

# New Interchange

## Intro-Book 3

Cambridge University Press

correlated to

# Georgia ESOL

## Quality Core Curriculum

Grades 6-8



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Grades 6-8 STRAND: ESOL Beginning	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<b>1. Topic:</b> Listening/Speaking  <b>Standard:</b> Comprehends high-frequency words and basic phrases in physical surroundings; produces learned words and phrases, and uses appropriate gestures to communicate basic needs.				
a. Responds appropriately to simple commands, questions and warnings verbally and non-verbally.	Addressed throughout text, (e.g., 49, 73, 81).	Addressed throughout text, (e.g., 3, 41, 76).	Addressed throughout text, (e.g., 3, 28, 40, 94).	Addressed throughout text, (e.g., 2, 19, 34).
b. Responds to oral directions to follow school procedures.	Teacher should supplement the text to address each individual school procedures.	Teacher should supplement the text to address each individual school procedures.	Teacher should supplement the text to address each individual school procedures.	Teacher should supplement the text to address each individual school procedures.
c. Recognizes and responds appropriately to common nonverbal clues such as body language and facial expressions.	Can be addressed in all speaking sections, especially the “conversations” section, (e.g., 2-7, 34, 69, 83, 89).	Can be addressed in all speaking sections, especially the “conversations” section, (e.g., 31, 69, 90).	Can be addressed in all speaking sections, especially the “conversations” section, (e.g., 47, 69, 91).	Can be addressed in all speaking sections, especially the “conversations” section, (e.g., 2, 20, 60).
d. Asks yes/no questions and wh- questions.	Addressed throughout text, (e.g., 19, 32, 73, 97).	Addressed throughout text, especially, 29-33.	Addressed throughout text, (e.g., 8-13, 65).	Addressed throughout text, (e.g., 34, 40, 56).
e. Describes persons, objects, pictures and personal experiences.	Addressed throughout text, (e.g., 8-13, 20-21).	Addressed throughout text, (e.g., 10, 28-33, 54-59).	Addressed throughout text, (e.g., 20-25, 40-45).	Addressed throughout text, (e.g., 20-25, 92-97, 98-103).

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<b>1. Topic:</b> Listening/Speaking <b>Standard:</b> Comprehends high-frequency words and basic phrases in physical surroundings; produces learned words and phrases, and uses appropriate gestures to communicate basic needs, cont.				
f. Engages in basic conversation and is understood when speaking English.	Addressed throughout text, (e.g., 29, 38, 62, 89, 96, 103).	Addressed throughout text, (e.g., 2-7, 43).	Addressed throughout text, (e.g., 40, 48, 60).	Addressed throughout text, (e.g., 62, 66, 78).
g. Produces sentences and questions orally that follow basic sentence patterns in English.	Addressed throughout text, (e.g., 11, 25, 35, 48, 86, 87).	Addressed throughout text, (e.g., 45, 51, 54, 67).	Addressed throughout text, (e.g., 61, 68, 66).	Addressed throughout text, (e.g., 47, 57, 83).
h. Asks appropriate questions for clarification.	Addressed throughout text, (e.g., 25, 33, 47, 53, 72, 73).	Addressed throughout text, (e.g., 68, 77, 79).	Addressed throughout text, (e.g., 45, 78, 90).	Addressed throughout text, (e.g., 66, 73, 98).
i. Names principle locations in the school environment.	Teacher can expand on text, (e.g., 8-13, 34-39).	Teacher can expand on text, (e.g., 2-7).	Teacher can supplement text, (e.g., 2-7).	Teacher can supplement text, (e.g., 2-7).
j. Names familiar school-related objects.	8-13	2-7	Teacher can expand on text, (e.g., 2-7).	Teacher can supplement text, (e.g., 2-7).
k. Answers basic questions about himself or herself.	Addressed throughout text, (e.g., 15, 28, 31, 46-51, 86-91, 92-97).	Addressed throughout text, (e.g., 4, 6).	Addressed throughout text, (e.g., 5, 7, 73).	Addressed throughout text, (e.g., 2, 48, 56).
l. Uses simple phrases to clarify meaning.	Addressed in the many conversation exercises within text, (e.g., 29, 38, 62, 89, 96, 103).	Addressed in the many conversation exercises within text, (e.g., 3, 5, 22, 47).	Addressed in the many conversation exercises within text, (e.g., 20, 40, 75, 89).	Addressed in the many conversation exercises within text, (e.g., 5, 9, 22, 29).
m. Uses common social greetings and courtesies appropriately.	Used throughout book, especially, 2-7.	Used throughout book, especially, 2-7.	Used throughout book, especially, 2-7.	Used throughout book, especially, 2-7.
n. Expresses needs, feelings and ideas.	Addressed throughout text, (e.g., 49, 58, 65, 95).	Addressed throughout text, (e.g., 20-25, 46-51).	Addressed throughout text, (e.g., 86-91, 92-97).	Addressed throughout text, (e.g., 14-19, 54-59).
o. Asks for and gives permission.	Teacher can expand on text, e.g., 54-59; or address standard with basic classroom interactions.	Teacher can expand on text, e.g., 72-77; or address standard with basic classroom interactions.	Teacher can expand on text, e.g., 98-103; or address standard with basic classroom interactions.	Teacher can expand on text, e.g., 14-19; or address standard with basic classroom interactions.

Grades 6-8 STRAND: ESOL Beginning	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<b>2. Topic:</b> Listening/Speaking  <b>Standard:</b> Interacts with frequently used English print in a limited fashion, and demonstrates initial English print awareness; writes familiar words and phrases.				
a. Understands and uses sound/letter associations and the concepts of the letters, words and sentences.	Addressed throughout text, (e.g., 21, 37, 48, 62, 68).	Addressed throughout text, (e.g., 22, 48, 82).	Addressed throughout text, (e.g., 49, 88, IC-4).	Addressed throughout text, (e.g., 61, 75, 95).
b. Recognizes frequently used words on sight.	Addressed throughout text, (e.g., 10, 23, 29, 40, 63).	Addressed throughout text, (e.g., 3, 19, 42).	Addressed throughout text, (e.g., 3, 24, 56).	Addressed throughout text, (e.g., 6, 16, 20).
c. Matches familiar words and names to pictures.	Addressed throughout text, (e.g., 10, 23, 46, 54, 72).	Addressed throughout text, (e.g., 28, 40, 45).	Addressed throughout text, (e.g., 40, 41, 68).	Addressed throughout text, (e.g., 29, 41, 73).
d. Uses simple charts and graphs.	Used throughout text, (e.g., 18, 81, 88, 96, IC-117).	Used throughout text, (e.g., 44, 49, 68).	Used throughout text, (e.g., 54, 80, IC-11).	Used throughout text, (e.g., 72, 76, 86).
e. Categorizes and sequence pictures.	42, 55, 78	28, 54, 71	10, 36, 40, 60	4, 9, 41
f. Recognizes common signs and labels.	Teacher can supplement text with authentic materials, (e.g., 46, 55, 82, 103).	Teacher can supplement text with authentic materials, (e.g., 14-19, 46-51).	Teacher can supplement text with authentic materials, (e.g., 8-13, 80-85).	Teacher can supplement text with authentic materials, (e.g., 20-25, 34-39).
g. Completes sentences by selecting appropriate vocabulary from familiar text.	Addressed throughout text, (e.g., 35, 82, 93, 102).	Addressed throughout text, (e.g., 64, 65, 101, IC-17).	Addressed throughout text, (e.g., 21, 31, 52).	Addressed throughout text, (e.g., 45, 47, 49).
h. Writes using familiar vocabulary.	Addressed throughout text, (e.g., 22, 48, 91, 97).	Addressed throughout text, (e.g., 55, 64, 81, 95).	Addressed throughout text, (e.g., 69, 81, 84).	Addressed throughout text, (e.g., 58, 62, 70).
i. Creates simple sentences from a visual prompt.	Addressed throughout text, (e.g., 43, 83, IC-10).	Addressed throughout text, (e.g., 46, 71, IC-15).	Addressed throughout text, (e.g., 21, 28, 48).	Addressed throughout text, (e.g., 71, 101, IC-5).
j. Uses basic conventions of writing such as capital letters and punctuation.	Addressed throughout text, (e.g., 10, 18, 35, 83).	Addressed throughout text, (e.g., 64, 65, 101, IC-17).	Addressed throughout text, (e.g., 48, 64, 74).	Addressed throughout text, (e.g., 32, 44, 50).

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<b>2. Topic:</b> Listening/Speaking				
<b>Standard:</b> Interacts with frequently used English print in a limited fashion, and demonstrates initial English print awareness; writes familiar words and phrases, cont.				
k. Arranges sentences in paragraph form using appropriate format.	Addressed as students advance in ability, (e.g., 91, 103).	Opportunities are available throughout text, (e.g., 50, 56, 64).	Opportunities are available throughout text, (e.g., 56, 74, 84).	Opportunities are available throughout text, (e.g., 32, 44, 50).
l. Reads and comprehends books and stories at appropriate reading levels.	Teacher can use supplemental materials to expand on text, (e.g., 39, 59, 71, 97).	Teacher can use supplemental materials to expand on text, (e.g., 28, 40, 46).	Teacher can use supplemental materials to expand on text, (e.g., 45, 65, 77).	Teacher can use supplemental materials to expand on text, (e.g., 28, 40, 46).
m. Demonstrates comprehension by responding to oral or written questions about reading selections.	Teacher can expand on text to address standard, (e.g., 59, 71, 85, 91).	Teacher can expand on text to address standard, (e.g., 25, 33, 39, 51).	Teacher can expand on text to address standard, (e.g., 21, 48, 64).	Teacher can expand on text to address standard, (e.g., 13, 19, 25).
n. Uses appropriate and legible handwriting skills.	Addressed throughout text, (e.g., 22, 35, 46, 83).	Addressed throughout text, (e.g., 52, 55, 69).	Addressed throughout text, (e.g., 24, 29, 48).	Addressed throughout text, (e.g., 24, 26, 38).
o. Writes sentences that follow basic sentence patterns.	Addressed throughout text, (e.g., 22, 43, 48, 83, 91).	Addressed throughout text, (e.g., 73, 76, 84).	Addressed throughout text, (e.g., 5, 11, 17).	Addressed throughout text, (e.g., 41, 69, 76).
p. Writes simple stories.	Teacher can expand on text, (e.g., 39, 59, 80, 86, 98).	Teacher can expand on text, (e.g., 20, 34, 80, 92).	Teacher can expand on text, (e.g., 46m 72, 74).	Teacher can expand on text, (e.g., 56, 62, 102).
q. Writes words from own personal vocabulary.	Addressed throughout text, (e.g., 35, 39, 46, 55).	Addressed throughout text, (e.g., 10, 32, 44, 55).	Addressed throughout text, (e.g., 29, 38, 56).	Addressed throughout text, (e.g., 41, 44, 58).
r. Derives main ideas and some supporting details from appropriate texts in the target language.	Addressed throughout text, (e.g., 39, 59, 71, 97).	Addressed throughout text, (e.g., 85, 91, 97).	Addressed throughout text, (e.g., 25, 33, 39).	Addressed throughout text, (e.g., 59, 65, 71).

