

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

ENGLISH LITERACY FOR CAREER AND TECHNICAL EDUCATION	
Program Title	English Literacy for Career and Technical Education (ELCATE)
Program/Course Number	9900050
CIP Number	1532.010301
Grade Level	30, 31
Standard Length	1350 hours maximum recommended

PURPOSE

This course is designed to be used as a bridge course which provides integrated English language and career preparation instruction to adult English language learners (ELLs) who have a goal of enrolling in a career and technical education program. Students that meet the language and academic requirements may enroll in ELCATE and a career and technical certificate program simultaneously as an integrated education and training program for Florida's Integrated Career and Academic Preparation System (FICAPS).

PROGRAM STRUCTURE

The ELCATE Bridge Course is comprised of two levels that correspond to National Reporting System (NRS) EFLs 5 and 6. One Literacy Completion Point (LCP) is awarded for each EFL completed. Completion of EFLs must be measured by approved assessments in accordance with Rule 6A-6.014, FAC. The following tests have been approved by FDOE for ELCATE: CASAS Life and Work Series 80 Reading and 980 Listening, TABE CLAS-E Reading and Writing, and BEST. See <http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.shtml> for additional information on assessment procedures.

Students cannot be enrolled in Adult ESOL and ELCATE at the same time. Only students who have a goal to enter a CTE program should be enrolled in ELCATE. Students who are continuing their enrollment in Adult ESOL and are at level 5 or 6 but do not have a goal of enrolling in CTE should remain in Adult ESOL. Students who are new to the program and test into level 5 or 6 but do not have a goal of enrolling in CTE should be enrolled in Adult ESOL.

ELCATE AS A BRIDGE COURSE

Bridge courses are one of the first steps in a career pathway for low-skill adults, supporting their transition from adult education to the next occupational step toward attaining postsecondary credentials in industries offering family-sustaining wages and career advancement.

The ELCATE bridge course connects adult ELLs to CTE programs by contextualizing English language instruction with career content, employment skills, and postsecondary academic success strategies. Students identify career and educational goals as well as develop the content knowledge and skills they need to enter and succeed in postsecondary education and employment.

Programs use different approaches to present the occupational content standards of ELCATE. They may focus on a specific career cluster such as health, manufacturing, or construction. Or they may provide broad introductory information on various career clusters. The FDOE- sponsored website www.floridaipdae.org includes resources for programs.

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.

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.

NUMBERING SYSTEM

The table below describes the numbering system used in the ELCATE course to indicate the different levels of the College and Career Readiness Standards, particularly the Anchor Standards, the Level-Specific Standards, and the Benchmark Skills.

Sample: CCR.R.ELCATE.2		
CCR	Source	“CCR” indicates that the ELCATE curriculum frameworks address the college and career readiness adult education standards.
R	Strand	“Strand” indicates the language skill the standard is focused on. R: Reading, SL: Speaking/Listening, W: Writing, L: Language Arts.
ELCATE	Program	“ELCATE” is the name of the Program.
2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Anchor Standard	“Anchor Standards” are overarching standards deemed essential for students to know, because they: <ul style="list-style-type: none"> • Prepare learners for subsequent levels or courses • Provide knowledge/skills students need on an ongoing basis • Apply to other disciplines of study and areas of knowledge
2.5. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Level-Specific Standard	“Level-Specific Standards” derive from the Anchor Standards and correspond to the EFLs. <ul style="list-style-type: none"> • Describe a specific behavior, action, or competency a student can demonstrate based on the underlying instruction • Guide alignment of curricula, instruction, assessment, accountability, and professional development
5	NRS EFLs	The number “5” indicates the EFL. ELCATE has two EFLs, which correspond to levels C and D of the CCR Standards.
a. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Benchmark Skill	“Benchmark Skills” derive from the Level-Specific Standards and have following function: <ul style="list-style-type: none"> • Describe specific knowledge/skills students should acquire • Provide concrete, observable reference points for each stage

		<ul style="list-style-type: none">• Guide alignment of standards with measurable performance indicators
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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.

CP 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.

DL 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.

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.

