

**NEW YORK STATE ENGLISH AS A  
SECOND LANGUAGE TEST  
(NYSESLAT)**

**GRADES 9-12**

**TEST SPECIFICATIONS  
WITH LINKS TO STANDARDS**

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# **PART I**

## **TEST SPECIFICATIONS**

**for**

**WRITING**

**SPEAKING**

**READING**

**LISTENING**

# WRITING

Number of Writing Tasks: 8

Task Types are:

- Prewriting for a story/essay
- Writing the story/essay
- Editing a piece of writing

Notes on the tasks:

1. (Except for the student’s name) dictated words are of one syllable.
2. Dictated sentences include a declarative descriptive sentence, a declarative sentence with a direct object, and a question.
3. The picture for question 8 shows activities familiar to young students.

## SCORING THE WRITING EXERCISES

The 9-12 Writing exercises are scored holistically using a 0-1-2-3 point rating system for prewriting and editing and a 0-1-2-3-4 point rating system for writing a story/essay.

### Task Type 1: Prewriting for a story/essay

Score	Characteristics of Students Responses
<b>3</b>	The student: <ul style="list-style-type: none"> <li>• completes the brainstorming chart according to the instructions</li> <li>• writes in all organization boxes</li> <li>• provides an appropriate rationale for the way he or she filled in the organization boxes</li> </ul>
<b>2</b>	The student: <ul style="list-style-type: none"> <li>• completes the brainstorming chart according to the instructions</li> <li>• writes in all organization boxes.</li> <li>• attempts to give an appropriate rationale for the way he or she filled in the organization boxes, but the rationale may be incomplete or insufficiently described</li> </ul> OR, the student: <ul style="list-style-type: none"> <li>• completes either the brainstorming chart or the organizational boxes according to the instructions</li> <li>• gives an appropriate rationale for writing about the changes in a particular order</li> </ul>
<b>1</b>	The student: <ul style="list-style-type: none"> <li>• writes something relevant to the topic in at least one of the boxes in the brainstorming chart</li> <li>• writes in at least one of the organization boxes</li> <li>• does not provide an appropriate rationale for writing about the changes in a particular order</li> </ul>
<b>0</b>	There is no response, the response does not address the questions at all, or the information is irrelevant or incoherent.

## Task Type 2: Writing the essay/story

Score	Characteristics of Students Responses
<b>4</b>	<p>The student's response:</p> <ul style="list-style-type: none"> <li>○ is completely and easily comprehensible; has an appropriate main idea or theme</li> <li>○ provides appropriate and specific details, examples and, if required, supporting evidence; and develops in a coherent and connected way</li> <li>○ contains language that flows in well-developed sentences, with some variety in sentence structure</li> <li>○ shows well-developed vocabulary resources (the student usually finds appropriate words to convey meaning)</li> <li>○ displays few errors in grammar, spelling and punctuation; errors do not interfere with communication</li> </ul>
<b>3</b>	<p>The student's response:</p> <ul style="list-style-type: none"> <li>○ is comprehensible, though the reader may have to make an effort to understand it; has an identifiable main idea or purpose</li> <li>○ provides some appropriate details, examples and, if required, supporting evidence; and develops in a coherent and connected way</li> <li>○ is written entirely, or almost entirely, in complete sentences; displays some variety in sentence structure</li> <li>○ shows emerging vocabulary resources (the student often finds appropriate words to convey meaning)</li> <li>○ displays some errors in grammar (for example, in the use of articles and prepositions), spelling and punctuation, but these errors do not impede communication</li> </ul>
<b>2</b>	<p>The student's response:</p> <ul style="list-style-type: none"> <li>○ is somewhat comprehensible but often requires a marked effort on the part of the reader to understand it; may lack a main idea</li> <li>○ often fails to provide appropriate details, examples, or evidence</li> <li>○ displays little or no variety in sentence structure; the writing may be choppy or abrupt</li> <li>○ shows basic vocabulary resources; errors in word choice sometimes interfere with communication</li> <li>○ displays frequent errors in grammar, spelling, punctuation, and other conventions, and avoids more difficult structures; errors may interfere with communication</li> </ul>
<b>1</b>	<p>The student's response:</p> <ul style="list-style-type: none"> <li>○ is often incomprehensible; has no main idea or clear purpose; and may not address every part of the question/prompt</li> <li>○ provides few, if any, details, examples, or evidence</li> <li>○ contains few, if any, complete sentences; the writing may seem inappropriate or incoherent</li> <li>○ shows a limited range of vocabulary, which interferes with communication</li> <li>○ shows little control of grammar and of the conventions of written English</li> </ul>
<b>0</b>	<p>The student's response is not recognizable as written English, does not address the question at all, or is completely irrelevant or incoherent.</p>

