

American Headway Series

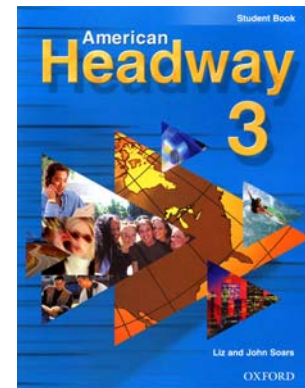
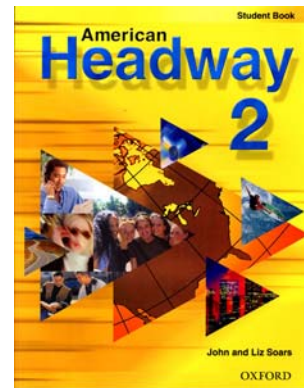
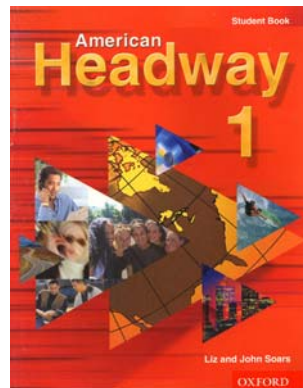
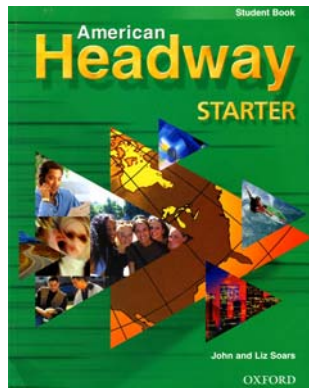
Starter, 1, 2, & 3

Oxford University Press

correlated to

ELD For California Public Schools

GRADES 9-12



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Level	LISTENING AND SPEAKING	Starter	1	2	3
B	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	18, 19, 27	6, 7, 21, 15, 23	4, 8	5, 8, 9, 15, 25
EI	Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns <i>he/she</i>).	18, 19, 27, 34, 42, 43, 56	6, 7, 21, 15, 21, 23, 27, 29, 30, 31	4, 8, 12, 14, 21	5, 8, 9, 15, 24, 30, 33, 41
I	Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).	18, 19, 27, 34, 42, 43, 56, 73, 82, 96	6, 7, 21, 15, 21, 23, 27, 29, 30, 31, 33, 36, 38, 39	4, 8, 12, 14, 21, 28, 30, 33, 41, 38	5, 8, 9, 15, 24, 30, 33, 37, 39, 41, 49
EA	Be understood when speaking, using consistent standard English grammatical forms and sounds, intonation, pitch, and modulation, but may have random errors.	18, 19, 27, 34, 42, 43, 56, 73, 82, 91, 96, 99, 107	6, 7, 21, 15, 21, 23, 27, 29, 30, 31, 33, 36, 38, 39, 41, 46, 50, 51, 52	4, 8, 12, 14, 21, 28, 30, 33, 41, 38, 46, 54, 59, 63	5, 8, 9, 15, 24, 30, 33, 37, 39, 41, 49, 57, 65
A	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and modulation.	18, 19, 27, 34, 42, 43, 56, 73, 82, 91, 96, 99, 107	6, 7, 21, 15, 21, 23, 27, 29, 30, 31, 33, 36, 38, 39, 41, 46, 50, 51, 52	4, 8, 12, 14, 21, 28, 30, 33, 41, 38, 46, 54, 59, 63	5, 8, 9, 15, 24, 30, 33, 37, 39, 41, 49, 57, 65
EA	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	18, 19, 27, 34, 42, 43, 56, 73, 82, 91, 96, 99, 107	6, 7, 21, 15, 21, 23, 27, 29, 30, 31, 33, 36, 38, 39, 41, 46, 50, 51, 52	4, 8, 12, 14, 21, 28, 30, 33, 41, 38, 46, 54, 59, 63, 69, 81, 86, 111	5, 8, 9, 15, 24, 30, 33, 37, 39, 41, 49, 57, 65, 73, 81, 89, 97
A	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	18, 19, 27, 34, 42, 43, 56, 73, 82, 91, 96, 99, 107	6, 7, 21, 15, 21, 23, 27, 29, 30, 31, 33, 36, 38, 39, 41, 46, 50, 51, 52	4, 8, 12, 14, 21, 28, 30, 33, 41, 38, 46, 54, 59, 63, 69, 81, 86, 111	5, 8, 9, 15, 24, 30, 33, 37, 39, 41, 49, 57, 65, 73, 81, 89, 97
B	Demonstrate comprehension of oral presentations and instructions through non-verbal responses.	Teacher can develop lessons based on content of text.	Teacher can develop lessons based on content of text.	Teacher can develop lessons based on content of text.	Teacher can develop lessons based on content of text.
I	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	12, 34, 58, 73, 104	6, 12, 21, 33, 58, 60, 68, 80, 81, 96, 108	8, 16, 22, 29, 32, 40, 53, 61, 65, 69, 80, 112	8, 17, 24, 32, 40, 48, 57, 65, 73, 80, 88, 93
EA	Listen attentively to more complex stories/ information on new topics and identify the main points and supporting details.	Teacher can address standard through extensions to the text.	Teacher can address standard through extensions to the text.	Teacher can address standard through extensions to the text.	Teacher can address standard through extensions to the text.
A	Listen attentively to stories and subject area topics, and identify the main points and supporting details.	Teacher can address standard through extensions to the text.	Teacher can address standard through extensions to the text.	Teacher can address standard through extensions to the text.	Teacher can address standard through extensions to the text.

