

**Florida Department of Education**  
**English Literacy for Career and Technical Education (ELCATE) Course Standards**

**Program Title:** English Literacy for Career and Technical Education (ELCATE)  
**Program Type:** Adult General Education-English for Speakers of Other Languages (ESOL)

<b>ESOL-ELCATE</b>	
<b>Program/Course Number</b>	9900050
CIP Number	1532.010301
Grade Level	30, 31
Standard Length	1350 hours maximum recommended
Teacher Certification	Bachelor's degree or higher

**PURPOSE:**

To prepare adult English language learners to enter and succeed in Career and Technical Education (CTE) programs, to obtain or maintain employment, and to advance in a high-growth, high-wage career.

**LABORATORY ACTIVITIES:**

Students should have access to computers equipped with relevant instructional programs.

**PROGRAM STRUCTURE:**

The ELCATE standards are divided into three levels, A, B, and C. The standards address reading, writing, listening, speaking, grammar, career and technical classroom and workplace skills, technology, and test-taking. The standards have been written to correlate to the CASAS Life and Work Reading and Listening 80 Series. It is recommended that students in ELCATE Level C be tested with the CASAS Reading Life and Work 85/86 because these tests correlate to CTE topics more closely.

ELCATE is one of six programs within the Adult English for Speakers of Other Languages (ESOL) Program. ELCATE does not provide credits toward a state certificate, secondary or post-secondary degree. Students may be concurrently enrolled in one or more of the other programs in the Adult ESOL program, the ABE program or the GED Preparatory program. Students may enroll in ELCATE prior to, or concurrent with, being enrolled in a CTE Program.

**SPECIAL NOTE:**

**Instruction and Use of Technology:** Instruction may be conducted one-on-one or in groups. Lessons should include the use of technology that students will be expected to use in CTE classes and in the workplace.

**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 and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and

assessments, time demands and schedules, learning environment, assistive technology, and special communication systems.

**CAREER PLANNING:**

Ongoing counseling of ELCATE students is recommended to ensure a smooth transition to CTE programs and the workforce. It is recommended that students be instructed in using Florida CHOICES ([www.flchoices.org](http://www.flchoices.org)), a career information website provided by FLDOE, or a comparable system for career exploration and planning. The following is a list of career exploration and planning competencies that should be addressed in the ELCATE course:

- CP.01 Develop skills to locate, evaluate, and interpret career information.
- CP.02 Identify interests, skills, and personal preferences that influence career and education choices.
- CP.03 Identify career cluster and related pathways that match career and education goals.
- CP.04 Develop and manage a career and education plan.

<b>READING COMPETENCIES</b>		
<b>LEVEL A CASAS SCORES 201 – 210</b>	<b>LEVEL B CASAS SCORES 211 – 220</b>	<b>LEVEL C CASAS SCORES 221 – 235</b>
1.1.1 Use alphabetical or numerical order to locate information in authentic materials (phone book, dictionary, index)	2.1.1 Use a dictionary to locate definitions of vocabulary words related to career and technical subjects	3.1.1 Use paper-based and computer-based reference materials (dictionary, thesaurus, Wikipedia, etc.) to locate information
1.1.2 Identify chronological order in short passages on familiar career and technical topics	2.1.2 Identify sequence markers ( <i>first, next, last</i> ) in passages on familiar and new career and technical topics	3.1.2 Identify linking words ( e.g., In addition, as well as, <b>also</b> , too, furthermore, moreover, apart from, in addition to, besides) in passages on career and technical topics
1.1.3 Read authentic materials related to immediate needs (Yellow Pages®, bus schedules, bills)	2.1.3 Use authentic materials to get information (want ads, advertisements, labels)	3.1.3 Predict the meaning of unfamiliar vocabulary in reading materials by using contextual clues and/or word analysis
1.1.4 Interpret common safety signs related to the training/work site	2.1.4 Compare and contrast safety signs related to specific occupations.	3.1.4 Interpret information from signs, graphs, tables, schedules, and diagrams related to the technical field
1.1.5 Use titles, headings, and visuals to predict the content of short passages	2.1.5 Read passages or articles on familiar and new topics (work or current events)	3.1.5 Identify a writer’s purpose (to describe a person/place/event, to show cause/effect, to compare/contrast, to persuade)
1.1.6 Read work-related memos and emails	2.1.6 Distinguish between fact and opinion in work related memos and emails	3.1.6 Summarize appropriate conclusions or generalizations from work related memos and emails
1.1.7 Utilize pre-reading strategies (KWL, brainstorming with familiar career and technical reading materials)	2.1.7 Predict meanings of unfamiliar vocabulary by using contextual clues in reading familiar and new career and technical topics	3.1.7 Make inferences, draw conclusions, and predict outcomes in reading familiar and new career and technical topics

