

The Oxford Picture Dictionary Program

correlated to

California English Language Development Standards

Grades 9-12

LISTENING AND SPEAKING – Strategies and Applications BEGINNING	<i>The Oxford Picture Dictionary</i> Student ed./Teacher ed.	<i>The Oxford Picture Dictionary</i> Beginning Workbook	<i>The Oxford Picture Dictionary</i> Intermediate Workbook
Comprehension			
Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	SE: Students practice and develop their speaking skills throughout the text (e.g. 30-31, 92-93). TE: Speaking activities are found throughout text (e.g. 22, 40, 41).	Students develop this standard throughout the text, while reading exercises aloud (e.g. 3, 5, 11, 31, 27).	Students develop this standard throughout the text, while reading exercises aloud (e.g. 2, 3, 7, 8).
Ask and answer questions using simple sentences or phrases.	TE/SE: Repeated opportunities to ask and answer simple questions (e.g. 10-12, 118).	Workbooks ask many questions and are useful in soliciting questions and responses (e.g. 24, 40, 64, 137). Also, students write questions (e.g. 145, 4, 27).	Workbooks ask many questions and are useful in soliciting questions and responses (e.g. 6, 9, 48). Students also write interview questions (e.g. 7, 101).
Demonstrate comprehension of oral presentations and instructions through non-verbal responses.	TE: Through 'Listen and Point' activities (e.g. 119, 140). Also, see writing, matching, and TPR exercises, throughout text.	Teacher can read aloud exercises and have students write, fill-in, or point throughout text (e.g. 78, 101, 128).	Teacher can read aloud exercises and have students write, fill-in, or point throughout text (e.g. 60, 71, 111).
Comprehension, Organization & Delivery of Oral Communication			
Analysis & Evaluation of Oral & Media Communications, Comprehension			
Respond with simple words or phrases to questions about simple written texts.	SE: Students answer questions at their ability level throughout text (e.g. 13, 18, 23). TE: 'Interview Question' section prompts teacher with simple questions in relationship to lesson (e.g. 45-47, 50-53).	Teacher can use workbook in class to elicit oral responses (e.g. 44, 48, 54).	Teacher can use workbook in class to elicit oral responses (e.g. 36, 43, 57, 78).
Orally identify types of media by name (e.g., magazine, documentary film, news report).	TE/SE: 98, 167	Teacher can extrapolate from: library; 98 and entertainment; 167.	Teacher can extrapolate from: library; 98 and entertainment; 167.
LISTENING AND SPEAKING – Strategies and Applications EARLY INTERMEDIATE			
Comprehension			

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 [he/she]).	Throughout text students respond/converse with development of standard English as the goal.	Challenge sections may be done orally for speaking development and practice (e.g. 72, 73, 75, 103).	Challenge sections may be done orally for speaking development and practice (e.g. 33, 66, 113).
Ask and answer questions using phrases or simple sentences.	TE: Examples include questions in "Introduce the Topic", "Interview Q." and "Discussion Q." sections (e.g. 104, 105, 107). Also, in "Interactive Dictation", where students ask questions (e.g. 121, 143).	Students frequently answer questions using phrases or simple sentences. Teacher can elicit oral responses by conducting lessons from workbook, or going over finished responses (e.g. 48, 61, 91).	Students frequently answer questions using phrases or simple sentences. Teacher can elicit oral responses by conducting lessons from workbook, or going over finished responses (e.g. 45, 66, 67, 124).
Restate and execute multi-step oral directions.	TE: Many 'Games' directions can be used to teach multi-step directions. Found throughout text (e.g. 107, 108, 131).	Teacher can assign exercises in text by giving multi-step directions. Students can restate assignment to check comprehension.	Teacher can assign exercises in text by giving multi-step directions. Students can restate assignment to check comprehension.
Comprehension, Organization & Delivery of Oral Communication			
Restate in simple sentences the main idea of oral presentations of subject matter content.	TE: Teacher can extrapolate using "Discussion Questions" (e.g. 63, 84, 126-7).	Teacher can use oral presentations of "Challenge Assignments" to address main idea (e.g. 59, 113, 115)	Teacher can use oral presentations of "Challenge Assignments" to address main idea (e.g. 82, 83, 85, 87).
Orally communicate basic needs (e.g., "Do we have to _____?").	TE/SE: Many topics lend themselves to meeting standard (e.g. 43, 84-87, 102-104).	Students practice necessary vocabulary (e.g. 2-11, 13, 30, 31).	Students practice necessary vocabulary (e.g. 2-11, 13, 30, 31).
Prepare and deliver short oral presentations.	TE/SE: Teacher can extend any lesson to meet standard (e.g. 22, 24, 25, 26, 27).	Challenges frequently call for writing. Teacher can ask for oral presentations (e.g. 120, 115, 110).	Challenges frequently call for writing. Teacher can ask for oral presentations (e.g. 115, 117, 121).
LISTENING AND SPEAKING – Strategies and Applications			
INTERMEDIATE			
Comprehension			
Respond to messages by asking simple questions or by a brief restatement of the message.	TE: Exercises and games frequently require students to ask questions (e.g. 35, 37, 49).	Teacher can adapt instructions to practice this standard (e.g. 43, 48, 110, 123).	Teacher can adapt instructions to practice this standard (e.g. 70, 74, 88, 89).
Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	TE: Throughout text (e.g. 35, 37, 49).	Exercises in text require students to identify details. May be presented orally (e.g. 42, 48, 110, 123).	Exercises are found throughout text, which require identifying details (e.g. 49, 101, 113). Teacher may present orally to meet standard.

