

**Florida Department of Education
Curriculum Framework**

Program Title: Adult Basic Education (ABE)

Program Type: Adult Basic Education Reading

ADULT GENERAL EDUCATION	
Program Number	9900000
Course Number	9900002
CIP Number	1532.0102000
Grade Level	0.0 – 8.9
Standard Length	Varies
Teacher Certification	Bachelor's degree or higher

Purpose

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of basic literacy and life skills for adults who are performing at or below the eighth-grade level. The content develops basic literacy skills specifically in the area of Reading.

Program Structure

Adult Basic Education-Reading is a non-credit course designed to develop literacy skills necessary to be a successful worker, citizen and family member. Adult Basic Education prepares students to enroll in GED® preparation courses, Adult High School programs, and/or ESOL instruction. A student enrolled in the ABE Reading program may be receiving instruction in one or more content areas as well; mathematics, language or reading.

This program is divided into levels that are reported as student educational gains: Educational Functioning Levels (EFLs) for federal funding and Literacy Completion Points (LCPs) for state funding. Progress through levels (EFLs and/or LCPs) must be measured by approved validation methods in accordance with Rule 6A-6.014(5), FAC. It is the teacher's job to inform the student of the criteria for demonstrating proficiency in a benchmark, and provide assistance in meeting the criteria. Though a student need not master 100% of the benchmarks to demonstrate proficiency in a standard, a student must demonstrate proficiency in 100% of the standards to earn an education gain (EFL and/or LCP).

The following hours are recommended program lengths for each level demonstrating an earned performance gain. It is understood, however, that each student learns at his or her individual pace, and there will be students who successfully complete the program or attain their educational goals in fewer or more hours than what is recommended. Students in the comprehensive program may enroll in more than one content area simultaneously but not in more than one level of each content area at the same time

The following table illustrates the program structure:

Course Number	Course Title	Length	Level
9900002	Reading – Beginning ABE Literacy	Varies	0.0 – 1.9
	Reading – Beginning Basic Education	Varies	2.0 – 3.9
	Reading – Low Intermediate Basic Education	Varies	4.0 – 5.9
	Reading – High Intermediate Basic Education	Varies	6.0 – 8.9

Special Notes

It is not intended that students will progress through the performance standards sequentially. The instructor may present topic-centered lessons that integrate benchmarks from several performance standards.

All activities are developed to be done either individually or in groups.

The computer skills are not required, as access to computer technology is not provided to every student. The computer sections are optional and will not be necessary to earn Educational Functioning Levels (EFLs) and/or Literacy Completion Points (LCPs).

The performance standards and benchmarks have been developed to facilitate progression and documentation of learning gains. Benchmarks or standards may be repeated at multiple levels (EFLs and/or LCPs). This is purposeful since: (1) proficiency in certain skills is judged to require more time than is available in one level; (2) the quality of performance expected on certain standards increases with progression through the levels, the use of punctuation, for example, at the end of Level C (5.9) should be more proficient than at the end of Level B (3.9) but should occur at both levels; and (3) instruction for skills of critical importance must be offered any student needing to learn that skill, even students entering at the intermediate or functional levels.

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. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Career and Education Planning

The following career development standards should be integrated into Adult Basic Education framework. Students can access Florida *CHOICES* or a comparable system for career exploration and planning activities.

The following is the list of standards:

- 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.

Standards

After successfully completing this program, the student will be able to demonstrate proficiency in decoding, vocabulary, and reading comprehension in the following:

Literacy Completion Point E

Level 0.0 – 1.9

BEGINNING ABE LITERACY

- E.01.00 Prerequisite Skills to Reading
Narrate a picture story in a sequence.
- E.02.00 Phonics/Word Analysis for Reading
Recognize and recall the one-to-one correspondence between letters and sounds. (LA.K.1.4.1)
- E.03.00 Vocabulary Development
Relate new vocabulary to life experiences and prior knowledge. (LA.K.1.6.6)
- E.04.00 Reading Comprehension
The student will use background knowledge, supporting details from text, or another source to verify the accuracy of literal and evaluative information presented in reading selections. (LA.1.1.7.2)
- E.05.00 Literary Analysis
Identify, analyze, and apply knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. (LA.1.2.1.0)

Literacy Completion Point F
Level 2.0 – 3.9
BEGINNING BASIC EDUCATION

- F.01.00 Phonics/Word Analysis for Reading
Apply a variety of decoding strategies such as phonics and sight words to read text.
- F.02.00 Vocabulary Development
Apply multiple strategies to expand vocabulary. (LA.3.1.6.0)
- F.03.00 Literary Analysis
Identify the main idea or essential message from a text and identify supporting information.
- F.04.00 Reading Comprehension
Use a variety of strategies to comprehend literal, inferential, and evaluative information read in a variety of reading selections. (LA.3.1.7.0)

