Texas Adult Education & Literacy Content Standards English as a Second Language Standards, Level 5

correlated to

Pearson

Future English for Results, Level 4

English as a Second Language Content Standards	Future, Level 4 Student Edition
Level 5	
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 5: High Intermediate Language Ability. and recognize the speaker's hidden message	These ELLs are able to identify main ideas and supportive information es.
Comprehend spoken language that deals	Unit 1: pgs. 7, 9, 11, 13, 15, 19, 21
with unfamiliar topics or situations.	Unit 2: pgs. 27, 29, 31, 33, 35, 37, 39, 41
	Unit 3: pgs. 47, 49, 51, 53, 55, 57, 59, 61
	Unit 4: pgs. 67, 69, 71, 73, 75, 77, 79, 81
	Unit 5: pgs. 87, 89, 91, 93, 95, 99, 101
	Unit 6: pgs. 107, 108, 111, 113, 115, 117, 119, 121
	Unit 7: pgs. 127, 129, 131, 133, 135, 137, 139, 141
	Unit 8: pgs. 147, 149, 151, 153, 155, 157, 159, 161
	Unit 9: pgs. 167, 169, 171, 173, 175, 177, 179, 181
	Unit 10: pgs. 187, 189, 191, 193, 195, 197, 199, 201
	Unit 11: pgs. 207, 209, 211, 213, 215, 217, 219, 221
	Unit 12: pgs. 227, 229, 231, 233, 235, 237, 239, 241
	See also Team Projects, pgs. 263-274
Identify and retell the main facts and	Related Content:
supportive details from an oral presentation.	See Team Projects, pgs. 263-274
Comprehend extended social interactions	Unit 1: pgs. 7, 9, 11, 13, 15, 19, 21
(e.g., a person telling an anecdote, or,	Unit 2: pgs. 27, 29, 31, 33, 35, 37, 39, 41
discussing a social topic).	Unit 3: pgs. 47, 49, 51, 53, 55, 57, 59, 61
	Unit 4: pgs. 67, 69, 71, 73, 75, 77, 79, 81
	Unit 5: pgs. 87, 89, 91, 93, 95, 99, 101
	Unit 6: pgs. 107, 108, 111, 113, 115, 117, 119, 121
	Unit 7: pgs. 127, 129, 131, 133, 135, 137, 139, 141
	Unit 8: pgs. 147, 149, 151, 153, 155, 157, 159, 161
	Unit 9: pgs. 167, 169, 171, 173, 175, 177, 179, 181
	Unit 10: pgs. 187, 189, 191, 193, 195, 197, 199, 201
	Unit 11: pgs. 207, 209, 211, 213, 215, 217, 219, 221
	Unit 12: pgs. 227, 229, 231, 233, 235, 237, 239, 241
	See also Team Projects, pgs. 263-274

4. Recognize and respond to routine spoken	Unit 1: pgs. 6-7, 12-13, 18-19
messages, instructions, or questions (e.g.,	Unit 2: pgs. 26-27, 32-33, 38-39
"Next customer, please!").	Unit 3: pgs. 46-47, 52-53, 58-59
	Unit 4: pgs. 66-67, 72-73, 78-79
	Unit 5: pgs. 86-87, 92-93, 98-99
	Unit 6: pgs. 106-107, 112-113, 118-119
	Unit 7: pgs. 126-127, 132-133, 138-139
	Unit 8: pgs. 146-147, 152-152, 158-159
	Unit 9: pgs. 166-167, 172-173, 178-179
	Unit 10: pgs. 186-187, 192-193, 198-199
	Unit 11: pgs. 206-207, 212-213, 218-219
	Unit 12: pgs. 226-227, 232-233, 238-239
5. Identify and respond to descriptions (of	Unit 1: pgs. 6-7, 12-13, 18-19
people and places), narratives (of past,	Unit 2: pgs. 26-27, 32-33, 38-39
present, and future events), and	Unit 3: pgs. 46-47, 52-53, 58-59
argumentative speech, as well as complex	Unit 4: pgs. 66-67, 72-73, 78-79
factual products of spoken language.	Unit 5: pgs. 86-87, 92-93, 98-99
	Unit 6: pgs. 106-107, 112-113, 118-119
	Unit 7: pgs. 126-127, 132-133, 138-139
	Unit 8: pgs. 146-147, 152-152, 158-159
	Unit 9: pgs. 166-167, 172-173, 178-179
	Unit 10: pgs. 186-187, 192-193, 198-199
	Unit 11: pgs. 206-207, 212-213, 218-219
	Unit 12: pgs. 226-227, 232-233, 238-239
Comprehend facts presented in spoken	Unit 1: pgs. 7, 9, 11, 13, 15, 19, 21
discourse and recognize speaker intended	Unit 2: pgs. 27, 29, 31, 33, 35, 37, 39, 41
inferences.	Unit 3: pgs. 47, 49, 51, 53, 55, 57, 59, 61
	Unit 4: pgs. 67, 69, 71, 73, 75, 77, 79, 81
	Unit 5: pgs. 87, 89, 91, 93, 95, 99, 101
	Unit 6: pgs. 107, 108, 111, 113, 115, 117, 119, 121
	Unit 7: pgs. 127, 129, 131, 133, 135, 137, 139, 141
	Unit 8: pgs. 147, 149, 151, 153, 155, 157, 159, 161
	Unit 9: pgs. 167, 169, 171, 173, 175, 177, 179, 181
	Unit 10: pgs. 187, 189, 191, 193, 195, 197, 199, 201
	Unit 11: pgs. 207, 209, 211, 213, 215, 217, 219, 221
	Unit 12 : pgs. 227, 229, 231, 233, 235, 237, 239, 241
	See also Team Projects, pgs. 263-274
7. Take notes during a workshop, lecture, or	Team Projects, pgs. 263-274
oral presentation to capture main ideas and	
supporting details.	