LISTENING AND SPEAKING – Strategies and Applications, cont. INTERMEDIATE			
Comprehension, Organization & Delivery of Oral Communication			
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).	Lessons throughout text develop students' speaking skills.	Teacher can ask students to orally present challenges, and/or work as a class on exercises to practice speaking and check progress.	Teacher can ask students to orally present challenges, and/or work as a class on exercises to practice speaking and check progress.
Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	TE: Numerous opportunities present (e.g. 143, 157, 158). Teacher can further create opportunities by grouping students for interviews and surveys.	Teacher can provide conversation practice by grouping students to work on pages and Challenge assignments.	Teacher can provide conversation practice by grouping students to work on pages and Challenge assignments.
Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.	TE/SE: Teacher may extrapolate (e.g. through using students' oral presentations; 165, 167).	Teacher may extrapolate (e.g. through using oral presentations of Challenge section; 79, 135, 160).	Teacher may extrapolate (e.g. through using oral presentations of Challenge section; 121, 148, 113).
Organization & Delivery of Oral Communication			
Identify a variety of media messages and give some supporting details (e.g., radio, television, movies).	TE/SE: Teacher may extrapolate and extend from: 166, 167.	NA	NA
Prepare and deliver short presentations on ideas, premises, or images obtained from a variety of common sources.	TE/SE: Teacher can expand most lessons to incorporate (e.g. 112, 116, 167, 168).	Teacher can ask students to extrapolate (e.g. from Interviews; 4, 127, 159, 160).	Teacher can ask students to present (e.g. 82, 116, 167).
Prepare, ask, and respond to basic interview questions.	TE: Students regularly respond to interview questions (e.g. 107, 110, 111).	Students conduct and participate in interviews and surveys: 4, 27, 34, 52, 133, 141, 159, 160.	Students conduct and participate in interviews and surveys: 7, 12, 46, 60, 101.

LISTENING AND SPEAKING – Strategies and Applications			
EARLY ADVANCED			
Comprehension			
Comprehension, Organization & Delivery of Oral Communication			
Summarize literary pieces in greater detail, including character, setting, plot, and analysis.	See correlation for <i>Read All About It 1 & 2</i> .	NA	NA
Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.	Speaking skills are modeled and developed throughout text and tape scripts.	Speaking skills are modeled and developed throughout text.	Speaking skills are modeled and developed throughout text.
Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information.	TE/SE: Numerous opportunities present (e.g. 143, 157, 158). Teacher can further create opportunities by grouping students for interviews and surveys.	Discussions and presentations of Challenge sections can lead to meeting standard.	Discussions and presentations of Challenge sections can lead to meeting standard.
Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	TE/SE: Standard can be addressed/taught during lessons, and discussing tape scripts (e.g. 138-139, 141, 156).	Teacher can address voice during discussion of exercises: 140-141.	Teacher can address voice during discussion of exercises: 140-141.
Respond to messages by asking questions, challenging statements or offering examples that affirm the message.	TE/SE: Teacher can extend lessons with role-playing to meet standard, (e.g. 26, 35, 36, 48, 49).	Teacher can extend lessons with role-playing to meet standard, (e.g. 26, 35, 36, 48, 49).	Teacher can extend lessons with role-playing to meet standard, (e.g. 26, 35, 36, 48, 49).
Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., "sunshine girl," "heavy as a ton of bricks").	TE: Idioms and figurative language are found throughout text in "Expand the Lesson" sections (e.g. 115, 118, 129). Teacher can encourage students to incorporate this standard into their vocabulary.	NA	NA
Prepare and deliver presentations that follow a process of organization and use a variety of sources.	Teacher can extend any lesson to meet standard.	Teacher can have students present research papers: 113.	Teacher can have students present research papers: 29, 113, 116, 127, 132, 135.
Prepare and deliver brief oral presentations/reports on historical investigations, problem/solution, or cause/effect.	TE: Teacher can ask students for presentations (e.g. 55, 59, 61).	Student can present paper: 115.	Student can present paper: 115.

LISTENING AND SPEAKING – Strategies and Applications			
ADVANCED			
Comprehension			
Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately.	TE/SE: Idioms and figurative language are found throughout text in “Expand the Lesson” sections (e.g. 115, 118, 129). Teacher can encourage students to incorporate this standard into their vocabulary.	NA	NA
Identify strategies used by the media to present information for a variety of purposes (e.g., to inform, entertain, or persuade).	TE/SE: Teacher can use 166-167 (entertainment), to address media and purpose.	Teacher can use 166-167 (entertainment), to address media and purpose. Also, ads: 64-69, 166-167.	Teacher can use 166-167 (entertainment), to address media and purpose. Also, ads: 40, 66, 67, 69, 166-167.
Comprehension, Organization & Delivery of Oral Communication			
Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.	Teacher can address standard by grouping students, and by letting students run discussion and conversation portions of lessons.	Teacher can group students for Challenges, especially those involving surveys and interviews (e.g. 4, 27, 133, 141, 159).	Teacher can group students for Challenges, especially those involving surveys and interviews (e.g. 7, 12, 46, 60, 152).
Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	TE: Tape scripts model a variety of purpose, audience and subject matter: 209-226. TE/SE: Teacher can provide practice through role playing (e.g. 136-139, 141).	Teacher can assign tone/structure for written assignments, i.e. friendly letter vs. research format.	Teacher can assign tone/structure for written assignments, i.e. friendly letter vs. research format.
Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, coherent transition and appropriate conclusions.	Teacher can assign presentations to address this standard using any of the lessons.	Some written assignments work towards development: 13, 115. Teacher can ask for presentations.	Some written assignments work towards development: 28-29, 113, 115. Teacher can ask for presentations.
Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.	TE: Course is designed to practice and develop standard. Most lessons include a grammar and pronunciation focus (e.g. vii, 70, 74, 80, 88). SE: 173	Program develops speaking skills. Teacher can stress during lessons by reading aloud (e.g. 93, 101, 110, 113).	Program develops speaking skills. Teacher can stress during lessons by reading aloud (e.g. 148, 153, 156).

