



TESOL ESL Standards for Grades 9-12 Correlated to ELLIS

Goal 1

Descriptors	Selected ELLIS Correlations
<p style="text-align: center;">Standard 1</p> <ul style="list-style-type: none"> • Sharing and requesting information • Expressing needs, feelings, and ideas • Using nonverbal communication in social interactions • Getting personal needs met • Engaging in conversation • Conducting transactions 	<p style="text-align: center;">Sm 8,3-4 Sm 11,1 --- Sm 8,1 Sm 2,1-4 Sm 4,2</p>
<p style="text-align: center;">Standard 2</p> <ul style="list-style-type: none"> • Describing, reading about, or participating in a favorite activity • Sharing social and cultural traditions and values • Expressing personal needs, feelings, and ideas • Participating in popular culture 	<p style="text-align: center;">Sm 2,3 Sm\Mm culture Sm 11,1 Mm5, 1-5</p>
<p style="text-align: center;">Standard 3</p> <ul style="list-style-type: none"> • Testing hypotheses about language • Listening to and imitating how others use English • Exploring alternative ways of saying things • Focusing attentions selectively • Seeking support and feedback from others • Comparing nonverbal and verbal cues • Self-monitoring and self-evaluating language development • Using the primary language to ask for clarification • Learning and using language “chunks” • Selecting different media to help understand language • Practicing new language • Using context to get meaning 	<p style="text-align: center;">--- Sm\Mm role play Mm 4,1 Sm 11 Sm 12,2-3 --- Master Pron Mm II Mm 4,1 Sm\Mm phrases Sm\Mm grammar Sm\Mm Sm\Mm</p>

- 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.
- Sm = Senior Mastery, Mm = Middle Mastery
- When listing references to ELLIS, the first number is the theme, the second is the lesson, and the third is the branch. (e.g., 7, 2.1 = theme 7, lesson 2, branch 1)



TESOL ESL Standards for Grades 9-12 Correlated to ELLIS

Goal 2

Descriptors	Selected ELLIS Correlations
<p style="text-align: center;">Standard 1</p> <ul style="list-style-type: none"> • following oral and written directions, implicit and explicit • requesting and providing clarification • participating in full-class, group, and pair discussions • asking and answering questions • requesting information and assistance • negotiating and managing interaction to accomplish tasks • explaining actions • elaborating and extending other people’s ideas and words • expressing likes, dislikes, and needs 	<p style="text-align: center;">Sm 10\Mm 2,5 Sm 10,1-2; Mm 5,4 Sm 12,1; Sm 11 Sm 4, 1-5\Mm 5 Sm 10,1; Sm 8,1.culture Sm 11,4 culture Sm 7,4; Mm 2,5 Sm 12.,4-5 culture Sm 5,1 culture; Sm 4,2-3</p>
<p style="text-align: center;">Standard 2</p> <ul style="list-style-type: none"> • comparing and contrasting information • persuading, arguing, negotiating, evaluating, and justifying • listening to, speaking, reading, and writing about subject matter information • gathering information orally and in writing • retelling information • selecting, connecting, and explaining information • analyzing, synthesizing, and inferring from information • responding to the work of peers and others • representing information visually and interpreting information presented visually • hypothesizing and predicting • formulating and asking questions • understanding and producing technical vocabulary and text features according to content area • demonstrating knowledge through application in a variety of contexts 	<p style="text-align: center;">Sm 2, 2-4 grammar Sm 11, 1-3 Sm 12, 1-2</p> <p style="text-align: center;">Sm 5, 1-2 culture --- Sm 5, 1-2 Sm 6,2 Sm 12, 4-5 culture --- ---</p> <p style="text-align: center;">---</p> <p style="text-align: center;">Sm 4, 1-5 grammar guide Sm 10, 1-3</p> <p style="text-align: center;">Sm\Mm practice items</p>

Standard 3	
<ul style="list-style-type: none"> • focusing attention selectively • applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text • using context to construct meaning • 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 • determining and establishing the conditions that help one become and effective learner (e.g., when, where, how to study) • planning how and when to use cognitive strategies and applying them appropriately to a learning task • actively connecting new information to information previously learned • evaluating one’s own success in a completed learning task • recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members) • imitating the behaviors of native English speakers to complete tasks successfully • knowing when to use native language resources (human and material) to promote understanding 	<p>Sm 11, 2-4\Sm 12, 1-5 Mm\Sm script page and practice items Sm 7, 1-4 --- Sm\Mm tests and practice items Mm 5, 1-4 vocabulary --- Sm\Mm practice items, tests Sm\Mm voice recording, tests Sm 10, 1-3\Mm 2, 4-5 Mm 2\Sm 8 Mm native language guide</p>

- 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.
- Sm = Senior Mastery, Mm = Middle Mastery
- When listing references to ELLIS, the first number is the theme, the second is the lesson, and the third is the branch. (e.g., 7, 2.1 = theme 7, lesson 2, branch 1)



TESOL ESL Standards for Grades 9-12 Correlated to ELLIS

Goal 3

Descriptors	Selected ELLIS Correlations
<p style="text-align: center;">Standard 1</p> <ul style="list-style-type: none"> •using the appropriate degree of formality with different audiences and settings •recognizing and using standard English vernacular dialects appropriately •using a variety of writing styles appropriate for different audiences, purposes, and settings •responding to and using slang appropriately •responding to and using idioms appropriately •responding to and using humor appropriately •determining when it is appropriate to use a language other than English •determining appropriate topics for interaction 	<p style="text-align: center;">Sm 1, 1-3</p> <p style="text-align: center;">Sm 2,3 culture, phrase</p> <p style="text-align: center;">Mm 5,1\Mm 4,1&3 Sm 2,2 Mm 4,1.4 culture</p> <p style="text-align: center;">Mm 3, 1-3\Sm 1, 2-3</p>
<p style="text-align: center;">Standard 2</p> <ul style="list-style-type: none"> •interpreting and responding appropriately to nonverbal cues and body language •demonstrating knowledge of acceptable nonverbal classroom behaviors •using acceptable tone, volume stress, and intonation in various social settings •recognizing and adjusting behavior in response to nonverbal clues 	<p style="text-align: center;">Nonverbal communication is not explicitly taught in ELLIS. However, students can infer appropriate nonverbal communication throughout all ELLIS programs.</p>
<p style="text-align: center;">Standard 3</p> <ul style="list-style-type: none"> •Observing and modeling how others speak and behave in a particular situation or setting •experimenting with variations of language in social and academic settings •seeking information about appropriate language use and behavior •self-monitoring and self-evaluating language use according to settings and audience •analyzing the social context to determine appropriate language use •rehearsing variations for language in different social and academic settings •deciding when use of slang is appropriate 	<p style="text-align: center;">Mm 3, 1-4 role play</p> <p style="text-align: center;">Sm 12, 1-3\Sm 11</p> <p style="text-align: center;">ELLIS tests and practice items Sm 9\Mm 4, 1-3</p> <p style="text-align: center;">Sm 3,3\Mm 5,1-5</p> <p style="text-align: center;">Mm 3, 1-4\Mm 4, 1-3 phrases</p>

- 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.
- Sm = Senior Mastery, Mm = Middle Mastery
- When listing references to ELLIS, the first number is the theme, the second is the lesson, and the third is the branch. (e.g., 7, 2.1 = theme 7, lesson 2, branch 1)