1.1.8 Identify the main idea in short passages on familiar career and technical topics	2.1.8 Identify the main idea and supporting details in passages on familiar career and technical topics	3.1.8 Summarize the main ideas and supporting details in reading materials passages or articles on familiar and new career and technical topics
1.1.9 Read common abbreviations used in employment ads and in basic materials on career and technical topics	2.1.9 Identify information that employers are required by state and federal laws to provide on paycheck stubs	3.1.9 Interpret W2 and W4 forms
<b>WRITING COMPETENCIES</b>		
<b>LEVEL A CASAS SCORES 201 – 210</b>	<b>LEVEL B CASAS SCORES 211 – 220</b>	<b>LEVEL C CASAS SCORES 221 – 235</b>
1.2.1 Complete basic authentic forms related to career and technical education and work settings (job application, work history cleaning schedule)	2.2.1 Complete authentic forms related to career and technical education and work settings that include a short narrative description (equipment use tracking report, accident report)	3.2.1 Complete authentic forms related to career and technical education and work settings (hazardous materials incident, report on lost or stolen property)
1.2.2 Apply capitalization and punctuation rules (comma in series, apostrophe)	2.2.2 Combine simple sentences using connectors/conjunctions ( <i>and, or, but</i> )	3.2.2 Add detail to simple sentences (by adding words, clauses, and phrases)
1.2.3 Write simple directions to an educational or workplace location (a classroom, building, an address of a vendor, contractor or worksite out of town)	2.2.3 Write simple step-by-step instructions on familiar career and technical work tasks (how to operate a piece of equipment, how to assemble something, how to trouble shoot a problem)	3.2.3 Write a multi-step set of instructions on career and technical work tasks
1.2.4 Prepare a basic functional and/or chronological resume using a model	2.2.4 Prepare a functional and/or chronological resume	3.2.4 Prepare a combination resume listing credentials, education, skills and workplace experience
1.2.5 Write a basic cover letter of one short paragraph for a resume	2.2.5 Write a basic cover letter of two short paragraphs for a resume	3.2.5 Write a cover letter of two or more paragraphs for a resume

<p>1.2.6 Write a short paragraph on a familiar topic related to career and technical education</p>	<p>2.2.6 Write a paragraph related to career and technical education with main idea, supporting details, and conclusion (e.g., writing an autobiography, writing an accident report)</p>	<p>3.2.6 Use transitions (<i>however, next, in addition</i>) within and between two or more paragraphs on a topic related to career and technical education</p>
<p>1.2.7 Write a short note of two or more sentences related to a career and technical education class or workplace (explain an absence, request time off, identify a safety problem, describe an incident)</p>	<p>2.2.7 Write a note of one paragraph to a career and technical education program principal or a workplace company officer expressing appreciation, or to make a suggestion or a complaint</p>	<p>3.2.7 Write a note of two paragraphs to a career and technical education program principal or a workplace company officer expressing appreciation, or to make a suggestion or a complaint</p>
<p>1.2.8 List basic information on a familiar topic related to career and technical education (an accident at work, various tasks to complete an assignment)</p>	<p>2.2.8 Organize information into an outline format on a topic related to career and technical education</p>	<p>3.2.8 Take notes of key details of a presentation and organize the notes into an outline format</p>
<p>1.2.9 Write one paragraph on a familiar topic related to career and technical education.</p>	<p>2.2.9 Write two paragraphs on a topic related to career and technical education</p>	<p>3.2.9 Write a 3 paragraph essay related to a career and technical education topic with an introduction, supporting statements and a conclusion</p>

