

**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>	
	<b>1. Basic Literacy Skill Anchors 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 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		

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)

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: 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>					
<b>2. Communication: 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: B. Social and Classroom Language</b>					

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: 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)
		<b>3. Employment</b>	
		B3-1	Read words for common occupations
		C3-1	Read and write words for common occupations and workplaces

	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>	
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)

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