

**Florida Department of Education
Adult General Education
Curriculum Framework**

GED® PREPARATION REASONING THROUGH LANGUAGE ARTS	
Program Title	GED® Preparation
Program Number	9900130
Course Title	GED® Reasoning Through Language Arts (RLA)
Course Number	9900131
CIP Number	1532020207
Grade Equivalent	9.0-12.9
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 FDOE, AGE encompasses the following programs, services and activities:

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

The 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://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>

GED® Preparation Program: The purpose of the GED® Comprehensive Preparation Program is to prepare students to obtain the knowledge and skills necessary to pass the Official GED® Tests and be awarded a State of Florida High School Diploma. The program prepares students in four content-area assessments: Reasoning through Language Arts (RLA), Mathematical Reasoning, Science and Social Studies.

STUDENTS

Per State Board Rule 6A-6.014, Florida Administrative Code (F.A.C.) - General Requirements for Adult General Education⁴, students eligible to enroll in the GED® Comprehensive Preparation Program are those who:

- Are 16 years of age or older.
- Are not enrolled in the K12 educational system.
- Obtain pre-test scores that place them within National Reporting System (NRS) ABE 5 or 6.

Per 1003.435(4), F.S.,⁵ “A candidate for a high school equivalency diploma shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, as provided for in rules of the district school board, a candidate may take the examination after reaching the age of 16.”

EDUCATIONAL FUNCTIONING LEVELS

Educational Functioning Level (EFL) is a term found in WIOA (Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462)⁶ that refers to the literacy levels in the GED® RLA Program. The GED® RLA Program has 2 EFLs, each representing a specific set of GED® RLA skills. Additional information on the term EFL is available in the official NRS Technical Assistance Guide.⁷

Table 1: NRS EFLs for the GED® Reasoning Through Language Arts Course in relation to the Grade Equivalent for each level

Course Title	NRS Educational Functioning Levels	Grade Equivalent
GED® Reasoning through Language Arts	ABE Level 5	9.0 – 10.9
GED® Reasoning through Language Arts	ABE Level 6	11.0 – 12.9

PROGRAM LENGTH

The maximum number of instructional hours recommended by the FDOE for the GED® RLA course is 250 hours per EFL. Acknowledging the individualized nature of learning, some students may finish an EFL in fewer (or more) hours than the recommended maximum duration indicated.

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

Course Title	NRS Educational Functioning Levels	Recommended Maximum Hours
GED® Reasoning through Language Arts	ABE Level 5	250
GED® Reasoning through Language Arts	ABE Level 6	250

⁴ <https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014>

⁵ <https://www.flsenate.gov/laws/statutes/2012/1003.435>

⁶ <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-462>

⁷ <https://nrsweb.org/policy-data/nrs-ta-guide>

CURRICULUM AND INSTRUCTION

The FDOE disseminates the GED® Comprehensive curriculum framework to agencies statewide, empowering local agency personnel to craft a curriculum relevant to the objectives of their students and instructors. Below is a structured outline of elements to consider when creating the local agency's curriculum:

1. **Educational Outcomes:**
 - Clearly defined outcomes that students are expected to achieve upon completion of the course.
2. **Core Instructional Materials:**
 - A set of materials (both print and digital) aligned with the defined educational outcomes. This can include textbooks, workbooks, online resources and multimedia materials.
3. **Needs Assessment Tools:**
 - Create a set of needs assessment tools to help teachers identify the specific learning needs and educational goals of individual students. This will aid in prioritizing standards and tailoring instruction to meet the varying needs of learners.
4. **Supplementary Textbooks:**
 - Provide workbooks covering the content of the GED® RLA course.
5. **Pacing Guides and Matrices:**
 - Develop pacing guides and matrices that outline the scope and sequence of the curriculum. This helps in organizing the content over the duration of the course and ensures a logical progression of skills.
6. **Recommended Resources:**
 - Compile a list of recommended websites, films and dictionaries that can be utilized by teachers to supplement the curriculum. Ensure that these resources are relevant, up-to-date and support the varying needs of adult learners.
7. **Overview of Content:**
 - Provide an overview of the content of the GED® RLA course.
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:**
 - Utilize widely available vocabulary lists⁸ designed specifically for the GED® RLA course such as word usage, sentence structure, transition words, capitalization, punctuation and apostrophes.
10. **Grammar and Language Skills:**
 - Provide instructors and students with widely available free educational products from the GED® Assessment Guide for Educators⁹ designed specifically to enhance skills in grammar and language relevant to the Reasoning Through Language Arts course, such as word usage, sentence structure, transition words, capitalization, punctuation and apostrophes.

