

**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 (FDOE) administers the Adult General Education (AGE) Program in accordance with the statutory framework outlined in the following state and federal laws: Section (s.) 1004.02 Florida Statutes (F.S.),¹ s. 1004.93, F.S.,² and Title II of the Workforce Investment and Opportunity Act (WIOA), also known as the Adult Education and Family Literacy Act (AEFLA).³

As administered by the Florida Department of Education, AGE encompasses the following programs, service approaches 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
- GED® Program
- Integrated Education and Training (IET) Service Approach
- Integrated English Literacy and Civics Education (IELCE)
- Two-Generation and Family Literacy Service Approach
- Workforce Preparation Activities

The AGE 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 progress 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.

¹ http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html

² http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.93.html

³ <https://aepla.ed.gov/laws-guidance> and <https://www.ed.gov/sites/ed/files/about/offices/list/ovae/pi/AdultEd/aepla-resource-guide.pdf>

Adult ESOL Program: The Adult ESOL Program is structured to adhere to the FDOE Early Learning-20 Education Code on Articulation and Access as outlined in s. 1007.01, F.S.,⁴ ensuring alignment and educational continuity with Florida’s K-12 Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

Furthermore, in accordance with s. 1004.02, F.S.⁵ and s. 1004.93, F.S.,⁶ 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 progress to postsecondary education and training; or employment.
- Provide an educational foundation that will enable them to become more employable, productive and self-sufficient citizens.

Adult English language learners enrolling in the Adult ESOL course may have varying skill levels in speaking and understanding English, as well as different degrees of formal education from their home countries. The Adult ESOL Program includes the following subsets of learners:

- 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.

Additional guidance is available to local agencies that have an Adult ESOL program and receive funding through AEFLA to implement IELCE services under s. 231 and/or the IELCE Program under s. 243. The following information is derived from Title 34, Code of Federal Regulations (CFR) Part 463.⁷

According to s. 231, IELCE services are designed to provide the following to Adult ESOL students who may have a high school diploma or professional degrees or credentials from their native countries and require specific improvement to:

- Achieve competence in reading, writing, speaking and comprehension of the English language.
- Attain a secondary school diploma or its recognized equivalent.
- Shift to certificate career education programs, postsecondary education and training.
- Acquire basic and advanced skills and develop competence in the English language to:
 - Obtain or maintain employment.
 - Function effectively as parents, workers and citizens in the United States.

The following guidance is provided to local agencies that choose to provide only IELCE services under the provisions in s. 231 of AEFLA:

⁴ http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1007/Sections/1007.01

⁵ http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html

⁶ http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.93.html

⁷ <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-463>

- The local agency is expected to provide instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation.
- The local agency may provide workforce training.

The following criteria are required by local agencies that choose to apply for funding to also provide an IELCE Program through s. 243 of AEFLA:

- The local agency will instruct Adult ESOL students, who may have a high school diploma or professional degrees or credentials from their native country, on the rights and responsibilities of citizenship and civic participation.
- The local agency will prepare Adult ESOL students for placement in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.
- The local agency will integrate the Adult ESOL Program with the local workforce development system and its functions to carry out the activities of the IELCE Program.
- The local agency will co-enroll Adult ESOL students of any level in an integrated education and workforce training program.

Note: The main difference between s. 231 and s. 243 of AEFLA is that local agencies funded by s. 243 must offer an IELCE Program to Adult ESOL students of any level that provides them the opportunity to co-enroll in integrated education and workforce training. While Adult ESOL students are not required to participate in the IELCE Program and co-enroll in integrated education and workforce training, local agencies must ensure the IELCE Program provides Adult ESOL students the opportunity to do so.

STUDENTS

Per State Board Rule 6A-6.014, Florida Administrative Code (F.A.C.) General Requirements for Adult General Education⁸, students eligible to enroll in the Adult ESOL course are those who:

- Are 16 years of age or older.
- Are no longer enrolled in a K-12 school.
- Score within the National Reporting System (NRS) Adult ESOL Educational Functioning Levels (EFL) 1 – 6.

