

Grammar Sense

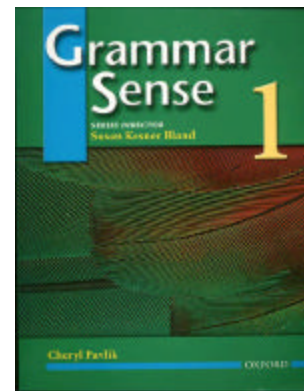
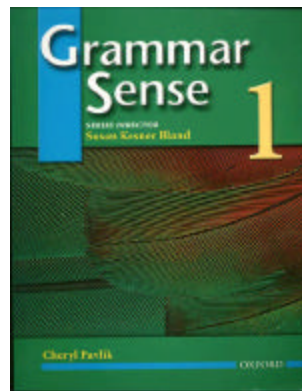
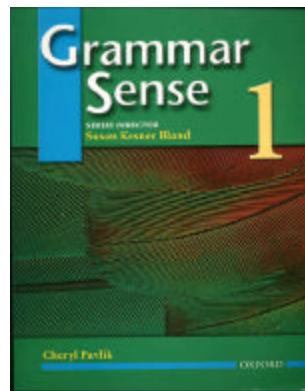
Book 1

Oxford University Press

correlated to

CASAS

Comprehensive Adult Student Assessment System



Grammar Sense

Student Book 1

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NOTE: Grammar Sense supports the wide range of language skills needed to perform the life skills presented by the CASAS standards. However, in some areas, it was difficult to assess what exact grammar skill would be needed to perform a particular life skill task as there were just too many possibilities. In such instances, the standard was left blank, thus open for interpretation by teacher.

CASAS Competency List	Grammar Sense Book 1
0. BASIC COMMUNICATION	
0.1 Communicate in interpersonal interactions	
0.1.1 Identify or use appropriate non-verbal behavior in a variety of situations (e.g., handshaking)	Teacher can utilize and expand on text (e.g., 10-11, 28-29, 44-45, 60-61, 74-75, 88-89, 100-101, 134-135, 154-155, 170-171, 187-185, 204-205, 220-221, 232-233, 248-249, 266-267).
0.1.2 Identify or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, command, agree or disagree, ask permission)	Text provides opportunities throughout (e.g., 30, 33, 34, 36, 39, 46, 51, 126, 140, 141, 142, 143, 145, 176, 192-195, 209, 272).
0.1.3 Identify or use appropriate language to influence or persuade (e.g., to caution, request, advise, persuade, negotiate)	Throughout the text (e.g., 46-51, 298, 300-330).
0.1.4 Identify or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize, compliment, express pleasure or regret)	Exercises throughout text set a foundation to fulfill this standard (e.g., 10-11, 28-29, 44-45, 60-61, 74-75, 88-89, 100-101, 134-135, 154-155, 170-171, 187-185, 204-205, 220-221).
0.1.5 Identify or use appropriate classroom behavior	Exercises throughout provide opportunities to acquire this skill (e.g., 21-24, 36-40, and 49-54)
0.1.6 Clarify or request clarification	e.g., 79-82, 93-96, 113-114, 127-130, 146-150, 160-164, 177-180, 197-200, 210-214, 226
0.2 Communicate regarding personal information	
0.2.1 Respond appropriately to common personal information questions	Throughout the text (e.g., 24, 290, 316, 358).
0.2.2 Complete a personal information form	Teacher may expand on exercises in text (e.g., 24, 290, 316, 358).
0.2.3 Interpret or write a personal note, invitation, or letter	e.g., 12-20, 28-32, 46-48, 62-67, 76-78, 90-92, 100, 101, 102-107, 122-126, 131
0.2.4 Converse about daily and leisure activities and personal interests	Throughout the text (e.g., 26, 72, 84, 98, 116, 132, 152, 166, 182, 202, 216, 230, 246, 262, 278, 290).

1. CONSUMER ECONOMICS	
1.1 Use weights, measures, measurement scales, and money	
1.1.1 Interpret recipes	Language skills addressed throughout text will assist in fulfilling this standard, e.g., 147, 149, and 328-330.
1.1.2 Use the metric system (see also 1.1.4, 6.6.1, 6.6.2, 6.6.3, 6.6.4)	Text addresses language skills necessary for this standard, e.g., 374-396.
1.1.3 Interpret maps and graphs (see also 1.9.4, 2.2.1, 2.2.5)	Teacher should expand on and/or supplement exercises in text (e.g., 52, 53, 54, 56, 114, 171, 253).
1.1.4 Select, compute, or interpret appropriate standard measurement for length, width, perimeter, area, volume, height, or weight (see also 1.1.2, 6.6.1, 6.6.2, 6.6.3, 6.6.4, 6.6.5)	Comparative language skills introduced in text will assist in fulfilling this standard, e.g., 374-396.
1.1.5 Interpret temperatures (see also 6.6.4)	Comparative language skills introduced in text will assist in fulfilling this standard, e.g., 374-396.
1.1.6 Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.) (see also 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5)	Teacher should supplement text with appropriate materials.
1.1.7 Identify product containers and interpret weight and volume	Comparative language skills introduced in text will assist in fulfilling this standard, e.g., 374-396.
1.1.8 Compute averages (see also 6.7.5)	Teacher should supplement text with appropriate materials.
1.1.9 Interpret clothing and pattern sizes and use height and weight tables	Comparative language skills introduced in text will assist in fulfilling this standard e.g., 374-396.
1.2 Apply principles of comparison shopping in the selection of goods and services	
1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and service	Teacher may expand on exercises in text (e.g., 60-61, 72, 88, 96, 98).
1.2.2 Compare price or quality to determine the best buys for goods and services	Comparative language skills introduced in text will assist in fulfilling this standard, e.g., 374-396.
1.2.3 Compute discounts (see also 6.4.1)	Teacher should supplement text with appropriate materials.
1.2.4 Compute unit pricing	Teacher should supplement text with appropriate materials.
1.2.5 Interpret letters, articles, and information about consumer-related topics	Throughout the text (e.g., 10-11, 28-29, 44-45, 60-61, 74-75, 88-89, 100-101, 134-135, 154-155).

