**Florida Department of Education**

**Adult General Education**

**Curriculum Framework**

|  |  |
| --- | --- |
| **ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES** | |
| Program Title | Adult English for Speakers of Other Languages (ESOL) |
| Program Number | 9900040 |
| Course Title | Adult English for Speakers of Other Languages (ESOL) |
| Course Number | 9900040 |
| CIP Number | 1532010900 |
| Grade Level | 30, 31 |
| Program Length | Varies (See Program Length section) |

**PURPOSE**

**Adult General Education Program:** The Florida Department of Education administers the Adult General Education (AGE)Program in accordance with the statutory framework outlined in the following state and federal laws: Florida Statute 1004.02, F.S.,[[1]](#footnote-1) Florida Statute 1004.93, F.S.,[[2]](#footnote-2) and Title II of the Workforce Investment and Opportunity Act (WIOA), also known as the federal Adult Education and Family Literacy Act (AEFLA). [[3]](#footnote-3)

As administered by the Florida Department of Education, Adult General Education encompasses the following programs, services, and activities:

* Academic Skills Building (ASB) Program
* Adult Basic Education (ABE) Program
* Adult High School (AHS) Program
* Adult English for Speakers of Other Languages (ESOL) Program
* General Education Development (GED®) Program
* Integrated Education and Training (IET) Service Approach
* Integrated English Literacy and Civics Education (IELCE) Service Approach
* 2-Generation and Family Literacy Service Approaches
* Workforce Preparation Activities

The Adult General Education Program is designed to serve the following objectives:

* Provide literacy instruction to adults to obtain the knowledge and skills necessary for employment and economic self-sufficiency.
* Facilitate adult learners to attain a secondary school diploma and transition to postsecondary education and training, including career pathways.
* Empower parents to obtain the education and skills that are necessary to participate as full partners in the educational development of their children and to achieve sustainable economic opportunities for their families.
* Deliver English language instruction to adult English language learners whose native language is other than English or who live in a family or community environment where a language other than English is the dominant language, to achieve competence in reading, writing, speaking, and comprehension of the English language.

**Adult ESOL Program:**

The Adult ESOL Program is designed to maintain alignment and ensure educational continuity with Florida’s K12 Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

In accordance with Florida Statute 1004.02, F.S.,[[4]](#footnote-4) the Adult ESOL Program is guided by the following objectives:

* Provide noncredit English language courses designed to improve the employability of the state’s workforce through acquisition of communication skills and cultural competencies that enhance ability to read, write, speak, and listen in English.
* Deliver English language instruction to immigrants and other individuals who are English language learners in improving their reading, writing, speaking, listening and comprehension skills in English, mathematics.
* Lead to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training; or employment.
* Deliver civics-related instruction to students enrolled in the Adult ESOL course, including those participating in the IELCE Program, to increase knowledge and understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

In accordance with the federal Adult Education and Family Literacy Act[[5]](#footnote-5) the Adult ESOL Program is guided by the following objectives:

* Provide English language acquisition programming services to English language learners to:
  + Achieve competence in reading, writing, speaking, and comprehension of the English language.
  + Attain a secondary school diploma or its recognized equivalent.
  + Transition to postsecondary education and training or employment.
* The term “English language learner’’ means an individual:
  + Who has limited ability in reading, writing, speaking, or comprehending the English language.
  + Whose native language is a language other than English.
  + Who lives in a family or community environment where a language other than English is the dominant language.

**STUDENTS**

Per State Board Rule 6A-6.014,[[6]](#footnote-6) students eligible to enroll in the Adult ESOL course are those who:

* Are beyond compulsory school age (16 years).
* Are no longer enrolled in a K-12 school.
* Score within the National Reporting System (NRS) ESOL Educational Functioning Levels (EFL) 1 – 6 on standardized assessments approved by Florida DOE.

Adult English language learners who seek to enroll in the Adult ESOL course often present with varying levels in the ability to speak and understand English, as well as the degree of exposure to formal education they experienced in their home countries. Within the Adult ESOL Program, the following subsets of English language learners may be found:

* Those who are in the pre-literate, non-literate, or semi-literate phase in their native language or any other language, potentially hindering their ability to achieve a valid in-range score on a state-approved assessment.
* Those who are literate in their native language but have not attained a secondary degree from their home country or the U.S.
* Those who have a secondary (high school) degree from their home country or the U.S.
* Those who have a bachelor’s, doctorate or a professional degree from their home country or the U.S.

**EDUCATIONAL FUNCTIONING LEVELS**

The term “Educational Functioning Level” as defined by WIOA refers to the literacy levels in Academic Skills Building (ASB), Adult Basic Education (ABE), and Adult English for Speakers of Other Languages (ESOL). These levels are detailed in the NRS Guidelines and encompass a set of skills and competencies that students demonstrate in specific skill areas, as specified by the NRS System (Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462).[[7]](#footnote-7)

The Adult ESOL course has six EFLs which are organized into reading, writing, listening, speaking and language domains in the context of employment and everyday life.

**Table 1: NRS EFLs for Adult English for Speakers of Other Languages in relation to the corresponding levels of the English Language Proficiency Standards and the levels of the NRS EFLS for the ABE Reasoning through Language Arts Course**

|  |  |  |
| --- | --- | --- |
| **NRS ESOL\* Educational Functioning Levels** | **Adult Education English Language Proficiency Standards Descriptor Levels** | **NRS ABE Reasoning Through Language Arts Educational Functioning Levels** |
| ESL Level 1  Beginning Literacy ESL\* | ELPS DescriptorLevel 1 | ABE Level 1 |
| ESL Level 2  Low Beginning ESL | ELPS DescriptorLevel 1 | ABE Level 1 |
| ESL Level 3  High Beginning ESL | ELPS DescriptorLevel 2 | ABE Level 1 |
| ESL Level 4  Low Intermediate ESL | ELPS DescriptorLevel 3 | ABE Level 2 |
| ESL Level 5  High Intermediate ESL | ELPS DescriptorLevel 4 | ABE Level 3 |
| ESL Level 6  Advanced ESL | ELPS DescriptorLevel 5 | ABE Level 4 |
| N/A | N/A | ABE Level 5 |
| N/A | N/A | ABE Level 6 |

\* The term ESOL is used by the Florida DOE. The term ESL is used by the NRS. Per Florida Statute 1004.02, F.S.,[[8]](#footnote-8) ESOL means English for Speakers of Other Languages. ESL means English as a Second Language. The two terms are interchangeable.

**PROGRAM LENGTH**

The maximum number of instructional hours recommended by the Florida DOE is 450 hours per EFL. Acknowledging the individualized nature of learning, some students may finish an EFL in fewer (or more) hours than the recommended maximum duration indicated.

**Table 2: Recommended Maximum Number of Hours by Educational Functioning Level**

|  |  |  |
| --- | --- | --- |
| **Course Title** | **NRS Adult ESOL Educational Functioning Levels** | **Recommended Maximum Hours** |
| Adult ESOL | ESOL Level 1  Beginning Literacy ESL | 450 |
| ESOL Level 2  Low Beginning ESL | 450 |
| ESOL Level 3  High Beginning ESL | 450 |
| ESOL Level 4  Low Intermediate ESL | 450 |
| ESOL Level 5  High Intermediate ESL | 450 |
| ESOL Level 6  Advanced ESL | 450 |

**CURRICULUM AND INSTRUCTION**

The Adult ESOL curriculum framework opens by presenting instructors with the Anchor Standards encompassing Reading, Writing, Listening, Speaking, and English Language Arts essential for adult English language learners. Emphasizing the term “framework,” it serves as the cornerstone for designing curriculum, aiding agencies and teachers in the selection or creation of instructional materials, techniques, and continuous assessment.

The Florida DOE disseminates the Adult ESOL curriculum framework to agencies statewide, empowering local agency personnel to craft a curriculum relevant to the objectives of their students and instructors. Below is a structured outline of elements to consider when creating the local agency’s curriculum:

1. **Educational Outcomes:**
   * Clearly define the educational outcomes that students are expected to achieve upon completion of the course. This may include language proficiency levels, communication skills, cultural competencies, and any other relevant goals.
2. **Core Instructional Materials:**
   * Develop or select a set of core instructional materials (both print and digital) that are aligned with the defined educational outcomes. This can include textbooks, workbooks, online resources, and multimedia materials.
3. **Needs Assessment Tools:**
   * Create a series of needs assessment tools to help teachers identify the specific learning needs and educational goals of individual students. This will aid in prioritizing standards and tailoring instruction to meet the diverse needs of learners.
4. **Supplementary Textbooks:**
   * Provide supplementary textbooks focusing on grammar, pronunciation, vocabulary in the context of employment, and life skills. These materials should support the core curriculum and enhance specific language skills relevant to real-world situations.
5. **Pacing Guides and Matrices:**
   * Develop pacing guides and matrices that clearly outline the scope and sequence of the curriculum. This helps in organizing the content over the duration of the course and ensures a logical progression of skills.
6. **Recommended Resources:**
   * Compile a list of recommended websites, films, and dictionaries that can be utilized by teachers to supplement the curriculum. Ensure that these resources are relevant, up-to-date, and support the diverse needs of adult learners.
7. **Overview of Content:**
   * Provide an overview of the content to be covered in the course, including academic standards, English language proficiency standards, life and work skills, and any additional content created or collected by instructors.
8. **Learning Activities:**
   * Describe a variety of learning activities that can be used regularly for reinforcement. Include a mix of individual and group activities, hands-on projects, discussions, and real-world application exercises.
9. **Vocabulary Lists:**
   * Compile vocabulary lists organized by relevance to different proficiency levels, such as the Academic Word List (AWL)[[9]](#footnote-9) and the New General Service List (NGSL).[[10]](#footnote-10) These lists can serve as a foundation for language learning and application.
10. **Grammar Topics:**
    * Provide a list of grammar topics in the order they will be taught at each of the six ESOL levels. This ensures a systematic and scaffolded approach to language development.

It is recommended to continuously assess and update the agency’s curriculum based on feedback, changes in educational standards, and the evolving needs of learners. Regular collaboration with instructors and seeking input from the Florida DOE Bureau of Adult Education can further enhance the quality and effectiveness of the agency’s curriculum.

