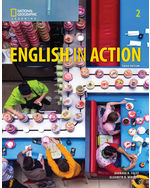
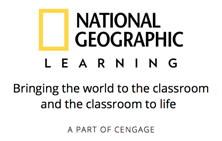
**English In Action 2, 3rd Edition**

**correlated to**

**Massachusetts English Proficiency Standards for Adult Education**

**Level 3**





| MA English Proficiency Standards for Adults Level 3 | Student Edition of Page References  English in Action, Level 2 |
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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.3a. Read and comprehend high-interest, simple, or level-adapted informational texts, such as:   * simple forms or parts of more complex forms *(e.g., work orders, library card applications)* * simple tables, graphs, and maps *(e.g., medicine dosage chart, bill payment due date, hospital location on a neighborhood map*) * some simple digital information *(e.g., text messages, personal email)* * simple multistep written directions *(e.g., directions in simple GPS system, worksheet instructions*). | **SE:** 119, 171, 238 | |
| R1A.3b. Read and summarize simple narrative, explanatory, and literary text *(e.g., simple poems)* to interpret meaning, build knowledge, and develop awareness of authors and text types. | 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 | |
| R1A.3c. With support, participate in short shared research projects to answer a question. | **SE:** 73, 119, 138, 201, 237 | |
| ***B. Read fluently to access and interpret meaning.*** | | |
| R1B.3a. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | 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.3b. Ask and answer five *W* questions about the topic, stated main idea, and key details in a text. | **SE:** 28, 44, 63, 81, 99, 117, 135, 151 | |
| R1B.3c. Distinguish what a text says explicitly from inferences*.* | This standard is not directly addressed in this edition of *English in Action* | |
| R1B.3d. Distinguish an author’s point of view from one’s own. | This standard is not directly addressed in this edition of *English in Action* | |
| R1B.3e. Compare and contrast the most important points and key details presented in two texts on the same topic. | **SE:** 138, 197, 199 | |
| R1B.3f. Read aloud simple paragraphs with, on successive readings, sufficient accuracy and appropriate intonation. | **SE:** 74, 157, 216 | |
| R1B.3g. Identify the setting, the main character’s dilemma, and major events in a narrative. | This standard is not directly addressed in this edition of *English in Action* | |
| ***C. Analyze written arguments.*** | | |
| R1C.3a. Identify the main argument and one or two reasons an author gives to support a claim. | **SE:** 151 | |
| R1C.3b. Ask questions that challenge claims in a text. | This standard is not directly addressed in this edition of *Stand Out.* | |
| **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.3a. Use basic features of English text *(e.g., titles, numbered lists, captions, headings)* to locate key facts or information in a text. | **SE:** 12, 98, 150-151, 168 | |
| R2A.3b. Identify the logical organization of ideas in a text. | **SE:** 73, 158, 167 | |
| R2A.3c. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | **SE:** 138 | |
| ***B. Recognize style and register.*** | | |
| R2B.3a. Demonstrate awareness of differences between informal and formal text/language use, and the use of language to convey level of formality or importance. | 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.3a. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. | This standard is not directly addressed in this edition of *English in Action* | |
| R3A.3b. Recognize sounds associated with consonants, including those with alternative sounds *(e.g., /****s****it/; /ad****s****/).* | This standard is not directly addressed in this edition of *English in Action* | |
| R3A.3c. Recognize short-vowel syllable patterns *(e.g., -in, -op, -et).* | This standard is not directly addressed in this edition of *English in Action* | |
| R3A.3d. Recognize and use frequentl­y occurring affixes *(e.g., un-, re-, dis-, -est, -ing, -ful, -tion)* as a clue to the meaning of a word. | **SE:** 194, 249, 253 | |
| R3A.3e. Identify base words and common inflections *(e.g., dish/dishes, looks/* *looked/looking).* | **SE:** 194, 249, 253 | |
| R3A.3f. Recognize phonetically regular and some irregular high-frequency words. | **SE:** 34, 86, 104, 110, 122, 156, 192 | |
| ***B. Comprehend and expand reading vocabulary.*** | | |
| R3B.3a. Acquire and accurately use conversational and common academic words and phrases *(e.g., In conclusion, On the other hand)*. | **SE:** 4, 19, 35, 39, 51, 54, 56, 69, 87, 105 | |
| R3B.3b. Develop vocabulary, including common antonyms *(e.g., open/close),* synonyms *(e.g., wash/clean),* and homonyms *(e.g., there/their/they’re).* | **SE:** 54, 69, 141, 193, 209, 226-227 | |