Level	LISTENING AND SPEAKING, cont.	Starter	1	2	3
EI	Restate and execute multi-step oral directions.	59	77	49	Text does not address this standard.
B	Respond with simple words or phrases to questions about simple written texts.	12, 18, 23, 24, 30	21,33, 38, 60, 68, 80, 96	6, 14, 18, 19, 20, 21, 23, 29	5, 8, 15, 21, 28, 38, 49, 53, 61
EI	Restate in simple sentences the main idea of oral presentations of subject matter content.	Teacher can address standard using text (e.g., 34, 58, 73).	Teacher can address standard using text (e.g., 21, 33, 36, 38, 44, 52, 60, 68, 80, 96).	Teacher can address standard using text (e.g., 8, 16, 22, 29, 45, 61, 80).	Teacher can address standard using text (e.g., 8, 17, 24, 32, 48,57, 65).
I	Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.	Text does not address this standard.	Teacher can address standard using text (e.g., 21, 33, 36, 38, 44, 52, 60, 68, 80, 96).	Teacher can address standard using text (e.g., 8, 16, 22, 29, 45, 61, 80).	Teacher can address standard using text (e.g., 8, 17, 24, 32, 48,57, 65).
EA	Summarize literary pieces in greater detail, including character, setting, plot, and analysis.	Text does not address this standard.	Text does not address this standard.	Text does not address this standard.	Text does not address this standard.
B	Orally identify types of media by name (e.g., magazine, documentary film, news report).	Teacher can address standard using text (e.g., 80, 81, 90, 94).	Teacher can address standard using text (e.g., 56-57).	Teacher can address standard using text (e.g., 18-23, 53, 98-99).	Teacher can address standard using text (e.g., 50-57).
I	Identify a variety of media messages and give some supporting details (e.g., radio, television, movies).	Teacher can address standard using text (e.g., 80, 81, 90, 94).	Text does not address this standard.	Teacher can address standard using text (e.g., 18-23, 53-55).	Teacher can address standard using text (e.g., 40, 50-57).
A	Identify strategies used by the media to present information for a variety of purposes (e.g., to inform, entertain, or persuade).	Beyond the scope of the text.	Beyond the scope of the text.	Teacher can develop lessons using content of text.	Teacher can develop lessons using content of text.
B	Ask and answer questions using simple sentences or phrases.	2-5, 8-12, 14-21	Units 1-14	Units 1-14	Units 1-14
EI	Ask and answer questions using phrases or simple sentences.	2-5, 8-12, 14-21	Units 1-14	Units 1-14	Units 1-14
I	Respond to messages by asking simple questions or by brief restatement of the message.	Units 1-14	Units 1-14	Units 1-14	Units 1-14
EA	Respond to messages by asking questions, challenging statement, or offering examples that affirm the message.	Units 1-14	Units 1-14	Units 1-14	Units 1-14
EA	Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., "heavy as a ton of bricks," "sunshine girl").	Text does not address this standard.	Text does not address this standard.	Text does not address this standard.	Teacher can address standard using text using page 89.
A	Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately.	Text does not address this standard.	Text does not address this standard.	Text does not address this standard.	Teacher can address standard using text using page 89.

