Florida Department of Education

Curriculum Frameworks

Adult Basic Education
Adult High School
Applied Academics for Adult Education
English for Speakers of Other Languages
GED Preparation Program

Florida Department of Education
Adult General Education
Curriculum Framework

ADULT BASIC EDUCATION – MATHEMATICS	
Program Title	Adult Basic Education (ABE)
Program Number	9900000
Course Title	ABE Mathematics
Course Number	School Districts: 9900001
	Florida College System: ABX0100-ABX0199
CIP Number	1532010100
Grade Equivalent	0.0 – 8.9
Grade Level	30, 31
Program Length	Varies (See Program Length Section)

PURPOSE

Adult General Education Program: The Florida Department of Education administers the Adult General Education Program the under the authority of s. Florida Statute 1004.93, F.S., and the Workforce Investment and Opportunity Act (WIOA) (2014). The AGE Program has multiple purposes. Primarily, it provides instruction in reading and language and mathematics to students seeking to obtain a high school diploma or its recognized equivalent. Another purpose is to supports parents to become full partners in the educational development of their children and to improve the economic opportunities of their family. Finally, the AGE Program helps learners transition to postsecondary education and training and obtain employment.

Adult Basic Education Program: The purpose of the ABE Program is to provide standards that describe what students should know and be able to do in Reasoning through Language Arts (RLA) and Mathematics. The ABE RLA and Mathematics Standards serve several purposes:

- Ensure continuity with the K-12 Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards with the Adult Basic Education Program
- Provide a common language for the ABE educational functioning levels among those of the other programs within AGE: AHS, Adult ESOL, and GED® Preparation
- Provide basic skills instruction (Grade Equivalents 0.0 – 8.9) and critical thinking skills to prepare students for the GED® Preparation Program (Grade Equivalents 9.0 – 12.9) and for postsecondary education and employment
- Assist local adult education agencies with ABE curriculum development
- Provide guidance for ABE practitioners
- Ensure quality instruction through professional development

STUDENTS

Students eligible to enroll in the ABE Math course are those who:

- Are beyond compulsory school age (16 years)
- Are no longer enrolled in a K-12 school
- Score within the Educational Functioning Levels (EFL) 1 – 4 and the Grade Equivalents 0.0 – 8.9 of the ABE Math course as measured by FDOE-approved assessments.

<u>Note</u>: Students may be registered in ABE Math and ABE RLA separately or in both courses simultaneously.

EDUCATIONAL FUNCTIONING LEVELS

The Workforce Investment and Opportunity Act defines the term Educational Functioning Level as "the ABE, ASE and ESL literacy levels, as provided in the NRS Guidelines, that describe a set of skills and competencies that students demonstrate in the skill areas of the National Reporting System." (Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462). The ABE Math course is organized into four EFLs.

Table 1 shows the four EFLs of the ABE Math course, as provided in the NRS Guidelines. It also shows the corresponding Grade Equivalent levels.

Table 1: NRS EFLs for the ABE Math Course showing the relation of levels to the Grade Equivalent for each EFL

NRS Educational Functioning Levels	Course Title and Levels	Grade Equivalent
ABE Level 1 Beginning ABE Literacy	ABE Mathematics Level 1	0.0 – 1.9
ABE Level 2 Beginning Basic Education	ABE Mathematics Level 2	2.0 – 3.9
ABE Level 3 Low Intermediate Basic Education	ABE Mathematics Level 3	4.0 – 5.9
ABE NRS Level 4 High Intermediate Basic Education	ABE Mathematics Level 4	6.0 – 8.9

PROGRAM LENGTH

Table 2 illustrates the recommended maximum number of instructional hours for each level. It is understood, however, that each student learns at their individual pace and there will be students who successfully complete the program or attain their educational goals in fewer (or more) than the recommended maximum hours noted.

Table 2: Recommended Maximum Number of Hours by Educational Functioning Level

Course Title and Number	NRS Educational Functioning Levels	Recommended Maximum Hours
Adult Basic Education – Mathematics School Districts: 9900001 Florida College System: ABX0100-ABX0199	ABE Mathematics Level 1 Beginning ABE Literacy	450
	ABE Mathematics Level 2 Beginning Basic Education	450
	ABE Mathematics Level 3 Low Intermediate Basic Education	300
	ABE Mathematics Level 4 High Intermediate Basic Education	300

CURRICULUM AND INSTRUCTION

The ABE Mathematics curriculum framework provides ABE instructors with the Anchor Standards in Mathematics that the adult learner needs. With "framework" being the operative word, it is the basis for designing curriculum and to assisting programs and teachers with selecting or creating instructional materials, techniques, and ongoing assessment.

The Florida DOE provides the ABE Math curriculum framework to local programs across the state in order that local program personnel can design a curriculum that will serve the unique needs of their students and instructors. A fully developed curriculum at the local program will include the following elements, at a minimum. Program staff may contact the Florida DOE Bureau of Adult Education for additional information on developing an in-house curriculum.

- A description of educational outcomes that students will be expected to achieve upon completion of the course
- A set of core instructional materials (print and digital) aligned to the educational outcomes that students will be expected to have achieved upon completion of the course
- A series of needs assessment tools that helps teachers prioritize which standards are most relevant to the learning needs and educational goals of their students
- Pacing guides and matrices that display the scope and sequence of the curriculum
- A list of recommended websites, films, dictionaries available for teachers to select from
- A description of learning activities that may be used on a regular basis for reinforcement

Note: ABE Math instructors are not required to progress through the standards sequentially. The unique needs of each cohort of students may serve to drive instruction and the sequence in which standards are taught may be adjusted accordingly.

ASSESSMENT

Local programs are required to use assessments that have been approved by the Florida DOE and USDOE to place the student into the course and to measure student learning gains over time. The following tests have been approved for use in the ABE Math course: TABE 11/2 Math and CASAS GOALS Math Series. See State Board Rule 6A-6.014, FAC and the Florida DOE Assessment Technical Assessment Paper for more information regarding approved tests, state policies on testing, and recommended and required testing procedures.

Pre-testing and Placement: Students enrolling for the first time in the ABE Math course are required to be pre-tested in the mathematics skill area. The local program reports the initial EFL for each skill area to the Florida DOE.

Post-testing, Determining EFL Completion, and Calculating Measurable Skill Gains: After a student participates in instruction for the number of hours recommended by the test publisher, the local program post-tests the student. If the student completes the EFL they are in and advances to the next higher EFL, the program counts that as one Measurable Skill Gain (MSG) earned. If the student advances two EFLs, the program counts that as two MSGs earned. Local programs include all MSGs earned by students in their data reports to the Florida DOE.

Table 3 illustrates the methods used by the Florida DOE and the NRS to calculate the number of MSGs. When the Florida DOE prepares its annual report to the National Reporting System, it follows the NRS guidelines to calculate the number of students who have completed at least one EFL and earned at least one MSG from starting level measured on entry into the program in a program year (PY), which starts on July 1 and ends June 30. There is a difference in the calculation of MSGs by the Florida DOE and the NRS. Local programs provide the Florida DOE with a count of all MSGs earned by students, whereas the Florida DOE provides the NRS with a count of the number of students who have earned one MSG in a program year.

Table 3: Methods of Calculating MSGs by the Florida DOE and the National Reporting System (NRS)

Florida DOE	National Reporting System
Calculates the total number of MSGs earned by all students in a program year	Calculates the number of students that earned at least one MSG in a program year

Course Completion: Students complete the ABE Math course when their test score exceeds the top score of NRS EFL 4 on one of the state-approved assessments noted above.

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, provide documentation, and request such services. Students with disabilities may need accommodations in areas such 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 s. Florida Statute 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.

INTEGRATED EDUCATION AND TRAINING (IET)

The Florida DOE Division of Career and Adult Education (DCAE) promotes the planning, development, and implementation of an integrated education and training (IET) service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

The IET service approach provides all levels of adult education students the opportunity to acquire the skills needed to:

- Transition to and complete postsecondary education and training programs
- Obtain and advance in employment leading to economic self-sufficiency
- Exercise the rights and responsibilities of citizenship

All IET programs must include the following three components:

- Adult education and literacy activities (§463.30)
- Workforce preparation activities (§463.34)
- Workforce training for a specific occupation or occupation cluster which can be any one of the training services defined in section 134(c)(3)(D), of WIOA

In order to meet the "integrated" requirement of IET, all services must include the following:

- Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement
- Activities are of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals
- Occur simultaneously
- Use occupational relevant instructional materials

The integrated education and training program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities function cooperatively.

ADULT BASIC EDUCATION STANDARDS BACKGROUND
In Program year 2022-2023, the Florida DOE aligned the previous version of its ABE Math Standards to Florida's K-12 Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for Mathematics in accordance with Executive Order 19-32 dated January 31, 2019. This current version of the ABE Math Standards is the result of that alignment. Professional curriculum writers developed the current set of standards with extensive input from a team of Florida Adult Education practitioners who thoroughly reviewed the standards. Thanks to their dedication and efforts, the current standards address the high-priority skills and content that students need to advance toward their postsecondary and career goals.

ABE MATHEMATICAL THINKING AND REASONING SKILLS STANDARDS FOR ADULT EDUCATION
Florida students are expected to engage with mathematics through the Mathematical Thinking and Reasoning (MTR) Standards. These standards are written in clear language so all stakeholders can understand them and students can use them as self-monitoring tools. The MTR Standards promote deeper learning and understanding of mathematics. The clarifications are included to guide teachers in the integration of the MTR Standards within mathematics instruction.[1]

Mathematical Thinking and Reasoning Standards Levels 1 through 4
MA.ABE.MTR.1.1 Actively participate in effortful learning both individually and collectively. Mathematicians who participate in effortful learning both individually and with others: Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. *Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.*
MA.ABE.MTR.2.1 Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. *Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.*
MA.ABE.MTR.3.1 Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: Select

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[1] This language comes directly from the Florida K-12 B.E.S.T. Standards

efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.

Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.ABE.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence.

Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.ABE.MTR.5.1
Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations.

Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.ABE.MTR.6.1
Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context.

Clarifications: Teachers who encourage students to assess the reasonableness of solutions: Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.

MA.ABE.MTR.7.1
Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency.

Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: Provide opportunities for students to create models, both concrete and abstract, and perform investigations. Challenge students to question the accuracy of their models and methods. Support students as they validate conclusions by comparing them to the given situation. Indicate how various concepts can be applied to other disciplines.

CODING SCHEME

Table 3 illustrates the coding scheme used to indicate the Strands, Standards and Benchmarks in the ABE Math Framework. The ABE Math Standards are separated into seven Strands: Each Standard has one or more Benchmarks. The instructor may present topic-centered and/or project-based lessons that integrate standards from several strands. Each level-specific standard corresponds to the same-numbered K-12 B.E.S.T. standard. In other words, each standard identifying broad college and career readiness skills has a corresponding level-specific standard illustrating specific level-appropriate expectations called a benchmark skill.

Table 3: The Coding Scheme of ABE Math Curriculum Framework

ABE Math Curriculum Framework Coding Scheme				
Strands:				
NSO = Number Sense and Operations **FR** = Fractions **AR** = Algebraic Reasoning **F** = Function **M** = Measurement **GR** = Geometric Reasoning **DP** = Data and Probability				
Subject	**NRS Level**	**Strand**	**Standard**	**Benchmark**
Math	L3	NSO	1a	1
Examples: **MA.L3.NSO.1a Understand the place value of multi-digit numbers.** **MA.L3.NSO.1a.1** Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right. **MA.L3.NSO.1a.2** Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form, and word form. **MA.L3.NSO.1a.3** Plot, order, and compare multi-digit whole numbers up to 1,000,000. **MA.L3.NSO.1a.4** Round whole numbers from 0 to 10,000 to the nearest 10,100 or 1,000. **MA.L3.NSO.1a.5** Plot, order, and compare decimals up to the hundredths.				

ABE MATHEMATICAL STRANDS AND NRS LEVELS

Table 4 provides an overview of the seven strands (also known as domains) that comprise Florida's ABE mathematic standards across four NRS levels. The mathematics standards are presented in two broad instructional groupings:

1. **Basic** = NRS levels 1 and 2 (Grade Equivalent 0.0 – 3.9)
2. **Intermediate** = NRS levels 3 and 4 (Grade Equivalent 4.0 – 8.9)

Table 4 presents the instructional levels of the ABE Math course. Each instructional level has a limited number of standards. This allows mathematical instruction at each NRS level to have a narrow and deep focus that allows the student to develop an understanding of the following areas:

- Mathematical Foundations
- Mathematical Concepts
- Mathematical Procedural skills
- Mathematical Fluency.

The shaded areas indicate that the domain does not have a standard or primary focus for instruction at that particular instructional level. While the standards by design guide instruction, teachers may introduce, practice, reinforce, and develop fluency at lower and/or higher instructional levels.

Table 4: ABE Mathematics Strands/Domains across NRS Levels

ABE Mathematics Strands, NRS Levels, and Grade Equivalents				
Strands	**Basic**		**Intermediate**	
	NRS Level 1 **GE 0 – 1.9**	**NRS Level 2** **GE 2.0 – 3.9**	**NRS Level 3** **GE 4.0 – 5.9**	**NRS Level 4** **GE 6.0 – 8.9**
Number Sense and Operations	✓	✓	✓	✓
Fractions		✓	✓	
Algebraic Reasoning	✓	✓	✓	✓
Function*				✓*
Measurement	✓	✓	✓	
Geometric Reasoning	✓	✓	✓	✓
Data and Probability	✓	✓	✓	✓

* In the Function domain, the suggested instruction should begin at the mid-point of the NRS level.

MATHEMATICS (MA)
Mathematics Standards NRS Level 1 (Basic)
Beginning ABE Literacy, GE 0.0 – 1.9

NRS level 1 emphasizes understanding place value. Mathematics instruction begins with basic literacy skills. The primary focus of level 1 is counting, cardinality, number sense, and base-ten operations. Students at this level are developing their understanding of whole number relationships, developing an understanding of measurement of physical objects, money and time, two-digit place value, and understanding the relationship between addition and subtraction.

This level begins building a basic foundation for algebra by introducing the concept of an equation, a variable, and the meaning of the equal sign, all within the context of addition and subtraction within 20.

Lastly, instruction provides some attention to categorizing, composing and decomposing two- and three- dimensional geometric figures as a basis for understanding the properties of congruence, similarity, and symmetry.

Mathematics Standards NRS Level 2 (Basic)

Beginning Basic Education, GE: 2.0 – 3.9

NRS level 2 emphasizes understanding place value for whole numbers to 1000; adding and subtracting multi-digit whole numbers, including using a standard algorithm and building towards fluency and algebraic reasoning in addition and subtraction to 3 digits; understanding and exploring strategies for multiplication and division within 100 and connecting to area of rectangles. These skills are a crucial foundation for fractions and prepare students for work with rational numbers, ratios, rates, and proportions in subsequent levels.

In the areas of measurement and geometry, priorities are using standard units to measure objects, time, and perimeter of geometric figures. Students develop the foundation for area, volume, congruence and symmetry by working with rectangular arrays and areas.   Additionally, students extend geometric reasoning to lines and the attributes of quadrilaterals

Mathematics Standards NRS Level 3 (Intermediate)
Low Intermediate Basic Education, GE: 4.0 – 5.9

In NRS level 3, the focus at this instructional level is providing a conceptual foundation for learning functions. The emphasis on standards for numbers and operations continues; however, attention to algebra and geometry increase considerably.

Fluency with multi-digit whole numbers, using the standard algorithm, as well as calculations with fractions and decimals, are critical at this level. This extends to working with the concept of ratio and rates, addition and subtraction of fractions and decimals with procedural fluency, and understanding why the procedures for multiplying and dividing decimals and fractions make sense.

Students at level 3 generate patterns in numbers and shapes and focus on reading, writing, and interpreting expressions and equations. In addition, developing an understanding of the coordinate plane and plotting pairs of numbers in the first quadrant, classifying and measuring angles, and developing and finding volumes of right rectangular prisms take precedence.

Measurement and data instruction adds the understanding of measures of center and spread and display of collected data with line plots. Students also interpret mean, median, mode and range.

Mathematics Standards NRS Level 4
High Intermediate Basic Education, GE: 6.0 – 8.9

Like preceding levels, NRS level 4 also emphasizes number sense and operations, but here the attention is on fluency in all four operations with rational numbers—both negative and positive. Students must understand and translate between fractions, decimals and percents. The foundation for understanding of irrational numbers is built here, including calculation with square and cube roots, solving simple quadratic equations, and representing numbers in scientific notation.

Another area of concentration is algebra and functions: formulating and reasoning about expressions and equations, creating equivalent expressions using Law of Exponents and solving linear equations and inequalities as well as systems of linear equations; grasping the concept of a function; and using functions to describe quantitative relationships.

Building on the geometric analysis in level 3, the focus turns to analyzing two- and three-dimensional figures (including circles and cylinders), using distance, angle, similarity, and congruence and understanding basic right triangle

trigonometry. Extending geometric reasoning to plotting points on the coordinate plane, area and volume of geometric figures and applying the Pythagorean Theorem.

NRS level 4 is where understanding and applying ratios, rates, and proportional reasoning are developed and applied to solve problems, and a bridge between rational number operations and algebraic relationships is created. Students also develop an understanding of proportional relationships in two variables.

Having worked with measurement data in previous levels, students learn to understand summary statistics and distributions and develop statistical thinking, including representing and comparing categorical and numerical data, and creating and reasoning about linear relationships including modeling an association in bivariate data with a linear equation. Students will also develop an understanding of probability.

ABE MATHEMATICS (MA) Standards and Benchmark Skills ABE Educational Functioning Levels 1 through 4	
Number Sense and Operations **MA.L1.NSO (GE: 0.0 – 1.9)**	
MA.L1.NSO.1 Recite number names sequentially within 100 and extend counting sequences. Develop an understanding for the place value of two-digit numbers.	**MA.L1.NSO.1.1** Recite the number names to 100 by ones and by tens. **MA.L1.NSO.1.2** Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100. **MA.L1.NSO.1.3** Read numbers from 0 to 100 written in standard form, expanded form, and word form. Write numbers from 0 to 100 using standard form and expanded form **MA.L1.NSO.1.4** Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings, and expressions or equations. **MA.L1.NSO.1.5** Plot, order, and compare whole numbers up to 100 using the number line and terms less than, equal to, or greater than.
MA.L1.NSO.2 Develop an understanding of addition and subtraction operations with one and two-digit whole numbers.	**MA.L1.NSO.2.1** Explore addition of two whole numbers from 0 to 10 and related subtraction facts. **MA.L1.NSO.2.2** Recall addition facts with sums to 10 and related subtraction facts with automaticity. **MA.L1.NSO.2.3** Add two whole numbers with sums from 0 to 20 and subtract using related facts with procedural reliability. **MA.L1.NSO.2.4** Identify the number that is one more, one less, ten more, and ten less than a given two-digit number. **MA.L1.NSO.2.5** Explore the addition of a two-digit number and a one-digit number with sums to 100.
Number Sense and Operations **MA.L2.NSO (GE: 2.0 – 3.9)**	
MA.L2.NSO.1 Understand the place value of four-digit whole numbers.	**MA.L2.NSO.1.1** Read and write numbers from 0 to 10,000 using standard form, expanded form, and word form. **MA.L2.NSO.1.2** Compose and decompose four-digit numbers in multiple ways using thousands, hundreds, tens, and ones. Demonstrate each composition or decomposition using objects, drawings, and expressions or equations. **MA.L2.NSO.1.3** Plot, order, and compare whole numbers up to 10,000. **MA.L2.NSO.1.4** Round whole numbers from 0 to 1,000 to the nearest 10 or 100.

MA.L2.NSO.2 Add and subtract multi-digit whole numbers. Build an understanding of multiplication and division operations.	**MA.L2.NSO.2.1** Recall addition facts with sums to 20 and related subtraction facts with automaticity. **MA.L2.NSO.2.2** Add and subtract multi-digit whole numbers, including using a standard algorithm with procedural fluency. **MA.L2.NSO.2.3** Identify the number that is ten more, ten less, one hundred more, and one hundred less than a given three-digit number. **MA.L2.NSO.2.4** Explore multiplication of two whole numbers with products from 0 to 144 and related division facts. **MA.L2.NSO.2.5** Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000. **MA.L2.NSO.2.6** Multiply a one-digit whole number by a multiple of 10, up to 90, or a multiple of 100, up to 900, with procedural reliability. **MA.L2.NSO.2.7** Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.
Number Sense and Operations **MA.L3.NSO (GE: 4.0 – 5.9)**	
MA.L3.NSO.1a Understand the place value of multi-digit numbers.	**MA.L3.NSO.1a.1** Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right. **MA.L3.NSO.1a.2** Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form, and word form. **MA.L3.NSO.1a.3** Plot, order, and compare multi-digit whole numbers up to 1,000,000. **MA.L3.NSO.1a.4** Round whole numbers from 0 to 10,000 to the nearest 10,100 or 1,000. **MA.L3.NSO.1a.5** Plot, order, and compare decimals up to the hundredths.
MA.L3.NSO.1b Understand the place value of multi-digit numbers with decimals to the thousandths place.	**MA.L3.NSO.1b.1** Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right. **MA.L3.NSO.1b.2** Read and write multi-digit numbers with decimals to the thousandths using standard form, word form, and expanded form. **MA.L3.NSO.1b.3** Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings, and expressions or equations.
MA.L3.NSO.1c Rewrite numbers in equivalent forms.	**MA.L3.NSO.1c.1** Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents.
MA.L3.NSO.2a Build understanding of operations with multi-digit numbers including decimals.	**MA.L3.NSO.2a.1** Recall multiplication facts with factors up to 12 and related division facts with automaticity. **MA.L3.NSO.2a.2** Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability. **MA.L3.NSO.2a.3** Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency. **MA.L3.NSO.2a.4** Divide a whole number up to four digits by a one-digit whole number with procedural reliability. Represent remainders as fractional parts of the divisor.

	MA.L3.NSO.2a.5 Explore the multiplication and division of multi-digit whole numbers using estimation, rounding, and place value. MA.L3.NSO.2a.6 Identify the number that is one-tenth more, one-tenth less, one-hundredth more, and one-hundredth less than a given number. MA.L3.NSO.2a.7 Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.
MA.L3.NSO.2b Add, subtract, multiply and divide multi-digit numbers.	**MA.L3.NSO.2b.1** Multiply multi-digit whole numbers, including using a standard algorithm with procedural fluency. **MA.L3.NSO.2b.2** Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions **MA.L3.NSO.2b.3** Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency **MA.L3.NSO.2b.4** Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding, and place value. **MA.L3.NSO.2b.5** Multiply and divide a multi-digit number with decimals to the tenths by one tenth and one-hundredth with procedural reliability
MA.L3.NSO.3 Apply properties of operations to rewrite numbers in equivalent forms.	**MA.L3.NSO.3.1** Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers. **MA.L3.NSO.3.2** Rewrite the sum of two composite whole numbers having a common factor as a common factor multiplied by the sum of two whole numbers. **MA.L3.NSO.3.3** Express composite whole numbers as a product of prime factors with natural number exponents.
Number Sense and Operations **MA.L4.NSO (GE: 6.0 – 8.9)**	
MA.L4.NSO.1a Extend knowledge of numbers to negative numbers and develop an understanding of absolute value.	**MA.L4.NSO.1a.1** Extend previous understanding of numbers to define rational numbers. Plot, order, and compare rational numbers. **MA.L4.NSO.1a.2** Given a mathematical or real-world context, represent quantities that have opposite directions using rational numbers. Compare them on a number line and explain the meaning of zero within its context. **MA.L4.NS).1a.3** Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers. **MA.L4.NSO.1a.4** Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.
MA.L4.NSO.1b Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.	**MA.L4.NSO.1b.1** Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals, and percentages to solve mathematical and real-world problems

MA.L4.NSO.1c Solve problems involving rational numbers, including numbers in scientific notation, and extend the understanding of rational numbers to irrational numbers.	**MA.L4.NSO.1c.1** Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line. **MA.L4.NSO.1c.2** Plot, order, and compare rational and irrational numbers, represented in various forms. **MA.L4.NSO.1c.3** Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency with variables on both sides. **MA.L4.NSO.1c.4** Add, subtract, multiply, and divide numbers expressed in scientific notation with procedural fluency. **MA.L4.NSO.1c.5** Solve real-world problems involving operations with numbers expressed in scientific notation. **MA.L4.NSO.1c.6** Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers, including exponents and radicals.
MA.L4.NSO.2 Add, subtract, multiply and divide rational numbers.	**MA.L4.NSO.2.1** Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents, and absolute value. **MA.L4.NSO.2.2** Add, subtract, multiply, and divide rational numbers with procedural fluency. **MA.L4.NSO.2.3** Solve real-world problems involving any of the four operations with rational numbers.
MA.L4.NSO.3 Apply properties of operations to rewrite numbers in equivalent forms.	**MA.L4.NSO.3.1** Evaluate positive rational numbers and integers with natural number exponents. **MA.L4.NSO.3.2** Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals, and percentages.

Fractions **MA.L1.FR (GE: 0.0 – 1.9)**	
Not a focus standard at this level	
Fractions **MA.L2.FR (GE: 2.0 – 3.9)**	
MA.L2.FR.1 Understand fractions as numbers and represent fractions.	**MA.L2.FR.1.1** Partition circles and rectangles into two, three, or four equal-sized parts. Name the parts using appropriate language, and describe the whole as two halves, three thirds, or four fourths. **MA.L2.FR.1.2** Partition rectangles into two, three, or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes. **MA.L2.FR.1.3** Represent and interpret unit fractions in the form $1/n$ as the quantity formed by one part when a whole is partitioned into n equal parts. **MA.L2.FR.1.4** Represent and interpret fractions, including fractions greater than one, in the form of m/n as the result of adding the unit fraction $1/n$ to itself m times. **MA.L2.FR.1.5** Read and write fractions, including fractions greater than one, using standard form, numeral-word form, and word form.
MA.L2.FR.2 Order and compare fractions and identify equivalent fractions.	**MA.L2.FR.2.1** Plot, order, and compare fractional numbers with the same numerator or the same denominator. **MA.L2.FR.2.2** Identify equivalent fractions and explain why they are equivalent.

Fractions **MA.L3.FR (GE: 4.0 – 5.9)**	
MA.L3.FR.1a Develop an understanding of the relationship between different fractions and the relationship between fractions and decimals.	**MA.L3.FR.1a.1** Model and express a fraction, including mixed numbers and fractions greater than one, with the denominator 10 as an equivalent fraction with the denominator 100. **MA.L3.FR.1a.2** Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals. **MA.L3.FR.1a.3** Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created. **MA.L3.FR.1a.4** Plot, order, and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.
MA.L3.FR.1b Interpret a fraction as an answer to a division problem.	**MA.L3.FR.1b.1** Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.
MA.L3.FR.2a Build a foundation of addition, subtraction and multiplication operations with fractions.	**MA.L3.FR.2a.1** Decompose a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same denominator in multiple ways. Demonstrate each decomposition with objects, drawings, and equations. **MA.L3.FR.2a.2** Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability. **MA.L3.FR.2a.3** Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions. **MA.L3.FR.2a.4** Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction.
MA.L3.FR.2b Perform operations with fractions.	**MA.L3.FR.2b.1** Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability. **MA.L3.FR.2b.2** When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating. **MA.L3.FR.2b.3** Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.
Fractions **MA.L4.FR (GE: 6.0 – 8.9)**	
Not a focus standard at this level	
Algebraic Reasoning **MA.L1.AR (GE: 0.0 – 1.9)**	
MA.L1.AR.1a Solve addition problems with sums between 0 and 20 and subtraction problems using related facts.	**MA.L1.AR.1a.1** Apply properties of addition to find a sum of three or more whole numbers. **MA.L1.AR.1a.2** Solve addition and subtraction real-world problems using objects, drawings, or equations to represent the problem.

MA.L1.AR.1b Solve addition problems with sums between 0 and 100 and related subtraction problems.	**MA.L1.AR.1ab.1** Solve one- and two-step addition and subtraction real-world problems.
MA.L1.AR.2a Develop an understanding of the equal sign.	**MA.L1.AR.2a.1** Explain why addition or subtraction equations are true using objects or drawings.
MA.L1.AR.2b Develop an understanding of the relationship between addition and subtraction.	**MA.L1.AR.2b.1** Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction. **MA.L1.AR.2b.2** Determine and explain if equations involving addition or subtraction are true or false. **MA.L1.AR.2b.3** Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.
Algebraic Reasoning **MA.L2.AR (GE: 2.0 – 3.9)**	
MA.L2.AR.1a Solve addition problems with sums between 0 and 100 and related subtraction problems.	**MA.L2.AR.1a.1** Solve one- and two-step addition and subtraction real-world problems, limited to sums up to 100 and related differences.
MA.L2.AR.1b Solve multiplication and division problems.	**MA.L2.AR.1b.1** Apply the distributive property to multiply a one-digit number and two-digit number. Apply properties of multiplication to find a product of one-digit whole numbers. **MA.3.AR.1.b.2** Solve one- and two-step real-world problems involving any of four operations with whole numbers.
MA.L2.AR.2a Demonstrate an understanding of equality and addition and subtraction.	**MA.L2.AR.2a.1** Determine and explain whether equations involving addition and subtraction are true or false. **MA.L2.AR.2a.2** Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.
MA.L2.AR.2b Develop an understanding of equality and multiplication and division.	**MA.L2.AR.2b.1** Restate a division problem as a missing factor problem using the relationship between multiplication and division. **MA.L2.AR.2b.2** Determine and explain whether an equation involving multiplication or division is true or false. **MA.L2.AR.2b.3** Determine the unknown whole number in a multiplication or division equation, relating three whole numbers, with the unknown in any position.
MA.L2.AR.3 Develop an understanding of multiplication.	**MA.L2.AR.3.1** Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1. **MA.L2.AR.3.2** Use repeated addition to find the total number of objects in a collection of equal groups. Represent the total number of objects using rectangular arrays and equations.
Algebraic Reasoning **MA.L3.AR (GE: 4.0 – 5.9)**	
MA.L3.AR.1 Represent and solve problems involving the	**MA.L3.AR.1.1** Solve real-world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than

four operations with whole numbers and fractions.	one. **MA.L3.AR.1.2** Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction. **MA.L3.AR.1.3** Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context. **MA.L3.AR.1.4** Solve real-world problems involving the addition, subtraction, or multiplication of fractions, including mixed numbers and fractions greater than 1. **MA.L3.AR.1.5** Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.
MA.L3.AR.2 Demonstrate an understanding of equality, operations with whole numbers, the order of operations and equivalent numerical expressions.	**MA.L3.AR.2.1** Determine and explain whether an equation involving any of the four operations with whole numbers is true or false. **MA.L3.AR.2.2** Given a mathematical or real-world context, write an equation involving multiplication or division to determine the unknown whole number with the unknown in any position. **MA.L3.AR.2.3** Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions. **MA.L3.AR.2.4** Evaluate multi-step numerical expressions using order of operations. **MA.L3.AR.2.5** Determine and explain whether an equation involving any of the four operations is true or false. **MA.L3.AR.2.6** Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.
MA.L3.AR.3a Recognize numerical patterns, including patterns that follow a given rule.	**MA.L3.AR.3a.1** Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite, or neither. **MA.L3.AR.3a.2** Generate, describe, and extend a numerical pattern that follows a given rule.
MA.L3.AR.3b Analyze patterns and relationships between inputs and outputs.	**MA.L3.AR.3b.1** Given a numerical pattern, identify and write a rule that can describe the pattern as an expression. **MA.L3.AR.3b.2** Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.
Algebraic Reasoning **MA.L4.AR (GE: 6.0 – 8.9)**	
MA.L4.AR.1a Apply previous understanding of arithmetic expressions to algebraic expressions.	**MA.L4.AR.1a.1** Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions. **MA.L4.AR.1a.2** Translate a real-world written description into an algebraic inequality in the form of $x > a$, $x < a$, $x \geq a$ or $x \leq a$. Represent the inequality on a number line. **MA.L4.AR.1a.3** Evaluate algebraic expressions using substitution and order of operations. **MA.L4.AR.1a.4** Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.
MA.L4.AR.1b Rewrite algebraic expressions in equivalent forms.	**MA.L4.AR.1b.1** Apply properties of operations to add and subtract linear expressions with rational coefficients. **MA.L4.AR.1b.2** Determine whether two linear expressions are equivalent.

MA.L4.AR.1c Generate equivalent algebraic expressions.	**MA.L4.AR.1c.1** Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases. **MA.L4.AR.1c.2** Apply properties of operations to multiply two linear expressions with rational coefficients. **MA.L4.AR.1c.3** Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.
MA.L4.AR.2a Develop an understanding for solving equations and inequalities. Write and solve one-step equations in one variable.	**MA.L4.AR.2a.1** Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false. **MA.L4.AR.2a.2** Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers. **MA.L4.AR.2a.3** Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers. **MA.L4.AR.2a.4** Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.
MA.L4.AR.2b Write and solve equations and inequalities in one variable.	**MA.L4.AR.2b.1** Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically. **MA.L4.AR.2b.2** Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.
MA.L4.AR.2c Solve multi-step one-variable equations and inequalities.	**MA.L4.AR.2c.1** Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides. **MA.L4.AR.2c.2** Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically. **MA.L4.AR.2c.3** Given an equation in the form of $x^2 = p$ and $x^3 = q$, where p is a whole number and q is an integer, determine the real solutions.
MA.L4.AR.3a Understand ratio and unit rate concepts and use them to solve problems.	**MA.L4.AR.3a.1** Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation: a / b, a to b, or $a: b$ where $b \neq 0$. **MA.L4.AR.3a.2** Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate. **MA.L4.AR.3a.3** Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios. **MA.L4.AR.3a.4** Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities. **MA.L4.AR.3a.5** Solve mathematical and real-world problems involving ratios, rates, and unit rates, including comparisons, mixtures, ratios of lengths, and conversions within the same measurement system.
MA.L4.AR.3b Use percentages and proportional reasoning to solve problems	**MA.L4.AR.3b.1** Apply previous understanding of percentages and ratios to solve multi-step real world percent problems. **MA.L4.AR.3b.2** Apply previous understanding of ratios to solve real-world problems involving proportions. **MA.L4.AR.3b.3** Solve mathematical and real-world problems involving the conversion of units across different measurement systems.

MA.L4.AR.3c Extend understanding of proportional relationships to two-variable linear equations.	**MA.L4.AR.3c.1** Determine if a linear relationship is also a proportional relationship. **MA.L4.AR.3c.2** Given a table, graph, or written description of a linear relationship, determine the slope. **MA.L4.AR.3c.3** Given a table, graph, or written description of a linear relationship, write an equation in slope-intercept form. **MA.L4.AR.3c.4** Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table, or an equation in slope-intercept form. **MA.L4.AR.3c.5** Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph, or an equation in slope-intercept form.
MA.L4.AR.4 Develop an understanding of two-variable systems of equations.	**MA.L4.AR.4.1** Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations. **MA.L4.AR.4.2** Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution, or infinitely many solutions. **MA.L4.AR.4.3** Given a mathematical or real-world context, solve systems of two linear equations by graphing.

Functions
MA.L4.F (GE: 6.0 – 8.9)
Note: Suggested instruction level begins at 7.0 – 8.9

MA.L4.F.1 Define, evaluate and compare functions.	**MA.L4.F.1.1** Given a set of ordered pairs, a table, a graph, or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation. **MA.L4.F.1.2** Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function. **MA.L4.F.1.3** Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing, or constant.

Measurement
MA.L1.M (GE: 0.0 – 1.9)

MA.L1.M.1 Compare and measure the length of objects.	**MA.L1.M.1.1** Express the length of an object, up to 20 units long, as a whole number of lengths by laying non-standard objects end to end with no gaps or overlaps. **MA.L1.M.1.2** Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter. **MA.L1.M.1.3** Compare and order the length of up to three objects using direct and indirect comparison.

Measurement
MA.L2.M (GE: 2.0 – 3.9)

MA.L2.M.1.1 Measure attributes of objects and solve problems involving measurement.	**MA.L2.M.1.1** Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker, and temperature. **MA.L2.M.1.2** Solve real-world problems involving any of the four operations with whole number lengths, masses, weights, temperatures, or liquid volumes.

MA.L2.M.2 Tell time and solve problems involving time and money.	MA.L2.M.2.1 Find the value of combinations of pennies, nickels, and dimes up to one dollar, and the value of combinations of one, five, and ten-dollar bills up to $100. Use the ¢ and $ symbols appropriately. MA.L2.M.2.2 Solve one- and two-step addition and subtraction real-world problems involving either dollar bills within $100 or coins within 100¢ using $ and ¢ symbols appropriately. MA.L2.M.2.3 Using analog and digital clocks tell and write time to the nearest minute using a.m. and p.m. appropriately. Express portions of an hour using the fractional terms half an hour, half-past, quarter of an hour, quarter after, and quarter til. MA.L2.M.2.4 Solve one- and two-step real-world problems involving elapsed time.
Measurement **MA.L3.M (GE: 4.0 – 5.9)**	
MA.L3.M.1 Measure the length of objects and solve multi-step problems involving measurement and conversions between units.	MA.L3.M.1.1 Select and use appropriate tools to measure attributes of objects. MA.L3.M.1.2 Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds. MA.L3.M.1.3 Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.
MA.L3.M.2 Solve problems involving time and money.	MA.L3.M.2.1 Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations. MA.L3.M.2.2 Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation. MA.L3.M.2.3 Solve multi-step real-world problems involving money using decimal notation.
Measurement **MA.L4.M (GE: 6.0 – 8.9)**	
Not a focus standard at this level	
Geometric Reasoning **MA.L1.GR (GE: 0.0 – 1.9)**	
MA.L1.GR.1 Identify and analyze two- and three-dimensional figures based on their defining attributes.	MA.L1.GR.1.1 Identify, compare, and sort two- and three-dimensional figures based on their attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones, and cylinders. MA.L1.GR.1.2 Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares, and hexagons. MA.L1.GR.1.3 Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones, and cylinders. MA.L1.GR.1.4 Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones, and cylinders.
Geometric Reasoning **MA.L2.GR (GE: 2.0 – 3.9)**	
MA.L2.GR.1 Describe and	MA.L2.GR.1.1 Describe and draw points, lines, line segments, rays, intersecting lines,

identify relationships between lines and classify quadrilaterals.	perpendicular lines, and parallel lines. Identify these in two-dimensional figures. **MA.L2.GR.1.2** Informally explore angles as an attribute of two-dimensional figures. Figures are limited to triangles, rectangles, squares, pentagons, hexagons, and octagons. **MA.L2.GR.1.3** Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not, and whether the edges are curved or straight. **MA.L2.GR.1.4** Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares, and trapezoids. Draw line(s) of symmetry in a two-dimensional figure and identify line symmetric two-dimensional figures. Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares, and trapezoids. **MA.L2.GR.1.5** Draw line(s) of symmetry in a two-dimensional figure and identify line symmetric two-dimensional figures.
MA.L2.GR.2 Solve problems involving the perimeter and area of rectangles.	**MA.L2.GR.2.1** Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments. **MA.L2.GR.2.2** Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares, and pentagons. **MA.L2.GR.2.3** Explore area as an attribute of a two-dimensional figure by covering the figure with unit squares without gaps or overlaps. Find areas of rectangles by counting unit squares. **MA.L2.GR.2.4** Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula. **MA.L2.GR.2.5** Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model and a formula. **MA.L2.GR.2.6** Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-overlapping rectangles with whole number side lengths.
Geometric Reasoning **MA.L3.GR (GE: 4.0 – 5.9)**	
MA.L3.GR.1a Draw, classify and measure angles.	**MA.L3.GR.1a.1** Identify and classify angles as acute, right, obtuse, straight, or reflex. **MA.L3.GR.1a.2** Estimate angle measures. Using a protractor, measure angles in whole-number degrees and draw angles of specified measure in whole-number degrees. Demonstrate that angle measure is additive. **MA.L3.GR.1a.3** Solve real-world and mathematical problems involving unknown whole number angle measures. Write an equation to represent the unknown.
MA.L3.GR.1b Classify two-dimensional figures and three-dimensional figures based on defining attributes.	**MA.L3.GR.1b.1** Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category. **MA.L3.GR.1b.2** Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones, and spheres.
MA.L3.GR.2 Solve problems involving the perimeter and	**MA.L3.GR.2.1** Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side

area of rectangles.	lengths. **MA.L3.GR.2.2** Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters. **MA.L3.GR.2.3** Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.
MA.L3.GR.3 Solve problems involving the volume of right rectangular prisms.	**MA.L3.GR.3.1** Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes. **MA.L3.GR.3.2** Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula. **MA.L3.GR.3.3** Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths using a visual model or a formula. Write an equation with a variable for the unknown to represent the problem.
MA.L3.GR.4 Plot points and represent problems on the coordinate plane.	**MA.L3.GR.4.1** Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane. **MA.L3.GR.4.2** Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation. **MA.L3.GR.4.3** Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.
Geometric Reasoning **MA.L4.GR (GE: 6.0 – 8.9)**	
MA.L4.GR.1a Model and solve problems involving two-dimensional figures including applying previous understandings of the coordinate plane.	**MA.L4.GR.1a.1** Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate. **MA.L4.GR.1a.2** Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane. **MA.L4.GR.1a.3** Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle. **MA.L4.GR.1a.4** Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.
MA.L4.GR.1b Solve problems involving two-dimensional figures, including circles.	**MA.L4.GR.1b.1** Apply formulas to find the areas of trapezoids, parallelograms, and rhombi. **MA.L4.GR.1b.2** Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals. **MA.L4.GR.1b.3** Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems. **MA.L4.GR.1b.4** Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems **MA.L4.GR.1b.5** Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.

MA.L4.GR.1c Develop an understanding of the Pythagorean Theorem and angle relationships involving triangles.	**MA.L4.GR.1c.1** Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles. **MA.L4.GR.1c.2** Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane. **MA.L4.GR.1c.3** Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides. **MA.L4.GR.1c.4** Solve mathematical problems involving the relationships between supplementary, complementary, vertical, or adjacent angles. **MA.L4.GR.1c.5** Solve problems involving the relationships of interior and exterior angles of a triangle. **MA.L4.GR.1c.6** Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.
MA.L4.GR.2a Model and solve problems involving three dimensional figures.	**MA.L4.GR.2a.1** Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula **MA.L4.GR.2a.2** Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.
MA.L4.GR.2b Solve problems involving three-dimensional figures, including right circular cylinders.	**MA.L4.GR.2b.1** Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net. **MA.L4.GR.2b.2** Solve real-world problems involving surface area of right circular cylinders. **MA.L4.GR.2b.3** Solve mathematical and real-world problems involving volume of right circular cylinders.
MA.L4.GR.2c Understand similarity and congruence using models and transformations.	**MA.L4.GR.2c.1** Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship. **MA.L4.GR.2c.2** Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship. **MA.L4.GR.2c.3** Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane. **MA.L4.GR.2c.4** Solve mathematical and real-world problems involving proportional relationships between similar triangles.

Data and Probability **MA.L1.DP (GE: 0.0 – 1.9)**	
MA.L1.DP.1 Collect, represent and interpret data using pictographs and tally marks.	**MA.L1.DP.1.1** Collect data into categories and represent the results using tally marks or pictographs. **MA.L1.DP.1.2** Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.
Data and Probability **MA.L2.DP (GE: 2.0 – 3.9)**	
MA.L2.DP.1 Collect, represent and interpret numerical and categorical data.	**MA.L2.DP.1.1** Collect and represent numerical and categorical data with whole-number values using tables, scaled pictographs, scaled bar graphs, or line plots. Use appropriate titles, labels, and units. **MA.L2.DP.1.2** Interpret data with whole-number values represented with tables, scaled pictographs, circle graphs, scaled bar graphs, or line plots by solving one- and

	two-step problems.
Data and Probability **MA.L3.DP (GE: 4.0 – 5.9)**	
MA.L3.DP.1 Collect and represent data and find the mean, mode, median or range of a data set.	**MA.L3.DP.1.1** Develop an understanding of statistics and determine measures of center and measures of variability. **MA.L3.DP.1.2** Recognize and formulate a statistical question that would generate numerical data. **MA.L3.DP.1 3** Discuss a set of data collected to answer a statistical questions as a distribution which can be described by its center, spread, and overall shape **MA.L3.DP.1.4** Collect and represent numerical data, including fractional and decimal values, using tables, stem-and-leaf plots, line plots, or line graphs **MA.L3.DP.1.5** Create box plots and histograms to represent sets of numerical data within real world contexts. **MA.L3.DP.1.6** Given a real-world scenario, solve problems involving numerical data and determine and describe how changes in data values impact measures of center and variation.
Data and Probability **MA.L4.DP (GE: 6.0 – 8.9)**	
MA.L4.DP.1a Summarize statistical distributions graphically and numerically.	**MA.L4.DP.1a.1** Given a numerical data set within a real-world context, find and interpret mean, median, mode, and range. **MA.L4.DP.1a.2** Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile, and the maximum. Use this summary of the data to describe the spread and distribution of the data. **MA.L4.DP.1a.3** Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers, and the range.
MA.L4.DP.1b Represent and interpret numerical and categorical data.	**MA.L4.DP.1b.1** Interpret data and find the mean, mode, median, or range of a data set. **MA.L4.DP.1b.2** Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median, or range. **MA.L4.DP.1b.3** Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers. **MA.L4.DP.1b.4** Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results, and draw conclusions about the two populations. **MA.L4.DP.1b.5** Given categorical data from a random sample, use proportional relationships to make predictions about a population. **MA.L4.DP.1b.6** Use proportional reasoning to construct, display, and interpret data in circle graphs. **MA.L4.DP.1b.6** Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.
MA.L4.DP.1c Represent and investigate numerical bivariate data.	**MA.L4.DP.1c.1** Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context. **MA.L4.DP.1c.2** Given a scatter plot within a real-world context, describe patterns of association. **MA.L4.DP.1c.3** Given a scatter plot with a linear association, informally fit a straight

	line.
MA.L4.DP.2a Develop an understanding of probability. Find and compare experimental and theoretical probabilities.	**MA.L4.DP.2a.1** Determine the sample space for a simple experiment. **MA.L4.DP.2a.2** Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events. **MA.L4.DP.2a.3** Find the theoretical probability of an event related to a simple experiment. **MA.L4.DP.2a.4** Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.
MA.L4.DP.2b Represent and find probabilities of repeated experiments.	**MA.L4.DP.2b.1** Determine the sample space for a repeated experiment. **MA.L4.DP.2b.2** Find the theoretical probability of an event related to a repeated experiment. **MA.L4.DP.2b.3** Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.

Florida Department of Education
Adult General Education
Curriculum Framework

ADULT BASIC EDUCATION – REASONING THROUGH LANGUAGE ARTS	
Program Title	Adult Basic Education (ABE)
Program Number	9900000
Course Title	Adult Basic Education Reasoning through Language Arts (RLA)
Course Number	School Districts: 9900023
	Florida College System: ABX0400-ABX0499
CIP Number	1532010200
Grade Equivalent	0.0 – 8.9
Grade Level	30, 31
Standard Length	Varies (See Program Length section)

PURPOSE

Adult General Education Program: The Florida Department of Education administers the Adult General Education Program under the authority of s. Florida Statute 1004.93, F.S., and the Workforce Investment and Opportunity Act (WIOA), 2014. The AGE Program has multiple purposes. Primarily, it provides instruction in reading and language and mathematics to students seeking to obtain a high school diploma or its recognized equivalent. Another purpose is to supports parents to become full partners in the educational development of their children and to improve the economic opportunities of their family. Finally, the AGE Program helps learners transition to postsecondary education and training and obtain employment.

Adult Basic Education Program: The purpose of the ABE Program is to provide standards that describe what students should know and be able to do in Reasoning through Language Arts (RLA) and Mathematics. The ABE RLA and Mathematics Standards serve several purposes:

- Ensure continuity with the K-12 Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards with the Adult Basic Education Program
- Provide a common language for the ABE educational functioning levels among those of the other programs within AGE: AHS, Adult ESOL, and GED® Preparation
- Provide basic skills instruction (Grade Equivalents 0.0 – 8.9) and critical thinking skills to prepare students for the GED® Preparation Program (Grade Equivalents 9.0 – 12.9) and for postsecondary education and employment
- Assist local adult education agencies with ABE curriculum development
- Provide guidance for ABE practitioners
- Ensure quality instruction through professional development

STUDENTS
Students eligible to enroll in the ABE RLA course are those who:

- Are age 16 years or older
- Are not enrolled in the K12 system
- Are no longer enrolled in a K-12 school
- Score within the Educational Functioning Levels (EFL) 1 – 4 and the Grade Equivalents 0.0 – 8.9 of the ABE RLA course as measured by FDOE-approved assessments.

<u>Note</u>: Students may be registered in ABE Mathematics and ABE RLA separately or in both courses simultaneously.

EDUCATIONAL FUNCTIONING LEVELS

The Workforce Investment and Opportunity Act defines the term Educational Functioning Level as "the ABE, ASE and ESL literacy levels, as provided in the NRS Guidelines, that describe a set of skills and competencies that students demonstrate in the skill areas of the National Reporting System." ([Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462](#)). The ABE RLA course is organized into four EFLs.

Table 1 shows the four EFLs of the ABE RLA course, as provided in the NRS Guidelines. It also shows the corresponding Grade Equivalent levels.

Table 1: NRS EFLs for the ABE RLA Course showing the relation of levels to the Grade Equivalent for each EFL

NRS Educational Functioning Levels	Reasoning through Language Arts Course Title by Level	Grade Equivalent
ABE Level 1 Beginning ABE Literacy	ABE Reasoning through Language Arts Level 1	0.0 – 1.9
ABE Level 2 Beginning Basic Education	ABE Reasoning through Language Arts Level 2	2.0 – 3.9
ABE Level 3 Low Intermediate Basic Education	ABE Reasoning through Language Arts Level 3	4.0 – 5.9
ABE NRS Level 4 High Intermediate Basic Education	ABE Reasoning through Language Arts Level 4	6.0 – 8.9

PROGRAM LENGTH

Table 2 illustrates the recommended maximum number of instructional hours for each level. It is understood, however, that each student learns at their individual pace and there will be students who successfully complete the program or attain their educational goals in fewer (or more) than the recommended maximum hours noted.

Table 2: Recommended Maximum Number of Hours by Educational Functioning Level

Course Title and Number	Reasoning through Language Arts Course Title by Level	Recommended Maximum Hours
Adult Basic Education Reasoning through Language Arts (RLA) 9900023 ABX0400-ABX0499	ABE RLA Level 1	450
	ABE RLA Level 2	450
	ABE RLA Level 3	300
	ABE RLA Level 4	300

CURRICULUM AND INSTRUCTION

The ABE RLA curriculum framework provides ABE instructors with the Anchor Standards in Reading, Writing and English Language Arts that the adult learner needs. With "framework" being the operative word, it is the basis for designing curriculum and to assisting programs and teachers with selecting or creating instructional materials, techniques, and ongoing assessment.

The Florida DOE provides the ABE RLA curriculum framework to local programs across the state in order that local program personnel can design a curriculum that will serve the unique needs of their students and instructors. A fully

developed curriculum at the local program will include the following elements, at a minimum. Program staff may contact the Florida DOE Bureau of Adult Education for additional information on developing an in-house curriculum.

- A description of educational outcomes that students will be expected to achieve upon completion of the course
- A set of core instructional materials (print and digital) aligned to the educational outcomes that students will be expected to have achieved upon completion of the course
- A series of needs assessment tools that helps teachers prioritize which standards are most relevant to the learning needs and educational goals of their students
- Supplementary textbooks on grammar, pronunciation, vocabulary in the context of employment and life skills
- Pacing guides and matrices that display the scope and sequence of the curriculum
- A list of recommended websites, films, dictionaries available for teachers to select from
- An overview of the content to be covered in the course
- A description of learning activities that may be used on a regular basis for reinforcement
- Academic vocabulary (such as Averill's Academic Word List)
- Grammar and the conventions of standard English for each level of the course

Note: ABE RLA Instructors are not required to progress through the standards sequentially. The unique needs of each cohort of students may serve to drive instruction and the sequence in which standards are taught may be adjusted accordingly.

ASSESSMENT
Local programs are required to use assessments that have been approved by the Florida DOE and USDOE to measure the student learning over time The following tests have been approved for use in the ABE RLA course: TABE 11/2 Reading, TABE 11/12 Language, and CASAS GOALS Reading Series. See State Board Rule 6A-6.014, FAC and the Florida DOE Assessment Technical Assessment Paper for more information regarding approved tests, state policies on testing, and recommended and required testing procedures.