EDUCATIONAL FUNCTIONING LEVEL

Educational Functioning Level (EFL) is a term found in WIOA (Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462)⁹ that refers to the literacy levels in the Adult ESOL program. The Adult ESOL program has six EFLs, each representing a specific set of Adult ESOL English Language Proficiency skills. Additional information on the term EFL is available in the official NRS Technical Assistance Guide.¹⁰

The NRS uses the term ESL, which stands for English as a Second Language. Per s. 1004.02, F.S.,¹¹ the Florida Department of Education uses the term ESOL, which stands for English for Speakers of Other Languages. The two terms are interchangeable.

Table 1: Correspondence of NRS ESL Educational Functioning Levels and ELP Standards Descriptor Levels

NRS Adult ESL Educational Functioning Levels	English Language Proficiency Standards Descriptor Levels
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⁸ <https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014>

⁹ <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-462>

¹⁰ <https://nrsweb.org/policy-data/nrs-ta-guide>

¹¹ http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html

Adult ESL 1 Beginning Literacy	Descriptor Level 1
Adult ESL 2 Low Beginning	Descriptor Level 1
Adult ESL 3 High Beginning	Descriptor Level 2
Adult ESL 4 Low Intermediate	Descriptor Level 3
Adult ESL 5 High Intermediate	Descriptor Level 4
Adult ESL 6 Advanced	Descriptor Level 5

PROGRAM LENGTH

The maximum number of instructional hours recommended by the FDOE 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

FDOE Course Title and Number	NRS Adult ESL Educational Functioning Levels	Recommended Maximum Hours
Adult ESOL <ul style="list-style-type: none"> School Districts: 9900023 Florida College System: ABX0400-ABX0499 	Adult ESL 1 Beginning Literacy	450
	Adult ESL 2 Low Beginning	450
	Adult ESL 3 High Beginning	450
	Adult ESL 4 Low Intermediate	450
	Adult ESL 5 High Intermediate	450
	Adult ESL 6 Advanced	450

CURRICULUM AND INSTRUCTION

Emphasizing the term “framework,” the Adult ESOL curriculum framework serves as the cornerstone for designing curriculum, aiding agencies and teachers in the selection or creation of instructional materials, techniques and continuous assessment.

The FDOE 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 ten elements to consider when developing an Adult ESOL curriculum at the local adult education agency.

- 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 may include textbooks, workbooks, online resources and multimedia materials.
3. **Needs Assessment Tools:** Create one or more 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 varying 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 with 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, videos and dictionaries that can be utilized by teachers to supplement the curriculum. Ensure that these resources are relevant, up-to-date and support the varying 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 and proficiency levels, such as the Academic Word List (AWL)¹² and the New General Service List (NGSL).¹³ These lists can serve as a foundation for language learning and application.
10. **Grammar Topics:** Provide a list of grammar topics by level for 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 the evolving needs of learners and changes in educational standards. Regular collaboration with instructors and seeking input from the FDOE 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:

- | | | |
|--|---|---------------------------|
| <ol style="list-style-type: none"> 1. English Language Proficiency (ELP) Standards for Adult Education 2. Adult Basic Education (ABE) Reasoning Through Language Arts (RLA) Standards 3. Competencies | } | Integrated into one table |
|--|---|---------------------------|

¹² <https://www.wgtn.ac.nz/lals/resources/academicwordlist>

¹³ <https://www.newgeneralservicelist.com/>

4. ESOL Prerequisite Literacy Standards
5. Civics Standards

Component 1 – The ELP Standards for Adult Education: The ELP Standards serve as the primary guiding framework for placement, teaching and assessment. They also fulfill the following essential roles that are described in more detail in the publication titled “English Language Proficiency Standards for Adult Education” (2016).¹⁴

- Describe the specific English language skills that adult English Language Learners (ELL) need to access the rigorous content specified in the FDOE ABE RLA Standards.
- Through these descriptions, the ELP Standards for Adult Education provide guidance for effectively supporting adult ELLs of varying proficiency levels as they acquire English language skills and content knowledge.
- Offer recommendations regarding the grammar, vocabulary and linguistic supports that students may need.

When delivering the Adult ESOL course, instructors may 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 for Adult Education: The ABE RLA Standards for Adult Education are adapted from Florida's K-12 B.E.S.T. Standards, an acronym for "Benchmarks for Excellent Student Thinking." These standards encompass the following four strands: Foundations, Reading, Communication and Vocabulary. The goal of the ABE RLA Standards is to prepare all adult learners, including Adult ESOL students, for success in both career advancement and postsecondary education.

