

# PASSAGES

## Book 1

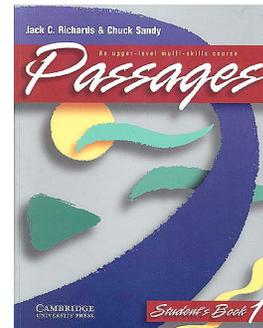
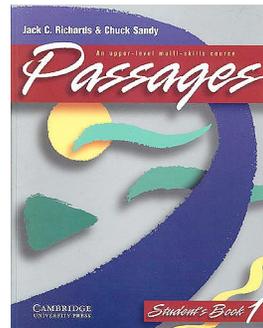
by Jack C. Richards and Chuck Sandy

Cambridge University Press

correlated to

# ELD for California Public Schools

GRADES 9-12



**Passages**  
**Book 1**  
**Cambridge University Press**  
 correlated to  
**ELD for California Public Schools**  
**Grades 9-12**

\* SAA – same as above

Level	LISTENING AND SPEAKING	
<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).	Knowledge assumed, as text is designed for upper-intermediate to advanced students of English.
<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> ).	SAA
<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).	SAA
<b>EA</b>	Be understood when speaking, using consistent standard English grammatical forms and sounds, intonation, pitch, and modulation, but may have random errors.	SAA
<b>A</b>	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and modulation.	SAA
<b>EA</b>	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	2, 10, 22, 50, 87
<b>A</b>	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	7, 23, 47, 70, 80
<b>B</b>	Demonstrate comprehension of oral presentations and instructions through non-verbal responses.	4, 18, 32, 58, 74
<b>I</b>	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	6, 14, 44, 68, 91
<b>EA</b>	Listen attentively to more complex stories/ information on new topics and identify the main points and supporting details.	12, 36, 52, 78, 90
<b>A</b>	Listen attentively to stories and subject area topics, and identify the main points and supporting details.	20, 40, 64, 86, 94

**B** = Beginning  
**EI** = Early Intermediate  
**I** = Intermediate

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

<b>EI</b>	Restate and execute multi-step oral directions.	9, 23, 52, 84, 104
<b>B</b>	Respond with simple words or phrases to questions about simple written texts.	8, 19, 40, 66, 91
<b>EI</b>	Restate in simple sentences the main idea of oral presentations of subject matter content.	3, 16, 35, 59, 79
<b>I</b>	Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.	5, 26, 49, 77, 105
<b>EA</b>	Summarize literary pieces in greater detail, including character, setting, plot, and analysis.	Text does not address this standard, however teacher can supplement each unit with pertinent literature and media.
<b>B</b>	Orally identify types of media by name (e.g., magazine, documentary film, news report).	Text does not address this standard, however teacher can supplement each unit with pertinent literature and media.
<b>I</b>	Identify a variety of media messages and give some supporting details (e.g., radio, television, movies).	SAA
<b>A</b>	Identify strategies used by the media to present information for a variety of purposes (e.g., to inform, entertain, or persuade).	SAA
<b>B</b>	Ask and answer questions using simple sentences or phrases.	9, 24, 46, 70, 84
<b>EI</b>	Ask and answer questions using phrases or simple sentences.	11, 20, 44, 68, 92
<b>I</b>	Respond to messages by asking simple questions or by brief restatement of the message.	12, 32, 48, 64, 88
<b>EA</b>	Respond to messages by asking questions, challenging statement, or offering examples that affirm the message.	15, 31, 39, 67, 80
<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").	8, 26, 42, 59, 83
<b>A</b>	Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately.	16, 40, 64, 92, 104
<b>EI</b>	Orally communicate basic needs (e.g., "Do we have to ?").	9, 43, 67, 95, 108
<b>I</b>	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	10, 32, 59, 71, 96