READING – Word Analysis BEGINNING	<i>The Oxford Picture Dictionary</i> Student ed./Teacher ed.	<i>The Oxford Picture Dictionary</i> Beginning Workbook	<i>The Oxford Picture Dictionary</i> Intermediate Workbook
Concepts about Print, Phonemic Awareness, Vocabulary and Concept Development			
Recognize and correctly pronounce most English phonemes while reading aloud.	TE: Instructor can incorporate into vocabulary introduction. Also, found in many lessons (e.g. 70, 74, 84).	Developed through teacher modeling and referring back to lessons.	Developed through teacher modeling and referring back to lessons.
Phonemic Awareness, Decoding and Word Recognition			
Recognize most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).	TE: Grammar, phonics, and speech developed throughout the book (e.g.44, 50, 52, 56, 68, 170-171).	Teacher can assess and correct when working on workbook in class.	Teacher can assess and correct when working on workbook in class.
READING – Word Analysis EARLY INTERMEDIATE			
Concepts about Print, Phonemic Awareness (P.A.), Vocabulary and Concept Development			
Produce most English phonemes comprehensibly, while orally reading their own writing, simple sentences or texts.	Developed throughout text. Teacher can assess during exercises and presentations.	Teacher can assess and correct when working on workbook in class.	Teacher can assess and correct when working on workbook in class.
Decoding and Word Recognition, Vocabulary and Concept Development			
Use common English morphemes in oral and silent reading.	TE: Readings are modeled throughout text and tape scripts: 209-226. Students also learn grammar and intonation throughout.	Teacher can assess and correct when working on workbook in class.	Teacher can assess and correct when working on workbook in class.
Recognize obvious cognates in phrases, simple sentences, literature, and content area texts (e.g., education, educacion, actualmente, actually).	Teacher can incorporate into vocabulary instruction.	NA	NA
READING – Word Analysis INTERMEDIATE			
Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)			
Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	TE: Text develops this standard. Readings are modeled throughout text and tape scripts: 209-226. Students also learn grammar and intonation throughout.	NA	NA
Identify cognates and false cognates in literature and texts in content areas (e.g., cognate - agonía, agony; false cognate -exito, exit).	Teacher can incorporate into vocabulary instruction	NA	NA
Concepts about Print (CaP)			

READING – Word Analysis EARLY ADVANCED			
Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)			
Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., remove, extend).	Teacher can incorporate into teaching of vocabulary.	Teacher can incorporate into any lesson.	Teacher can incorporate into any lesson.
Distinguish between cognates and false cognates in literature and texts in content areas.	NA	NA	NA
READING – Word Analysis ADVANCED			
Decoding and Word Recognition (D/WR)			
Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., remove, extend).	Teacher can incorporate into teaching of vocabulary.	NA	NA
Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.	NA	NA	NA

READING – Fluency and Systematic Vocabulary Development BEGINNING	<i>The Oxford Picture Dictionary Student ed./Teacher ed.</i>	<i>The Oxford Picture Dictionary Beginning Workbook</i>	<i>The Oxford Picture Dictionary Intermediate Workbook</i>
Vocabulary & Concept Development (V/CD)			
Recognize simple affixes (educate, education), prefixes (dislike), synonyms (big, large), and antonyms (hot, cold).	TE: Teacher can incorporate into lessons (e.g. weather: 10; describing things: 11).	Teacher can incorporate into lessons and/or modify exercises (e.g. 10, 11, 13, 105).	Teacher can incorporate into lessons and/or modify exercises (e.g. 10, 11, 13, 105).
Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using 1-2 words or simple sentence responses.	Throughout content area vocabulary lessons: 113-135.	Teacher can elicit verbal responses to exercises: 113-135.	Teacher can elicit verbal responses to exercises; 113-135.
Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).	TE: Teacher can extend lessons (e.g. tape scripts discussions: 209-226).	Teacher can extend lessons with role playing (e.g. 107, 111, 113).	Teacher can extend lessons with role playing (e.g. 73, 78, 85).
Use an English dictionary to derive meaning of simple known vocabulary.	Teacher can incorporate use of written dictionaries into picture dictionary lessons throughout text.	Teacher can extend lessons to include use of standard written dictionaries (e.g. 81, 87, 127, 129).	Teacher can extend lessons to include use of standard written dictionaries (e.g. 53, 56, 78, 79).
Vocabulary & Concept Development - Also are addressed in Listening & Speaking			
Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	TE/SE: Many topics lend themselves to this standard (e.g. 2, 3, 5-9, 43, 84-87).	Students practice necessary vocabulary (e.g. 2-11, 16, 18-20).	Students practice necessary vocabulary (e.g. 2-9, 11, 13, 14, 16, 34, 36, 37).

READING – Fluency and Systematic Vocabulary Development, cont. BEGINNING			
Vocabulary & Concept Development			
Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms, to interpret the meaning of unknown words.	TE/SE: Teacher may expand upon lessons incorporating topics (e.g. 58, 80, 119).	Teacher can incorporate into lessons and/or modify exercises (e.g. 10, 11, 13, 105).	Teacher can incorporate into lessons and/or modify exercises (e.g. 10, 11, 13, 105).
Recognize simple idioms, analogies, and figures of speech in literature and content area texts (e.g., "the last word").	Idioms and figurative language are found throughout text in "Expand the Lesson" sections (e.g. 115, 118, 129). Teacher can encourage students to incorporate into their vocabulary.	NA	NA
Read simple paragraphs and passages independently.	NA - see <i>Read All About It</i> correlations.	Practice provided: 27, 113. Also, see <i>Read All About It</i> correlations.	Practice provided: 39, 62, 69, 71, 91. Also, see <i>Read All About It</i> correlations.
Recognize that words sometimes have multiple meanings and apply this knowledge to written texts.	Teacher can address subject when presented.	Teacher can address subject when presented.	Teacher can address subject when presented.
Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	Program develops speaking skills. Teacher can listen for demonstration.	Teacher can listen for demonstration when working on workbook in class.	Program develops speaking skills. Teacher can listen for demonstration.
Read own writing of narrative and expository text aloud with appropriate pacing, intonation, and expression.	Teacher can assign writings throughout text to address standard; any lesson.	Teacher can adapt lessons to address standard: 105, 106, 109.	Teacher can adapt lessons to address standard: 75, 77, 78, 125, 183.
Use a dictionary to derive meaning of unknown vocabulary.	Text is a picture dictionary. Teacher can incorporate a standard written dictionary to address standard.	Lessons rely on picture dictionary/text. Teacher can also adapt lessons to incorporate standard written dictionary.	Lessons rely on picture dictionary/text. Teacher can also adapt lessons to incorporate standard written dictionary.
Use connectors to appropriately sequence written text (e.g., "first, then, after that, finally").	Sequencing lessons are found throughout text (e.g. 97, 105, 111). Teacher can also incorporate in other lessons (e.g. 72, 114, 115, 141).	Students may use in writing assignment and extensions of: 58, 82, 99, 105, 107, 183.	Students can use in some writing assignments or extensions of: 58, 75, 77, 81, 83, 111, 133, 141.

