

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

|                       |   |
|-----------------------|---|
| Program Title         | Adult English for Speakers of Other Languages Literacy Skills |
| Program/Course Number | 9900300   |
| CIP Number            | 1532.010303   |
| Grade Level           | 30, 31  |
| Standard Length       | 540 hours maximum recommended                                 |

**PURPOSE**

Provide English language and literacy instruction for adult English language learner (ELLs) and who are non-literate or semi-literate in their home language or any other language. Students who complete this course are expected to be able to enroll in the first level (Foundations) of the Adult ESOL course (9900040).

**PROGRAM STRUCTURE**

The course is a non-credit and is divided into three levels. Progress through levels is measured by attainment of the competencies listed in each level. One Literacy Completion Point (LCP) is awarded for each level completed. To document the completion of a level 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.

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

**SPECIAL NOTES**

The content of the curriculum framework is compatible with principles of literacy and language acquisition for adult ELLs and includes life and work skills. With the exception of the basic literacy skills competencies listed in the curriculum framework, it is not intended for students to progress through the life and work skills sequentially. The instructor may present contextualized lessons that integrate life and work competencies and the basic literacy skills of reading, writing, speaking and listening. Curriculum materials chosen for this course should be adult oriented, at the appropriate language and literacy proficiency level, current, and culturally sensitive. It is recommended that classroom activities be delivered in ways that address the different types of learning styles of students and incorporate their prior knowledge and experience.

**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.

### **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 ESOL frameworks.

#### **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>1. Basic Literacy Skill Anchors</b>  |  |
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|  | <b>1. Basic Literacy Skill Anchors<br/>A. Sound Discrimination</b>  |  |
| <b>Literacy Level A</b>  | <b>Literacy Level B</b>   | <b>Literacy Level C</b>  |
| A1-1 Identify familiar sounds as same or different in short words (e.g., <i>fine/mine, see/say</i> )   | B1-1 Isolate and identify familiar initial sounds in words  | C1-1 Isolate and identify most vowel sounds in short words   |
|  | B1-2 Isolate and identify familiar final sounds in consonant-vowel-consonant (CVC) words (e.g., <i>hat, zip</i> )                             |  |
| A1-2 Recognize familiar words in a short, spoken sentence  | B1-3 Repeat/reproduce word emphasis in a short (2 to 4 word) sentence   | C1-2 Repeat/reproduce word emphasis in a longer (5 to 7 word) sentence (e.g., <i>The <b>phone</b> is on the <b>table</b></i> ) |
| A1-3 Recognize rising intonation as a question (e.g., <i>Are you married?</i> )  | B1-4 Recognize intonation used to communicate a choice (e.g., <i>Are you married or single?</i> )   | C1-3 Repeat/reproduce rising and falling intonation in a short sentence  |
|  | <b>1. Basic Literacy Skill Anchors<br/>B. Reading</b>   |  |
| A1-4 Demonstrate understanding of environmental print (e.g., signs and symbols in public areas) and written text (e.g., newspapers, flyers, magazines) as sources of information | B1-5 Identify common life skills documents and find key information (e.g., find the total on a receipt; find sender's address on an envelope) |  |
| A1-5 Understand concept of "same" and "different" using realia   |   |  |
| A1-6 Recognize pictures as representations of real-world objects   | B1-6 Match familiar words with pictures   | C1-4 Use a simple picture dictionary   |
| A1-7 Demonstrate knowledge of left-to-right and top-to-bottom progression  |   |  |
| A1-8 Place pictures in chronological order to tell a story   |   |  |