Instructors are not obligated to follow the standards sequentially. The distinct needs of each group of students can guide instruction, empowering instructors to modify the sequence of teaching the standards.

**The Five Components of the Adult ESOL Curriculum Framework**

The Adult ESOL Curriculum Framework consists of five interrelated components:

1. English Language Proficiency (ELP) Standards for Adult Education
2. Adult Basic Education (ABE) Reasoning Through Language Arts (RLA) Standards
3. Competencies
4. ESOL Prerequisite Literacy Standards
5. Civics Standards

**Components 1 and 2 Combined: The ELP Standards and the ABE RLA Standards**

Components 1 and 2 consist of the ELP Standards and the ABE RLA Standards integrated into one table. The ELP Standards are placed above and the RLA Standards below. The rationale for placing the ELP Standards above is to emphasize that English Language Learners need to first become proficient in the English language to engage effectively with the RLA Standards. The term English Language Proficiency is defined as “the level of English language knowledge and skills needed by an English language learner to be academically successful. This means that the ELP Standards reflect the language required for a student to succeed in academics.”[[11]](#footnote-11)

**Component 1 – The ELP Standards** [[12]](#footnote-12)

The ELP Standards are the guiding framework for teaching, assessment, and placement. The ELP Standards mirror the NRS Adult ESOL Descriptors in that the wording of the NRS Adult ESOL Level Descriptors is an exact replica of the ELP Standards.

The framework starts with tables for each ELP Anchor Standard that, when read from left to right, show the progression in expectation from ESL Levels 1 through 6. Each table then shows the correlated ABE RLA Standards, from Level 1 to 4. Where applicable, each ELP table also shows correlation to one or more of the ABE RLA Expectations, which are overarching skills that run through every component of language arts and should be taught throughout the ABE RLA Strands.

The ELP Standards fulfill several essential roles in assisting students enrolled in the Adult ESOL course:

* Facilitate the instruction of the ABE RLA Standards.
* Provide guidance to teachers in planning and delivering instruction for students in both single-level and multi-level classes.
* Offer recommendations regarding the linguistic, grammar, and vocabulary requirements that students may encounter at various educational functioning levels.

As stated in the English Language Proficiency Standards for Adult Education Framework:

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| --- |
| *“… the ELP Standards for Adult Education…emphasize the need for English language acquisition programs to move beyond teaching life skills. These programs must promote college and career readiness for adults and meet the high expectations outlined in WIOA. To meet this goal, the ELP Standards for AE describe the specific English language skills that ELLs need to access the rigorous content specified in state-adopted academic content standards. Through these descriptions, the ELP Standards for AE provide guidance for effectively supporting ELLs of varying proficiency levels as they acquire English language skills and content knowledge.”* |

Educators delivering the Adult ESOL course might find it beneficial to explore how the skills embedded in the ELP Standards can be interconnected throughout thematic units or projects. This approach enables students to interact with the same content at their proficiency level, offering an opportunity for continuous progress along the continuum.

**Component 2 – The ABE RLA Standards**

The ABE RLA standards are derived from the English Language Arts Standards of Florida's K–12 Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. These standards form rigorous academic content benchmarks, ensuring that adult learners are well-equipped for both career pursuits and postsecondary educational endeavors.

**Component 3 – Florida DOE Life and Work Competencies**

The third component is grounded in the Florida DOE Life and Work Competencies. The Florida DOE Life and Work Competencies cover the following subject areas: Communication, Employment, Community, Consumer Education, Health, Civics, Environment, Mathematics for ESOL, Learning and Thinking. Many of these life and work competencies can be taught across the full range of the Adult ESOL levels, while some are more applicable to beginning levels and others to advanced levels.

**Component 4 – Florida DOE Prerequisite ESOL Literacy Skills**

The fourth component is firmly rooted in the Prerequisite ESOL Literacy Skills, which are directly replicated from the standards and competencies of the Florida DOE Literacy Skills for Adult ESOL course. This integration of the Literacy Skills for Adult ESOL course into the Adult ESOL course aims to provide a seamless transition for students who are pre-literate, non-literate, or semi-literate in their native language. In working with such students, teachers should employ the Prerequisite ESOL Literacy Skills to facilitate language acquisition.

**Component 5 – Civics Standards**

The fifth component is based on a series of civics standards offered by the United States Citizenship and Immigration Services (USCIS) under Homeland Security, serving as an additional resource for the Adult ESOL course. These civics standards align with the goals of the Integrated English Literacy and Civics Education (IELCE) Program. Students at any level (1-6) in the Adult ESOL course are eligible to engage in the IELCE Program.

**ASSESSMENT**

The Florida DOE has approved the following tests for the Adult ESOL course:

* Basic English Skills Test – Literacy
* BEST – Plus 2.0
* Comprehensive Student Assessment System (CASAS) Student Test of English Progress (STEPS) 600 Reading Series
* CASAS STEPS 600 Listening Series
* Tests of Adult Basic Education (TABE) Complete Language Assessment System – English (CLAS-E) Reading
* TABE CLAS-E Listening

**References for Assessment and Reporting:** For complete information regarding assessment procedures and policies, see the Florida DOE Assessment Technical Assessment Paper.[[13]](#footnote-13) For guidelines on the procedures for reporting data related to student test results, see the Florida DOE Division of Career and Adult Education (DCAE) Office of Research and Evaluation.[[14]](#footnote-14)

**Pre-testing:** Federal and state regulations mandate that local adult education agencies conduct pre-tests for all new students within the initial 12 hours of enrollment activity. The Florida DOE defines a new student as someone not previously enrolled in the local agency during the current or preceding program year. New Adult ESOL students must undergo pre-testing in two skill areas: reading and listening. The agency is responsible for submitting the pre-test results for each skill area to the Florida DOE, following the guidelines outlined by the Division of Career and Adult Education (DCAE) Office of Research and Evaluation.

**Post-testing:** Once a student completes the recommended instructional hours specified by the test publisher, the local agency will administer post-tests in reading and listening. Subsequently, the agency is required to submit the post-test results for each skill area to the Florida DOE in accordance with the guidelines established by the DCAE Office of Research and Evaluation.

**Course Completion**

Adult ESOL students are considered to have finished the course when their reading and listening scores surpass NRS ESOL level 6. However, it is not required by FDOE or the NRS that students score above NRS ESOL level 6 in both skill areas before being withdrawn from the course. In instances where a student achieves a post-test score above NRS ESOL level 6 in only one of the two skill areas, the agency has the option to extend instruction until the student attains a score above the top score for NRS ESOL level 6 in the remaining skill area. Alternatively, the agency has the option to not continue post-testing the student in the other skill area, withdraw the student from the course, and facilitate their transition to another program as deemed appropriate. The agency is responsible for reporting the post-test results for each skill area to the Florida DOE following the guidelines outlined by the DCAE Office of Research and Evaluation.

**ENROLLING AND TRANSITIONING LITERACY-LEVEL ADULT ESOL STUDENTS**

**Pre-testing Literacy Level Adult ESOL Students:** New enrollees in the Adult ESOL program who exhibit potential pre-literacy, non-literacy, or semi-literacy in their native language must undergo pre-testing in reading and listening within the initial 12 hours of enrollment. Refer to the Florida DOE Assessment Technical Assessment Paper[[15]](#footnote-15) for resources and specific intake procedures to assess the likelihood of students being pre-literate, non-literate, or semi-literate in their native language. Upon determining the potential pre-literacy, non-literacy, or semi-literacy status, agencies should administer the lowest-level reading and listening test forms from the state-approved assessments listed above. If the student fails to achieve an accurate in-range scale score in one or both skill areas, the agency should conduct a retest in the deficient skill area(s). The agency is then required to report the pre-test results to the Florida DOE following the guidelines provided by the DCAE Office of Research and Evaluation.

**Post-testing Literacy Level Adult ESOL Students:** The post-testing procedures for students identified as pre-literate, non-literate, or semi-literate in their native language align with those applicable to other students. Upon completing the recommended instructional hours, the agency will administer the alternate form of the pre-test initially given to the student. Typically, students who took the lowest-level reading and listening tests during pre-testing should undergo post-testing with the corresponding alternate form, unless the locator designates a higher-level test form for post-testing. For comprehensive guidance on post-testing these students, refer to the Florida DOE Assessment Technical Assessment Paper.

**Transitioning Students Previously Enrolled in the Literacy Skills Course to the Adult ESOL Course:** The Literacy Skills for Adult ESOL course (9900300) was available to students enrolled in Program Year 2023-2024 but is no longer offered in the Florida DOE Course Code Directory starting with Program Year 2024-2025. The primary distinctions between the two courses were related to the funding source, reporting of student learning gains, initial placement level determination method, and the approach to demonstrating progression in the course. The Literacy Skills course was ineligible for federal funds, and learning gains were not reported to the NRS. In contrast, the Adult ESOL course has consistently been eligible for federal funds and learning gains have always been reportable to the NRS. Initial placement for Literacy Skills students relied on the Florida DOE Native Language Screening tool, while Adult ESOL students have consistently been placed using state-approved assessments. Additionally, learning gains for Literacy Skills students were assessed through a Progress Report based on course standards, whereas those for Adult ESOL students have always been determined using state-approved assessments.

**ACCOMMODATIONS**

Both federal and state laws mandate the provision of accommodation(s) for students with disabilities to address individual needs and guarantee equal access. Adult students with disabilities are required to self-identify, submit documentation, and request the necessary accommodation(s). Accommodation(s) for students with disabilities may be necessary in various areas, including instructional methods and materials, assignments and assessments, time constraints and schedules, learning environments, assistive technology, and special communication systems. Documentation detailing the requested and provided accommodation(s) should be securely stored in a confidential file.

**ADULT EDUCATION INSTRUCTOR CERTIFICATION REQUIREMENTS**

As per Florida Statute 1012.39 (1)(b), F.S.,[[16]](#footnote-16) each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education agencies.

**FLORIDA DOE INTEGRATED EDUCATION AND TRAINING (IET) SERVICE APPROACH**[[17]](#footnote-17)

The Florida DOE promotes the planning, development, and implementation of an IET service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

The IET service approach provides all levels of adult education students the opportunity to acquire the skills needed to:

* Transition to and complete postsecondary education and training programs.
* Obtain employment and advance in employment leading to economic self-sufficiency.
* Exercise the rights and responsibilities of citizenship.