ELCATE BRIDGE COURSE OCCUPATIONAL CONTENT
The following standards will help to prepare students for success in CTE programs. Language instruction activities should be contextualized with targeted career clusters and postsecondary education success strategies.
OCC.ELCATE.1 Demonstrate learning objectives in occupational content as determined by the instructor.
OCC.ELCATE.2 Develop workplace readiness skills such as being on time, attendance, communication, how to dress, how to problem-solve, teamwork, and following instructions
OCC.ELCATE.3 Articulate personal and educational goals.
OCC.ELCATE.4 Apply effective note-taking techniques.
OCC.ELCATE.5 Apply effective test-taking techniques.
OCC.ELCATE.6 Select career cluster and identify program of study and specific occupations for each pathway.
OCC.ELCATE.7 Identify workplace skills required in chosen career cluster.
OCC.ELCATE.8 Identify financial aid options for postsecondary education.
OCC.ELCATE.9 Use vocabulary in chosen career cluster.
OCC.ELCATE.10 Demonstrate ability to complete financial aid applications.
OCC.ELCATE.11 Demonstrate ability to complete a postsecondary application.

Anchor Standards
Reading (R)
CCR.R.ELCATE.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <i>(Apply this standard to texts of appropriate complexity as outlined by Standard 10).</i>
CCR.R.ELCATE.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <i>(Apply this standard to texts of appropriate complexity as outlined by Standard 10).</i>
CCR.R.ELCATE.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <i>(Apply this standard to texts of appropriate complexity as outlined by Standard 10).</i>
CCR.R.ELCATE.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <i>(Apply this standard to texts of appropriate complexity as outlined by Standard 10).</i>
CCR.R.ELCATE.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. <i>(Apply this standard to texts of appropriate complexity as outlined by Standard 10).</i>
CCR.R.ELCATE.6: Assess how point of view or purpose shapes the content and style of a text. <i>(Apply this standard to texts of appropriate complexity as outlined by Standard 10).</i>
CCR.R.ELCATE.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <i>(Apply this standard to texts of appropriate complexity as outlined by Reading Standard 10).</i>
CCR.R.ELCATE.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. <i>(Apply this standard to texts of appropriate complexity as outline by Reading Standard 10).</i>
CCR.R.ELCATE.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <i>(Apply this standard to texts of appropriate complexity as outlined by Standard 10).</i>
CCR.R.ELCATE.10: Read and comprehend complex literary and informational text independently and proficiently.
Speaking and Listening (SL)
CCR.SL.ELCATE.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCR.SL.ELCATE.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CCR.SL.ELCATE.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CCR.SL.ELCATE.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
CCR.SL.ELCATE.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
CCR.SL.ELCATE.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Writing (W)
CCR.W.ELCATE.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

CCR.W.ELCATE.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCR.W.ELCATE.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CCR.W.ELCATE.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCR.W.ELCATE.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCR.W.ELCATE.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CCR.W.ELCATE.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCR.W.ELCATE.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCR.W.ELCATE.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
Language Arts (L)
CCR.L.ELCATE.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCR.L.ELCATE.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCR.L.ELCATE.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCR.L.ELCATE.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCR.L.ELCATE.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Anchor Standards, Level-Specific Standards, and Benchmark Skills	
Reading (R)	
CCR.R.ELCATE.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10).	
NRS ESOL Level 5	NRS ESOL Level 6
1.5. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <ul style="list-style-type: none"> a. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 	1.6. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <ul style="list-style-type: none"> a. Cite specific textual evidence to support analysis of primary and secondary sources. b. Cite specific textual evidence to support analysis of science and technical texts.
CCR.R.ELCATE.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10).	
NRS ESOL Level 5	NRS ESOL Level 6
2.5. Determine the main idea of a text and explain how it is supported by key details; summarize the text. <ul style="list-style-type: none"> a. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 	2.6. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. <ul style="list-style-type: none"> a. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
CCR.R.ELCATE.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10).	
NRS ESOL Level 5	NRS ESOL Level 6
3.5. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	3.6. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). <ul style="list-style-type: none"> a. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). b. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CCR.R.ELCATE.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (Apply this standard to texts of appropriate complexity as outlined by Standard 10).	

