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

**correlated to**

**Massachusetts English Proficiency Standards for Adult Education**

**Level 4**





| MA English Proficiency Standards for Adults Level 4 | Student Edition Page ReferencesEnglish in Action, Level 3 |
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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.4a. Read and comprehend a range of authentic or level-adapted multiparagraph informational texts, such as:* magazine articles, flyers, recipes
* simple forms, tables, graphs, diagrams, and maps *(e.g., work schedule, digital menus, nutrition labels, maps of the U.S., class Google form)*
* simple digital texts *(e.g.*, *shared course documents, social media, GPS)*
* multistep directions *(e.g., to change a password).*
 | **SE:** 12, 28, 30, 44, 60-61, 76, 92, 108, 124, 140, 156, 172, 186, 202, 218  |
| R1A.4b. Read and integrate a range of literary, informational, and persuasive texts *(e.g., blogs, editorials)* to build knowledge, consider multiple perspectives, develop informed opinions, and make decisions. | **SE:** 12, 28, 30, 44, 60-61, 76, 92, 108, 124, 140, 156, 172, 186, 202, 218  |
| ***B. Read fluently to access and interpret meaning.*** |
| R1B.4a. Identify one’s own purpose for reading a specific text *(e.g., to find a due date, to learn about a topic, to understand regulations, for enjoyment).* | **SE:** 12, 28, 30, 44, 60-61, 76, 92, 108, 124, 140, 156, 172, 186, 202, 218  |
| R1B.4b. Determine the main idea or theme of a text and explain how it is supported by specific details in text. | **SE:** 187 |
| R1B.4c. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from what the text implies. | **SE:** 28, 45, 60-61, 77, 92, 108, 125, 141, 156, 172, 186, 202, 219  |
| R1B.4d. Explain how a narrator’s point of view influences how events are described. | **SE:** 172 |
| R1B.4e. Compare and integrate information from two or more texts on the same topic in order to build subject knowledge. | **SE:** 48  |
| R1B.4f. Read aloud connected text composed primarily of simple and compound sentences with sufficient accuracy, and appropriate intonation and phrasing. | **SE:** 175, 189, 205  |
| R1B.4g. Describe the main character’s dilemma and summarize major events. | This standard is not directly addressed in this edition of *English in Action* |
| ***C. Analyze written arguments.*** |
| R1C.4a. Describe the reasons an author uses to support specific claims and explain why one agrees or disagrees. | **SE:** 61, 187  |
| R1C.4b. Recognize simple persuasive techniques *(e.g., implied claims in pictures, celebrity statements in ads).* | This standard is not directly addressed in this edition of *English in Action* |
| **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.4a. Use features of English text *(e.g., titled sections, connected narrative, lines of poetry, multiple columns)* to locate key information or navigate a text. | **SE:** 28, 48, 124, 156, 172, 186, 202, 218  |
| R2A.4b. Explain the development of events or ideas in a nonfiction text, including what happened and why, based on evidence in the text.  | **SE:** 46-47 |
| R2A.4c. Describe and use the overall structure *(e.g., chronology, comparison, cause/effect, problem/ solution)* to understand the relationship among events, ideas, concepts, or information in a text. | **SE:** 48, 76, 125, 172  |
| ***B. Recognize style and register.*** |
| R2B.4a. Identify the use of language to create an emotion or effect.  | This standard is not directly addressed in this edition of *English in Action* |
| R2B.4b. Explain the purpose of specific examples of an author’s use of imagery.  | 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.4a. Recognize high-frequency consonant digraphs *(e.g., sh-, th-),* blends *(e.g., bl-, gr-, sm-)* and silent consonants *(e.g., -lk, wr-, kn-).* | This standard is not directly addressed in this edition of *English in Action* |
| R3A.4b. Recognize common syllable patterns in two- and three syllable words *(e.g., short vowels, long vowels,* *r-controlled, diphthongs).*  | This standard is not directly addressed in this edition of *English in Action* |
| R3A.4c. Use understanding of English morphology (prefixes, roots, and suffixes) to identify meaning of new vocabulary.  | **SE:** 15, 21, 99-100, 105, 227-229  |
| R3A.4d. Recognize most irregular high-frequency words *(e.g., would, again).* | The opportunity to address this standard exists. For examples, see:**SE:** 12, 28, 30, 44, 60-61, 76, 92, 108, 124, 140, 156, 172, 186, 202, 218  |
| ***B. Comprehend and expand reading vocabulary.*** |
