

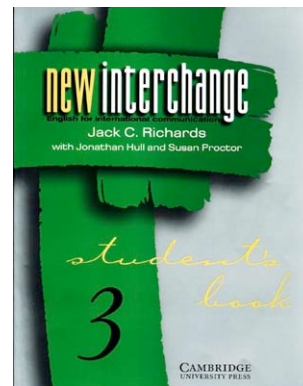
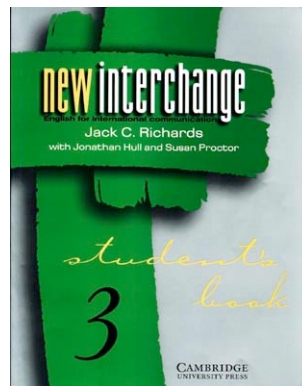
CAMBRIDGE

New Interchange 3

Cambridge University Press

correlated to

ELD For California Public Schools
GRADES 9-12



New Interchange 3
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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).	Standard addressed throughout text (e.g., 2, 4, 5, 6).
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>).	Standard addressed throughout text (e.g., 9, 10, 15, 17).
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).	Standard addressed throughout text (e.g., 22, 47, 49, 54, 57).
EA	Be understood when speaking, using consistent standard English grammatical forms and sounds, intonation, pitch, and modulation, but may have random errors.	Standard addressed throughout text (e.g., 21, 29, 30, 42, 43).
A	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and modulation.	Standard addressed within text (e.g., 81, 89, 92, 95, 98, 101).
EA	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	Standard addressed throughout text (e.g., 20, 36, 43).
A	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	Standard addressed throughout text (e.g., 84, 88, 95, 98).
B	Demonstrate comprehension of oral presentations and instructions through non-verbal responses.	Standard addressed by teacher giving instructions.
I	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	Standard addressed throughout beginning of text (e.g., 4, 12, 29, 36).
EA	Listen attentively to more complex stories/ information on new topics and identify the main points and supporting details.	Standard addressed towards end of text (e.g., 64, 73, 76, 81).
A	Listen attentively to stories and subject area topics, and identify the main points and supporting details.	Standard introduced towards end of text with students identifying main points and supporting details (e.g., 84, 87). Teacher will need to supplement with stories and subject areas to completely fulfill standard.

B = Beginning
EI = Early Intermediate
I = Intermediate

EA = Early Advanced
A = Advanced
Heavy line separates clusters of standards.

EI	Restate and execute multi-step oral directions.	88; Teacher can expand on text to fulfill this standard.
B	Respond with simple words or phrases to questions about simple written texts.	Standard addressed throughout text (e.g., 7, 13, 19, 25).
EI	Restate in simple sentences the main idea of oral presentations of subject matter content.	Standard addressed throughout text (e.g., 33, 39, 40, 45).
I	Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.	Standard addressed throughout text (e.g., 42, 51, 59, 62).
EA	Summarize literary pieces in greater detail, including character, setting, plot, and analysis.	25, 91; Teacher should expand on text to fulfill standard.
B	Orally identify types of media by name (e.g., magazine, documentary film, news report).	Different media are shown on various pages, but teacher will need to expand on text to fulfill standard (e.g., 65, 89).
I	Identify a variety of media messages and give some supporting details (e.g., radio, television, movies).	Teacher will need to expand on text to fulfill standard (e.g., 65, 89, 91).
A	Identify strategies used by the media to present information for a variety of purposes (e.g., to inform, entertain, or persuade).	Teacher will need to expand on text to fulfill standard (e.g., 65, 89, 91).
B	Ask and answer questions using simple sentences or phrases.	Standard addressed throughout text (e.g., 8, 9, 13, 14).
EI	Ask and answer questions using phrases or simple sentences.	Standard addressed throughout text (e.g., 14, 20, 23, 25).
I	Respond to messages by asking simple questions or by brief restatement of the message.	Standard addressed throughout text (e.g., 30, 34, 46).
EA	Respond to messages by asking questions, challenging statement, or offering examples that affirm the message.	Standard addressed throughout text (e.g., 45, 51, 59).
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").	This standard is outside the scope of this text.
A	Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately.	This standard is outside the scope of this text.
EI	Orally communicate basic needs (e.g., "Do we have to ?").	Standard addressed throughout text (e.g., 2, 5, 8).
I	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	Standard addressed throughout text (e.g., 20, 30, 36, 40).