Grades 6-8 STRAND: ESOL Beginning	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<b>3 Topic:</b> American Culture  <b>Standard:</b> Uses English in socially and culturally appropriate ways.				
a. Uses the appropriate degree of formality with different audiences and settings.	Addressed throughout text, (e.g., 2-7, 62, 83, 96).	Addressed throughout text, (e.g., 2-7, 14-19).	Addressed throughout text, (e.g., 2, 8, 52, 54).	Addressed throughout text, (e.g., 72, 80, 89).
b. Recognizes and uses standard English appropriately.	Addressed throughout text, (e.g., 15, 19, 24, 73, 84).	Addressed throughout text, (e.g., 3, 7, 23, 31).	Addressed throughout text, (e.g., 66, 75, 80).	Addressed throughout text, (e.g., 20, 34, 40).
c. Recognizes common idioms.	Teacher can supplement topics with relevant idioms, (e.g., 60-65, 86-91).	Teacher can supplement topics with relevant idioms, (e.g., 8, 14, 46).	Teacher can supplement topics with relevant idioms, (e.g., 14, 26, 34).	Teacher can supplement topics with relevant idioms, (e.g., 16, 20, 34, 46).
d. Interprets and responds to nonverbal cues and body language.	Can be addressed in all speaking sections, especially the "conversations" section, (e.g., 2-7, 34, 69, 83, 89).	Can be addressed in all speaking sections, especially the "conversations" section, (e.g., 87, 92, 98, 105).	Can be addressed in all speaking sections, especially the "conversations" section, (e.g., 28, 57, 89, 91).	Can be addressed in all speaking sections, especially the "conversations" section, (e.g., 28-33).
e. Demonstrates knowledge of acceptable nonverbal classroom behaviors.	Can be addressed in all sections, (e.g., 62, 66, 73, 75, 81, 98).	Can be addressed in all sections, (e.g., 17, 24, 84).	Can be addressed in all sections, (e.g., 45, 67, 73, 81, 98, 102, IC-7).	Can be addressed in all sections, (e.g., 20, 25, 47).
f. Recognizes and adjusts behavior in response to nonverbal cues.	Can be addressed in all speaking sections, especially the "conversations" section, (e.g., 17, 34, 42, 62, 73, 86).	Can be addressed in all speaking sections, especially the "conversations" section, (e.g., 83, 98, 100).	Can be addressed in all speaking sections, especially the "conversations" section, (e.g., 66, 69, 72, 92).	Can be addressed in all speaking sections, especially the "conversations" section, (e.g., 14, 43, 46).

Grades 6-8 STRAND: ESOL Beginning	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<b>3 Topic:</b> American Culture <b>Standard:</b> Uses English in socially and culturally appropriate ways.				
g. Observes and models how others speak and behave in a particular situation and setting.	Can be addressed in all speaking sections, especially the “conversations” section, (e.g., 2-7, 17, 21, 23, 28, 62).	Can be addressed in all speaking sections, especially the “conversations” section, (e.g., 40, 43, 46).	Can be addressed in all speaking sections, especially the “conversations” section, (e.g., 40, 49, 89).	Can be addressed in all speaking sections, especially the “conversations” section, (e.g., 48, 54, 60, 72, 100).
h. Seeks information about appropriate language use and behavior.	Can be addressed in all speaking sections, especially the “conversations” section, (e.g., 2-7, 23, 34, 42, 83).	Can be addressed in all speaking sections, especially the “conversations” section, (e.g., 55, 60, 66).	Can be addressed in all speaking sections, especially the “conversations” section, (e.g., 69, 80, 92, 100).	Can be addressed in all speaking sections, especially the “conversations” section, (e.g., 20, 34, 36, 66).
<b>4 Topic:</b> American Culture <b>Standard:</b> Acquires basic knowledge and understanding of United States culture, including traditions, customs, and beliefs.				
a. Explores traditional American games, poems, songs, dances, fables, fairy tales, nursery rhymes.	Teacher can expand on text, (e.g., 60, 65, 66-71).	Teacher should expand on text, (e.g., 20-25, 66-71).	Teacher should expand on text, (e.g., 46-51, 66-71).	Teacher should expand on text, (e.g., 60-65).
c. Recognizes symbols of America: flag, eagle, Statue of Liberty, etc.	Teacher can expand on text, (e.g., 60, 65, 66-71).	Teacher should expand on text, (e.g., 20-25, 66-71).	Teacher should expand on text, (e.g., 46-51, 66-71).	Teacher should expand on text, (e.g., 60-65).
d. Understands the basic significance of American holidays.	Teacher can expand on text, (e.g., 60, 65, 66-71).	Teacher should expand on text, (e.g., 20-25, 66-71).	Teacher should expand on text, (e.g., 46-51, 66-71).	Teacher should expand on text, (e.g., 60-65).
e. Understands American currency and how to use it.	Teacher can expand on text, (e.g., 14-19, 80-85).	Teacher should expand on text, (e.g., 20-25, 66-71).	Teacher should expand on text, (e.g., 46-51, 66-71).	Teacher should expand on text, (e.g., 34-39, 60-65).

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<b>5 Topic:</b> American Culture <b>Standard:</b> Exchanges basic information about own home, community life, entertainment and extra-curricular activities.				
a. Compares and contrasts home culture behavior to American school and community values.	Addressed throughout text, (e.g., 14-19, 46-51, 54-59).	Addressed throughout text, (e.g., 31, 40, 49).	Addressed throughout text, (e.g., 20, 34, 60).	Addressed throughout text, (e.g., 2, 8, 20, 34, 28-33).
b. Begins to function appropriately within school and community settings (e.g. follows school procedures).	Teacher should expand on and supplement text to address individual school functions.	Teacher should expand on and supplement text to address individual school functions.	Teacher should expand on and supplement text to address individual school functions.	Teacher should expand on and supplement text to address individual school functions.
c. Talks about favorite foods, celebrations and activities of American culture.	Addressed throughout text, (e.g., 54-59).	Addressed throughout text, (e.g., 34, 40, 66, 92).	Addressed throughout text, (e.g., 46-51, 66-71).	Addressed throughout text, (e.g., 28-33, 60-65).
d. Recognizes oral and written cultural conventions.	Addressed throughout text, (e.g., 2-7).	Addressed throughout text, (e.g., 2-7, 66, 78).	Addressed throughout text, (e.g., 66-71, 79).	Addressed throughout text, (e.g., 43, 46, 60).
<b>6 Topic:</b> Beyond the classroom <b>Standard:</b> Participates actively in non-academic settings requiring English, including functioning in social settings, the community and world of work, accessing community services and becoming an active member of the community.				
a. Draws pictures of common sights in the community and labels same.	Teacher can utilize and expand on text, (e.g., 34-39).	Teacher can utilize and expand on text, (e.g., 8-13, 46-51).	Teacher can utilize and expand on text, (e.g., 8-13, 14-19).	Teacher can utilize and expand on text, (e.g., 20-25).
b. Pays and makes correct change with money.	Teacher can utilize and expand on text, (e.g., 55, 80).	Teacher can utilize and expand on text, (e.g., 14-19).	Teacher can utilize and expand on text, (e.g., 92-97).	Teacher can utilize and expand on text, (e.g., 86-91).
c. Demonstrates appropriate social etiquette.	Addressed in text, (e.g., 2-7, 28-33).	Addressed in text, (e.g., 2-7, 14, 40, 54, 80).	Addressed in text, (e.g., 2-7, 20, 28, 37, 47).	Addressed in text, (e.g., 14, 20, 36, 40).
d. Knows how to use the telephone.	98-103	92-97	Teacher can expand on text, (e.g., 2-7, 28-33).	Addressed within text. Teacher can also expand, (e.g., 5, 34-39).
e. Understands clock and calendar time.	28, 29-31	8-13	2-7, 54-59, 102, IC-19, IC-21	60-65
f. Follows one and two-step oral directions; gives one and two-step oral directions.	Addressed throughout text, (e.g., 10, 17, 23).	Addressed throughout text, (e.g., 3, 18, 45).	Addressed throughout text, (e.g., 5, 54, 79).	Addressed throughout text, (e.g., 16, 26, 48).



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<b>6 Topic:</b> Beyond the classroom <b>Standard:</b> Participates actively in non-academic settings requiring English, including functioning in social settings, the community and world of work, accessing community services and becoming an active member of the community, cont.				
g. Begins to make use of a number of important services and begins to help others use them (e.g. buying stamps, asking a price).	Addressed throughout text, (e.g., 74-75, 98-103).	Addressed throughout text, (e.g., 14-19, 80-85).	Addressed throughout text, (e.g., 8-13, 28-33).	Addressed throughout text, (e.g., 14-19, 34-39).
h. Able to complete basic forms (with assistance if necessary).	Teacher can utilize and expand on text, (e.g., 51, 73, IC-9).	Addressed throughout text, (e.g., 8, 34, 48).	Addressed throughout text, (e.g., 77, 60-65, 94).	Addressed throughout text, (e.g., 8-13).
i. Exchanges basic social greetings.	Addressed throughout text, (e.g., 2-7, 60-65).	Addressed throughout text, (e.g., 2, 80, 98).	Addressed throughout text, (e.g., 2-7, 86-91).	Addressed throughout text, (e.g., 8-13, 28-33).
<b>7 Topic:</b> Beyond the classroom <b>Standard:</b> Expresses and satisfies personal and safety needs in a wide variety of settings.				
a. Identifies the meaning of common traffic signs such as "Stop".	Teacher should utilize and expand on text, (e.g., 34-39).	Teacher should utilize and expand on text, (e.g., 46-51).	Teacher should utilize and expand on text, (e.g., 89, 90).	Teacher should utilize and expand on text, (e.g., 67, 86, IC-20).
b. On a community map, labels public resources and safety services.	Teacher should utilize and expand on text, (e.g., 34-39).	Teacher should utilize and expand on text, (e.g., 46-61).	Teacher should utilize and expand on text, (e.g., 8-13, 28-33).	Teacher should utilize and expand on text, (e.g., 34-39, 54-59, 72-77).
c. Role plays school safety procedures such as fire and tornado drills.	Teacher should expand on text, (e.g., 8-13).	Teacher should expand on text, (e.g., 2-7, 46-51).	Teacher should expand on text, (e.g., 2-7, 34-39, 92-97).	Teacher should expand on text, (e.g., 2-7, 20-25).
d. Requests emergency assistance.	Teacher should expand on text, (e.g., 8-13).	Teacher should expand on text, (e.g., 2-7, 46-51).	Teacher should expand on text, (e.g., 2-7, 34-39, 92-97).	Teacher should expand on text, (e.g., 20-25).
e. Names parts of the body.	72, 76, 77	Teacher should expand on or supplement text, (e.g., 54-59, 72-77).	Teacher should expand on or supplement text, (e.g., 86-91).	Students should know this standard and teacher should expand on or supplement text, (e.g., 58).

