***Stand Out*, Level 5**

**correlated to**

**Massachusetts English Proficiency Standards for Adult Education**

**Level 5**





| MA English Proficiency Standards for Adults Level 5 | Student Edition Page References*Stand Out* Level 5 |
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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.5a. Read and comprehend a range of complex informational texts, such as:* health brochures, voter guides, candidate positions
* forms, tables, graphs, diagrams, and maps *(e.g., work flow chart, food pyramid, job applications, road maps)*
* digital texts *(e.g., online course discussion boards, work apps)*
* lengthy multistep directions.
 | **SE:** 72-73, 104, 130-132, 158, 176-180, 188, 192   |
| R1A.5b. Read and synthesize a range of literary, informational/expository *(e.g., biography, news articles, interviews)* and persuasive *(e.g., campaign platforms, political cartoons)* texts to build knowledge, weigh arguments, and come to conclusions.  | **SE:** 48-49, 51-53, 185-187, 203, 205, 208-210, 212  |
| R1A.5c. Carry out short individual research projects to answer a question, drawing on multiple sources. | **SE:** 35, 61, 152, 155, 195   |
| ***B. Read fluently to access and interpret meaning.*** |
| R1B.5a. Considering one’s purpose for reading, identify useful reading strategies *(e.g., scanning for a specific fact, skimming for general gist).* | The opportunity to address this standard exists. For examples, see:**SE:** 36-37, 62-63, 88-89, 114-115, 144-145, 170-171, 196-197, 222-223  |
| R1B.5b. Determine the central theme and subthemes of a text, and the supporting details for each. | **SE:** 17-18, 50-51   |
| R1B.5c. Cite accurately several pieces of textual evidence to support analysis of what the text says explicitly and inferences drawn from what the text implies. | **SE:** 9, 36-37, 40-41, 63, 89   |
| R1B.5d. Identify aspects of a text that reveal an author’s point of view or purpose *(e.g., biased language, inclusion or avoidance of particular facts).* | **SE:** 45 |
| R1B.5e. Analyze a case in which multiple texts provide different points of view or conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | This standard is not directly addressed in this edition of *Stand Out*. |
| R1B.5f. Read aloud connected text composed of simple, compound, and short complex sentences with accuracy, and appropriate expression and pacing. | The opportunity to address this standard exists. For examples, see:**SE:** 37, 63, 89, 115, 145, 171, 197, 223  |
| ***C. Analyze written arguments.*** |
| R1C.5a. Evaluate the credibility of information and claims *(e.g., misleading statements, as in “4 out of 5 dentists recommend”).* | This standard is not directly addressed in this edition of *Stand Out.* |
| R1C.5b. Analyze the reasoning in persuasive texts, and determine whether the evidence is accurate and sufficient to support the claims. | **SE:** 162, 171, 215   |
| **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.5a. Use features of English text *(e.g., icons, electronic menus, tables of contents, indexes)* to locate key information or navigate a text. | This standard is not directly addressed in this edition of *Stand Out.* |
| R2A.5b. Describe the relationship between a series of events, ideas, or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | **SE:** 176-177, 192   |
| R2A.5c. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | This standard is not directly addressed in this edition of *Stand Out.* |
| R2A.5d. Analyze how a text makes connections and distinctions among individuals, ideas, or events *(e.g., through comparisons, analogies, or categories).* | **SE:** 89, 115   |
| ***B. Recognize style and register.*** |
| R2B.5a. Analyze the impact of specific word choice on meaning and tone. | **SE:** 221   |
| R2B.5b. Identify and explain the effects of common literary techniques used within a text *(e.g., metaphor, analogy, repetition).* | This standard is not directly addressed in this edition of *Stand Out.* |
| **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.5a. Use common Greek or Latin affixes and roots *(e.g., anti-, cardio-; act, form; -cracy, -logy)* as clues to the meaning of a word *(e.g., audience*, *auditory*, *audible)*. | **SE:** 93, 122 |