### Task Type 3: Editing a piece of writing

<b>SCORE</b>	<b>Number of Errors the Student Corrects Properly</b>
<b>3</b>	<b>10 - 12</b>
<b>2</b>	<b>6 - 9</b>
<b>1</b>	<b>3 - 5</b>
<b>0</b>	<b>0 - 2</b>

## SPEAKING

Number of Test Questions: 5

Task Types for Students:

- Narrate a story based on a 4-picture sequence\*
- Describe and interpret information in a chart or graph\*
- Give directions based on a map
- Ask appropriate questions in school or social situations
- Provide information and assistance
- Explain actions, choices, and decisions
- Make an argument/speak persuasively
- Express an opinion or explain a personal preference
- Make a comparison/contrast

\* Asterisked item types will appear in each form.

## SCORING THE SPEAKING TASKS

The 9-12 Speaking tasks are scored holistically using a 0-1-2-3 point rating system. The administrator of the tasks scores each task after the student has finished speaking.

### SCORING GUIDE FOR 9-12 SPEAKING

#### SPEAKING 3-2-1-0 SCALE

Score	Characteristics of Student Responses
<b>3</b>	<p>The student's response:</p> <ul style="list-style-type: none"> <li>• is completely and easily comprehensible</li> <li>• is coherent</li> <li>• is fluent</li> <li>• provides appropriate and specific details and/or examples</li> <li>• shows well-developed vocabulary resources (the student can usually find the right word)</li> <li>• may display grammatical mistakes (for example, in the use of articles or prepositions), but mistakes do not generally interfere with communication</li> <li>• may display an accent, but errors of pronunciation and intonation do not interfere with communication</li> </ul>
<b>2</b>	<p>The student's response:</p> <ul style="list-style-type: none"> <li>• is comprehensible, but may require effort on the part of the listener</li> <li>• develops in a somewhat coherent way</li> <li>• is somewhat fluent</li> <li>• provides some appropriate and specific details and/or examples</li> <li>• displays a basic, but not wide or extensive vocabulary (the student sometimes cannot find the right word)</li> <li>• grammatical errors sometimes interfere with comprehension</li> <li>• may display errors in pronunciation and/or intonation that interfere with communication</li> </ul>
<b>1</b>	<p>The student's response:</p> <ul style="list-style-type: none"> <li>• is somewhat comprehensible</li> <li>• presents limited ideas (the student has difficulty expressing a complete thought without prompting)</li> <li>• is spoken haltingly (the student usually does not produce no more than one or two words at a time)</li> <li>• provides few, if any, details or examples</li> <li>• shows a very limited range of vocabulary, which interferes with communication (the student often cannot find the right word)</li> <li>• makes numerous grammatical errors that interfere with communication</li> <li>• shows little control of pronunciation, intonation, or stress</li> </ul>
<b>0</b>	<p>The student gives no response, gives a response that cannot be understood as English, or does not demonstrate an understanding of English.</p>

# READING

Number of Questions: 25

Task Types for Students:

