

**Texas Adult Education & Literacy Content Standards
English as a Second Language Standards, Level 4**

correlated to

Pearson

Future English for Results, Level 3

English as a Second Language Content Standards Level 4	Future, Level 3 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 4: Low Intermediate Language Ability. These ELLs apply increasingly complex listening strategies to comprehend conversations that include new vocabulary. Thus, they are able to participate in information gap listening activities.	
1. Actively listen, determine new meanings of new vocabulary, and interpret complex spoken communication.	Unit 1: pgs. 6-7, 8-9, 14-15, 20-21 Unit 2: pgs. 26-27, 38-39, 45-35, 40-41 Unit 3: pgs. 46-47, 48-49, 54-55, 60-61 Unit 4: pgs. 66-67, 68-69, 74-75, 80-81 Unit 5: pgs. 86-87, 88-89, 94-95, 100-101 Unit 6: pgs. 106-107, 107-108, 114-115, 120-121 Unit 7: pgs. 126-127, 128-129, 134-135, 140-141 Unit 8: pgs. 146-147, 148-149, 154-155, 160-161 Unit 9: pgs. 166-167, 168-169, 174-175, 180-181 Unit 10: pgs. 186-187, 188-189, 194-195, 200-201 Unit 11: pgs. 206-207, 208-209, 214-215, 220-221 Unit 12: pgs. 227-227, 228-229, 234-235, 240-241
2. Listen to, identify main facts and supporting details, and comprehend messages from mass media communication (e.g., radio, movies, and TV) and other spoken communication.	Unit 1: pgs. 7, 9, 11, 15, 17, 21 Unit 2: pgs. 27, 29, 31, 35, 37, 41 Unit 3: pgs. 47, 49, 51, 55, 57, 61 Unit 4: pgs. 67, 69, 71, 75, 77, 81 Unit 5: pgs. 87, 89, 91, 95, 97, 103 Unit 6: pgs. 107, 108, 111, 115, 117, 121 Unit 7: pgs. 127, 129, 131, 137, 139, 141 Unit 8: pgs. 147, 149, 151, 155, 156, 157, 161 Unit 9: pgs. 167, 169, 171, 175, 177, 181 Unit 10: pgs. 187, 189, 191, 195, 197, 201 Unit 11: pgs. 207, 209, 211, 215, 217, 221 Unit 12: pgs. 227, 229, 231, 235, 237, 241 See also <i>Team Projects</i> , pgs. 263-274

<p>3. Actively listen and comprehend information and provide a response to a question that requires making inferences from spoken language.</p>	<p>Unit 1: pgs. 8-9, 14-15, 20-21 Unit 2: pgs. 28-29, 34-35, 40-41 Unit 3: pgs. 48-49, 55, 60-61 Unit 4: pgs. 68-69, 74-75, 81 Unit 5: pgs. 88-89, 94-95, 100-101 Unit 6: pgs. 108-109, 114-115, 120-121 Unit 7: pgs. 128-129, 134-135, 141 Unit 8: pgs. 148-149, 154-155, 160-161 Unit 9: pgs. 168-169, 175, 180-181 Unit 10: pgs. 188-189, 194-195, 201 Unit 11: pgs. 208-209, 215, 220-221 Unit 12: pgs. 228-229, 234-235, 240-241 See also <i>Team Projects</i>, pgs. 263-274</p>
<p>4. Recognize abbreviated phrases, including informal language, slang, and idioms, when listening to a conversation (e.g., Want some?, Like it?, Heard that?).</p>	<p>Unit 1: pg. 21 Unit 2: pgs. 29, 35 Unit 8: pg. 148 Unit 11: pg. 221</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 4: Low Intermediate Language Ability. These ELLs can initiate and engage in simple conversations that include descriptions, personal opinions, and inferences on familiar topics.</p>	
<p>1. Engage in simple conversations (e.g., ask about personal information such as name, address, and phone number) using wh-questions.</p>	<p>Unit 1: pgs. 7, 9, 11, 15, 17, 21 Unit 2: pgs. 29, 31, 35, 37 Unit 3: pgs. 47, 49, 55, 57, 61 Unit 4: pgs. 67, 69, 75, 77, 81 Unit 5: pgs. 87, 91, 95, 97, 99, 101 Unit 6: pgs. 107, 109, 111, 113, 115, 117, 121 Unit 7: pgs. 139 Unit 8: pgs. 149, 155, 159, 161, 162 Unit 9: pgs. 167, 169, 171, 175 Unit 10: pgs. 187, 189, 199 Unit 11: pgs. 207, 209, 211, 213, 217 Unit 12: pgs. 227, 229, 231, 235, 237, 241, 242</p>
<p>2. Provide descriptions, arguments, and simple inferences when using spoken language.</p>	<p>Unit 1: pgs. 7, 9, 11, 15, 17, 21 Unit 2: pgs. 27, 29, 31, 35, 37, 41 Unit 3: pgs. 47, 49, 51, 55, 57, 61 Unit 4: pgs. 67, 69, 71, 75, 77, 79, 81 Unit 5: pgs. 87, 89, 91, 95, 97, 99, 101 Unit 6: pgs. 107, 109, 111, 113, 115, 117, 121 Unit 7: pgs. 127, 129, 131, 135, 137, 139, 141 Unit 8: pgs. 147, 149, 151, 155, 157, 159, 161, 162 Unit 9: pgs. 167, 169, 171, 175, 177, 181 Unit 10: pgs. 187, 189, 191, 195, 197, 199, 201, 203 Unit 11: pgs. 207, 209, 211, 213, 217, 221, 223 Unit 12: pgs. 227, 229, 231, 235, 237, 239, 241, 242 See also <i>Team Projects</i>, pgs. 263-274</p>