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| A1-9 Distinguish between letter shapes and between number shapes (e.g., E/F, N/Z, 6/9)               | B1-7 Match lower- to uppercase letters  | C1-5 Identify familiar words in same word families (e.g., May/day/say)  |
| A1-10 Distinguish between same and different words in print  | B1-8 Identify upper and lower-case letters and numbers in various fonts and clear hand-printing             |   |
|  | B1-9 Identify initial consonant sounds of known words using knowledge of sound/symbol correspondence        | C1-6 Read initial consonant blends (e.g., <u>b</u> read, <u>d</u> rive, <u>f</u> rom, <u>s</u> mall)  |
|  | B1-10 Decode initial and final consonant sounds in CVC words using knowledge of sound/symbol correspondence | C1-7 Read digraphs (e.g., <u>sh</u> oe, <u>th</u> ree, <u>ch</u> air, <u>ph</u> one) and final consonant combinations (e.g., <u>ca</u> ll, <u>cl</u> ass, <u>si</u> ck) |
|  |   | C1-8 Read diphthongs (e.g., <u>bo</u> y, <u>ho</u> w)   |
|  |   | C1-9 Use phonics to decode words with silent 'e' and long 'a' and 'i' sounds, (e.g., make, like)  |
| A1-11 Demonstrate understanding that spaces separate words   |   | C1-10 Demonstrate understanding that sentences begin with a capital letter and end with a period or question mark   |
| A1-12 Demonstrate understanding that letters make up words and words make up sentences               |   | C1-11 Demonstrate use of capital letter for names of people and places  |
|  |   | C1-12 Read basic tables of 2 to 4 rows and 2 to 4 columns (e.g., store hours, work schedules)   |
|  |   | C1-13 Use alphabetical order to locate information (e.g., names on a list)  |
|  | B1-11 Follow simple written one-word instructions in worksheets (e.g., Match, Copy, Circle, Underline)      | C1-14 Follow simple instructions in sentence form on worksheets and literacy textbooks (e.g., Write the missing word)   |
| A1-13 Recognize basic shapes, symbols and signs (e.g., common store and product logos, EXIT, CLOSED) | B1-12 Read common symbols and signs (e.g., restroom symbols, PUSH/PULL, ENTER)                              | C1-15 Read multi-word signs (e.g., DO NOT ENTER)  |

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| A1-14 | Recognize numbers as representations of quantity; read and say 0 – 9          | B1-13  | Read basic sight words and phrases (e.g., the, he, she, they, be, have)                                     | C1-16 | Read an increased number of sight words (e.g., question words, prepositions)  |
| A1-15 | Read and say 10 – 99  |  |   |       |   |
|       |   | B1-14  | Read common abbreviations (e.g., days of week, months, Ave.)  | C1-17 | Demonstrate understanding of the concept of abbreviations as representations of longer words (e.g., apt. = apartment) |
| A1-16 | Identify words for basic colors   |  |   |       |   |
|       |   | <b>1. Basic Literacy Skill Anchors:<br/>C. Writing</b> |   |       |   |
| A1-17 | Demonstrate ability to hold writing tool appropriately                        |  |   | C1-18 | Demonstrate understanding of the value of writing in everyday life (e.g., noting appointments on a calendar)          |
| A1-18 | Copy numbers 0 – 9  | B1-15  | Write numbers 0 – 99  | C1-19 | Write all lower case letters  |
| A1-19 | Copy uppercase letter forms with vertical/horizontal lines (E, F, H, I, L, T) | B1-16  | Write all uppercase letters   | C1-20 | Write short words dictated letter by letter (e.g., “Capital M – a – i – n”)   |
| A1-20 | Copy letter forms with diagonal lines (A, K, M, N, V, W, X, Y, Z)             | B1-17  | Copy all lowercase letters with tails below the line using correct vertical placement (e.g., g, j, p, q, y) | C1-21 | Capitalize the initial letter of the first word in a sentence   |
| A1-21 | Copy letter forms with curves (B, C, D, G, J, O, P, Q, R, S, U)               |  |   | C1-22 | Use periods and question marks to end sentences   |
| A1-22 | Copy short familiar words using capital letters                               | B1-18  | Copy short sentences including spaces between words   | C1-23 | Given a familiar, written model (e.g., man), write words in same simple word family (e.g. can, fan)                   |
|       |   |  |   | C1-24 | Given a familiar, written model (e.g., Marie is from Haiti.), write a short sentence (e.g., I am from Haiti.)         |
|       |   | B1-19  | Use phonics to write missing initial consonants in words (e.g., __ ick)                                     | C1-25 | Use phonics to write missing medial short-vowel sounds (e.g., h, _t)  |

| <b>2. Communication</b>  |   |   |
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| <b>2. Communication:<br/>A. Personal Information</b>   |   |   |
| A2-1 State first and last name; copy name using all capital letters  | B2-1 State and orally spell first and last name   | C2-1 Print full name (first, middle, last) in a variety of formats (e.g., last, first, MI)  |
|  |   | C2-2 Sign name in signature area on forms   |
| A2-2 Say and copy phone number with area code  | B2-2 Read and write area code and phone number  | C2-3 Identify titles for names (e.g., Mr., Mrs., Ms.)   |
| A2-3 Answer questions about country of origin, marital status, number of children, place of residence (house or apartment) | B2-3 State address (number, street, apt. no., city, state, zip code) and orally spell street name   |   |
| A2-4 State own street address (e.g., <i>239 Fifth St, apartment B2</i> )   | B2-4 Answer questions regarding city, state and zip code  |   |
|  | B2-5 Read and write date of birth using numbers   | C2-4 Write date of birth using abbreviations and numbers (e.g., Jan. 4, 1967)   |
| A2-6 Recognize and choose own name and address from a group of flashcards written in capital letters                       | B2-6 Respond orally to <i>What is your birth date?</i> using name of month  | C2-5 Read and write social security number  |
| A2-7 Match words used in forms to own personal info (e.g., ZIP CODE to 33406, CITY to PALM BEACH)                          | B2-7 Identify elements of, and complete, a familiar personal information form with first and last name, address and phone number (either from memory, or knowing where to find a model) | C2-6 Complete personal information forms in a variety of formats (e.g., SSN, social security number; DOB, birth date, date of birth; Phone #, Tel.) |
| A2-8 Answer questions about names and relationships of immediate family (e.g., <i>What is your husband's name?</i> )       | B2-8 Respond to <i>How old?</i> and <i>Who?</i> questions regarding self and family   |   |
|  | B2-9 Respond to questions about first language (e.g., <i>What language do you speak?</i> )  |   |
| <b>2. Communication:<br/>B. Social and Classroom Language</b>  |   |   |

