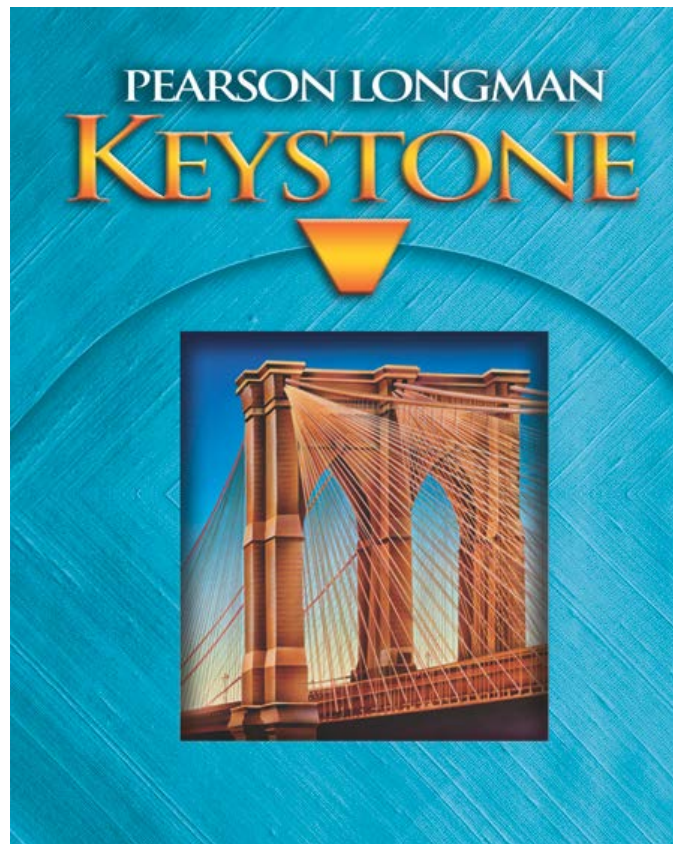


A Correlation of
**Pearson Longman
Keystone
Book F, © 2013**



To the
**Oregon English Language
Proficiency Standards
Grades 11-12**

**A Correlation of Pearson Longman Keystone Book F, Grades 11-12, ©2013
to the
Oregon English Language Proficiency Standards**

Table of Contents

ELP.9-12.1.....	3
ELP.9-12.2.....	4
ELP.9-12.3.....	6
ELP.9-12.4.....	7
ELP.9-12.5.....	8
ELP.9-12.6.....	10
ELP.9-12.7.....	12
ELP.9-12.8.....	14
ELP.9-12.9.....	16
ELP.9-12.10.....	18

**A Correlation of Pearson Longman Keystone Book F, Grades 11-12, ©2013
to the
Oregon English Language Proficiency Standards**

Oregon English Language Proficiency Standards	Keystone Book F Grades 11-12, ©2013
Grades 9–12 ELP Standards	
ELP.9-12.1 An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	
ELP.9-12.1.1 use a very limited set of strategies to identify a few key words and phrases in oral communications and simple oral and written texts.	SE/TE: Listening and Speaking: Key Words, 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437; Listening and Speaking: Academic Words, 6, 20, 32, 48, 88, 102, 114, 126, 168, 182, 198, 210, 250, 262, 274, 288, 322, 330, 344, 358, 370, 410, 424, 452; Word Study, 7, 21, 33, 49, 89, 103, 115, 127, 169, 183, 199, 211, 251, 263, 275, 289, 323, 331, 345, 359, 371, 411, 425, 453; (SE lessons for Key Words and Word Study are linked with the “SIOP in Practice” lesson notes for English Learners in the TE)
ELP.9-12.1.2 use an emerging set of strategies to identify the main topic, and retell a few key details in oral presentations and simple oral and written texts.	SE/TE: Reading Strategy: monitor comprehension, 115; Summarize, 169; identify controlling idea and details, 60; Theme 141; Comprehension: Recall, 14, 26, 42, 54, 96, 108, 120, 134, 176, 192, 204, 216, 256, 268, 282, 296, 338, 352, 364, 376, 418, 432, 446, 458 TE only: Model the Reading Strategy: Summarize, T172
ELP.9-12.1.3 use a developing set of strategies to determine the central idea or theme in oral presentations and written texts, and explain how it is developed by specific details in the texts; and summarize part of the text.	SE/TE: Reading Strategy: monitor comprehension, 115; Summarize, 169; identify controlling idea and details, 60; Theme 141; In Your Own Words, 26, 54, 96, 120, 176, 204, 268, 296, 338, 364, 418, 446 (SE lessons for In Your Own Words are linked with Leveled Support: Early Intermediate and Intermediate activities) TE only: Model the Reading Strategy: Summarize, T172

**A Correlation of Pearson Longman Keystone Book F, Grades 11-12, ©2013
to the
Oregon English Language Proficiency Standards**