EA	Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and soliciting information.	Standard addressed throughout text (e.g., 44, 60, 82, 84).
A	Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing.	This standard is outside the scope of this text.
I	Prepare and deliver short presentation on ideas, premises, or images from a variety of common sources.	Teacher may expand on writing activities to fulfill standard (e.g., 76, 84, 88).
EA	Prepare and deliver presentations that use a variety of sources.	Teacher may expand on writing activities to fulfill standard (e.g., 32, 38, 50).
A	Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, coherent, transition, and appropriate conclusions.	This standard is outside the scope of this text.
B	Recognize and correctly pronounce most English phonemes when reading aloud.	Standard addressed throughout text (e.g., 13, 19, 28, 42, 47).
EI	Produce most English phonemes comprehensibly, while orally reading their own writing, simple sentences or texts.	Standard addressed throughout text (e.g., 16, 22, 62).
B	Recognize common English morphemes in phrases and simple sentences.	Standard addressed throughout text (e.g., 3, 10, 25, 38).
EI	Use common English morphemes in oral and silent reading.	Standard addressed throughout text (e.g., 7, 59, 65).
I	Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	This standard is outside the scope of this text, although teacher can use supplements to fulfill standard.
EA/A	Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.	This standard is outside the scope of this text, although teacher can use supplements to fulfill standard.
EI	Recognize obvious cognates in phrases, simple sentences, literature, and content area texts (e.g., education, educacion, actualmente, actually).	Standard addressed throughout text when teacher is aware of cognates relative to language of students.
I	Identify cognates and false cognates in literature and texts in content areas (e.g., cognate -agonia, agony; false cognate - exito, exit).	Standard addressed throughout text when teacher is aware of cognates relative to language of students.
EA/A	Distinguish between cognates and false cognates in literature and texts in content areas.	Standard addressed throughout text when teacher is aware of cognates relative to language of students.

Level	READING FLUENCY & SYSTEMATIC VOCABULARY DEVELOPMENT	
EI	Read own writing of narrative and expository text aloud with appropriate pacing, intonation, and expression.	Standard addressed throughout text (e.g., 32, 30, 84).
EI	Use connectors to appropriately sequence written text. (e.g., "first, then, after that, finally").	Standard addressed throughout text (e.g., 67, 69).
I	Apply knowledge of text, connectors to make inferences.	Standard addressed throughout text (e.g., 11, 18).
EA	Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.	Standard addressed throughout text (e.g., 45, 91, 97, 103).
EI	Recognize simple idioms, analogies, figures of speech, and metaphors in literature and texts in content areas (e.g., "the last word").	Standard not addressed within text.
I	Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.	Standard not addressed within text.
EA	Use idioms, analogies, and metaphors in literature and texts in content areas.	Standard not addressed within text.
A	Use common idioms, some analogies and metaphors (e.g., "shine like a star," and "let the cat out of the bag").	Standard not addressed within text.
B	Recognize simple affixes (educate, education), prefixes (dislike), synonyms (big, large), and antonyms (hot, cold).	3, 50, 99; Teacher should expand on text to fulfill standard.
EI	Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words.	Standard not directly addressed by texts but can be addressed by teacher by building upon previous standard.
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 would need to provide supplemental material to address standard.
EA	Use knowledge of affixes, roots, and increased vocabulary to interpret the meaning of words in literature and content area texts.	Teacher would need to provide supplemental material to address standard.
I	Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.	Standard addressed throughout text (e.g., 77, 85, 91, 97).
EA	Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	Teacher could provide supplemental reading materials to address standard.
A	Apply knowledge of academic and social vocabulary to achieve independent, reading.	Standard is outside the scope of 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.	Standard addressed throughout text (e.g., 7, 19, 51).
EI	Read simple paragraphs and passages independently.	Standard addressed throughout text (e.g., 25, 40, 59).

