

PASSAGES

Book 2

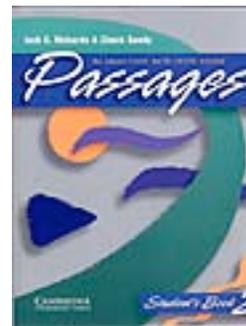
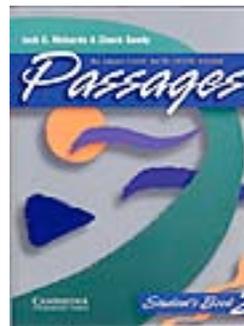
by Jack C. Richards and Chuck Sandy

Cambridge University Press

correlated to

ELD for California Public Schools

GRADES 9-12



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Level	LISTENING AND SPEAKING	
B	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	<i>Passages</i> is a two-level course for upper-intermediate to advanced-level students, and is a sequel to the New Interchanges series which deals with beginning language skills. Text addresses English language skills beyond this standard.
EI	Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns <i>he/she</i>).	Text addresses English language skills beyond this standard.
I	Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).	Grammar addressed in this text may exceed grammar being addressed in standard, but included, for example, Phrasal verbs, gerund and infinitive constructions, review of verb patterns, clauses, and adverbs, (e.g., 3, 7, 11, 15, 19). Also, grammar appendix: 114-117
EA	Be understood when speaking, using consistent standard English grammatical forms and sounds, intonation, pitch, and modulation, but may have random errors.	Standard is directly addressed through fluency exercises, (speaking and listening), as well as grammar exercises and practice, throughout entire text, e.g., 2, 3, 4, 6, 7, 8, 9.
A	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and modulation.	Teacher can instruct and correct students during speaking exercises, found throughout text.
EA	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	Text provides a variety of speaking situation, [e.g., 46-53 (Art and Music), 94-101 (Science and Technology), 102-109 (Getting Down to Business), to practice standard].
A	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	Teacher can use situations provided throughout text to stress standard, [e.g., 46-53 (Art and Music), 94-101 (Science and Technology), 102-109 (Getting Down to Business)].
B	Demonstrate comprehension of oral presentations and instructions through non-verbal responses.	Standard can be addressed through teaching practice. Teacher can create opportunities for non-verbal responses, (e.g., raising hands, standing up, getting to work, etc.), by giving appropriate instructions in response to oral presentations and instructions.
I	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	Discussion sections, following information sections, address standard, e.g., 46, 50, 53, 58, 66.
EA	Listen attentively to more complex stories/ information on new topics and identify the main points and supporting details.	Standard can be achieved through text use. (Teacher can read aloud reading sections and then ask use the phrases “main points” and “supporting details” in discussions, e.g., 45, 49, 66, 69, 73, 77.)
A	Listen attentively to stories and subject area topics, and identify the main points and supporting details.	Standard can be achieved through text use. (Teacher can read aloud reading sections and then ask use the phrases “main points” and “supporting details” in discussions, e.g., 45, 49, 66, 69, 73, 77.)