Grades 6-8 STRAND: ESOL Beginning	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<b>8 Topic:</b> Links with Content Areas  <b>Standard:</b> Uses English to interact in content-area classrooms.				
a. Follows oral and written directions, both implicit and explicit.	Opportunities available throughout text, (e.g., 66, 67, 83, 100).	Opportunities available throughout text, (e.g., 38, 59, 82, IC-5).	Opportunities available throughout text, (e.g., 34, 56, 78, 93).	Opportunities available throughout text, (e.g., 30, 59, 71).
b. Asks questions and requests clarification.	Opportunities available throughout text, (e.g., 54, 77, IC-15).	Opportunities available throughout text, (e.g., 56, 73, IC-10).	Opportunities available throughout text, (e.g., 35, 67, 90, 101).	Opportunities available throughout text, (e.g., 60, 82, 91)
c. Explains actions.	Opportunities available throughout text, (e.g., 43, 75, 92).	Opportunities available throughout text, (e.g., 66, 81, 90).	Opportunities available throughout text, (e.g., 36, 48, 101).	Opportunities available throughout text, (e.g., 20, 42, 81).
d. Expresses likes, dislikes and needs.	Opportunities available throughout text, (especially, 60-65).	Opportunities available throughout text, (e.g., 24-19, 20-25).	Opportunities available throughout text, (e.g., 20-25).	Opportunities available throughout text, (e.g., 2-7).
e. Asks teacher or peer(s) to confirm understanding of directions to complete an assignment.	Opportunities available throughout text, (e.g., 20, 38, 51).	Opportunities available throughout text, (e.g., 10, 21, 30).	Opportunities available throughout text, (e.g., 29, 40, 85).	Opportunities available throughout text, (e.g., 82, 89, 100).
f. Requests supplies to complete assignments.	Opportunities available throughout text, (e.g., 10, 12, 30).	Opportunities available throughout text, (e.g., 56, 72, 91).	Opportunities available throughout text, (e.g., 30, 45, 71).	Opportunities available throughout text, (e.g., 8, 20, 37).
g. Takes turns when speaking in a group.	Opportunities available throughout text, (e.g., 28, 64, 70).	Opportunities available throughout text, (e.g., 32, 39, 57).	Opportunities available throughout text, (e.g., 60, 83, 92).	Opportunities available throughout text, (e.g., 49, 53, 55).
h. Explains the reason(s) for being absent.	Teacher should supplement text.	Teacher should supplement text.	Teacher should supplement text.	Teacher should supplement text.
i. Asks teacher to restate or simplify directions.	Opportunities available throughout text, (e.g., 7, 19, 82).	Opportunities available throughout text, (e.g., 15, 73, 90).	Opportunities available throughout text, (e.g., 38, 92, 100).	Opportunities available throughout text, (e.g., 28, 36, IC-14).
j. Greets teacher when entering class.	Teacher should set up this classroom structure at the very beginning of the term.	Teacher should set up this classroom structure at the very beginning of the term.	Teacher should set up this classroom structure at the very beginning of the term.	Teacher should set up this classroom structure at the very beginning of the term.

Grades 6-8 STRAND: ESOL Beginning	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<b>8 Topic:</b> Links with Content Areas <b>Standard:</b> Uses English to interact in content-area classrooms, cont.				
k. Shares classroom materials and works cooperatively with a partner and/or a group.	Opportunities available throughout text, (e.g., 51, 65, IC-13).	Opportunities available throughout text, (e.g., 85, 89, 91).	Opportunities available throughout text, (e.g., 34, 46, 60).	Opportunities available throughout text, (e.g., 40, 60, 72).
l. Asks for assistance with a task.	Opportunities available throughout text, (e.g., 59, 84).	Opportunities available throughout text, (e.g., 45, 92).	Opportunities available throughout text, (e.g., 84, IC-17).	Opportunities available throughout text, (e.g., 102, IC-13, IC-20).
<b>9 Topic:</b> Links with Content Areas <b>Standard:</b> Uses appropriate learning strategies to construct and apply academic knowledge.				
a. Follows oral and written directions, both implicit and explicit.	Opportunities available throughout text, (e.g., 22, 76, 98).	Opportunities available throughout text, (e.g., 34, 71, 94, 102).	Opportunities available throughout text, (e.g., 54, 75, 89).	Opportunities available throughout text, (e.g., 20, 39, 51, 67).
b. Copies notes to record important information and to aid one's own learning.	Opportunities available throughout text, (e.g., 20, 22, 53).	Opportunities available throughout text, (e.g., 24, 26, 35, 41).	Opportunities available throughout text, (e.g., 24, 68, 99).	Opportunities available throughout text, (e.g., 78, 80, 90).
c. Begins to focus attention selectively.	Addressed throughout text, (e.g., 52, 73, 75).	Addressed throughout text, (e.g., 42, 44, 48, 52).	Addressed throughout text, (e.g., 30, 48, 68, 84).	Addressed throughout text, (e.g., 16, 48, 62, 94).
d. Demonstrates basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text.	Teacher should expand on text to address each skill, (e.g., 85, 97, 103).	Teacher should expand on text to address each skill, (e.g., 59, 71, 77, 85).	Teacher should expand on text to address each skill, (e.g., 85, 91, 97).	Teacher should expand on text to address each skill, (e.g., 39, 59, 77).
e. Begins to use context to construct meaning.	Opportunities available throughout text, (e.g., 34, 40, 46).	Opportunities available throughout text, (e.g., 7, 13, 17, 19).	Opportunities available throughout text, (e.g., 33, 36, 40).	Opportunities available throughout text, (e.g., 56, 67, 76).
f. Imitates the behavior of native English speakers to complete tasks.	Teacher should model behaviors and use the behaviors of native English speaking students as models. Opportunities available throughout text, (e.g., 17, 23, 34).	Teacher should model behaviors and use the behaviors of native English speaking students as models. Opportunities available throughout text, (e.g., 21, 23, 26, 31).	Teacher should model behaviors and use the behaviors of native English speaking students as models. Opportunities available throughout text, (e.g., 40, 49, 57, 63).	T Teacher should model behaviors and use the behaviors of native English speaking students as models. Opportunities available throughout text, (e.g., 8, 20, 34).
g. Becomes familiar with basic technology, its usage and related vocabulary.	Teacher should expand on or supplement text, (e.g., 54, 65, 72).	Teacher should expand on or supplement text, (e.g., 8, 49, 51, 59).	Teacher should expand on or supplement text, (e.g., 40-45).	Teacher should expand on or supplement text, (e.g., 39, 45, 64-65).
h. Uses computers and related technology for basic word processing, report writing and research.	Teacher should expand on and supplement text, (e.g., 83, 97, IC-20).	Teacher should expand on and supplement text, (e.g., 67, 68, 72, 80).	Teacher should expand on and supplement text, (e.g., 40-45, 70).	Teacher should expand on and supplement text, (e.g., 74, 84, 90).

Grades 6-8 STRAND: ESOL Beginning	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<b>10 Topic:</b> Links with Content Areas  <b>Standard:</b> Uses English to obtain, process, construct and provide subject matter information in spoken and written form.				
a. Compares and contrasts information.	Opportunities available throughout text, (e.g., 14, 15, 47).	Opportunities available throughout text, (e.g., 82, 85, 86, 92).	Opportunities available throughout text, (e.g., 14-19).	Opportunities available throughout text, (e.g., 28-33).
b. Listens to, speaks, reads and writes about subject matter information.	Addressed throughout text, (e.g., 40, 41, 42, 43).	Addressed throughout text, (e.g., 20, 23, 24, 25).	Addressed throughout text, (e.g., 20, 22, 23, 24, 25).	Addressed throughout text, (e.g., 82, 84, 85).
c. Gathers information orally and in writing with assistance.	Addressed throughout text, (e.g., 47, 60, 61, 63).	Addressed throughout text, (e.g., 40, 45, 47, 65).	Addressed throughout text, (e.g., 25, 32, 33).	Addressed throughout text, (e.g., 45, 85, 98).
d. Begins to retell information.	Addressed throughout text, (e.g., 62, 73, 75).	Addressed throughout text, (e.g., 65, 68, 77).	Addressed throughout text, (e.g., 33, 37, 45).	Addressed throughout text, (e.g., 72, 84, IC-2).
e. Responds to the work of peers and others.	Opportunities available within text, (e.g., 77, IC-15).	Opportunities available within text, (e.g., 81, 82, 91).	Opportunities available within text, (e.g., 45, 48, 56).	Opportunities available within text, (e.g., 88, 93, IC-6).
f. Represents information visually and interprets information presented visually (e.g. chart, graph, pictures).	Opportunities available throughout text, (e.g., 34, 59, 82).	Opportunities available throughout text, (e.g., 93, 100, 103).	Opportunities available throughout text, (e.g., 60, IC-11).	Opportunities available throughout text, (e.g., 12, 33, 72).
g. Locates information appropriate to an assignment in text or reference materials.	Addressed within text, (e.g., 20, 41, 49).	Addressed within text, (e.g., 77, 80, 85).	Addressed within text, (e.g., 40, 59, 68).	Addressed within text, (e.g., 32, 44, 96).
h. Identifies and associates written symbols with words (e.g. written numerals with spoken numbers, the compass rose with directional words).	Opportunities throughout text, (e.g., 50, 63, 89).	Opportunities throughout text, (e.g., 45, 71, 90).	Opportunities throughout text, (e.g., 43, 52, 75, 90).	Opportunities throughout text, (e.g., 12, 67, 94).
i. Defines, compares, and classifies objects (e.g. according to number, shape, color, size, function, physical characteristics).	Addressed within text, (e.g., 20, 42).	Addressed within text, (e.g., 10, 12, 14, 23).	Addressed within text, (e.g., 20-25, 60-65).	Addressed within text, (e.g., 20, 30, 62).
j. Records observations.	Opportunities throughout text, (e.g., 43, 49, 55).	Opportunities throughout text, (e.g., 22, 24, 35, 49).	Opportunities throughout text, (e.g., 56, 76, 77).	Opportunities throughout text, (e.g., 48, 49, 78).
k. Responds to and demonstrates understanding of text, activities, or events by presenting the sequence of events (e.g. through pictures, words, music or drama).	Teacher should expand on and supplement text, (e.g., 66-71, 86-91).	Teacher should expand on and supplement text, (e.g., 51, 59, 65, 77).	Teacher should expand on and supplement text, (e.g., 84, 92, 100).	Teacher should expand on and supplement text, (e.g., 44, 63, 86, 102).