Use background knowledge and contextual	Pre-listening activities (Before you Listen) help activate students'
	background knowledge:
clues to participate in conversations.	
	Unit 1: pgs. 6, 12, 18
	Unit 2: pgs. 26, 32, 38
	Unit 3: pgs. 46, 52, 58
	Unit 4: pgs. 66, 72, 78
	Unit 5: pgs. 86, 92, 98
	Unit 6: pgs. 106, 112, 118
	Unit 7: pgs. 126, 132, 138
	Unit 8: pgs. 146, 152, 158
	Unit 9: pgs. 166, 172, 178
	Unit 10: pgs. 186, 192, 198
	Unit 11: pgs. 206, 212, 218
	Unit 12: pgs. 226, 232, 238
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Can participate in conversations over the	Unit 5: pgs. 98-99
telephone or other telecommunication	Unit 6: pgs. 112-113
devices.	Unit 8: pg. 152
Subarea III.2 – Speaking Skills	
	uations and settings using increasingly challenging vocabulary and
language complexity with increasing fluency	
	These ELLs comprehend and participate in extended conversation and
other verbal exchanges that go beyond pers	,
Comprehend and participate in complex	Unit 1: pgs. 7, 9, 11, 13, 15, 19, 21
spoken communication.	Unit 2: pgs. 27, 29, 31, 33, 35, 37, 39, 41
	Unit 3: pgs. 47, 49, 51, 53, 55, 57, 59, 61
	Unit 4: pgs. 67, 69, 71, 73, 75, 77, 79, 81
	Unit 5: pgs. 87, 89, 91, 93, 95, 99, 101
	Unit 6: pgs. 107, 108, 111, 113, 115, 117, 119, 121
	Unit 7: pgs. 127, 129, 131, 133, 135, 137, 139, 141
	Unit 8: pgs. 147, 149, 151, 153, 155, 157, 159, 161
	Unit 9: pgs. 167, 169, 171, 173, 175, 177, 179, 181
	Unit 10: pgs. 187, 189, 191, 193, 195, 197, 199, 201
	Unit 11: pgs. 207, 209, 211, 213, 215, 217, 219, 221
	Unit 12: pgs. 227, 229, 231, 233, 235, 237, 239, 241
2. Charle fluently about a variety of familiar	See also <i>Team Projects</i> , pgs. 263-274
Speak fluently about a variety of familiar topics in low-anxiety situations.	Unit 1: pgs. 7, 9, 11, 13, 15, 19, 21 Unit 2: pgs. 27, 29, 31, 33, 35, 37, 39, 41
topics in low-anxiety situations.	Unit 3: pgs. 47, 49, 51, 53, 55, 57, 59, 61
	Unit 4: pgs. 67, 69, 71, 73, 75, 77, 79, 81
	Unit 5: pgs. 87, 89, 91, 93, 95, 99, 101
	Unit 6: pgs. 107, 108, 111, 113, 115, 117, 119, 121
	Unit 7: pgs. 127, 129, 131, 133, 135, 137, 139, 141
	Unit 8: pgs. 147, 149, 151, 153, 155, 157, 159, 161
	Unit 9: pgs. 167, 169, 171, 173, 175, 177, 179, 181
	Unit 10: pgs. 187, 189, 191, 193, 195, 197, 199, 201
	Unit 11: pgs. 207, 209, 211, 213, 215, 217, 219, 221
	Unit 12: pgs. 227, 229, 231, 233, 235, 237, 239, 241
	See also Team Projects, pgs. 263-274
3. Verbally provide a personal opinion, logical	See Read and React for related content:
argument, or examples about a given	Unit 1: pg. 24
situation or topic to support one's responses	Unit 2 : pg. 44
in debates or conversations.	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

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Use complex vocabulary to express	See Read and React for related content:
opinions and defend a point of view.	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
5. Switch between standard and non-standard	
	Listening and Speaking activities can be used to teach standard:
English as the situation warrants (e.g., use	Unit 1: pgs. 7, 9, 11, 13, 15, 19, 21
