

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Pre-Kindergarten

	Beginning	Intermediate	Advanced
Vocabulary			
1.	Use basic, concrete age-appropriate content-specific vocabulary, about familiar information, within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use age-appropriate content specific vocabulary within scaffolded academic discussions, with visual, non-verbal and text support.	1. Use age-appropriate content specific vocabulary within academic discussions, with minimal support.
2.	Use general vocabulary terms from all parts of speech about familiar topics, with visual, non-verbal and text support.	2. Use general vocabulary terms from all parts of speech within scaffolded academic discussions, with visual, non-verbal and text support.	2. Use expressive age-appropriate vocabulary within academic discussions, with minimal support.
Grammar			
3.	Repeat correct word order in modeled short phrases, highly patterned statements, and questions, with repetition and visual or non-verbal cues.	3. Use correct word order in simple statements and questions, with visual or non-verbal support.	3. Use correct word order in varied simple statements and questions, with minimal support.
4.	Use subject-verb agreement in highly patterned simple statements, with visual support.	4. Use simple sentences and questions with subject-verb agreement, with support.	4. Use subject-verb agreement and personal noun and pronoun agreement, with minimal support.
5.	Use noun-pronoun agreement in simple statements, with visual support.	5. Use noun-pronoun agreement in simple statements and questions, with support.	5. Use personal noun and pronoun agreement, with minimal support.
6.	Use present progressive tense of common verbs within short phrases, highly patterned statements, and learned questions, with modeling and visual support.	6. Use verb tenses within simple statements and questions to indicate present, past, and future events, with modeling and visual support.	6. Use verb tenses to indicate present, past, and future events, with minimal support.
Pronunciation, Intonation			
7.	Use comprehensible pronunciation, enunciation, intonation, and fluency in age-appropriate oral language tasks, using words, phrases, and simple sentences when repeating after a model.	7. Use comprehensible pronunciation, enunciation, intonation, and fluency in age-appropriate oral language tasks and presentations, with modeling and support.	7. Speak clearly enough to be heard and understood in a variety of settings, using verbal and non-verbal techniques useful in communication.
Personal Information			
8.	Express personal information and ideas, using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	8. Express personal information and ideas, using sentences that include details, with support such as sentence frames and modeled presentations.	8. Speak in a variety of situations to inform and/or relate experiences, with minimal support.
9.	Express opinions and feelings, using words, with support such as modeled vocabulary, props, and visual cues.	9. Express opinions and feelings, using simple modeled sentences, with support such as props and visual cues.	9. Express opinions and feelings using sentences that include reasons and/or details, with minimal support.
10.	Express needs and wants, using words, with support such as modeled language, props, and visual cues.	10. Express needs and wants, using simple modeled sentences, with support such as props and visual cues.	10. Express needs and wants in a variety of situations, providing reasons and/or details, and using verbal and non-verbal techniques, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Pre-Kindergarten

Beginning	Intermediate	Advanced
Academic Information		
11. Explain age-appropriate academic procedures, using gestures, pictures, single words, and modeled phrases.	11. Explain age-appropriate two-step academic procedures, using simple sentences.	11. Explain multi-step academic procedures, using age-appropriate language and structures, with minimal support.
12. Retell events, stories, and experiences, using gestures, pictures, single words, and modeled phrases.	12. Retell events, stories, and experiences, using simple sentences with support.	12. Retell main ideas and details of events, stories, and experiences, using age-appropriate language and structures, with minimal support.
13. Describe attributes of people, places, and things, using gestures, pictures, and basic adjectives.	13. Describe and compare attributes and characteristics of people, places, and things, using simple language structures, with support.	13. Describe and compare attributes and characteristics of people, places, and things, using age-appropriate language and structures, with minimal support.
14. Express predictions of future events, using gestures, pictures, single words, and modeled phrases.	14. Express predictions, probability, and future events, using simple sentences, with support.	14. Express predictions, probability, and future events, using age-appropriate language and structures, with minimal support.
15. Express cause-effect relationships using gestures, pictures, single words, and modeled phrases.	15. Express cause-effect relationships, using simple sentences including <i>because</i> and <i>if/then</i> statements, with support.	15. Express cause-effect relationships, using appropriate signal words, with minimal support.
Conversations and Discussions		
16. Use basic verbal and non-verbal communication techniques, including taking turns and eye contact, in short conversations and simple discussions.	16. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, in age-appropriate academic discourse and small-group discussions.	16. Use organization and delivery strategies to participate in conversations and age-appropriate academic discussions.
17. Repeat and ask modeled questions to gain basic information.	17. Ask simple questions to gain information and clarify academic content.	17. Ask a variety of questions to gain information and clarify academic content.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Kindergarten Advanced
Vocabulary				
1. Use basic, concrete, grade-level, content-specific vocabulary, about familiar information within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use concrete, grade-level, content-specific vocabulary within simple questions and statements, when supported by repetition, visual, non-verbal and text support.	1. Use content-specific, grade-level vocabulary within scaffolded academic discussions, with visual, non-verbal and text support.	1. Use content-specific, grade-level vocabulary within academic discussions, with occasional visual and text support.	1. Use content-specific grade level vocabulary within academic discussions, with minimal support.
2. Use basic general academic vocabulary, including terms used as academic language functions, within phrases, one-word responses, and memorized responses about familiar topics, with visual, non-verbal, and text support.	2. Use basic general academic vocabulary, including terms used as academic language functions, within simple questions and statements, supported by visual, non-verbal, and text support.	2. Use general grade-level academic vocabulary, including terms used as academic language functions, within scaffolded academic discussions with visual, non-verbal and text support.	2. Use general grade-level academic vocabulary within academic discussions with occasional visual and text support.	2. Use general academic vocabulary within academic discussions with minimal support.
3. Use general vocabulary terms, from all parts of speech, about familiar topics, with visual, non-verbal and text support.	3. Use general vocabulary terms, from all parts of speech, within simple questions and statements, supported by visual, non-verbal, and text support.	3. Use general vocabulary terms, from all parts of speech, within scaffolded interpersonal discussions, with visual, non-verbal, and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with occasional visual and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
4. Repeat correct word order in modeled short phrases, highly patterned statements, and questions, with repetition and visual and/or non-verbal cues.	4. Use correct word order in modeled short phrases, highly patterned statements, and questions, with repetition and visual and/or non-verbal cues.	4. Use correct word order in simple statements and questions, with visual and/or non-verbal support.	4. Use correct word order in simple statements and questions, with occasional support.	4. Use correct word order in varied simple statements and questions, with minimal support.
