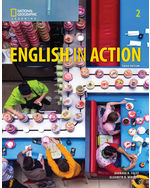
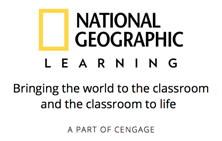
**English In Action 2, 3rd Edition**

**correlated to**

**Massachusetts English Proficiency Standards for Adult Education**

**Level 2**





| MA English Proficiency Standards for Adults Level 2 | Student Edition Page References  English in Action, Level 2 |
| --- | --- |
| **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.2a. Read and comprehend high-interest environmental print and simple information, such as:   * common signs and symbols *(e.g., Do not enter, recycling symbol, No parking)* * simple charts or text with visual supports *(e.g., item on a calendar, where to sign)* * very simple one-step written and illustrated directions *(e.g., Turn the page,* *Copy the word).* | **SE:** 119, 171, 238 | |
| R1A.2b. Read and describe short, personally relevant texts *(e.g., personal or work notes, greeting cards, journals)* to build knowledge and awareness of text types. | **SE:** 12, 28, 44, 62, 80, 98, 116, 134, 150, 168, 186, 202, 220, 238 | |
| R1A.2c. With support, participate in short shared projects, gathering information from experience or a provided source. | **SE:** 73, 119, 138, 201, 237 | |
| ***B. Read fluently to access and interpret meaning.*** | | |
| R1B.2a. Identify that texts are written for varied purposes and audiences, giving examples. | The opportunity to address this standard exists. For examples, see:  **SE:** 12, 28, 44, 62, 80, 98, 116, 134, 150, 168, 186, 202, 220, 238 | |
| R1B.2b. Determine the main idea of a text. | This standard is not directly addressed in this edition of *English in Action* | |
| R1B.2c. Make simple inferences using textual evidence *(e.g., characters are wearing coats so it may be winter).* | This standard is not directly addressed in this edition of *English in Action* | |
| R1B.2d. Identify basic similarities in and differences between two simple texts on the same topic *(e.g., illustrations, descriptions)*. | **SE:** 138, 197, 199 | |
| R1B.2e. Read aloud connected self-written or simplified sentences with, on successive readings, growing accuracy and use of punctuation to guide pauses. | **SE:** 74, 157, 216 | |
| ***C. Analyze written arguments.*** | | |
| R1C.2a. Identify the main claim an author makes and one reason given to support it. | **SE:** 151 | |
| R1C.2b. Express agreement or disagreement with a text *(e.g., class rules, a simple news item).* | **SE:** 217 | |
| **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.2a. Use basic features of English text *(e.g., orientation of text on a page, organization by sentences and paragraphs)* to locate key facts or information in a text | **SE:** 12, 98, 150-151, 168 | |
| R2A.2b. Identify the logical sequence of sentences in a simple paragraph. | **SE:** 73, 158, 167 | |
| R2A.2c. Identify common transition words *(e.g., first, next)* to follow the basic chronology of a class-generated story. | **SE:** 73, 158, 170, 188, 203 | |
| ***B. Recognize style and register.*** | | |
| R2B.2a. Notice differences between written and spoken language. | 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 read and interpret written English. | | |
| ***A. Decode English print.*** | | |
| R3A.2a. Manipulate English sounds by moving letters. | This standard is not directly addressed in this edition of *English in Action* | |
| R3A.2b. Recognize long vowel sounds with silent *e.* | This standard is not directly addressed in this edition of *English in Action* | |
| R3A.2c. Recognize some short-vowel syllable patterns in print *(e.g., -at, -an).* | This standard is not directly addressed in this edition of *English in Action* | |
| R3A.2d. Determine the meaning of the new word formed when a known affix is added to a known word *(e.g.,* *old*/*er, work/er, job/s, un/happy).* | **SE:** 194, 249, 253 | |
| R3A.2e. Recognize phonetically regular high-frequency words with multiple syllables *(e.g., family).* | **SE:** 54, 159, 194, 196 | |
| ***B. Comprehend and expand reading vocabulary.*** | | |
