**Life 2e, Level 5**

**correlated to**

**English Proficiency Standards for Adult Education**

**Level 4**



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| **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 |