READING – Fluency and Systematic Vocabulary Development INTERMEDIATE			
Vocabulary & Concept Development			
Use a standard dictionary to derive meaning of unknown vocabulary.	Text is a picture dictionary. Teacher can incorporate a standard written dictionary to address standard.	Lessons rely on picture dictionary/ text. Teacher can adapt lessons to incorporate standard written dictionary.	Lessons rely on picture dictionary/ text. Teacher can adapt lessons to incorporate standard written dictionary.
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.	Student can model identification of (e.g. father/stepfather: 24; pack/unpack: 25), and explain meanings of affixes.	NA	NA
Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.	“Language Workouts” throughout text develop students ability to interpret (e.g. 143, 14, 151, 157, 163).	NA	NA
Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.	Program develops speaking skills. Teacher can listen for demonstration.	Teacher can listen for demonstration when working on workbook in class.	Program develops speaking skills. Teacher can listen for demonstration.
Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.	TE: vii and pronunciation sections throughout text (e.g. 8, 12, 13, 14, 16, 18, 26). TE/SE: 173	Teacher can model, assist, and listen for demonstration when working on workbook in class.	Teacher can model, assist, and listen for demonstration when working on workbook in class.
Vocabulary & Concept Development, Decoding & Word Recognition			
Apply knowledge of text connectors to make inferences.	NA	NA	NA
READING – Fluency and Systematic Vocabulary Development EARLY ADVANCED			
Vocabulary & Concept Development (V/CD)			
Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	TE: Text develops standard. Readings are modeled throughout text, and tape scripts: 209-226. Students also learn grammar and intonation throughout.	Teacher can listen for demonstration when working in class and assist students when necessary.	Teacher can listen for demonstration when working in class and assist students when necessary.
Recognize that words sometimes have multiple meanings and apply this knowledge to understanding written texts.	Teacher can address subject when presented.	Teacher can address subject when presented	Teacher can address subject when presented

READING – Fluency and Systematic Vocabulary Development, cont.			
EARLY ADVANCED			
Use knowledge of affixes, roots and increased vocabulary to interpret the meaning of words in literature and content area texts.	Teacher can incorporate into teaching of vocabulary.	Teacher can incorporate into any lesson.	Teacher can incorporate into any lesson.
Use standard dictionary to determine meanings of unknown words (e.g., idioms and words with multiple meanings).	Text is a picture dictionary. Teacher can incorporate a standard written dictionary to address standard.	Lessons rely on picture dictionary/text. Teacher can also adapt lessons to incorporate standard written dictionary.	Lessons rely on picture dictionary/text. Teacher can also adapt lessons to incorporate standard written dictionary.
Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	TE: vii and pronunciation sections throughout text (e.g. 8, 12, 13, 14, 16, 18, 26). TE/SE: 173	Teacher can model, assist, and listen for demonstration when working on workbook in class.	Teacher can model, assist, and listen for demonstration when working on workbook in class.
Use idioms, analogies and metaphors in literature and texts in content areas.	"Language Workouts" throughout text develop students ability to interpret (e.g. 143, 14, 151, 157, 163).	NA	NA
Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation and expression.	See <i>Read All About It</i> correlations.	NA	NA
READING – Fluency and Systematic Vocabulary Development			
ADVANCED			
Vocabulary & Concept Development (V/CD)			
Use words appropriately that sometimes have multiple meanings and apply this knowledge consistently to literature and texts in content areas.	TE/SE: Students learn meanings of words in context (e.g. fly-n; 132, fly-v; 140).	Students use words in context: temperature-weather: 10; temperature-fever: 78).	Students use words in context: temperature-weather: 10; temperature-fever: 78).
Apply knowledge of academic and social vocabulary to achieve independent reading.	Vocabulary is developed throughout text.	Reading vocabulary in context is practiced throughout workbook.	Reading vocabulary in context is practiced throughout workbook.
Use common idioms and some analogies and metaphors (e.g., "shine like a star," "let the cat out of the bag").	"Language Workouts" throughout text develop students ability to interpret (e.g. 143, 14, 151, 157, 163).	NA	NA
Use a standard dictionary to determine meaning of unknown words.	Text is a picture dictionary. Teacher can incorporate a standard written dictionary to address standard.	Lessons rely on picture dictionary/text. Teacher can also adapt lessons to incorporate standard written dictionary.	Lessons rely on picture dictionary/text. Teacher can also adapt lessons to incorporate standard written dictionary.
Decoding and Word Recognition (D/WR)			