5. Use subject-verb agreement in highly patterned simple statements, with support.	5. Use subject-verb agreement in simple statements and questions, with support.	5. Use simple sentences and questions with subject-verb agreement, with support.	5. Use sentences with subject-verb agreement, with occasional support.	5. Use subject-verb agreement, with minimal support.
6. Use noun-pronoun agreement in simple statements, with visual support.	6. Use noun-pronoun agreement in simple statements and questions, with visual support.	6. Use noun-pronoun agreement in simple statements and questions, with support.	6. Use sentences with noun-pronoun agreement, with occasional support.	6. Use personal noun and pronoun agreement, with minimal support.
7. Use present progressive tense of common verbs within short phrases, highly patterned statements, and learned questions, with modeling and visual support.	7. Use verb tenses within simple statements and questions to indicate present and future events, with modeling and visual support.	7. Use verb tenses within simple statements and questions to indicate present, past, and future events, with modeling and visual support.	7. Use verb tenses to indicate present, past, and future events, with occasional support.	7. Use verb tenses to indicate present, past, and future events, with minimal support.
Pronunciation, Intonation				
8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks, using words, phrases, and simple sentences, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks, such as reciting sentences to retell a story, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks and presentations, with modeling and support.	8. Use comprehensible pronunciation, enunciation, intonation, fluency, and verbal/non-verbal techniques in spontaneous situations and grade-level oral presentations, with modeling and occasional support.	8. Speak clearly enough to be heard and understood in a variety of settings, using verbal and non-verbal techniques useful in communication, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Personal Information				
9. Express personal information and ideas, using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	9. Express personal information and ideas, using simple modeled sentences, with support such as props and visual cues.	9. Express personal information and ideas, using sentences that include details, with support such as sentence frames and modeled presentations.	9. Express personal information and ideas in a variety of situations, with support such as modeling and prompting for additional detail.	9. Speak in a variety of situations to inform and/or relate experiences, with minimal support.
10. Express opinions and feelings, using words, with support such as modeled vocabulary, props, and visual cues.	10. Express opinions and feelings, using words, phrases, and memorized patterns, with support such as modeling, props, and visual cues.	10. Express opinions and feelings, using simple modeled sentences, with support such as props and visual cues.	10. Express opinions and feelings, using sentences that include reasons and/or details, with support such as sentence stems, sentence frames, and visual cues.	10. Express opinions and feelings, using sentences that include reasons and/or details, with minimal support.
11. Express needs and wants, using words, with support such as modeled language, props, and visual cues.	11. Express needs and wants, using words, phrases, and memorized patterns, with support such as modeled language, props, and visual cues.	11. Express needs and wants, using simple modeled sentences, with support such as props and visual cues.	11. Express needs and wants, using sentences and providing details, with support such as sentence stems, sentence frames, and visual cues.	11. Express needs and wants in a variety of situations, providing reasons and/or details, and using verbal and non-verbal techniques, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
12. Explain grade-level academic procedures, using gestures, pictures, single words, and modeled phrases.	12. Explain grade-level academic procedures, using short phrases.	12. Explain grade-level two-step academic procedures, using simple sentences.	12. Explain grade-level multi-step academic procedures, using simple sentences.	12. Explain multi-step academic procedures, using grade-level language and structures, with minimal support.
13. Retell events, stories, and experiences, using gestures, pictures, single words, and modeled phrases.	13. Retell events, stories, and experiences, using short phrases and modeled simple sentences with support.	13. Retell events, stories, and experiences, using simple sentences with support.	13. Retell the main idea and details of events, stories, and experiences, using simple sentences, with occasional support.	13. Retell main ideas and details of events, stories, and experiences, using grade-level language and structures, with minimal support.
14. Describe attributes of people, places, and things, using gestures, pictures, and basic adjectives.	14. Describe and compare attributes of people, places, and things, using adjectives in phrases and modeled simple sentences, with support.	14. Describe and compare attributes and characteristics of people, places, and things, using simple language structures, with support.	14. Describe and compare attributes and characteristics of people, places, and things, using simple language structures, with occasional support.	14. Describe and compare attributes and characteristics of people, places, and things, using grade-level language and structures, with minimal support.
15. Express predictions of future events, using gestures, pictures, single words, and modeled phrases.	15. Express predictions and future events, using phrases and modeled simple sentences, with support.	15. Express predictions, probability, and future events, using simple sentences, with support.	15. Express predictions, probability, and future events, using simple sentences, with occasional support.	14. Express predictions, probability, and future events, using grade-level language and structures, with minimal support.
16. Express cause-effect relationships, using gestures, pictures, single words, and modeled phrases.	16. Express cause-effect relationships, using phrases and modeled simple sentences, including <i>because</i> , with support.	16. Express cause-effect relationships, using simple sentences, including <i>because</i> and <i>if/then</i> statements, with support.	16. Express cause-effect relationships, using simple sentences, including <i>because</i> and <i>if/then</i> statements, with occasional support.	16. Express cause-effect relationships, using appropriate signal words, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Conversations and Discussions				
17. Use basic verbal and non-verbal communication techniques, including taking turns and eye contact, in short conversations and simple discussions.	17. Use verbal and non-verbal communication techniques, including volume and proximity, in short paired or small-group discussions.	17. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, in grade-level academic discourse and small-group discussions.	17. Use verbal and non-verbal communication techniques, including appropriate register, to participate in grade-level academic discourse and large group discussions.	17. Use organization and delivery strategies to participate in conversations and grade-level academic discourse and discussions.
18. Repeat and ask modeled questions to gain basic information.	18. Ask simple questions to gain basic information and clarify academic content, with support of modeling.	18. Ask simple questions to gain information and clarify academic content.	18. Ask questions to gain information and clarify academic content.	18. Ask a variety of questions to gain information and clarify academic content.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use basic concrete grade-level content-specific vocabulary, about familiar information within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use concrete grade-level content-specific vocabulary within simple questions and statements, supported by repetition, visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within scaffolded academic discussions, with visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with occasional support.	1. Use grade-level content-specific, vocabulary within academic discussions, with minimal support.