| R3A.5b. Recognize syllable patterns/types *(e.g., closed syllable, open syllable,* r*-controlled, -Cle, VCe, vowel digraphs/diphthongs).*  | This standard is not directly addressed in this edition of *Stand Out*. |
| ***B. Comprehend and expand reading vocabulary.*** |
| R3B.5a. Acquire and accurately use general, academic *(e.g., approach, overview, focus)* and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being. | **SE:** 7, 14-15, 40-41, 66-67, 92-93, 122-123, 148-149, 174-175, 200-201  |
| R3B.5b. Develop vocabulary, including transition words, homographs *(e.g., fine, object, tear)*, and some common idiomatic expressions or collocations *(e.g., running late, face the consequences).* | **SE:** 40, 216   |
| R3B.5c. Interpret the meaning of words and phrases as they are used in a text, including figurative language, metaphors, and similes. | **SE:** 40   |
| R3B.5d. Determine the meaning of words and phrases that signal contrast, addition, and other logical relationships *(e.g.,* *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition).* | **SE:** 216, 232   |
| ***C. Use grammar knowledge to comprehend meaning.*** |
| R3C.5a. Understand the differences in meaning for the continuous and perfect verb tenses and forms, and modals. | **SE:** 30, 47   |
| R3C.5b. Employ understanding of grammatical features *(e.g., nominalizations)* and sentence frames *(e.g.,* *This is significant because . . . )* found in academic text. | **SE:** 135, 231   |
| ***D. Use understanding of English conventions to comprehend meaning.*** |
| R3D.5a. Use a range of punctuation cues to aid comprehension *(e.g., semicolons, colons).* | **SE:** 30, 47, 135, 163   |
| **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.5a. Preview key sections of the text *(e.g., heading(s), first sentences of paragraphs),* and chapter review questions in academic texts. | **SE:** 185   |
| R4A.5b. Make predictions or ask questions based on text type, literary genre, and/or prior knowledge of the topic or reading context. | **SE:** 36, 48, 62, 88, 106, 114, 144, 170, 185, 196, 222  |
| ***B. Use reading strategies.*** |
| R4B.5a. Identify and search for key words. | The opportunity to address this standard exists. For examples, see:**SE:** 16, 35 |
| R4B.5b. Use context *(e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence)* as a clue to meaning. | **SE:** 41, 200   |
| R4B.5c. Ask and answer questions about the text *(e.g., turning subheads into questions).*  | **SE:** 9, 37, 63, 72, 89, 126, 158, 171, 207   |
| R4B.5d. Mark text and/or make notes to support recall or highlight key points and evidence. | **SE:** 17, 21, 35, 41, 46, 51, 53, 63, 89, 97, 153   |
| R4B.5e. Skim to determine relevance of text to one’s interests and questions. | This standard is not directly addressed in this edition of *Stand Out*. |
| ***C. Use post-reading strategies.*** |
| R4C.5a. Paraphrase to check comprehension of what the text states explicitly and implicitly. | **SE:** 56, 98, 99, 145, 176, 187, 197   |
| **Standard Five (Use of Diverse Media) -** Evaluate and use diverse media, including the Internet, to gather, interpret, and synthesize information. |
| R5.5a. Integrate information presented in different media or formats *(e.g., in flowcharts, graphs, diagrams, photographs, videos, web pages, or maps)* to develop a coherent understanding of a topic or issue.  | **SE:** 20, 25, 129, 130-131   |
| R5.5b. Gather and summarize information from varied media sources (including digital) and in varied formats (including visual and quantitative). | **SE:** 50, 56, 73, 98, 99, 145, 176, 187, 197, 205   |
| R5.5c. Evaluate the reliability of sources *(e.g.,* *by screening for generalizations and appeals to emotion).* | 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.5a. Write texts that require summarizing information and making a point with evidence, such as:* letter or online form disputing a parking ticket
* workplace self-assessment
* response to essay-question prompts
* digital texts *(e.g., online course discussion boards)*
* academic essay describing historical or current events.