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EI	Restate and execute multi-step oral directions.	Multi-step written directions is found throughout text and develop standard. Teacher can either read directions orally, or modify directions, to address and achieve standard. (e.g., 49, 50, 51, 53, 54)
B	Respond with simple words or phrases to questions about simple written texts.	Although not elemental, much of text is still fairly simple. Exercises throughout text address standard, (e.g., 7, 11, 14, 15, 22, 23, 24).
EI	Restate in simple sentences the main idea of oral presentations of subject matter content.	Standard can be developed through discussions of reading sections, e.g., 22, 24, 25, 30, 37, 65, 89.
I	Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.	Teacher can use reading selections to practice and develop standard, (e.g., 25, 30, 37, 41, 45, 65), but must supplement the text with oral presentations and literature to fulfill it.
EA	Summarize literary pieces in greater detail, including character, setting, plot, and analysis.	Literature is not included in text.
B	Orally identify types of media by name (e.g., magazine, documentary film, news report).	38, 40, 42
I	Identify a variety of media messages and give some supporting details (e.g., radio, television, movies).	Teacher may insert standard into Reading and Television, (Unit 5: 38-45).
A	Identify strategies used by the media to present information for a variety of purposes (e.g., to inform, entertain, or persuade).	Teacher may insert standard into Reading and Television, (Unit 5: 38-45).
B	Ask and answer questions using simple sentences or phrases.	Text provides opportunities for asking and answering questions.
EI	Ask and answer questions using phrases or simple sentences.	Text provides opportunities for asking and answering questions.
I	Respond to messages by asking simple questions or by brief restatement of the message.	Text does not directly address responding to messages, however, teacher can integrate into text, (e.g., can be integrated into Getting Down to Business, Unit 12: 102-109.
EA	Respond to messages by asking questions, challenging statement, or offering examples that affirm the message.	Text does not directly address standard, however, teacher can integrate into text, (e.g., can be integrated into Getting Down to Business, Unit 12: 102-109.
EA	Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., "heavy as a ton of bricks," "sunshine girl").	Page 88. Also, teacher can extrapolate from and expand upon text, e.g., 61; giant step, 65; rat race, 92; stepping on someone's toes, insert into lessons, e.g., 79- dog tired, sick as a dog, and/or re-address by integrating into Unit 6: Slang; 93.
A	Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately.	Page 88. Also, teacher can extrapolate from and expand upon text, e.g., 61; giant step, 65; rat race, 92; stepping on someone's toes, insert into lessons, e.g., 79- dog tired, sick as a dog, and/or re-address by integrating into Unit 6: Slang; 93.
EI	Orally communicate basic needs (e.g., "Do we have to?").	Text assumes mastery of basic needs as it addresses language development of intermediate to advanced levels.

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I	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	Text addresses standard throughout entire text.
EA	Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and soliciting information.	Text addresses standard throughout entire text.
A	Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing.	Text addresses standard throughout entire text.
I	Prepare and deliver short presentation on ideas, premises, or images from a variety of common sources.	Standard is developed throughout text, (e.g., 65, 92, 101, 109). Teacher can address standard in its entirety by setting criteria to include other sources of information, or by simply providing additional sources of information in addition to text.
EA	Prepare and deliver presentations that use a variety of sources.	Instructions for presentations can be modified by teacher to integrate standard, (e.g., 65, 92, 101, 109).
A	Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, coherent, transition, and appropriate conclusions.	Standard is developed through writing exercises, e.g., 69, 77, 89. Teacher can modify instructions to integrate other content areas.
B	Recognize and correctly pronounce most English phonemes when reading aloud.	Teacher can integrate standard into reading sections, e.g., 13, 14, 17, 18, 21.
EI	Produce most English phonemes comprehensibly, while orally reading their own writing, simple sentences or texts.	Teacher can integrate standard into reading sections, e.g., 13, 14, 17, 18, 21.
B	Recognize common English morphemes in phrases and simple sentences.	Teacher can integrate instruction into text, e.g., reading selections: 13, 14, 17, 18, 21.
EI	Use common English morphemes in oral and silent reading.	Teacher can integrate instruction into text, e.g., reading selections: 13, 14, 17, 18, 21.
I	Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	Teacher can introduce standard by integrating instruction into text, e.g., reading selections: 13, 14, 17, 18, 21.
EA/A	Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.	Standard can be integrated into vocabulary sections, e.g., 34, 74, 88, 96.
EI	Recognize obvious cognates in phrases, simple sentences, literature, and content area texts (e.g., education, educacion, actualmente, actually).	Text does not address subject of cognates, however, teacher can integrate into vocabulary sections, e.g., 74, 88, 96.
I	Identify cognates and false cognates in literature and texts in content areas (e.g., cognate -agonia, agony; false cognate - exito, exit).	Unit 11, Science and Technology, provides an opportunity for teacher to address standard, (94-101). Text does not contain literature and would need to be supplemented to address standard in its entirety.
EA/A	Distinguish between cognates and false cognates in literature and texts in content areas.	Unit 11, Science and Technology, provides an opportunity for teacher to address standard, (94-101). Text does not contain literature and would need to be supplemented to address standard in its entirety.