| R3B.3c. Distinguish the literal and nonliteral meanings of common words and phrases in context *(e.g., take steps).* | This standard is not directly addressed in this edition of *English in Action* | |
| ***C. Use grammar knowledge to comprehend meaning.*** | | |
| R3C.3a. Understand the differences in meaning of the present, present continuous, future, and past tenses. | **SE:** 5-6, 40, 70, 74, 106, 108, 112, 125, 144, 158, 210, 212 | |
| R3C.3b. Recognize frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions. | **SE:** 20-21, 46, 53, 57, 105, 124, 210, 212, 215 | |
| R3C.3c. Employ understanding that grammatical features may differ by formality of text *(e.g., dropped subject pronouns in personal email: “Hope you saw my text.”).* | This standard is not directly addressed in this edition of *English in Action* | |
| ***D. Use understanding of English conventions to comprehend meaning.*** | | |
| R3D.3a. Use capitalization and punctuation cues to aid comprehension *(e.g., apostrophe for possession and contraction, commas used in a series, quotation marks).* | **SE:** 13, 14, 46, 82, 118, 169, 188 | |
| **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.3a. Preview the title, key vocabulary, and section headings. | This standard is not directly addressed in this edition of *English in Action* | |
| R4A.3b. Make predictions or ask questions based on text type, title, captions, and/or prior knowledge of the topic or reading context. | **SE:** 10, 23, 47, 62, 65, 70, 82, 86, 117, 139 | |
| ***B. Use reading strategies.*** | | |
| R4B.3a. Use sentence-level context as a clue to the meaning of a word or phrase. | This standard is not directly addressed in this edition of *English in Action* | |
| R4B.3b. Read ahead to get meaning from context. | This standard is not directly addressed in this edition of *English in Action* | |
| R4B.3c. Think aloud (verbalize thoughts) and visualize while reading *(e.g., ask questions while reading, visualize the characters or scenes).* | This standard is not directly addressed in this edition of *English in Action* | |
| R4B.3d. Use a placeholder word *(e.g., “something”)* for an unknown word and continue reading. | This standard is not directly addressed in this edition of *English in Action* | |
| R4B.3e. Make simple text markings *(e.g., highlighting key words, underlining unknown words)* to note where to revisit text. | **SE:** 151, 165, 187 | |
| ***C. Use post-reading strategies.*** | | |
| R4C.3a. Reread and/or adjust reading pace | This standard is not directly addressed in this edition of *English in Action* | |
| R4C.3b. Restate what was read to check basic comprehension. | The opportunity to address this standard exists. For examples, see:  **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. | | |
| R5.3a. Explain how information presented visually *(e.g., arrows, illustrations, thought bubbles)* contributes to what is conveyed by words in a text *(e.g., to create mood, clarify sequence, emphasize aspects of a character or setting).* | **SE:** 80, 116, 169, 171, 238-239 | |
| R5.3b. Use information from more than one print or digital source to identify differences. | **SE:** 80, 116, 169, 238 | |
| R5.3c. Evaluate the reliability of media sources *(e.g., by checking against trusted sources in native language or English).* | This standard is not directly addressed in this edition of *Stand Out.* | |
| **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.3a. Write simple informational texts that require short explanations, such as:   * driving directions or a simple procedure * information on an authentic or only slightly modified form *(e.g., job application)* * notes *(e.g., to a supervisor about a machine not working)* * simple digital communication *(e.g., text messages, personal email).* | **SE:** 13, 172 | |
| W1A.3b. Write simple narrative, expository *(e.g., paraphrased facts, event description)*, and literary *(e.g., simple poems, short prose)* texts to reflect on and describe experiences and observations, and to build awareness of writing as a thinking tool. | **SE:** 30, 45, 64, 82, 100, 118, 136, 152, 170, 188, 204, 222, 240 | |
| W1A.3c. With support, participate in short shared research projects to answer a question, contributing information from reading or experience. | **SE:** 237 | |
| ***B. Create meaning in increasingly complex texts.*** | | |
| W1B.3a. Determine a writing purpose *(i.e., to answer, explain, or describe something).* | **SE:** 30, 45, 64, 82, 100, 118, 136, 152, 170, 188, 204, 222, 240 | |
| W1B.3b. Describe in writing people, places, things, and events with relevant details, expressing ideas and feelings. | **SE:** 13, 30, 45, 64, 82, 100, 118, 136, 152, 170, 188, 204, 222, 240 | |