I	Use knowledge of English morphemes, phonics, and syntax to decode written texts.	Standard addressed throughout text (e.g., 7, 65, 93).
EA	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	Standard addressed throughout text (e.g., 24, 42, 83, 94).
EI	Recognize that words sometimes have multiple meanings and apply this knowledge to written texts.	Standard not directly addressed within text, however teacher can provide supplemental material to address standard.
I	Recognize that words sometimes have multiple meanings.	Standard not directly addressed within text, however teacher can provide supplemental material to address standard.
EA	Recognize that words sometimes have multiple meanings and apply this knowledge to understanding written texts.	Standard not directly addressed within text, however teacher can provide supplemental material to address standard.
EI	Use words appropriately that sometimes have multiple meanings and apply this knowledge consistently to literature and texts in content areas.	Standard not directly addressed within text, however teacher can provide supplemental material to address standard.
B	Use an English dictionary to derive meaning of simple known vocabulary.	Standard can be addressed throughout text with a dictionary.
IE	Use a standard dictionary to find the meaning of unknown vocabulary.	Standard can be addressed throughout text with a dictionary.
I	Use a standard dictionary to derive the meanings of unknown vocabulary.	Standard can be addressed throughout text with a dictionary.
EA	Use a standard dictionary to determine meanings of unknown words (e.g., idioms and words with multiple meanings).	Standard can be addressed throughout text with a dictionary.
A	Use a standard dictionary to determine meanings of unknown words.	Standard can be addressed throughout text with a dictionary.
B	Produce simple vocabulary (single words or short phrases). to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	Standard addressed throughout text (e.g., 2, 5, 8, 11).
B	Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).	Standard addressed throughout text (e.g., 34, 36, 43, 75).
EI	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	Standard addressed throughout text (e.g., 62, 94, 96, 98).
I	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	Standard addressed throughout text (e.g., 62, 94, 96, 98).

Level	READING COMPREHENSION	
B	Point out text features such as title, table of contents, and chapter headings.	Standard addressed throughout text (e.g., vi-2, 8, 14, 20, 28, 34).
EI	Orally identify the features of simple excerpts of public documents using key words or phrases.	Standard not addressed directly within text, although teacher can supplement to introduce 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.	Standard not addressed directly within text, although teacher can supplement to introduce standard.
EA	Analyze the features and rhetorical devices of at least two types of public documents (e.g., warranties, contracts, manuals, magazines, and textbooks).	Standard not addressed directly within text, although teacher can supplement to introduce standard.
A	Analyze the features and rhetorical devices of different types of public documents, and how the authors use these features and devices.	Standard not addressed directly within text, although teacher can supplement to introduce 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).	65, 90; This standard not addressed directly within text, although teacher can supplement to fulfill standard.
EI	Use simple sentences to orally identify the structure and format of workplace documents (e.g., format, graphics, and headers).	This standard not addressed directly within text, although teacher can supplement to fulfill 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.	This standard not addressed directly within text, although teacher can supplement to fulfill standard.
EA	Analyze the structure and format of workplace documents and how authors use these to achieve their purposes.	This standard not addressed directly within text, although teacher can supplement to fulfill standard.
B	Understand and follow simple multi-step oral directions of classroom or work-related activities.	Standard not addressed directly within text. Teacher can expand on text to address standard (e.g., 8, 10, 13).
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.	38; Teacher should expand on text to fulfill standard.
EI	Identify and follow some multi-step directions for simple mechanical devices and basic forms.	Standard not addressed within text, although teacher can provide supplements to fulfill standard (e.g., 36, 84, 90).
I	Understand and orally explain most, multi-step directions for simple mechanical devices and for simple applications.	This standard is outside the scope of this text.