Components 1 and 2 Integrated – The ELP Standards and the ABE RLA Standards: Components 1 and 2, the ELP Standards and the ABE RLA Standards, are 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.

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.

Component 3 – FDOE Life and Work Competencies: The third component is grounded in the FDOE Life and Work Competencies. The FDOE 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 – The FDOE 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 FDOE 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 shift 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 – The US Civics Standards: The fifth component of the Adult ESOL curriculum framework is based on the civics standards established by the United States Citizenship and Immigration Services (USCIS). The civics standards provided this component align with the goals of s. 231, IELCE services, and s. 243, IELCE Program, of AEFLA, as detailed on page 2 above.

ASSESSMENT

For guidance on the assessment guidelines and requirements for Adult ESOL, see State Board Rule 6.A-6.014, F.A.C.¹⁵

References for Assessment and Reporting: For complete information regarding assessment procedures and policies, see the FDOE Assessment Technical Assistance Paper.¹⁶ For guidelines on the procedures for reporting data related to student test results, see the FDOE Division of Career and Adult Education (DCAE) Office of Research and Evaluation.¹⁷

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 FDOE 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 FDOE, following the guidelines outlined by the 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 FDOE 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 program when their reading and listening scores surpass NRS ESOL level 6. However, it is not required by the 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 progression to another program as deemed appropriate. The agency is responsible for reporting the post-test results for each skill area to the FDOE 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 must undergo pre-testing in reading and listening within the initial 12 hours of enrollment. Refer to the FDOE Assessment Technical Assistance Paper¹⁸ for resources and specific intake procedures to assess the likelihood of students being pre-literate, non-literate or semi-literate in their native language. The agency is then required to report the pre-test results to the FDOE 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-

¹⁵ <https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014>

¹⁶ <https://www.fldoe.org/core/fileparse.php/5398/urlt/2024FLAssessmentPolicy.pdf>

¹⁷ <https://www.fldoe.org/academics/career-adult-edu/research-evaluation/>

testing. For comprehensive guidance on post-testing these students, refer to the FDOE Assessment Technical Assistance Paper.

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 s. 1012.39 (1)(b), F.S.,¹⁹ each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education agencies.

FDOE INTEGRATED EDUCATION AND TRAINING (IET) SERVICE APPROACH²⁰

The FDOE 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 students at all levels of adult education with the opportunity to acquire the skills needed to:

- Progress to and complete postsecondary education and training programs.
- Obtain and advance in employment that provides 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.²¹

- Adult education and literacy activities (WIOA s. 203(2)).
- Workforce preparation activities (WIOA s. 203(17)).
- Workforce training services (one or more) for a specific occupation or occupation cluster (WIOA s. 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.

¹⁹ <https://www.flsenate.gov/laws/statutes/2011/1012.39>

²⁰ <https://www.fldoe.org/academics/career-adult-edu/adult-edu/adult-edu-career-pathways.stml>

²¹ <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>

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

There are 10 ELP Anchor Standards, each of them focusing on all four domains of English language acquisition, reading, writing, listening and speaking. The four domains are combined into Receptive, Interpretive, Productive and Interactive skills and Linguistic Features.

- **Receptive and Interpretive: ELP Anchor Standards 1 and 8**
 - Receptive and Interpretive skills combine listening and reading.
- **Productive: ELP Anchor Standards 3, 4, 7**
 - Productive skills combine speaking and writing.
- **Interactive (Receptive and Productive): ELP Anchor Standards 2, 5, 6:**
 - Interactive skills require the collaborative use of both receptive and productive skills.
- **Linguistic Features: ELP Anchor Standards 8, 9 and 10:**
 - Micro-linguistic features include vocabulary and grammar. These standards emphasize understanding the meaning of words, using appropriate language when speaking and writing and following the conventions of Standard English.