2. Use basic general academic vocabulary, including terms used as academic language functions within phrases, one-word responses, and memorized responses about familiar topics, with visual, non-verbal and text support.	2. Use basic general academic vocabulary, including terms used as academic language functions, within simple questions and statements, supported by visual, non-verbal and text support.	2. Use general grade-level academic vocabulary, including terms used as academic language functions, within scaffolded academic discussions, with visual, non-verbal and text support.	2. Use general grade-level academic vocabulary within academic discussions, with occasional support.	2. Use general academic vocabulary within academic discussions, with minimal support.
3. Use general vocabulary terms from all parts of speech about familiar topics, with visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within simple questions and statements, supported by visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within scaffolded interpersonal discussions, with visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with occasional support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
4. Repeat correct word order in modeled short phrases, highly patterned statements, and questions, with repetition and visual and/or non-verbal support.	4. Use correct word order in modeled short phrases, highly patterned statements, and questions, with repetition and visual and/or non-verbal support.	4. Use correct word order in simple statements and questions, with visual and/or non-verbal support.	4. Use correct word order in simple statements and questions, with occasional support.	4. Use correct word order in varied simple statements and questions, with minimal support.
5. Use subject-verb agreement in highly patterned simple statements, with visual support.	5. Use subject-verb agreement in simple statements and questions, with visual support.	5. Use simple sentences and questions with subject-verb agreement, with support.	5. Use sentences with subject-verb agreement, with occasional support.	5. Use subject-verb agreement and personal noun and pronoun agreement, with minimal support.
6. Use noun-pronoun agreement in simple statements, with visual support.	6. Use noun-pronoun agreement in simple statements and questions, with visual support.	6. Use noun-pronoun agreement in simple statements and questions, with support.	6. Use sentences with noun-pronoun agreement, with occasional support.	6. Use personal noun and pronoun agreement, with minimal support.
7. Use present progressive tense of common verbs within short phrases, highly patterned statements, and learned questions, with modeling and visual support.	7. Use verb tenses within simple statements and questions to indicate present and future events, with modeling and visual support.	7. Use verb tenses within simple statements and questions to indicate present, past, and future events, with modeling and visual support.	7. Use verb tenses to indicate present, past, and future vents, with occasional support.	7. Use verb tenses to indicate present, past, and future events, with minimal support.
Pronunciation, Intonation				
8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks using words, phrases, and simple sentences, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks such as reciting sentences to retell a story, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks and presentations, with modeling and support.	8. Use comprehensible pronunciation, enunciation, intonation, fluency, and verbal/non-verbal techniques in spontaneous situations and grade-level oral presentations, with modeling and occasional support.	8. Speak clearly enough to be heard and understood in a variety of settings, using verbal and non-verbal techniques useful in communication, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Personal Information				
9. Express personal information and ideas using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	9. Express personal information and ideas using simple modeled sentences, with support such as props and visual cues.	9. Express personal information and ideas using sentences that include details, with support such as sentence frames and modeled presentations.	9. Express personal information and ideas in a variety of situations, with support such as modeling and prompting for additional detail.	9. Speak in a variety of situations to inform and/or relate experiences, with minimal support.
10. Express opinions and feelings using words, with support such as modeled vocabulary, props, and visual cues.	10. Express opinions and feelings using words, phrases, and memorized patterns, with support such as modeling, props, and visual cues.	10. Express opinions and feelings using simple modeled sentences, with support such as props and visual cues.	10. Express opinions and feelings using sentences that include reasons and/or details, with support such as sentence stems, sentence frames, and visual cues.	10. Express opinions and feelings using sentences that include reasons and/or details, with minimal support.
11. Express needs and wants using words, with support such as modeled language, props, and visual cues.	11. Express needs and wants using words, phrases, and memorized patterns, with support such as modeled language, props, and visual cues.	11. Express needs and wants using simple modeled sentences, with support such as props and visual cues.	11. Express needs and wants using sentences and providing details, with support such as sentence stems, sentence frames, and visual cues.	11. Express needs and wants in a variety of situations providing reasons and/or details, and using verbal and non-verbal techniques, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
12. Explain grade-level academic procedures, using gestures, pictures, single words, and modeled phrases.	12. Explain grade-level academic procedures, using short phrases.	12. Explain grade-level two-step academic procedures, using simple sentences.	12. Explain grade-level multi-step academic procedures, using simple sentences.	12. Explain multi-step academic procedures, using grade-level language and structures, with minimal support.
13. Retell events, stories, and experiences, using gestures, pictures, single words, and modeled phrases.	13. Retell events, stories, and experiences, using short phrases and modeled simple sentences, with support.	13. Retell events, stories, and experiences, using simple sentences, with support.	13. Retell the main idea and details of events, stories, and experiences, using simple sentences, with occasional support.	13. Retell main ideas and details of events, stories, and experiences, using grade-level language and structures, with minimal support.
14. Describe attributes of people, places, and things, using gestures, pictures, and basic adjectives.	14. Describe and compare attributes of people, places, and things, using adjectives in phrases and modeled simple sentences, with support.	14. Describe and compare attributes and characteristics of people, places, and things, using simple language structures, with support.	14. Describe and compare attributes and characteristics of people, places, and things, using simple language structures, with occasional support.	14. Describe and compare attributes and characteristics of people, places, and things, using grade-level language and structures, with minimal support.
15. Express predictions of future events, using gestures, pictures, single words, and modeled phrases.	15. Express predictions and future events, using phrases and modeled simple sentences, with support.	15. Express predictions, probability, and future events, using simple sentences, with support.	15. Express predictions, probability, and future events, using simple sentences, with occasional support.	15. Express predictions, probability, and future events, using grade-level language and structures, with minimal support.