| R3B.4a. Acquire and accurately use general, common academic *(e.g., strategy, claim, result)* and domain-specific words and phrases in a subject-based text. | **SE:** 6, 22, 25, 42, 48, 153-154, 173, 184, 195  |
| R3B.4b. Interpret high-frequency idioms, expressions, phrasal verbs, and/or collocation*s (e.g., knock on wood, make the bed).* | **SE:**  22, 51, 73, 118, 182, 233 |
| R3B.4c. Develop vocabulary, including word families *(e.g., invest, investor, investment).* | **SE:** 27 |
| R3B.4d. Distinguish between literal and figurative language *(e.g*., *My job stinks).* | This standard is not directly addressed in this edition of *English in Action* |
| ***C. Use grammar knowledge to comprehend meaning.*** |
| R3C.4a. Understand the differences in meaning for the simple and continuous verb tenses and simple modals. | **SE:** 4, 20, 35, 37, 67-73, 115, 117-123, 148-149, 152, 163, 179, 210  |
| R3C.4b. Recognize and use intermediate function words: pronouns, prepositions, conjunctions, auxiliary verbs *(e.g., that, since, have, was).* | **SE:** 6, 148-149 |
| R3C.4c. Locate indirect pronoun referents.  | This standard is not directly addressed in this edition of *English in Action* |
| R3C.4d. Employ understanding of grammatical features *(e.g., passive voice)* commonly found in informational news articles. | This standard is not directly addressed in this edition of *English in Action* |
| ***D. Use understanding of English conventions to comprehend meaning.*** |
| R3D.4a. Use common punctuation cues to aid comprehension *(e.g., commas separating phrases/clauses; parentheses).* | **SE:** 47, 111, 205 |
| **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.4a. Preview key sections of the text *(e.g., advanced organizers, headings, author biography).* | This standard is not directly addressed in this edition of *English in Action* |
| R4A.4b. Make predictions or ask questions based on text type, headings, opening sentences, and/or prior knowledge of the topic or reading context. | **SE:** 166  |
| ***B. Use reading strategies.*** |
| R4B.4a. Focus on units or chunks of meaning rather than on individual words. | This standard is not directly addressed in this edition of *English in Action* |
| R4B.4b. Use context clues to derive meaning of words with multiple meanings. | **SE:** 93  |
| R4B.4c. Adjust reading rate depending on the purpose *(e.g., reading for detail vs. for general idea).* | This standard is not directly addressed in this edition of *English in Action* |
| R4B.4d. Make simple text markings *(e.g., noting personal reactions/questions)* to support text comprehension and analysis. | **SE:** 12, 83, 98, 219  |
| R4B.4e. Use text aids *(e.g., margin notes, illustrations, glossary, etc.)* to support comprehension. | This standard is not directly addressed in this edition of *English in Action* |
| ***C. Use post-reading strategies.*** |
| R4C.4a. Summarize to check comprehension of what the text states explicitly. | 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. |
| R5.4a. Interpret information presented visually, orally, or quantitatively *(e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages)* and explain how the information contributes to an understanding of the text. | The opportunity to address this standard exists. For examples, see:**SE:** 58, 74, 82, 90 |
| R5.4b. Identify, gather, and use information from multiple print or digital sources to locate an answer to a question or solve a problem. | **SE:** 28, 48, 60, 112, 124, 140  |
| R5.4c. Evaluate the reliability of media sources *(e.g., by checking the date, origin, and authenticity of sources).* | 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.4a. Write elaborated informational texts, such as:* paper or online forms *(e.g., medical history, employment application)*
* a short autobiographical narrative
* simple diagrams and maps *(e.g., a work process; a map to one’s home)*
* digital texts *(e.g.*, *shared class Google form; social media posts)*
* informational flyer about an event
* responses to short-answer question prompts
* multistep directions*.*
 | **SE:** 46-47, 78-79, 188-189  |
| W1A.4b. Write a range of narrative, expository, persuasive *(e.g., blogs, advocacy letters),* and literary textsto consider multiple perspectives, develop informed opinions, and begin expressing a writer’s voice. | **SE:** 14-15, 30-31, 62-63, 78-79, 95-96, 110-111, 126-127, 142-143, 158-159, 174-175, 204-205, 220-221  |
| W1A.4c. Carry out short shared research projects to answer a question by:* noting information from provided print and digital sources and personal experience
* categorizing and labeling collected information
* listing sources.