Level	LISTENING AND SPEAKING, cont.	Starter	1	2	3
EI	Orally communicate basic needs (e.g., "Do we have to?").	4, 79, 84, 85, 87	7, 15, 31	9, 17, 33, 41, 57	9, 17, 25, 33, 41, 49, 57
I	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	Text provides basic skills and information to address standard.	Text provides basic skills and information to address standard.	Text provides basic skills and information to address standard.	Text provides basic skills and information to address standard.
EA	Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and soliciting information.	Text provides basic skills and information to address standard.	Text provides basic skills and information to address standard.	Text provides basic skills and information to address standard.	Text provides basic skills and information to address standard.
A	Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing.	Text provides basic skills and information to address standard.	Text provides basic skills and information to address standard.	Text provides basic skills and information to address standard.	Text provides basic skills and information to address standard.
I	Prepare and deliver short presentation on ideas, premises, or images from a variety of common sources.	Teacher can develop lessons using content of text.	Teacher can develop lessons extending content of text (e.g., 29, 36, 52).	Teacher can develop lessons using content of text. (e.g., 8, 12, 14, 21, 28, 35, 63).	Teacher can develop lessons using content of text.
EA	Prepare and deliver presentations that use a variety of sources.	Beyond scope of text.	Teacher can develop lessons extending content of text (e.g., 29, 36, 52).	Teacher can develop lessons using content of text. (e.g., 8, 12, 14, 21, 28, 35, 63).	Teacher can develop lessons using content of text. (e.g., 8, 15, 24, 28, 30, 38, 46, 64).
A	Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, coherent, transition, and appropriate conclusions.	Beyond scope of text.	Teacher can develop lessons extending content of text.	Teacher can develop lessons extending content of text (e.g., 8, 12, 14, 21, 28, 35, 63).	Teacher can develop lessons extending content of text (e.g., 8, 15, 24, 28, 30, 38, 46, 64).
B	Recognize and correctly pronounce most English phonemes when reading aloud.	Teacher can develop lessons using content of text. and page 138.	Teacher can develop lessons using content of text. and page 153.	Teacher can develop lessons using content of text. and page 154.	Teacher can develop lessons using content of text. and page 154.
EI	Produce most English phonemes comprehensibly, while orally reading their own writing, simple sentences or texts.	Teacher can develop lessons using content of text. and page 138.	Teacher can develop lessons using content of text. and page 153.	Teacher can develop lessons using content of text. and page 154.	Teacher can develop lessons using content of text. and page 154.
B	Recognize common English morphemes in phrases and simple sentences.	Text provides basic skills and information to address standard.	Text provides basic skills and information to address standard.	Text provides basic skills and information to address standard.	Text provides basic skills and information to address standard.
EI	Use common English morphemes in oral and silent reading.	Text provides basic skills and information to address standard.	Text provides basic skills and information to address standard.	Text provides basic skills and information to address standard.	Text provides basic skills and information to address standard.
I	Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	Text provides basic skills and information to address standard.	Text provides basic skills and information to address standard.	Text provides basic skills and information to address standard.	Text provides basic skills and information to address standard.
EA/A	Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.	Beyond scope of the text.	Beyond scope of the text.	Beyond scope of the text.	Beyond scope of the text.

Level	LISTENING AND SPEAKING, cont.	Starter	1	2	3
EI	Recognize obvious cognates in phrases, simple sentences, literature, and content area texts (e.g., education, educacion, actualmente, actually).	Beyond scope of the text.	Beyond scope of the text.	24	Beyond scope of the text.
I	Identify cognates and false cognates in literature and texts in content areas (e.g., cognate -agonia, agony; false cognate - exito, exit).	Beyond scope of the text.	Beyond scope of the text.	Beyond scope of the text.	Beyond scope of the text.
EA/A	Distinguish between cognates and false cognates in literature and texts in content areas.	Beyond scope of the text.	Beyond scope of the text.	Beyond scope of the text.	Beyond scope of the text.

Level	READING FLUENCY & SYSTEMATIC VOCABULARY DEVELOPMENT	Starter	1	2	3
EI	Read own writing of narrative and expository text aloud with appropriate pacing, intonation, and expression.	Text does not address this standard.	Text does not address this standard.	Text does not address this standard.	Teacher can develop lessons using content of text. and pages 110-121.
EI	Use connectors to appropriately sequence written text. (e.g., "first, then, after that, finally").	Text does not address this standard.	Text does not address this standard.	Text does not address this standard.	117
I	Apply knowledge of text, connectors to make inferences.	Text does not address this standard.	Text does not address this standard.	Text does not address this standard.	117
EA	Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.	12, 18, 24, 49, 56, 90	5, 12, 20, 28, 36, 44, 52, 58, 66, 74	7, 14, 20, 23, 30, 38, 46, 56, 62	14, 15, 19, 22, 23, 62, 63, 78, 79
EI	Recognize simple idioms, analogies, figures of speech, and metaphors in literature and texts in content areas (e.g., "the last word").	N/A	N/A	N/A	Idioms (e.g., 56, 88)
I	Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.	N/A	N/A	N/A	Idioms (e.g., 56, 88)
EA	Use idioms, analogies, and metaphors in literature and texts in content areas.	N/A	N/A	N/A	Idioms (e.g., 56, 88)
A	Use common idioms, some analogies and metaphors (e.g., "shine like a star," and "let the cat out of the bag").	N/A	N/A	N/A	Idioms (e.g., 56, 88)