Grades 6-8 ESOL Intermediate	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<b>1 Topic:</b> Listening/Speaking <b>Standard:</b> Comprehends a sequence of information on familiar topics as presented through stories, face-to-face conversations and in contextualized settings.				
a. Role plays to communicate concepts.	Opportunities available throughout text, (e.g., 21, 33, IC-8).	Opportunities available throughout text, (e.g., 76, 78, 84).	Teacher should expand on text, (e.g., 37, 56, 67).	Opportunities available throughout text, (e.g., 86, IC-10).
b. Distinguishes between similar sounds.	Opportunities available throughout text, (e.g., 22, 44).	Opportunities available throughout text, (e.g., 36, 48, 88).	Teacher should supplement text, (e.g., 12, 102).	Opportunities available throughout text, (e.g., 6, 38, 73).
c. Responds appropriately to multiple-step directions.	Addressed throughout text, (e.g., 49, 73, 81).	Addressed throughout text, (e.g., 56, IC-12, IC-14).	Addressed throughout text, (e.g., 102, IC-19, IC-21).	Addressed throughout text, (e.g., 102, IC-10, IC-18).
d. Identifies the main topic and some details from stories.	Teacher should expand on text to address each skill, (e.g., 51, 85, 97).	Teacher should expand on text to address each skill, (e.g., 59, 71, 85).	Teacher should expand on text to address each skill, (e.g., 39, 77, 103).	Teacher should expand on text to address each skill, (e.g., 77, 91, 103).
e. Uses listening skills to participate appropriately in group discussions.	Opportunities available throughout text, (e.g., 51, 65, IC-13).	Opportunities available throughout text, (e.g., 85, 89, 91).	Opportunities available throughout text, (e.g., 34, 46, 60).	Opportunities available throughout text, (e.g., 40, 60, 72).
f. Listens to and participates in face-to-face conversations.	Teacher should model behaviors. Opportunities available throughout text, (e.g., 74, 75, 77).	Teacher should model behaviors. Opportunities available throughout text, (e.g., 27, 41, 87).	Teacher should model behaviors. Opportunities available throughout text, (e.g., 72, 80, 86).	Teacher should model behaviors. Opportunities available throughout text, (e.g., 36, 44, 63).
g. Formulates questions based on understanding of classroom lectures.	Teacher should expand on or supplement text, (e.g., 87, 93, 95).	Teacher should expand on or supplement text, (e.g., 47, 55, 67).	Teacher should expand on or supplement text, (e.g., 29, 35, 47).	Teacher should expand on or supplement text, (e.g., 18, 21, 23).
h. Listens attentively to construct mind maps about familiar topics.	Teacher should expand on and supplement text, (e.g., 14, 20, 51).	Teacher should expand on and supplement text, (e.g., 85, 97, 103).	Teacher should expand on and supplement text, (e.g., 46, 56, 64).	Teacher should expand on and supplement text, (e.g., 30, 33, 36, 38).
i. Describes events contained in a telephone conversation.	Teacher can expand on and supplement text, (e.g., 98-103)	Opportunities available throughout text, (e.g., 92-97).	Students should already be familiar with this standard, teachers can expand on text, (e.g., 100).	Students should already be familiar with this standard, teachers can expand on text, (e.g., 5).

Grades 6-8 ESOL Intermediate	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<b>2 Topic:</b> Listening/Speaking  <b>Standard:</b> Produces statements and asks questions on familiar and routine subjects.				
a. Uses appropriate intonation, stress and pronunciation.	Addressed throughout text, (e.g., 32, 44, 101).	Addressed throughout text, (e.g., 48, 96, 102).	Addressed throughout text, (e.g., 32, 49, 88).	Addressed throughout text, (e.g., 28, 28, 63, 82).
b. Asks appropriate questions to gain relevant information.	Addressed throughout text, (e.g., 39, 54, 74).	Addressed throughout text, (e.g., 46, 51, 84).	Addressed throughout text, (e.g., 43, 68, 93).	Addressed throughout text, (e.g., 84, 85, 93).
c. Expands sentences that follow basic patterns using appropriate tenses.	Addressed throughout text, (e.g., 38, 67, 69, 82).	Addressed throughout text, (e.g., 47, 58, 61).	Addressed throughout text, (e.g., 44, 70, 101).	Addressed throughout text, (e.g., 15, 23, 29).
d. Answers questions orally, giving specific information from a selection read by the teacher or presented in other media.	Opportunities available within text, (e.g., 14, 68, 102).	Opportunities available within text, (e.g., 63, 67, 70).	Opportunities available within text, (e.g., 13, 33, 45).	Opportunities available within text, (e.g., 39, 45, 51).
e. Uses proper speech register to address peers and adults.	Opportunities available throughout text, (e.g., 2-7, 14-19).	Opportunities available throughout text, (e.g., 75, 81, 92).	Opportunities available throughout text, (e.g., 2, 8, 78).	Opportunities available throughout text, (e.g., 60, 66, 69).
f. Responds appropriately to why questions.	Teacher can expand on and supplement text, (e.g., 14-19, 28-33, 45).	Teacher can expand on and supplement text, (e.g., 69, 71, 85).	Teacher can expand on and supplement text, (e.g., 31, 64, 65).	Teacher can expand on and supplement text, (e.g., 70, 77).
g. Listens to and restates brief oral messages.	Opportunities throughout text, (e.g., 34, 58, 95).	Opportunities throughout text, (e.g., 60, 63, 70).	Opportunities throughout text, (e.g., 30, 56, 84).	Opportunities throughout text, (e.g., 36, 48, 50).

Grades 6-8 ESOL Intermediate	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<b>3 Topic:</b> Listening/Speaking <b>Standard:</b> Produces sustained conversation with others on a variety of general topics.				
a. Participates in situational dialogues.	Opportunities throughout text, (e.g., 34, 47, 66).	Opportunities throughout text, (e.g., 84, 87, 90).	Opportunities throughout text, (e.g., 52, 76, 80).	Opportunities throughout text, (e.g., 54, 63, 75).
b. Presents a 3-5 minute oral report with props.	Teacher can expand on and supplement text, (e.g., 68, 85, 91).	Teacher can expand on and supplement text, (e.g., 71, 72, 77, 85).	Teacher can expand on and supplement text, (e.g., 45, 48, 96).	Teacher can expand on and supplement text, (e.g., 82, 90, 97).
c. Organizes and participates in group presentations.	Addressed within text, (e.g., 23, 29, 40).	Addressed within text, (e.g., 91, 92, 99).	Addressed within text, (e.g., 48, 84, 105).	Addressed within text, (e.g., 44, 52-53, 102).
d. Participates in conversations with peers about topics of shared interest.	Addressed within text, (e.g., 49, 65, 68).	Addressed within text, (e.g., 14, 22, 27, 31).	Addressed within text, (e.g., 20, 33, 34).	Addressed within text, (e.g., 53, 71, 72).
e. Retells a story using supporting details.	Teacher can expand on and supplement text, (e.g., 39, 58, 91).	Teacher can expand on and supplement text, (e.g., 39, 51, 65, 77).	Teacher can expand on and supplement text, (e.g., 13, 25, 33).	Teacher can expand on and supplement text, (e.g., 77, 85, 91).
f. Uses a variety of verbal and non-verbal strategies when communication difficulties arise.	Addressed within text, (e.g., 34, 62, 81).	Addressed within text, (e.g., 72, 94, 97, IC-20).	Addressed within text, (e.g., 8-13, 34-39, 92-97).	Addressed within text, (e.g., 28, 34, 48).
g. Interviews guests invited to classroom or school activities.	Teacher can expand on and supplement text, (e.g., 14, 46, 72).	Teacher can expand on and supplement text, (e.g., 54, 60, 66, 72).	Teacher can expand on and supplement text, (e.g., 20, 34, 80).	Teacher can expand on and supplement text, (e.g., 66, 80, 92).
<b>4 Topic:</b> Reading/Writing <b>Standard:</b> Interacts with a variety of printed material as part of a group or at an independent level and recognizes words/phrases from previously learned materials.				
a. Follows simple written directions to complete a project.	Opportunities available throughout text, (e.g., 59, 84).	Opportunities available throughout text, (e.g., 45, 92).	Opportunities available throughout text, (e.g., 84, IC-17).	Opportunities available throughout text, (e.g., 102, IC-13, IC-20).
b. Reads a Language Experience Story written by the class.	Teacher should expand on text, (e.g., 2-7).	Teacher should expand on text, (e.g., 60-65).	Teacher should expand on text, (e.g., 72-77).	Teacher should expand on text, (e.g., 38, 50, 102).

Grades 6-8 ESOL Intermediate	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<b>4 Topic:</b> Reading/Writing				
<b>Standard:</b> Interacts with a variety of printed material as part of a group or at an independent level and recognizes words/phrases from previously learned materials, cont.				
c. Sequences written information.	Teacher should expand on or supplement text, (e.g., 37, 89, 98).	Teacher should expand on or supplement text, (e.g., 12, 24, 39, 46, 50).	Teacher should expand on or supplement text, (e.g., 31, 44, 65).	Teacher should expand on or supplement text, (e.g., 50, 62, 84).
d. Categorizes familiar words by theme.	Teacher should expand on text to address each skill, (e.g., 2, 18, 52).	Teacher should expand on text to address each skill, (e.g., 54, 63, 86).	Teacher should expand on text to address each skill, (e.g., 22, 68, 81).	Teacher should expand on text to address each skill, (e.g., 14, 22, 50).
e. Summarizes reading selections.	Opportunities available throughout text, (e.g., 59, 65, 91).	Opportunities available throughout text, (e.g., 7, 13, 19).	Opportunities available throughout text, (e.g., 13, 25, 39).	Opportunities available throughout text, (e.g., 51, 59, 65).
f. Locates simple, specific information in text	Opportunities available throughout text, (e.g., 33, 39).	Opportunities available throughout text, (e.g., 21, 25, 28).	Opportunities available throughout text, (e.g., 45, 51, 65).	Opportunities available throughout text, (e.g., 86, 91, 98).
g. Identifies story elements.	Teacher should expand on or supplement text, (e.g., 85, 97).	Teacher should expand on or supplement text, (e.g., 45, 59, 65).	Teacher should expand on or supplement text, (e.g., 77, 85, 97).	Teacher should expand on or supplement text, (e.g., 54, 60, 80).
h. Responds in complete answers to wh- questions after reading a text.	Teacher should expand on and supplement text, (e.g., 33, 70-71).	Teacher should expand on and supplement text, (e.g., 71, 77, 80, 85).	Teacher should expand on and supplement text, (e.g., 45, 65, 71).	Teacher should expand on and supplement text, (e.g., 36, 60, 77).
i. Uses context, syntactic and structural clues.	Opportunities available throughout text, (e.g., 14, 59).	Opportunities available throughout text, (e.g., 4, 41, 92).	Opportunities available throughout text, (e.g., 14, 16, 20).	Opportunities available throughout text, (e.g., 79, 87, 95).
j. Participates in free and voluntary reading activities.	Teacher should expand on or supplement text, (e.g., 51, 65, 71).	Teacher should expand on or supplement text, (e.g., 52, 89, 101).	Teacher should expand on or supplement text, (e.g., 56, 68, 80).	Teacher should expand on or supplement text, (e.g., 59, 77, 97).
k. Reads and interprets maps legends, charts, graphs and diagrams.	Teacher should expand on text, (e.g., 73, 92, 101).	Teacher should expand on text, (e.g., 40, 80, 93).	Teacher should expand on text, (e.g., 2, 20, 34, 60).	Teacher should expand on text, (e.g., 8, 40, 60, 72).
l. Consults monolingual English dictionary to find definitions of words from text.	Teachers should train students on the use of a dictionary to enhance text, (e.g., 71, 96, 97).	Teachers should train students on the use of a dictionary to enhance text, (e.g., 32, 95, 103).	Teachers should train students on the use of a dictionary to enhance text, (e.g., 65, 77, 97).	Teachers should train students on the use of a dictionary to enhance text, (e.g., 77, 85, 91).



