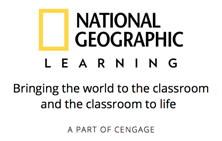
**Life 2e, Level 6**

**correlated to**

**English Proficiency Standards for Adult Education**

**Level 5**



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| **English Proficiency Standards for Adult Education, Level 5** | **Life, Level 6**  **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 a wide range of strategies to:   * determine central ideas or themes in oral presentations and spoken and written texts | 65, 110 |
| * analyze the development of the themes/ideas | 65, 110 |
| * cite specific details and evidence from texts to support the analysis | 98, 106, 110 |
| * summarize a text. | 86, 110, 148 |
| **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, extended discussions, and written exchanges about a range of substantive topics, texts, and issues | 13, 28, 107 |
| * build on the ideas of others | 133, 136, 140 |
| * express his or her own ideas clearly and persuasively | 65, 132, 145 |
| * refer to specific and relevant evidence from texts or research to support his or her ideas | 116, 118, 122 |
| * ask and answer questions that probe reasoning and claims | 13, 36, 133 |
| * summarize the key points and evidence discussed. | 38, 48, 55 |
| **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 presentations | 43, 56, 61 |
| * compose written informational texts | 77, 89, 101 |
| * fully develop the topic with relevant details, concepts, examples, and information | 77, 89, 101 |
| * integrate graphics or multimedia when useful about a variety of texts, topics, or events. | This standard is not covered in *Life 6* |
| **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 substantive claim about a variety of topics | 41, 125, 149 |
| * introduce the claim | 41, 125, 149 |
| * distinguish it from a counter-claim | 50 |
| * provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim | 50 |
| * provide a conclusion that summarizes the argument presented. | 41, 125, 149 |
| **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 or solve a problem | This standard is not covered in *Life 6* |
| * gather information from multiple print and digital sources | This standard is not covered in *Life 6* |
| * evaluate the reliability of each source | This standard is not covered in *Life 6* |
| * use advanced search terms effectively | This standard is not covered in *Life 6* |
| * synthesize information from multiple print and digital sources | This standard is not covered in *Life 6* |
| * analyze and integrate information into clearly organized spoken and written texts include illustrations, diagrams, or other graphics as appropriate | This standard is not covered in *Life 6* |
| * cite sources appropriately. | This standard is not covered in *Life 6* |
| **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 and evaluate the reasoning in persuasive spoken and written texts | 38, 113, 125 |
| * determine whether the evidence is sufficient to support the claim | 38, 113, 125 |
| * cite specific textual evidence to thoroughly support the analysis. | 38, 113, 125 |

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| **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 with ease in various social and academic contexts | 43, 56, 61 |
| * use a wide variety of complex general academic and content specific words and phrases | 48, 59, 72 |
| * employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate. | 77, 107, 133 |
| **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 consistent knowledge of English morphology,   * determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events. | 24, 72, 84 |
| **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 complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order | 113 |
| * introduce and effectively develop an informational topic with facts, details, and evidence provide a concluding section or statement. | 77, 89, 101 |
| * use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas | 107, 116, 172 |
| * provide a concluding section or statement. | 77, 89, 101 |

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| **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 complex phrases and clauses | 107, 109, 119 |
| * produce and expand simple, compound, and complex sentences. | 116, 121, 145 |