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

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 <i>An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.</i>	provides support to students to engage with	ELP Anchor Standard 1 <i>An ELL can construct meaning from oral presentations and literary and informational text through level appropriate listening, reading and viewing.</i>

The foundation of instruction in the Adult ESOL classroom is built upon the ELP Standards. The Standards embody the essential language skills and knowledge that English Language Learners need to effectively navigate the academic content found in the ABE RLA Standards. Each ELP Anchor Standard exhibits the following characteristics:

1. Each ELP Standard is essential for advancing to subsequent studies, preparing students for the next higher level of increasingly rigorous academic engagement.
2. The significant pieces of knowledge and skills to be learned by the student in each ELP Standard extend beyond the current instructional period, providing long-term value to the student.
3. Each ELP Standard extends in scope beyond itself and is applicable to other content standards, aiding students to engage with various subject areas at higher academic levels.

Table 4: English Language Proficiency Standards for Adult Education

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 presentations and 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 FDOE aligned its ABE Standards to Florida’s K-12 Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for Reasoning through Language Arts in accordance with Executive Order 19-32²² 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 EXPECTATIONS, 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

²² <https://www.flgov.com/2019/01/31/governor-ron-desantis-issues-executive-order-19-32/>

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									
		ELP Std. 1	ELP Std. 2	ELP Std. 3	ELP Std. 4	ELP Std. 5	ELP Std. 6	ELP Std. 7	ELP Std. 8	ELP Std. 9	ELP Std. 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 into a single table. The ELP Standards are positioned above the corresponding ABE RLA Standards.

The ELP Standards consist of 10 ELP Anchor Standards, each paired with 5 ELP level descriptors. These descriptors, when read from left to right, illustrate the progression through the 6 levels of the Adult ESOL course. As shown in the table below, ELP Level Descriptor 1 corresponds to the first two levels of the Adult ESOL course.

The RLA Standards are paired with 4 benchmark levels. As with the ELP level descriptors, the ABE RLA benchmark levels demonstrate progression across the 6 levels of the Adult ESOL course. However, as shown in the table below, the initial benchmark level of a particular ABE RLA Standard may sometimes span the first 2 or 3 levels of the Adult ESOL course.

Table 8: Coding Scheme for Components 1 and 2

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 Benchmark Levels 1 through 4 (These levels vary.)					
RLA Communication Strand	RLA Communication Benchmark Levels 1 through 4 (These levels vary.)					
RLA Vocabulary Strand	RLA Vocabulary Benchmark 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.

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	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 <i>emerging set of strategies</i> to	By the end of ELPS level 3, an ELL can use a <i>developing set of strategies</i> to	By the end of ELPS level 4, an ELL can use an <i>increasing range of strategies</i> to	By the end of ELPS level 5, an ELL can use a <i>wide range of strategies</i> to	
		<ul style="list-style-type: none"> identify the main topic in oral presentations and simple spoken 	<ul style="list-style-type: none"> determine a central idea or theme in oral presentations and 	<ul style="list-style-type: none"> determine a central idea or theme in oral presentations and 	<ul style="list-style-type: none"> determine central ideas or themes in oral presentations 	

<p>listening, reading and viewing.</p>		<p>and written texts</p> <ul style="list-style-type: none"> ● retell a few key details. 	<p>spoken and written texts</p> <ul style="list-style-type: none"> ● retell key details ● answer questions about key details ● explain how the theme is developed by specific details in texts ● summarize part of a text. 	<p>spoken and written texts</p> <ul style="list-style-type: none"> ● analyze the development of the themes/ideas ● cite specific details and evidence from texts to support the analysis ● summarize a text. 	<p>and spoken and written texts</p> <ul style="list-style-type: none"> ● analyze the development of the themes/ideas ● cite specific details and evidence from texts to support the analysis ● summarize a text.
<p>Reading Central Idea R.2.2</p>	<p>RLA.L1.R.2.2: Identify the topic of and relevant details in a text.</p>	<p>RLA.L2.R.2.2: Identify the central idea and explain how relevant details support that idea in a text.</p>	<p>RLA.L3.R.2.2: Explain how relevant details support the central idea(s), implied or explicit.</p>	<p>RLA.L4.R.2.2: Analyze two or more central ideas, implied or explicit and their development throughout a text.</p>	
<p>Reading Connecting Ideas R.2.5</p>	<p>RLA.L1.R.2.5: Describe the connection between two individuals, events, ideas or pieces of information in a text.</p>	<p>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.</p>	<p>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.</p>	<p>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).</p>	
<p>Reading Paraphrasing and Summarizing R.3.2</p>	<p>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).</p>	<p>RLA.L2.R.3.2: Retell a text to enhance comprehension (use the central idea and relevant details for an informational</p>	<p>RLA.L3.R.3.2: Summarize a text to enhance comprehension (include the central idea and relevant</p>	<p>RLA.L4.R.3.2: Summarize a text to enhance comprehension; paraphrase content from grade-level</p>	

		text).	details for an informational text).	texts.
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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.