**B** = Beginning  
**EI** = Early Intermediate  
**I** = Intermediate

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

<b>EA</b>	Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and soliciting information.	19, 47, 75, 100, 104
<b>A</b>	Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing.	4, 36, 79, 96, 107
<b>I</b>	Prepare and deliver short presentation on ideas, premises, or images from a variety of common sources.	Text provides a variety of exercises that can be adapted to meet this standard. (e.g., 9, 17, 37, 65, 101)
<b>EA</b>	Prepare and deliver presentations that use a variety of sources.	Text provides a variety of exercises that can be adapted to meet this standard. (e.g., 9, 17, 37, 65, 101)
<b>A</b>	Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, coherent, transition, and appropriate conclusions.	SAA
<b>B</b>	Recognize and correctly pronounce most English phonemes when reading aloud.	Text can be adapted to meet this standard. (e.g., 25, 37, 53, 73, 109)
<b>EI</b>	Produce most English phonemes comprehensibly, while orally reading their own writing, simple sentences or texts.	Text can be adapted to meet this standard. (e.g., 25, 37, 53, 73, 109)
<b>B</b>	Recognize common English morphemes in phrases and simple sentences.	Teacher can use reading exercises to meet this standard. (e.g., 17, 65, 81, 93, 101)
<b>EI</b>	Use common English morphemes in oral and silent reading.	SAA
<b>I</b>	Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	SAA
<b>EA/A</b>	Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.	Text provides a variety of exercises that can be adapted to meet this standard. (e.g., 38, 49, 59, 73, 93)
<b>EI</b>	Recognize obvious cognates in phrases, simple sentences, literature, and content area texts (e.g., education, educacion, actualmente, actually).	Teacher can supplement reading exercises in the text to meet this standard. (e.g., 3, 22, 35, 49, 73)
<b>I</b>	Identify cognates and false cognates in literature and texts in content areas (e.g., cognate -agonia, agony; false cognate - exito, exit).	SAA
<b>EA/A</b>	Distinguish between cognates and false cognates in literature and texts in content areas.	SAA

**B** = Beginning  
**EI** = Early Intermediate  
**I** = Intermediate

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

Level	READING FLUENCY & SYSTEMATIC VOCABULARY DEVELOPMENT	
EI	Read own writing of narrative and expository text aloud with appropriate pacing, intonation, and expression.	9, 17, 45, 73, 101
EI	Use connectors to appropriately sequence written text. (e.g., "first, then, after that, finally").	25, 53, 81, 93, 109
I	Apply knowledge of text, connectors to make inferences.	17, 56, 82, 85, 109
<b>EA</b>	Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.	9, 17, 37, 53, 65
EI	Recognize simple idioms, analogies, figures of speech, and metaphors in literature and texts in content areas (e.g., "the last word").	Text provides a variety of exercises that can be adapted to meet this standard. (e.g., 9, 14, 42, 65, 101)
I	Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.	SAA
EA	Use idioms, analogies, and metaphors in literature and texts in content areas.	SAA
A	Use common idioms, some analogies and metaphors (e.g., "shine like a star," and "let the cat out of the bag").	SAA
<b>B</b>	Recognize simple affixes (educate, education). prefixes (dislike), synonyms (big, large), and antonyms (hot, cold).	Teacher can use reading exercises throughout the text to meet this standard. (e.g., 17, 45, 73, 101, 109)
EI	Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words.	Teacher can use reading exercises throughout the text to meet this standard. (e.g., 17, 45, 73, 101, 109)
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.	SAA
EA	Use knowledge of affixes, roots, and increased vocabulary to interpret the meaning of words in literature and content area texts.	SAA
I	Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.	SAA
EA	Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	SAA
A	Apply knowledge of academic and social vocabulary to achieve independent reading.	Text provides a variety of exercises that can be adapted to meet this standard. (e.g., 22, 34, 64, 80,100)
<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.	9, 17, 26, 54, 81
EI	Read simple paragraphs and passages independently.	17, 25, 45, 65, 93

B = Beginning  
EI = Early Intermediate  
I = Intermediate

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

I	Use knowledge of English morphemes, phonics, and syntax to decode written texts.	25, 45, 53, 101, 109
EA	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	26, 34, 52, 72, 92
EI	Recognize that words sometimes have multiple meanings and apply this knowledge to written texts.	Text provides reading exercises that can be adapted to meet this standard. (e.g., 46, 53, 57, 62, 87)
I	Recognize that words sometimes have multiple meanings.	SAA
EA	Recognize that words sometimes have multiple meanings and apply this knowledge to understanding written texts.	SAA
EI	Use words appropriately that sometimes have multiple meanings and apply this knowledge consistently to literature and texts in content areas.	Writing and speaking exercises throughout the text can be adapted to meet this standard. (e.g., 13, 41, 61, 89, 105)
B	Use an English dictionary to derive meaning of simple known vocabulary.	Text does not address this standard, however, the teacher can supplement each unit to develop this skill.
IE	Use a standard dictionary to find the meaning of unknown vocabulary.	SAA
I	Use a standard dictionary to derive the meanings of unknown vocabulary.	SAA
EA	Use a standard dictionary to determine meanings of unknown words (e.g., idioms and words with multiple meanings).	SAA
A	Use a standard dictionary to determine meanings of unknown words.	SAA
B	Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	16, 27, 42, 68, 100
B	Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).	20, 34, 53, 87, 104
EI	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	Teacher can adapt speaking and reading exercises to meet this standard. (e.g., 22, 46, 73, 96, 103)
I	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	Teacher can adapt speaking and reading exercises to meet this standard. (e.g., 22, 46, 73, 96, 103)

