

**Texas Adult Education & Literacy Content Standards
English as a Second Language Standards, Level 2**

correlated to

Pearson

Future English for Results, Level 1

English as a Second Language Content Standards Level 2	Future, Level 1 Student Edition
Subarea III.1 – Listening Skills	
English Language Learners (ELLs) become increasingly able to comprehend what they hear, to retrieve information, and to make inferences and connections. The ELLs listen to speakers in a variety of contexts with a variety of English accents.	
Level 2: Low Beginning Language Ability. These ELLs respond to questions that require one or two-word answers, can participate in interactions in familiar contexts, and are able to ask the speaker for repetition.	
1. Use verbal communication to respond to moderately complex phrases, interactions, and questions in familiar contexts.	Unit 1: pgs. 7, 9, 10, 13, 15, 17, 19, 21, 22 Unit 2: pgs. 27, 29, 31, 32-33, 35, 37, 41, 42 Unit 3: pgs. 47, 49, 51, 53, 55, 57, 59, 61, 62 Unit 4: pgs. 67, 69, 71, 73, 75, 77, 79, 81, 82, 84 Unit 5: pgs. 87, 89, 91, 93, 95, 97, 99, 101, 102, 103, 104 Unit 6: pgs. 107, 109, 111, 113, 115, 117, 118-119, 121, 122, 124 Unit 7: pgs. 127, 129, 131, 133, 135, 137, 139, 141, 142, 144 Unit 8: pgs. 147, 149, 151, 153, 155, 156, 158, 161, 162, 163, 164 Unit 9: pgs. 167, 169, 171, 173, 175, 177, 179, 181, 182, 184 Unit 10: pgs. 187, 189, 193, 195, 197, 199, 201, 203, 204 Unit 11: pgs. 207, 209, 210, 212, 215, 217, 219, 221, 222, 224 Unit 12: pgs. 227, 229, 231, 233, 235, 237, 239, 241, 242, 244 See also <i>Team Projects</i> , pgs. 265-272
2. Follow orally-presented directions to accomplish a multi-step task.	Unit 6: pg. 120 Unit 8: pg. 161 Unit 10: pgs. 188, 189, 194 Unit 12: pgs. 220, 221
3. Identify high-frequency words that occur in English texts (e.g., he, she, you, I, ask, is, but, the, have, good).	Vocabulary exercises in each unit will provide opportunities to meet standard: Unit 1: pgs. 6-7 Unit 2: pgs. 26-27 Unit 3: pgs. 46-47 Unit 4: pgs. 66-67 Unit 5: pgs. 86-87 Unit 6: pgs. 106-107 Unit 7: pgs. 126-127 Unit 8: pgs. 146-147 Unit 9: pgs. 166-167 Unit 10: pgs. 186-187 Unit 11: pgs. 206-207 Unit 12: pgs. 226-227

