**English In Action 1, 3rd Edition**

**correlated to**

**Massachusetts English Proficiency Standards for Adult Education**

**Level 1**





| MA English Proficiency Standards for Adults, Level 1 | Student Edition Page ReferencesEnglish in Action, Level 1 |
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| **READING** |
| **Standard One (Focus on Meaning) -** Read closely to construct and analyze meaning, make inferences, evaluate arguments and reasoning, and build knowledge from a variety of increasingly complex informational and literary texts. |
| ***A. Read increasingly complex texts, independently and proficiently, to carry out academic and real-world tasks.*** |
| R1A.1a. With support, locate highly relevant information in environmental print and in text with strong visual supports, such as: * practical and survival signs and symbols *(e.g., EXIT, DANGER; symbols for No smoking, restroom, hospital)*
* very simple charts *(e.g., basic schedule)* or lists *(e.g., names in a directory)*
* simple prompts for key personal information *(e.g., Name, Address, Telephone Number, Date of Birth).*
 | **SE:** 2-3, 11, 29, 102, 103, 111, 143  |
| R1A.1b. Read and answer questions about simple class-generated lists, or simple sentences to build knowledge of print and of how English works. | **SE:** 7, 24, 43, 183, 186  |
| ***B. Read fluently to access and interpret meaning.*** |
| R1B.1a. Identify purposes for reading and types of text *(e.g., a sign, an ad, a story).*  | The opportunity to address this standard exists. For examples, see:**SE:** 12, 28, 44, 60, 76, 92, 108, 124, 140, 156, 172, 190, 206, 222 |
| R1B.1b. With support, identify the topic of a text, using visual information to gain meaning *(e.g., identify a place or a job being done)*. | **SE:** 44, 92, 95, 124, 172, 175  |
| R1B.1c. Recognize subject pronouns and key words to comprehend the basic idea in a simple sentence. | **SE:** 167, 180, 184, 199  |
| R1B.1d. Recognize and name upper- and lowercase letters and cardinal numbers. | **SE:** 4, 15-16, 96  |
| R1B.1e. Read aloud familiar words or simple self-generated sentences, as modeled. | **SE:** 5, 16, 151, 194  |
| ***C. Analyze written arguments.*** |
| R1C.1a. Distinguish between fact and opinion in text. | The opportunity to address this standard exists. For examples, see:**SE:** 12, 92, 206  |
| **Standard Two (Organization and Style) -** Analyze the organization of texts, including how specific parts contribute to the whole, how ideas develop and connect, and how author purpose or genre shapes the text structure and style. |
| ***A. Understand text structure and development.*** |
| R2A.1a. Use a few basic features of English text *(e.g., bold, underline)* to locate key information. | **SE:** 12  |
| **Standard Three (Components of English)-** Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to read and interpret written English. |
| ***A. Decode English print.*** |
| R3A.1a. Demonstrate phonemic awareness by isolating initial and final consonant sounds and manipulating sounds in words.  | **SE:** 149, 151 |
| R3A.1b. Recognize that spoken words are represented in written language by specific sequences of letters. | This standard is not directly addressed in this edition of *English in Action* |
| R3A.1c. Recognize one-to-one letter-sound correspondences for vowels and consonants and distinguish them in minimal pairs *(e.g., him vs. his*, *bed vs. bad)*.  | **SE:** 4 |
| R3A.1d. Tap or scoop syllables to decode words *(e.g., fam/i/ly, moth/er).* | This standard is not directly addressed in this edition of *English in Action* |
| ***B. Comprehend and expand reading vocabulary.*** |
| R3B.1a. With support (including context and visual aids), read and comprehend common high-frequency sight words *(e.g., and, me, about, they)* and abbreviations *(e.g., a.m., St.)*. | **SE:** 12, 28, 44, 60, 76, 92, 108, 124, 140, 156, 172, 190, 206, 222 |
| ***C. Use grammar knowledge to comprehend meaning.*** |
| R3C.1a. With support, recognize a small number of frequently occurring nouns and verbs and syntactically simple sentences. | **SE:** 6,21, 22, 68, 120, 149, 167, 208 |
| R3C.1b. Understand that word order affects meaning *(the girl likes apples vs. apples like the girl).* | **SE:**  88, 224, 230 |
| ***D. Use understanding of English conventions to comprehend meaning.*** |
| R3D.1a. Recognize conventions of print *(e.g., reading left to right and top to bottom, word and sentence boundaries)* and orient page correctly before reading. | This standard is not directly addressed in this edition of *English in Action* |
| R3D.1b. Recognize the distinguishing features of a sentence *(e.g., first word, capitalization, ending punctuation).* | **SE:** 30, 45 |