1.3 Understand methods and procedures used to purchase goods and services	
1.3.1 Compare different methods used to purchase goods and services	Comparative language skills introduced in text will assist in fulfilling this standard, e.g., 374-396.
1.3.2 Interpret credit applications and recognize how to use and maintain credit	Basic language skills introduced in text will assist in fulfilling this standard.
1.3.3 Identify or use various methods to purchase goods and services, and make returns and exchanges	Basic language skills introduced in text will assist in fulfilling this standard.
1.3.4 Use catalogs, order forms, and related information to purchase goods and services	Teacher may expand on exercises in text (e.g., 131-132, 152, 165-166, 182, 202, 216, 229-230, 245-246, 261-262, 278, 289-290, 303-304, 315-316, 330, 341, 358, 369-370, 384, 396).
1.3.5 Use coupons to purchase goods and services	Teacher should supplement text with appropriate materials.
1.3.6 Use coin-operated machines	Teacher should supplement text with appropriate materials.
1.3.7 Interpret information or directions to locate merchandise (see also 2.5.4)	Language skills addressed throughout text will assist in fulfilling this standard, e.g., 52-55, 114, 171, and 213.
1.3.8 Identify common food items	Basic language skills introduced in text will assist in fulfilling this standard.
1.3.9 Identify common articles of clothing	Basic language skills introduced in text will assist in fulfilling this standard.
1.4 Understand methods and procedures to obtain housing and related services	
1.4.1 Identify different kinds of housing, areas of the home, and common household items	Basic language skills introduced in text will assist in fulfilling this standard.
1.4.2 Select appropriate housing by interpreting classified ads, signs, and other information	Teacher may expand on exercises in text (e.g., 60-61, 72, 88, 96, 98).
1.4.3 Interpret lease and rental agreements 1.4.4 Interpret information to obtain, maintain, or cancel housing utilities 1.4.5 Interpret information about tenant and landlord rights 1.4.6 Interpret information about housing loans and home-related insurance 1.4.7 Interpret information about home maintenance, and communicate housing problems to a landlord (see also 1.7.4) 1.4.8 Recognize home theft and fire prevention measures	Language skills addressed throughout text will assist in fulfilling these standards (e.g., 21-24, 36-40, 49-54, 68-70, 79-82, 93-96, 113-114, 127-130, 146-150, 160-164, 177-180, 197-200, 210-214, 226-228, 240-245, 255-256, 273-276, 286-288, 299-302, 312-314, 327-328, 338-340, 354-356, 366-368, 380-382, 392-394).
1.5 Apply principles of budgeting in the management of money	
1.5.1 Interpret information about personal and family budgets	Comparative language skills introduced in text will assist in fulfilling this standard, e.g., 374-396.
1.5.2 Plan for major purchases (see also 1.5.1)	Language skills addressed throughout text will assist in fulfilling this standard, e.g., 129.
1.5.3 Interpret bills (see also 2.1.4)	Basic language skills introduced in text will assist in fulfilling this standard.

1.6 Understand consumer protection measures	
1.6.1 Interpret food packaging labels (see also 1.2.1, 3.5.1)	Basic language skills introduced in text will assist in fulfilling this standard.
1.6.2 Identify consumer protection resources available when confronted with fraudulent practices	Basic language skills introduced in text will assist in fulfilling this standard. Teacher should expand on text.
1.6.3 Identify procedures the consumer can follow if merchandise or service is unsatisfactory	Basic language skills introduced in text will assist in fulfilling this standard. Teacher should expand on text.
1.6.4 Check sales receipts	Comparative language skills introduced in text will assist in fulfilling this standard, e.g., 374-396.
1.7 Understand procedures for the care, maintenance, and use of personal possessions	
1.7.1 Interpret product guarantees and warranties 1.7.2 Interpret clothing care labels 1.7.3 Interpret operating instructions, directions, or labels for consumer products (see also 3.4.1) 1.7.4 Interpret maintenance procedures for household appliances and personal possessions 1.7.5 Interpret information to obtain repairs	Language skills addressed throughout text will assist in fulfilling these standards (e.g., 21-24, 36-40, 49-54, 68-70, 79-82, 93-96, 113-114, 127-130, 146-150, 160-164, 177-180, 197-200, 210-214, 226-228, 240-245, 255-256, 273-276, 286-288, 299-302, 312-314, 327-328, 338-340, 354-356, 366-368, 380-382, 392-394). The teacher should also supplement text with appropriate materials and hands on experiences.
1.8 Use banking and financial services in the community	
1.8.1 Demonstrate the use of savings and checking accounts, including using an ATM 1.8.2 Interpret the procedures and forms associated with banking services, including writing checks 1.8.3 Interpret interest or interest-earning savings plans 1.8.4 Interpret information about the types of loans available through lending institutions 1.8.5 Interpret information on financial agencies and financial planning	Completion of the <i>Grammar Sense</i> text will provide students with the language skills necessary to fulfill these standards (e.g., 21-24, 36-40, 49-54, 68-70, 79-82, 93-96, 113-114, 127-130, 146-150, 160-164, 177-180, 197-200, 210-214, 226-228, 240-245, 255-256, 273-276, 286-288, 299-302, 312-314, 327-328, 338-340, 354-356, 366-368, 380-382, 392-394). The teacher should also supplement text with appropriate materials and hands on experiences.
1.9 Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations	
1.9.1 Interpret highway and traffic signs (see also 2.2.2)	Teacher may expand on exercises in text, e.g., 52.
1.9.2 Identify driving regulations and procedures to obtain a driver's license (see also 2.5.7)	Basic reading skills addressed in text will provide the skills necessary to fulfill these standards (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 136-150, 154-164, 172-180, 186-200, 206-214, 222-228, 234-245, 269-276, 282-288, 296-302, 308-314, 320-328, 348-356, 362-368, 376-382, 388-394).
1.9.3 Compute mileage and gasoline consumption	Teacher should expand on text.

1.9.4 Interpret maps related to driving (see also 1.13, 2.2.1, 2.2.5)

The teacher should also supplement text with appropriate materials and hands on experiences (e.g., 52-56, 114, 171, 253).