<b>GRAMMAR STRUCTURES</b>		
<b>LEVEL A CASAS SCORES 201 – 210</b>	<b>LEVEL B CASAS SCORES 211 – 220</b>	<b>LEVEL C CASAS SCORES 221 – 235</b>
<b>The grammar structures of each level build upon those of the previous levels.</b>		
1.3.1 Past continuous tense 1.3.2 Modals: may/must 1.3.3 Ask + infinitive 1.3.4 Conditionals: if/then statements 1.3.5 Dependent clauses 1.3.6 Prepositional phrases 1.3.7 Questions: <i>How far?</i> <i>How long?</i> <i>How many?</i> <i>How much?</i> 1.3.8 Future with <i>will</i> 1.3.9 When clauses 1.3.10 While clauses	2.3.1 Present perfect tense 2.3.2 Past perfect tense 2.3.3 Present participles 2.3.4 Past participles 2.3.5 Questions: <i>What about?</i> <i>What if?</i> 2.3.6 Phrasal verbs	3.3.1 Passive voice 3.3.2 Future with <i>probably</i> 3.3.3 Adverbial clauses 3.3.4 Reflexive pronouns
<b>SPEAKING AND LISTENING SKILLS</b>		
<b>LEVEL A CASAS SCORES 201 – 210</b>	<b>LEVEL B CASAS SCORES 211 – 220</b>	<b>LEVEL C CASAS SCORES 221 – 235</b>
1.4.1 Address instructors, peers, supervisors, and coworkers appropriately (Mr., Mrs., last name)	2.4.1 Use appropriate small talk for the career and technical education classroom and in the workplace in conversational settings	3.4.1 Give a short presentation (alone or as a team) to a group of peers on appropriate ways to address others and the use of small talk in career and technical education classroom or workplace settings
1.4.2 Use appropriate body language for career and technical education settings and the workplace	2.4.2 Explain to someone else some examples of appropriate body language in career and technical education settings and in the workplace	3.4.2 Deliver a short PowerPoint presentation as part of a team of peers on the topic of appropriate body language in career and technical education settings and in the workplace

1.4.3 Tell about an event in chronological order an event that occurred or could occur in a career and technical education setting	2.4.3 Give oral explanations comprehensibly on topics related to career and technical education and/or the workplace	3.4.3 Give detailed oral explanations in a clear and organized manner on workplace topics (safety procedures, company policies on harassment and discrimination)
1.4.4 Respond to basic typical interview questions using a list of typical appropriate responses	2.4.4 Respond to common interview questions for a job of interest to the student	3.4.4 Participate in a role play with a peer student to conduct interviews for jobs of interest to the students
1.4.5 Request assistance orally to complete tasks related to career and technical education class work	2.4.5 Request assistance orally with tasks related to a job of interest to the student	3.4.5 Give a recommendation orally to a peer student on a common workplace task
1.4.6 Give simple warnings regarding emergencies related to the workplace	2.4.6 Give oral advice regarding safe behaviors in the workplace	3.4.6 Explain consequences of unsafe or hazardous practices related to the workplace
1.4.7 Make simple inquiries by phone on career and technical topics	2.4.7 Participate in a role play of a phone call with a peer student on a topic related to a career and technical class subject	3.4.7 Participate in a role play of a phone call with a peer student on a topic related to a common task in the workplace
<b>CAREER AND TECHNICAL CLASSROOM AND WORKPLACE SKILLS</b>		
<b>LEVEL A CASAS SCORES 201 – 210</b>	<b>LEVEL B CASAS SCORES 211 – 220</b>	<b>LEVEL C CASAS SCORES 221 – 235</b>
1.5.1 Select and prioritize two or more personal choices regarding preferences for areas of study in career and technical education or jobs	2.5.1 Explain orally the reason(s) for choosing a career and technical education program or job	3.5.1 Compare and contrast relative advantages and disadvantages of two or more jobs (salary, benefits, workplace culture)
1.5.2 Identify common methods a graduate of a career and technical education program can find employment	2.5.2 Give a short presentation to peers on some qualifications needed for jobs that interest students	3.5.2 Compare and contrast job skills that are needed by jobs of interest to the student
1.5.3 Identify common methods that can lead to better evaluations in the career and technical education classroom and in the workplace	2.5.3 Explain to a group of peers various ways to improve performance reviews and evaluations	3.5.3 Compare and contrast training opportunities which can lead to advancement in the workplace