Oregon English Language Proficiency Standards	Keystone Book F Grades 11-12, ©2013
ELP.9-12.1.4 use an increasing range of strategies to determine two central ideas or themes, and analyze their development in oral presentations and written texts, citing specific details and evidence from the texts to support the analysis; and summarize a simple text.	SE/TE: Reading Strategy: monitor comprehension, 115; Summarize, 169; identify controlling idea and details, 60; Theme 141; In Your Own Words, 26, 54, 96, 120, 176, 204, 268, 296, 338, 364, 418, 446 (SE lessons for In Your Own Words are linked with Leveled Support: Intermediate and Early Advanced activities) TE only: Model the Reading Strategy: Summarize, T172
ELP.9-12.1.5 use a wide range of strategies to determine central ideas or themes in presentations and written texts, and analyze their development, citing specific details and evidence from the texts to support the analysis; and summarize a text.	SE/TE: Reading Strategy: monitor comprehension, 115; Summarize, 169; identify controlling idea and details, 60; Theme 141; In Your Own Words, 26, 54, 96, 120, 176, 204, 268, 296, 338, 364, 418, 446 (SE lessons for In Your Own Words are linked with Leveled Support: Early Advanced and Advanced activities) TE only: Model the Reading Strategy: Summarize, T172
ELP.9-12.2 An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	
ELP.9-12.2.1 participate in short conversational and written exchanges on familiar topics, presenting information and responding to simple yes/no questions and some wh- questions.	SE/TE: Quick Write, 3, 85; Discussion, 15, 27, 43, 55, 69, 97, 109, 121, 135, 147; Smithsonian American Art Museum: Discuss What You Learned, 83, 163; Listening and Speaking Workshop, 76–77, 156–157; Reading Strategy: Summarize, 169; also see: Listening and Speaking: Key Words, 19, 47, 87, 113; Listening and Speaking: Academic Words, 6, 20, 32, 48, 88, 102, 114, 126 TE only: Discuss the Big Question, T2, T84; Extend, T3, T85

**A Correlation of Pearson Longman Keystone Book F, Grades 11-12, ©2013
to the
Oregon English Language Proficiency Standards**

Oregon English Language Proficiency Standards	Keystone Book F Grades 11-12, ©2013
ELP.9-12.2.2 participate in short conversational and written exchanges on familiar topics and texts, presenting information and ideas, and responding to simple questions and wh- questions.	SE/TE: Quick Write, 85, 165; Discussion, 97, 109, 121, 135, 147, 177, 193, 205, 217, 228; Smithsonian American Art Museum: Discuss What You Learned, 163, 245; Listening and Speaking Workshop, 156–157, 238–239; Reading Strategy: Summarize, 169; also see: Listening and Speaking: Key Words, 87, 113, 167, 197; Listening and Speaking: Academic words, 88, 102, 114, 126, 168, 182, 198, 210 TE only: Discuss the Big Question, T84, T164; Extend, T85, T165
ELP.9-12.2.3 participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues: building on the ideas of others and expressing his or her own; asking and answering relevant questions; adding relevant information and evidence; and restate some of the key ideas expressed.	SE/TE: Quick Write, 165, 247; Discussion, 177, 193, 205, 217, 228, 257, 269, 283, 297, 307; Smithsonian American Art Museum: Discuss What You Learned, 245, 325; Listening and Speaking Workshop, 238–239, 318–319; Reading Strategy: Summarize, 169; also see: Listening and Speaking: Key words, 167, 197, 261, 287; Listening and Speaking: Academic Words, 168, 182, 198, 210, 250, 262, 274, 288, 322 TE only: Discuss the Big Question, T164, T246; Extend, T165, T247
ELP.9-12.2.4 participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues: build on the ideas of others and express his or her own clearly, supporting points with specific and relevant evidence; ask and answer questions to clarify ideas and conclusions; and summarize the key points expressed.	SE/TE: Quick Write, 247, 327; Discussion, 257, 269, 283, 297, 307, 339, 353, 365, 377; Smithsonian American Art Museum: Discuss What You Learned, 325, 405; Listening and Speaking Workshop, 318–319, 398–399; Reading Strategy: Summarize, 169; also see: Listening and Speaking: Key words, 261, 287, 329, 357; Listening and Speaking: Academic Words, 250, 262, 274, 288, 322, 330, 344, 358, 370 TE only: Discuss the Big Question, T246, T326; Extend, T247, T327

**A Correlation of Pearson Longman Keystone Book F, Grades 11-12, ©2013
to the
Oregon English Language Proficiency Standards**