- Reading comprehension passages with multiple-choice questions. Students mark their answers on a multiple-choice answer sheet.
- Passage Types
  - Fiction/Literary (1-3 passages)
  - Graphic (1-2 passages)
  - Non-fiction (1-3 passages)

Note on Passage Types

- Among the nonfiction, fiction, and graphic passages, test item writers and test assemblers are encouraged to include passages that reflect cultural patterns and norms in the United States and /or the cultures and perspectives of immigrants to the United States.
- Question Types That Must Be Represented:
  - Main Idea/Topic Summary
  - Detail/Fact
  - Vocabulary
  - Sequence of Events/Process
  - Inference/Prediction
  - Reference/Antecedent
  - Cause/Effect
  - Interpretation
  - Literary Elements such as Plot, Character, or Setting

Question Types That Will Also Be Represented, as Appropriate:

- Author's Purpose
- Literary/Genre
- Fact versus Opinion

# LISTENING

Number of Test Questions: 24

Stimulus material for the Listening test is presented on an audiotape. Students mark their answers on a multiple-choice answer sheet.

Stimulus Types:

- Picture Description (4-8 Questions)
- Informative/Academic (6-8 Questions)
- Literary Text (2-4 Questions)
- Social Interaction (8-12 Questions)

Question Types:

- Matching Statements with Pictures (At least 4 questions)
- Listening Selectively for a Specific Purpose (At least 3 questions)
- Listening for Main Ideas (At least 4 questions)
- Listening for Details (At least 6 questions)
- Making Inferences/Predictions (At least 3 questions)

Notes:

Stimulus material for the Listening test is presented on an audiotape. Students mark their answers on a multiple-choice answer sheet.

## **PART II**

# **ALIGNMENT OF STANDARDS AND TASK & QUESTION TYPES**

# Alignment of Standards and Specifications

## Grades 9-12

New York ESL Learning Standards	Task/Item Types
<p><b>Standard 1:</b> English for information and understanding.</p>	<p><i>Writing</i> – Prewriting, writing the story/essay, editing</p> <p><i>Speaking</i> – Narrate a story based on a picture sequence, describe and interpret information in a chart or graph, give directions based on a map, make a comparison/contrast</p> <p><i>Reading</i> – Nonfiction passages in everyday or academic language, passages presenting information in a graphically organized form (including charts, graphs, maps, and calendars), inference, sequence of events or stages in a process, compare, contrast, categorize information, vocabulary</p> <p><i>Listening</i> – Informative/academic, matching statements with pictures, listening selectively for a specific purpose, listening for main ideas, listening for details, making inferences/predictions</p>
<p><b>Standard 2:</b> English for literary response, enjoyment, and expression.</p>	<p><i>Reading</i> – Stories or excerpts from fiction and/or poems, literary elements, such as plot, character, setting, or theme, predictions or inferences based on literary works, interpretation of literary meaning, literary genres</p> <p><i>Listening</i> – Literary text, listening for main ideas, listening for details, making inferences/predictions</p>
<p><b>Standard 3:</b> English for critical analysis and evaluation.</p>	<p><i>Writing</i> – Writing the story/essay</p> <p><i>Speaking</i> – Make an argument/speak persuasively</p> <p><i>Reading</i> – Main idea, facts or details, author’s purpose, understand syntax, referents, and antecedents</p> <p><i>Listening</i> – Making inferences/predictions based on in spoken text</p>
<p><b>Standard 4:</b> English for classroom and social interaction.</p>	<p><i>Speaking</i> – Ask appropriate questions in school or social situations, provide information and assistance, explain actions, choices, and decisions, express an opinion or explain a personal preference</p> <p><i>Listening</i> – Social interaction</p>
<p><b>Standard 5:</b> English for cross-cultural knowledge and understanding.</p>	<p><i>Reading</i> – Passages that reflect cultural patterns and norms in the United States and/or of the cultures and perspectives of immigrants to the United States</p> <p><i>Listening</i> – Social interaction</p>