colloquial language when appropriate).	Unit 2: pgs. 27, 29, 31, 33, 35, 37, 39, 41
	Unit 3: pgs. 47, 49, 51, 53, 55, 57, 59, 61
	Unit 4: pgs. 67, 69, 71, 73, 75, 77, 79, 81
	Unit 5: pgs. 87, 89, 91, 93, 95, 99, 101
	Unit 6: pgs. 107, 108, 111, 113, 115, 117, 119, 121
	Unit 7: pgs. 127, 129, 131, 133, 135, 137, 139, 141
	Unit 8: pgs. 147, 149, 151, 153, 155, 157, 159, 161
	Unit 9: pgs. 167, 169, 171, 173, 175, 177, 179, 181
	Unit 10: pgs. 187, 189, 191, 193, 195, 197, 199, 201
	Unit 11: pgs. 207, 209, 211, 213, 215, 217, 219, 221
	Unit 12: pgs. 227, 229, 231, 233, 235, 237, 239, 241
	See also Team Projects, pgs. 263-274
6. Convey the emotional content of a spoken	Unit 1: pg. 7
message (e.g., anger, compliment,	Unit 6: pg. 119
condolence, or sarcasm) through intonation,	Unit 7: pg. 133
rhythm, and stress.	5.11. 17 pg. 100
7. Become increasingly able to change	Listening and Speaking activities can be used to teach standard:
grammatical style in formal and informal	Unit 1: pgs. 7, 9, 11, 13, 15, 19, 21
settings by adjusting language used for a	Unit 2: pgs. 27, 29, 31, 33, 35, 37, 39, 41
	Unit 3: pgs. 47, 49, 51, 53, 55, 57, 59, 61
particular purpose or in a particular social	
setting.	Unit 4: pgs. 67, 69, 71, 73, 75, 77, 79, 81
	Unit 5: pgs. 87, 89, 91, 93, 95, 99, 101
	Unit 6: pgs. 107, 108, 111, 113, 115, 117, 119, 121
	Unit 7: pgs. 127, 129, 131, 133, 135, 137, 139, 141
	Unit 8: pgs. 147, 149, 151, 153, 155, 157, 159, 161
	Unit 9: pgs. 167, 169, 171, 173, 175, 177, 179, 181
	Unit 10: pgs. 187, 189, 191, 193, 195, 197, 199, 201
	Unit 11: pgs. 207, 209, 211, 213, 215, 217, 219, 221
	Unit 12: pgs. 227, 229, 231, 233, 235, 237, 239, 241
	See also Team Projects, pgs. 263-274
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work-related vocabulary. Unit 2: pg. 57 Unit 4: pg. 77 Unit 8: pg. 91 Unit 7: pg. 137 Unit 9: pg. 177 Unit 9: pg. 177 Unit 10: pg. 179 Unit 10: pg. 179 Unit 10: pg. 179 Unit 10: pg. 179 Unit 11: pg. 217 Unit 12: pg. 231 Subarea III.3 – Reading Skills 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. Level 5: High Intermediate Language Ability. These ELLs can analyze information and make summaries. They are able to read critically and use high level reading comprehension strategies. Linterpret moderately complex written lexis. Unit 10: pg. 36-37 Unit 2: pgs. 36-37 Unit 2: pgs. 36-37 Unit 6: pgs. 10-11 Unit 7: pgs. 36-37 Unit 6: pgs. 176-177 Unit 7: pgs. 36-137 Unit 8: pgs. 166-157 Unit 9: pgs. 30-91 Unit 11: pgs. 216-217 Unit 12: pgs. 200-231 2. Apply reading strategies appropriate to comprehend increasingly complex literary and informational texts (e.g., print or digital presentation). Unit 11: pg. 10 Unit 12: pg. 37 Unit 8: pg. 57 Unit 9: pg. 17 Unit 9: pg. 17 Unit 10: pg. 91 Unit 11: pg. 10 Unit 12: pg. 317 Unit 12: pg. 317 Unit 13: pg. 57 Unit 4: pg. 77 Unit 4: pg. 77 Unit 10: pg. 91 Unit 11: pg. 10 Unit 12: pg. 317 Unit 12: pg. 317 Unit 13: pg. 57 Unit 4: pg. 77 Unit 4: pg. 77 Unit 4: pg. 77 Unit 4: pg. 77 Unit 10: pg. 91 Unit 11: pg. 10 Unit 12: pg. 37 Unit 4: pg. 77 Unit 4: pg. 77 Unit 4: pg. 77 Unit 5: pg. 91 Unit 6: pg. 117 Unit 7: pg. 137 Unit 8: pg. 57 Unit 8: pg. 17 Unit 9: pg. 191 Unit 9: pg. 191 Unit 9: pg. 191 Unit 9: pg. 197	O Osia in succession assumed of a sademic and	11