16. Express cause-effect relationships, using gestures, pictures, single words, and modeled phrases.	16. Express cause-effect relationships, using phrases and modeled simple sentences, including because, with support.	16. Express cause-effect relationships, using simple sentences, including because and if/then statements, with support.	16. Express cause-effect relationships, using simple sentences, including because and if/then statements, with occasional support.	16. Express cause-effect relationships, using appropriate signal words, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Conversations and Discussions				
17. Use basic verbal and non-verbal communication techniques, including taking turns and eye contact, in short conversations and simple discussions.	17. Use verbal and non-verbal communication techniques, including volume and proximity, in short paired or small-group discussions.	17. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, in grade-level academic discourse and small-group discussions.	17. Use verbal and non-verbal communication techniques, including appropriate register, to participate in grade-level academic discourse and large-group discussions.	17. Use organization and delivery strategies to participate in conversations and grade-level academic discourse and discussions.
18. Repeat and ask modeled questions to gain basic information.	18. Ask simple questions to gain basic information and clarify academic content, with support of modeling.	18. Ask simple questions to gain information and clarify academic content.	18. Ask questions to gain information and clarify academic content.	18. Ask a variety of questions to gain information and clarify academic content.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use basic, concrete grade-level content-specific vocabulary about familiar information, within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use concrete grade-level content-specific vocabulary within simple questions and statements, supported by repetition, visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within scaffolded academic discussions, with visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with occasional visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with minimal support.
2. Use basic general academic vocabulary, including terms used as academic language functions within phrases, one-word responses, and memorized responses about familiar topics, with visual, non-verbal and text support.	2. Use basic general academic vocabulary, including terms used as academic language functions, within simple questions and statements, supported by visual, non-verbal and text support.	2. Use general grade-level academic vocabulary, including terms used as academic language functions, within scaffolded academic discussions, with visual, non-verbal and text support.	2. Use general grade-level academic vocabulary within academic discussions, with occasional support	2. Use general academic vocabulary within academic discussions, with minimal support.
3. Use general vocabulary terms from all parts of speech, about familiar topics, with visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech, within simple questions and statements, supported by visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech, within scaffolded interpersonal discussions, with visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with occasional support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Grade 2

	Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar					
4.	Use appropriate word order in modeled short phrases, highly patterned statements, and questions, with visual support.	4. Use appropriate word order in simple statements and questions, with visual support.	4. Use appropriate word order in simple and compound statements and questions, with visual support.	4. Use appropriate word order in complete and correct statements and questions, with support.	4. Use appropriate word order in complete and correct declarative, interrogative, imperative, and exclamatory sentences, with minimal support.
5.	Use subject-verb agreement in highly patterned simple statements, with visual support.	5. Use subject-verb agreement in simple statements and questions, with visual support.	5. Use subject-verb agreement in simple and compound statements and questions, with visual support.	5. Use subject-verb agreement in a variety of statements and questions, with support.	5. Use singular subjects with singular verbs and plural subjects with plural verbs, with minimal support.
6.	Use present tense of common verbs, with modeling and visual support.	6. Use verb tenses to indicate present and future events, with modeling and visual support.	6. Use verb tenses to indicate present, past, and future events, with modeling and visual support.	6. Use verb tenses to indicate present, past, and future events, with support.	6. Use verb tenses to indicate present, past, and future events, with minimal support.
7.	Use simple transitional words to communicate a message, with visual support.	7. Use basic transitional words among sentences to communicate a logical message, with visual support.	7. Use grade-level transitional words and phrases to communicate a cohesive and logical message, with visual text support.	7. Use grade-level transitional words and phrases to create cohesive and logical messages, with occasional support.	7. Use a variety of grade-level transitions to communicate cohesive and logical messages and presentations, with minimal support.
Pronunciation, Intonation					
8.	Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks, using words, phrases, and simple sentences, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks such as reciting sentences to retell a story, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks and presentations, with modeling and multimedia support.	8. Use comprehensible pronunciation, enunciation, intonation, fluency, and verbal/non-verbal techniques in spontaneous situations and grade-level oral presentations, with modeling and multimedia support.	8. Speak clearly enough to be heard and understood in a variety of situations for a variety of purposes, using appropriate non-verbal techniques to enhance communication, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Personal Information				
9. Express personal information and ideas using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	9. Express personal information and ideas using simple modeled sentences, with support such as modeled language, props, and visual cues.	9. Express personal information and ideas including stating a position and supporting it with reasons, with support such as sentence stems and sentence frames.	9. Express personal information and ideas including delivering oral presentations, with support such as modeling and prompting for additional detail.	9. Speak in a variety of situations to inform and/or relate experiences, with minimal support.
10. Express opinions and feelings using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	10. Express opinions and feelings using simple sentences, with support such as modeling, props, and visual cues.	10. Express opinions and feelings including stating a position and supporting it with reasons, with support of sentence stems and sentence frames.	10. Express opinions and feelings while engaging in one-on-one and small group discussions, with support such as modeling and prompting for additional detail.	10. Express opinions and feelings while engaging in a variety of discussions, with minimal support.
11. Express needs and wants using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	11. Express needs and wants using simple sentences, with support such as restating modeled sentences, props, and visual cues.	11. Express needs and wants, including a reason, with support such as props, sentence stems, and sentence frames.	11. Express needs and wants, including multiple reasons, with support such as modeling and prompting for additional detail.	11. Express needs and wants, including multiple reasons using appropriate verbal and non-verbal techniques, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
12. Explain familiar grade-level academic procedures using single words or short phrases, with support.	12. Explain grade-level academic procedures using sentences, with support.	12. Explain grade-level two-step academic procedures using complex sentences, with support.	12. Explain grade-level multi-step academic procedures using complex sentences, with occasional support.	12. Explain grade-level multi-step academic procedures using complex language structures, with minimal support.
13. Retell events, stories, and experiences using pictures, words, and short phrases, with support.	13. Retell events, stories, and experiences using simple sentences, with support.	13. Retell events, stories and experiences using sentences, with support.	13. Retell the main idea and details of events, stories, and experiences using multiple sentences, with occasional support.	13. Retell main ideas and details of events, stories, and experiences using grade-level language structures, with minimal support.
14. Describe attributes of people, places, and things using simple words and short phrases, and basic adjectives, with support.	14. Describe and compare attributes of people, places, and things using adjectives in phrases and simple sentences, with support.	14. Describe and compare attributes and characteristics of people, places, and things using sentences, with support.	14. Describe and compare factual attributes and characteristics of people, places, and things using multiple sentences, with occasional support.	14. Describe and compare factual and implied attributes and characteristics of people, places, and things using grade-level language structures, with minimal support.