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READING FLUENCY & SYSTEMATIC VOCABULARY DEVELOPMENT		
EI	Read own writing of narrative and expository text aloud with appropriate pacing, intonation, and expression.	Teacher can address pacing, intonation, and expression with students to address standard. Examples of reading of own writing: 61, 77, 97, 105.
EI	Use connectors to appropriately sequence written text. (e.g., "first, then, after that, finally").	Standard can be addressed through instruction of standard, and then modification of writing directions to integrate standard into criteria for assignments. E.g., (writing prompts), 49, 61, 69, 77.
I	Apply knowledge of text, connectors to make inferences.	Teacher can use reading selections to examine and integrate standard, (e.g., 25, 37, 45, 89).
EA	Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.	Text addresses standard, e.g., 25, 37, 45, 89, 93, 97.
EI	Recognize simple idioms, analogies, figures of speech, and metaphors in literature and texts in content areas (e.g., "the last word").	Standard is introduced in a non-context situation: 88. Also, teacher can extrapolate from and expand upon text, e.g., 61; giant step, 65; rat race, 92; stepping on someone's toes, insert into lessons, e.g., 79- dog tired, sick as a dog, and/or re-address by integrating into unit 6, Slang; 93. Lessons can be appropriately addressed to assess standard.
I	Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.	Standard is introduced in a non-context situation: 88. Also, teacher can extrapolate from and expand upon text, e.g., 61; giant step, 65; rat race, 92; stepping on someone's toes, insert into lessons, e.g., 79- dog tired, sick as a dog, and/or re-address by integrating into unit 6, Slang; 93. Lessons can be appropriately addressed to assess standard.
EA	Use idioms, analogies, and metaphors in literature and texts in content areas.	Standard is introduced in a non-context situation: 88. Also, teacher can extrapolate from and expand upon text, e.g., 61; giant step, 65; rat race, 92; stepping on someone's toes, insert into lessons, e.g., 79- dog tired, sick as a dog, and/or re-address by integrating into unit 6, Slang; 93. Use can be encouraged and assessed by teacher.
A	Use common idioms, some analogies and metaphors (e.g., "shine like a star," and "let the cat out of the bag").	Standard is introduced in a non-context situation: 88. Also, teacher can extrapolate from and expand upon text, e.g., 61; giant step, 65; rat race, 92; stepping on someone's toes, insert into lessons, e.g., 79- dog tired, sick as a dog, and/or re-address by integrating into unit 6, Slang; 93. Use can be encouraged and assessed by teacher.
B	Recognize simple affixes (educate, education). prefixes (dislike), synonyms (big, large), and antonyms (hot, cold).	Teacher can integrate standard content into vocabulary sections, found throughout text, 74, 88, 96, and assess standard, (e.g., by asking students when new words come into discussion).
EI	Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words.	Teacher can integrate standard content into vocabulary sections, found throughout text, 74, 88, 96, and assess standard, (e.g., by asking students when new words come into discussion).
I	Identify variations of the same word that, are found in a text and know with some accuracy how affixes change the meaning of these words.	Teacher can use vocabulary and/or reading selections to address and introduce standard content, and ask students to identify other same word variations throughout text for practice and assessment of standard.
EA	Use knowledge of affixes, roots, and increased vocabulary to interpret the meaning of words in literature and content area texts.	Text does not include literature. Some content area vocabulary can be found in Unit 11, Science and Technology, 94-101.
I	Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.	Teacher can create a rubric or test to assess standard. Vocabulary, reading, writing, and discussion sections throughout text contribute to the development of standard's skills.