 | **SE:** 50, 53, 56, 73, 85, 98, 187   |
| W1A.5b. Write a broad range of narrative, expository, persuasive, and literarytexts to weigh arguments, build knowledge, and summarize learning.  | **SE:** 10, 11, 24, 50, 53, 56, 73, 85, 98, 99, 151, 158, 171, 184, 190, 216   |
| W1A.5c. Carry out short individual or shared research projects to answer a question by:* noting information from print and digital sources
* developing a hypothesis
* summarizing data and paraphrasing key information
* citing sources.
 | **SE:** 35, 61, 152, 155, 195 |
| ***B. Create meaning in increasingly complex texts.***  |
| W1B.5a. Identify how purpose and audience will affect content and organization. | **SE:** 45, 190   |
| W1B.5b. Explore a point of view, considering other perspectives. | **SE:** 171, 190   |
| W1B.5c. Respond in writing to various texts, expressing agreement or disagreement, posing questions, or elaborating.  | This standard is not directly addressed in this edition of *Stand Out*. |
| W1B.5d. Choose appropriate words and phrases (including those with figurative, connotative, and technical meanings) to support the writing purpose. | **SE:** 221   |
| ***C. Construct written arguments.*** |
| W1C.5a. Write arguments to support claims with clear, logically ordered reasons and evidence from literary or informational texts. | **SE:** 164, 167, 171, 216, 221   |
| W1C.5b. Cite sources appropriately, using a specified style. | This standard is not directly addressed in this edition of *Stand Out*. |
| **Standard Two (Organization and Style) -** Employ text structure and style that clearly conveys development of ideas. |
| **SE:** 10, 11, 24, 50, 53, 56, 73, 85, 98, 99, 151, 158, 171, 184, 190, 216 **SE:** 10, 50, 53, 56, 73, 85, 99, 171 |
| W2A.5a. Introduce a topic clearly and group the related information into paragraphs and sections; include formatting *(e.g., headings)*, illustrations, and multimedia when useful for aiding comprehension. | The opportunity to address this standard exists. For examples, see:**SE:** 11, 50, 53, 56, 73, 171, 184, 190, 216   |
| W2A.5b. Provide an introductory statement (in a paragraph) or a short section (in a paper) that signals the information or explanation to be presented.  | The opportunity to address this standard exists. For examples, see:**SE:** 11, 50, 53, 56, 73, 171, 184, 190, 216   |
| W2A.5c. Provide a concluding statement (in a paragraph) or short section (in a paper) that follows from and supports the information or explanation previously presented | The opportunity to address this standard exists. For examples, see:**SE:** 11, 50, 53, 56, 73, 171, 184, 190, 216   |
| W2A.5d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts in a text. | **SE:** 216   |
| ***B. Develop Ideas.***  |
| W2B.5a. Write informative/explanatory texts that examine a topic and convey ideas, concepts, and information with a clear organization that highlights and connects key ideas. | **SE:** 126, 190, 207 |
| W2B.5b. Develop a topic with relevant facts, concrete details, quotations, or examples to elaborate points. | **SE:** 126, 190   |
| ***C. Use Appropriate style and register.*** |
| W2C.5a. Adapt language choices appropriate to the context (pragmatics), including cultural expectations and the relationship between writer and reader(s). | The opportunity to address this standard exists. For Examples, see:**SE:** 11, 50, 53, 56, 73, 171, 184, 190, 216  |
| W2C.5b. Use a variety of rhetorical devices to create an effect *(e.g., analogy, figurative language)*. | This standard is not directly addressed in this edition of *Stand Out*. |
| W2C.5c. Adopt a style that keeps the reader engaged and interested.  | The opportunity to address this standard exists. For Examples, see:**SE:** 11, 50, 53, 56, 73, 171, 184, 190, 216  |
| W2C.5d. Establish and maintain a consistent voice throughout a text. | The opportunity to address this standard exists. For Examples, see:**SE:** 11, 50, 53, 56, 73, 171, 184, 190, 216   |
| W2C.5e. Choose language that expresses ideas concisely, eliminating wordiness and redundancy. | The opportunity to address this standard exists. For examples, see:**SE:** 11, 50, 53, 56, 73, 171, 184, 190, 216  |
| **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.5a. Apply conventional spelling rulesandunderstand inflections to spell accurately. | **SE:** 93   |
