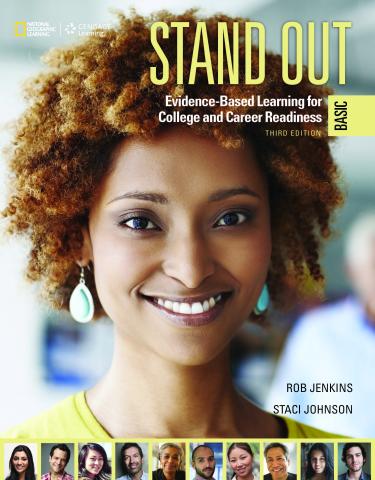
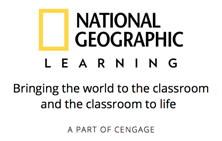
**Stand Out, Basic**

**correlated to**

**Massachusetts English Proficiency Standards for Adult Education**

**Level 1**





| MA English Proficiency Standards for Adults, Level 1 | Student Edition Page References  Stand Out Basic Level |
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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:** 17, 23, 25, 115, 121, 126, 127, 174, 180, 193 | |
| 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:** 8, 17, 90, 107, 151, 159, 166, 207 | |
| ***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).* | **SE:** 35, 59, 83, 107, 121, 128, 174, 193 | |
| 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)*. | The opportunity to address this standard exists. For examples, see:  **SE:** 47, 51, 68, 98, 118, 147, 176 | |
| R1B.1c. Recognize subject pronouns and key words to comprehend the basic idea in a simple sentence. | **SE:** 16, 21, 22, 39 | |
| R1B.1d. Recognize and name upper- and lowercase letters and cardinal numbers. | **SE:** 5, 6, 10, 26 | |
| R1B.1e. Read aloud familiar words or simple self-generated sentences, as modeled. | **SE:** 5, 6, 10, 41, 50, 69, 93, 151 | |
| ***C. Analyze written arguments.*** | | |
| R1C.1a. Distinguish between fact and opinion in text. | This standard is not directly addressed in this edition *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.1a. Use a few basic features of English text *(e.g., bold, underline)* to locate key information. | **SE:** 119, 209 | |
| **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. | This standard is not directly addressed in this edition *Stand Out.* | |
| 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 *Stand Out.* | |
| 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, 10 | |
| 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 *Stand Out.* | |
| ***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:** 17, 19, 21, 25, 27, 45, 49, 65, 92 | |
| ***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:** 21, 25, 66, 69, 73, 75, 124, 125, 148, 172 | |
| R3C.1b. Understand that word order affects meaning *(the girl likes apples vs. apples like the girl).* | This standard is not directly addressed in this edition *Stand Out.* | |
| ***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 *Stand Out.* | |
| R3D.1b. Recognize the distinguishing features of a sentence *(e.g., first word, capitalization, ending punctuation).* | This standard is not directly addressed in this edition *Stand Out.* | |
| **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:** 18, 34, 38, 58, 82, 106, 134, 158, 162, 182, 192, 206 | |
| 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:** 18, 21, 34, 38, 58, 82, 106, 134, 158, 162, 182, 192, 206 | |
| ***B. Use reading strategies.*** | | |
| R4B.1a. Ask simple questions to guide reading *(e.g., Where is the price?).* | **SE:** 159, 166, 167 | |
| R4B.1b. Reread to clarify meaning. | This standard is not directly addressed in this edition *Stand Out.* | |
| R4B.1c. Use context to confirm or self-correct word recognition and comprehension. | This standard is not directly addressed in this edition *Stand Out.* | |
| ***C. Use post-reading strategies.*** | | |
| R4C.1a. Reread to check comprehension. | This standard is not directly addressed in this edition *Stand Out.* | |
| R4C.1b. Retell the main idea of a text. | This standard is not directly addressed in this edition *Stand Out.* | |
| **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:** 34-35, 38, 58-59, 62, 65, 82-83, 106-107, 134-135, 158-159, 182-183, 192 | |
| **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:** 5, 7, 8, 16, 19, 23, 25, 27 | |
| 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:** 43, 47, 55, 68, 90, 98, 107, 159, 167, 188 | |
| W1A.1c. Contribute to a class-generated text, drawing on L1 and oral contributions as needed. | **SE:** 33, 57, 81, 105, 133, 157, 181, 205 | |
| ***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:** 64, 83, 94, 97, 100, 119, 128 | |
| W1B.1b. Sequence words and/or pictures to convey ideas. | **SE:** 127, 128, 194 | |
| W1B.1c. Copy a simple sentence based on a model by writing, or typing letters on a keyboard. | **SE:** 22, 24, 46 | |
| ***C. Construct written arguments.*** | | |
| W1C.1a. With support and a stem or model, write a sentence expressing a like or dislike. | **SE:** 74-75, 76, 166 | |
| **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:** 19, 32, 66, 88, 170 | |
| W2A.1b. Provide an opening that introduces the subject *(e.g., The man, Maria)*. | **SE:** 40, 79, 86, 163 | |
| W2A.1c. With support and a stem or model, connect two words or phrases with a linking word *(e.g., and, or).* | **SE:** 159 | |
| ***B. Develop Ideas.*** | | |
| W2B.1a. Order pictures and/or words to create a simple story. | **SE:** 107, 135 | |
| **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:** 5, 6, 7, 8, 10 | |
| W3A.1b. With support, copy simple, phonetically regular words *(e.g., man, sit).* | **SE:** 15, 19, 21, 32, 46 | |
| W3A.1c. With support, copy or spell some simple sight words correctly *(e.g., who, goes, people)*. | **SE:** 31, 45, 63, 109, 120 | |
| ***B. Use and expand written vocabulary.*** | | |
| W3B.1a. Use familiar and personally relevant vocabulary related to immediate needs *(e.g., personal information).* | **SE:** 3, 10, 16, 20 | |