# WRITING

## ALIGNMENT OF TASK TYPES WITH THE NEW YORK STATE ESL LEARNING STANDARDS

Task Types	NYS Learning Standards for English as a Second Language
Prewriting	<p><u>Standard 1, Performance Indicators 8, 9, 11</u></p> <ul style="list-style-type: none"> <li>• “Select a focus, organization, and point of view for oral and written presentations, and justify this selection.”</li> <li>• “Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. Such patterns and structures include chronological order, cause and effect, problem and solution, and general-to-specific presentation.”</li> <li>• “Use the process of prewriting, drafting,...to produce well-constructed informational texts.”</li> </ul>
Writing the story/essay	<p><u>Standard 1, Performance Indicators 9, 12</u></p> <ul style="list-style-type: none"> <li>• “Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. Such patterns and structures include chronological order, cause and effect, problem and solution, and general-to-specific presentation.”</li> <li>• “Convey information and ideas through...written language, using conventions and features of American English appropriate to audience and purpose. ...Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization, paragraphing, and a wide variety of sentence structures.”</li> </ul> <p><u>Standard 3, Performance Indicator 1</u></p> <ul style="list-style-type: none"> <li>• “Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences; justify and explain the rationale for positions, using persuasive language, tone, evidence, and well-developed arguments...”</li> </ul>
Editing	<p><u>Standard 1, Performance Indicators 11, 12</u></p> <ul style="list-style-type: none"> <li>• “Use the process of...revising, peer editing, and proofreading...to produce well-constructed informational texts.”</li> <li>• “Convey information and ideas through...written language, using conventions and features of American English appropriate to audience and purpose. ...Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization, paragraphing, and a wide variety of sentence structures.”</li> </ul>

# SPEAKING

## ALIGNMENT OF TASK TYPES WITH THE NEW YORK STATE ESL LEARNING STANDARDS

Task Types	NYS Learning Standards for English as a Second Language
ALL	<p><u>Standard 1, Performance Indicators, 5, 12, 15</u></p> <ul style="list-style-type: none"> <li>• “Formulate, ask, and respond to various question forms to obtain, clarify, and extend information and meaning.”</li> <li>• “Convey information and ideas through spoken...language, using conventions and features of American English appropriate to audience and purpose. Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation...”</li> <li>• “Apply self-monitoring and self-correcting strategies for accurate language production...”</li> </ul> <p><u>Standard 4, Performance Indicators 3, 6, 8, 12</u></p> <ul style="list-style-type: none"> <li>• “Request and provide information and assistance, orally..., for personal, social, and academic purposes.”</li> <li>• “Understand and use a variety of context-specific oral communication strategies in American English for a range of personal and academic purposes. Such strategies include making confirmation checks, clarifying or requesting clarification, paraphrasing, and repairing miscommunication.”</li> <li>• “Negotiate and manage interactions to accomplish social and classroom tasks.”</li> <li>• “Apply self-monitoring and self-correcting strategies in social and classroom interactions. Such strategies include asking questions, starting over, rephrasing, and exploring alternative pronunciations or wording.”</li> </ul>
Narrate a story based on a picture sequence	<p><u>Standard 1, Performance Indicators 6, 9</u></p> <ul style="list-style-type: none"> <li>• “Support inferences about information and ideas with reference ... Such features include vocabulary, format, facts, sequence, and relevance of details.”</li> <li>• “Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. Such patterns and structures include chronological order, cause and effect, problem and solution, and general-to-specific presentation.”</li> </ul>
Give directions based on a map	<p><u>Standard 1, Performance Indicator 9</u></p> <ul style="list-style-type: none"> <li>• “Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. Such patterns and structures include chronological order, cause and effect, problem and solution, and general-to-specific presentation.”</li> </ul>
Describe and interpret information in a chart or graph	<p><u>Standard 1, Performance Indicators 2, 4, 7</u></p> <ul style="list-style-type: none"> <li>• “...interpret, and analyze information related to academic content areas from various sources. Such sources include ...charts, graphs, maps, and diagrams.”</li> <li>• “Compare, contrast, categorize, and synthesize to gain a deeper understanding of information ...”</li> <li>• “Present information clearly in a variety of oral ...forms... and purposes related to all academic content areas. Such forms include paraphrases, summaries, ...charts,</li> </ul>