15. Express predictions of future events using simple words and short phrases, with support.	15. Express predictions and future events using phrases and simple sentences, with support.	15. Express predictions, probability, and future events using sentences, with support.	15. Express predictions, probability, and future events using multiple sentences, with occasional support.	15. Express predictions, probability, and future events using grade-level language structures, with minimal support.
16. Express cause-effect relationships using simple words or phrases, with pictures or graphic organizers for support.	16. Express cause-effect relationships using phrases and simple sentences, including because, with support.	16. Express cause-effect relationships using sentences, including because and if/then statements, with support.	16. Express cause-effect relationships using multiple sentences, including because, so, and if/then statements, with occasional support.	16. Express cause-effect relationships using signal words and grade-level language structures, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Conversations and Discussions				
17. Use basic verbal and non-verbal communication techniques, including taking turns and eye contact, to participate in short conversations and simple discussions.	17. Use verbal and non-verbal communication techniques, including volume and proximity, in short paired or small-group discussions.	17. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, in grade-level academic discourse and small-group discussions.	17. Use verbal and non-verbal communication techniques, including register, in grade-level academic discourse and large-group discussions.	17. Use organization and delivery strategies to participate in conversations and academic discourse and discussions.
18. Repeat and ask modeled questions to gain basic information.	18. Ask simple questions to gain basic information and clarify academic content, with support of modeling.	18. Ask simple questions to gain basic information and clarify academic content, with support.	18. Ask questions to gain information and clarify academic content, with occasional support.	18. Ask a variety of questions to gain information and clarify academic content, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use basic, concrete grade-level content-specific vocabulary, about familiar information within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use concrete grade-level content-specific vocabulary within simple questions and statements, supported by repetition, visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within scaffolded academic discussions, with visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with occasional visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary, within academic discussions, with minimal support.
2. Use basic general academic vocabulary, including terms used as academic language functions within phrases, one-word responses, and memorized responses about familiar topics, with visual, non-verbal and text support.	2. Use basic general academic vocabulary, including terms used as academic language functions, within simple questions and statements, supported by visual, non-verbal and text support.	2. Use general grade-level academic vocabulary, including terms used as academic language functions, within scaffolded academic discussions, with visual, non-verbal and text support.	2. Use general grade-level academic vocabulary within academic discussions, with occasional visual, non-verbal and text support.	2. Use general academic vocabulary within academic discussions, with minimal support.
3. Use general vocabulary terms from all parts of speech about familiar topics, with visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within simple questions and statements, supported by visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within scaffolded interpersonal discussions, with visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with occasional visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Grade 3

	Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar					
4.	Use appropriate word order in modeled short phrases, highly patterned statements, and questions, with support.	4. Use appropriate word order in simple statements and questions, with support.	4. Use appropriate word order in simple and compound statements and questions, with support.	4. Use appropriate word order in complete and correct statements and questions, with occasional support.	4. Use appropriate word order in complete and correct declarative, interrogative, imperative, and exclamatory sentences, with minimal support.
5.	Use subject-verb agreement in highly patterned simple statements, with support.	5. Use subject-verb agreement in simple statements and questions, with support.	5. Use subject-verb agreement in simple and compound statements and questions, with support.	5. Use subject-verb agreement in a variety of statements and questions, with occasional support.	5. Use singular subjects with singular verbs and plural subjects with plural verbs, with minimal support.
6.	Use present tense of common verbs, with modeling and visual support.	6. Use verb tenses to indicate present and future events, with modeling and visual support.	6. Use verb tenses to indicate present, past, and future events, with modeling and visual support.	6. Use verb tenses to indicate present, past, and future events, with occasional support.	6. Use verb tenses to indicate present, past, and future events, with minimal support.
7.	Use simple transitional words to communicate a message, with support.	7. Use basic transitional words among sentences to communicate a logical message, with support.	7. Use grade-level transitional words and phrases to communicate a cohesive and logical message, with support.	7. Use grade-level transitional words and phrases to create cohesive and logical messages, with occasional support.	7. Use a variety of grade-level transitions to communicate cohesive and logical messages and presentations, with minimal support.
Pronunciation, Intonation					
8.	Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks, using words, phrases, and simple sentences, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks such as reciting sentences to retell a story, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks and presentations, with modeling and multimedia support.	8. Use comprehensible pronunciation, enunciation, intonation, fluency, and verbal/non-verbal techniques in spontaneous situations and grade-level oral presentations, with modeling and multimedia support.	8. Speak clearly enough to be heard and understood in a variety of situations for a variety of purposes, using appropriate non-verbal techniques to enhance communication, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Personal Information				
9. Express personal information and ideas using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	9. Express personal information and ideas using simple modeled sentences, with support such as modeled language, props, and visual cues.	9. Express personal information and ideas, including stating a position and supporting it with reasons, with support such as sentence stems and sentence frames.	9. Express personal information and ideas, including delivering oral presentations, with support such as modeling and prompting for additional details.	9. Speak in a variety of situations to inform and/or relate experiences, with minimal support.
10. Express opinions and feelings using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	10. Express opinions and feelings using simple sentences, with support such as modeling, props, and visual cues.	10. Express opinions and feelings, including stating a position and supporting it with reasons, with support of sentence stems and sentence frames.	10. Express opinions and feelings while engaging in one-on-one and small group discussions, with support such as modeling and prompting for additional details.	10. Express opinions and feelings within a variety of discussions, with minimal support.
11. Express needs and wants using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	11. Express needs and wants using simple sentences, with support such as restating modeled sentences, props, and visual cues.	11. Express needs and wants, with support such as props, sentence stems, and sentence frames.	11. Express needs and wants, including multiple reasons, with support such as modeling and prompting for additional details.	11. Express needs and wants, including multiple reasons, using appropriate verbal and non-verbal techniques, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
12. Explain familiar grade-level academic procedures using single words or short phrases, with support.	12. Explain grade-level academic procedures using sentences, with support.	12. Explain grade-level two-step academic procedures using complex sentences, with support.	12. Explain grade-level multi-step academic procedures using complex sentences, with occasional support.	12. Explain grade-level multi-step academic procedures using complex language structures, with minimal support.