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EA	Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	Teacher can create a rubric or test to assess standard. Vocabulary, reading, writing, and discussion sections throughout text contribute to the development of standard's skills.
A	Apply knowledge of academic and social vocabulary to achieve independent, reading.	Social vocabulary is stress of text, and repeated practice and development are found throughout the text. Academic vocabulary is limited in this text.
B	Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using one or two words or simple sentence responses.	Text is conversational in tone, and does not fully address content, or literature.
EI	Read simple paragraphs and passages independently.	Many reading sections throughout text are for independent or paired reading practice; e.g., 5, 9, 17, 21.
I	Use knowledge of English morphemes, phonics, and syntax to decode written texts.	Teacher can introduce standard by integrating instruction into text, e.g., reading selections, 13, 14, 17, 18, 21.
EA	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	Teacher can introduce standard by integrating instruction into text, e.g., reading selections, 13, 14, 17, 18, 21.
EI	Recognize that words sometimes have multiple meanings and apply this knowledge to written texts.	Standard can be addressed in context, e.g., 29 (mind), 49 (type).
I	Recognize that words sometimes have multiple meanings.	Standard can be addressed in context.
EA	Recognize that words sometimes have multiple meanings and apply this knowledge to understanding written texts.	Standard can be addressed in context, e.g., 29 (mind), 49 (type).
EI	Use words appropriately that sometimes have multiple meanings and apply this knowledge consistently to literature and texts in content areas.	Standard can be addressed in context, e.g., 29 (mind), 49 (type).
B	Use an English dictionary to derive meaning of simple known vocabulary.	Teacher can require students to incorporate dictionaries into text study.
IE	Use a standard dictionary to find the meaning of unknown vocabulary.	Teacher can require students to incorporate dictionaries into text study.
I	Use a standard dictionary to derive the meanings of unknown vocabulary.	Teacher can require students to incorporate dictionaries into text study.
EA	Use a standard dictionary to determine meanings of unknown words (e.g., idioms and words with multiple meanings).	Teacher can require students to incorporate dictionaries into text study.
A	Use a standard dictionary to determine meanings of unknown words.	Teacher can require students to incorporate dictionaries into text study.
B	Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	Text goes beyond basic needs vocabulary and addresses intermediate and advanced social vocabulary.
B	Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).	Text exceeds standard and intermediate and advanced social vocabulary.
EI	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	Teacher can assess standard through speaking and reading exercises, (e.g., 52, 53, 56, 57). Also, grammar sections, contribute to mastery of standard, (e.g., 54-55, 82-83).
I	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	Teacher can assess standard through speaking and reading exercises, (e.g., 52, 53, 56, 57). Also, grammar sections, contribute to mastery of standard, (e.g., 54-55, 82-83).

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Level	READING COMPREHENSION	
B	Point out text features such as title, table of contents, and chapter headings.	Teacher can use text to demonstrate.
EI	Orally identify the features of simple excerpts of public documents using key words or phrases.	Text needs to be supplemented to address standard.
I	Read and use simple sentences to orally identify the features of rhetorical devices of simple excerpts of public and workplace documents and content text.	Text needs to be supplemented to address standard.
EA	Analyze the features and rhetorical devices of at least two types of public documents (e.g., warranties, contracts, manuals, magazines, and textbooks).	Text needs to be supplemented to address standard.
A	Analyze the features and rhetorical devices of different types of public documents, and how the authors use these features and devices.	Text needs to be supplemented to address standard.
B	Use pictures, lists, charts, and tables to identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals, and contracts).	Pictures, lists, and charts throughout text contribute to development of standard, e.g., 50, 51, 52, 53, 76, 78, 88, 90.
EI	Use simple sentences to orally identify the structure and format of workplace documents (e.g., format, graphics, and headers).	Text needs to be supplemented to address standard.
I	Read and orally identify the structure and format of workplace documents (e.g., graphics and headers) and give one brief example of how authors use the feature to achieve their purpose.	Pictures, lists, and charts throughout text contribute to development of standard, e.g., 50, 51, 52, 53, 76, 78, 88, 90.
EA	Analyze the structure and format of workplace documents and how authors use these to achieve their purposes.	Pictures, lists, and charts throughout text contribute to development of standard, e.g., 50, 51, 52, 53, 76, 78, 88, 90.
B	Understand and follow simple multi-step oral directions of classroom or work-related activities.	Teacher can give directions orally throughout text.
EI	After a group activity, present a brief oral report demonstrating three or four simple steps necessary to achieve a specific goal or product from a consumer or workplace document.	Text needs to be supplemented to address standard.
EI	Identify and follow some multi-step directions for simple mechanical devices and basic forms.	Text needs to be supplemented to address standard. Text goals are limited to conversational English.