Level	READING FLUENCY & SYSTEMATIC VOCABULARY DEVELOPMENT, cont.	Starter	1	2	3
B	Recognize simple affixes (educate, education), prefixes (dislike), synonyms (big, large), and antonyms (hot, cold).	Beyond the scope of the text.	Beyond the scope of the text.	19, 24, 48, 77	Text does not address this standard.
EI	Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words.	Beyond the scope of the text.	Beyond the scope of the text.	19, 24, 48, 77	Text does not address this standard.
I	Identify variations of the same word that, are found in a text and know with some accuracy how affixes change the meaning of these words.	Beyond the scope of the text.	Beyond the scope of the text.	24	Beyond the scope of the text.
EA	Use knowledge of affixes, roots, and increased vocabulary to interpret the meaning of words in literature and content area texts.	Text provides basic skills and information to address standard. Units 1-14	Text provides basic skills and information to address standard. Units 1-14	24	Text provides basic skills and information to address standard. Units 1-14
I	Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.	Text provides basic skills and information to address standard. Units 1-14	Text provides basic skills and information to address standard. Units 1-14	Text provides basic skills and information to address standard. Units 1-14	Text provides basic skills and information to address standard. Units 1-14
EA	Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	Units 1-14	Units 1-14	Units 1-14	Units 1-14
A	Apply knowledge of academic and social vocabulary to achieve independent, reading.	Units 1-14	Units 1-14	Units 1-14	Units 1-14
B	Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using one or two words or simple sentence responses.	18, 56, 90, 96	36, 44, 52, 66, 74	7, 14, 23, 38, 54	6, 14, 22, 31, 47, 54, 70
EI	Read simple paragraphs and passages independently.	12, 18, 24, 49, 56, 90	5, 12, 20, 28, 36, 44, 52	7, 10, 14, 15, 18, 19, 23	6, 14, 22, 31, 39, 47, 54
I	Use knowledge of English morphemes, phonics, and syntax to decode written texts.	12, 18, 24, 49, 56, 90	5, 12, 20, 28, 36, 44, 52	7, 10, 14, 15, 18, 19, 23	6, 14, 22, 31, 39, 47, 54
EA	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	12, 18, 24, 49, 56, 90	5, 12, 20, 28, 36, 44, 52	7, 10, 14, 15, 18, 19, 23	6, 14, 22, 31, 39, 47, 54
EI	Recognize that words sometimes have multiple meanings and apply this knowledge to written texts.	Text does not address standard.	Text does not address standard.	5	Text does not address standard.
I	Recognize that words sometimes have multiple meanings.	Beyond scope of text.	Beyond scope of text.	5	Beyond scope of text.
EA	Recognize that words sometimes have multiple meanings and apply this knowledge to understanding written texts.	Beyond scope of text.	Beyond scope of text.	5	Beyond scope of text.
EI	Use words appropriately that sometimes have multiple meanings and apply this knowledge consistently to literature and texts in content areas.	Text does not address standard.	Text does not address standard.	5	Text does not address standard.

Level	READING FLUENCY & SYSTEMATIC VOCABULARY DEVELOPMENT, cont.	Starter	1	2	3
B	Use an English dictionary to derive meaning of simple known vocabulary.	Teacher can develop lessons with extensions to text.	Teacher can develop lessons with extensions to text.	Teacher can develop lessons with extensions to text.	Teacher can develop lessons with extensions to text.
IE	Use a standard dictionary to find the meaning of unknown vocabulary.	Teacher can develop lessons with extensions to text.	Teacher can develop lessons with extensions to text.	Teacher can develop lessons with extensions to text.	Teacher can develop lessons with extensions to text.
I	Use a standard dictionary to derive the meanings of unknown vocabulary.	Teacher can develop lessons with extensions to text.	Teacher can develop lessons with extensions to text.	Teacher can develop lessons with extensions to text.	Teacher can develop lessons with extensions to text.
EA	Use a standard dictionary to determine meanings of unknown words (e.g., idioms and words with multiple meanings).	Teacher can develop lessons with extensions to text.	Teacher can develop lessons with extensions to text.	Teacher can develop lessons with extensions to text.	Teacher can develop lessons with extensions to text.
A	Use a standard dictionary to determine meanings of unknown words.	Teacher can develop lessons with extensions to text.	Teacher can develop lessons with extensions to text.	Teacher can develop lessons with extensions to text.	Teacher can develop lessons with extensions to text.
B	Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	6, 8, 10, 14, 15, 23, 37	6, 10, 11, 14, 20, 25, 32	5, 10, 13, 33, 40	8, 16, 21, 32, 40, 48
B	Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).	2, 3, 12, 14, 16, 24, 39	2, 5, 9, 16, 25, 32, 34	9, 17, 25, 33, 41	9, 17, 25, 33, 41, 49
EI	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	Text provides basic skills and information to address standard. Units 1-14	Text provides basic skills and information to address standard. Units 1-14	Text provides basic skills and information to address standard. Units 1-14	Text provides basic skills and information to address standard. Units 1-14
I	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	Text provides basic skills and information to address standard. Units 1-14	Text provides basic skills and information to address standard. Units 1-14	Text provides basic skills and information to address standard. Units 1-14	Text provides basic skills and information to address standard. Units 1-14