Pre-testing for Placement: Students enrolling for the first time in the ABE RLA course are required to be pre-tested in the reading or language skill areas. The local program reports the initial EFLs for each skill area to the Florida DOE.

Post-testing, Determining EFL Completion, and Calculating Measurable Skill Gains: After a student participates in instruction for the number of hours recommended by the test publisher, the local program post-tests the student. If the student completes the EFL they are in and advances to the next higher EFL, the program counts that as one Measurable Skill Gain (MSG) earned. If the student advances two EFLs, the program counts that as two MSGs earned. Local programs include all MSGs earned by students in their data reports to the Florida DOE.

Table 3 illustrates the methods used by the Florida DOE and the NRS to calculate the number of MSGs. When the Florida DOE prepares its annual report to the National Reporting System, it follows the NRS guidelines to calculate the number of students who have completed at least one EFL and earned at least one MSG from starting level measured on entry into the program in a program year (PY), which starts on July 1 and ends June 30. There is a difference in the calculation of MSGs by the Florida DOE and the NRS. Local programs provide the Florida DOE with a count of all MSGs earned by students, whereas the Florida DOE provides the NRS with a count of the number of students who have earned one MSG in a program year.

Table 3: Methods of Calculating MSGs by the Florida DOE and the National Reporting System (NRS)

Florida DOE	National Reporting System
Calculates the total number of MSGs earned by all	Calculates the number of students that earned at least one

students in a program year	MSG in a program year

Course Completion: Students complete the ABE Math course when their test score exceeds the top score of NRS EFL 4 on one of the state-approved assessments noted above.

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, provide documentation, and request such services. Students with disabilities may need accommodations in areas such 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 s. Florida Statute 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.

INTEGRATED EDUCATION AND TRAINING (IET)
The Florida DOE Division of Career and Adult Education (DCAE) promotes the planning, development, and implementation of an integrated education and training (IET) service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

The IET service approach provides all levels of adult education students the opportunity to acquire the skills needed to:

- Transition to and complete postsecondary education and training programs
- Obtain and advance in employment leading to economic self-sufficiency
- Exercise the rights and responsibilities of citizenship

All IET programs must include the following three components:

- Adult education and literacy activities (§463.30)
- Workforce preparation activities (§463.34)
- Workforce training for a specific occupation or occupation cluster which can be any one of the training services defined in section 134(c)(3)(D), of WIOA

In order to meet the "integrated" requirement of IET, all services must include the following:

- Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement
- Activities are of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals
- Occur simultaneously
- Use occupational relevant instructional materials

The integrated education and training program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities function cooperatively.

ADULT BASIC EDUCATION STANDARDS BACKGROUND
In Program year 2022-2023, the Florida DOE aligned the previous versions of its ABE Reading and Language Standards to Florida's K-12 Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts in accordance with Executive Order 19-32 dated January 31, 2019. This current version of the ABE RLA Standards is the result of that alignment. Professional curriculum writers developed the current set of standards with extensive input from a team of Florida Adult Education practitioners who thoroughly reviewed the standards. Thanks to their dedication and efforts, the current standards address the high-priority skills and content that students need to advance toward their postsecondary and career goals.

ABE REASONING THROUGH LANGUAGE ARTS (RLA) STANDARDS
Table 3 illustrates the coding scheme used to indicate the Expectations, Strands, Standards, and Benchmarks in the ABE RLA Framework. An overarching set of Expectations runs through every component of the ABE RLA Curriculum Framework. The Standards are separated into four Strands: Foundations, Reading, Communication, and Vocabulary. Each Standard has one or more Benchmarks. The instructor may present topic-centered and/or project-based lessons that integrate standards from several strands.

Table 3: The Coding Scheme used in the ABE RLA Curriculum Framework

ABE RLA Curriculum Framework Coding Scheme				
F = Foundations Strand R = Reading Strand C = Communication Strand V = Vocabulary Strand				
Subject	**NRS Level**	**Strand**	**Standard**	**Benchmark**
RLA	L1	R	2	1
Example: RLA.L1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to predict and confirm the topic as well as demonstrate understanding of texts.				

Table 4 below presents the RLA Expectations, which are those overarching skills that run through every component of the ABE RLA curriculum framework.

Table 4: RLA Expectations

RLA EXPECTATIONS	
RLA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
RLA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
RLA.K12.EE.3.1	Make inferences to support comprehension.
RLA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
RLA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
RLA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.

FOUNDATIONS STRAND (0.0 – 8.9)

Foundational skills are the building block skills for students functioning within NRS Levels 1-4. These skills increase a student's understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English reading and writing systems. They are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Teachers can integrate these standards into instruction as needed for students that may not be proficient in these skills.

The Foundations (F) strand for ABE EFLs 1 – 4 includes 1 standard and 4 benchmarks.

STANDARD	BENCHMARK	CODE
Learning and Applying Foundational Reading Skills	• Print Concepts	• F.1.1
	• Phonological Awareness	• F.1.2
	• Phonics and Word Analysis	• F.1.3
	• Fluency	• F.1.4

Foundations (F) Learning and Applying Foundational Reading Skills		
Print Concepts F.1.1		
NRS Level 1 **GE: 0.0–1.9**	RLA.L1.F.1.1	Demonstrate knowledge of the basic concepts of print. a. Locate a printed word on a page. b. Distinguish letters from words within sentences. c. Match print to speech to demonstrate that language is represented by print. d. Identify parts of a book (front cover, back cover, title page). e. Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books. f. Move top to bottom and left to right on the printed page, returning to the beginning of the next line. g. Identify all upper- and lowercase letters of the alphabet. h. Recognize that print conveys specific meaning and pictures may support meaning.
NRS Level 2 **GE: 2.0–3.9**	N/A	None for this level
NRS Level 3 **GE: 4.0–5.9**	N/A	None for this level
NRS Level 4 **GE: 6.0–8.9**	N/A	None for this level
Phonological Awareness F.1.2		
NRS Level 1 **GE: 0.0–1.9**	RLA.L1.F.1.2	Phonological Awareness: Demonstrate phonological awareness. a. Identify and produce alliterative and rhyming words. b. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word. c. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.

		d. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs. e. Blend single-syllable spoken words with at least five phonemes. f. Segment single-syllable spoken words with at least five phonemes. g. Segment and blend phonemes in multi-syllable spoken words.
NRS Level 2 **GE: 2.0–3.9**	N/A	None for this level
NRS Level 3 **GE: 4.0–5.9**	N/A	None for this level
NRS Level 4 **GE: 6.0–8.9**	N/A	None for this level
Phonics and Word Analysis F.1.3		
NRS Level 1 **GE: 0.0–1.9**	RLA.L1.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. a. Demonstrate knowledge of the most frequent sound for each consonant. b. Demonstrate knowledge of the short and long sounds for the five major vowels. c. Decode and encode consonant-vowel-consonant (CVC) words. d. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends. e. Decode simple words with r-controlled vowels. f. Decode and encode regularly spelled one-syllable words. g. Decode words with inflectional endings. h. Decode two-syllable words with regular patterns by breaking the words into syllables. i. Decode words that use final –e and vowel teams to make long-vowel sounds.
NRS Level 2 **GE: 2.0–3.9**	RLA.L2.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow). b. Decode regularly spelled two-syllable words with long and short vowels. c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble). d. Decode words with common prefixes and suffixes. e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost). f. Decode words with common Greek and Latin roots and affixes. g. Decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., -ful, -less, -est). h. Decode multisyllabic words.
NRS Level 3 **GE: 4.0–5.9**	RLA.L3.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read, comprehend, and write unfamiliar single-syllable and multisyllabic words in and out of context.
NRS Level 4 **GE: 6.0–8.9**	RLA.L4.F.1.3	Know and apply phonics and word analysis skills in decoding and encoding words. a. Use an array of strategies to decode and encode single-syllable and

		multisyllabic words.
		b. Accurately read and comprehend multisyllabic words using a combined knowledge of all letter-sound correspondences and syllabication patterns.

Fluency F.1.4		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.F.1.4**	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. a. Recognize and read with automaticity the grade-level sight words.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.F.1.4**	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression to support comprehension.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.F.1.4**	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression to support comprehension.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.F.1.4**	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression to support comprehension.

READING STRAND (0.0 – 8.9)

To become college and career ready, students need to grapple with a variety of reading materials that span across genres, subject areas, cultures, and centuries. By engaging students with increasingly complex readings, students gain the ability to evaluate, analyze, and synthesize arguments and challenges posed by complex text.

The Reading (R) strand includes 2 standards and 9 benchmarks.

STANDARD	BENCHMARK	CODE
Reading Informational Text	Structure	R.2.1
	Central Idea	R.2.2
	Purpose and Perspective	R.2.3
	Argument	R.2.4
	Connecting Ideas	R.2.5
Reading Across Genres	Interpreting Figurative Language	R.3.1
	Paraphrasing and Summarizing	R.3.2
	Comparative Reading	R.3.3
	Understanding Rhetoric	R.3.4

Reading (R) **Reading Informational Text**		
Structure R.2.1		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.R.2.1**	Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to predict and confirm the topic as well as demonstrate understanding of texts.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L1.R.2.1**	Explain how text features (print and digital) contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.R.2.1**	Explain how text features (including charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) contribute to the overall meaning and identify the text structures of problem/solution, sequence, and description in texts.

NRS Level 4 GE: 6.0–8.9	RLA.L4.R.2.1	Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.
Central Idea R.2.2		
NRS Level 1 GE: 0.0–1.9	RLA.L1.R.2.2	Identify the topic of and relevant details in a text.
NRS Level 2 GE: 2.0–3.9	RLA.L2.R.2.2	Identify the central idea and explain how relevant details support that idea in a text.
NRS Level 3 GE: 4.0–5.9	RLA.L3.R.2.2	Explain how relevant details support the central idea(s), implied or explicit.
NRS Level 4 GE: 6.0–8.9	RLA.L4.R.2.2	Analyze two or more central ideas, implied or explicit, and their development throughout a text.
Purpose and Perspective R.2.3		
NRS Level 1 GE: 0.0–1.9	N/A	None for this level
NRS Level 2 GE: 2.0–3.9	RLA.L2.R.2.3	Explain an author's purpose and its development in an informational text.
NRS Level 3 GE: 4.0–5.9	RLA.L3.R.2.3	Analyze an author's purpose and/or perspective in an informational text. a. Analyze authors' purpose(s) in multiple accounts of the same event or topic.
NRS Level 4 GE: 6.0–8.9	RLA.L4.R.2.3	Explain how an author establishes and achieves purpose(s) through diction, syntax, rhetorical appeals and/or figurative language.
Argument R.2.4		
NRS Level 1 GE: 0.0–1.9	RLA.L1.R.2.4	Identify and explain an author's opinion(s) and supporting evidence.
NRS Level 2 GE: 2.0–3.9	RLA.L2.R.2.4	Identify and explain an author's claim and the reasons and evidence used to support the claim.
NRS Level 3 GE: 4.0–5.9	RLA.L3.R.2.4	Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.
NRS Level 4 GE: 6.0–8.9	RLA.L4.R.2.4	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.
Connecting Ideas R.2.5		
NRS Level 1 GE: 0.0–1.9	RLA.L1.R.2.5	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
NRS Level 2 GE: 2.0–3.9	RLA.L2.R.2.5	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
NRS Level 3 GE: 4.0–5.9	RLA.L3.R.2.5	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.
NRS Level 4 GE: 6.0–8.9	RLA.L4.R.2.5	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Reading (R) Reading Across Genres		
Interpreting Figurative Language R.3.1		
NRS Level 1 **GE: 0.0–1.9**	RLA.L1.R.3.1	Identify and explain descriptive words and phrases, in text(s) and how people use them to communicate.
NRS Level 2 **GE: 2.0–3.9**	RLA.L2.R.3.1	Identify and explain similes, idioms, alliteration, metaphors, personification, and hyperbole in text(s).
NRS Level 3 **GE: 4.0–5.9**	RLA.L3.R.3.1	Analyze and explain how figurative language contributes to meaning in text(s).
NRS Level 4 **GE: 6.0–8.9**	RLA.L4.R.3.1	Analyze how figurative language contributes to tone and meaning and explain examples of allusions and symbolism in text(s).
Paraphrasing and Summarizing R.3.2		
NRS Level 1 **GE: 0.0–1.9**	RLA.L1.R.3.2	Retell a text in oral or written form to enhance comprehension (use topic and relevant details for an informational text).
NRS Level 2 **GE: 2.0–3.9**	RLA.L2.R.3.2	Retell a text to enhance comprehension (use the central idea and relevant details for an informational text).
NRS Level 3 **GE: 4.0–5.9**	RLA.L3.R.3.2	Summarize a text to enhance comprehension (include the central idea and relevant details for an informational text).
NRS Level 4 **GE: 6.0–8.9**	RLA.L4.R.3.2	Summarize a text to enhance comprehension; paraphrase content from grade-level texts.
Comparative Reading R.3.3		
NRS Level 1 **GE: 0.0–1.9**	RLA.L1.R.3.3	Compare and contrast two texts on the same topic.
NRS Level 2 **GE: 2.0–3.9**	RLA.L2.R.3.3	Compare and contrast how two authors present information on the same topic or theme. a. Compare and contrast how authors from different time periods address the same or related topics.
NRS Level 3 **GE: 4.0–5.9**	RLA.L3.R.3.3	Compare and contrast primary and secondary sources related to the same topic or event.
NRS Level 4 **GE: 6.0–8.9**	RLA.L4.R.3.3	Compare and contrast how authors with differing perspectives address the same or related topics or themes.
Understanding Rhetoric R.3.4		
NRS Level 1 **GE: 0.0–1.9**	N/A	None for this level
NRS Level 2 **GE: 2.0–3.9**	N/A	None for this level
NRS Level 3 **GE: 4.0–5.9**	N/A	None for this level
NRS Level 4 **GE: 6.0–8.9**	RLA.L4.R.3.4	Identify rhetorical appeals in a text; explain how an author uses rhetorical devices to support or advance an appeal.

COMMUNICATION STRAND (0.0 – 8.9)

The Communication standards cover the development of critical writing skills (including narrative, argumentative, and expository writing) as well as skills in presentation, research and use of multimedia and technology. Interwoven in the standards are benchmarks that address the writing process as well as grammar and conventions.

The Communication (C) strand includes 5 standards and 10 benchmarks.

STANDARD	BENCHMARK	CODE
Communicating Through Writing	Handwriting	C.1.1
	Narrative Writing	C.1.2
	Argumentative Writing	C.1.3
	Expository Writing	C.1.4
	Improving Writing	C.1.5
Communicating Orally	Oral Presentation	C.2.1
Following Conventions	Conventions	C.3.1
Researching	Researching and Using Information	C.4.1
Creating and Collaborating	Multimedia	C.5.1
	Technology in Communication	C.5.2

Communication (C) Communicating Through Writing		
Handwriting C.1.1		
NRS Level 1 **GE: 0.0–1.9**	RLA.L1.C.1.1	Print all upper- and lowercase letters legibly.
NRS Level 2 **GE: 2.0–3.9**	RLA.L2.C.1.1	Write in cursive all upper- and lowercase letters, including fluently joining letters to create words.
NRS Level 3 **GE: 4.0–5.9**	RLA.L3.C.1.1	Demonstrate fluent and legible cursive writing skills.
NRS Level 4 **GE: 6.0–8.9**	N/A	None for this level
Narrative Writing C.1.2		
NRS Level 1 **GE: 0.0–1.9**	RLA.L1.C.1.2	Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.
NRS Level 2 **GE: 2.0–3.9**	RLA.L2.C.1.2	Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.
NRS Level 3 **GE: 4.0–5.9**	RLA.L3.C.1.2	Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.
NRS Level 4 **GE: 6.0–8.9**	RLA.L4.C.1.2	Write personal or fictional narratives using narrative techniques, varied transitions, precise words and phrases, figurative language, and a clearly established point of

		view.
Argumentative Writing C.1.3		
NRS Level 1 **GE: 0.0–1.9**	RLA.L1.C.1.3	Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.
NRS Level 2 **GE: 2.0–3.9**	RLA.L2.C.1.3	Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.
NRS Level 3 **GE: 4.0–5.9**	RLA.L3.C.1.3	Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.
NRS Level 4 **GE: 6.0–8.9**	RLA.L4.C.1.3	Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from multiple sources, elaboration, and using a logical organizational structure with varied transitions.
Expository Writing C.1.4		
NRS Level 1 **GE: 0.0–1.9**	RLA.L1.C.1.4	Write expository texts about a topic, using a source, providing facts and a sense of closure.
NRS Level 2 **GE: 2.0–3.9**	RLA.L2.C.1.4	Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.
NRS Level 3 **GE: 4.0–5.9**	RLA.L3.C.1.4	Write expository texts about a topic using multiple sources and including an introduction, organizational structure, relevant elaboration, varied transitions, precise language and domain-specific vocabulary, and a conclusion.
NRS Level 4 **GE: 6.0–8.9**	RLA.L4.C.1.4	Write expository texts to explain and analyze information from multiple sources, using an introduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a formal style, and a conclusion.
Improving Writing C.1.5		
NRS Level 1 **GE: 0.0–1.9**	RLA.L1.C.1.5	With guidance and support from adults, improve writing, as needed, by planning, revising, and editing.
NRS Level 2 **GE: 2.0–3.9**	RLA.L2.C.1.5	Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.
NRS Level 3 **GE: 4.0–5.9**	RLA.L3.C.1.5	Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.
NRS Level 4 **GE: 6.0–8.9**	RLA.L4.C.1.5	Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity, cohesiveness, purpose, and audience.

Communication (C) Communicating Orally		
Oral Presentation C.2.1		
NRS Level 1 GE: 0.0–1.9	RLA.L1.C.2.1	Present information orally using complete sentences and appropriate volume.
NRS Level 2 GE: 2.0–3.9	RLA.L2.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
NRS Level 3 GE: 4.0–5.9	RLA.L3.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
NRS Level 4 GE: 6.0–8.9	RLA.L4.C.2.1	Present information orally, in a logical sequence, supporting the central idea with credible evidence, using formal English, nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

Communication (C) Following Conventions[1]		
Conventions C.3.1		
NRS Level 1 GE: 0.0–1.9	RLA.L1.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
NRS Level 2 GE: 2.0–3.9	RLA.L2.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
NRS Level 3 GE: 4.0–5.9	RLA.L3.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
NRS Level 4 GE: 6.0–8.9	RLA.L4.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Communication (C) Researching		
Researching and Using Information C.4.1		
NRS Level 1 GE: 0.0–1.9	RLA.L1.C.4.1	Recall information or participate in research to gather information to answer a question about a single topic.
NRS Level 2 GE: 2.0–3.9	RLA.L2.C.4.1	Conduct research to answer a question, organizing information about the topic from multiple print and digital sources.
NRS Level 3 GE: 4.0–5.9	RLA.L3.C.4.1	Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid (print and digital) sources.
NRS Level 4 GE: 6.0–8.9	RLA.L4.C.4.1	Conduct research to answer a question, drawing on multiple reliable and valid (print and digital) sources, refocusing the inquiry when appropriate, and generating additional questions for further research.

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[1] See Appendix A: Conventions Progression By NRS Level

<table>
<tr><td colspan="3" align="center">**Communication (C)**
Creating and Collaborating</td></tr>
<tr><td colspan="3">**Multimedia C.5.1**</td></tr>
<tr><td>**NRS Level 1**
GE: 0.0–1.9</td><td>**RLA.L1.C.5.1**</td><td>Use a multimedia element to enhance oral or written tasks.</td></tr>
<tr><td>**NRS Level 2**
GE: 2.0–3.9</td><td>**RLA.L2.C.5.1**</td><td>Use two or more multimedia elements to enhance oral or written tasks.</td></tr>
<tr><td>**NRS Level 3**
GE: 4.0–5.9</td><td>**RLA.L3.C.5.1**</td><td>Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks.</td></tr>
<tr><td>**NRS Level 4**
GE: 6.0–8.9</td><td>**RLA.L4.C.5.1**</td><td>Integrate diverse digital media to enhance audience engagement, build cohesion, and emphasize the relevance of a topic or idea in oral or written tasks.</td></tr>
<tr><td colspan="3">**Technology in Communication C.5.2**</td></tr>
<tr><td>**NRS Level 1**
GE: 0.0–1.9</td><td>**RLA.L1.C.5.2**</td><td>Identify and use a variety of technology and digital tools to produce and publish writing individually or with peers and with support from adults.</td></tr>
<tr><td>**NRS Level 2**
GE: 2.0–3.9</td><td>**RLA.L2.C.5.2**</td><td>Use digital writing tools individually or collaboratively to plan, draft, and revise writing.</td></tr>
<tr><td>**NRS Level 3**
GE: 4.0–5.9</td><td>**RLA.L3.C.5.2**</td><td>Use digital writing tools individually or collaboratively to plan, draft, and revise writing.</td></tr>
<tr><td>**NRS Level 4**
GE: 6.0–8.9</td><td>**RLA.L4.C.5.2**</td><td>Use a variety of digital tools to produce and collaborate with others to produce writing.</td></tr>
</table>

VOCABULARY STRAND (0.0 – 8.9)

The Vocabulary standards focus on understanding words and phrases and their nuances and relationships, and on acquiring new vocabulary, particularly general academic words and phrases.

The Vocabulary (V) strand has 1 standard and 3 benchmarks.

STANDARD	BENCHMARK	CODE
Finding Meaning	Academic Vocabulary	V.1.1
	Morphology	V.1.2
	Context and Connotation	V.1.3

<table>
<tr><td colspan="3" align="center">**Vocabulary (V)**
Finding Meaning</td></tr>
<tr><td colspan="3">**Academic Vocabulary V.1.1**</td></tr>
<tr><td>**NRS Level 1**
GE: 0.0–1.9</td><td>**RLA.L1.V.1.1**</td><td>Use grade-level academic vocabulary appropriately in speaking and writing.</td></tr>
<tr><td>**NRS Level 2**
GE: 2.0–3.9</td><td>**RLA.L2.V.1.1**</td><td>Use grade-level academic vocabulary appropriately in speaking and writing.</td></tr>
<tr><td>**NRS Level 3**
GE: 4.0–5.9</td><td>**RLA.L3.V.1.1**</td><td>Use grade-level academic vocabulary appropriately in speaking and writing.</td></tr>
</table>

NRS Level 4 GE: 6.0–8.9	RLA.L4.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
Morphology V.1.2		
NRS Level 1 GE: 0.0–1.9	RLA.L1.V.1.2	Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.
NRS Level 2 GE: 2.0–3.9	RLA.L2.V.1.2	Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.
NRS Level 3 GE: 4.0–5.9	RLA.L3.V.1.2	Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content.
NRS Level 4 GE: 6.0–8.9	RLA.L4.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
Context and Connotation V.1.3		
NRS Level 1 GE: 0.0–1.9	RLA.L1.V.1.3	Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.
NRS Level 2 GE: 2.0–3.9	RLA.L2.V.1.3	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
NRS Level 3 GE: 4.0–5.9	RLA.L3.V.1.3	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
NRS Level 4 GE: 6.0–8.9	RLA.L4.V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

APPENDIX A: CONVENTIONS OF STANDARD AMERICAN ENGLISH – PROGRESSION BY NRS LEVEL

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced.	I
The skill is mastered.	M
The skill should be reviewed as students encounter and create more complex text.	R

Skill	Level 1		Level 2		Level 3		Level 4			Levels 5-6			
Begin each sentence with a capital letter and use ending punctuation.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Capitalize the days of the week, the months of the year, and the pronoun I.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Form regular plural nouns orally by adding /s/ or /es/.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Use interrogatives to ask questions.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Capitalize proper nouns.	I	M	R	R	R	R	R	R	R	R	R	R	R
Form and use simple verb tenses for regular verbs by adding the affix -ed.	I	M	R	R	R	R	R	R	R	R	R	R	R
Form plurals -y to -ies.	-	I	M	R	R	R	R	R	R	R	R	R	R
Form and use complete simple sentences.	I	M	R	R	R	R	R	R	R	R	R	R	R
Use possessives.	I	M	R	R	R	R	R	R	R	R	R	R	R
Use subject-verb agreement in simple sentences.	I	M	R	R	R	R	R	R	R	R	R	R	R
Conjugate regular and irregular verb tenses.	-	I	I	M	R	R	R	R	R	R	R	R	R
Form and use regular and frequently occurring irregular plural nouns.	-	I	I	M	R	R	R	R	R	R	R	R	R
Form and use the past tense of frequently occurring irregular verbs.	-	I	I	M	R	R	R	R	R	R	R	R	R
Use apostrophes to form contractions.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use interjections.	-	I	M	R	R	R	R	R	R	R	R	R	R
Appropriately use pronouns.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use commas in a series.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use plural possessives.	-	I	M	R	R	R	R	R	R	R	R	R	R
Maintain consistent verb tense across paragraphs.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use irregular plural nouns.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use the progressive and perfect verb tenses.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use simple modifiers.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use prepositions and prepositional phrases.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use compound sentences.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use quotation marks with dialogue and direct quotations.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use commas to indicate direct address.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use subject-verb agreement with intervening clauses and phrases.	-	-	-	I	M	R	R	R	R	R	R	R	R
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	-	-	I	I	M	R	R	R	R	R	R	R	R

APPENDIX A: CONVENTIONS OF STANDARD AMERICAN ENGLISH – PROGRESSION BY NRS LEVEL (Cont.)

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced.	I
The skill is mastered.	M
The skill should be reviewed as students encounter and create more complex text.	R

Skill	Level 1		Level 2		Level 3		Level 4			Levels 5-6			
Use conjunctions.	-	-	-	I	M	R	R	R	R	R	R	R	R
Use principal modals to indicate the mood of a verb.	-	-	-	I	I	M	R	R	R	R	R	R	R
Use appositives, main clauses, and subordinate clauses.	-	-	-	I	I	M	R	R	R	R	R	R	R
Recognize and correct inappropriate shifts in tense and number	-	-	-	-	I	M	R	R	R	R	R	R	R
Use conjunctions correctly to join words and phrases in a sentence.	-	-	-	-	I	M	R	R	R	R	R	R	R
Use verbals including gerunds, infinitives, and participle phrases.	-	-	-	-	I	I	M	R	R	R	R	R	R
Use comparative and superlative forms of adjectives	-	-	-	-	-	I	M	R	R	R	R	R	R
Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.	-	-	-	-	I	I	M	R	R	R	R	R	R
Appropriately use colons.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use dangling modifiers.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use ellipses.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use hyphens.	-	-	-	-	-	-	I	M	R	R	R	R	R
Vary sentence structure.	-	-	-	-	-	I	I	M	R	R	R	R	R
Appropriately use passive and active voice.	-	-	-	-	-	-	-	I	M	R	R	R	R
Use semicolons to form sentences.	-	-	-	-	-	-	-	I	M	R	R	R	R
Use verbs with attention to voice and mood.	-	-	-	-	-	-	-	I	M	R	R	R	R
Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.	-	-	-	-	-	-	-	I	I	I	M	R	R
Use knowledge of usage rules to create flow in writing and presenting.	-	-	-	-	-	-	-	-	-	I	I	M	R

Florida Department of Education
Adult General Education
Curriculum Frameworks

ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES **COLLEGE AND CAREER READINESS**	
Program Title	Adult English for Speakers of Other Languages (ESOL) College and Career Readiness
Program Number	9900051
Course Title	Adult English for Speakers of Other Languages (ESOL) College and Career Readiness
Course Number	9900051
CIP Number	1532010902
Grade Level	30, 31
Program Length	Varies (See Program Length section)

PURPOSE

Adult General Education Program: The Florida Department of Education administers the Adult General Education Program under the authority of s. Florida Statute 1004.93, F.S. and the Workforce Investment and Opportunity Act (WIOA), 2014. The AGE Program has multiple purposes. Primarily, it provides instruction in reading and language and mathematics to students seeking to obtain a high school diploma or its recognized equivalent. Another purpose is to support parents to become full partners in the educational development of their children and to improve the economic opportunities of their family. Finally, the AGE Program prepares learners transition to postsecondary education and training and obtain employment.

Adult ESOL Program: The purpose of the Adult ESOL Program is to "assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking, listening and comprehension skills in English, mathematics and an understanding of the American system of government, individual freedom and the responsibilities of citizenship." In addition, the Adult ESOL Program is "designed to lead to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training; or employment" (Workforce Investment and Opportunity Act (WIOA), 2014).

The Adult ESOL Program serves several purposes:

- Ensure continuity with the K-12 Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards with the Adult ESOL Program
- Provide a common language for the Adult ESOL educational functioning levels among those of the other programs within AGE: ABE, AHS, and GED® Preparation
- Provide English Language acquisition skills and critical thinking skills to prepare students for education and employment opportunities that align with their goals, such as the ABE Program, the GED® Preparation Program, and for postsecondary education and employment
- Provide instruction in the English language and civics portion of the Integrated English Literacy and Civics Education (IELCE) Program to Adult ESOL students who choose to participate in IELCE.
- Assist local adult education agencies with ABE curriculum development
- Provide guidance for all Adult ESOL practitioners
- Ensure quality instruction through professional development

Adult ESOL College and Career Readiness Program and Course: The purpose of the Adult ESOL College and Career Readiness (CCR) Program and Course is to prepare students who have exited the Adult ESOL course to enter and be successful in a post-secondary academic setting, such as a college or university, or a post-secondary career and technical education setting.

STUDENTS
Students eligible to enroll in the Adult ESOL CCR course are those who:

- Are beyond compulsory school age (16 years)
- Are no longer enrolled in a K-12 school
- It is recommended, but not required, that prior to enrolling in the Adult ESOL CCR course, students obtain a score above Adult ESOL EFL 6 in both the reading and listening skill areas, as measured by Florida DOE-approved assessments

Adult English language learners who are enrolling for the first time in the Adult ESOL CCR course may have varying levels of education. Among the population of English language learners enrolled to the Adult ESOL Program are those who:

- Have a secondary (high school) degree from their home country or the U.S.
- Have a bachelor's, doctorate or a professional degree from their home country or the U.S.

EDUCATIONAL FUNCTIONING LEVELS
The Adult ESOL CCR course has only one EFL, which has the following two characteristics:

- Above EFL 6 of the Adult ESOL course
- Equal to EFL 5 of the Florida ABE Reasoning through Language Arts course

Table 1 shows a comparison of the EFL of the Adult ESOL CCR course in comparison with the EFLs of the Adult ESOL course. It also shows the corresponding levels of the English Language Proficiency Standards (ELPS) and the EFLs of the Florida ABE Reasoning through Language Arts (RLA) course.

Table 1: Level of the Adult ESOL CCR course in relation to the English Language Proficiency Levels, the Six Levels of the Adult ESOL course and the NRS ABE Reasoning through Language Arts Levels

NRS EFLs of the Adult ESOL Course and the Adult ESOL CCR Course		Adult Education ELPS Levels	EFLs of the ABE Reasoning Through Language Arts (RLA)
Adult ESOL Course	ESL Level 1 Beginning Literacy ESL	ELPS Level 1	ABE RLA Level 1 Beginning ABE Literacy
	ESL Level 2 Low Beginning ESL	ELPS Level 1	ABE RLA Level 1 Beginning ABE Literacy
	ESL Level 3 High Beginning ESL	ELPS Level 2	ABE RLA Level 1 Beginning ABE Literacy
	ESL Level 4 Low Intermediate ESL	ELPS Level 3	ABE RLA Level 2 Beginning Basic Education
	ESL Level 5 High Intermediate ESL	ELPS Level 4	ABE RLA Level 3 Low Intermediate Basic Education
	ESL Level 6 Advanced ESL	ELPS Level 5	ABE RLA Level 4 High Intermediate Basic Education

| Adult ESOL CCR Course | Above ESL Level 6 (Adult ESOL CCR is not included in the NRS, as it is above all NRS levels.) | Included in ELPS Level 5 | ABE RLA Level 5 Low Adult Secondary Education |
| | | | ABE RLA Level 6 High Adult Secondary Education |

* The term ESL is used by the NRS and stands for English as a Second Language. The term ESOL is used by the Florida DOE and stands for English for Speakers of Other Languages. The two terms are synonymous.

PROGRAM LENGTH
Table 2 illustrates the recommended maximum number of instructional hours for the Adult ESOL CCR course. The maximum number of hours presented here are recommendations only. Recognizing that each student will learn at a different pace, there will be students who complete an EFL in fewer (or more) hours than the recommended maximum number of hours noted.

Table 2: Recommended Maximum Number of Hours by Educational Functioning Level

Course Number	Adult ESOL CCR EFL	Recommended Maximum Number of Hours
9900051	One level	450

CURRICULUM AND INSTRUCTION
The Adult ESOL CCR curriculum framework provides instructors with the anchor standards in reading, writing, listening, speaking, and English Language Arts that the adult English language learner needs. With framework being the operative word, it is the basis for designing curriculum, assisting programs and teachers with selecting or creating instructional materials, techniques, and ongoing assessment.

The Florida DOE provides the Adult ESOL CCR curriculum framework to all programs across the state in order that local program personnel can design a curriculum relevant to the goals of their students and instructors. A fully developed curriculum at the local program will include the following elements. Program staff may contact the Florida DOE Bureau of Adult Education for additional information on developing an in-house curriculum.

- A description of educational outcomes that students can expect to achieve upon completion of the course
- A set of core instructional materials (print and digital) aligned to the educational outcomes
- A series of needs assessment tools that helps teachers prioritize which standards are most relevant to the learning needs and educational goals of their students
- Supplementary textbooks on grammar, pronunciation, vocabulary in the context of employment and life skills
- Pacing guides and matrices that display the scope and sequence of the curriculum
- A list of recommended websites, films, dictionaries available for teachers
- An overview of the content to be covered in the course (Academic Standards, English Language Proficiency Standards, Life and Work Skills and other content created or collected by instructors)
- A description of learning activities that may be used on a regular basis for reinforcement
- Work-and Life Vocabulary Lists, and the Academic Word List (AWL) by Dr. Averill Coxhead
- List of Grammar topics in order of topics to be taught at the Adult ESOL CCR level

The Blueprint of the Adult ESOL College and Career Readiness Curriculum Framework
The Adult ESOL CCR Curriculum Framework Blueprint incorporates two elements:

1. The Adult ESOL CCR Standards

2. The English Language Proficiency Standards (ELPS) for Adult Education
3. In the Adult ESOL CCR Blueprint, the Adult ESOL CCR Standards and the ELP Standards for Adults are combined into one document. In this document, the Adult ESOL CCR Anchor Standards are placed before the ELP Anchor Standards to show they are the end goal of students who are enrolled in the course.

The term English Language Proficiency is defined as the level of English language knowledge and skills needed by an English language learner to be academically successful[1]

1. The ELP Standards comprise the Adult ESOL Level Descriptors of the National Reporting System
   Blueprint 1 leverages the ELP Standards and the NRS EFLs as a key organizing mechanism. The language of the NRS Adult ESOL Level Descriptors is an exact reproduction of the ELP Standards, which and serve as the guide for teaching, assessment and placement. The ELP Standards play the following roles in supporting students enrolled in the Adult ESOL CCR course:

   - Guide teachers in the planning and delivery of instruction to students in single-level and multi-level classes
   - Make recommendations on the types of linguistic, grammar and vocabulary that students may need
   - Help Adult ESOL CCR students acquire the "language knowledge" and skills necessary to achieve their postsecondary and career goals

2. The Adult ESOL CCR Standards constitute the challenging academic content standards that will ensure students are adequately prepared to enroll in and succeed in postsecondary academic and career and technical opportunities.

In lesson planning and classroom instruction, instructors will use the two sets of standards in combination:

1. The English Language Proficiency Standards
   The ELP Standards help Adult ESOL students acquire the language knowledge and skills necessary to achieve their postsecondary and career goals. They strongly emphasize the academic language needed to engage with and understand the Florida ABE RLA Standards.

2. The Adult ESOL College and Career Readiness Standards
   The Adult ESOL CCR Standards represent what students can do upon completion of each level and cover the essential oral and written English communication skills students need for real-world applications. In essence, the Adult ESOL CCR standards are the end goal of all students, including English language learners, as they advance toward their long-term personal and career goals.

As stated in the English Language Proficiency Standards for Adult Education Framework:

> *"… the ELP Standards for Adult Education…emphasize the need for English language acquisition programs to move beyond teaching life skills. These programs must promote college and career readiness for adults and meet the high expectations outlined in WIOA. To meet this goal, the ELP Standards for AE describe the specific English language skills that ELLs need to access the rigorous content specified in state-adopted academic content standards. Through these descriptions, the ELP Standards for AE provide guidance for effectively supporting ELLs of varying proficiency levels as they acquire English language skills and content knowledge."*

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[1]English Language Proficiency Standards definition provided by the National Center on Educational Outcomes

Instructors teaching the Adult ESOL CCR course may want to consider how the skills embedded in the ELP Standards can be woven together throughout thematic units or projects that allow students to engage with the same content at their level while providing an opportunity for them to progress along the continuum.

ASSESSMENT

Pre-testing for Placement: Prior to enrolling students in the Adult ESOL CCR course, local programs are required to administer a state-approved assessment designed for Adult ESOL in the skill areas of reading and listening. If the student was enrolled in the Adult ESOL course immediately prior to enrolling in the Adult ESOL CCR course, local programs may use the test scores obtained from the most recent period of instruction in that course. The Florida DOE recommends that students obtain test scores higher than the exit scores for the Adult ESOL course in both reading and listening before placing them into the Adult ESOL CCR course. If a student does not obtain a score that is higher than the exit score for reading and/or listening, the local program should identify other evaluative academic evidence indicating the student is fully prepared to enroll and succeed in the course.

Table 3 illustrates the recommended test scores for enrollment in the Adult ESOL CCR course.

Table 3: Assessment Scores Recommended for Enrollment in the Adult ESOL CCR Course

EFL Levels	BEST	CASAS Life and Work Series		TABE CLAS-E	
	BEST Plus 2.0	Reading 80R	Listening 980L	Reading A & B	Listening A & B
Above ESL Level 6	Above 564	Above 235	Above 227	Above 588	Above 607

Post-testing and Determining Completion of the Standards in the Adult ESOL CCR Course: After enrolling students in the course, programs may test students on state-approved assessments to gauge progress and guide instruction. Local programs are not required to report to the Florida DOE any interim learning gains that the student makes prior to completing the standards of the course. Local programs may also assess students on formative and summative assessments. As the student continues in the course, the instructor will evaluate their students' ability to understand the content standards and perform the academic skills in the course curriculum framework. The instructor may use the Standards in the framework to document the student's progress through the standards.

Course Completion: Completing the course is a milestone step toward the goals the student has for enrolling in the course. Completion of the course is established when the student has satisfactorily completed the course standards and the instructor and program administrator sign off on the Progress Report for the course. Once the Progress Report is signed, the local program will report the student's level to the Florida DOE. Note: The Florida DOE does not report course completion of the Adult ESOL CCR course to the National Reporting System (NRS) because the students' test scores are above the NRS score range for Adult ESOL. The local program keeps a copy of the completed Progress Report in the student's permanent record for review by the FDOE Division of Career and Adult Education grants monitoring team.

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, provide documentation, and request such services. Students with disabilities may need accommodations in areas such 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 Florida Statute 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.

INTEGRATED EDUCATION AND TRAINING (IET)
The Florida DOE Division of Career and Adult Education (DCAE) promotes the planning, development, and implementation of an integrated education and training (IET) service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
The IET service approach provides all levels of adult education students the opportunity to acquire the skills needed to:

- Transition to and complete postsecondary education and training programs
- Obtain and advance in employment leading to economic self-sufficiency
- Exercise the rights and responsibilities of citizenship

All IET programs must include the following three components:

- Adult education and literacy activities (§463.30)
- Workforce preparation activities (§463.34)
- Workforce training for a specific occupation or occupation cluster which can be any one of the training services defined in section 134(c)(3)(D), of WIOA

In order to meet the "integrated" requirement of IET, all services must include the following:

- Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement
- Activities are of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
- Occur simultaneously
- Use occupational relevant instructional materials

The integrated education and training program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities function cooperatively.

Table 4 provides the Adult ESOL College and Career Readiness Anchor Standards to guide instructional and assessment planning for students enrolled in the Adult ESOL CCR course.

Table 4: Adult ESOL College and Career Readiness Anchor Standards

Adult ESOL College and Career Readiness Reading Anchor Standards	
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.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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.
5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g., a section chapter, scene, or stanza) relate to each other and the whole.
6	Assess how point of view or purpose shapes the content and style of a text.
7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.
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.
10	Read and comprehend complex literary and informational texts independently and proficiently.

Adult ESOL College and Career Readiness Writing Anchor Standards	
1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach.
6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Adult ESOL College and Career Readiness Speaking and Listening Anchor Standards	
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.
2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
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.
5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Adult ESOL College and Career Readiness Language Anchor Standards	
1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.
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.
5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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 Adult Secondary Education level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

ENGLISH LANGUAGE PROFICIENCY ANCHOR STANDARDS FOR ADULT EDUCATION

The ELP Anchor Standards address the receptive, productive, interactive and interpretive skills of the four areas of language acquisition (listening, speaking, reading and writing) and linguistic features of the English language.

- ELP Anchor Standards 1 and 8: Receptive and Interpretive skills of listening and reading
- ELP Anchor Standards 3, 4, 7: Productive skills of speaking and writing
- ELP Anchor Standards 2, 5, 6: Interactive skills requiring collaborative use of both receptive and productive skills
- ELP Anchor Standards 8, 9 and 10: Micro-linguistic features such as determining the meaning of words and using appropriate speech and conventions of Standard English.

Table 3 demonstrates the relationship between ELP Anchor Standards as well as the supportive role played by ELP Anchor Standards 8-10.

Table 3: Relationship of ELP Anchor Standards 1 – 7 to ELP Anchor Standards 8 – 10

ELP Anchor Standards		
1 – 7	Highlight the language skills required for ELLs to engage in content-specific practices necessary for full engagement in English language arts and literacy, mathematics and science.	
8–10	Highlight the linguistic skills needed to support ELP Anchor Standards 1–7.	
For example:		
ELP Anchor Standard 8 *An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.*	**is necessary to engage with** ➔	**ELP Anchor Standard 1** *An ELL can construct meaning from oral presentations and literary and informational text through level appropriate listening, reading and viewing.*

Table 4 presents the 10 ELP Anchor Standards as the basis of instruction in the Adult ESOL CCR classroom. They represent the overarching language skills and knowledge that ELLs need to engage successfully with the standards-based academic content of the Adult ESOL CCR Standards. The ELP Anchor standards have the following three qualities:

1. Prerequisite to further study that prepare a student for the next level of study
2. Important knowledge and skills in the standard endure beyond the course the student is enrolled in at the time
3. The Standard is applicable and gives leverage to help students engage with other content areas

Table 4: ENGLISH LANGUAGE PROFICIENCY ANCHOR STANDARDS FOR ADULT EDUCATION

ELP Anchor Standard 1	An ELL can construct meaning from oral presentations and literary and informational text through level appropriate listening, reading and viewing.
ELP Anchor Standard 2	An ELL can participate in level appropriate oral and written exchanges of information, ideas and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
ELP Anchor Standard 3	An ELL can speak and write about level-appropriate complex literary and informational texts and topics.
ELP Anchor Standard 4	An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.
ELP Anchor Standard 5	An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.
ELP Anchor Standard 6	An ELL can analyze and critique the arguments of others orally and in writing.
ELP Anchor Standard 7	An ELL can adapt language choices to purpose, task and audience when speaking and writing.
ELP Anchor Standard 8	An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.
ELP Anchor Standard 9	An ELL can create clear and coherent level-appropriate speech and text.
ELP Anchor Standard 10	An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Table 5 demonstrates the correspondences found between the Adult ESOL CCR and the ELP Anchor Standards

Table 5: Correspondences of the Adult ESOL CCR Anchor Standards and the ELP Anchor Standards

Adult ESOL CCR Anchor Standards		ELP Anchor Standards									
		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	ELP 6	ELP 7	ELP 8	ELP 9	ELP 10
Reading	R 1	1								9	
	R 2	1								9	
	R 3	1								9	
	R 4								8	9	
	R 5										
	R 6										
	R 7	1									
	R 8						6				
	R 9										
	R 10										
Writing	W 1				4		6				
	W 2			3							
	W 3			3							
	W 4										
	W 5							7			
	W 6		2								
	W 7					5					
	W 8					5					
	W 9					5					
Speaking and Listening	SL 1		2								
	SL 2	1									
	SL 3						6				
	SL 4			3	4	5				9	
	SL 5			3		5					
	SL 6							7		9	
Language	L 1										10
	L 2										
	L 3										10
	L 4								8		
	L 5								8		
	L 6							7			

Table 6 provides the Adult ESOL CCR and ELP Anchor Standards in combination with the corresponding level-specific Standards

Table 6: The Adult ESOL CCR and ELP Standards and the ELP Standards

READING	
Adult ESOL CCR Reading Anchor Standard 1 (Key Ideas and Details) 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.	**Adult ESOL CCR Level Standard** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Application: cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. Application: cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
ELP Anchor Standard 1 An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	**Level 5** By the end of English language proficiency level 5, an ELL can use an increasing range of strategies to: • determine central ideas or themes in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text.
ELP Anchor Standard 9 An ELL can create clear and coherent level-appropriate speech and text.	**Level 5** By the end of English language proficiency level 5, an ELL can • recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order • introduce and effectively develop an informational topic with facts, details, and evidence • use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas • provide a concluding section or statement.
Adult ESOL CCR Reading Anchor Standard 2 (Key Ideas and Details) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	**Adult ESOL CCR Level Standard** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
ELP Anchor Standard 1 An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	**Level 5** By the end of English language proficiency level 5, an ELL can use an increasing range of strategies to: • determine central ideas or themes in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text.

READING	
ELP Anchor Standard 9 An ELL can create clear and coherent level-appropriate speech and text.	**Level 5** By the end of English language proficiency level 5, an ELL can • recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order • introduce and effectively develop an informational topic with facts, details, and evidence • use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas • provide a concluding section or statement.
Adult ESOL CCR Reading Anchor Standard 3 (Key Ideas and Details) Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	**Adult ESOL CCR Level Standard** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
ELP Anchor Standard 1 An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	**Level 5** By the end of English language proficiency level 5, an ELL can use an increasing range of strategies to: • determine central ideas or themes in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text.
ELP Anchor Standard 9 An ELL can create clear and coherent level-appropriate speech and text.	**Level 5** By the end of English language proficiency level 5, an ELL can • recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order • introduce and effectively develop an informational topic with facts, details, and evidence • use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas • provide a concluding section or statement.
Adult ESOL CCR Reading Anchor Standard 4 (Craft and Structure) 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.	**Adult ESOL CCR Level Standard** Determine the meaning of and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). Application: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.

READING	
ELP Anchor Standard 8 An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.	**Level 5** By the end of English language proficiency level 5, an ELL can, using context, questioning, and consistent knowledge of English morphology, determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.
ELP Anchor Standard 9 An ELL can create clear and coherent level-appropriate speech and text.	**Level 5** By the end of English language proficiency level 5, an ELL can • recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order • introduce and effectively develop an informational topic with facts, details, and evidence • use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas • provide a concluding section or statement.
Adult ESOL CCR Reading Anchor Standard 5 (Craft and Structure) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g., a section chapter, scene, or stanza) relate to each other and the whole.	**Adult ESOL CCR Level Standard** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
No ELP Anchor Standard Provided	**No Level Provided**
Adult ESOL CCR Reading Anchor Standard 6 (Craft and Structure) Assess how point of view or purpose shapes the content and style of a text.	**Adult ESOL CCR Level Standard** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Application: analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
No ELP Anchor Standard Provided	**No Level Provided**
Adult ESOL CCR Reading Anchor Standard 7 (Integration of Knowledge and Ideas) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	**Adult ESOL CCR Level Standard** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

READING	
ELP Anchor Standard 1 An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	**Level 5** By the end of English language proficiency level 5, an ELL can use an increasing range of strategies to: • determine central ideas or themes in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text.
Adult ESOL CCR Reading Anchor Standard 8 (Integration of Knowledge and Ideas) 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.	**Adult ESOL CCR Level Standard** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
ELP Anchor Standard 6 An ELL can analyze and critique the arguments of others orally and in writing.	**Level 5** By the end of English language proficiency level 5, an ELL can • analyze and evaluate the reasoning in persuasive spoken and written texts • determine whether the evidence is sufficient to support the claim • cite specific textual evidence to thoroughly support the analysis.
Adult ESOL CCR Reading Anchor Standard 9 (Integration of Knowledge and Ideas) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	**Adult ESOL CCR Level Standard** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. Application: compare and contrast treatments of the same topic in several primary and secondary sources.
No ELP Anchor Standard Provided	**No Level Provided**

Adult ESOL CCR Reading Anchor Standard 10 (Range of Reading and Level of Text Complexity)					
Read and comprehend complex literary and informational texts independently and proficiently.					
(Apply one or more of the Associated Quantitative Measures of Text Complexity to Reading Anchor Standards 1-9.)					

Bands	ATOS	Degrees of Reading Power®	Flesch-Kincaid	The Lexile Framework®	Reading Maturity	SourceRater
ABE Level 2	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
ABE Level 3	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75

READING						
ABE Level 4	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
ABE Level 5	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
ABE Level 5	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

WRITING	
Adult ESOL CCR Writing Anchor Standard 1 (Texts Types and Purposes) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**Adult ESOL CCR Level Standard** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
ELP Anchor Standard 4 An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.	**ELP Level Standard 5** By the end of English language proficiency level 5, an ELL can • construct a substantive claim about a variety of topics • introduce the claim • distinguish it from a counter-claim • provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim • provide a conclusion that summarizes the argument presented.
ELP Anchor Standard 6 An ELL can analyze and critique the arguments of others orally and in writing.	**ELP Level Standard 5** By the end of English language proficiency level 5, an ELL can • analyze and evaluate the reasoning in persuasive spoken and written texts • determine whether the evidence is sufficient to support the claim • cite specific textual evidence to thoroughly support the analysis.

WRITING	
Adult ESOL CCR Writing Anchor Standard 2 (Texts Types and Purposes) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	**Adult ESOL CCR Level Standard** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. (e.g., articulating implications or significance of the topic).
ELP Anchor Standard 3 An ELL can speak and write about level-appropriate complex literary and informational texts and topics.	**ELP Level Standard 5** By the end of English language proficiency level 5, an ELL can • deliver oral presentations • compose written informational texts • fully develop the topic with relevant details, concepts, examples, and information • integrate graphics or multimedia when useful • about a variety of texts, topics, or events.
Adult ESOL CCR Writing Anchor Standard 3 (Texts Types and Purposes) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	**Adult ESOL CCR Level Standard** Note: This level-specific standard covers ABE levels C-E. Students' narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.
ELP Anchor Standard 3 An ELL can speak and write about level-appropriate complex literary and informational texts and topics.	**ELP Level Standard 5** By the end of English language proficiency level 5, an ELL can • deliver oral presentations • compose written informational texts • fully develop the topic with relevant details, concepts, examples, and information • integrate graphics or multimedia when useful about a variety of texts, topics, or events.