It is recommended to continuously assess and update the agency's curriculum based on feedback, changes in educational standards and the evolving needs of learners. Regular collaboration with instructors and seeking input from the 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.

ASSESSMENT

⁸ <https://www.vocabulary.com/lists/sqwixtkp/ged>

⁹ https://ged.com/educators_admins/teaching/teaching_resources/

For guidance on the assessment guidelines and requirements for GED® RLA, see State Board Rule 6.A-6.014, F.A.C.¹⁰

References for Assessment and Reporting: For complete information regarding assessment procedures and policies, see the FDOE Assessment Technical Assistance Paper.¹¹ 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.¹²

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. GED® RLA course students are required to pre-test and obtain a score at or above NRS EFL 5 in reading and math. The agency is responsible for submitting the pre-test results to the FDOE in accordance with the guidelines outlined by the DCAE Office of Research and Evaluation.

Post-testing: Agencies are not required to post-test students enrolled in the GED® RLA course for NRS reporting purposes, however, students will benefit from a variety of assessments to gauge their knowledge and skills. The GED® Ready Test¹³ is an appropriate tool for determining when the student is likely to be able to pass the GED® Test.

Course Completion: Students complete the GED® RLA course when they pass the GED® RLA subtest. Upon passing all subtests of the GED®, the agency is responsible for reporting the course completion date as reflected by the date on the student's diploma. The agency is responsible for reporting the post-test results to the FDOE following the guidelines outlined by the DCAE Office of Research and Evaluation.

GED® 2014 Assessment: For additional information on the GED® Comprehensive 2014 Assessment and the performance targets and content topics see the GED® Comprehensive Testing Service Assessment Guide for Educators.¹⁴

ACCOMMODATIONS

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify, provide documentation and request such services. Students with disabilities may need accommodations in areas such as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

ADULT EDUCATION INSTRUCTOR CERTIFICATION

Per 1012.39 (1)(b), F.S.,¹⁵ each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education agencies.

FDOE IET SERVICE APPROACH¹⁶

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

¹⁰ <https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014>

¹¹ <https://www.fldoe.org/core/fileparse.php/5398/urlt/2024FLAssessmentPolicy.pdf>

¹² <https://www.fldoe.org/academics/career-adult-edu/research-evaluation/>

¹³ https://ged.com/study/ged_ready/

¹⁴ https://ged.com/educators_admins/teaching/teaching_resources/

¹⁵ <https://www.flsenate.gov/laws/statutes/2011/1012.39>

¹⁶ <https://www.fldoe.org/academics/career-adult-edu/adult-edu/adult-edu-career-pathways.stml>

workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Florida’s IET service approach is well-suited for meeting the specific needs of GED® RLA students. Agencies are encouraged to create opportunities that seamlessly integrate education and career-focused content and deliver workforce preparation and training for GED® RLA students.

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 employment and advance in employment leading to economic self-sufficiency.
- Exercise the rights and responsibilities of citizenship.

All IET Programs must include the following three components as noted in the following sections of WIOA.¹⁷

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

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

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

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

GED® REASONING THROUGH LANGUAGE ARTS STANDARDS

The GED® RLA Standards focus on the fundamentals in three major content areas: Reading, Language Arts and Writing. Students will achieve the ability to read closely, the ability to write clearly and the ability to edit and understand the use of standard written English in context. The most significant predictor of readiness for career and college lies in the proficiency to read and comprehend intricate texts, particularly nonfiction.

GED® REASONING THROUGH LANGUAGE ARTS READING STANDARDS	
R.1	Determine central ideas or themes of texts, analyze their development and summarize the key supporting details and ideas.
R.1.a	Comprehend explicit details and main ideas in text.
R.1.b	Summarize details and ideas in text.
R.1.c	Make sentence-level inferences about details that support main ideas.

