

**Florida Department of Education  
Division of Career and Adult Education  
Curriculum Frameworks**

**Program Title: Academic Skills for Adult ESOL**

**Program Type: Adult Education (ESOL)**

**Career Cluster: N/A**

<b>ADULT ESOL</b>	
<b>Program Number</b>	<b>9900051</b>
CIP Number	1532.010302
Grade Level	30,31
Standard Length	450 hours maximum recommended
Teacher Certification	Bachelor's degree or higher

I. **PURPOSE:** The purpose of this course is to improve the advanced ESOL students' ability to communicate in English, and allow them to acquire secondary level English language skills.

II. **LABORATORY ACTIVITIES:** Language Laboratory and computer-assisted instruction are recommended options.

**PROGRAM STRUCTURE:**

III. The Academic Skills for Adult ESOL Learners course is non-credit and is designed to prepare adult students for further education by providing concentrated instruction in ESOL Academic Skills competencies. One Literacy Completion Point (LCP) is awarded upon satisfactory completion of the competencies in the course.

Other courses in this program include: Literacy for Adult ESOL Learners, Adult English for Speakers of Other Languages (ESOL), English Literacy for Career and Technical Education (ELCATE), Workplace Readiness Skills, and Citizenship.

IV. **SPECIAL NOTE:** Performance standards may be presented to students in any order. Skills may be integrated into lesson topics or taught separately.

Classroom activities and materials should be designed for adults with a variety of learning styles and experiences. They should also reflect current adult educational research and practice, and culturally non-biased.

Examples are provided in parentheses after certain performance standards. The samples provided are not intended to limit the use of additional instructional options.

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.

**SCANS Competencies:** Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment.

Instructional strategies must also incorporate methods to improve students' personal qualities and higher order thinking skills.

<b>ACADEMIC SKILLS FOR ADULT ESOL USER GUIDE</b> <i>School District Course #9900051 • College Classification of Instructional Program #1532.010302</i>	
<b>Who is the intended population?</b>	<ul style="list-style-type: none"> <li>• Students enrolling in this course have a goal to enter a university or college.</li> <li>• The course is open to students who have completed the Adult ESOL Course and to other students who demonstrate the required level of English language skills.</li> </ul>
<b>What is the course designed to do?</b>	<ul style="list-style-type: none"> <li>• This course is designed to prepare students to succeed in taking postsecondary credit courses at a university or college.</li> </ul>
<b>How are students placed in the course?</b>	<ul style="list-style-type: none"> <li>• The following entry-level scores are strongly recommended. <ul style="list-style-type: none"> <li>BEST Plus score of <math>\geq 541</math>.</li> <li>CASAS reading and listening scores of <math>\geq 235</math>.</li> <li>TABE CLAS-E reading score of <math>\geq 589</math> and a listening score of <math>\geq 608</math>.</li> </ul> </li> <li>• If a student obtains a score lower than the recommended level, additional evidence of the student's ability to perform the tasks required of the course may be considered, such as a portfolio of work completed by the student, or other English language assessments the student has taken.</li> <li>• To be consistent in placing students, the program should develop a written procedure that provides guidance on the types of additional evidence that may be used.</li> </ul>
<b>How are students tested?</b>	<p>PRETEST: Students must take a state-approved test to be placed in this course. Students who do not obtain the recommended score may be considered for placement, if additional evidence (noted above) indicates the student will be able to perform the work required of the course.</p> <p>POSTTEST: No further testing with A state-approved assessment is required to show progression or completion once the student has entered the course.</p>
<b>What are students taught in the course?</b>	<ul style="list-style-type: none"> <li>• The curriculum standards emphasize three areas that adult ESOL students need when transitioning to postsecondary education: <ul style="list-style-type: none"> <li>• Grammar structures of the language.</li> <li>• The academic culture of US educational systems.</li> <li>• How to use technology for academic class work.</li> </ul> </li> </ul>
<b>How are students taught?</b>	<ul style="list-style-type: none"> <li>• Instruction should focus on reading, writing, vocabulary-building exercises, and critical thinking.</li> <li>• The curriculum may be delivered through face-to-face instruction, lab-based computer assisted instruction, or a combination of instructional strategies.</li> </ul>
<b>How do students progress and exit the course?</b>	<ul style="list-style-type: none"> <li>• Students demonstrate progress by completing the competencies of the curriculum standards.</li> <li>• Progress is documented by completion of the Progress Report.</li> <li>• Standardized tests such as CASAS, BEST Plus, TABE, TOEFL, CPT-L, or CPT. may also be used as a supplemental measuring tool and to guide instruction.</li> <li>• Students exit when they complete the competencies in the Progress Report.</li> <li>• The instructor and program administrator sign off on each student's Progress Report to certify that he or she has completed the competencies of the Academic Skills Progress Report.</li> </ul>
<b>How can teachers help students transition to other programs?</b>	<ul style="list-style-type: none"> <li>• Ongoing counseling is recommended to ensure a smooth transition to a postsecondary program.</li> <li>• The <a href="#">Florida Choices</a> website provides free career planning materials for students in Spanish and English. The Adult Education Section also provides trainings to instructors on using the Florida Choices program.</li> <li>• Upon completion of the course, the program will provide counseling to assist the student to transition to an ABE, GED Preparatory Course, or to a post-secondary program.</li> </ul>