| R3B.2a. Relying on context, questioning, and knowledge of cognates, recognize and use frequently occurring words, simple phrases, and formulaic expressions. | **SE:** 4, 19, 35, 39, 51, 54, 56, 69, 87, 105 | |
| R3B.2b. Identify patterns and categorize words, as in word sorts *(e.g., days of the week, foods, numbers).* | **SE:** 35, 39, 51 | |
| R3B.2c. Recognize cognates to predict meaning of new words *(e.g., proyecto/project).* | This standard is not directly addressed in this edition of *English in Action* | |
| ***C. Use grammar knowledge to comprehend meaning.*** | | |
| R3C.2a. Understand the differences in meaning between simple present and present continuous tense. | **SE:** 5-6, 40, 70, 74, 106, 108, 112, 125 | |
| R3C.2b. Recognize and use a small number of frequently occurring nouns, noun phrases, verbs, and basic function words: pronouns, articles, prepositions, and conjunctions *(e.g., he, a/an, in, but, because, is)*. | **SE:** 20-21, 46, 53, 57, 105, 124, 215 | |
| R3C.2c. Locate direct pronoun referents *(e.g., Nami has a job. She works at the hospital.).* | **SE:** 214 | |
| R3C.2d. Employ understanding of grammatical features found in common environmental print *(e.g., imperatives: Don’t walk, Buy now!).* | **SE:** 119, 171 | |
| ***D. Use understanding of English conventions to comprehend meaning.*** | | |
| R3D.2a. Use capitalization and punctuation cues to aid comprehension *(e.g., end punctuation, capital at beginning of sentence).* | **SE:** 13, 14, 82, 118, 169, 188 | |
| R3D.1b. Recognize the distinguishing features of a sentence *(e.g., first word, capitalization, ending punctuation).* | **SE:** 13, 14 | |
| **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.2a. Preview key vocabulary. | This standard is not directly addressed in this edition of *English in Action* | |
| R4A.2b. Make predictions about content based on text type *(e.g., label, form),* title, graphics, and prior knowledge of the topic or reading context. | This standard is not directly addressed in this edition of *English in Action* | |
| ***B. Use reading strategies.*** | | |
| R4B.2a. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | **SE:** 72, 177, 230-231, 234-235 | |
| R4B.2b. Compare English to first language *(e.g., cognates, grammar, sounds, morphology).* | This standard is not directly addressed in this edition of *English in Action* | |
| R4B.2c. Use knowledge of the meaning of individual words to predict the meaning of compound words *(e.g.,* *birdhouse*, *workplace*, *notebook).* | This standard is not directly addressed in this edition of *English in Action* | |
| R4B.2d. Scan to extract relevant information from a simple text. | **SE:** 99 | |
| ***C. Use post-reading strategies.*** | | |
| R4C.2a. Reread to clarify meaning. | This standard is not directly addressed in this edition of *English in Action* | |
| R4C.2b. With support, identify what is understood and not understood. | **SE:** 28, 44, 63, 81, 99, 117, 135, 151 | |
| **Standard Five (Use of Diverse Media) -** Evaluate and use diverse media, including the Internet, to gather, interpret, and synthesize information. | | |
| R5.2a. Use information gained from visuals *(e.g., images, maps, cartoons)* to support comprehension. | **SE:** 80, 116, 169, 171, 238-239 | |
| R5.2b. Use information from more than one provided print or digital source to build understanding of a topic. | **SE:** 80, 116, 169, 238 | |
| **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.2a. Write simple information related to everyday personal tasks *(e.g., lists, forms, notes),* such as:   * steps in a simple process * simple tables with class-generated information * simple notes *(e.g., a child’s school absence note, birthday greeting on a card, a Do Not Park Here note)* * simple text messages. | **SE:** 13, 172 | |
| W1A.2b. Write short, descriptive personal texts *(e.g., list of family members, photo captions, birthday greetings)* to share information and to build knowledge and awareness of text types. | **SE:** 30, 45, 64, 82, 100, 118, 136, 152, 170, 188, 204, 222, 240 | |
| W1A.2c. Write short answers to questions about a text, using the text as reference. | **SE:** 28, 81, 151, 187, 221 | |