¹⁷ <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>

R.1.d	Infer implied main ideas in paragraphs or whole texts.
R.1.e	Determine which detail(s) support(s) a main idea.
R.1.f	Identify a theme, or identify which element(s) in a text support a theme.
R.1.g	Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions or applications of main ideas to new situations.
R.1.h	Draw conclusions or make generalizations that require mixing several main ideas in text.
R.2	Analyze how individuals, events and ideas develop and interact over the course of a text.
R.2.a	Order sequences of events in texts.
R.2.b	Make inferences about plot/sequence of events, characters/people, settings or ideas in texts.
R.2.c	Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas or events are connected, developed or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning.
R.2.d	Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel or contrasting relationship).
R.2.e	Analyze the roles that details play in complex literary or informational texts.
R.3.2 L.4.2	Interpret words and phrases that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific word choices shape meaning or tone.
R.3.1 L.4.1	Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.
R.3.2 L.4.2	Analyze how meaning or tone is affected when one word is replaced with another.
R.4.3 L.4.3	Analyze the impact of specific words, phrases or figurative language in text, with a focus on an author's intent to convey information or construct an argument.
R.4	Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.
R.4.a	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.
R.4.b	Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or distinguishing one idea from another).
R.4.c	Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas or reinforce an author's purpose.
R.4.d	Analyze how the structure of a paragraph, section or passage shapes meaning, emphasizes key ideas or supports an author's purpose.
R.5	Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.
R.5.a	Determine an author's point of view or purpose of a text.
R.5.b	Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.
R.5.c	Infer an author's implicit and explicit purposes based on details in text.
R.5.d	Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).

R.6	Delineate and evaluate the argument and specific claims in a text, including if the reasoning was valid, as well as the relevance and sufficiency of the evidence.
R.7.1	Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another.
R.8.a	Identify specific pieces of evidence an author uses in support of claims or conclusions.
R.8.b	Evaluate the relevance and sufficiency of evidence offered in support of a claim.
R.8.c	Distinguish claims that are supported by reason and evidence from claims that are not.
R.8.d	Assess whether the reasoning is valid; identify false reasoning in an argument and evaluate its impact.
R.8.e	Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.
R.9 & 7	Analyze how two or more texts address similar themes or topics.
R.9.a R.7.a	Draw specific comparisons between two texts that address similar themes or topics, or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).
R.9.b	Compare two passages in a similar or closely related genre that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose or overall impact.
R.9.c	Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.
R.7.b	Analyze how data or quantitative and/or visual information extends, clarifies or contradicts information in text or determines how data supports an author's argument.
R.7.c	Compare two passages that present related ideas or themes in different genre or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience or overall impact when comparing.
R.7.d	Compare two passages that present related ideas or themes in different genre or formats in order to synthesize details, draw conclusions or apply information to new situations.
LANGUAGE STANDARDS	
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.a	Edit to correct errors involving frequently confused words and homonyms, including contractions (passed, past; two, too, to; there, their, they're; knew, new; it's, its).
L.1.b	Edit to correct errors in straightforward subject-verb agreement.
L.1.c	Edit to correct errors in pronoun usage, including pronoun-antecedent agreement, unclear pronoun references and pronoun case.
L.1.d	Edit to eliminate nonstandard or informal usage (e.g., correctly use tries to win the game instead of try and win the game).
L.1.e	Edit to eliminate dangling or misplaced modifiers or illogical word order (e.g., correctly use to meet almost all requirements instead of to almost meet all requirements).
L.1.f	Edit to ensure parallelism and proper subordination and coordination.
L.1.g	Edit to correct errors in subject-verb or pronoun antecedent agreement in more complicated situations (e.g., with compound subjects, interceding phrases or collective nouns).
L.1.h	Edit to eliminate wordiness or awkward sentence construction.
L.1.i	Edit to ensure effective use of transitional words, conjunctive adverbs and other words and phrases that support logic and clarity.
L.2	Demonstrate command of the conventions of standard English capitalization and punctuation when

	writing.
L.2.a	Edit to ensure correct use of capitalization (e.g., proper nouns, titles and beginnings of sentences).
L.2.b	Edit to eliminate run-on sentences, fused sentences or sentence fragments.
L.2.c	Edit to ensure correct use of apostrophes with possessive nouns.
L.2.d	Edit to ensure correct use of punctuation (e.g., commas in a series or in appositives and other nonessential elements, end marks and appropriate punctuation for clause separation).
WRITING STANDARDS	
W.1	Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence
W.2	Produce an extended analytical response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts or details from the text; and maintains a coherent focus.
W.3	Write clearly and demonstrate sufficient command of standard English conventions