Grades 6-8 ESOL Intermediate	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<b>4 Topic:</b> Reading/Writing				
<b>Standard:</b> Interacts with a variety of printed material as part of a group or at an independent level and recognizes words/phrases from previously learned materials, cont.				
m. Uses thesaurus to expand vocabulary.	Teachers should train students on the use of a thesaurus, (e.g., 31, 54, 80).	Teachers should train students on the use of a thesaurus, (e.g., 44, 50, 102).	Teachers should train students on the use of a thesaurus, (e.g., 38, 44, 96).	Teachers should train students on the use of a thesaurus, (e.g., 70, 76, 84).
n. Summarizes reading selections.	Opportunities available within text, (e.g., 59, 77, 97).	Opportunities available within text, (e.g., 7, 13, 19).	Opportunities available within text, (e.g., 33, 39, 45).	Opportunities available within text, (e.g., 39, 45, 51).
o. Obtains meaning from text using illustrations and prior experiences.	Opportunities available throughout text, (e.g., 16, 39).	Opportunities available throughout text, (e.g., 51, 59, 72).	Opportunities available throughout text, (e.g., 19, 39, 59).	Opportunities available throughout text, (e.g., 59, 60, 64).
p. Reads familiar words and phrases aloud.	Teacher can expand on and supplement text, (e.g., 38, 50, 75).	Teacher can expand on and supplement text, (e.g., 43, 45, 59).	Teacher can expand on and supplement text, (e.g., 12, 20, 40).	Teacher can expand on and supplement text, (e.g., 67, 68, 86).
q. Responds to oral or written questions about reading selections.	Opportunities throughout text, (e.g., 33, 59, 85).	Opportunities throughout text, (e.g., 59, 71, 77).	Opportunities throughout text, (e.g., 39, 77, 97).	Opportunities throughout text, (e.g., 91, 97, 103).

Grades 6-8 ESOL Intermediate	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<b>5 Topic:</b> Reading/Writing  <b>Standard:</b> Writes basic general and personal information and expanded responses moving from structured to unstructured contexts.				
a. Contributes to group stories on familiar topics.	Opportunities throughout text, (e.g., 25, 59, 68).	Opportunities throughout text, (e.g., 76, 79, 88).	Opportunities throughout text, (e.g., 32, 44, 56).	Opportunities throughout text, (e.g., 44, 50, 62).
b. Organizes ideas for writing with visual organizers, maps and outlines.	Teacher can expand on and supplement text, (e.g., 31, 68, 97).	Teacher can expand on and supplement text, (e.g., 76, 88, IC-6).	Teacher can expand on and supplement text, (e.g., 48, 64, 70).	Teacher can expand on and supplement text, (e.g., 70, 76, 84).
c. Composes simple paragraphs and stories based on teacher-created structures such as frames and outlines.	Teacher can expand on and supplement text, (e.g., 102, IC-14).	Teacher can expand on and supplement text, (e.g., 36, 55, 76, 88).	Teacher can expand on and supplement text, (e.g., 60, 86, 92).	Teacher can expand on and supplement text, (e.g., 88, 96, 102).
d. Records information from maps, legends, graphs and diagrams.	Teacher can expand on and supplement text, (e.g., 34-39).	Teacher can expand on and supplement text, (e.g., 40, 80, 92).	Teacher can expand on and supplement text, (e.g., 10, 16, 34).	Teacher can expand on and supplement text, (e.g., 32, 34, 40).
e. Writes original paragraphs about personal experiences.	Opportunities available throughout text, (e.g., 23, 39).	Opportunities available throughout text, (e.g., 44, 64, 76).	Opportunities available throughout text, (e.g., 48, 64, 74).	Opportunities available throughout text, (e.g., 50, 70, 96).
f. Takes notes based on oral and written information.	Addressed within text, (e.g., 39, 75, 102).	Addressed within text, (e.g., 77, 79, 82).	Addressed within text, (e.g., 90, 93, 96).	Addressed within text, (e.g., 38, 50, 69).
g. Consistently uses appropriate writing conventions such as spelling, grammar and punctuation.	Teacher can expand on and supplement text, (e.g., 15, 37, 80).	Teacher can expand on and supplement text, (e.g., 50, 55, 56).	Teacher can expand on and supplement text, (e.g., 5, 8, 21).	Teacher can expand on and supplement text, (e.g., 34, 88, 96).
h. Responds to open-ended prompts.	Opportunities available throughout text, (e.g., 37, 45).	Opportunities available throughout text, (e.g., 59, 65, 69).	Opportunities available throughout text, (e.g., 12, 31, 45).	Opportunities available throughout text, (e.g., 39, 48, 50).
i. Takes dictation about familiar topics using known words.	Teacher can expand on and supplement text, (e.g., 44, 51, 58).	Teacher can expand on and supplement text, (e.g., 71, 73, 75).	Teacher can expand on and supplement text, (e.g., 45, 65, 77).	Teacher can expand on and supplement text, (e.g., 51, 59, 71).
j. Works in collaborative groups to revise paragraphs as part of the writing process.	Teacher can expand on and supplement text, (e.g., 71, 97, IC-10).	Teacher can expand on and supplement text, (e.g., 76, 79, 88).	Teacher can expand on and supplement text, (e.g., 44, 56, 64).	Teacher can expand on and supplement text, (e.g., 70, 76, 84).

Grades 6-8 ESOL Intermediate	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<b>6 Topic:</b> Reading/Writing  <b>Standard:</b> Writes for specific purposes (letters, journals, etc.) using mechanics of writing appropriate for proficiency level.				
a. Uses correct format to write friendly letters, business letters, invitations, thank you notes and greeting cards.	Teacher can expand on and supplement text, (e.g., 34-39, 66-71).	Teacher can utilize and expand on text, (e.g., 44-45).	Teacher can expand on and supplement text, (e.g., 99, 101, 103).	Teacher can expand on and supplement text, (e.g., 34-39, 72-77).
b. Writes simple dialogues between two characters.	Teacher can expand on and supplement text, (e.g., 53, 70, 75).	Teacher can expand on and supplement text, (e.g., 76, 79, 88).	Teacher can expand on and supplement text, (e.g., 52, 62, 89).	Teacher can expand on and supplement text, (e.g., 15, 28, 95).
c. Writes descriptive paragraphs about familiar objects and pictures.	Teacher should expand on or supplement text, (e.g., 47, 74, 99).	Teacher should expand on or supplement text, (e.g., 31, 32, 37).	Teacher should expand on or supplement text, (e.g., 6, 10, 17).	Teacher should expand on or supplement text, (e.g., 8, 14, 20).
d. Writes narrative paragraphs.	Teacher should expand on and supplement text, (e.g., 49, 51, IC-11).	Teacher should expand on and supplement text, (e.g., 56, 64, 73).	Teacher should expand on and supplement text, (e.g., 10, 44, 56).	Teacher should expand on and supplement text, (e.g., 44, 62, 70).
e. Writes compositions that have a beginning, a middle and an end.	Opportunities available throughout text, (e.g., 71, 83).	Opportunities available throughout text, (e.g., 32, 84).	Opportunities available throughout text, (e.g., 64, 70, 74).	Opportunities available throughout text, (e.g., 8, 14, 62).
f. Builds spelling skills through structured classroom activities.	Addressed throughout text, (e.g., 43, 60, 74).	Addressed throughout text, (e.g., 73, 81, 94).	Addressed throughout text, (e.g., 61, 69, 75).	Addressed throughout text, (e.g., 73, 87, 93).
<b>7 Topic:</b> American Culture  <b>Standard:</b> Shares information about own home, community life, entertainment and extra-curricular activities.				
a. Compares and contrasts social conventions of U.S. culture and home culture.	Addressed throughout text, (e.g., 14, 68, 74).	Addressed throughout text, (e.g., 34, 57, 60).	Addressed throughout text, (e.g., 34, 40, 60).	Addressed throughout text, (e.g., 28-33, 34, 41).
b. Shares stories in written and oral form about life and community.	Addressed throughout text, (e.g., 29, 49, 83).	Addressed throughout text, (e.g., 29, 37, 49).	Addressed throughout text, (e.g., 6, 64, 70).	Addressed throughout text, (e.g., 44, 58, 96).
c. Discusses and writes about favorite foods, celebrations and activities in U.S. culture.	Opportunities available within text, (e.g., 54-59, 66-71).	Opportunities available within text, (e.g., 20-25, 40-24, 66-71).	Opportunities available within text, (e.g., 46-51).	Opportunities available within text, (e.g., 60-65).
d. Discusses and writes about likes and dislikes.	Opportunities available throughout text, especially, 60-65).	Opportunities available throughout text, (e.g., 24-19, 20-25).	Opportunities available throughout text, (e.g., 20-25).	Opportunities available throughout text, (e.g., 2-7).

Grades 6-8 ESOL Intermediate	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<b>8 Topic:</b> American Culture <b>Standard:</b> Demonstrates knowledge and understanding of United States culture, including traditions, customs and beliefs.				
a. Discusses the importance of symbols of the United States, such as the flag and the Statue of Liberty.	N/A	N/A	N/A	N/A
b. Discusses the symbols of Georgia, such as the state bird, tree, and flower.	N/A	N/A	N/A	N/A
c. Understands American government, its functions, leaders, laws and courts.	N/A	N/A	N/A	N/A
d. Understands the significance of historical events.	Teacher can expand on and supplement text, (e.g., 66-71).	Teacher can expand on and supplement text, (e.g., 33, 51).	Teacher can expand on and supplement text, (e.g., 46-51, 66-71).	Teacher can expand on and supplement text, (e.g., 60-65).
e. Discusses the significance of American holidays.	Teacher can expand on and supplement text, (e.g., 66-71).	Teacher can expand on and supplement text, (e.g., 33, 40, 51).	Teacher can expand on and supplement text, (e.g., 46-51, 66-71).	Teacher can expand on and supplement text, (e.g., 60-65).
f. Discusses American ideals, such as American democracy, liberty, freedom and equality.	Teacher can expand on and supplement text, (e.g., 66-71).	Teacher can expand on and supplement text, (e.g., 33, 46).	Teacher can expand on and supplement text, (e.g., 46-51, 66-71).	Teacher can expand on and supplement text, (e.g., 60-65).
g. Becomes familiar with American art, literature, music, dance and folklore.	Teacher can expand on and supplement text, (e.g., 66-71).	Teacher can expand on and supplement text, (e.g., 20-25).	Teacher can expand on and supplement text, (e.g., 46-51, 66-71).	Teacher can expand on and supplement text, (e.g., 60-65).
h. Responds to and uses humor, idioms and slang appropriately.	Teacher can expand on and supplement text, (e.g., 2-7, 98-103).	Teacher can expand on and supplement text, (e.g., 92-97).	Teacher can expand on and supplement text, (e.g., 40, 54, 60).	Teacher can expand on and supplement text, (e.g., 14, 20, 40).