Unit 3: pg. 57 Unit 5: pg. 91 Unit 6: pg. 117 Unit 7: pg. 137 Unit 8: pg. 157 Unit 9: pg. 177 Unit 10: pg. 177 Unit 10: pg. 177 Unit 10: pg. 191 Unit 11: pg. 217 Unit 12: pg. 231 Subarea III.3 – Reading Skills 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. Level 5: High Intermediate Language Ability. These ELLs can analyze information and make summaries. They are able to read critically and use high level reading comprehension strategies. 1. Interpret moderately complex written texts. Unit 1: pgs. 10-11 Unit 2: pgs. 38-37 Unit 3: pgs. 56-57 Unit 4: pgs. 76-77 Unit 5: pgs. 90-91 Unit 6: pgs. 116-117 Unit 7: pgs. 136-137 Unit 8: pgs. 156-157 Unit 9: pgs. 176-177 Unit 10: pgs. 190-191 Unit 11: pgs. 190-191 Unit 11: pgs. 200-231 2. Apply reading strategies appropriate to comprehend increasingly complex literary and informational texts (e.g., print or digital presentation). Unit 2: pg. 37 Unit 3: pg. 16-17 Unit 10: pg. 191 Unit 11: pg. 10 Unit 12: pg. 37 Unit 3: pg. 57 Unit 4: pg. 77 Unit 5: pg. 91 Unit 10: pg. 137 Unit 5: pg. 137 Unit 10: pg. 191 Unit 11: pg. 217 Unit 11: pg. 217 Unit 12: pg. 37 Unit 13: pg. 57 Unit 14: pg. 77 Unit 14: pg. 77 Unit 15: pg. 91 Unit 16: pg. 171 Unit 17: pg. 137 Unit 18: pg. 170 Unit 19: pg. 191 Unit 19: pg. 170 Unit 19: pg. 170 Unit 19: pg. 191 Unit 19: pg. 170 Unit 19: pg. 191 Unit 19: pg. 191 Unit 19: pg. 197 Unit 19: pg. 199	8. Gain increasing command of academic and	Unit 1: pg. 11
Unit 4: pp. 77 Unit 7: pp. 91 Unit 8: pp. 91 Unit 9: pp. 177 Unit 10: pp. 197 Unit 10: pp. 197 Unit 11: pp. 217 Unit 11: pp. 217 Unit 12: pp. 231 Subarea III.3 – Reading Skills 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. Level 5: High Intermediate Language Ability. These ELLs can analyze information and make summaries. They are able to read critically and use high level reading comprehension strategies. 1. Interpret moderately complex written texts. Unit 12: pp. 36-37 Unit 3: pp. 56-57 Unit 2: pp. 36-57 Unit 3: pp. 56-57 Unit 4: pp. 76-77 Unit 5: pp. 116-117 Unit 7: pp. 136-157 Unit 9: pp. 176-177 Unit 10: pp. 191-101 Unit 11: pp. 2: 16-217 Unit 12: pp. 2: 30-231 2. Apply reading strategies appropriate to comprehend increasingly complex literary and informational texts (e.g., print or digital presentation). 1. Interpret moderately complex interary and informational texts (e.g., print or digital presentation). 2. Apply reading strategies appropriate to comprehend increasingly complex literary and informational texts (e.g., print or digital presentation). 2. Apply reading strategies appropriate to comprehend increasingly complex literary and informational texts (e.g., print or digital presentation). Unit 11: pp. 37 Unit 12: pp. 37 Unit 13: pp. 37 Unit 14: pp. 77 Unit 17: pp. 137 Unit 17: pp. 137 Unit 18: pp. 177 Unit 19: pp. 37 Unit 2: pp. 37 Unit 3: pp. 57 Unit 4: pp. 77 Unit 4: pp. 77 Unit 5: pp. 91 Unit 6: pp. 117 Unit 7: pp. 137 Unit 8: pp. 91 Unit 8: pp. 157 Unit 9: pp. 197	work-related vocabulary.	
