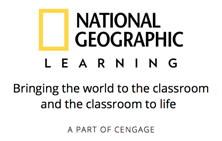
**Life 2e, Level 5**

**correlated to**

**English Proficiency Standards for Adult Education**

**Level 4**



|  |  |
| --- | --- |
| **English Proficiency Standards for Adult Education, Level 4** | **Life, Level 5**  **Teacher 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 1, an ELL can…** | |
| use an increasing range of strategies to:   * determine a central idea or theme in oral presentations and spoken and written texts | 26 |
| * analyze the development of the themes/ideas | 53 |
| * cite specific details and evidence from texts to support the analysis | 22, 70 |
| * summarize a text. | 50, 142 |
| **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 conversations, discussions, and written exchanges about a range of topics, texts, and issues | 28, 92 |
| * build on the ideas of others | 81, 83, 92 |
| * express his or her own ideas | 50, 58 |
| * clearly support points with specific and relevant evidence | 122, 141 |
| * ask and answer questions to clarify ideas and conclusions | 14, 100, 117 |
| * summarize the key points expressed. | 43 |
| **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…** | |
| * deliver oral presentation | 38, 48, 67 |
| * compose written informational texts | 89, 113, 149 |
| * develop the topic with some relevant details, concepts, examples, and information | 89, 113, 149 |
| * integrate graphics or multimedia when useful about a variety of texts, topics, or events. | Standard is not covered in *Life 5* |
| **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 a variety of topics | 65, 77 |
| * introduce the topic | 65, 77 |
| * provide logically ordered reasons or facts that effectively support the claim | 65, 77 |
| * provide a concluding statement. | 65, 77 |
| **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…** | |
| * carry out both short and more sustained research projects to answer a question | 38, 49 |
| * gather information from multiple print and digital sources | 38, 49 |
| * evaluate the reliability of each source | Standard is not covered in *Life 5* |
| * use search terms effectively | Standard is not covered in *Life 5* |
| * synthesize information from multiple print and digital sources | 38, 49 |
| * integrate information into an organized oral or written report | 38, 49 |
| * include illustrations, diagrams, or other graphics as appropriate | Standard is not covered in *Life 5* |
| * cite sources appropriately. | Standard is not covered in *Life 5* |
| **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…** | |
| * analyze the reasoning in persuasive spoken and written texts | 50, 65, 98 |
| * determine whether the evidence is sufficient to support the claim | 50, 65, 98 |
| * cite textual evidence to support the analysis. | 50, 65, 98 |
| **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…** | |
| * adapt language choices and style according to purpose, task, and audience in various social and academic contexts | 38, 48, 67 |
| * use a wider range of complex general academic and content specific words and phrases | 10, 22, 36 |
| * adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate. | 41, 53, 77 |
| **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 an increasing knowledge of English morphology,   * determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events. | 17, 31, 36 |
| **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…** | |
| * recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure | 88, 110 |
| * introduce and develop an informational topic with facts, details, and evidence | 89, 113, 149 |
| * use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas | 53, 65, 83 |
| * provide a concluding section or statement. | 89, 113, 149 |
| **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…** | |
| * use increasingly complex phrases | 19, 65, 146 |
| * use increasingly complex clauses | 76, 83, 121 |
| * produce and expand simple, compound, and complex sentences. | 108, 119, 127 |