 | **SE:** 48, 63, 219  |
| ***B. Create meaning in increasingly complex texts.***  |
| W1B.4a. Determine a writing purpose—what the reader should know or do*.* | The opportunity to address this standard exists. For examples, see:**SE:** 14-15, 30-31, 46-47, 62-63, 95-96, 110-111, 126-127, 142-143, 158-159, 174-175, 204-205, 220-221  |
| W1B.4b. Write short narratives describing actions, thoughts, and feelings, or recounting a short sequence of events. | **SE:** 14-15 |
| W1B.4c. Explore a theme or central idea. | This standard is not directly addressed in this edition of *Stand Out.* |
| W1B.4d. Respond in writing to other texts, making connections among and distinctions between ideas or events. | This standard is not directly addressed in this edition of *Stand Out.* |
| ***C. Construct written arguments.*** |
| W1C.4a. Write short opinion pieces (paragraph length) on topics or texts. | This standard is not directly addressed in this edition of *Stand Out.* |
| W1C.4b. Express a clear point of view with reasons and evidence to support particular points. | **SE:** 111 |
| **Standard Two (Organization and Style) -** Employ text structure and style that clearly conveys development of ideas. |
| ***A. Organize writing.***  |
|  W2A.4a. Introduce a topic, and group the related information or details together; include illustrations when useful for aiding comprehension. | **SE:** 14-15, 30-31, 46-47, 62-63, 78-79, 95-96, 110-111, 126-127, 142-143, 158-159, 174-175, 188-189, 204-205, 220-221   |
| W2A.4b. Provide an introductory statement related to the information or explanation to be presented and a concluding statement that provides a sense of closure. | **SE:** 14-15, 46-47, 62-63, 78-79, 95-96, 110-111, 126-127, 142-143, 158-159, 174-175, 188-189, 204-205, 220-221   |
| W2A.4c. Link ideas within a paragraph and within categories of information using words and phrases *(e.g., another, for examples, also, because).* | **SE:** 126, 159  |
| W2A.4d. Consider goals for a particular text in order to make decisions about composing and organizing the text. | **SE:**  47, 95, 111 |
| ***B. Develop Ideas.***  |
| W2B.4a. Write informative/explanatory texts that examine a topic and convey ideas and information clearly. | **SE:** 14-15, 30-31, 62-63, 95-96, 110-111, 126-127, 142-143, 158-159, 174-175, 204-205   |
| W2B.4b. Develop a topic with facts, definitions, details, or other information and examples related to the topic. | **SE:** 14-15, 30-31, 46-47, 62-63, 95-96, 110-111, 126-127, 142-143, 158-159, 174-175, 204-205  |
| ***C. Use Appropriate style and register.*** |
| W2C.4a. Adapt language choices *(e.g., length of text, level of detail)* according to task and situation, so that readers remain engaged. | This standard is not directly addressed in this edition of *English in Action* |
| W2C.4b. Use common rhetorical devices to create an effect *(e.g., rhetorical question, simile)*. | This standard is not directly addressed in this edition of *English in Action* |
| W2C.4c. Adopt a style that expresses the message simply, clearly, and convincingly. | This standard is not directly addressed in this edition of *English in Action* |
| W2C.4d. Express an independent voice by conveying one’s own ideas. | The opportunity to address this standard exists. For examples, see:**SE:** 14-15, 30-31, 46-47, 62-63, 95-96, 110-111, 126-127, 142-143, 158-159, 174-175, 204-205 |
| **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.4a. Demonstrate some control over spelling conventions, word families, common spelling patterns *(e.g., vowel digraphs, dropping final* e *before -ed or -ing, -tion).* | **SE:** 235  |
| W3A.4b. Apply spelling patterns and rules to spell words with silent consonants *(e.g., walk, know, write)* and consonant digraphs *(e.g., phone, when, tough).* | **SE:** 235  |
| ***B. Use and expand written vocabulary.*** |
| W3B.4a. Use everyday, academic, and some specialized vocabulary to convey precision and detail in texts. | **SE:** 14-15, 30-31, 46-47, 62-63, 95-96, 110-111, 126-127, 142-143, 158-159, 174-175, 204-205, 220-221  |
| W3B.4b. Use expanded vocabulary that includes abstract nouns *(e.g. community, luck, diversity)* and some common idiomatic expressions *(e.g. take care of, count on).* | **SE:**  54-55 |
| W3B.4c. Correctly use frequently confused words *(e.g., to, too, two; there, their, they’re).* | This standard is not directly addressed in this edition of *English in Action* |
| W3B.4d. Use common phrasal verbs *(e.g., look for, go away, give in).* | **SE:** 182 |
| W3B.4e. Use common roots *(e.g., cycl, form, ped)* and affixes *(e.g., anti-, inter-, intra-, post-, -able, -less, -tion)* to construct multisyllabic words. | **SE:** 235  |
| ***C. Use grammar accurately to convey meaning.*** |