All IET Programs must include the following three components as noted in the following sections of WIOA.[[18]](#footnote-18)

* Adult education and literacy activities (WIOA Section 203(2)).
* Workforce preparation activities (WIOA Section 203(17)).
* Workforce training services (one or more) for a specific occupation or occupation cluster (WIOA Section 134(c)(3)(D)).

To meet the “integrated” requirement of IET, all services must include the following:

* Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
* Activities are of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals.
* Occur simultaneously.
* Use occupationally relevant instructional materials.

The integrated education and training program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities function cooperatively.

**COMPONENT 1: ENGLISH LANGUAGE PROFICIENCY ANCHOR STANDARDS FOR ADULT EDUCATION**

The ELP Anchor Standards address the receptive, productive, interactive, and interpretive skills of the four areas of language acquisition (listening, speaking, reading, and writing) and linguistic features of the English language.

* ELP Anchor Standards 1 and 8: Receptive and Interpretive skills of listening and reading.
* ELP Anchor Standards 3, 4, 7: Productive skills of speaking and writing.
* ELP Anchor Standards 2, 5, 6: Interactive skills requiring collaborative use of both receptive and productive skills.
* ELP Anchor Standards 8, 9 and 10: Micro-linguistic features such as determining the meaning of words and using appropriate speech and conventions of Standard English.

**Table 3: Relationship of ELP Anchor Standards 1 – 7 to ELP Anchor Standards 8 – 10**

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| --- | --- | --- | --- |
| **ELP Anchor Standards** | | | |
| **1 – 7** | Highlight the language skills required for ELLs to engage in content-specific practices necessary for full engagement in English language arts and literacy, mathematics, and science. | | |
| **8–10** | Highlight the linguistic skills needed to support ELP Anchor Standards 1–7. | | |
| **For example:** | | | |
| **ELP Anchor Standard 8**  *An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.* | | **is necessary to engage with** | **ELP Anchor Standard 1**  *An ELL can construct meaning from oral presentations and literary and informational text through level appropriate listening, reading and viewing.* |

The foundation of instruction in the Adult ESOL classroom is built upon the ELP Anchor Standards, embodying the essential language skills and knowledge that English Language Learners (ELLs) require to effectively navigate the academic content outlined in the ABE RLA Standards. The ELP Anchor standards exhibit the following three characteristics:

1. Essential for advancing to subsequent studies, preparing students for the next level of academic engagement.
2. The significant knowledge and skills in the standard extend beyond the current course, providing enduring value.
3. The Standard is applicable to and extends to aid students in engaging with content across various subject areas.

**Table 4: English Language Proficiency Standards for Adult Education**

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| --- | --- |
| **ELP Anchor Standard 1** | An ELL can construct meaning from oral presentations and literary and informational text through level appropriate listening, reading and viewing. |
| **ELP Anchor Standard 2** | 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. |
| **ELP Anchor Standard 3** | An ELL can speak and write about level-appropriate complex literary and informational texts and topics. |
| **ELP Anchor Standard 4** | An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence. |
| **ELP Anchor Standard 5** | An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems. |
| **ELP Anchor Standard 6** | An ELL can analyze and critique the arguments of others orally and in writing. |
| **ELP Anchor Standard 7** | An ELL can adapt language choices to purpose, task and audience when speaking and writing. |
| **ELP Anchor Standard 8** | An ELL can determine the meaning of words and phrases in oral presentationsand literary and informational text. |
| **ELP Anchor Standard 9** | An ELL can create clear and coherent level-appropriate speech and text. |
| **ELP Anchor Standard 10** | An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. |

**COMPONENT 2: ADULT BASIC EDUCATION REASONING THROUGH LANGUAGE ARTS STANDARDS**

**ABE RLA STANDARDS BACKGROUND**

In Program Year 2022-2023, the Florida DOE aligned its ABE Standards to Florida’s K-12 Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for [Reasoning](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/ma/mathbeststandardsfinal.pdf) through Language Arts in accordance with Executive Order 19-32[[19]](#footnote-19) dated January 31, 2019. This current version of the ABE Mathematics Standards is the result of that alignment. Professional curriculum writers developed the current set of standards with extensive input from a team of Florida Adult Education practitioners who thoroughly reviewed the standards.

**ABE RLA STANDARDS EXPECTAIONS, STRANDS, STANDARDS, AND BENCHMARKS**

The ABE RLA Standards Framework encompasses the following elements: Strands, Standards, and Benchmarks. An overarching set of Expectations runs through every component of the ABE RLA Curriculum Framework. The RLA Standards are separated into four Strands: Foundations, Reading, Communication, and Vocabulary. Each Standard has one or more Benchmarks. The instructor may present topic-centered and/or project-based lessons that integrate standards from several strands.

**Table 5: ABE RLA Standards Expectations**

|  |  |
| --- | --- |
| **RLA Standards Expectations (EE)** | |
| **RLA.K12.EE.1.1** | Cite evidence to explain and justify reasoning. |
| **RLA.K12.EE.2.1** | Read and comprehend grade-level complex texts proficiently. |
| **RLA.K12.EE.3.1** | Make inferences to support comprehension. |
| **RLA.K12.EE.4.1** | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. |
| **RLA.K12.EE.5.1** | Use the accepted rules governing a specific format to create quality work. |
| **RLA.K12.EE.6.1** | Use appropriate voice and tone when speaking or writing. |

**Table 6: Coding Scheme used to indicate the Subject, NRS level, Strand, Standard, and Benchmark in the ABE RLA Strands and Standards**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Coding Scheme used in the ABE RLA Strands and Standards** | | | | | |
| **Subject** | | **NRS Level** | **Strand** | **Standard** | **Benchmark** |
| **RLA** | | **L1** | **R** | **2** | **1** |
| **Strands** | F = Foundations Strand  R = Reading Strand  C = Communication Strand  V = Vocabulary Strand | | | | |
| **Examples:**  RLA.L1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to predict and confirm the topic as well as demonstrate understanding of texts.  RLA.L1.R.2.2: Identify the topic of and relevant details in a text. | | | | | |

**Table 7: Alignment of English Language Proficiency Standards and ABE RLA Standards** Note: An X in parentheses (X) indicates that this ELP Standard serves as a stepping-stone the student can use to approach the ABE RLA Standard by doing the work of the ELP Standard. An X indicates that this ELP Standard is designed to aid the student in achieving the ABE RLA Standard by completing the tasks specified in the ELP Standard.

| **ABE RLA Standards** | | **English Language Proficiency Standards** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELPS 1** | **ELPS 2** | **ELPS 3** | **ELPS 4** | **ELPS 5** | **ELPS 6** | **ELPS 7** | **ELPS 8** | **ELPS 9** | **ELPS 10** |
| **Reading** | **Reading Informational Text** | | | | | | | | | | |
| Structure R.2.1 |  |  |  |  |  |  |  |  |  |  |
| Central Idea R.2.2 | **X** |  |  |  |  |  |  |  |  |  |
| Purpose and Perspective R.2.3 |  |  |  |  |  |  |  |  |  |  |
| Argument R.2.4 |  |  | **(X)** |  |  | **X** |  |  |  |  |
| Connecting Ideas R.2.5 | **(X)** |  |  |  |  |  |  |  | **X** |  |
| **Reading Across Genres** | | | | | | | | | | |
| Interpreting Figurative Language R.3.1 |  |  |  |  |  |  |  |  |  |  |
| Paraphrasing and Summarizing R.3.2 | **X** |  |  |  |  |  |  |  |  |  |
| Comparative Reading R.3.3 |  |  |  |  | **(X)** |  |  |  |  |  |
| Understanding Rhetoric R.3.4 |  |  |  |  |  |  |  |  |  |  |
| **Communication** | **Communicating Through Writing** | | | | | | | | | | |
| Handwriting C.1.1 |  |  |  |  |  |  |  |  |  |  |
| Narrative Writing C.1.2 |  |  | **X** |  |  |  |  |  |  |  |
| Argumentative Writing C.1.3 |  |  |  | **X** |  | **X** |  |  |  |  |
| Expository Writing C.1.4 |  |  | **X** |  |  |  |  |  | **X** |  |
| Improving Writing C.1.5 |  |  |  |  |  |  | **X** |  |  |  |
| **Communicating Orally** | | | | | | | | | | |
| Oral Presentation C.2.1 |  |  | **X** |  |  |  |  |  |  |  |
| **Following Conventions** | | | | | | | | | | |
| Conventions C.3.1 |  |  |  |  |  |  |  |  |  | **X** |
| **Researching** | | | | | | | | | | |
| Researching and Using Information C.4.1 |  |  |  |  | **X** |  |  |  |  |  |
| **Creating and Collaborating** | | | | | | | | | | |
| Multimedia C.5.1 |  |  | **X** |  | **X** |  |  |  |  |  |
| Technology in Communication C.5.2 |  | **(X)** |  |  |  |  |  |  |  |  |
| **Vocabulary** | **Finding Meaning** | | | | | | | | | | |
| Academic Vocabulary V.1.1 |  |  |  |  |  |  | **X** |  |  |  |
| Morphology V.1.2 |  |  |  |  |  |  |  | **X** |  |  |
| Context and Connotation V.1.3 |  |  |  |  |  |  |  | **X** |  |  |

**COMPONENTS 1 AND 2– THE ELP STANDARDS AND THE ABE RLA STANDARDS COMBINED**

From this point forward, components 1 and 2 are integrated, with the ELP Standards positioned above and the ABE RLA Standards below.

