3 “Tag questions”  4.4 “Questions in reported speech”</p> <p><b>Communication</b></p> <p>1.10 “Inviting and responding to invitations”  5.6 “Requesting assistance”  9.5 “Asking about benefits”  10.1 “Asking for and giving technical assistance”  12.1-5 “Leading class discussion”</p>

	Master Pronunciation:	<p><b>Useful Phrases</b></p> <p>Getting Things Done:          “Asking for information”          “Ask for directions”          “Requests: Make/Respond to”          “Permission: Ask for /Give/Refuse”          “Help: Offer/Accept/Refuse”</p> <p>Dealing with Language Problems:          “Ask for Language Help”          “Ask for Repetition”          “Check Comprehension”</p> <p><b>Beyond Sounds</b>          “Intonation: Yes/no and WH-questions”          “Intonation: Alternative questions”</p>
Understanding and producing technical vocabulary and text features according to content area	Middle Mastery:	5.1-5 “Biology”
	Senior Mastery:	10.1-3 “Asking for Technical Help” 12.1-5 “Discussing Literature”
	ELLIS Website “Student Corner” Reading/Writing Activities	
Demonstrating knowledge through application in a variety of contexts	<p>ALL Lessons</p> <p>Each ELLIS lesson has users answer questions in a variety of formats. The ELLIS Student Workbooks an Course Book also allow students to demonstrate the language skills they have acquired in academic formats.</p> <p>ELLIS Website “Student Corner” Reading/Writing Activities</p>	

<b>Standard 3</b>	<b>To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge</b>
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<b>Descriptors</b>	<b>ELLIS Correlation</b>	
Focusing attention selectively	Each lesson in ELLIS requires students to watch a video, then answer questions which involve different types of listening (i.e. for details, for key words, for general meaning)	
Applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text	ELLIS Website “Student Corner” Reading/Writing Activities	
Using context to construct meaning	ALL Lessons Each ELLIS videos provide a real-life context for the language skills taught in ELLIS. Users are encouraged to watch the video to infer meaning and learn verbal and nonverbal communication principles.	
Taking notes to record important information and aid one’s own learning		
Applying self-monitoring and self-corrective strategies to build and expand a knowledge base	ALL Lessons Each page in ELLIS contains the voice-recorder which students can use to listen to their own pronunciation to be able to compare it to a native-speaker. They build their ability using this tool to becoming increasingly aware or, self-monitor, and self-correct their pronunciation.	
Determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study)	Senior Mastery:	4.1 “Identify study habits”
Planning how and when to use cognitive strategies and applying them appropriately to a learning task	ELLIS Methodology – New concepts are often presented using the deductive method. Students see examples and are encouraged to find patterns or create rules that to explain what they observe. After deducing what they can, rules are shown and demonstrated.	
Actively connecting new information to information previously learned		
Evaluating one’s own success in a completed learning task	ALL Lessons Quizzes at the end of every lesson allow students to see their score and see the success they have achieved at the end of every lesson. Immediate feedback in practice items also provide users know if they are correctly understanding the new language principles.  Each page in ELLIS also contains the voice-recorder which students can use to listen to their own pronunciation to be able to compare it to a native-speaker.	
Recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members)	Basics:	Vocabulary 6 “Making requests” 7 “Asking for and giving directions” 8 “Asking about prices”

	Intro:	1.3 “Asking for language help” 6.3 “Asking for clarification”
	Middle Mastery:	5.1 “Asking for help and clarification”
	Senior Mastery:	8.1 “Asking for assistance” 10.1 “Asking for and giving technical assistance”
	Master Pronunciation:	Useful Phrases  Getting Things Done: “Asking for information” “Ask for directions” “Requests: Make/Respond to” “Permission: Ask for /Give/Refuse” “Help: Offer/Accept/Refuse”  Dealing with Language Problems: “Ask for Language Help” “Ask for Repetition” “Check Comprehension”
Imitating the behaviors of native English speakers to complete tasks successfully	ALL Lessons	Each page in ELLIS contains the voice-recorder which students can use to listen to their own pronunciation to be able to compare it to a native-speaker. They build their ability using this tool to becoming increasingly aware or, self-monitor, and self-correct their pronunciation.
Knowing when to use native language resources (human and material) to promote understanding	ALL Lessons in Basics, Intro, Middle Mastery, Master Pronunciation:	ELLIS provides translations of key content and program instructions in dozens of various native-languages. Students can choose whether or not to access this resource to learn new information. Teachers can also turn this resource on and off.