| W3C.4a. Construct, expand, and connect simple and compound declarative, interrogative, imperative, and exclamatory sentences, including irregular and some complex grammar structures, such as:* irregular past, present perfect
* abstract nouns *(e.g., childhood),* relative pronouns *(e.g., who, whose, which, that)*
* relative adverbs *(e.g., where, when, why)*
* prepositional phrases *(e.g., at home, with me, under the desk)*
* modals for ability *(e.g., can, could)* and suggestion *(e.g., should)*
* coordinating conjunctions to create compound sentences *(e.g., for, and, nor, but, or, yet, so—FANBOYS)*
* correlative conjunctions *(e.g., either/or, neither/nor).*
 | **SE:** 4, 15, 20, 25, 35, 37, 51, 53-55, 99, 101-102, 105  |
| ***D. Use conventions of standard English to convey meaning.*** |
| W3D.4a. Attend to capitalization, including in names of nationalities and organizations and titles of publications. | **SE:** 47, 46-47, 62-63  |
| W3D.4b. Recognize, name, and use punctuation, including:* commas and quotation marks in direct quotations and dialogue
* commas between independent and dependent clauses in complex sentences
* commas before a coordinating conjunction in a compound sentence
* commas to separate an introductory element from the rest of the sentence.
 | **SE:** 47, 111, 205 |
| W3D.4c. Use simple formatting conventions that enhance readability *(e.g., appropriate font, sufficient white space, graphics).* | **SE:** 14-15, 46-47  |
| **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.4a. Discuss information and ideas gleaned from a few provided sources. | **SE:** 14-15, 30-31, 220-221  |
| W4A.4b. Use a variety of devices to formulate ideas about a topic or consider new information and ideas, including graphic organizers *(e.g., flow chart, Venn diagram),* journals, freewriting, or outlines. | **SE:** 14-15, 30-31, 46-47, 62-63, 95-96, 110-111, 126-127, 142-143, 158-159, 174-175, 188-189, 204-205, 220-221  |
| ***B. Use writing strategies.*** |
| W4B.4a. Use models of varied text types *(e.g., stories, reports, instruction manuals)* to write a comparable text. | **SE:** 14-15, 30-31, 46-47, 62-63, 78-79, 95-96, 110-111, 126-127, 142-143, 158-159, 174-175, 204-205, 220-221  |
| W4B.4b. Loop back and look for gaps in written text. Build on what is there by adding relevant language. | **SE:** 47, 189 |
| ***C. Use revision and editing strategies.*** |
| W4C.4a. Read aloud to hear/check phrasing and word choice. | This standard is not directly addressed in this edition of *English in Action* |
| W4C.4b. With guidance and support from peers and others, strengthen writing as needed by planning and then responding to reader feedback.  | **SE:** 46-47, 78-79, 174-175, 220-221  |
| W4C.4c. Use tools and strategies such as guiding questions, revision checklists or outlines, or shared documents and comment features to support revision, addressing:* simple content revisions
* paragraph structure *(e.g., topic sentence, conclusion)*
* type and amount of detail and textual evidence required in a situation
* effective word choice *(e.g., synonyms, homonyms, comparatives, superlatives)*
* fragments and run-ons.
 | **SE:** 174-175, 220-221  |
| W4C.4d. Use spell-check and a grammar checker for immediate feedback on writing. | **SE:** 78-79  |
| **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. |
| W5.4a. With guidance and support, select and use relevant technology to produce and publish short texts *(e.g., typing in Word or PowerPoint).*  | This standard is not directly addressed in this edition of *English in Action* |
| W5.4b. Adapt writing strategies to take full advantage of technology features *(e.g., brevity for text messaging; integrating media into PowerPoint).* | This standard is not directly addressed in this edition of *English in Action* |
| W5.4c. Locate and integrate illustrations and multimedia *(e.g. simple charts, pie charts, graphs, tables)* when useful for aiding comprehension. | 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.4a. Carry out listening tasks that require the listener to interpret short connected statements and questions on somewhat familiar topics when spoken at a moderate rate, such as:* explanations of a situation or problem
* short online interviews or demonstrations
* public broadcast announcements *(e.g., an airport announcement)*
* an extended sequence of events or two- or three-step instructions*.*
 | **SE:** 2, 11, 19, 21, 26, 38, 42, 57, 64  |
| L/S1A.4b. Carry out speaking tasks that require presentation of information, explanation, or persuasion in somewhat familiar contexts, such as:* making clear and relevant suggestions *(e.g., about a work issue or community problem)*
* explaining reasoning for a decision to others
* elaborating on work experience in a job interview
* advocating for one’s needs with decision-makers
* paraphrasing researched information in a short oral report.