| **Standard Four (Use of Effective Strategies) -** Use a variety of reading strategies appropriate to the reading purpose and type of text. |
| ***A. Use pre-reading strategies.*** |
| R4A.1a. Preview pictures related to a text. | **SE:** 95, 172 |
| R4A.1b. Make predictions about content of a text based on pictures or prior knowledge of the context *(e.g., scoreboard, bus stop signs).*  | **SE:** 172 |
| ***B. Use reading strategies.*** |
| R4B.1a. Ask simple questions to guide reading *(e.g., Where is the price?).*  | **SE:** 12, 92, 108, 124, 140, 172, 190 |
| R4B.1b. Reread to clarify meaning.  | This standard is not directly addressed in this edition of *English in Action* |
| R4B.1c. Use context to confirm or self-correct word recognition and comprehension. | This standard is not directly addressed in this edition of *English in Action* |
| ***C. Use post-reading strategies.*** |
| R4C.1a. Reread to check comprehension. | This standard is not directly addressed in this edition of *English in Action* |
| R4C.1b. Retell the main idea of a text. | This standard is not directly addressed in this edition of *English in Action* |
| **Standard Five (Use of Diverse Media) -** Evaluate and use diverse media, including the Internet, to gather, interpret, and synthesize information. |
| R5.1a. Use information gained from visuals *(e.g., pictures, illustrated maps)* to support comprehension.  | **SE:** 44, 92, 95, 124, 172, 175  |
| **WRITING** |
| **Standard One (Focus on Meaning) -** Produce clear and coherent writing to create increasingly complex texts for a variety of purposes. |
| ***A. Use writing to carry out academic and real-world tasks.*** |
| W1A.1a. With support and a model, write basic personal information, such as: * name, address, and phone number
* lists of highly relevant words, such as family roles
* labels on images *(e.g., family photos, jobs).*
 | **SE:** 3, 11, 13-14, 19, 38, 45 |
| W1A.1b. Copy or write answers to simple information or opinion questions to share thoughts and to build knowledge of print and of how English works.  | **SE:** 20, 24, 35, 40, 67, 75, 77  |
| W1A.1c. Contribute to a class-generated text, drawing on L1 and oral contributions as needed. | **SE:** 46, 77, 92, 128, 144, 153, 187 |
| ***B. Create meaning in increasingly complex texts.***  |
| W1B.1a. Identify purposes for writing *(e.g., to inform or request information)* and types of text *(e.g., forms, lists, letters, text messages).* | **SE:** 30, 62, 94, 110, 126, 142, 158, 174  |
| W1B.1b. Sequence words and/or pictures to convey ideas. | **SE:** 147, 154, 169, 185, 224  |
| W1B.1c. Copy a simple sentence based on a model by writing, or typing letters on a keyboard. | **SE:** 11, 13, 23, 31, 52, 67, 75 |
| ***C. Construct written arguments.*** |
| W1C.1a. With support and a stem or model, write a sentence expressing a like or dislike. | **SE:** 126, 167  |
| **Standard Two (Organization and Style) -** Employ text structure and style that clearly conveys development of ideas. |
| ***A. Organize writing.***  |
| W2A.1a. With support and a stem or model, organize words logically to present ideas and information in a sentence. | **SE:** 89, 94, 169, 224   |
| W2A.1b. Provide an opening that introduces the subject *(e.g., The man, Maria)*. | **SE:** 45, 78, 94, 110, 126, 142  |
| W2A.1c. With support and a stem or model, connect two words or phrases with a linking word *(e.g., and, or).* | This standard is not directly addressed in this edition of *English in Action* |
| ***B. Develop Ideas.***  |
| W2B.1a. Order pictures and/or words to create a simple story. | **SE:** 94, 151, 169, 224  |
| **Standard Three (Components of English)-** Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce written English. |
| ***A. Encode English print.*** |
| W3A.1a. Form numbers and upper- and lowercase letters legibly. | **SE:** 4  |
| W3A.1b. With support, copy simple, phonetically regular words *(e.g., man, sit).* | **SE:** 7, 8, 20, 35  |
| W3A.1c. With support, copy or spell some simple sight words correctly *(e.g., who, goes, people)*. | **SE:** 7, 8, 20, 35  |
| ***B. Use and expand written vocabulary.*** |
| W3B.1a. Use familiar and personally relevant vocabulary related to immediate needs *(e.g., personal information).* | **SE:** 7, 11, 20, 35, 52, 99, 116   |
| ***C. Use grammar accurately to convey meaning.*** |
| W3C.1a. Follow highly structured models and sentence stems to communicate an idea in writing that uses a few basic elements of grammar, such as: * simple present
* affirmative and negative verbs
* singular and plural nouns with matching verbs
* common nouns and subject pronouns *(e.g., home, bus, I, they*), a few question words.