**Table 8: Coding Scheme for Components 1 and 2**

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| **Adult ESOL Levels** | **ESOL Level 1** | **ESOL Level 2** | **ESOL Level 3** | **ESOL Level 4** | **ESOL Level 5** | **ESOL Level 6** |
| **ELP Anchor Standard** | **ELPS level 1 Descriptor** | | **ELPS level 2 Descriptor** | **ELPS level 3 Descriptor** | **ELPS level 4 Descriptor** | **ELPS level 5 Descriptor** |
| **RLA Reading Strand** | **RLA Reading Benchmarks Levels 1 through 4** (These levels vary.) | | | | | |
| **RLA Communication Strand** | **RLA Communication Benchmarks Levels 1 through 4** (These levels vary.) | | | | | |
| **RLA Vocabulary Strand** | **RLA Vocabulary Benchmarks Levels 1 through 4** (These levels vary.) | | | | | |

**ELP Standard 1: An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading and viewing.**

**RLA.K12.EE.1.1 Cite evidence to explain and justify reasoning.**

**RLA.K12.EE.3.1 Make inferences to support comprehension.**

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| **ELP Anchor Standard 1** | **ESOL Level 1** | **ESOL Level 2** | **ESOL Level 3** | **ESOL Level 4** | **ESOL Level 5** | **ESOL Level 6** |
| **An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.** | By the end of ELPS level 1, an ELL can use a very limited set of strategies to identify a few key words and phrases in oral communications and simple spoken and written texts. | | By the end of ELPS level 2, an ELL can use an *emerging set of strategies* to   * identify the main topic in oral presentations and simple spoken and written texts * retell a few key details. | By the end of ELPS level 3, an ELL can use a *developing set of strategies* to   * determine a central idea or theme in oral presentations and spoken and written texts * retell key details * answer questions about key details * explain how the theme is developed by specific details in texts * summarize part of a text. | By the end of ELPS level 4, an ELL can use an *increasing range of strategies* to   * determine a central idea or theme in oral presentations and spoken and written texts * analyze the development of the themes/ideas * cite specific details and evidence from texts to support the analysis * summarize a text. | By the end of ELPS level 5, an ELL can use a *wide range of strategies* to   * determine central ideas or themes in oral presentations and spoken and written texts * analyze the development of the themes/ideas * cite specific details and evidence from texts to support the analysis * summarize a text. |
| **Reading**  **Central Idea R.2.2** | RLA.L1.R.2.2: Identify the topic of and relevant details in a text. | | | RLA.L2.R.2.2: Identify the central idea and explain how relevant details support that idea in a text. | RLA.L3.R.2.2: Explain how relevant details support the central idea(s), implied or explicit. | RLA.L4.R.2.2: Analyze two or more central ideas, implied or explicit and their development throughout a text. |
| **Reading**  **Connecting Ideas R.2.5** | RLA.L1.R.2.5: Describe the connection between two individuals, events, ideas, or pieces of information in a text. | | | RLA.L2.R.2.5: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect. | RLA.L3.R.2.5: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | RLA.L4.R.2.5: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| **Reading**  **Paraphrasing and Summarizing R.3.2** | RLA.L1.R.3.2: Retell a text in oral or written form to enhance comprehension (use topic and relevant details for an informational text). | | | RLA.L2.R.3.2: Retell a text to enhance comprehension (use the central idea and relevant details for an informational text). | RLA.L3.R.3.2: Summarize a text to enhance comprehension (include the central idea and relevant details for an informational text). | RLA.L4.R.3.2: Summarize a text to enhance comprehension; paraphrase content from grade-level texts. |

**ELP Standard 2: 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.**

**RLA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.**

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| **ELP Anchor Standard 2** | **ESOL Level 1** | **ESOL Level 2** | **ESOL Level 3** | **ESOL Level 4** | **ESOL Level 5** | **ESOL Level 6** |
| **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.** | By the end of ELPS level 1, an ELL can   * actively listen to others * participate in short conversations and written exchanges about familiar topics and in familiar contexts * present simple information * respond to simple yes/no questions and some wh-questions. | | By the end of ELPS level 2, an ELL can   * participate in short conversations and written exchanges about familiar topics and texts, * present information and ideas, * appropriately take turns in interactions with others and * respond to simple questions and wh- questions. | By the end of ELPS level 3, an ELL can   * participate in conversations, discussions and written exchanges about familiar topics, texts and issues; * build on the ideas of others; * express his or her own ideas; * ask and answer relevant questions; * add relevant information and evidence; * restate some of the key ideas expressed; * follow rules for discussion; and * ask questions to gain information or clarify understanding. | By the end of ELPS level 4, an ELL can   * participate in conversations, discussions and written exchanges about a range of topics, texts and issues; * build on the ideas of others; * express his or her own ideas; * clearly support points with specific and relevant evidence; * ask and answer questions to clarify ideas and conclusions; and * summarize the key points expressed. | By the end of ELPS level 5, an ELL can   * participate in conversations, extended discussions and written exchanges about a range of substantive topics, texts and issues; * build on the ideas of others; * express his or her own ideas clearly and persuasively; * refer to specific and relevant evidence from texts or research to support his or her ideas; * ask and answer questions that probe reasoning and claims; and * summarize the key points and evidence discussed. |
| **N/A** | N/A | | | | | |

**ELP Standard 3:** An ELL can speak and write about level-appropriate complex literary and informational texts and topics.

**RLA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**RLA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

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| **ELP Anchor Standard 3** | **ESOL Level 1** | **ESOL Level 2** | **ESOL Level 3** | **ESOL Level 4** | **ESOL Level 5** | **ESOL Level 6** |
| **An ELL can speak and write about level-appropriate complex literary and informational texts and topics.** | By the end of ELPS level 1, an ELL can, with support,   * communicate information and feelings about familiar texts, topics and experiences. | | By the end of ELPS level 2, an ELL can, with support,   * deliver short oral presentations and * compose simple written narratives or informational texts about familiar texts, topics, experiences, or events. | By the end of ELPS level 3, an ELL can, with support,   * deliver short oral presentations, * compose written informational texts and * develop the topic with a few details about familiar texts, topics, or events. | By the end of ELPS level 4, an ELL can   * deliver oral presentations; * compose written informational texts; * develop the topic with some relevant details, concepts, examples and information; and * integrate graphics or multimedia when useful about a variety of texts, topics, or events. | By the end of ELPS level 5, an ELL can   * deliver oral presentations; * compose written informational texts; * fully develop the topic with relevant details, concepts, examples and information; and * integrate graphics or multimedia when useful about a variety of texts, topics, or events. |
| **Communication**  **Narrative Writing C.1.2** | RLA.L1.C.1.2: Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure. | | RLA.L2.C.1.2: Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases and an ending. | RLA.L3.C.1.2: Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description and transitional words and phrases. | RLA.L4.C.1.2: Write personal or fictional narratives using narrative techniques, varied transitions, precise words and phrases, figurative language and a clearly established point of view. |  |
| **Communication**  **Expository Writing C.1.4** | RLA.L1.C.1.4: Write expository texts about a topic, using a source, providing facts and a sense of closure. | | RLA.L2.C.1.4: Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions and a conclusion. | RLA.L3.C.1.4: Write expository texts about a topic using multiple sources and including an introduction, organizational structure, relevant elaboration, varied transitions, precise language and domain-specific vocabulary and a conclusion. | RLA.L4.C.1.4: Write expository texts to explain and analyze information from multiple sources, using an introduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a formal style and a conclusion. |  |
| **Communication**  **Oral Presentation C.2.1** | RLA.L1.C.2.1: Present information orally using complete sentences and appropriate volume. | | RLA.L2.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume and clear pronunciation. | RLA.L3.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation and appropriate pacing. | RLA.L4.C.2.1: Present information orally, in a logical sequence, supporting the central idea with credible evidence, using formal English, nonverbal cues, appropriate volume, clear pronunciation and appropriate pacing. |  |
| **Communication**  **Multimedia C.5.1** | RLA.L1.C.5.1: Use a multimedia element to enhance oral or written tasks. | | RLA.L2.C.5.1:  Use two or more multimedia elements to enhance oral or written tasks. | RLA.L3.C.5.1: Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks. | RLA.L4.C.5.1: Integrate diverse digital media to enhance audience engagement, build cohesion and emphasize the relevance of a topic or idea in oral or written tasks. |  |

**ELP Standard 4** An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.

**RLA.K12.EE.1.1** Cite evidence to explain and justify reasoning.

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| **ELP Anchor Standard 4** | **ESOL Level 1** | **ESOL Level 2** | **ESOL Level 3** | **ESOL Level 4** | **ESOL Level 5** | **ESOL Level 6** |
| **An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.** | By the end of ELPS level 1, an ELL can   * express an opinion about a familiar topic, experience, or event and * give a reason for the opinion. | | By the end of ELPS level 2, an ELL can   * construct a claim about familiar topics, experiences, or events; * introduce the topic, experience, or event; * give a reason to support the claim; and * provide a concluding statement. | By the end of ELPS level 3, an ELL can   * construct a claim about familiar topics, * introduce the topic, * provide sufficient reasons or facts to support the claim and * provide a concluding statement. | By the end of ELPS level 4, an ELL can   * construct a claim about a variety of topics, * introduce the topic, * provide logically ordered reasons or facts that effectively support the claim and * provide a concluding statement. | By the end of ELPS level 5, an ELL can   * construct a substantive claim about a variety of topics, * introduce the claim, * distinguish it from a counter-claim, * provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim and * provide a conclusion that summarizes the argument presented. |
| **Communication**  **Argumentative Writing C.1.3** | RLA.L1.C.1.3: Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure. | | | RLA.L2.C.1.3: Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions and provide a conclusion. | RLA.L3.C.1.3: Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration and an organizational structure with varied transitions. | RLA.L4.C.1.3: Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from multiple sources, elaboration and using a logical organizational structure with varied transitions. |