Grades 6-8 ESOL Intermediate	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<b>8 Topic:</b> American Culture				
<b>Standard:</b> Demonstrates knowledge and understanding of United States culture, including traditions, customs and beliefs.				
i. Determines when it is appropriate to use a language other than English.	Teacher can expand on and supplement text, (e.g., 60-65, 72-77).	Teacher can expand on and supplement text, (e.g., 28-33, 46-51).	Teacher can expand on and supplement text, (e.g., 25, 64).	Teacher can expand on and supplement text, (e.g., 28-33).
j. Discusses appropriate TV programs, films and videos about American culture.	Teacher can expand on and supplement text based on topic, (e.g., 86-91).	Teacher can expand on and supplement text based on topic, (e.g., 20-25, 86).	Teacher can expand on and supplement text based on topic, (e.g., 80-85).	Teacher can expand on and supplement text based on topic, (e.g., 20-25, 86-91).
k. Describes in simple terms information about contemporary political figures.	Opportunities available throughout text, (e.g., 92-97).	Opportunities available throughout text, (e.g., 33, 46).	Opportunities available throughout text, (e.g., 66-71, 80-85).	Opportunities available throughout text, (e.g., 60-65).
l. Discusses popular culture, including persons, media, music.	Addressed throughout text, (e.g., 60-65, 66-71).	Addressed throughout text, (e.g., 20-25, 92).	Addressed throughout text, (e.g., 80-85).	Addressed throughout text, (e.g., 20-25).
m. Becomes familiar with American holidays.	Teacher should expand on text to address each skill, (e.g., 66-71).	Teacher should expand on text to address each skill, (e.g., 40-45).	Teacher should expand on text to address each skill, (e.g., 46-51).	Teacher should expand on text to address each skill, (e.g., 60-65).
n. Is familiar with U.S. perceptions of "personal space", i.e. appropriate distance for interaction with others, as well as the custom of looking others "in the eye".	Opportunities to expand available throughout text, (e.g., 2-7, 14-19).	Opportunities available throughout text, (e.g., 2-7, 23, 37).	Opportunities available throughout text, (e.g., 86-91).	Opportunities available throughout text, (e.g., 72-77).

Grades 6-8 ESOL Intermediate	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<b>9 Topic:</b> Beyond the Classroom <b>Standard:</b> Initiates conversations with peers and other English speakers outside the school.				
a. Uses acceptable tone, volume, stress and intonation in various social settings.	Teacher should expand on or supplement text, (e.g., 14, 25, 28, 47, 69).	Teacher should expand on or supplement text, (e.g., 60, 80, 83, 98).	Teacher should expand on or supplement text, (e.g., 13, 16, 34).	Teacher should expand on or supplement text, (e.g., 82, 86, 92).
b. Experiments with variations of language in social and academic settings.	Teacher should expand on and supplement text, (e.g., 63, 74, 93, 103).	Teacher should expand on and supplement text, (e.g., 52, 62, 73, 80).	Teacher should expand on and supplement text, (e.g., 48, 52, 57).	Teacher should expand on and supplement text, (e.g., 28, 31, 40).
c. Self-monitors and self-evaluates language use according to setting and audience.	Opportunities available throughout text, (e.g., 2, 6, 13).	Opportunities available throughout text, (e.g., 14, 23, 31).	Opportunities available throughout text, (e.g., 52, 71, 84).	Opportunities available throughout text, (e.g., 48, 54, 56).
<b>10 Topic:</b> Beyond the Classroom <b>Standard:</b> Deals with various aspects of personal needs, health, safety and welfare.				
a. Reads and interprets food labels, signs and advertising.	Teacher should use and expand on text, (e.g., 54-59, 72-77).	Addressed throughout text, (e.g., 46-51, 72-77).	Addressed throughout text, (e.g., 20-25).	Addressed throughout text, (e.g., 64, 76).
b. Expresses basic personal needs.	Addressed throughout text, (e.g., 38, 56, 74).	Addressed throughout text, (e.g., 73, 94, 100).	Addressed throughout text, (e.g., 2, 15, 59).	Addressed throughout text, (e.g., 34-39, 46-51).
c. Describes the steps to take in various emergency situations.	Teacher should expand on text, (e.g., 72-77).	Teacher should expand on text, (e.g., 34-39, 72-77).	Teacher should expand on text, (e.g., 8-13, 34-39).	Teacher should expand on text, (e.g., 20-25, 40-45).
d. Writes telephone messages.	98-103	92-97	Teacher should expand on text, (e.g., 20-25, 100).	Opportunities available within text, (e.g., 5, 17).
e. Completes information on common forms and applications.	Teacher can utilize and expand on text, (e.g., 51, 73, IC-9).	Teacher can utilize and expand on text, (e.g., 96, 103, IC-8).	Teacher can utilize and expand on text, (e.g., 14-19, 60-65).	Teacher can utilize and expand on text, (e.g., 8-13).
f. Asks for and gives simple directions.	Teacher can expand on and supplement text, (e.g., 34-39).	Teacher can expand on and supplement text, (e.g., 46-47, 65).	Teacher can expand on and supplement text, (e.g., 40-45).	Teacher can expand on and supplement text, (e.g., 34-39).

Grades 6-8 ESOL Intermediate	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<b>10 Topic:</b> Beyond the Classroom				
<b>Standard:</b> Deals with various aspects of personal needs, health, safety and welfare, cont.				
g. Role plays conflict resolution with peers.	Teacher can expand on and supplement text, (e.g., 8-13).	Teacher can expand on and supplement text, (e.g., 27, 53, 76).	Teacher can expand on and supplement text, (e.g., 2-7, 8-13).	Teacher can expand on and supplement text, (e.g., 34, 40, 53).
h. Reads and uses schedules for public transportation.	Teacher can expand on and supplement text, (e.g., 34-39).	Teacher can expand on and supplement text, (e.g., 40-45, 46-51).	Teacher can expand on and supplement text, (e.g., 8-13).	Teacher can expand on and supplement text, (e.g., 86-91).
i. Uses the telephone directory for various tasks.	Teacher can expand on and supplement text, (e.g., 98-103).	Teacher can expand on and supplement text, (e.g., 92-97).	Teacher can expand on and supplement text, (e.g., 20-25, 28-33).	Teacher can expand on and supplement text, (e.g., 86-91, 92-97).
j. Expresses time in different ways using the clock and the calendar.	Addressed within text, (e.g., 28-33).	Addressed within text, (e.g., 8-13).	Addressed within text, (e.g., 54-59).	Students should be adept at this standard for this text. Teacher can also expand on and/or supplement text, (e.g., 82, 84, 85).
k. Orders from menus in restaurant settings.	Addressed within text, (e.g., 54-59).	Addressed within text, (e.g., 80-85).	Addressed within text, (e.g., 20-25, 28-33).	Students should be adept at this standard for this text. Teacher can also expand on and/or supplement text, (e.g., 28-33).

Grades 6-8 ESOL Intermediate	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<b>11 Topic:</b> Beyond the Classroom  <b>Standard:</b> Uses appropriate language for making purchases and daily transactions; develops an awareness of community resources.				
a. Begins to understand with American economic systems, such as banking and credit.	Teacher should supplement text, (e.g., 80-85).	Teacher should supplement text, (e.g., 14-19, 80-85).	Teacher should supplement text, (e.g., 92-97).	Teacher should supplement text, (e.g., 34-39, 72-77).
b. Becomes familiar with available community social services.	Teacher should supplement text based on student needs/interests, (e.g., 46-51, 54-59, 72-77).	Teacher should supplement text based on student needs/interests, (e.g., 28-33, 34-38).	Teacher should supplement text based on student needs/interests, (e.g., 14-19, 92-97).	Teacher should supplement text based on student needs/interests, (e.g., 8-13, 98-103).
c. Role plays requesting services from different public agencies.	Teacher should expand on 11b.	Teacher should expand on 11b.	Teacher should expand on 11b.	Teacher should expand on 11b.
d. Discusses civic duties and social responsibilities.	Teacher should expand on 11b and c.	Teacher should expand on 11b and c.	Teacher should expand on 11b and c.	Teacher should expand on 11b and c.
e. Interprets for family members.	Teacher should encourage this and get feedback from students.	Teacher should encourage this and get feedback from students.	Teacher should encourage this and get feedback from students.	Teacher should encourage this and get feedback from students.



Grades 6-8 ESOL Intermediate	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<b>12 Topic:</b> Links with Content Areas  <b>Standard:</b> Uses high-frequency vocabulary drawn from other content areas.				
a. Gives oral presentations.	Teacher can utilize and expand on text, (e.g., 23, 29, 40).	Teacher can utilize and expand on text, (e.g., 45, 49, 71).	Teacher can utilize and expand on text, (e.g., 48, 84, 105).	Teacher can utilize and expand on text, (e.g., 49, 97, 102).
b. Uses appropriate vocabulary in oral and written work.	Addressed throughout text, (e.g., 8, 27, 65, 88, I-2).	Addressed throughout text, (e.g., 18, 42, 64).	Addressed throughout text, (e.g., 24, 56, 75).	Addressed throughout text, (e.g., 68, 71, 73, IC-5).
c. Describes topics related to content areas.	Addressed throughout text, (e.g., 23, 34, 83).	Addressed throughout text, (e.g., 84, 86, 96).	Addressed throughout text, (e.g., 48, 62, 70).	Addressed throughout text, (e.g., 46, 49, 56).
<b>13 Topic:</b> Links with Content Areas  <b>Standard:</b> Comprehends main ideas and basic concepts in content areas.				
a. Identifies basic concepts of content areas.	Teacher should expand on and supplement text, (e.g., 83, 97, IC-20).	Teacher should expand on and supplement text, (e.g., 8, 25, 74).	Teacher should expand on and supplement text, (e.g., 19, 20, 25).	Teacher should expand on and supplement text, (e.g., 60, 63, 65).
b. Organizes and sequences material from content areas.	Teacher should expand on or supplement text, (e.g., 37, 89, 98).	Teacher should expand on and supplement text, (e.g., 11, 24, 75).	Teacher should expand on and supplement text, (e.g., 28, 44, 64).	Teacher should expand on and supplement text, (e.g., 64, 77, 80).
c. Participates in class discussions.	Opportunities available throughout text, (e.g., 51, 65, IC-13).	Opportunities available throughout text, (e.g., 14, 40, 60, 77, 80).	Opportunities available throughout text, (e.g., 52, 76, 80).	Opportunities available throughout text, (e.g., 85, 89, 91).
d. Writes reports using reference sources.	Teacher can expand on and supplement text, (e.g., 68, 85, 91).	Teacher can expand on and supplement text, (e.g., 19, 40, 86).	Teacher can expand on and supplement text, (e.g., 44, 64, 84).	Teacher can expand on and supplement text, (e.g., 40, 45, 49).
e. Asks questions for clarification.	Addressed throughout text, (e.g., 25, 33, 47, 53, 72, 73).	Addressed throughout text, (e.g., 56, 74, 92).	Addressed throughout text, (e.g., 20, 53, 76).	Addressed throughout text, (e.g., 48, 56, 68).

Grades 6-8 ESOL Intermediate	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<b>14 Topic:</b> Links with Content Areas <b>Standard:</b> Uses appropriate reference materials and technology.				
a. Uses maps, charts, atlases, encyclopedias, dictionaries and periodicals.	Teacher should expand on text, (e.g., 73, 92, 101).	Teacher should expand on text, (e.g., 84, 86, 96).	Teacher should expand on text, (e.g., 33, 45, 48).	Teacher should expand on text, (e.g., 28-33, 40-45, 60-65).
b. Uses technology to locate research materials, e.g. card catalog, Internet, CD-ROM resources.	Teacher should expand on or supplement text, (e.g., 54, 65, 72).	Teacher should expand on or supplement text, (e.g., 8, 25, 74).	Teacher should expand on or supplement text, (e.g., 72, 80, 85).	Teacher should expand on or supplement text, (e.g., 39, 41, 45).
c. Uses computers in word processing and generation of presentations.	Teacher should expand on and supplement text, (e.g., 83, 97, IC-20).	Teacher should expand on or supplement text, (e.g., 45, 49, 71).	Teacher should expand on or supplement text, (e.g., 24, 44, 70).	Teacher should expand on or supplement text, (e.g., 44, 53, 57).

