

# *Future: English for Results, Level 4*

## Correlated to English Proficiency Standards for Adult Education, Level 4

English Proficiency Standards for Adult Education Level 4	Future, Level 4 Student Edition	CCR Standards
<b>ELP Standard 1</b> An ELL can... construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.		
<b>By the end of English language proficiency level 1, an ELL can...</b>		
use an increasing range of strategies to: <ul style="list-style-type: none"> <li>• determine a central idea or theme in oral presentations and spoken and written texts</li> <li>• analyze the development of the themes/ideas</li> <li>• cite specific details and evidence from texts to support the analysis</li> <li>• summarize a text.</li> </ul>	<b>Unit 1:</b> pgs. 6-7, 11, 12-13, 18-19 <b>Unit 2:</b> pgs. 26-27, 32-33, 37, 38-39 <b>Unit 3:</b> pgs. 46-47, 52-53, 57, 58-59 <b>Unit 4:</b> pgs. 66-67, 72-73, 77, 78-79 <b>Unit 5:</b> pgs. 86-87, 90-91, 92-93, 98-99 <b>Unit 6:</b> pgs. 106-107, 112-113, 117, 118-119 <b>Unit 7:</b> pgs. 126-127, 132-133, 136-137, 138-139 <b>Unit 8:</b> pgs. 146-147, 152-152, 156-157, 158-159 <b>Unit 9:</b> pgs. 166-167, 172-173, 177, 178-179 <b>Unit 10:</b> pgs. 186-187, 191, 192-193, 198-199 <b>Unit 11:</b> pgs. 206-207, 212-213, 217, 218-219 <b>Unit 12:</b> pgs. 226-227, 231, 232-233, 238-239 See also <i>Reading for College and Career Readiness Lessons</i> (Units 1-12)	RI/RL.4.1 RI/RL.4.2 RI.4.3 RI.4.7/RI.5.7 SL.4.2/SL.5.2
<b>MP1.</b> Make sense of problems and persevere in solving them.	See <i>Persistence Activities</i> , pgs. 257-262	

<b>ELP Standard 2</b> <b>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.</b>		
<b>By the end of English language proficiency level 1, an ELL can...</b>		
<ul style="list-style-type: none"> <li>• participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues</li> <li>• build on the ideas of others</li> <li>• express his or her own ideas</li> <li>• clearly support points with specific and relevant evidence</li> <li>• ask and answer questions to clarify ideas and conclusions</li> <li>• summarize the key points expressed.</li> </ul>	<p><b>Unit 1:</b> pgs. 7, 9, 11, 13, 15, 19, 21, 22-23</p> <p><b>Unit 2:</b> pgs. 27, 29, 31, 33, 35, 37, 39, 41, 42-43</p> <p><b>Unit 3:</b> pgs. 47, 49, 51, 53, 55, 57, 59, 61, 62-63</p> <p><b>Unit 4:</b> pgs. 67, 69, 71, 73, 75, 77, 79, 81, 82-83</p> <p><b>Unit 5:</b> pgs. 87, 89, 91, 93, 95, 99, 101, 102-103</p> <p><b>Unit 6:</b> pgs. 107, 108, 111, 113, 115, 117, 119, 121, 122-123</p> <p><b>Unit 7:</b> pgs. 127, 129, 131, 133, 135, 137, 139, 141, 142-143</p> <p><b>Unit 8:</b> pgs. 147, 149, 151, 153, 155, 157, 159, 161, 162-163</p> <p><b>Unit 9:</b> pgs. 167, 169, 171, 173, 175, 177, 179, 181, 182-183</p> <p><b>Unit 10:</b> pgs. 187, 189, 191, 193, 195, 197, 199, 201, 202-203</p> <p><b>Unit 11:</b> pgs. 207, 209, 211, 213, 215, 217, 219, 221, 222-223</p> <p><b>Unit 12:</b> pgs. 227, 229, 231, 233, 235, 237, 239, 241, 242-243</p> <p>See also <i>Team Projects</i>, pgs. 263-274</p> <p>See also <i>Writing for College and Career Readiness Lessons</i> (Units 1-12)</p>	<p>W.4.2 SL.5.1</p>
<p><b>MP1.</b> Make sense of problems and persevere in solving them.</p> <p><b>MP6.</b> Attend to precision.</p>	<p>See <i>Persistence Activities</i>, pgs. 257-262</p>	