13. Retell events, stories, and experiences using pictures, words, and short phrases, with support.	13. Retell events, stories, and experiences using simple sentences, with support.	13. Retell events, stories and experiences using sentences, with support.	13. Retell the main idea and details of events, stories, and experiences using multiple sentences, with occasional support.	13. Retell main ideas and details of events, stories, and experiences using grade-level language structures, with minimal support.
14. Describe attributes of people, places, and things using simple words and short phrases, and basic adjectives, with support.	14. Describe and compare attributes of people, places, and things using adjectives in phrases and simple sentences, with support.	14. Describe and compare attributes and characteristics of people, places, and things using sentences, with support.	14. Describe and compare factual attributes and characteristics of people, places, and things using multiple sentences, with occasional support.	14. Describe and compare factual and implied attributes and characteristics of people, places, and things using grade-level language structures, with minimal support.
15. Express predictions of future events using simple words and short phrases, with support.	15. Express predictions and future events using phrases and simple sentences, with support.	15. Express predictions, probability, and future events using sentences, with support.	15. Express predictions, probability, and future events using multiple sentences, with occasional support.	15. Express predictions, probability, and future events using grade-level language structures, with minimal support.
16. Express cause-effect relationships using simple words or phrases, with pictures or graphic organizers for support.	16. Express cause-effect relationships using phrases and simple sentences, including because, with support.	16. Express cause-effect relationships using sentences, including because and if/then statements, with support.	16. Express cause-effect relationships using multiple sentences, including because, so, and if/then statements, with occasional support.	16. Express cause-effect relationships using signal words and grade-level language structures, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Conversations and Discussions				
17. Use basic verbal and non-verbal communication techniques, including taking turns and eye contact, to participate in short conversations and simple discussions.	17. Use verbal and non-verbal communication techniques, including volume and proximity, in short paired or small-group discussions.	17. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, in grade-level academic discourse and small-group discussions.	17. Use verbal and non-verbal communication techniques, including register, in grade-level academic discourse and large-group discussions.	17. Use organization and delivery strategies to participate in conversations and academic discourse and discussions.
18. Repeat and ask modeled questions to gain basic information.	18. Ask simple questions to gain basic information and clarify academic content, with support of modeling.	18. Ask simple questions to gain basic information and clarify academic content, with support.	18. Ask questions to gain information and clarify academic content, with occasional support.	18. Ask a variety of questions to gain information and clarify academic content, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use basic, concrete, grade-level content-specific vocabulary, about familiar information within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use concrete grade-level content-specific vocabulary within simple questions and statements, with repetition, visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within scaffolded academic discussions, with repetition, visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with occasional visual and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with minimal support.
2. Use basic general academic vocabulary, including terms used as academic language functions within phrases, one-word responses, and memorized responses about familiar topics, with repetition, visual, non-verbal and text support.	2. Use basic general academic vocabulary, including terms used as academic language functions, within simple questions and statements, with repetition, visual, non-verbal and text support.	2. Use general grade-level academic vocabulary, including terms used as academic language functions, within scaffolded academic discussions, with repetition, visual, non-verbal and text support.	2. Use general grade-level academic vocabulary within academic discussions, with occasional visual and text support.	2. Use general academic vocabulary within academic discussions, with minimal support.
3. Use general vocabulary terms from all parts of speech about familiar topics, with repetition, visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within simple questions and statements, with repetition, visual, non-verbal and text support.	3. Use expressive vocabulary terms from all parts of speech within scaffolded interpersonal discussions, with repetition, visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with occasional visual and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Grade 4-5

	Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar					
4.	Use appropriate word order in modeled short phrases, highly patterned statements, and questions, with support.	4. Use appropriate word order in simple statements and questions, with support.	4. Use appropriate word order in simple and compound statements and questions, with support.	4. Use appropriate word order in simple, compound, and complex statements and questions, with occasional support.	4. Use appropriate word order in conversations or presentations using simple to complex statements and questions, with minimal support.
5.	Use subject-verb agreement in highly patterned simple statements, with support.	5. Use subject-verb agreement in simple statements and questions, with support.	5. Use subject-verb agreement in simple and compound statements and questions, with support.	5. Use subject-verb agreement in simple, compound, and complex statements and questions, with occasional support.	5. Use subject-verb agreement in conversations or presentations using simple to complex statements and questions with compound subjects and verbs, with minimal support.
6.	Use present tense of common verbs, with support.	6. Use past, present, and future verb tenses, with support.	6. Use past, present, future, and progressive verb tenses of regular and high-frequency irregular verbs, with support.	6. Use past, present, future, progressive, and conditional verb forms in conversations and presentations, with occasional support.	6. Use past, present, future, progressive, and conditional verb tenses in conversations and presentations, with minimal support.
7.	Use simple transitional words and phrases, with support.	7. Use grade-level transitional words and phrases to create a logical message, with support.	7. Use grade-level transitional words and phrases to create a cohesive and logical message, with support.	7. Use grade-level transitional words and phrases to create cohesive and logical messages, with occasional support.	7. Use grade-level transitional words, phrases, and appositives to communicate cohesive and logical messages and presentations, with minimal support.
Pronunciation, Intonation					
8.	Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks using words, phrases, and simple sentences, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks and presentations, with modeling and multimedia support.	8. Use comprehensible pronunciation, enunciation, intonation, fluency, and verbal/non-verbal techniques in spontaneous situations and grade-level oral language tasks and presentations, with occasional modeling and multimedia support.	8. Demonstrate appropriate volume, articulation, pronunciation, enunciation, intonation, pacing, timing, and stress on grade-level tasks and presentations, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Grade 4-5

	Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Personal Information					
9.	Express personal/ autobiographical information and ideas using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	9. Express personal/ autobiographical information and ideas using simple sentences, with support such as modeling, props, and visual cues.	9. Express personal/ autobiographical information and ideas, supported by sentence stems, sentence frames, props, and visual cues.	9. Express personal/ autobiographical information and ideas, including delivering oral presentations, with support such as modeling and prompting for additional detail.	9. Speak in a variety of situations to inform and/or relate experiences, with minimal support.