Level	READING COMPREHENSION	Starter	1	2	3
B	Point out text features such as title, table of contents, and chapter headings.	N/A	Teacher can address standard using text pages 37, 44, 45, 53, 90, 91, and 98-100.	Teacher can address standard using text pages 7, 14-15, 20-21, 46-47, 75-79, and 102-103.	Teacher can address standard using text pages 6, 22, 23, 30, 31, 38, and 39.
EI	Orally identify the features of simple excerpts of public documents using key words or phrases.	N/A	8-9	N/A	113
I	Read and use simple sentences to orally identify the features of rhetorical devices of simple excerpts of public and workplace documents and content text.	N/A	N/A	N/A	113
EA	Analyze the features and rhetorical devices of at least two types of public documents (e.g., warranties, contracts, manuals, magazines, and textbooks).	N/A	N/A	N/A	N/A
A	Analyze the features and rhetorical devices of different types of public documents, and how the authors use these features and devices.	N/A	N/A	N/A	N/A
B	Use pictures, lists, charts, and tables to identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals, and contracts).	N/A	N/A	N/A	N/A
EI	Use simple sentences to orally identify the structure and format of workplace documents (e.g., format, graphics, and headers).	N/A	N/A	N/A	N/A
I	Read and orally identify the structure and format of workplace documents (e.g., graphics and headers) and give one brief example of how authors use the feature to achieve their purpose.	N/A	N/A	N/A	N/A
EA	Analyze the structure and format of workplace documents and how authors use these to achieve their purposes.	N/A	N/A	N/A	N/A
B	Understand and follow simple multi-step oral directions of classroom or work-related activities.	19, 27, 30, 40, 50, 91, 94	Text does not address standard.	49	Text does not address standard.
EI	After a group activity, present a brief oral report demonstrating three or four simple steps necessary to achieve a specific goal or product from a consumer or workplace document.	Teacher can develop lessons using content of text.	Teacher can develop lessons using content of text.	Teacher can develop lessons using content of text.	Teacher can develop lessons using content of text.
EI	Identify and follow some multi-step directions for simple mechanical devices and basic forms.	Page 75	114, 123	N/A	N/A
I	Understand and orally explain most, multi-step directions for simple mechanical devices and for simple applications.	Text provides basic skills and information to address standard. Units 1-14	Text provides basic skills and information to address standard. Units 1-14	Text provides basic skills and information to address standard. Units 1-14	Text provides basic skills and information to address standard. Units 1-14

Level	READING COMPREHENSION, cont.	Starter	1	2	3
B	Orally identify main ideas and some details of familiar literature and informational materials/public documents (e.g., newspaper, brochures, etc.) using key words or phrases.	Teacher can address standard through extensions to the text.	16, 17, 36, 37, 58, 59, 66, 67, 74, 75, 98, 101	7, 18-20, 23, 31, 46-47, 86-87	14, 19, 22, 30, 39, 54, 55
EI	Read and orally respond to simple literary text and text in content areas by answering factual comprehension questions using simple sentences.	18, 56, 96	16, 17, 36, 37, 98-101, 106-107	7, 18-20, 23, 31, 46-47, 86-87	14, 19, 22, 30, 39, 54, 55
I	Read and use detailed sentences to orally identify main ideas and use them to make predictions about informational materials, literary text, and text in content areas.	Beyond scope of the text.	Teacher can develop lessons using pages 48, 49, 82, 83, and 98-101.	7, 18-20, 23, 31, 46-47, 86-87	54, 55, 70, 71, 86, 87
EA	Apply knowledge of language to achieve meaning/ comprehension from informational materials, literary texts, and texts in content areas.	N/A	44, 45, 52, 53, 98-101	7, 18-20, 23, 31, 46-47, 86-87	54, 55, 70, 71, 86, 87
B	Recognize a few specific facts in familiar expository texts such as consumer, and workplace documents and content area texts.	N/A	38	Beyond the scope of the text.	Beyond the scope of the text.
EI	Read and orally identify a few specific facts in simple expository text such as consumer and workplace documents and content area text.	N/A	38	Beyond the scope of the text.	Beyond the scope of the text.
I	Present a brief report which verifies and clarifies facts presented in two to three forms of expository texts.	N/A	Teacher can develop lessons with extensions to text.	Teacher can develop lessons with extensions to text.	Teacher can develop lessons with extensions to text.
EA	Read and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.	N/A	Teacher can develop lessons with extensions to text.	Teacher can develop lessons with extensions to text.	Teacher can develop lessons with extensions to text.
A	Analyze how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in texts across content, areas.	N/A	Teacher can develop lessons with extensions to text.	Teacher can develop lessons with extensions to text.	Teacher can develop lessons with extensions to text.
I	Listen to an excerpt from a brief political speech and give an oral critique of the author's evidence using simple sentences.	N/A	N/A	N/A	N/A
EA	Prepare an oral and written report which evaluates the credibility of an author's argument or defense of a claim (include a bibliography)	N/A	N/A	N/A	N/A
A	Prepare an oral and written report which evaluates the credibility of an author's argument or defense; of a claim by critiquing the relationship between generalizations and evidence. Prepare a bibliography for the report.	N/A	N/A	N/A	N/A

