

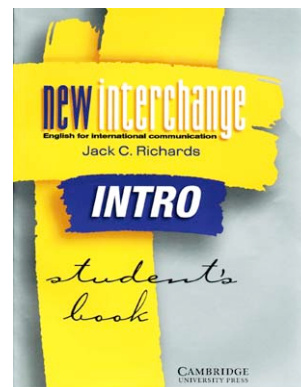
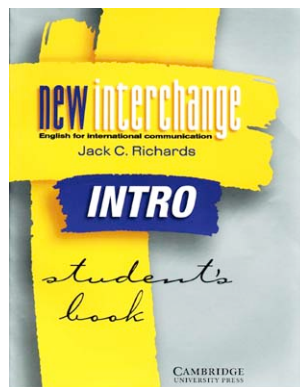
CAMBRIDGE

# New Interchange Intro

Cambridge University Press

correlated to

## ELD For California Public Schools GRADES 9-12



**New Interchange Intro**  
**Pearson Learning**  
 correlated to  
**ELD For California Public Schools**  
**GRADES 9-12**

Level	<b>LISTENING AND SPEAKING</b>	
<b>B</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, 3, 47, 63).
<b>EI</b>	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., 34, 61, 95).
<b>I</b>	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., 30, 42, 53, 94).
<b>EA</b>	Be understood when speaking, using consistent standard English grammatical forms and sounds, intonation, pitch, and modulation, but may have random errors.	This standard is outside the scope of this text.
<b>A</b>	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and modulation.	This standard is outside the scope of this text.
<b>EA</b>	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	Standard addressed throughout text, (e.g., 50, 54, 83, 102).
<b>A</b>	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	Standard not directly addressed, but speaking activities can be adapted to writing activities throughout text (e.g., 50, 54, 83, 102).
<b>B</b>	Demonstrate comprehension of oral presentations and instructions through non-verbal responses.	Standard addressed throughout text e.g., 10, 11, 13, 29).
<b>I</b>	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	Standard addressed throughout text (e.g., 32, 38, 42).
<b>EA</b>	Listen attentively to more complex stories/ information on new topics and identify the main points and supporting details.	This standard is outside the scope of this text.
<b>A</b>	Listen attentively to stories and subject area topics, and identify the main points and supporting details.	This standard is outside the scope of this text.

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<b>EI</b>	Restate and execute multi-step oral directions.	This standard is outside the scope of this text.
<b>B</b>	Respond with simple words or phrases to questions about simple written texts.	Standard addressed throughout text (e.g., 86, 87, 88, 89).
<b>EI</b>	Restate in simple sentences the main idea of oral presentations of subject matter content.	This standard is outside the scope of this text.
<b>I</b>	Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.	This standard is outside the scope of this text.
<b>EA</b>	Summarize literary pieces in greater detail, including character, setting, plot, and analysis.	This standard is outside the scope of this text.
<b>B</b>	Orally identify types of media by name (e.g., magazine, documentary film, news report).	9, 12, 13, 27, 29, 31, 39, 65; Different media are shown on various pages, but teacher will need to supplement to fulfill standard.
<b>I</b>	Identify a variety of media messages and give some supporting details (e.g., radio, television, movies).	Media pages (above) can be expanded on to fulfill standard.
<b>A</b>	Identify strategies used by the media to present information for a variety of purposes (e.g., to inform, entertain, or persuade).	This standard is outside the scope of this text.
<b>B</b>	Ask and answer questions using simple sentences or phrases.	Standard addressed throughout text (e.g., 92, 95, 96, 97).
<b>EI</b>	Ask and answer questions using phrases or simple sentences.	Standard addressed throughout text (e.g., 31, 34, 41,83).
<b>I</b>	Respond to messages by asking simple questions or by brief restatement of the message.	This standard is outside the scope of this text.
<b>EA</b>	Respond to messages by asking questions, challenging statement, or offering examples that affirm the message.	This standard is outside the scope of this text.
<b>EA</b>	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.
<b>A</b>	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.
<b>EI</b>	Orally communicate basic needs (e.g., "Do we have to ?").	Standard addressed throughout text (e.g., 15, 16, 23, 32).