Literacy Completion Point G
Level 4.0 – 5.9 (Low Intermediate Basic Education)

- G.01.00 Phonics/Word Analysis
Use context clues and language structures to analyze words for correct pronunciation.
- G.02.00 Vocabulary Development
Utilize a variety of vocabulary words in content areas of instruction.
- G.03.00 Reading Comprehension
Use background knowledge of subject and related content area, pre-reading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- G.04.00 Literary Analysis
Identify, analyze, and apply knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. (LA.5.2.1.0)

Literacy Completion Point H
Level 6.0 – 8.9 (High Intermediate Basic Education)

- H.01.00 Phonics/Word Analysis
Demonstrate an awareness of the difference between the use of English in formal and informal settings.

- H.02.00 Vocabulary Development
Use advanced strategies to cultivate and expand the use of vocabulary in content areas.
- H.03.00 Reading Comprehension
Use advanced strategies such as pre-reading strategies, graphic representations, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection. (LA.8.1.7.1)
- H.04.00 Literary Analysis
Examine the characteristics of classic literature. Example: timelessness, dealing with universal themes and experiences, and cultural competence.

**Florida Department of Education
Student Performance Standards**

Course Title: Reading
Course Number: 990002
Course Credit: Not Applicable

Course Description:

After successfully completing this program, the student will be able to demonstrate proficiency in decoding, vocabulary, and reading comprehension and perform the following the following:

**Literacy Completion Point E
Level 0.0 – 1.9 (Beginning ABE Literacy)**

E.01.00 Prerequisite Skills to Reading

Anchor Standard:

Narrate a picture story in a sequence.

Competencies (Benchmarks):

- E.01.01 Recognize that symbols and words in environmental print convey meaning
Example:
Shapes and colors of signs; universal symbols
- E.01.02 Recognize that printed materials normally flow from left to right, top to bottom, front to back.
- E.01.03 Identify letters of the alphabet
- E.01.04 Recognize that letters make words.
- E.01.05 Recognize that words make sentences.
- E.01.06 Recognize that there are spaces between words.
- E.01.07 Recognize that words on the right hand page of a book start at the top left.
- E.01.08 Summarize a story read aloud.

E.02.00 Phonics/Word Analysis for Reading

Anchor Standard:

Recognize and recall the one-to-one correspondence between letters and sounds. (LA.K.1.4.1)

Competencies (Benchmarks):

- E.02.01 Identify letters of the alphabet.
- E.02.02 Identify single consonant sounds.
- E.02.03 Identify single vowels.
- E.02.04 Identify rhyming patterns.
- E.02.05 Identify and use repetition and rhyme in oral and written text.
- E.02.06 Understand that word choice can shape ideas, feelings, and actions.
- E.02.07 Identify the meaning of plural nouns.
- E.02.08 Identify possessives.
- E.02.09 Identify the period, question mark and exclamation point as ending punctuation marks.

E.03.00 Vocabulary Development

Anchor Standard:

Relate new vocabulary to life experiences and prior knowledge. (LA.K.1.6.6)

Competencies (Benchmarks):

- E.03.01 Identify basic sight words from the Dolch list or other lists appropriate for adult students.
- E.03.02 Explain the meanings of basic words used in context.
- E.03.03 Recognize personal information (for example: name, address, zip code, phone number, age).

E.04.00 Reading Comprehension

Anchor Standard:

The student will use background knowledge, supporting details from text, or another source to verify the accuracy of literal and evaluative information presented in reading selections. (LA.1.1.7.2)

Competencies (Benchmarks):

- E.04.01 Determine the main idea and factual details of a paragraph.
- E.04.02 Determine the sequence of events in a paragraph presented orally.
- E.04.03 Predict what a passage is about by its title and illustrations.
- E.04.04 Verify the accuracy of information in a passage (example: ask others; check another source).
- E.04.05 Differentiate between positive and negative sentences.
- E.04.06 Distinguish verbs denoting the past, present, or future.
- E.04.07 Distinguish between statements, questions, and exclamations.
- E.04.08 Distinguish between fact/opinion and fiction/nonfiction.

E.05.00 Literary Analysis

Anchor Standard:

Identify, analyze, and apply knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. (LA.1.2.1.0)

Competencies (Benchmarks):

- E.05.01 Understand the story elements of setting, character, problem, and solution/resolution.
- E.05.02 Compare personal perspective in responding to a work of literature connecting text to self (personal connection), text to world (social connection), and text to text (comparison).
Example: relate characters and simple events in a story or biography to his/her own life.