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I	Understand and orally explain most, multi-step directions for simple mechanical devices and for simple applications.	Text needs to be supplemented to address standard. Text goals are limited to conversational English.
B	Orally identify main ideas and some details of familiar literature and informational materials/public documents (e.g., newspaper, brochures, etc.) using key words or phrases.	Text needs to be supplemented to address standard. Text goals are limited to conversational English.
EI	Read and orally respond to simple literary text and text in content areas by answering factual comprehension questions using simple sentences.	Text needs to be supplemented to address standard. Text goals are limited to conversational English.
I	Read and use detailed sentences to orally identify main ideas and use them to make predictions about informational materials, literary text, and text in content areas.	Main ideas are identified throughout text, (e.g., 33, 65, 89).
EA	Apply knowledge of language to achieve meaning/ comprehension from informational materials, literary texts, and texts in content areas.	Teacher can supplement text with other materials to master standard however; text contains a variety of layout situations to familiarize students with informational and content area materials, e.g., 57, 59, 90, 91.
B	Recognize a few specific facts in familiar expository texts such as consumer, and workplace documents and content area texts.	Teacher can supplement text with other materials to master standard however; text contains a variety of layout situations to familiarize students with informational and content area materials, e.g., 57, 59, 90, 91.
EI	Read and orally identify a few specific facts in simple expository text such as consumer and workplace documents and content area text.	Teacher can supplement text with other materials to master standard however; text contains a variety of layout situations to familiarize students with informational and content area materials, e.g., 57, 59, 90, 91.
I	Present a brief report which verifies and clarifies facts presented in two to three forms of expository texts.	Teacher can expand writing exercises to address standard, (e.g., 5, 13, 69).
EA	Read and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.	Teacher can integrate into studies and exercises in grammar, vocabulary, and writing, (e.g., 21, 39, 41, 42).
A	Analyze how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in texts across content, areas.	Teacher can integrate into studies and exercises in grammar, vocabulary, and writing, (e.g., 21, 39, 41, 42).
I	Listen to an excerpt from a brief political speech and give an oral critique of the author's evidence using simple sentences.	Teacher can provide speech to supplement 18, 20, (Famous people).
EA	Prepare an oral and written report which evaluates the credibility of an author's argument or defense of a claim (include a bibliography)	Teacher can expand writing exercises to address standard, (e.g., 5, 13, 69).
A	Prepare an oral and written report which evaluates the credibility of an author's argument or defense; of a claim by critiquing the relationship between generalizations and evidence. Prepare a bibliography for the report.	Teacher can expand writing exercises to address standard, (e.g., 5, 13, 69).

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Level	WRITING STRATEGIES & APPLICATIONS	
B	Create simple sentences or phrases with some assistance.	Text exceeds standard.
EI	Use common verbs, nouns, and high frequency modifiers in simple sentences.	Text exceeds standard.
EI	Write an increasing number of words and simple sentences appropriate for language arts and other content areas.	Text develops writing, vocabulary, and grammar, (e.g., 46-53).
I	Recognize structured ideas and arguments and their supporting examples in persuasive writing.	Persuasive writing: 74-77
EA	Use appropriate language variations and genres in writing for language arts and other content areas.	Writing exercises found in each unit provide a variety of situations. Skills learned can be applied to standard.
A	Structure ideas and arguments within a given context giving supporting and relevant examples.	Writing skills: 5, 13, 69
I	Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.	Literature is not a part of text
EA	Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms.	Persuasive writing: 74-77
A	Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments.	Persuasive writing: 74-77
A	Produce writing that establishes a controlling impression or thesis.	Addressed throughout text, e.g., 33, 61, 69
B	Write simple compositions such as descriptions and compare/contrast that have a main idea and some detail.	97
EI	Write expository compositions such as descriptions, compare/contrast, and problem/solution that include a main idea and some details using simple sentences.	e.g., 69, 89, 97
I	Recognize elements of characterization in a piece of writing and apply them when writing.	41, 56
EA	Identify various elements of discourse in writing (e.g., purpose, speaker, audience, form).	Standard can be addressed through writing exercises, (e.g., 41, 49, 61).

