

**Texas Adult Education & Literacy Content Standards
English as a Second Language Standards, Level 6**

correlated to

Pearson

Future English for Results, Level 5

| English as a Second Language Content Standards Level 6 | Future, Level 5 Student Edition |
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| 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 6: Advanced Language Ability. These ELLs comprehend abstract topics, hidden messages, and conversations that include new vocabulary and new topics. Their vocabulary knowledge is extensive. | |
| 1. Listen actively to comprehend and respond to increasingly complex spoken language in a variety of contexts (e.g., news broadcasts, political speeches, and mass media). | Unit 1: pgs. 7, 9, 11, 13, 15, 19, 21 Unit 2: pgs. 27, 29, 33, 35, 37, 39, 41 Unit 3: pgs. 47, 49, 53, 55, 57, 59, 61 Unit 4: pgs. 67, 69, 71, 73, 75, 77, 79, 81 Unit 5: pgs. 87, 88, 91, 93, 95, 99, 101 Unit 6: pgs. 107, 109, 111, 113, 115, 117, 119, 121 Unit 7: pgs. 127, 129, 131, 133, 135, 137, 139, 141 Unit 8: pgs. 147, 149, 151, 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 |
| 2. Identify main ideas and supporting details in spoken language on specialized topics (e.g., news broadcasts or spoken instructions). | Unit 1: pg. 11 Unit 2: pg. 38 Unit 3: pg. 51 Unit 5: pg. 91 Unit 10: pg. 191 |
| 3. Comprehend spoken language that uses specialized or technical vocabulary and complex grammatical structures (e.g., multiple verbal tenses, idioms) and that contains cultural references (e.g., TV news, a presidential speech, or a product of pop culture). | Unit 1: pgs. 10-11 Unit 2: pgs. 37-38 Unit 3: pgs. 50-51 Unit 4: pgs. 74-75 Unit 5: pgs. 90-91 Unit 6: pgs. 120-121 Unit 7: pgs. 138-139 Unit 8: pgs. 158-159 Unit 9: pgs. 176-177 Unit 10: pgs. 190-191 |
| 4. When listening to spoken language, summarize and take notes. | Unit 1: pg. 18, Unit 2: pgs. 32, 38 Unit 3: pg. 52 Unit 4: pg. 71 Unit 5: pg. 90 Unit 6: pg. 120 Unit 7: pgs. 138-139, 141 Unit 8: pg. 146 Unit 9: pg. 171 Unit 10: pg. 186 |

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| 5. Make inferences about spoken language, evaluating the accuracy and relevance of what is presented. | Unit 7: pgs. 138-139 Unit 8: pg. 158 Unit 9: pg. 177 |
| 6. Participate actively in and comprehend conversations in unfamiliar settings (e.g., one's child's school, medical offices, government agencies, and unfamiliar worksites). | Unit 1: pgs. 10-11 Unit 2: pgs. 37-38 Unit 3: pgs. 50-51 Unit 4: pgs. 74-75 Unit 5: pgs. 90-91 Unit 6: pgs. 120-121 Unit 7: pgs. 138-139 Unit 8: pgs. 158-159 Unit 9: pgs. 176-177 Unit 10: pgs. 190-191 |
| Subarea III.2 – Speaking Skills | |
| 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. | |
| Level 6: Advanced Language Ability. These ELLs comprehend the main ideas of a speech and can deliver an oral presentation. They are able to converse effectively with fluent English speakers. | |
| 1. Present ideas concisely, logically, and persuasively, using grammatically correct spoken language. | Unit 1: pg. 11 Unit 2: pg. 38 Unit 3: pg. 51 Unit 4: pg. 75 Unit 5: pg. 91 Unit 6: pg. 121 Unit 7: pg. 139 Unit 8: pg. 159 Unit 9: pg. 177 Unit 10: pg. 191 |
| 2. Give an extended discourse on a topic of special interest (e.g., lectures, speeches, and presentations). | Unit 1: pg. 11 Unit 2: pg. 38 Unit 3: pg. 51 Unit 4: pg. 75 Unit 5: pg. 91 Unit 6: pg. 121 Unit 7: pg. 139 Unit 8: pg. 159 Unit 9: pg. 177 Unit 10: pg. 191 |
| 3. Demonstrate expanded vocabulary knowledge by delivering a speech/presentation on a specific topic. | Unit 1: pg. 11 Unit 2: pg. 38 Unit 3: pg. 51 Unit 4: pg. 75 Unit 5: pg. 91 Unit 6: pg. 121 Unit 7: pg. 139 Unit 8: pg. 159 Unit 9: pg. 177 Unit 10: pg. 191 |

