

Ready, Set, Listen!

Three Pillars of AZELLA Listening

Connecting AZ ELP Standards, Performance Indicators, Task Items and Common Question Types (K–12)



Pillar 1: Understand the Message What is this mostly about, and how are the ideas organized?	Pillar 2: Understand the Language What do the words, phrases, and structures mean in this context?	Pillar 3: Use the Information What do listeners do <i>with</i> what they heard?
AZ ELP Standard Anchor(s): <i>Standard 1 – Construct meaning from oral presentations and texts</i>	AZ ELP Standard Anchor(s): <i>Standard 2 – Determine the meaning of words and phrases in oral presentations and texts</i>	AZ ELP Standard Anchor(s): <i>Standard 6 – Participate in oral exchanges of information, ideas, and analyses</i> <i>Standard 7 – Conduct research and evaluate sources</i> <i>Standard 8 – Analyze and critique the arguments of others orally and in writing</i>
Common AZELLA Listening Question Types (K–12): <ul style="list-style-type: none">• “What is the main/central idea of the passage?”• “What is the discussion mostly about?”• “Which detail supports the idea that...?”• “What happens first / next / last?”• “According to the lesson/discussion, how are ___ and ___ alike/different?”• “What does the picture/map/chart/timeline help you understand about...?”	Common AZELLA Listening Question Types (K–12): <ul style="list-style-type: none">• “What does the word/phrase ___ mean in the passage?”• “What does the teacher/speaker mean when they say ___?”• “What does this expression/idiom mean as it is used in the conversation?”• “Which word from the sentence helps you understand the meaning of ___?”• “What does the word ___ most likely mean, based on the context (or picture/graph)?”	Common AZELLA Listening Question Types (K–12): <ul style="list-style-type: none">• “Why does the character/teacher do/say ___?”• “Which detail supports the idea that ___?”• “Based on the discussion/passage, what can you infer / what conclusion can you draw?”• “What is the main purpose of this presentation/discussion?”• “Which statement is most likely true based on the passage?”• “Which statement is a fact, and which is an opinion?”• “Which claim is supported by the evidence given in the discussion?”

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Sample Listening/Comprehension PIs <ul style="list-style-type: none"> • EL.2-3.S1.PE/E-2 –identify the main topic. • EL.4-5.S1.I-1 – Determine central ideas and themes and explain how they are supported by key details. • EL.6-8.S1.I-1 – Analyze central ideas and themes and justify how they are supported by text evidence. 	Sample Listening/Comprehension PIs: <ul style="list-style-type: none"> • EL.2-3.S2.I-1 – Determine the meaning of less-frequently occurring words and phrases and content-specific words. • EL.4-5.S2.I-2 – Determine the meaning of idiomatic expressions and figurative language in texts about a variety of topics, experiences, or events. • EL.6-8.S2.I-3 – Apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine the meaning of unknown words. 	Sample Listening/Comprehension PIs: <ul style="list-style-type: none"> • EL.2-3.S8.B-1 – Tell how one or two reasons support the specific points an author or a speaker makes. • EL.4-5.S6.B-4 – Ask questions to gain information or clarify understanding • EL.6-8.S7.I-4 – Make inferences and draw conclusions using evidence from text or presentations.

References & Notes

- **AZ ELP Standards:**
Arizona Department of Education. 2019 English Language Proficiency Standards (ELPS): Guidance and Vertical Articulation Documents.
- **AZELLA Item Specifications (Listening):**
Arizona Department of Education. AZELLA 2019 Item Specifications, revised 2023).

The PIs and question stems on this handout are examples only. Please consult the Arizona ELP Standards and AZELLA Item Specifications cited above for the full set of listening-related PIs and question stems for your grade level(s).