1.9 Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations, cont.	
1.9.5 Interpret information related to the selection and purchase of a car	Language skills addressed throughout text will assist in fulfilling these standards (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 136-150, 154-164, 172-180, 186-200, 206-214, 222-228, 234-245, 269-276, 282-288, 296-302, 308-314, 320-328, 348-356, 362-368, 376-382, 388-394).
1.9.6 Interpret information related to automobile maintenance 1.9.7 Recognize what to do in case of automobile emergencies 1.9.8 Interpret information about automobile insurance	Language skills addressed throughout text will assist in fulfilling these standards (e.g., 21-24, 36-40, 49-54, 68-70, 79-82, 93-96, 113-114, 127-130, 146-150, 160-164, 177-180, 197-200, 210-214, 226-228, 240-245, 255-256, 273-276, 286-288, 299-302, 312-314, 327-328, 338-340, 354-356, 366-368, 380-382, 392-394).
2. COMMUNITY RESOURCES	
2.1 Use the telephone and telephone book	
2.1.1 Use the telephone directory and related publications to locate information 2.1.2 Identify emergency numbers and place emergency calls (see also 2.5.1) 2.1.3 Interpret information about time zones (see also 2.3.1) 2.1.4 Interpret telephone billings 2.1.5 Interpret telegram rates and procedures 2.1.6 Interpret information about using a pay telephone 2.1.7 Take and interpret telephone messages, leave messages on answering machines, and interpret recorded messages (see also 4.5.4) 2.1.8 Use the telephone to make and receive routine personal and business calls	Basic reading and language skills addressed in text will provide the skills necessary to fulfill these standards (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 136-150, 154-164, 172-180, 186-200, 206-214, 222-228, 234-245, 269-276, 282-288, 296-302, 308-314, 320-328, 348-356, 362-368, 376-382, 388-394). Teacher should supplement text with appropriate materials and hands on experience.
2.2 Understand how to locate and use different types of transportation and interpret related travel information	
2.2.1 Ask for, give, follow, or clarify directions (see also 1.1.3, 1.9.4, 2.2.5)	Throughout the text (e.g., 33, 34, 36, 38, 39, 143, 192-195, 209, 272).
2.2.2 Recognize and use signs related to transportation (see also 1.9.1)	e.g., 52, 53, 54, 56, 171, 253
2.2.3 Identify or use different types of transportation in the community, and interpret traffic information 2.2.4 Interpret transportation schedules and fares	Basic language skills introduced in text will assist in fulfilling these standards (e.g., 21-24, 36-40, 49-54, 68-70, 79-82, 93-96, 113-114, 127-130, 146-150, 160-164, 177-180, 197-200). Teacher should supplement text with appropriate materials.
2.2.5 Use maps relating to travel needs (see also 1.1.3, 1.9.4, 2.2.1)	Throughout the text (e.g., 52, 53, 54, 56, 114, 171, 253).
2.3 Understand concepts of time and weather	

2.3.1 Interpret clock time (see also 2.1.3, 6.6.6)

2.3.2 Identify the months of the year and the days of the week

2.3.3 Interpret information about weather conditions

Exercises throughout text set a foundation to fulfill these standards, e.g., 23. Teacher should supplement text with appropriate materials.

2.4 Use postal services	
2.4.1 Address letters and envelopes	Throughout the text (e.g., 12-20, 28-32, 46-48, 62-67, 76-78, 90-92, 100, 101, 102-107, 122-126, 131).
2.4.2 Interpret postal rates and types of mailing services 2.4.3 Interpret postal service forms and instructions on returned mail 2.4.4 Purchase stamps and other postal items and services 2.4.5 Interpret procedures for tracing a lost letter or parcel 2.4.6 Interpret a postal money order form	Basic reading and language skills addressed in text will provide the skills necessary to fulfill these standards (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 136-150, 154-164, 172-180, 186-200, 206-214, 222-228, 234-245, 269-276, 282-288, 296-302, 308-314, 320-328, 348-356, 362-368, 376-382, 388-394). The teacher should also supplement text with appropriate materials and hands on experiences.
2.5 Use community agencies and services	
2.5.1 Locate and utilize services of agencies that provide emergency help 2.5.2 Identify how and when to obtain social and governmental services (e.g., low-income housing, Social Security, Medicare), and how to interact with service providers 2.5.3 Locate medical and health facilities in the community 3.2 (see also 3.1.3) 2.5.4 Read, interpret, and follow directions found on public signs and building directories (see also 1.3.7) 2.5.5 Locate and use educational services in the community, including interpreting and writing school-related communications 2.5.6 Use library resources 2.5.7 Interpret permit and license requirements (see also 1.9.2) 2.5.8 (unassigned) 2.5.9 Identify child care services in the community (see also 3.5.7)	Basic reading and language skills addressed in text will provide the skills necessary to fulfill these standards (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 131-132, 136-150, 152, 154-164, 165-166, 172-180, 182, 186-200, 202, 206-214, 216, 222-228, 229-230, 234-245-246, 261-262, 269-276, 282-288, 296-302, 308-314, 320-328, 348-356, 362-368, 376-382, 388-394). The teacher should also supplement text with appropriate materials and hands on, or real life experiences.
2.6 Use leisure time resources and facilities	
2.6.1 Interpret information about recreational and entertainment facilities and activities 2.6.2 Locate information in TV, movie and other recreational listings 2.6.3 Interpret information in order to plan for outings and vacations 2.6.4 Interpret and order from restaurant and fast food menus, and compute related costs	Basic reading and language skills addressed in text will provide the skills necessary to fulfill these standards (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 131-132, 136-150, 152, 154-164, 165-166, 172-180, 182, 186-200, 202, 206-214, 216, 222-228, 229-230, 234-245-246, 261-262, 269-276, 282-288, 296-302, 308-314, 320-328, 348-356, 362-368, 376-382, 388-394). The teacher should also supplement text with appropriate materials and hands on, or real life experiences.