Oregon English Language Proficiency Standards	Keystone Book F Grades 11-12, ©2013
ELP.9-12.2.5 participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues: build on the ideas of others and express his or her own clearly and persuasively, referring to specific and relevant evidence from texts or research to support his or her ideas; ask and answer questions that probe reasoning and claims; and summarize the key points and evidence discussed.	SE/TE: Quick Write, 327, 407; Discussion, 339, 353, 365, 377, 419, 433, 447, 459; Smithsonian American Art Museum: Discuss What You Learned, 405, 489; Listening and Speaking Workshop, 398–399, 480–481; Reading Strategy: Summarize, 169; also see: Listening and Speaking: Key words, 329, 357, 409, 437; Listening and Speaking: Academic Words, 322, 330, 344, 358, 370, 410, 424, 452 TE only: Discuss the Big Question, T326, T406; Extend, T327, T407
ELP.9-12.3 An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	
ELP.9-12.3.1 communicate information about familiar texts, topics, and experiences.	SE/TE: In Your Own Words, 26, 54, 96, 120, 176, 204, 268, 296, 338, 364, 418, 446, 458; Critical Thinking & Discussion, 74, 154; Media Literacy and Projects, 75, 155 TE only: Visual Literacy: Ask, T2, T3, T84, T85
ELP.9-12.3.2 deliver short oral presentations and compose written narratives or informational texts about familiar texts, topics, experiences, or events.	SE/TE: Listening and Speaking Workshop, 156–157, 238–239; Writing Workshop, 158–161, 240–243; Critical Thinking & Discussion, 154, 236; Media Literacy and Projects, 155, 237 TE only: Visual Literacy: Ask, T84, T85, T164, T165
ELP.9-12.3.3 deliver short oral presentations and compose written informational texts about familiar texts, topics, or events, developing the topic with a few details, with support (including modeled sentences).	SE/TE: Listening and Speaking Workshop, 238–239, 318–319; Writing Workshop, 240–243, 320–323; Critical Thinking & Discussion, 236, 316; Media Literacy and Projects, 237, 317; TE only: Visual Literacy: Ask, T164, T165, T246, T247
ELP.9-12.3.4 deliver oral presentations and compose written informational texts about a variety of texts, topics, or events; developing the topic with some relevant details, concepts, examples, and information, integrating graphics or multimedia when useful.	SE/TE: Listening and Speaking Workshop, 318–319, 398–399; Writing Workshop, 320–323, 400–403; Critical Thinking & Discussion, 316, 396; Media Literacy and Projects, 317, 397 TE only: Visual Literacy: Ask, T246, T247, T326, T327,

**A Correlation of Pearson Longman Keystone Book F, Grades 11-12, ©2013
to the
Oregon English Language Proficiency Standards**

Oregon English Language Proficiency Standards	Keystone Book F Grades 11-12, ©2013
ELP.9-12.3.5 deliver oral presentations and compose written informational texts about a variety of texts, topics, or events; fully developing the topic with relevant details, concepts, examples, and information, integrating graphics or multimedia when useful.	SE/TE: Listening and Speaking Workshop, 398–399, 480–481; Writing Workshop, 400–403, 482–487; Critical Thinking & Discussion, 396, 478; Media Literacy and Projects, 397, 479 TE only: Visual Literacy: Ask, T326, T327, T406, T407
ELP.9-12.4 An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	
ELP.9-12.4.1 express an opinion about a familiar topic.	SE/TE: Review and Practice: Discussion, 15, 27, 43, 55, 69, 97, 109, 121, 135, 147; Critical Thinking & Discussion, 74, 154; Writing Workshop: persuasive brochure, 240–243; Persuasive writing: editorial, 179; essay, 471–474; formal e-mail, 207; letter to the editor, 219; review, 195; Listening and Speaking Workshop: TV documentary, 318–319; TV news show, 398–399
ELP.9-12.4.2 construct a claim about familiar topics: introduce the topic and give a reason to support the claim, and provide a concluding statement.	SE/TE: Review and Practice: Discussion, 97, 109, 121, 135, 147, 177, 193, 205, 217, 228; Critical Thinking & Discussion, 154, 236; Writing Workshop: persuasive brochure, 240–243; Persuasive writing: editorial, 179; essay, 471–474; formal e-mail, 207; letter to the editor, 219; review, 195; Listening and Speaking Workshop: TV documentary, 318–319; TV news show, 398–399
ELP.9-12.4.3 construct a claim about familiar topics: introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement.	SE/TE: Review and Practice: Discussion, 177, 193, 205, 217, 228, 257, 269, 283, 297, 307; Critical Thinking & Discussion, 236, 316; Writing Workshop: persuasive brochure, 240–243; Persuasive writing: editorial, 179; essay, 471–474; formal e-mail, 207; letter to the editor, 219; review, 195; Listening and Speaking Workshop: TV documentary, 318–319; TV news show, 398–399

**A Correlation of Pearson Longman Keystone Book F, Grades 11-12, ©2013
to the
Oregon English Language Proficiency Standards**