| W3A.5b. Use specialized, discipline‐specific acronyms *(e.g., CNA, ESL, CDL, LPN).* | This standard is not directly addressed in this edition of *Stand Out*. |
| W3A.5c. Apply knowledge of simple homographs *(e.g., tire, present, bark* | This standard is not directly addressed in this edition of *Stand Out*. |
| ***B. Use and expand written vocabulary.*** |
| W3B.5a. Use general academic vocabulary *(e.g., conclusion, hypothesis, strategy)* and domain‐specific words and phrases common to an area of interest or field of study *(e.g., batting average, age-appropriate, global warming).* | **SE:** 14-15, 40-41, 66-67, 92-93, 122-123, 148-149, 174-175, 200-201   |
| W3B.5b. Demonstrate varied and effective word choice, including some figurative language *(e.g. house vs. home; rings a bell).* | This standard is not directly addressed in this edition of *Stand Out*. |
| W3B.5c. Use precise language *(e.g., smell vs. scent, I should go vs. I have to go)* and academic vocabulary *(e.g., articulate vs. explain).* | This standard is not directly addressed in this edition of *Stand Out*. |
| W3B.5d. Distinguish between the literal and nonliteral meanings of words and phrases in context *(e.g., take steps)* and use them appropriately in writing*.* | This standard is not directly addressed in this edition of *Stand Out*. |
| W3B.5e. Use prefixes and suffixes to build words that express abstract concepts *(e.g., micro-, trans-, -ness, -cracy, -ism).* | **SE:** 93, 122   |
| ***C. Use grammar accurately to convey meaning.*** |
| W3C.5a. Construct text of coherently linked simple, compound, and complex sentences that include more complex grammar structures, such as:* pronouns in the proper case (subjective, objective, possessive) *(e.g., I/me/mine, we/us/ our[s], she/her/her[s])*
* verb tenses to convey times, sequences, states, and conditions
* modals to convey various conditions
* adjective order within sentences according to conventional patterns *(e.g., a small red bag, not a red small bag)*
* subordinating conjunctions, conjunctive adverbs, and other transition words to create complex sentences *(e.g., while, after, however)*
* a variety of dependent clauses.
 | **SE:** 23, 30, 33, 47, 95-96, 135, 189-190   |
| ***D. Use conventions of standard English to convey meaning.*** |
| W3D.5a. Attend to punctuation and capitalization, including in written dialogue. | **SE:** 30, 47, 135, 163  |
| W3D.5b. Recognize, name, and use punctuation, including:* commas, parentheses, or dashes to set off parenthetical elements
* ellipses to indicate omission
* underlining, quotation marks, or italics to indicate titles of works.
 | **SE:** 30, 47, 135, 163   |
| W3D.5c. Demonstrate control over a range of formatting conventions that enhance readability *(e.g., margins, word wrapping, tables, illustrations).* | **SE:** 73   |
| **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.5a. Discuss information and ideas gleaned from diverse sources. | **SE:** 69, 87, 96, 214, 216   |
| W4A.5b. Use a variety of devices, including graphic organizers, journals, or freewriting, to formulate ideas. | **SE:** 73, 216   |
| W4A.5c. Take simple notes from a reading or presentation to begin thinking about a topic.  | **SE:** 16, 20, 21, 22, 26, 28, 54, 68, 94, 108, 124   |
| ***B. Use writing strategies.*** |
| W4B.5a. Use models of varied genres *(e.g., narrative, persuasive, compare/contrast essays)* to write a comparable text or prepare for high‐stakes purposes *(e.g., timed exams).* | **SE:** 24, 123  |
| W4B.5b. Keep running notes of ideas that come up while writing that can be inserted in appropriate sections of the text. | **SE:** 50, 87, 169   |
| ***C. Use revision and editing strategies.*** |
| W4C.5a. Read aloud to hear/check flow of text and sentence variety. | This standard is not directly addressed in this edition of *Stand Out*. |
| W4C.5b. With some guidance and support from peers and others, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | **SE:** 10, 24   |
| W4C.5c. Perform multiple rereadings of writing, addressing: * how well purpose, audience, clarity, and reasoning have been addressed
* provision of relevant detail and textual evidence needed to support logical argument
* voice, tone, and formality
* word choice *(e.g., synonyms, homonyms, easily confused words)*
* use of parallel structure.