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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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. 	By the end of ELPS level 6, an ELL can <ul style="list-style-type: none"> 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.

ELP Anchor Standard 3	ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6
<p>An ELL can speak and write about level-appropriate complex literary and informational texts and topics.</p>	<p>By the end of ELPS level 1, an ELL can, with support,</p> <ul style="list-style-type: none"> • communicate information and feelings about familiar texts, topics and experiences. 	<p>By the end of ELPS level 2, an ELL can, with support,</p> <ul style="list-style-type: none"> • deliver short oral presentations and • compose simple written narratives or informational texts about familiar texts, topics, experiences or events. 	<p>By the end of ELPS level 3, an ELL can, with support,</p> <ul style="list-style-type: none"> • deliver short oral presentations, • compose written informational texts and • develop the topic with a few details about familiar texts, topics or events. 	<p>By the end of ELPS level 4, an ELL can</p> <ul style="list-style-type: none"> • 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. 	<p>By the end of ELPS level 5, an ELL can</p> <ul style="list-style-type: none"> • 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. 	
<p>Communication Narrative Writing C.1.2</p>	<p>RLA.L1.C.1.2: Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.</p>	<p>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</p>	<p>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</p>	<p>RLA.L4.C.1.2: Write personal or fictional narratives using narrative techniques, varied transitions, precise words and phrases, figurative language and a</p>		

		ending.	dialogue, description and transitional words and phrases.	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.

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 <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● 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 	

					<p>claim and to refute the counter-claim and</p> <ul style="list-style-type: none"> ● provide a conclusion that summarizes the argument presented.
Communication Argumentative Writing C.1.3	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	

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

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.	<p>By the end of ELPS level 1, an ELL can, with support,</p> <ul style="list-style-type: none"> ● carry out short, shared research projects; ● gather information from a few provided print and digital sources; ● label collected information, experiences 	<p>By the end of ELPS level 2, an ELL can, with support,</p> <ul style="list-style-type: none"> ● carry out short individual or shared research projects; 	<p>By the end of ELPS level 3, an ELL can, with support,</p> <ul style="list-style-type: none"> ● carry out short research projects to answer a question; 	<p>By the end of ELPS level 4, an ELL can</p> <ul style="list-style-type: none"> ● carry out both short and more sustained research projects to answer a 	<p>By the end of ELPS level 5, an ELL can</p> <ul style="list-style-type: none"> ● carry out both short and more sustained research projects to answer a 	

	<p>or events; and</p> <ul style="list-style-type: none"> ● recall information from experience or from a provided source. 	<ul style="list-style-type: none"> ● gather information from provided print and digital sources; ● record information in simple notes and ● summarize data and information. 	<ul style="list-style-type: none"> ● 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. 	<p>question;</p> <ul style="list-style-type: none"> ● 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. 	<p>question or solve a problem;</p> <ul style="list-style-type: none"> ● 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.
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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.

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	By the end of ELPS level 1, an ELL can with support, <ul style="list-style-type: none"> identify a point an author or a speaker makes. 	By the end of ELPS level 2, an ELL can with support, <ul style="list-style-type: none"> identify the main argument an 	By the end of ELPS level 3, an ELL can with support, <ul style="list-style-type: none"> explain the reasons an 	By the end of ELPS level 4, an ELL can <ul style="list-style-type: none"> analyze the reasoning in persuasive 	By the end of ELPS level 5, an ELL can <ul style="list-style-type: none"> analyze and evaluate the reasoning in 	By the end of ELPS level 6, an ELL can <ul style="list-style-type: none"> analyze and evaluate the reasoning in