| ***B. Create meaning in increasingly complex texts.*** | | |
| W1B.2a. With the support of models, determine a writing purpose. | **SE:** 30, 45, 64, 82, 100, 118, 136, 152, 170, 188, 204, 222, 240 | |
| W1B.2b. With support of a stem or model, write or type personally relevant words and simple sentences. | **SE:** 30, 45, 64, 82, 100, 118, 136, 152, 170, 188, 204, 222, 240 | |
| W1B.2c. Label and sequence pictures. | **SE:** 24, 226 | |
| ***C. Construct written arguments.*** | | |
| W1C.2a. Express in a sentence a simple opinion about a familiar topic, experience, or event and give a reason for the opinion. | **SE:** 153-154 | |
| **Standard Two (Organization and Style) -** Employ text structure and style that clearly conveys development of ideas. | | |
| ***A. Organize writing.*** | | |
| W2A.2a. Organize words logically in a sentence to convey an idea or information. | **SE:** 8, 11, 77, 147, 229 | |
| W2A.2b. Write a relevant opening and closing in written communication. | **SE:** 30 | |
| W2A.2c. Use simple linking words to show how two words or ideas are connected *(e.g., and, but, or)* | **SE:** 203 | |
| ***B. Develop Ideas.*** | | |
| W2B.2a. Use a time line and write, in order, several events in one’s personal life experience. | **SE:** 175 | |
| ***C. Use Appropriate style and register.*** | | |
| W2C.2a. Notice use of both informal and formal writing in English and its relationship to writing purpose and audience *(e.g., text message to family member vs. note to child’s teacher).* | 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 written English. | | |
| ***A. Encode English print.*** | | |
| W3A.2a. Sound out words following basic phonetic rules, and employ spelling patterns *(e.g., word families, position-based spelling* [“i *before* e”]*, syllable patterns, ending rules)* in writing and editing words. | This standard is not directly addressed in this edition of *English in Action* | |
| ***B. Use and expand written vocabulary.*** | | |
| W3B.2a. Use everyday vocabulary related to personal information, experiences, and needs, including common nouns, verbs, adjectives, articles, and prepositions. | **SE:** 4, 20, 35, 39, 54, 69, 105 | |
| W3B.2b. Use understanding of simple suffixes *(e.g., -ing, the plural “*s,*” negative contractions)* to form words. | **SE:** 20-21, 30, 243 | |
| ***C. Use grammar accurately to convey meaning.*** | | |
| W3C.2a. Show knowledge of simple learned patterns to create subject-predicate statements *(e.g., affirmative sentences, formulaic questions)* that include basic elements of grammar, such as:   * present progressive tense * some high-frequency verbs to convey a sense of the past and present * personal, possessive, and indefinite pronouns *(e.g., I, me, my; they, them, their; anyone, everything)* * frequently occurring adjectives, nouns, verbs, and prepositions *(e.g., in, behind, over)* * determiners *(e.g., demonstratives [this, those], articles).* | **SE:** 20-21, 46, 53, 57, 105, 124, 215 | |
| ***D. Use conventions of standard English to convey meaning.*** | | |
| W3D.2a. Capitalize the first words of sentences and proper nouns *(e.g., place names).* | **SE:** 13, 14, 82, 118, 169, 188 | |
| W3D.2b. Recognize, name, and use basic punctuation, including:   * end punctuation for sentences * commas in dates and to separate single words in a series * commas in greetings and closings of letters. | **SE:** 13, 14 | |
| W3D.2c. Use adequate spacing between letters and words for clarity of meaning and legibility. | This standard is not directly addressed in this edition of *English in Action* | |
| **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.2a. Discuss information and ideas with others, drawing on L1 as needed. | **SE:** 30, 45, 64, 82, 100, 118, 136, 152, 170, 188, 204, 222, 240 | |
| W4A.2b. Respond to simple prompts *(e.g., the five* W *questions, quotes)* to formulate ideas. | **SE:** 30, 240 | |
| W4A.2c. Jot down simple notes from oral brainstorm. | **SE:** 82, 136, 170, 188, 204, 222, 240 | |
| ***B. Use writing strategies.*** | | |
