

***New Interchange* - FCAT Correlation**

## PREFACE

*New Interchange* does not claim to be a language arts series for native speakers of English. However, the skills covered in the books prepare ESOL students for the benchmarks standards of the FCAT. A student working through these units will have good exposure to the linguistic bases and thinking strategies necessary for FCAT assessment.

Even though the series is not designed as a manual for test-taking strategies, the variety and number of exercises requiring short responses make makes the series particularly well suited for this approach.

*New Interchange* works with the benchmarks at the various levels best suited for the language ability of the learner. Even at the introductory level, a student can practice a benchmark concept through linguistic markers and their relationship to contextual meaning. *New Interchange* has the advantage of reinforcing reading text with listening, as most of the texts also come with audiocassettes or are well suited to be read out loud. The linguistic bases and thinking strategies help students progress simultaneously in English as a second language and in the reading and thinking skills necessary for the FCAT.

## The Correlation

New Interchange has been correlated to the reading content assessed by FCAT and the Sunshine State Standard Benchmarks. Some of the benchmarks have some of the same premises on which New Interchange was created. For example, “Selects and uses strategies to understand words and text” is fundamental to the entire New Interchange series.

You will find example exercises listed that help your students prepare for each benchmark. These are only given as examples; you may use other New Interchange exercises to help your students’ prepare. When New Interchange used the benchmark throughout the units, only one exercise is listed. This exercise has an asterisk as “selected example”

### How to read the Correlation

The four books of the New Interchange series are listed in columns. The benchmarks are listed in rows.

If you look at the first half of the first benchmark and look at New Interchange Book 3, you will find yourself in the upper right corner below the heading for Book 3. The example for that benchmark is “Unit 2: Ex 12\*”. That means if you look at Exercise 12 in Unit 2 of New Interchange Book 3, you will find an exercise with a pedagogical basis to help a student in the process of attaining that benchmark. That benchmark is “Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read.”

### Rationale

*New Interchange* does not claim to be a language arts text for native speakers of English. However, the skills covered in the series prepare ESOL students to meet the benchmarks standards of the FCAT. A student working through these units will have good exposure to the linguistic bases and thinking strategies necessary for FCAT assessment.

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*New Interchange* works with the benchmarks at the various levels best suited for the language ability of the learner. Even at the introductory level, a student can practice a benchmark concept through linguistic markers and their relationship to contextual meaning. *New Interchange* has the advantage of reinforcing reading text with listening, as all of the texts come with audio cassettes or CD's and are well-suited to be read out loud. The linguistic bases and thinking strategies help students progress simultaneously in

English as a second language and in the reading and thinking skills necessary to pass the FCAT.

Further questions and information

For questions or suggestions about the correlation, please feel free to call Cambridge consultant, Danny Kolker, at 305-532-5251.

For questions about ordering New Interchange or questions for Cambridge University Press, please call Ken Kingery, the Florida representative at:  
**(800) 394-0161**