Oregon English Language Proficiency Standards	Keystone Book F Grades 11-12, ©2013
ELP.9-12.4.4 construct a claim about a variety of topics: introduce the topic, provide logically ordered reasons or facts that effectively support the claim, and provide a concluding statement.	SE/TE: Review and Practice: Discussion, 257, 269, 283, 297, 307, 339, 353, 365, 377; Critical Thinking & Discussion, 316, 396; Writing Workshop: persuasive brochure, 240–243; Persuasive writing: editorial, 179; essay, 471–474; formal e-mail, 207; letter to the editor, 219; review, 195; Listening and Speaking Workshop: TV documentary, 318–319; TV news show, 398–399
ELP.9-12.4.5 construct a substantive claim about a variety of topics: introduce the claim and distinguish it from a counter-claim, provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim, and provide a conclusion that summarizes the argument presented.	SE/TE: Review and Practice: Discussion, 339, 353, 365, 377, 419, 433, 447, 459; Critical Thinking & Discussion, 396, 478; Writing Workshop: persuasive brochure, 240–243; Persuasive writing: editorial, 179; essay, 471–474; formal e-mail, 207; letter to the editor, 219; review, 195; Listening and Speaking Workshop: TV documentary, 318–319; TV news show, 398–399
ELP.9-12.5 An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	
ELP.9-12.5.1 gather information from a few provided print and digital sources, and label collected information, experiences, or events.	SE/TE: Media Literacy and Projects, 75, 155; Writing Workshop: Research Report, 482–487; Research writing, 421, 435, 449, 461; Conducting Research, 546; Citing Sources, 548–549; How to Use the Internet for Research, 551; Research opportunities, 27, 76
ELP.9-12.5.2 gather information from provided print and digital sources, and summarize data and information.	SE/TE: Media Literacy and Projects, 155, 237; Writing Workshop: Research Report, 482–487; Research writing, 421, 435, 449, 461; Conducting Research, 546; Citing Sources, 548–549; How to Use the Internet for Research, 551; Research opportunities, 177, 205, 207

**A Correlation of Pearson Longman Keystone Book F, Grades 11-12, ©2013
to the
Oregon English Language Proficiency Standards**

Oregon English Language Proficiency Standards	Keystone Book F Grades 11-12, ©2013
ELP.9-12.5.3 carry out short research projects to answer a question; gather information from multiple provided print and digital sources, and evaluate the reliability of each source; paraphrase key information in a short written or oral report, using illustrations, diagrams, or other graphics; and provide a list of sources.	SE/TE: Reading Strategies Preview, 21; skim and scan, 49; use visuals, 89; Media Literacy and Projects, 237, 317; Reading Strategy: Summarize, 169; Writing Workshop: Research Report, 482–487; Research writing, 421, 435, 449, 461; Conducting Research, 546; Citing Sources, 548–549; How to Use the Internet for Research, 551; How to Evaluate the Quality of Information, 552–553; Research opportunities, 177, 205, 207, 257, 297, 339, 439, 453
ELP.9-12.5.4 carry out both short and more sustained research projects to answer a question; gather and synthesize information from multiple print and digital sources, using search terms effectively; evaluate the reliability of each source and integrate information into an organized oral or written report, citing sources appropriately.	SE/TE: Reading Strategies Preview, 21; skim and scan, 49; use visuals, 89; Media Literacy and Projects, 317, 397; Reading Strategy: Summarize, 169; Writing Workshop: Research Report, 482–487; Research writing: narrowing a topic, 421, supporting main idea with facts and details, 435, quotations and citations, 461, supporting main idea with examples and explanations, 449; Conducting Research, 546; Citing Sources, 548–549; How to Use the Internet for Research, 551; How to Evaluate the Quality of Information, 552–553; Research opportunities, 257, 297, 339
ELP.9-12.5.5 carry out both short and more sustained research projects to answer a question or solve a problem; gather and synthesize information from multiple print and digital sources, using advanced search terms effectively; evaluate the reliability of each source, and analyze and integrate information into a clearly organized oral or written text, citing sources appropriately.	SE/TE: Reading Strategies Preview, 21; skim and scan, 49; use visuals, 89; Media Literacy and Projects, 397, 479; Reading Strategy: Summarize, 169; Writing Workshop: Research Report, 482–487; Research writing: narrowing a topic, 421, supporting main idea with facts and details, 435, quotations and citations, 461, supporting main idea with examples and explanations, 449; Conducting Research, 546; Citing Sources, 548–549; How to Use the Internet for Research, 551; How to Evaluate the Quality of Information, 552–553; Research opportunities, 339, 439, 453

**A Correlation of Pearson Longman Keystone Book F, Grades 11-12, ©2013
to the
Oregon English Language Proficiency Standards**