Unit 5: pg. 117 Unit 7: pg. 137 Unit 8: pg. 157 Unit 10: pg. 191 Unit 11: pg. 217 Unit 10: pg. 191 Unit 11: pg. 217 Unit 11: pg. 217 Unit 12: pg. 231 Subarea III.3 – Reading Skills 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. Level 5: High Intermediate Language Ability. These ELLs can analyze information and make summaries. They are able to read critically and use high level reading comprehension strategies. 1. Interpret moderately complex written texts. Unit 1: pgs. 36-37 Unit 3: pgs. 56-57 Unit 4: pgs. 76-77 Unit 5: pgs. 90-91 Unit 6: pgs. 116-117 Unit 7: pgs. 136-137 Unit 8: pgs. 156-157 Unit 9: pgs. 176-177 Unit 10: pgs. 176-177 Unit 10: pgs. 190-191 Unit 11: pg. 216-217 Unit 12: pg. 230-231 Unit 3: pg. 57 Unit 4: pg. 77 Unit 4: pg. 177 Unit 6: pg. 191 Unit 7: pg. 137 Unit 8: pg. 157 Unit 9: pg. 197 Unit 9: pg. 177 Unit 9: pg. 197 Unit 9: pg. 177 Unit 9: pg. 197		
Unit 6: pg. 117 Unit 7: pg. 137 Unit 8: pg. 157 Unit 9: pg. 177 Unit 10: pg. 191 Unit 11: pg. 217 Unit 11: pg. 217 Unit 12: pg. 231 Subarea III.3 – Reading Skills 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. Level 5: High Intermediate Language Ability. These ELLs can analyze information and make summaries. They are able to read critically and use high level reading comprehensions strategies. 1. Interpret moderately complex written texts. Unit 1: pgs. 10-11 Unit 2: pgs. 36-37 Unit 3: pgs. 56-57 Unit 4: pgs. 76-77 Unit 5: pgs. 90-91 Unit 6: pg. 116-117 Unit 7: pgs. 136-137 Unit 8: pgs. 16-167 Unit 9: pgs. 176-177 Unit 10: pgs. 190-191 Unit 11: pgs. 216-217 Unit 12: pgs. 230-231 2. Apply reading strategies appropriate to comprehend increasingly complex literary and informational texts (e.g., print or digital presentation). Unit 1: pg. 10 Unit 2: pg. 37 Unit 8: pg. 157 Unit 9: pg. 177 Unit 10: pg. 191 Unit 11: pg. 10 Unit 12: pg. 231 3. Analyze and summarize information to strengthen reading comprehension. Unit 1: pg. 10 Unit 2: pg. 37 Unit 3: pg. 57 Unit 4: pg. 77 Unit 4: pg. 77 Unit 5: pg. 91 Unit 6: pg. 117 Unit 7: pg. 137 Unit 8: pg. 157 Unit 9: pg. 177		Unit 4: pg. 77
Unit 7: pg. 137 Unit 8: pg. 177 Unit 10: pg. 191 Unit 10: pg. 191 Unit 10: pg. 191 Unit 10: pg. 231 Subarea III.3 – Reading Skills 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. Level 5: High Intermediate Language Ability. These ELLs can analyze information and make summaries. They are able to read critically and use high level reading comprehension strategies. 1. Interpret moderately complex written texts. Unit 1: pgs. 30-37 Unit 3: pgs. 36-57 Unit 4: pgs. 36-57 Unit 4: pgs. 36-57 Unit 6: pgs. 116-117 Unit 7: pgs. 136-137 Unit 8: pgs. 156-157 Unit 9: pgs. 10-11 Unit 11: pgs. 20-21 Unit 11: pgs. 20-231 2. Apply reading strategies appropriate to comprehend increasingly complex literary and informational texts (e.g., print or digital presentation). Unit 11: pg. 10 Unit 2: pg. 37 Unit 3: pg. 157 Unit 4: pg. 77 Unit 5: pg. 91 Unit 6: pg. 117 Unit 10: pg. 191 Unit 11: pg. 10 Unit 12: pg. 230 3. Analyze and summarize information to strengthen reading comprehension. Unit 1: pg. 10 Unit 2: pg. 37 Unit 3: pg. 57 Unit 4: pg. 77 Unit 10: pg. 91 Unit 6: pg. 117 Unit 10: pg. 93 Unit 6: pg. 177 Unit 10: pg. 93 Unit 6: pg. 177 Unit 7: pg. 37 Unit 8: pg. 157 Unit 9: pg. 37 Unit 8: pg. 157 Unit 9: pg. 37 Unit 9: pg. 177		Unit 5: pg. 91
