

**Florida Department of Education  
Adult General Education-ESOL  
Curriculum Frameworks**

<b>Program/Course Title</b>	Adult ESOL College and Career Readiness
<b>Program/Course Number</b>	9900051
CIP Number	1532.010302
Grade Level	30,31
Standard Length	450 hours maximum recommended

**PURPOSE**

Prepare Adult English language learners who are above NRS Advanced Level to enter and succeed in college-level courses of study by providing English language skills in the following areas:

- Read and Comprehend Complex Text
- Acquire Academic Vocabulary
- Speak and Listen with Understanding
- Convey Information in Writing
- Apply Conventions of Standard English Grammar and Usage
- Digital Literacy (Technology)
- Career and Education Planning
- Workforce Preparation

**PROGRAM STRUCTURE**

Adult ESOL College and Career Readiness is a non-credit course and is not leveled. Progress through the course is measured by attainment of the competencies listed in the level. One Literacy Completion Point (LCP) is awarded when the course is completed. To document the completion of the course and the corresponding LCP, the instructor and program administrator complete and sign a Progress Report. A copy of the Progress Report (digital or paper) must be kept in the student's record.

A state-approved assessment must be administered to all students prior to enrollment in the course. It is recommended that students obtain scores that indicate the student is above the Advanced ESOL Level in reading and listening. While all students are required to take a state-approved assessment, it is not required to obtain the recommended scores. Programs need to examine other evidence to determine the student's ability to take the course when deciding to enroll students who have scores lower than recommended. Once enrolled in the course, students are not required to continue testing on a state-approved assessment, however, they may do so for college and career planning purposes. Instructors are encouraged to use alternative assessments to guide instruction and determine progress.

## **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 services. Students with disabilities may need accommodations such as instructional methods, materials, assignments, assessments, time demands, schedules, learning environment, assistive technology, and special communication systems.

## **ADULT EDUCATION INSTRUCTOR CERTIFICATION REQUIREMENTS**

As per section 1012.39 (1)(b), F.S., each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education programs.

## **CAREER AND EDUCATION PLANNING**

The following career development standards are designed to be integrated into the ESOL frameworks to assist students with career exploration and planning. Students can access Florida's career information delivery system or a comparable system for career exploration and development of a career plan.

### **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.

## **DIGITAL LITERACY (TECHNOLOGY)**

Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Technology standards are designed to be integrated in the instruction.

### **Standards:**

- DL.01 Develop basic keyboarding and numerical keypad skills.
- DL.02 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.
- DL.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
- DL.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.

## **WORKFORCE PREPARATION ACTIVITIES**

The term "workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014).

The following activities should be integrated into the classroom instruction:

**Critical Thinking**

All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.

**Teamwork**

All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.

**Employment**

All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.

**Self-Management**

All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.

**Utilizing Resources**

All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.

**Using Information**

All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.

**Understanding Systems**

All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

<b>STANDARDS</b>	
<b>R 01.00</b>	<b>READ AND COMPREHEND COMPLEX TEXT</b>
<b>V 02.00</b>	<b>ACQUIRE ACADEMIC VOCABULARY</b>
<b>SL 03.00</b>	<b>SPEAK AND LISTEN WITH UNDERSTANDING</b>
<b>W 04.00</b>	<b>CONVEY INFORMATION IN WRITING</b>
<b>G 05.00</b>	<b>APPLY THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE</b>

<b>COMPETENCIES</b>	
<b>R 01.00</b>	<b>READ AND COMPREHEND COMPLEX TEXT</b>
<b>R 01.01</b>	Use reading strategies to identify key facts, information, purpose and organization of a reading passage to aid in reading comprehension (preview, skim, scan, and take notice of text features).
<b>R 01.02</b>	Read and comprehend complex literary and informational texts independently and proficiently (newspaper/magazine articles, technical materials, literature). Recognize APA and MLA formats.
<b>R 01.03</b>	Verify, clarify, and differentiate fact from opinion in informational texts. Express a personal opinion on the text and distinguish it from the author.
<b>R 01.04</b>	Identify the main purpose and tone of a text, including the author's point of view, and the question the author set out to answer, explain or describe.
<b>R 01.05</b>	Determine the central theme of an informational academic text and explain how it is supported by information drawn from the text. Provide an objective summary of the text distinct from personal opinions or judgments.
<b>R 01.06</b>	Refer to details and examples in an informational text when explaining what the text says explicitly and when drawing inferences from the text.
<b>R 01.07</b>	Compare and contrast the most important points and key details presented in two informational texts on the same topic.
<b>R 01.08</b>	Analyze how an informational text makes connections and distinguishes among /between individuals, ideas or events through comparisons, analogies, or categories.
<b>R 01.09</b>	Analyze a sequence of events and how specific individuals, ideas, or events interact and develop over the course of an informational text.
<b>R 01.10</b>	Analyze information presented visually (charts, graphs, diagrams, time lines, blueprints, flowcharts, and schematics, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text.
<b>R 01.11</b>	Draw on information from multiple print or digital sources, and demonstrate the ability to locate an answer to a question quickly or to solve a problem efficiently.
<b>R 01.12</b>	Make assertions about an author's argument, providing evidence from the text. Recognize irrelevant evidence.
<b>R 01.13</b>	Make comparisons within an informational academic text or between two different texts. Differentiate, sort, and classify information and ideas found in a text.
<b>R 01.14</b>	Apply knowledge of how grammar functions in different contexts to comprehend the text.

