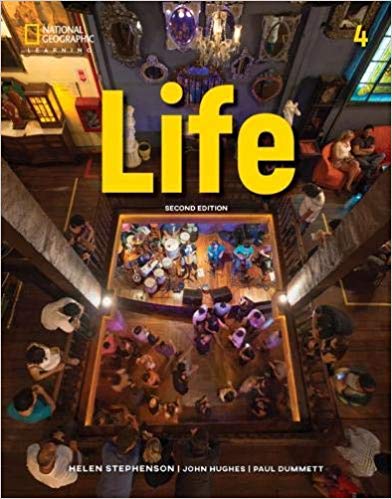
**Life, Level 4**

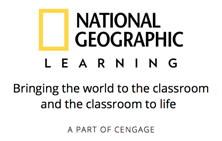
**2nd Edition**

**correlated to**

**English Proficiency Standards for Adult Education**

**Level 3**





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| **English Proficiency Standards for Adult Education, Level 3** | **Life, Level 4**  **Student Edition** |
| **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 3, an ELL can…** | |
| use a developing set of strategies to:   * determine a central idea or theme in oral presentations and spoken and written texts | 62, 86, 98 |
| * retell key details | 38, 82, 98 |
| * answer questions about key details | 10, 36, 58 |
| * explain how the theme is developed by specific details in texts | 98 |
| * summarize part of a text. | 74, 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 3, an ELL can…** | |
| * participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues | 23, 38, 47 |
| * build on the ideas of others | 49, 61, 73 |
| * express his or her own ideas | 38, 47, 72 |
| * ask and answer relevant questions | 10, 61, 97 |
| * add relevant information and evidence | 59, 85, 97 |
| * restate some of the key ideas expressed | 76, 133, 145 |
| * follow rules for discussion | 59, 116, 119 |
| * ask questions to gain information or clarify understanding. | 25, 26, 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 3, an ELL can…** | |
| with support,   * deliver short oral presentations | 86, 107, 122 |
| * compose simple written narratives or informational texts about familiar texts, topics, experiences, or events. | 17, 41, 89 |
| * compose written informational text | 17, 89 |
| * develop the topic with a few details about familiar texts, topics, or events. | 77, 89 |
| **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 3, an ELL can…** | |
| * construct a claim about familiar topics | 29, 137 |
| * introduce the topic | 29, 137 |
| * provide sufficient reasons or facts to support the claim | 29, 137 |
| * provide a concluding statement. | 137 |
| **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 3, an ELL can…** | |
| with support,   * carry out short research projects to answer a question | 107 |
| * gather information from multiple provided print and digital sources | 107 |
| * paraphrase key information in a short written or oral report | Standard not covered in this level of *Life* |
| * include illustrations, diagrams, or other graphics as appropriate | Standard not covered in this level of *Life* |
| * provide a list of sources. | Standard not covered in this level of *Life* |
| **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 3, an ELL can…** | |
| with support,   * explain the reasons an author or a speaker gives to support a claim | 29 |
| * identify one or two reasons an author or a speaker gives to support the main point. | 29 |
| **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 3, an ELL can…** | |
| * adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts | 53, 65, 101 |
| * use an increasing number of general academic and content specific words and expressions in spoken and written texts | 22, 48, 52 |
| * show developing control of style and tone in spoken and written texts. | 53, 65, 101 |

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| **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 3, an ELL can…** | |
| using context, questioning, and a developing knowledge of English and their native language(s)' morphology,   * determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences, or events. | 108, 124, 132 |
| **ELP Standard 9**  **An ELL can… create clear and coherent level appropriate speech and text.** | |
| **By the end of English language proficiency level 3, an ELL can…** | |
| * recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure | 40, 44 |
| * introduce and develop an informational topic with facts, details, and evidence | 17, 77, 89 |
| * use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas | 29, 89, 149 |
| * provide a concluding section or statement. | 137 |
| **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 3, an ELL can…** | |
| with support,   * use simple phrases | 110 |
| * use simple clauses | 120 |
| * produce and expand simple, compound, and a few complex sentences. | 35, 116, 133 |