	<p>and other graphics.”</p> <p><u>Standard 3, Performance Indicator 1</u></p> <ul style="list-style-type: none"> <li>ideas, texts, ...Forms of such presentations include ...visual (posters, graphs, charts, and illustrations)...</li> </ul>
Ask appropriate questions in school or social situations	<p><u>Standard 4, Performance Indicator 9</u></p> <ul style="list-style-type: none"> <li>“Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations. Such expressions and routines include asking permission, making and responding to requests,...”</li> </ul>
Provide information and assistance	<p><u>Standard 4, Performance Indicator 3</u></p> <ul style="list-style-type: none"> <li>“...[P]rovide information and assistance, orally.., for personal, social, and academic purposes.”</li> </ul>
Explain actions, choices, and decisions	<p><u>Standard 4, Performance Indicator 5</u></p> <ul style="list-style-type: none"> <li>“Explain actions, choices, and decisions in social and academic situations.”</li> </ul>
Make an argument/ Speak persuasively	<p><u>Standard 3, Performance Indicator 6</u></p> <ul style="list-style-type: none"> <li>“Speak... to effectively influence an audience (e.g., to persuade, negotiate, argue)...”</li> </ul>
Express an opinion or explain a personal preference	<p><u>Standard 4, Performance Indicators 2, 5</u></p> <ul style="list-style-type: none"> <li>“Describe, ... or recommend a favorite activity, book, song, or other interest...”</li> <li>“Explain actions, choices, and decisions in social and academic situations.”</li> </ul>
Make a comparison/ contrast	<p><u>Standard 1, Performance Indicator 4</u></p> <ul style="list-style-type: none"> <li>identify complexities and discrepancies in the information.”</li> </ul>

# READING

## ALIGNMENT OF PASSAGE & QUESTION TYPES WITH THE *NEW YORK STATE ESL LEARNING STANDARDS*

Passage Types	NYS Learning Standards for English as a Second Language
Nonfiction passages in everyday or academic language	<p><u>Standard 1, Performance Indicator 2</u></p> <ul style="list-style-type: none"> <li>• “Read...organize, discuss, interpret, and analyze information related to academic content from various sources. Such sources include reference books, magazines, textbooks, the Internet...”</li> </ul>
Stories or excerpts from fiction and/or poems	<p><u>Standard 2, Performance Indicator 1</u></p> <ul style="list-style-type: none"> <li>• “Read...and discuss a variety of literature of different genres. Such genres include picture books, poems,...stories from children’s magazines, fables, myths and legends...and works of fiction intended for young readers, including works of popular American culture.”</li> </ul>
Passages presenting information in a graphically organized form (including charts, graphs, maps, and calendars)	<p><u>Standard 1, Performance Indicator 2</u></p> <ul style="list-style-type: none"> <li>• “Read...organize, discuss, interpret and analyze information related to academic content areas...Such sources include...charts, graphs, maps, and diagrams.”</li> </ul>
Passages that reflect cultural patterns and norms in the United States and/or the cultures and perspectives of immigrants to the United States	<p><u>Standard 5, Performance Indicators 2 and 3</u></p> <ul style="list-style-type: none"> <li>• <u>5.2</u> “Demonstrate familiarity with a broad range of U.S. cultural and political referents...Such cultural and political referents include holidays, symbols, traditions, customs, governance systems, and schooling.”</li> <li>• <u>5.3</u> “Recognize and share cross-cultural experiences and ideas, and connect with those of others.”</li> </ul>