READING – Reading Comprehension BEGINNING	<i>The Oxford Picture Dictionary</i> Student ed./Teacher ed.	<i>The Oxford Picture Dictionary</i> Beginning Workbook	<i>The Oxford Picture Dictionary</i> Intermediate Workbook
Comprehension			
Understand and follow simple multi-step oral directions of classroom or work-related activities.	TE: Many ‘Games’ directions can be used to teach multi-step directions. Found throughout text (e.g. 107, 108, 131).	Teacher can assign exercises in text by giving multi-step directions. Students can restate assignment to check comprehension.	Teacher can assign exercises in text by giving multi-step directions. Students can restate assignment to check comprehension.
Comprehension & Analysis of Appropriate Text			
Recognize a few specific facts in familiar expository texts such as consumer, workplace documents and content area texts.	Teacher can supplement lessons with appropriate texts (e.g. 80-81,141, 113-135).	Teacher can supplement lessons with appropriate texts (e.g. 80-81,141, 113-135).	Teacher can supplement lessons with appropriate texts (e.g. 80-81,141, 113-135).
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 expand lessons with supplemental materials (e.g. 152, 154, 155, 156).	Teacher can expand lessons with supplemental materials (e.g. 152, 154, 155, 156).	Teacher can expand lessons with supplemental materials (e.g. 152, 154, 155, 156).
Point out text features such as title, table of contents, and chapter headings.	Teacher can use text as a model and supplement with a variety of texts.	Teacher can use text as a model and supplement with a variety of texts.	Teacher can use text as a model and supplement with a variety of texts.
Structural Features of Informational Materials			
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).	Students practice reading lists, charts, pictures, and tables (e.g. 29, 35, 79, 111).	Students practice reading lists, charts, pictures, and tables (e.g. 97, 120, 137, 185).	Students practice reading lists, charts, pictures, and tables (e.g. 82, 157, 184, 186).
Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique			
READING – Reading Comprehension EARLY INTERMEDIATE			
Comprehension			
Read and orally respond to simple literary text and text in content areas by answering factual comprehension questions using simple sentences.	TE/SE: Teacher can expand upon content area vocabulary lessons: 113-135.	Simple practice: 113-135.	More advanced practice: 113-135.
Identify and follow some multi-step directions for simple devices and basic forms.	Teacher can use conversation models which are written on chalkboard to demonstrate (e.g. 8, 11, 112, 113, 115).	Teacher can use exercises to extrapolate (e.g. 6, 9, 13).	Teacher can use exercises to extrapolate (e.g. 59, 66, 71).
Comprehension and Analysis of Grade-Level Appropriate Text			
Orally identify the features of simple excerpts of public documents using key words or phrases.	Teacher can supplement lessons to meet standard (e.g. 14, 29, 35, 37).	Teacher can supplement lessons to meet standard (e.g. 14, 29, 35, 37).	Teacher can supplement lessons to meet standard (e.g. 14, 29, 35, 37).
Read and orally identify a few specific facts in simple expository text such as consumer and workplace documents and content area text.	Teacher can supplement lessons with appropriate texts (e.g. 80-81,141, 113-135).	Teacher can supplement lessons with appropriate texts (e.g. 80-81,141, 113-135).	Teacher can supplement lessons with appropriate texts (e.g. 80-81,141, 113-135).

READING – Reading Comprehension, cont.			
EARLY INTERMEDIATE			
Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique			
Structural Features of Informational Materials			
Use simple sentences to orally identify the structure, and format of workplace documents (e.g., format, graphics and headers).	NA	NA	NA
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.	NA	NA	NA
READING – Reading Comprehension			
INTERMEDIATE			
Comprehension and Analysis of Grade-Level Appropriate Text			
Use detailed sentences to orally identify two to three examples of how clarity of text is affected by repetition of key ideas and syntax.	See <i>Read All About It</i> correlations	See <i>Read All About It</i> correlations	See <i>Read All About It</i> correlations
Present a brief report, which verifies and clarifies facts presented in two to three forms of expository texts.	NA	NA	NA
Read and use detailed sentences to orally identify main ideas and use them to make predictions about informational, literary text, and text in content areas.	See <i>Read All About It</i> correlations.	See <i>Read All About It</i> correlations.	See <i>Read All About It</i> correlations.
Comprehension			
Understand and orally explain most multi-step directions for simple mechanical devices and for simple applications.	NA	NA	NA
Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique			
Listen to an excerpt from a brief political speech and give an oral critique of the author's evidence using simple sentences.	See <i>Read All About It</i> correlations.	See <i>Read All About It</i> correlations.	See <i>Read All About It</i> correlations.
Structural Features of Informational Materials			
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.	See <i>Read All About It</i> correlations.	See <i>Read All About It</i> correlations.	See <i>Read All About It</i> correlations.
Read and use simple sentences to orally identify the features of rhetorical devices of simple excerpts of public and workplace documents and content text.	See <i>Read All About It</i> correlations.	See <i>Read All About It</i> correlations.	See <i>Read All About It</i> correlations.

READING – Reading Comprehension EARLY ADVANCED			
Comprehension and Analysis of Grade-Level Appropriate Text			
Apply knowledge of language to achieve meaning/comprehension from informational materials, literary texts, and texts in content areas.	Texts develop language in the content areas: 113-135.	Texts develop language in the content areas: 113-135.	Texts develop language in the content areas: 113-135.
Comprehension			
Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique			
Analyze the structure and format of workplace documents, and how authors use these to achieve their purposes.	NA	NA	NA
Prepare an oral and written report, which evaluates the credibility of an author's argument or defense of a claim (include a bibliography).	NA	NA	NA
Structural Features of Informational Materials			
Read and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.	NA	NA	NA
Analyze the features and rhetorical devices of at least two types of public documents (e.g., warranties, contracts, manuals, magazines, and textbooks).	Teacher can supplement lessons with public documents (e.g. cameras: 165. Can examine manuals, warranties).	Teacher can supplement lessons with public documents (e.g. cameras: 165. Can examine manuals, warranties).	Teacher can supplement lessons with public documents (e.g. cameras: 165. Can examine manuals, warranties).
READING – Reading Comprehension ADVANCED			
Comprehension and Analysis of Grade-Level Appropriate Text			
Apply knowledge of language to achieve meaning/comprehension from informational materials, literary text, and text in content areas.	Teacher can provide further practice of content area vocabulary: 113-132.	Teacher can provide further practice of content area vocabulary: 113-132.	Teacher can provide further practice of content area vocabulary: 113-132.
Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique			
Analyze the features and rhetorical devices of different types of public documents, and how the authors use these features and devices.	NA	NA	NA
Structural Features of Informational Materials			
Analyze how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in texts across content areas.	NA	NA	NA
Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique, Structural Features of Informational Materials			
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.	NA	NA	NA
Prepare a brief research or synthesizing paper in which content areas and ideas are analyzed from several sources to present a coherent argument or conclusion, including proper format and bibliography.	NA	NA	NA