Level	WRITING STRATEGIES & APPLICATIONS	Starter	1	2	3
B	Create simple sentences or phrases with some assistance.	24, 49, 74	5, 21, 27, 32, 36, 43, 49, 54, 60, 76	6, 8, 12, 28, 53, 54, 61	8, 16, 21, 32, 40, 48
EI	Use common verbs, nouns, and high frequency modifiers in simple sentences.	Text provides basic skills and information to address standard. Units 1-14	Text provides basic skills and information to address standard. Units 1-14	Text provides basic skills and information to address standard. Units 1-14	136-153
EI	Write an increasing number of words and simple sentences appropriate for language arts and other content areas.	Text provides basic skills and information to address standard. Units 1-14	Text provides basic skills and information to address standard. Units 1-14	Text provides basic skills and information to address standard. Units 1-14	Text provides basic skills and information to address standard. Units 1-14
I	Recognize structured ideas and arguments and their supporting examples in persuasive writing.	Beyond the scope of the text.	Beyond the scope of the text.	Beyond the scope of the text.	Beyond the scope of the text.
EA	Use appropriate language variations and genres in writing for language arts and other content areas.	Beyond the scope of the text.	Beyond the scope of the text.	Beyond the scope of the text.	Beyond the scope of the text.
A	Structure ideas and arguments within a given context giving supporting and relevant examples.	Beyond the scope of the text.	Beyond the scope of the text.	58-65	24, 30, 46, 49, 70, 80
I	Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.	Beyond the scope of the text.	Beyond the scope of the text.	23, 30, 38, 54, 70, 86	14, 15, 22, 23, 30, 54, 55
EA	Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms.	Beyond the scope of the text.	Beyond the scope of the text.	Teacher can address standard using pages 86 and 102.	Teacher can address standard using pages 26-33 and 120.
A	Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments.	Beyond the scope of the text.	Beyond the scope of the text.	Teacher can address standard using pages 86 and 102.	Teacher can address standard using pages 86 and 102.
A	Produce writing that establishes a controlling impression or thesis.	Beyond the scope of the text.	Beyond the scope of the text.	Text provides basic skills and information to address standard. Units 1-14	Text provides basic skills and information to address standard. Units 1-14

Level	WRITING STRATEGIES & APPLICATIONS, cont.	Starter	1	2	3
B	Write simple compositions such as descriptions and compare/contrast that have a main idea and some detail.	N/A	N/A	Teacher can develop lessons with extensions to text.	111, 115, 117, 119, 120
EI	Write expository compositions such as descriptions, compare/contrast, and problem/solution that include a main idea and some details using simple sentences.	N/A	N/A	Teacher can develop lessons with extensions to text.	111, 115, 117, 119, 120
I	Recognize elements of characterization in a piece of writing and apply them when writing.	N/A	N/A	N/A	111, 115, 117, 119, 120
EA	Identify various elements of discourse in writing (e.g., purpose, speaker, audience, form).	N/A	N/A	Teacher can develop lessons with extensions to text.	111, 115, 117, 119, 120
EA	Write reflective compositions that explore the significance of events.	N/A	N/A	Teacher can develop lessons with extensions to text.	111, 115, 117, 119, 120
A	Produce writing using various elements of discourse in narrative, expository, persuasive, informational, and/or descriptive writing.	N/A	N/A	Teacher can develop lessons with extensions to text.	111, 115, 117, 119, 120
B	Write a brief narrative using a few simple sentences that include setting and some details.	Teacher can develop lessons using content of text.	Teacher can develop lessons using content of text.	Text provides basic skills and information to address standard. Units 1-14	111, 112, 114, 115, 116, 120
EI	Use simple sentences to follow on outline and create a draft of a short essay.	Beyond scope of the text.	Teacher can develop lessons using content of text.	Text provides basic skills and information to address standard. Units 1-14	Teacher can develop lessons using content of text. Units 1-14
EI	Use simple sentences to write responses to selected literature that exhibit factual understanding of the text and connect the student's own experience to specific parts of the text.	Beyond scope of the text.	Teacher can develop lessons using content of text. 52, 58, 98-101	Text provides basic skills and information to address standard. Units 1-14	Teacher can develop lessons using content of text. Units 1-14
I	Narrate a sequence of events and communicate their significance to the audience.	Beyond scope of the text.	Teacher can develop lessons using content of text. Units 1-14.	Text provides basic skills and information to address standard. Units 1-14	Teacher can develop lessons using content of text. Units 1-14
I	Write brief expository compositions and reports that, include a thesis and some supporting details; provide information from primary sources; and organize and record information on charts/graphs.	Beyond scope of the text.	Teacher can develop lessons using content of text. 52, 58	Text provides basic skills and information to address standard. Units 1-14	Teacher can develop lessons using content of text. Units 1-14
EA	Develop a clear thesis and support it using the rhetorical devices of analogy, quotation, and fact.	Beyond scope of the text.	Beyond scope of the text.	Beyond scope of the text.	Beyond scope of the text.
A	Use a variety of rhetorical devices to support assertions (e.g., appeal to logic through reasoning, case study, and analogy).	Beyond scope of the text.	Beyond scope of the text.	Beyond scope of the text.	Beyond scope of the text.