 | **SE:** 64, 96, 110-111, 174-175, 188-189, 204-205, 220-221  |
| L/S1A.4c. Engage effectively in a range of collaborative discussions with diverse partners (one-on-one, in groups, and teacher-led). | **SE:** 70, 75, 80, 85, 87, 96, 105, 120  |
| ***B. Comprehend and analyze meaning of information, ideas and arguments.*** |
| L/S1B.4a. Summarize the central idea or theme in a short spoken text and the key details or points expressed. | This standard is not directly addressed in this edition of *English in Action* |
| L/S1B.4b. Distinguish between inferences and knowledge based on factual evidence. | This standard is not directly addressed in this edition of *English in Action* |
| L/S1B.4c. Ask questions that probe a speaker’s reasoning and claims. | **SE:** 37, 39, 41, 56, 59, 68, 69  |
| L/S1B.4d. Cite evidence to support an analysis. | This standard is not directly addressed in this edition of *English in Action* |
| L/S1B.4e. Identify how a speaker’s point of view influences how events are described, and distinguish one’s own point of view from that 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.4a. Convey information or ideas with elaboration beyond the minimum *(e.g., I want to learn English so I can**. . . , I’m sneezing because I’m allergic to . . . ).* | **SE:** 53, 96, 154, 162, 219  |
| L/S1C.4b. Report on a topic or text, or construct a claim, providing logically ordered reasons or facts that effectively support the claim. | **SE:** 64, 96, 110-111, 174-175, 188-189, 204-205, 220-221  |
| L/S1C.4c. Produce spoken text with growing accuracy and appropriate pacing. | **SE:** 53, 64, 96, 111, 178, 194, 195, 222  |
| L/S1C.4d. Employ common placeholders *(e.g., um, uh-huh, let’s see)* in informal conversation. | This standard is not directly addressed in this edition of *English in Action* |
| ***D. Participate effectively in interactions.*** |
| L/S1D.4a. Build and use knowledge to guide participation in interactions in diverse contexts *(e.g., distinguishing real invitations from formalities, appropriate use of compliments, appropriate use of humor).* | **SE:** 57, 75, 80, 85, 117, 176, 215  |
| L/S1D.4b. Build on others’ ideas and express own ideas clearly and persuasively. | **SE:** 75, 80, 84, 105, 120, 121, 176  |
| L/S1D.4c. Ask and answer questions about information presented, offering some appropriate elaboration and detail. | **SE:** 37, 39, 41, 56, 59, 68, 69  |
| L/S1D.4d. Follow agreed-upon rules for discussions *(e.g., gaining the floor in respectful ways, sharing the floor).* | **SE:** 197  |
| L/S1D.4e. Politely avoid conversation or decline to answer or participate. | This standard is not directly addressed in this edition of *English in Action* |
| **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.4a. Produce a short spoken text in which the content and organization are appropriate *(e.g., in length, level of detail, content)* to the task, purpose, and needs of the listener(s). | **SE:** 53, 64, 96, 111, 178, 194, 195, 222  |
| L/S2A.4b. Recount an event or explain an idea, using a logical rhetorical structure *(e.g., chronological order, problem/solution).* | **SE:** 194  |
| L/S2A.4c. Listen for and use transition words *(e.g., in addition, instead, eventually)* to organize and follow presentations. | **SE:** 195  |
| ***B. Attend to style and register.*** |
| L/S2B.4a. Demonstrate awareness of the way register and tone affect meaning. | This standard is not directly addressed in this edition of *English in Action* |
| L/S2B.4b. Recognize and adapt language choices and style according to the purpose, task, and audience. | This standard is not directly addressed in this edition of *English in Action* |
| L/S2B.4c. Choose language to create an effect or emotion. | 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.4a. Using context and a developing knowledge of English morphology, understand and use common academic *(e.g., conclusion, strategy)* and content-specific *(e.g., inventory, endangered species)* words and phrases. | **SE:** 13, 93  |
| L/S3A.4b. Understand and use:* descriptive words, phrasal verbs, and collocations *(e.g., get ready, sit down, make a mistake)*