Oregon English Language Proficiency Standards	Keystone Book F Grades 11-12, ©2013
<p>ELP.9-12.6 An ELL can . . . analyze and critique the arguments of others orally and in writing.</p>	
<p>ELP.9-12.6.1 identify a point an author or a speaker makes.</p>	<p>SE/TE: Evaluate the Presentation, 77, 157, 239, 319, 399, 481 (use the SIOP and SELP2 TE notes to evaluate student proficiency); Listening Skills: listen carefully to team members, 77, 97, ask for clarification, 135, 269, summarize ideas in your mind, 177, listen for implicit ideas, 193, listen for supporting details, 217, listen for reasons, 239; Persuasive writing: review, 195; Reading Strategies: distinguish fact from opinion, 199; identify author's purpose, 60, 211; identify cause and effect, 263; identify controlling idea, 60; identify details, 60; identify problem and solution, 331</p>
<p>ELP.9-12.6.2 identify the main argument and one reason an author or a speaker gives to support the argument.</p>	<p>SE/TE: Evaluate the Presentation, 77, 157, 239, 319, 399, 481 (use the SIOP and SELP2 TE notes to evaluate student proficiency); Listening Skills: listen carefully to team members, 77, 97, ask for clarification, 135, 269, summarize ideas in your mind, 177, listen for implicit ideas, 193, listen for supporting details, 217, listen for reasons, 239; Persuasive writing: review, 195; Reading Strategies: distinguish fact from opinion, 199; identify author's purpose, 60, 211; identify cause and effect, 263; identify controlling idea, 60; identify details, 60; identify problem and solution, 331</p>

**A Correlation of Pearson Longman Keystone Book F, Grades 11-12, ©2013
to the
Oregon English Language Proficiency Standards**

Oregon English Language Proficiency Standards	Keystone Book F Grades 11-12, ©2013
ELP.9-12.6.3 explain the reasons an author or a speaker gives to support a claim, and cite textual evidence to support the analysis.	SE/TE: Evaluate the Presentation, 77, 157, 239, 319, 399, 481 (use the SIOP and SELP2 TE notes to evaluate student proficiency); Listening Skills: listen carefully to team members, 77, 97, ask for clarification, 135, 269, summarize ideas in your mind, 177, listen for implicit ideas, 193, listen for supporting details, 217, listen for reasons, 239; Persuasive writing: review, 195; Reading Strategies: distinguish fact from opinion, 199; identify author's purpose, 60, 211; identify cause and effect, 263; identify controlling idea, 60; identify details, 60; identify problem and solution, 331
ELP.9-12.6.4 analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, determining whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis.	SE/TE: Evaluate the Presentation, 77, 157, 239, 319, 399, 481 (use the SIOP and SELP2 TE notes to evaluate student proficiency); Listening Skills: listen carefully to team members, 77, 97, ask for clarification, 135, 269, summarize ideas in your mind, 177, listen for implicit ideas, 193, listen for supporting details, 217, listen for reasons, 239; Persuasive writing: review, 195; Reading Strategies: distinguish fact from opinion, 199; identify author's purpose, 60, 211; identify cause and effect, 263; identify controlling idea, 60; identify details, 60; identify problem and solution, 331
ELP.9-12.6.5 analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, and cite specific textual evidence to thoroughly support the analysis.	SE/TE: Evaluate the Presentation, 77, 157, 239, 319, 399, 481 (use the SIOP and SELP2 TE notes to evaluate student proficiency); Listening Skills: listen carefully to team members, 77, 97, ask for clarification, 135, 269, summarize ideas in your mind, 177, listen for implicit ideas, 193, listen for supporting details, 217, listen for reasons, 239; Persuasive writing: review, 195; Reading Strategies: distinguish fact from opinion, 199; identify author's purpose, 60, 211; identify cause and effect, 263; identify controlling idea, 60; identify details, 60; identify problem and solution, 331

**A Correlation of Pearson Longman Keystone Book F, Grades 11-12, ©2013
to the
Oregon English Language Proficiency Standards**