Level	WRITING STRATEGIES & APPLICATIONS, cont.	Starter	1	2	3
B	Use the writing process to write brief narratives and stories with a few standard grammatical forms.	N/A	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. 110-121
EI	From a given topic, use the writing process to write sentences and short paragraphs with supporting details. There may be some inconsistent use of standard grammatical forms.	N/A	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14
I	Use complex sentences to write brief fictional biographies and short stories that include a sequence of events and provide supporting details.	N/A	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14
EA	Write detailed fictional biographies or autobiographies.	N/A	N/A	N/A	N/A
A	Write expository compositions, including analytical essays and research reports, for language arts and other content areas that provide evidence in support, of a thesis and related claims.	N/A	N/A	N/A	N/A
B	Organize and record expository information on pictures, lists, charts, and tables for literature and content areas.	N/A	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14
EI	Collect information and take notes on a given topic from a variety of sources.	N/A	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14
I	Use basic strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms. (Some rules may not be in evidence.)	N/A	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14
EA	Use strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms.	N/A	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14
A	Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays, using standard grammatical forms.	N/A	Beyond the scope of the text.	Beyond the scope of the text.	Beyond the scope of the text.
B	Complete a job application form by providing basic information such as name, address, and education.	N/A	N/A	N/A	113
EI	Complete simple informational documents related to career development.	N/A	N/A	N/A	Beyond the scope of the text.
I	Write job applications and resumes that are clear and provide all needed information.	N/A	N/A	N/A	116
EA	Write job applications and resumes that are clear and purposeful and address the intended audience appropriately.	N/A	N/A	N/A	Beyond the scope of the text.
A	Write job applications and resumes that modify tone to fit purpose and audience and follow the conventional format for the type of document.	N/A	N/A	N/A	Beyond the scope of the text.

Level	WRITING STRATEGIES & APPLICATIONS, cont.	Starter	1	2	3
I	Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	N/A	N/A	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14
EA	Write expository compositions and reports of information that convey information from primary and secondary sources and use some technical terms. Use appropriate tone and voice based on purpose, audience, and subject matter.	N/A	N/A	N/A	N/A
A	Clarify and defend positions with relevant evidence, including facts, expert opinions, quotations and/or expressions of commonly accepted beliefs, and logical reasoning.	N/A	N/A	N/A	N/A

Level	WRITING CONVENTIONS	Starter	1	2	3
B	Revise writing for proper use of final punctuation, capitals, and correct spelling.	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14 and pages 136-153.
EI	Revise writing with teacher assistance to clarify meaning and improve conventions and organization.	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14 and pages 136-153.
I	Revise writing for appropriate word choice and organization, with variation in grammatical forms and spelling.	Beyond the scope of the text.	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14 and pages 136-153.
EA	Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.	Beyond the scope of the text.	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14 and pages 136-153.
A	Revise writing for appropriate word choice, organization, consistent point, of view, and transitions, with approximate standard grammatical forms and spelling.	Beyond the scope of the text.	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14 and pages 136-153.

Level	WRITING CONVENTIONS, cont.	Starter	1	2	3
B	Edit own work and correct punctuation.	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14	110, 123
EI	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14	110, 123
I	Edit and correct basic grammatical structures and conventions of writing.	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. pages 2, 10, 26, 34, 43, 58, and 60.	136-153
EA	Edit writing for grammatical structures and conventions of writing.	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. pages 2, 10, 26, 34, 43, 58, and 60.	136-153
A	Edit writing for conventions of writing to approximate standard grammatical forms.	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. pages 2, 10, 26, 34, 43, 58, and 60.	136-153
B	Identify basic vocabulary, mechanics, and structures in a piece of writing.	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14 and pages 136-153
EI	Use clauses, phrases, and mechanics with consistent, variations in grammatical forms.	Teacher can develop lessons using content of text. Units 1-14	Beyond the scope of the text.	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14 and pages 136-153
EA	Create coherent paragraphs through effective transitions.	Beyond the scope of the text.	Beyond the scope of the text.	Beyond the scope of the text.	Teacher can develop lessons using content of text. Units 1-14 and pages 136-153.
A	Create coherent paragraphs through effective transitions and parallel constructions.	Beyond the scope of the text.	Beyond the scope of the text.	Beyond the scope of the text.	Teacher can develop lessons using content of text. Units 1-14 and pages 136-153.