2.7 Understand aspects of society and culture	
2.7.1 Interpret information about holidays	Throughout the text, e.g., 345-360.
2.7.2 Interpret information about ethnic groups, cultural groups, and language groups	Exercises throughout text set a foundation to fulfill these standards (e.g., 25-26, 42, 56, 71-72, 83-84, 97-98, 115-116, 131-132, 152, 165-166, 182, 202, 216, 229-230, 245-246, 261-262, 278, 289-290, 303-304, 315-316, 330, 341, 358, 369-370, 384, 396).
2.7.3 Interpret information about social issues (see also 2.7.2)	
2.7.4 Interpret information about religion	
2.7.5 Interpret literary materials such as poetry and literature	
2.7.6 Interpret materials related to the arts, such as fine art, music, drama, and film	
3. HEALTH	
3.1 Understand how to access and use the health care system	
3.1.1 Describe symptoms of illness, including identifying parts of the body; interpret doctor's directions	Completion of the <i>Grammar Sense</i> text will provide students with the language skills necessary to fulfill these standards (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 136-150, 154-164, 172-180, 186-200, 206-214, 222-228, 234-245, 269-276, 282-288, 296-302, 308-314, 320-328, 348-356, 362-368, 376-382, 388-394).
3.1.2 Identify information necessary to make or keep medical and dental appointments	
3.1.3 Identify and utilize appropriate health care services and facilities, including interacting with providers (see also 2.5.3)	
3.2 Understand medical and dental forms and related information	
3.2.1 Fill out medical health history forms	Basic reading and language skills addressed in text will provide the skills necessary to fulfill these standards (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 131-132, 136-150, 152, 154-164, 165-166, 172-180, 182, 186-200, 202, 206-214, 216, 222-228, 229-230, 234-245-246, 261-262, 269-276, 282-288, 296-302, 308-314, 320-328, 348-356, 362-368, 376-382, 388-394). The teacher should also supplement text with appropriate materials.
3.2.2 Interpret immunization requirements	
3.2.3 Interpret information associated with medical, dental, or life insurance	
3.2.4 Ask for clarification about medical bills	
3.3 Understand how to select and use medications	
3.3.1 Identify and use necessary medications (see also 3.3.2, 3.3.3)	Completion of the <i>Grammar Sense</i> text will provide students with the language skills necessary to fulfill these standards (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 136-150, 154-164, 172-180, 186-200, 206-214, 222-228, 234-245, 269-276, 282-288, 296-302, 308-314, 320-328, 348-356, 362-368, 376-382, 388-394).
3.3.2 Interpret medicine labels (see also 3.3.1, 3.4.1)	
3.3.3 Identify the difference between prescription, over-the-counter, and generic medications (see also 3.3.1)	

3.4 Understand basic health and safety procedures	
<p>3.4.1 Interpret product label directions and safety warnings (see also 1.7.3, 3.3.2)</p> <p>3.4.2 Identify safety measures that can prevent accidents and injuries</p> <p>3.4.3 Interpret procedures for simple first aid</p> <p>3.4.4 Interpret information about AIDS and other sexually transmitted diseases (see also 3.1.1)</p> <p>3.4.5 Recognize problems related to drugs, tobacco, and alcohol and identify where treatment may be obtained</p>	<p>Basic reading and language skills addressed in text will provide the skills necessary to fulfill these standards (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 131-132, 136-150, 152, 154-164, 165-166, 172-180, 182, 186-200, 202, 206-214, 216, 222-228, 229-230, 234-245-246, 261-262, 269-276, 282-288, 296-302, 308-314, 320-328, 348-356, 362-368, 376-382, 388-394). The teacher should also supplement text with appropriate materials.</p>
3.5 Understand basic principles of health maintenance	
<p>3.5.1 Interpret nutritional and related information listed on food labels (see also 1.6.1)</p> <p>3.5.2 Select a balanced diet</p> <p>3.5.3 Interpret food storage information</p> <p>3.5.4 Identify practices that promote dental health</p> <p>3.5.5 Identify practices that promote cleanliness and hygiene</p> <p>3.5.6 Interpret information and identify agencies that assist with family planning (see also 2.5.3, 3.1.3)</p> <p>3.5.7 Identify child rearing practices and community resources that assist in developing parenting skills (see also 2.5.9)</p> <p>3.5.8 Identify practices that promote mental well-being</p> <p>3.5.9 Identify practices that promote physical well-being</p>	<p>Completion of the <i>Grammar Sense</i> text will provide students with the language skills necessary to fulfill these standards (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 131-132, 136-150, 152, 154-164, 165-166, 172-180, 182, 186-200, 202, 206-214, 216, 222-228, 229-230, 234-245-246, 261-262, 269-276, 282-288, 296-302, 308-314, 320-328, 348-356, 362-368, 376-382, 388-394). The teacher should also supplement text with appropriate materials.</p>

4. EMPLOYMENT	
4.1 Understand basic principles of getting a job	
<p>4.1.1 Interpret governmental forms related to seeking work, such as applications for Social Security (see also 2.5.2)</p> <p>4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, resumes, and letters of application</p> <p>4.1.3 Identify and use sources of information about job opportunities such as job descriptions, job ads and announcements, and about the workforce and job market</p> <p>4.1.4 Identify and use information about training opportunities (see also 2.5.5)</p> <p>4.1.5 Identify procedures involved in interviewing for a job, such as arranging for an interview, acting and dressing appropriately, and selecting appropriate questions and responses</p> <p>4.1.6 Interpret general work-related vocabulary (e.g., experience, swing shift)</p> <p>4.1.7 Identify appropriate behavior and attitudes for getting a job</p> <p>4.1.8 Identify common occupations and the skills and education required for them</p> <p>4.1.9 Identify procedures for career planning, including self-assessment</p>	<p>Completion of the <i>Grammar Sense</i> text will provide students with the language skills necessary to fulfill these standards (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 131-132, 136-150, 152, 154-164, 165-166, 172-180, 182, 186-200, 202, 206-214, 216, 222-228, 229-230, 234-245-246, 261-262, 269-276, 282-288, 296-302, 308-314, 320-328, 348-356, 362-368, 376-382, 388-394). The teacher should also supplement text with appropriate materials.</p>
4.2 Understand wages, benefits, and concepts of employee organizations	
<p>4.2.1 Interpret wages, wage deductions, benefits and timekeeping forms</p> <p>4.2.2 Interpret information about employee organizations</p> <p>4.2.3 Interpret employment contracts and union agreements</p> <p>4.2.4 Interpret employee handbooks, personnel policies, and job manuals</p>	<p>Basic reading and language skills addressed in text will provide the skills necessary to fulfill these standards (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 131-132, 136-150, 152, 154-164, 165-166, 172-180, 182, 186-200, 202, 206-214, 216, 222-228, 229-230, 234-245-246, 261-262, 269-276, 282-288, 296-302, 308-314, 320-328, 348-356, 362-368, 376-382, 388-394). The teacher should also supplement text with appropriate materials.</p>
4.3 Understand work-related safety standards and procedures	
<p>4.3.1 Interpret safety signs found in the workplace (see also 3.4.1)</p>	<p>e.g., 52, 53, 54, 56, 114, 171, 253</p>
<p>4.3.2 Interpret work safety manuals and related information</p> <p>4.3.3 Identify safe work procedures and common safety equipment, including wearing safe work attire</p> <p>4.3.4 Report unsafe working conditions and work-related accidents, injuries, and damages</p>	<p>Basic reading skills addressed in text will provide the skills necessary to fulfill these standards (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 136-150, 154-164, 172-180, 186-200, 206-214, 222-228, 234-245, 269-276, 282-288, 296-302, 308-314, 320-328, 348-356, 362-368, 376-382, 388-394).</p>

