

# CASAS Speaking Content Standards

## Categories

- S1 Phonology/ Pronunciation
- S2 Vocabulary
- S3 Grammar
- S4 General Discourse
- S5 Informational Discourse
- S6 Strategies and Critical Thinking

CS#	Content Standard	ESS Level							
		1	2	3	4	5	6	7	8
<b>S1</b>	<b>Phonology / Pronunciation</b>								
S1.1	Demonstrate accurate pronunciation of the various sounds of English (e.g., vowels, consonants, minimal pairs, rhymes)	•	•	•					
S1.2	Demonstrate accurate pronunciation of words and sounds when they are modified by adjacent sounds (e.g., final “s”: walks [s] vs. plays [z]; final “-ed”: walked [t] vs. played [d])	•	•	•	•				
S1.3	Pronounce the eight regular morphological inflections (plural, possessive, third-person singular present tense, past tense, present participle, past participle, comparative degree, and superlative degree).	•	•	•	•				
S1.4	Demonstrate accurate pronunciation of words in connected speech	•	•	•	•				
S1.5	Use basic stress and intonation patterns in English words and sentences accurately (e.g., rising intonation for yes/no questions, emphasis)	•	•	•	•				
S1.6	Use reduced forms in high-frequency expressions (e.g., <i>gonna</i> )			•	•	•			
S1.7	Stress the accurate syllable in a poly-syllabic word (re'cord vs 'record, 'photograph, pho'tographers)			•	•	•	•		
S1.8	Use 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) to convey moods, emotions and attitudes					•	•	•	•
<b>S2</b>	<b>Vocabulary</b>								
S2.1	Recite letters of alphabet, letters in words, and numbers when reading aloud from a text or sign	•							
S2.2	Use simple words and phrases in basic communication in familiar contexts (e.g., basic courtesies, personal information, survival, emergency)	•	•	•					
S2.3	Use high frequency words, phrases, phrasal verbs and simple idioms used in a variety of everyday contexts (e.g., everyday conversations, simple descriptions, directions)	•	•	•	•	•			
S2.4	Use simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment)	•	•	•	•	•			
S2.5	Use homonyms in context (e.g., <i>There's a hole in the bag. / Get a whole bag.</i> )			•	•	•	•		
S2.6	Use words changed by prefixes, suffixes, etc. (e.g., <i>happy/unhappy; govern, government</i> )			•	•	•	•		

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S2.7	Demonstrate the ability to use standard and non-standard forms appropriately ( <i>going to vs gonna</i> , use of 'la' etc)				•	•	•	•	•
S2.8	Use a wide range of vocabulary such as synonyms (e.g., <i>doctor vs. physician</i> ), antonyms (e.g., <i>concern vs. indifference</i> ), precise terminology (e.g., <i>home vs. condominium</i> ), phrasal verbs and idioms (e.g., <i>to be late vs. running behind schedule</i> ) on a variety of topics						•	•	•
S2.9	Use specialized vocabulary (e.g., technical, academic)						•	•	•
<b>S3</b>	<b>Grammar</b>								
S3.1	Use basic grammar and structures with present tense verbs and modals of high-frequency usage (e.g., <i>to be, to do, to need, to have, can</i> )	•	•	•					
S3.2	Use pronouns and follow pronouns across a statement (e.g., <i>John lives with his mother.</i> )	•	•	•					
S3.3	Use contracted forms	•	•	•	•				
S3.4	Use imperative constructions	•	•	•	•				
S3.5	Use negative constructions	•	•	•	•				
S3.6	Produce simple questions (e.g., <i>WH- &amp; yes/no</i> ) and statements	•	•	•	•				
S3.7	Use noun plurals	•	•	•	•				
S3.8	Use the possessive form of nouns and pronouns		•	•	•				
S3.9	Use intermediate level grammar and structures (e.g., simple past, modals, real conditional, present perfect, compound simple sentences)			•	•	•			
S3.10	Use comparative forms of adjectives (e.g., <i>faster, fastest</i> )			•	•	•			
S3.11	Use comparative forms of adverbs (e.g., <i>more quickly, the most quickly</i> )				•	•			
S3.12	Use 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</i> etc.)				•	•	•	•	•
S3.13	Use advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reported speech, compound/complex sentences)					•	•	•	•
S3.14	Use a range of question types (e.g., embedded questions, tag questions)					•	•	•	•
<b>S4</b>	<b>General Discourse</b>								
S4.1	Identify the context, audience, and purpose of speaking (consider listener's perspective, cultural influences, social norms etc). Take into account purpose, perspective, and cultural influence of the listener while speaking	•	•	•	•	•	•	•	•
S4.2	Use format and structure suitable for purpose and audience		•	•	•	•	•	•	•
S4.3	Present information/ideas concisely, logically and persuasively			•	•	•	•	•	•
S4.4	Use simple words in context of common, everyday situations	•	•	•					
S4.5	Use simple words and phrases drawn from learned topics	•	•	•					
S4.6	Engage in simple learned social exchanges (e.g., <i>Hi, how are you? Have a good weekend.</i> )	•	•	•					