**ELP Standard 5:** An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

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| **ELP Anchor Standard 5** | **ESOL Level 1** | **ESOL Level 2** | **ESOL Level 3** | **ESOL Level 4** | **ESOL Level 5** | **ESOL Level 6** |
| **An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.** | By the end of ELPS level 1, an ELL can, with support,   * carry out short, shared research projects; * gather information from a few provided print and digital sources; * label collected information, experiences, or events; and * recall information from experience or from a provided source. | | By the end of ELPS level 2, an ELL can, with support,   * carry out short individual or shared research projects, * gather information from provided print and digital sources, * record information in simple notes and * summarize data and information. | By the end of ELPS level 3, an ELL can, with support,   * carry out short research projects to answer a question; * gather information from multiple provided print and digital sources; * paraphrase key information in a short written or oral report; * include illustrations, diagrams, or other graphics as appropriate; and * provide a list of sources. | By the end of ELPS level 4, an ELL can   * carry out both short and more sustained research projects to answer a question; * gather information from multiple print and digital sources; * evaluate the reliability of each source; * use search terms effectively; * synthesize information from multiple print and digital sources; * integrate information into an organized oral or written report; and * include illustrations, diagrams, or other graphics as appropriate * cite sources appropriately. | By the end of ELPS level 5, an ELL can   * carry out both short and more sustained research projects to answer a question or solve a problem; * gather information from multiple print and digital sources; * evaluate the reliability of each source; * use advanced search terms effectively; * synthesize information from multiple print and digital sources; * analyze and integrate information into clearly organized spoken and written texts; * include illustrations, diagrams, or other graphics as appropriate; and * cite sources appropriately. |
| **Communication**  **Researching and Using Information C.4.1** | RLA.L1.C.4.1: Recall information or participate in research to gather information to answer a question about a single topic. | | | RLA.L2.C.4.1: Conduct research to answer a question, organizing information about the topic from multiple print and digital sources. | RLA.L3.C.4.1: Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid (print and digital) sources. | RLA.L4.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid (print and digital) sources, refocusing the inquiry when appropriate and generating additional questions for further research. |
| **Communication**  **Multimedia C.5.1** | RLA.L1.C.5.1: Use a multimedia element to enhance oral or written tasks. | | | RLA.L2.C.5.1:  Use two or more multimedia elements to enhance oral or written tasks. | RLA.L3.C.5.1: Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks. | RLA.L4.C.5.1: Integrate diverse digital media to enhance audience engagement, build cohesion and emphasize the relevance of a topic or idea in oral or written tasks. |

**ELP Standard 6: An ELL can analyze and critique the arguments of others orally and in writing.**

**RLA.K12.EE.1.1 Cite evidence to explain and justify reasoning.**

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| **ELP Anchor Standard 6** | **ESOL Level 1** | **ESOL Level 2** | **ESOL Level 3** | **ESOL Level 4** | **ESOL Level 5** | **ESOL Level 6** |
| **An ELL can analyze and critique the arguments of others orally and in writing.** | By the end of ELPS level 1, an ELL can with support,   * identify a point an author or a speaker makes. | | By the end of ELPS level 2, an ELL can with support,   * identify the main argument an author or speaker makes * identify one reason an author or a speaker gives to support the argument. | By the end of ELPS level 3, an ELL can with support,   * explain the reasons an author or a speaker gives to support a claim * identify one or two reasons an author or a speaker gives to support the main point. | By the end of ELPS level 4, an ELL can   * analyze the reasoning in persuasive spoken and written texts * determine whether the evidence is sufficient to support the claim * cite textual evidence to support the analysis. | By the end of ELPS level 5, an ELL can   * analyze and evaluate the reasoning in persuasive spoken and written texts * determine whether the evidence is sufficient to support the claim * cite specific textual evidence to thoroughly support the analysis. |
| **Reading**  **Argument R.2.4** | RLA.L1.R.2.4: Identify and explain an author’s opinion(s) and supporting evidence. | | | RLA.L2.R.2.4: Identify and explain an author’s claim and the reasons and evidence used to support the claim. | RLA.L3.R.2.4:  Track the development of an argument, identifying the specific claim(s), evidence, and reasoning. | RLA.L4.R.2.4:  Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved. |
| **Communication**  **Argumentative Writing C.1.3** | RLA.L1.C.1.3: Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure. | | | RLA.L2.C.1.3:  Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions and provide a conclusion. | RLA.L3.C.1.3:  Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions. | RLA.L4.C.1.3:  Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from multiple sources, elaboration and using a logical organizational structure with varied transitions. |

**ELP Standard 7: An ELL can adapt language choices to purpose, task and audience when speaking and writing.**

**RLA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.**

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| **ELP Anchor Standard 7** | **ESOL Level 1** | **ESOL Level 2** | **ESOL Level 3** | **ESOL Level 4** | **ESOL Level 5** | **ESOL Level 6** |
| **An ELL can adapt language choices to purpose, task and audience when speaking and writing.** | By the end of ELPS level 1, an ELL can   * show emerging awareness of differences between informal and formal language use * recognize the meaning of some words learned through conversations, reading and being read to. | | By the end of ELPS level 2, an ELL can   * show increasing awareness of differences between informal and formal language use * adapt language choices to task and audience with emerging control in various social and academic contexts * begin to use some frequently occurring general academic and content-specific words. | By the end of ELPS level 3, an ELL can   * adapt language choices and style according to purpose, task and audience with developing ease in various social and academic contexts * use an increasing number of general academic and content-specific words and expressions in spoken and written texts * show developing control of style and tone in spoken and written texts. | By the end of ELPS level 4, an ELL can   * adapt language choices and style according to purpose, task and audience in various social and academic contexts * use a wider range of complex general academic and content- specific words and phrases * adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate. | By the end of ELPS level 5, an ELL can   * adapt language choices and style according to purpose, task and audience with ease in various social and academic contexts * use a wide variety of complex general academic and content-specific words and phrases * employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate. |
| **Communication**  **Improving Writing C.1.5** | RLA.L1.C.1.5: With guidance and support from adults, improve writing, as needed, by planning, revising and editing. | | | RLA.L2.C.1.5: Improve writing as needed by planning, revising and editing with guidance and support from adults and feedback from peers. | RLA.L3.C.1.5: Improve writing by planning, revising and editing, with guidance and support from adults and feedback from peers. | RLA.L4.C.1.5: Improve writing by planning, editing, considering feedback from adults and peers and revising for clarity, cohesiveness, purpose and audience. |
| **Vocabulary Academic Vocabulary V.1.1** | RLA.L1.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing. | | | RLA.L2.V.1.1:  Use grade-level academic vocabulary appropriately in speaking and writing. | RLA.L3.V.1.1:  Use grade-level academic vocabulary appropriately in speaking and writing. | RLA.L4.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing. |

**ELP Standard 8:** An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

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| **ELP Anchor Standard 8** | **ESOL Level 1** | **ESOL Level 2** | **ESOL Level 3** | **ESOL Level 4** | **ESOL Level 5** | **ESOL Level 6** |
| **An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.** | By the end of ELPS level 1, an ELL can, relying heavily on context, questioning and knowledge of morphology in their native language(s),   * recognize the meaning of a few frequently occurring words, simple phrases and formulaic expressions   in spoken and written texts about familiar topics, experiences, or events. | | By the end of ELPS level 2, an ELL can, using context, questioning and knowledge of morphology in their native language(s),   * determine the meaning of frequently occurring words, phrases and expressions   in spoken and written texts about familiar topics, experiences, or events. | By the end of ELPS level 3, an ELL can, using context, questioning and a developing knowledge of English and their native language(s)' morphology,   * determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions   in spoken and written texts about familiar topics, experiences, or events. | By the end of ELPS level 4, an ELL can, using context,  questioning and an  increasing knowledge of English morphology,   * 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. | By the end of ELPS level 5, an ELL can, using context,  questioning and  consistent knowledge of English morphology,   * determine the meaning of general academic and content-specific words and phrases, figurative and connotative language and idiomatic expressions   in spoken and written texts about a variety of topics, experiences, or events. |
| **Vocabulary Morphology V.1.2** | RLA.L1.V.1.2: Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content. | | | RLA.L2.V.1.2: Identify and apply knowledge of common Greek and Latin roots, base words and affixes to determine the meaning of unfamiliar words in grade-level content. | RLA.L3.V.1.2:  Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content. | RLA.L4.V.1.2:  Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. |
| **Vocabulary**  **Context and Connotation V.1.3** | RLA.L1.V.1.3: Identify and use picture clues, context clues, word relationships, reference materials and/or background knowledge to determine the meaning of unknown words. | | | RLA.L2.V.1.3:  Use context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. | RLA.L3.V.1.3:  Use context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. | RLA.L4.V.1.3:  Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. |

**ELP Standard 9: An ELL can create clear and coherent level-appropriate speech and text.**

**RLA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.**

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| **ELP Anchor Standard 9** | **ESOL Level 1** | **ESOL Level 2** | **ESOL Level 3** | **ESOL Level 4** | **ESOL Level 5** | **ESOL Level 6** |
| **An ELL can create clear and coherent level-appropriate speech and text.** | By the end of ELPS level 1, an ELL can with support,   * communicate basic information about an event or topic * use a narrow range of vocabulary and syntactically simple sentences. | | By the end of ELPS level 2, an ELL can with support,   * recount a short sequence of events in order * introduce an informational topic * provide one or two facts about the topic * use common linking words to connect events and ideas. | By the end of ELPS level 3, an ELL can with support,   * recount a sequence of events, with a beginning, middle and end * introduce and develop an informational topic with facts and details * use common transitional words and phrases to connect events, ideas and opinions * provide a conclusion. | By the end of ELPS level 4, an ELL can   * recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure * introduce and develop an informational topic with facts, details and evidence * use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas * provide a concluding section or statement. | By the end of ELPS level 5, an ELL can   * recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order * introduce and effectively develop an informational topic with facts, details and evidence * use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas * provide a concluding section or statement. |
| **Reading**  **Connecting Ideas R.2.5** | RLA.L1.R.2.5: Describe the connection between two individuals, events, ideas, or pieces of information in a text. | | | RLA.L2.R.2.5: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect. | RLA.L3.R.2.5: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | RLA.L4.R.2.5: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| **Communication**  **Expository Writing C.1.4** | RLA.L1.C.1.4: Write expository texts about a topic, using a source, providing facts and a sense of closure. | | | RLA.L2.C.1.4:  Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion. | RLA.L3.C.1.4:  Write expository texts about a topic using multiple sources and including an introduction, organizational structure, relevant elaboration, varied transitions, precise language and domain-specific vocabulary and a conclusion. | RLA.L4.C.1.4:  Write expository texts to explain and analyze information from multiple sources, using an introduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a formal style, and a conclusion. |