| ***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:** 14-16, 19, 39, 52, 69-70, 73, 75, 79, 88, 94, 124, 125, 143, 146, 148-149, 175 | |
| ***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”. | This standard is not directly addressed in this edition *Stand Out.* | |
| 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:** 23, 24, 30, 31, 188 | |
| W3D.1c. Copying from a model, orient text correctly on the page or when filling out simplified forms. | **SE:** 66, 188 | |
| W3D.1d. Practice writing on lined paper or in digital media using correct page orientation. | **SE:** 73, 80, 188 | |
| **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:** 25, 31, 33, 57, 81, 105, 133, 181, 188, 205 | |
| W4A.1b. Brainstorm words or dictate ideas to a scribe. | **SE:** 134, 183 | |
| ***B. Use writing strategies.*** | | |
| W4B.1b. Draw on L1 as needed to get words down on paper. | **SE:** 33, 57, 66, 81, 105, 133, 164, 181, 205 | |
| W4B.1c. Consult with peers or a teacher for word choice. | **SE:** 33, 57, 81, 91, 105, 128, 133, 164, 181, 186, 205 | |
| ***C. Use revision and editing strategies.*** | | |
| W4C.1a. With support, check copied writing against a model *(e.g., for legibility, orientation on page).* | This standard is not directly addressed in this edition *Stand Out.* | |
| W4C.1b. Make changes with guidance and support. | This standard is not directly addressed in this edition *Stand Out.* | |
| **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:** 33, 57, 81, 91, 105, 133, 181, 188, 205 | |
| 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. | **SE:** 33, 57, 81, 105, 133, 181, 194, 205 | |
| **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, 4, 6, 8, 14, 17, 19, 23, 28, 38, 49 | |
| 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:** 4, 8, 14, 16, 19, 25, 28, 31, 49, 119 | |
| 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:** 8, 14, 25, 49, 65, 90, 94, 116, 119 | |
| ***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, 4, 14, 25, 28, 31, 49, 70, 90 | |
| L/S1B.1b. Follow nonverbal cues *(e.g., pause, quizzical expression)* and rising intonation to determine when a response is expected. | **SE:** 14, 40, 41, 47 | |
| 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)*. | The opportunity to address this standard exists. For examples, see:  **SE:** 33, 57, 81, 105, 133, 157, 181, 205 | |
| ***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:** 8, 14, 17, 25, 49, 65, 90, 94, 116, 119 | |
| L/S1C.1b. Express a simple preference or opinion *(e.g., I like/don’t like).* | **SE:** 74-75, 76 | |
| L/S1C.1c. Produce spoken words and simple sentences based on modeled speech. | **SE:** 41, 50, 69, 74, 93, 127, 141, 151, 163, 186, 190 | |
| L/S1C.1d. Speak audibly and intelligibly, using gestures to help convey ideas, feelings, and information. | **SE:** 33, 57, 81, 105, 133, 157, 181, 205 | |
| **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:** 17, 19, 25, 28, 49, 65, 90, 97, 116, 119, 143 | |
| ***B. Attend to style and register.*** | | |
| L/S2B.1a. Notice uses of formal and informal language in common situations. | The opportunity to address this standard exists. For examples, see:  **SE:** 33, 57, 81, 105, 133, 157, 181, 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 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:** 4, 8, 14, 16, 19, 25, 28, 31, 49, 119 | |
| L/S3A.1b. Understand and use question openers *(e.g., Do, Where).* | **SE:** 14, 17, 18, 25, 28, 31, 49, 51, 69 | |
| L/S3A.1c. Recognize:   * individual letters * numbers up to 20 * basic vocabulary related to personal information * memorized words * phrases in various combinations. | **SE:** 5, 6, 7, 8, 10, 40, 121, 211 | |
| ***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:** 10, 21-22, 25, 66, 69-70, 94, 97, 125, 172 | |
| L/S3B.1b. Distinguish between positive and negative statements and between statements and questions. | **SE:** 148-149, 175 | |
| L/S3B.1c. Distinguish between yes/no and information questions. | **SE:** 99, 116, 166-167 | |
| L/S3B.1d. Construct and respond to syntactically simple sentences (basic subject-predicate statements and questions) using learned phrases. | **SE:** 19, 21, 32, 90, 97, 164, 167, 175, 189, 190, 193 | |
| ***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 *Stand Out.* | |
| L/S3C.1b. Recognize the role of particular sounds *(e.g., the plural* -s*)* in changing the meaning of words. | **SE:** 69, 78, 80, 94, 96, 204 | |
| L/S3C.1c. Recognize and produce the stress and intonation of familiar multisyllabic words *(e.g., Monday, December),* as modeled. | This standard is not directly addressed in this edition *Stand Out.* | |
| L/S3C.1d. Recognize and use appropriate English intonation patterns *(e.g. rising intonation in yes/no questions),* as modeled. | **SE:** 14, 40, 41, 47 | |
| **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. | **SE:** 14, 40, 41, 47 | |
| 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 *Stand Out.* | |
| ***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 *Stand Out.* | |
| ***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:** 14, 16, 18, 25, 48, 51, 62, 69, 76, 90 | |
| L/S4C.1b. With support, participate in simple exchanges by taking turns speaking and listening. | **SE:** 158, 166 | |
| **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:** 52 | |
| L/S5.1b. With support, use provided media to extend practice of oral English *(e.g., recorded pronunciation practice)*. | **SE:** 50, 69, 74, 93, 127, 141, 151, 163, 186, 190 | |