WRITING – Strategies and Applications BEGINNING	<i>The Oxford Picture Dictionary</i> Student ed./Teacher ed.	<i>The Oxford Picture Dictionary</i> Beginning Workbook	<i>The Oxford Picture Dictionary</i> Intermediate Workbook
Penmanship			
Penmanship, Organization & Focus			
Organize and record expository information on pictures, lists, charts, and tables for literature and content areas.	TE/SE: Teacher can create assignments to satisfy standard, using vocabulary and/or images from text (e.g. 102, 103, 114, 133).	Teacher can create assignments to satisfy standard, using vocabulary and/or images from text (e.g. 65, 75, 80, 102,117).	Teacher can create assignments to satisfy standard, using vocabulary and/or images from text (e.g. 33, 44, 79, 117, 135).
Organization & Focus			
Create simple sentences or phrases with some assistance.	Teacher can ask and assist students to write answers to interview questions for practice.	Ample opportunities throughout text (e.g. 3, 38, 39, 73, 168).	Students write sentences with and without assistance (e.g. 64, 73,105, 145, 128).
Write a brief narrative using a few simple sentences that include setting and some details.	Teacher can assign to address standard using lessons from text.	Teacher can assign a narrative based on text (e.g. 99, 154, 155, 158).	Teacher can set criteria for narratives: 111.
Use the writing process to write brief narratives with a few standard grammatical forms	Teacher can assign to address standard using lessons from text.	Teacher can assign to address standard using lessons from text.	Teacher can assign to address standard using lessons from text.
Write simple compositions such as descriptions and compare/contrast that have a main idea and some detail.	TE/SE: Teacher can assign to address standard, using lessons from text (e.g. Sports: 159; vs. Types of Recreation: 154, 155).	22, 23, 42, 44, 45, 71, 106, 109, 110, 149	Numerous examples available (e.g. 104, 125, 145, 153, 155, 176, 185).
Complete a job application form by providing basic information such as name, age, address, and education.	TE/SE: Teacher can furnish forms to expand lesson: 141.	Teacher can provide forms to expand lesson: 141.	Teacher can provide forms to expand lesson: 141.

WRITING – Strategies and Applications			
EARLY INTERMEDIATE			
Organization & Focus			
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.	See <i>Read All About It</i> correlations.	NA	NA
Use common verbs, nouns, and high frequency modifiers in simple sentences.	TE: Teacher can have students write responses to "Interview and Discussion Questions" found in every chapter.	Writing opportunities throughout text can be modified to meet this standard (e.g. 71, 110, 177).	Writing opportunities throughout text can be modified to meet this standard (e.g. 13, 63, 65, 71).
Use simple sentences to follow an outline and create a draft of a short essay.	TE/SE: Teacher can assign to extend lesson (e.g. 104,105, 113, 115).	Teacher can set criteria for papers (e.g. 113, 115, 135).	Teacher can set criteria for papers (e.g. 85, 103, 113, 116, 127, 132).
Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	TE: Teacher can ask students to write responses: 113-135.	113-135	113-135
Write expository compositions such as descriptions, compare and contrast, and problem/solution that include a main idea and some details using simple sentences.	Teacher can assign to address standard using lessons from text.	22, 23, 42, 44, 45, 71, 106, 109, 110, 149	Numerous examples available (e.g. 104, 125, 145, 153, 155, 176, 185).
Collect information and take notes on a given topic from a variety of sources (e.g., dictionary, library books, research materials).	Teacher can assign to address standard using lessons from text.	Assignments can be modified to satisfy standard (e.g. 84, 117, 120, 127, 129).	Assignments can be modified to satisfy standard (e.g. 29, 127, 132, 135).
Organization & Focus, Evaluation and Revision			
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.	Teacher can assign to address standard using lessons from text.	Teacher can set criteria for written work (e.g. 99, 113, 115, 135).	Teacher can set criteria for written work (e.g. 123, 146, 167).
Organization & Focus, Research and Technology			
Complete simple informational documents related to career development (e.g., bank forms and job applications).	TE/SE: Teacher can furnish forms to expand lesson: 97, 141.	Teacher can provide forms to expand lesson: 97, 141.	Teacher can provide forms to expand lesson: 97, 141.

WRITING – Strategies and Applications			
INTERMEDIATE			
Organization & Focus			
Narrate a sequence of events and communicate their significance to the audience.	TE/SE: Teacher can extrapolate and expand lessons. Examples: 111 - airport procedures; 113 - writing process; 141 - job search.	Teacher can extrapolate and expand lessons. Examples: 111 - airport procedures; 113 - writing process; 141 - job search.	Teacher can extrapolate and expand lessons. Examples: 111 - airport procedures; 113 - writing process; 141 - job search.
Write brief expository compositions and reports of information that: a) include a thesis and some supporting details; b) provide information from primary sources; and c) organize and record information on charts and graphs.	Teacher can assign to address standard using lessons from text.	Teacher can assign to address standard using lessons from text.	Teacher can assign to address standard using lessons from text.
Recognize elements of characterization in a piece of writing and apply them when writing.	N/A	N/A	N/A
Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.	N/A	N/A	N/A
Recognize structured ideas and arguments and their supporting examples in persuasive writing.	N/A	N/A	N/A
Write job applications and resumes that are clear and provide all needed information.	TE/SE: Teacher can expand lesson: 141.	Teacher can expand lesson: 141.	Teacher can expand lesson: 141.
Use complex sentences to write brief fictional biographies and short stories that include a sequence of events and provide supporting details.	TE/SE: Teacher can assign to expand lessons and vocabulary practice (e.g. 24-25, 114-115, 156-157).	Teacher can assign to expand lessons and vocabulary practice.	Teacher can assign to expand lessons and vocabulary practice.
Organization & Focus, Research and Technology			
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 evident.)	TE/SE: Teacher can expand lesson to meet standard: 113.	Teacher can expand lesson to meet standard: 113.	Teacher can expand lesson to meet standard: 113.
Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	TE/SE: Teacher can assign as an extension of content area vocabulary: 113-135.	Teacher can assign as an extension of content area vocabulary: 113-135.	Teacher can assign as an extension of content area vocabulary: 113-135.