**PROGRESS REPORT CERTIFICATION**  
**ACADEMIC SKILLS FOR ADULT ESOL**

School District Course #9900051  
 College Classification of Instructional Program #1532.010302

<b>ADULT EDUCATION AGENCY</b>	
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<b>Program Year</b>	
<b>Student Name:</b>	
<b>Student Identifier Number:</b>	
<b>Date Student Completed Course Competencies:</b>	

**The instructor and program director whose signatures appear below certify that the forenamed student has satisfactorily completed the competencies of the Academic Skills for Adult ESOL course.**

<b>Instructor Printed Name</b>	<b>Signature</b>	<b>Date</b>
<b>Program Director Printed Name</b>	<b>Signature</b>	<b>Date</b>

V. **INTENDED OUTCOMES:** After successfully completing this course, the student will be able to:

- 01.0 Demonstrate English Skills necessary to listen effectively.
- 02.0 Demonstrate English Skills necessary to speak effectively.
- 03.0 Demonstrate English Skills necessary to read effectively.
- 04.0 Demonstrate English Skills necessary to write effectively.
- 05.0 Demonstrate English skills necessary to apply rules of standard English grammar.
- 06.0 Demonstrate English skills necessary to obtain higher education and training.
- 07.0 Demonstrate English skills necessary to persist in higher educational training.
- 08.0 Demonstrate ability to use computer technology.

#### ACADEMIC

01.0 **DEMONSTRATE ENGLISH SKILLS NECESSARY TO LISTEN EFFECTIVELY**--The student is able to:

- 01.01 Use appropriate listening strategies in informal discussions, formal presentations, problem-solving, and real-life conversations.
- 01.02 Use active and reflective listening to connect and build on the ideas of a speaker.
- 01.03 Attend a classroom lecture and/or presentation, and participate in follow-up discussion.
- 01.04 Interpret TV/radio news programs and video episodes.
- 01.05 Recognize and interpret American English idioms.
- 01.06 Recognize question types (meaning, implication, reference, inferential).

02.0 **DEMONSTRATE ENGLISH SKILLS NECESSARY TO SPEAK EFFECTIVELY** --The student is able to:

- 02.01 Produce consonant blends, diphthongs, digraphs, voiced, voiceless sounds.
- 02.02 Use speaking strategies (volume, stress, pacing, enunciation, eye contact, gestures) to
  - Clarify meaning
  - Reflect understanding
  - Evaluate and/or interpret content
  - Evaluate processes and/or experience.
- 02.03 Express feelings verbally (happiness, sadness, appreciation, sympathy, regrets).
- 02.04 Make statements in classroom discussions that are relevant to the topic.
- 02.05 Make a presentation to inform, using details, illustrations, analogies, and/or visual aids.
- 02.06 Make a presentation to persuade, using details, illustrations, analogies, and/or visual aids.
- 02.07 Make a presentation to entertain, using details, illustrations, analogies, and/or visual aids.
- 02.08 Sustain a line of reasoning in a dialog with supporting statements.

03.0 **DEMONSTRATE ENGLISH SKILLS NECESSARY TO READ EFFECTIVELY** --The student is able to:

- 03.01 Use pre-reading strategies (discussion, predictions, brainstorming).
- 03.02 Use English-only dictionary and thesaurus.
- 03.03 Identify main idea, supporting details, and implied ideas.
- 03.04 Recognize complex vocabulary by identifying roots, affixes, Latin/Greek etymology and related strategies to interpret word meaning in context.
- 03.05 Use 'vocabulary-in-context' skills to interpret reading passages.
- 03.06 Develop a vocabulary word bank using vocabulary building strategies (Latin/Greek based etymology, affixes, roots).
- 03.07 Distinguish between fact and opinion in a reading passage.
- 03.08 Make inferences from a reading passage.

- 03.09 Identify purpose and tone of the author of a reading passage.
- 03.10 Restate the sequence of events in a reading passage.
- 03.11 Obtain information from diagrams, tables, graphs, and/or schedules.
- 03.12 Write a summary of a reading passage.
- 03.13 Compare and contrast ideas in a reading passage.
- 03.14 Use reading strategies (preview, skim, scan) to identify content, purpose, and organization of a reading passage.
- 03.15 Identify author's point of view and arguments in a reading passage.
- 03.16 Evaluate validity and accuracy of information in a reading passage.
- 03.17 Interpret a complex reading passage.
- 03.18 Read a literary text recommended and/or endorsed by instructor.
- 03.19 Answer "wh" questions about a reading passage.
- 03.20 Synthesize information and draw conclusions about a reading passage.