<p>1.5.4 Identify examples of networking among peers and job-related contacts as a means to obtain/advance in employment</p>	<p>2.5.4 Explain to a group of peers how networking is used to obtain a job or advance in a career</p>	<p>3.5.4 Carry out a role play as a team to show a group of peers ways to be successful at networking with business contacts to obtain/advance in employment</p>
<p>1.5.5 Identify examples of teamwork in the career and technical education classroom and in the workplace</p>	<p>2.5.5 Explain the concept of teamwork and some advantages of doing tasks in teams to a group of peers</p>	<p>3.5.5 Conduct a presentation to a group of peers on the topic of teamwork, and various ways to organize teams in career and technical education classrooms and in the workplace</p>
<p>1.5.6 Identify appropriate and non-appropriate examples of attire for various settings in the career and technical education classroom and the workplace</p>	<p>2.5.6 Explain to a peer some basic expectations of career and technical education and workplace settings regarding clothing and other attire</p>	<p>3.5.6 Give a presentation to a group of peers regarding appropriate attire (safe, not distracting, accepted as the norm) and behaviors for career and technical education and different types of workplace settings</p>
<p>1.5.7 Identify examples of appropriate and inappropriate expressions of disagreement and/or anger in the career and technical education classroom and the workplace</p>	<p>2.5.7 Discuss with a group of peers the advantages and disadvantages of appropriate and inappropriate expressions of disagreement and/or anger in the career and technical education classroom and the workplace</p>	<p>3.5.7 Carry out a demonstration/role play to a group of peers on various types of appropriate expressions of disagreement and/or anger in the career and technical education classroom and the workplace</p>
<p>1.5.8 Identify common behaviors that career and technical education instructors and employers expect (staying on task, respecting time</p>	<p>2.5.8 Explain to a group of peers various behaviors that career and technical education instructors and employers expect (staying on task,</p>	<p>3.5.8 Carry out a role play of examples that show inappropriate and appropriate behaviors in career and technical education and workplace</p>



frames for work and breaks, arriving ready to work etc.)	respecting time frames for work and breaks, arriving ready to work etc.)	settings (staying on task, respecting time frames for work and breaks, arriving ready to work etc.)
1.5.9 Identify common methods that are appropriate to report an absence or request time off in a career and technical education setting or in the workplace	2.5.9 Explain to a group of peers various procedures to inform employer of illness, tardiness or other circumstances that may prevent presence in a career and technical education class or at work	3.5.9 Conduct a presentation alone or as a team to a group of peers on appropriate ways to inform employer of illness, tardiness or other circumstance that may prevent presence in a career and technical education class or at work
1.5.10 Identify common requirements for being hired for different types of jobs in Florida (fingerprinting, background check, drug testing, physicals)	2.5.10 Explain to a group of peers examples of possible requirements for being hired for different types of jobs in Florida (fingerprinting, background check, drug testing, physicals)	3.5.10 Conduct a presentation as a team (oral or PowerPoint) on possible requirements for being hired for different types of jobs in Florida (fingerprinting, background check, drug testing, physicals)
1.5.11 Identify Equal Employment Opportunity (EEO) regulations that apply to workers in Florida	2.5.11 Explain to a group of peers basic Equal Employment Opportunity (EEO) regulations that apply to workers in Florida	3.5.11 Compare and contrast Equal Employment Opportunity (EEO) and non-discrimination regulations that apply to workers in Florida
1.5.12 Identify the basic information that is legally required to be present on pay stubs of workers in Florida	2.5.12 Explain to a group of peers the information that is legally required to be present on pay stubs of workers in Florida	3.5.12 Conduct a presentation as a team (oral or PowerPoint) to a group of peers on information that is legally required to be present on pay stubs of workers in Florida
1.5.13 Identify the basic legal rights of employees working in career and technical jobs in Florida (minimum wage laws, leave laws, overtime, etc.)	2.5.13 Explain to a group of peers the legal rights of workers in Florida (minimum wage laws, leave laws, overtime, etc.)	3.5.13 Explain to a group of peers the procedures allowed by law to seek redress for not being provided rights that are required by law in Florida (minimum wage laws, leave laws, overtime, etc.)
1.5.14 Identify examples of hazards in common career and technical	2.5.14 Explain to a group of peers the purpose of safety clothing and	3.5.14 Discuss Occupational Safety and Health Administration (OSHA)