B = Beginning
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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.	Standard addressed throughout text (e.g., 22, 76, 96).
EI	Read and orally respond to simple literary text and text in content areas by answering factual comprehension questions using simple sentences.	Standard addressed throughout text (e.g., 59, 77, 85).
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.	Standard addressed within text (e.g., 19, 40, 103).
EA	Apply knowledge of language to achieve meaning/ comprehension from informational materials, literary texts, and texts in content areas.	Standard not addressed directly within text. Teacher can expand on text to address standard (e.g., 40, 45, 51, 103).
B	Recognize a few specific facts in familiar expository texts such as consumer, and workplace documents and content area texts.	Teacher can provide supplements to relevant text to address standard (e.g., 13, 60, 90).
EI	Read and orally identify a few specific facts in simple expository text such as consumer and workplace documents and content area text.	Standard not addressed within text, although teacher can provide supplements to fulfill standard (e.g., 72-77).
I	Present a brief report which verifies and clarifies facts presented in two to three forms of expository texts.	Standard not addressed within text, although teacher can provide supplements to fulfill standard (e.g., 20, 34, 46, 86).
EA	Read and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.	Standard addressed throughout text (e.g., 33, 51, 59).
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.	Standard addressed throughout text (e.g., 71, 77, 97).
I	Listen to an excerpt from a brief political speech and give an oral critique of the author's evidence using simple sentences.	This standard is outside the scope of this text, although teacher can provide supplements to fulfill standard (e.g., 65, 92).
EA	Prepare an oral and written report which evaluates the credibility of an author's argument or defense of a claim (include a bibliography).	This standard is outside the scope of this text, although teacher can provide supplements to fulfill standard.
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.	This standard can be addressed through supplementary materials (e.g., 25).

Level	WRITING STRATEGIES & APPLICATIONS	
B	Create simple sentences or phrases with some assistance.	Standard addressed throughout text (e.g., 5, 10, 16).
EI	Use common verbs, nouns, and high frequency modifiers in simple sentences.	Standard addressed throughout text (e.g., 22, 24, 32).
EI	Write an increasing number of words and simple sentences appropriate for language arts and other content areas.	Standard addressed throughout text (e.g., 38, 44, 50).
I	Recognize structured ideas and arguments and their supporting examples in persuasive writing.	This standard is outside the scope of this text.
EA	Use appropriate language variations and genres in writing for language arts and other content areas.	This standard is outside the scope of this text.
A	Structure ideas and arguments within a given context giving supporting and relevant examples.	This standard is outside the scope of this text.
I	Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.	Standard addressed throughout text (e.g., 51, 65, 91).
EA	Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms.	76, 84
A	Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments.	This standard is outside the scope of this text.
A	Produce writing that establishes a controlling impression or thesis.	This standard is outside the scope of this text.
B	Write simple compositions such as descriptions and compare/contrast that, have a main idea and some detail.	Standard addressed throughout text (e.g., 11, 16, 22).
EI	Write expository compositions such as descriptions, compare/contrast, and problem/solution that include a main idea and some details using simple sentences.	Standard addressed within text (e.g., 11, 22, 24).
I	Recognize elements of characterization in a piece of writing and apply them when writing.	91; Teacher should expand on text to address standard.
EA	Identify various elements of discourse in writing (e.g., purpose, speaker, audience, form).	Standard fulfilled by teacher providing supplements to the text (e.g., 19, 22; 59, 62).
EA	Write reflective compositions that explore the significance of events.	This standard not addressed within text.