**ELP Standard 10:** An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

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| **ELP Anchor Standard 10** | **ESOL Level 1** | **ESOL Level 2** | **ESOL Level 3** | **ESOL Level 4** | **ESOL Level 5** | **ESOL Level 6** |
| **An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.** | By the end of ELPS level 1, an ELL can with support,   * recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions and prepositions * understand and respond to simple questions. | | By the end of ELPS level 2, an ELL can with support,   * use frequently occurring verbs, nouns, adjectives, adverbs, prepositions and conjunctions * produce simple and compound sentences. | By the end of ELPS level 3, an ELL can with support,   * use simple phrases * use simple clauses * produce and expand simple, compound and a few complex sentences. | By the end of ELPS level 4, an ELL can   * use increasingly complex phrases * use increasingly complex clauses * produce and expand simple, compound and complex sentences. | By the end of ELPS level 5, an ELL can   * use complex phrases and clauses * produce and expand simple, compound and complex sentences. |
| **Communication**  **Conventions C.3.1** | RLA.L1.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level. | | | RLA.L2.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level. | RLA.L3.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level. | RLA.L4.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level. |

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|  | **COMPETENCIES** |
| **0** | **Communication** |
| **1** | **Consumer Economics** |
| **2** | **Community Resources** |
| **3** | **Health** |
| **4** | **Employment** |
| **5** | **Civics** |
| **6** | **Mathematics** |
| **7** | **Learning and Thinking Skills** |
| **0** | **COMMUNICATION** |
| 0.1 | Communicate in interpersonal interactions. |
| 0.2 | Communicate regarding personal information. |
| **1** | **CONSUMER ECONOMICS** |
| 1.1 | Use measurement and money. |
| 1.2 | Use information to identify and purchase goods and services. |
| 1.3 | Understand methods and procedures used to purchase goods and services. |
| 1.4 | Understand methods and procedures to obtain housing and related services. |
| 1.5 | Understand how to manage household finances. |
| 1.6 | Understand consumer protection measures. |
| 1.7 | Understand procedures for the care, maintenance, and use of personal possessions. |
| 1.8 | Demonstrate financial literacy skills. |
| 1.9 | Understand how to purchase and maintain an automobile and interpret driving regulations. |
| **2** | **COMMUNITY RESOURCES** |
| 2.1 | Use the telephone and similar communication systems. |
| 2.2 | Understand how to locate and use different types of transportation and interpret travel-related information. |
| 2.3 | Understand concepts of time and weather. |
| 2.4 | Use mailing and shipping services. |
| 2.5 | Use community agencies and services. |
| 2.6 | Use leisure time resources and facilities. |
| 2.7 | Understand aspects of society and culture. |
| 2.8 | Understand aspects of society and culture. |
| 2.9 | Understand how to access and use educational systems and services. |
| **3** | **HEALTH** |
| 3.1 | Understand how to access and use the health care system. |
| 3.2 | Understand forms related to health care. |
| 3.3 | Understand how to select and use medications. |
| 3.4 | Understand basic safety measures and health risks. |
| 3.5 | Understand basic principles of health maintenance. |
| 3.6 | Understand basic health and medical information. |
| **4** | **EMPLOYMENT** |
| 4.1 | Understand basic principles of getting a job. |
| 4.2 | Understand wages, benefits, employee rights, and concepts of employee organizations. |
| 4.3 | Understand work-related safety standards and procedures. |
| 4.4 | Understand concepts and materials related to job performance and training. |
| 4.5 | Effectively use common workplace tools and technology. |
| 4.6 | Communicate effectively in the workplace. |
| 4.7 | Effectively manage workplace resources. |
| 4.8 | Demonstrate effectiveness in working with other people. |
| 4.9 | Understand how organizational systems function and operate effectively within them. |
| **5** | **CIVICS** |
| 5.1 | Understand voting and the political process. |
| 5.2 | Understand historical and geographical information. |
| 5.3 | Understand an individual's legal rights and responsibilities and procedures for obtaining legal advice. |
| 5.4 | Understand information about taxes and fees. |
| 5.5 | Understand the functions of government. |
| 5.6 | Understand civic responsibilities and activities. |
| 5.7 | Understand issues related to science and ethics. |
| 5.8 | Understand concepts of economics. |
| **6** | **MATH** |
| 6.1 | Identify and classify numeric symbols. |
| 6.2 | Tell and write time in hours and half-hours using analog and digital clocks. |
| 6.3 | Compare two numbers between 1 and 10 presented as written numerals. |
| 6.4 | Count and associate numbers with quantities, including recognizing correct number sequencing. |
| 6.5 | Identify information needed to solve a given problem. |
| 6.6 | Interpret diagrams, illustrations, and scale drawings. |
| 6.7 | Interpret data from graphs. |
| 6.8 | Interpret statistical information used in news reports and articles. |
| **7** | **LEARNING AND THINKING SKILLS** |
| 7.1 | Identify or demonstrate effective skills and practices in accomplishing goals. |
| 7.2 | Demonstrate ability to use critical thinking skills. |
| 7.3 | Demonstrate ability to use problem-solving skills. |
| 7.4 | Demonstrate study skills. |
| 7.5 | Understand aspects of and approaches to effective personal management. |
| 7.6 | Demonstrate the ability to view the media critically. |
| 7.7 | Demonstrate the ability to use information and communication technology. |

## COMPONENT 4: PREREQUISITE ESOL LITERACY SKILLS

The purpose of the Prerequisite ESOL Literacy Skills is to assist English language learner adults who are pre-literate, non-literate, or semi-literate in their native language to improve their reading, writing, speaking, listening and comprehension skills in English.

The Pre-requisite ESOL Literacy Skills are compatible with principles of literacy and language acquisition for adult English language learners. Research has shown that human beings need only to acquire the skill of learning to read and write once. When a child has limited opportunities to fully acquire reading and writing skills in their home language, should the need arise to do so in another language, they can still do so as an adult. The Prerequisite ESOL Literacy Skills encompass three levels, A, B, and C. The beginning level (A) is set at the pre-Adult ESOL level, with the ending level (C) set at EFL level 1.

*The Prerequisite ESOL Literacy Skills aim to support adult English language learners who are pre-literate, non-literate, or semi-literate in their native language in enhancing their English reading, writing, speaking, listening, and comprehension skills.*

*Aligned with the principles of literacy and language acquisition for adult English language learners, the Prerequisite ESOL Literacy Skills are designed to address the fact that individuals typically only need to acquire the skill of learning to read and write once. Research indicates that if a child has limited opportunities to fully develop these skills in their native language, they can still achieve proficiency as an adult if the need arises in another language. The Prerequisite ESOL Literacy Skills encompass three levels, A, B, and C, with the initial level (A) positioned at the pre-Adult ESOL level and the concluding level (C) set at EFL level 1.*

The Prerequisite ESOL Literacy Skills consist of two components: Literacy Standards, and Life and Work Skills Competencies.

* **ESOL Literacy Standards**
  + Reading
  + Writing
  + Listening
  + Speaking
* **Life and Work Skills Competencies**
  + Communication
    - Personal Information
    - Social and Classroom Language
    - Time
  + Employment
  + Health and Nutrition
  + Transportation and Travel

**Standards and Competencies:** The ESOL Literacy Standards and the Life and Work Skills Competencies may be taught in combination and in contextualized lessons. The sequence may be varied according to student needs. Although students at this level are emerging readers, it is important to avoid using materials and texts that are designed for children learning to read. Instructors are encouraged to plan classroom activities that appeal to students with a variety of learning styles and incorporate students’ prior knowledge and experiences.

**Instructors:** Teachers of students at this level do not need to know the student’s language in order to teach them to read and write in English. Those educators who take on the task of teaching both literacy skills and English to adults who are fully conversant in speaking another language will benefit from additional professional development on teaching strategies that work best for these students. Online materials that are at the appropriate language and literacy proficiency levels and culturally sensitive at the following websites:

* [iTeach Beginning Literacy A-B-C](https://sites.google.com/palmbeachschools.org/iteach-aceofpbc/beginning-literacy?authuser=0)[[20]](#footnote-20) The Palm Beach County School District Adult Education Program supported a team of instructors of emerging literacy language learner adults to develop a full set of lesson plans and teaching tips and classroom strategies designed for these students. All free to anyone.
* Literacy Education and Second Language Learning for Adults (LESLLA)[[21]](#footnote-21) A group of educators who work with emerging literacy adult language learners formed LESLLA in 2006. They hold a conference every year, with the location in the US one year and in a different country of the world the next year.
* The Florida Literacy Coalition[[22]](#footnote-22) FLC hosts an annual conference and has a website with excellent resources for tutors and classroom teachers.
* Bow Valley College, Canada[[23]](#footnote-23) This small college in Canada has a set of English language reading books designed for the emerging literacy adult learner. They created a full curriculum and made it available, free of charge, to any teacher anywhere.
* Literacy Information and Communication System LINCS[[24]](#footnote-24) is a resource site funded by the USDOE Office of Career, Technical and Adult Education (OCTAE) and has section designated for teachers of emerging literacy adult language learners. They also have a discussion list for the Literacy and ESOL communities of practitioners.

