

**Handout: CCRS Speaking and Listening Crosswalk**

**Comparison of CCRS in Advanced ESOL to ABE CCRS in Speaking and Listening**

CCRS in Advanced ESOL	Analyze what students would need to KNOW to demonstrate mastery of this Standard? (use nouns)	Analyze what students would need to DO to demonstrate mastery of this Standard? (look at the verbs)	ABE CCRS in Speaking & Listening	Teacher Reflection
<p><b>6.02.01</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.</p>			<p><b>CCR.SL.ABE.1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	
<p><b>6.02.02</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>			<p><b>CCR.SL.ABE.2:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p><b>6.02.03</b> Recognize location of stress in multi-syllable words (e.g., <i>My <b>á</b>ddress is 312 Date Street.</i> vs. <i>Please <b>adr</b>éss this envelope.</i>).</p>				
<p><b>6.02.04</b> Recognize moods, emotions, and attitudes conveyed by pronunciation and stress patterns (e.g., Stress and intonation can change <i>I don't believe it!</i> from an expression of skepticism to an exclamation of surprise).</p>				
<p><b>6.02.05</b> Comprehend a wide range of vocabulary such as synonyms</p>				

(e.g., doctor vs. physician), precise terminology (e.g., home vs. duplex apartment), phrasal verbs and idioms (e.g., <i>to be late</i> vs. <i>running behind schedule</i> ) on a variety of topics.				
<b>6.02.06</b> Comprehend specialized vocabulary (e.g., technical, academic).				
<b>6.02.07</b> Recognize signal words and cohesive devices that give clues to organization and content of message (e.g., <i>first, then, however, it's important that, well, anyway, that being said, etc.</i> ).				
<b>6.02.08</b> Comprehend advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reported speech, compound/complex sentences).				
<b>6.02.09</b> Recognize a range of question types (e.g., embedded questions, tag questions).				
<b>6.02.10</b> Comprehend communicative function of speech (e.g., polite disagreement: <i>Do you really think so?</i> ).				
<b>6.02.11</b> Comprehend media messages with visual support (e.g., TV news, weather reports, and movies).				
<b>6.02.12</b> Comprehend extended or detailed non-face-to-face				

communication (e.g., phone calls, messages, announcements, radio broadcasts).				
<b>6.02.13</b> Comprehend instructions or requests given tentatively or indirectly (e.g., <i>Why don't you ...? You may want to...</i> ).				
<b>6.02.14</b> Identify the topic, main idea, or gist of brief discourse or information.				
<b>6.02.15</b> Listen for simple specific details of brief discourse (e.g., <i>What time will the train leave?</i> ).				
<b>6.02.16</b> Use non-language-based clues to guess meaning (e.g., gestures, situation, relationships, etc.).				
<b>6.02.17</b> Predict content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions).				
<b>6.02.18</b> Demonstrate understanding of hypothetical situations (e.g., <i>You are a patient. What do you say to the doctor?</i> ).				
<b>6.02.19</b> Determine when clarification is necessary.				
<b>6.02.20</b> Identify the main idea or topic of extended discourse.				
<b>6.02.21</b> Listen for complex detail or several details in extended discourse (e.g., <i>What are the reasons for the company's new</i>				

policy?).				
<b>6.02.22</b> Make inferences and predictions and draw conclusions from lengthy or complex information.				
<b>6.02.23</b> Differentiate fact from opinion.				
<b>6.02.24</b> Detect a speaker’s direct or indirect purpose or bias (e.g., advertisements, persuasive arguments, political speeches).				
			<b>CCR.SL.ABE.3:</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
			<b>CCR.SL.ABE.4:</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
			<b>CCR.SL.ABE.5:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
			<b>CCR.SL.ABE.6:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (Note: See language	

		standards 1 and 3)	
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