WRITING	
Adult ESOL CCR Writing Anchor Standard 4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**Adult ESOL CCR Level Standard** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
No ELP Standard Provided	**No Level Provided**
Adult ESOL CCR Writing Anchor Standard 5 (Production and Distribution of Writing) Develop and strengthen writing needed by planning, revising, editing, rewriting, or trying a new approach.	**Adult ESOL CCR Level Standard** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.)
ELP Anchor Standard 7 An ELL can adapt language choices to purpose, task, and audience when speaking and writing.	**ELP Level Standard 5** By the end of English language proficiency level 5, an ELL can • adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts • use a wide variety of complex general academic and content-specific words and phrases • employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.
Adult ESOL CCR Writing Anchor Standard 6 (Production and Distribution of Writing) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	**Adult ESOL CCR Level Standard** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ELP Anchor Standard 2 An ELL can participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	**ELP Level Standard 5** By the end of English language proficiency level 5, an ELL can • participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues • build on the ideas of others • express his or her own ideas clearly and persuasively • refer to specific and relevant evidence from texts or research to support his or her ideas • ask and answer questions that probe reasoning and claims • summarize the key points and evidence discussed.
Adult ESOL CCR Writing Anchor Standard 7 (Research to Build and Present Knowledge) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	**Adult ESOL CCR Level Standard** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WRITING	
ELP Anchor Standard 5 An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.	**ELP Level Standard 5** By the end of English language proficiency level 5, an ELL can • carry out both short and more sustained research projects to answer a question or solve a problem • gather information from multiple print and digital sources • evaluate the reliability of each source • use advanced search terms effectively • synthesize information from multiple print and digital sources • analyze and integrate information into clearly organized spoken and written texts • include illustrations, diagrams, or other graphics as appropriate • cite sources appropriately.
Adult ESOL CCR Writing Anchor Standard 8 (Research to Build and Present Knowledge) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	**Adult ESOL CCR Level Standard** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
ELP Anchor Standard 5 An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.	**ELP Level Standard 5** By the end of English language proficiency level 5, an ELL can • carry out both short and more sustained research projects to answer a question or solve a problem • gather information from multiple print and digital sources • evaluate the reliability of each source • use advanced search terms effectively • synthesize information from multiple print and digital sources • analyze and integrate information into clearly organized spoken and written texts • include illustrations, diagrams, or other graphics as appropriate • cite sources appropriately.
Adult ESOL CCR Writing Anchor Standard 9 (Research to Build and Present Knowledge) Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Adult ESOL CCR Level Standard** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply Reading standards from this level to literature (e.g., "Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone"). b. Apply Reading standards from this level to literary nonfiction (e.g., "Integrate quantitative or technical analysis with qualitative analysis in print or digital text").

WRITING	
ELP Anchor Standard 5 An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.	**ELP Level Standard 5** By the end of English language proficiency level 5, an ELL can • carry out both short and more sustained research projects to answer a question or solve a problem • gather information from multiple print and digital sources • evaluate the reliability of each source • use advanced search terms effectively • synthesize information from multiple print and digital sources • analyze and integrate information into clearly organized spoken and written texts • include illustrations, diagrams, or other graphics as appropriate • cite sources appropriately.

SPEAKING & LISTENING	
Adult ESOL CCR Speaking & Listening Anchor Standard 1 **(Comprehension and Collaboration)** 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.	**Adult ESOL CCR Level Standard** Initiate and participate 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 and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
ELP Anchor Standard 2 An ELL can participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	**ELP Level Standard 5** By the end of English language proficiency level 5, an ELL can • participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues • build on the ideas of others • express his or her own ideas clearly and persuasively • refer to specific and relevant evidence from texts or research to support his or her ideas • ask and answer questions that probe reasoning and claims

SPEAKING & LISTENING

	• summarize the key points and evidence discussed.
Adult ESOL CCR Speaking & Listening Anchor Standard 2 (Comprehension and Collaboration) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	**Adult ESOL CCR Level Standard** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
ELP Anchor Standard 1 An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	**ELP Level Standard 5** By the end of English language proficiency level 5, an ELL can use an increasing range of strategies to: • determine central ideas or themes in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text.
Adult ESOL CCR Speaking & Listening Anchor Standard 3 (Comprehension and Collaboration) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	**Adult ESOL CCR Level Standard** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
ELP Anchor Standard 6 An ELL can analyze and critique the arguments of others orally and in writing.	**ELP Level Standard 5** By the end of English language proficiency level 5, an ELL can • analyze and evaluate the reasoning in persuasive spoken and written texts • determine whether the evidence is sufficient to support the claim • cite specific textual evidence to thoroughly support the analysis.
Adult ESOL CCR Speaking & Listening Anchor Standard 4 (Presentation of Knowledge and Ideas) 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.	**Adult ESOL CCR Level Standard** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
ELP Anchor Standard 3 An ELL can speak and write about level-appropriate complex literary and informational texts and topics.	**ELP Level Standard 5** By the end of English language proficiency level 5, an ELL can • deliver oral presentations • compose written informational texts • fully develop the topic with relevant details, concepts, examples, and information

SPEAKING & LISTENING	
	• integrate graphics or multimedia when useful about a variety of texts, topics, or events.
ELP Anchor Standard 4 An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.	**ELP Level Standard 5** By the end of English language proficiency level 5, an ELL can • construct a substantive claim about a variety of topics • introduce the claim • distinguish it from a counter-claim • provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim • provide a conclusion that summarizes the argument presented.
ELP Anchor Standard 5 An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.	**ELP Level Standard 5** By the end of English language proficiency level 5, an ELL can • carry out both short and more sustained research projects to answer a question or solve a problem • gather information from multiple print and digital sources • evaluate the reliability of each source • use advanced search terms effectively • synthesize information from multiple print and digital sources • analyze and integrate information into clearly organized spoken and written texts • include illustrations, diagrams, or other graphics as appropriate • cite sources appropriately.
ELP Anchor Standard 9 An ELL can create clear and coherent level-appropriate speech and text.	**ELP Level Standard 5** By the end of English language proficiency level 5, an ELL can • recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order • introduce and effectively develop an informational topic with facts, details, and evidence • use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas • provide a concluding section or statement.
Adult ESOL CCR Speaking & Listening Anchor Standard 5 **(Presentation of Knowledge and Ideas)** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	**Adult ESOL CCR Level Standard** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SPEAKING & LISTENING	
ELP Anchor Standard 3 An ELL can speak and write about level-appropriate complex literary and informational texts and topics.	**ELP Level Standard 5** By the end of English language proficiency level 5, an ELL can • deliver oral presentations • compose written informational texts • fully develop the topic with relevant details, concepts, examples, and information • integrate graphics or multimedia when useful about a variety of texts, topics, or events.
ELP Anchor Standard 5 An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.	**ELP Level Standard 5** By the end of English language proficiency level 5, an ELL can • carry out both short and more sustained research projects to answer a question or solve a problem • gather information from multiple print and digital sources • evaluate the reliability of each source • use advanced search terms effectively • synthesize information from multiple print and digital sources • analyze and integrate information into clearly organized spoken and written texts • include illustrations, diagrams, or other graphics as appropriate • cite sources appropriately.
Adult ESOL CCR Speaking & Listening Anchor Standard 6 **(Presentation of Knowledge and Ideas)** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	**Adult ESOL CCR Level Standard** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
ELP Anchor Standard 7 An ELL can adapt language choices to purpose, task, and audience when speaking and writing.	**ELP Level Standard 5** By the end of English language proficiency level 5, an ELL can • adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts • use a wide variety of complex general academic and content-specific words and phrases • employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.

SPEAKING & LISTENING	
ELP Anchor Standard 9 An ELL can create clear and coherent level-appropriate speech and text.	**ELP Level Standard 5** By the end of English language proficiency level 5, an ELL can • recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order • introduce and effectively develop an informational topic with facts, details, and evidence • use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas • provide a concluding section or statement.

LANGUAGE	
Adult ESOL CCR Language Anchor Standard 1 (Conventions of Standard English) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Adult ESOL CCR Level Standard** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
ELP Anchor Standard 10 An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	**ELP Level Standard 5** By the end of English language proficiency level 5, an ELL can • use complex phrases and clauses. • produce and expand simple, compound, and complex sentences.
Adult ESOL CCR Language Anchor Standard 2 (Conventions of Standard English) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Adult ESOL CCR Level Standard** a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. c. Use a colon to introduce a list or quotation. Spell correctly.
No ELP Anchor Standard Provided	**No Level Provided**
Adult ESOL CCR Language Anchor Standard 3 (Knowledge of Language) 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.	**Adult ESOL CCR Level Standard** **Blank**

LANGUAGE	
ELP Anchor Standard 10 An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	**ELP Level Standard 5** By the end of English language proficiency level 5, an ELL can • use complex phrases and clauses. • produce and expand simple, compound, and complex sentences.
Adult ESOL CCR Language Anchor Standard 4 (Vocabulary Acquisition and Use) 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.	**Adult ESOL CCR Level Standard** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized 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, its part of speech, or its etymology or its standard usage. 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).
ELP Anchor Standard 8 An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.	**ELP Level Standard 5** By the end of English language proficiency level 5, an ELL can, using context, questioning, and consistent knowledge of English morphology, determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.
Adult ESOL CCR Language Anchor Standard 5 (Vocabulary Acquisition and Use) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**Adult ESOL CCR Level Standard** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize 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.
ELP Anchor Standard 8 An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.	**ELP Level Standard 5** By the end of English language proficiency level 5, an ELL can, using context, questioning, and consistent knowledge of English morphology, determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.

LANGUAGE	
Adult ESOL CCR Language Anchor Standard 6 (Vocabulary Acquisition and Use) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the Adult Secondary Education level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.	**Adult ESOL CCR Level Standard** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the Adult Secondary Education level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELP Anchor Standard 7 An ELL can adapt language choices to purpose, task, and audience when speaking and writing.	**ELP Level Standard 5** By the end of English language proficiency level 5, an ELL can • adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts • use a wide variety of complex general academic and content-specific words and phrases • employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.

PROGRESS REPORT
Adult ESOL College and Career Readiness
School District Course# 9900051
College CIP# 1532010302

Adult Education Program Name	
Student Name	
Student Identifier Number	
Program Year	
Date Course Completed	

The above-named student has satisfactorily completed the standards of the Adult Secondary Education course.

_____
Program Director Signature   Date

_____
Program Director Printed Name

_____
Instructor Signature   Date

_____
Instructor Printed Name   Date

Florida Department of Education
Adult General Education
Curriculum Framework

ENGLISH LITERACY FOR CAREER AND TECHNICAL EDUCATION	
Program Title	English Literacy for Career and Technical Education (ELCATE)
Program Number	9900050
Course Title	English Literacy for Career and Technical Education (ELCATE)
Course Number	9900050
CIP Number	1532010901
Grade Level	30, 31
Program Length	Varies (See Program Length section)

PURPOSE
Adult General Education Program: The Florida Department of Education administers the Adult General Education Program under the authority of s. Florida Statute 1004.93, F.S., and the Workforce Investment and Opportunity Act (WIOA), 2014. The AGE Program has multiple purposes. Primarily, it provides instruction in reading and language and mathematics to students seeking to obtain a high school diploma or its recognized equivalent. Another purpose is to support parents to become full partners in the educational development of their children and to improve the economic opportunities of their family. Finally, the AGE Program prepares learners transition to postsecondary education and training and obtain employment.

Adult ESOL Program: The purpose of the Adult ESOL Program is to "assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking, listening and comprehension skills in English, mathematics and an understanding of the American system of government, individual freedom and the responsibilities of citizenship." In addition, the Adult ESOL Program is "designed to lead to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training; or employment" (Workforce Investment and Opportunity Act (WIOA), 2014).

The Adult ESOL Program serves several purposes:

- Ensure continuity with the K-12 Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards with the Adult ESOL Program
- Provide a common language for the Adult ESOL educational functioning levels among those of the other programs within AGE: ABE, AHS, and GED® Preparation
- Provide English Language acquisition skills and critical thinking skills to prepare students for education and employment opportunities that align with their goals, such as the ABE Program, the GED® Preparation Program, and for postsecondary education and employment
- Provide instruction in the English language and civics portion of the Integrated English Literacy and Civics Education (IELCE) Program to Adult ESOL students who choose to participate in IELCE.
- Assist local adult education agencies with ABE curriculum development
- Provide guidance for all Adult ESOL practitioners
- Ensure quality instruction through professional development

English Literacy for Career and Technical Education (ELCATE) Program and Course: As stated in the Workforce Innovation and Opportunity Act (WIOA) (2014), the purpose of the ELCATE course is to provide a course for English

language learners that meets the following requirements of the Integrated English Literacy and Civics Education (IELCE) program.[1]

- Integrated English literacy and civics education services are education services provided to English language learners who are adults, including professionals with degrees or credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States;
- Integrated English literacy and civics education services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training" (WIOA Section 243, 463.33).

STUDENTS

Students eligible to enroll in the ELCATE course are those who:

- Are beyond compulsory school age (16 years)
- Are no longer enrolled in a K-12 school
- Score within the Educational Functioning Levels (EFL) 5 – 6 of the ELCATE course as measured by Florida DOE-approved assessments.
- Are not simultaneously enrolled in the Adult ESOL course (9900040)
- Are simultaneously enrolled in a Career and Technical Education (CTE) course that meets the requirements of the IELCE program

Adult English language learners who are enrolling for the first time in the ELCATE Program and course may have varying levels of education. Among the population of English language learners enrolled in the ELCATE Program and course are those who:

- Have a secondary (high school) degree from their home country or the U.S.
- Have a bachelor's, doctorate or a professional degree from their home country or the U.S.

EDUCATIONAL FUNCTIONING LEVELS

The Workforce Investment and Opportunity Act defines the term Educational Functioning Level as "the ABE, ASE and ESL literacy levels, as provided in the NRS Guidelines, that describe a set of skills and competencies that students demonstrate in the skill areas of the National Reporting System" (Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462). The ELCATE course encompasses six EFLs, which are organized into reading, writing, listening, speaking and language domains in the context of employment and everyday life.

Table 1 shows the two EFLs of the ELCATE Program and course, as provided in the NRS Guidelines, and the levels of the English Language Proficiency Standards (ELPS) and the EFLs of the ABE Reading and Language Arts course.

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[1] The Adult ESOL course (9900040) also meets the requirements of the IELCE program. Students enrolled in the Adult ESOL course at any level (EFL 1-6) are also eligible to participate in the IELCE program, but are not required to do so.

Table 1: NRS EFLs for ELCATE in relation to the English Language Proficiency Levels and the NRS ABE Reasoning through Language Arts Levels

NRS ESL* Educational Functioning Levels	Adult Education English Language Proficiency Standards Levels	NRS ABE Reasoning Through Language Arts Educational Functioning Levels
ESL Level 5 High Intermediate ESL	ELPS Level 4	ABE Level 3 Low Intermediate Basic Education
ESL Level 6 Advanced ESL	ELPS Level 5	ABE Level 4 High Intermediate Basic Education
N/A	N/A	ABE Level 5 Low Adult Secondary Education
N/A	N/A	ABE Level 6 High Adult Secondary Education

* The term ESL is used by the NRS and stands for English as a Second Language. The term ESOL is used by the Florida DOE and stands for English for Speakers of Other Languages. The two terms are synonymous.

PROGRAM LENGTH

Table 2 illustrates the recommended maximum number of instructional hours for each Educational Functioning Level. The maximum number of hours presented here are recommendations only. Recognizing that each student will learn at a different pace, there will be students who complete an EFL in fewer (or more) hours than the recommended maximum number of hours noted.

Table 2: Recommended Maximum Number of Hours by Educational Functioning Level

Course Number	NRS ESL Educational Functioning Levels	Recommended Maximum Number of Hours by EFL
9900040	ESL Level 5 High Intermediate ESL	450
	ESL Level 6 Advanced ESL	450

CURRICULUM AND INSTRUCTION

The ELCATE curriculum framework provides instructors with the anchor standards in reading, writing, listening, speaking, and English Language Arts that the adult English language learner needs. With "framework" being the operative word, it is the basis for designing curriculum, assisting programs and teachers with selecting or creating instructional materials, techniques, and ongoing assessment.

The Florida DOE provides the ELCATE curriculum framework to all programs across the state in order that local program personnel can design a curriculum relevant to the goals of their students and instructors. A fully developed curriculum at the local program will include the following elements. Program staff may contact the Florida DOE Bureau of Adult Education for additional information on developing an in-house curriculum.

- A description of educational outcomes that students can expect to achieve upon completion of the course
- A set of core instructional materials (print and digital) aligned to the educational outcomes
- A series of needs assessment tools that helps teachers prioritize which standards are most relevant to the learning needs and educational goals of their students
- Supplementary textbooks on grammar, pronunciation, vocabulary in the context of employment and life skills

- Pacing guides and matrices that display the scope and sequence of the curriculum
- A list of recommended websites, films, dictionaries available for teachers
- An overview of the content to be covered in the course (Academic Standards, English Language Proficiency Standards, Life and Work Skills and other content created or collected by instructors)
- A description of learning activities that may be used on a regular basis for reinforcement
- Work-and Life Vocabulary Lists, and the Academic Word List (AWL) by Dr. Averill Coxhead
- List of Grammar topics in order of topics to be taught at each of the six ESOL levels

The Three Blueprints of the ELCATE Curriculum Framework
The ELCATE Curriculum Framework consists of three interrelated blueprints:

1. English Language Proficiency Standards (ELPS) for Adult Education and the Florida Adult Basic Education (ABE) Reasoning Through Language Arts Standards (RLA)
2. Florida DOE Life and Work Competencies
3. Civics and Citizenship Standards

Blueprint 1 – The English Language Proficiency Standards for Adult Education and the Florida ABE Reasoning through Language Arts
Blueprint 1 consists of the ELP Standards and the ABE RLA Standards combined into one document. In this combined document, the ELP Anchor Standards are intentionally placed above the RLA Standards to show they are the emphasis of instruction. English Language Learners need to first become proficient in the English language in order to engage effectively with the RLA Standards. The term English Language Proficiency is defined as the level of English language knowledge and skills needed by an English language learner to be academically successful.[2]

1. The ELP Standards comprise the ELCATE Level Descriptors of the National Reporting System
   Blueprint 1 leverages the ELP Standards and the NRS EFLs as a key organizing mechanism. The language of the NRS ELCATE Level Descriptors is an exact reproduction of the ELP Standards, which serve as the guide for teaching, assessment and placement.

2. The Florida Adult Basic Education Standards for Reasoning through Language Arts (RLA)
   These standards – based on Florida's K–12 Benchmarks for Excellent Student Thinking (B.E.S.T.) in English Language Arts – have been revised and adopted for the adult learner and constitute the challenging academic content standards that will ensure adult learners are adequately prepared for careers and postsecondary educational opportunities.

The framework starts with tables for each ELP Anchor Standard that, when read from left to right, show the progression in expectation from ESL Levels 1 through 6. Each table then shows the correlated Florida ABE Reasoning through Language Arts standards, from Level 1 to 4. Where applicable, each ELP Standards table also shows correlation to one or more of the RLA Expectations, which are overarching skills that run through every component of language arts and should be taught throughout the RLA strands.

The ELP Standards play the following roles in supporting students enrolled in the ELCATE course:

- Support instruction of the Adult Education ABE Standards for Reasoning through Language Arts
- Guide teachers in the planning and delivery of instruction to students in single-level and multi-level classes

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[2]English Language Proficiency Standards definition provided by the National Center on Educational Outcomes

- Make recommendations on the types of linguistic, grammar and vocabulary that students may need at different educational functioning levels

In lesson planning and classroom instruction, instructors will use two sets of standards in combination:

1. The ELP Standards
   The ELP Standards help ELCATE students acquire the "language knowledge" and skills necessary to achieve their postsecondary and career goals. They strongly emphasize the academic language they will need to engage with and understand the Florida ABE RLA Standards.

2. The Florida ABE Reasoning through Language Arts Standards
   The RLA Standards represent what students can do upon completion of each level and cover the essential oral and written English communication skills students need for real-world applications. In essence, the RLA standards are the end goal of all students, including English language learners, as they advance toward their long-term personal and career goals.

As stated in the English Language Proficiency Standards for Adult Education Framework:

> *"… the ELP Standards for Adult Education…emphasize the need for English language acquisition programs to move beyond teaching life skills. These programs must promote college and career readiness for adults and meet the high expectations outlined in WIOA. To meet this goal, the ELP Standards for AE describe the specific English language skills that ELLs need to access the rigorous content specified in state-adopted academic content standards. Through these descriptions, the ELP Standards for AE provide guidance for effectively supporting ELLs of varying proficiency levels as they acquire English language skills and content knowledge."*

Instructors teaching an ELCATE course may want to consider how the skills embedded in the ELP Standards can be woven together throughout thematic units or projects that allow students to engage with the same content at their level while providing an opportunity for them to progress along the continuum.

Blueprint 2 – Florida DOE Life and Work Competencies
The second blueprint is grounded in the Florida DOE Life and Work Competencies. The Florida DOE Life and Work Competencies cover the following subject areas: Communication, Employment, Community, Consumer Education, Health, Civics, Environment, Mathematics for ESOL, Learning and Thinking. Many of these life and work competencies can be taught across the full range of the Adult ESOL levels, while some are more applicable to beginning levels and others to advanced levels.

Blueprint 3 – Civics and Citizenship Standards
The third blueprint provides a set of civics standards as a supplement to the ELCATE course for local programs that have students who participate in the Integrated English Literacy and Civics Education (IELCE) Program. Students enrolled in the ELCATE course are required to participate in the IELCE program. Note: Students who are enrolled at any level (EFL 1-6) of the Adult ESOL course are also eligible to participate in the IELCE program, but are not required to do so.

ASSESSMENT

Local programs are required to use assessments that have been approved by the Florida DOE and USDOE to measure the student learning over time. The following tests have been approved for use in the Adult ESOL: BEST Plus 2.0 and BEST Literacy, CASAS Life and Work 80 Reading Series and 980 Listening Series and TABE CLAS-E. See State Board Rule 6A-6.014, FAC and the Florida DOE Assessment Technical Assessment Paper for more information regarding approved tests, state policies on testing, and recommended and required testing procedures.

Pre-testing for Placement: Students enrolling for the first time in the ELCATE course are required to pre-test in two skill areas: Reading and Listening, which will determine the student's initial EFL in both areas. The local program reports the initial EFLs for each skill area to the Florida DOE.

Reporting the EFL placement to Florida DOE and Instructional Placement: It is possible that students will test into two different initial EFLs, one EFL for listening and another EFL for reading. For example, a student may test into initial EFL 5 for listening and initial EFL 6 for reading. In this case, the program will report to the Florida DOE data reporting system that the student has placed into an initial EFL of 5 in listening and an initial EFL of 6 in reading. However, regardless of the initial EFLs that are reported for state data purposes, it is allowable for the local program to place the student into a class with an instructional level of EFL 5 or 6 in order to meet the student's instructional needs.

Post-testing, Determining EFL Completion, and Calculating Measurable Skill Gains: After a student participates in instruction for the number of hours recommended by the test publisher, the local program post-tests the student. If the student completes the EFL they are in and advances to the next higher EFL, the program counts that as one Measurable Skill Gain (MSG) earned. If the student advances two EFLs, the program counts that as two MSGs earned. Local programs include all MSGs earned by students in their data reports to the Florida DOE.

Table 3 illustrates the methods used by the Florida DOE and the NRS to calculate the number of MSGs. When the Florida DOE prepares its annual report to the National Reporting System, it follows the NRS guidelines to calculate the number of students who have completed at least one EFL and earned at least one MSG from starting level measured on entry into the program in a program year (PY = 7/1 to 6/30). Note that while local programs provide the Florida DOE with a count of all MSGs earned by students, the Florida DOE provides the NRS with a count of the number of students who have earned one MSG in a program year.

Table 3: Methods of Calculating MSGs by the Florida DOE and the National Reporting System (NRS)

Florida DOE	National Reporting System
Calculates the total number of MSGs earned by all students in a program year	Calculates the number of students that earned at least 1 MSG in a program year

Course Completion: Completing the course is an important milestone step. It is the main reason the student enrolled in the course. Students are considered to have completed the ELCATE course when their test scores are above NRS EFL 6 on one of a state-approved assessment in both skill areas of reading and listening. However, it is allowable for local programs to exit students from the course and transition them to another program when they score above NRS EFL 6 in only one of the two skill areas. Students are not required to stay in the course if they wish to advance into another program area such as ABE, GED® Preparation, or a Career and Technical (CTE) Program.

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, provide documentation, and request such services. Students with disabilities may need accommodations in areas such 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 s. Florida Statute 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.

INTEGRATED EDUCATION AND TRAINING (IET)
The Florida DOE Division of Career and Adult Education (DCAE) promotes the planning, development, and implementation of an integrated education and training (IET) service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

The IET service approach provides all levels of adult education students the opportunity to acquire the skills needed to:

- Transition to and complete postsecondary education and training programs
- Obtain and advance in employment leading to economic self-sufficiency
- Exercise the rights and responsibilities of citizenship

All IET programs must include the following three components:

- Adult education and literacy activities (§463.30)
- Workforce preparation activities (§463.34)
- Workforce training for a specific occupation or occupation cluster which can be any one of the training services defined in section 134(c)(3)(D), of WIOA

In order to meet the "integrated" requirement of IET, all services must include the following:

- Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement
- Activities are of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
- Occur simultaneously
- Use occupational relevant instructional materials

The integrated education and training program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities function cooperatively.

ENGLISH LANGUAGE PROFICIENCY ANCHOR STANDARDS FOR ADULT EDUCATION
The ELP Anchor Standards address the receptive, productive, interactive and interpretive skills of the four areas of language acquisition (listening, speaking, reading and writing) and linguistic features of the English language.

- ELP Anchor Standards 1 and 8: Receptive and Interpretive skills of listening and reading
- ELP Anchor Standards 3, 4, 7: Productive skills of speaking and writing
- ELP Anchor Standards 2, 5, 6: Interactive skills requiring collaborative use of both receptive and productive skills

- ELP Anchor Standards 8, 9 and 10: Micro-linguistic features such as determining the meaning of words and using appropriate speech and conventions of Standard English.

Table 3 demonstrates the relationship between ELP Anchor Standards as well as the supportive role played by ELP Anchor Standards 8-10.

Table 3: Relationship of ELP Anchor Standards 1 – 7 to ELP Anchor Standards 8 – 10

ELP Anchor Standards		
1 – 7	Highlight the language skills required for ELLs to engage in content-specific practices necessary for full engagement in English language arts and literacy, mathematics and science.	
8–10	Highlight the linguistic skills needed to support ELP Anchor Standards 1–7.	
For example:		
ELP Anchor Standard 8 *An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.*	**is necessary to engage with** →	**ELP Anchor Standard 1** *An ELL can construct meaning from oral presentations and literary and informational text through level appropriate listening, reading and viewing.*

Table 4 presents the 10 ELP Anchor Standards as the basis of instruction in the Adult ESOL classroom. They represent the overarching language skills and knowledge that ELLs need to engage successfully with the standards-based academic content of the ABE RLA Standards. The ELP Anchor standards have the following three qualities:

1. Prerequisite to further study that prepare a student for the next level of study
2. Important knowledge and skills in the standard endure beyond the course the student is enrolled in at the time
3. The Standard is applicable and gives leverage to help students engage with other content areas

Table 4: ENGLISH LANGUAGE PROFICIENCY ANCHOR STANDARDS FOR ADULT EDUCATION

ELP Anchor Standard 1	An ELL can construct meaning from oral presentations and literary and informational text through level appropriate listening, reading and viewing.
ELP Anchor Standard 2	An ELL can participate in level appropriate oral and written exchanges of information, ideas and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
ELP Anchor Standard 3	An ELL can speak and write about level-appropriate complex literary and informational texts and topics.
ELP Anchor Standard 4	An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.
ELP Anchor Standard 5	An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.
ELP Anchor Standard 6	An ELL can analyze and critique the arguments of others orally and in writing.
ELP Anchor Standard 7	An ELL can adapt language choices to purpose, task and audience when speaking and writing.
ELP Anchor Standard 8	An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.
ELP Anchor Standard 9	An ELL can create clear and coherent level-appropriate speech and text.
ELP Anchor Standard 10	An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

ADULT BASIC EDUCATION REASONING THROUGH LANGUAGE ARTS

Table 5 displays the overarching set of Expectations that run through every component of the ABE RLA Standards. They represent the

Table 5: ABE Reasoning through Language Arts Standards Expectations

Reasoning through Language Arts Standards Expectations (EE)	
RLA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
RLA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
RLA.K12.EE.3.1	Make inferences to support comprehension.
RLA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
RLA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
RLA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.

Table 6 displays the coding scheme used to indicate the Subject, NRS level, Strand, Standard, and Benchmark in the ABE RLA Standards.

Table 6: Coding Scheme used in the Florida ABE RLA Strands and Standards

Coding Scheme used in the Florida ABE RLA Strands and Standards				
Subject	**NRS Level**	**Strand**	**Standard**	**Benchmark**
RLA	**L3**	**R**	**2**	**2**
Strands	F = Foundations Strand R = Reading Strand C = Communication Strand V = Vocabulary Strand			
Example of Level 5 Reading Strand Standard <u>Standard</u>: RLA.L3.R.2.2: Explain how relevant details support the central idea(s), implied or explicit.				

Table 7 shows the alignment of the ELP Standards to the Florida DOE ABE RLA Standards. <u>Note</u>: An X in parentheses **(X)** indicates that this ELP Standard serves as a stepping-stone the student can use to <u>approach</u> the RLA Standard by doing the work of the ELP Standard. An X without parentheses indicates that this ELP Standards serves to assist the student to <u>reach</u> the RLA Standard by doing the work of the ELP Standard.

Table 7: Alignment of English Language Proficiency Standards and ABE Reasoning through Language Arts Standards

Reasoning through Language Arts Standards		English Language Proficiency Standards									
		ELPS 1	ELPS 2	ELPS 3	ELPS 4	ELPS 5	ELPS 6	ELPS 7	ELPS 8	ELPS 9	ELPS 10
Reading	**Reading Informational Text**										
	Structure R.2.1										
	Central Idea R.2.2	X									
	Purpose and Perspective R.2.3										
	Argument R.2.4			(X)			X				
	Connecting Ideas R.2.5	(X)								X	
	Reading Across Genres										
	Interpreting Figurative Language R.3.1										
	Paraphrasing and Summarizing R.3.2	X									
	Comparative Reading R.3.3					(X)					
	Understanding Rhetoric R.3.4										
Communication	**Communicating Through Writing**										
	Handwriting C.1.1										
	Narrative Writing C.1.2			X							
	Argumentative Writing C.1.3				X		X				
	Expository Writing C.1.4			X						X	
	Improving Writing C.1.5							X			
	Communicating Orally										
	Oral Presentation C.2.1			X							
	Following Conventions										
	Conventions C.3.1										X
	Researching										
	Researching and Using Information C.4.1					X					
	Creating and Collaborating										
	Multimedia C.5.1			X		X					
	Technology in Communication C.5.2		(X)								
Vocabulary	**Finding Meaning**										
	Academic Vocabulary V.1.1							X			
	Morphology V.1.2								X		
	Context and Connotation V.1.3								X		

BLUEPRINT 1 – THE ELP STANDARDS AND THE ABE RLA STANDARDS COMBINED

Blueprint 1 starts from this point forward, showing the two sets of standards combined: the ELP Standards with their respective level 1–5 descriptors and the ABE RLA Standards with their respective level benchmarks. This blueprint consists of the ELP Standards and the ABE RLA Standards combined into one document. The ELP Anchor Standards are intentionally placed above the RLA Standards to show they are the emphasis of instruction.

Table 8 presents the coding scheme used in Blueprint 1.

Table 8: Coding Scheme for Blueprint 1

Adult ESOL Levels	ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6
ELP Anchor Standard	ELPS Level 1 Descriptor		ELPS Level 2 Descriptor	ELPS Level 3 Descriptor	ELPS Level 4 Descriptor	ELPS Level 5 Descriptor
RLA Reading Strand	RLA Reading Benchmarks Levels 1 through 4 (These levels vary.)					
RLA Communication Strand	RLA Communication Benchmarks Levels 1 through 4 (These levels vary.)					
RLA Vocabulary Strand	RLA Vocabulary Benchmarks Levels 1 through 4 (These levels vary.)					

ELP Standard 1: An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading and viewing.

RLA.K12.EE.1.1 Cite evidence to explain and justify reasoning.

RLA.K12.EE.3.1 Make inferences to support comprehension.

ELP Anchor Standard 1	ESOL Level 5	ESOL Level 6
An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading and viewing.	By the end of ELPS level 4, an ELL can use an *increasing range of strategies* to ● determine a central idea or theme in oral presentations and spoken and written texts ● analyze the development of the themes/ideas ● cite specific details and evidence from texts to support the analysis ● summarize a text.	By the end of ELPS level 5, an ELL can use a *wide range of strategies* to ● determine central ideas or themes in oral presentations and spoken and written texts ● analyze the development of the themes/ideas ● cite specific details and evidence from texts to support the analysis ● summarize a text.
Central Idea R.2.2	RLA.L3.R.2.2: Explain how relevant details support the central idea(s), implied or explicit.	RLA.L4.R.2.2: Analyze two or more central ideas, implied or explicit and their development throughout a text.
Connecting Ideas R.2.5	RLA.L3.R.2.5: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text,	RLA.L4.R.2.5: Analyze how a text makes connections among and distinctions between individuals, ideas, or

	including what happened and why, based on specific information in the text.	events (e.g., through comparisons, analogies, or categories).
Paraphrasing and Summarizing R.3.2	RLA.L3.R.3.2: Summarize a text to enhance comprehension (include the central idea and relevant details for an informational text).	RLA.L4.R.3.2: Summarize a text to enhance comprehension; paraphrase content from grade-level texts.

ELP Standard 2: An ELL can participate in level-appropriate oral and written exchanges of information, ideas and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
RLA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELP Anchor Standard 2	ESOL Level 5	ESOL Level 6
An ELL can participate in level-appropriate oral and written exchanges of information, ideas and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	By the end of ELPS level 4, an ELL can ● participate in conversations, discussions and written exchanges about a range of topics, texts and issues; ● build on the ideas of others; ● express his or her own ideas; ● clearly support points with specific and relevant evidence; ● ask and answer questions to clarify ideas and conclusions; and ● summarize the key points expressed.	By the end of ELPS level 5, an ELL can ● participate in conversations, extended discussions and written exchanges about a range of substantive topics, texts and issues; ● build on the ideas of others; ● express his or her own ideas clearly and persuasively; ● refer to specific and relevant evidence from texts or research to support his or her ideas; ● ask and answer questions that probe reasoning and claims; and ● summarize the key points and evidence discussed.
N/A	N/A	N/A

ELP Standard 3: An ELL can speak and write about level-appropriate complex literary and informational texts and topics.
RLA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
RLA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

ELP Anchor Standard 3	ESOL Level 5	ESOL Level 6
An ELL can speak and write about level-appropriate complex literary and informational texts and topics.	By the end of ELPS level 4, an ELL can ● deliver oral presentations; ● compose written informational texts; ● develop the topic with some relevant details, concepts, examples and information; and ● integrate graphics or multimedia when useful about a	By the end of ELPS level 5, an ELL can ● deliver oral presentations; ● compose written informational texts; ● fully develop the topic with relevant details, concepts, examples and information; and ● integrate graphics or multimedia when useful about a

	variety of texts, topics, or events.	variety of texts, topics, or events.
Narrative Writing C.1.2	RLA.L3.C.1.2: Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description and transitional words and phrases.	RLA.L4.C.1.2: Write personal or fictional narratives using narrative techniques, varied transitions, precise words and phrases, figurative language and a clearly established point of view.
Expository Writing C.1.4	RLA.L3.C.1.4: Write expository texts about a topic using multiple sources and including an introduction, organizational structure, relevant elaboration, varied transitions, precise language and domain-specific vocabulary and a conclusion.	RLA.L4.C.1.4: Write expository texts to explain and analyze information from multiple sources, using an introduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a formal style and a conclusion.
Oral Presentation C.2.1	RLA.L3.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation and appropriate pacing.	RLA.L4.C.2.1: Present information orally, in a logical sequence, supporting the central idea with credible evidence, using formal English, nonverbal cues, appropriate volume, clear pronunciation and appropriate pacing.
Multimedia C.5.1	RLA.L3.C.5.1: Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks.	RLA.L4.C.5.1: Integrate diverse digital media to enhance audience engagement, build cohesion and emphasize the relevance of a topic or idea in oral or written tasks.

ELP Standard 4 An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.
RLA.K12.EE.1.1 Cite evidence to explain and justify reasoning.

ELP Anchor Standard 4	ESOL Level 5	ESOL Level 6
An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.	By the end of ELPS level 4, an ELL can ● construct a claim about a variety of topics, ● introduce the topic, ● provide logically ordered reasons or facts that effectively support the claim and ● provide a concluding statement.	By the end of ELPS level 5, an ELL can ● construct a substantive claim about a variety of topics, ● introduce the claim, ● distinguish it from a counter-claim, ● provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim and ● provide a conclusion that summarizes the argument presented.

Argumentative Writing C.1.3	RLA.L3.C.1.3: Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration and an organizational structure with varied transitions.	RLA.L4.C.1.3: Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from multiple sources, elaboration and using a logical organizational structure with varied transitions.

ELP Standard 5: An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

ELP Anchor Standard 5	ESOL Level 5	ESOL Level 6
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.	By the end of ELPS level 4, an ELL can ● carry out both short and more sustained research projects to answer a question; ● gather information from multiple print and digital sources; ● evaluate the reliability of each source; ● use search terms effectively; ● synthesize information from multiple print and digital sources; ● integrate information into an organized oral or written report; and ● include illustrations, diagrams, or other graphics as appropriate ● cite sources appropriately.	By the end of ELPS level 5, an ELL can ● carry out both short and more sustained research projects to answer a question or solve a problem; ● gather information from multiple print and digital sources; ● evaluate the reliability of each source; ● use advanced search terms effectively; ● synthesize information from multiple print and digital sources; ● analyze and integrate information into clearly organized spoken and written texts; ● include illustrations, diagrams, or other graphics as appropriate; and ● cite sources appropriately.
Researching and Using Information C.4.1	RLA.L3.C.4.1: Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid (print and digital) sources.	RLA.L4.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid (print and digital) sources, refocusing the inquiry when appropriate and generating additional questions for further research.
Multimedia C.5.1	RLA.L3.C.5.1: Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks.	RLA.L4.C.5.1: Integrate diverse digital media to enhance audience engagement, build cohesion and emphasize the relevance of a topic or idea in oral or written tasks.

ELP Standard 6: An ELL can analyze and critique the arguments of others orally and in writing.
RLA.K12.EE.1.1 Cite evidence to explain and justify reasoning.

ELP Anchor Standard 6	ESOL Level 5	ESOL Level 6
An ELL can analyze and critique the arguments of others orally and in writing.	By the end of ELPS level 4, an ELL can ● analyze the reasoning in persuasive spoken and written texts ● determine whether the evidence is sufficient to support the claim ● cite textual evidence to support the analysis.	By the end of ELPS level 5, an ELL can ● analyze and evaluate the reasoning in persuasive spoken and written texts ● determine whether the evidence is sufficient to support the claim ● cite specific textual evidence to thoroughly support the analysis.
Argument R.2.4	RLA.L3.R.2.4: Track the development of an argument, identifying the specific claim(s), evidence and reasoning.	RLA.L4.R.2.4: Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.
Argumentative Writing C.1.3	RLA.L3.C.1.3: Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration and an organizational structure with varied transitions.	RLA.L4.C.1.3: Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from multiple sources, elaboration and using a logical organizational structure with varied transitions.

ELP Standard 7: An ELL can adapt language choices to purpose, task and audience when speaking and writing.
RLA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.

ELP Anchor Standard 7	ESOL Level 5	ESOL Level 6
An ELL can adapt language choices to purpose, task and audience when speaking and writing.	By the end of ELPS level 4, an ELL can ● adapt language choices and style according to purpose, task and audience in various social and academic contexts ● use a wider range of complex general academic and content- specific words and phrases ● adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate.	By the end of ELPS level 5, an ELL can ● adapt language choices and style according to purpose, task and audience with ease in various social and academic contexts ● use a wide variety of complex general academic and content-specific words and phrases ● employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.

| Improving Writing C.1.5 | RLA.L3.C.1.5: Improve writing by planning, revising and editing, with guidance and support from adults and feedback from peers. | RLA.L4.C.1.5: Improve writing by planning, editing, considering feedback from adults and peers and revising for clarity, cohesiveness, purpose and audience. |
| Academic Vocabulary V.1.1 | RLA.L3.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing. | RLA.L4.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing. |

ELP Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

ELP Anchor Standard 8	ESOL Level 5	ESOL Level 6
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.	By the end of ELPS level 4, an ELL can using context, questioning and an increasing knowledge of English morphology, ● determine the meaning of general academic and content-specific words and phrases, figurative and connotative language and a growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.	By the end of ELPS level 5, an ELL can using context, questioning and consistent knowledge of English morphology, ● determine the meaning of general academic and content-specific words and phrases, figurative and connotative language and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.
Morphology V.1.2	RLA.L3.V.1.2: Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content.	RLA.L4.V.1.2: Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
Context and Connotation V.1.3	RLA.L3.V.1.3: Use context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	RLA.L4.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

ELP Standard 9: An ELL can create clear and coherent level-appropriate speech and text.
RLA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

ELP Anchor Standard 9	ESOL Level 5	ESOL Level 6

An ELL can create clear and coherent level-appropriate speech and text.	By the end of ELPS level 4, an ELL can ● recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure ● introduce and develop an informational topic with facts, details and evidence ● use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas ● provide a concluding section or statement.	By the end of ELPS level 5, an ELL can ● recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order ● introduce and effectively develop an informational topic with facts, details and evidence ● use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas ● provide a concluding section or statement.
Connecting Ideas R.2.5	RLA.L3.R.2.5: 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.	RLA.L4.R.2.5: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Expository Writing C.1.4	RLA.L3.C.1.4: Write expository texts about a topic using multiple sources and including an introduction, organizational structure, relevant elaboration, varied transitions, precise language and domain-specific vocabulary and a conclusion.	RLA.L4.C.1.4: Write expository texts to explain and analyze information from multiple sources, using an introduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a formal style and a conclusion.

ELP Standard 10: An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

ELP Anchor Standard 10	ESOL Level 5	ESOL Level 6
An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	By the end of ELPS level 4, an ELL can ● use increasingly complex phrases ● use increasingly complex clauses ● produce and expand simple, compound and complex sentences.	By the end of ELPS level 5, an ELL can ● use complex phrases and clauses ● produce and expand simple, compound and complex sentences.
Conventions C.3.1	RLA.L3.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.	RLA.L4.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.

Blueprint 2 – Florida DOE Life and Work Competencies

Blueprint 2 is grounded in the Florida DOE Life and Work Competencies. Many of the competencies can be taught across the full range of the Adult ESOL levels, while some are more applicable to beginning levels and others to advanced levels. The Florida DOE Life and Work Competencies cover the following subject areas: Communication, Employment, Community, Consumer Education, Health, Civics, Environment, Mathematics for ESOL, Learning and Thinking.

LIFE AND WORK COMPETENCIES	

	Subject Areas
1	**Communication**
2	**Employment**
3	**Community**
4	**Consumer Economics**
5	**Health**
6	**Civics**
7	**Environment**
8	**Mathematics**
9	**Learning and Thinking**
1	**Communication**
1.1	Interact with others effectively in the classroom.
1.2	Respond appropriately to common information questions (name, address, family members and country).
1.3	Identify or use appropriate non-verbal behavior (e.g., handshaking).
1.4	Converse about daily and leisure activities, every day topics and personal interests.
1.5	Identify family members and their relationships.
1.6	Complete a personal information form.
1.7	Use a telephone or similar device to make and receive calls and for other functions.
1.8	Interpret or write a personal note, invitation, or letter.
1.9	Identify the months of the year and the days of the week.
1.10	Understand, follow, or give instructions, including commands and polite request (e.g., Do this; Will you do this?).
1.11	Understand or use appropriate language to clarify or request clarification.
1.12	Understand or use appropriate language for informational purpose (e.g., to identify, describe, ask for information, state needs, agree or disagree).
1.13	Understand or use appropriate language to influence or persuade (e.g., to caution, to advise, to persuade and to negotiate).
1.14	Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize.
1.15	Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset).
2	**Employment**
	Obtaining Employment
2.1	Identify and use sources of information about job opportunities such as job descriptions.
2.2	Identify procedures involved in interviewing for a job, such as arranging for an interview, acting and dressing appropriately and selecting appropriate questions and responses.
2.3	Follow procedures for applying for a job, including interpreting and completing job applications, resumes and letters of application.

	LIFE AND WORK COMPETENCIES
2.4	Identify and use information about training opportunities.
2.5	Identify common occupations and the skills and education required for them.
2.6	Identify procedures for career planning, including self-assessment.
2.7	Identify appropriate skills and education for keeping a job and getting a promotion.
2.8	Interpret job responsibilities and performance reviews.
2.9	Identify job training needs and set learning goals.
2.10	Identify/interpret appropriate behaviors, attire, attitudes and interpersonal interactions in the workplace.
	Wages
2.11	Interpret information about wages, deductions, pay statements and timekeeping forms.
2.12	Interpret employee handbooks, personnel policies, employee benefits and job manuals.
2.13	Interpret information about legal rights of employees, including issues such as discrimination and sexual harassment.
	Workplace Safety
2.15	Identify/interpret safety signs and manuals, safe work procedures and ergonomic requirements in the workplace.
2.16	Identify common safety equipment and safe work attire.
2.17	Identify/interpret unsafe conditions and accidents in the workplace and procedures for reporting them.
	Workplace Tools and Technology
2.18	Demonstrate use of common business machines.
2.19	Demonstrate the ability to use a computer in performing work tasks.
2.20	Identify tools, equipment and machines in the workplace.
2.21	Interpret work-related technical service manuals.
2.22	Identify/interpret procedures to troubleshoot/resolve problems with machines and maintain them.
	Workplace Communication
2.23	Interpret general work-related vocabulary (e.g., supervisor, shift).
2.24	Interpret job-related signs, charts, diagrams, forms and procedures and record information on forms charts, checklists, etc.
2.25	Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism.
2.26	Demonstrate ability to select, set up and apply appropriate technology for a given task.
2.27	Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction and taking personal responsibility for accomplishing goals.
2.28	Demonstrate effective communication skills in working with customers and clients.
2.29	Demonstrate initiative and resourcefulness in meeting the needs and solving the problems of customers.
2.30	Assess the operation of a system or organization and make recommendations for improvement, including development of new systems.
2.31	Interpret and write work-related correspondence, including notes, memos, letters and e-mail.
2.32	Interpret written workplace announcements and notices.
2.33	Report progress on activities, status of assigned tasks and problems and other situations affecting job completion.
2.34	Select and analyze work-related information for a given purpose and communicate it to others orally or in writing.
2.35	Identify or demonstrate effective management of material resources, including acquisition, storage and distribution.
2.36	Identify or demonstrate effective management of human resources, including assessing skills, making appropriate work assignments and monitoring performance.
	Workplace Resource Management
2.37	Identify, secure, evaluate, process and/or store information needed to perform tasks or keep records.
2.38	Demonstrate ability to use a filing system or other ordered system (e.g., coded or numbered).

LIFE AND WORK COMPETENCIES	
3	**Community**
3.1	Ask for, give, follow, or clarify directions to a place or location, including reading signs.
3.2	Identify/interpret signs related to public transportation.
3.3	Identify/interpret different types of transportation in the community and interpret traffic information.
3.4	Identify/interpret maps relating to travel needs, including internet-based map systems.
3.5	Interpret information about weather conditions (e.g., hurricanes, tornadoes, lightning).
3.6	Locate and utilize services of agencies that provide emergency help.
3.7	Identify governmental social services (e.g., Social Security, Medicare, welfare programs).
3.8	Interpret the types of community services available through community organizations.
3.9	Locate and interpret information related to classes and schedules.
3.10	Interpret school-related registration and application forms.
3.11	Interpret information about social issues.
4	**Consumer Economics**
	Measurement and Money
4.1	Interpret recipes.
4.2	Interpret, use and compute measurement for consumer-related purposes.
4.3	Count, convert and use coins and currency and recognize symbols such as ($) and (.).
4.4	Interpret advertisements, labels, charts and price tags in selecting goods and services.
	Purchasing Goods and Services
4.5	Compare price, quality and product information to determine the best buys for goods and services.
4.6	Identify common food items.
4.7	Identify common articles of clothing.
4.8	Identify, compare and use methods for purchasing goods and services, including online purchasing.
4.9	Make returns, exchanges and customer service requests.
4.10	Use automated devices (e.g., ticket machines, self-checkout) to make purchases and payments.
4.11	Identify common articles of clothing.
	Consumer Protection
4.12	Identify consumer protection resources concerning business practices and solicitations.
4.13	Identify procedures the consumer can follow if merchandise or service is unsatisfactory.
4.14	Interpret product guarantees and warranties.
4.15	Interpret operating instructions, directions, or labels for consumer products.
4.16	Interpret information to obtain repairs.
	Financial Literacy
4.17	Interpret information about personal and family budgets.
4.18	Consider need, affordability and long-term implications in making purchases.
4.19	Interpret different types of bills (e.g., medical, utilities and credit card).
4.20	Demonstrate ability to use and manage banking services such as ATMs, direct deposit, debit card purchasing and online banking.
4.21	Interpret information about the types of loans available through lending institutions.
4.23	Interpret information about credit and debt, including interest rates, payment terms and credit reports.
	Housing
4.24	Identify different kinds of housing, areas of the home and common household items.

	LIFE AND WORK COMPETENCIES	
4.25	Select appropriate housing by reading ads, signs and other information and by making inquiries.	
4.26	Interpret lease and rental documents.	
4.27	Interpret information about tenant and landlord rights and obligations.	
4.28	Interpret information about housing loans and homeowner insurance.	
4.29	Communicate maintenance needs and housing problems to a landlord or property manager.	
4.30	Recognize home theft and fire prevention measures.	
	Transportation	
4.31	Interpret highway and traffic signs and signals, including parking information.	
4.32	Identify driving regulations and procedures to obtain a driver's license.	
4.33	Compute mileage and gasoline consumption.	
4.34	Interpret maps related to driving.	
4.35	Interpret information related to the selection and purchase of a car.	
4.36	Interpret information related to automobile maintenance.	
4.37	Identify types of vehicles and basic car parts and features, including safety equipment.	
5	**Health**	
	Basic Health and Medical Information	
5.1	Identify parts of the body.	
5.2	Identify information necessary to make or keep medical and dental appointments.	
5.3	Identify and use health care services and facilities, including interacting with staff.	
5.4	Identify and access counseling services.	
5.5	Interpret information about health care plans, insurance and benefits.	
5.6	Fill out medical health history forms.	
5.7	Interpret medical bills.	
5.8	Identify and use appropriate medications, including prescription, over-the-counter and generic.	
5.9	Interpret medicine labels.	
5.10	Interpret product labels, including directions and warnings.	
5.11	Identify safety measures that can prevent accidents and injuries.	
5.12	Interpret procedures for first-aid.	
5.13	Interpret information about AIDS and other sexually transmitted diseases.	
5.14	Recognize problems related to drugs, tobacco and alcohol and identify where treatment may be obtained.	
5.15	Interpret immunization requirements.	
5.16	Interpret health and danger alerts.	
5.17	Interpret medical-related vocabulary (e.g., X-ray, blood test).	
	Maintaining Health	
5.18	Interpret information about nutrition, including food labels.	
5.19	Identify/interpret information about a healthy diet.	
5.20	Identify how to handle, prepare and store food safely.	
5.21	Identify practices that promote dental health.	
5.22	Identify practices to maintain health such as regular checkups, exercise and disease prevention measures.	
5.23	Interpret information about illnesses, diseases and health conditions and their symptoms.	
5.24	Communicate with medical personnel regarding condition, diagnosis, treatment, concerns and instructions.	
5.25	Interpret information on the development, care and health and safety concerns of children.	

	LIFE AND WORK COMPETENCIES
6	**Civics**
	Voting and Civic Engagement
6.1	Identify/interpret voter qualifications and registration forms.
6.2	Interpret a ballot.
6.3	Interpret information about electoral politics, political parties and candidates.
6.4	Identify, interpret and express opinions on political and other public issues.
6.5	Identify how to contact public officials about issues and concerns.
	U.S. History
6.6	Identify the U.S. flag, other national symbols and principal monuments.
6.7	Interpret information about U.S. history.
6.8	Identify/interpret U.S. historical documents.
6.9	Interpret information about U.S. states, cities, geographical features and points of interest.
	Legal Rights and Responsibilities
6.10	Interpret laws and ordinances and legal forms and documents.
6.11	Identify individual legal and civil rights and procedures for obtaining legal advice.
6.12	Interpret basic court procedures.
6.13	Interpret information or identify requirements for establishing residency and/or obtaining citizenship.
6.14	Identify common infractions, crimes, legal consequences.
6.15	Identify procedures for reporting a crime.
6.16	Identify legal obligations in domestic relationships and how to report problems.
	Functions of Government
6.17	Interpret information about the legislative, judicial and executive branches and their activities.
6.18	Interpret information about the military and law enforcement.
6.19	Identify local, state and federal government officials and their roles.
	Civic Activities
6.20	Identify ways to communicate with and interact with local, state and federal government officials.
6.21	Identify civic responsibilities, e.g., voting, jury duty and paying taxes.
6.22	Interpret information about civic organizations and public service groups.
6.23	Interpret information about neighborhood or community problems and their solutions.
	Economics
6.24	Identify trends in the economy related to wages and employment.
6.25	Identify trends in the economy related to prices of goods and services.
6.26	Interpret information on economic issues that are part of current events.
7	**Environment**
7.1	Identify the principal components of the weather and Earth's climate system.
7.2	Interpret information related to the way the principal components of the weather and Earth's climate system interact.
7.3	Identify the principal elements of climate change.
7.4	Interpret information related to the way climate change impacts on environmental, biological and social systems.
7.5	Identify ways to use energy efficiently.
7.6	Interpret information related to energy issues.
7.7	Interpret information about issues related to natural sciences, such as biology.
7.8	Interpret information related to uses of technology to conserve and protect the natural environment.