B = Beginning  
EI = Early Intermediate  
I = Intermediate

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

Level	READING COMPREHENSION	
<b>B</b>	Point out text features such as title, table of contents, and chapter headings.	Text does not address this standard, however, the teacher can adapt each unit to develop this skill. (e.g., 2, 10, 18, 26–29, 30)
<b>EI</b>	Orally identify the features of simple excerpts of public documents using key words or phrases.	Text does not address public and workplace documents, however, lesson material focuses on the public life and workplace concerns of adult students of English.
<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.	Text does not address public and workplace documents, however, lesson material focuses on the public life and workplace concerns of adult students of English.
<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).	SAA
<b>A</b>	Analyze the features and rhetorical devices of different types of public documents, and how the authors use these features and devices.	SAA
<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).	Text does not address this standard, however, unit lessons introduce vocabulary and phrases to be used in both public and workplace environments. (e.g., 30, 38, 53, 74, 93)
<b>EI</b>	Use simple sentences to orally identify the structure and format of workplace documents (e.g., format, graphics, and headers).	Text does not address this standard, however, the teacher can supplement some units with workplace documents. (e.g., 32, 43, 46–48, 62, 78)
<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.	Text does not address this standard, however, the teacher can supplement some units with workplace documents. (e.g., 32, 43, 46–48, 62, 78)
<b>EA</b>	Analyze the structure and format of workplace documents and how authors use these to achieve their purposes.	Text does not address this standard.
<b>B</b>	Understand and follow simple multi-step oral directions of classroom or work-related activities.	5, 21, 33, 69, 97
<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.	8, 19, 39, 52, 103
<b>EI</b>	Identify and follow some multi-step directions for simple mechanical devices and basic forms.	Text does not address this standard.
<b>I</b>	Understand and orally explain most, multi-step directions for simple mechanical devices and for simple applications.	Text does not address this standard.

**B** = Beginning  
**EI** = Early Intermediate  
**I** = Intermediate

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

<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.	9, 17, 39, 70, 91
<b>EI</b>	Read and orally respond to simple literary text and text in content areas by answering factual comprehension questions using simple sentences.	25, 37, 53, 60, 87
<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.	26, 54, 65, 88, 107
<b>EA</b>	Apply knowledge of language to achieve meaning/ comprehension from informational materials, literary texts, and texts in content areas.	9, 25, 37, 93, 113
<b>B</b>	Recognize a few specific facts in familiar expository texts such as consumer, and workplace documents and content area texts.	17, 45, 73, 101, 110
<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.	26, 54, 81, 109, 112
<b>I</b>	Present a brief report which verifies and clarifies facts presented in two to three forms of expository texts.	12, 36, 70, 88, 104
<b>EA</b>	Read and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.	Teacher can use writing and discussion exercises in each unit to address this standard.
<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.	SAA
<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.	Text does not address this standard.
<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)	Text does not address this standard.
<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.	Text does not address this standard.

**B** = Beginning  
**EI** = Early Intermediate  
**I** = Intermediate

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

Level	WRITING STRATEGIES & APPLICATIONS	
<b>B</b>	Create simple sentences or phrases with some assistance.	5, 21, 41, 55, 89
<b>EI</b>	Use common verbs, nouns, and high frequency modifiers in simple sentences.	13, 26, 49, 77, 97
<b>EI</b>	Write an increasing number of words and simple sentences appropriate for language arts and other content areas.	33, 61, 88, 105, 110
<b>I</b>	Recognize structured ideas and arguments and their supporting examples in persuasive writing.	Text provides a variety of exercises that can be adapted to meet this standard. (e.g., 33, 41, 69, 89, 105)
<b>EA</b>	Use appropriate language variations and genres in writing for language arts and other content areas.	Text does not address this standard.
<b>A</b>	Structure ideas and arguments within a given context giving supporting and relevant examples.	Text does not address this standard.
<b>I</b>	Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.	Teacher can adapt discussion exercises in each unit to meet this standard.
<b>EA</b>	Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms.	Text provides writing experiences as foundation for this standard. (e.g., 13, 33, 49, 69, 97)
<b>A</b>	Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments.	SAA
<b>A</b>	Produce writing that establishes a controlling impression or thesis.	SAA
<b>B</b>	Write simple compositions such as descriptions and compare/contrast that, have a main idea and some detail.	13, 21, 49, 77, 105
<b>EI</b>	Write expository compositions such as descriptions, compare/contrast, and problem/solution that include a main idea and some details using simple sentences.	33, 41, 61, 69, 89
<b>I</b>	Recognize elements of characterization in a piece of writing and apply them when writing.	Text provides a variety of discussion exercises that can be adapted to meet this writing standard. (e.g., 2, 8, 28, 35, 51)
<b>EA</b>	Identify various elements of discourse in writing (e.g., purpose, speaker, audience, form).	Group discussion exercises can be adapted to meet writing standards. (e.g., 32, 43, 56, 65,69)