<p>4. Listen actively, use context and familiar terms, and identify the main topic of a conversation in familiar situations.</p>	<p>Unit 1: pgs. 7, 9, 10, 13, 15, 17, 19, 21, 22 Unit 2: pgs. 27, 29, 31, 32-33, 35, 37, 41, 42 Unit 3: pgs. 47, 49, 51, 53, 55, 57, 59, 61, 62 Unit 4: pgs. 67, 69, 71, 73, 75, 77, 79, 81, 82, 84 Unit 5: pgs. 87, 89, 91, 93, 95, 97, 99, 101, 102, 103, 104 Unit 6: pgs. 107, 109, 111, 113, 115, 117, 118-119, 121, 122, 124 Unit 7: pgs. 127, 129, 131, 133, 135, 137, 139, 141, 142, 144 Unit 8: pgs. 147, 149, 151, 153, 155, 156, 158, 161, 162, 163, 164 Unit 9: pgs. 167, 169, 171, 173, 175, 177, 179, 181, 182, 184 Unit 10: pgs. 187, 189, 193, 195, 197, 199, 201, 203, 204 Unit 11: pgs. 207, 209, 210, 212, 215, 217, 219, 221, 222, 224 Unit 12: pgs. 227, 229, 231, 233, 235, 237, 239, 241, 242, 244 See also <i>Team Projects</i>, pgs. 265-272</p>
<p>Subarea III.2 – Speaking Skills</p>	
<p>The ELLs are able to speak in a variety of situations and settings using increasingly challenging vocabulary and language complexity with increasing fluency and accuracy.</p>	
<p>Level 2: Low Beginning Language Ability. These ELLs can communicate using basic vocabulary and common English expressions to express themselves and engage in conversations.</p>	
<p>1. Gain increasing command of common expressions in simple dialogues and social exchanges (e.g., to express feelings or health, to describe weather, or to ask how others are doing).</p>	<p>Unit 1: pgs. 7, 9, 10, 13, 15, 17, 19, 21, 22 Unit 2: pgs. 27, 29, 31, 32-33, 35, 37, 41, 42 Unit 3: pgs. 47, 49, 51, 53, 55, 57, 59, 61, 62 Unit 4: pgs. 67, 69, 71, 73, 75, 77, 79, 81, 82, 84 Unit 5: pgs. 87, 89, 91, 93, 95, 97, 99, 101, 102, 103, 104 Unit 6: pgs. 107, 109, 111, 113, 115, 117, 118-119, 121, 122, 124 Unit 7: pgs. 127, 129, 131, 133, 135, 137, 139, 141, 142, 144 Unit 8: pgs. 147, 149, 151, 153, 155, 156, 158, 161, 162, 163, 164 Unit 9: pgs. 167, 169, 171, 173, 175, 177, 179, 181, 182, 184 Unit 10: pgs. 187, 189, 193, 195, 197, 199, 201, 203, 204 Unit 11: pgs. 207, 209, 210, 212, 215, 217, 219, 221, 222, 224 Unit 12: pgs. 227, 229, 231, 233, 235, 237, 239, 241, 242, 244 See also <i>Team Projects</i>, pgs. 265-272</p>
<p>2. Engage in brief, guided conversations with peers.</p>	<p>Unit 1: pgs. 7, 9, 10, 13, 15, 17, 19, 21, 22 Unit 2: pgs. 27, 29, 31, 32-33, 35, 37, 41, 42 Unit 3: pgs. 47, 49, 51, 53, 55, 57, 59, 61, 62 Unit 4: pgs. 67, 69, 71, 73, 75, 77, 79, 81, 82, 84 Unit 5: pgs. 87, 89, 91, 93, 95, 97, 99, 101, 102, 103, 104 Unit 6: pgs. 107, 109, 111, 113, 115, 117, 118-119, 121, 122, 124 Unit 7: pgs. 127, 129, 131, 133, 135, 137, 139, 141, 142, 144 Unit 8: pgs. 147, 149, 151, 153, 155, 156, 158, 161, 162, 163, 164 Unit 9: pgs. 167, 169, 171, 173, 175, 177, 179, 181, 182, 184 Unit 10: pgs. 187, 189, 193, 195, 197, 199, 201, 203, 204 Unit 11: pgs. 207, 209, 210, 212, 215, 217, 219, 221, 222, 224 Unit 12: pgs. 227, 229, 231, 233, 235, 237, 239, 241, 242, 244 See also <i>Team Projects</i>, pgs. 265-272</p>