Grades 6-8 ESOL Advanced	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<b>1 Topic:</b> Listening/Speaking <b>Standard:</b> Comprehends detailed information with fewer contextual clues on unfamiliar topics.				
a. Identifies main ideas and details in oral presentations; differentiates between facts and opinions; recalls sequence of events and reaches conclusions.	Opportunities available throughout text, (e.g., 59, 84).	Opportunities available throughout text, (e.g., 45, 92).	Opportunities available throughout text, (e.g., 84, IC-17).	Opportunities available throughout text, (e.g., 102, IC-13, IC-20).
b. Infers and interprets meaning of utterances.	Opportunities available throughout text, (e.g., 74, 90, 94).	Opportunities available throughout text, (e.g., 24, 42, 63).	Opportunities available throughout text, (e.g., 20, 33, 34).	Opportunities available throughout text, (e.g., 86, 89, 95).
c. Identifies multiple word meanings and idiomatic expressions; uses them in discourse.	Opportunities available throughout text, (e.g., 59, 84).	Opportunities available throughout text, (e.g., 45, 92).	Opportunities available throughout text, (e.g., 84, IC-17).	Opportunities available throughout text, (e.g., 102, IC-13, IC-20).
d. Takes notes during a lecture on an unfamiliar topic.	Addressed within text, (e.g., 39, 75, 102).	Addressed within text, (e.g., 77, 79, 82).	Addressed within text, (e.g., 90, 93, 96).	Addressed within text, (e.g., 38, 50, 69).
e. Makes various types of oral presentations such as informational, persuasive, humorous.	Teacher can utilize and expand on text, (e.g., 23, 29, 40).	Teacher can utilize and expand on text, (e.g., 45, 49, 71).	Teacher can utilize and expand on text, (e.g., 48, 84, 105).	Teacher can utilize and expand on text, (e.g., 49, 97, 102).

Grades 6-8 ESOL Advanced	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<b>1 Topic:</b> Listening/Speaking				
<b>Standard:</b> Comprehends detailed information with fewer contextual clues on unfamiliar topics, cont.				
f. Analyzes and describes cause and effect in a given situation.	Standard addressed throughout text, (e.g., 75, 91, 97).	Standard addressed throughout text, (e.g., 25, 72, 77).	Standard addressed throughout text, (e.g., 77, 85, 92).	Standard addressed throughout text, (e.g., 74, 77, 80).
g. Presents reports using information gathered from research.	Opportunities available throughout text, (e.g., 34, 40, 46).	Opportunities available throughout text, (e.g., 51, 77, 103).	Opportunities available throughout text, (e.g., 18, 25, 65).	Opportunities available throughout text, (e.g., 71, 73, 93).
h. Engages in extended conversation with peers and adults using language appropriate to the situation, participants, and topic.	Addressed throughout text, (e.g., 29, 38, 62, 89, 96, 103).	Addressed throughout text, (e.g., 2-7, 43).	Addressed throughout text, (e.g., 40, 48, 60).	Addressed throughout text, (e.g., 62, 66, 78).
i. Debates pros and cons of specific current events.	Teacher should expand on text, (e.g., 40-45, 92-97).	Teacher should expand on text, (e.g., 20-25, 86-91).	Teacher should expand on text, (e.g., 8-13, 54-59).	Teacher should expand on text, (e.g., 92-97, 98-103).
j. Participates in academic discussions using appropriate vocabulary.	Opportunities available throughout text, (e.g., 34, 56, 60).	Opportunities available throughout text, (e.g., 34, 56, 60).	Opportunities available throughout text, (e.g., 34, 56, 60).	Opportunities available throughout text, (e.g., 34, 56, 60).
k. Provides constructive/positive criticism.	Opportunities available throughout text. Teacher should expand on text, (e.g., 46, 47, 67, 88).	Opportunities available throughout text. Teacher should expand on text, (e.g., 6, 24, 30).	Opportunities available throughout text. Teacher should expand on text, (e.g., 30, 48, 64).	Opportunities available throughout text. Teacher should expand on text, (e.g., 67, 88, 102).
l. Answers questions with supporting details.	Opportunities available throughout text, (e.g., 70, 92, 96).	Opportunities available throughout text, (e.g., 38, 68, 88).	Opportunities available throughout text, (e.g., 28, 48, 92).	Opportunities available throughout text, (e.g., 72, 76, 94).
m. Orally critiques movies, books and articles.	Teacher should expand on text, (e.g., 46-51, 60-65).	Teacher should expand on text, (e.g., 20-25, 40-45).	Teacher should expand on text, (e.g., 80-85).	Teacher should expand on text, (e.g., 20-25, 86-91).

Grades 6-8 ESOL Advanced	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<b>2 Topic:</b> Listening/Speaking  <b>Standard:</b> Comprehends concrete and abstract topics and recognizes language subtleties in a variety of communicative settings.				
a. Recognizes literal and implied meanings in formal and informal presentations.	Teacher should expand on and supplement text, (e.g., 23, 29, 40).	Teacher should expand on and supplement text, (e.g., 91, 92, 99).	Teacher should expand on and supplement text, (e.g., 48, 84, 105).	Teacher should expand on and supplement text, (e.g., 44, 52-53, 102).
b. Identifies intended messages and persuasive techniques heard in advertisements, entertainment programs, and news programs.	Teacher should expand on and supplement text, (e.g., 34-39, 60-65).	Teacher should expand on and supplement text, (e.g., 14-19, 20-25).	Teacher should expand on and supplement text, (e.g., 8-13, 80-85).	Teacher should expand on and supplement text, (e.g., 20-25, 86-91).
c. Identifies and explains references to popular culture.	Teacher should expand on text, (e.g., 20-25, 34-39).	Teacher should expand on text, (e.g., 20-25).	Teacher should expand on text, (e.g., 80-85).	Teacher should expand on text, (e.g., 20-25, 86-91).
<b>3 Topic:</b> Listening/Speaking  <b>Standard:</b> Understands and comprehends a variety of connected discourses of extended length; reacts to and discusses issues and predicts outcomes from information presented. Refer to concepts in standard 2.	Teacher should expand on text, (e.g., 24, 58, 91).	Teacher should expand on text, (e.g., 31, 51, 77).	Opportunities available throughout text, (e.g., 37, 72, 80).	Opportunities available throughout text, (e.g., 57, 65, 83).
<b>4 Topic:</b> Listening/Speaking  <b>Standard:</b> Uses appropriate intonation, stress and pronunciation at the word, phrase, and extended discourse levels.	Addressed throughout text, (e.g., 32, 44, 101).	Addressed throughout text, (e.g., 48, 96, 102).	Addressed throughout text, (e.g., 32, 49, 88).	Addressed throughout text, (e.g., 28, 28, 63, 82).
<b>5 Topic:</b> Listening/Speaking  <b>Standard:</b> Produces, initiates and sustains extended interactions tailored to specific purposes and audiences. Refer to standards 1 and 2.	Addressed throughout text, (e.g., 29, 38, 62, 89, 96, 103).	Addressed throughout text, (e.g., 2-7, 43).	Addressed throughout text, (e.g., 40, 48, 60).	Addressed throughout text, (e.g., 62, 66, 78).
<b>6 Topic:</b> Listening/Speaking  <b>Standard:</b> Recognizes, understands and appropriately uses idioms and figurative language in oral expression.	Opportunities available throughout text, (e.g., 59, 84).	Opportunities available throughout text, (e.g., 45, 92).	Opportunities available throughout text, (e.g., 84, IC-17).	Opportunities available throughout text, (e.g., 102, IC-13, IC-20).

Grades 6-8 ESOL Advanced	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<p><b>7 Topic:</b> Reading/Writing</p> <p><b>Standard:</b> Interacts with increasingly complex written material while relying on context and prior knowledge to obtain meaning from print.</p> <p>a. Uses context clues, re-reading and reading with others to derive meaning from text.</p> <p>b. Reflects on his or her own progress and effectiveness as a reader by keeping a reader response journal.</p> <p>c. Expands vocabulary by using the dictionary to identify parts of speech.</p> <p>d. Identifies plot, setting, character, conflict, point of view, mood, and theme in various genres.</p> <p>e. Relates themes in literature to contemporary situations.</p>	<p>Standard addressed throughout text, (e.g., 7, 51, 103).</p> <p>Teacher should also provide supplements to enhance standard.</p>	<p>Standard addressed throughout text, (e.g., 7, 71, 103).</p> <p>Teacher should also provide supplements to enhance standard.</p>	<p>Standard addressed throughout text, (e.g., 13, 59, 103).</p> <p>Teacher should also provide supplements to enhance standard.</p>	<p>Standard addressed throughout text, (e.g., 13, 45, 103).</p> <p>Teacher should also provide supplements to enhance standard.</p>
<p><b>8 Topic:</b> Reading/Writing</p> <p><b>Standard:</b> Reads, with a limited number of comprehension difficulties, grade-level material.</p>				
<p>a. Uses technology to research topics and select books.</p>	<p>Opportunities available throughout text, (e.g., 34, 40, 46).</p>	<p>Opportunities available throughout text, (e.g., 51, 77, 103).</p>	<p>Opportunities available throughout text, (e.g., 18, 25, 65).</p>	<p>Opportunities available throughout text, (e.g., 71, 73, 93).</p>
<p>b. Identifies literary devices.</p>	<p>Teacher should expand on text, (e.g., 60, 83, 92).</p>	<p>Teacher should expand on text, (e.g., 14, 20, 28).</p>	<p>Teacher should expand on text, (e.g., 66, 72, 86).</p>	<p>Teacher should expand on text, (e.g., 54, 60, 72).</p>
<p><b>9 Topic:</b> Reading/Writing</p> <p><b>Standard:</b> Reads and discusses different genres of literature. Reads and discusses literature such as fiction and non-fiction novels and short stories, plays, poetry, and news articles.</p>	<p>Teachers should train students on the use of a dictionary to enhance text, (e.g., 71, 96, 97).</p>	<p>Teachers should train students on the use of a dictionary to enhance text, (e.g., 58, 94, 103).</p>	<p>Teachers should train students on the use of a dictionary to enhance text, (e.g., 70, 83, 90).</p>	<p>Teachers should train students on the use of a dictionary to enhance text, (e.g., 77, 88, 89).</p>
<p><b>10 Topic:</b> Reading/Writing</p> <p><b>Standard:</b> Identifies and discusses literary terms.</p>	<p>Teacher should supplement topics in text, (e.g., 80, 86, 92).</p>	<p>Teacher should supplement text, (e.g., 40, 46, 72).</p>	<p>Teacher should supplement text, (e.g., 20, 40, 54).</p>	<p>Teacher should supplement text, (e.g., 8, 28, 34).</p>
<p><b>11 Topic:</b> Reading/Writing</p> <p><b>Standard:</b> Identifies meanings of words in context to extend vocabulary.</p>	<p>Teacher should expand on standard 7d.</p>	<p>Teacher should expand on standard 7d.</p>	<p>Teacher should expand on standard 7d.</p>	<p>Teacher should expand on standard 7d.</p>