4.4 Understand materials and concepts related to job performance and training	
4.4.1 Identify appropriate behavior, attire, attitudes, and social interaction, and other factors that affect job retention and advancement	Text addresses language skills necessary for this standard (e.g., 10-11, 28-29, 44-45, 60-61, 74-75, 88-89, 100-101, 134-135, 154-155, 170-171, 187-185, 204-205, 220-221).
4.4.2 Identify appropriate skills and education for keeping a job and getting a promotion	Language skills addressed throughout text will assist in fulfilling this standard (e.g., 28-29, 44-45, 60-61, 74-75, 88-89, 100-101, 134-135, 154-155, 170-171, 187-185, 204-205, 220).
4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc. (see also 4.2.1, 4.3.1, 4.3.4)	Throughout the text, e.g., 52, 53, 54, 56, 114, 171, and 253.
4.4.4 Interpret job responsibilities and performance reviews (see also 4.4.2)	Exercises throughout text set a foundation to fulfill this standard (e.g., 22, 23, 128, 150).
4.4.5 Identify job training needs and set learning goals 4.4.6 Interpret work specifications and quality standards 4.4.7 Demonstrate the ability to apply or transfer skills learned in one job situation to another 4.4.8 Interpret job-related technical information, such as from service manuals and training classes	Language skills addressed throughout text will assist in fulfilling these standards (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 136-150, 154-164, 172-180, 186-200, 206-214, 222-228, 234-245, 269-276, 282-288, 296-302, 308-314, 320-328, 348-356, 362-368, 376-382, 388-394). Teacher should supplement text with appropriate materials.
4.5 Effectively utilize common workplace technology and systems	
4.5.1 Identify common tools, equipment, machines, and materials required for one's job	Language skills addressed throughout text will assist in fulfilling this standard (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 136-150, 154-164, 172-180, 186-200).
4.5.2 Demonstrate simple keyboarding skills	Teacher can utilize and expand on text (e.g., 25-26, 42, 56, 71-72, 83-84, 97-98, 115-116, 131-132, 152, 165-166, 182, 202, 216).
4.5.3 Demonstrate ability to use a filing system or other ordered system (e.g., coded or numbered)	The teacher should also supplement text with appropriate materials and hands on experiences.
4.5.4 Demonstrate use of common business machines (see also 2.1.7, 2.1.8)	The teacher should also supplement text with appropriate materials and hands on experiences.
4.5.5 Demonstrate basic computer skills and use of common software programs, including reading or interpreting computer-generated printouts	Teacher can utilize and expand on text (e.g., 131-132, 152, 165-166, 182, 202, 216, 229-230, 245-246, 261-262, 278, 289-290, 303-304, 315-316, 330, 341, 358, 369-370, 384, 396).
4.5.6 Demonstrate ability to select, set up and use tools and machines in order to accomplish a task, while operating within a technological system	The teacher should also supplement text with appropriate materials and hands on experiences.
4.5.7 Demonstrate ability to identify and resolve problems with machines and to follow proper maintenance procedures	The teacher should also supplement text with appropriate materials and hands on experiences.

4.6 Communicate effectively in the workplace	
4.6.1 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism	Throughout the text (e.g., 30, 39, 126, 140, 141, 142, 145, 176, 212).
4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail (see also 4.4.3)	Throughout the text (e.g., 100-101, 131, 216, 233, 246, 251, 258, 262).
4.6.3 Interpret written workplace announcements and notices (see also 4.4.1, 4.4.3)	Text provides opportunities throughout (e.g., 100-101, 131, 216, 233, 246, 251, 258, 262).
4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion (see also 4.3.4)	Teacher can utilize and expand on text (e.g., 16, 32, 34-36, 46-51, 233, 246, 257, 258, 262).
4.6.5 Select and analyze work-related information for a given purpose and communicate it to others orally or in writing	Text provides opportunities throughout (e.g., 16, 32, 34-36, 46-51, 233, 246, 257, 258, 262).
4.7 Effectively manage workplace resources	
4.7.1 Interpret or prepare a work-related budget, including projecting costs, keeping detailed records, and tracking status of expenditures and revenue	Exercises throughout text set a foundation to fulfill this standard (e.g., 129, 147, 149, 160-169, 328, 330, 333, 342).
4.7.2 Identify or demonstrate effective management of material resources, including acquisition, storage, and distribution	Exercises throughout provide opportunities to acquire this skill (e.g., 129, 147, 149, 160-169, 328, 330, 333, 342).
4.7.3 Identify or demonstrate effective management of human resources, including assessing skills, making appropriate work assignments, and monitoring performance	Teacher can utilize and expand on text (e.g., 30, 39, 112, 126, 134, 152, 140, 141, 142-145, 176).
4.7.4 Identify, secure, evaluate, process, and/or store information needed to perform tasks or keep records	Exercises throughout text set a foundation to fulfill this standard (e.g., 33, 34, 36, 38, 39, 143, 192-195, 298).
4.8 Demonstrate effectiveness in working with other people	
4.8.1 Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals	Teacher can utilize and expand on exercises in text (e.g., 25-26, 42, 56, 71-72, 83-84, 97-98, 115-116, 131-132, 152, 165-166, 182, 202, 216, 229-230, 245-246, 261-262, 278, 289-290, 303-304, 315-316, 330, 341, 358, 369-370, 384, 396).
4.8.2 Identify ways to learn from others and to help others learn job-related concepts and skills	Text addresses language skills necessary for this standard (e.g., 33, 34, 36, 38, 39).
4.8.3 Demonstrate effective communication skills in working with customers and clients	Language skills addressed throughout text will assist in fulfilling this standard (e.g., 10-11, 28-29, 44-45, 60-61, 74-75, 88-89, 100-101, 134-135, 154-155, 170-171, 187-185, 204-205).
4.8.4 Demonstrate initiative and resourcefulness in meeting the needs and solving the problems of customers	Text addresses language skills necessary for this standard (e.g., 10-11, 28-29, 44-45, 60-61, 74-75, 88-89, 100-101, 134-135, 154-155, 170-171, 187-185, 204-205, 220-221).
4.8.5 Demonstrate leadership skills, including effectively communicating ideas or positions, motivating and respecting others, and responsibly challenging existing policies	Basic reading and language skills addressed in text will provide the skills necessary to fulfill this standard, e.g., 42, 46-51, and 152.