| W4B.2a. Use a model of a simple paragraph or simple documents *(e.g., an application form, email)* to write a comparable text. | **SE:** 30, 45, 64, 82, 100, 118, 136, 152, 170, 188, 204, 222, 240 | |
| W4B.2b. Use provided sentence stems and other scaffolding devices to support putting ideas in writing, however minimally. | **SE:** 13, 30, 45, 64, 82, 100, 118, 136, 152, 170, 188, 204, 222, 240 | |
| ***C. Use revision and editing strategies.*** | | |
| W4C.2a. Check work for legibility and spelling. | **SE:** 29 | |
| W4C.2b. In a collaborative group and with support of L1, identify changes required to strengthen writing and correct writing errors. | **SE:** 170, 240 | |
| **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. | | |
| W5.2a. Identify different technologies used to craft digital writing *(e.g., word processing for documents, presentation software for presentation slides, email applications for email, social media for engagement).* | This standard is not directly addressed in this edition of *English in Action* | |
| W5.2b. With guidance and the support of a stem or model, write words or a simple phrase using different technologies *(e.g., pen, keyboard, mobile phone)*. | This standard is not directly addressed in this edition of *English in Action* | |
| W5.2c. Integrate relevant pictures or multimedia from a set provided by a teacher and following a template. | 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.2a. Carry out listening tasks that require the listener to comprehend simple phrases, sentences, and questions on everyday topics when spoken slowly and clearly and with support *(e.g. visual aids),* such as:   * information from the school, workplace, or health clinic * safety instructions. | **SE:** 3, 9, 15, 25, 47, 75, 95 | |
| L/S1A.2b. Carry out simple speaking tasks related to everyday personal life in familiar and supported contexts, such as:   * giving simple recount of events in social situations, related to life, work, or family * asking and responding to simple questions related to basic needs * conveying common courtesies and personal information * conveying likes and dislikes * communicating information, providing one or two facts about the topic. | **SE:** 8, 11, 23, 37, 55, 93, 97 | |
| L/S1A.2c. Participate in short social or task-related conversations *(e.g., request assistance, make introductions, express sympathy).* | **SE:** 65, 73, 93, 97, 111, 113, 131 | |
| ***B. Comprehend and analyze meaning of information, ideas and arguments.*** | | |
| L/S1B.2a. Identify the gist and/or purpose of spoken messages on everyday topics. | This standard is not directly addressed in this edition of *English in Action* | |
| L/S1B.2b. With support, identify the main argument a speaker makes and one reason a speaker gives to support the argument. | This standard is not directly addressed in this edition of *English in Action* | |
| L/S1B.2c. Extract a particular detail from a simple statement on a familiar topic *(e.g., someone’s name, the time).* | **SE:** 27, 41, 48, 83, 93, 111, 131 | |
| ***C. Communicate information, ideas, and arguments with increasing fluency.*** | | |
| L/S1C.2a. Produce simple affirmative and negative statements on everyday topics *(e.g., daily activities, preferences, or opinions).* | **SE:** 8, 22, 74-75, 141, 165 | |
| L/S1C.2b. State a simple opinion and give a reason for it. | **SE:** 61, 147, 217 | |
| L/S1C.2c. Produce short spoken text with growing accuracy upon repetition. | **SE:** 2-4, 16, 18, 24, 34, 89, 174 | |
| L/S1C.2d. Speak audibly and intelligibly and at an understandable pace. | **SE:** 15, 61, 81, 112, 119, 178 | |
| ***D. Participate effectively in interactions.*** | | |
| L/S1D.2a. Build and use knowledge to guide participation in daily interactions *(e.g., understanding common topics for making small talk).* | **SE:** 87, 124, 126, 131, 154, 164, 171 | |
| L/S1D.2b. Listen and respond to the comments of others. | **SE:** 65, 73, 93, 97, 111, 113, 131 | |
| L/S1D.2c. Ask questions to clear up any confusion about the topics and texts under discussion. | **SE:** 8, 25, 40, 58, 72, 87, 107, 115 | |