Grades 6-8 ESOL Advanced	New Interchange Intro	New Interchange Book 1	New Interchange Book 2	New Interchange Book 3
<b>12 Topic:</b> Reading/Writing  <b>Standard:</b> Writes to meet most social needs and academic demands for specific purposes and audiences through learned vocabulary and structures.				
a. Writes persuasively showing an understanding of ideas, issues, and varying points of view.	Teacher should expand on and supplement text, (e.g., 23, 74, 83).	Teacher should expand on and supplement text, (e.g., 64, 85, 101).	Teacher should expand on and supplement text, (e.g., 44, 64, 70).	Teacher should expand on and supplement text, (e.g., 16, 24, IC-18).
b. Writes a research report using a variety of reference materials.	Teacher should expand on and supplement text, (e.g., 83, 97, IC-20).	Teacher should expand on and supplement text, (e.g., 65, 68, 71).	Teacher should expand on and supplement text, (e.g., 40-45, 54, 60, 66, 70).	Teacher should expand on and supplement text, (e.g., 56, 88, 102).
c. Writes reflective essays on his or her development as a communicator in English.	Teacher should expand on and supplement text, (e.g., 86, 92, 98).	Teacher should expand on and supplement text, (e.g., 80, 89, 93).	Teacher should expand on and supplement text, (e.g., 56, 68, 80).	Teacher should expand on and supplement text, (e.g., 54, 66, 72).
d. Consistently applies appropriate writing conventions, grammar, syntax, and spelling.	Teacher should expand on and supplement text, (e.g., 61, 97, IC-10).	Teacher should expand on and supplement text, (e.g., 79, 81, 83).	Teacher should expand on and supplement text, (e.g., 57, 69, 101).	Teacher should expand on and supplement text, (e.g., 38, 44, 57).
<b>13 Topic:</b> Reading/Writing  <b>Standard:</b> Uses mechanics of writing and revision techniques appropriate for proficiency level.				
a. Insures superficial cohesion and internal coherence of writing assignments.	Teacher should expand on and supplement text, (e.g., 33, 44, 67).	Teacher should expand on and supplement text, (e.g., 47, 64, 102).	Teacher should expand on and supplement text, (e.g., 44, 84, 94).	Teacher should expand on and supplement text, (e.g., 76, 88, 93).
b. Follows task-appropriate American English rhetorical patterns.	Teacher should expand on and supplement text, (e.g., 37, 67, 97, IC-10).	Teacher should expand on and supplement text, (e.g., 73, 76, 84).	Teacher should expand on and supplement text, (e.g., 30, 38, 56).	Teacher should expand on and supplement text, (e.g., 93, 95, 100).

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<b>14 Topic:</b> Reading/Writing <b>Standard:</b> Builds on spelling skills through structured classroom activities. Uses English dictionary to verify spelling attempts.	Addressed throughout text, (e.g., 43, 60, 74).	Addressed throughout text, (e.g., 85, 91, 97).	Addressed throughout text, (e.g., 57, 69, 75).	Addressed throughout text, (e.g., 61, 63, 73).
<b>15 Topic:</b> Reading/Writing <b>Standard:</b> Combines short sentences to properly present complex and longer thoughts.	Standard addressed within text, (e.g., 27, 74, 102).	Standard addressed within text, (e.g., 64, 76, 102).	Standard addressed within text, (e.g., 84, 90, 96).	Standard addressed within text, (e.g., 78, 83, 88).
<b>16 Topic:</b> American Culture <b>Standard:</b> Uses English in socially and culturally				
a. Discusses American folklore, literature, holiday traditions, political history and significant events.	Teacher can expand on text, (e.g., 60, 65, 66-71).	Teacher should expand on text, (e.g., 20-25, 34-39).	Teacher should expand on text, (e.g., 20-25, 66-71).	Teacher should expand on text, (e.g., 60-65, 92-97).
<b>17 Topic:</b> American Culture <b>Standard:</b> Explores the art, music, dance and drama of the United States.	Teacher should supplement text, (e.g., 66-71).	Teacher should supplement text, (e.g., 20-25, 40-45).	Teacher should supplement text, (e.g., 46-51, 66-71).	Teacher should supplement text, (e.g., 60-65, 86-91).
<b>18 Topic:</b> American Culture <b>Standard:</b> Develops awareness of the popular culture of the United States.				
a. Discusses the meanings of popular song lyrics.	Teacher should supplement text, (e.g., 86-91).	Teacher should supplement text, (e.g., 20-25).	Teacher should supplement text, (e.g., 80-85).	Teacher should supplement text, (e.g., 28-33, 86-91).
b. Discusses the themes, plots and characters of television show past and present.	Teacher should supplement text, (e.g., 86-91).	Teacher should supplement text, (e.g., 20-25).	Teacher should supplement text, (e.g., 80-85).	Teacher should supplement text, (e.g., 28-33, 86-91).

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<b>19 Topic:</b> American Culture <b>Standard:</b> Researches, outlines and summarizes information from various sources to learn about issues important to American culture.				
a. Chooses articles from newspaper, magazine, or books.	Teacher should expand on and supplement text, (e.g., 83, 97, IC-20).	Teacher should expand on and supplement text, (e.g., 14-19, 40-45).	Teacher should expand on and supplement text, (e.g., 80-85, 92-97).	Teacher should expand on and supplement text, (e.g., 20-25, 89).
b. Listens to and discusses news broadcasts and their impact on lives of American citizens.	Teacher can expand on text, (e.g., 60, 65, 66-71).	Teacher should expand on text, (e.g., 20-25).	Teacher should expand on text, (e.g., 80-85).	Teacher should expand on text, (e.g., 20-25, 89).
<b>20 Topic:</b> American Culture <b>Standard:</b> Learns about factors and issues that impact social, political or economic decisions in the United States.				
a. Describes the election process of local, state, and federal officials.	Teacher can expand on text, (e.g., 14-19, 60, 65, 66-71).	Teacher can expand on text, (e.g., 46-51, 66-71, 86-91).	Teacher can expand on text, (e.g., 46-51, 66-71).	Teacher can expand on text, (e.g., 20-25, 40-45, 92-97).
b. Explains citizenship and residency issues.	Teacher can expand on text, (e.g., 14-19, 60, 65, 66-71).	Teacher can expand on text, (e.g., 66-71, 86-91).	Teacher can expand on text, (e.g., 46-51, 66-71).	Teacher can expand on text, (e.g., 20-25, 34-39, 92-97).
c. Describes duties of local officials e.g. mayor, county commissioner, etc.	Teacher can expand on text, (e.g., 60, 65, 66-71).	Teacher can expand on text, (e.g., 66-71, 86-91).	Teacher can expand on text, (e.g., 46-51, 66-71).	Teacher can expand on text, (e.g., 20-25, 40-45, 92-97).
d. Identifies the processes by which citizens affect change e.g. voting, political campaign participation, petitions, and running for office.	Teacher can expand on text, (e.g., 60, 65, 66-71).	Teacher can expand on text, (e.g., 66-71, 86-91).	Teacher can expand on text, (e.g., 46-51, 66-71).	Teacher can expand on text, (e.g., 20-25, 40-45, 46-51, 92-97).
<b>21 Topic:</b> Beyond the Classroom <b>Standard:</b> Selects and reads books appropriate for own reading level and in areas of personal interest.	Teacher should suggest books to students to supplement topics in this text, (e.g., 20, 28, 34).	Teacher should suggest books to students to supplement topics in this text, (e.g., 28, 34, 66).	Teacher should suggest books to students to supplement topics in this text, (e.g., 28, 46, 80).	Teacher should suggest books to students to supplement topics in this text, (e.g., 28, 34, 46).



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<b>22 Topic:</b> Beyond the Classroom  <b>Standard:</b> Participates actively in non-academic settings requiring English.				
a. Role plays job interview.	Teacher can expand on and supplement text, (e.g., 46-51).	Teacher can expand on and supplement text, (e.g., 8-13).	Teacher can expand on and supplement text, (e.g., 60-65).	Teacher can expand on and supplement text, (e.g., 8-13).
b. Composes a resume.	Teacher can expand on and supplement text, (e.g., 46-51).	Teacher can expand on and supplement text, (e.g., 8-13).	Teacher can expand on and supplement text, (e.g., 60-65).	Teacher can expand on and supplement text, (e.g., 8-13).
c. Discusses community issues described in local newspapers.	Teacher should supplement text, (e.g., 60-65, 80-85).	Teacher should supplement text, (e.g., 8-13, 46-51).	Teacher should supplement text, (e.g., 8-13, 92-97).	Teacher should supplement text, (e.g., 20-25, 89, 92-97).
d. Talks with community members during a forum.	Teacher should make arrangements to supplement text, (e.g., 54, 72, 80).	Teacher should make arrangements to supplement text, (e.g., 14, 34, 72).	Teacher should make arrangements to supplement text, (e.g., 60, 72, 80).	Teacher should make arrangements to supplement text, (e.g., 14, 40, 72, 86, 92).
e. Uses acceptable tone, volume, stress, and intonation in various social settings.	Teacher should expand on or supplement text, (e.g., 14, 25, 28, 47, 69).	Teacher should expand on or supplement text, (e.g., 46, 48, 50).	Teacher should expand on or supplement text, (e.g., 47, 60, 72).	Teacher should expand on or supplement text, (e.g., 29, 47, 95).
f. Observes appropriate spatial distance and maintenance of eye contact during social and business encounters.	Opportunities to expand available throughout text, (e.g., 2-7, 14-19).	Opportunities to expand available throughout text, (e.g., 55, 57, 62).	Opportunities to expand available throughout text, (e.g., 60, 80, 98).	Opportunities to expand available throughout text, (e.g., 48, 75, 95).
g. Writes formal letters to agencies, institutions, and businesses on topics of personal interest.	Teacher can expand on and supplement text, (e.g., 34-39, 46-51, 66-71).	Teacher can expand on and supplement text, (e.g., 46, 66, 88).	Teacher can expand on and supplement text, (e.g., 20, 65, IC-8).	Teacher can expand on and supplement text, (e.g., 92-97).

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<b>23 Topic:</b> Links with Content Areas  <b>Standard:</b> Participates actively in all content areas at grade level.				
a. Contributes to a class or school newspaper.	Teacher should expand on text, (e.g., 39, 59, 80, 86, 98).	Teacher should expand on text, (e.g., 28, 34, 40).	Teacher should expand on text, (e.g., 20, 54, 60).	Teacher should expand on text, (e.g., 92-97).
b. Composes and dramatizes scripts about a historical event.	Teacher should expand on text, (e.g., 54, 72, 80, 92).	Teacher should expand on text, (e.g., 20, 28, 46).	Teacher should expand on text, (e.g., 54-59, 66-71).	Teacher should expand on text, (e.g., 60-62, 64).
<b>24 Topic:</b> Links with Content Areas  <b>Standard:</b> Uses functional literacy skills in all content areas.				
a. Demonstrates basic reading comprehension skills such as skimming, scanning, previewing, and reviewing texts.	Teacher should expand on text, (e.g., 39, 59, 80, 86, 98).	Teacher should expand on text, (e.g., 51, 65, 85, 103).	Teacher should expand on text, (e.g., 13, 33, 45).	Teacher should expand on text, (e.g., 39, 51, 65).
b. Adjusts reading rate to match purpose.	Teacher should expand on text, (e.g., 39, 59, 80, 86, 98).	Teacher should expand on text, (e.g., 54, 57, 65, 94, IC-18).	Teacher should expand on text, (e.g., 69, 85, 92).	Teacher should expand on text, (e.g., 27, 28, 33, 45).