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| **PRE-REQUISITE ESOL LITERACY STANDARDS** | | |
| **1. Literacy Skills**  **A. Sound Discrimination and Speaking and Listening** | | |
| **Literacy Level A** | **Literacy Level B** | **Literacy Level C** |
| A1-1 Identify familiar sounds as same or different in short words (e.g., *fine/mine, see/say*) | B1-1 Isolate and identify familiar initial sounds in words | C1-1 Isolate and identify most vowel sounds in short words |
|  | B1-2 Isolate and identify familiar final sounds in consonant-vowel-consonant (CVC) words (e.g., hat, zip) |  |
| A1-2 Recognize familiar words in a short, spoken sentence | B1-3 Repeat/reproduce word emphasis in a short (2 to 4 word) sentence | C1-2 Repeat/reproduce word emphasis in a longer (5 to 7 word) sentence (e.g., *The* ***phone*** *is on the* ***ta****ble)* |
| A1-3 Recognize rising intonation as a question (e.g., *Are you married?)* | B1-4 Recognize intonation used to communicate a choice (e.g., *Are you married or single?)* | C1-3 Repeat/reproduce rising and falling intonation in a short sentence |
| **1. Literacy Skills**  **B. Reading** | | |
| A1-4 Demonstrate understanding of environmental print (e.g., signs and symbols in public areas) and written text (e.g., newspapers, flyers, magazines) as sources of information | B1-5 Identify common life skills documents and find key information (e.g., find the total on a receipt; find sender’s address on an envelope) |  |
| A1-5 Understand concept of “same” and “different” using realia |  |  |
| A1-6 Recognize pictures as representations of real-world objects | B1-6 Match familiar words with pictures | C1-4 Use a simple picture dictionary |
| A1-7 Demonstrate knowledge of left-to-right and top-to-bottom progression |  |  |
| A1-8 Place pictures in chronological order to tell a story |  |  |
| A1-9 Distinguish between letter shapes and between number shapes (e.g., E/F, N/Z, 6/9) | B1-7 Match lower- to uppercase letters | C1-5 Identify familiar words in same word families (e.g., May/day/say) |
| A1-10 Distinguish between same and different words in print | B1-8 Identify upper and lower-case letters and numbers in various fonts and clear hand-printing |  |
|  | B1-9 Identify initial consonant sounds of known words using knowledge of sound/symbol correspondence | C1-6 Read initial consonant blends (e.g., bread, drive, from, small) |
|  | B1-10 Decode initial and final consonant sounds in CVC words using knowledge of sound/symbol correspondence | C1-7 Read digraphs (e.g., shoe, three, chair, phone) and final consonant combinations (e.g., call, class, sick) |
|  |  | C1-8 Read diphthongs (e.g., boy, how) |
|  |  | C1-9 Use phonics to decode words with silent ‘e’ and long ‘a’ and ‘i’ sounds, (e.g., make, like) |
| A1-11 Demonstrate understanding that spaces separate words |  | C1-10 Demonstrate understanding that sentences begin with a capital letter and end with a period or question mark |
| A1-12 Demonstrate understanding that letters make up words and words make up sentences |  | C1-11 Demonstrate use of capital letter for names of people and places |
|  |  | C1-12 Read basic tables of 2 to 4 rows and 2 to 4 columns (e.g., store hours, work schedules) |
|  |  | C1-13 Use alphabetical order to locate information (e.g., names on a list) |
|  | B1-11 Follow simple written one-word instructions in worksheets (e.g., Match, Copy, Circle, Underline) | C1-14 Follow simple instructions in sentence form on worksheets and literacy textbooks (e.g., Write the missing word) |
| A1-13 Recognize basic shapes, symbols and signs (e.g., common store and product logos, EXIT, CLOSED) | B1-12 Read common symbols and signs (e.g., restroom symbols, PUSH/PULL, ENTER) | C1-15 Read multi-word signs (e.g., DO NOT ENTER) |
| A1-14 Recognize numbers as representations of quantity; read and say 0 – 9 | B1-13 Read basic sight words and phrases (e.g., the, he, she, they, be, have) | C1-16 Read an increased number of sight words (e.g., question words, prepositions) |
| A1-15 Read and say 10 – 99 |  |  |
|  | B1-14 Read common abbreviations (e.g., days of week, months, Ave.) | C1-17 Demonstrate understanding of the concept of abbreviations as representations of longer words (e.g., apt. = apartment) |
| A1-16 Identify words for basic colors |  |  |
| **1. Literacy Skills**  **C. Writing** | | |
| A1-17 Demonstrate ability to hold writing tool appropriately |  | C1-18 Demonstrate understanding of the value of writing in everyday life (e.g., noting appointments on a calendar) |
| A1-18 Copy numbers 0 – 9 | B1-15 Write numbers 0 – 99 | C1-19 Write all lower-case letters |
| A1-19 Copy uppercase letter forms with vertical/horizontal lines (E, F, H, I, L, T) | B1-16 Write all uppercase letters | C1-20 Write short words dictated letter by letter (e.g., “Capital M – a – i – n”) |
| A1-20 Copy letter forms with diagonal lines (A, K, M, N, V, W, X, Y, Z) | B1-17 Copy all lowercase letters with tails below the line using correct vertical placement (e.g., g, j, p, q, y) | C1-21 Capitalize the initial letter of the first word in a sentence |
| A1-21 Copy letter forms with curves (B, C, D, G, J, O, P, Q, R, S, U) |  | C1-22 Use periods and question marks to end sentences |
| A1-22 Copy short familiar words using capital letters | B1-18 Copy short sentences including spaces between words | C1-23 Given a familiar, written model (e.g., man), write words in same simple word family (e.g. can, fan) |
|  |  | C1-24 Given a familiar, written model (e.g., Marie is from Haiti.), write a short sentence (e.g., I am from Haiti.) |
|  | B1-19 Use phonics to write missing initial consonants in words (e.g., \_\_ick) | C1-25 Use phonics to write missing medial short-vowel sounds (e.g., h, t) |
|  |  |  |
| **Life and Work Competencies** | | |
| **2. Communication Competencies**  **A. Personal Information** | | |
| A2-1 State first and last name; copy name using all capital letters | B2-1 State and orally spell first and last name | C2-1 Print full name (first, middle, last) in a variety of formats (e.g., last, first, MI) |
|  |  | C2-2 Sign name in signature area on forms |
| A2-2 Say and copy phone number with area code | B2-2 Read and write area code and phone number | C2-3 Identify titles for names (e.g., Mr., Mrs., Ms.) |
| A2-3 Answer questions about country of origin, marital status, number of children, place of residence (house or apartment) | B2-3 State address (number, street, apt. no., city, state, zip code)and orally spell street name |  |
| A2-4 State own street address (e.g., *239 Fifth St, apartment B2)* | B2-4 Answer questions regarding city, state and zip code |  |
|  | B2-5 Read and write date of birth using numbers | C2-4 Write date of birth using abbreviations and numbers (e.g., Jan. 4, 1967) |
| A2-6 Recognize and choose own name and address from a group of flashcards written in capital letters | B2-6 Respond orally to *What is your birth date?* using name of month | C2-5 Read and write social security number |
| A2-7 Match words used in forms to own personal info (e.g., ZIP CODE to 33406, CITY to PALM BEACH) | B2-7 Identify elements of and complete, a familiar personal information form with first and last name, address, and phone number (either from memory, or knowing where to find a model) | C2-6 Complete personal information forms in a variety of formats (e.g., SSN, social security number; DOB, birth date, date of birth; Phone #, Tel.) |
| A2-8 Answer questions about names and relationships of immediate family (e.g., *What is your husband’s name?)* | B2-8 Respond to *How old*? and *Who?* questions regarding self and family |  |
|  | B2-9 Respond to questions about native language (e.g., *What language do you speak?)* |  |
| **2. Communication Competencies**  **B. Social and Classroom Language** | | |
| A2-9 Follow basic classroom instructions (e.g., *point to, ask, repeat)* |  |  |
| A2-10 Recognize names of classroom objects (e.g., *pen, paper, desk, door)* | B2-10 Read names of classroom objects | C2-7 Write names of classroom objects |
| A2-11 Use greetings, simple introductions, and farewells (e.g., *Hello, Goodbye, I’m \_\_\_\_, Nice to meet you)* | B2-11 Use greetings, introductions, and farewells (e.g., *How are you? So long.)* | C2-8 Express basic emotions (e.g., *I’m worried/ tired/ happy)* |
| A2-12 Thank someone and acknowledge thanks (e.g., *You’re welcome)* | B2-12 Introduce someone using first name, last name, plus relationship | C2-9 Talk about daily life events (e.g., *I pick up my son at 3:00; I work from 4:00 p.m. to 8:00 p.m.)* |
| A2-13 Apologize and respond to an apology (e.g., *I’m sorry, It’s OK*) |  |  |
| A2-14 Express lack of understanding and ask for clarification | B2-13 Locate the top, middle and bottom of a page | C2-10 Identify the top and front of a textbook, open the book and locate indicated page |
| **2. Communication Competencies**  **C. Time** | | |
| A2-15 Tell time to the hour and half-hour using digital and analog clocks | B2-14 Tell time using digital and analog clocks; read time found in text | C2-12 Write times in response to oral cues in number form (e.g., *It’s 11:45)* |
| A2-16 Respond to *What day is today/ tomorrow?* | B2-15 Read and copy days and months using words and abbreviations | C2-13 Write days of the week and their abbreviations |
| A2-17 Say the days in order | B2-16 Match months with numbers (e.g., August = 8) | C2-14 Write months of the year and their abbreviations |
| A2-18 Say the months in order | B2-17 Respond to *What’s today’s date?* and *When* questions | C2-15 Locate calendar dates with ordinal numbers (e.g., *What day is the 21st?)* |
|  | B2-18 Read and write dates in month/day/year format using all numbers (e.g., 10/11/10) | C2-16 Write dates in month/day/year format using abbreviations and numbers (e.g., Oct. 11, 2010) |
| **3. Employment Competencies** | | |
|  | B3-1 Read words for common occupations | C3-1 Read and write words for common occupations and workplaces |
|  | B3-2 Respond to questions about employment (e.g., *Are you working? What’s your job?)* | C3-2 Ask for assistance on the job |
|  | B3-3 Show required forms of identification for employment |  |
|  | B3-4 Express lack of understanding and ask for clarification on the job |  |
|  | B3-5 Read NOW HIRING and HELP WANTED signs | C3-3 Read a simple work schedule |
|  | B3-6 Respond to availability questions (e.g., *Can you work nights?)* | C3-4 Call to explain lateness/absence from the job |
|  | B3-7 Read basic safety symbols on the job | C3-5 Read basic safety signs on the job |
|  | B3-8 Follow simple one-step instructions | C3-6 Follow simple multi-step instructions |
| **4. Consumer and Community Education Competencies** | | |
| A4-1 Identify common denominations of U.S. currency (e.g., match “$1” with picture of dollar) | B4-1 Count U.S. coins and currency (e.g., identify three quarters as 75 cents) |  |
| A4-2 Ask the price of an item | B4-2 Read prices | C4-1 Write dollar amounts up to $99.99 |
|  | B4-3 Identify the total and change on a receipt | C4-2 Identify methods of payment (e.g., cash, check) |
| A4-3 Identify basic survival signs and symbols in public buildings (e.g., No Smoking, EXIT) | B4-4 Read a simple sign showing store hours | C4-3 Locate name and address of addressee and sender on a letter |
| A4-4 Identify types of stores and community services (e.g., *drugstore, daycare)* | B4-5 Read types of stores and community services | C4-4 Use simple floor plans and directories to locate places in public buildings (e.g., shoe department, suite 102) |
| A4-5 Identify clothing items and colors of clothing | B4-6 Read names, sizes (S, M, L, XL) and prices of clothing items | C4-5 Read and write names, sizes, and prices of clothing items |
| A4-6 Dial telephone numbers | B4-7 Read settings (e.g., ON/OFF, HIGH/MED/LOW) on appliances and other devices (e.g., electric fan, oven) | C4-6 Read a fast-food menu and order |
| **5. Health and Nutrition Competencies** | | |
| A5-1 Identify common foods (e. g., dairy, produce, fruits, meat) | B5-1 Read food names | C5-1 Write food names |
|  | B5-2 Ask for location of foods in a supermarket and identify aisles in a store by number | C5-2 Read simple food ads with abbreviations (e.g., lb., ea., doz., gal.) |
| A5-2 Identify basic names for parts of the body | B5-3 Read basic names for parts of the body | C5-3 Write basic names for parts of the body |
|  | B5-4 Identify and read common symptoms and illnesses (e.g., fever, headache) | C5-4 Write common symptoms and illnesses |
| A5-3 Identify common healthcare words (e.g., doctor, nurse, dentist, clinic, hospital, emergency) | B5-5 Read common healthcare words | C5-5 Write common healthcare words |
|  | B5-6 Read an appointment card | C5-6 Read simple medicine labels |
|  |  | C5-7 Make a doctor’s appointment and note the time on a calendar |
| A5-4 Read basic safety symbols (e.g., No Swimming, Poison) | B5-7 Read basic safety signs (e.g., DANGER, CAUTION) |  |
| A5-5 Ask for emergency assistance (e.g., *Help! Call 911)* |  |  |
| A5-6 Dial 911 and state native language in English | B5-8 Dial 911 and ask for fire, police, or ambulance; give address | C5-8 Dial 911 and describe an emergency (e.g., *accident, robbery)* |
| **6. Transportation and Travel Competencies** | | |
| A6-1 Identify types of transportation (e.g., *walk, bus, taxi, car, bicycle, train, get a ride)* | B6-1 Read types of transportation | C6-1 Write types of transportation |
|  | B6-2 Respond to basic questions regarding transportation (e.g., *How do you get to school/work?)* |  |
| A6-2 Read basic traffic signs and symbols (e.g., STOP, “H” for hospital) | B6-3 Read pedestrian signs (e.g., BUS STOP) | C6-2 Read basic traffic signs (e.g., ONE WAY, NO LEFT/RIGHT TURN) |
| A6-3 Respond to traffic signals (e.g., stoplight, caution signal, walk/don’t walk) |  |  |
| A6-4 Demonstrate proper use of seat belts and car seats | B6-4 Ask others to use seat belts and car seats |  |
| A6-5 Ask for and follow simple directions to a place (e.g., *turn left/right, go 2 blocks)* | B6-5 Ask for and give simple directions to a place | C6-3 Read a very simple street map |
| A6-6 Describe locations of places (e.g., *next to, across from, between, on the corner)* | B6-6 Ask for local bus/train times and fare | C6-4 Use a simple local bus schedule to locate times and stops |