A	Produce writing using various elements of discourse in narrative, expository, persuasive, informational, and/or descriptive writing.	This standard not addressed within text.
B	Write a brief narrative using a few simple sentences that include setting and some details.	Standard addressed throughout text (e.g., 5, 10).
EI	Use simple sentences to follow on outline and create a draft of a short essay.	Teacher can expand on text to fulfill standard (e.g., 84, 88).
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.	Standard addressed throughout text (e.g., 51, 59, 65).
I	Narrate a sequence of events and communicate their significance to the audience.	This standard not directly addressed in text but can be fulfilled by expanding on text (e.g., 70, 84).
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.	This standard not directly addressed in text but can be fulfilled by expanding on text (e.g., 22, 32, 44, 50).
EA	Develop a clear thesis and support it using the rhetorical devices of analogy, quotation, and fact.	This standard is outside the scope of this text.
A	Use a variety of rhetorical devices to support assertions (e.g., appeal to logic through reasoning, case study, and analogy).	This standard is outside the scope of this text.
B	Use the writing process to write brief narratives and stories with a few standard grammatical forms.	Standard addressed throughout text (e.g., 5, 72, 80).
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 addressed by teacher expanding on text (e.g., 16, 32, 58).
I	Use complex sentences to write brief fictional biographies and short stories that include a sequence of events and provide supporting details.	62, 70; Teacher could expand on text to more thoroughly explore standard.
EA	Write detailed fictional biographies or autobiographies.	62
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 not addressed within text.
B	Organize and record expository information on pictures, lists, charts, and tables for literature and content areas.	Teacher must expand on text to address standard (e.g., 10, 88, 91).
EI	Collect information and take notes on a given topic from a variety of sources.	Teacher must expand on topics within text to address standard (e.g., 56 60, 66).

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 could address standard towards end of text (e.g., 84, 88, 96).
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 could address standard towards end of text (e.g., 38, 58, 76).
A	Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays, using standard grammatical forms.	This standard is outside the scope of this text.
B	Complete a job application form by providing basic information such as name, address, and education.	Teacher must provide supplements to address this text. (e.g., 8-13).
EI	Complete simple informational documents related to career development.	Teacher must provide supplements to address this text. (e.g., 8-13).
I	Write job applications and resumes that are clear and provide all needed information.	Teacher must provide supplements to address this text. (e.g., 8-13).
EA	Write job applications and resumes that are clear and purposeful and address the intended audience appropriately.	Teacher must provide supplements to address this text. (e.g., 8-13).
A	Write job applications and resumes that modify tone to fit purpose and audience and follow the conventional format for the type of document.	Teacher must provide supplements to address this text. (e.g., 8-13).
I	Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	Teacher can expand on topics within text to address this standard (e.g., 14, 60, 80).
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 on topics within text to address this standard (e.g., 8, 20, 72).
A	Clarify and defend positions with relevant evidence, including facts, expert opinions, quotations and/or expressions of commonly accepted beliefs, and logical reasoning.	This standard is outside the scope of this text.

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Level	WRITING CONVENTIONS	
B	Revise writing for proper use of final punctuation, capitals, and correct spelling.	Standard addressed throughout text (e.g., 5, 10, 16, 22).
EI	Revise writing with teacher assistance to clarify meaning and improve conventions and organization.	Standard addressed throughout text (e.g., 24, 32, 38).
I	Revise writing for appropriate word choice and organization, with variation in grammatical forms and spelling.	Standard addressed within text (e.g., 44, 50, 58).
EA	Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.	Standard addressed within text (e.g., 2, 70, 76).
A	Revise writing for appropriate word choice, organization, consistent point, of view, and transitions, with approximate standard grammatical forms and spelling.	This standard is outside the scope of this text.
B	Edit own work and correct punctuation.	Standard addressed within text (e.g., 5 16, 24).
EI	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).	Standard addressed within text (e.g., 10, 22, 32).
I	Edit and correct basic grammatical structures and conventions of writing.	Standard addressed within text (e.g., 38, 50, 62).
EA	Edit writing for grammatical structures and conventions of writing.	Standard addressed within text (e.g., 70, 76, 96).
A	Edit writing for conventions of writing to approximate standard grammatical forms.	This standard is outside the scope of this text.
B	Identify basic vocabulary, mechanics, and structures in a piece of writing.	Standard addressed throughout text (e.g., 37, 41, 42, 50).
EI	Use clauses, phrases, and mechanics with consistent, variations in grammatical forms.	Standard addressed throughout text (e.g., 3, 6, 9, 29, 43, 67, 90, 99).
EA	Create coherent paragraphs through effective transitions.	Standard addressed throughout text (e.g., 16, 32, 50).
A	Create coherent paragraphs through effective transitions and parallel constructions.	This standard is outside the scope of this text.