I	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	Standard begins being addressed in this text with structured activities (e.g., 14, 15, 19, 23).
EA	Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and soliciting information.	This standard is outside the scope of this text.
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.	Topics in text can be expanded upon to address this standard (e.g., 83, 86, 92).
EA	Prepare and deliver presentations that use a variety of sources.	Topics in text can be expanded upon to address this standard (e.g., 34, 51, 70).
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, although teacher can expand on text to fulfill standard.
B	Recognize and correctly pronounce most English phonemes when reading aloud.	This standard is outside the scope of this text.
EI	Produce most English phonemes comprehensibly, while orally reading their own writing, simple sentences or texts.	This standard is outside the scope of this text.
B	Recognize common English morphemes in phrases and simple sentences.	Standard addressed throughout text when teacher points to it (e.g., 91, 95, 104).
EI	Use common English morphemes in oral and silent reading.	Standard addressed throughout text when teacher points to it (e.g., 27, 29, 33).
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.
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.	This standard is outside the scope of this text.

Level	READING FLUENCY & SYSTEMATIC VOCABULARY DEVELOPMENT	
EI	Read own writing of narrative and expository text aloud with appropriate pacing, intonation, and expression.	This standard can be introduced towards the end of the text by teacher expanding on text. (e.g., 90, 97, 105).
EI	Use connectors to appropriately sequence written text. (e.g., "first, then, after that, finally").	Standard not addressed in text although teacher can introduce standard at various points (e.g., 95, 102, 103).
I	Apply knowledge of text, connectors to make inferences.	This standard is outside the scope of this text.
<b>EA</b>	Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.	This standard is outside the scope of this text.
EI	Recognize simple idioms, analogies, figures of speech, and metaphors in literature and texts in content areas (e.g., "the last word").	This standard is outside the scope of this text.
I	Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.	This standard is outside the scope of this text.
EA	Use idioms, analogies, and metaphors in literature and texts in content areas.	This standard is outside the scope of this text.
A	Use common idioms, some analogies and metaphors (e.g., "shine like a star," and "let the cat out of the bag").	This standard is outside the scope of this text.
<b>B</b>	Recognize simple affixes (educate, education). prefixes (dislike), synonyms (big, large), and antonyms (hot, cold).	Standard not directly addressed although teacher can introduce standard based on various topics (e.g., 10, 56, 73).
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.	This standard is outside the scope of this text.
EA	Use knowledge of affixes, roots, and increased vocabulary to interpret the meaning of words in literature and content area texts.	This standard is outside the scope of this text.
I	Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.	This standard is outside the scope of this text.
EA	Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	This standard is outside the scope of this text.

<b>A</b>	Apply knowledge of academic and social vocabulary to achieve independent, reading.	This standard is outside the scope of this text.
<b>B</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., 18, 19, 20, 21).
<b>EI</b>	Read simple paragraphs and passages independently.	33, 39, 45, 51, 59, 65, 71, 77, 85, 91, 103
<b>I</b>	Use knowledge of English morphemes, phonics, and syntax to decode written texts.	This standard is outside the scope of this text.
<b>EA</b>	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	This standard is outside the scope of this text.
<b>EI</b>	Recognize that words sometimes have multiple meanings and apply this knowledge to written texts.	This standard not addressed in this text.
<b>I</b>	Recognize that words sometimes have multiple meanings.	This standard not addressed in this text.
<b>EA</b>	Recognize that words sometimes have multiple meanings and apply this knowledge to understanding written texts.	This standard not addressed in this text.
<b>EI</b>	Use words appropriately that sometimes have multiple meanings and apply this knowledge consistently to literature and texts in content areas.	This standard not addressed in this text.
<b>B</b>	Use an English dictionary to derive meaning of simple known vocabulary.	Teacher can introduce this standard by expanding on text.
<b>IE</b>	Use a standard dictionary to find the meaning of unknown vocabulary.	This standard is outside the scope of this text.
<b>I</b>	Use a standard dictionary to derive the meanings of unknown vocabulary.	This standard not addressed in this text.
<b>EA</b>	Use a standard dictionary to determine meanings of unknown words (e.g., idioms and words with multiple meanings).	This standard not addressed in this text.
<b>A</b>	Use a standard dictionary to determine meanings of unknown words.	This standard not addressed in this text.
<b>B</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., 28, 29, 63).
<b>B</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., 72, 77, 91, 103).
<b>EI</b>	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	Student likely to demonstrate standard throughout text as he/she is introduced to and starts using the language (e.g., 99-102).
<b>I</b>	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	Student likely to demonstrate standard throughout text as he/she is introduced to and starts using the language (e.g., 99-102).