 | **SE:** 10   |
| **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. |
| W5.5a. With some guidance and support, use technology to produce and publish writing and to interact and collaborate with others *(e.g., shared documents in Google Drive)*. | This standard is not directly addressed in this edition of *Stand Out*. |
| W5.5b. Adapt writing strategies to take advantage of an expanded variety of technologies and social media *(e.g., following conventions for blog posts and other social media).* | This standard is not directly addressed in this edition of *Stand Out*. |
| W5.5c. Locate and integrate illustrations and multimedia and create graphics *(e.g., tables)* when useful for aiding comprehension. | **SE:** 164, 178   |
| W5.5d. Demonstrate sufficient command of keyboarding skills to complete timed academic tasks *(e.g., timed writing or online assessments)*. | This standard is not directly addressed in this edition of *Stand Out*. |
| **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.5a. Carry out listening tasks that require the listener to interpret clearly organized, extended discourse on somewhat unfamiliar topics, such as:* short academic presentations or online course videos
* interview questions *(e.g., for the citizenship test)*
* digital recordings *(e.g., short podcasts or videos)*
* multistep directions or instructions *(e.g., how-to videos, automated phone menus).*
 | **SE:** 4, 16, 28, 54, 68, 94, 127, 159, 204   |
| L/S1A.5b. Carry out speaking tasks that require making a point with evidence and examples, synthesizing ideas, or phrasing thoughts carefully in somewhat formal or unsupported contexts, such as:* making a clear argument in an academic, public, or professional setting
* advocating for one’s needs with unsympathetic or unfamiliar decision-makers
* explaining gaps in work history
* making a complaint with clear reasoning
* developing and delivering oral presentations about literary or informational texts or topics, integrating researched information, and using facts, details, and evidence.
 | **SE:** 82, 87, 98, 113, 143, 169, 221   |
| L/S1A.5c. Initiate and engage effectively in a range of collaborative discussions, building on others’ ideas and expressing one’s own clearly. | **SE:** 29, 45, 52, 88, 113, 140, 143, 169, 181   |
| ***B. Comprehend and analyze meaning of information, ideas and arguments.*** |
| L/S1B.5a. Summarize the central ideas in an extended spoken presentation, with the key concepts, information, and Examples. | **SE:** 56   |
| L/S1B.5b. Infer meaning by using available information and/or context clues. | **SE:** 6, 54   |
| L/S1B.5c. Analyze the reasoning and development of themes/ideas in a persuasive, spoken text, and determine whether cited evidence is relevant to support the argument or claim. | **SE:** 221   |
| L/S1B.5d. Describe aspects of a talk that reveal a speaker’s point of view or intent *(e.g., loaded language, choice of evidence).* | This standard is not directly addressed in this edition of *Stand Out*. |
| ***C. Communicate information, ideas, and arguments with increasing fluency.*** |
| L/S1C.5a. Express consequences, inferences, and cause and effect *(e.g., She’s not here. I think her baby, Nami, is sick today.).* | **SE:** 135, 231   |
| L/S1C.5b. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen detail. | **SE:** 221   |
| L/S1C.5c. Produce spoken text with fairly consistent accuracy, appropriate pacing, and expression (emphasis and intonation). | The opportunity to address this standard exists. For examples, see:**SE:** 82, 87, 98, 113, 143, 169, 221  |