10.	Express opinions and feelings using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	10. Express opinions and feelings using simple sentences, with support such as modeling, props, and visual cues.	10. Express opinions and feelings, including stating a position and supporting it with reasons, with support of sentence stems, sentence frames, props, and visual cues.	10. Express opinions and feelings while engaging in one-on-one and small group discussions, with support such as modeling and prompting for additional detail.	10. Express opinions and feelings while engaging in a variety of discussions, with minimal support.
11.	Express needs and wants using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	11. Express needs and wants using simple sentences, with support such as modeling, props, and visual cues.	11. Express needs and wants in sentences, including a reason, supported by sentence stems, sentence frames, props, and visual cues.	11. Express needs and wants in sentences, including multiple reasons, with support such as modeling and prompting for additional detail.	11. Express needs and wants, including multiple reasons and using appropriate non-verbal techniques such as posture, eye contact, facial expressions, and gestures.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
12. Explain grade-level academic procedures using single words or short phrases, with support.	12. Explain grade-level academic procedures using simple sentences, with support.	12. Explain grade-level two-step academic procedures using complex sentences, with support.	12. Explain grade-level multi-step academic procedures using complex sentences, with occasional support.	12. Explain grade-level multi-step academic procedures using complex language structures, with minimal support.
13. Retell events, stories, and experiences using pictures, words, and short phrases, with support.	13. Retell events, stories, and experiences using simple sentences, with support.	13. Retell events, stories and experiences using complex sentences, with support.	13. Retell the main idea and details of events, stories, and experiences using complex sentences, with occasional support.	13. Retell main ideas and details of events, stories, and experiences using complex language structures, with minimal support.
14. Describe attributes of people, places, and things, using simple words, short phrases, and basic adjectives, with support.	14. Describe and compare attributes of people, places, and things, using adjectives in phrases and simple sentences, with support.	14. Describe and compare attributes and characteristics of people, places, and things, using complex sentences, with support.	14. Describe and compare factual attributes and characteristics of people, places, and things, using complex sentences, with occasional support.	14. Describe and compare factual and implied attributes and characteristics of people, places, and things, using simple to complex sentences, with minimal support.
15. Express predictions of future events using simple words and short phrases, with support.	15. Express predictions and future events using phrases and simple sentences, with support.	15. Express predictions, probability, and future events using complex sentences, with support.	15. Express predictions, probability, and future events using complex sentences, with occasional support.	15. Express predictions, probability, and future events using complex language structures, with minimal support.
16. Express cause-effect relationships using simple words or phrases, with pictures or graphic organizers for support.	16. Express cause-effect relationships using phrases and simple sentences, including because, with support.	16. Express cause-effect relationships using complex language structures, including because and if/then statements, with support.	16. Express cause-effect relationships using complex sentences, including because, so, and if/then statements, with occasional support.	16. Express cause-effect relationships using complex language structures, including because, so, and if/then statements, with minimal support.
17. Justify positions and persuades others to agree using simple words or phrases, with pictures or graphic organizers for support.	17. Justify positions and persuades others to agree using phrases and simple sentences, with support.	17. Justify positions and persuades others to agree using varied and complex sentences, with support.	17. Justify positions and persuades others to agree using details and rhetorical structures, with occasional support.	17. Justify positions and persuades others to agree using a variety of language and rhetorical structures, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Conversations and Discussions				
18. Use basic verbal and non-verbal communication techniques, including taking turns and eye contact, to participate in short conversations and simple discussions.	18. Use verbal and non-verbal communication techniques, including volume and proximity, to participate in short paired or small-group discussions.	18. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, to participate in grade-level academic discourse and small-group discussions.	18. Use verbal and non-verbal communication techniques, including register, in grade-level academic discourse and large-group discussions.	18. Use organization and delivery strategies to participate in conversations and academic discourse and discussions.
19. Ask modeled questions to gain basic information and clarify academic content.	19. Ask simple questions to gain basic information and clarify academic content.	19. Ask modeled complex questions to gain basic information and clarify academic content.	19. Ask complex questions to gain information and clarify academic content.	19. Ask a variety of questions to gain information, clarify academic content, and participate in discussions.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use basic, concrete grade-level content-specific vocabulary about familiar information within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use concrete grade-level content-specific vocabulary within simple questions and statements, supported by repetition, visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within scaffolded academic discussions, with visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with occasional visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with minimal support.
2. Use basic general academic vocabulary, including terms used as academic language functions, within phrases, one-word responses, and memorized responses about familiar topics, with visual, non-verbal and text support.	2. Use basic general academic vocabulary, including terms used as academic language functions, within simple questions and statements, supported by visual, non-verbal and text support.	2. Use general grade-level academic vocabulary, including terms used as academic language functions, within scaffolded academic discussions, with visual, non-verbal and text support.	2. Use general grade-level academic vocabulary within academic discussions, with occasional visual, non-verbal and text support.	2. Use general academic vocabulary within academic discussions, with minimal support.
3. Use general vocabulary terms from all parts of speech about familiar topics, with visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within simple questions and statements, supported by visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within scaffolded interpersonal discussions, with visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with occasional visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Grade 6-12

	Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar					
4.	Use correct word order in modeled short phrases, highly patterned statements, and questions, with support.	4. Use correct word order in simple statements and questions, with support.	4. Use correct word order in simple and compound statements and questions, with support.	4. Control language by using correct word order in extemporaneous conversations and academic presentations, with occasional support.	4. Control language by using correct word order in a variety of complex sentences and extemporaneous conversations and academic presentations, with minimal support.
5.	Use subject-verb agreement in highly patterned simple statements, with support.	5. Use subject-verb agreement in simple statements and questions with a single subject and verb, with support.	5. Use subject-verb agreement in simple and compound statements and questions, with support.	5. Control language in conversations and academic presentations by using subject-verb agreement in simple, compound, and complex statements and questions, with occasional support.	5. Control language by using subject-verb agreement with compound subjects and verbs in conversations, conditional clauses, and academic presentations, with minimal support.
6.	Use simple present tense of common verbs, with support.	6. Use past, present, future, and progressive verb tenses, with support.	6. Use past, present, future, and progressive verb tenses of regular and irregular verbs, with support.	6. Control language by using past, present, future, progressive and conditional verb forms in extended discourse, with occasional support.	6. Control language by using past, present, future, progressive and conditional verb forms in active and passive voice in extended discourse, with minimal support.