Unit 7: pg. 137 Unit 8: pg. 177 Unit 10: pg. 191 Unit 10: pg. 191 Unit 10: pg. 191 Unit 10: pg. 231 Subarea III.3 – Reading Skills 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. Level 5: High Intermediate Language Ability. These ELLs can analyze information and make summaries. They are able to read critically and use high level reading comprehension strategies. 1. Interpret moderately complex written texts. Unit 1: pgs. 30-37 Unit 3: pgs. 36-57 Unit 4: pgs. 36-57 Unit 4: pgs. 36-57 Unit 6: pgs. 116-117 Unit 7: pgs. 136-137 Unit 8: pgs. 156-157 Unit 9: pgs. 10-11 Unit 11: pgs. 20-21 Unit 11: pgs. 20-231 2. Apply reading strategies appropriate to comprehend increasingly complex literary and informational texts (e.g., print or digital presentation). Unit 11: pg. 10 Unit 2: pg. 37 Unit 3: pg. 157 Unit 4: pg. 77 Unit 5: pg. 91 Unit 6: pg. 117 Unit 10: pg. 191 Unit 11: pg. 10 Unit 12: pg. 230 3. Analyze and summarize information to strengthen reading comprehension. Unit 1: pg. 10 Unit 2: pg. 37 Unit 3: pg. 57 Unit 4: pg. 77 Unit 10: pg. 91 Unit 6: pg. 117 Unit 10: pg. 93 Unit 6: pg. 177 Unit 10: pg. 93 Unit 6: pg. 177 Unit 7: pg. 37 Unit 8: pg. 157 Unit 9: pg. 37 Unit 8: pg. 157 Unit 9: pg. 37 Unit 9: pg. 177		Unit 6: pg. 117
Unit 8: pg. 177 Unit 10: pg. 191 Unit 11: pg. 217 Unit 19: pg. 177 Unit 10: pg. 191 Unit 11: pg. 217 Unit 12: pg. 231 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. Level 5: High Intermediate Language Ability. These ELLs can analyze information and make summaries. They are able to read critically and use high level reading comprehension strategies. 1. Interpret moderately complex written texts. Unit 1: pgs. 10-11 Unit 2: pgs. 36-37 Unit 4: pgs. 76-77 Unit 5: pgs. 90-91 Unit 6: pgs. 116-117 Unit 7: pgs. 136-137 Unit 8: pg. 91-95 Unit 11: pgs. 216-217 Unit 10: pgs. 190-191 Unit 11: pgs. 216-217 Unit 12: pgs. 230-231 2. Apply reading strategies appropriate to comprehend increasingly complex literary and informational texts (e.g., print or digital presentation). Unit 11: pg. 10 Unit 2: pg. 37 Unit 3: pg. 57 Unit 4: pg. 77 Unit 5: pg. 91 Unit 6: pg. 117 Unit 10: pg. 191 Unit 11: pg. 217 Unit 12: pg. 231 3. Analyze and summarize information to strengthen reading comprehension. Unit 1: pg. 91 Unit 6: pg. 117 Unit 7: pg. 137 Unit 8: pg. 97 Unit 8: pg. 97 Unit 9: pg. 37		
Unit 9: pg. 177 Unit 10: pg. 191 Unit 11: pg. 217 Unit 12: pg. 231 Subarea III.3 – Reading Skills The ELL reads a variety of texts at different levels of comprehension and fluency. Level 5: High Intermediate Language Ability. These ELLs can analyze information and make summaries. They are able to read critically and use high level reading comprehension strategies. 1. Interpret moderately complex written texts. Interpret moderately complex written texts.		
Subarea III.3 – Reading Skills The ELL reads a variety of texts at different levels of comprehension and fluency. Level 5: High Intermediate Language Ability. These ELLs can analyze information and make summaries. They are able to read critically and use high level reading comprehension strategies. 1. Interpret moderately complex written texts. 1. Interpret mo		Unit 9: ng 177
Subarea III.3 – Reading Skills The ELL reads a variety of texts at different levels of comprehension and fluency. Level 5: High Intermediate Language Ability. These ELLs can analyze information and make summaries. They are able to read critically and use high level reading comprehension strategies. 1. Interpret moderately complex written texts. Interpret moderately complex written texts. Unit 1: pgs. 10-11 Unit 2: pgs. 36-37 Unit 3: pgs. 56-57 Unit 4: pgs. 76-77 Unit 5: pgs. 90-91 Unit 6: pgs. 116-117 Unit 7: pgs. 136-137 Unit 9: pgs. 176-177 Unit 9: pgs. 176-177 Unit 11: pgs. 216-217 Unit 11: pgs. 216-217 Unit 12: pgs. 200-231 Unit 12: pgs. 30-331 Unit 13: pgs. 57 Unit 14: pgs. 77 Unit 15: pg. 91 Unit 15: pg. 91 Unit 16: pg. 91 Unit 17: pg. 137 Unit 17: pg. 137 Unit 18: pg. 157 Unit 19: pg. 191 Unit 19: pg. 191 Unit 19: pg. 217 Unit 19: pg. 37 Unit 19: pg. 37 Unit 19: pg. 217 Unit 19: pg. 37 Unit 19: pg. 191 Unit 19: pg. 217 Unit 19: pg. 217 Unit 19: pg. 177 Unit 19: pg. 37 Unit 3: p		Unit 10: ng 101