	LIFE AND WORK COMPETENCIES
7.9	Identify ways of conserving resources, including recycling.
8	**Mathematics**
	Note to Instructor: The Florida DOE ABE Mathematics Standards may be used to complement these competencies.
8.1	Count to 100 by ones and by tens.
8.2	Identify and classify numeric symbols.
8.3	Tell and write time in hours and half-hours using analog and digital clocks.
8.4	Compare two numbers between 1 and 10 presented as written numerals.
8.5	Count and associate numbers with quantities, including recognizing correct number sequencing.
8.6	Solve addition and subtraction word problems and add and subtract within 10.
8.7	Using drawings or objects, find the number between 1-9 that makes 10 when added to the given number.
8.8	Identify information needed to solve a given problem.
8.9	Use the four operations to compute using whole numbers.
8.10	Convert common or mixed fractions to decimal fractions or percents.
8.11	Use the four operations to compute with percents, rate, ratio and proportion.
8.12	Apply a percent to determine amount of discount.
8.13	Apply a percent in a context not involving money.
8.14	Recognize and evaluate simple consumer formulas.
8.15	Convert units of U.S. standard measurement and metric system.
8.16	Recognize, use and measure linear dimensions, geometric shapes, or angles.
8.17	Measure area and volume of geometric shapes.
8.18	Use or interpret measurement instruments, such as rulers, scales, gauges and dials.
8.19	Interpret diagrams, illustrations and scale drawings.
8.20	Calculate with units of time.
8.21	Interpret data from graphs.
8.22	Compute averages, medians, or modes.
8.23	Interpret statistical information used in news reports and articles.
8.24	Interpret statements of probability.
9	**Learning and Thinking**
9.1	Identify and prioritize personal, educational and workplace goals.
9.2	Identify and paraphrase pertinent information.
9.3	Analyze a situation, statement, or process, identifying component elements and casual and part/whole relationships.
9.4	Make comparisons, differentiating among, sorting and classifying items, information, or ideas.
9.5	Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude and synthesize.
9.6	Identify a problem and its possible causes.
9.7	Generate ideas using various approaches, such as brainstorming.
9.8	Devise and implement a solution to an identified problem.
9.9	Evaluate the outcome of a solution and suggest modifications to it as needed.
9.10	Take notes or write a summary or an outline.
9.11	Use an index or table of contents.
9.12	Identify/interpret test-taking skills and strategies.
9.13	Interpret visual representations, e.g., symbols, blueprints, flowcharts and schematics.
9.14	Distinguish fact from opinion, fiction from non-fiction and point of view in media messages and presentations.

BLUEPRINT 3: CIVICS STANDARDS

Blueprint 3 provides this set of civics standards as a supplement to the ELCATE course. As stated in the preface, ELCATE students are required to participate in the IELCE program. WIOA states that the Integrated English Literacy and Civics Education (IELCE) Program "must include instruction in literacy and English language acquisition and <u>instruction on the rights and responsibilities of citizenship and civic participation</u> and may include workforce training" ([WIOA Section 243, 463.33(b)](#)). Note that the IELCE program is not designed to prepare students to become U.S. citizens. It is also not intended that instructors of the ELCATE course prepare their IELCE students to become U.S. citizens as part of teaching the civics standards. This set of standards is not a complete citizenship preparation course. Instead, it represents civics-related topics that will help students understand what it means to be "a good citizen" in the generic sense. The sole purpose for the provision of these standards is that students become knowledgeable of the rights and responsibilities of citizenship and civics participation.

CIVICS STANDARDS
<u>Note to Instructor</u>: The [U.S. Office of Citizenship and Immigration Services](#) provides free materials to supplement classroom instruction: Lesson Plans, Civics-related Materials, Videos, Program Development Guides, and Idea Boards.
A.   Identify and communicate information about the Principles of American government
1.   The form of government of the United States
2.   The Supreme Law of the Land of the United States
3.   The U.S. Constitution, what it does and how changes are made to the Constitution
4.   The amendments to the Constitution (10th, 14th, 19th)
5.   The Bill of Rights
6.   The Declaration of Independence
7.   The economic system of the United States
8.   The meaning of the rule of law
B.   Identify and communicate information in relation to the American System of Government
9.   The three branches of government, the names and what each branch does
10. The U.S. Congress, its powers, how many parts it has and what each part does
11. The U.S. Senate, the number and duties of senators, name of your senators
12. The U.S. House of Representatives, the number and duties of representatives, name of your representative
13. The U.S. President, the name, duties and powers of the president
14. The U.S. Vice-President, the name, duties and powers of the vice-president
15. The President's Cabinet, positions and duties
16. The Electoral College, role and importance
17. The Judicial branch, parts, role and importance
18. The Supreme Court, number of justices, duties, term of service
19. The Chief Justice of the Supreme Court, name and duties
20. The powers of the federal government
21. The powers of state governments
22. The governor and capital of your state
C.   Identify and communicate information in relation to Rights and Responsibilities
23. The four amendments of the U.S. Constitution pertaining to who can vote
24. The three rights of everyone living in the United States
25. The two promises that new citizens make in the Oath of Allegiance
26. The Pledge of Allegiance

27. The steps to become a U.S. citizen
28. The purpose and importance of taxes paid to the federal government
29. The U.S. Selective Service
D. Identify and communicate information in relation to American History
30. The Colonial Period, the Revolutionary War and Independence
31. The reasons the colonists came to America
32. The peoples who inhabited the land before Europeans arrived
33. The peoples who were enslaved
34. The Declaration of Independence, date of adoption, the author and the reasons for independence stated in it
35. The 13 original states
36. The Federalist Papers, purpose, impact and author
37. The role/impact of G. Washington, B. Franklin, T. Jefferson, J. Madison and A. Hamilton
38. The purchase of the Louisiana Territory, date and impact
39. The wars fought by the U.S. in the 1800s
40. The Civil War, at least one event that occurred during the war and one outcome that resulted from the war
41. The role/impact of President Abraham Lincoln with relation to the Civil War and the Emancipation Proclamation
42. The Women's Rights movement of the 1800s, leaders and outcomes of the movement
43. The wars fought by the U.S. in the 1900s
44. The World War I, reasons for U.S. engagement in the war and outcomes of the war
45. The World War II, reasons for U.S. engagement in the war and outcomes of the war
46. The Korean War, reasons for U.S. engagement in the war and outcomes of the war
47. The Vietnam War, reasons for U.S. engagement in the war and outcomes of the war
48. The Cold War, concerns of the U.S during the war
49. The wars and conflicts that resulted from the 9/11 attacks on the U.S.
50. The American Indian tribes in the United States, names and locations
51. The innovations of Americans, names of inventors and inventions
E. Identify and communicate information in relation to Symbols and Holidays of the United States
52. The capital of the United States
53. The Statue of Liberty
54. The flag of the United States, reason for 13 stripes and 50 stars
55. The national anthem of the United States
56. The nation's first motto, "E Pluribus Unum"
57. The national holidays of the United States
58. The Memorial Day holiday, purpose and meaning
59. The Veterans Day holiday, purpose and meaning

Florida Department of Education
Adult General Education
Curriculum Framework

ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES LITERACY SKILLS	
Program Title	Adult English for Speakers of Other Languages Literacy Skills
Program Number	9900300
Course Title	Adult English for Speakers of Other Languages Literacy Skills)
Course Number	9900300
CIP Number	1532010303
Grade Level	30, 31
Program Length	Varies (See Program Length section)

PURPOSE
Adult General Education Program: The Florida Department of Education administers the Adult General Education Program under the authority of s. Florida Statute 1004.93, F.S., and the Workforce Investment and Opportunity Act (WIOA), 2014. The AGE Program has multiple purposes. Primarily, it provides instruction in reading and language and mathematics to students seeking to obtain a high school diploma or its recognized equivalent. Another purpose is to support parents to become full partners in the educational development of their children and to improve the economic opportunities of their family. Finally, the AGE Program prepares learners transition to postsecondary education and training and obtain employment.

Adult ESOL Program: The purpose of the Adult ESOL Program is to "assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking, listening and comprehension skills in English, mathematics and an understanding of the American system of government, individual freedom and the responsibilities of citizenship." In addition, the Adult ESOL Program is "designed to lead to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training; or employment" (Workforce Investment and Opportunity Act (WIOA), 2014).

The Adult ESOL Program serves the following purposes:

- Ensure continuity with the K-12 Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards with the Adult ESOL Program
- Provide a common language for the Adult ESOL educational functioning levels among those of the other programs within AGE: ABE, AHS, and GED® Preparation
- Provide English Language acquisition skills and critical thinking skills to prepare students for education and employment opportunities that align with their goals, such as the ABE Program, the GED® Preparation Program, and for postsecondary education and employment
- Provide instruction in the English language and civics portion of the Integrated English Literacy and Civics Education (IELCE) Program to Adult ESOL students who choose to participate in IELCE.
- Assist local adult education agencies with ABE curriculum development
- Provide guidance for all Adult ESOL practitioners
- Ensure quality instruction through professional development

Adult ESOL Literacy Skills Course: The purpose of the Adult ESOL Literacy Skills course is to assist English language learner adults, who are pre-literate, non-literate, or semi-literate in their native language, in improving their reading, writing, speaking, listening, and comprehension skills in English. The course is part of the Florida Adult Education Career Pathways system

STUDENTS

Students eligible to enroll in the Adult ESOL Literacy Skills course are those who:

- Are beyond compulsory school age (16 years)
- Are no longer enrolled in a K-12 school
- Score below the Educational Functioning Level (EFL) 1 of the Adult ESOL course as measured by Florida DOE-approved assessments
- Have emerging literacy skills. They may be pre-literate, non-literate, or semi-literate in their native language and are at varying stages of learning to read and write for the first time in any language
- Note: Students enrolled in the Adult ESOL Literacy Skills course are not eligible to participate in the IELCE program, as their test scores are below the NRS EFL 1.

EDUCATIONAL FUNCTIONING LEVELS

The Workforce Investment and Opportunity Act defines the term Educational Functioning Level as "the ABE, ASE and ESL literacy levels, as provided in the NRS Guidelines, that describe a set of skills and competencies that students demonstrate in the skill areas of the National Reporting System" (Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462). The Adult ESOL course encompasses six EFLs, which are organized into reading, writing, listening, speaking and language domains in the context of employment and everyday life.

Students enrolling in this course score below the accurate range on state-approved assessments in reading and listening. The educational functioning levels of the Adult ESOL Literacy Skills course are below EFL 1 of the Adult ESOL course.

Table 1 shows the three levels of the Adult ESOL Literacy Skills course, with the six EFLs of the Adult ESOL course, as provided in the NRS Guidelines. Note that the three levels of the Literacy Skills Course are prior to the levels of the NRS

Table 1: Levels of the Adult ESOL Literacy Skills course in relation to the NRS EFLs for Adult English for Speakers of Other Languages

NRS ESL* Educational Functioning Levels	Adult ESOL Literacy Skills Levels (Below NRS Range)
	Literacy Level A
	Literacy Level B
	Literacy Level C
ESL Level 1 Beginning Literacy ESL	
ESL Level 2 Low Beginning ESL	
ESL Level 3 High Beginning ESL	
ESL Level 4 Low Intermediate ESL	
ESL Level 5 High Intermediate ESL	
ESL Level 6 Advanced ESL	

* The term ESL is used by the NRS and stands for English as a Second Language. The term ESOL is used by the Florida DOE and stands for English for Speakers of Other Languages. The two terms are synonymous.

PROGRAM LENGTH

Table 2 illustrates the recommended maximum number of instructional hours for each level of the Literacy Skills course. The maximum number of hours presented here are recommendations only. It is understood, however, that each student learns at their individual pace and there will be students who complete an level in fewer (or more) hours than the recommended maximum number of hours noted.

Table 2: Recommended Maximum Number of Hours by Educational Functioning Level

Adult ESOL Literacy Skills Course Number	Recommended Maximum Number of Hours by Level
9900300	180
	180
	180

CURRICULUM AND INSTRUCTION

The Adult ESOL Literacy Skills curriculum framework provides instructors with the Anchor Standards in Reading, Writing, Listening, Speaking, and English Language Arts that the adult English language learner needs. With framework being the operative word, it is the basis for designing curriculum, assisting programs and teachers with selecting or creating instructional materials, techniques, and ongoing assessment.

The Florida DOE provides the Adult ESOL Literacy Skills curriculum framework to all programs across the state in order that local program personnel can design a curriculum relevant to the goals of their students and instructors. A fully developed curriculum at the local program will include the following elements. Program staff may contact the Florida DOE Bureau of Adult Education for additional information on developing an in-house curriculum.

- A description of educational outcomes that students can expect to achieve upon completion of the course
- A set of core instructional materials (print and digital) aligned to the educational outcomes
- A series of needs assessment tools that helps teachers prioritize which standards are most relevant to the learning needs and educational goals of their students
- Supplementary textbooks on grammar, pronunciation, vocabulary in the context of employment and life skills
- Pacing guides and matrices that display the scope and sequence of the curriculum
- A list of recommended websites, films, dictionaries available for teachers
- An overview of the content to be covered in the course
- A description of learning activities that may be used on a regular basis for reinforcement
- Work-and Life Vocabulary Lists
- List of Grammar topics in order of topics to be taught at each of the three levels of the course

The Adult ESOL Literacy Skills framework consists of the Basic Literacy Standards of Reading, Writing, Listening and Speaking and a set of Life and Work Competencies appropriate for their level. The content is compatible with principles of literacy and language acquisition for literacy level adult English language learners.

Instructors should integrate the Basic Literacy Standards with the Life and Work Skills Competencies into contextualized lessons. It is not necessary to follow a prescribed sequence in planning lessons based on the Standards and the Competencies. Materials and texts chosen for this course should be adult-oriented, at the appropriate language and literacy proficiency levels, and culturally sensitive. Instructors are encouraged to plan

classroom activities that appeal to students with a variety of learning styles and incorporate students' prior knowledge and experiences.

ASSESSMENT
Pre-testing for Placement:

Prior to enrolling students in the Adult ESOL Literacy Skills course, programs are required to determine if the student is able to take a state-approved assessment designed for Adult ESOL in the skill areas of reading and listening. The program should request the student to read and respond in writing to five questions in their native language from the FDOE Native Language Screening. If the student chooses to attempt to answer five questions in their native language, the program will administer the Native Language Screening and place the student in the Literacy Skills course based on the scoring table in the Native Language Screening. If the student chooses to attempt to take a state-approved assessment and obtains scores that are below the accurate range, the program should administer the Native Language Literacy Screening. The NLS is available on the Florida DOE website at http://www.fldoe.org/academics/career-adult-edu/adult-edu/index.stml.

Reporting the Initial EFL placement to Florida DOE: The NLS testing manual provides a rubric-based scale with three levels that can be used to measure the reading and writing ability of the test-taker. With this scale, the student can be placed into one of the three levels of the course: A, B, or C. Once the level is determined, the local program will report the student's initial level to the Florida DOE. Note: The Florida DOE does not report learning gains obtained by students in the Adult ESOL Literacy Skills course to the National Reporting System.

Post-testing and Determining Level Completion: After enrollment in the course, the instructor may test students on formative and summative assessments to gauge progress and guide instruction. The instructor measures the learning gains made by students as they demonstrate the ability to perform the Basic Literacy Standards and Life and Work Skills Competencies noted in the course. The instructor may assess students on formative and summative assessments. As the student continues in the course, the instructor will evaluate their students' ability to understand the content standards and perform the competencies in curriculum framework. The instructor may use the Standards and Competencies in the framework to document the student's progress through the standards.

Course Completion: Completion of the course is established when the student satisfactorily completes the Basic Literacy Standards and Life and Work Skills Competencies noted in the course. The course has three levels, A, B, and C. The instructor and program administrator sign off on the Progress Report. Once the Progress Report has been signed, the local program will report the student's level to the Florida DOE.

Note: The Florida DOE does not report learning gains obtained by students in the Adult ESOL Literacy Skills course to the National Reporting System. The levels of the course are below the levels included in the NRS. zzzzzzzzzzzzzzzzzzzzzzzzzzzzzThe local program keeps a copy of the completed Progress Report in the student's permanent record for review by the FDOE Division of Career and Adult Education grants monitoring team.

Transition to the Adult ESOL Course: Upon completion of the course, the student may transition to the Adult ESOL course by taking a state-approved assessment in reading and listening. The program will then place the student in the appropriate level of the Adult ESOL course based on the student's test scores.

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, provide documentation, and request such services. Students with disabilities may need accommodations in areas such 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 Florida Statute 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.

Basic Literacy Skill Standards		
1. Basic Literacy Skill Standards **A. Sound Discrimination**		
Literacy Level A	**Literacy Level B**	**Literacy Level C**
A1-1 Identify familiar sounds as same or different in short words (e.g., *fine/mine, see/say*)	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., ha<u>t</u>, zi<u>p</u>)	
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., *The **phone** is on the **ta**ble*)
A1-3 Recognize rising intonation as a question (e.g., *Are you married?*)	B1-4 Recognize intonation used to communicate a choice (e.g., *Are you married or single?*)	C1-3 Repeat/reproduce rising and falling intonation in a short sentence
1. Basic Literacy Skill Standards **B. Reading**		
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>br</u>ead, <u>dr</u>ive, <u>fr</u>om, <u>sm</u>all)
	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., ca<u>ll</u>, cla<u>ss</u>, si<u>ck</u>)
		C1-8 Read diphthongs (e.g., b<u>oy</u>, h<u>ow</u>)
		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		

1. Basic Literacy Skill Standards **C. Writing**		
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)

Life and Work Competencies		
2. Communication Competencies **A. Personal Information**		
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	B2-2 Read and write area code and phone	C2-3 Identify titles for names (e.g., Mr., Mrs.,

code	number	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., *239 Fifth St, apartment B2)*	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 *What is your birth date?* 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., *What is your husband's name?)*	B2-8 Respond to *How old*? and *Who?* questions regarding self and family	
	B2-9 Respond to questions about native language (e.g., *What language do you speak?)*	
2. Communication Competencies **B. Social and Classroom Language**		
A2-9 Follow basic classroom instructions (e.g., *point to, ask, repeat)*		
A2-10 Recognize names of classroom objects (e.g., *pen, paper, desk, door)*	B2-10 Read names of classroom objects	C2-7 Write names of classroom objects
A2-11 Use greetings, simple introductions and farewells (e.g., *Hello, Goodbye, I'm _____, Nice to meet you)*	B2-11 Use greetings, introductions and farewells (e.g., *How are you? So long.)*	C2-8 Express basic emotions (e.g., *I'm worried/ tired/ happy)*
A2-12 Thank someone and acknowledge thanks (e.g., *You're welcome)*	B2-12 Introduce someone using first name, last name, plus relationship	C2-9 Tell about daily life events (e.g., *I pick up my son at 3:00; I work from 4:00 p.m. to 8:00 p.m.)*
A2-13 Apologize and respond to an apology (e.g.,		

I'm sorry, It's OK)		
A2-14 Express lack of understanding and ask for clarification	B2-13 Locate the top, middle, and bottom of a page	C2-10 Identify the top and front of a textbook, open the book and locate indicated page

2. Communication Competencies
C. Time

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	C2-12 Write times in response to oral cues in number form (e.g., *It's 11:45*)
A2-16 Respond to *What day is today/ tomorrow?*	B2-15 Read and copy days and months using words and abbreviations	C2-13 Write days of the week and their abbreviations
A2-17 Say the days in order	B2-16 Match months with numbers (e.g., August = 8)	C2-14 Write months of the year and their abbreviations
A2-18 Say the months in order	B2-17 Respond to *What's today's date?* and *When* questions	C2-15 Locate calendar dates with ordinal numbers (e.g., *What day is the 21st?*)
	B2-18 Read and write dates in month/day/year format using all numbers (e.g., 10/11/10)	C2-16 Write dates in month/day/year format using abbreviations and numbers (e.g., Oct. 11, 2010)

3. Employment Competencies

	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., *Are you working? What's your job?*)	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., *Can you work nights?*)	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

4. Consumer and Community Education Competencies		
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., *drugstore, daycare)*	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

5. Health and Nutrition Competencies		
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	B5-7 Read basic safety signs (e.g., DANGER,	

Swimming, Poison)	CAUTION)	
A5-5 Ask for emergency assistance (e.g., *Help! Call 911)*		
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., *accident, robbery)*

6. Transportation and Travel Competencies		
A6-1 Identify types of transportation (e.g., *walk, bus, taxi, car, bicycle, train, get a ride)*	B6-1 Read types of transportation	C6-1 Write types of transportation
	B6-2 Respond to basic questions regarding transportation (e.g., *How do you get to school/work?)*	
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., *turn left/right, go 2 blocks)*	B6-5 Ask for and give simple directions to a place	C6-3 Read a very simple street map
A6-6 Describe locations of places (e.g., *next to, across from, between, on the corner)*	B6-6 Ask for local bus/train times and fare	C6-4 Use a simple local bus schedule to locate times and stops

PROGRESS REPORT

Adult ESOL Literacy Skills
School District Course# 9900300
College CIP# 1532010303

Local Program Name	
Student Name	
Student Identifier Number	
Program Year	
Date Level A Completed	
Date Level B Completed	
Date Level C Completed	
Date Course Completed	

The above-named student has satisfactorily completed the Basic Literacy Skills Standards and the Life and Work Competencies of the Literacy Skills course.

zzz

_____   _____

Program Director Signature   Date

_____

Program Director Printed Name

_____   _____

Instructor Signature   Date

_____

Instructor Printed Name

Florida Department of Education
Adult General Education
Curriculum Framework

ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES	
Program Title	Adult English for Speakers of Other Languages (ESOL)
Program Number	9900040
Course Title	Adult English for Speakers of Other Languages (ESOL)
Course Number	9900040
CIP Number	1532010900
Grade Level	30, 31
Program Length	Varies (See Program Length section)

PURPOSE
Adult General Education Program: The Florida Department of Education administers the Adult General Education Program under the authority of s. Florida Statute 1004.93, F.S., and the Workforce Investment and Opportunity Act (WIOA), 2014. The AGE Program has multiple purposes. Primarily, it provides instruction in reading, language and mathematics to students seeking to attain a high school diploma or its recognized equivalent. Another purpose is to support parents to become full partners in the educational development of their children and to improve the economic opportunities of their family. Finally, the AGE Program prepares learners transition to postsecondary education and training and obtain employment.

Adult ESOL Program: The purpose of the Adult ESOL Program is to "assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking, listening and comprehension skills in English, mathematics and an understanding of the American system of government, individual freedom and the responsibilities of citizenship." In addition, the Adult ESOL Program is "designed to lead to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training; or employment" (Workforce Investment and Opportunity Act (WIOA), 2014).

The Adult ESOL Program serves several purposes:

- Ensure continuity with the K-12 Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards with the Adult ESOL Program
- Provide a common language for the Adult ESOL educational functioning levels among those of the other programs within AGE: ABE, AHS, and GED® Preparation
- Provide English Language acquisition skills and critical thinking skills to prepare students for education and employment opportunities that align with their goals, such as the ABE Program, the GED® Preparation Program, and for postsecondary education and employment
- Provide instruction in the English language and civics portion of the Integrated English Literacy and Civics Education (IELCE) Program to Adult ESOL students who choose to participate in IELCE.
- Assist local adult education agencies with ABE curriculum development
- Provide guidance for all Adult ESOL practitioners
- Ensure quality instruction through professional development

STUDENTS
Students eligible to enroll in the Adult ESOL course are those who:

- Are beyond compulsory school age (16 years)
- Are no longer enrolled in a K-12 school

- Score within the Educational Functioning Levels (EFL) 1 – 6 of the Adult ESOL course as measured by Florida DOE-approved assessments
- Students enrolled in the Adult ESOL course are eligible to participate in the IELCE program.

Adult English language learners who are enrolling for the first time in the Adult ESOL course may have varying levels of education. Among the population of English language learners enrolled in the Adult ESOL Program are those who:

- Have emerging literacy skills. They may be pre-literate, non-literate, or semi-literate in their native language and are at varying stages of learning to read and write for the first time in any language
- Have a secondary (high school) degree from their home country or the U.S.
- Have a bachelor's, doctorate or a professional degree from their home country or the U.S.

EDUCATIONAL FUNCTIONING LEVELS

The Workforce Investment and Opportunity Act defines the term Educational Functioning Level as "the ABE, ASE and ESL literacy levels, as provided in the NRS Guidelines, that describe a set of skills and competencies that students demonstrate in the skill areas of the National Reporting System" (Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462). The Adult ESOL course encompasses six EFLs, which are organized into reading, writing, listening, speaking and language domains in the context of employment and everyday life.

Table 1 presents the six EFLs of the Adult ESOL course, as provided in the NRS Guidelines. It also shows the corresponding levels of the English Language Proficiency Standards (ELPS) and the EFLs of the ABE Reading and Language Arts course.

Table 1: NRS EFLs for Adult English for Speakers of Other Languages in relation to the English Language Proficiency Levels and the NRS ABE Reasoning through Language Arts Levels

NRS ESL* Educational Functioning Levels	Adult Education English Language Proficiency Standards Levels	NRS ABE Reasoning Through Language Arts Educational Functioning Levels
ESL Level 1 Beginning Literacy ESL	ELPS Level 1	ABE Level 1 Beginning ABE Literacy
ESL Level 2 Low Beginning ESL	ELPS Level 1	ABE Level 1 Beginning ABE Literacy
ESL Level 3 High Beginning ESL	ELPS Level 2	ABE Level 1 Beginning ABE Literacy
ESL Level 4 Low Intermediate ESL	ELPS Level 3	ABE Level 2 Beginning Basic Education
ESL Level 5 High Intermediate ESL	ELPS Level 4	ABE Level 3 Low Intermediate Basic Education
ESL Level 6 Advanced ESL	ELPS Level 5	ABE Level 4 High Intermediate Basic Education
N/A	N/A	ABE Level 5 Low Adult Secondary Education
N/A	N/A	ABE Level 6 High Adult Secondary Education

* The term ESL is used by the NRS and stands for English as a Second Language. The term ESOL is used by the Florida DOE and stands for English for Speakers of Other Languages. The two terms are synonymous.

PROGRAM LENGTH

Table 2 illustrates the recommended maximum number of instructional hours for each Educational Functioning Level. The maximum number of hours presented here are recommendations only. Recognizing that each student will learn at a different pace, there will be students who complete an EFL in fewer (or more) hours than the recommended maximum number of hours noted.

Table 2: Recommended Maximum Number of Hours by Educational Functioning Level

Course Title and Number	NRS ESL Educational Functioning Levels	Recommended Maximum Number of Hours by EFL
Adult ESOL 9900040	ESOL Level 1 Beginning Literacy ESL	450
	ESOL Level 2 Low Beginning ESL	450
	ESOL Level 3 High Beginning ESL	450
	ESOL Level 4 Low Intermediate ESL	450
	ESOL Level 5 High Intermediate ESL	450
	ESOL Level 6 Advanced ESL	450

CURRICULUM AND INSTRUCTION
The Adult ESOL curriculum framework begins by providing instructors with the Anchor Standards in Reading, Writing, Listening, Speaking, and English Language Arts that the adult English language learner needs. With "framework" being the operative term, it is the basis for designing curriculum, assisting programs and teachers with selecting or creating instructional materials, techniques, and ongoing assessment.

The Florida DOE provides the Adult ESOL curriculum framework to all programs across the state in order that local program personnel can design a curriculum relevant to the goals of their students and instructors. A fully developed curriculum at the local program will include the elements listed below. Program staff may contact the Florida DOE Bureau of Adult Education for additional information on developing an in-house curriculum.

- A description of educational outcomes that students can expect to achieve upon completion of the course
- A set of core instructional materials (print and digital) aligned to the educational outcomes
- A series of needs assessment tools that helps teachers prioritize which standards are most relevant to the learning needs and educational goals of their students
- Supplementary textbooks on grammar, pronunciation, vocabulary in the context of employment and life skills
- Pacing guides and matrices that display the scope and sequence of the curriculum
- A list of recommended websites, films, dictionaries available for teachers
- An overview of the content to be covered in the course (Academic Standards, English Language Proficiency Standards, Life and Work Skills and other content created or collected by instructors)
- A description of learning activities that may be used on a regular basis for reinforcement
- Work-and Life Vocabulary Lists, and the Academic Word List (AWL) by Dr. Averill Coxhead
- List of Grammar topics in order of topics to be taught at each of the six ESOL levels

The Three Blueprints of the Adult ESOL Curriculum Framework
The Adult ESOL Curriculum Framework consists of three interrelated blueprints:

1. English Language Proficiency Standards (ELPS) for Adult Education and the Florida Adult Basic Education (ABE) Reasoning Through Language Arts Standards (RLA)
2. Florida DOE Life and Work Competencies
3. Prerequisite ESOL Literacy Skills
4. Civics Standards

Blueprint 1 – The English Language Proficiency Standards for Adult Education and the Florida ABE Reasoning through Language Arts

Blueprint 1 consists of the ELP Standards and the ABE RLA Standards combined into one document. In this combined document, the ELP Anchor Standards are intentionally placed before the RLA Standards to show they are the emphasis of instruction. English Language Learners need to first become proficient in the English language in order to engage effectively with the RLA Standards. The term English Language Proficiency is defined as the level of English language knowledge and skills needed by an English language learner to be academically successful[1]

1. The ELP Standards comprise the Adult ESOL Level Descriptors of the National Reporting System
   Blueprint 1 leverages the ELP Standards and the NRS EFLs as a key organizing mechanism. The language of the NRS Adult ESOL Level Descriptors is an exact reproduction of the ELP Standards, which serve as the guide for teaching, assessment and placement.

2. The Florida Adult Basic Education Standards for Reasoning through Language Arts (RLA)
   These standards – based on Florida's K–12 Benchmarks for Excellent Student Thinking (B.E.S.T.) in English Language Arts – have been revised to address the adult learner and constitute the challenging academic content standards that will ensure adult learners are adequately prepared for careers and postsecondary educational opportunities.

The framework starts with tables for each ELP Anchor Standard that, when read from left to right, show the progression in expectation from ESL Levels 1 through 6. Each table then shows the correlated Florida ABE Reasoning through Language Arts standards, from Level 1 to 4. Where applicable, each ELP table also shows correlation to one or more of the RLA Expectations, which are overarching skills that run through every component of language arts and should be taught throughout the RLA strands.

The ELP Standards play the following roles in supporting students enrolled in the Adult ESOL course:

- Support instruction of the Adult Education ABE Standards for Reasoning through Language Arts
- Guide teachers in the planning and delivery of instruction to students in single-level and multi-level classes
- Make recommendations on the types of linguistic, grammar and vocabulary that students may need at different educational functioning levels

In lesson planning and classroom instruction, instructors will use two sets of standards in combination:

1. The English Language Proficiency Standards
   The ELP Standards help Adult ESOL students acquire the "language knowledge" and skills necessary to achieve their postsecondary and career goals. They strongly emphasize the academic language they will need to engage with and understand the Florida ABE RLA Standards.

2. The Florida ABE Reasoning through Language Arts Standards
   The RLA Standards represent what students can do <u>upon completion of each level</u> and cover the essential oral and written English communication skills students need for real-world applications. In essence, the RLA

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[1]English Language Proficiency Standards definition provided by the National Center on Educational Outcomes

standards are the end goal of all students, including English language learners, as they advance toward their long-term personal and career goals.

As stated in the [English Language Proficiency Standards for Adult Education Framework](#):

> *"… the ELP Standards for Adult Education…emphasize the need for English language acquisition programs to move beyond teaching life skills. These programs must promote college and career readiness for adults and meet the high expectations outlined in WIOA. To meet this goal, the ELP Standards for AE describe the specific English language skills that ELLs need to access the rigorous content specified in state-adopted academic content standards. Through these descriptions, the ELP Standards for AE provide guidance for effectively supporting ELLs of varying proficiency levels as they acquire English language skills and content knowledge."*

Instructors teaching the Adult ESOL course may want to consider how the skills embedded in the ELP Standards can be woven together throughout thematic units or projects that allow students to engage with the same content at their level while providing an opportunity for them to progress along the continuum.

Blueprint 2 – Florida DOE Life and Work Competencies
The second blueprint is grounded in the Florida DOE Life and Work Competencies. The Florida DOE Life and Work Competencies cover the following subject areas: Communication, Employment, Community, Consumer Education, Health, Civics, Environment, Mathematics for ESOL, Learning and Thinking. Many of these life and work competencies can be taught across the full range of the Adult ESOL levels, while some are more applicable to beginning levels and others to advanced levels.

Blueprint 3 – Florida DOE Prerequisite ESOL Literacy Skills
The third blueprint is grounded in the Prerequisite ESOL Literacy Skills, which are duplicated without making any changes from the standards and competencies of the Florida DOE Literacy Skills for Adult ESOL course. The Literacy Skills for Adult ESOL course is now included within the Adult ESOL course in an effort to seamlessly transition students who are pre-literate, non-literate, or semi-literate in their native language into the Adult ESOL course. Teachers should utilize the Prerequisite ESOL Literacy Skills to support language acquisition when working with students who are pre-literate, non-literate, or semi-literate in their native language.

Blueprint 4: Civics Standards
Blueprint 4 provides a set of civics standards as a supplement to the Adult ESOL course for local programs that have students who participate in the Integrated English Literacy and Civics Education (IELCE) Program. Students enrolled in the Adult ESOL course at any level (EFL 1-6) are eligible to participate in the IELCE program.

ASSESSMENT
Local programs are required to use assessments that have been approved by the Florida DOE and USDOE to measure the student learning over time. The following tests have been approved for use in the Adult ESOL: BEST Plus 2.0 and BEST Literacy, CASAS Life and Work 80 Reading Series and 980 Listening Series and TABE CLAS-E. See [State Board Rule 6A-6.014, FAC](#) and the [Florida DOE Assessment Technical Assessment Paper](#) for more information regarding approved tests, state policies on testing, and recommended and required testing procedures.

Pre-testing for Placement: Students enrolling for the first time in the Adult ESOL course are required to pre-test in two skill areas: Reading and Listening, which will determine the student's initial EFL in both areas. The local program reports the initial EFL for each skill area to the Florida DOE.

Reporting the EFL placement to Florida DOE and Instructional Placement: It is possible that students will test into two different initial EFLs, in one EFL for listening and another EFL for reading. For example, a student may test into initial EFL 1 for listening and into initial EFL 2 for reading. In this case, the program will report to the Florida DOE data reporting system that the student has placed into an initial EFL of 1 in listening and an initial EFL of 2 in reading. However, regardless of the initial EFLs that are reported for state data purposes, it is allowable for the local program to place the student into a class with an instructional level of EFL 1 or 2, or any combination that will meet the student's instructional needs.

Some students may score too low on the pre-test to obtain an accurate score even when given the lowest level of the test. They may be pre-literate, non-literate, or semi-literate in their native language and the Adult ESOL Program is their first real opportunity to learn to read and write in any language. In cases in which the student is unable to test, the program should administer the Florida DOE Native Language Screening (NLS) to determine the level of the student's reading and writing skills in their native language. The NLS scores will indicate if the student needs instruction in the Prerequisite ESOL Literacy Skills found in the framework. The NLS is available on the Florida DOE website at http://www.fldoe.org/academics/career-adult-edu/adult-edu/index.stml.

Post-testing, Determining EFL Completion, and Calculating Measurable Skill Gains: After a student participates in instruction for the number of hours recommended by the test publisher, the local program post-tests the student. If the student completes the EFL they are in and advances to the next higher EFL, the program counts that as one Measurable Skill Gain (MSG) earned. If the student advances two EFLs, the program counts that as two MSGs earned. Local programs include all MSGs earned by students in their data reports to the Florida DOE.

Table 3 illustrates the methods used by the Florida DOE and the NRS to calculate the number of MSGs. When the Florida DOE prepares its annual report to the National Reporting System, it follows the NRS guidelines to calculate the number of students who have completed at least one EFL and earned at least one MSG from starting level measured on entry into the program in a program year (PY = 7/1 to 6/30). Note that while local programs provide the Florida DOE with a count of all MSGs earned by students, the Florida DOE provides the NRS with a count of the number of students who have earned one MSG in a program year.

Table 3: Methods of Calculating MSGs by the Florida DOE and the National Reporting System (NRS)

Florida DOE	National Reporting System
Calculates the total number of MSGs earned by all students in a program year	Calculates the number of students that earned at least 1 MSG in a program year

Course Completion: Completing the course is an important milestone step. It is the main reason the student enrolled in the course. Students are considered to have completed the Adult ESOL course when their test scores are above NRS EFL 6 on one of a state-approved assessment in both skill areas of reading and listening. However, it is allowable for local programs to exit students from the course and transition them to another program when they score above NRS EFL 6 in only one of the two skill areas. Students are not required to stay in the course if they wish to advance into another program area such as ABE or GED® Preparation.

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, provide documentation, and request such services. Students with disabilities may need accommodations in areas such 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 s. Florida Statute 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.

INTEGRATED EDUCATION AND TRAINING (IET)
The Florida DOE Division of Career and Adult Education (DCAE) promotes the planning, development, and implementation of an integrated education and training (IET) service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

The IET service approach provides all levels of adult education students the opportunity to acquire the skills needed to:

- Transition to and complete postsecondary education and training programs
- Obtain and advance in employment leading to economic self-sufficiency
- Exercise the rights and responsibilities of citizenship

All IET programs must include the following three components:

- Adult education and literacy activities (§463.30)
- Workforce preparation activities (§463.34)
- Workforce training for a specific occupation or occupation cluster which can be any one of the training services defined in section 134(c)(3)(D), of WIOA

In order to meet the "integrated" requirement of IET, all services must include the following:

- Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement
- Activities are of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
- Occur simultaneously
- Use occupational relevant instructional materials

The integrated education and training program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities function cooperatively.

ENGLISH LANGUAGE PROFICIENCY ANCHOR STANDARDS FOR ADULT EDUCATION

The ELP Anchor Standards address the receptive, productive, interactive and interpretive skills of the four areas of language acquisition (listening, speaking, reading and writing) and linguistic features of the English language.

- ELP Anchor Standards 1 and 8: Receptive and Interpretive skills of listening and reading
- ELP Anchor Standards 3, 4, 7: Productive skills of speaking and writing
- ELP Anchor Standards 2, 5, 6: Interactive skills requiring collaborative use of both receptive and productive skills
- ELP Anchor Standards 8, 9 and 10: Micro-linguistic features such as determining the meaning of words and using appropriate speech and conventions of Standard English.

Table 3 demonstrates the relationship between ELP Anchor Standards as well as the supportive role played by ELP Anchor Standards 8-10.

Table 3: Relationship of ELP Anchor Standards 1 – 7 to ELP Anchor Standards 8 – 10

ELP Anchor Standards		
1 – 7	Highlight the language skills required for ELLs to engage in content-specific practices necessary for full engagement in English language arts and literacy, mathematics and science.	
8–10	Highlight the linguistic skills needed to support ELP Anchor Standards 1–7.	
For example:		
ELP Anchor Standard 8 *An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.*	**is necessary to engage with** ➡️	**ELP Anchor Standard 1** *An ELL can construct meaning from oral presentations and literary and informational text through level appropriate listening, reading and viewing.*

Table 4 presents the 10 ELP Anchor Standards as the basis of instruction in the Adult ESOL classroom. They represent the overarching language skills and knowledge that ELLs need to engage successfully with the academic content of the ABE RLA Standards. The ELP Anchor standards have the following three qualities:

1. Prerequisite to further study that prepare a student for the next level of study
2. Important knowledge and skills in the standard endure beyond the course the student is enrolled in at the time
3. The Standard is applicable and gives leverage to help students engage with other content areas

Table 4: English Language Proficiency Standards for Adult Education

ELP Anchor Standard 1	An ELL can construct meaning from oral presentations and literary and informational text through level appropriate listening, reading and viewing.
ELP Anchor Standard 2	An ELL can participate in level appropriate oral and written exchanges of information, ideas and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
ELP Anchor Standard 3	An ELL can speak and write about level-appropriate complex literary and informational texts and topics.
ELP Anchor Standard 4	An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.
ELP Anchor Standard 5	An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.
ELP Anchor Standard 6	An ELL can analyze and critique the arguments of others orally and in writing.
ELP Anchor Standard 7	An ELL can adapt language choices to purpose, task and audience when speaking and writing.
ELP Anchor Standard 8	An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.
ELP Anchor Standard 9	An ELL can create clear and coherent level-appropriate speech and text.
ELP Anchor Standard 10	An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

ADULT BASIC EDUCATION REASONING THROUGH LANGUAGE ARTS

Table 5 presents the overarching set of Expectations that run through every component of the ABE RLA Standards. They represent the

Table 5: ABE Reasoning through Language Arts Standards Expectations

Reasoning through Language Arts Standards Expectations (EE)	
RLA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
RLA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
RLA.K12.EE.3.1	Make inferences to support comprehension.
RLA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
RLA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
RLA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.

Table 6 displays the coding scheme used to indicate the Subject, NRS level, Strand, Standard, and Benchmark in the ABE RLA Standards.

Table 6: Coding Scheme used in the Florida ABE RLA Strands and Standards

Coding Scheme used in the Florida ABE RLA Strands and Standards				
Subject	**NRS Level**	**Strand**	**Standard**	**Benchmark**
RLA	**L1**	**R**	**2**	**1**
Strands F = Foundations Strand R = Reading Strand C = Communication Strand V = Vocabulary Strand				
Example of Level 1 Reading Strand Standard Standard: RLA.L1.R.2.2: Identify the topic of and relevant details in a text.				

Table 7 presents the alignment of the ELP Standards to the Florida DOE ABE RLA Standards. Note: An X in parentheses **(X)** indicates that this ELP Standard serves as a stepping-stone the student can use to approach the RLA Standard by doing the work of the ELP Standard. An X without parentheses indicates that this ELP Standards serves to assist the student to reach the RLA Standard by doing the work of the ELP Standard.

Table 7: Alignment of English Language Proficiency Standards and ABE Reasoning through Language Arts Standards

Reasoning through Language Arts Standards		English Language Proficiency Standards									
		ELPS 1	ELPS 2	ELPS 3	ELPS 4	ELPS 5	ELPS 6	ELPS 7	ELPS 8	ELPS 9	ELPS 10
Reading	**Reading Informational Text**										
	Structure R.2.1										
	Central Idea R.2.2	X									
	Purpose and Perspective R.2.3										
	Argument R.2.4			(X)			X				
	Connecting Ideas R.2.5	(X)								X	
	Reading Across Genres										
	Interpreting Figurative Language R.3.1										
	Paraphrasing and Summarizing R.3.2	X									
	Comparative Reading R.3.3					(X)					
	Understanding Rhetoric R.3.4										
Communication	**Communicating Through Writing**										
	Handwriting C.1.1										
	Narrative Writing C.1.2			X							
	Argumentative Writing C.1.3				X		X				
	Expository Writing C.1.4			X					X		
	Improving Writing C.1.5							X			
	Communicating Orally										
	Oral Presentation C.2.1			X							
	Following Conventions										
	Conventions C.3.1										X
	Researching										
	Researching and Using Information C.4.1					X					
	Creating and Collaborating										
	Multimedia C.5.1			X		X					
	Technology in Communication C.5.2		(X)								
Vocabulary	**Finding Meaning**										
	Academic Vocabulary V.1.1							X			
	Morphology V.1.2								X		
	Context and Connotation V.1.3								X		

BLUEPRINT 1 – THE ELP STANDARDS AND THE ABE RLA STANDARDS COMBINED
Blueprint 1 starts from this point forward, showing the two sets of standards combined: the ELP Standards with their respective level 1–5 descriptors and the ABE RLA Standards with their respective level benchmarks.

Table 8 presents the coding scheme used in Blueprint 1.

Table 8: Coding Scheme for Blueprint 1

Adult ESOL Levels	ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6
ELP Anchor Standard	ELPS level 1 Descriptor		ELPS level 2 Descriptor	ELPS level 3 Descriptor	ELPS level 4 Descriptor	ELPS level 5 Descriptor
RLA Reading Strand	RLA Reading Benchmarks Levels 1 through 4 (These levels vary.)					
RLA Communication Strand	RLA Communication Benchmarks Levels 1 through 4 (These levels vary.)					
RLA Vocabulary Strand	RLA Vocabulary Benchmarks Levels 1 through 4 (These levels vary.)					

ELP Standard 1: An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading and viewing.
RLA.K12.EE.1.1 Cite evidence to explain and justify reasoning.
RLA.K12.EE.3.1 Make inferences to support comprehension.

ELP Anchor Standard 1	ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6
An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading and viewing.	By the end of ELPS level 1, an ELL can use a very limited set of strategies to identify a few key words and phrases in oral communications and simple spoken and written texts.		By the end of ELPS level 2, an ELL can use an *emerging set of strategies* to ● identify the main topic in oral presentations and simple spoken and written texts ● retell a few key details.	By the end of ELPS level 3, an ELL can use a *developing set of strategies* to ● determine a central idea or theme in oral presentations and spoken and written texts ● retell key details ● answer questions	By the end of ELPS level 4, an ELL can use an *increasing range of strategies* to ● determine a central idea or theme in oral presentations and spoken and written texts ● analyze the development of	By the end of ELPS level 5, an ELL can use a *wide range of strategies* to ● determine central ideas or themes in oral presentations and spoken and written texts ● analyze the development of

			about key details	the themes/ideas	the themes/ideas
			• explain how the theme is developed by specific details in texts	• cite specific details and evidence from texts to support the analysis	• cite specific details and evidence from texts to support the analysis
			• summarize part of a text.	• summarize a text.	• summarize a text.
Central Idea R.2.2	RLA.L1.R.2.2: Identify the topic of and relevant details in a text.		RLA.L2.R.2.2: Identify the central idea and explain how relevant details support that idea in a text.	RLA.L3.R.2.2: Explain how relevant details support the central idea(s), implied or explicit.	RLA.L4.R.2.2: Analyze two or more central ideas, implied or explicit and their development throughout a text.
Connecting Ideas R.2.5	RLA.L1.R.2.5: Describe the connection between two individuals, events, ideas, or pieces of information in a text.		RLA.L2.R.2.5: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect.	RLA.L3.R.2.5: 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.	RLA.L4.R.2.5: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Paraphrasing and Summarizing R.3.2	RLA.L1.R.3.2: Retell a text in oral or written form to enhance comprehension (use topic and relevant details for an informational text).		RLA.L2.R.3.2: Retell a text to enhance comprehension (use the central idea and relevant details for an informational text).	RLA.L3.R.3.2: Summarize a text to enhance comprehension (include the central idea and relevant details for an informational text).	RLA.L4.R.3.2: Summarize a text to enhance comprehension; paraphrase content from grade-level texts.

ELP Standard 2: An ELL can participate in level-appropriate oral and written exchanges of information, ideas and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
RLA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELP Anchor Standard 2	ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6
An ELL can participate in level-appropriate oral and written exchanges of information, ideas and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	By the end of ELPS level 1, an ELL can ● actively listen to others ● participate in short conversations and written exchanges about familiar topics and in familiar contexts ● present simple information ● respond to simple yes/no questions and some wh-questions.		By the end of ELPS level 2, an ELL can ● participate in short conversations and written exchanges about familiar topics and texts, ● present information and ideas, ● appropriately take turns in interactions with others and ● respond to simple questions and wh-questions.	By the end of ELPS level 3, an ELL can ● participate in conversations, discussions and written exchanges about familiar topics, texts and issues; ● build on the ideas of others; ● express his or her own ideas; ● ask and answer relevant questions; ● add relevant information and evidence; ● restate some of the key ideas expressed; ● follow rules for discussion; and ● ask questions to gain information or clarify understanding.	By the end of ELPS level 4, an ELL can ● participate in conversations, discussions and written exchanges about a range of topics, texts and issues; ● build on the ideas of others; ● express his or her own ideas; ● clearly support points with specific and relevant evidence; ● ask and answer questions to clarify ideas and conclusions; and ● summarize the key points expressed.	By the end of ELPS level 5, an ELL can ● participate in conversations, extended discussions and written exchanges about a range of substantive topics, texts and issues; ● build on the ideas of others; ● express his or her own ideas clearly and persuasively; ● refer to specific and relevant evidence from texts or research to support his or her ideas; ● ask and answer questions that probe reasoning and claims; and ● summarize the key points and evidence discussed.
N/A	N/A					

ELP Standard 3: An ELL can speak and write about level-appropriate complex literary and informational texts and topics.
RLA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
RLA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

ELP Anchor Standard 3	ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6
An ELL can speak and write about level-appropriate complex literary and informational texts and topics.	By the end of ELPS level 1, an ELL can, with support, ● communicate information and feelings about familiar texts, topics and experiences.		By the end of ELPS level 2, an ELL can, with support, ● deliver short oral presentations and ● compose simple written narratives or informational texts about familiar texts, topics, experiences, or events.	By the end of ELPS level 3, an ELL can, with support, ● deliver short oral presentations, ● compose written informational texts and ● develop the topic with a few details about familiar texts, topics, or events.	By the end of ELPS level 4, an ELL can ● deliver oral presentations; ● compose written informational texts; ● develop the topic with some relevant details, concepts, examples and information; and ● integrate graphics or multimedia when useful about a variety of texts, topics, or events.	By the end of ELPS level 5, an ELL can ● deliver oral presentations; ● compose written informational texts; ● fully develop the topic with relevant details, concepts, examples and information; and ● integrate graphics or multimedia when useful about a variety of texts, topics, or events.
Narrative Writing C.1.2	RLA.L1.C.1.2: Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.		RLA.L2.C.1.2: Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases and an	RLA.L3.C.1.2: Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as	RLA.L4.C.1.2: Write personal or fictional narratives using narrative techniques, varied transitions, precise words and phrases, figurative language and a	

		ending.	dialogue, description and transitional words and phrases.	clearly established point of view.	
Expository Writing C.1.4	RLA.L1.C.1.4: Write expository texts about a topic, using a source, providing facts and a sense of closure.	RLA.L2.C.1.4: Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions and a conclusion.	RLA.L3.C.1.4: Write expository texts about a topic using multiple sources and including an introduction, organizational structure, relevant elaboration, varied transitions, precise language and domain-specific vocabulary and a conclusion.	RLA.L4.C.1.4: Write expository texts to explain and analyze information from multiple sources, using an introduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a formal style and a conclusion.	
Oral Presentation C.2.1	RLA.L1.C.2.1 Present information orally using complete sentences and appropriate volume.	RLA.L2.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume and clear pronunciation.	RLA.L3.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation and appropriate pacing.	RLA.L4.C.2.1: Present information orally, in a logical sequence, supporting the central idea with credible evidence, using formal English, nonverbal cues, appropriate volume, clear	

				pronunciation and appropriate pacing.	
Multimedia C.5.1	RLA.L1.C.5.1 Use a multimedia element to enhance oral or written tasks.	RLA.L2.C.5.1: Use two or more multimedia elements to enhance oral or written tasks.	RLA.L3.C.5.1: Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks.	RLA.L4.C.5.1: Integrate diverse digital media to enhance audience engagement, build cohesion and emphasize the relevance of a topic or idea in oral or written tasks.	

ELP Standard 4 An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.
RLA.K12.EE.1.1 Cite evidence to explain and justify reasoning.