7.	Use simple adjectives and regular plural forms of common nouns, with support.	7. Use regular and irregular plural forms of common nouns, with support.	7. Use adjectives, including comparative and superlative forms, with support.	7. Control language by using compound adjective and complex noun structures appropriately in extended discourse, with occasional support.	7. Control language by using compound adjective comparisons (more, less, most, least) with multisyllabic adjectives, with minimal support.
8.	Use simple transitional words and phrases to create a logical message within simple sentences, with support.	8. Use grade-level transitional words and phrases to create a logical message within sentences, with support.	8. Use grade-level transitional words and phrases to create a cohesive and logical message within sentences, with support.	8. Use grade-level transitional words and phrases to create cohesive and logical messages within and among sentences, with occasional support.	8. Use transitional words, phrases, and appositives to communicate cohesive and logical grade-level messages in conversations and presentations, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Pronunciation, Intonation				
9. Use comprehensible pronunciation, enunciation, intonation, and fluency in words, phrases, and simple sentences when repeating after a model.	9. Use comprehensible pronunciation, enunciation, intonation, and fluency in phrases and sentences when repeating after a model.	9. Use comprehensible pronunciation, enunciation, intonation, and fluency when repeating or reciting sentences in structured oral language tasks.	9. Use proper pronunciation, enunciation, intonation, fluency, and non-verbal techniques in controlled and spontaneous oral language tasks, with modeling and multimedia support.	9. Employ proper eye contact, speaking rate, volume, pronunciation, enunciation, and gestures to communicate ideas clearly and effectively, with minimal support.
Personal Information				
10. Express personal/ autobiographical information and ideas using short phrases and memorized patterns, with support such as modeled language and visual cues.	10. Express personal/ autobiographical information and ideas using simple sentences, with support such as restating modeled sentences and visual cues.	10. Express personal/ autobiographical information and ideas using sentences, with support such as sentence stems, sentence frames, and notes.	10. Express personal/ autobiographical information and ideas, including delivering oral presentations, with support such as modeling and prompting for additional detail.	10. Express personal/ autobiographical information and ideas in extemporaneous conversations and oral presentations.
11. Express opinions and feelings using short phrases and memorized patterns, with support such as modeled language and visual cues.	11. Express opinions and feelings using simple sentences, with support such as restating modeled sentences and visual cues.	11. Express opinions and feelings using sentences, with support such as sentence stems, sentence frames, and notes.	11. Express opinions and feelings with details while engaging in discussions, with support of modeling and prompting.	11. Support assertions and judgments with sound evidence.
12. Express needs and wants using short phrases and memorized patterns, with support of modeled language and visual cues.	12. Express needs and wants using simple sentences, with support of modeled sentences and visual cues.	12. Express needs and wants in sentences including a reason, with support such as sentence stems and sentence frames.	12. Express needs and wants in sentences with detail and multiple reasons supported by modeling and prompting.	12. Extemporaneously express detailed needs and wants in extended discourse using appropriate non-verbal techniques.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
13. Explain grade-level academic procedures using single words or short phrases, with support.	13. Explain grade-level academic procedures using simple sentences, with support.	13. Explain grade-level two-step academic procedures using complex sentences, with support.	13. Explain grade-level multi-step academic procedures using complex language structures, with occasional support.	13. Extemporaneously explain grade-level multi-step academic procedures using varied language and vocabulary, with minimal support.
14. Retell events, stories, and experiences using pictures, words, and short phrases, with support.	14. Retell events, stories, and experiences using simple sentences, with support.	14. Retell events, stories and experiences using complex sentences, with support.	14. Retell the main idea and details of events, stories, and experiences using complex sentences, with occasional support.	14. Retell main ideas and details of events, stories, and experiences using complex language structures, with minimal support.
15. Describe attributes of people, places, and things using simple words, short phrases, and basic adjectives, with support.	15. Describe and compare attributes of people, places, and things using adjectives in phrases and simple sentences, with support.	15. Describe and compare attributes and characteristics of people, places, and things using complex sentences, with support.	15. Describe and compare factual attributes and characteristics of people, places, and things using varied language and vocabulary, with occasional support.	15. Describe and compare factual and implied attributes and characteristics of people, places, and things using complex language structures, with minimal support.
16. Express predictions of future events using simple words and short phrases, with support.	16. Express predictions and future events using phrases and simple sentences, with support.	16. Express predictions, probability, and future events using multiple and varied sentences, with support.	16. Express predictions, probability, and future events using details and rhetorical structures, with occasional support.	16. Express predictions, probability, and future events in extended discourse with varied language and rhetorical structures, with minimal support.
17. Express cause-effect relationships using simple words or phrases, with pictures or graphic organizers for support.	17. Express cause-effect relationships using phrases and simple sentences, with support.	17. Express cause-effect relationships using varied and complex sentences, with support.	17. Express cause-effect relationships using details, signal words, and rhetorical structures, with occasional support.	17. Express cause-effect relationships in detail utilizing a variety of language and rhetorical structures, with minimal support.
18. Justify positions and persuades others to agree, using simple words or phrases, with pictures or graphic organizers for support.	18. Justify positions and persuades others to agree, using phrases and simple sentences, with support.	18. Justify positions and persuades others to agree, using varied and complex sentences, with support.	18. Justify positions and persuades others to agree, using details and rhetorical structures, with occasional support.	18. Justify positions and persuades others to agree, using a variety of language and rhetorical structures, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

2. Speaking

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Conversations and Discussions				
19. Use basic communication strategies, including taking turns and eye contact, to participate in short interpersonal interactions and simple discussions.	19. Use communication strategies, including voice volume and proximity, to participate in short paired or small-group discussions.	19. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, in grade-level academic discourse and small-group discussions.	19. Use verbal and non-verbal communication techniques, including register, in grade-level academic discourse and discussions.	19. Participate in and contributes to large-and small-group collaboration for a variety of assigned and self-selected purposes.
20. Ask modeled questions to gain basic information and clarify academic content.	20. Ask simple questions to gain basic information and clarify academic content.	20. Ask modeled complex questions to gain basic information and clarify academic content.	20. Initiate questions to gain information and clarify academic content.	20. Ask appropriate questions for clarification and extension.