Subarea III.3 – Reading Skills 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. Level 5: High Intermediate Language Ability. These ELLs can analyze information and make summaries. They are able to read critically and use high level reading comprehension strategies. 1. Interpret moderately complex written texts. 1. Interpret moderately comprehension strategies. 1. Interpret moderately comprehension texts texts. 1. Interpret moderately comprehension texts. 1. Interpret moderately comprehension strategies. 1. Interpret moderately comprehension strategies. 1. Interpret moderately comprehension. These ELLs can analyze information and make summaries. They are aligned refersed. 1. Interpret moderately comprehension strategies. 1. Interpret moderately comprehension. Interpret peace for 12 pg. 36-70-71 1. Interpret moderategies.		Unit 14: pg 217
Subarea III.3 – Reading Skills 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. Level 5: High Intermediate Language Ability. These ELLs can analyze information and make summaries. They are able to read critically and use high level reading comprehension strategies. 1. Interpret moderately complex written texts. Unit 1: pgs. 10-11		
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. 1. Interpret moderately complex written texts. 1. Intit 1: pgs. 10-11 1. Intit 2: pgs. 370-17 1. Intit 1: pgs. 10-17 1. Intit 1: pgs. 10-17 1. Intit 2: pg. 37 1. Intit 3: pg. 17 1. Intit 4: pg. 77 1. Intit 4: pg. 77 1. Intit 5: pg. 91 1. Intit 6: pg. 177 1. Intit 10: pg. 10-17 1. Intit 2: pg. 37 1. Intit 3: pg. 57 1. Intit 4: pg. 70 1. Intit 4:	Colone III 2 Deading Obills	Uiiit 12. pg. 231
Level 5: High Intermediate Language Ability. These ELLs can analyze information and make summaries. They are able to read critically and use high level reading comprehension strategies. 1. Interpret moderately complex written texts. 1. Interpret moderately complex written texts. 2. Unit 1: pgs. 10-11 2. Unit 2: pgs. 36-37 3. Unit 3: pgs. 56-57 4. Unit 4: pgs. 76-77 5. Unit 4: pgs. 16-117 6. pgs. 116-117 7. Unit 7: pgs. 136-137 7. Unit 8: pgs. 156-157 7. Unit 9: pgs. 176-177 8. Unit 9: pgs. 176-177 9. Unit 10: pgs. 190-191 9. Unit 11: pgs. 210-217 9. Unit 12: pgs. 230-231 2. Apply reading strategies appropriate to comprehend increasingly complex literary and informational texts (e.g., print or digital presentation). 4. Unit 11: pg. 10 4. Unit 2: pg. 37 5. Unit 4: pg. 77 7. Unit 4: pg. 77 8. Unit 5: pg. 91 9. Unit 6: pg. 117 9. Unit 12: pg. 231 3. Analyze and summarize information to strengthen reading comprehension. 5. Analyze and summarize information to strengthen reading comprehension. 6. Unit 12: pg. 37 9. Unit 13: pg. 17 9. Unit 14: pg. 77 9. Unit 15: pg. 91 9. Unit 15: pg. 91 9. Unit 17: pg. 137 9. Unit 17: pg. 137 9. Unit 18: pg. 157 9. Unit 19: pg. 177		
Level 5: High Intermediate Language Ability. These ELLs can analyze information and make summaries. They are able to read critically and use high level reading comprehension strategies. 1. Interpret moderately complex written texts. Unit 1: pgs. 36-37		evels of complexity for a variety of purposes with an increasing level of
Interpret moderately complex written texts		
Interpret moderately complex written texts	Level 5: High Intermediate Language Ability.	These ELLs can analyze information and make summaries. They are
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Unit 2: pgs. 36-37 Unit 3: pgs. 56-57 Unit 4: pgs. 76-77 Unit 5: pgs. 90-91 Unit 6: pgs. 116-117 Unit 7: pgs. 136-137 Unit 8: pgs. 156-157 Unit 9: pgs. 176-177 Unit 10: pgs. 190-191 Unit 11: pgs. 210-217 Unit 12: pgs. 230-231 2. Apply reading strategies appropriate to comprehend increasingly complex literary and informational texts (e.g., print or digital presentation). Unit 12: pg. 37 Unit 3: pg. 57 Unit 4: pg. 77 Unit 5: pg. 91 Unit 6: pg. 117 Unit 7: pg. 137 Unit 8: pg. 157 Unit 9: pg. 177 Unit 10: pg. 217 Unit 11: pg. 217 Unit 12: pg. 231 3. Analyze and summarize information to strengthen reading comprehension. Unit 1: pg. 37 Unit 3: pg. 57 Unit 4: pg. 77 Unit 5: pg. 91 Unit 6: pg. 117 Unit 10: pg. 191 Unit 11: pg. 10 Unit 12: pg. 37 Unit 3: pg. 57 Unit 4: pg. 77 Unit 5: pg. 91 Unit 6: pg. 117 Unit 7: pg. 137 Unit 8: pg. 157 Unit 9: pg. 37 Unit 9: pg. 177 Unit 9: pg. 177 Unit 10: pg. 117 Unit 10: pg. 117 Unit 10: pg. 117 Unit 10: pg. 177 Unit 10: pg. 191		