| L/S1C.5d. Use placeholders *(e.g., I mean, so)* and hesitation techniques *(e.g., um)* while searching for vocabulary and grammar. | This standard is not directly addressed in this edition of *Stand Out*. |
| ***D. Participate effectively in interactions.*** |
| L/S1D.5a. Build and use knowledge to guide participation in daily conversation and in academic, domain-specific, and career-specific interactions *(e.g., understanding the difference between real and rhetorical questions, understanding euphemisms around taboo subjects and language).* | **SE:** 29, 45, 52, 88, 113, 140, 143, 169, 181    |
| L/S1D.5b. Build on others’ talk in conversations by listening to and responding to the comments and diverse perspectives of others. | **SE:** 3, 4, 28, 54, 69, 79, 87, 94, 113, 128, 129, 130, 132, 134   |
| L/S1D.5c. Pose and respond to specific questions by making comments that contribute to the discussion and build on remarks of others. | **SE:** 54, 129, 130, 134, 156, 227   |
| L/S1D.5d. Follow rules for discussion and decision-making, track progress toward group goals and deadlines, and define individual roles.  | **SE:** 86   |
| L/S1D.5e. Review key ideas expressed and draw conclusions in light of knowledge gained from the discussion.  | This standard is not directly addressed in this edition of *Stand Out*. |
| L/S1D.5f. Politely disagree. | **SE:** 214  |
| **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.5a. Produce clear and coherent speech in which the development and organization are appropriate to the task and purpose, and show engagement with the listener(s). | **SE:** 29, 45, 52, 88, 113, 140, 143, 169, 181    |
| L/S2A.5b. Present a detailed process or elaborate on a point using a clear, logical structure *(e.g., sequence, cause/effect)* and effective introduction and conclusion*.* | **SE:** 82, 87, 98, 113, 143, 169, 221   |
| L/S2A.5c. Listen for and use a variety of more complex transitions *(e.g., however, although, nevertheless, similarly)* to link the major sections of speech and to clarify relationships among events and ideas. | The opportunity to address this standard exists. For examples, see:**SE:** 82, 87, 98, 113, 143, 169, 221  |
| ***B. Attend to style and register.*** |
| L/S2B.5a. Recognize and use register appropriate to the formality of the situation, and the relationship between speaker and listener(s). | **SE:** 221  |
| L/S2B.5b. Choose language that expresses ideas concisely, eliminating wordiness and redundancy. | This standard is not directly addressed in this edition of *Stand Out*. |
| L/S2B.5c. Produce varied sentence patterns for listener interest and style. | The opportunity to address this standard exists. For examples, see:**SE:** 82, 87, 98, 113, 143, 169, 221  |
| L/S2B.5d. Employ simple rhetorical devices to engage a listener *(e.g., figurative language, analogy).* | This standard is not directly addressed in this edition of *Stand Out*. |
| **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.5a. Using context and knowledge of morphology, understand and use academic *(e.g., approach, overview, focus)* and content-specific words and phrases. | **SE:** 40, 148, 200, 214   |
| L/S3A.5b. Understand and select:* vocabulary used in formal or academic speech to signal comparisons and contrasts *(e.g., as well, such as, similarly)*
* words that convey precise meanings in context *(e.g., cook vs. fry, steam, boil, rain vs. shower, drizzle)*
* common figurative *(e.g., similes, metaphors, idioms)* and connotative *(curious vs. nosy, frugal vs. cheap)* language.