 | **SE:** 21-22, 120, 149, 152, 167, 180, 182  |
| ***D. Use conventions of standard English to convey meaning.*** |
| W3D.1a. Begin to capitalize proper nouns *(e.g., names, days, and months)* and the pronoun “I”. | **SE:** 4, 13, 14, 30, 45, 47, 62, 110, 126, 192  |
| W3D.1b. With support, begin to use standard conventions for basic punctuation to provide information *(e.g., to address letters and write phone numbers).* | **SE:** 30, 45 |
| W3D.1c. Copying from a model, orient text correctly on the page or when filling out simplified forms. | **SE:** 14, 78, 157  |
| W3D.1d. Practice writing on lined paper or in digital media using correct page orientation. | **SE:** 14  |
| **Standard Four (Use of Effective Strategies)-** Use a variety of writing strategies appropriate to the writing purpose and type of text. |
| ***A. Use pre-writing strategies.*** |
| W4A.1a. Discuss information, drawing on L1 as needed, or in English as skills allow*.* | **SE:** 46, 77, 109, 142, 191, 107, 223  |
| W4A.1b. Brainstorm words or dictate ideas to a scribe. | **SE:** 30, 46, 62, 78, 94, 110, 126, 142, 158, 174, 191, 208, 224  |
| ***B. Use writing strategies.*** |
| W4B.1b. Draw on L1 as needed to get words down on paper. | **SE:** 12, 30, 46, 62, 78, 94, 110, 126, 142, 158, 174, 191, 208, 224  |
| W4B.1c. Consult with peers or a teacher for word choice. | **SE:** 46  |
| ***C. Use revision and editing strategies.*** |
| W4C.1a. With support, check copied writing against a model *(e.g., for legibility, orientation on page).* | **SE:** 14, 78, 157  |
| W4C.1b. Make changes with guidance and support. | **SE:** 78  |
| **Standard Five (Use of Diverse Media) *-*** Evaluate and use diverse media, including the Internet, to collaborate with others, and produce, publish, and enhance original writing. |
| W5.1a. With guidance and the support of a stem or model, write words using basic technologies and digital media *(e.g., paper/pencil, very basic keyboarding, text messaging)*. | **SE:** 12, 30, 46, 62, 78, 94, 110, 126, 142, 158, 174, 191, 208, 224  |
| W5.1b. With guidance and support (and drawing on L1 as needed), identify images that could be added to enhance the meaning of a text. | This standard is not directly addressed in this edition of *English in Action* |
| **LISTENING/SPEAKING** |
| **Standard One (Focus on Meaning) -** Communicate in varied social, work, and academic contexts, listening closely to construct and analyze meaning, speaking clearly and coherently, and conversing effectively with diverse partners. |
| ***A. Carry out increasingly complex communicative tasks.*** |
| L/S1A.1a. With support, carry out listening tasks that require the listener to identify highly relevant words and formulaic speech, such as: * brief safety messages
* simple prompts for key personal information *(e.g., name, address, telephone number, date of birth)*
* simple classroom instructions *(e.g., Please repeat, Look here).*
 | **SE:** 3, 5, 20, 31, 57, 63  |
| L/S1A.1b. With support and a model, convey simple personal information by: * asking and responding to simple, familiar questions
* reciting relevant names, numbers, and letters (address, phone, etc.) for emergencies and daily needs
* communicating simple information about a familiar topic.
 | **SE:** 5, 9, 37, 41, 48, 59, 79  |
| L/S1A.1c. With support, participate in short routine conversations on familiar topics *(e.g., How old are your children? They are six and two.).* | **SE:** 3, 4, 5, 25, 86  |
| ***B. Comprehend and analyze meaning of information, ideas and arguments.*** |
| L/S1B.1a. Comprehend basic formulaic speech *(e.g., greetings, I’m sorry, Thank you)*, and basic questions and statements about personal information. | **SE:** 3, 5, 7, 9, 20, 41, 54, 63  |
| L/S1B.1b. Follow nonverbal cues *(e.g., pause, quizzical expression)* and rising intonation to determine when a response is expected. | This standard is not directly addressed in this edition of *English in Action* |
| L/S1B.1c. With support, identify the gist of what a speaker is saying in a familiar situation *(e.g., a vendor stating a price)*. | This standard is not directly addressed in this edition of *English in Action* |
| ***C. Communicate information, ideas, and arguments with increasing fluency.*** |
| L/S1C.1a. Use key words, simple sentences, basic routine phrases, and formulaic speech *(e.g., excuse me, How are you?, sorry)* to communicate a general idea. | **SE:** 3, 5, 7, 9, 20, 41, 54  |
| L/S1C.1b. Express a simple preference or opinion *(e.g., I like/don’t like).* | **SE:** 123, 165, 168  |
| L/S1C.1c. Produce spoken words and simple sentences based on modeled speech. | **SE:** 68, 101, 119, 216, 218  |
| L/S1C.1d. Speak audibly and intelligibly, using gestures to help convey ideas, feelings, and information.  | **SE:** 72, 121, 123, 144, 187  |
| **Standard Two (Organization and Style) -** Listen for and/or employ a spoken text structure and style that supports the purpose, task, and audience, and that helps listeners follow the line of reasoning in a presentation or argument.  |
| ***A. Attend to organization of spoken text.*** |
| L/S2A.1a. Follow a simple question-and-answer conversation structure. | **SE:** 9, 20, 24, 41, 59, 71  |
| ***B. Attend to style and register.*** |
| L/S2B.1a. Notice uses of formal and informal language in common situations. | This standard is not directly addressed in this edition of *English in Action* |
| **Standard Three (Components of English)-** Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce and comprehend spoken English. |
| ***A. Use and expand spoken vocabulary.*** |
| L/S3A.1a. Relying heavily on visual cues and context, understand and use a limited set of words and familiar expressions to communicate about basic information and needs*.* | **SE:** 3, 5, 7, 9, 20, 22, 23  |
| L/S3A.1b. Understand and use question openers *(e.g., Do, Where).* | **SE:** 9, 24, 41, 43, 57, 59, 71, 87, 137  |
| L/S3A.1c. Recognize:* individual letters
* numbers up to 20
* basic vocabulary related to personal information
* memorized words
* phrases in various combinations.