4.8 Demonstrate effectiveness in working with other people, cont.	
4.8.6 Demonstrate negotiation skills in resolving differences, including presenting facts and arguments, recognizing differing points of view, offering options, and making compromises	Basic language skills introduced in text will assist in fulfilling this standard (e.g., 42, 46-51, 152).
4.8.7 Identify and use effective approaches to working within a multicultural workforce, including respecting cultural diversity, avoiding stereotypes, and recognizing concerns of members of other ethnic and gender groups	Teacher can utilize and expand on text (e.g., 25-26, 42, 56, 71-72, 83-84, 97-98, 115-116, 131-132, 152, 165-166, 182, 202, 216, 229-230, 245-246, 261-262, 278, 289-290, 303-304).
4.9 Understand how social, organizational and technological systems work, and operate effectively within them	
4.9.1 Identify the formal organizational structure of one's work environment	Text addresses language skills necessary for this standard (e.g., 33, 90-98, 328, 330).
4.9.2 Demonstrate how a system's structures relate to its goals	Basic language skills introduced in text will assist in fulfilling this standard.
4.9.3 Identify sources of information and assistance, and access resources within a system	Exercises throughout text set a foundation to fulfill this standard (e.g., 30, 33, 34, 36, 39, 38, 39, 126, 140, 141, 142, 145, 176).
4.9.4 Assess the operation of a system or organization and make recommendations for improvement, including development of new systems	Language skills addressed throughout text will assist in fulfilling this standard (e.g., 30, 39, 124, 140, 141, 142, 145, 176, 230).
5. GOVERNMENT and LAW	
5.1 Understand voting and the political process	
5.1.1 Identify voter qualifications 5.1.2 Interpret a voter registration form 5.1.3 Interpret a ballot 5.1.4 Interpret information about electoral politics and candidates	Basic reading and language skills addressed in text will provide the skills necessary to fulfill these standards (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 131-132, 136-150, 152, 154-164, 165-166, 172-180, 182, 186-200, 202, 206-214, 216, 222-228). The teacher should also supplement text with appropriate materials.
5.1.5 Interpret information about special interest groups	Teacher can utilize and expand on text (e.g., 25-26, 42, 56, 71-72, 83-84, 97-98, 115-116).
5.1.6 Communicate one's opinion on a current issue	Throughout the text (e.g., 252, 267, 278-304).
5.2 Understand historical and geographical information	
5.2.1 Interpret information about U.S. history	Teacher can utilize and expand on text, e.g., 190-202.
5.2.2 Identify or interpret U.S. historical documents 5.2.3 Interpret information about world history	Basic reading and language skills addressed in text will provide the skills necessary to fulfill these standards (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 136-150, 154-164, 172-180, 186-200, 206-214, 222-228, 234-245, 269-276, 282-288, 296-302, 308).
5.2.4 Interpret information about U.S. states, cities, geographical features, and points of interest	Exercises throughout text set a foundation to fulfill this standard (e.g., 52, 53, 54, 56, 171, 253).
5.2.5 Interpret information about world geography	Throughout the text (e.g., 52, 53, 54, 56, 171, 253).

5.3 Understand an individual's legal rights and responsibilities and procedures for obtaining legal advice	
5.3.1 Interpret common laws and ordinances, and legal forms and documents 5.3.2 Identify individual legal rights and procedures for obtaining legal advice (see also 5.3.1) 5.3.3 Interpret basic court procedures	Basic reading and language skills addressed in text will provide the skills necessary to fulfill these standards (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 131-132). The teacher should also supplement text with appropriate materials and hands on, or real life experiences.
5.3.4 Interpret laws affecting door-to-door sales (see 1.6.2) 5.3.5 Interpret information about traffic tickets 5.3.6 Interpret information or identify requirements for establishing residency and/or obtaining citizenship 5.3.7 Identify common infractions and crimes, and legal consequences 5.3.8 Identify procedures for reporting a crime	Basic reading and language skills addressed in text will provide the skills necessary to fulfill these standards (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 131-132, 136-150, 152, 154-164, 165-166, 172-180, 182, 186-200, 202, 206-214, 216, 222-228, 229-230, 234-245-246, 261-262, 269-276, 282-288, 296-302, 308-314, 320-328, 348-356, 362-368, 376-382, 388-394). The teacher should also supplement text with appropriate materials and hands on, or real life experiences.
5.4 Understand information about taxes	
5.4.1 Interpret income tax forms	Basic language skills introduced in text will assist in fulfilling this standard.
5.4.2 Compute or define sales tax	Teacher should supplement text with appropriate materials.
5.4.3 Interpret tax tables (see also 5.4.1, 5.4.2)	Teacher should supplement text with appropriate materials.
5.4.4 Interpret tax information from articles and publications	Basic language skills introduced in text will assist in fulfilling this standard.
5.5 Understand governmental activities	
5.5.1 Interpret information about international affairs 5.5.2 Interpret information about legislative activities 5.5.3 Interpret information about judicial activities 5.5.4 Interpret information about executive activities 5.5.5 Interpret information about military activities 5.5.6 Interpret information about law enforcement activities 5.5.7 Interpret information about local policy-making groups 5.5.8 Identify local, state and federal government leaders	Basic reading and language skills addressed in text will provide the skills necessary to fulfill these standards (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 131-132, 136-150, 152, 154-164, 165-166, 172-180, 182, 186-200, 202, 206-214, 216, 222-228, 229-230, 234-245-246, 261-262, 269-276, 282-288, 296-302, 308-314, 320-328, 348-356, 362-368, 376-382, 388-394). The teacher should also supplement text with appropriate materials and hands on, or real life experiences.