WRITING – Strategies and Applications			
EARLY ADVANCED			
Organization & Focus			
Identify various elements of discourse in writing (e.g., purpose, speaker, audience, form).	Teacher can assign as an extension of writing process: 113.	Teacher can assign as an extension of writing process: 113.	Teacher can assign as an extension of writing process: 113.
Develop a clear thesis and support it using the rhetorical devices of analogy, quotation, and fact.	TE/SE: Teacher can assign as an extension of writing process: 113.	Teacher can assign as an extension of writing process: 113.	Teacher can assign as an extension of writing process: 113.
Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms.	N/A	N/A	N/A
Use appropriate language variations and genres in writing for language arts and other content areas.	TE/SE: Teacher can assign as extension of content area vocabulary: 113-135.	Teacher can assign as extension of content area vocabulary: 113-135.	Teacher can assign as extension of content area vocabulary: 113-135.
Write job applications and resumes that are clear and purposeful and address the intended audience appropriately.	TE/SE: Teacher can expand lesson: 141.	Teacher can expand lesson: 141.	Teacher can expand lesson: 141.
Organization & Focus, Evaluation and Revision			
Write reflective compositions that explore the significance of events.	TE/SE: Teacher can expand lesson: 114-115.	Teacher can expand lesson: 114-115.	Teacher can expand lesson: 114-115.
Write detailed fictional biographies or autobiographies.	TE/SE: Teacher can expand lessons: 24-25, 114-115, or as a final assignment.	Teacher can expand lessons: 24-25, 114-115.	See page 29, also, teacher can expand lessons: 24-25, 114-115.
Organization & Focus, Research and Technology, Evaluation and Revision			
Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms.	TE/SE: Teacher can expand lesson to meet standard: 113.	Teacher can expand lesson to meet standard: 113.	Teacher can expand lesson to meet standard: 113.
Organization & Focus, Research and Technology			
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.	Teacher can give assignments to address standard using lessons from text.	Teacher can give assignments to address standard using lessons from text.	Teacher can give assignments to address standard using lessons from text.

WRITING – Strategies and Applications ADVANCED			
Organization & Focus			
Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments.	N/A	N/A	N/A
Produce writing that establishes a controlling impression or thesis.	N/A	N/A	N/A
Structure ideas and arguments within a given context giving supporting and relevant examples.	N/A	N/A	N/A
Write job applications and resumes that modify tone to fit purpose and audience and follow the conventional format for the type of document.	TE/SE: Teacher can expand lesson: 141.	Teacher can expand lesson: 141.	Teacher can expand lesson: 141.
Organization & Focus, Evaluation and Revision			
Produce writing using various elements of discourse (e.g., purpose, speaker, audience, form), in narrative, expository, persuasive, informational, and/or descriptive writing.	N/A	N/A	N/A
Use a variety of rhetorical devices to support assertions (e.g., appeal to logic through reasoning, case study, and analogy).	N/A	N/A	N/A
Organization & Focus, Research and Technology			
Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays using standard grammatical forms.	TE/SE: Teacher can expand lessons: 113, 114-115.	NA	Teacher can expand assignments: 29, 113, 115, 116, 127, 132, 135.
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.	TE/SE: Teacher can give assignments to address standard using content area lessons from text: 113-135.	N/A	Teacher can give assignments to address standard using content area lessons from text: 113-135.
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

WRITING– Conventions BEGINNING	<i>The Oxford Picture Dictionary Student ed./Teacher ed.</i>	<i>The Oxford Picture Dictionary Beginning Workbook</i>	<i>The Oxford Picture Dictionary Intermediate Workbook</i>
Capitalization			
Punctuation			
Edit own work and correct punctuation.	TE/SE: 113	See page 113 and throughout writing assignments where teacher assigns.	See page 113 and throughout writing assignments where teacher assigns.
Sentence Structure, Grammar, Punctuation, Capitalization, Spelling			
Identify basic vocabulary, mechanics, and structures in a piece of writing.	NA	NA	NA
Revise writing for proper use of final punctuation, capitals, and correct spelling.	TE/SE: 113	See page 113 and throughout writing assignments where teacher assigns.	See page 113 and throughout writing assignments where teacher assigns.
WRITING – Conventions EARLY INTERMEDIATE			
Capitalization			
Punctuation			
Punctuation, Capitalization, Spelling			
Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).	TE/SE: 113	See page 113 and throughout writing assignments where teacher assigns.	See page 113 and throughout writing assignments where teacher assigns.
Sentence Structure, Grammar, Punctuation, Capitalization			
Revise writing with teacher assistance to clarify meaning and improve conventions and organizations.	Teacher can assist students with revising any assigned writing.	Teacher can help students revise work to meet standard. See writing assignments throughout this correlation.	Teacher can help students revise work to meet standard. See writing assignments throughout this correlation.
Use clauses, phrases, and mechanics with consistent variations in grammatical forms.	NA	NA	NA
WRITING – Conventions INTERMEDIATE			
Capitalization, Punctuation, Spelling			
Sentence Structure, Grammar, Spelling			
Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.	Teacher can assist students with revising any assigned writing.	Teacher can help students revise work to meet standard. See writing assignments throughout this correlation.	Teacher can help students revise work to meet standard. See writing assignments throughout this correlation.
Sentence Structure, Grammar, Punctuation, Capitalization, Spelling			
Edit and correct basic grammatical structures and conventions of writing.	See page 113 and any other assigned writing.	See page 113 and any writing assignments as noted throughout this correlation.	See page 113 and any writing assignments as noted throughout this correlation.