| W1B.3c. Report on a topic, tell a story, or recount an experience with relevant facts and descriptive details. | **SE:** 30, 45, 64, 82, 100, 118, 136, 152, 170, 188, 204, 222, 240 | |
| ***C. Construct written arguments.*** | | |
| W1C.3a. Use a few connected sentences to state an opinion or construct a claim and explain the reasoning to support that claim. | **SE:** 152-154 | |
| **Standard Two (Organization and Style) -** Employ text structure and style that clearly conveys development of ideas. | | |
| ***A. Organize writing.*** | | |
| W2A.3a. Organize ideas and evidence in a logical order in a short, simple paragraph focused on a single topic that includes a topic sentence; one or two reasons, details, or examples; and a concluding sentence. | **SE:** 13, 45, 64, 82, 100, 136, 222 | |
| W2A.3b. Provide a relevant introductory sentence that frames the rest of the paragraph’s content, and a simple concluding statement. | **SE:** 13, 30, 82, 169, 204 | |
| W2A.3c. Use linking words and phrases *(e.g., also, another, and, more, but, before/now, first/second)* to connect ideas. | **SE:** 73, 158, 170, 188, 203 | |
| ***B. Develop Ideas.*** | | |
| W2B.3a. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure. | **SE:** 30, 45, 64, 82, 100, 118, 136, 170, 188, 204, 222, 240 | |
| W2B.3b. Develop a topic with facts, definitions, and details. | **SE:** 30, 45, 64, 82, 100, 118, 136, 152, 170, 188, 204, 222, 240 | |
| ***C. Use Appropriate style and register.*** | | |
| W2C.3a. Adapt language choices *(e.g., content, word choice, and formality)* to the task and audience. | This standard is not directly addressed in this edition of *English in Action* | |
| W2C.3b. Demonstrate emerging use of both informal and formal language, depending on task and audience. | 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.3a. Spell a variety of familiar single and multisyllabic words and common abbreviations, employing phonemic awareness, spelling conventions, and generalized spelling patterns *(e.g., doubling consonants, silent* e*).* | **SE:** 20, 160, 252 | |
| W3A.3b. Use conventional U.S. format to write out dates *(e.g., Nov. 7 or 11/7/18 rather than 7 Nov or 7/11/18).* | **SE:** 161 | |
| ***B. Use and expand written vocabulary.*** | | |
| W3B.3a. Use everyday vocabulary related to personal goals, topics of interest, and the daily demands of home, school, work, and community, and some academic vocabulary. | **SE:** 4, 20, 35, 39, 54, 69, 105 | |
| W3B.3b. Correctly use some commonly confused verbs *(e.g., do/make, say/tell, bring/take).* | This standard is not directly addressed in this edition of *English in Action* | |
| W3B.3c. Begin to use roots and affixes to spell words *(e.g., un-, re-, port, view, -ful, -ly).* | **SE:** 20-21, 30, 243 | |
| ***C. Use grammar accurately to convey meaning.*** | | |
| W3C.3a. Show knowledge of basic grammar to construct simple sentences (including negative sentences and questions), such as:   * verbs to convey a sense of past, present, and future * adjectives, prepositions *(e.g., during, beyond, toward),* possessives, common irregular past tense verbs, negation of progressive and perfect tenses * regular and irregular plural nouns * collective nouns *(e.g., group)* * reflexive pronouns *(e.g., myself, ourselves)* * subject‐verb and pronoun‐antecedent agreement * comparative and superlative adjectives and adverbs. | **SE:** 20-21, 46, 53, 57, 105, 124, 142, 144, 210, 212, 215 | |
| ***D. Use conventions of standard English to convey meaning.*** | | |
| W3D.3a. Capitalize proper nouns and titles, the first words of sentences, and letters in acronyms. | **SE:** 13, 14, 82, 118, 169, 188 | |
| W3D.3b. Recognize, name, and use basic punctuation, including:   * commas to separate items in a series and phrases within a sentence * apostrophes to form contractions and frequently occurring possessives. | **SE:** 13, 14 | |
| W3D.3c. Use appropriate paragraph indentation, word spacing, and spacing of text on a page to enhance readability. | 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.3a. Discuss information and ideas gleaned from reading, listening, or experience. | **SE:** 30, 45, 64, 82, 100, 118, 136, 152, 170, 188, 204, 222, 240 | |
| W4A.3b. Use questions *(e.g., the five* W*s)* to generate ideas. | **SE:** 30, 240 | |
| W4A.3c. Brainstorm, use idea webs, or freewrite; then prioritize ideas. | **SE:** 82, 136, 170, 188, 204, 222 | |
| ***B. Use writing strategies.*** | | |
| W4B.3a. Use a model of a simple multiparagraph informational or narrative text to write a comparable text. | **SE:** 118, 152, 170, 188, 204 | |
| W4B.3b. Put ideas in writing, however unorganized. | **SE:** 13, 30, 45, 64, 82, 100, 118, 136, 152, 170, 188, 204, 222, 240 | |