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S4.7	Use simple requests for repetition or simple clarification	•	•	•					
S4.8	Engage in simple conversations (ask about personal information e.g., <i>name, address, phone number, including wh- questions</i> )	•	•	•	•				
S4.9	Express simple states and feelings.	•	•	•	•				
S4.10	Use abbreviated forms of speech (e.g., <i>Want some?</i> )			•	•				
S4.11	Engage in brief non-face-to-face communication (e.g., short phone calls, personal messages)			•	•	•	•		
S4.12	Speak extensively in a social narrative context (e.g., a description of weekend activities)				•	•	•		
S4.13	Use fillers and place holders in speech (e.g., <i>Um, You know, Like</i> ) where necessary				•	•	•		
S4.14	Engage in extended conversations				•	•	•	•	•
S4.15	Use communicative function of speech (e.g., polite disagreement such as <i>Do you really think so?</i> )					•	•	•	•
S4.16	Participate in extended or detailed non-face-to-face communication (e.g., phone calls, messages, announcements, radio broadcasts)					•	•	•	•
S4.17	Convey humor, jokes, irony					•	•	•	•
<b>S5</b>	<b>Informational Discourse</b>								
S5.1	Use short emergency warnings and commands (e.g., <i>Stop! Wait!</i> )	•	•						
S5.2	Convey brief messages (e.g., <i>Your husband called. Ms. Tan wants to see you right away.</i> )		•	•	•				
S5.3	Communicate brief non-face-to-face messages or announcements (e.g., <i>The store will close in ten minutes.</i> )		•	•	•				
S5.4	Convey simple single-step instructions, explanations, and directions (e.g., <i>Turn off the lights. Put the boxes in the back.</i> )		•	•	•				
S5.5	Convey multi-step instructions and directions (e.g., <i>Turn off the lights when you leave and lock the door.</i> )				•	•	•		
S5.6	Convey detailed instructions, explanations and directions in a range of contexts (e.g., specialized contexts such as workplace procedures, operating instructions)					•	•	•	•
S5.7	Use strategies to give suggestions or requests tentatively or indirectly (e.g., <i>Why don't you ...? You may want to...</i> )						•	•	•
S5.8	Give an extended discourse on a topic of special interest (e.g., lectures, speeches, presentations )							•	•
S5.9	Convey details of descriptive and factual material in narrative form (e.g., lectures, business presentations)							•	•
S5.10	Create a detailed non-face-to-face communication in a wide range of contexts (e.g., teleconferences, recorded lectures, workplace instructions)							•	•
<b>S6</b>	<b>Strategies and Critical Thinking</b>								
S6.1	Paraphrase information for clarification			•	•	•	•	•	•
S6.2	Use voice qualities (i.e., pace, volume, tone and stress) to emphasize and clarify speech			•	•	•	•	•	•
S6.3	Communicate the topic, main idea or gist while speaking			•	•	•			

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S6.4	Emphasise key points to guide listeners in following important ideas			•	•	•			
S6.5	Re-state main points			•	•	•	•		
S6.6	Switch between standard and non standard dialects as the situation warrants (use colloquial language when appropriate)				•	•	•		
S6.7	Use appropriate verbal (intonation, stress) and non-verbal cues (e.g., hand gestures, nodding, facial expressions) to convey meaning				•	•	•	•	
S6.8	Convey the mood of a message, considering the attitudes and feelings of listeners and the urgency of the message					•	•		
S6.9	Enable predictions through the use of simple statements or conversation (e.g., <i>You've been late four days this week.</i> )					•	•	•	
S6.10	Convey emotional content of a spoken message (e.g., anger, compliment, condolence, sarcasm) through intonation, rhythm, and stress					•	•	•	
S6.11	Respond with suggestions, feedback, alternative viewpoints respectfully and politely					•	•	•	•
S6.12	Use strategies to influence audience (e.g., pathos, logos, ethos)					•	•	•	•
S6.13	Use a range of different styles of speaking for different purposes (e.g., explanation, narrative, persuasive, humorous)					•	•	•	•
S6.14	Create media messages with visual support (e.g., podcast, presentation )				•	•	•	•	•
S6.15	Use media techniques to achieve a variety of purposes: special effects, music, use of language (e.g., video, powerpoint slides)				•	•	•	•	•