**Life, Level 3**

**2nd Edition**

**correlated to**

**English Proficiency Standards for Adult Education**

**Level 2**





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| **English Proficiency Standards for Adult Education, Level 2** | **Life, Level 3** |
| **ELP Standard 1****An ELL can… construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.** |
| **By the end of English language proficiency level 1, an ELL can…** |
| use an emerging set of strategies to:* identify the main topic in oral presentations and simple spoken and written texts
 | 14, 62, 122, 134 |
| * retell a few key details.
 | 134 |
| **ELP Standard 2****An ELL can… participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.** |
| **By the end of English language proficiency level 1, an ELL can…** |
| * participate in short conversations and written exchanges about familiar topics and texts
 | 13, 26, 50 |
| * present information and ideas
 | 110, 122, 124 |
| * appropriately take turns in interactions with others
 | 13, 35, 49 |
| * respond to simple questions and wh- questions.
 | 28, 47, 61 |
| **ELP Standard 3****An ELL can… speak and write about level-appropriate complex literary and informational texts and topics.** |
| **By the end of English language proficiency level 1, an ELL can…** |
| with support, * deliver short oral presentations
 | 110, 122, 124 |
| * compose simple written narratives or informational texts about familiar texts, topics, experiences, or events.
 | 41, 53, 137 |
| **ELP Standard 4****An ELL can… construct level appropriate oral and written claims and support them with reasoning and evidence.** |
| **By the end of English language proficiency level 1, an ELL can…** |
| * construct a claim about familiar topics, experiences, or events
 | 125 |
| * introduce the topic, experience, or event
 | 125 |
| * give a reason to support the claim
 | 125 |
| * provide a concluding statement.
 | 125 |
| **ELP Standard 5****An ELL can… conduct research and evaluate and communicate findings to answer questions or solve problems.** |
| **By the end of English language proficiency level 1, an ELL can…** |
| with support, * carry out short individual or shared research projects
 | 98, 149 |
| * gather information from provided print and digital sources
 | 98, 127, 149 |
| * record information in simple notes
 | 98, 127, 149 |
| * summarize data and information.
 | 149 |
| **ELP Standard 6****An ELL can… analyze and critique the arguments of others orally and in writing.** |
| **By the end of English language proficiency level 1, an ELL can…** |
| with support, * identify the main argument an author or speaker makes
 | 101, 125 |
| * identify one reason an author or a speaker gives to support the argument.
 | 101, 125 |
| **ELP Standard 7****An ELL can… adapt language choices to purpose, task, and audience when speaking and writing.** |
| **By the end of English language proficiency level 1, an ELL can…** |
| * show increasing awareness of differences between informal and formal language use
 | 65, 76, 107 |
| * adapt language choices to task and audience with emerging control in various social and academic contexts
 | 38, 97, 110 |
| * begin to use some frequently occurring general academic and content-specific words.
 | 97, 110, 122 |
| **ELP Standard 8****An ELL can… determine the meaning of words and phrases in oral presentations and literary and informational text.** |
| **By the end of English language proficiency level 1, an ELL can…** |
| using context, questioning, and knowledge of morphology in their native language(s),* determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events.
 | 139, 142, 151 |

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| **ELP Standard 9****An ELL can… create clear and coherent level appropriate speech and text.** |
| **By the end of English language proficiency level 1, an ELL can…** |
| with support, * recount a short sequence of events in order
 | 100, 101, 137 |
| * introduce an informational topic
 | 101, 113, 149 |
| * provide one or two facts about the topic
 | 137, 149 |
| * use common linking words to connect events and ideas.
 | 101 |
| **ELP Standard 10****An ELL can… demonstrate command of the conventions of standard English to communicate in level appropriate speech and writing.** |
| **By the end of English language proficiency level 1, an ELL can…** |
| with support, * use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions
 | 35, 46, 83  |
| * produce simple and compound sentences.
 | 97, 98, 107 |