<p>3. Use high frequency words to verbally describe things or people.</p>	<p><i>Listening and Speaking</i> activities and <i>Show What You Know</i> activities can be used to meet standard: Unit 1: pgs. 7, 9, 10, 13, 15, 17, 19, 21, 22 Unit 2: pgs. 27, 29, 31, 32-33, 35, 37, 41, 42 Unit 3: pgs. 49, 51, 53, 55, 57, 59, 61, 62 Unit 4: pgs. 67, 69, 71, 73, 75, 77, 79, 81, 82, 84 Unit 5: pgs. 87, 89, 91, 93, 95, 97, 99, 101, 102, 103, 104 Unit 6: pgs. 107, 109, 111, 113, 115, 117, 118-119, 121, 122, 124 Unit 7: pgs. 127, 129, 131, 133, 135, 137, 139, 141, 142, 144 Unit 8: pgs. 147, 149, 151, 153, 155, 156, 158, 161, 162, 163, 164 Unit 9: pgs. 167, 169, 171, 173, 175, 177, 179, 181, 182, 184 Unit 10: pgs. 187, 189, 193, 195, 197, 199, 201, 203, 204 Unit 11: pgs. 207, 209, 210, 212, 215, 217, 219, 221, 222, 224 Unit 12: pgs. 227, 229, 231, 233, 235, 237, 239, 241, 242, 244 See also <i>Team Projects</i>, pgs. 265-272</p>
<p>4. Convey brief messages (e.g., “I am sick,” or “Jose is absent”).</p>	<p>Unit 1: pgs. 7, 9, 10, 13, 15, 17, 19, 21, 22 Unit 2: pgs. 27, 29, 31, 32-33, 35, 37, 41, 42 Unit 3: pgs. 47, 49, 51, 53, 55, 57, 59, 61, 62 Unit 4: pgs. 67, 69, 71, 73, 75, 77, 79, 81, 82, 84 Unit 5: pgs. 87, 89, 91, 93, 95, 97, 99, 101, 102, 103, 104 Unit 6: pgs. 107, 109, 111, 113, 115, 117, 118-119, 121, 122, 124 Unit 7: pgs. 127, 129, 131, 133, 135, 137, 139, 141, 142, 144 Unit 8: pgs. 147, 149, 151, 153, 155, 156, 158, 161, 162, 163, 164 Unit 9: pgs. 167, 169, 171, 173, 175, 177, 179, 181, 182, 184 Unit 10: pgs. 187, 189, 193, 195, 197, 199, 201, 203, 204 Unit 11: pgs. 207, 209, 210, 212, 215, 217, 219, 221, 222, 224 Unit 12: pgs. 227, 229, 231, 233, 235, 237, 239, 241, 242, 244</p>
<p>5. Gain increasing command of English vocabulary, selecting words that express ideas.</p>	<p>Unit 1: pgs. 7, 9, 10, 13, 15, 17, 19, 21, 22 Unit 2: pgs. 27, 29, 31, 32-33, 35, 37, 41, 42 Unit 3: pgs. 47, 49, 51, 53, 55, 57, 59, 61, 62 Unit 4: pgs. 67, 69, 71, 73, 75, 77, 79, 81, 82, 84 Unit 5: pgs. 87, 89, 91, 93, 95, 97, 99, 101, 102, 103, 104 Unit 6: pgs. 107, 109, 111, 113, 115, 117, 118-119, 121, 122, 124 Unit 7: pgs. 127, 129, 131, 133, 135, 137, 139, 141, 142, 144 Unit 8: pgs. 147, 149, 151, 153, 155, 156, 158, 161, 162, 163, 164 Unit 9: pgs. 167, 169, 171, 173, 175, 177, 179, 181, 182, 184 Unit 10: pgs. 187, 189, 193, 195, 197, 199, 201, 203, 204 Unit 11: pgs. 207, 209, 210, 212, 215, 217, 219, 221, 222, 224 Unit 12: pgs. 227, 229, 231, 233, 235, 237, 239, 241, 242, 244 See also <i>Team Projects</i>, pgs. 265-272</p>
<p>Subarea III.3 – Reading Skills</p>	
<p>The ELL reads a variety of texts at different levels of complexity for a variety of purposes with an increasing level of comprehension and fluency.</p>	
<p>Level 2: Low Beginning Language Ability. These ELLs can interpret and respond to information presented in simple passages with familiar words and language structures. They can answer literal questions that require one or two words for an answer.</p>	

<p>1. Decode phonetically regular and irregular words and using context to gain meaning from simple texts.</p>	<p>While not specifically taught in Future, decoding and context can be taught using <i>Readings</i> in each unit: Unit 1: pgs. 16-17 Unit 2: pgs. 38-39 Unit 3: pgs. 52-53 Unit 4: pgs. 72-73 Unit 5: pgs. 98-99 Unit 6: pgs. 112-113 Unit 7: pgs. 137-138 Unit 8: pgs. 152-153 Unit 9: pgs. 178-179 Unit 10: pgs. 198-199 Unit 11: pgs. 218-219 Unit 12: pgs. 238-239</p>
<p>2. Read and understand the meaning of simple passages and print that contain familiar words and structures.</p>	<p>Unit 1: pgs. 16-17 Unit 2: pgs. 38-39 Unit 3: pgs. 52-53 Unit 4: pgs. 72-73 Unit 5: pgs. 98-99 Unit 6: pgs. 112-113 Unit 7: pgs. 137-138 Unit 8: pgs. 152-153 Unit 9: pgs. 178-179 Unit 10: pgs. 198-199 Unit 11: pgs. 218-219 Unit 12: pgs. 238-239</p>
<p>3. Respond to printed phrases, interactions, and questions in familiar contexts by relying on non-verbal communication.</p>	<p>Strategy is taught in TE for these corresponding pages: Unit 3: pg. T-53 Unit 4: pg. T-73 Unit 5: pg. T-99 Unit 6: pg. T-113 Unit 8: pg. T-153 Unit 9: pg. T-179 Unit 11: pg. T-219</p>
<p>4. Identify information in a text when asked to answer basic wh-questions (e.g., who, what, where, why, when, and how).</p>	<p>Unit 1: pg. 17 Unit 2: pg. 39 Unit 3: pg. 53 Unit 4: pg. 73 Unit 5: pg. 99 Unit 6: pg. 113 Unit 7: pg. 138 Unit 8: pg. 153 Unit 9: pg. 179 Unit 10: pg. 199 Unit 11: pg. 219 Unit 12: pg. 239</p>