5.6 Understand civic responsibilities and activities	
<p>5.6.1 Interpret information about neighborhood or community problems and their solutions</p> <p>5.6.2 Interpret information about civic organizations and public service groups</p> <p>5.6.3 Interpret civic responsibilities, such as voting, jury duty, taxes</p>	<p>Completion of the <i>Grammar Sense</i> text will provide students with the language skills necessary to fulfill these standards (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 131-132, 136-150, 152, 154-164, 165-166, 172-180, 182, 186-200, 202, 206-214, 216, 222-228, 229-230, 234-245-246, 261-262, 269-276, 282-288, 296-302, 308-314, 320-328, 348-356, 362-368, 376-382, 388-394). The teacher should also supplement text with appropriate materials and hands on, or real life experiences.</p>
5.7 Understand environmental and science-related issues	
<p>5.7.1 Interpret information about environmental issues</p> <p>5.7.2 Interpret information related to physics, including energy</p> <p>5.7.3 Interpret information about earth-related sciences</p> <p>5.7.4 Interpret information about new technologies and scientific issues</p>	<p>Basic reading and language skills addressed in text will provide the skills necessary to fulfill these standards (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 131-132, 136-150, 152, 154-164, 165-166, 172-180, 182, 186-200, 202, 206-214, 216, 222-228, 229-230, 234-245-246, 261-262, 269-276, 282-288, 296-302, 308-314, 320-328, 348-356, 362-368, 376-382, 388-394). The teacher should also supplement text with appropriate materials and hands on, or real life experiences.</p>
5.8 Understand concepts of economics	
<p>5.8.1 Interpret economic information and statistics</p> <p>5.8.2 Interpret information on economic issues and trends</p> <p>5.8.3 Interpret information on world economic systems</p>	<p>Completion of the <i>Grammar Sense</i> text will provide students with the language skills necessary to fulfill these standards (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 131-132, 136-150, 152, 154-164, 165-166, 172-180, 182, 186-200, 202, 206-214, 216, 222-228, 229-230, 234-245-246, 261-262, 269-276, 282-288, 296-302, 308-314, 320-328, 348-356, 362-368, 376-382, 388-394). The teacher should also supplement text with appropriate materials and hands on, or real life experiences.</p>

6. COMPUTATION	
6.0 Demonstrate pre-computation skills	
6.0.1 Identify and classify numeric symbols 6.0.2 Count and associate numbers with quantities, including recognizing correct number sequencing 6.0.3 Identify information needed to solve a given problem 6.0.4 Determine appropriate operation to apply to a given problem 6.0.5 Demonstrate use of a calculator	Beyond the scope of text. Teacher should supplement with appropriate materials.
6.1 Compute using whole numbers	
6.1.1 Add whole numbers 6.1.2 Subtract whole numbers 6.1.3 Multiply whole numbers 6.1.4 Divide whole numbers 6.1.5 Perform multiple operations using whole numbers	Beyond the scope of text. Teacher should supplement with appropriate materials.
6.2 Compute using decimal fractions	
6.2.1 Add decimal fractions 6.2.2 Subtract decimal fractions 6.2.3 Multiply decimal fractions 6.2.4 Divide decimal fractions 6.2.5 Perform multiple operations using decimal fractions 6.2.6 Convert decimal fractions to common fractions or percents	Beyond the scope of text. Teacher should supplement with appropriate materials.
6.3 Compute using fractions	

- 6.3.1 Add common or mixed fractions
- 6.3.2 Subtract common or mixed fractions
- 6.3.3 Multiply common or mixed fractions
- 6.3.4 Divide common or mixed fractions
- 6.3.5 Perform multiple operations using common or mixed fractions
- 6.3.6 Convert common or mixed fractions to decimal fractions or percents
- 6.3.7 Identify or calculate equivalent fractions

Beyond the scope of text. Teacher should supplement with appropriate materials.

6.4 Compute with percents, rate, ratio, or proportion	
6.4.1 Apply a percent to determine amount of discount (see also 1.2.3) 6.4.2 Apply a percent in a context not involving money 6.4.3 Calculate percents 6.4.4 Convert percents to common, mixed, or decimal fractions 6.4.5 Use rate to compute increase or decrease 6.4.6 Compute using ratio or proportion (see also 6.4.5)	Beyond the scope of text. Teacher should supplement with appropriate materials.
6.5 Use expressions, equations, or formulas	
6.5.1 Recognize and evaluate simple consumer formulas 6.5.2 Recognize and apply simple geometric formulas 6.5.3 Recognize and apply simple algebraic formulas 6.5.4 Recognize and evaluate logical statements	Beyond the scope of text. Teacher should supplement with appropriate materials.
6.6 Demonstrate measurement skills (see also 1.1)	
6.6.1 Convert units of U.S. standard measurement and metric system (see also 1.1.2, 1.1.4) 6.6.2 Recognize, use, and measure linear dimensions, geometric shapes, or angles (see also 1.1.2, 1.1.4) 6.6.3 Measure area and volume of geometric shapes (see also 1.1.2, 1.1.4) 6.6.4 Use or interpret measurement instruments, such as rulers, scales, gauges, and dials (see also 1.1.2, 1.1.4, 1.1.5, 4.3.3, 4.4.3) 6.6.5 Interpret diagrams, illustrations, and scale drawings (see also 1.1.4, 4.4.3) 6.6.6 Calculate with units of time 6.6.7 Solve measurement problems in stipulated situations 6.6.8 Interpret mechanical concepts or spatial relationships 6.6.9 Use or interpret switches and controls	Beyond the scope of text. Teacher should supplement with appropriate materials.
6.7 Interpret data from graphs and compute averages	