<p>in writing.</p>		<p>author or speaker makes</p> <ul style="list-style-type: none"> ● identify one reason an author or a speaker gives to support the argument. 	<p>author or a speaker gives to support a claim</p> <ul style="list-style-type: none"> ● identify one or two reasons an author or a speaker gives to support the main point. 	<p>spoken and written texts</p> <ul style="list-style-type: none"> ● determine whether the evidence is sufficient to support the claim ● cite textual evidence to support the analysis. 	<p>persuasive spoken and written texts</p> <ul style="list-style-type: none"> ● determine whether the evidence is sufficient to support the claim ● cite specific textual evidence to thoroughly support the analysis.
<p>Reading Argument R.2.4</p>	<p>RLA.L1.R.2.4: Identify and explain an author’s opinion(s) and supporting evidence.</p>	<p>RLA.L2.R.2.4: Identify and explain an author’s claim and the reasons and evidence used to support the claim.</p>	<p>RLA.L3.R.2.4: Track the development of an argument, identifying the specific claim(s), evidence and reasoning.</p>	<p>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.</p>	

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.
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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.

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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • show increasing awareness of differences between informal and formal language use • adapt language choices to task and audience with emerging control in various 	By the end of ELPS level 3, an ELL can <ul style="list-style-type: none"> • 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 	By the end of ELPS level 4, an ELL can <ul style="list-style-type: none"> • 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- 	By the end of ELPS level 5, an ELL can <ul style="list-style-type: none"> • 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 	By the end of ELPS level 6, an ELL can <ul style="list-style-type: none"> • 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

		<p>social and academic contexts</p> <ul style="list-style-type: none"> begin to use some frequently occurring general academic and content-specific words. 	<p>general academic and content-specific words and expressions in spoken and written texts</p> <ul style="list-style-type: none"> show developing control of style and tone in spoken and written texts. 	<p>specific words and phrases</p> <ul style="list-style-type: none"> adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate. 	<p>academic and content-specific words and phrases</p> <ul style="list-style-type: none"> 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.

ELP Anchor Standard 8	ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6
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<p>An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.</p>	<p>By the end of ELPS level 1, an ELL can, relying heavily on context, questioning and knowledge of morphology in their native language(s),</p> <ul style="list-style-type: none"> ● 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. 	<p>By the end of ELPS level 2, an ELL can, using context, questioning and knowledge of morphology in their native language(s),</p> <ul style="list-style-type: none"> ● determine the meaning of frequently occurring words, phrases and expressions in spoken and written texts about familiar topics, experiences or events. 	<p>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,</p> <ul style="list-style-type: none"> ● 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. 	<p>By the end of ELPS level 4, an ELL can, using context, questioning and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> ● 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. 	<p>By the end of ELPS level 5, an ELL can, using context, questioning and consistent knowledge of English morphology,</p> <ul style="list-style-type: none"> ● 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.
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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.

ELP Anchor Standard 9	ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6
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<p>An ELL can create clear and coherent level-appropriate speech and text.</p>	<p>By the end of ELPS level 1, an ELL can with support,</p> <ul style="list-style-type: none"> ● communicate basic information about an event or topic ● use a narrow range of vocabulary and syntactically simple sentences. 	<p>By the end of ELPS level 2, an ELL can with support,</p> <ul style="list-style-type: none"> ● 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. 	<p>By the end of ELPS level 3, an ELL can with support,</p> <ul style="list-style-type: none"> ● 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. 	<p>By the end of ELPS level 4, an ELL can</p> <ul style="list-style-type: none"> ● 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. 	<p>By the end of ELPS level 5, an ELL can</p> <ul style="list-style-type: none"> ● 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.
<p>Reading Connecting Ideas R.2.5</p>	<p>RLA.L1.R.2.5: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>		<p>RLA.L2.R.2.5: Describe the relationship</p>	<p>RLA.L3.R.2.5: Explain events, procedures, ideas</p>	<p>RLA.L4.R.2.5: Analyze how a text makes connections</p>

		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.	or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text.	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.