<b>V 02.00</b>	<b>ACQUIRE ACADEMIC VOCABULARY</b>
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<b>V 02.01</b>	Use print and digital dictionaries to find the pronunciation of a word, part of speech, and distinguish between multiple meanings of a word.
<b>V 02.02</b>	Use Latin/Greek affixes and roots as clues to determine the meaning of complex words for inclusion in a list of vocabulary words relevant to a specific area of study.
<b>V 02.03</b>	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example, conceive=verb, conception=noun, conceivable=adjective, conceivably=adverb).
<b>V 02.04</b>	Use the index and table of contents to locate information in a postsecondary textbook.
<b>V 02.05</b>	Use various resources and strategies to determine the meaning of specialized technical and academic words used in postsecondary texts, including figurative and connotative meanings.
<b>V 02.06</b>	Locate and use print and digital information in almanacs, atlases, bibliographies, biographical resources, concordances, encyclopedias, genealogies, government documents, manuals, and thesauruses.
<b>V 02.07</b>	Acquire and use general academic and domain-specific words and phrases important to comprehending the meaning and uses of the words. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>V 02.08</b>	Manage and develop a technical and academic vocabulary word bank.

<b>SL 03.00</b>	<b>SPEAK AND LISTEN WITH UNDERSTANDING</b>
<b>SL 03.01</b>	Use the International Phonetic Alphabet (IPA) system to: <ul style="list-style-type: none"> <li>Identify the phonemes of the English language represented by IPA symbols.</li> <li>Orally produce voiced/voiceless sounds, consonant blends, diphthongs, and digraphs.</li> </ul>
<b>SL 03.02</b>	Engage effectively in a range of collaborative conversations and/or discussions. Employ the following communication skills to participate actively in conversations: <ul style="list-style-type: none"> <li>Utilize speaking strategies such as volume control, stress, pacing, enunciation, non-verbal cues, facial expressions and eye contact.</li> <li>Use common idioms, phrasal expressions, adages and proverbs.</li> <li>Respond appropriately to questions posed by other participants in the conversation.</li> </ul>
<b>SL 03.03</b>	Initiate and participate actively and effectively in a range of collaborative discussions (one-on-one, in groups, dialogues and teacher-led) or in a presentation/lecture by a guest speaker.
<b>SL 03.04</b>	Prepare and deliver a report on a topic or text; present an opinion if applicable. When available and appropriate, make use of digital support to enhance understanding of the presentation.
<b>SL 03.05</b>	Pose and respond to questions of various types (embedded, tag, direct, implied, referential, and inferential) in conversations. Respond to comments that contribute to the conversation with evidence and observations, and relate the conversation to broader themes or larger ideas.
<b>SL 03.06</b>	Take notes from a speaker presenting on an informational topic. Determine the central ideas or conclusions of a presentation. Summarize or paraphrase the notes.

<b>SL 03.07</b>	Listen to two media messages and identify their sources and content. Using evidence from the messages, summarize points made in the messages and evaluate the content.
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<b>W 04.00</b>	<b>CONVEY INFORMATION IN WRITING</b>
<b>W 04.01</b>	Use pre-writing strategies (brainstorming, graphic organizing, and outlining) to organize ideas for a composition including main ideas, specific ideas and details.
<b>W 04.02</b>	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
<b>W 04.03</b>	Acquire vocabulary knowledge independently when considering a word or phrase important to written expression.
<b>W 04.04</b>	Write a paragraph that includes a topic sentence with controlling ideas, major points, support and a concluding sentence. Optional: Relate the paragraph to information in a text.
<b>W 04.05</b>	Write two or more paragraphs that are focused, organized and have supporting statements, making connections between related information across different sections of a text.
<b>W 04.06</b>	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>W 04.07</b>	With guidance and support from peers, instructor and others, develop and strengthen writing as needed by planning, revising, editing or rewriting drafts in digital or print formats.
<b>W 04.08</b>	Draw evidence from two or more literary or informational texts to support analysis, reflection and research.
<b>W 04.09</b>	Take notes from a speaker presenting on an informational topic. Write a summary or outline of the presentation.
<b>W 04.10</b>	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. <ul style="list-style-type: none"> <li>• Use a semicolon or a conjunctive adverb to link two or more closely related independent clauses.</li> <li>• Use a colon to introduce a list or quotation.</li> </ul>
<b>W 04.11</b>	Apply knowledge of grammar to understand how grammar functions in different contexts, to make effective choices for meaning or style and to make a piece of writing comprehensible to potential readers.
<b>W 04.12</b>	Use appropriate general academic, technical, and domain-specific words and phrases for writing at a college level.
<b>W 04.13</b>	Write an opinion, informational or research paper on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> <li>• Introduce and develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</li> <li>• Link ideas or opinions using words and phrases (another, for example, also, because).</li> <li>• Group related information in paragraphs and sections. Include formatting such as headings, illustrations and multimedia when useful to aiding comprehension.</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide a concluding statement or section related to the information, opinion or explanation presented.</li> <li>• Format the paper using an online format/citation generator.</li> </ul>
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<b>G 05.00</b>	<b>APPLY THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE</b>
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**Note**  
 Prior to enrollment in the College and Career Readiness course, students should be able to apply grammar conventions and usage listed below for the previous six levels of Adult ESOL. However, some students may benefit from a review of certain grammar topics from previous levels. The grammar topics do not need to be taught in the sequence listed.

- Direct speech/indirect speech
- Moods: indicative/imperative/subjunctive mood
- Sentence parts: subject, predicate, and/or object and
- Agreement of subject and predicate.
- Sentence structure: word order and syntax of simple, compound, and complex sentences
- Sequence of tenses
- Subjunctive mood in conditional sentences: real/unreal condition
- Verbals: non-finite forms of the verb: participle/gerund/infinitive