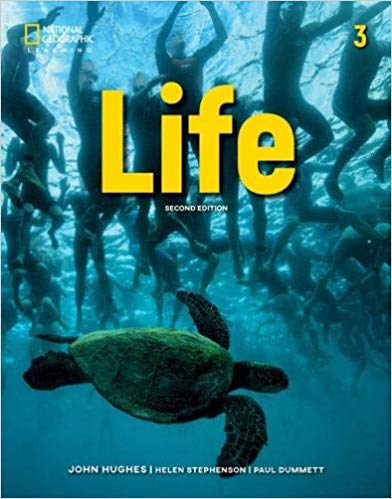
**Life, Level 3**

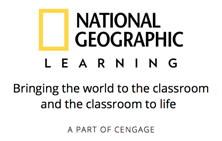
**2nd Edition**

**correlated to**

**English Proficiency Standards for Adult Education**

**Level 2**





|  |  |
| --- | --- |
| **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 |

|  |  |
| --- | --- |
| **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 |