Question Types	NYS Learning Standards for English as a Second Language
Main Idea	<u>Standard 3, Performance Indicator 3</u> <ul style="list-style-type: none"> <li>“Recognize personal point of view in self and others in discussing, interpreting, and evaluating information.”</li> </ul>
Facts or Details	<u>Standard 3, Performance Indicator 1</u> <ul style="list-style-type: none"> <li>“Form and express responses to a variety of literary, informational, and persuasive material...use details and evidence as support.”</li> </ul>
Author’s Purpose	<u>Standard 3, Performance Indicators 3 and 5</u> <ul style="list-style-type: none"> <li>“Recognize personal point of view in self and others in discussing, interpreting, and evaluating information.”</li> <li>“Recognize, explain, evaluate, and analyze how structural features affect readers’...understanding and appreciation of text.”</li> </ul>
Inference	<u>Standard 1, Performance Indicator 6</u> <ul style="list-style-type: none"> <li>“Support inferences about information and ideas with reference to features in...written text. Such features include vocabulary, format, facts, sequence, register, and relevance of details.”</li> </ul>
Sequence of Events or Stages in a Process	<u>Standard 1, Performance Indicator 6</u> <ul style="list-style-type: none"> <li>“Support inferences about information and ideas with reference to features in...written text. Such features include...sequence...”</li> </ul>
Compare, Contrast, Categorize Information	<u>Standard 1, Performance Indicator 4</u> <ul style="list-style-type: none"> <li>“Compare, contrast, categorize, to gain a deeper understanding of information and objects.”</li> </ul>
Vocabulary	<u>Standard 1, Performance Indicator 1</u> <ul style="list-style-type: none"> <li>“Identify and use reading strategies...to make text comprehensible and meaningful. Such strategies include...using structural and context clues, cognates...and an understanding of letter-sound relationships to decode difficult words.”</li> </ul>
Understand Syntax, Referents, and Antecedents	<u>Standard 3, Performance Indicator 5</u> <ul style="list-style-type: none"> <li>“Recognize...and analyze how structural features affect readers’ understanding and appreciation of text. Such features include organization, syntax, [and] repetition of words or ideas...”</li> </ul>
Literary Elements, such as Plot, Character, Setting, or Theme	<u>Standard 2, Performance Indicator 4</u> <ul style="list-style-type: none"> <li>“Locate and identify key literary elements in texts... Such elements include setting, character, plot, theme, repetition, and point of view.”</li> </ul>
Predictions or Inferences based on Literary Works	<u>Standard 2, Performance Indicator 5</u> <ul style="list-style-type: none"> <li>“Make predictions, inferences, and deductions, and discuss the meaning of literary works with some attention to meaning beyond the literal level...”</li> </ul>
Interpretation of Literary Meaning	<u>Standard 2, Performance Indicators 5 and 12</u> <ul style="list-style-type: none"> <li>“[D]iscuss the meaning of literary works with some attention to meaning beyond the literal level...”</li> <li>“Apply learning strategies to comprehend and make inferences about literature...Such strategies include asking questions, using prior knowledge, graphic organizers, and context cues...”</li> </ul>
Literary Genres	<u>Standard 2, Performance Indicator 3</u> <ul style="list-style-type: none"> <li>“Recognize some features that distinguish some genres and use those features to aid comprehension.”</li> </ul>