Oregon English Language Proficiency Standards	Keystone Book F Grades 11-12, ©2013
<p>ELP.9-12.7 An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing.</p>	
<p>ELP.9-12.7.1 recognize the meaning of some words learned through conversations, reading, and being read to.</p>	<p>SE/TE: Listening and Speaking: Key Words, 19, 47, 87, 113; Listening and Speaking: Academic Words, 6, 20, 32, 48, 88, 102, 114, 126 TE Only: Leveled Support: Beginning, T4, T18, T30, T46, T86, T100, T112, T124, T166, T180, T196, T208, T248, T260, T272, T286, T328, T342, T356, T368, T408, T422, T436, T450</p>
<p>ELP.9-12.7.2 adapt language choices to task and audience with emerging control, and use some frequently occurring general academic and content-specific words in conversation and discussion.</p>	<p>SE/TE: Listening and Speaking Workshop, 156–157, 238–239; Writing Workshop, 158–161, 240–243; Critical thinking & Discussion, 154, 236; Media Literacy and Projects, 155, 237; also see: Listening and Speaking: Key Words, 87, 113, 167, 197; Listening and Speaking: Academic words, 88, 102, 114, 126, 168, 182, 198, 210 TE Only: Leveled Support: Early Intermediate / Intermediate (Vocabulary), T4, T18, T30, T46, T86, T100, T112, T124, T166, T180, T196, T208, T248, T260, T272, T286, T328, T342, T356, T368, T408, T422, T436, T450</p>
<p>ELP.9-12.7.3 adapt language choices and style according to purpose, task, and audience, with developing ease, use an increasing number of general academic and content-specific words and expressions in speech and written text, and show developing control of style and tone in oral or written text.</p>	<p>SE/TE: Listening and Speaking Workshop, 238–239, 318–319; Writing Workshop, 240–243, 320–323; Critical thinking & Discussion, 236, 316; Media Literacy and Projects, 237, 317; also see: Listening and Speaking: Key words, 167, 197, 261, 287; Listening and Speaking: Academic Words, 168, 182, 198, 210, 250, 262, 274, 288, 322 TE Only: Leveled Support: Early Intermediate / Intermediate (Vocabulary), T4, T18, T30, T46, T86, T100, T112, T124, T166, T180, T196, T208, T248, T260, T272, T286, T328, T342, T356, T368, T408, T422, T436, T450</p>

**A Correlation of Pearson Longman Keystone Book F, Grades 11-12, ©2013
to the
Oregon English Language Proficiency Standards**

Oregon English Language Proficiency Standards	Keystone Book F Grades 11-12, ©2013
<p>ELP.9-12.7.4 adapt language choices and style according to purpose, task, and audience, use a wider range of complex general academic and content-specific words and phrases, and adopt and maintain a formal style in speech and writing, as appropriate.</p>	<p>SE/TE: Listening and Speaking Workshop, 318–319, 398–399; Writing Workshop, 320–323, 400–403; Critical thinking & Discussion, 316, 396; Media Literacy and Projects, 317, 397; also see: Listening and Speaking: Key words, 261, 287, 329, 357; Listening and Speaking: Academic Words, 250, 262, 274, 288, 322, 330, 344, 358, 370</p> <p>TE Only: Leveled Support: Early Advanced / Advanced, T4, T18, T30, T46, T86, T100, T112, T124, T166, T180, T196, T208, T248, T260, T272, T286, T328, T342, T356, T368, T408, T422, T436, T450</p>
<p>ELP.9-12.7.5 adapt language choices and style according to purpose, task, and audience with ease, use a wide variety of complex general academic and content-specific words and phrases, and employ both formal and more informal styles effectively, as appropriate.</p>	<p>SE/TE: Listening and Speaking Workshop, 398–399, 480–481; Writing Workshop, 400–403, 482–487; Critical thinking & Discussion, 396, 478; Media Literacy and Projects, 397, 479; also see: Listening and Speaking: Key words, 329, 357, 409, 437; Listening and Speaking: Academic Words, 322, 330, 344, 358, 370, 410, 424, 452</p> <p>TE Only: Leveled Support: Early Advanced / Advanced, T4, T18, T30, T46, T86, T100, T112, T124, T166, T180, T196, T208, T248, T260, T272, T286, T328, T342, T356, T368, T408, T422, T436, T450</p>

**A Correlation of Pearson Longman Keystone Book F, Grades 11-12, ©2013
to the
Oregon English Language Proficiency Standards**

Oregon English Language Proficiency Standards	Keystone Book F Grades 11-12, ©2013
<p>ELP.9-12.8 An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.</p>	
<p>ELP.9-12.8.1 recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts about familiar topics, experiences, or events, relying heavily on context, visual aids, and knowledge of morphology in their native language.</p>	<p>SE/TE: Listening and Speaking: Key Words, 19, 47, 87, 113; Listening and Speaking: Academic Words, 6, 20, 32, 48, 88, 102, 114, 126; Word Study, 7, 21, 33, 49, 89, 103, 115, 127; Literary Terms, 5, 31, 101, 125 TE Only: Leveled Support: Beginning, T4, T18, T30, T46, T86, T100, T112, T124, T166, T180, T196, T208, T248, T260, T272, T286, T328, T342, T356, T368, T408, T422, T436, T450</p>
<p>ELP.9-12.8.2 determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and knowledge of morphology in their native language.</p>	<p>SE/TE: Listening and Speaking: Key words (use dictionary), 87, 113, 167, 197; Listening and Speaking: Academic words, 88, 102, 114, 126, 168, 182, 198, 210; Word Study, 89, 103, 115, 127, 163, 169, 183, 199, 211; Literary Terms, 101, 125, 181, 209 TE Only: Leveled Support: Early Intermediate / Intermediate, T4, T18, T30, T46, T86, T100, T112, T124, T166, T180, T196, T208, T248, T260, T272, T286, T328, T342, T356, T368, T408, T422, T436, T450</p>
<p>ELP.9-12.8.3 determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events, using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes, roots, and base words).</p>	<p>SE/TE: Listening and Speaking: Key words (use dictionary), 167, 197, 261, 287; Listening and Speaking: Academic Words, 168, 182, 198, 210, 250, 262, 274, 288, 322; Word Study, 163, 169, 183, 199, 211, 251, 263, 275, 289, 323; Literary Terms, 181, 209, 249, 273 TE Only: Leveled Support: Early Intermediate / Intermediate, T4, T18, T30, T46, T86, T100, T112, T124, T166, T180, T196, T208, T248, T260, T272, T286, T328, T342, T356, T368, T408, T422, T436, T450</p>