<p>3. Provide and defend an opinion to support a point of view on familiar topics or situations.</p>	<p>See <i>Read and React</i> for related content: Unit 1: pg. 24 Unit 2: pg. 44 Unit 3: pg. 64 Unit 4: pg. 84 Unit 5: pg. 104 Unit 6: pg. 124 Unit 7: pg. 144 Unit 8: pg. 164 Unit 9: pg. 184 Unit 10: pg. 204 Unit 11: pg. 224 Unit 12: pg. 244</p>
<p>4. Carry on extensive conversations in a social narrative context (e.g., a description of family-related weekend activities).</p>	<p>Unit 1: pgs. 7, 9, 11, 15, 17, 21 Unit 5: pgs. 87, 95, 99 Unit 8: pgs. 149, 157 Unit 12: pgs. 231, 235, 241</p>
<p>5. Speak in ways that clearly communicate the topic, main ideas, and essential ideas.</p>	<p>Unit 1: pgs. 7, 9, 11, 15, 17, 21 Unit 2: pgs. 27, 29, 31, 35, 37, 41 Unit 3: pgs. 47, 49, 51, 55, 57, 61 Unit 4: pgs. 67, 69, 71, 75, 77, 81 Unit 5: pgs. 87, 89, 91, 95, 97, 103 Unit 6: pgs. 107, 108, 111, 115, 117, 121 Unit 7: pgs. 127, 129, 131, 137, 139, 141 Unit 8: pgs. 147, 149, 151, 155, 156, 157, 161 Unit 9: pgs. 167, 169, 171, 175, 177, 181 Unit 10: pgs. 187, 189, 191, 195, 197, 201 Unit 11: pgs. 207, 209, 211, 215, 217, 221 Unit 12: pgs. 227, 229, 231, 235, 237, 241 See also <i>Team Projects</i>, pgs. 263-274</p>
<p>6. Demonstrate some understanding of the differences between standard and non-standard spoken English vocabulary and grammar.</p>	<p>Unit 1: pg. 21 Unit 2: pgs. 29, 35 Unit 8: pg. 148 Unit 11: pg. 221</p>
<p>7. Become increasingly able to change grammatical style in formal and informal settings by adjusting language used for a particular purpose or in a particular social setting.</p>	<p>Unit 1: pg. 9</p>
<p>8. Gain increasing command of academic and work-related vocabulary.</p>	<p>Unit 1: pgs. 7, 9, 11, 15, 17, 21 Unit 2: pgs. 27, 29, 31, 35, 37, 41 Unit 3: pgs. 47, 49, 51, 55, 57, 61 Unit 4: pgs. 67, 69, 71, 75, 77, 81 Unit 5: pgs. 87, 89, 91, 95, 97, 103 Unit 6: pgs. 107, 108, 111, 115, 117, 121 Unit 7: pgs. 127, 129, 131, 137, 139, 141 Unit 8: pgs. 147, 149, 151, 155, 156, 157, 161 Unit 9: pgs. 167, 169, 171, 175, 177, 181 Unit 10: pgs. 187, 189, 191, 195, 197, 201 Unit 11: pgs. 207, 209, 211, 215, 217, 221 Unit 12: pgs. 227, 229, 231, 235, 237, 241 See also <i>Team Projects</i>, pgs. 263-274</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>	