WRITING – Conventions EARLY ADVANCED			
Capitalization, Punctuation, Spelling			
Create coherent paragraphs through effective transitions.	Teacher can help early advanced students edit work to address standard.	Teacher can help early advanced students edit work to address standard.	Teacher can help early advanced students edit work to address standard.
Sentence Structure, Grammar, Spelling			
Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.	Teacher can help early advanced students edit work to address standard.	Teacher can help early advanced students edit work to address standard.	Teacher can help early advanced students edit work to address standard.
Punctuation, Capitalization, Spelling			
Edit writing for grammatical structures and conventions of writing.	See page 113 and any other assigned writing.	See page 113 and any writing assignments as noted throughout this correlation.	See page 113 and any writing assignments as noted throughout this correlation.
WRITING – Conventions ADVANCED			
Sentence Structure, Grammar			
Revise writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling.	Teacher can help advanced students edit work to address standard.	Teacher can help advanced students edit work to address standard.	Teacher can help advanced students edit work to address standard.
Grammar			
Create coherent paragraphs through effective transitions and parallel constructions.	Teacher can help advanced students edit work to address standard.	Teacher can help advanced students edit work to address standard.	Teacher can help advanced students edit work to address standard.
Capitalization, Punctuation, Spelling			
Edit writing for conventions of writing to approximate standard grammatical forms.	See page 113 and any other assigned writing.	See page 113 and any writing assignments as noted throughout this correlation.	See page 113 and any writing assignments as noted throughout this correlation.
Sentence Structure, Grammar, Punctuation, Capitalization, Spelling			

READING – Literary Response and Analysis BEGINNING	<i>The Oxford Picture Dictionary</i> Student ed./Teacher ed.	<i>The Oxford Picture Dictionary</i> Beginning Workbook	<i>The Oxford Picture Dictionary</i> Intermediate Workbook
Narrative Analysis of Grade-Level Appropriate Text <i>Also are addressed in Reading Comprehension</i>			
Orally identify the beginning, middle, and end of a simple literary text.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
Read and orally identify the speaker or narrator in a simple selection.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
Role-play a character from a familiar piece of literature using phrases or simple sentences.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
Narrative Analysis of Grade-Level Appropriate Text			
Use pictures, lists, charts, and tables to identify the sequence of events from simple literary texts.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
Recognize the difference between first and third person using phrases or simple sentences.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
Structural Features of Literature			
Narrative Analysis of Grade-Level Appropriate Text <i>Also are addressed in Word Analysis</i>			
Recite simple poems.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
READING – Literary Response and Analysis EARLY INTERMEDIATE			
Narrative Analysis of Grade-Level Appropriate Text <i>Also are addressed in Reading Comprehension</i>			
Orally respond to factual comprehension questions taken from two forms of literature (brief excerpts from a comedy and tragedy) using simple sentences.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
Read and orally identify the main events of the plot using simple sentences.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
Narrative Analysis of Grade-Level Appropriate Text <i>Also are addressed in Word Analysis</i>			
Narrative Analysis of Grade-Level Appropriate Text			
Orally identify literary elements of theme, plot, setting, and character using simple sentences.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
Structural Features of Literature			
Distinguish the characteristics of different forms of dramatic literature using simple sentences, pictures, lists, charts, and tables (e.g., comedy and tragedy).	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism			
Briefly describe what a character is like by what he/she does in a familiar narration, dialogue, or drama, using simple sentences.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
Use expanded vocabulary and some descriptive words for oral responses to familiar literature.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A

READING – Literary Response and Analysis INTERMEDIATE			
Narrative Analysis of Grade-Level Appropriate Text <i>Also are addressed in Word Analysis and Fluency Systematic Vocabulary Development</i>			
Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
Narrative Analysis of Grade-Level Appropriate Text <i>Also are addressed in Reading Comprehension</i>			
Read and use detailed sentences to orally respond to factual comprehension questions taken from three forms of literature.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
Read and use detailed sentences to orally describe the sequence of events in literary texts.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
Apply knowledge of language to analyze and derive meaning/comprehension from literary texts.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism			
Use detailed sentences to orally compare and contrast a similar theme or topic across three genres.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
Read and use detailed sentences to orally explain the literary elements of theme, plot, setting, and characters.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
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 - see <i>Read All About It</i> correlations.	N/A	N/A
Structural Features of Literature			
Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sounds.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
READING – Literary Response and Analysis EARLY ADVANCED			
Structural Features of Literature			
Identify several literary elements and techniques (e.g., figurative language, imagery, and symbolism).	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
Read and identify ways in which poets use personification, figures of speech, imagery, and sound.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
Identify the function of dialogue, scene design, and asides in dramatic literature.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A

READING – Literary Response and Analysis, cont.			
EARLY ADVANCED			
Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism			
Orally and in writing compare and contrast a similar theme or topic across several genres using detailed sentences.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
Identify recognized works of American literature and their genre in order to contrast major periods, themes, and trends.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
Identify recognized works of world literature and contrast the major literary forms and techniques.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
Identify characteristics of sub-genre (e.g., satire, pastoral, allegory) that are used in various genres.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
Narrative Analysis of Grade-Level Appropriate Text			
Structural Features of Literature, Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism			
Identify techniques which have specific rhetorical or aesthetic purposes in literary texts (e.g. irony, tone, mood, "sound" of language).	N/A - see <i>Read All About It</i> correlations.	NA	NA
READING – Literary Response and Analysis			
ADVANCED			
Narrative Analysis of Grade-Level Appropriate Text			
<i>Also are addressed in Reading Comprehension</i>			
Structural Features of Literature			
Describe the function of dialogue, scene design, asides, and soliloquies in dramatic literature.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism			
Explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism).	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
Analyze the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions).	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
Analyze recognized works of American literature and their genre in order to contrast major periods and trends.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A
Relate literary works and authors to major themes and issues of their eras.	N/A - see <i>Read All About It</i> correlations.	N/A	N/A