**A Correlation of Pearson Longman Keystone Book F, Grades 11-12, ©2013
to the
Oregon English Language Proficiency Standards**

Oregon English Language Proficiency Standards	Keystone Book F Grades 11-12, ©2013
ELP.9-12.8.4 determine the meaning of general academic and content-specific words and phrases, figurative language, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, increasingly complex visual aids, reference materials, and an increasing knowledge of morphology.	SE/TE: Figurative Language, 31, 36, 128, 140; Listening and Speaking: Key words (use dictionary), 261, 287, 329, 357; Listening and Speaking: Academic Words, 250, 262, 274, 288, 322, 330, 344, 358, 370; Word Study, 251, 263, 275, 289, 323, 331, 345, 359, 371; Literary Terms, 249, 273, 343, 369 TE Only: Leveled Support: Early Advanced / Advanced, T4, T18, T30, T46, T86, T100, T112, T124, T166, T180, T196, T208, T248, T260, T272, T286, T328, T342, T356, T368, T408, T422, T436, T450
ELP.9-12.8.5 determine the meaning (including the figurative and connotative meanings) of general academic and content-specific words and phrases, figurative language (e.g., irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, or events, using context, complex visual aids, reference materials, and consistent knowledge of morphology.	SE/TE: Figurative Language, 31, 36, 128, 140; Irony, 145; Listening and Speaking: Key words (use dictionary), 329, 357, 409, 437; Listening and Speaking: Academic Words, 322, 330, 344, 358, 370, 410, 424, 452; Word Study, 331, 345, 359, 371, 411, 425, 453; Literary Terms, 343, 369, 423, 451 TE Only: Leveled Support: Early Advanced / Advanced, T4, T18, T30, T46, T86, T100, T112, T124, T166, T180, T196, T208, T248, T260, T272, T286, T328, T342, T356, T368, T408, T422, T436, T450

**A Correlation of Pearson Longman Keystone Book F, Grades 11-12, ©2013
to the
Oregon English Language Proficiency Standards**

Oregon English Language Proficiency Standards	Keystone Book F Grades 11-12, ©2013
<p>ELP.9-12.9 An ELL can . . . create clear and coherent grade-appropriate speech and text.</p>	
<p>ELP.9-12.9.1 communicate basic information about an event or topic, with support (including context and visual aids) using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.</p>	<p>SE/TE: Quick Write, 3, 85; Listening and Speaking: Key Words, 19, 47, 87, 113; Listening and Speaking: Academic Words, 6, 20, 32, 48, 88, 102, 114, 126; Discussion, 15, 27, 43, 55, 69, 97, 109, 121, 135, 147, 177, 193, 205, 217, 228, 257, 269, 283, 297, 307, 339, 353, 365, 377, 419, 433, 447, 459</p>
<p>ELP.9-12.9.2 recount a short sequence of events in order, and introduce an informational topic and provide one or two facts about it, with support (including modeled sentences), using, with emerging control, common linking words to connect events and ideas (e.g., <i>first, next, because</i>).</p>	<p>SE/TE: Recognize sequence, 275; Writing Workshop: descriptive essay, 78–81; expository essay, 320–323, expository essay, 400–403; fictional narrative, 158–161; Writing: script, 232–235; chronological order, 63, 158; step-by-step instructions, 285; also see: Quick Write, 85, 165; Listening and Speaking: Key Words, 87, 113, 167, 197; Listening and Speaking: Academic Words, 88, 102, 114, 126, 168, 182, 198, 210</p>
<p>ELP.9-12.9.3 recount a sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a conclusion, using, with developing control, common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, as a result</i>).</p>	<p>SE/TE: Recognize sequence, 275; Writing Workshop: descriptive essay, 78–81; expository essay, 320–323, expository essay, 400–403; fictional narrative, 158–161; Writing: script, 232–235; chronological order, 63, 158; step-by-step instructions, 285; Listening and Speaking Workshop: TV documentary, 318–319; TV news show, 398–399; oral report, 480–481 (use the SIOP and SELP2 TE notes to evaluate student proficiency); also see: Quick Write, 165, 247; Listening and Speaking: Key Words, 167, 197, 261, 287; Listening and Speaking: Academic Words, 168, 182, 198, 210, 250, 262, 274, 288, 322</p>