Literacy Completion Point F

Level 2.0 – 3.9 (Beginning Basic Education)

F.01.00 Phonics/Word Analysis for Reading

Anchor Standard:

Apply a variety of decoding strategies such as phonics and sight words to read text.

Competencies (Benchmarks):

- F.01.01 Identify vowels and consonants.
- F.01.02 Identify consonant blends.
- F.01.03 Identify consonant digraphs.
- F.01.04 Identify long and short vowel sounds.
- F.01.05 Identify vowel combinations.

F.02.00 Vocabulary Development

Anchor Standard:

Apply multiple strategies to expand vocabulary. (LA.3.1.6.0)

Competencies (Benchmarks):

- F.02.01 Identify frequently used words on the lists from an appropriate word list for adults, such as the Dolch Word List.
- F.02.02 Identify and define compound words.
- F.02.03 Identify root words, prefixes, and suffixes.
- F.02.04 Use context clues to determine meanings of unfamiliar words.
- F.02.05 Relate new vocabulary to familiar words.
- F.02.06 Use antonyms, synonyms, homophones, and homographs to determine meanings of words.
- F.02.07 Identify the meanings of abbreviations.

F.03.00 Literary Analysis

Anchor Standard:

Identify the main idea or essential message from a text and identify supporting information.

Competencies (Benchmarks):

- F.03.01 Identify words and construct meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.
- F.03.02 Answer “who,” “what,” “when,” “where,” “how,” and “why” questions concerning a wide range of texts, literary forms, and printed materials.
- F.03.03 Follow simple written directions.
- F.03.04 Recognize the characteristics of the paragraph and stanza (verse) forms in writings (for example: indentation, poetry spacing).
- F.03.05 Choose resource and reference tools to obtain information (for example: beginner’s dictionary, glossary, etc.).
- F.03.06 Distinguish between fiction and nonfiction.
- F.03.07 Recognize the function of introductory and concluding paragraphs in a passage.

F.04.00 Reading Comprehension

Anchor Standard:

Use a variety of strategies to comprehend literal, inferential, and evaluative information read in a variety of reading selections. (LA.3.1.7.0)

Competencies (Benchmarks):

- F.04.01 Identify a text's features such as titles, subheadings, captions and illustrations to make and confirm predictions and establish a purpose for reading. (LA.3.1.7.1)
- F.04.02 Identify the author's purpose, such as to inform, entertain, or explain, and how an author's perspective influences text. (LA.3.1.7.2)
- F.04.03 Determine explicit ideas and information such as main idea, supporting details, implied message and inference, and order of events. (LA.3.1.7.3)
- F.04.04 Identify cause and effect relationships. (LA.3.1.7.4)
- F.04.05 Identify the text structure such as comparison/contrast, cause/effect, and the sequence of events, and explain the effects on text. (LA.3.1.7.5)
- F.04.06 Identify themes or topics across a variety of fiction and nonfiction selections. (LA.3.1.7.6)
- F.04.07 Compare and contrast elements, settings, characters, and problems in two or more reading selections. (LA.3.1.7.7)
- F.04.08 Use strategies to enhance comprehension when self-monitoring indicates confusion such as checking context clues, prediction, summarizing, questioning, and clarifying by checking other sources. (LA.3.1.7.8)

Literacy Completion Point G

Level 4.0 – 5.9 (Low Intermediate Basic Education)

G.01.00 Phonics/Word Analysis

Anchor Standard:

Use context clues and language structures to analyze words for correct pronunciation.

Competencies (Benchmarks):

- G.01.01 Define words with multiple-meanings.
- G.01.02 Use context clues to analyze words for correct pronunciation.
- G.01.03 Use language structure to read multisyllabic words in text. (LA.4.1.4.3)
- G.01.04 Adjust reading rate based on purpose, text difficulty, form, and style. (LA.4.1.5.2)

G.02.00 Vocabulary Development

Anchor Standard:

Utilize a variety of vocabulary words in content areas of instruction.

Competencies (Benchmarks):

- G.02.01 Use phonics and word structure to identify words and construct meaning.
- G.02.02 Apply antonyms, synonyms, homophones, and homographs to determine meanings of words. (LA.4.1.6.8)
- G.02.03 Classify nouns with similar characteristics under appropriate headings such as rose and daisy as flowers.

- G.04.04 Determine the meanings of words in context using example clues, direct explanation clues, synonym clues, and/or comparison and contrast clues.
- G.04.05 Identify the pronoun referent in a sentence or paragraph.

G.03.00 Reading Comprehension

Anchor Standard:

Use background knowledge of subject and related content area, pre-reading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.