<p>5. Answer literal comprehension questions that are asked verbally (e.g., in discussion) or in writing (e.g., in class assignment).</p>	<p>Unit 1: pg. 17 Unit 2: pg. 39 Unit 3: pg. 53 Unit 4: pg. 73 Unit 5: pg. 99 Unit 6: pg. 113 Unit 7: pg. 138 Unit 8: pg. 153 Unit 9: pg. 179 Unit 10: pg. 199 Unit 11: pg. 219 Unit 12: pg. 239</p>
<p>6. Use supporting illustrations to interpret text.</p>	<p>Unit 1: pgs. 17 Unit 2: pgs. 39 Unit 4: pgs. 73 Unit 5: pgs. 99 Unit 6: pgs. 113 Unit 7: pgs. 138 Unit 8: pgs. 153 Unit 9: pgs. 179 Unit 10: pgs. 199 Unit 11: pgs. 219 Unit 12: pgs. 239</p>
<p>7. Interpret information in charts and tables (e.g., bus schedules).</p>	<p>Unit 1: pg. 17 Unit 7: pgs. 128, 132, 133, 139 Unit 8: pg. 46</p>
<p>Subarea III.4 – Writing Skills</p>	
<p>The ELL writes in a variety of forms with increasing ease, accuracy, and complexity to effectively address specific purposes and audiences.</p>	
<p>Level 2: Low Beginning Language Ability. These ELLs can write basic phrases and sentences.</p>	
<p>1. Use pronoun referents correctly across a statement or passage (e.g., “Maria travels with her dog.”).</p>	<p>Unit 1: pgs. 14, 20, 21 Unit 3: pgs. 62, 63</p>

<p>2. Write using high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, learned, or highly familiar material.</p>	<p>Unit 1: pg. 23 Unit 2: pg. 43 Unit 3: pg. 63 Unit 4: pg. 83 Unit 5: pg. 103 Unit 6: pg. 123 Unit 7: pg. 143 Unit 8: pg. 163 Unit 9: pg. 183 Unit 10: pg. 203 Unit 11: pg. 233 Unit 12: pg. 243 See also <i>Life Skills Writing Activities</i>: Unit 1: pg. 253 Unit 2: pg. 254 Unit 3: pg. 255 Unit 4: pg. 256 Unit 5: pg. 257 Unit 6: pg. 258 Unit 7: pg. 259 Unit 8: pg. 260 Unit 9: pg. 261 Unit 10: pg. 262 Unit 11: pg. 263 Unit 12: pg. 264</p>
<p>3. Compose simple paragraphs that include a main idea.</p>	<p>Unit 4: pg. 83</p>
<p>4. Write a simple narrative that includes a clear sequence of events.</p>	<p>Unit 1: pg. 23 Unit 2: pg. 43 Unit 4: pg. 83 Unit 10: pg. 203 Unit 12: pg. 243</p>
<p>5. Use basic grammatical agreement and structures with the present tense of regular and irregular verbs.</p>	<p>Unit 1: pgs. 14, 15, 20, 21 Unit 2: pgs. 36, 37, 42 Unit 3: pgs. 50 Unit 4: pgs. 76, 77 Unit 5: pgs. 90, 91 Unit 6: pgs. 102, 103 Unit 7: pgs. 130-131 Unit 8: pgs. 142-143 Unit 9: pgs. 170-171 Unit 10: pgs. 176-177, 202-203 Unit 11: pgs. 210-211 Unit 12: pgs. 230-231</p>
<p>6. Complete everyday functional forms and applications (e.g., job applications, banking forms, rental agreements, and other contracts).</p>	<p><i>Life Skills Writing Activities</i>: Unit 1: pg. 253 Unit 2: pgs. 254-255 Unit 3: pg. 256 Unit 4: pg. 257 Unit 11: pg. 263 Unit 12: pg. 264</p>

7. Demonstrate expanded vocabulary knowledge, identify different registers for writing and speaking (e.g., the need to adjust the level of formality with which they write and speak).

Opportunities are provided with *Writing* activities:

Unit 1: pg. 23

Unit 2: pg. 43

Unit 3: pg. 63

Unit 4: pg. 83

Unit 5: pg. 103

Unit 6: pg. 123

Unit 7: pg. 143

Unit 8: pg. 163

Unit 9: pg. 183

Unit 10: pg. 203

Unit 11: pg. 233

Unit 12: pg. 243

See also *Life Skills Writing Activities*:

Unit 1: pg. 253

Unit 2: pg. 254

Unit 3: pg. 255

Unit 4: pg. 256

Unit 5: pg. 257

Unit 6: pg. 258

Unit 7: pg. 259

Unit 8: pg. 260

Unit 9: pg. 261

Unit 10: pg. 262

Unit 11: pg. 263

Unit 12: pg. 264