NRS ESOL Level 5	NRS ESOL Level 6
<p>4.5. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.</p> <p>a. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>4.6. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>
<p>CCR.R.ELCATE.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (Apply this standard to texts of appropriate complexity as outlined by Standard 10).</p>	
NRS ESOL Level 5	NRS ESOL Level 6
<p>5.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, information in a text or part of a text.</p> <p>a. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>5.6. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>a. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>
<p>CCR.R.ELCATE.6: Assess how point of view or purpose shapes the content and style of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10).</p>	
NRS ESOL Level 5	NRS ESOL Level 6
<p>6.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>a. Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>6.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>a. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>
<p>CCR.R.ELCATE.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Apply this standard to texts of appropriate complexity as outlined by Reading Standard 10).</p>	
NRS ESOL Level 5	NRS ESOL Level 6
<p>7.5. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>7.6. Integrate information presented in different media or formats, such as in charts, graphs, photographs, videos, or maps, as well as in words to develop a coherent understanding of a topic or issue.</p> <p>a. Integrate quantitative or technical information expressed in words in a text with a version of that</p>

<p>a. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>information expressed visually, such as in a flowchart, diagram, model, graph, or table.</p>
<p>CCR.R.ELCATE.8: Delineate and evaluate the argument a specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Apply this standard to texts of appropriate complexity as outline by Reading Standard 10).</p>	
<p>NRS ESOL Level 5</p>	<p>NRS ESOL Level 6</p>
<p>8.5. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>8.6. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>
<p>CCR.R.ELCATE.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Apply this standard to texts of appropriate complexity as outlined by Standard 10).</p>	
<p>NRS ESOL Level 5</p>	<p>NRS ESOL Level 6</p>
<p>9.5. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>9.6. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>
<p>CCR.R.ELCATE.10: Read and comprehend complex literary and informational text independently and proficiently.</p>	
<p>NRS ESOL Level 5</p>	<p>NRS ESOL Level 6</p>
<p>10.5. Read and comprehend literature, including stories, dramas, and poetry, of appropriate complexity for NRS ESL Level 5, independently and proficiently.</p> <p>a. Read and comprehend informational texts, including history/social studies, science and technical texts, of appropriate complexity for NRS ESL Level 5.</p>	<p>10.6. Read and comprehend literature, including stories, dramas, and poems, of appropriate complexity for NRS ESL Level 6, independently and proficiently.</p> <p>a. Read and comprehend literary non-fiction of appropriate complexity for NRS ESL Level 6 complexity.</p>
<p>Speaking and Listening</p>	
<p>CCR.SL.ELCATE.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>	
<p>NRS ESOL Level 5</p>	<p>NRS ESOL Level 6</p>
<p>1.5 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly.</p>	<p>1.6 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led. with diverse partners, building on others’ ideas and expressing their own clearly.</p>

<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>b. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>c. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
<p>CCR.SL.ELCATE.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>NRS ESOL Level 5</p>	<p>NRS ESOL Level 6</p>
<p>2.5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>2.6 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
<p>CCR.SL.ELCATE.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	
<p>NRS ESOL Level 5</p>	<p>NRS ESOL Level 6</p>
<p>3.5 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>3.6 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
<p>CCR.SL.ELCATE.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	
<p>NRS ESOL Level 5</p>	<p>NRS ESOL Level 6</p>
<p>4.5 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>4.6 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p>CCR.SL.ELCATE.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	

NRS ESOL Level 5	NRS ESOL Level 6
<p>5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>5.6 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
<p>CCR.SL.ELCATE.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	
NRS ESOL Level 5	NRS ESOL Level 6
<p>6.5 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p>6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>Writing</p>	
<p>CCR.W.ELCATE.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	
NRS ESOL Level 5	NRS ESOL Level 6
<p>1.5 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. 	<p>1.6 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p>CCR.W.ELCATE.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
NRS ESOL Level 5	NRS ESOL Level 6
<p>2.5 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 	<p>2.6 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.]</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification,

<ul style="list-style-type: none"> b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 	<p>comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
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CCR.W.ELCATE.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

NRS ESOL Level 5	NRS ESOL Level 6
<p>3.5 Note: Students’ narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.</p>	<p>3.6 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>