* common idiomatic expressions *(e.g., ASAP, sounds good, no worries).*
 | **SE:** 6-7, 22, 25, 42, 48, 153-154, 173, 184, 195  |
| L/S3A.4c. Recognize and avoid common false cognates *(e.g., actual, embarrassed).* | This standard is not directly addressed in this edition of *English in Action* |
| ***B. Use grammar knowledge to convey and comprehend spoken meaning.*** |
| L/S3B.4a. Understand and produce a growing set of grammatical structures *(e.g., comparative and superlative, correct pronoun case, simple and continuous verb tenses, most prepositions, simple conjunctions, tag questions, and simple modal forms).* | **SE:** 4, 15, 20, 25, 35, 37, 51, 53-55, 99, 101-102, 105  |
| L/S3B.4b. Recognize and use simple phrases and clauses. | **SE:** 28, 153, 184, 195, 206 |
| L/S3B.4c. Recognize, produce, and expand simple, compound, and a few complex sentences. | **SE:** 7, 70, 88, 116, 133, 148, 178, 194  |
| ***C. Use conventions of spoken English.*** |
| L/S3C.4a. Recognize where difficulty distinguishing English sounds *(e.g., r/l, v/w)* is interfering with comprehension *(e.g., identify problem sounds and the words that have them).*  | **SE:** 21, 116 |
| L/S3C.4b. Stress the appropriate syllable in common multisyllabic words *(e.g., tomorrow, probably).* | **SE:** 52, 83  |
| L/S3C.4c. Recognize changes in meaning that result from a shift in word stress *(e.g., White House vs. white house or blackbird vs. black bird)*.  | This standard is not directly addressed in this edition of *English in Action* |
| L/S3C.4d. Recognize and use stress and intonation to express ideas and feelings.  | **SE:**  7, 70, 178, 214 |
| **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.4a. Focus on units or chunks of meaning rather than on individual words. | This standard is not directly addressed in this edition of *English in Action* |
| L/S4A.4b. Set a listening purpose to focus one’s listening. | This standard is not directly addressed in this edition of *English in Action* |
| L/S4A.4c. Seek additional information to check understanding *(e.g., ask What did you say? or write what is heard and check the meaning later).* | This standard is not directly addressed in this edition of *English in Action* |
| ***B. Use speaking and compensation strategies*** |
| L/S4B.4a. Set a speaking purpose to focus one’s speaking. | This standard is not directly addressed in this edition of *English in Action* |
| L/S4B.4b. Record, listen to oneself, and practice pronunciation of problematic sounds and words.  | This standard is not directly addressed in this edition of *English in Action* |
| ***C. Use conversation strategies.*** |
| L/S4C.4a. Use prior knowledge about the purpose of an interaction and the speakers to aid comprehension and inform interaction *(e.g., anticipate and use common formulaic expressions in a given setting).* | **SE:** 119, 120, 123, 157, 165, 181, 196  |
| L/S4C.4b. Participate in collaborative conversations *(e.g., gaining the floor in respectful ways, asking follow-up questions).* | **SE:** 70, 75, 80, 85, 87, 96, 105, 120  |
| L/S4C.4c. Recognize differing communication norms among cultures *(e.g., personal space, eye contact).* | **SE:** 3, 157, 160 |
| **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/S5.4a. Gather and summarize information from a variety of audiovisual sources presented in varied formats *(e.g., visual displays, graphs, oral reports).* | The opportunity to address this standard exists. For examples, see:**SE:** 28, 60, 124, 140  |
| L/S5.4b. Use media to collaborate with others *(e.g., virtual meetings, messages to project team, image-sharing).* | This standard is not directly addressed in this edition of *English in Action* |
| L/S5.4c. Integrate multimedia and visual displays *(e.g., tables, PowerPoint)* into presentations to clarify information, strengthen claims and evidence, and add interest. | **SE:** 64, 111  |
| L/S5.4d. Evaluate the reliability of media sources *(e.g., by checking the date and authenticity of sources).* | This standard is not directly addressed in this edition of *English in Action* |
| L/S5.4e. Acknowledge media sources in presentations. | This standard is not directly addressed in this edition of *English in Action* |