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| A2-9  | Follow basic classroom instructions (e.g., <i>point to, ask, repeat</i> )                                     |                          |   |
| A2-10 | Recognize names of classroom objects (e.g., <i>pen, paper, desk, door</i> )                                   | B2-10                    | Read names of classroom objects   |
| A2-11 | Use greetings, simple introductions and farewells (e.g., <i>Hello, Goodbye, I'm _____, Nice to meet you</i> ) | B2-11                    | Use greetings, introductions and farewells (e.g., <i>How are you? So long.</i> )                          |
| A2-12 | Thank someone and acknowledge thanks (e.g., <i>You're welcome</i> )   | B2-12                    | Introduce someone using first name, last name, plus relationship  |
| A2-13 | Apologize and respond to an apology (e.g., <i>I'm sorry, It's OK</i> )  |                          |   |
| A2-14 | Express lack of understanding and ask for clarification   | B2-13                    | Locate the top, middle, and bottom of a page  |
|       |   | <b>2. Communication:</b> |   |
|       |   | <b>C. Time</b>           |   |
| A2-15 | Tell time to the hour and half-hour using digital and analog clocks   | B2-14                    | Tell time using digital and analog clocks; read time found in text  |
| A2-16 | Respond to <i>What day is today/tomorrow?</i>   | B2-15                    | Read and copy days and months using words and abbreviations   |
| A2-17 | Say the days in order   | B2-16                    | Match months with numbers (e.g., August = 8)  |
| A2-18 | Say the months in order   | B2-17                    | Respond to <i>What's today's date?</i> and <i>When</i> questions  |
|       |   | B2-18                    | Read and write dates in month/day/year format using all numbers (e.g., 10/11/10)                          |
|       |   | C2-7                     | Write names of classroom objects  |
|       |   | C2-8                     | Express basic emotions (e.g., <i>I'm worried/ tired/ happy</i> )  |
|       |   | C2-9                     | Tell about daily life events (e.g., <i>I pick up my son at 3:00; I work from 4:00 p.m. to 8:00 p.m.</i> ) |
|       |   | C2-10                    | Identify the top and front of a textbook, open the book and locate indicated page                         |
|       |   | C2-12                    | Write times in response to oral cues in number form (e.g., <i>It's 11:45</i> )                            |
|       |   | C2-13                    | Write days of the week and their abbreviations  |
|       |   | C2-14                    | Write months of the year and their abbreviations  |
|       |   | C2-15                    | Locate calendar dates with ordinal numbers (e.g., <i>What day is the 21st?</i> )                          |
|       |   | C2-16                    | Write dates in month/day/year format using abbreviations and numbers (e.g., Oct. 11, 2010)                |
|       |   | <b>3. Employment</b>     |   |
|       |   | B3-1                     | Read words for common occupations   |
|       |   | C3-1                     | Read and write words for common occupations and workplaces  |

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|  | B3-2 Respond to questions about employment (e.g., <i>Are you working? What's your job?</i> ) | C3-2 Ask for assistance on the job                                      |
|  | B3-3 Show required forms of identification for employment                                    |   |
|  |  | B3-4 Express lack of understanding and ask for clarification on the job |
|  | B3-5 Read NOW HIRING and HELP WANTED signs   | C3-3 Read a simple work schedule  |
|  | B3-6 Respond to availability questions (e.g., <i>Can you work nights?</i> )                  | C3-4 Call to explain lateness/absence from the job                      |
|  | B3-7 Read basic safety symbols on the job  | C3-5 Read basic safety signs on the job                                 |
|  | B3-8 Follow simple one-step instructions   | C3-6 Follow simple multi-step instructions                              |