<b>ELP Standard 3</b> <b>An ELL can... speak and write about level-appropriate complex literary and informational texts and topics.</b>		
<b>By the end of English language proficiency level 1, an ELL can...</b>		
<ul style="list-style-type: none"> <li>• deliver oral presentations</li> <li>• compose written informational texts</li> <li>• develop the topic with some relevant details, concepts, examples, and information</li> <li>• integrate graphics or multimedia when useful about a variety of texts, topics, or events.</li> </ul>	<p><b>Unit 1:</b> pgs. 7, 9, 11, 13, 15, 19, 21, 22-23, 24</p> <p><b>Unit 2:</b> pgs. 27, 29, 31, 33, 35, 37, 39, 41, 42-43, 44</p> <p><b>Unit 3:</b> pgs. 47, 49, 51, 53, 55, 57, 59, 61, 62-63, 64</p> <p><b>Unit 4:</b> pgs. 67, 69, 71, 73, 75, 77, 79, 81, 82-83, 84</p> <p><b>Unit 5:</b> pgs. 87, 89, 91, 93, 95, 99, 101, 102-103, 104</p> <p><b>Unit 6:</b> pgs. 107, 108, 111, 113, 115, 117, 119, 121, 122-123, 124</p> <p><b>Unit 7:</b> pgs. 127, 129, 131, 133, 135, 137, 139, 141, 142-143, 144</p> <p><b>Unit 8:</b> pgs. 147, 149, 151, 153, 155, 157, 159, 161, 162-163, 164</p> <p><b>Unit 9:</b> pgs. 167, 169, 171, 173, 175, 177, 179, 181, 182-183, 184</p> <p><b>Unit 10:</b> pgs. 187, 189, 191, 193, 195, 197, 199, 201, 202-203, 204</p> <p><b>Unit 11:</b> pgs. 207, 209, 211, 213, 215, 217, 219, 221, 222-223, 224</p> <p><b>Unit 12:</b> pgs. 227, 229, 231, 233, 235, 237, 239, 241, 242-243, 244</p> <p>See also <i>Team Projects</i>, pgs. 263-274</p> <p>See also <i>Writing for College and Career Readiness Lessons</i> (Units 1-12)</p>	<p>W.4.2</p> <p>W.5.3</p> <p>SL.5.4</p> <p>SL.5.5</p>
<p><b>MP1.</b> Make sense of problems and persevere in solving them.</p> <p><b>MP6.</b> Attend to precision.</p>	<p>See <i>Persistence Activities</i>, pgs. 257-262</p>	