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EA	Write reflective compositions that explore the significance of events.	Standard can be addressed through writing exercises, (e.g., 41, 49, 61).
A	Produce writing using various elements of discourse in narrative, expository, persuasive, informational, and/or descriptive writing.	Standard can be addressed through writing exercises, (e.g., 41, 49, 61).
B	Write a brief narrative using a few simple sentences that include setting and some details.	Teacher can create or modify other writing assignments throughout text to address standard.
EI	Use simple sentences to follow on outline and create a draft of a short essay.	Text exceeds standard.
EI	Use simple sentences to write responses to selected literature that exhibit factual understanding of the text and connect the student's own experience to specific parts of the text.	Literature is not a part of text.
I	Narrate a sequence of events and communicate their significance to the audience.	Teacher can create or modify other writing assignments throughout text to address standard.
I	Write brief expository compositions and reports that include a thesis and some supporting details; provide information from primary sources; and organize and record information on charts/graphs.	Teacher can create or modify other writing assignments throughout text to address standard.
EA	Develop a clear thesis and support it using the rhetorical devices of analogy, quotation, and fact.	Teacher can create or modify other writing assignments throughout text to address standard.
A	Use a variety of rhetorical devices to support assertions (e.g., appeal to logic through reasoning, case study, and analogy).	Teacher can create or modify other writing assignments throughout text to address standard.
B	Use the writing process to write brief narratives and stories with a few standard grammatical forms.	Text exceeds standard.
EI	From a given topic, use the writing process to write sentences and short paragraphs with supporting details. 'There may be some inconsistent use of standard grammatical forms.	Standard can be addressed through writing exercises, (e.g., 41, 49, 61).
I	Use complex sentences to write brief fictional biographies and short stories that include a sequence of events and provide supporting details.	Teacher can extrapolate and expand upon text, e.g., 21, 25, 49, 61
EA	Write detailed fictional biographies or autobiographies.	Teacher can extrapolate and expand upon text, e.g., 21, 25, 49, 61
A	Write expository compositions, including analytical essays and research reports, for language arts and other content areas that provide evidence in support, of a thesis and related claims.	Standard exceeds goals of text.

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B	Organize and record expository information on pictures, lists, charts, and tables for literature and content areas.	Standard exceeds goals of text.
EI	Collect information and take notes on a given topic from a variety of sources.	Teacher can use reading selections to model and develop standard, e.g., 65, 73, 78, 89.
I	Use basic strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms. (Some rules may not be in evidence.)	Teacher can use reading selections to model and develop standard, e.g., 65, 73, 78, 89.
EA	Use strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms.	Teacher can use reading selections to model and develop standard, e.g., 65, 73, 78, 89.
A	Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays, using standard grammatical forms.	Teacher can use reading selections to model and develop standard, e.g., 65, 73, 78, 89.
B	Complete a job application form by providing basic information such as name, address, and education.	Standard exceeds goals of text, but can be integrated into Unit 12, Getting Down to Business, 102-109.
EI	Complete simple informational documents related to career development.	Standard exceeds goals of text, but can be integrated into Unit 12, Getting Down to Business, 102-109.
I	Write job applications and resumes that are clear and provide all needed information.	Standard exceeds goals of text, but can be integrated into Unit 12, Getting Down to Business, 102-109.
EA	Write job applications and resumes that are clear and purposeful and address the intended audience appropriately.	Standard exceeds goals of text, but can be integrated into Unit 12, Getting Down to Business, 102-109.
A	Write job applications and resumes that modify tone to fit purpose and audience and follow the conventional format for the type of document.	Standard exceeds goals of text, but can be integrated into Unit 12, Getting Down to Business, 102-109.
I	Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	Teacher can expand upon writing exercises in text to integrate standard.
EA	Write expository compositions and reports of information that convey information from primary and secondary sources and use some technical terms. Use appropriate tone and voice based on purpose, audience, and subject matter.	Teacher can expand upon writing exercises in text to integrate standard.
A	Clarify and defend positions with relevant evidence, including facts, expert opinions, quotations and/or expressions of commonly accepted beliefs, and logical reasoning.	Teacher can expand upon writing exercises in text to integrate standard.