Level	READING COMPREHENSION	
<b>B</b>	Point out text features such as title, table of contents, and chapter headings.	Teacher can address standard within text (e.g., vi-2).
<b>EI</b>	Orally identify the features of simple Teacher can supplement the text to address this standard. (p. 46-51) excerpts of public documents using key words or phrases.	Teacher can supplement the text to address this standard.
<b>I</b>	Read and use simple sentences to orally identify the features of rhetorical devices of simple excerpts of public and workplace documents and content text.	This standard is outside the scope of this text.
<b>EA</b>	Analyze the features and rhetorical devices of at least two types of public documents (e.g., warranties, contracts, manuals, magazines, and textbooks).	This standard is outside the scope of this text. This standard is outside the scope of this text.
<b>A</b>	Analyze the features and rhetorical devices of different types of public documents, and how the authors use these features and devices.	This standard is outside the scope of this text.
<b>B</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).	Teacher can supplement the text to address this standard (46-51).
<b>EI</b>	Use simple sentences to orally identify the structure and format of workplace documents (e.g., format, graphics, and headers).	Teacher can supplement the text to address this standard (46-51).
<b>I</b>	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.	Teacher can supplement the text to address this standard (46-51).
<b>EA</b>	Analyze the structure and format of workplace documents and how authors use these to achieve their purposes.	This standard is outside the scope of this text.
<b>B</b>	Understand and follow simple multi-step oral directions of classroom or work-related activities.	Standard addressed through
<b>EI</b>	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.	Teacher can supplement the text to address this standard (e.g., 54, 55, 56).
<b>EI</b>	Identify and follow some multi-step directions for simple mechanical devices and basic forms.	This standard is outside the scope of this text.
<b>I</b>	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.

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<b>B</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.	Teacher can supplement the text to address this standard (e.g., 59, 60, 71).
<b>EI</b>	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., 33, 39, 51, 54, 59).
<b>I</b>	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.	This standard is outside the scope of this text.
<b>EA</b>	Apply knowledge of language to achieve meaning/ comprehension from informational materials, literary texts, and texts in content areas.	This standard is outside the scope of this text.
<b>B</b>	Recognize a few specific facts in familiar expository texts such as consumer, and workplace documents and content area texts.	Standard can be met through supplemental materials presented by teacher and relating to text (e.g., 74, 80, 103).
<b>EI</b>	Read and orally identify a few specific facts in simple expository text such as consumer and workplace documents and content area text.	Standard can be met through supplemental materials presented by teacher and relating to text (e.g., 74, 80, 103).
<b>I</b>	Present a brief report which verifies and clarifies facts presented in two to three forms of expository texts.	This standard is outside the scope of this text.
<b>EA</b>	Read and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.	This standard is outside the scope of this text.
<b>A</b>	Analyze how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in texts across content, areas.	This standard is outside the scope of this text.
<b>I</b>	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.
<b>EA</b>	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.
<b>A</b>	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 is outside the scope of this text.