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| 4. Converse fluently in English with peers and native speakers. | Unit 1: pg. 11 Unit 2: pg. 38 Unit 3: pg. 51 Unit 4: pg. 75 Unit 5: pg. 91 Unit 6: pg. 121 Unit 7: pg. 139 Unit 8: pg. 159 Unit 9: pg. 177 Unit 10: pg. 191 |
| 5. Participate in impromptu conversations on a given topic. | Unit 1: pgs. 7, 9, 11, 13, 15, 19, 21 Unit 2: pgs. 27, 29, 33, 35, 37, 39, 41 Unit 3: pgs. 47, 49, 53, 55, 57, 59, 61 Unit 4: pgs. 67, 69, 71, 73, 75, 77, 79, 81 Unit 5: pgs. 87, 88, 91, 93, 95, 99, 101 Unit 6: pgs. 107, 109, 111, 113, 115, 117, 119, 121 Unit 7: pgs. 127, 129, 131, 133, 135, 137, 139, 141 Unit 8: pgs. 147, 149, 151, 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 |
| 6. Orally convey humor, jokes, sarcasm, innuendo, irony, etc., as situations demand. | n/a |
| 7. Orally respond to questions and comments by providing suggestions and alternative viewpoints. | Unit 7: pgs. 138-139 Unit 8: pg. 158 Unit 9: pg. 177 |
| 8. Orally demonstrate mastery of broad and deep vocabulary appropriate for use in a variety of formal and informal settings. | Unit 1: pgs. 7, 9, 11, 13, 15, 19, 21 Unit 2: pgs. 27, 29, 33, 35, 37, 39, 41 Unit 3: pgs. 47, 49, 53, 55, 57, 59, 61 Unit 4: pgs. 67, 69, 71, 73, 75, 77, 79, 81 Unit 5: pgs. 87, 88, 91, 93, 95, 99, 101 Unit 6: pgs. 107, 109, 111, 113, 115, 117, 119, 121 Unit 7: pgs. 127, 129, 131, 133, 135, 137, 139, 141 Unit 8: pgs. 147, 149, 151, 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 |
| 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 6: Advanced Language Ability. These ELLs can read increasingly complex text and use advanced reading strategies for comprehension. | |
| 1. Use advanced reading strategies (e.g., inference, making predictions, identifying an author’s assumptions and biases, and evaluating the credibility and adequacy of evidence presented). | Unit 1: pgs. 13, 16 Unit 2: pgs. 26, 34 Unit 3: pgs. 49, 56 Unit 4: pgs. 69, 78 Unit 5: pgs. 86, 88 Unit 6: pgs. 112, 118 Unit 7: pgs. 133, 136 Unit 8: pgs. 150, 157 Unit 9: pgs. 172, 180 Unit 10: pgs. 193, 199 |
| 2. Evaluate print and digital texts using criteria to determine aesthetic value, reliability, and credibility. | Unit 8: pgs. 150-151 |

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| <p>3. Read, comprehend, and use increasingly complex print and digital texts for a variety of purposes, about a variety of topics, and in a variety of settings (e.g., to be informed, expand knowledge and skills, or conduct research).</p> | <p>Unit 1: pgs. 12-13, 16-17, 20-21 Unit 2: pgs. 26-27, 34-35 Unit 3: pgs. 48-49, 56-57 Unit 4: pgs. 68-69, 77-78 Unit 5: pgs. 86-87, 88-89, 98-99, 100-101 Unit 6: pgs. 106-107, 112-113, 114-115, 118-119 Unit 7: pgs. 126-127, 130-131, 132-133, 136-137 Unit 8: pgs. 150-151, 154-155, 156-157, 160-161 Unit 9: pgs. 166-167, 172-173, 174-175, 179-180 Unit 10: pgs. 192-193, 198-199, 200-201</p> |
| <p>4. Identify and evaluate an author’s purpose and arguments and refer to the text to support, defend, or clarify one’s interpretations.</p> | <p>Unit 8: pgs. 150-151 Unit 9: pgs. 192-193</p> |
| <p>5. Identify, analyze, and evaluate an author’s implicit and explicit assumptions and beliefs about a topic, time, or theme.</p> | <p>Unit 8: pgs. 150-151</p> |
| <p>6. Document one’s reading by recording citations, taking notes, developing graphics, and writing summaries or abstracts, etc.</p> | <p>Unit 1: pg. 13 Unit 4: pg. 69 Unit 7: pg. 133</p> |
| <p>7. Paraphrase accurately and summarize information from texts in print or in electronic media.</p> | <p>Unit 4: pg. 69</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 6: Advanced Language Ability. These ELLs can write multi-paragraph compositions with fluency, logic and organization and with an audience in mind, for a variety of purposes (e.g., personal needs, academic assignments, work-related needs, and for civic participation).</p> | |
| <p>1. Write commentaries that summarize and then analyze and evaluate a specific topic.</p> | <p>Unit 3: pgs. 62-63 Unit 5: pgs. 102-103 Unit 6: pgs. 122-123 Unit 7: pgs. 142-143 Unit 8: pgs. 162-163</p> |
| <p>2. Write outlines and analytic summaries prior to writing a research report.</p> | <p>Related Content: 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</p> |

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| <p>3. Edit writing to conform to conventions of Standard English, including voice, tense, structure, and grammar, using print and digital aids as needed.</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</p> |
| <p>4. Write with increasing fluency and sophistication for different audiences and purposes (e.g., workplace, classroom, and daily life needs).</p> | <p>Unit 1: pgs. 22-23 Unit 2: pgs. 42-43 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</p> |
| <p>5. Demonstrate a range of different styles of writing for different purposes.</p> | <p>Unit 1: pgs. 22-23 Unit 2: pgs. 42-43 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</p> |
| <p>6. Apply strategies used to influence or entertain audiences (e.g., ethos, pathos, and logos; and humor).</p> | <p>Unit 1: pgs. 22-23 Unit 2: pgs. 42-43 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</p> |
| <p>7. Explain and extend ideas presented in primary and secondary sources through original analysis, evaluation, and elaboration.</p> | <p>See TE: Unit 8: pg. T-162</p> |
| <p>8. Write increasingly complex texts (e.g., newspaper and magazine articles, technical materials, and research reports).</p> | <p>Unit 4: pgs. 82-83 Unit 6: pgs. 122-123 Unit 8: pgs. 162-163</p> |
| <p>9. Select from a full range of vocabulary choices to express one's ideas in rich, precise, and flowing language through the use of print or digital reference guides.</p> | <p>n/a</p> |