ELP Anchor Standard 4	ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6
An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.	By the end of ELPS level 1, an ELL can ● express an opinion about a familiar topic, experience or event and ● give a reason for the opinion.		By the end of ELPS level 2, an ELL can ● construct a claim about familiar topics, experiences, or events; ● introduce the topic, experience, or event; ● give a reason to support the claim; and	By the end of ELPS level 3, an ELL can ● construct a claim about familiar topics, ● introduce the topic, ● provide sufficient reasons or facts to support the claim and ● provide a concluding	By the end of ELPS level 4, an ELL can ● construct a claim about a variety of topics, ● introduce the topic, ● provide logically ordered reasons or facts that effectively support the claim and ● provide a	By the end of ELPS level 5, an ELL can ● construct a substantive claim about a variety of topics, ● introduce the claim, ● distinguish it from a counter-claim, ● provide logically ordered and relevant reasons

		● provide a concluding statement.	statement.	concluding statement.	and evidence to support the claim and to refute the counter-claim and ● provide a conclusion that summarizes the argument presented.

| **Argumentative Writing C.1.3** | RLA.L1.C.1.3: Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure. | RLA.L2.C.1.3: Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions and provide a conclusion. | RLA.L3.C.1.3: Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration and an organizational structure with varied transitions. | RLA.L4.C.1.3: Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from multiple sources, elaboration and using a logical organizational structure with varied transitions. |

ELP Standard 5: An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

ELP Anchor Standard 5	ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6
An ELL can conduct research and evaluate and	By the end of ELPS level 1, an ELL can, with support, ● carry out short, shared research		By the end of ELPS level 2, an ELL can, with support,	By the end of ELPS level 3, an ELL can, with support,	By the end of ELPS level 4, an ELL can ● carry out both	By the end of ELPS level 5, an ELL can ● carry out both

communicate findings to answer questions or solve problems.	projects; ● gather information from a few provided print and digital sources; ● label collected information, experiences, or events; and ● recall information from experience or from a provided source.	● carry out short individual or shared research projects, ● gather information from provided print and digital sources, ● record information in simple notes and ● summarize data and information.	● carry out short research projects to answer a question; ● gather information from multiple provided print and digital sources; ● paraphrase key information in a short written or oral report; ● include illustrations, diagrams, or other graphics as appropriate; and ● provide a list of sources.	short and more sustained research projects to answer a question; ● gather information from multiple print and digital sources; ● evaluate the reliability of each source; ● use search terms effectively; ● synthesize information from multiple print and digital sources; ● integrate information into an organized oral or written report; and ● include illustrations, diagrams, or other graphics as appropriate ● cite sources appropriately.	short and more sustained research projects to answer a question or solve a problem; ● gather information from multiple print and digital sources; ● evaluate the reliability of each source; ● use advanced search terms effectively; ● synthesize information from multiple print and digital sources; ● analyze and integrate information into clearly organized spoken and written texts; ● include illustrations, diagrams, or other graphics as appropriate; and ● cite sources appropriately.

Researching and Using Information C.4.1	RLA.L1.C.4.1: Recall information or participate in research to gather information to answer a question about a single topic.	RLA.L2.C.4.1: Conduct research to answer a question, organizing information about the topic from multiple print and digital sources.	RLA.L3.C.4.1: Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid (print and digital) sources.	RLA.L4.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid (print and digital) sources, refocusing the inquiry when appropriate and generating additional questions for further research.
Multimedia C.5.1	RLA.L1.C.5.1 Use a multimedia element to enhance oral or written tasks.	RLA.L2.C.5.1: Use two or more multimedia elements to enhance oral or written tasks.	RLA.L3.C.5.1: Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks.	RLA.L4.C.5.1: Integrate diverse digital media to enhance audience engagement, build cohesion and emphasize the relevance of a topic or idea in oral or written tasks.

ELP Standard 6: An ELL can analyze and critique the arguments of others orally and in writing.
RLA.K12.EE.1.1 Cite evidence to explain and justify reasoning.

ELP Anchor Standard 6	ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6
An ELL can analyze and critique the arguments of	By the end of ELPS level 1, an ELL can with support, ● identify a point an author or a speaker makes.		By the end of ELPS level 2, an ELL can with support, ● identify the main	By the end of ELPS level 3, an ELL can with support, ● explain the	By the end of ELPS level 4, an ELL can ● analyze the reasoning in	By the end of ELPS level 5, an ELL can ● analyze and evaluate the

others orally and in writing.			argument an author or speaker makes ● identify one reason an author or a speaker gives to support the argument.	reasons an author or a speaker gives to support a claim ● identify one or two reasons an author or a speaker gives to support the main point.	persuasive spoken and written texts ● determine whether the evidence is sufficient to support the claim ● cite textual evidence to support the analysis.	reasoning in persuasive spoken and written texts ● determine whether the evidence is sufficient to support the claim ● cite specific textual evidence to thoroughly support the analysis.
Argument R.2.4	RLA.L1.R.2.4: Identify and explain an author's opinion(s) and supporting evidence.			RLA.L2.R.2.4: Identify and explain an author's claim and the reasons and evidence used to support the claim.	RLA.L3.R.2.4: Track the development of an argument, identifying the specific claim(s), evidence and reasoning.	RLA.L4.R.2.4: Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.

Argumentative Writing C.1.3	RLA.L1.C.1.3: Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.	RLA.L2.C.1.3: Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions and provide a conclusion.	RLA.L3.C.1.3: Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration and an organizational structure with varied transitions.	RLA.L4.C.1.3: Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from multiple sources, elaboration and using a logical organizational structure with varied transitions.

ELP Standard 7: An ELL can adapt language choices to purpose, task and audience when speaking and writing.
RLA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.

ELP Anchor Standard 7	ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6
An ELL can adapt language choices to purpose, task and audience when speaking and writing.	By the end of ELPS level 1, an ELL can ● show emerging awareness of differences between informal and formal language use ● recognize the meaning of some words learned through conversations, reading and being read to.	By the end of ELPS level 2, an ELL can ● show increasing awareness of differences between informal and formal language use ● adapt language choices to task and audience	By the end of ELPS level 3, an ELL can ● adapt language choices and style according to purpose, task and audience with developing ease in various social and academic contexts	By the end of ELPS level 4, an ELL can ● adapt language choices and style according to purpose, task and audience in various social and academic contexts ● use a wider range of complex	By the end of ELPS level 5, an ELL can ● adapt language choices and style according to purpose, task and audience with ease in various social and academic contexts ● use a wide

		with emerging control in various social and academic contexts ● begin to use some frequently occurring general academic and content-specific words.	● use an increasing number of general academic and content-specific words and expressions in spoken and written texts ● show developing control of style and tone in spoken and written texts.	general academic and content-specific words and phrases ● adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate.	variety of complex general academic and content-specific words and phrases ● employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.
Improving Writing C.1.5	RLA.L1.C.1.5: With guidance and support from adults, improve writing, as needed, by planning, revising and editing.		RLA.L2.C.1.5: Improve writing as needed by planning, revising and editing with guidance and support from adults and feedback from peers.	RLA.L3.C.1.5: Improve writing by planning, revising and editing, with guidance and support from adults and feedback from peers.	RLA.L4.C.1.5: Improve writing by planning, editing, considering feedback from adults and peers and revising for clarity, cohesiveness, purpose and audience.
Academic Vocabulary V.1.1	RLA.L1.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.		RLA.L2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.	RLA.L3.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.	RLA.L4.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.

ELP Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

ELP Anchor Standard 8	ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.	By the end of ELPS level 1, an ELL can relying heavily on context, questioning and knowledge of morphology in their native language(s), ● recognize the meaning of a few frequently occurring words, simple phrases and formulaic expressions in spoken and written texts about familiar topics, experiences, or events.		By the end of ELPS level 2, an ELL can using context, questioning and knowledge of morphology in their native language(s), ● determine the meaning of frequently occurring words, phrases and expressions in spoken and written texts about familiar topics, experiences, or events.	By the end of ELPS level 3, an ELL can using context, questioning and a developing knowledge of English and their native language(s)' morphology, ● determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences, or events.	By the end of ELPS level 4, an ELL can using context, questioning and an increasing knowledge of English morphology, ● determine the meaning of general academic and content-specific words and phrases, figurative and connotative language and a growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.	By the end of ELPS level 5, an ELL can using context, questioning and consistent knowledge of English morphology, ● determine the meaning of general academic and content-specific words and phrases, figurative and connotative language and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.

Morphology V.1.2	RLA.L1.V.1.2: Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.	RLA.L2.V.1.2: Identify and apply knowledge of common Greek and Latin roots, base words and affixes to determine the meaning of unfamiliar words in grade-level content.	RLA.L3.V.1.2: Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content.	RLA.L4.V.1.2: Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
Context and Connotation V.1.3	RLA.L1.V.1.3: Identify and use picture clues, context clues, word relationships, reference materials and/or background knowledge to determine the meaning of unknown words.	RLA.L2.V.1.3: Use context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	RLA.L3.V.1.3: Use context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	RLA.L4.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

ELP Standard 9: An ELL can create clear and coherent level-appropriate speech and text.
RLA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

ELP Anchor	**ESOL Level 1**	**ESOL Level 2**	**ESOL Level 3**	**ESOL Level 4**	**ESOL Level 5**	**ESOL Level 6**

Standard 9					
An ELL can create clear and coherent level-appropriate speech and text.	By the end of ELPS level 1, an ELL can with support, ● communicate basic information about an event or topic ● use a narrow range of vocabulary and syntactically simple sentences.	By the end of ELPS level 2, an ELL can with support, ● recount a short sequence of events in order ● introduce an informational topic ● provide one or two facts about the topic ● use common linking words to connect events and ideas.	By the end of ELPS level 3, an ELL can with support, ● recount a sequence of events, with a beginning, middle and end ● introduce and develop an informational topic with facts and details ● use common transitional words and phrases to connect events, ideas and opinions ● provide a conclusion.	By the end of ELPS level 4, an ELL can ● recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure ● introduce and develop an informational topic with facts, details and evidence ● use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas ● provide a concluding section or statement.	By the end of ELPS level 5, an ELL can ● recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order ● introduce and effectively develop an informational topic with facts, details and evidence ● use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas ● provide a concluding section or statement.

Connecting Ideas R.2.5	RLA.L1.R.2.5: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RLA.L2.R.2.5: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect.	RLA.L3.R.2.5: 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.	RLA.L4.R.2.5: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Expository Writing C.1.4	RLA.L1.C.1.4: Write expository texts about a topic, using a source, providing facts and a sense of closure.	RLA.L2.C.1.4: Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions and a conclusion.	RLA.L3.C.1.4: Write expository texts about a topic using multiple sources and including an introduction, organizational structure, relevant elaboration, varied transitions, precise language and domain-specific vocabulary and a conclusion.	RLA.L4.C.1.4: Write expository texts to explain and analyze information from multiple sources, using an introduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a formal style and a conclusion.

ELP Standard 10: An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

ELP Anchor Standard 10	ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6
An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	By the end of ELPS level 1, an ELL can with support, ● recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions and prepositions ● understand and respond to simple questions.		By the end of ELPS level 2, an ELL can with support, ● use frequently occurring verbs, nouns, adjectives, adverbs, prepositions and conjunctions ● produce simple and compound sentences.	By the end of ELPS level 3, an ELL can with support, ● use simple phrases ● use simple clauses ● produce and expand simple, compound and a few complex sentences.	By the end of ELPS level 4, an ELL can ● use increasingly complex phrases ● use increasingly complex clauses ● produce and expand simple, compound and complex sentences.	By the end of ELPS level 5, an ELL can ● use complex phrases and clauses ● produce and expand simple, compound and complex sentences.
Conventions C.3.1	RLA.L1.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.			RLA.L2.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.	RLA.L3.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.	RLA.L4.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.

	LIFE AND WORK COMPETENCIES

	Subject Areas
1	**Communication**
2	**Employment**
3	**Community**
4	**Consumer Economics**
5	**Health**
6	**Civics**
7	**Environment**
8	**Mathematics**
9	**Learning and Thinking**
1	**Communication**
1.1	Interact with others effectively in the classroom.
1.2	Respond appropriately to common information questions (name, address, family members and country).
1.3	Identify or use appropriate non-verbal behavior (e.g., handshaking).
1.4	Converse about daily and leisure activities, every day topics and personal interests.
1.5	Identify family members and their relationships.
1.6	Complete a personal information form.
1.7	Use a telephone or similar device to make and receive calls and for other functions.
1.8	Interpret or write a personal note, invitation, or letter.
1.9	Identify the months of the year and the days of the week.
1.10	Understand, follow, or give instructions, including commands and polite request (e.g., Do this; Will you do this?).
1.11	Understand or use appropriate language to clarify or request clarification.
1.12	Understand or use appropriate language for informational purpose (e.g., to identify, describe, ask for information, state needs, agree or disagree).
1.13	Understand or use appropriate language to influence or persuade (e.g., to caution, to advise, to persuade and to negotiate).
1.14	Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize.
1.15	Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset).
2	**Employment**
	Obtaining Employment
2.1	Identify and use sources of information about job opportunities such as job descriptions.
2.2	Identify procedures involved in interviewing for a job, such as arranging for an interview, acting and dressing appropriately and selecting appropriate questions and responses.
2.3	Follow procedures for applying for a job, including interpreting and completing job applications, resumes and letters of application.
2.4	Identify and use information about training opportunities.
2.5	Identify common occupations and the skills and education required for them.
2.6	Identify procedures for career planning, including self-assessment.

	LIFE AND WORK COMPETENCIES
2.7	Identify appropriate skills and education for keeping a job and getting a promotion.
2.8	Interpret job responsibilities and performance reviews.
2.9	Identify job training needs and set learning goals.
2.10	Identify/interpret appropriate behaviors, attire, attitudes and interpersonal interactions in the workplace.
	Wages
2.11	Interpret information about wages, deductions, pay statements and timekeeping forms.
2.12	Interpret employee handbooks, personnel policies, employee benefits and job manuals.
2.13	Interpret information about legal rights of employees, including issues such as discrimination and sexual harassment.
	Workplace Safety
2.15	Identify/interpret safety signs and manuals, safe work procedures and ergonomic requirements in the workplace.
2.16	Identify common safety equipment and safe work attire.
2.17	Identify/interpret unsafe conditions and accidents in the workplace and procedures for reporting them.
	Workplace Tools and Technology
2.18	Demonstrate use of common business machines.
2.19	Demonstrate the ability to use a computer in performing work tasks.
2.20	Identify tools, equipment and machines in the workplace.
2.21	Interpret work-related technical service manuals.
2.22	Identify/interpret procedures to troubleshoot/resolve problems with machines and maintain them.
	Workplace Communication
2.23	Interpret general work-related vocabulary (e.g., supervisor, shift).
2.24	Interpret job-related signs, charts, diagrams, forms and procedures and record information on forms charts, checklists, etc.
2.25	Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism.
2.26	Demonstrate ability to select, set up and apply appropriate technology for a given task.
2.27	Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction and taking personal responsibility for accomplishing goals.
2.28	Demonstrate effective communication skills in working with customers and clients.
2.29	Demonstrate initiative and resourcefulness in meeting the needs and solving the problems of customers.
2.30	Assess the operation of a system or organization and make recommendations for improvement, including development of new systems.
2.31	Interpret and write work-related correspondence, including notes, memos, letters and e-mail.
2.32	Interpret written workplace announcements and notices.
2.33	Report progress on activities, status of assigned tasks and problems and other situations affecting job completion.
2.34	Select and analyze work-related information for a given purpose and communicate it to others orally or in writing.
2.35	Identify or demonstrate effective management of material resources, including acquisition, storage and distribution.

	LIFE AND WORK COMPETENCIES
2.36	Identify or demonstrate effective management of human resources, including assessing skills, making appropriate work assignments and monitoring performance.
	Workplace Resource Management
2.37	Identify, secure, evaluate, process and/or store information needed to perform tasks or keep records.
2.38	Demonstrate ability to use a filing system or other ordered system (e.g., coded or numbered).
3	**Community**
3.1	Ask for, give, follow, or clarify directions to a place or location, including reading signs.
3.2	Identify/interpret signs related to public transportation.
3.3	Identify/interpret different types of transportation in the community and interpret traffic information.
3.4	Identify/interpret maps relating to travel needs, including internet-based map systems.
3.5	Interpret information about weather conditions (e.g., hurricanes, tornadoes, lightning).
3.6	Locate and utilize services of agencies that provide emergency help.
3.7	Identify governmental social services (e.g., Social Security, Medicare, welfare programs).
3.8	Interpret the types of community services available through community organizations.
3.9	Locate and interpret information related to classes and schedules.
3.10	Interpret school-related registration and application forms.
3.11	Interpret information about social issues.
4	**Consumer Economics**
	Measurement and Money
4.1	Interpret recipes.
4.2	Interpret, use and compute measurement for consumer-related purposes.
4.3	Count, convert and use coins and currency and recognize symbols such as ($) and (.).
4.4	Interpret advertisements, labels, charts and price tags in selecting goods and services.
	Purchasing Goods and Services
4.5	Compare price, quality and product information to determine the best buys for goods and services.
4.6	Identify common food items.
4.7	Identify common articles of clothing.
4.8	Identify, compare and use methods for purchasing goods and services, including online purchasing.
4.9	Make returns, exchanges and customer service requests.
4.10	Use automated devices (e.g., ticket machines, self-checkout) to make purchases and payments.
4.11	Identify common articles of clothing.
	Consumer Protection
4.12	Identify consumer protection resources concerning business practices and solicitations.
4.13	Identify procedures the consumer can follow if merchandise or service is unsatisfactory.
4.14	Interpret product guarantees and warranties.
4.15	Interpret operating instructions, directions, or labels for consumer products.
4.16	Interpret information to obtain repairs.
	Financial Literacy
4.17	Interpret information about personal and family budgets.

	LIFE AND WORK COMPETENCIES
4.18	Consider need, affordability and long-term implications in making purchases.
4.19	Interpret different types of bills (e.g., medical, utilities and credit card).
4.20	Demonstrate ability to use and manage banking services such as ATMs, direct deposit, debit card purchasing and online banking.
4.21	Interpret information about the types of loans available through lending institutions.
4.23	Interpret information about credit and debt, including interest rates, payment terms and credit reports.
	Housing
4.24	Identify different kinds of housing, areas of the home and common household items.
4.25	Select appropriate housing by reading ads, signs and other information and by making inquiries.
4.26	Interpret lease and rental documents.
4.27	Interpret information about tenant and landlord rights and obligations.
4.28	Interpret information about housing loans and homeowner insurance.
4.29	Communicate maintenance needs and housing problems to a landlord or property manager.
4.30	Recognize home theft and fire prevention measures.
	Transportation
4.31	Interpret highway and traffic signs and signals, including parking information.
4.32	Identify driving regulations and procedures to obtain a driver's license.
4.33	Compute mileage and gasoline consumption.
4.34	Interpret maps related to driving.
4.35	Interpret information related to the selection and purchase of a car.
4.36	Interpret information related to automobile maintenance.
4.37	Identify types of vehicles and basic car parts and features, including safety equipment.
5	**Health**
	Basic Health and Medical Information
5.1	Identify parts of the body.
5.2	Identify information necessary to make or keep medical and dental appointments.
5.3	Identify and use health care services and facilities, including interacting with staff.
5.4	Identify and access counseling services.
5.5	Interpret information about health care plans, insurance and benefits.
5.6	Fill out medical health history forms.
5.7	Interpret medical bills.
5.8	Identify and use appropriate medications, including prescription, over-the-counter and generic.
5.9	Interpret medicine labels.
5.10	Interpret product labels, including directions and warnings.
5.11	Identify safety measures that can prevent accidents and injuries.
5.12	Interpret procedures for first-aid.
5.13	Interpret information about AIDS and other sexually transmitted diseases.
5.14	Recognize problems related to drugs, tobacco and alcohol and identify where treatment may be obtained.
5.15	Interpret immunization requirements.

	LIFE AND WORK COMPETENCIES
5.16	Interpret health and danger alerts.
5.17	Interpret medical-related vocabulary (e.g., X-ray, blood test).
	Maintaining Health
5.18	Interpret information about nutrition, including food labels.
5.19	Identify/interpret information about a healthy diet.
5.20	Identify how to handle, prepare and store food safely.
5.21	Identify practices that promote dental health.
5.22	Identify practices to maintain health such as regular checkups, exercise and disease prevention measures.
5.23	Interpret information about illnesses, diseases and health conditions and their symptoms.
5.24	Communicate with medical personnel regarding condition, diagnosis, treatment, concerns and instructions.
5.25	Interpret information on the development, care and health and safety concerns of children.
6	**Civics**
	Voting and Civic Engagement
6.1	Identify/interpret voter qualifications and registration forms.
6.2	Interpret a ballot.
6.3	Interpret information about electoral politics, political parties and candidates.
6.4	Identify, interpret and express opinions on political and other public issues.
6.5	Identify how to contact public officials about issues and concerns.
	U.S. History
6.6	Identify the U.S. flag, other national symbols and principal monuments.
6.7	Interpret information about U.S. history.
6.8	Identify/interpret U.S. historical documents.
6.9	Interpret information about U.S. states, cities, geographical features and points of interest.
	Legal Rights and Responsibilities
6.10	Interpret laws and ordinances and legal forms and documents.
6.11	Identify individual legal and civil rights and procedures for obtaining legal advice.
6.12	Interpret basic court procedures.
6.13	Interpret information or identify requirements for establishing residency and/or obtaining citizenship.
6.14	Identify common infractions, crimes, legal consequences.
6.15	Identify procedures for reporting a crime.
6.16	Identify legal obligations in domestic relationships and how to report problems.
	Functions of Government
6.17	Interpret information about the legislative, judicial and executive branches and their activities.
6.18	Interpret information about the military and law enforcement.
6.19	Identify local, state and federal government officials and their roles.
	Civic Activities
6.20	Identify ways to communicate with and interact with local, state and federal government officials.
6.21	Identify civic responsibilities, e.g., voting, jury duty and paying taxes.
6.22	Interpret information about civic organizations and public service groups.

	LIFE AND WORK COMPETENCIES
6.23	Interpret information about neighborhood or community problems and their solutions.
	Economics
6.24	Identify trends in the economy related to wages and employment.
6.25	Identify trends in the economy related to prices of goods and services.
6.26	Interpret information on economic issues that are part of current events.
7	**Environment**
7.1	Identify the principal components of the weather and Earth's climate system.
7.2	Interpret information related to the way the principal components of the weather and Earth's climate system interact.
7.3	Identify the principal elements of climate change.
7.4	Interpret information related to the way climate change impacts on environmental, biological and social systems.
7.5	Identify ways to use energy efficiently.
7.6	Interpret information related to energy issues.
7.7	Interpret information about issues related to natural sciences, such as biology.
7.8	Interpret information related to uses of technology to conserve and protect the natural environment.
7.9	Identify ways of conserving resources, including recycling.
8	**Mathematics**
	Note: Instructors may use the Florida DOE ABE Mathematics Standards to complement instruction in mathematics.
8.1	Count to 100 by ones and by tens.
8.2	Identify and classify numeric symbols.
8.3	Tell and write time in hours and half-hours using analog and digital clocks.
8.4	Compare two numbers between 1 and 10 presented as written numerals.
8.5	Count and associate numbers with quantities, including recognizing correct number sequencing.
8.6	Solve addition and subtraction word problems and add and subtract within 10.
8.7	Using drawings or objects, find the number between 1-9 that makes 10 when added to the given number.
8.8	Identify information needed to solve a given problem.
8.9	Use the four operations to compute using whole numbers.
8.10	Convert common or mixed fractions to decimal fractions or percents.
8.11	Use the four operations to compute with percents, rate, ratio and proportion.
8.12	Apply a percent to determine amount of discount.
8.13	Apply a percent in a context not involving money.
8.14	Recognize and evaluate simple consumer formulas.
8.15	Convert units of U.S. standard measurement and metric system.
8.16	Recognize, use and measure linear dimensions, geometric shapes, or angles.
8.17	Measure area and volume of geometric shapes.
8.18	Use or interpret measurement instruments, such as rulers, scales, gauges and dials.
8.19	Interpret diagrams, illustrations and scale drawings.
8.20	Calculate with units of time.

	LIFE AND WORK COMPETENCIES
8.21	Interpret data from graphs.
8.22	Compute averages, medians, or modes.
8.23	Interpret statistical information used in news reports and articles.
8.24	Interpret statements of probability.
9	**Learning and Thinking**
9.1	Identify and prioritize personal, educational and workplace goals.
9.2	Identify and paraphrase pertinent information.
9.3	Analyze a situation, statement, or process, identifying component elements and casual and part/whole relationships.
9.4	Make comparisons, differentiating among, sorting and classifying items, information, or ideas.
9.5	Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude and synthesize.
9.6	Identify a problem and its possible causes.
9.7	Generate ideas using various approaches, such as brainstorming.
9.8	Devise and implement a solution to an identified problem.
9.9	Evaluate the outcome of a solution and suggest modifications to it as needed.
9.10	Take notes or write a summary or an outline.
9.11	Use an index or table of contents.
9.12	Identify/interpret test-taking skills and strategies.
9.13	Interpret visual representations, e.g., symbols, blueprints, flowcharts and schematics.
9.14	Distinguish fact from opinion, fiction from non-fiction and point of view in media messages and presentations.

PREREQUISITE ESOL LITERACY SKILLS

The purpose of the Prerequisite ESOL Literacy Skills is to assist English language learner adults who are pre-literate, non-literate, or semi-literate in their native language to improve their reading, writing, speaking, listening and comprehension skills in English. The Pre-requisite ESOL Literacy Skills are compatible with principles of literacy and language acquisition for adult English language learners. Research has shown that human beings need only to acquire the skill of learning to read and write once. When a child has limited opportunities to fully acquire reading and writing skills in their home language, should the need arise to do so in another language, they can still do so as an adult. The Prerequisite ESOL Literacy Skills encompass three levels, A, B and C. The beginning level (A) is set at the pre-Adult ESOL level, with the ending level is (C) set at EFL level 1.

The Prerequisite ESOL Literacy Skills consist of two components: Literacy Standards, and Life and Work Skills Competencies.

- **ESOL Literacy Standards**
  - Reading
  - Writing
  - Listening
  - Speaking

- **Life and Work Skills Competencies**
  - Communication
    - Personal Information
    - Social and Classroom Language
    - Time
  - Employment
  - Health and Nutrition
  - Transportation and Travel

Standards and Competencies: The ESOL Literacy Standards and the Life and Work Skills Competencies may be taught in combination and in contextualized lessons. The sequence may be varied according to student needs. Although students at this level are emerging readers, it is important to avoid using materials and texts that are designed for children learning to read. Instructors are encouraged to plan classroom activities that appeal to students with a variety of learning styles and incorporate students' prior knowledge and experiences.

Instructors: Teachers of students at this level do not need to know the student's language in order to teach them to read and write in English. Those educators who take on the task of teaching both literacy skills and English to adults who are fully conversant in speaking another language will benefit from additional professional development on teaching strategies that work best for these students. Online materials that are at the appropriate language and literacy proficiency levels and culturally sensitive at the following websites:

- iTeach Beginning Literacy A-B-C The Palm Beach County School District Adult Education Program supported a team of instructors of emerging literacy language learner adults to develop a full set of lesson plans and teaching tips and classroom strategies designed for these students. All free to anyone.

- [Literacy Education and Second Language Learning for Adults (LESLLA)](#) A group of educators who work with emerging literacy adult language learners formed LESLLA in 2006. They hold a conference every year, with the location in the US one year and in a different country of the world the next year.
- [The Florida Literacy Coalition](#) FLC hosts an annual conference and has a website with excellent resources for tutors and classroom teachers.
- [Bow Valley College, Canada](#) This small college in Canada has a set of English language reading books designed for the emerging literacy adult learner. They created a full curriculum and make it available, free of charge, to any teacher anywhere.
- [Literacy Information and Communication System](#) LINCS is a resource site funded by the USDOE Office of Career, Technical and Adult Education (OCTAE) and has section designated for teachers of emerging literacy adult language learners. They also have a discussion list for the Literacy and ESOL communities of practioners.

PRE-REQUISITE ESOL LITERACY STANDARDS		
1. Literacy Skills **A. Sound Discrimination and Speaking and Listening**		
Literacy Level A	**Literacy Level B**	**Literacy Level C**
A1-1 Identify familiar sounds as same or different in short words (e.g., *fine/mine, see/say*)	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., ha<u>t</u>, zi<u>p</u>)	
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., *The **phone** is on the **ta**ble*)
A1-3 Recognize rising intonation as a question (e.g., *Are you married?*)	B1-4 Recognize intonation used to communicate a choice (e.g., *Are you married or single?*)	C1-3 Repeat/reproduce rising and falling intonation in a short sentence
1. Literacy Skills **B. Reading**		
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., bread, drive, from, small)
	B1-10 Decode initial and final consonant sounds in CVC words using knowledge of sound/symbol correspondence	C1-7 Read digraphs (e.g., shoe, three, chair, phone) and final consonant combinations (e.g., call, class, sick)
		C1-8 Read diphthongs (e.g., boy, how)
		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		

1. Literacy Skills **C. Writing**		
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)

Life and Work Competencies

2. Communication Competencies A. Personal Information		
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., *239 Fifth St, apartment B2)*	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 *What is your birth date?* 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., *What is your husband's name?)*	B2-8 Respond to *How old?* and *Who?* questions regarding self and family	
	B2-9 Respond to questions about native language (e.g., *What language do you speak?)*	
2. Communication Competencies B. Social and Classroom Language		
A2-9 Follow basic classroom instructions (e.g., *point to, ask, repeat)*		
A2-10 Recognize names of classroom objects (e.g., *pen, paper, desk, door)*	B2-10 Read names of classroom objects	C2-7 Write names of classroom objects

A2-11 Use greetings, simple introductions and farewells (e.g., *Hello, Goodbye, I'm _____, Nice to meet you*)	B2-11 Use greetings, introductions and farewells (e.g., *How are you? So long.*)	C2-8 Express basic emotions (e.g., *I'm worried/ tired/ happy*)
A2-12 Thank someone and acknowledge thanks (e.g., *You're welcome*)	B2-12 Introduce someone using first name, last name, plus relationship	C2-9 Tell about daily life events (e.g., *I pick up my son at 3:00; I work from 4:00 p.m. to 8:00 p.m.*)
A2-13 Apologize and respond to an apology (e.g., *I'm sorry, It's OK*)		
A2-14 Express lack of understanding and ask for clarification	B2-13 Locate the top, middle and bottom of a page	C2-10 Identify the top and front of a textbook, open the book and locate indicated page
2. Communication Competencies **C. Time**		
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	C2-12 Write times in response to oral cues in number form (e.g., *It's 11:45*)
A2-16 Respond to *What day is today/ tomorrow?*	B2-15 Read and copy days and months using words and abbreviations	C2-13 Write days of the week and their abbreviations
A2-17 Say the days in order	B2-16 Match months with numbers (e.g., August = 8)	C2-14 Write months of the year and their abbreviations
A2-18 Say the months in order	B2-17 Respond to *What's today's date?* and *When* questions	C2-15 Locate calendar dates with ordinal numbers (e.g., *What day is the 21st?*)
	B2-18 Read and write dates in month/day/year format using all numbers (e.g., 10/11/10)	C2-16 Write dates in month/day/year format using abbreviations and numbers (e.g., Oct. 11, 2010)
3. Employment Competencies		
	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., *Are you working? What's your job?*)	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., *Can*	C3-4 Call to explain lateness/absence from the

			you work nights?)		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
4. Consumer and Community Education Competencies					
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., *drugstore, daycare)*	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
5. Health and Nutrition Competencies					
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., *Help! Call 911*)		
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., *accident, robbery*)
6. Transportation and Travel Competencies		
A6-1 Identify types of transportation (e.g., *walk, bus, taxi, car, bicycle, train, get a ride*)	B6-1 Read types of transportation	C6-1 Write types of transportation
	B6-2 Respond to basic questions regarding transportation (e.g., *How do you get to school/work?*)	
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., *turn left/right, go 2 blocks*)	B6-5 Ask for and give simple directions to a place	C6-3 Read a very simple street map
A6-6 Describe locations of places (e.g., *next to, across from, between, on the corner*)	B6-6 Ask for local bus/train times and fare	C6-4 Use a simple local bus schedule to locate times and stops

Blueprint 4: CIVICS STANDARDS

Blueprint 4 provides this set of civics standards as a supplement to the Adult ESOL course for local programs that wish to use the Adult ESOL course with students participating in the Integrated English Literacy and Civics Education (IELCE) Program. As stated in the preface, Adult ESOL students may participate in the IELCE program. WIOA states that IELCE services "must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training" (WIOA Section 243, 463.33(b)). Note that the IELCE program is not designed to prepare students to become U.S. citizens. It is also not intended that instructors of the Adult ESOL course prepare their IELCE students to become U.S. citizens as part of teaching the civics standards. This set of standards is not a complete citizenship preparation course. Instead, it represents civics-related topics that will help students understand what it means to be "a good citizen" in the generic sense. The sole purpose for the provision of these standards is that students become knowledgeable of the rights and responsibilities of citizenship and civics participation.

CIVICS STANDARDS
The U.S. Office of Citizenship and Immigration Services provides free materials to supplement classroom instruction: Lesson Plans, Civics-related Materials, Videos, Program Development Guides, and Idea Boards.
A. Identify and communicate information about the Principles of American government
1. The form of government of the United States
2. The Supreme Law of the Land of the United States
3. The U.S. Constitution, what it does and how changes are made to the Constitution
4. The amendments to the Constitution (10th, 14th, 19th)
5. The Bill of Rights
6. The Declaration of Independence
7. The economic system of the United States
8. The meaning of the rule of law
B. Identify and communicate information in relation to the American System of Government
9. The three branches of government, the names and what each branch does
10. The U.S. Congress, its powers, how many parts it has and what each part does
11. The U.S. Senate, the number and duties of senators, name of your senators
12. The U.S. House of Representatives, the number and duties of representatives, name of your representative
13. The U.S. President, the name, duties and powers of the president
14. The U.S. Vice-President, the name, duties and powers of the vice-president
15. The President's Cabinet, positions and duties
16. The Electoral College, role and importance
17. The Judicial branch, parts, role and importance
18. The Supreme Court, number of justices, duties, term of service
19. The Chief Justice of the Supreme Court, name and duties
20. The powers of the federal government
21. The powers of state governments
22. The governor and capital of your state
C. Identify and communicate information in relation to Rights and Responsibilities
23. The four amendments of the U.S. Constitution pertaining to who can vote
24. The three rights of everyone living in the United States
25. The two promises that new citizens make in the Oath of Allegiance
26. The Pledge of Allegiance

27.	The steps to become a U.S. citizen
28.	The purpose and importance of taxes paid to the federal government
29.	The U.S. Selective Service

D.	**Identify and communicate information in relation to American History**
30.	The Colonial Period, the Revolutionary War and Independence
31.	The reasons the colonists came to America
32.	The peoples who inhabited the land before Europeans arrived
33.	The peoples who were enslaved
34.	The Declaration of Independence, date of adoption, the author and the reasons for independence stated in it
35.	The 13 original states
36.	The Federalist Papers, purpose, impact and author
37.	The role/impact of G. Washington, B. Franklin, T. Jefferson, J. Madison and A. Hamilton
38.	The purchase of the Louisiana Territory, date and impact
39.	The wars fought by the U.S. in the 1800s
40.	The Civil War, at least one event that occurred during the war and one outcome that resulted from the war
41.	The role/impact of President Abraham Lincoln with relation to the Civil War and the Emancipation Proclamation
42.	The Women's Rights movement of the 1800s, leaders and outcomes of the movement
43.	The wars fought by the U.S. in the 1900s
44.	The World War I, reasons for U.S. engagement in the war and outcomes of the war
45.	The World War II, reasons for U.S. engagement in the war and outcomes of the war
46.	The Korean War, reasons for U.S. engagement in the war and outcomes of the war
47.	The Vietnam War, reasons for U.S. engagement in the war and outcomes of the war
48.	The Cold War, concerns of the U.S during the war
49.	The wars and conflicts that resulted from the 9/11 attacks on the U.S.
50.	The American Indian tribes in the United States, names and locations
51.	The innovations of Americans, names of inventors and inventions

E.	**Identify and communicate information in relation to Symbols and Holidays of the United States**
52.	The capital of the United States
53.	The Statue of Liberty
54.	The flag of the United States, reason for 13 stripes and 50 stars
55.	The national anthem of the United States
56.	The nation's first motto, "E Pluribus Unum"
57.	The national holidays of the United States
58.	The Memorial Day holiday, purpose and meaning
59.	The Veterans Day holiday, purpose and meaning

Florida Department of Education
Adult General Education
Program Description

ADULT HIGH SCHOOL-CO-ENROLLED	
Program Title	Adult High School Co-Enrolled
Program Number*	9900099
Course Number	See Course Code Directory http://www.fldoe.org/policy/articulation/ccd/
CIP Number	1532019900
Grade Level	9.0-12.9
Recommended Length	Varies

* <u>Note</u>: Report the Program Number in combination with the Secondary Course Number

PURPOSE
Adult General Education Program: The Florida Department of Education administers the Adult General Education Program under the authority of s. Florida Statute 1004.93, F.S., and the Workforce Investment and Opportunity Act (WIOA), 2014. The AGE Program has multiple purposes. Primarily, it provides instruction in reading and language and mathematics to students seeking to obtain a high school diploma or its recognized equivalent. Another purpose is to supports parents to become full partners in the educational development of their children and to improve the economic opportunities of their family. Finally, the AGE Program helps learners transition to postsecondary education and training and obtain employment.

Adult High School Program Co-Enrolled Program: The purpose of the AHS Co-Enrolled program is to provide, on a limited basis, a high school diploma to students who are concurrently enrolled in a 9-12 secondary program and who lack sufficient credits to graduate with their cohort class.

PROGRAM STRUCTURE
Adult High School Co-Enrolled instruction is graded and characterized by individualized, self-paced instructional modules, classroom instruction and performance based evaluation. Placement into the program is based on an individual's need for credit recovery and does not require a placement test. Funding is provided for the instructional hours of two core curricula courses per year. Per the district workforce funding model, if more than two core curricula courses are reported, the two courses with the most instructional hours are used.

All co-enrolled courses offered must be core curricula courses required for graduation as listed in the Florida DOE Course Code Directory and meet the Florida B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards. A list of eligible courses is posted each year on the Florida DOE Adult Education Curriculum Frameworks website.

<u>Note</u>: Courses designated as Credit Recovery (CR) are not included on the eligible course list as they are awarded as elective credits and do not apply toward core curricula requirements.

ACCOMODATIONS
Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. 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.

STANDARDS

Beginning in Program Year 2007-2008, all students entering high school during that year and after must adhere to all provisions of section (s.) 1003.4282, F.S. or s. 1002.3105, F.S. Co-enrolled instruction may only be provided utilizing an approved secondary course as identified in the Florida DOE Course Code Directory at and the Division of Career and Adult Education's current year posting entitled "Eligible Courses for Co-Enrollment, Adult High List." The list can be found on the Florida DOE Adult Education frameworks website. Programs must use the same benchmarks and standards as required for courses offered through the 9-12 program.

**Florida Department of Education
Adult General Education
Program Description**

ADULT HIGH SCHOOL	
Program Title	Adult High School
Program Number*	9900010
Course Number	See Course Code Directory http://www.fldoe.org/policy/articulation/ccd/http://www.fldoe.org/policy/articulation/ccd/2015-2016-course-directory.stml
CIP Number	1532010500
Grade Level	9.0-12.9
Recommended Length	Maximum 1300 hours

* Note: Report the Program Number in combination with the Secondary Course Number

PURPOSE

Adult General Education Program: The Florida Department of Education administers the Adult General Education Program under the authority of s. Florida Statute 1004.93, F.S., and the Workforce Investment and Opportunity Act (WIOA), 2014. The AGE Program has multiple purposes. Primarily, it provides instruction in reading and language and mathematics to students seeking to obtain a high school diploma or its recognized equivalent. Another purpose is to supports parents to become full partners in the educational development of their children and to improve the economic opportunities of their family. Finally, the AGE Program helps learners transition to postsecondary education and training and obtain employment.

Adult High School Program: The purpose of the Adult High School (AHS) program is to provide eligible individuals with state-approved high school courses and assessments that lead to a standard high school diploma. In addition, the AHS program also serves to meet the intent of the Florida Legislature and Office of the Governor as formulated in Florida Statutes and the Florida Department of Education State Board Rules.

Two key Florida Statutes form the underlying basis of the AHS program:

- 1002.3105, F.S. – Challenging Curriculum to Enhance Learning (ACCEL) options
- 1003.4282, F.S. – Requirements for a Standard High School Diploma

The following additional Florida Statues and State Board Rules also support the AHS program:

- 1003.41, F.S. – State Academic Standards
- 1003.433, F.S. – Learning opportunities for out-of-state and out-of-country transfer students and students needing additional instruction to meet high school graduation requirements
- 1004.02, F.S. – Definitions
- 1004.92, F.S. – Purpose and Responsibilities for Career Education
- 1004.93, F.S. – Adult General Education
- 1008.22, F.S. – Student Assessment Program for Public Schools
- Rule 6A.020, F.A.C. – Granting High School Credits to Adults
- Rule 6A.09941, F.A.C. – State Uniform Transfer of Students in Middle Grades and High School
- Rule 6A-1.09422, F.A.C. – Statewide Standardized Assessment Program Requirements

STUDENTS
Enrollment: Individuals eligible to enroll in the AHS program are those who meet the following criteria:

- Are age 16 years or older
- Are officially withdrawn and not currently enrolled in a State of Florida public K12 high school
- Do not possess a high school diploma or state-approved diploma from Florida or another state (Students with a Certificate of Completion are allowed to enroll in AHS.)
- Provide a transcript of high school credits that places them in Adult Secondary Education (ASE) level 5 of the National Reporting System (NRS), indicating the student has earned 1-12 credits toward a 24-credit high school diploma or 1-9 credits toward an 18-credit ACCEL option
- Students who have withdrawn from a K-12 program prior to earning any high school credits are required to be assessed and placed according to State Board Rule 6A-6.014
- Students reporting having earned high school credits but lack a transcript showing evidence of credits earned should be assessed and placed in accordance with State Board Rule 6A-6.014
- Note: Students who provide a transcript indicating the number of credits earned are not required to take a placement exam to be eligible to enroll in the AHS program.

EDUCATIONAL FUNCTIONING LEVELS
The Workforce Investment and Opportunity Act defines the term Educational Functioning Level as "the ABE, ASE and ESL literacy levels, as provided in the NRS Guidelines, that describe a set of skills and competencies that students demonstrate in the skill areas of the National Reporting System." (Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462).

Table 1 presents the Adult Secondary Education (ASE) levels in the AHS course, with the equivalent grade levels and the options for obtaining a high school diploma.

Table 1: ASE levels, Grade Level Equivalents and Graduation Options

ASE Levels	Grade Level Equivalent	ACCEL 18 Credits	CTE Career Pathways 18 Credits	Standard Diploma 24 Credits
ASE NRS Level 5	11.0 – 11.9	1 – 9	1 – 9	1 – 12
ASE NRS Level 6	12.0 – 12.9	10 – 18	10 – 18	13 – 24
Completion	Above 12.9	More than 18	More than 18	More than 24

PROGRAM LENGTH
The Florida Legislature provides funding to local agencies to provide instruction for a maximum of 1300 hours of per student per program year. Although it is allowable for local agencies to provide more than 1300 hours of instruction per program year, the additional hours are not eligible for funding.

CURRICULUM AND INSTRUCTION
The AHS program provides the following three options to AHS students to obtain a standard State of Florida Diploma:

- 18 Credits – Academically Challenging Curriculum to Enhance Learning (ACCEL) High School Diploma
- 18 Credit – Career and Technical Pathway High School Diploma
- 24 Credit – Standard High School Diploma

The Florida Benchmarks for Excellent Student Thinking (B.E.S.T) Standards as the curriculum guide for teachers in the AHS program. The B.E.S.T. Standards cover all subject areas for grades 9-12 and can be found in the Florida DOE CPALMS

website. CPALMS stands for "Collaborate, Plan, Align, Learn, Motivate and Share" and is the official repository of the Florida B.E.S.T. Standards. Educators will find an online toolbox with vetted resources, and interactive tools.

ASSESSMENT
Placement: Local adult education agencies have several options for testing students for placement the AHS program:

- Students who have a transcript showing at least one credit are not required to test for placement into the AHS program
- Students who do not have a transcript due to having withdrawn from a K-12 program prior to earning any high school credits are required to test for placement per Rule 6A-6.014, Florida Administrative Code (F.A.C.)
- Students who have high school credits but lack a transcript should test for placement per Rule 6A-6.014, Florida Administrative Code (F.A.C.)

Progression: Students show progression in the AHS program by earning credits that move them from ASE level 5 (11th grade) to ASE level 6 (12th grade). Students must complete all required statewide exams in accordance with State of Florida guidelines. Depending on the course, students may be required to complete an End of Course (EOC) exam. Students may also earn concordant or comparative scores in certain courses.

Reporting Measurable Skill Gains: When the student earns credits and advances from ABE level 5 (11th grade) to ABE level 6 (12th grade), the program counts that as one Measurable Skill Gain (MSG) earned. Local programs include all MSGs earned by students in their data reports to the Florida DOE.

Table 2 illustrates the methods used by the Florida DOE and the NRS to calculate the number of MSGs. When the Florida DOE prepares its annual report to the National Reporting System, it follows the NRS guidelines to calculate the number of students who have completed at least one EFL and earned at least one MSG from starting level measured on entry into the program in a program year (PY = 7/1 to 6/30). Note that while local programs provide the Florida DOE with a count of all MSGs earned by students, the Florida DOE provides the NRS with a count of the number of students who have earned one MSG in a program year.

Table 2: Methods of Calculating MSGs by the Florida DOE and the National Reporting System (NRS)

Florida DOE	National Reporting System
Calculates the total number of MSGs earned by all students in a program year	Calculates the number of students that earned at least 1 MSG in a program year

Completion: Students complete the AHS program and obtain a State of Florida Standard High School Diploma by fulfilling the following criteria:

- Meet all state and local standards required for graduation
- Maintain a 2.0 Grade Point Average (GPA)
- Complete all required statewide exams in accordance with State of Florida guidelines

Note: Students who meet all state and local standards required for graduation are not required to take a final exam or other assessment to obtain a high school diploma.

ACCOMMODATIONS
Federal and state laws require that local agencies provide accommodations to students with disabilities. In order to be eligible for accommodations, adult students with disabilities must identify themselves as having a disability and request accommodation(s) that they need. Examples include accommodations in instructional methods, materials, assignments, assessments, time demands, school schedules, the learning environment, assistive technology and special

communication systems. The local agency is required to maintain documentation of the accommodations requested and provided in a manner that complies with confidentiality requirements.

ADULT EDUCATION INSTRUCTOR CERTIFICATION REQUIREMENTS
Instructors in the AHS program are required to meet the certification requirements of the courses they teach. These certification requirements are stipulated in the [Florida DOE Course Code Directory](#), Sections 3 and 5.

Florida Department of Education
Academic Skills Building
Curriculum Framework

ACADEMIC SKILLS BUILDING MATHEMATICS	
Program Title	Academic Skills Building (ASB)
Program Number	pending
Course Title	Academic Skills Building Mathematics
Course Number	School Districts: pending Florida College System: pending
CIP Number	pending
Grade Equivalent	9.0 – 12.9
Grade Level	30, 31
Standard Length	Varies

PURPOSE

Adult General Education Program: The Florida Department of Education administers the Adult General Education Program the under the authority of s. Florida Statute 1004.93, F.S., and the Workforce Investment and Opportunity Act (WIOA) (2014). The AGE Program has multiple purposes. Primarily, it provides instruction in reading and language and Math to students seeking to obtain a high school diploma or its recognized equivalent. Another purpose is to support parents to become full partners in the educational development of their children and to improve the economic opportunities of their family. Finally, the AGE Program helps learners transition to postsecondary education and training and obtain employment.

Academic Skills Building Program: The ASB Program is a non-credit program designed to develop the literacy and Math skills necessary for students to be successful workers, citizens, and family members. The Academic Skills Building (ASB) Program comprises two courses, ASB Math and ASB Reasoning through Language Arts. Students in the ASB program may enroll in either course or both courses.

Academic Skills Building Mathematics Course: The ASB Math course content standards describe what students should know and be able to do in Math at the secondary level and serve several purposes:

- Ensure continuity with the K-12 Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards with the Adult Basic Education Program
- Provide a common language for the ASB educational functioning levels among those of the other programs within AGE: ABE, AHS, Adult ESOL, and GED® Preparation
- Provide advanced instruction for students who may already have a high school diploma (by passing the GED® or by graduating from a K-12 High School or Adult High School) and have a goal of preparing for postsecondary education and employment
- Assist local adult education agencies with ASB curriculum development
- Provide guidance for ASB practitioners
- Ensure quality instruction through professional development

STUDENTS
Students eligible to enroll in the ASB Math course are those who:

- Are age 16 years or older

- Are not enrolled in the K12 system
- May already have a high school diploma (by passing the GED® or by graduating from a K-12 High School or Adult High School) and have a goal of preparing for postsecondary education and employment
- Score within the Educational Functioning Levels (EFL) 5 and 6 of the ASB Mathematics course as measured by FDOE-approved assessments.

EDUCATIONAL FUNCTIONING LEVELS

The Workforce Investment and Opportunity Act defines the term Educational Functioning Level as "the ABE, ASE, and ESL literacy levels, as provided in the NRS Guidelines, that describe a set of skills and competencies that students demonstrate in the skill areas of the National Reporting System (NRS)" ([Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462](#)). (Note: For purposes of this course, ASB is used in place of ASE.) The ASB Math course is organized into two NRS levels, ASB 5 and ASB 6.

Table 1: NRS EFLs for ASB Math Course showing the relation of levels to the Grade Equivalent for each EFL

NRS Educational Functioning Levels	FLDOE ASB Mathematics Course Title and Level	Grade Equivalent
ABE Level 5 High Intermediate Basic Education	ASB – Mathematics Level 5	9.0 – 10.9
ABE Level 6 Adult Secondary Education	ASB – Mathematics Level 6	11.0 – 12.9

PROGRAM LENGTH

Table 2 illustrates the maximum number of instructional hours that students may take to complete an Educational Functioning Level. The maximum number of hours presented here are recommendations only. Most students will complete an EFL in less time than the recommended maximum number of hours noted.

Table 2: Recommended Maximum Number of Hours by Educational Functioning Level

Course Title and Number	NRS Educational Functioning Levels	Recommended Maximum Hours
ASB Mathematics School Districts: ---------- Florida College System: ------------	ABE Level 5 Hi Intermediate Basic Education	450 Hours
	ABE Level 6 Adult Secondary Education	450 Hours

CURRICULUM AND INSTRUCTION

The ASB Math curriculum framework provides instructors with the Anchor Standards in Mathematics that the adult learner needs. With "framework" being the operative word, it is the basis for designing curriculum, assisting programs and teachers with selecting or creating instructional materials, techniques, and ongoing assessment.

The Florida DOE provides the ASB Math curriculum framework to local programs across the state in order that local program personnel can design a curriculum that will serve the unique needs of their students and instructors. A fully developed curriculum at the local program will include the following elements. Program staff may contact the Florida DOE Bureau of Adult Education for additional information on developing an in-house curriculum.

- A description of educational outcomes that students will be expected to have achieved upon completion of the course
- A set of core instructional materials (print and digital) aligned to the educational outcomes that students will be expected to have achieved upon completion of the course

- A series of needs assessment tools that helps teachers prioritize which standards are most relevant to the learning needs and educational goals of their students
- Pacing guides and matrices that display the scope and sequence of the curriculum
- A list of recommended websites, films, dictionaries available for teachers to select from
- A description of learning activities that may be used on a regular basis for reinforcement

Note: ASB Math instructors are not required to progress through the standards sequentially. The unique needs of each cohort of students may serve to drive instruction and the sequence in which standards are taught may be adjusted accordingly.

ASSESSMENT

Local programs are required to use assessments that have been approved by the Florida DOE and USDOE to measure the student learning over time The following tests have been approved for use in the ASB Math course: TABE 11/2 Math and CASAS GOALS Math Series. See State Board Rule 6A-6.014, FAC and the Florida DOE Assessment Technical Assessment Paper for more information regarding approved tests, state policies on testing, and recommended and required testing procedures.

Pre-testing and Placement: Students enrolling for the first time in the ASB Math course are required to be pre-tested in the mathematics skill area. The local program reports the initial EFLs for each skill area to the Florida DOE.