# LISTENING

## ALIGNMENT OF STIMULUS AND TASK TYPES WITH THE *NEW YORK STATE ESL LEARNING STANDARDS*

Stimulus Types	NYS Learning Standards for English as a Second Language
Picture Description	<p><u>Standard 1, Performance Indicator 4</u></p> <ul style="list-style-type: none"> <li>• “Compare, contrast, ... to gain a deeper understanding of information and objects.”</li> </ul>
Informative / Academic	<p><u>Standard 1, Performance Indicators 1, 3, 10</u></p> <ul style="list-style-type: none"> <li>• “Identify and use ... listening strategies to make text comprehensible and meaningful. Such strategies include ...listening selectively; listening for a specific purpose...”</li> <li>• “Select information appropriate to the purpose of the investigation with suitable supporting material. Such material includes facts, details...”</li> <li>• “Distinguish between fact and opinion, and relevant and irrelevant information, and exclude nonessential information in oral ...presentations.”</li> </ul>
Literary Text	<p><u>Standard 2, Performance Indicator 1</u></p> <ul style="list-style-type: none"> <li>• “Read, listen to, view, and discuss a variety of texts from a wide range of authors, subjects, genres, cultures, and historical periods. Such sources include poems, stories, myths, fables, plays, novels, and other fiction and nonfiction texts, in authentic and modified forms, including works of American popular culture.”</li> </ul>
Social Interaction	<p><u>Standard 4, Performance Indicator 9</u></p> <ul style="list-style-type: none"> <li>• “Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations. Such expressions and routines include asking permission, making and responding to requests,...”</li> </ul> <p><u>Standard 5, Performance Indicator 1</u></p> <ul style="list-style-type: none"> <li>• “Demonstrate familiarity with cultural and language patterns and norms in American English. Such patterns and norms levels of formality, slang, humor, idioms, and rhetorical patterns.”</li> </ul>

Task Types	NYS Learning Standards for English as a Second Language
Matching Statements with Pictures	<p><u>Standard 1, Performance Indicator 4</u></p> <ul style="list-style-type: none"> <li>• “Compare, contrast, ... to gain a deeper understanding of information and objects.”</li> </ul>
Listening Selectively for a Specific Purpose	<p><u>Standard 1, Performance Indicators 1, 3, 10</u></p> <ul style="list-style-type: none"> <li>• “Identify and use ... listening strategies to make text comprehensible and meaningful. Such strategies include ...listening selectively; listening for a specific purpose...”</li> <li>• “Select information appropriate to the purpose of the investigation with suitable supporting material. Such material includes facts, details...”</li> <li>• “Distinguish between fact and opinion, and relevant and irrelevant information, and exclude nonessential information in oral ... presentations.”</li> </ul>
Listening for Main Ideas in a Spoken Text	<p><u>Standard 1, Performance Indicator 1</u></p> <ul style="list-style-type: none"> <li>• “Identify and use ... listening strategies to make text comprehensible and meaningful. Such strategies include ... listening for main ideas ...”</li> </ul> <p><u>Standard 2, Performance Indicator 2</u></p> <ul style="list-style-type: none"> <li>• “Apply ... listening strategies to make literary text comprehensible and meaningful. Such strategies include ...listening for main ideas ...”</li> </ul>
Listening for Details in a Spoken Text	<p><u>Standard 1, Performance Indicator 3</u></p> <ul style="list-style-type: none"> <li>• “Select information appropriate to the purpose of the investigation with suitable supporting material. Such material includes facts, details, illustrative examples,...”</li> </ul> <p><u>Standard 2, Performance Indicator 2</u></p> <ul style="list-style-type: none"> <li>• “Apply ... listening strategies to make literary text comprehensible and meaningful. Such strategies include ... listening for ... details.”</li> </ul>
Making Inferences / Predictions Based on in Spoken Text	<p><u>Standard 1, Performance Indicator 6</u></p> <ul style="list-style-type: none"> <li>• “Support inferences about information and ideas with reference to features in oral ... text. Such features include ... facts, sequence, register, and relevance of details.”</li> </ul> <p><u>Standard 2, Performance Indicator 5</u></p> <ul style="list-style-type: none"> <li>• “Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings...”</li> </ul> <p><u>Standard 3, Performance Indicator 3</u></p> <ul style="list-style-type: none"> <li>• “Recognize ... personal and multiple points of view within and among groups, in discussing, interpreting, and evaluating information, make inferences about a ... speaker’s point of view.”</li> </ul>