 | **SE:** 40, 48, 135   |
| L/S3A.5c. Recognize and use a variety of slang, idioms, and colloquialisms appropriate to the context *(e.g., outside the box, I need it yesterday).* | This standard is not directly addressed in this edition of *Stand Out*. |
| ***B. Use grammar knowledge to convey and comprehend spoken meaning.*** |
| L/S3B.5a. Understand and produce a broad set of grammatical structures *(e.g., modals, present perfect and past continuous verb tenses; noun, adjective, and adverbial clauses; participial adjectives, conjunctions, real conditionals, and indirect pronoun references* *[e.g., Ahmed left his country last year. This was hard for him.] ).* | **SE:** 23, 30, 33, 47, 95-96, 135, 189-190    |
| L/S3B.5b. Recognize and use increasingly complex phrases, and independent and dependent clauses. | **SE:** 8, 34, 40, 41, 48, 53, 60, 67, 86, 94, 135, 148, 189, 190   |
| L/S3B.5c. Recognize, produce, and expand simple, compound, and complex sentences. | **SE:** 34, 82, 92, 105, 123, 125, 133, 135, 201, 220   |
| ***C. Use conventions of spoken English.*** |
| L/S3C.5a. Notice the pronunciation patterns of particular speakers both face-to-face and digitally *(e.g., regional dialects, non-native pronunciation).* | This standard is not directly addressed in this edition of *Stand Out*. |
| L/S3C.5b. Recognize and produce stress on the appropriate syllable in commonly confused, multisyllabic words *(e.g., record [n.], record [v.].* | This standard is not directly addressed in this edition of *Stand Out*. |
| L/S3C.5c. Emphasize information by shifting word stress in a sentence *(e.g. “I won’t do that!” vs. “I won’t do that!”).* | This standard is not directly addressed in this edition of *Stand Out*. |
| L/S3C.5d. Recognize and use stress, rhythm, intonation, and pauses to understand and communicate ideas, feelings, and meaningful groupings of thoughts. | **SE:** 221   |
| **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.5a. Make predictions before and during listening, and check them after listening. | This standard is not directly addressed in this edition of *Stand Out*. |
| L/S4A.5b. Focus on emphasized or repeated words, or on restatements signaled by verbal cues *(e.g., that is, what I mean is, in other words).* | **SE:** 100, 157   |
| L/S4A.5c. Ask questions to understand the speaker’s motives, or to clarify something that is not understood *(e.g., What do you mean? Why?).* | **SE:** 221   |
| ***B. Use speaking and compensation strategies*** |
| L/S4B.5a. Explain something in a variety of ways to help a listener understand *(e.g., rephrase, circumlocute, provide an* Examples, *spell or write the misunderstood word or phrase).* | **SE:** 100, 157   |
| L/S4B.5b. Request feedback specific to the situation or topic *(e.g., Is that Examples clear? Is this what you wanted to know?).* | **SE:** 113  |
| ***C. Use conversation strategies.*** |
| L/S4C.5a. Use prior knowledge about the social, cultural, and situational context to aid comprehension and inform an interaction *(e.g., predict organization or flow of common social interactions)*. | **SE:** 7, 24, 47, 54, 97, 151, 159   |
| L/S4C.5b. Participate actively in conversation *(e.g., inviting responses, keeping one’s turn).*  | **SE:** 29, 45, 52, 88, 113, 140, 143, 169, 181   |
| L/S4C.5c. Adjust vocabulary, pace, volume, eye contact, register, or body language based on listener needs. | **SE:** 221   |
| L/S4C.5d. Identify purposes of the speaker and listener(s) and how they may differ *(e.g., interest in main ideas vs. details).* | This standard is not directly addressed in this edition of *Stand Out*. |
| **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/S5.5a. Analyze the purpose of information presented in diverse media and formats and evaluate the motives *(e.g., social, commercial, political)* behind its presentation. | **SE:** 45   |
| L/S5.5b. Use media for ongoing, independent learning *(e.g., short digital podcasts, recorded lectures).* | This standard is not directly addressed in this edition of *Stand Out*. |
| L/S5.5c. Include multimedia components and visual displays *(e.g., graphics, audio, simple video, interactive elements)* in presentations to illustrate what one is saying.  | **SE:** 164   |
| L/S5.5d. Evaluate the credibility and reliability of media sources *(e.g., by screening for hyperbole, bias, and generalizations).* | This standard is not directly addressed in this edition of *Stand Out*. |
| L/S5.5e. Acknowledge and cite media sources in presentations. | This standard is not directly addressed in this edition of *Stand Out*. |