Level 4: Low Intermediate Language Ability. These ELLs can read texts representing different genres to answer basic comprehension questions, identify main ideas and supporting details, and make simple inferences.	
1. Identify elements of different reading genres and use text structure to help in comprehension.	All readings in <i>Future, Level 3</i> are informational articles. Unit 6: pg. 112
2. Read and comprehend multi-paragraph texts on a variety of topics and in a variety of text types (e.g., newspaper and magazine articles, how-to materials, and literature).	Unit 1: pgs. 12-13 Unit 2: pgs. 32-33 Unit 3: pgs. 52-53 Unit 4: pgs. 78-79 Unit 5: pgs. 98-99 Unit 6: pgs. 112-113 Unit 7: pgs. 138-139 Unit 8: pgs. 158-159 Unit 9: pgs. 172-173 Unit 10: pgs. 198-199 Unit 11: pgs. 212-213 Unit 12: pgs. 238-239
3. Identify the intended audience and purpose for a variety of text types.	Unit 11: pg. 213
4. Make connections between related information across different sections of a text, from different texts, or presented on different platforms (e.g., print or electronic media).	See TE: Unit 6: pg. T-112 Unit 7: pg. T-138
5. Compare and contrast what has been read, considering factors such as presentation format (print or electronic media), point of view, accuracy, etc.	See TE: Unit 7: pg. T-138
6. Interpret simple analogies, idioms, and other rhetorical devices when reading a text about familiar topics.	Unit 1: pg. 21 Unit 2: pgs. 29, 35 Unit 11: pg. 221
7. Accurately paraphrase and summarize information that has been read in print or in electronic media.	Unit 12: pg. 239
8. Use a variety of strategies (e.g., concept mapping, outlining, underlining, and annotating) to assist in comprehension.	Unit 1: pg. 12 Unit 2: pg. 32 Unit 3: pg. 52 Unit 4: pg. 79 Unit 5: pg. 98 Unit 6: pg. 112 Unit 7: pg. 139 Unit 8: pg. 159 Unit 9: pg. 172 Unit 10: pg. 199 Unit 11: pg. 213 Unit 12: pg. 239
Subarea III.4 – Writing Skills	
The ELL writes in a variety of forms with increasing ease, accuracy, and complexity to effectively address specific purposes and audiences.	
Level 4: Low Intermediate Language Ability. These ELLs can write with an audience in mind and for personal and work-related communication.	

1. Write compositions that show consideration of audience and purpose (e.g., work related versus personal correspondence).	Unit 1: pg. 23 Unit 2: pg. 40 Unit 3: pg. 54 Unit 4: pg. 80 Unit 5: pg. 100 Unit 6: pg. 123 Unit 7: pg. 140 Unit 8: pg. 163 Unit 9: pg. 174 Unit 10: pg. 200 Unit 11: pg. 214 Unit 12: pg. 243
2. Write short compositions that show understanding of different genres.	Unit 1: pg. 23 Unit 2: pg. 40 Unit 3: pg. 54 Unit 4: pg. 80 Unit 5: pg. 100 Unit 6: pg. 123 Unit 7: pg. 140 Unit 8: pg. 163 Unit 9: pg. 174 Unit 10: pg. 200 Unit 11: pg. 214 Unit 12: pg. 243
3. Use transition words and phrases appropriately and with correct punctuation (e.g., however, next, then, and after).	Unit 2: pg. 40 Unit 10: pg. 200
4. Understand vocabulary knowledge and show understanding of how idioms, figures of speech, juxtaposed words, and comparisons enrich one's writing.	Unit 6: pg. 123
5. Use words that are appropriate for informal (colloquial or slang) written discourse or formal written discourse.	Unit 2: pg. 40 Unit 3: pg. 54
6. Engage in all steps of the writing process (e.g., drafting, editing, and publishing) to create a range of short compositions.	Unit 1: pg. 23 Unit 2: pg. 40 Unit 3: pg. 54 Unit 4: pg. 80 Unit 5: pg. 100 Unit 6: pg. 123 Unit 7: pg. 140 Unit 8: pg. 163 Unit 9: pg. 174 Unit 10: pg. 200 Unit 11: pg. 214 Unit 12: pg. 243
7. Write supporting points or details for a statement, position, or argument on a familiar topic.	Unit 3: pg. 54 Unit 6: pg. 123 Unit 7: pg. 140 Unit 10: pg. 200
8. Recognize word families (e.g., verbs and nouns, adjectives and adverbs, etc.) to develop vocabulary in writing.	Unit 6: pg. 123