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	By the end of ELPS level 1, an ELL can with support, <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, 	By the end of ELPS level 2, an ELL can with support, <ul style="list-style-type: none"> use frequently 	By the end of ELPS level 3, an ELL can with support, <ul style="list-style-type: none"> use simple phrases 	By the end of ELPS level 4, an ELL can <ul style="list-style-type: none"> use increasingly complex phrases 	By the end of ELPS level 5, an ELL can <ul style="list-style-type: none"> use complex phrases and 	

standard English to communicate in level-appropriate speech and writing.	verbs, conjunctions and prepositions ● understand and respond to simple questions.	occurring verbs, nouns, adjectives, adverbs, prepositions and conjunctions ● produce simple and compound sentences.	● use simple clauses ● produce and expand simple, compound and a few complex sentences.	● use increasingly complex clauses ● produce and expand simple, compound and complex sentences.	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.

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 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: ESOL 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

The two components, ESOL Literacy Standards and Life and Work Skills Competencies, can be taught together through contextualized lessons, with the sequence adapted to meet student needs. Although students at this level are emerging readers, it is important to avoid using materials and texts designed for children learning to read. Instructors should plan activities that cater to varying learning styles and incorporate students' prior knowledge and experiences.

Guidance for Instructors: Teachers working with students at this level do not need to know the students' native language to teach them to read and write in English. Educators teaching both literacy skills and English to adults fluent in another language may benefit from additional professional development on effective teaching strategies. Suitable online materials at the appropriate language and literacy proficiency levels, as well as culturally sensitive resources, can be found on the following websites:

- **iTeach Beginning Literacy A-B-C**
Developed by a team of Adult ESOL educators in the Palm Beach County School District Adult Education Program, this website supports instructors teaching emerging literacy ESOL students. It offers comprehensive lesson plans, teaching tips and classroom strategies tailored to this population. All resources are free.
- **Literacy Education and Second Language Learning for Adults (LESLLA)**
LESLLA, established in 2006, is a group of educators dedicated to working with emerging literacy adult language learners. The organization hosts an annual conference, alternating between locations in the United States and other countries worldwide.
- **Bow Valley College, Calgary, Alberta, Canada**
This college has developed a collection of English language reading books specifically for emerging literacy ESOL students. They also have a full curriculum, which is freely available to educators worldwide.
- **Adult and Community Educators (ACE) of Florida, Inc.**
ACE organizes an annual conference and offers free in-person trainings and webinars to support Adult ESOL instructors, including those with emerging literacy Adult ESOL students. The ACE website also provides free resources for tutors and classroom teachers.
- **Florida Institute for Professional Development of Adult Educators (IPDAE)**
Florida IPDAE offers free in-person trainings and webinars to support Adult ESOL instructors, including those with emerging literacy Adult ESOL students. Their website also provides free resources for tutors and classroom teachers.
- **Florida Literacy Coalition (FLC)**
FLC organizes an annual conference and offers free in-person trainings and webinars to support Adult ESOL instructors, including those with emerging literacy Adult ESOL students. The FLC website also provides free resources for tutors and classroom teachers.
- **Literacy Information and Communication System (LINCS)**
Funded by the USDOE Office of Career, Technical and Adult Education (OCTAE), this resource site offers tools for teachers of emerging literacy adult language learners. It also includes a discussion list for practitioners in the Literacy and ESOL communities.

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 table .)

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., <u>b</u> read, <u>d</u> rive, <u>f</u> rom, <u>s</u> mall)
	B1-10 Decode initial and final consonant sounds in CVC words using knowledge of sound/symbol correspondence	C1-7 Read digraphs (e.g., <u>sh</u> oe, <u>th</u> ree, <u>ch</u> air, <u>ph</u> one) and final consonant combinations (e.g., <u>ca</u> ll, <u>cl</u> ass, <u>si</u> ck)
		C1-8 Read diphthongs (e.g., <u>bo</u> y, <u>ho</u> w)
		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, – l, – 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	B1-18 Copy short sentences including spaces	C1-23 Given a familiar, written model (e.g.,

letters	between words	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		
2. 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 (e.g., house, apartment)	B2-3 State address (e.g., 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	

	speaking?)	
2. Communication Competencies		
2. 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		
2. 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,	B5-5 Read common healthcare words	C5-5 Write common healthcare words

emergency)		
	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 of the Adult ESOL curriculum framework consists of a set of civics standards as a supplement to the Adult ESOL course. These civics standards are based on those established by the United States Citizenship and Immigration Services (USCIS). In addition to these standards, the U.S. Office of Citizenship and Immigration Services.²³ provides free materials for instructors who wish to supplement classroom instruction: Lesson Plans, Civics-related Materials, Videos, Program Development Guides and Idea Boards.