**GOAL 3**

<b>Standard 1</b>	<b>To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting</b>
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Descriptors	ELLIS Correlation	
Using the appropriate degree of formality with different audiences and settings	Opportunity for this is created in ELLIS. The pedagogical intent of providing video of realistic situations is, in part, to model authentic language usage. This provides learners with a sense of when and how new content is used appropriately. The targeted skills are taught in a variety of contexts, giving the students a good grasp of communication in a variety of situations.	
Recognizing and using standard English vernacular dialects appropriately	Opportunity for this is created in ELLIS. The pedagogical intent of providing video of realistic situations is, in part, to model authentic language usage.  Many of the communication tutorials within the ELLIS products demonstrate different dialects of standard English, including regional dialects within the United States and British English.	
Using a variety of writing styles appropriate for different audiences, purposes, and settings	ELLIS Website “Student Corner” Reading & Writing Activities	
Responding to and using slang appropriately	Middle Mastery:	3.1-4 “Slang expressions” 5.1-5 “Slang expressions”
Responding to and using idioms appropriately	ALL Lessons Each lesson in ELLIS contains instruction on the speech acts and idioms contained in that lessons video script.	
Responding to and using humor appropriately	Each Intro Course book contains numerous humorous cartoons to teach aspects of humor in the English speaking culture and to begin class discussions on such.	
Determining when it is appropriate to use a language other than English		
Determining appropriate topics for interaction	Intro:	8.3 “Getting better acquainted”
	Middle Mastery:	3.1-3 “Subjects for small talk” 4.1-3 “Subjects for small talk”
	Senior Mastery:	1.5 “Avoiding certain topics in small talk”

<b>Standard 2</b>	<b>To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting</b>
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Descriptors	ELLIS Correlation
Interpreting and responding appropriately to nonverbal cues and body language	ALL Lessons Each lesson in ELLIS begins with a video which models verbal combined with non-verbal communication and allows students to observe how native-speakers communicate in various settings.
Demonstrating knowledge of acceptable nonverbal classroom behaviors	Senior Mastery: 12:1-5 Each lesson begins with a video which models verbal combined with non-verbal communication and allows students to observe how native-speakers communicate in an academic setting.
Using acceptable tone, volume stress, and intonation in various social settings	Opportunity for this is created in ELLIS. The pedagogical intent of providing video of realistic situations is, in part, to model authentic language usage. This provides learners with a sense of how tone, volume stress and intonation help communicate.
Recognizing and adjusting behavior in response to nonverbal clues	

<b>Standard 3</b>	<b>To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence</b>
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Descriptors	ELLIS Correlation	
Observing and modeling how others speak and behave in a particular situation or setting	ALL Lessons Each lesson in ELLIS begins with a video which models verbal combined with non-verbal communication and allows students to observe how native-speakers communicate in various settings. The ability to voice record in ELLIS also gives students the ability to observe and model correct pronunciation of sounds, words, and phrases in English.	
Experimenting with variations of language in social and academic settings	ALL Lessons Communication tutorials and notes teach a number of ways to accomplish the same speech act according to levels of formality and audience; greetings, introductions, etc.  Middle & Senior Mastery Using video-branching, users are taught the multiple ways one conversation can be completed.	
Seeking information about appropriate language use and behavior	Intro:	1.3 “Asking for language help” 6.3 “Asking for clarification”
	Middle Mastery:	5.1 “Asking for help and clarification”
	Senior Mastery:	8.1 “Asking for assistance” 10.1 “Asking for and giving technical assistance”

	Master Pronunciation	Useful Phrases  Getting Things Done: “Asking for information” “Requests: Make/Respond to” “Permission: Ask for /Give/Refuse” “Help: Offer/Accept/Refuse”  Dealing with Language Problems: “Ask for Language Help” “Ask for Repetition” “Check Comprehension”
Self-monitoring and self-evaluating language use according to settings and audience	ELLIS Methodology: Opportunity for this is created in ELLIS. The pedagogical intent of providing video of realistic situations is, in part, to model authentic language usage in a variety of settings. The targeted skills are taught in a variety of contexts, giving the students a good grasp of communication in a variety of situations.  Each page in ELLIS also contains the voice-recorder which students can use to listen to their own pronunciation to be able to compare it to a native-speaker. They build their ability using this tool to becoming increasingly aware or, self-monitor, and self-correct their pronunciation.	
Analyzing the social context to determine appropriate language use	Each of the communication lessons in ELLIS demonstrates the differing levels of formality involved used in individual speech acts.  Master Pronunciation: Useful Phrases also gives users the opportunities to see differing levels of formality in speech acts and useful phrases in English.	
Rehearsing variations for language in different social and academic settings	ELLIS Methodology: Each ELLIS lesson allows students to record their voice as they learn new sounds, words and phrases to build confidence and fluency. ELLIS Role Plays in each lesson also allow students to practice rehearsing for different social, vocational, and academic settings.	
Deciding when use of slang is appropriate	Middle Mastery:	3.1-4 “Slang expressions” 5.1-5 “Slang expressions”

Please refer to the ELLIS Scope and Sequence chart for more complete and more specific listings. Refer also to the TESOL *ESL Standards* for more specific listings of Sample Progress Indicators.