**A Correlation of Pearson Longman Keystone Book F, Grades 11-12, ©2013
to the
Oregon English Language Proficiency Standards**

Oregon English Language Proficiency Standards	Keystone Book F Grades 11-12, ©2013
<p>ELP.9-12.9.4 recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure, and introduce and develop an informational topic with facts, details, and evidence, and provide a concluding section or statement, using, with increasingly independent control, a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas.</p>	<p>SE/TE: Recognize sequence, 275; Writing Workshop: descriptive essay, 78–81; expository essay, 320–323, expository essay, 400–403; fictional narrative, 158–161; Writing: script, 232–235; chronological order, 63, 158; step-by-step instructions, 285; Listening and Speaking Workshop: TV documentary, 318–319; TV news show, 398–399; oral report, 480–481 (use the SIOP and SELP2 TE notes to evaluate student proficiency); also see: Quick Write, 247, 327; Listening and Speaking: Key Words, 261, 287, 329, 357; Listening and Speaking: Academic Words, 250, 262, 274, 288, 322, 330, 344, 358, 370</p>
<p>ELP.9-12.9.5 recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order, and introduce and effectively develop an informational topic with facts, details, and evidence, and provide a concluding section or statement, using complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas.</p>	<p>SE/TE: Recognize sequence, 275; Writing Workshop: descriptive essay, 78–81; expository essay, 320–323, expository essay, 400–403; fictional narrative, 158–161; Writing: script, 232–235; chronological order, 63, 158; step-by-step instructions, 285; Listening and Speaking Workshop: TV documentary, 318–319; TV news show, 398–399; oral report, 480–481 (use the SIOP and SELP2 TE notes to evaluate student proficiency); also see: Quick Write, 327, 407; Listening and Speaking: Key Words, 329, 357, 409, 437; Listening and Speaking: Academic Words, 322, 330, 344, 358, 370, 410, 424, 452</p>

**A Correlation of Pearson Longman Keystone Book F, Grades 11-12, ©2013
to the
Oregon English Language Proficiency Standards**

Oregon English Language Proficiency Standards	Keystone Book F Grades 11-12, ©2013
<p>ELP.9-12.10 An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.</p>	
<p>ELP.9-12.10.1 recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions (but, or, and), and prepositions, and understand and respond to simple questions.</p>	<p>SE/TE: Prepositions, 16, 56; Nouns, 148, 359, 366; Verb Tense, 110, 122, 340; Conjunctions, 270, 420 (use the SIOP and SELP2 TE notes to evaluate student proficiency)</p>
<p>ELP.9-12.10.2 use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions, and produce simple and compound sentences, with support (including modeled sentences).</p>	<p>SE/TE: Adjectives, 44, 136, 258; Adverb clauses of time, 218; Prepositions of place, 16, 56; Verb Tense, 110, 122, 340; Nouns, 148, 359, 366; Pronouns, 231 (use the SIOP and SELP2 TE notes to evaluate student proficiency)</p>
<p>ELP.9-12.10.3 use simple phrases (e.g., noun, verb, adjectival, adverbial, prepositional) and clauses (e.g., independent, dependent, relative, adverbial), and produce and expand simple compound and a few complex sentences, with support (including modeled sentences).</p>	<p>SE/TE: Prepositions of place, 16, 56; Adverb clauses of time, 218; Adjective clauses, 298, 354, 434; Restrictive and nonrestrictive clauses, 308; (use the SIOP and SELP2 TE notes to evaluate student proficiency)</p>
<p>ELP.9-12.10.4 use increasingly complex phrases (e.g., noun, verb, adjectival, adverbial and participial, prepositional, absolute) and clauses, and produce and expand simple, compound, and complex sentences.</p>	<p>SE/TE: Prepositions of place, 16, 56; Adverb clauses of time, 218; Adjective clauses, 298, 354, 434; Restrictive and nonrestrictive clauses, 308; (use the SIOP and SELP2 TE notes to evaluate student proficiency)</p>
<p>ELP.9-12.10.5 use complex phrases and clauses, and produce and expand simple, compound, and complex sentences.</p>	<p>SE/TE: Prepositions of place, 16, 56; Adverb clauses of time, 218; Adjective clauses, 298, 354, 434; Restrictive and nonrestrictive clauses, 308; (use the SIOP and SELP2 TE notes to evaluate student proficiency)</p>