While the standards provided here are not designed to fully prepare students for passing the U.S. Citizenship Exam, they are intended to give students with a broad understanding of the rights and responsibilities of citizenship and to promote active civic engagement. These standards also align with the goals of the Title II of WIOA (AEFLA) s. 231 (IELCE services) and s. 243 (IELCE Program) as detailed on page 2 above.

CIVICS STANDARDS	
A. Identify and communicate information about the Principles of American government	
1.	The form of government of the United States
2.	The Supreme Law of the Land of the United States
3.	The U.S. Constitution, what it does and how changes are made to the Constitution
4.	The amendments to the Constitution (10 th , 14 th , 19 th)
5.	The Bill of Rights
6.	The Declaration of Independence
7.	The economic system of the United States
8.	The meaning of the rule of law
B. Identify and communicate information in relation to the American System of Government	
9.	The three branches of government, the names and what each branch does
10.	The U.S. Congress, its powers, how many parts it has and what each part does
11.	The U.S. Senate, the number and duties of senators, name of your senators
12.	The U.S. House of Representatives, the number and duties of representatives, name of your representative
13.	The U.S. President, the name, duties and powers of the president
14.	The U.S. Vice-President, the name, duties and powers of the vice-president
15.	The President's Cabinet, positions and duties
16.	The Electoral College, role and importance
17.	The Judicial branch, parts, role and importance
18.	The Supreme Court, number of justices, duties, term of service
19.	The Chief Justice of the Supreme Court, name and duties
20.	The powers of the federal government
21.	The powers of state governments
22.	The governor and capital of your state
C. Identify and communicate information in relation to Rights and Responsibilities	
23.	The four amendments of the U.S. Constitution pertaining to who can vote
24.	The three rights of everyone living in the United States
25.	The two promises that new citizens make in the Oath of Allegiance
26.	The Pledge of Allegiance
27.	The steps to become a U.S. citizen

²³ <https://www.uscis.gov/citizenship>

28. The purpose and importance of taxes paid to the federal government
29. The U.S. Selective Service
D. Identify and communicate information in relation to American History
30. The Colonial Period, the Revolutionary War and Independence
31. The reasons the colonists came to America
32. The peoples who inhabited the land before Europeans arrived
33. The peoples who were enslaved
34. The Declaration of Independence, date of adoption, the author and the reasons for independence stated in it
35. The 13 original states
36. The Federalist Papers, purpose, impact and author
37. The role/impact of G. Washington, B. Franklin, T. Jefferson, J. Madison and A. Hamilton
38. The purchase of the Louisiana Territory, date and impact
39. The wars fought by the U.S. in the 1800s
40. The Civil War, at least one event that occurred during the war and one outcome that resulted from the war
41. The role/impact of President Abraham Lincoln with relation to the Civil War and the Emancipation Proclamation
42. The Women's Rights movement of the 1800s, leaders and outcomes of the movement
43. The wars fought by the U.S. in the 1900s
44. The World War I, reasons for U.S. engagement in the war and outcomes of the war
45. The World War II, reasons for U.S. engagement in the war and outcomes of the war
46. The Korean War, reasons for U.S. engagement in the war and outcomes of the war
47. The Vietnam War, reasons for U.S. engagement in the war and outcomes of the war
48. The Cold War, concerns of the U.S during the war
49. The wars and conflicts that resulted from the 9/11 attacks on the U.S.
50. The American Indian tribes in the United States, names and locations
51. The innovations of Americans, names of inventors and inventions
E. Identify and communicate information in relation to Symbols and Holidays of the United States
52. The capital of the United States
53. The Statue of Liberty
54. The flag of the United States, reason for 13 stripes and 50 stars
55. The national anthem of the United States
56. The nation's first motto, "E Pluribus Unum"
57. The national holidays of the United States
58. The Memorial Day holiday, purpose and meaning
59. The Veterans Day holiday, purpose and meaning