CCR.W.ELCATE.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NRS ESOL Level 5	NRS ESOL Level 6
<p>4.5 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>4.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>

CCR.W.ELCATE.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NRS ESOL Level 5	NRS ESOL Level 6
<p>5.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>5.6 With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>

CCR.W.ELCATE.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
NRS ESOL Level 5	NRS ESOL Level 6
6.5 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	6.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CCR.W.ELCATE.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
NRS ESOL Level 5	NRS ESOL Level 6
7.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	7.6 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
CCR.W.ELCATE.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
NRS ESOL Level 5	NRS ESOL Level 6
8.5 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	8.6 Collect relevant information from multiple print and digital sources, using search terms. Assess the credibility and accuracy of each source. Quote or paraphrase the data and conclusions of others, avoiding plagiarism and following a standard format for citation.
CCR.W.ELCATE.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	
NRS ESOL Level 5	NRS ESOL Level 6
9.5 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply Reading standards from this level to informational text (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).”).	9.6 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply Reading standards from this level to literary nonfiction (e.g., “Analyze how a text makes connections among and distinctions between individuals’ ideas or events”).
CCR.W.ELCATE.10: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
NRS ESOL Level 5	NRS ESOL Level 6
10.5 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	10.6 Write arguments to support claims with clear reasons and relevant evidence.

<ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 	<ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
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Language

CCR.L.ELCATE.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NRS ESOL Level 5	NRS ESOL Level 6
<p>1.5 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). c. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. d. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. e. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. f. Use verb tense to convey various times, sequences, states, and conditions. g. Correct inappropriate shifts in verb tense. h. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). i. Form and use prepositional phrases. j. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). 	<p>1.6 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, and possessive). b. Use intensive pronouns. c. Identify and correct inappropriate shifts in pronoun number and person. d. Identify and correct vague or unclear pronouns. e. Identify variations from Standard English in writing and speaking, using strategies to improve expression in conventional language. f. Explain the function of the verbal (gerund, participle, infinitive) in general and in particular sentences. g. Form and use verbs in the active and passive voice. h. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. i. Identify and correct inappropriate shifts in verb voice and mood. j. Explain the function of phrases and clauses in general and in specific sentences. k. Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

<ul style="list-style-type: none"> k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. l. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). 	<ul style="list-style-type: none"> i. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
<p>CCR.L.ELCATE.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p style="text-align: center;">NRS ESOL Level 5</p>	<p style="text-align: center;">NRS ESOL Level 6</p>
<p>2.5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use punctuation to separate items in a series. d. Use a comma to separate an introductory element from the rest of the sentence. e. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). f. Use underlining, quotation marks, or italics to indicate titles of works. g. Use a comma before a coordinating conjunction in a compound sentence. h. Spell words correctly, consulting references as needed. 	<p>2.6 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements. b. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>). c. Use an ellipsis to indicate an omission. d. Spell correctly.
<p>CCR.L.ELCATE.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	
<p style="text-align: center;">NRS ESOL Level 5</p>	<p style="text-align: center;">NRS ESOL Level 6</p>
<p>3.5 Apply knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. e. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 	<p>3.6 Apply knowledge of language and its conventions to understand how language functions in different contexts to make effective choices for meaning or style when writing or speaking, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. c. Choose language that expresses ideas precisely and concisely, eliminating wordiness and redundancy.

CCR.L.ELCATE.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
NRS ESOL Level 5	NRS ESOL Level 6
<p>4.5 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>autograph</i>, <i>photograph</i>, <i>photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	<p>4.6 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence. as a clue to the meaning of a word or phrase. b. Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CCR.L.ELCATE.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
NRS ESOL Level 5	NRS ESOL Level 6
<p>5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Identify and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 	<p>5.6 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Identify and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. <p>[Note: This benchmark is the same as the benchmark for level 5. The CCR Standards do not provide a benchmark for level 6.]</p>
CCR.L.ELCATE.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.	
NRS ESOL Level 5	NRS ESOL Level 6
<p>6.5 Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that:</p>	<p>6.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and</p>

<ul style="list-style-type: none">a. Signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>).b. Are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).c. Signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.
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