Post-testing, Determining EFL Completion, and Calculating Measurable Skill Gains: After a student participates in instruction for the number of hours recommended by the test publisher, the local program post-tests the student. If the student completes the EFL they are in and advances to the next higher EFL, the program counts that as one Measurable Skill Gain (MSG) earned. If the student advances two EFLs, the program counts that as two MSGs earned. Local programs include all MSGs earned by students in their data reports to the Florida DOE.

Table 3 illustrates the methods used by the Florida DOE and the NRS to calculate the number of MSGs. When the Florida DOE prepares its annual report to the National Reporting System, it follows the NRS guidelines to calculate the number of students who have completed at least one EFL and earned at least one MSG from starting level measured on entry into the program in a program year (PY = 7/1 to 6/30). Note that while local programs provide the Florida DOE with a count of all MSGs earned by students, the Florida DOE provides the NRS with a count of the number of students who have earned one MSG in a program year.

Table 3: Methods of Calculating MSGs by the Florida DOE and the National Reporting System (NRS)

Florida DOE	National Reporting System
Calculates the total number of MSGs earned by all students in a program year	Calculates the number of students that earned at least 1 MSG in a program year

Course Completion: Students complete the ASB Math course occurs when their test score is above NRS EFL 6 on one of the state-approved assessments noted above.

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, provide documentation, and request such services. Students with disabilities may need accommodations in areas such 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
As per s. Florida Statute 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.

INTEGRATED EDUCATION AND TRAINING (IET)
The Florida DOE Division of Career and Adult Education promotes the planning, development, and implementation of an integrated education and training (IET) service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

The IET service approach provides all levels of adult education students the opportunity to acquire the skills needed to:
- Transition to and complete postsecondary education and training programs;
- Obtain and advance in employment leading to economic self-sufficiency; and
- Exercise the rights and responsibilities of citizenship.

All IET programs must include the following three components:
- Adult education and literacy activities (§463.30);
- Workforce preparation activities (§463.34); and
- Workforce training for a specific occupation or occupation cluster which can be any one of the training services defined in section 134(c)(3)(D), of WIOA.

In order to meet the "integrated" requirement of IET, all services must include the following:
- Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement;
- Activities are of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, Math, and English proficiency of eligible individuals;
- Occur simultaneously; and
- Use occupational relevant instructional materials.

The integrated education and training program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities function cooperatively.

ACADEMIC SKILLS BUILDING STANDARDS BACKGROUND
In Program year 2022-2023, the Florida DOE aligned the previous version of its ABE Math Standards to Florida's K-12 Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for Mathematics in accordance with Executive Order 19-32 dated January 31, 2019. This current version of the ASB RLA Standards is the result of that alignment. Professional curriculum writers developed the current set of standards with extensive input from a team of Florida Adult Education practitioners who thoroughly reviewed the standards. Thanks to their dedication and efforts, the current standards address the high-priority skills and content that students need to advance toward their postsecondary and career goals.

ACADEMIC SKILLS BUILDING MATHEMATICAL THINKING AND REASONING SKILLS STANDARDS FOR ADULT EDUCATION

Florida students are expected to engage with Math through the Mathematical Thinking and Reasoning (MTR) Standards. These standards are written in clear language so all stakeholders can understand them and students can use them as self-monitoring tools. The MTR Standards promote deeper learning and understanding of Math. The clarifications are included to guide teachers in the integration of the MTR Standards within Math instruction.[1]

Mathematical Thinking and Reasoning Standards Levels 5 and 6
MA.ASB.MTR.1.1 Actively participate in effortful learning both individually and collectively. Mathematicians who participate in effortful learning both individually and with others: Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. *Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.*
MA.ASB.MTR.2.1 Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. *Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.*
MA.ASB.MTR.3.1 Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. *Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.*
MA.ASB.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a

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[1] Language directly from the Florida K12 B.E.S.T. Standards

method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence.

Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.ASB.MTR.5.1
Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations.

Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.ASB.MTR.6.1
Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context.

Clarifications: Teachers who encourage students to assess the reasonableness of solutions: Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.

MA.ASB.MTR.7.1
Apply Math to real-world contexts. Mathematicians who apply Math to real-world contexts: Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency.

Clarifications: Teachers who encourage students to apply Math to real-world contexts: Provide opportunities for students to create models, both concrete and abstract, and perform investigations. Challenge students to question the accuracy of their models and methods. Support students as they validate conclusions by comparing them to the given situation. Indicate how various concepts can be applied to other disciplines.

CODING SCHEME
Table 3 illustrates the coding scheme used to indicate the Strands, Standards and Benchmarks in the ABE Math Framework. The ABE Math Standards are separated into seven Strands: Each Standard has one or more Benchmarks. The instructor may present topic-centered and/or project-based lessons that integrate standards from several strands. Each level-specific standard corresponds to the same-numbered K-12 B.E.S.T. standard. In other words, each standard

identifying broad college and career readiness skills has a corresponding level-specific standard illustrating specific level-appropriate expectations called a benchmark skill.

Table 3: Coding Scheme for the ASB Math Standards

ASB Math Curriculum Framework Coding Scheme				
Strands:				
NSO = Number Sense and Operations				
FR = Fractions				
AR = Algebraic Reasoning				
F = Function				
M = Measurement				
GR = Geometric Reasoning				
DP = Data and Probability				
Subject	**NRS Level**	**Strand**	**Standard**	**Benchmark**
Math	L3	NSO	1a	1
Examples:				
Standard: MA.L5.GR.2c Understand similarity and congruence using models and transformations **Benchmark: MA.L5.GR.2c.1** Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane. **Benchmark: MA.L5.GR.2c.2** Solve mathematical and real-world problems involving proportional relationships between similar triangles.				

ABE MATHEMATICAL STRANDS AND NRS LEVELS

Table 4 provides an overview of the seven strands (also known as domains) that comprise Florida's ABE mathematic standards across four NRS levels. The mathematics standards are presented in two broad instructional groupings:

1. **Basic** = NRS levels 1 and 2 (Grade Equivalent 0.0 – 3.9)
2. **Intermediate** = NRS levels 3 and 4 (Grade Equivalent 4.0 – 8.9)

Each instructional level has a limited number of standards. This allows mathematical instruction at each NRS level to have a narrow and deep focus that allows the student to develop an understanding of mathematical foundations, concepts, procedural skills, and fluency. The shaded areas in Table 4 indicate that the domain does not have a standard or primary focus for instruction at that particular instructional level. While the standards by design guide instruction, teachers may introduce, practice, reinforce, and develop fluency at lower and/or higher instructional levels.

Table 4: ASB Math Strands/Domains across NRS Levels

ADULT BASIC AND SECONDARY EDUCATION MATH STRANDS						
NRS Reporting	**NRS Level 1** 0 – 1.9	**NRS Level 2** 2.0 – 3.9	**NRS Level 3** 4.0 – 5.9	**NRS Level 4** 6.0 – 8.9	**NRS Level 5** 9.0 – 10.9	**NRS Level 6** 11.0 – 12.9
Grade Equivalent (GE)						
Number Sense and Operations (NSO)	0 – 1.9	2.0 – 3.9	4.0 – 5.9	6.0 – 8.9	9.0 – 10.9	11 – 12.9
Fractions (FR)		2.0 – 3.9	4.0 – 5.9			

Algebraic Reasoning (AR)	0 – 1.9	2.0 – 3.9	4.0 – 5.9	6.0 – 8.9	9.0 – 10.9	11 – 12.9
Function (F)				*7.0 – 8.9	9.0 – 10.9	11 – 12.9
Measurement (M)	0 – 1.9	2.0 – 3.9	4.0 – 5.9			
Geometric Reasoning (GR)	0 – 1.9	2.0 – 3.9	4.0 – 5.9	6.0 – 8.9	9.0 – 10.9	11 – 12.9
Data and Probability (DP)	0 – 1.9	2.0 – 3.9	4.0 – 5.9	6.0 – 8.9	9.0 – 10.9	11 – 12.9

* The suggested instruction should begin at the midpoint of the NRS level.

MATH (MA)

Math Standards NRS Level 5
High Intermediate Basic Education, GE: 9.0 – 10.9

NRS Level 5 instructional time emphasizes solving real-world problems involving operations with rational numbers, linear equations volume and surface area, as well applications of proportional reasoning in geometry.

Math instruction begins with emphasizing students' ability to reason about and solve real-world and mathematical problems that involve the four operations with rational numbers (NRS L4). Students extend their number sense to include problem-solving irrational numbers. Instruction emphasizes the use of horizontal number lines and absolute value to addition and subtraction with negative and positive rational numbers.

Instruction includes extending the concept of proportions to recognizing real world and mathematical problems that can be modeled using linear functions as well as patterns in linear functions, graphs, and tables.

This level begins to build a foundation for the use of algebraic and graphical representations to solve real world and mathematical problems, involving linear equations, inequalities, and pairs of simultaneous linear equations. Instruction also emphasizes the use of linear functions to describe, analyze, and model linear relationships between quantities.

Instruction emphasizes how to solve real-world and mathematical problems that involve volume and surface area of 3-dimensional geometric figures, such as prisms and pyramids. Students use informal arguments to establish facts about various angle relationships such as the relationships between angles created when parallel lines are cut by a transversal. Applications of the Pythagorean theorem to determine lengths in real-world contexts and distances in the coordinate plane are also emphasized.

Lastly, instruction provides some attention to making comparisons using measures of center and measures of variability for numerical data. Students also develop, use, and evaluate probability models. Students can use scatter plots for bivariate measurement data to interpret patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or nonlinear association).

Math Standards NRS Level 6
High Intermediate Basic Education, GE: 11.0 – 12.9

NRS Level 6 instructional time emphasizes extending understanding to real numbers, as well as other types of functions, such as quadratic and exponential.

Math instruction begins with students simplifying algebraic expressions involving rational numbers and exponents. Students build toward working with numeric and algebraic expressions involving radicals. Students are able to assess the reasonableness of calculation results based on the limitations of technology and give results with the appropriate units.

Instruction emphasizes attention to basic understanding of polynomials as well as the four operations with polynomials. Students study the use of quadratic and exponential functions to represent and describe relationships between quantities. Students solve systems of linear equations and inequalities as well as one-variable quadratic and exponential equations.

Instruction emphasizes constructing graphs and comparing and interpreting functions (including, but not limited to, linear, quadratic, and exponential). Students are able to sketch graphs given a verbal description of the relationship and identify and interpret key features of the graphs of functions that arise in context. They are able to select or define a function that appropriately models a relationship and to compare properties of two functions, each represented in a different way (algebraically, graphically, numerically in tables, or by verbal description).

Instruction focuses on solving problems involving similarity and congruence criteria for triangles and use volume and surface area formulas for cylinders, pyramids, cones, and spheres to solve problems. Concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTU's per cubic foot) are emphasized.

Lastly, instruction focuses on summarizing, representing, and interpreting data based on two categorical and quantitative variables, including by using frequency tables and 2-way tables to interpret bivariate categorical data. Students compare data sets by looking at commonalities and differences in shape, distribution, center, and spread with attention to outliers. They can recognize possible associations and trends in data, in particular in linear models, and distinguish between correlation and causation. They interpret one- and two-variable data, including those with linear and nonlinear relationships. They interpret the slope (rate of change) and intercept (constant term) for a line of best fit and in the context of the data. They understand and account for extreme points of data in their analysis and interpret relative frequencies (joint, marginal, and conditional).

ASB MATHEMATICS (MA) Standards and Benchmark Skills ABE Educational Functioning Levels 5 and 6	
Number Sense and Operations **MA.L5.NSO (GE: 9.0 – 10.9)**	
MA.L5.NSO.1 Solve problems involving rational numbers and extend the understanding of rational numbers to irrational numbers.	**MA.L5.NSO.1.1** Plot, order, and compare rational and irrational numbers, represented in various forms. **MA.L5.NSO.1.2** Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers, including exponents and radicals. As needed, represent problems using a horizontal number line and apply the concept of absolute value to assess the reasonableness of solutions.

Number Sense and Operations MA.L6.NSO (GE: 11.0 – 12.9)	
MA.L6.NSO.1 Rewrite expressions involving radicals and rational exponents using the properties of exponents.	**MA.L6.NSO.1.1** Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, with rational exponents and/or number bases, with procedural fluency.
	MA.L6. NSO.1.2 Generate equivalent algebraic expressions using the properties of exponents
	MA.L6.NSO.1.3 Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals
	MA.L6.NSO.1.4 Rewrite expressions involving radicals using the properties of exponents and understanding of operations with numerical radicals

Fractions MA.L5.FR (GE: 9.0 – 10.9)	
Not a focus standard at this level	

Fractions MA.L6.FR (GE: 11.0 – 12.9)	
Not a focus standard at this level	

Algebraic Reasoning MA.L5.AR (GE: 9.0 – 10.9)	
MA.L5.AR.1 Rewrite and generate equivalent algebraic expressions and equations.	**MA.L5.AR.1.1** Rewrite and generate equivalent algebraic expressions.
	MA.L5.AR.1.2 Solve one-variable exponential equations using the properties of exponents. Interpret solutions as viable in terms of the context and identify any extraneous solutions.
	MA.L5.AR.1.3 Rearrange equations or formulas to isolate a quantity of interest.
	MA.L5.AR.1.4 Choose and interpret units consistently in formulas.
MA.L5.AR.2 Write and graph two-variable linear equations and inequalities to represent relationships between quantities from a table or a written description within a mathematical or real-world context.	**MA.L5.AR.2.1** Write a linear two-variable equation to represent relationships between quantities from a graph, a written description or a table of values within a mathematical or real-world context. Determine if a linear relationship is also a proportional relationship.
	MA.L5.AR.2.2 Given a table, equation, or written description of a linear function, graph that function, and determine and interpret its key features (includes slope intercept, point-slope and standard forms.)
	MA.L5.AR.2.3 Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-world context.

	MA.L5.AR.2.4 Given a mathematical or real-world context, graph the solution set to a two variable linear inequality.
MA.L5.AR.3 Solve mathematical and real-world problems that are modeled with linear functions and inequalities. Graph and interpret key features	**MA.L5.AR.3.1** Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context. Key features are limited to domain, range, intercepts and rate of change. **MA.L5.AR.3.2** Given a real-world context, write and solve one-variable multi-step linear equations. **MA.L5.AR.3.3** Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically. *Example real-world contexts: Problems involving money, business, converting between currencies using exchange rates and simple interest*
MA.L5.AR.4 Develop an understanding of two-variable systems of equations.	**MA.L5.AR.4.1** Given a mathematical or real-world context, represent constraints as systems of two linear equations or inequalities and solve. Interpret solutions to problems as viable or nonviable options. **MA.L5.AR.4.2** Graph the solution set of a system of two-variable linear inequalities.
Algebraic Reasoning **MA.L6.AR (GE: 11.0 – 12.9)**	
MA.L6.AR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. Rewrite simple rational expressions in different forms.	**MA.L6.AR.1.1** Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication. **MA.L6.AR.1.2** Add, subtract and multiply polynomial expressions with rational number coefficients. **MA.L6.AR.1.3** Divide a polynomial expression by a monomial expression with rational number coefficients. **MA.L6.AR.1.4** Rewrite a polynomial expression as a product of polynomials over the real number system.
MA.L6.AR.2 **Given a table, equation, or written description of a quadratic or exponential function, graph that function, and determine its key features**	**MA.L6.AR.2.1** Given a mathematical or real-world context, classify an exponential function as representing growth or decay. **MA.L6.AR.2.2** Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context. **MA.L6.AR.2.3** Write an exponential or quadratic function to represent a relationship between two quantities from a graph, a written **description** or a table of values within a mathematical or real-world context. **MA.L6.AR.2.4** Given a table, equation, or written description of a quadratic or

	exponential function, graph that function, and determine and interpret its key features. Key features are limited to domain, range, intercepts, positive or negative; end behavior; vertex; and symmetry. *Note - logarithmic functions are not included* *Example real-world contexts: Problems involving money, business, simple interest, compound interest and continuously compounded interest*
MA.L6.AR.3 Solve and graph mathematical and real-world problems that are modeled with exponential and quadratic functions. Interpret key features and determine constraints in terms of the context. (e.g. problems involving simple interest)	**MA.L6.AR.3.1** Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity. **MA.L6.AR.3.2** Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context. Key features are limited to domain, range, intercepts, positive or negative; end behavior; intervals where the function is increasing or decreasing; and symmetry. 　　*Example: Problems involving simple interest* **MA.L6.AR.3.3** Given an expression or equation representing an exponential function, reveal the constant percent rate of change per unit interval using the properties of exponents. Interpret the constant percent rate of change in terms of a real-world context. **MA.L6.AR.3.4** Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context. Key features are limited to domain, range, intercepts, positive or negative; vertex; intervals where the function is increasing or decreasing; and symmetry. 　　*Example: Problems involving simple interest* **MA.L6.AR.3.4** Given a mathematical or real-world context, write and solve one-variable quadratic inequalities over the real number system. Represent solutions algebraically or graphically
MA.L6.AR.4 **Given a mathematical or real-world context, write and solve a system of two variable linear equations or inequalities algebraically or graphically. Graph the solution set and interpret solutions as viable or nonviable options and represent constraints.**	**MA.L6.AR.4.1** Given a mathematical or real-world context, write and solve a system of two variable linear equations algebraically or graphically. **MA.L6.AR.4.2** Graph the solution set of a system of two-variable linear inequalities. **MA.L6.AR.4.3** Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or nonviable options

Functions
MA.L5.F (GE: 9.0 – 10.9)

MA.L5.F.1 Understand key features of linear functions and apply to to solve and model real-world situations	MA.L5.F.1.1 Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation.
	MA.L5.F.1.2 Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.
	MA.L5.F.1.3 Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.
	MA.L5.F.1.4 Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions. Sketch a graph using key features such as rate of change, intercepts, and intervals where the function is increasing or decreasing.

Functions **MA.L6.F (GE: 11.0 – 12.9)**	
MA.L6.F.1 Understand key features of linear, exponential and quadratic functions and apply them to solve and model real-world situations.	MA.L6.F.1.1 Given an equation or graph that defines a function, classify the function type. Given an input-output table, determine a function type that could represent it**.**
	MA.L6.F.1.2 Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions. Sketch a graph using key features such as rate of change, intercepts ,and intervals where the function is increasing or decreasing.
	MA.L6.F.1.3 Determine whether a linear, quadratic or exponential function best models a given real-world situation. *Example: Explain the relationship between simple interest and linear growth in contrast to the relationship between compound interest and exponential growth.*

Measurement **MA.L5.M (GE: 9.0 – 10.9)**
Not a focus standard at this level

Measurement **MA.L6.M (GE: 11.0 – 12.9)**
Not a focus standard at this level

Geometric Reasoning **MA.L5.GR (GE: 9.0 – 10.9)**	
MA.L5.GR.1c Solve mathematical and real-world problems involving postulates, relationships and theorems of lines and angles - including the Pythagorean Theorem and	MA.L5.GR.1c.1 Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.
	MA.L5.GR.1c.2 Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane. Apply precise definitions of points, lines, and distance along a line, as needed.

types of angle relationships specific to triangles. Apply precise definitions of geometric terms, as needed.	**MA.L5.GR.1c.3** Solve mathematical problems involving the relationships between supplementary, complementary, vertical, or adjacent angles as well as the relationships of interior and exterior angles of a triangle. Apply precise definitions of angles, perpendicular lines, parallel lines, and line segments, as needed.
MA.L5.GR.2a Solve mathematical and real-world problems involving the surface area of three dimensional figures limited to right-rectangular pyramids and prisms.	**MA.L5.GR.2a.1** Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula. **MA.L5.GR.2a.2** Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net. **MA.L1.GR.2a.3** Use units as a way to understand problems and to guide the solution of multi-step problems.
MA.L5.GR.2c Understand similarity and congruence using models and transformations	**MA.L5.GR.2c.1** Identify transformations that do or do not preserve distance. **MA.L5.GR.2c.2** Identify a sequence of transformations that will map a given figure onto itself or onto another congruent or similar figure. **MA.L5.GR.2c.3** Given a geometric figure and a sequence of transformations, draw the transformed figure on a coordinate plane.
Geometric Reasoning **MA.L6.GR (GE: 11.0 – 12.9)**	
MA.L6.GR.1a Apply concepts of density based on modeling situations.	**MA.L6.GR.1a.1** Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors. 　　*Example: Calculating persons per square mile.*
MA.L6.GR.1b Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	**MA.L6.GR.1b.1** Justify the criteria for triangle congruence using the definition of congruence in terms of rigid transformations. **MA.L6.GR.1b.2** Justify the criteria for triangle similarity using the definition of similarity in terms of non-rigid transformations. **MA.L6.GR.1b.3** Prove triangle congruence or similarity using Side-Side-Side, Side-Angle-Side, Angle-Side-Angle, Angle-Angle-Side, Angle-Angle and Hypotenuse-Leg. **MA.L6.GR.1b.4** Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures. *Example:*

	Triangles ABC and DEF are shown where $\angle A \cong \angle D$, $\angle C \cong \angle F$ and $\overline{AC} \cong \overline{DF}$, Part A. Determine whether the triangles are congruent. Part B. If the triangles are congruent, find EF, in units. *[Figure showing triangle ABC with side labeled 2x + 7, and triangle DEF with sides labeled 4x + 5 and 5x - 2]*
MA.L6.GR.2 Solve mathematical and real-world problems involving the volume and surface area of three dimensional figures limited to cylinders, cones and spheres and apply concepts of density based on volume in modeling situations	**MA.L6.GR.2.1** Given a mathematical or real-world context, find the surface area of a right circular cylinder and cones using the figure's net. Applying precise definitions of circles, as needed. **MA.L6.GR.2.2** Solve real-world problems involving surface area of right circular cylinders, cones and spheres. **MA.L6.GR.2.3** Solve mathematical and real-world problems involving volume of right circular cylinders, cones and spheres. 　　*Example: Calculating BTUs per cubic foot*

Data and Probability **MA.L5.DP (GE: 9.0 – 10.9)**	
MA.L5.DP.1a Interpret the data distributions, scale, different components and quantities in the various displays.	**MA.L5.DP.1a.1** Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers. **MA.L5.DP.1a.2** Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results, and draw conclusions about the two populations.
MA.L5.DP.1b Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate.	**MA.L5.DP.1b.1** Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate. **MA.L5.DP.1b.2** Choose and interpret the scale and the origin in graphs and data displays.
MA.L5.DP.1c Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret	**MA.L5.DP.1c.1** Given a scatter plot within a real-world context, describe patterns of association, strength and direction. **MA.L5.DP.1c.2** Given a scatter plot with a linear association, determine the strength and direction of the correlation using a line of fit and residuals.

strength and direction within a real-world context.	
MA.L5.DP.2 Develop an understanding of probability. Find and compare experimental and theoretical probabilities.	**MA.L5.DP.2.1** Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events. **MA.L5.DP.2.2** Find the theoretical probability of an event related to a simple experiment. **MA.L5.DP.2.3** Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.
Data and Probability **MA.L6.DP (GE: 11.0 – 12.9)**	
MA.L6.DP.1a Solve problems involving univariate and bivariate numerical data.	**MA.L6.DP.1a** For two or more sets of numerical univariate data, calculate and compare the appropriate measures of center and measures of variability, accounting for possible effects of outliers. Interpret any notable features of the shape of the data distribution.
MA.L6.DP.1b Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context. Explain the difference between correlation and causation in the contexts of categorical data.	**MA.L6.DP.1b** Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context. Explain the difference between correlation and causation in the contexts of categorical data.
MA.L6.DP.1c Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.	**MA.L6.DP.1c.1** Given a scatter plot with a linear association, informally fit a linear function. **MA.L6.DP.1c.2** Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context **MA.L6.DP.1c.3** Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.

Florida Department of Education
Academic Skills Building
Curriculum Framework

ACADEMIC SKILLS BUILDING REASONING THROUGH LANGUAGE ARTS	
Program Title	Academic Skills Building (ASB)
Program Number	pending
Course Title	Academic Skills Building Reasoning through Language Arts
Course Number	School Districts: pending
	Florida College System: pending
CIP Number	pending
Grade Equivalent	9.0-12.9
Grade Level	30, 31
Standard Length	Varies

PURPOSE
Adult General Education Program: The Florida Department of Education administers the Adult General Education Program the under the authority of s. Florida Statute 1004.93, F.S., and the Workforce Investment and Opportunity Act (WIOA) (2014). The AGE Program has multiple purposes. Primarily, it provides instruction in reading and language and Math to students seeking to obtain a high school diploma or its recognized equivalent. Another purpose is to support parents to become full partners in the educational development of their children and to improve the economic opportunities of their family. Finally, the AGE Program helps learners transition to postsecondary education and training and obtain employment.

Academic Skills Building Program: The ASB Program is a non-credit program designed to develop the literacy and Math skills necessary for students to be successful workers, citizens, and family members. The Academic Skills Building (ASB) Program comprises two courses, ASB Math and ASB Reasoning through Language Arts. Students in the ASB program may enroll in either course or both courses.

Academic Skills Building Reasoning through Language Arts Course: The ASB RLA course content standards describe what students should know and be able to do in RLA at the secondary level and serve several purposes:

- Ensure continuity with the K-12 Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards with the Adult Basic Education Program
- Provide a common language for the ABE educational functioning levels among those of the other programs within AGE: AHS, Adult ESOL, and GED® Preparation
- Provide advanced instruction for students who may already have a high school diploma (by passing the GED® or by graduating from a K-12 High School or Adult High School) and have a goal of preparing for postsecondary education and employment
- Assist local adult education agencies with ABE curriculum development
- Provide guidance for ABE practitioners
- Ensure quality instruction through professional development

STUDENTS
Students eligible to enroll in the ASB Reasoning through Language Arts course are those who:

- Are age 16 years or older

- Are not enrolled in the K12 system
- May already have a high school diploma (by passing the GED® or by graduating from a K-12 High School or Adult High School) and have a goal of preparing for postsecondary education and employment
- Score within the Educational Functioning Levels (EFL) 5 and 6 of the ASB Reasoning through Language Arts course as measured by FDOE-approved assessments.

EDUCATIONAL FUNCTIONING LEVELS

The Workforce Investment and Opportunity Act defines the term Educational Functioning Level as "the ABE, ASB and ESL literacy levels, as provided in the NRS Guidelines, that describe a set of skills and competencies that students demonstrate in the skill areas of the National Reporting System (NRS)" (Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462). For purposes of the ASB RLA course, the term describes the level at which students develop the literacy skill area as provided in the NRS Guidelines.

Table 1 shows the two EFLs of the ASB RLA course, as provided in the NRS Guidelines. It also shows the corresponding Grade Equivalent levels.

Table 1: NRS EFLs for ASB Reasoning through Language Arts and Grade Level Equivalents

NRS Educational Functioning Levels	FLDOE ASB RLA Course Title and Level	Grade Equivalent
ABE Level 5 Low Adult Secondary Education	ASB – RLA Level 5	9.0 – 10.9
ABE Level 6 High Adult Secondary Education	ASB – RLA Level 6	11.0 – 12.9

PROGRAM LENGTH

Table 2 illustrates the recommended maximum number of instructional hours for each level. It is understood, however, that each student learns at their individual pace and there will be students who successfully complete the program or attain their educational goals in fewer (or more) than the recommended maximum hours noted.

Table 2: Recommended Maximum Number of Hours by EFL

Course Title and Number	NRS Educational Functioning Levels	Recommended Maximum Hours
ASB Reasoning through Language Arts School Districts: ---------- Florida College System: ------------	ABE Level 5 Hi Intermediate Basic Education	450 Hours
	ABE Level 6 Adult Secondary Education	450 Hours

CURRICULUM AND INSTRUCTION

The ASB RLA curriculum framework provides ASB instructors with the Anchor Standards in Reading, Writing, and English Language Arts that the adult learner needs. With "framework" being the operative word, it is the basis for designing curriculum and to assisting programs and teachers with selecting or creating instructional materials, techniques, and ongoing assessment.

The Florida DOE provides the ASB RLA curriculum framework to local programs across the state in order that local program personnel can design a curriculum that will serve the unique needs of their students and instructors. A fully

developed curriculum at the local program will include the following elements. Program staff may contact the Florida DOE Bureau of Adult Education for additional information on developing an in-house curriculum.

- A description of educational outcomes that students will be expected to have achieved upon completion of the course
- A set of core instructional materials (print and digital) aligned to the educational outcomes that students will be expected to have achieved upon completion of the course
- A series of needs assessment tools that helps teachers prioritize which standards are most relevant to the learning needs and educational goals of their students
- Supplementary textbooks on grammar, pronunciation, vocabulary in the context of employment and life skills
- Pacing guides and matrices that display the scope and sequence of the curriculum
- A list of recommended websites, films, dictionaries available for teachers to select from
- An overview of the content to be covered in the course
- A description of learning activities that may be used on a regular basis for reinforcement
- Academic vocabulary (such as Averill's Academic Word List)
- Grammar and the conventions of standard English for each level of the course

Note: ASB RLA Instructors are not required to progress through the standards sequentially. The unique needs of each cohort of students may serve to drive instruction and the sequence in which standards are taught may be adjusted accordingly.

ASSESSMENT
Local programs are required to use assessments that have been approved by the Florida DOE and USDOE to measure the student learning over time The following tests have been approved for use in the ASB RLA course: TABE 11/2 Reading, TABE 11/12 Language and CASAS GOALS Reading Series. See State Board Rule 6A-6.014, FAC and the Florida DOE Assessment Technical Assessment Paper for more information regarding approved tests, state policies on testing, and recommended and required testing procedures.

Pre-testing for Placement: Students enrolling for the first time in the ASB RLA course are required to be pre-tested in reading or language. The local program reports the initial EFLs for each skill area to the Florida DOE.

Post-testing, Determining EFL Completion, and Calculating Measurable Skill Gains: After a student participates in instruction for the number of hours recommended by the test publisher, the local program post-tests the student. If the student completes the EFL they are in and advances to the next higher EFL, the program counts that as one Measurable Skill Gain (MSG) earned. If the student advances two EFLs, the program counts that as two MSGs earned. Local programs include all MSGs earned by students in their data reports to the Florida DOE.

Table 3 illustrates the methods used by the Florida DOE and the NRS to calculate the number of MSGs. When the Florida DOE prepares its annual report to the National Reporting System, it follows the NRS guidelines to calculate the number of students who have completed at least one EFL and earned at least one MSG from starting level measured on entry into the program in a program year (PY = 7/1 to 6/30). Note that while local programs provide the Florida DOE with a count of all MSGs earned by students, the Florida DOE provides the NRS with a count of the number of students who have earned one MSG in a program year.

Table 3: Methods of Calculating MSGs by the Florida DOE and the National Reporting System (NRS)

Florida DOE	National Reporting System
Calculates the total number of MSGs earned by all students in a program year	Calculates the number of students that earned at least 1 MSG in a program year

Course Completion: Students complete the ASB RLA course when their test score is above NRS EFL 4 on one of the state-approved assessments noted above.

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, provide documentation, and request such services. Students with disabilities may need accommodations in areas such 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

As per s. Florida Statute 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.

INTEGRATED EDUCATION AND TRAINING (IET)

The Florida DOE Division of Career and Adult Education (DCAE) promotes the planning, development, and implementation of an integrated education and training (IET) service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

The IET service approach provides all levels of adult education students the opportunity to acquire the skills needed to:

- Transition to and complete postsecondary education and training programs;
- Obtain and advance in employment leading to economic self-sufficiency; and
- Exercise the rights and responsibilities of citizenship.

All IET programs must include the following three components:

- Adult education and literacy activities (§463.30);
- Workforce preparation activities (§463.34); and
- Workforce training for a specific occupation or occupation cluster which can be any one of the training services defined in section 134(c)(3)(D), of WIOA.

In order to meet the "integrated" requirement of IET, all services must include the following:

- Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement;
- Activities are of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
- Occur simultaneously; and
- Use occupational relevant instructional materials.

The integrated education and training program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities function cooperatively.

ACADEMIC SKILLS BUILDING STANDARDS BACKGROUND
In Program year 2022-2023, the Florida DOE aligned the previous versions of its ABE Reading and Language Standards to Florida's K-12 Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts in accordance with Executive Order 19-32 dated January 31, 2019. This current version of the ABE RLA Standards is the result of that alignment. Professional curriculum writers developed the current set of standards with extensive input from a team of Florida Adult Education practitioners who thoroughly reviewed the standards. Thanks to their dedication and efforts, the current standards address the high-priority skills and content that students need to advance toward their postsecondary and career goals.

ACADEMIC SKILLS BUILDING REASONING THROUGH LANGUAGE ARTS (RLA) STANDARDS FOR ADULT EDUCATION
Table 3 illustrates the coding scheme used to indicate the Expectations, Strands, Standards and Benchmarks in the ASB RLA Framework. An overarching set of Expectations runs through every component of the ASB RLA Curriculum Framework. The Standards are separated into four Strands: Foundations, Reading, Communication, and Vocabulary. Each Standard has one or more Benchmarks. The instructor may present topic-centered and/or project-bASBd lessons that integrate standards from several strands.

Table 3: The Coding Scheme used in the ASB RLA Curriculum Framework

ASB RLA Curriculum Framework Coding Scheme				
F = Foundations Strand R = Reading Strand C = Communication Strand V = Vocabulary Strand				
Subject	**NRS Level**	**Strand**	**Standard**	**Benchmark**
RLA	L5	F	1	4
Example: **RLA.L5.F.1.4** Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression to support comprehension.				

Table 4 below presents the RLA Expectations, which are those overarching skills that run through every component of the ASB RLA curriculum framework.

Table 4: RLA Expectations

RLA EXPECTATIONS	
RLA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
RLA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
RLA.K12.EE.3.1	Make inferences to support comprehension.
RLA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions

	in a variety of situations.
RLA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
RLA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.

FOUNDATIONS STRAND (9.0–12.9)

Foundational skills are the building block skills for students functioning within NRS Levels 1–4. These skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. For students in NRS Levels 5–6, foundational reading standards are included for those students who need targeted instruction in these specific skills. Teachers can integrate these standards into instruction, if needed, specifically for Academic Skills Building students who may not yet be proficient in all of these skills.

The Foundations (F) strand for Levels 5 and 6 includes 1 standard and 2 benchmarks.

STANDARD	BENCHMARK	CODE
Learning and Applying Foundational Reading Skills	Phonics and Word Analysis	F.1.3
	Fluency	F.1.4

Foundations (F) Learning and Applying Foundational Reading Skills		
Phonics and Word Analysis F.1.3		
NRS Level 5	**RLA.L5.F.1.3**	Know and apply phonics and word analysis skills in decoding and encoding words. a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences and syllabication patterns. c. Use an array of strategies to accurately encode single-syllable and multisyllabic words.
NRS Level 6	**RLA.L6.F.1.3**	Know and apply phonics and word analysis skills in decoding and encoding words. a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences and syllabication patterns. c. Use an array of strategies to accurately encode single-syllable and multisyllabic words.
Fluency F.1.4		
NRS Level 5	**RLA.L5.F.1.4**	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression to support comprehension.
NRS Level 6	**RLA.L6.F.1.4**	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression to support comprehension.

READING STRAND (9.0–12.9)

To become college and career ready, students need to grapple with a variety of reading materials that span across genres, subject areas, cultures, and centuries. By engaging with increasingly complex readings, students gain the ability to evaluate, analyze, and synthesize arguments and challenges posed by complex text. In NRS Levels 5–6, students

engage in deeper layers of analysis with more complex texts, examining and evaluating particular techniques an author uses to convey purpose and meaning.

The Reading (R) strand for Levels 5 and 6 includes 2 standards and 9 benchmarks.

STANDARD	BENCHMARK	CODE
Reading Informational Text	Structure	R.2.1
	Central Idea	R.2.2
	Purpose and Perspective	R.2.3
	Argument	R.2.4
	Connecting Ideas	R.2.5
Reading Across Genres	Interpreting Figurative Language	R.3.1
	Paraphrasing and Summarizing	R.3.2
	Comparative Reading	R.3.3
	Understanding Rhetoric	R.3.4

Reading (R) Reading Informational Text		
Structure R.2.1		
NRS Level 5	**RLA.L5.R.2.1**	Analyze the impact of multiple text structures and the use of features in text(s) to convey purpose and/or meaning in texts.
NRS Level 6	**RLA.L6.R.2.1**	Evaluate the structure(s) and features in text(s), identifying how the author could make the text(s) more effective.
Central Idea R.2.2		
NRS Level 5	**RLA.L5.R.2.2**	Analyze the central idea(s), implied or explicit, and their development throughout a text, particularly in historical American speeches and essays as well as those from the Classical Period.
NRS Level 6	**RLA.L6.R.2.2**	Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.
Purpose and Perspective R.2.3		
NRS Level 5	**RLA.L5.R.2.3**	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language, particularly in historical American speeches and essays as well as those from the Classical Period.
NRS Level 6	**RLA.L6.R.2.3**	Evaluate an author's choices in establishing and achieving purpose(s).
Argument R.2.4		

NRS Level 5	RLA.L5.R.2.4	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.
NRS Level 6	RLA.L6.R.2.4	Compare the development of multiple arguments on the same topic or in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.
Connecting Ideas R.2.5		
NRS Level 5	RLA.L5.R.2.5	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
NRS Level 6	RLA.L6.R.2.5	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Reading (R) **Reading Across Genres**		
Interpreting Figurative Language R.3.1		
NRS Level 5	RLA.L5.R.3.1	Analyze how figurative language creates mood and tone in text(s).
NRS Level 6	RLA.L6.R.3.1	Analyze and evaluate the author's use of figurative language to create mood and tone in text(s).
Paraphrasing and Summarizing R.3.2		
NRS Level 5	RLA.L5.R.3.2	Summarize a text to enhance comprehension; paraphrase content from grade-level texts.
NRS Level 6	RLA.L6.R.3.2	Summarize a text to enhance comprehension; paraphrase content from grade-level texts.
Comparative Reading R.3.3		
NRS Level 5	RLA.L5.R.3.3	Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time-period.
NRS Level 6	RLA.L6.R.3.3	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical significance, including how they address related concepts.
Understanding Rhetoric R.3.4		

NRS Level 5	RLA.L5.R.3.4	Analyze an author's use of rhetoric in a text.
NRS Level 6	RLA.L6.R.3.4	Evaluate rhetorical choices across multiple texts.

COMMUNICATION STRAND (9.0–12.9)

The Communication standards cover the development of critical writing skills (including narrative, argumentative, and expository writing), as well as skills in presentation, research, and use of multimedia and technology. Interwoven in the standards are benchmarks that address the writing process as well as grammar and conventions. In NRS Levels 5–6, the benchmarks detail rigorous expectations regarding the intentional organization and development of ideas, strategic use of details and evidence, and advanced utilization of technology.

The Communication (C) strand for Levels 5 and 6 includes 5 standards and 9 benchmarks.

STANDARD	BENCHMARK	CODE
Communicating Through Writing	Narrative Writing	C.1.2
	Argumentative Writing	C.1.3
	Expository Writing	C.1.4
	Improving Writing	C.1.5
Communicating Orally	Oral Presentation	C.2.1
Following Conventions	Conventions	C.3.1
Researching	Researching and Using Information	C.4.1
Creating and Collaborating	Multimedia	C.5.1
	Technology in Communication	C.5.2

Communication (C) Communicating Through Writing	
Narrative Writing C.1.2	

NRS Level 5	RLA.L5.C.1.2	Write narratives using narrative techniques, varied transitions, and a clearly established point of view.
NRS Level 6	RLA.L6.C.1.2	Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.

Argumentative Writing C.1.3		
NRS Level 5	RLA.L5.C.1.3	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.
NRS Level 6	RLA.L6.C.1.3	Write arguments to support claims based on an in-depth analysis of topics or texts, using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.

Expository Writing C.1.4	

NRS Level 5	RLA.L5.C.1.4	Write expository texts to explain and analyze information from multiple sources, using an introduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a tone and voice appropriate to the task, and a conclusion.
NRS Level 6	RLA.L6.C.1.4	Write expository texts to explain and analyze information from multiple sources, demonstrating a thorough understanding of the subject and using an introduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a tone and voice appropriate to the task, and a conclusion.
Improving Writing C.1.5		
NRS Level 5	RLA.L5.C.1.5	Improve writing by planning, editing, considering feedback from adults, peers, and/or online editing tools, and revising for clarity, cohesiveness, purpose, and audience.
NRS Level 6	RLA.L6.C.1.5	Improve writing by planning, editing, considering feedback from adults, peers, and/or online editing tools, and revising to enhance purpose, clarity, structure, and style.

Communication (C) **Communicating Orally**		
Oral Presentation C.2.1		
NRS Level 5	RLA.L5.C.2.1	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective, with substance and style that are appropriate to purpose, audience, and task.
NRS Level 6	RLA.L6.C.2.1	Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate, with substance and style that are appropriate to purpose, audience, and task.

Communication (C) **Following Conventions[1]**		
Conventions C.3.1		
NRS Level 5	RLA.L5.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
NRS Level 6	RLA.L6.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

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[1] See Appendix A: Conventions Progression By NRS Level

<table>
<tr><td colspan="3" align="center">**Communication (C)**
Researching</td></tr>
<tr><td colspan="3">**Researching and Using Information C.4.1**</td></tr>
<tr><td>**NRS Level 5**</td><td>**RLA.L5.C.4.1**</td><td>Conduct research to answer a question, refining the scope of the question to align with findings and synthesizing information from multiple reliable and valid (print and digital) sources.</td></tr>
<tr><td>**NRS Level 6**</td><td>**RLA.L6.C.4.1**</td><td>Conduct research on a topical issue to answer a question and synthesize information from a variety of (print and digital) sources.</td></tr>
</table>

<table>
<tr><td colspan="3">**Communication (C)**
Creating and Collaborating</td></tr>
<tr><td colspan="3">**Multimedia C.5.1**</td></tr>
<tr><td>**NRS Level 5**</td><td>**RLA.L5.C.5.1**</td><td>Create digital presentations with coherent ideas and a clear perspective, to improve understanding of findings, reasoning, and evidence.</td></tr>
<tr><td>**NRS Level 6**</td><td>**RLA.L6.C.5.1**</td><td>Design and evaluate digital presentations for effectiveness.</td></tr>
<tr><td colspan="3">**Technology in Communication C.5.2**</td></tr>
<tr><td>**NRS Level 5**</td><td>**RLA.L5.C.5.2**</td><td>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.</td></tr>
<tr><td>**NRS Level 6**</td><td>**RLA.L6.C.5.2**</td><td>Create, publish, and share multimedia texts, tailored to a specific audience, through a variety of digital formats.</td></tr>
</table>

VOCABULARY STRAND (9.0-12.9)
The Vocabulary standards focus on understanding words and phrases and their nuances and relationships, and on acquiring new vocabulary, particularly general academic words and phrases. In Levels 5–6, instruction should include increasingly complex academic and technical vocabulary.

The Vocabulary (V) strand for Levels 5 and 6 has 1 standard and 3 benchmarks.

STANDARD	BENCHMARK	CODE
Finding Meaning	Academic Vocabulary	V.1.1
	Morphology	V.1.2
	Context and Connotation	V.1.3

<table>
<tr><td colspan="3" align="center">**Vocabulary (V)**
Finding Meaning</td></tr>
<tr><td colspan="3">**Academic Vocabulary V.1.1**</td></tr>
<tr><td>**NRS Level 5**</td><td>**RLA.L5.V.1.1**</td><td>Integrate academic vocabulary appropriate to grade level in speaking and writing.</td></tr>
<tr><td>**NRS Level 6**</td><td>**RLA.L6.V.1.1**</td><td>Integrate academic vocabulary appropriate to grade level in speaking and writing.</td></tr>
</table>

Morphology V.1.2		
NRS Level 5	RLA.L5.V.1.2	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.
NRS Level 6	RLA.L6.V.1.2	Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.
NRS Level 5	RLA.L5.V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.
NRS Level 6	RLA.L6.V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

APPENDIX A: CONVENTIONS PROGRESSION BY NRS LEVEL

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced.	I
The skill is mastered.	M
The skill should be reviewed as students encounter and create more complex text.	R

Skill	Level 1		Level 2		Level 3		Level 4		Levels 5-6				
Begin each sentence with a capital letter and use ending punctuation.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Capitalize the days of the week, the months of the year, and the pronoun I.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Form regular plural nouns orally by adding /s/ or /es/.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Use interrogatives to ask questions.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Capitalize proper nouns.	I	M	R	R	R	R	R	R	R	R	R	R	R
Form and use simple verb tenses for regular verbs by adding the affix -ed.	I	M	R	R	R	R	R	R	R	R	R	R	R
Form plurals -y to -ies.	-	I	M	R	R	R	R	R	R	R	R	R	R
Form and use complete simple sentences.	I	M	R	R	R	R	R	R	R	R	R	R	R
Use possessives.	I	M	R	R	R	R	R	R	R	R	R	R	R
Use subject-verb agreement in simple sentences.	I	M	R	R	R	R	R	R	R	R	R	R	R
Conjugate regular and irregular verb tenses.	-	I	I	M	R	R	R	R	R	R	R	R	R
Form and use regular and frequently occurring irregular plural nouns.	-	I	I	M	R	R	R	R	R	R	R	R	R
Form and use the past tense of frequently occurring irregular verbs.	-	I	I	M	R	R	R	R	R	R	R	R	R
Use apostrophes to form contractions.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use interjections.	-	I	M	R	R	R	R	R	R	R	R	R	R
Appropriately use pronouns.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use commas in a series.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use plural possessives.	-	I	M	R	R	R	R	R	R	R	R	R	R
Maintain consistent verb tense across paragraphs.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use irregular plural nouns.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use the progressive and perfect verb tenses.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use simple modifiers.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use prepositions and prepositional phrases.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use compound sentences.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use quotation marks with dialogue and direct quotations.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use commas to indicate direct address.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use subject-verb agreement with intervening clauses and phrases.	-	-	-	I	M	R	R	R	R	R	R	R	R
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	-	-	I	I	M	R	R	R	R	R	R	R	R

APPENDIX A: CONVENTIONS OF STANDARD AMERICAN ENGLISH – PROGRESSION BY NRS LEVEL (Cont.)

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced.	I
The skill is mastered.	M
The skill should be reviewed as students encounter and create more complex text.	R

Skill	Level 1			Level 2	Level 3		Level 4			Levels 5-6			
Use conjunctions.	-	-	-	I	M	R	R	R	R	R	R	R	R
Use principal modals to indicate the mood of averb.	-	-	-	I	I	M	R	R	R	R	R	R	R
Use appositives, main clauses, and subordinateclauses.	-	-	-	I	I	M	R	R	R	R	R	R	R
Recognize and correct inappropriate shifts in tense and number	-	-	-	-	I	M	R	R	R	R	R	R	R
Use conjunctions correctly to join words andphrases in a sentence.	-	-	-	-	I	M	R	R	R	R	R	R	R
Use verbals including gerunds, infinitives, and participle phrases.	-	-	-	-	I	I	M	R	R	R	R	R	R
Use comparative and superlative forms of adjectives	-	-	-	-	-	I	M	R	R	R	R	R	R
Use pronouns correctly with regard to case, number, and person, correcting for vague pronounreference.	-	-	-	-	I	I	M	R	R	R	R	R	R
Appropriately use colons.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use dangling modifiers.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use ellipses.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use hyphens.	-	-	-	-	-	-	I	M	R	R	R	R	R
Vary sentence structure.	-	-	-	-	-	I	I	M	R	R	R	R	R
Appropriately use passive and active voice.	-	-	-	-	-	-	-	I	M	R	R	R	R
Use semicolons to form sentences.	-	-	-	-	-	-	-	I	M	R	R	R	R
Use verbs with attention to voice and mood.	-	-	-	-	-	-	-	I	M	R	R	R	R
Add variety to writing or presentations by using parallel structure and various types of phrases andclauses.	-	-	-	-	-	-	-	I	I	I	M	R	R
Use knowledge of usage rules to create flow inwriting and presenting.	-	-	-	-	-	-	-	-	-	I	I	M	R

Florida Department of Education
Adult Employability
Curriculum Framework

PURPOSE
The Employability Framework describes what students should know and be able to do in order to be ready to enter the workforce and be successful across different career pathways. The employability standards serve several purposes:

- Assist programs with curriculum development;
- Provide guidance for new instructors;
- Ensure quality instruction through professional development; and
- Provide employability skills along a continuum to prepare students for job-force training and employment.

The employability standards should be used as a basis for curriculum design and to assist programs and teachers with selecting or designing appropriate instructional materials, instructional techniques, and ongoing assessment strategies.

ADULT EDUCATION INSTRUCTOR CERTIFICATION REQUIREMENTS
As per s. Florida Statute 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.

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 areas such 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.

CAREER AND EDUCATION PLANNING
The following career development standards are designed to be integrated into the Adult Basic Education (ABE) frameworks to assist students with career exploration and planning. Students can access the local agency's approved career information program 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.

SPECIAL NOTES
The Employability Framework is separated into three strands: Applied Knowledge, Effective Relationships, and Workplace Skills. The table below illustrates the numbering used to indicate strands and standards.

Strand	Standard
ER	02
ER.02 **Interpersonal:** Students respect individual differences, navigate conflicts, and exercise leadership in order to successfully complete tasks in the context of partner or group work.	

It is not intended that students will progress through the performance standards sequentially. The instructor may present topic-centered and/or project-based lessons that integrate employability standards alongside content standards as part of an Integrated Education and Training (IET) model.

INTEGRATED EDUCATION AND TRAINING (IET)
DCAE promotes the planning, development, and implementation of an integrated education and training (IET) service approach that provides concurrent and contextualized adult education and literacy activities in combination with employability standards and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

The IET service approach provides all levels of adult education students the opportunity to acquire the skills needed to:
- Transition to and complete postsecondary education and training programs;
- Obtain and advance in employment leading to economic self-sufficiency; and
- Exercise the rights and responsibilities of citizenship.

All IET programs must include the following three components:
- Adult education and literacy activities (§463.30);
- Workforce preparation activities (§463.34); and
- Workforce training for a specific occupation or occupation cluster, which can be any one of the training services defined in section 134(c)(3)(D) of WIOA.

In order to meet the "integrated" requirement of IET, all services must include the following:
- Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement;
- Activities are of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
- Occur simultaneously; and
- Use occupational relevant instructional materials.

The integrated education and training program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities function cooperatively.

EMPLOYABILITY STANDARDS BACKGROUND
Executive Order 19-31 and Executive Order 19-32 will collectively guide the direction of adult education programs across the state to ensure that Florida's adult students receive a world-class education and are prepared for jobs of the future. High-quality academic and employability standards are the foundation of a high-quality system to which assessments and instructional materials must be aligned.

Executive Order 19-31 charts a course for Florida to become number one in the nation in workforce education by 2030 while Order 19-32 establishes a commitment to eliminating Common Core, ensuring high-quality academic standards, and raising the bar for civic literacy. With these new and improved standards, Florida builds on past strengths and learns from past lessons.

The following Employability Framework derives from the Perkins Employability Skills Framework from the U.S. Department of Education (Office of Career, Technical, and Adult Education, Division of Academic and Technical Education).

These standards were developed with input from adult education program leaders across Florida and have been thoroughly reviewed by a committee of adult education providers and educators as well as postsecondary educators

and administrators in order to determine the highest priority employability skills to support students in developing the knowledge necessary for successful employment.

Each standard is built out to have a clearly defined set of expectations with examples. A continuum has been defined from novice to advanced for each skill in order to show a progression of development and ensure there is an entry point for all learners. Each bulleted expectation in the proficiency column includes one or more corresponding bullets for novice and advanced, as well as illustrative examples. Where helpful, skills descriptions and examples were pulled from other state frameworks in addition to Perkins.[1]

Each standard includes three sample classroom artifacts listed as examples of instructional and/or assessment tasks through which students may develop and demonstrate skills within each standard. These sample artifacts are not an exhaustive or comprehensive list and are not required for any standard.

Each standard also includes three situational examples (real-life applications of each standard) to demonstrate practical applicability and offer examples that draw meaningful connections across students' lives.

The Employability Framework consists of 3 strands and 8 standards, as shown in the chart below.