workplaces (health, manufacturing, construction, etc.)	equipment for specific occupations	training requirements
1.5.15 Identify examples of safe lifting and ergonomic use of equipment recommended for the career and technical education classroom and the workplace	2.5.15 Explain to a group of peers various types of safe lifting and ergonomic use of equipment recommended for the career and technical education classroom and the workplace	3.5.15 Conduct a presentation on the various types of safe lifting and ergonomic use of equipment recommended for the career and technical education classroom and the workplace
1.5.16 Identify examples of safety signs related to specific occupations	2.5.16 Explain to a group of peers various types of warnings regarding potential work-related hazards and emergencies	3.5.16 Conduct a presentation to a group of peers using visual props on the topic of warning signs and hazardous materials (HAZMAT) signs in the career and technical education classroom and the workplace

<b>TECHNOLOGY SKILLS</b>		
<b>LEVEL A CASAS SCORES 201 – 210</b>	<b>LEVEL B CASAS SCORES 211 – 220</b>	<b>LEVEL C CASAS SCORES 221 – 235</b>
1.6.1 Recognize basic vocabulary related to use of the Internet	2.6.1 Identify intermediate vocabulary associated with the Internet	3.6.1 Access the Internet on a computer and conduct a search on a career and technical education topic of interest to the student
1.6.2 Use a computer to read text, to point and click on images embedded in exercises related to career and technical education	2.6.2 Use a computer to write a short note or an email on a topic related to career and technical education	3.6.2 Use a computer to perform basic operations common to creating, editing, and displaying a presentation related to career and technical education topics
1.6.3 Identify basic questions found in electronic job applications	2.6.3 Compile a list of information needed to complete an electronic job application (dates and job duties of past employment, reference contact information, etc.)	3.6.3 Fill out an electronic job application in a place of employment
1.6.4 Identify basic types of technology tools and instruments common to career and technical education fields of interest to the student (health, construction, air conditioning, childcare, manufacturing, etc.)	2.6.4 Write a short note describing how basic technology tools and instruments are used in the workplace of interest to the student (health, construction, air conditioning, childcare, manufacturing, etc.)	3.6.4 Provide a short oral presentation to peers describing how basic technology tools and instruments are used in the workplace of interest to the student (health, construction, air conditioning, childcare, manufacturing, etc.)
1.6.5 Identify keys and functions on a regular calculator	2.6.5 Perform common mathematical calculations using a regular calculator	3.6.5 Perform mathematical calculations using a scientific calculator

<b>TEST TAKING SKILLS</b>		
<b>LEVEL A CASAS SCORES 201 – 210</b>	<b>LEVEL B CASAS SCORES 211 – 220</b>	<b>LEVEL C CASAS SCORES 221 – 235</b>
1.7.1 Take a basic personal learning styles inventory test	2.7.1 Identify one’s personal learning style and how it relates to test taking	3.7.1 Create a personal test-taking strategy based on one’s learning style
1.7.2 Identify basic note taking strategies in Career and Technical Education classes	2.7.2 Use basic note taking strategies in Career and Technical Education classes	3.7.2 Use common note taking strategies in a Career and Technical Education class.
1.7.3 Identify basic directions for taking tests	2.7.3 Read and follow directions for taking tests	3.7.3 Request clarification on test directions
1.7.4 Identify basic ethics rules for taking tests and the consequences of unethical behavior	2.7.4 Write a short list of basic ethics rules for taking tests and the consequences of unethical behavior	3.7.4 Provide an oral explanation to peers describing basic ethics rules for taking tests and the consequences of unethical behavior
1.7.5 Identify test-taking strategies useful for common tests used in Career and Technical Education classes (multiple choice, true/false, etc.)	2.7.5 Use test-taking strategies useful for common tests used in Career and Technical Education classes (multiple choice, true/false, etc.)	3.7.5 Explain to peers test taking strategies useful for common tests used in Career and Technical Education classes (multiple choice, true/false, etc.)