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Level	WRITING CONVENTIONS	
B	Revise writing for proper use of final punctuation, capitals, and correct spelling.	Although revision information is not contained within text, teacher can set criteria for editing, and final copies.
EI	Revise writing with teacher assistance to clarify meaning and improve conventions and organization.	Teacher can satisfy standard by designating class time.
I	Revise writing for appropriate word choice and organization, with variation in grammatical forms and spelling.	Although revision information is not contained within text, teacher can set criteria for editing, and final copies.
EA	Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.	Although revision information is not contained within text, teacher can set criteria for editing, and final copies.
A	Revise writing for appropriate word choice, organization, consistent point, of view, and transitions, with approximate standard grammatical forms and spelling.	Although revision information is not contained within text, teacher can set criteria for editing, and final copies.
B	Edit own work and correct punctuation.	Teacher can set criteria for writing exercises. Since text's main goal is on language acquisition, teacher should integrate instruction into writing exercises.
EI	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).	Teacher can set criteria for writing exercises. Since text's main goal is on language acquisition, teacher should integrate instruction into writing exercises.
I	Edit and correct basic grammatical structures and conventions of writing.	Teacher can set criteria for writing exercises. Since text's main goal is on language acquisition, teacher should integrate instruction into writing exercises.
EA	Edit writing for grammatical structures and conventions of writing.	Teacher can set criteria for writing exercises. Since text's main goal is on language acquisition, teacher should integrate instruction into writing exercises.
A	Edit writing for conventions of writing to approximate standard grammatical forms.	Teacher can set criteria for writing exercises. Since text's main goal is on language acquisition, teacher should integrate instruction into writing exercises.
B	Identify basic vocabulary, mechanics, and structures in a piece of writing.	Vocabulary and structures; e.g., 34, 49, 50
EI	Use clauses, phrases, and mechanics with consistent, variations in grammatical forms.	e.g., 31, 35, 63
EA	Create coherent paragraphs through effective transitions.	e.g., 47, 63, 91
A	Create coherent paragraphs through effective transitions and parallel constructions.	Standard can be incorporated into writing exercises, e.g., 69, 77, 97.

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Level	LITERARY RESPONSE & ANALYSIS	
EI	Distinguish the characteristics of different forms of dramatic literature using simple sentences, pictures, lists, charts, and tables (e.g., comedy and tragedy).	Text is not a literary compilation, but rather a conversational text.
EA	Identify recognized works of world literature and contrast the major literary forms and techniques.	Standard exceeds text's capabilities; text is a conversational text, but does not contain literature.
EI	Orally identify literary elements of theme, plot, setting, and character using simple sentences.	Teacher would need to integrate literature into study of conversational English in order to address or achieve standard. Unit themes could be used for connections, (e.g., Friendship; 2-3, Romance; 9, Exceptional people, (minds); 18-20, Heroes; 22-23.
I	Read and use detailed sentences to orally explain the literary elements of theme, plot, setting, and characters.	Book Report: 41. Teacher can integrate standard into criteria for book report.
EA	Identify the function of dialogue, scene design, and asides in dramatic literature.	Teacher would need to integrate drama into study of conversational English in order to address or achieve standard. Unit themes could be used for connections, (e.g., Friendship; 2-3, Romance; 9, Exceptional people, (minds); 18-20, Heroes; 22-23. Teacher can bring in guest speakers to address class, and integrate knowledge, e.g., Art and Music, 46-53.
A	Describe the function of dialogue, scene design, asides, and soliloquies in dramatic literature.	Teacher would need to integrate drama into study of conversational English in order to address or achieve standard. Teacher can bring in guest speakers to address class, and integrate knowledge, e.g., Art and Music, 46-53.
EI	Orally respond to factual comprehension questions taken from two forms of literature (brief excerpts from a comedy and tragedy) using simple sentences.	Teacher would need to integrate literature into study of conversational English in order to address or achieve standard. Unit themes could be used for connections, (e.g., Friendship; 2-3, Romance; 9, Exceptional people, (minds); 18-20, Heroes; 22-23.
I	Read and use detailed sentences to orally respond to factual comprehension questions taken from three forms of literature.	Teacher would need to integrate literature into study of conversational English in order to address or achieve standard. Unit themes could be used for connections, (e.g., Friendship; 2-3, Romance; 9, Exceptional people, (minds); 18-20, Heroes; 22-23.
I	Apply knowledge of language to analyze and derive meaning/comprehension from literary texts.	Text develops language skills, (e.g., reading, analysis, conversation, grammar, writing, opinions), which may be applied to literature classes, or teacher can link skills to literature by supplementing text to create a broader course of study.
B	Role-play a character from a familiar piece of literature using phrases or simple sentences.	Teacher can integrate role-play into The joys of literature, 38.
EI	Briefly describe what a character is like by what he/she does in a familiar narration, dialogue, or drama, using simple sentences.	38; The joys of literature-what people learn from literature. Teacher can integrate standard.
I	Read and use detailed sentences to orally describe what a character is like by what he/she does in a narration, dialogue, or drama.	38; The joys of literature-what people learn from literature. Teacher can integrate standard.
A	Analyze the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions).	38; The joys of literature-what people learn from literature. Teacher can integrate standard.
EI	Use expanded vocabulary and some descriptive words for oral responses to familiar literature.	38; The joys of literature-what people learn from literature. Teacher can integrate standard, and expand conversation into a regular class activity to stimulate conversational skills, (e.g., descriptive vocabulary).
I	Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.	Oral and written response opportunities are available throughout text, (e.g., 38, 41, 43, 44, 45, 48, 49).