04.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO WRITE EFFECTIVELY-- The student is able to:

- 04.01 Use pre-writing strategies (brainstorming, graphic organizing, and outlining).
- 04.02 Develop outline to organize ideas for a composition including main ideas, specific ideas, and details.
- 04.03 Use sentence structure to construct compound and complex sentences
- 04.04 Use complex vocabulary in a writing exercise.
- 04.05 Write a paragraph that includes a topic sentence with controlling ideas, major points, support, and a concluding sentence.
- 04.06 Write two or more paragraphs that are focused, organized, and have supporting statements.
- 04.07 Prepare an initial draft of a composition and/or report that shows evidence of a general pattern.
- 04.08 Revise an initial draft of a composition and/or report into a final draft that shows evidence of a clear pattern, focus and purpose.
- 04.09 Edit a final draft of a composition and/or report for spelling, capitalization, punctuation, grammar, parallel structure, sentence formation, and format.
- 04.10 Submit an edited composition and/or report that sustains a consistent point of view throughout.
- 04.11 Use formal style in a written text, (impersonal address, acronyms, numbers, non-use of colloquialisms and/or abbreviations).

05.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND GRAMMAR APPLICATION--The student is able to apply rules of standard English grammar to:

- 05.01 Identify parts of speech.
- 05.02 Use regular and irregular verbs
  - Simple present
  - Simple past
  - Simple future
  - Perfect (past, present, future)
  - Continuous (past, present, future)
  - Commands
  - Modals
  - Conditionals
  - Gerunds
  - Infinitives.

- 05.03 Use forms of pronouns (subject, object, possessive).
- 05.04 Use articles, conjunctions, transition words, and connectors.
- 05.05 Use singular and plural noun forms.
- 05.06 Use modifiers (adverbs, adjectives, participles).
- 05.07 Use rules of agreement to construct sentences (subject-verb, pronoun-referents, adjective-referents).
- 05.08 Use prepositions and prepositional phrases.
- 05.09 Use adjective clauses, adverb clauses and noun clauses.
- 05.10 Use active and passive voice.

CULTURE OF UNITED STATES EDUCATIONAL PROGRAMS: GED, HIGHER EDUCATION, CERTIFICATES, AND TECHNICAL PROGRAMS

06.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO OBTAIN HIGHER EDUCATION AND TRAINING--The student is able to:

- 06.01 Develop a portfolio (resumes, transcripts, diplomas, certificates, translated documents).
- 06.02 Recognize value of translating and evaluating academic documents (transcripts, diplomas) into English for obtaining access to higher education or career and technical training.
- 06.03 Use a catalog from an educational institution to find information about programs and courses offered.
- 06.04 Use a program brochure from an educational institution to find information about available courses (pre-requisites, dates offered).
- 06.05 Interpret a class schedule for an educational program.

07.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO PERSIST IN HIGHER EDUCATION AND TRAINING --The student is able to:

- 07.01 Recognize and interpret the U. S. grading system used in a post-secondary and/or career and technical institution.
- 07.02 Recognize the importance of academic honesty (prohibition of plagiarism/cheating).
- 07.03 Recognize the role of culture in interacting with instructors in and out of class.
- 07.04 Recognize the role of culture in interacting with educational staff and administration.
- 07.05 Identify interactive strategies used in higher education classrooms that promote successful academic performance (querying the instructor; taking opposing position from the instructor and defending position; presenting views in a measured manner).
- 07.06 Recognize a variety of classroom strategies used to promote academic learning (individual instruction, cooperative learning, pair work, group work, and instructor facilitated lectures).

TECHNOLOGY AND TEST TAKING SKILLS

08.0 DEMONSTRATE ABILITY TO USE COMPUTER TECHNOLOGY--The student is able to:

- 08.01 Use keyboarding skills.
- 08.02 Send and receive e-mail.
- 08.03 Navigate the Internet to locate and gain access to websites that provide academic English instruction.
- 08.04 Use search engines to locate websites with information about an educational topic.

09.0 USE TEST-TAKING SKILLS FOR STANDARIZED INSTRUMENTS (TOEFL, CPT-L, AND CPT --  
The student is able to:

- 09.01 Use bubble-in technique on test answer sheets.
- 09.02 Use test-taking strategies with various test formats (multiple choice, matching, true/false, cloze, and essay) for testing in each of the following skill areas, listening, speaking, reading, writing, and grammar.
- 09.03 Use computer-based test-taking strategies (Computer-Adaptive-Testing, online, CD) to prepare for tests that lead to higher education: GED, TABE, TOEFL, CPT-L, and/or CPT.