<p>6.7.1 Interpret data given in a line graph (see also 1.1.3)</p> <p>6.7.2 Interpret data given in a bar graph (see also 1.1.3)</p> <p>6.7.3 Interpret data given in a picture graph</p> <p>6.7.4 Interpret data given in a circle graph (see also 1.1.3)</p> <p>6.7.5 Compute averages, medians, or modes (see also 1.1.8)</p>	<p>Comparative language skills introduced in text will assist in fulfilling these standards, e.g., 374-396.</p>
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6.8 Use statistics and probability	
6.8.1 Interpret statistical information used in news reports and articles	Teacher can utilize and expand on text (e.g., 25-26, 42, 56, 71-72, 83-84, 97-98, 115-116).
6.8.2 Interpret statements of probability	Basic language skills introduced in text will assist in fulfilling this standard, e.g., 160-164.
6.9 Use estimation and mental arithmetic	
6.9.1 Use computation short cuts	Beyond the scope of text. Teacher should supplement with appropriate materials.
6.9.2 Estimate answers	Basic language skills introduced in text will assist in fulfilling this standard (e.g., 160-164, 234-236).
7. LEARNING to LEARN	
7.1 Identify or practice effective organizational and time management skills in accomplishing goals	
7.1.1 Identify and prioritize personal, educational, and workplace goals (see also 4.4.5)	Text addresses language skills necessary for this standard (e.g., 110, 164-166, 328-330, 333, 342).
7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule	Basic language skills introduced in text will assist in fulfilling this standard.
7.1.3 Demonstrate personal responsibility and motivation in accomplishing goals	
7.1.4 Establish, maintain, and utilize a physical system of organization, such as notebooks, files, calendars, folders, and checklists (see also 4.5.2)	
7.2 Demonstrate ability to use thinking skills	
7.2.1 Identify and paraphrase pertinent information	e.g., 12-20, 28-32, 46-48, 62-67, 76-78, 90-92, 100, 101, 102-107, 122-126, 131
7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships	Language skills addressed throughout text will assist in fulfilling this standard, e.g., 234-246.
7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas	Comparative language skills introduced in text will assist in fulfilling this standard, e.g., 374-396.
7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary	Text addresses language skills necessary for this standard (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 136-150, 154-164, 172-180, 186-200, 206-214, 222-228, 234-245, 269-276, 282-288, 296-302, 308-314, 320-328, 348-356, 362-368, 376-382).
7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions	Teacher can utilize and expand on text (e.g., 25-26, 42, 56, 71-72, 83-84, 97-98, 115-116, 131-132, 152, 165-166, 182, 202, 216, 229-230, 245-246, 261-262, 278, 289-290, 303-304, 315-316, 330, 341, 358, 369-370, 384, 396).
7.2.6 Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination	Exercises throughout text set a foundation to fulfill this standard (e.g., 25-26, 42, 56, 71-72, 83-84, 97-98, 115-116, 131-132, 152, 165-166, 182, 202, 216, 229-230, 245-246, 261-262, 278, 289-290, 303-304, 315-316, 330, 341, 358, 369-370, 384, 396).
7.2.7 Identify factors involved in making decisions, including considering goals, constraints, and consequences, and weighing alternatives	Basic reading and language skills addressed in text will provide the skills necessary to fulfill this standard (e.g., 166, 328-330, 333, 342).

7.3 Demonstrate ability to use problem solving skills	
<p>7.3.1 Identify a problem and its possible causes</p> <p>7.3.2 Devise and implement a solution to an identified problem</p> <p>7.3.3 Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed</p> <p>7.3.4 Utilize problem solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions</p>	<p>Basic reading and language skills addressed in text will provide the skills necessary to fulfill these standards (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 131-132, 136-150, 152, 154-164, 165-166, 172-180, 182, 186-200, 202, 206-214, 216, 222-228, 229-230, 234-245-246, 261-262, 269-276, 282-288, 296-302, 308-314, 320-328, 348-356, 362-368, 376-382, 388-394).</p>
7.4 Demonstrate study skills	
7.4.1 Identify or utilize effective study strategies	e.g., 166
<p>7.4.2 Take notes or write a summary or an outline</p> <p>7.4.3 Identify, utilize, or create devices or processes for remembering information</p> <p>7.4.4 Identify or utilize appropriate informational resources, including the Internet (see also 4.9.3)</p> <p>7.4.5 Use reference materials, such as dictionaries and encyclopedias</p> <p>7.4.6 Use indexes and tables of contents</p> <p>7.4.7 Identify or utilize test-taking skills</p>	<p>Completion of the Grammar Sense text will provide students with the language skills necessary to fulfill these standards (e.g., 21-24, 36-40, 49-54, 68-70, 79-82, 93-96, 113-114, 127-130, 146-150, 160-164, 177-180, 197-200, 210-214, 226-228, 240-245, 255-256, 273-276, 286-288, 299-302, 312-314, 327-328, 338-340, 354-356, 366-368, 380-382, 392-394). Teacher should supplement text with appropriate materials.</p>
7.4.8 Interpret visual representations, such as symbols, blueprints, flowcharts, and schematics (see also 6.6.5)	Exercises throughout text set a foundation to fulfill this standard (e.g., 52, 53, 54, 56, 114, 171, 253).
7.4.9 Identify personal learning style	e.g., 166
7.5 Understand aspects of and approaches to effective personal management	
<p>7.5.1 Identify personal values, qualities, interests, abilities, and aptitudes</p> <p>7.5.2 Identify or use strategies to develop a positive attitude and self-image, and self-esteem</p> <p>7.5.3 Identify or use strategies to cope with negative feedback</p> <p>7.5.4 Identify sources of stress, and resources for stress reduction</p> <p>7.5.5 Identify personal, family, and work responsibilities, and ways to accommodate them and deal with related problems</p> <p>7.5.6 Identify or use strategies for communicating more successfully</p> <p>7.5.7 Identify constructive ways of dealing with change, including showing flexibility and adaptability, and updating skills</p>	<p>Basic reading and language skills addressed in text will provide the skills necessary to fulfill these standards (e.g., 12-24, 28-40, 46-54, 62-70, 76-82, 90-96, 102-114, 122-130, 131-132, 136-150, 152, 154-164, 165-166, 172-180, 182, 186-200, 202, 206-214, 216, 222-228, 229-230, 234-245-246, 261-262, 269-276, 282-288, 296-302, 308-314, 320-328, 348-356, 362-368, 376-382, 388-394). The teacher should also supplement text with appropriate materials.</p>

8. INDEPENDENT LIVING SKILLS	
8.1 Perform self-care skills	
8.1.1 Recognize and/or demonstrate hygiene and grooming skills (see 3.5.5) 8.1.2 Recognize and/or demonstrate dressing skills 8.1.3 Recognize and/or demonstrate dining skills and manners 8.1.4 Recognize and/or demonstrate selection and care of clothing and personal property	Beyond the scope of text. Teacher should supplement with appropriate materials.
8.2 Perform home-care skills	
8.2.1 Recognize and/or demonstrate meal and snack preparation tasks and activities (see 1.1.1, 3.5.2) 8.2.2 Recognize and/or demonstrate dishwashing and meal clean-up activities (see 3.5.5) 8.2.3 Recognize and/or demonstrate housekeeping and house cleaning tasks 8.2.4 Recognize and/or demonstrate laundry skills and related clothing-care skills (see 1.7.2, 1.7.3) 8.2.5 Recognize and/or demonstrate yard and garden tasks and activities 8.2.6 Recognize and/or demonstrate general household repair and maintenance (see 1.4.7, 1.7.4)	Beyond the scope of text. Teacher should supplement with appropriate materials.
8.3 Use support resources to assist in maintaining independence and achieving community integration	
8.3.1 Identify and interact with persons in the home environment who can provide support in achieving goals (e.g. family, friends, caregivers) 8.3.2 Identify and interact with persons in the community who can provide support in achieving goals (e.g. neighbors, contacts from human service agencies and recreation facilities)	Beyond the scope of text. Teacher should supplement with appropriate materials.