| L/S1D.2d. Follow basic turn-taking during conversation. | **SE:** 92 | |
| **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.2a. Recount an event, with a beginning, middle, and end. | **SE:** 3, 73, 158, 170, 175 | |
| L/S2A.2b. Listen for and use common linking words to connect events and ideas, including sequence markers *(e.g., first, then, next).* | **SE:** 73, 158, 170, 188, 203 | |
| ***B. Attend to style and register.*** | | |
| L/S2B.2a. Show emerging awareness of differences between informal and formal language use appropriate to task and purpose *(e.g., greetings, social courtesies, and forms of address).* | 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.2a. Relying on context, questioning, and knowledge of cognates *(e.g., family/familia, class/clase)*, understand and use personally relevant words, simple phrases, and formulaic expressions. | **SE:** 55, 86-87, 104-105, 111, 122-124, 140-141, 156-157 | |
| L/S3A.2b. Understand and use:   * high-frequency general vocabulary * basic antonyms *(e.g., happy/sad).* | **SE:** 54, 69, 141, 193, 209, 226-227 | |
| ***B. Use grammar knowledge to convey and comprehend spoken meaning.*** | | |
| L/S3B.2a. Recognize and produce basic grammatical structures *(e.g., present tense, plural nouns, subject and object pronouns, adverbs of frequency, adjectives)* and syntactically simple sentences. | **SE:** 20-21, 46, 77, 105, 124, 140, 192, 215, 245 | |
| L/S3B.2b. Recognize and use contractions of *be* and *do* | **SE:** 7, 243 | |
| ***C. Use conventions of spoken English.*** | | |
| L/S3C.2a. Distinguish between minimal pairs, especially in commonly confused words used in daily life *(e.g., live/leave, vote/boat)* and pronounce them so others can understand. | This standard is not directly addressed in this edition of *English in Action* | |
| L/S3C.2b. Recognize syllables and how words are separated into syllables. | **SE:** 54, 159, 194, 196 | |
| L/S3C.2c. Recognize and produce the syllable stress and intonation of common words, especially words that are similar *(e.g., thirty and thirteen).* | This standard is not directly addressed in this edition of *English in Action* | |
| L/S3C.2d. Recognize and use rising and falling intonation patterns *(e.g., intonation for statements and for yes/no vs.* W *questions).* | 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.2a. Make predictions based on context and listen to confirm those predictions. | This standard is not directly addressed in this edition of *English in Action* | |
| L/S4A.2b. Confirm understanding by asking and answering questions about key details and requesting clarification or repetition if something is not understood. | **SE:** 8, 25, 40, 58, 72, 87, 107, 115 | |
| ***B. Use speaking and compensation strategies*** | | |
| L/S4B.2a. Recognize recurring pronunciation problems and use repair strategies to work around them *(e.g., point to the right while saying Go to the right.).* | **SE:** 7, 21, 37, 54, 71, 89, 130, 144, 159, 178, 195, 211, 216, 232 | |
| L/S4B.2b. Use strategies to provide clarification *(e.g., repetition, rephrasing).* | **SE:** 2-4, 16, 18, 24, 34, 89, 174 | |
| ***C. Use conversation strategies.*** | | |
| L/S4C.2a. Use experience and prior knowledge about the setting/situation to inform what one wants to say and to aid comprehension*.* | **SE:** 87, 124, 126, 131, 154, 164, 171 | |
| L/S4C.2b. Participate actively in conversation *(e.g., initiating conversation, speaking one at a time, responding to conversation openers and closers).* | **SE:** 8, 11, 23, 37, 55, 65, 73, 93, 97, 111, 113, 131 | |
| **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/S5.2a. Use information from a few provided media sources, including audiovisual, to aid comprehension *(e.g., an attendance chart, a GIF image).* | **SE:** 80, 116, 169, 238 | |
| L/S5.2b. Use media to facilitate timely communication *(e.g., calling in late to work or school).* | **SE:** 135 | |
| L/S5.2c. Use simple multimedia components and visual displays *(e.g., a chart of class votes, photos)* in presentations when useful to enhance comprehension. | **SE:** 119 | |