6A-10.0318 Postsecondary Preparatory Instruction Curriculum and Postsecondary Readiness Competencies.
The postsecondary preparatory instruction curriculum provided in public high schools, required for students who do not meet established scores on an approved assessment in accordance with the provisions of Rule 6A-10.0315, F.A.C., shall encompass the outlined postsecondary readiness competencies for the appropriate subject.

(1) The Florida Reading Postsecondary Readiness Competencies are:

(a) Determine what the text says explicitly.

(b) Distinguish between facts and opinions.

(c) Extract key information efficiently in print and online using text features and search techniques.

(d) Determine the author's purpose.

(e) Delineate the main ideas or themes in the text and the details that elaborate and support them.

(f) Discern the most important ideas, events, or information, and summarize them accurately and concisely.

(g) Determine what is meant by words and phrases in context, including connotative meanings and figurative language.

(h) Draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge.

(i) Analyze how specific details and larger portions of the text contribute to the meaning of the text.

(j) Analyze the traits, motivations, and thoughts of individuals in fiction and nonfiction based on how they are described, what they say and do, and how they interact.

(k) Determine when, where, and why events unfold in the text, and explain how they relate to one another.

(l) Ascertain the origin, credibility, and accuracy of print and online sources.

(m) Recognize relationships within a sentence and between sentences.

(n) Identify interrelationships between and among ideas and concepts within a text, such as cause-and-effect relationships.

(o) Analyze how the text's organizational structure presents the argument, explanation, or narrative.

(p) Recognize tone.

(q) Analyze how specific word choices shape the meaning and tone of the text.

(r) Detect bias.

(s) Support or challenge assertions about the text by citing evidence in the text explicitly and determine what can be inferred logically from the text.

(t) Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.

(u) Demonstrate facility with the specific reading demands of texts drawn from different disciplines, including history, literature, science, and mathematics.

(v) Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, inform reading of additional texts, and solve problems.

(w) Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.

(2) The Florida Writing Postsecondary Readiness Competencies are:

(a) Sustain focus on a specific topic or argument.

(b) Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.

(c) Support and illustrate arguments and explanations with relevant details, examples, and evidence.

(d) Create a logical progression of ideas or events, and convey the relationships among them.

(e) Establish and refine a topic or thesis that addresses the specific task and audience.

(f) Develop and maintain a style and tone appropriate to the task, purpose, and audience.

(g) Choose words and phrases to express ideas precisely and concisely.

(h) Assess the quality of one's own writing, and, when necessary, strengthen it through revision.

(i) Use varied sentence structures to engage the reader and achieve cohesion between sentences.

(j) When writing to inform or explain, synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.

(k) When writing to inform or explain, convey complex information clearly and coherently to the audience through purposeful selection and organization of content.

(l) When writing to inform or explain, demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions.

(m) Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.

(n) When writing arguments, establish a substantive claim, distinguishing it from alternate or opposing claims.

(o) When writing arguments, link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims.

(p) When writing arguments, acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.

(q) Gather the information needed to build an argument, provide an explanation, or address a research question.

(r) Recognize effective transitional devices within the context of a passage.

(s) Recognize commonly confused or misused words or phrases.

(t) Place modifiers correctly.

(u) Use coordination and subordination effectively.

(v) Recognize parallel structure.

(w) Avoid fragments, comma splices, and fused sentences.

(x) Avoid inappropriate shifts in verb tense.

(y) Maintain agreement between pronoun and antecedent.

(z) Avoid inappropriate pronoun shifts.

(aa) Maintain clear pronoun references.

(bb) Use proper case forms.

(cc) Use adjectives and adverbs correctly.

(dd) Use appropriate degree forms.

(ee) Use standard verb forms.

(ff) Maintain agreement between subject and verb.

(gg) Use standard spelling, punctuation, capitalization.

(3) The Florida Mathematics Postsecondary Readiness Competencies are:

(a) Understand that to solve certain problems and equations, number systems need to be extended from whole numbers to the set of all integers (positive, negative and zero), from integers to rational numbers, and from rational numbers to real numbers (rational and irrational numbers); define and give examples of each of these types of numbers.

(b) Know when and how to apply standard algorithms or concepts, and perform them flexibly, accurately and efficiently.

(c) Explain and apply basic number theory concepts such as prime number, factor divisibility, least common multiple, and greatest common divisor.

(d) Add, subtract, multiply and divide integers, fractions and decimals.

(e) Solve multi-step problems involving fractions and percentages.

(f) Locate the position of a number on the number line, know that its distance from the origin is its absolute value, and know that the distance between two numbers on the number line is the absolute value of their difference.

(g) Simplify sums and differences of absolute values.

(h) Use mental strategies to formulate, represent and solve problems.

(i) Use estimation and approximation to solve problems.

(j) Use calculators appropriately and make estimations without a calculator regularly to detect potential errors.

(k) Distinguish relevant from irrelevant information, identify missing information, and either find what is needed or make appropriate estimates.

(l) Calculate and apply ratios, proportions, rates and percentages to solve problems.

(m) Recognize proportional relationships and solve problems involving rates and ratios.

(n) Translate word problems into proportions.

(o) Use and interpret quantities and units correctly in algebraic formulas.

(p) Use the symbols of mathematics correctly and precisely.

(q) Interpret an expression that represents a quantity in terms of the context.

(r) Define variables and write an expression to represent a quantity in a problem.

(s) Evaluate algebraic expressions.

(t) Simplify algebraic expressions.

(u) Apply the order-of-operations to evaluate algebraic expressions, including those with parentheses and exponents.

(v) Solve linear equations in one variable using manipulations guided by the rules of arithmetic and the properties of equality.

(w) Understand a problem and formulate an equation to solve it.

(x) Use mathematical strategies to formulate a problem in mathematical terms, reach a solution, and interpret the solution in the context of the original problem.

(y) Translate word problems.

(z) Solve word problems.

(aa) Recognize and solve problems that can be modeled using a linear equation in one variable, such as time/rate/distance problems, percentage increase or decrease problems, and ratio and proportion problems.

(bb) Solve literal equations for a specified variable.

(cc) Solve linear inequalities in one variable and graph the solution set on a number line.

(dd) Identify the intercepts of a linear equation.

(ee) Match given linear equations to their graphs, tables, or ordered pairs.

(ff) Understand the relationship between the coefficients of a linear equation and the slope and x- and y-intercepts of its graph.

(gg) Use the families of linear functions to solve problems.

(hh) Simplify an expression with integer exponents.

(ii) Use scientific notation.

(jj) Determine the relative position on the number line of numbers and the relative magnitude of numbers expressed in fractional form, in decimal form, as roots or in scientific notation.

(kk) Compare numbers and make sense of their magnitude.

(ll) Add, subtract, multiply, and divide polynomials; divide by monomials and binomials.

(mm) Simplify radical expressions.

(nn) Add, subtract, or multiply square roots of monomials.

(oo) Factor polynomial expressions.

(pp) Manipulate simple expressions.

(qq) Solve quadratic equations in one variable by factoring.

(rr) Simplify rational expressions.

(ss) Translate fluently between lines in the coordinate plane and their equations.

(tt) Solve systems of equations.