 | **SE:** 4, 5, 7, 15, 18, 20, 37  |
| ***B. Use grammar knowledge to convey and comprehend spoken meaning.*** |
| L/S3B.1a. Recognize and produce a small number of frequently occurring nouns and verbs. | **SE:** 21-22, 120, 149, 152, 167, 180, 182  |
| L/S3B.1b. Distinguish between positive and negative statements and between statements and questions. | **SE:** 70, 133, 152, 180, 216  |
| L/S3B.1c. Distinguish between yes/no and information questions. | **SE:** 40, 133, 137, 139, 182, 217, 228  |
| L/S3B.1d. Construct and respond to syntactically simple sentences (basic subject-predicate statements and questions) using learned phrases. | **SE:** 72, 121, 123, 144, 187, 201, 206  |
| ***C. Use conventions of spoken English.*** |
| L/S3C.1a. Distinguish and clearly repeat vowel and consonant sounds in familiar words *(e.g., initial and final sounds, rhymes).*  | This standard is not directly addressed in this edition of *English in Action* |
| L/S3C.1b. Recognize the role of particular sounds *(e.g., the plural* -s*)* in changing the meaning of words. | **SE:** 22, 23, 88, 120, 208  |
| L/S3C.1c. Recognize and produce the stress and intonation of familiar multisyllabic words *(e.g., Monday, December),* as modeled. | **SE:** 119  |
| L/S3C.1d. Recognize and use appropriate English intonation patterns *(e.g. rising intonation in yes/no questions),* as modeled. | This standard is not directly addressed in this edition of *English in Action* |
| **Standard Four (Use of Effective Strategies)-** Apply a variety of listening, speaking, and conversation strategies appropriate to the purpose and context for communicating. |
| ***A. Use listening and repair strategies.*** |
| L/S4A.1a. Notice a speaker’s facial expressions, body language, and intonation to aid comprehension. | This standard is not directly addressed in this edition of *English in Action* |
| L/S4A.1b. Indicate comprehension or confusion by using nonverbal cues *(e.g. eye contact, nodding, quizzical look),* and short phrases *(e.g., uh-huh, Please speak slowly).* | This standard is not directly addressed in this edition of *English in Action* |
| ***B. Use speaking and compensation strategies*** |
| L/S4B.1a. Recognize and respond to a listener’s nonverbal and verbal cues *(e.g., eye contact, facial expression, gesture, body language, saying Huh?).* | This standard is not directly addressed in this edition of *English in Action* |
| ***C. Use conversation strategies.*** |
| L/S4C.1a. Use previous experience, context, and familiar exchanges to aid in comprehension and communication *(e.g., What’s your name? My name is Jean.).* | **SE:** 3, 5, 7, 9, 20, 24, 31 |
| L/S4C.1b. With support, participate in simple exchanges by taking turns speaking and listening. | **SE:** 72, 121, 123, 144, 187, 201, 206  |
| **Standard Five (Use of Diverse Media) *-*** Evaluate and use diverse media, including the Internet, to gather information, communicate and collaborate with others, and enhance oral presentations.  |
| L/S5.1a. With support, use information from provided media sources, including images, to aid comprehension and the communication of ideas. | **SE:** 12, 92, 108, 172  |
| L/S5.1b. With support, use provided media to extend practice of oral English *(e.g., recorded pronunciation practice)*. | **SE:** 9, 15, 34, 47, 82, 101, 199  |