| ***C. Use revision and editing strategies.*** | | |
| W4C.3a. Read aloud and record written work *(e.g., with mobile phone or tape recorder)* for later playback to check if it is understandable. | This standard is not directly addressed in this edition of *English in Action* | |
| W4C.3b. With guidance and support from peers and others, strengthen writing by focusing on a topic and meaning, responding to questions and suggestions, and adding details, evidence, or examples as needed. | **SE:** 170, 240 | |
| W4C.3c. Collaborate with others to revise, using models and checklist. | **SE:** 170, 240 | |
| W4C.3d. Use spell-check for immediate feedback on writing. | 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 collaborate with others, and produce, publish, and enhance original writing. | | |
| W5.3a. Following models, craft simple text in relevant technology media *(e.g., PowerPoint, email, apps, text messaging).* | This standard is not directly addressed in this edition of *English in Action* | |
| W5.3b. Use key features of relevant technologies *(e.g., word processing and editing tools like spell-check, save, and copy).* | This standard is not directly addressed in this edition of *English in Action* | |
| W5.3c. Integrate pictures or multimedia, as directed, from several different sources *(e.g., shared cloud-based folder, computer hard drive, flash drive).* | 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.3a. Carry out listening tasks that require the listener to comprehend short connected statements and questions on familiar topics when spoken slowly and clearly, such as:   * short descriptive updates *(e.g., update from co-worker at shift change)* * digital messages *(e.g., TV news and weather, phone messages)* * short sequence of events or simple two- or three-step instructions. | **SE:** 3, 9, 15, 25, 47, 75, 95 | |
| L/S1A.3b. Carry out speaking tasks that require a short, simple explanation related to expressing needs, feelings, or information in familiar contexts, such as:   * explaining basic needs, experiences, or preferences * expressing feelings about an event or situation * leaving phone messages with appropriate level of detail *(e.g., for school or work)* * describing a problem clearly * stating a position and supporting it with a few reasons *(e.g., It’s a good job because it has benefits.)* * recounting an experience or short sequence of events, or explain an idea, providing relevant facts and descriptive details. | **SE:** 8, 11, 23, 37, 55, 93, 97 | |
| L/S1A.3c. Participate in collaborative conversations with diverse partners in small and large groups. | **SE:** 65, 73, 93, 97, 111, 113, 131 | |
| ***B. Comprehend and analyze meaning of information, ideas and arguments.*** | | |
| L/S1B.3a. Identify the main topic in simple spoken texts and retell a few key details. | This standard is not directly addressed in this edition of *English in Action* | |
| L/S1B.3b. Explain one to two reasons a speaker gives to support an argument or claim. | This standard is not directly addressed in this edition of *English in Action* | |
| L/S1B.3c. Identify the stated purpose or point of view of a speaker. | This standard is not directly addressed in this edition of *English in Action* | |
| ***C. Communicate information, ideas, and arguments with increasing fluency.*** | | |
| L/S1C.3a. Describe people, places, things, and events with relevant details, expressing ideas and feelings. | **SE:** 30, 59, 61, 73, 158, 211, 213 | |
| L/S1C.3b. Report on a topic, tell a story, or recount an experience with relevant facts and descriptive details. | **SE:** 61, 73, 158 | |
| L/S1C.3c. Produce short spoken text with, upon repetition, some accuracy, appropriate pauses, and expression. | **SE:** 2-4, 16, 18, 24, 34, 89, 174 | |
| L/S1C.3d. Speak clearly at an understandable pace, using appropriate eye contact. | **SE:** 15, 61, 81, 112, 119, 178 | |
| ***D. Participate effectively in interactions.*** | | |
| L/S1D.3a. Build and use knowledge to guide participation in common interactions *(e.g., understanding when one is getting a sales pitch, when it is appropriate to provide personal information).* | **SE:** 87, 124, 126, 131, 154, 164, 171 | |
| L/S1D.3b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. | **SE:** 65, 73, 93, 97, 111, 113, 131 | |
| L/S1D.3c. Ask questions to check understanding of information presented. | **SE:** 8, 25, 40, 58, 72, 87, 107, 115 | |
| L/S1D.3d. Follow agreed-upon rules for discussions *(e.g., not interrupting, listening carefully).* | **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.3a. Express ideas and develop them in an organized manner *(e.g., with a main idea, supporting details, and conclusion).* | **SE:** 73, 158 | |