<b>ELP Standard 4</b>		
<b>An ELL can... construct level appropriate oral and written claims and support them with reasoning and evidence.</b>		
<b>By the end of English language proficiency level 1, an ELL can...</b>		
<ul style="list-style-type: none"> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide logically ordered reasons or facts that effectively support the claim</li> <li>provide a concluding statement.</li> </ul>	<b>Unit 6:</b> pgs. 122-123 <b>Unit 9:</b> pgs. 182-183 <b>Unit 10:</b> pgs. 202-203 See also <i>Writing for College and Career Readiness Lessons</i> (Units 1-12)	W.5.1 SL.5.4
<b>MP3.</b> Construct viable arguments and critique the reasoning of others. <b>MP6.</b> Attend to precision.	See <i>Persistence Activities</i> , pgs. 257-262	
<b>ELP Standard 5</b>		
<b>An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</b>		
<b>By the end of English language proficiency level 1, an ELL can...</b>		
<ul style="list-style-type: none"> <li>carry out both short and more sustained research projects to answer a question</li> <li>gather information from multiple print and digital sources</li> <li>evaluate the reliability of each source</li> <li>use search terms effectively</li> <li>synthesize information from multiple print and digital sources</li> <li>integrate information into an organized oral or written report</li> <li>include illustrations, diagrams, or other graphics as appropriate</li> <li>cite sources appropriately.</li> </ul>	<b>Unit 5:</b> pgs. 103 <b>Unit 7:</b> pgs. 137 See also <i>Team Projects</i> : pgs. 263-274 See also <i>Writing for College and Career Readiness Lessons</i> (Units 1-12)	W.5.7 W.5.8 W.5.9 SL.5.4 SL.5.5
<b>MP1.</b> Make sense of problems and persevere in solving them.	See <i>Persistence Activities</i> , pgs. 257-262	
<b>ELP Standard 6</b>		
<b>An ELL can... analyze and critique the arguments of others orally and in writing.</b>		
<b>By the end of English language proficiency level 1, an ELL can...</b>		
<ul style="list-style-type: none"> <li>analyze the reasoning in persuasive spoken and written texts</li> <li>determine whether the evidence is sufficient to support the claim</li> <li>cite textual evidence to support the analysis.</li> </ul>	<b>Unit 6:</b> pgs. 122-123 <b>Unit 9:</b> pgs. 182-183 <b>Unit 10:</b> pgs. 202-203 See also <i>Reading for College and Career Readiness Lessons</i> (Units 1-12)	R.5.8 W.5.1 SL.5.3

<p><b>MP1.</b> Make sense of problems and persevere in solving them.</p> <p><b>MP3.</b> Construct viable arguments and critique the reasoning of others.</p>	<p>See <i>Persistence Activities</i>, pgs. 257-262</p>
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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...**