Competencies (Benchmarks):

- G.03.01 Identify the text structure an author uses such as comparison/contrast, cause/effect, and sequence of events and explain the impact on text. (LA.5.1.7.5)
- G.03.02 Explain the purpose of text features such as format, graphics, diagrams, illustrations, charts, and maps, using prior knowledge to make and confirm predictions and establish a purpose for reading. (LA.5.1.7.1)
- G.03.03 Determine the main idea or essential message through inferring, paraphrasing, summarizing and identifying relevant details, and explain the impact on text. (LA.5.1.7.3)
- G.03.04 Interpret and follow complex, multi-step directions.
- G.03.05 Summarize or restate conclusions after oral and/or silent reading.
- G.03.06 Predict content and purpose of a reading selection by previewing table of contents, index, headings, captions, and illustrations.
- G.03.07 Make predictions using prior knowledge, pre-reading, and self-questioning strategies.
- G.03.08 Recognize the basic characteristics of fables, stories, and legends.
- G.03.09 Evaluate information from pictures, maps, signs, diagrams, tables, graphs, or schedules.
- G.03.10 Use print and electronic sources such as a dictionary, encyclopedia, atlas, newspaper, and thesaurus to obtain information for a specific task.
- G.03.11 Obtain appropriate information from an index and a table of contents.

G.04.00 Literary Analysis

Anchor Standard:

Identify, analyze, and apply knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. (LA.5.2.1.0)

Competencies (Benchmarks):

- G.04.01 Identify features and characteristics that distinguish fiction and nonfiction writing.
Examples of fiction: drama, poetry, fables, and legends
Examples of nonfiction: biographies and essays
- G.04.02 Analyze how word choice can shape reactions, perceptions, and beliefs such as techniques used in media messages.
- G.04.03 Critique a literary text and provide supporting details.
- G.04.04 Distinguish between author's opinion and objective information.

- G.04.05 Compare and contrast the effects of language such as sensory words, rhymes, choice of vocabulary, and story structure (for example: patterns used in children's books used in a family literacy program).

Literacy Completion Point H Level 6.0 – 8.9 (High Intermediate Basic Education)

H.01.00 Phonics/Word Analysis

Anchor Standard:

Demonstrate an awareness of the difference between the use of English in formal and informal settings.

Competencies (Benchmarks):

- H.01.01 Understand that there are patterns and rules that govern the semantic/grammatical structure of English.
- H.01.02 Demonstrate awareness that word choice is a powerful means by which culture and values are transmitted.
- H.01.03 Understand that acceptable language use and structure change over time.

H.02.00 Vocabulary Development

Anchor Standard:

Use advanced strategies to cultivate and expand the use of vocabulary in content areas.

Competencies (Benchmarks):

- H.02.01 Employ use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.
- H.02.02 Identify and understand the meaning of advanced prefixes, suffixes, and root words.
- H.02.03 Distinguish denotative and connotative meanings of words.
- H.02.04 Identify the meaning of words and phrases derived from Greek and Latin Mythology such as mercurial and Achilles heel. (LA.6.1.6.11)
- H.02.05 Identify the meaning of frequently used words from other languages such as laissez faire and croissant. (LA.6.1.6.11)

H.03.00 Reading Comprehension

Anchor Standard:

Use advanced strategies such as pre-reading strategies, graphic representations, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection. (LA.8.1.7.1)

Competencies (Benchmarks):

- H.03.01 Analyze a variety of text structures such as comparison/contrast, cause/effect, chronological order, argument/support, lists and text features such as main headings and subheadings, and explain their impact on meaning.
- H.03.02 Interpret information from a variety of reading selections and other printed materials.

- H.03.03 Evaluate the validity and accuracy of information by differentiating fact from opinion.
- H.03.04 Evaluate the appropriateness of information from a variety of print and electronic reference materials.
- H.03.05 Construct essays and reflections to demonstrate comprehension.

H.04.00 Literary Analysis

Anchor Standard:

Examine the characteristics of classic literature. Example: timelessness, dealing with universal themes and experiences, and cultural competence.

Competencies (Benchmarks):

- H.04.01 Use literary devices in the comprehension and creation of written, oral, or visual communications. Examples: voice, tone, diction, symbolisms.
- H.04.02 Identify language that shapes reactions, perceptions, and beliefs.
- H.04.03 Distinguish between emotional and logical argument.
- H.04.04 Examine the characteristics of classic literature (for example: timelessness, dealing with universal themes and experiences, and communicating across cultures).
- H.04.05 Identify the effects of the attitudes and values of a time period or culture on selected readings.
- H.04.06 Interpret literature by evaluating phrases, sentences, or passages, and correlate to current ways of life.
- H.04.07 Interpret various elements of reading selections (symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion, and point of view).
- H.04.08 Explain how meaning is conveyed in poetry through word choice, dialect, invented words, concrete or abstract terms, sensory or figurative language, use of sentence structure, line length, punctuation, and rhythm.