Level	WRITING STRATEGIES & APPLICATIONS	
B	Create simple sentences or phrases with some assistance.	Standard addressed throughout text (e.g., 66, 67, 69).
EI	Use common verbs, nouns, and high frequency modifiers in simple sentences.	Standard addressed throughout text (e.g., 73, 76, 93).
EI	Write an increasing number of words and simple sentences appropriate for language arts and other content areas.	Standard addressed in a variety of places throughout text (e.g., 14-19, 72-77, 92-97).
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.	This standard is outside the scope of this text.
EA	Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms.	This standard is outside the scope of this text.
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 can be addressed by teacher expanding on topics throughout text (e.g., 96, IC-10).
EI	Write expository compositions such as descriptions, compare/contrast, and problem/solution that include a main idea and some details using simple sentences.	This standard is outside the scope of this text.
I	Recognize elements of characterization in a piece of writing and apply them when writing.	This standard is outside the scope of this text.

<b>EA</b>	Identify various elements of discourse in writing (e.g., purpose, speaker, audience, form).	This standard is outside the scope of this text.
<b>EA</b>	Write reflective compositions that explore the significance of events.	This standard is outside the scope of this text.
<b>A</b>	Produce writing using various elements of discourse in narrative, expository, persuasive, informational, and/or descriptive writing.	This standard is outside the scope of this text.
<b>B</b>	Write a brief narrative using a few simple sentences that include setting and some details.	IC-10
<b>EI</b>	Use simple sentences to follow on outline and create a draft of a short essay.	Standard is not addressed directly in text, however teacher may expand on any of the topics to address text, depending on student competency.
<b>EI</b>	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.	54, 65, 97, 103
<b>I</b>	Narrate a sequence of events and communicate their significance to the audience.	Standard not addressed within text.
<b>I</b>	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 is outside the scope of this text.
<b>EA</b>	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.
<b>A</b>	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>B</b>	Use the writing process to write brief narratives and stories with a few standard grammatical forms.	Teacher can expand on any topic and many activities within the text to address this standard (e.g., 19, 39, 47).
<b>EI</b>	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.	Teacher can expand on any topic and many activities within the text to address this standard (e.g., 66, 72, 73).
<b>I</b>	Use complex sentences to write brief fictional biographies and short stories that include a sequence of events and provide supporting details.	This standard is outside the scope of this text.
<b>EA</b>	Write detailed fictional biographies or autobiographies.	This standard is outside the scope of this text.

<b>A</b>	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.	This standard is outside the scope of this text.
<b>B</b>	Organize and record expository information on pictures, lists, charts, and tables for literature and content areas.	Teacher can expand on any topic within text to address standard (e.g., 94, 97, 100).
<b>EI</b>	Collect information and take notes on a given topic from a variety of sources.	This standard is outside the scope of this text. However, depending on competency of students, teacher can expand on topics within text to fulfill standard.
<b>I</b>	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.)	This standard is outside the scope of this text.
<b>EA</b>	Use strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms.	This standard is outside the scope of this text.
<b>A</b>	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>B</b>	Complete a job application form by providing basic information such as name, address, and education.	Teacher should provide authentic materials to expand on text; 46-51.
<b>EI</b>	Complete simple informational documents related to career development.	Teacher should provide authentic materials to expand on text; 46-51.
<b>I</b>	Write job applications and resumes that are clear and provide all needed information.	This standard is outside the scope of this text.
<b>EA</b>	Write job applications and resumes that are clear and purposeful and address the intended audience appropriately.	This standard is outside the scope of this text.
<b>A</b>	Write job applications and resumes that modify tone to fit purpose and audience and follow the conventional format for the type of document.	This standard is outside the scope of this text.
<b>I</b>	Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	This standard is outside the scope of this text.
<b>EA</b>	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.	This standard is outside the scope of this text.
<b>A</b>	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.