| L/S2A.3b. Recount an event, using a simple logical structure *(e.g., chronology)*. | **SE:** 3, 73, 158, 170, 175 | |
| L/S2A.3c. Listen for and use common transition words and phrases to connect events, ideas, and opinions *(e.g., here/there, before/now, because).* | **SE:** 73, 158, 170, 188, 203 | |
| ***B. Attend to style and register.*** | | |
| L/S2B.3a. Show developing awareness of contexts that call for formal English and of situations where informal speech is appropriate. | This standard is not directly addressed in this edition of *English in Action* | |
| L/S2B.3b. Recognize and adapt language choices to the task and audience. | 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.3a. Using context, questioning, and knowledge of cognates, understand and use frequently occurring words, phrases, and expressions. | **SE:** 55, 86-87, 104-105, 111, 122-124, 140-141, 156-157 | |
| L/S3A.3b. Understand and use:   * some common academic and career-related words *(e.g., collaborate, feedback)* * commonly confused verbs *(e.g., look/watch/see, bring/take).* | **SE:** 54, 69, 141, 193, 209, 226-227 | |
| ***B. Use grammar knowledge to convey and comprehend spoken meaning.*** | | |
| L/S3B.3a. Understand and produce basic grammatical structures *(e.g., past and future verb tenses, basic prepositions, some conjunctions and contractions, and direct pronoun references).* | **SE:** 20-21, 46, 77, 105, 124, 140, 192, 210, 212, 215, 245 | |
| L/S3C.3b. Recognize syllables and be able to repeat multisyllabic words with stress on the correct syllable *(e.g., hamburger, family).* | **SE:** 54, 159, 194, 196 | |
| L/S3B.3c. Recognize and produce complete simple and compound sentences. | **SE:** 37, 89, 104, 130, 144, 178, 232 | |
| ***C. Use conventions of spoken English.*** | | |
| L/S3C.3a. Recognize and produce the schwa sound and voiced and unvoiced consonants. | This standard is not directly addressed in this edition of *English in Action* | |
| L/S3C.3b. Recognize syllables and be able to repeat multisyllabic words with stress on the correct syllable *(e.g., hamburger, family).* | **SE:** 54, 159, 194, 196 | |
| L/S3C.3c. Understand how words can be linked in fast/reduced speech *(e.g., gonna).* | This standard is not directly addressed in this edition of *English in Action* | |
| L/S3C.3d. Recognize and select the words that carry the stress within a sentence. | This standard is not directly addressed in this edition of *English in Action* | |
| L/S3C.3e. Understand and produce standard English intonation patterns and pauses in statements, questions, imperatives, and exclamations. | This standard is not directly addressed in this edition of *English in Action* | |
| L/S3C.3f. Phrase words into meaningful “chunks,” pausing between phrases. | 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.3a. Make predictions based on a speaker’s purpose, and previous experience and knowledge of the context, checking the accuracy of predictions as one listens. | This standard is not directly addressed in this edition of *English in Action* | |
| L/S4A.3b. Listen for key words to support comprehension *(e.g., in a job interview, words such as experience, references, strengths).* | **SE:** 8, 25, 40, 58, 72, 87, 107, 115 | |
| L/S4A.3c. Check understanding by asking clarifying questions *(e.g.,* *Eighteen* or *eighty*? *What does X mean?).* | This standard is not directly addressed in this edition of *English in Action* | |
| ***B. Use speaking and compensation strategies*** | | |
| L/S4B.3a. Request feedback on comprehensibility of speech *(e.g., Am I clear? Do you understand me?)*. | This standard is not directly addressed in this edition of *English in Action* | |
| L/S4B.3b. Use strategies to repair misunderstanding *(e.g., clarify by addressing confusion: I said “a” not “h”*). | This standard is not directly addressed in this edition of *English in Action* | |
| ***C. Use conversation strategies.*** | | |
| L/S4C.3a. Use experience and prior knowledge to aid comprehension and inform interaction *(e.g., waiting in line until called, responding to personal information questions).* | **SE:** 87, 124, 126, 131, 154, 164, 171 | |
| L/S4C.3b. Participate actively in conversation *(e.g., listening for entry points into discussion, turn-taking).* | **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/S5.3a. Gather and use information from varied provided audiovisual sources, including digital. | **SE:** 80, 116, 169, 238 | |
| L/S5.3b. Use media to access support *(e.g., call to virtual coaches, learning apps).* | **SE:** 135 | |
| L/S5.3c. Include multimedia components and visual displays *(e.g., diagrams, tables, graphics, audio)* in presentations when useful to enhance or strengthen one’s points. | **SE:** 80, 116, 169, 238 | |