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Unit 10: pg. 191		Unit o: pg. 157
		Unit 9: pg. 1//
Unit 11: pg. 217		
Unit 12 : pg. 231		Unit 12: pg. 231

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4. Read critically and identify information in	Check Your Understanding activities:
text that will support one's opinions about and	Unit 1: pg. 10
interpretations of the text.	Unit 2: pg. 37
	Unit 3 : pg. 57
	Unit 4: pg. 77
	Unit 5: pg. 91
	Unit 6: pg. 117
	Unit 7: pg. 137
	Unit 8: pg. 157
	Unit 9: pg. 177
	Unit 10: pg. 191
	Unit 11: pg. 217
	Unit 12: pg. 231
	Word Work activities:
5. Interpret the meaning in context of	
increasingly complex figures of speech and	Unit 1: pg. 10
rhetorical devices.	Unit 2: pg. 37
	Unit 3: pg. 57
	Unit 4: pg. 77
	Unit 5: pg. 91
	Unit 6: pg. 117
	Unit 7: pg. 137
	Unit 8: pg. 157
	Unit 9: pg. 177
	Unit 10: pg. 191
	Unit 11: pg. 217
	Unit 12: pg. 231
	Related Content, See Word Work:
6. Use reference tools to support reading	
comprehension (e.g., book, manual, computer	Unit 1: pg. 11
application help features, or Internet-based	Unit 2: pg. 37
reference tools).	Unit 3: pg. 57
	Unit 4: pg. 77
	Unit 5: pg. 91
	Unit 6: pg. 117
	Unit 7: pg. 137
	Unit 8: pg. 157
	Unit 9: pg. 177
	Unit 10: pg. 191
	Unit 11: pg. 217
	Unit 12: pg. 231
7. Determine the sequence of events in a	Unit 10: pg. 191
complex narrative and understand techniques	
that show sequence (e.g., foreshadowing).	
8. Identify, interpret and evaluate the role and	Unit 9: pg. 177
impact of ambiguity, bias subtleties,	
contradictions, irony, and incongruities in a	
text.	
Subarea III.4 – Writing Skills	
	reasing ease, accuracy, and complexity to effectively address specific
	reasing ease, accuracy, and complexity to effectively address specific
purposes and audiences. Level 5: High Intermediate Language Ability. These ELLs can write about previously discussed topics, use complex	
transition words, and follow the basic steps	
Write multi-paragraph compositions that	Unit 6: pgs. 122-123
are argumentative or opinion-based and that	Unit 9: pgs. 182-183
concern a variety of topics.	Unit 10: pgs. 202-203
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2. Write multi-paragraph descriptive and	Unit 1: pgs. 22-23
narrative compositions that concern a variety	Unit 3: pgs. 62-63
of topics.	Unit 8: pgs. 162-163
3. Use transition words and phrases (e.g.,	Unit 3: pgs. 62-63
therefore, nevertheless, and in addition) to	Unit 5: pgs. 102-103
make writing more complex.	Unit 7: pgs. 142-143
	Unit 11: pgs. 222-223
4. Understand of the writing process (e.g.,	Unit 1: pgs. 22-23
drafting, editing, and publishing) to create	Unit 2: pgs. 42-43
longer compositions, whether in print or digital	Unit 3: pgs. 62-63
formats.	Unit 4: pgs. 82-83
	Unit 5: pgs. 102-103
	Unit 6: pgs. 122-123
	Unit 7: pgs. 142-143
	Unit 8: pgs. 162-163
	Unit 9: pgs. 182-183
	Unit 10: pgs. 202-203
	Unit 11: pgs. 222-223
	Unit 12: pgs. 242-243
5. Use a wide range of vocabulary including	Unit 1: pgs. 22-23
synonyms, antonyms, precise terminology,	Unit 2: pgs. 42-43
and phrasal verbs on a variety of topics.	Unit 3: pgs. 62-63
	Unit 4: pgs. 82-83
	Unit 5: pgs. 102-103
	Unit 6: pgs. 122-123
	Unit 7: pgs. 142-143
	Unit 8: pgs. 162-163
	Unit 9: pgs. 182-183
	Unit 10: pgs. 202-203
	Unit 11: pgs. 222-223
	Unit 12: pgs. 242-243
6. Write increasingly sophisticated multi-	Unit 1: pgs. 22-23
paragraph compositions that present	Unit 2: pgs. 42-43
information and ideas concisely, logically, and	Unit 3: pgs. 62-63
persuasively.	Unit 4: pgs. 82-83
. ,	Unit 5: pgs. 102-103
	Unit 6: pgs. 122-123
	Unit 7: pgs. 142-143
	Unit 8: pgs. 162-163
	Unit 9: pgs. 182-183
	Unit 10: pgs. 202-203
	Unit 11: pgs. 222-223
	Unit 12: pgs. 242-243