Level	WRITING CONVENTIONS	
<b>B</b>	Revise writing for proper use of final punctuation, capitals, and correct spelling.	Standard is addressed throughout text.
<b>EI</b>	Revise writing with teacher assistance to clarify meaning and improve conventions and organization.	Standard not directly addressed through text; however teacher can expand on text and various activities to address standard (e.g., 91, 97, 103, 105).
<b>I</b>	Revise writing for appropriate word choice and organization, with variation in grammatical forms and spelling.	This standard is outside the scope of this text.
<b>EA</b>	Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.	This standard is outside the scope of this text.
<b>A</b>	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>B</b>	Edit own work and correct punctuation.	Standard addressed throughout text with teacher support (e.g., 36, 39, 49, 54).
<b>EI</b>	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).	Standard addressed throughout text with teacher support (e.g., 68, 71, 74, 77).
<b>I</b>	Edit and correct basic grammatical structures and conventions of writing.	Standard addressed throughout text with teacher support (e.g., 80, 85, 86, 91).
<b>EA</b>	Edit writing for grammatical structures and conventions of writing.	This standard is outside the scope of this text.
<b>A</b>	Edit writing for conventions of writing to approximate standard grammatical forms.	This standard is outside the scope of this text.
<b>B</b>	Identify basic vocabulary, mechanics, and structures in a piece of writing.	Standard addressed throughout text (e.g., 67, 69, 73).
<b>EI</b>	Use clauses, phrases, and mechanics with consistent, variations in grammatical forms.	24
<b>EA</b>	Create coherent paragraphs through effective transitions.	This standard is outside the scope of this text.
<b>A</b>	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.	Standard can be introduced throughout text to create a foundation for further student in higher levels.
I	Read and use detailed sentences to orally explain the literary elements of theme, plot, setting, and characters.	This standard is outside the scope of this text.
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.	This standard is outside the scope of this text.
I	Read and use detailed sentences to orally respond to factual comprehension questions taken from three forms of literature.	This standard is outside the scope of this text.
I	Apply knowledge of language to analyze and derive meaning/comprehension from literary texts.	This standard is outside the scope of this text.
B	Role-play a character from a familiar piece of literature using phrases or simple sentences.	Standard can be addressed by supplementing text (e.g., 26, 47, 92).
EI	Briefly describe what a character is like by what he/she does in a familiar narration, dialogue, or drama, using simple sentences.	Teacher can expand on text and add supplements to text to address standard (e.g., 20-25, 46-51).
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.	This standard is outside the scope of this text.
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.	This standard is outside the scope of this text.
I	Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.	This standard is outside the scope of this text.
I	Use detailed sentences to orally compare and contrast a similar theme or topic across three genres.	This standard is outside the scope of this text.
EA	Orally and in writing compare and contrast a similar theme or topic across several genres using detailed sentences.	This standard is outside the scope of this text.
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>B</b>	Recite simple poems.	Teacher able to expand on text to address standard (e.g., 72-77).
<b>I</b>	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.
<b>EA</b>	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.
<b>EA</b>	Identify several literary elements and techniques (e.g., figurative language, imagery, and symbolism).	This standard is outside the scope of this text.
<b>EA</b>	Read and identify ways in which poets use personification, figures of speech, imagery, and sound.	This standard is outside the scope of this text.
<b>A</b>	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>B</b>	Orally identify the beginning, middle, and end of a simple literary text.	Standard can be addressed by teacher providing supplements to text (e.g., 28, 40, 54).
<b>B</b>	Use pictures, lists, charts, and tables to identify the sequence of events from simple literary texts.	Standard addressed by expanding on text and previous standard.
<b>EI</b>	Read and orally identify the main events of the plot, using simple sentences.	Standard is outside the scope of the text.
<b>I</b>	Read and use detailed sentences to orally describe the sequence of events in literary texts.	Standard is outside the scope of the text.
<b>B</b>	Read and orally identify the speaker or narrator in a simple selection.	Standard addressed throughout text (e.g., 39, 71, 97, IC-15).
<b>B</b>	Recognize the difference between first and third person using phrases or simple sentences.	Standard addressed throughout text (e.g., 39, 71, 97, IC-15).
<b>EA</b>	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.
<b>A</b>	Relate literary works and authors to major themes and issues of their eras.	This standard is outside the scope of this text.
<b>A</b>	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.