**B** = Beginning  
**EI** = Early Intermediate  
**I** = Intermediate

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

<b>EA</b>	Write reflective compositions that explore the significance of events.	21, 33, 49, 61, 99
<b>A</b>	Produce writing using various elements of discourse in narrative, expository, persuasive, informational, and/or descriptive writing.	Standard exceeds the scope of this text.
<b>B</b>	Write a brief narrative using a few simple sentences that include setting and some details.	41, 49, 68, 89, 97
<b>EI</b>	Use simple sentences to follow on outline and create a draft of a short essay.	13, 21, 33, 41, 69
<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.	Group discussion exercises throughout the text can be adapted to meet writing standards. (e.g., 37, 53, 65, 81, 93)
<b>I</b>	Narrate a sequence of events and communicate their significance to the audience.	37, 41, 61, 77, 89
<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.	Standard exceeds the focus of this text.
<b>EA</b>	Develop a clear thesis and support it using the rhetorical devices of analogy, quotation, and fact.	33, 69, 93, 97, 105
<b>A</b>	Use a variety of rhetorical devices to support assertions (e.g., appeal to logic through reasoning, case study, and analogy).	Text does not address this standard.
<b>B</b>	Use the writing process to write brief narratives and stories with a few standard grammatical forms.	Text provides a variety of exercises that can be adapted to meet this standard. (e.g., 13, 41, 69, 77, 89)
<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.	Text provides a variety of exercises that can be adapted to meet this standard. (e.g., 13, 41, 69, 77, 89)
<b>I</b>	Use complex sentences to write brief fictional biographies and short stories that include a sequence of events and provide supporting details.	Text does not address writing biographies or short stories, however, the teacher can adapt writing exercises to meet this standard.
<b>EA</b>	Write detailed fictional biographies or autobiographies.	Text does not address writing biographies or short stories, however, the teacher can adapt writing exercises to meet this standard.
<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.	Standard exceeds the focus of this text.

**B** = Beginning  
**EI** = Early Intermediate  
**I** = Intermediate

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

<b>B</b>	Organize and record expository information on pictures, lists, charts, and tables for literature and content areas.	Text does not address this standard.
<b>EI</b>	Collect information and take notes on a given topic from a variety of sources.	Text does not address this 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.)	Text does not focus on this skill however, the teacher can adapt each unit to meet this standard.
<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.	SAA
<b>A</b>	Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays, using standard grammatical forms.	SAA
<b>B</b>	Complete a job application form by providing basic information such as name, address, and education.	Text does not focus on this skill, however, teacher can supplement certain units to meet this standard. (e.g., 30, 42, 62, 74, 93)
<b>EI</b>	Complete simple informational documents related to career development.	SAA
<b>I</b>	Write job applications and resumes that are clear and provide all needed information.	SAA
<b>EA</b>	Write job applications and resumes that are clear and purposeful and address the intended audience appropriately.	SAA
<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.	SAA
<b>I</b>	Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	Standard exceeds the focus 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.	Standard exceeds the focus 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.	Standard exceeds the focus of this text.