**COMPONENT 5: CIVICS STANDARDS**

The fifth component is grounded in a set of civics standards as a supplement to the Adult ESOL course for local agencies that wish to use the Adult ESOL course with students participating in the Integrated English Literacy and Civics Education (IELCE) Program. As stated in the preface, Adult ESOL students may participate in the IELCE Program. WIOA states that IELCE services “must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training” (WIOA).[[25]](#footnote-25) Note that the IELCE program is not designed to prepare students to become U.S. citizens. It is also not intended that instructors of the Adult ESOL course prepare their IELCE students to become U.S. citizens as part of teaching the civics standards. This set of standards is not a complete citizenship preparation course. Instead, it represents civics-related topics that will help students understand what it means to be “a good citizen” in the generic sense. The sole purpose for the provision of these standards is that students become knowledgeable of the rights and responsibilities of citizenship and civics participation.

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| **CIVICS STANDARDS** |
| The U.S. Office of Citizenship and Immigration Services[[26]](#footnote-26) provides free materials to supplement classroom instruction: Lesson Plans, Civics-related Materials, Videos, Program Development Guides, and Idea Boards. |
| 1. **Identify and communicate information about the Principles of American government** |
| 1. The form of government of the United States |
| 1. The Supreme Law of the Land of the United States |
| 1. The U.S. Constitution, what it does and how changes are made to the Constitution |
| 1. The amendments to the Constitution (10th, 14th, 19th) |
| 1. The Bill of Rights |
| 1. The Declaration of Independence |
| 1. The economic system of the United States |
| 1. The meaning of the rule of law |
| 1. **Identify and communicate information in relation to the American System of Government** |
| 1. The three branches of government, the names and what each branch does |
| 1. The U.S. Congress, its powers, how many parts it has and what each part does |
| 1. The U.S. Senate, the number and duties of senators, name of your senators |
| 1. The U.S. House of Representatives, the number and duties of representatives, name of your representative |
| 1. The U.S. President, the name, duties, and powers of the president |
| 1. The U.S. Vice-President, the name, duties, and powers of the vice-president |
| 1. The President’s Cabinet, positions, and duties |
| 1. The Electoral College, role, and importance |
| 1. The Judicial branch, parts, role, and importance |
| 1. The Supreme Court, number of justices, duties, term of service |
| 1. The Chief Justice of the Supreme Court, name, and duties |
| 1. The powers of the federal government |
| 1. The powers of state governments |
| 1. The governor and capital of your state |
| 1. **Identify and communicate information in relation to Rights and Responsibilities** |
| 1. The four amendments of the U.S. Constitution pertaining to who can vote |
| 1. The three rights of everyone living in the United States |
| 1. The two promises that new citizens make in the Oath of Allegiance |
| 1. The Pledge of Allegiance |
| 1. The steps to become a U.S. citizen |
| 1. The purpose and importance of taxes paid to the federal government |
| 1. The U.S. Selective Service |
| 1. **Identify and communicate information in relation to American History** |
| 1. The Colonial Period, the Revolutionary War and Independence |
| 1. The reasons the colonists came to America |
| 1. The peoples who inhabited the land before Europeans arrived |
| 1. The peoples who were enslaved |
| 1. The Declaration of Independence, date of adoption, the author and the reasons for independence stated in it |
| 1. The 13 original states |
| 1. The Federalist Papers, purpose, impact, and author |
| 1. The role/impact of G. Washington, B. Franklin, T. Jefferson, J. Madison, and A. Hamilton |
| 1. The purchase of the Louisiana Territory, date, and impact |
| 1. The wars fought by the U.S. in the 1800s |
| 1. The Civil War, at least one event that occurred during the war and one outcome that resulted from the war |
| 1. The role/impact of President Abraham Lincoln with relation to the Civil War and the Emancipation Proclamation |
| 1. The Women’s Rights movement of the 1800s, leaders and outcomes of the movement |
| 1. The wars fought by the U.S. in the 1900s |
| 1. The World War I, reasons for U.S. engagement in the war and outcomes of the war |
| 1. The World War II, reasons for U.S. engagement in the war and outcomes of the war |
| 1. The Korean War, reasons for U.S. engagement in the war and outcomes of the war |
| 1. The Vietnam War, reasons for U.S. engagement in the war and outcomes of the war |
| 1. The Cold War, concerns of the U.S during the war |
| 1. The wars and conflicts that resulted from the 9/11 attacks on the U.S. |
| 1. The American Indian tribes in the United States, names and locations |
| 1. The innovations of Americans, names of inventors and inventions |
| 1. **Identify and communicate information in relation to Symbols and Holidays of the United States** |
| 1. The capital of the United States |
| 1. The Statue of Liberty |
| 1. The flag of the United States, reason for 13 stripes and 50 stars |
| 1. The national anthem of the United States |
| 1. The nation’s first motto, “E Pluribus Unum” |
| 1. The national holidays of the United States |
| 1. The Memorial Day holiday, purpose and meaning |
| 1. The Veterans Day holiday, purpose and meaning |

1. <http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html> [↑](#footnote-ref-1)
2. <http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.93.html> [↑](#footnote-ref-2)
3. <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf> [↑](#footnote-ref-3)
4. <http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html> [↑](#footnote-ref-4)
5. <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf> [↑](#footnote-ref-5)
6. <https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014> [↑](#footnote-ref-6)
7. <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-462> [↑](#footnote-ref-7)
8. <http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html> [↑](#footnote-ref-8)
9. <https://www.wgtn.ac.nz/lals/resources/academicwordlist> [↑](#footnote-ref-9)
10. <https://www.newgeneralservicelist.com/> [↑](#footnote-ref-10)
11. <https://nceo.info/standards_and_accountability/elp-standards> [↑](#footnote-ref-11)
12. <https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf> [↑](#footnote-ref-12)
13. <https://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml> [↑](#footnote-ref-13)
14. <https://www.fldoe.org/academics/career-adult-edu/research-evaluation/> [↑](#footnote-ref-14)
15. [↑](#footnote-ref-15)
16. <https://www.flsenate.gov/laws/statutes/2011/1012.39> [↑](#footnote-ref-16)
17. <https://www.fldoe.org/academics/career-adult-edu/adult-edu/adult-edu-career-pathways.stml> [↑](#footnote-ref-17)
18. <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf> [↑](#footnote-ref-18)
19. <https://www.flgov.com/2019/01/31/governor-ron-desantis-issues-executive-order-19-32/> [↑](#footnote-ref-19)
20. <https://sites.google.com/palmbeachschools.org/iteach-aceofpbc/beginning-literacy?authuser=0> [↑](#footnote-ref-20)
21. <https://www.leslla.org/> [↑](#footnote-ref-21)
22. <https://floridaliteracy.org/> [↑](#footnote-ref-22)
23. <https://globalaccess.bowvalleycollege.ca/esl-literacy-readers> [↑](#footnote-ref-23)
24. <https://lincs.ed.gov/keywords/reading-materials> [↑](#footnote-ref-24)
25. <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-463> [↑](#footnote-ref-25)
26. <https://www.uscis.gov/citizenship> [↑](#footnote-ref-26)