| <b>4. Consumer and Community Education</b>   |   |   |
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| A4-1 Identify common denominations of U.S. currency (e.g., match "\$1" with picture of dollar) | B4-1 Count U.S. coins and currency (e.g., identify three quarters as 75 cents)                            |   |
| A4-2 Ask the price of an item  | B4-2 Read prices  | C4-1 Write dollar amounts up to \$99.99   |
|  | B4-3 Identify the total and change on a receipt   | C4-2 Identify methods of payment (e.g., cash, check)  |
| A4-3 Identify basic survival signs and symbols in public buildings (e.g., No Smoking, EXIT)    | B4-4 Read a simple sign showing store hours   | C4-3 Locate name and address of addressee and sender on a letter  |
| A4-4 Identify types of stores and community services (e.g., <i>drugstore, daycare</i> )        | B4-5 Read types of stores and community services  | C4-4 Use simple floor plans and directories to locate places in public buildings (e.g., shoe department, suite 102) |
| A4-5 Identify clothing items and colors of clothing  | B4-6 Read names, sizes (S, M, L, XL) and prices of clothing items   | C4-5 Read and write names, sizes and prices of clothing items   |
| A4-6 Dial telephone numbers  | B4-7 Read settings (e.g., ON/OFF HIGH/MED/LOW) on appliances and other devices (e.g., electric fan, oven) | C4-6 Read a fast food menu and order  |

| <b>5. Health and Nutrition</b> |  |      |   |      |  |
|--------------------------------|--|------|---|------|--|
| A5-1                           | Identify common foods (e.. g., dairy, produce, fruits, meat)                                 | B5-1 | Read food names   | C5-1 | Write food names   |
|                                |  | B5-2 | Ask for location of foods in a supermarket and identify aisles in a store by number | C5-2 | Read simple food ads with abbreviations (e.g., lb., ea., doz., gal.) |
| A5-2                           | Identify basic names for parts of the body   | B5-3 | Read basic names for parts of the body  | C5-3 | Write basic names for parts of the body                              |
|                                |  | B5-4 | Identify and read common symptoms and illnesses (e.g., fever, headache)             | C5-4 | Write common symptoms and illnesses                                  |
| A5-3                           | Identify common healthcare words (e.g., doctor, nurse, dentist, clinic, hospital, emergency) | B5-5 | Read common healthcare words  | C5-5 | Write common healthcare words  |
|                                |  | B5-6 | Read an appointment card  | C5-6 | Read simple medicine labels  |
|                                |  |      |   | C5-7 | Make a doctor's appointment and note the time on a calendar          |
| A5-4                           | Read basic safety symbols (e.g., No Swimming, Poison)  | B5-7 | Read basic safety signs (e.g., DANGER, CAUTION)                                     |      |  |
| A5-5                           | Ask for emergency assistance (e.g., <i>Help! Call 911</i> )                                  |      |   |      |  |
| A5-6                           | Dial 911 and state native language in English  | B5-8 | Dial 911 and ask for fire, police, or ambulance; give address                       | C5-8 | Dial 911 and describe an emergency (e.g., <i>accident, robbery</i> ) |

| <b>6. Transportation and Travel</b> |   |      |  |      |  |
|-------------------------------------|---|------|--|------|--|
| A6-1                                | Identify types of transportation (e.g., <i>walk, bus, taxi, car, bicycle, train, get a ride</i> ) | B6-1 | Read types of transportation   | C6-1 | Write types of transportation                                |
|                                     |   | B6-2 | Respond to basic questions regarding transportation (e.g., <i>How do you get to school/work?</i> ) |      |  |
| A6-2                                | Read basic traffic signs and symbols (e.g., STOP, "H" for hospital)                               | B6-3 | Read pedestrian signs (e.g., BUS STOP)   | C6-2 | Read basic traffic signs (e.g., ONE WAY, NO LEFT/RIGHT TURN) |

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| A6-3 | Respond to traffic signals (e.g., stoplight, caution signal, walk/don't walk)                |      |   |
| A6-4 | Demonstrate proper use of seat belts and car seats   | B6-4 | Ask others to use seat belts and car seats                |
| A6-5 | Ask for and follow simple directions to a place (e.g., <i>turn left/right, go 2 blocks</i> ) | B6-5 | Ask for and give simple directions to a place             |
| A6-6 | Describe locations of places (e.g., <i>next to, across from, between, on the corner</i> )    | B6-6 | Ask for local bus/train times and fare                    |
|      |  | C6-3 | Read a very simple street map                             |
|      |  | C6-4 | Use a simple local bus schedule to locate times and stops |