Strand	Standard	Code
Applied Knowledge (AK)	**1. Critical Thinking:** Students use creative, analytical, and strategic thinking to solve problems and explore opportunities.	**AK.01**
Effective Relationships (ER)	**2. Interpersonal Skills:** Students respect individual differences, navigate conflicts, and exercise leadership in order to successfully complete tasks in the context of partner or group work.	**ER.02**
	3. Personal Qualities: Students demonstrate responsibility, self-discipline, flexibility, integrity, and a willingness to learn in order to deliver high-quality work.	**ER.03**
Workplace Skills (WS)	**4. Resource Management:** Students manage time, money, resources, and personnel in group projects to complete tasks in service of minimizing waste and improving organizational efficiency.	**WS.04**
	5. Information Use: Students locate, analyze, and organize information in order to complete high-quality work that draws upon reliable and relevant sources.	**WS.05**
	6. Communication: Students listen, observe, and communicate verbally and in writing in order to both understand and convey information clearly and accurately.	**WS.06**
	7. Systems Thinking: Students understand, monitor, and improve systems to advance the vision, culture, and goals of the organization.	**WS.07**
	8. Technology Use: Students select and apply appropriate technology solutions in order to effectively complete tasks.	**WS.08**

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[1] See References

IMPORTANT PROVISONS

1. The Perkins Employability Skills Framework has a category of skills entitled "Applied Academic Skills," which includes reading, writing, math, and scientific principles. This set of skills has been omitted from the Florida Employability Framework to minimize duplication with the new proposed Adult Basic Education standards in Mathematics and Reasoning through Language Arts (RLA).

2. The continuum of skills within any given standard (novice to advanced) helps isolate developmental progression but is not a rubric and does not replace the need for aligned materials for curriculum and assessment. Similarly, the examples within each level, the situational examples, and the sample artifacts for the standard provide example activities through which students may develop and demonstrate skills, but these are intended as illustrative examples and do not replace the need for aligned high-quality curriculum.

ILLUSTRATIVE ANNOTATED EXAMPLE

Strand

Standard

Strand: Applied Knowledge

AK.01 Critical Thinking: Students use creative, analytical, and strategic thinking to solve problems and explore opportunities.

Situational Examples
- *Life: Redefine a morning routine to maximize efficiency*
- *Academic: Research and present innovative solutions to a local, national, or global issue (e.g., healthcare)*
- *Professional: Create a how-to manual that addresses previous inefficiencies in production*

Examples of how the skills in this standard might show up in real-life contexts

Explanation of skills as they progress from novice to advanced

Sample Skills Continuum

Novice	Proficient	Advanced
A) identify and describe a problem, opportunity, or need for change • *examples: ask questions, challenge common assumptions, identify a personal or workplace problem that has been encountered*	A) use analytical thinking to assess problems and opportunities • *examples: articulate the problem or opportunity with specificity, analyze evidence to determine the root cause and foundational need*	A) perform detailed analyses to assess complex and multi-faceted problems and opportunities • *examples: research and analyze multiple sources of problems or opportunities that impact multiple teams within the organization*
B) identify one or more strategies for resolving problems • *examples: brainstorm a potential solution to an identified problem*	B) use strategic thinking to review and evaluate multiple strategies for resolving problems and meeting opportunities • *examples: negotiate pros/cons of potential solutions, debate an issue, analyze options using "if-then" rationale and predict the results of each strategy, make a well-reasoned case drawing upon evidence*	B) create innovative and novel ideas/solutions and display divergent thinking to address workplace challenges and cultivate new opportunities • *examples: research and propose "outside-the-box" solutions with detailed considerations of potential outcomes/consequences*
C) take action • *exar... soluti...*	C) plan steps, procedures, and/or approaches for addressing problems or taking advantage of new opportunities • *examples: match approaches, tools, and strategies to workplace problems to optimize productivity*	C) propose and enact multi-step, cross-functional plans to address problems and realize new opportunities; evaluate results and adjust course as needed • *examples: lead enactment of solutions by designing workflows, facilitating meetings, and...*

Examples of what this skill could look like in practice; these are illustrative examples, not required look-fors.

Activities that could be used in instruction or assessment for the skills at any/all levels; these do not replace the need for aligned curricular and assessment materials.

Sample Artifacts
- Written essay on a local, national, or global problem with proposed solutions
- Oral presentation on a local, national, or global problem with proposed solutions
- Whole-class debate on a researched local, national, or global issue

EMPLOYABILITY STANDARDS

Strand: Applied Knowledge

Standard: AK.01 Critical Thinking: Students use creative, analytical, and strategic thinking to solve problems and explore opportunities.

Situational Examples
- **Life**: Redefine a morning routine to maximize efficiency
- **Academic**: Research and present innovative solutions to a local, national, or global issue (e.g., climate change, healthcare)
- **Professional**: Create a how-to manual that addresses previous inefficiencies in production

Sample Skills Continuum		
Novice	**Proficient**	**Advanced**
A) identify and describe a problem, opportunity, or need for change • *examples: ask questions, challenge common assumptions, identify a personal or workplace problem that has been encountered*	A) use analytical thinking to assess problems and opportunities • *examples: articulate the problem or opportunity with specificity, analyze evidence to determine the root cause and foundational need*	A) perform detailed analyses to assess complex and multi-faceted problems and opportunities • *examples: research and analyze multiple sources of problems or opportunities that impact multiple teams within the organization*
B) identify one or more strategies for resolving problems • *examples: brainstorm a potential solution to an identified problem*	B) use strategic thinking to review and evaluate multiple strategies for resolving problems and meeting opportunities • *examples: negotiate pros/cons of potential solutions, debate an issue, analyze options using "if-then" rationale and predict the results of each strategy, make a well-reasoned case drawing upon evidence*	B) create innovative and novel ideas/solutions and display divergent thinking to address workplace challenges and cultivate new opportunities • *examples: research and propose "outside-the-box" solutions with detailed considerations of potential outcomes/consequences*

C) take actions to address a problem • *examples: seek supervisor approval for implementing a solution to an identified problem*	C) plan steps, procedures, and/or approaches for addressing problems or taking advantage of new opportunities • *examples: match approaches, tools, and strategies to workplace problems to optimize productivity*	C) propose and enact multi-step, cross-functional plans to address problems and realize new opportunities; evaluate results and adjust course as needed • *examples: lead enactment of solutions by designing workflows, facilitating meetings, and ensuring follow-through across teams within an organization; modify plans and approaches as needed*

Sample Artifacts[2]
- Written essay on a local, national, or global problem with proposed solutions
- Oral presentation on a local, national, or global problem with proposed solutions
- Whole-class debate on a researched local, national, or global issue

Strand: Effective Relationships

Standard: ER.02 Interpersonal Skills: Students respect individual differences, navigate conflicts, and exercise leadership in order to successfully complete tasks in the context of partner or group work.

Situational Examples
- **Life:** *Collaborate with a family member to plan a party or create a budget for a holiday meal*
- **Academic:** *Work with a partner to complete a research project*
- **Professional:** *Work with people from different departments to create a customer sales presentation*

Sample Skills Continuum		
Novice	**Proficient**	**Advanced**

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[2] The Sample Artifacts are suggested assignments that can be used for instruction or assessment of the skills at any level but do not represent an exhaustive or comprehensive list. The Sample Artifacts are not required for any standard.

A) describe effective group and partner collaboration • *examples: identify different roles and responsibilities*	A) effectively participate in cooperative assignments with a group or partner • *examples: hold themselves accountable for meeting short-term or long-term deadlines, take responsibility for quality of work, attend meetings, contribute fairly to the task, fulfill assigned roles*	A) influence and motivate group or team members to produce high-quality work • *examples: hold others accountable for meeting short-term or long-term deadlines, encourage responsibility for quality of work, facilitate meetings*
B) draw upon their own strengths and those of their teammates to accomplish work • *examples: identify their own key strengths that would be helpful to accomplish a task, reflect on a sample project plan, use the strengths of other team members to complete tasks*	B) lead team members in group assignments • *examples: keep team members on track by holding others accountable for meeting collective goals, organize work to meet project goals, determine team roles, find resources, adjust plans as the project progresses, help fellow team members understand tasks*	B) design and lead team to take advantage of each member's skills and strengths • *examples: create a task list with key activities and delegate those activities to the appropriate member of the team*
C) develop and contribute to agreed upon team norms and protocols • *examples: develop awareness of different ideas, opinions, and beliefs by providing a safe environment for expressing differences*	C) show respect to others in a range of workplace settings • *examples: acknowledge and validate the ideas of others, incorporate feedback and promote open exchange of ideas, suggest alternatives and discuss options, act with transparency regarding contributions to team commitments*	C) engender a culture of respect by encouraging an inclusive team culture • *examples: invite and incorporate feedback on their own adherence to team norms, model inclusive team communication practices*
D) identify effective means of resolving conflicts • *examples: given scenarios, name strategies for reaching a resolution; consider case studies that describe different effective conflict de-escalation*	D) collaborate on solutions to de-escalate situations and resolve differences • *examples: listen to and consider all team members' ideas, share various strategies for managing conflict or disagreement*	D) integrate diverse perspectives within conflict resolution practices • *examples: demonstrate empathetic listening skills, elicit team feedback, and incorporate cultural differences*

techniques in the workplace		_on approaches to conflict resolution_

Sample Artifacts
- Video of students participating in teamwork or partner work
- Self-evaluation essay and anonymous peer evaluations following completion of group work
- Project plan that demonstrates how to organize work to meet goals

Strand: Effective Relationships

Standard: ER.03 Personal Qualities: Students demonstrate responsibility, self-discipline, flexibility, integrity, and a willingness to learn in order to deliver high-quality work.

Situational Examples
- **Life**: _Show up on time and fully prepared for a job interview_
- **Academic**: _Proactively seek instructor support with a challenging topic, concept, or exam_
- **Professional**: _Adjust established work protocols based on newly introduced expectations_

Sample Skills Continuum		
Novice	**Proficient**	**Advanced**
A) identify expectations for participation in group settings • _examples: identify group norms_	A) participate and listen actively in group settings • _examples: ask questions, seek clarification, volunteer answers, commit to time-on-task, begin work without fanfare_	A) adapt participation to the context • _examples: self-reflect on which norms might be most important to attend to depending on group composition/dynamics, assist peers to meet work expectations without prompting_
B) identify requirements for individual work assignments • _examples: restate success criteria in_	B) treat work assignments with respect • _examples: bring personal errors to the attention of the team, complete_	B) deliver exemplary work products • _examples: submit work products that exceed success criteria by seeking out and_

their own words	*and submit assignments on time, take responsibility for quality, produce work that is either original or credited correctly*	*submitting extra work and research beyond expectations*
C) describe how changes affect motivation and personal work ● *examples: identify how different settings affect their motivation and work product, use cause-and-effect statements that result in strategies for addressing changes in motivation*	C) adapt easily ● *examples: consistently produce work of similar quality for different types of assignments, stay engaged in different modes of instruction*	C) accomplish work goals while navigating ambiguity in expectations ● *examples: adjust daily or weekly priorities to account for unexpected barriers that could become opportunities with proper planning*
D) with support, prioritize tasks and responsibilities ● *examples: create a task list that communicates daily or weekly priorities*	D) manage behavior, participation, and work product ● *examples: combine tasks to increase productivity, produce work with a balance of speed and accuracy, organize tasks and projects to completion within prescribed time frame*	D) demonstrate exemplary behavior, participation, and work product, persevering through a range of workplace challenges ● *examples: consistently manage behavior, participation, and work product while adjusting priorities to meet challenges (e.g., interpersonal, resource)*
E) identify difference between ethical and unethical behaviors ● *examples: identify office expectations with regard to supplies, logging time, and use of technology*	E) apply ethical decision-making skills ● *examples: navigate ethically ambiguous situations and take action in accordance with workplace policies*	E) take action to address unethical behaviors in workplace ● *examples: address observed unethical behavior in the workplace directly or by bringing to the attention of a supervisor*
F) identify personal strengths and weaknesses ● *examples: name 2-3 key workplace strengths and weaknesses, self-reflect on how strengths and weakness may impact work product*	F) identify areas for growth, accepting constructive criticism from others to improve results ● *examples: know how to engage in a feedback conversation with a supervisor appropriately, identify*	F) proactively seek input and feedback on participation and work product ● *examples: invite feedback on strengths and weaknesses of a product during a group conversation, write an email requesting feedback, use 360 degree group feedback in*

and performance across various scenarios	*when/how to apply feedback across workplace activities*	*order to complete a self-reflection*

Sample Artifacts
- Completed self-evaluation rubric
- Portfolio of assignments completed within a given module
- Video of class discussion showing individuals' participation

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Strand: Workplace Skills

Standard: WS.04 Resource Management: Students manage time, money, resources, and personnel in group projects to complete tasks in service of minimizing waste and improving organizational efficiency.

Situational Examples
- ***Life****: Create a personal household budget*
- ***Academic****: Develop a process for completing all assignments on time*
- ***Professional****: Plan a scope of work, including budget, resources, and timeline*

Sample Skills Continuum		
Novice	**Proficient**	**Advanced**

A) recognize productive use of time
  • *examples: identify different ways to track hours and plan schedules*
	A) use time productively
	  • *examples: complete a task in the allotted time, track hours spent on a project and reflect on opportunities to increase efficiency, use a planner for effective scheduling*
		A) create and implement a work plan that maintains quality while improving efficiency and profitability
		  • *examples: design an efficient work plan, recommend ways to adjust a work plan to improve efficiency or decrease use of resources*

B) identify types of resources in the	B) manage time, money, and resources in	B) maximize configuration of staff across teams

workplace ● *examples: describe key resources associated with a work product or project*	group projects to complete tasks within the allotted time frame and minimize waste ● *examples: organize, prioritize, and plan project activities; manage limited resources*	and projects; delegate responsibilities based on individual strengths ● *examples: engage a team in creating a work plan that allows individual team members to apply their strengths in a project, provide feedback to team members on task completion*
C) identify organizational expectations for use of resources ● *examples: review company handbook in order to identify expectations for submitting expense reports or time sheets*	C) calculate and describe the cost of workplace resources ● *examples: describe the profit margin for various products, explain how the profit margin changes depending on resources used*	C) manage personnel within a project ● *examples: create and implement a work plan that identifies roles, tasks, and timeline; collaborate to complete tasks and deliverables within designated timeline*

Sample Artifacts
● Project plan for individual or group work (including contingency plans)
● Sample business or product development plan (with budget)
● Completed self-evaluation rubric

Strand: Workplace Skills

Standard: WS.05 Information Use: Students locate, analyze, and organize information in order to complete high-quality work that draws upon reliable and relevant sources.

Situational Examples
● **Life**: Research, compare, and enroll in health insurance coverage
● **Academic**: Write a research paper using multiple valid, reliable sources
● **Professional**: Complete an industry analysis to better understand a product or service market

Sample Skills Continuum		
Novice	**Proficient**	**Advanced**
A) identify types of media for locating information • *examples: identify the variety of sources available (e.g., print, digital, audiovisual) and how to access them*	A) determine the best medium for locating necessary information and determine if information from digital sources is credible • *examples: understand that digital resources can be created and published by all; understand who owns content (i.e., copyright) and how to appropriately cite sources*	A) locate sources of credible information quickly and efficiently • *examples: explain how to distinguish between credible and less credible sources of information*
B) determine if information is reliable • *examples: use a set of criteria to explain whether information from a source is reliable, consider multiple sources before determining if information is reliable, understand fact versus opinion*	B) retrieve reliable and accurate information from assorted media as a means of solving a problem • *examples: navigate print, television, internet, or in-person outlets; use search engines, domain names, and relevant web search terms*	B) acquire reliable and accurate information from multiple media sources • *examples: draw on multiple sources simultaneously, including print, television, internet, and in-person outlets; maximize the use of search tools*
C) search for information related to completion of a task • *examples: use a library catalog to locate informational text related to a topic, use an internet search engine to identify potential sources of information to complete a task*	C) evaluate and contextualize information to determine if it is necessary and relevant to complete a task • *examples: identify bias, stance, and purpose of content creators; use information judiciously, considering sensitivity and purpose*	C) analyze sources of information for bias; ensure that information collected represents a variety of viewpoints • *examples: locate resources from varying points of view on the same topic; recognize bias when present in a source; explain how to identify bias, including editorialism in sources*
D) determine possible uses of information • *examples: identify concepts and evidence that may be useful for a specific task*	D) classify and sort information using graphic organizers • *examples: use outlines, concept maps,*	D) select and utilize graphic organizers that clearly and effectively represent relationships between ideas • *examples: visually represent a concept*

	charts, and tables	using an appropriate graphic organizer, describe which graphic organizer is best suited to represent a particular idea/concept

Sample Artifacts
- Annotated bibliography for a research paper or presentation on a given topic
- Completed graphic organizer that shows classifications of resources
- Presentation with facilitator notes that indicate key points uncovered in research

Strand: Workplace Skills

Standard: WS.06 Communication: Students listen, observe, and communicate verbally and in writing in order to both understand and convey information clearly and accurately.

Situational Examples
- *Life: Complete a job interview*
- *Academic: Write an analytical response to a televised speech, political debate, or news broadcast*
- *Professional: Produce technical writing that uses occupational language*

Sample Skills Continuum		
Novice	**Proficient**	**Advanced**
A) respond to oral and written prompts accurately and using correct forms of address (e.g., supervisor, customers) • *examples: respond accurately to customer requests for information, send emails that appropriately address individuals within and outside the*	A) provide oral and written responses appropriate to the task • *examples: communication reflects organizational goals, describes technical content with precision, maintains a style appropriate to the situation, and is accurate in content*	A) create oral and written responses that strategically utilize a communication medium and style appropriate to the audience and situation • *examples: adapt technical documents for various internal and external stakeholders, employ innovative*

organization	*and format; deliver an argumentative speech or participate in a topical debate*	*methods for sharing information, integrate multiple viewpoints and styles*
B) recognize impact of volume, clarity, and pace of speech; identify nonverbal cues; identify active listening behaviors ● *examples: monitor quantity/quality of individual contributions in meetings, identify a variety of communication methods utilized by individuals on a team*	B) actively listen and interpret verbal and nonverbal communication efforts of others ● *examples: demonstrate understanding of the speaker's intent, interpret instructions correctly*	B) listen for understanding; demonstrate culturally responsive practices ● *examples: incorporate a variety of perspectives in communications, acknowledge and elevate diverse viewpoints*

Sample Artifacts
- Oral presentation on a technical or industry-specific topic
- Written response to a televised speech, political debate, or news broadcast
- Self- and/or peer-to-peer evaluations of participation in a whole-class discussion on a shared text

Strand: Workplace Skills
Standard: WS.07 Systems Thinking: Students understand, monitor, and improve systems to advance the vision, culture, and goals of the organization.
Situational Examples ● *Life: Create a family task/responsibilities chart* ● *Academic: Register for appropriate courses based on graduation requirements and course availability* ● *Professional: Write an improvement plan to increase the effectiveness of a specific workflow, process, or system-wide approach*
Sample Skills Continuum

Novice	**Proficient**	**Advanced**

A) locate and interpret organizational chart • *examples: identify individual role within the larger organization, identify organizational leadership*	A) understand the organizational structure and roles within an organization • *examples: demonstrate knowledge of organizational hierarchy, follow chain of command, comply with new policies*	A) influence others to function effectively within organizational structure • *examples: support new team members in understanding their role or implementing new procedures, provide constructive peer-to-peer feedback*
B) identify key tasks within one's role (i.e., job description) • *examples: delineate how one's role differs from others at the same level or on the same team*	B) execute key responsibilities in the context of organizational and team structure • *examples: recognize extent of decision-making authority, report as required, align work activities with organizational growth targets and success factors*	B) implement work activities that advance organizational growth and success • *examples: define new work priorities that drive toward measures of organizational success*
C) use data to measure progress • *examples: document deliverables, products, or services completed within a given time period*	C) apply methods to assess progress within the organization • *examples: identify success criteria, utilize objective evaluation tools*	C) devise methods to assess progress within the system • *examples: design rubrics to measure the impact of specific processes within the organization*
D) examine rationale for methods and devices used in the workplace • *examples: ask for clarification about tools or processes within existing workflows*	D) negotiate mid-course corrections and recommend improvements to the organization • *examples: align personal behavior and job responsibilities to changed conditions; recommend more effective ways to complete a process that are timesaving, cost-effective, and less labor intensive*	D) design processes for continuous improvement • *examples: create new workflows, tools, or processes to account for system inefficiencies; recommend and establish cycles for feedback, reflection, and improvement within a given process or team*

Sample Artifacts
- Self- and/or peer-to-peer evaluations after completion of a small group project
- Feedback survey after completion of a small group project

- An organizational chart for a simulated small business (including roles and responsibilities)

Strand: Workplace Skills		
Standard: WS.08 Technology Use: Students select and apply appropriate technology solutions in order to effectively complete tasks.		

Situational Examples
- **Life**: *Create a professional LinkedIn profile*
- **Academic**: *Write a paper or prepare for an oral presentation on a specific topic using word processing or presentation software*
- **Professional**: *Create charts or graphs to represent data as part of a report or presentation*

Sample Skills Continuum		
Novice	**Proficient**	**Advanced**
A) identify technology tools (including smartphone, laptop, or desktop) appropriate for use in various tasks • *examples: create an appropriately titled email address for school and work*	A) select and use technology tools appropriate to the task • *examples: utilize spreadsheets for data management, create presentations using audiovisual software, contact customers via social media, obtain feedback through survey software, use calculator and lab equipment; decide on a conference call vs. video conferencing; publish written works on a blog*	A) adapt technology tools to accomplish tasks in new and innovative ways • *example: create custom formulas in spreadsheets, utilize multimedia from a variety of outlets in presentations*
B) identify ways to gain access to technology • *examples: locate a local library with access to computers and wifi, identify*	B) integrate technology toward the organization of resources • *examples: create and utilize simple task*	B) optimize technology in solving problems, communicating information, collaborating with teammates, navigating systems, and

technology resources (e.g., laptops, wifi) available to borrow or acquire through academic or workplace offices	*lists and assignment calendars, use file sharing and knowledge management systems to share information with internal and external collaborators*	managing resources ● *examples: propose new software for maximizing efficiency*
C) use basic technology and computer skills ● *examples: use a mouse, type on a keyboard, log in to various user platforms, use a search engine*	C) use technology safely ● *examples: understand risks of providing personal information, passwords, etc; recognize scams and phishing*	C) practice safe, legal, and responsible sharing of information, data, and opinions online ● *examples: attend to regular updates regarding technology policies, respond to a data breach*

Sample Artifacts
- Spreadsheet that shows use of technology to perform calculations, analyze data, and represent data appropriately
- Report or presentation that shows how to effectively package/present findings visually and in writing
- Scenario-based written reflection that requires the selection of appropriate technologies to solve problems or meet identified needs

REFERENCES

Perkins Collaborative Resource Network. *Employability Skills*. http://cte.ed.gov/employabilityskills

Arizona Department of Education. *Arizona CTE Professional Skills*. https://www.azed.gov/cte/profskills

Maryland Department of Labor. *Digital Literacy Framework for Adult Learners*. https://www.dllr.state.md.us/gedmd/standards.shtml

Florida Department of Education
Adult General Education
Curriculum Frameworks

GED® MATHEMATICAL REASONING	
Program Title	GED® Preparation
Program Number	9900130
Course Title	GED® Mathematical Reasoning
Course Number	9900134
CIP Number	1532020207
Grade Equivalent	9.0-12.9
Grade Level	30, 31
Program Length	Varies (See Program Length Section)

PURPOSE
Adult General Education Program: The Florida Department of Education administers the Adult General Education Program under the authority of s. Florida Statute 1004.93, F.S., and the Workforce Investment and Opportunity Act (WIOA), 2014. The AGE Program has multiple purposes. Primarily, it provides instruction in reading and language and mathematics to students seeking to obtain a high school diploma or its recognized equivalent. Another purpose is to support parents to become full partners in the educational development of their children and to improve the economic opportunities of their family. Finally, the AGE Program helps learners transition to postsecondary education and training and obtain employment.

GED® Preparation Program: The purpose of the GED® Preparation Program is to prepare students to pass the four subtests of the official GED® Test: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies.

GED® Mathematical Reasoning course: The purpose of the Mathematical Reasoning course of the GED® program is to prepare students to pass the GED® Mathematical Reasoning subtest. This test focuses on quantitative problem solving and algebraic problem solving. Students acquire a deeper conceptual understanding, procedural skill and fluency, and the ability to apply these fundamentals in context.

STUDENTS
Students eligible to enroll in the GED® Mathematical Reasoning Course are those who:

- Are beyond compulsory school age (16 years)
- Are no longer enrolled in a K-12 school
- Score at or above the National Reporting System (NRS) Educational Functioning Level (EFL) 5 and the Grade Equivalent 9.0 – 9.9 as measured by FDOE-approved assessments.

Note: Although students may enroll in the GED® Preparation Program at age 16, s. Florida Statute 1003.435(4), F.S., states: "A candidate for a high school equivalency diploma shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, as provided for in rules of the district school board, a candidate may take the examination after reaching the age of 16."

EDUCATIONAL FUNCTIONING LEVELS
The Workforce Investment and Opportunity Act defines the term Educational Functioning Level as "the ABE, ASE and ESL literacy levels, as provided in the NRS Guidelines, that describe a set of skills and competencies that students

demonstrate in the skill areas of the National Reporting System." (Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462).

Table 1 shows the NRS EFLs of the GED® Mathematical Reasoning course, as provided in the NRS Guidelines. It also shows the corresponding Grade Equivalent levels.

Table 1: NRS EFLs and Grade Equivalents for the GED® Mathematical Reasoning course

Course Title	NRS Educational Functioning Levels	Grade Equivalent
GED® Mathematical Reasoning	ABE Level 5 – Mathematics	9.0 – 10.9
GED® Mathematical Reasoning	ABE Level 6 – Mathematics	11.0 – 12.9

PROGRAM LENGTH
Table 2 illustrates the recommended maximum number of instructional hours for each level. It is understood, however, that each student learns at their individual pace and there will be students who successfully complete the program or attain their educational goals in fewer (or more) than the recommended maximum hours noted.

Table 2: Recommended Maximum Number of Hours by Educational Functioning Level

Course Title	NRS Educational Functioning Levels	Recommended Maximum Hours
GED® Mathematical Reasoning	ABE Level 5 – Mathematics	250
GED® Mathematical Reasoning	ABE Level 6 – Mathematics	250

CURRICULUM AND INSTRUCTION
The GED® Mathematical Reasoning curriculum framework provides instructors with the anchor standards in Mathematics that the adult learner needs. With "framework" being the operative term, it is the basis for designing curriculum, assisting programs and teachers with selecting or creating instructional materials, techniques, and ongoing assessment. Additional information on the GED® test standards is available at the website GED® Testing Service Assessment Guide for Educators.

The Florida DOE provides the GED® Mathematical Reasoning curriculum framework to local programs across the state in order that local program personnel can design a curriculum that will serve the unique needs of their students and instructors. With "framework" being the operative term, it is the basis for designing curriculum, assisting programs and teachers with selecting or creating instructional materials, techniques, and ongoing assessment. A fully developed curriculum at the local program will include the following elements, at a minimum. Program staff may contact the Florida DOE Bureau of Adult Education for additional information on developing an in-house curriculum.

- A description of educational outcomes that students will be expected to have achieved upon completion of the course
- A set of core instructional materials (print and digital) aligned to the educational outcomes that students will be expected to have achieved upon completion of the course
- A series of needs assessment tools for teachers that helps them prioritize which standards are most relevant to the learning needs and educational goals of their students
- Pacing guides and matrices that display the scope and sequence of the curriculum
- A list of recommended websites, films, dictionaries available for teachers to select from
- A description of learning activities that may be used on a regular basis for reinforcement

Note: Instructors are not required to progress through the standards sequentially. The unique needs of each cohort of students may serve to drive instruction and the sequence in which standards are taught may be adjusted accordingly.

ASSESSMENT
Local programs are required to use assessments that have been approved by the Florida DOE and USDOE to place the student into the GED® Mathematical Reasoning course. The following tests have been approved for use in the GED® Mathematical Reasoning course: TABE 11/2 Math and CASAS GOALS Math Series. See State Board Rule 6A-6.014, FAC and the Florida DOE Assessment Technical Assessment Paper for more information regarding approved tests, state policies on testing, and recommended and required testing procedures.

Pre-testing and Placement: Programs are required to pre-test students within the first 12 contact hours of enrollment activity. Students enrolling for the first time in the GED® Mathematical Reasoning course are required to score at NRS ABE Level 5 or 6 in math. The local program reports the student's initial EFL to the Florida DOE.

Students who pre-test lower than NRS level 5 in math should be enrolled in the ABE Math course.

Post-testing and Determining EFL Completion: Local programs are not required to report the EFLs completed by students in the GED® Mathematical Reasoning course. Therefore, students are not required to post-test for purposes of determining EFL completion. The local program may administer performance assessments to measure progress in the course and to guide instruction, but the results of these assessments are not reported to the Florida DOE.

Course Completion: Students complete the GED® Mathematical Reasoning course when they pass the GED® Mathematical Reasoning subtest. Upon passing all tests of the GED® Preparation Program, the local program will provide an exit date that reflects the diploma date. Local programs are required to report all courses completed by students to the Florida DOE.

2014 GED® Assessment: For additional information on the GED® 2014 Assessment and the performance targets and content topics, see the GED® Testing Service Assessment Guide for Educators.

In addition to the content-based indicators listed with each performance target, the GED® mathematics test will also focus on reasoning skills, as embodied by the GED® Mathematical Practices. The mathematical practices provide specifications for assessing real-world problem-solving skills in a mathematical context rather than requiring students only to memorize, recognize and apply a long list of mathematical algorithms. See Chapter Two for more information on Mathematical Practices in the Assessment Guide for Educators which can be downloaded at https://ged.com/educators_admins/teaching/teaching_resources/

The following specifications guide the GED® Mathematical Reasoning subtest:
- Approximately 45 percent of the test focuses on quantitative problem solving and approximately 55 percent emphasizes algebraic problem solving.
- The test includes items that test procedural skill and fluency as well as problem solving
- Both academic and workforce contexts are used for items that measure problem solving skills.
- Approximately 50 percent of the items are written to a Depth of Knowledge cognitive complexity level of 2
- Approximately 30 percent of the items are aligned to a Mathematical Practice Standard in addition to a content indicator.
- Candidates are provided with an on-screen scientific calculator for use on most of the items on the GED® Mathematical Reasoning test.

Webb's Depth of Knowledge (DOK) Model
The GED Testing Service® is using Webb's Depth of Knowledge model to guide test item development for the GED® 2014 assessment. Unlike the Bloom's Taxonomy system that was used for the GED®2002 Test Series, the DOK levels are not a taxonomical tool that uses verbs to classify the level of each cognitive demand. The DOK is the cognitive demand required to correctly answer test questions. The DOK level describes the kind of thinking involved in the task. A greater

DOK level requires greater conceptual understanding and cognitive processing by the students. The DOK model includes 4 levels: (1) recall, (2) basic application of skill/concept, (3) strategic thinking, and (4) extended thinking. Roughly 80 percent of the items across all four tests will be written to DOK levels two and three, and roughly 20 percent will require test-takers to engage level one DOK skills. Level four entails skills required to successfully complete long-term research projects. Therefore, DOK level four is beyond the scope of this assessment.

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, provide documentation, and request such services. Students with disabilities may need accommodations in areas such 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 s. Florida Statute 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.

INTEGRATED EDUCATION AND TRAINING (IET)

The Florida DOE Division of Career and Adult Education (DCAE) promotes the planning, development, and implementation of an integrated education and training (IET) service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

The IET service approach provides all levels of adult education students the opportunity to acquire the skills needed to:

- Transition to and complete postsecondary education and training programs
- Obtain and advance in employment leading to economic self-sufficiency
- Exercise the rights and responsibilities of citizenship

All IET programs must include the following three components:

- Adult education and literacy activities (§463.30)
- Workforce preparation activities (§463.34)
- Workforce training for a specific occupation or occupation cluster which can be any one of the training services defined in section 134(c)(3)(D), of WIOA

In order to meet the "integrated" requirement of IET, all services must include the following:

- Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement
- Activities are of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals
- Occur simultaneously
- Use occupational relevant instructional materials

The integrated education and training program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities function cooperatively.

GED® MATHEMATICAL REASONING STANDARDS

The Mathematical Reasoning subtest focuses on the fundamentals of mathematics in two major content areas: quantitative problem solving and algebraic problem solving. Students acquire a deeper conceptual understanding, procedural skill and fluency, and the ability to apply these fundamentals in realistic situations.

The standards in this framework are based on the knowledge and skills that will be measured on the GED® Mathematical Reasoning subtest. In addition to the content-based indicators listed with each performance target, the GED® Mathematical Reasoning subtest will also focus on reasoning skills, as embodied by the GED® Mathematical Practices. The mathematical practices provide specifications for assessing real-world problem-solving skills in a mathematical context rather than requiring students only to memorize, recognize and apply a long list of mathematical algorithms. See Chapter 2 in the GED® Testing Service Assessment Guide for Educators for more information on Mathematical Practices.

Range of Depth of Knowledge (DOK)	Mathematical Practices

1-2
1-3
2-3
1-2
1-3
	MP.1 Building Solution Pathways and Lines of Reasoning
	  a. Search for and recognize entry points for solving a problem.
	  b. Plan a solution pathway or outline a line of reasoning.
	  c. Select the best solution pathway, according to given criteria.
	  d. Recognize and identify missing information that is required to solve a problem.
	  e. Select the appropriate mathematical technique(s) to use in solving a problem or a line of reasoning.

1-2
1-2
2-3
	MP2. Abstracting Problems
	  a. Represent real world problems algebraically.
	  b. Represent real world problems visually.
	  c. Recognize the important and salient attributes of a problem.

1-3
1-3
2-3
	MP.3 Furthering Lines of Reasoning
	  a. Build steps of a line reasoning or solution pathway, based on previous step or givens.
	  b. Complete the lines of reasoning of others.
	  c. Improve or correct a flawed line of reasoning.

1-2
1-2
1-2
	MP.4 Mathematical Fluency
	  a. Manipulate and solve arithmetic expressions.
	  b. Transform and solve algebraic expressions.
	  c. Display data or algebraic expressions graphically.

2-3
2-3
2-3
	MP.5 Evaluating Reasoning and Solution Pathways
	  a. Recognize flaws in others' reasoning.
	  b. Recognize and use counterexamples.
	  c. Identify the information required to evaluate a line of reasoning.

Quantitative Problem Solving Standards and Content Indicators	
Q.1	**Apply number sense concepts, including ordering rational numbers, absolute value, multiples, factors, and exponents**
Q.1.a	Order fractions and decimals, including on a number line.
Q.1.b	Apply number properties involving multiples and factors, such as using the least common multiple, greatest common factor, or distributive property to rewrite numeric expressions.
Q.1.c	Apply rules of exponents in numerical expressions with rational exponents to write equivalent expressions with rational exponents.
Q.1.d	Identify absolute value or a rational number as its distance from zero on the number line and determine the distance between two rational numbers on the number line, including using the absolute value of their difference.
Q.2	**Add, subtract, multiply, divide, and use exponents and roots of rational, fraction, and decimal numbers**
Q.2.a	Perform addition, subtraction, multiplication, and division on rational numbers.
Q.2.b	Perform computations and write numerical expressions with squares and square roots of rational numbers.
Q.2.c	Perform computations and write numerical expressions with cubes and cube roots of rational numbers.
Q.2.d	Determine when a numerical expression is undefined.
Q.2.e	Solve single-step or multistep real-world arithmetic problems involving the four operations with rational numbers, including those involving scientific notation.
Q.3	**Calculate and use ratios, percent, and scale factors**
Q.3.a	Compute unit rates. Examples include but are not limited to: unit pricing, constant speed, persons per square mile, BTUs (British thermal units) per cubic foot.
Q.3.b	Use scale factors to determine the magnitude of a size change. Convert between actual drawings and scale drawings.
Q.3.c	Solve multistep, real-world arithmetic problems using ratios or proportions including those that require converting units of measure.
Q.3.d	Solve two-step, real-world arithmetic problems involving percentages. Examples include but are not limited to: simple interest, tax, markups and markdowns, gratuities and commissions, percent increase and decrease.
Q.4	**Calculate dimensions, perimeter, circumference, and area of two-dimensional figures**
Q.4.a	Compute the area and perimeter of triangles and rectangles. Determine side lengths of triangles and rectangles when given area or perimeter.
Q.4.b	Compute the area and circumference of circles. Determine the radius or diameter when given area or circumference.
Q.4.c	Compute the perimeter of a polygon. Given a geometric formula, compute the area of a polygon. Determine side lengths of the figure when given the perimeter or area.
Q.4.d	Compute perimeter and area of 2-D composite geometric figures, which could include circles, given geometric formulas as needed.
Q.4.e	Use the Pythagorean theorem to determine unknown side lengths in a right triangle.
Q.5	**Calculate dimensions, surface area, and volume of three-dimensional figures**
Q.5.a	When given geometric formulas, compute volume and surface area of rectangular prisms. Solve for side lengths or height, when given volume or surface areas.

Q.5.b	When given geometric formulas, compute volume and surface area of cylinders. Solve for height, radius, or diameter when given volume or surface area.
Q.5.c	Use geometric formulas to compute volume and surface area of right prisms. Solve for side lengths or height, when given volume or surface area.
Q.5.d	When given geometric formulas, compute volume and surface area of right pyramids and cones. Solve for side lengths, height, radius, or diameter when given volume or surface area.
Q.5.e	When given geometric formulas, compute volume and surface area of spheres. Solve for radius or diameter when given the surface area.
Q.5.f	Compute surface area and volume of composite 3-D geometric figures, given geometric formulas as needed.
Q.6	**Interpret and create data displays**
Q.6.a	Represent, display, and interpret categorical data in bar graphs or circle graphs.
Q.6.b	Represent, display, and interpret data involving one variable plots on the real number line including dot plots, histograms, and box plots.
Q.6.c	Represent, display, and interpret data involving two variables in tables and the coordinate plane including scatter plots and grants.
Q.7	**Calculate and use mean, median, mode, and weighted average**
Q.7.a	Calculate the mean, median, mode and range. Calculate a missing data value, given the average and all the missing data values but one, as well as calculating the average, given the frequency counts of all the data values, and calculating a weighted average.
Q.8	**Utilize counting techniques and determine probabilities**
Q.8.a	Use counting techniques to solve problems and determine combinations and permutations.
Q.8.b	Determine the probability of simple and compound events.
Algebraic Problem Solving Standards and Content Indicators	
A.1	**Write, evaluate, and compute with expressions and polynomials**
A.1.a	Add, subtract, factor, multiply, and expand linear expressions with rational coefficients.
A.1.b	Evaluate linear expressions by substituting integers for unknown quantities.
A.1.c	Write linear expressions as part of word-to-symbol translations or to represent common settings.
A.1.d	Add, subtract, multiply polynomials, including multiplying two binomials, or divide factorable polynomials.
A.1.e	Evaluate polynomial expressions by substituting integers for unknown quantities.
A.1.f	Factor polynomial expressions.
A.1.g	Write polynomial expressions as part of word-to-symbol translations or to represent common settings.
A.1.h	Add, subtract, multiply and divide rational expressions.
A.1.i	Evaluate rational expressions by substituting integers for unknown quantities.
A.1.j	Write rational expressions as part of word-to-symbol translations or to represent common settings.
A.2	**Write, manipulate, solve, and graph linear equations**
A.2.a	Solve one-variable linear equations with rational number coefficients, including equations for which solutions require expanding expressions using the distributive property and collecting like terms or equations with coefficients represented by letters.
A.2.b	Solve real-world problems involving linear equations.
A.2.c	Write one-variable and multi-variable linear equations to represent context.
A.2.d	Solve a system of two simultaneous linear equations by graphing, substitution, or linear combination. Solve

	real-world problems leading to a system of linear equations.
A.3	**Write, manipulate, solve, and graph linear inequalities**
A.3.a	Solve linear inequalities in one variable with rational number coefficients.
A.3.b	Identify or graph the solution to a one variable linear inequality on a number line.
A.3.c	Solve real-world problems involving inequalities.
A.3.d	Write linear inequalities in one variable to represent context.
A.4	**Write, manipulate, and solve quadratic equations**
A.4.a	Solve quadratic equations in one variable with rational coefficients and real solutions, using appropriate methods (e.g., quadratic formula, completing the square, factoring, and inspection).
A.4.b	Write one-variable quadratic equations to represent context.
A.5	**Connect and interpret graphs and functions**
A.5.a	Locate points in the coordinate plane.
A.5.b	Determine the slope of a line from a graph, equation, or table.
A.5.c	Interpret unit rate as the slope in a proportional relationship.
A.5.d	Graph two-variable linear equations.
A.5.e	For a function that models a linear or nonlinear relationship between two quantities, interpret key features of graphs and tables in terms of quantities, and sketch graphs showing key features of graphs and tables in terms of quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries, end behavior, and periodicity.
A.6	**Connect coordinates, lines, and equations**
A.6.a	Write the equation of a line with a given slope through a given point.
A.6.b	Write the equation of a line passing through two given distinct points.
A.6.c	Use slope to identify parallel and perpendicular lines and to solve geometric problems.
A.7	**Compare, represent, and evaluate functions**
A.7.a	Compare two different proportional relationships represented in different ways. Examples include but are not limited to: compare a distance-time graph to a distance-time equation to determine which of two moving objects has a greater speed.
A.7.b	Represent or identify a function in a table or graph as having exactly one output (one element in the range) for each input (each element in the domain).
A.7.c.	Evaluate linear and quadratic functions for values in their domain when represented using function notation.
A.7.d.	Compare properties of two linear or quadratic functions each represented in a different way (algebraically, numerically in tables, graphically or by verbal descriptions). Examples include but are not limited to: given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

Florida Department of Education
Adult General Education
Curriculum Frameworks

GED® REASONING THROUGH LANGUAGE ARTS	
Program Title	GED® Preparation
Program Number	9900130
Course Title	GED® Reasoning Through Language Arts (RLA)
Course Number	9900131
CIP Number	1532020207
Grade Equivalent	9.0-12.9
Grade Level	30, 31
Program Length	Varies (See Program Length Section)

PURPOSE
Adult General Education Program: The Florida Department of Education administers the Adult General Education Program under the authority of s. Florida Statute 1004.93, F.S., and the Workforce Investment and Opportunity Act (WIOA), 2014. The AGE Program has multiple purposes. Primarily, it provides instruction in reading and language and mathematics to students seeking to obtain a high school diploma or its recognized equivalent. Another purpose is to support parents to become full partners in the educational development of their children and to improve the economic opportunities of their family. Finally, the AGE Program helps learners transition to postsecondary education and training and obtain employment.

GED® Preparation Program: The purpose of the GED® Preparation Program is to prepare students to pass the four subtests of the official GED® Test: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies.

GED® Reasoning through Language Arts (RLA) course: The purpose of the GED® Reasoning through Language Arts (RLA) course is to prepare students to pass the GED® RLA Test. This test focuses on Reading, Language Arts, and Writing. Students acquire the ability to read closely, write clearly, edit, and use standard written English in context.

STUDENTS
Students eligible to enroll in the GED® RLA course are those who:

- Are beyond compulsory school age (16 years)
- Are no longer enrolled in a K-12 school
- Score at or above the National Reporting System (NRS) Educational Functioning Level (EFL) 5 and the Grade Equivalent 9.0 – 9.9 as measured by FDOE-approved assessments.

Note: Although students may enroll in the GED® Comprehensive Preparation Program at age 16, s. Florida Statute 1003.4+35(4), F.S., states: "A candidate for a high school equivalency diploma shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, as provided for in rules of the district school board, a candidate may take the examination after reaching the age of 16."

EDUCATIONAL FUNCTIONING LEVELS
The Workforce Investment and Opportunity Act defines the term Educational Functioning Level as "the ABE, ASE and ESL literacy levels, as provided in the NRS Guidelines, that describe a set of skills and competencies that students demonstrate in the skill areas of the National Reporting System." (Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462).

Table 1 shows the NRS EFLs of the GED® Reasoning through Language Arts (RLA) course, as provided in the NRS Guidelines. It also shows the corresponding Grade Equivalent levels.

Table 1: NRS EFLs and Grade Equivalents for the GED® Reasoning through Language Arts Course

Course Title	NRS Educational Functioning Levels	Grade Equivalent
GED® Reasoning through Language Arts	Low Adult Secondary Education (ABE Level 5-ELA)	9.0 – 10.9
GED® Reasoning through Language Arts	High Adult Secondary Education (ABE Level 6-ELA)	11.0 – 12.9

PROGRAM LENGTH

Table 2 illustrates the recommended maximum number of instructional hours for each level. It is understood, however, that each student learns at their individual pace and there will be students who successfully complete the program or attain their educational goals in fewer (or more) than the recommended maximum hours noted.

Table 2: Recommended Maximum Number of Hours by Educational Functioning Level

Course Title	NRS Educational Functioning Levels	Recommended Maximum Hours
GED® Reasoning through Language Arts	ABE Level 5-ELA	250
GED® Reasoning through Language Arts	High Adult Secondary Education (ABE Level 6-ELA	250

CURRICULUM AND INSTRUCTION

The GED® Reasoning through Language Arts curriculum framework provides instructors with the anchor standards in mathematics that the adult learner needs. With framework being the operative word, it is the basis for designing curriculum and to assisting programs and teachers with selecting or creating instructional materials, techniques, and ongoing assessment. Additional information on the GED® test standards is based on the GED® Testing Service Assessment Guide for Educators.

The Florida DOE provides the GED® Reasoning through Language Arts curriculum framework to local programs across the state in order that local program personnel can design a curriculum that will serve the unique needs of their students and instructors. A fully developed curriculum at the local program will include the following elements, at a minimum. Program staff may contact the Florida DOE Bureau of Adult Education for additional information on developing an in-house curriculum.

- A description of educational outcomes that students will be expected to have achieved upon completion of the course
- A set of core instructional materials (print and digital) aligned to the educational outcomes that students will be expected to have achieved upon completion of the course
- A series of needs assessment tools for teachers that helps them prioritize which standards are most relevant to the learning needs and educational goals of their students
- Supplementary textbooks on grammar, pronunciation, vocabulary in the context of employment and life skills
- Pacing guides and matrices that display the scope and sequence of the curriculum
- A list of recommended websites, films, dictionaries available for teachers to select from
- An overview of the content to be covered in the course

- A description of learning activities that may be used on a regular basis for reinforcement
- Academic vocabulary (such as Averill's Academic Word List)
- Grammar and the conventions of standard English for each level of the course

Note: Instructors are not required to progress through the standards sequentially. The unique needs of each cohort of students may serve to drive instruction and the sequence in which standards are taught may be adjusted accordingly.

ASSESSMENT

Local programs are required to use assessments that have been approved by the Florida DOE and USDOE to place the student into the GED® Reasoning through Language Arts course. The following tests have been approved for use in the ABE RLA course: TABE 11/2 Reading, TABE 11/12 Language and CASAS GOALS Reading Series. See State Board Rule 6A-6.014, FAC and the Florida DOE Assessment Technical Assessment Paper for more information regarding approved tests, state policies on testing, and recommended and required testing procedures.

Pre-testing and Placement: Programs are required to pre-test students within the first 12 contact hours of enrollment activity. Students enrolling for the first time in the GED® Reasoning through Language Arts course are required to score at NRS ABE Level 5 or 6 in reading. The local program reports the student's initial EFL to the Florida DOE.

Students who pre-test lower than NRS level 5 in reading should be enrolled in the ABE Reasoning through Language Arts course.

Post-testing and Determining EFL Completion: Local programs are not required to report the EFLs completed by students in the GED® Reasoning through Language Arts course. Therefore, students are not required to post-test for purposes of determining EFL completion. The local program may administer assessments to measure progress in the course and to guide instruction, but the results of these assessments are not reported to the Florida DOE.

Course Completion: Students complete the GED® Reasoning through Language Arts course when they pass the GED® Reasoning through Language Arts subtest. Upon passing all tests of the GED® Preparation Program, the local program will provide an exit date that reflects the diploma date. Local programs are required to report all courses completed by students to the Florida DOE.

2014 GED® Assessment: For additional information on the 2014 GED® Assessment and the performance targets and content topics, see the GED® Testing Service Assessment Guide for Educators.

The GED® RLA test items are based on assessment targets derived from the Florida State Standards and similar career-and-college readiness standards.

Because the strongest predictor of career and college readiness is the ability to read and comprehend complex texts, including nonfiction, the RLA subtest includes texts from academic and workplace contexts. These texts range in complexity of ideas, syntax, and style. The writing tasks, or Extended Response (ER) items, require test-takers to analyze source texts and use evidence drawn from the text to support their answers. The RLA subtest includes the following:

- Seventy-five percent of the texts in the exam are informational texts (including nonfiction drawn from the science and the social studies as well as a range of texts from workplace contexts); 25 percent are literary texts.
- Texts included cover a range of text complexity.
- Texts emphasize vocabulary that has multiple meanings dependent on subject area or context rather than discipline-specific terms.
- U.S. founding documents and the "Great American Conversation" are required for study and assessment.
- The length of the texts in the reading comprehension component will vary between 450 and 900 words.

- The items written to Depth of Knowledge cognitive complexity level 1, 2, or 3.

Webb's Depth of Knowledge (DOK) Model
The GED Testing Service® is using Webb's Depth of Knowledge model to guide test item development for the GED® 2014 assessment. Unlike the Bloom's Taxonomy system that was used for the GED® 2002 Test Series, the DOK levels are not a taxonomical tool that uses verbs to classify the level of each cognitive demand. The DOK is the cognitive demand required to correctly answer test questions. The DOK level describes the kind of thinking involved in the task. A greater DOK level requires greater conceptual understanding and cognitive processing by the students. The DOK model includes 4 levels: (1) recall, (2) basic application of skill/concept, (3) strategic thinking, and (4) extended thinking. Roughly 80 percent of the items across all four tests will be written to DOK levels two and three, and roughly 20 percent will require test-takers to engage level one DOK skills. Level four entails skills required to successfully complete long-term research projects. Therefore, DOK level four is beyond the scope of this assessment.

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, provide documentation, and request such services. Students with disabilities may need accommodations in areas such 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 s. Florida Statute 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.

INTEGRATED EDUCATION AND TRAINING (IET)
The Florida DOE Division of Career and Adult Education (DCAE) promotes the planning, development, and implementation of an integrated education and training (IET) service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

The IET service approach provides all levels of adult education students the opportunity to acquire the skills needed to:

- Transition to and complete postsecondary education and training programs
- Obtain and advance in employment leading to economic self-sufficiency
- Exercise the rights and responsibilities of citizenship

All IET programs must include the following three components:

- Adult education and literacy activities (§463.30)
- Workforce preparation activities (§463.34)
- Workforce training for a specific occupation or occupation cluster which can be any one of the training services defined in section 134(c)(3)(D), of WIOA

In order to meet the "integrated" requirement of IET, all services must include the following:

- Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement
- Activities are of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals
- Occur simultaneously
- Use occupational relevant instructional materials

The integrated education and training program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities function cooperatively.

GED® REASONING THROUGH LANGUAGE ARTS STANDARDS
Because the strongest predictor of career and college readiness is the ability to read and comprehend complex texts, especially nonfiction, the RLA Test will include texts from both academic and workplace contexts. These texts reflect a range of complexity levels in terms of ideas, syntax, and style. The writing tasks, or Extended Response (ER) items, requires test takers to analyze given source texts and use evidence drawn from the text(s) to support their answers. The RLA Test includes the following:

- Seventy-five percent of the texts in the exam will be informational texts (including nonfiction drawn from the science and the social studies as well as a range of texts from workplace contexts); 25 percent will be literary texts.
- Texts included cover a range of text complexity.
- Texts emphasize vocabulary that has multiple meanings dependent on subject area or context, rather than focusing on discipline-specific terms.
- U.S. founding documents and the "Great American Conversation" that followed are the required texts for study and assessment.
- The length of the texts included in the reading comprehension component will vary between 400 and 900 words.
- The items are written to Depth of Knowledge cognitive complexity level 1, 2, or 3.

The GED® Comprehensive RLA test will focus on the fundamentals in three major content areas: Reading, Language Arts and Writing. Students will achieve the ability to read closely, the ability to write clearly, and the ability to edit and understand the use of standard written English in context.