Level	LITERARY RESPONSE & ANALYSIS	Starter	1	2	3
EI	Distinguish the characteristics of different forms of dramatic literature using simple sentences, pictures, lists, charts, and tables (e.g., comedy and tragedy).	N/A	N/A	N/A	N/A
EA	Identify recognized works of world literature and contrast the major literary forms and techniques.	N/A	N/A	N/A	N/A
EI	Orally identify literary elements of theme, plot, setting, and character using simple sentences.	N/A	N/A	N/A	N/A
I	Read and use detailed sentences to orally explain the literary elements of theme, plot, setting, and characters.	N/A	N/A	N/A	N/A
EA	Identify the function of dialogue, scene design, and asides in dramatic literature.	N/A	N/A	N/A	N/A
A	Describe the function of dialogue, scene design, asides, and soliloquies in dramatic literature.	N/A	N/A	N/A	N/A
EI	Orally respond to factual comprehension questions taken from two forms of literature (brief excerpts from a comedy and tragedy) using simple sentences.	N/A	N/A	N/A	N/A
I	Read and use detailed sentences to orally respond to factual comprehension questions taken from three forms of literature.	N/A	N/A	N/A	N/A
I	Apply knowledge of language to analyze and derive meaning/comprehension from literary texts.	N/A	N/A	N/A	N/A
B	Role-play a character from a familiar piece of literature using phrases or simple sentences.	N/A	N/A	N/A	N/A
EI	Briefly describe what a character is like by what he/she does in a familiar narration, dialogue, or drama, using simple sentences.	N/A	N/A	N/A	N/A
I	Read and use detailed sentences to orally describe what a character is like by what he/she does in a narration, dialogue, or drama.	N/A	N/A	N/A	N/A
A	Analyze the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions).	N/A	N/A	N/A	N/A

Level	LITERARY RESPONSE & ANALYSIS, cont.	Starter	1	2	3
EI	Use expanded vocabulary and some descriptive words for oral responses to familiar literature.	N/A	N/A	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14
I	Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.	N/A	N/A	Teacher can develop lessons using content of text. Units 1-14	Teacher can develop lessons using content of text. Units 1-14
I	Use detailed sentences to orally compare and contrast a similar theme or topic across three genres.	N/A	N/A	Beyond the scope of the text.	Beyond the scope of the text.
EA	Orally and in writing compare and contrast a similar theme or topic across several genres using detailed sentences.	N/A	N/A	Beyond the scope of the text.	Beyond the scope of the text.
A	Compare and contrast a similar theme or topic across genres and explain how the genre shapes the theme or topic.	N/A	N/A	Beyond the scope of the text.	Beyond the scope of the text.
B	Recite simple poems.	N/A	6, 82, 108	N/A	95
I	Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sounds.	N/A	N/A	N/A	N/A
EA	Identify techniques which have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, "sound" of language).	N/A	N/A	N/A	N/A
EA	Identify several literary elements and techniques (e.g., figurative language, imagery, and symbolism).	N/A	N/A	N/A	N/A
EA	Read and identify ways in which poets use personification, figures of speech, imagery, and sound.	N/A	N/A	N/A	N/A
A	Explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism).	N/A	N/A	N/A	N/A
B	Orally identify the beginning, middle, and end of a simple literary text.	N/A	Teacher can develop lessons using text pages 98-101.	N/A	112, 118
B	Use pictures, lists, charts, and tables to identify the sequence of events from simple literary texts.	28	Teacher can develop lessons using text pages 98-101.	N/A	16, 40-41
EI	Read and orally identify the main events of the plot, using simple sentences.	N/A	Teacher can develop lessons using text pages 98-101.	N/A	N/A
I	Read and use detailed sentences to orally describe the sequence of events in literary texts.	N/A	Teacher can develop lessons using text pages 98-101.	N/A	N/A

Level	LITERARY RESPONSE & ANALYSIS, cont.	Starter	1	2	3
B	Read and orally identify the speaker or narrator in a simple selection.	N/A	Teacher can develop lessons using text pages 98-101.	N/A	14, 39, 54, 70
B	Recognize the difference between first and third person using phrases or simple sentences.	N/A	N/A	N/A	N/A
EA	Identify recognized works of American literature and their genre in order to contrast major periods, themes, and trends.	N/A	N/A	N/A	N/A
A	Relate literary works and authors to major themes and issues of their eras.	N/A	N/A	N/A	N/A
A	Analyze recognized works of American literature and their genre in order to contrast major periods, themes, and trends.	N/A	N/A	N/A	N/A

= Heavy line separates clusters of standards

B = Beginning **EA** = Early Advanced

E I = Early Intermediate **A** = Advanced

I = Intermediate