**B** = Beginning  
**EI** = Early Intermediate  
**I** = Intermediate

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

Level	WRITING CONVENTIONS	
<b>B</b>	Revise writing for proper use of final punctuation, capitals, and correct spelling.	Teacher can adapt writing exercises to meet this standard. (e.g., 5, 41, 61, 77, 89)
<b>EI</b>	Revise writing with teacher assistance to clarify meaning and improve conventions and organization.	Teacher can adapt writing exercises to meet this standard. (e.g., 5, 41, 61, 77, 89)
<b>I</b>	Revise writing for appropriate word choice and organization, with variation in grammatical forms and spelling.	SAA
<b>EA</b>	Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.	Teacher can adapt writing exercises to meet this standard. (e.g., 5, 41, 61, 77, 89)
<b>A</b>	Revise writing for appropriate word choice, organization, consistent point, of view, and transitions, with approximate standard grammatical forms and spelling.	SAA
<b>B</b>	Edit own work and correct punctuation.	Teacher can emphasize these standards in each unit. (e.g., 13, 21, 33, 69, 97)
<b>EI</b>	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).	SAA
<b>I</b>	Edit and correct basic grammatical structures and conventions of writing.	SAA
<b>EA</b>	Edit writing for grammatical structures and conventions of writing.	SAA
<b>A</b>	Edit writing for conventions of writing to approximate standard grammatical forms.	SAA
<b>B</b>	Identify basic vocabulary, mechanics, and structures in a piece of writing.	16, 34, 64, 72, 100
<b>EI</b>	Use clauses, phrases, and mechanics with consistent, variations in grammatical forms.	23, 39, 51, 67, 87
<b>EA</b>	Create coherent paragraphs through effective transitions.	5, 21, 41, 61, 77
<b>A</b>	Create coherent paragraphs through effective transitions and parallel constructions.	13, 33, 49, 69, 89

**B** = Beginning  
**EI** = Early Intermediate  
**I** = Intermediate

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

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).	Literary response and analysis is not covered in this text
EA	Identify recognized works of world literature and contrast the major literary forms and techniques.	
EI	Orally identify literary elements of theme, plot, setting, and character using simple sentences.	
I	Read and use detailed sentences to orally explain the literary elements of theme, plot, setting, and characters.	
EA	Identify the function of dialogue, scene design, and asides in dramatic literature.	
A	Describe the function of dialogue, scene design, asides, and soliloquies in dramatic literature.	
EI	Orally respond to factual comprehension questions taken from two forms of literature (brief excerpts from a comedy and tragedy) using simple sentences.	
I	Read and use detailed sentences to orally respond to factual comprehension questions taken from three forms of literature.	
I	Apply knowledge of language to analyze and derive meaning/comprehension from literary texts.	
B	Role-play a character from a familiar piece of literature using phrases or simple sentences.	
EI	Briefly describe what a character is like by what he/she does in a familiar narration, dialogue, or drama, using simple sentences.	
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.	
A	Analyze the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions).	
EI	Use expanded vocabulary and some descriptive words for oral responses to familiar literature.	
I	Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.	
I	Use detailed sentences to orally compare and contrast a similar theme or topic across three genres.	
EA	Orally and in writing compare and contrast a similar theme or topic across several genres using detailed sentences.	
A	Compare and contrast a similar theme or topic across genres and explain how the genre shapes the theme or topic.	

B = Beginning  
EI = Early Intermediate  
I = Intermediate

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

<b>B</b>	Recite simple poems.	
<b>I</b>	Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sounds.	
<b>EA</b>	Identify techniques which have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, "sound" of language).	
<b>EA</b>	Identify several literary elements and techniques (e.g., figurative language, imagery, and symbolism).	
<b>EA</b>	Read and identify ways in which poets use personification, figures of speech, imagery, and sound.	
<b>A</b>	Explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism).	
<b>B</b>	Orally identify the beginning, middle, and end of a simple literary text.	
<b>B</b>	Use pictures, lists, charts, and tables to identify the sequence of events from simple literary texts.	
<b>EI</b>	Read and orally identify the main events of the plot, using simple sentences.	
<b>I</b>	Read and use detailed sentences to orally describe the sequence of events in literary texts.	
<b>B</b>	Read and orally identify the speaker or narrator in a simple selection.	Text does not address this standard, however, teacher can adapt unit exercises to develop this skill.
<b>B</b>	Recognize the difference between first and third person using phrases or simple sentences.	Text does not address this standard, however, teacher can adapt unit exercises to develop this skill.
<b>EA</b>	Identify recognized works of American literature and their genre in order to contrast major periods, themes, and trends.	Text does not address this standard, however, teacher can supplement the text with appropriate American literature.
<b>A</b>	Relate literary works and authors to major themes and issues of their eras.	Text does not address this standard.
<b>A</b>	Analyze recognized works of American literature and their genre in order to contrast major periods, themes, and trends.	Text does not address this standard.

**B** = Beginning  
**EI** = Early Intermediate  
**I** = Intermediate

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