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I	Use detailed sentences to orally compare and contrast a similar theme or topic across three genres.	Students practice compare and contrast skills and details, e.g., 47, 57, 61, 65, 69.
EA	Orally and in writing compare and contrast a similar theme or topic across several genres using detailed sentences.	Students practice compare and contrast skills, e.g., 47, 57, 65.
A	Compare and contrast a similar theme or topic across genres and explain how the genre shapes the theme or topic.	Students practice compare and contrast skills, e.g., 47, 57, 65.
B	Recite simple poems.	Poems cannot be found in text.
I	Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sounds.	Standard can be integrated into text, e.g., Language and communication, (What is correct language? Idiomatic expressions, Storytellers); 86-89.
EA	Identify techniques which have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, "sound" of language).	38; The joys of literature-what people learn from literature. Teacher can integrate standard.
EA	Identify several literary elements and techniques (e.g., figurative language, imagery, and symbolism).	Standard can be integrated into text, e.g., Language and communication, (What is correct language? Idiomatic expressions, Storytellers); 86-89.
EA	Read and identify ways in which poets use personification, figures of speech, imagery, and sound.	Standard can be integrated into text, e.g., Language and communication, (What is correct language? Idiomatic expressions, Storytellers); 86-89.
A	Explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism).	Standard can be integrated into text, e.g., Language and communication, (What is correct language? Idiomatic expressions, Storytellers); 86-89.
B	Orally identify the beginning, middle, and end of a simple literary text.	38; The joys of literature-what people learn from literature. Teacher can integrate standard.
B	Use pictures, lists, charts, and tables to identify the sequence of events from simple literary texts.	Teacher can expand upon pages 22, and 38 to address standard.
EI	Read and orally identify the main events of the plot, using simple sentences.	Main ideas are identified throughout text, (e.g., 33, 65, 89).
I	Read and use detailed sentences to orally describe the sequence of events in literary texts.	Standard may be introduced and practiced, 21.
B	Read and orally identify the speaker or narrator in a simple selection.	Standard can be practiced using reading selections, e.g., 29, 33, 34, 37, 41.
B	Recognize the difference between first and third person using phrases or simple sentences.	Standard can be discussed through comparing reading selections, e.g., 41, 42, 45, 49, 61.
EA	Identify recognized works of American literature and their genre in order to contrast major periods, themes, and trends.	Text would need supplementation, and goals of text would need to be expanded upon in order to integrate standard.
A	Relate literary works and authors to major themes and issues of their eras.	Text would need supplementation, and goals of text would need to be expanded upon in order to integrate standard.
A	Analyze recognized works of American literature and their genre in order to contrast major periods, themes, and trends.	Text would need supplementation, and goals of text would need to be expanded upon in order to integrate standard.

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