<ul style="list-style-type: none"> <li>• adapt language choices and style according to purpose, task, and audience in various social and academic contexts</li> <li>• use a wider range of complex general academic and content specific words and phrases</li> <li>• adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate.</li> </ul>	<p><b>Unit 1:</b> pgs. 7, 9, 11, 13, 15, 19, 21, 22-23</p> <p><b>Unit 2:</b> pgs. 27, 29, 31, 33, 35, 37, 39, 41, 42-43</p> <p><b>Unit 3:</b> pgs. 47, 49, 51, 53, 55, 57, 59, 61, 62-63</p> <p><b>Unit 4:</b> pgs. 67, 69, 71, 73, 75, 77, 79, 81, 82-83</p> <p><b>Unit 5:</b> pgs. 87, 89, 91, 93, 95, 99, 101, 102-103</p> <p><b>Unit 6:</b> pgs. 107, 108, 111, 113, 115, 117, 119, 121, 122-123</p> <p><b>Unit 7:</b> pgs. 127, 129, 131, 133, 135, 137, 139, 141, 142-143</p> <p><b>Unit 8:</b> pgs. 147, 149, 151, 153, 155, 157, 159, 161, 162-163</p> <p><b>Unit 9:</b> pgs. 167, 169, 171, 173, 175, 177, 179, 181, 182-183</p> <p><b>Unit 10:</b> pgs. 187, 189, 191, 193, 195, 197, 199, 201, 202-203</p> <p><b>Unit 11:</b> pgs. 207, 209, 211, 213, 215, 217, 219, 221, 222-223</p> <p><b>Unit 12:</b> pgs. 227, 229, 231, 233, 235, 237, 239, 241, 242-243</p> <p>See also <i>Team Projects</i>, pgs. 263-274</p> <p>See also <i>Writing for College and Career Readiness Lessons</i> (Units 1-12)</p>	<p>W.5.5  SL.4.6  L.4.6/L.5.6</p>
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<p><b>MP1.</b> Make sense of problems and persevere in solving them.</p> <p><b>MP6.</b> Attend to precision.</p>	<p>See <i>Persistence Activities</i>, pgs. 257-262</p>
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<b>ELP Standard 8</b>		
<b>An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</b>		
<b>By the end of English language proficiency level 1, an ELL can...</b>		
<p>using context, questioning, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> <li>determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.</li> </ul>	<p><b>Unit 1:</b> pg. 11  <b>Unit 2:</b> pg. 37  <b>Unit 3:</b> pg. 57  <b>Unit 4:</b> pg. 77  <b>Unit 5:</b> pg. 91  <b>Unit 6:</b> pg. 117  <b>Unit 7:</b> pg. 137  <b>Unit 8:</b> pg. 157  <b>Unit 9:</b> pg. 177  <b>Unit 10:</b> pg. 191  <b>Unit 11:</b> pg. 217  <b>Unit 12:</b> pg. 231</p> <p>See also <i>Reading for College and Career Readiness Lessons</i> (Units 1-12)</p>	<p>RI/RL.5.4  L.4.4/L.4.5  L.5.5</p>
<b>MP1.</b> Make sense of problems and persevere in solving them.	See <i>Persistence Activities</i> , pgs. 257-262	
<b>ELP Standard 9</b>		
<b>An ELL can... create clear and coherent level appropriate speech and text.</b>		
<b>By the end of English language proficiency level 1, an ELL can...</b>		
<ul style="list-style-type: none"> <li>recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure</li> <li>introduce and develop an informational topic with facts, details, and evidence</li> <li>use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas</li> <li>provide a concluding section or statement.</li> </ul>	<p><b>Unit 4:</b> pgs. 82-83  <b>Unit 5:</b> pgs. 91, 102-103  <b>Unit 7:</b> pgs. 142-143  <b>Unit 8:</b> pgs. 162-163  <b>Unit 11:</b> pgs. 222-223  <b>Unit 12:</b> pgs. 242-243</p> <p>See also <i>Team Projects</i>, pgs. 263-274</p> <p>See also <i>Reading for College and Career Readiness Lessons</i> (Units 1-12)</p>	<p>RI/RL.4.2  RI.4.3  RI.5.4  SL.5.4</p>
<b>MP1.</b> Make sense of problems and persevere in solving them. <b>MP3.</b> Construct viable arguments and critique the reasoning of others.	See <i>Persistence Activities</i> , pgs. 257-262	

**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...**

<ul style="list-style-type: none"> <li>• use increasingly complex phrases</li> <li>• use increasingly complex clauses</li> <li>• produce and expand simple, compound, and complex sentences.</li> </ul>	<p><b>Unit 1:</b> pgs. 7, 9, 11, 13, 15, 19, 21  <b>Unit 2:</b> pgs. 27, 29, 31, 33, 35, 37, 39, 41  <b>Unit 3:</b> pgs. 47, 49, 51, 53, 55, 57, 59, 61  <b>Unit 4:</b> pgs. 67, 69, 71, 73, 75, 77, 79, 81  <b>Unit 5:</b> pgs. 87, 89, 91, 93, 95, 99, 101  <b>Unit 6:</b> pgs. 107, 108, 111, 113, 115, 117, 119, 121  <b>Unit 7:</b> pgs. 127, 129, 131, 133, 135, 137, 139, 141  <b>Unit 8:</b> pgs. 147, 149, 151, 153, 155, 157, 159, 161  <b>Unit 9:</b> pgs. 167, 169, 171, 173, 175, 177, 179, 181  <b>Unit 10:</b> pgs. 187, 189, 191, 193, 195, 197, 199, 201  <b>Unit 11:</b> pgs. 207, 209, 211, 213, 215, 217, 219, 221  <b>Unit 12:</b> pgs. 227, 229, 231, 233, 235, 237, 239, 241  See also <i>Team Projects</i>, pgs. 263-274</p>	<p>L.4.1/L.5.1 L.4.3/L.5.3</p>
<b>MP6.</b> Attend to precision.	See <i>Persistence Activities</i> , pgs. 257-262	