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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).	This standard is outside the scope of this text.
EA	Identify recognized works of world literature and contrast the major literary forms and techniques.	This standard is outside the scope of this text.
EI	Orally identify literary elements of theme, plot, setting, and character using simple sentences.	86; Teacher needs to expand on topic to fulfill standard.
I	Read and use detailed sentences to orally explain the literary elements of theme, plot, setting, and characters.	86; Teacher needs to expand on topic to fulfill standard.
EA	Identify the function of dialogue, scene design, and asides in dramatic literature.	This standard is outside the scope of this text.
A	Describe the function of dialogue, scene design, asides, and soliloquies in dramatic literature.	This standard is outside the scope of this text.
EI	Orally respond to factual comprehension questions taken from two forms of literature (brief excerpts from a comedy and tragedy). using simple sentences.	Teacher can use supplemental materials (two forms of literature). to fully address this standard.
I	Read and use detailed sentences to orally respond to factual comprehension questions taken from three forms of literature.	Teacher can use supplemental materials (three forms of literature). to fully address this standard.
I	Apply knowledge of language to analyze and derive meaning/comprehension from literary texts.	Teacher can use supplemental materials to address this standard.
B	Role-play a character from a familiar piece of literature using phrases or simple sentences.	36; Teacher can expand on text to fulfill standard.
EI	Briefly describe what a character is like by what he/she does in a familiar narration, dialogue, or drama, using simple sentences.	36; Teacher can use supplemental materials to fulfill 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.	Teacher can use supplemental materials and the text as a foundation to fulfill standard (e.g., 50, 94, 99).
A	Analyze the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions).	This standard is outside the scope of this text.
EI	Use expanded vocabulary and some descriptive words for oral responses to familiar literature.	e.g., 45, 65, 97
I	Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.	e.g., 10, 13, 24, 25
I	Use detailed sentences to orally compare and contrast a similar theme or topic across three genres.	Teacher can use supplemental materials to fulfill standard.
EA	Orally and in writing compare and contrast a similar theme or topic across several genres using detailed sentences.	Teacher can use supplemental materials to fulfill standard.

A	Compare and contrast a similar theme or topic across genres and explain how the genre shapes the theme or topic.	This standard is outside the scope of this text.
B	Recite simple poems.	Teacher must provide supplements to address standard.
I	Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sounds.	This standard is outside the scope of this text.
EA	Identify techniques, which have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, "sound" of language).	This standard is outside the scope of this text.
EA	Identify several literary elements and techniques (e.g., figurative language, imagery, and symbolism).	This standard is outside the scope of this text.
EA	Read and identify ways in which poets use personification, figures of speech, imagery, and sound.	This standard is outside the scope of this text.
A	Explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism).	This standard is outside the scope of this text.
B	Orally identify the beginning, middle, and end of a simple literary text.	Teacher may address standard by using text as foundation and providing supplements (e.g., 85, 91).
B	Use pictures, lists, charts, and tables to identify the sequence of events from simple literary texts.	85, 91; Standard addressed by expanding on text and previous standard.
EI	Read and orally identify the main events of the plot, using simple sentences.	85, 91; Teacher may supplement text with appropriate materials for this level to fulfill standard.
I	Read and use detailed sentences to orally describe the sequence of events in literary texts.	85, 91; Teacher may supplement text with appropriate materials for this level to fulfill standard.
B	Read and orally identify the speaker or narrator in a simple selection.	Standard addressed throughout text (e.g., 7, 19, 97).
B	Recognize the difference between first and third person using phrases or simple sentences.	Standard addressed throughout text (e.g., 45, 69, 80).
EA	Identify recognized works of American literature and their genre in order to contrast major periods, themes, and trends.	This standard is outside the scope of this text.
A	Relate literary works and authors to major themes and issues of their eras.	This standard is outside the scope of this text.
A	Analyze recognized works of American literature and their genre in order to contrast major periods, themes, and trends.	This standard is outside the scope of this text.