GED® REASONING THROUGH LANGUAGE ARTS READING STANDARDS	
R.1	**Determine central ideas or themes of texts, analyze their development, and summarize the key supporting details and ideas.**
R.1.a	Comprehend explicit details and main ideas in text.
R.1.b	Summarize details and ideas in text.
R.1.c	Make sentence-level inferences about details that support main ideas.
R.1.d	Infer implied main ideas in paragraphs or whole texts.
R.1.e	Determine which detail(s) support(s) a main idea.
R.1.f	Identify a theme, or identify which element(s) in a text support a theme.
R.1.g	Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.

R.1.h	Draw conclusions or make generalizations that require mixing several main ideas in text.
R.2	**Analyze how individuals, events, and ideas develop and interact over the course of a text.**
R.2.a	Order sequences of events in texts.
R.2.b	Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.
R.2.c	Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning.
R.2.d	Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship).
R.2.e	Analyze the roles that details play in complex literary or informational texts.
R.3.2 L.4.2	**Interpret words and phrases that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific word choices shape meaning or tone.**
R.3.1 L.4.1	Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.
R.3.2 L.4.2	Analyze how meaning or tone is affected when one word is replaced with another.
R.4.3 L.4.3	Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author's intent to convey information or construct an argument.
R.4	**Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.**
R.4.a	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.
R.4.b	Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or distinguishing one idea from another).
R.4.c	Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas or reinforce an author's purpose.
R.4.d	Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.
R.5	**Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.**
R.5.a	Determine an author's point of view or purpose of a text.
R.5.b	Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.
R.5.c	Infer an author's implicit and explicit purposes based on details in text.
R.5.d	Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).
R.6	**Delineate and evaluate the argument and specific claims in a text, including if the reasoning was valid, as well as the relevance and sufficiency of the evidence.**
R.7.1	Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another.

R.8.a	Identify specific pieces of evidence an author uses in support of claims or conclusions.
R.8.b	Evaluate the relevance and sufficiency of evidence offered in support of a claim.
R.8.c	Distinguish claims that are supported by reason and evidence from claims that are not.
R.8.d	Assess whether the reasoning is valid; identify false reasoning in an argument and evaluate its impact.
R.8.e	Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.
R.9 & 7	**Analyze how two or more texts address similar themes or topics.**
R.9.a R.7.a	Draw specific comparisons between two texts that address similar themes or topics, or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).
R.9.b	Compare two passages in a similar or closely related genre that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or overall impact.
R.9.c	Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.
R.7.b	Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text or determines how data supports an author's argument.
R.7.c	Compare two passages that present related ideas or themes in different genre or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing.
R.7.d	Compare two passages that present related ideas or themes in different genre or formats in order to synthesize details, draw conclusions, or apply information to new situations.
LANGUAGE STANDARDS	
L.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
L.1.a	Edit to correct errors involving frequently confused words and homonyms, including contractions (passed, past; two, too, to; there, their, they're; knew, new; it's, its).
L.1.b	Edit to correct errors in straightforward subject-verb agreement.
L.1.c	Edit to correct errors in pronoun usage, including pronoun-antecedent agreement, unclear pronoun references, and pronoun case.
L.1.d	Edit to eliminate nonstandard or informal usage (e.g., correctly use tries to win the game instead of try and win the game).
L.1.e	Edit to eliminate dangling or misplaced modifiers or illogical word order (e.g., correctly use to meet almost all requirements instead of to almost meet all requirements).
L.1.f	Edit to ensure parallelism and proper subordination and coordination.
L.1.g	Edit to correct errors in subject-verb or pronoun antecedent agreement in more complicated situations (e.g., with compound subjects, interceding phrases, or collective nouns).
L.1.h	Edit to eliminate wordiness or awkward sentence construction.
L.1.i	Edit to ensure effective use of transitional words, conjunctive adverbs, and other words and phrases that support logic and clarity.
L.2	**Demonstrate command of the conventions of standard English capitalization and punctuation when writing.**
L.2.a	Edit to ensure correct use of capitalization (e.g., proper nouns, titles, and beginnings of sentences).
L.2.b	Edit to eliminate run-on sentences, fused sentences, or sentence fragments.

L.2.c	Edit to ensure correct use of apostrophes with possessive nouns.
L.2.d	Edit to ensure correct use of punctuation (e.g., commas in a series or in appositives and other nonessential elements, end marks, and appropriate punctuation for clause separation).
WRITING STANDARDS	
W.1	Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence
W.2	Produce and extended analytical response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts, or details from the text; and maintains a coherent focus.
W.3	Write clearly and demonstrate sufficient command of standard English conventions

Florida Department of Education
Adult General Education
Curriculum Frameworks

GED® SCIENCE	
Program Title	GED® Preparation
Program Number	9900130
Course Title	GED® Science
Course Number	9900133
CIP Number	1532020207
Grade Equivalent	9.0-12.9
Grade Level	30, 31
Program Length	Varies (See Program Structure)

PURPOSE
Adult General Education Program: The Florida Department of Education administers the Adult General Education Program under the authority of s. Florida Statute 1004.93, F.S., and the Workforce Investment and Opportunity Act (WIOA), 2014. The AGE Program has multiple purposes. Primarily, it provides instruction in reading and language and mathematics to students seeking to obtain a high school diploma or its recognized equivalent. Another purpose is to support parents to become full partners in the educational development of their children and to improve the economic opportunities of their family. Finally, the AGE Program helps learners transition to postsecondary education and training and obtain employment.

GED® Preparation Program: The purpose of the GED® Preparation Program is to prepare students to pass the four subtests of the official GED® Test: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies.

GED® Science Course: The purpose of the Science course of the GED® Program is to prepare students to pass the GED® Science subtest. The curriculum framework includes science practices and content standards. Science practices are skills important to scientific reasoning in both textual and quantitative contexts.

STUDENTS
Students eligible to enroll in the GED® Science course are those who:

- Are beyond compulsory school age (16 years)
- Are no longer enrolled in a K-12 school
- Score at or above the National Reporting System (NRS) Educational Functioning Level (EFL) 5 and the Grade Equivalent 9.0 – 9.9 as measured by FDOE-approved assessments.

Note: Although students may enroll in the GED® Preparation Program at age 16, s. Florida Statute 1003.435(4), F.S., states: "A candidate for a high school equivalency diploma shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, as provided for in rules of the district school board, a candidate may take the examination after reaching the age of 16."

EDUCATIONAL FUNCTIONING LEVELS
The Workforce Investment and Opportunity Act defines the term Educational Functioning Level as "the ABE, ASE and ESL literacy levels, as provided in the NRS Guidelines, that describe a set of skills and competencies that students

demonstrate in the skill areas of the National Reporting System." ([Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462](#)).

Table 1 shows the NRS EFLs of the GED® GED® Science course, as provided in the NRS Guidelines. It also shows the corresponding Grade Equivalent levels.

Table 1: NRS EFLs and Grade Equivalents for the GED® Science Course

Course Title	NRS Educational Functioning Levels	Grade Equivalent
GED® Science	ABE Level 5 – RLA	9.0 – 10.9
GED® Science	ABE Level 6 – RLA	11.0 – 12.9

PROGRAM LENGTH

Table 2 illustrates the recommended maximum number of instructional hours for each level. It is understood, however, that each student learns at their individual pace and there will be students who successfully complete the program or attain their educational goals in fewer (or more) than the recommended maximum hours noted.

Table 2: Recommended Maximum Number of Hours by Educational Functioning Level

Course Title	NRS Educational Functioning Levels	Recommended Maximum Hours
GED® Science	ABE Level 5-ELA	250
GED® Science	ABE Level 6-ELA	250

CURRICULUM AND INSTRUCTION

The GED® Science curriculum framework provides instructors with the anchor standards in mathematics that the adult learner needs. With "framework" being the operative term, it is the basis for designing curriculum, assisting programs and teachers with selecting or creating instructional materials, techniques, and ongoing assessment. Additional information on the GED® test standards is available at the website [GED® Testing Service Assessment Guide for Educators](#).

The Florida DOE provides the GED® Science curriculum framework to local programs across the state in order that local program personnel can design a curriculum that will serve the unique needs of their students and instructors. A fully developed curriculum at the local program will include the following elements, at a minimum. Program staff may contact the Florida DOE Bureau of Adult Education for additional information on developing an in-house curriculum.

- A description of educational outcomes that students will be expected to have achieved upon completion of the course
- A set of core instructional materials (print and digital) aligned to the educational outcomes that students will be expected to have achieved upon completion of the course
- A series of needs assessment tools for teachers that helps them prioritize which standards are most relevant to the learning needs and educational goals of their students
- Supplementary textbooks in the context of employment and life skills
- Pacing guides and matrices that display the scope and sequence of the curriculum
- A list of recommended websites, films, dictionaries available for teachers to select from
- An overview of the content to be covered in the course
- A description of learning activities that may be used on a regular basis for reinforcement

Note: Instructors are not required to progress through the standards sequentially. The unique needs of each cohort of students may serve to drive instruction and the sequence in which standards are taught may be adjusted accordingly.

ASSESSMENT
Local programs are required to use assessments that have been approved by the Florida DOE and USDOE to place the student into the GED® Science course. The following tests have been approved for use in the GED® Science course: TABE 11/2 Reading, TABE 11/12 Language and CASAS GOALS Reading Series. See State Board Rule 6A-6.014, FAC and the Florida DOE Assessment Technical Assessment Paper for more information regarding approved tests, state policies on testing, and recommended and required testing procedures.

Pre-testing and Placement: Local programs must pre-test students who wish to enroll in the GED® Science course within 12 contact hours of enrollment activity. Students enrolling for the first time in the GED® Science course are required to be pre-tested in reading and score at or above NRS ABE Level 5 in Reading. The local program reports the initial EFL to the Florida DOE.

Students who have taken and passed the Reasoning through Language Arts GED® subtest but have not yet taken either the science or social studies subtests, should still be tested on a state approved reading assessment and demonstrate a NRS ABE Level 5 or higher scale score in Reading prior to receiving GED® instruction in science or social studies.

Post-testing and Determining EFL Completion: Local programs are not required to report the EFLs completed by students in the GED® Science course. Therefore, students are not required to be post-tested for purposes of determining EFL completion. The local program may administer performance assessments to measure progress in the course and to guide instruction, but the results of these assessments are not reported to the Florida DOE.

Course Completion: Students complete the GED® Science course when they pass the GED® Science Test. Upon passing all tests of the GED® Preparation Program, the local program will provide an exit date that reflects the diploma date. Local programs are required to report all courses completed by students to the Florida DOE.

2014 GED® Assessment: For additional information on the GED® 2014 Assessment and the performance targets and content topics, see the GED® Testing Service Assessment Guide for Educators.

The GED® Science subtest items are based on assessment targets derived from the Florida State Standards and similar career-and-college readiness standards.

Webb's Depth of Knowledge (DOK) Model
The GED Testing Service® is using Webb's Depth of Knowledge model to guide test item development for the GED® 2014 assessment. Unlike the Bloom's Taxonomy system that was used for the GED® 2002 Test Series, the DOK levels are not a taxonomical tool that uses verbs to classify the level of each cognitive demand. The DOK is the cognitive demand required to correctly answer test questions. The DOK level describes the kind of thinking involved in the task. A greater DOK level requires greater conceptual understanding and cognitive processing by the students. The DOK model includes 4 levels: (1) recall, (2) basic application of skill/concept, (3) strategic thinking, and (4) extended thinking. Roughly 80 percent of the items across all four tests will be written to DOK levels two and three, and roughly 20 percent will require test-takers to engage level one DOK skills. Level four entails skills required to successfully complete long-term research projects. Therefore, DOK level four is beyond the scope of this assessment.

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, provide documentation, and request such services. Students with disabilities may need accommodations in areas such 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 s. Florida Statute 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.

INTEGRATED EDUCATION AND TRAINING (IET)
The Florida DOE Division of Career and Adult Education (DCAE) promotes the planning, development, and implementation of an integrated education and training (IET) service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

The IET service approach provides all levels of adult education students the opportunity to acquire the skills needed to:

- Transition to and complete postsecondary education and training programs
- Obtain and advance in employment leading to economic self-sufficiency
- Exercise the rights and responsibilities of citizenship

All IET programs must include the following three components:

- Adult education and literacy activities (§463.30)
- Workforce preparation activities (§463.34)
- Workforce training for a specific occupation or occupation cluster which can be any one of the training services defined in section 134(c)(3)(D), of WIOA

In order to meet the "integrated" requirement of IET, all services must include the following:

- Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement
- Activities are of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals
- Occur simultaneously
- Use occupational relevant instructional materials

The integrated education and training program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities function cooperatively.

GED® Science
The purpose of the Science course of the GED® program is to prepare students to pass the GED® Science subtest. The curriculum framework includes science practices and content standards. Science practices are skills important to scientific reasoning in both textual and quantitative contexts.

The GED® Science subtest will focus on the fundamentals of science reasoning, striking a balance of deeper conceptual understanding, procedural skill and fluency, and the ability to apply these fundamentals in realistic situations. Three

major content domains will be addressed: life science, physical science and Earth and space science. The subtest will include items that test textual analysis and understanding, data representation and inference skills, as well as problem solving with science content. Approximately 50 percent of the items will be presented in item scenarios, in which a single stimulus (which may be textual, graphic or a combination of both) serves to inform two to three items. The rest of the items will be standalone items.

Science Content Topics
The content topics are designed to provide context for measuring the skills defined in the science practices listed in this framework. As in the previous version of the GED® Science Assessment Targets, the science practices maintain a close relationship with the science content topics. More specifically, the primary focus of the GED® Science subtest continues to be the measurement of essential reasoning skills applied in scientific context. However, test-takers should still be broadly and generally familiar with each of the basic concepts enumerated in the science content topics and subtopics, and they should be able to recognize and understand, in context, each of the terms listed there. The stimuli about which each question pertains will provide necessary details about scientific figures, formulas, and other key principles. For example, a question may include answer options and stimuli that contain specific terms drawn from the content subtopics; however, test-takers will never be asked to formulate their own definition of a term without the item providing sufficient contextual support for such a task.

The Science Content Topics Matrix below identifies the major topics in science and shows the relationship between each content topic and each focusing theme. The percentage of test questions on each content topic is listed.

SCIENCE CONTENT TOPICS			
Focusing Themes	**Life Science (L)** **40%**	**Physical Science (P)** **40%**	**Earth & Space Science (ES)** **20%**
Human and Health Living Systems	a. Human body and health b. Organization of life (structure and function of life) c. Molecular basis for heredity d. Evolution	a. Chemical properties and reactions related to human systems	a. Interactions between Earth's systems and living things
Energy & Related Systems	a. Relationships between life functions and energy intake b. Energy flows in ecologic networks (ecosystems)	a. conservation, transformation, and flow of energy b. Work, motion, and forces	a. Earth and its system components and interactions b. Structure and organization of the cosmos

SCIENCE PRACTICES
SP.1 **Comprehending Scientific Presentations**   SP.1.a Understand and explain textual scientific presentations.   SP.1.b Determine the meaning of symbols, terms and phrases as they are used in scientific presentations.   SP.1.c Understand and explain a non-textual scientific presentations.
SP.2 **Investigation Design (Experimental and Observational)**   SP.2.a. Identify possible sources of error and alter the design of an investigation to ameliorate that error   SP.2.b. Identify and refine hypotheses for scientific investigations.   SP.2.c. Identify the strength and weaknesses of one or more scientific investigation (i, e, experimental or observational) designs.   SP.2.d. Design a scientific investigation.   SP.2.e. Identify and interpret independent and dependent variables in scientific investigations.

SP.3	**Reasoning from Data**
SP.3.a.	Cite specific textual evidence to support a finding or conclusion.
SP.3.b.	Reason from data or evidence to a conclusion.
SP.3.c.	Make a prediction based upon data or evidence.
SP.3.d.	Using sampling techniques to answer scientific questions.
SP.4	**Evaluating Conclusions with Evidence**
SP.4.a.	Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence.
SP.5	**Working with Findings**
SP.5.a.	Reconcile multiple findings, conclusions or theories.
SP.6	**Expressing Scientific Information**
SP.6.a.	Express scientific information or findings visually.
SP.6.b.	Express scientific information or findings numerically or symbolically.
SP.6.c.	Express scientific information or findings verbally.
SP.7	**Scientific Theories**
SP.7.a.	Understand and apply scientific models, theories and processes.
SP.7.b.	Apply formulas from scientific theories.
SP.8	**Probability & Statistics**
SP.8.a.	Describe a data set statistically.
SP.8.b.	Use counting and permutations to solve scientific problems.
SP.8.c.	Determine the probability of events.

STANDARDS AND CONTENT TOPICS
Listed below are the standards and content topics for the Life Sciences component of the GED® Preparation Program. The content topics are designed to provide context for measuring the skills defined in the science practices listed in the preceding table. Each item on the science subtest will be aligned to one science practice and one content topic

LIFE SCIENCE STANDARDS	
L.1	**Describe systems and functions of the human body systems and how to keep healthy.**
L.1.a.	Body systems (e.g., muscular, endocrine, nervous systems) and how they work together to perform a function (e.g., muscular and skeletal work to move the body).
L.1.b.	Homeostasis feedback methods that maintain homeostasis (e.g., sweating to maintain internal temperature) and effects of changes in the external environment on living things (e.g., hypothermia, injury).
L.1.c.	Sources of nutrients (e.g., foods, symbiotic organisms) and concepts in nutrition (e.g., calories, vitamins, minerals).
L.1.d.	Transmission of disease and pathogens (e.g., airborne, blood borne), the effects of disease or pathogens on populations (e.g., demographics change, extinction), and disease prevention methods (e.g., vaccination, sanitation).
L.2	**Explain the relationship between life functions and energy intake.**
L.2.a.	Energy for life functions (e.g., photosynthesis, respiration, fermentation).

L.3	**Explain the flow of energy in ecological networks (ecosystems).**
L.3.a.	Flow of energy in ecosystems (e.g., energy pyramids), conversation of energy in an ecosystem (e.g., energy lost as heat, energy passed on to other organisms) and sources of energy (e.g., sunlight, producers, lower level consumer).
L.3.b.	Flow of matter in ecosystems (e.g., food webs and chains, positions of organisms in the web or chain) and the effects of change in communities or environment on food webs.
L.3.c.	Carrying capacity, changes in carrying capacity based on changes in populations and environmental effects and limiting resources necessary for growth.
L.3.d.	Symbiosis (e.g., mutualism, parasitism, commensalism) and predator/prey relationships (e.g., changes in one population affecting another population).
L.3.e.	Disruption of ecosystems (e.g., invasive species, flooding, habitat destruction, and desertification) and extinction (e.g., causes [human and natural] and effects).
L.4	**Explain organization of life by structure and function of life.**
L.4.a.	Essential functions of life (e.g., chemical reactions, reproduction, and metabolism) and cellular components that assist the functions of life (e.g., cell membranes, enzymes, energy).
L.4.b.	Cell theory (e.g., cells come from cells, cells are the smallest unit of living things), specialized cells and tissues (e.g., muscles, nerve, etc.) and cellular levels of organization (e.g., cells, tissues, organs, systems).
L.4.c.	Mitosis, meiosis (e.g. process and purpose).
L.5	**Describe the molecular basis for heredity.**
L.5.a.	Relationship of DNA, genes, and chromosomes (e.g. description, chromosome splitting during meiosis) in heredity.
L.5.b.	Genotypes, phenotypes and the probability of traits in close relatives (e.g., Punnett squares, pedigree charts).
L.5.c.	New alleles, assortment of alleles (e.g., mutations, crossing over), environmental altering of traits, and expression of traits (e.g., epigenetics, color points of Siamese cats).
L.6	**Describe the scientific theories of evolution.**
L.6.a.	Common ancestry (e.g., evidence) and cladograms (e.g., drawing, creating, interpreting).
L.6.b.	Selection (e.g., natural selection, artificial selection, evidence) and the requirements for selection (e.g., variation in traits, differential survivability).
L.6.c.	Adaptation, selection pressure, and speciation.
PHYSICAL SCIENCE STANDARDS	
P.1	**Explain conservation, transformation, and flow of energy.**
P.1.a.	Heat, temperature, the flow of heat results in work and the transfer of heat (e.g., conduction, convection).
P.1.b.	Endothermic and exothermic reactions.
P.1.c.	Types of energy (e.g., kinetic, chemical, mechanical) and transformations between types of energy (e.g., chemical energy [sugar] to kinetic energy [motion of a body]).
P.1.d.	Sources of energy (e.g., sun, fossil fuels, nuclear) and the relationships between different sources (e.g., levels of pollutions, amount of energy produced).
P.1.e.	Types of waves, parts of waves (e.g. frequency, wavelength), types of electromagnetic radiation, transfer of energy by waves, and the uses and dangers of electromagnetic radiation (e.g. radio transmission, UV light and sunburns).
P.2	**Explain the relationship of work, motion, and forces.**
P.2.a.	Speed, velocity, acceleration, momentum, and collisions (e.g., inertia in a car accident, momentum transfer between two objects).
P.2.b.	Force, Newton's Laws, gravity, acceleration due to Gravity (e.g., freefall, law of gravitational attraction), mass and weight.
P.2.c.	Work, simple machines (types and functions), mechanical advantages (forces, distance, and simple machines), and power.

P.3	**Describe the chemical properties and reactions related to living systems.**
P.3.a.	Structure of matter.
P.3.b.	Physical and chemical properties, changes of state, and density.
P.3.c.	Balancing chemical equations and different types of chemical equations, conservation of mass in balanced chemical equations and limiting reactants.
P.3.c.	Parts in solutions, general rules of solubility (e.g., hotter solvents allow more solute to dissolve), saturation and the differences between weak and strong solutions.

EARTH AND SPACE SCIENCE STANDARDS

ES.1	**Describe Interactions between earth's systems and living things.**
ES.1.a.	Interactions of matter between living and nonliving things (e.g., cycles of matter) and the location, uses and dangers of fossil fuels.
ES.1.b.	Natural Hazards (e.g., earthquakes, hurricanes, etc.) their effects (e.g., frequency, severity, and short- and long-term effects), and mitigation thereof (e.g., dikes, storm shelters, building practices).
ES.1c.	Extraction and use of natural resources, renewable vs. nonrenewable resources and sustainability.

ES.2	**Describe Earth and its System Components and Interactions.**
ES.2.a.	Characteristics of the atmosphere, including its layers, gases and their effects on the Earth and its organisms, include climate change.
ES.2.b.	Characteristics of the oceans (e.g., salt water, currents, coral reefs) and their effects on Earth and organisms.
ES.2.c.	Interactions between Earth's systems (e.g., weathering caused by wind or water on rock, wind caused by high/low pressure and Earth rotation, etc.).
ES.2.d.	Interior structure of the Earth (e.g., core, mantle, crust, tectonic plates) and its effects (e.g., volcanoes, earthquakes, etc.) and major landforms of the Earth (e.g., mountains, ocean basins, continental shelves, etc.).

ES.3	**Describe the structures and organization of the Cosmos.**
ES.3.a.	Structures in the universe (e.g., galaxies, stars, constellations, solar systems), the age and development of the universe, and the age and development of Stars (e.g., main sequence, stellar development, deaths of stars [black hole, white dwarf]).
ES.3.b.	Sun, planets, and moons (e.g., types of planets, comets, asteroids), the motion of the Earth's motion and the interactions within the Earth's solar system (e.g., tides, eclipses).
ES.3.c.	The age of the Earth, including radiometrics, fossils, and landforms.

Florida Department of Education
Adult General Education
Curriculum Frameworks

GED® SOCIAL STUDIES	
Program Title	GED® Preparation
Program Number	9900130
Course Title	GED® Social Studies
Course Number	9900132
CIP Number	1532020207
Grade Equivalent	9.0-12.9
Grade Level	30, 31
Program Length	Varies (See Program Structure)

PURPOSE

Adult General Education Program: The Florida Department of Education administers the Adult General Education Program under the authority of s. Florida Statute 1004.93, F.S., and the Workforce Investment and Opportunity Act (WIOA), 2014. The AGE Program has multiple purposes. Primarily, it provides instruction in reading and language and mathematics to students seeking to obtain a high school diploma or its recognized equivalent. Another purpose is to support parents to become full partners in the educational development of their children and to improve the economic opportunities of their family. Finally, the AGE Program helps learners transition to postsecondary education and training and obtain employment.

GED® Preparation Program: The purpose of the GED® Preparation Program is to prepare students to pass the four subtests of the official GED® Test: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies.

GED® Social Studies Course: The purpose of the Social Studies course of the GED® program is to prepare students to pass the GED® Social Studies subtest. The purpose of the Social Studies component of the GED® Preparation Program is to prepare students to pass the GED® Social Studies Test. This subtest will focus on the fundamentals of social studies reasoning, striking a balance of deeper conceptual understanding, procedural skill and fluency, and the ability to apply these fundamentals in realistic situations. Four major content domains are addressed: Civics and Government, United States History, Economics, and Geography and the World.

STUDENTS

Students eligible to enroll in the GED® Social Studies Course are those who:

- Are beyond compulsory school age (16 years)
- Are no longer enrolled in a K-12 school
- Score at or above the National Reporting System (NRS) Educational Functioning Level (EFL) 5 and the Grade Equivalent 9.0 – 9.9 as measured by FDOE-approved assessments.

Note: Although students may enroll in the GED® Preparation Program at age 16, s. Florida Statute 1003.435(4), F.S., states: "A candidate for a high school equivalency diploma shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, as provided for in rules of the district school board, a candidate may take the examination after reaching the age of 16."

EDUCATIONAL FUNCTIONING LEVELS

The Workforce Investment and Opportunity Act defines the term Educational Functioning Level as "the ABE, ASE and ESL literacy levels, as provided in the NRS Guidelines, that describe a set of skills and competencies that students demonstrate in the skill areas of the National Reporting System." (Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462).

Table 1 shows the NRS EFLs of the GED® Social Studies course, as provided in the NRS Guidelines. It also shows the corresponding Grade Equivalent levels.

Table 1: NRS EFLs and Grade Equivalents for the GED® Social Studies course

Course Title	NRS Educational Functioning Levels	Grade Equivalent
GED® Social Studies	ABE Level 5 – Social Studies	9.0 – 10.9
GED® Social Studies	ABE Level 6 – Social Studies	11.0 – 12.9

PROGRAM LENGTH
Table 2 illustrates the recommended maximum number of instructional hours for each level. It is understood, however, that each student learns at their individual pace and there will be students who successfully complete the program or attain their educational goals in fewer (or more) than the recommended maximum hours noted.

Table 2: Recommended Maximum Number of Hours by Educational Functioning Level

Course Title	NRS Educational Functioning Levels	Recommended Maximum Hours
GED® Social Studies	ABE Level 5 – Social Studies	250
GED® Social Studies	ABE Level 6 – Social Studies	250

CURRICULUM AND INSTRUCTION
The GED® Social Studies curriculum framework provides instructors with the anchor standards in Social Studies that the adult learner needs. With "framework" being the operative term, it is the basis for designing curriculum, assisting programs and teachers with selecting or creating instructional materials, techniques, and ongoing assessment. Additional information on the GED® test standards is available at the website GED® Testing Service Assessment Guide for Educators.

The Florida DOE provides the GED® Social Studies curriculum framework to local programs across the state in order that local program personnel can design a curriculum that will serve the unique needs of their students and instructors. A fully developed curriculum at the local program will include the following elements, at a minimum. Program staff may contact the Florida DOE Bureau of Adult Education for additional information on developing an in-house curriculum.

- A description of educational outcomes that students will be expected to have achieved upon completion of the course
- A set of core instructional materials (print and digital) aligned to the educational outcomes that students will be expected to have achieved upon completion of the course
- A series of needs assessment tools for teachers that helps them prioritize which standards are most relevant to the learning needs and educational goals of their students
- Supplementary textbooks in the context of employment and life skills
- Pacing guides and matrices that display the scope and sequence of the curriculum
- A list of recommended websites, films, dictionaries available for teachers to select from
- An overview of the content to be covered in the course

- A description of learning activities that may be used on a regular basis for reinforcement

Note: Instructors are not required to progress through the standards sequentially. The unique needs of each cohort of students may serve to drive instruction and the sequence in which standards are taught may be adjusted accordingly.

ASSESSMENT
Local programs are required to use assessments that have been approved by the Florida DOE and USDOE to place the student into the GED® Social Studies course. The following tests have been approved for use in the GED® Social Studies course: TABE 11/2 Reading and/or Language and CASAS GOALS Reading Series. See State Board Rule 6A-6.014, FAC and the Florida DOE Assessment Technical Assessment Paper for more information regarding approved tests, state policies on testing, and recommended and required testing procedures.

Pre-testing and Placement: Local programs must pre-test students who wish to enroll in the GED® Social Studies course within 12 contact hours of enrollment activity. Students enrolling for the first time in the GED® Social Studies course are required to be pre-tested in Reading and score at or above NRS ABE Level 5 in Reading. The local program reports the student's initial EFL to the Florida DOE.

Students who pre-test lower than NRS level 5 in Reading should be enrolled in the ABE Reasoning through Language Arts course.

Post-testing and Determining EFL Completion: Local programs are not required to report the EFLs completed by students in the GED® Social Studies course. Therefore, students are not required to be post-tested for purposes of determining EFL completion. The local program may administer assessments to measure progress in the course and to guide instruction, but the results of these assessments are not reported to the Florida DOE.

Course Completion: Students complete the GED® Social Studies course when they pass the GED® Social Studies Test. Upon passing all tests of the GED® Preparation Program, the local program will provide an exit date which reflects the diploma date. Local programs are required to report all courses completed by students to the Florida DOE.

2014 GED® Assessment: For additional information on the GED® 2014 Assessment and the performance targets and content topics see the GED® Testing Service Assessment Guide for Educators.

The following specifications guide the GED® Social Studies test:
The purpose of the Social Studies component of the GED® program is to prepare students to pass the GED® Social Studies Test. This test will focus on the fundamentals of social studies reasoning, striking a balance of deeper conceptual understanding, procedural skill and fluency, and the ability to apply these fundamentals in realistic situations. Four major content domains will be addressed: Civics and Government, United States History, Economics, and Geography and the World.

Webb's Depth of Knowledge (DOK) Model
The GED Testing Service® is using Webb's Depth of Knowledge model to guide test item development for the GED® 2014 assessment. Unlike the Bloom's Taxonomy system that was used for the GED®2002 Test Series, the DOK levels are not a taxonomical tool that uses verbs to classify the level of each cognitive demand. The DOK is the cognitive demand required to correctly answer test questions. The DOK level describes the kind of thinking involved in the task. A greater DOK level requires greater conceptual understanding and cognitive processing by the students. The DOK model includes 4 levels: (1) recall, (2) basic application of skill/concept, (3) strategic thinking, and (4) extended thinking. Roughly 80 percent of the items across all four tests will be written to DOK levels two and three, and roughly 20 percent will require test-takers to engage level one DOK skills. Level four entails skills required to successfully complete long-term research projects. Therefore, DOK level four is beyond the scope of this assessment.

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, provide documentation, and request such services. Students with disabilities may need accommodations in areas such 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.

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The IET service approach provides all levels of adult education students the opportunity to acquire the skills needed to:

- Transition to and complete postsecondary education and training programs
- Obtain and advance in employment leading to economic self-sufficiency
- Exercise the rights and responsibilities of citizenship

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In order to meet the "integrated" requirement of IET, all services must include the following:

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- Activities are of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals
- Occur simultaneously
- Use occupational relevant instructional materials

The integrated education and training program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities function cooperatively.

GED® SOCIAL STUDIES STANDARDS

GED®-Integrated Comprehensive-Social Studies
The purpose of the Social Studies component of the GED® program is to prepare students to pass the GED® Social Studies subtest. This subtest will focus on the fundamentals of social studies reasoning, striking a balance of deeper conceptual understanding, procedural skill and fluency, and the ability to apply these fundamentals in realistic situations. Four major content domains will be addressed: civics and government, United States history, economics, and geography and the world.

The GED® Social Studies subtest items are based on assessment targets identified by GED® Testing Service and are divided into two sections: the practices and the content topics. Each content topic has been translated into a standard including sub-content areas. Each item on the Social Studies subtest will be aligned to one social studies practice and one content topic/subtopic.

Instruction on Social Studies Content Topic
The content topics are designed to provide context for measuring the skills defined in the social studies practices listed in this framework. As in the previous version of the GED® Social Studies Assessment Targets, the social studies practices maintain a close relationship with the social studies content topics. More specifically, the primary focus of the GED® Social Studies subtest continues to be the measurement of essential reasoning skills applied in social studies context. However, test-takers should be familiar with each of the basic concepts enumerated in the social studies content topics and subtopics, and they should be able to recognize and understand, in context, each of the terms listed there. For example, a question may include answer options and stimuli that contain specific terms drawn from the content subtopics; however, test-takers will never be asked to formulate their own definition of a term without the item providing sufficient contextual support for such a task.

Social Studies Content Topics Matrix
The Matrix below gives a condensed summary of the Social Studies content topics. The tables on the following pages will include the content topics written into student standards along with sub-topics for each standard. The social studies content topics drawn from these four domains will provide context for measuring a test-taker's ability to apply the reasoning skills described in the practices.

Social Studies Content Topics
Civics & Government 50%
Theme I. Development of Modern Liberties and Democracy
1. Types of modern & historical governments
2. Principles that have contributed to development of American constitutional democracy
3. Structure and design of United States Government
4. Individual rights and civic responsibilities
Theme II. Dynamic Responses in Societal Systems
1. Political parties, campaigns, and elections in American politics
2. Contemporary public policy
U.S. History 20%
Theme I. Development of Modern Liberties and Democracy
1. Key historical documents that have shaped American constitutional government
2. Revolutionary and Early Republic Periods
3. Civil War & Reconstruction
4. Civil Rights Movement
Theme II. Dynamic Responses in Societal Systems
1. European population of the Americas
2. World War I & II The Cold War

3. American foreign policy since 9/11

Economics 15%
Theme I. Development of Modern Liberties and Democracy
1. Key economic events that have shaped American government and policies
2. Relationship between political and economic freedoms
Theme II. Dynamic Responses in Societal Systems
1. Fundamental economic concepts
2. Microeconomics & macroeconomics 5. Consumer economics Economic causes & impacts of wars
3. Economic drivers of exploration and colonization
Geography and the World 15%
Theme I. Development of Modern Liberties and Democracy
1. Development of classical civilizations
Theme II. Dynamic Responses in Societal Systems
1. Relationships between the environment and societal development
2. Borders between peoples and nations
3. Human migration

Social Studies Practices
SSP.1   **Draw Conclusions and Make Inferences**
SSP.1.a. Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence.
SSP.1.b. Cite or identify specific evidence to support inferences or analyses of primary and secondary sources, attending to the precise details of explanations or descriptions of a process, event, or concept.
SSP.2   **Determine Central Ideas, Hypotheses and Conclusions**
SSP.2.a. Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence.
SSP2.b. Describe people, places, environments, processes, and events, and the connections between and among them.
SSP.3   **Analyze Events and Ideas**
SSP.3.a. Identify the chronological structure of a historical narrative and sequence steps in a process.
SSP.3.b. Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.
SSP.3.c. Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.
SSP3.d. Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.
SSP.4   **Analyze Meanings of Words and Phrases**
SSP.4.a. Determine the meaning of words and phrases as they are used in context, including vocabulary that describes historical, political, social, geographic, and economic aspects of social studies.
SSP.5   **Analyze Purpose and Point of View**
SSP.5.a. Identify aspects of a historical document that reveals an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts) SSP.5.b. Identify instances of bias or propagandizing.
SSP.5.c. Analyze how a historical context shapes an author's point of view.
SSP.5.d. Evaluate the credibility of an author in historical and contemporary political discourse.

SSP.6	**Integrate Content Presented in Different Ways**
SSP.6.a.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
SSP.6.b.	Analyze information presented in a variety of maps, graphic organizers, tables, and charts; and in a variety of visual sources such as artifacts, photographs, political cartoons.
SSP.6.c.	Translate quantitative information expressed in words in a text into visual form (e.g., table or chart); translate information expressed visually or mathematically into words.
SSP.7	**Evaluate Reasoning and Evidence**
SSP.7.a.	Distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document
SSP.7.b.	Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.
SSP.8	**Analyze Relationships between Texts**
SSP.8.a.	Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.
SSP.9	**Write Analytic Response to Source Texts**
SSP.9.a.	Produce writing that develops the idea(s), claim(s) and/or argument(s) thoroughly and logically, with well-chosen examples, facts, or details from primary and secondary source documents.
SSP.9.b.	Produce writing that introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; and maintains a coherent focus.
SSP.9.c.	Write clearly and demonstrate sufficient command of standard English conventions.
SSP.10	**Read and Interpret Graphs, Charts and Other Data Representation**
SSP.10.a.	Interpret, use, and create graphs (e.g., scatterplot, line, bar, circle) including proper labeling. Predict reasonable trends based on the data (e.g., do not extend trend beyond a reasonable limit).
SSP.10.b.	Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related.
SSP.10.c.	Distinguish between correlation and causation.
SSP.11	**Measure the Center of a Statistical Dataset**
SSP.11.a.	Calculate the mean, median, mode, and range of a dataset.

Social Studies Standards
Civics and Government

CG.1	**Describe types of modern and historical governments that contributed to the development of American constitutional democracy.**
CG.1.a.	Direct democracy
CG.1.b.	Representative democracy
CG.1.c.	Parliamentary democracy
CG.1.d.	Presidential democracy
CG.1.e.	Monarchy and other types

CG.2	**Describe the principles that have contributed to the development of American constitutional democracy.**
CG.2.a.	Natural rights philosophy
CG.2.b.	Popular sovereignty and consent of the governed
CG.2.c.	Constitutionalism
CG.2.d.	Majority rule and minority rights
CG.2.e.	Checks and balances
CG.2.f.	Separation of powers
CG.2.g.	Rule of law
CG.2.h.	Individual rights
CG.2.I.	Federalism

CG.3	**Analyze the structure and design of United States Government.**
CG.3.a.	Structure, powers, and authority of the federal executive, judicial, and legislative branches
CG.3.b.	Individual governmental positions (e.g., president, speaker of the house, cabinet secretary, etc.)
CG.3.c.	Major powers and responsibilities of the federal and state governments
CG.3.d.	Shared powers
CG.3.e.	Amendment process
CG.3.f.	Governmental Departments and Agencies

CG.4	**Describe individual rights and civic responsibilities.** CG.4.a. The Bill of Rights
CG.4.b.	Personal and civil liberties of citizens

CG.5	**Describe political parties, campaigns, and elections in American politics.** CG.5.a. Political parties
CG.5.b.	Interest groups
CG.5.c.	Political campaigns, elections and the electoral process

CG.6	**Define contemporary public policy**

United States History

USH.1	**Explain the ideas and significance of key historical documents that have shaped American constitutional government.**
USH.1.a.	Magna Carta
USH.1.b.	Mayflower Compact
USH.1.c.	Declaration of Independence
USH.1.d.	United States Constitution
USH.1.e.	Martin Luther King's Letter from the Birmingham Jail
USH.1.f.	Landmark decisions of the United States Supreme Court and other Key documents)

USH.2	**Describe the causes and consequences of the wars during the Revolutionary and Early Republic Periods.**
USH.2.a.	Revolutionary War
USH.2.b.	War of 1812
USH.2.c.	George Washington
USH.2.d.	Thomas Jefferson
USH.2.e.	Articles of Confederation
USH.2.f.	Manifest Destiny
USH.2.g.	U.S. Indian Policy

USH.3	**Examine causes and consequences of the Civil War and Reconstruction and its effects on the American people.**
USH.3.a.	Slavery
USH.3.b.	Sectionalism
USH.3.c.	Civil War Amendments
USH.3.d.	Reconstruction policies

USH.4	**Identify the expansion of civil rights by examining the principles contained in primary documents and events.**
USH.4.a.	Jim Crow laws
USH.4.b.	Women's suffrage
USH.4.c.	Civil Rights Movement
USH.4.d.	Plessy vs. Ferguson and Brown vs. Board of Education USH.4.e. Warren court decisions

USH.5	**Describe the impact of European settlement on population of the Americas.**

USH.6	**Explain the significant causes, events, figures, and consequences of World Wars I & II.**
USH.6.a.	Alliance system
USH.6.b.	Imperialism, nationalism, and militarism
USH.6.c.	Russian Revolution
USH.6.d.	Woodrow Wilson
USH.6.e.	Treaty of Versailles and League of Nations
USH.6.f.	Neutrality Acts
USH.6.g.	Isolationism
USH.6.h.	Allied and Axis Powers
USH.6.i.	Fascism, Nazism, and totalitarianism
USH.6.j.	The Holocaust
USH.6.k.	Japanese-American internment
USH.6.l.	Decolonization
USH.6.m.	GI Bill

USH.7	**Describe the significant events and people from the Cold War era.**
USH.7.a	Communism and capitalism
USH.7.b.	NATO and the Warsaw Pact
USH.7.c.	U.S. maturation as an international power
USH.7.d.	Division of Germany, Berlin Blockade and Airlift
USH.7.e.	Truman Doctrine
USH.7.f.	Marshall Plan
USH.7.g.	Lyndon B. Johnson and The Great Society
USH.7.h.	Richard Nixon and the Watergate scandal
USH.7.i.	Collapse of U.S.S.R. and democratization of Eastern Europe

USH.8	**Analyze the impact of the September 11, 2001 attacks on the United States foreign policy.**

Economics
E.1   **Describe key economic events that have shaped American government and policies.**
E.2   **Explain the relationship between political and economic freedoms**

E.3	**Describe common economic terms and concepts.**
E.3.a.	Markets
E.3.b.	Incentives
E.3.c.	Monopoly and competition
E.3.d.	Labor and capital
E.3.e.	Opportunity cost
E.3.f.	Profit
E.3.g.	Entrepreneurship
E.3.h.	Comparative advantage
E.3.i.	Specialization
E.3.j.	Productivity
E.3.k.	Interdependence
E.4	**Describe the principles of Microeconomics and Macroeconomics.**
E.4.a.	Supply, demand and price
E.4.b.	Individual choice
E.4.c.	Institutions
E.4.d.	Fiscal and monetary policy
E.4.e.	Regulation and costs of government policies
E.4.f.	Investment
E.4.g.	Government and market failures
E.4.h.	Inflation and deflation
E.4.i.	Gross domestic product (GDP)
E.4.j.	Unemployment
E.4.k.	Tariffs
E.5	**Describe consumer economics**
E.5.a.	Types of credit
E.5.b.	Savings and banking
E.5.c.	Consumer credit laws
E.6	**Examine the economic causes and the impact on wars.**
E.7	**Describe the economic drivers of exploration and colonization in the Americas.**
E.8	**Explain the relationship between the Scientific and Industrial Revolutions.**

Geography
G.1 Describe how geography affected the development of classical civilizations.

G.2	**Describe the relationships between the environment and societal development.**
G.2.a.	Nationhood and statehood
G.2.b.	Sustainability
G.2.c.	Technology
G.2.d.	Natural resources
G.2.e.	Human changes to the environment
G.3	**Describe the concept of borders between peoples and nations.**
G.3.a.	Concepts of region and place
G.3.b.	Natural and cultural diversity
G.3.c.	Geographic tools and skills
G.4	**Describe the forms of human migration.**
G.4.a.	Immigration, emigration and Diaspora
G.4.b.	Culture, cultural diffusion and assimilation

G.4.c.   Population trends and issues
G.4.d.   Rural and urban settlement

Florida Department of Education
Adult General Education
Curriculum Framework

GED®-INTEGRATED (GED® -I) COMPREHENSIVE PREPARATION	
Program Title	GED®-I Comprehensive Preparation
Program Number	9900130
Course Title	GED®-I Comprehensive
Course Number	9900136 (School Districts) GEX100-GEX0199 (State Colleges)
CIP Number	1532020207
Grade Level	30, 31
Recommended Length	Varies (See Program Length)

PURPOSE

Adult General Education Program: The Florida Department of Education administers the Adult General Education Program under the authority of s. Florida Statute 1004.93, F.S., and the Workforce Investment and Opportunity Act (WIOA), 2014. The AGE Program has multiple purposes. Primarily, it provides instruction in reading, language and mathematics to students seeking to attain a high school diploma or its recognized equivalent. Another purpose is to supports parents to become full partners in the educational development of their children and to improve the economic opportunities of their family. Finally, the AGE Program helps learners transition to postsecondary education and training and obtain employment.

GED®-Integrated Comprehensive Preparation Program: The GED®-I Comprehensive Preparation Program has two purposes:

1. Prepare students to pass the four subtests of the official GED® Test: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies.

2. Concurrently enroll students enrolled in the GED®-I Comprehensive Preparation Program in Integrated Education and Training (IET). The intention is to increase the number of students that earn their high school equivalency diploma and earn credentials that have labor market value.

STUDENTS

Students eligible to enroll in the GED®-I Comprehensive Preparation Program are those who:

- Are beyond compulsory school age (16 years)
- Are no longer enrolled in a K-12 school
- Score at or above the National Reporting System (NRS) Educational Functioning Level (EFL) 5 and the Grade Equivalent 9.0 – 9.9 as measured by FDOE-approved assessments.

Note: Although students may enroll in the GED®-I Comprehensive Preparation Program at age 16, s. Florida Statute 1003.435(4), F.S., states: "A candidate for a high school equivalency diploma shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, as provided for in rules of the district school board, a candidate may take the examination after reaching the age of 16."

EDUCATIONAL FUNCTIONING LEVELS

The Workforce Investment and Opportunity Act defines the term Educational Functioning Level as "the ABE, ASE, and ESL literacy levels, as provided in the NRS Guidelines, that describe a set of skills and competencies that students demonstrate in the skill areas of the National Reporting System" (Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462).

Table 1 shows the NRS EFLs of the GED®-I Comprehensive Preparation Program, as provided in the NRS Guidelines. It also shows the corresponding Grade Equivalent levels.

Table 1: NRS EFLs and Grade Equivalents for the GED®-I Comprehensive Preparation Course

Course Title	NRS Educational Functioning Levels	Grade Equivalent
GED®-I Comprehensive	ABE Level 5	9.0 – 10.9
GED®-I Comprehensive	ABE Level 6	11.0 – 12.9

PROGRAM LENGTH

Table 2 illustrates the recommended maximum number of instructional hours for each level. It is understood, however, that each student learns at their individual pace and there will be students who successfully complete the program or reach their educational goals in fewer (or more) than the recommended maximum hours noted.

Table 2: Recommended Maximum Number of Hours by Educational Functioning Level

Course Title	NRS Educational Functioning Levels	Recommended Maximum Hours
GED®-I Comprehensive Preparation	ABE Level 5	450
GED®-I Comprehensive Preparation	ABE Level 6	450

CURRICULUM AND INSTRUCTION

The GED®-I curriculum framework provides instructors with the Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies that the adult learner needs. With "framework" being the operative term, it is the basis for designing curriculum, assisting programs and teachers with selecting or creating instructional materials, techniques, and ongoing assessment. Additional information on the GED® test standards is available at the website GED® Testing Service Assessment Guide for Educators.

The Florida DOE provides the GED®-I curriculum framework to local programs across the state in order that local program personnel can design a curriculum that will serve the unique needs of their students and instructors. A fully developed curriculum at the local program will include the following elements, at a minimum. Program staff may contact the Florida DOE Bureau of Adult Education for additional information on developing an in-house curriculum.

- A description of educational outcomes that students will be expected to have achieved upon completion of the course
- A set of core instructional materials (print and digital) aligned to the educational outcomes that students will be expected to have achieved upon completion of the course
- A series of needs assessment tools for teachers that helps them prioritize which standards are most relevant to the learning needs and educational goals of their students
- Pacing guides and matrices that display the scope and sequence of the curriculum
- A list of recommended websites, films, dictionaries available for teachers to select from
- A description of learning activities that may be used on a regular basis for reinforcement

Note: Instructors are not required to progress through the standards sequentially. The unique needs of each cohort of students may serve to drive instruction and the sequence in which standards are taught may be adjusted accordingly.

ASSESSMENT
Local programs are required to use the following assessments that have been approved by the Florida DOE and USDOE to place the student into the GED®-I Comprehensive Preparation Program: TABE 11/2 Math, TABE 11/2 Reading, TABE 11/2 Language, CASAS GOALS 900 Math Series, and GOALS 900 Reading Series. See State Board Rule 6A-6.014, FAC and the Florida DOE Assessment Technical Assessment Paper for more information regarding approved tests, state policies on testing, and recommended and required testing procedures.

Pre-testing and Placement: Programs are required to pre-test students within the first 12 contact hours of enrollment activity. Students enrolling for the first time in the GED®-I Comprehensive Preparation Program are required to pre-test in Math and/or Reading as specified in Rule 6A-6.014, F.A.C. This allows the student the opportunity to enroll in the GED® RLA, Math, Social Studies and Science Preparation Programs. The local program reports the student's initial EFL to the Florida DOE.

Students who do not pre-test into NRS level 5 in Math and/or Reading should be enrolled in the ABE Math and/or RLA courses.

Students who have passed the GED® RLA subtest but not the GED® Science and/or Social studies subtests should pre-test in Reading in order to determine if the student is ready to enroll in GED® Preparation for Science or Social studies.

Students who have passed the GED® Social Studies and/or Science subtests but not the GED® RLA subtest should be pre-tested in Reading and placed in either the ABE RLA Program or the GED® RLA Preparation Program.

Post-testing and Determining EFL Completion: Local programs are not required to report the EFLs completed by students in the GED®-I Comprehensive Preparation Program. Therefore, students are not required to post-test for purposes of determining EFL completion. The local program may administer assessments to measure progress and to guide instruction, but the results of these assessments are not reported to the Florida DOE.

Course Completion: Students complete the GED®-I Comprehensive Preparation Program when they pass all four GED® subtests. Upon passing all GED®, subtests, the local program will provide an exit date, which reflects the diploma date. Local programs are required to report all courses completed by students to the Florida DOE.

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, provide documentation, and request such services. Students with disabilities may need accommodations in areas such 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 s. Florida Statute 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.

INTEGRATED EDUCATION AND TRAINING (IET)
The Florida DOE Division of Career and Adult Education (DCAE) promotes the planning, development, and implementation of an integrated education and training (IET) service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and

workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

The IET service approach provides all levels of adult education students the opportunity to acquire the skills needed to:

- Transition to and complete postsecondary education and training programs
- Obtain and advance in employment leading to economic self-sufficiency
- Exercise the rights and responsibilities of citizenship

All IET programs must include the following three components:

- Adult education and literacy activities (§463.30)
- Workforce preparation activities (§463.34)
- Workforce training for a specific occupation or occupation cluster which can be any one of the training services defined in section 134(c)(3)(D), of WIOA

In order to meet the "integrated" requirement of IET, all services must include the following:

- Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement
- Activities are of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals
- Occur simultaneously
- Use occupational relevant instructional materials

The integrated education and training program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities function cooperatively.

2014 GED® Assessment: For additional information on the 2014 GED® Assessment and the performance targets and content topics see the GED® Testing Service Assessment Guide for Educators.

Webb's Depth of Knowledge (DOK) Model
The GED® Testing Service uses Webb's Depth of Knowledge model to guide test item development for the current 2014 GED® assessment. Unlike Bloom's Taxonomy system, used in the 2002 version of the GED® test series, the DOK levels are not a taxonomical tool that uses verbs to classify the level of each cognitive demand. The DOK is the cognitive demand required to correctly answer test questions. The DOK level describes the kind of thinking involved in the task. A greater DOK level requires greater conceptual understanding and cognitive processing by the students. The DOK model includes 4 levels: (1) recall, (2) basic application of skill/concept, (3) strategic thinking, and (4) extended thinking. Roughly 80 percent of the items across all four subtests will be written to DOK levels two and three, and roughly 20 percent will require test-takers to engage level one DOK skills. Level four entails skills required to successfully complete long-term research projects. Therefore, DOK level four is beyond the scope of this assessment.

GED®-INTEGRATED (GED®-I) COMPREHENSIVE PREPARATION STANDARDS
GED®-I Comprehensive- Reasoning through Language Arts (RLA)
Because the strongest predictor of career and college readiness is the ability to read and comprehend complex texts, especially nonfiction, the RLA subtest will include texts from both academic and workplace contexts. These texts reflect a range of complexity levels in terms of ideas, syntax, and style. The writing tasks, or Extended Response (ER) items,

requires test takers to analyze given source texts and use evidence drawn from the text(s) to support their answers. The RLA subtest includes the following:

- Seventy-five percent of the texts in the exam will be informational texts (including nonfiction drawn from the science and the social studies as well as a range of texts from workplace contexts); 25 percent will be literary texts.
- Texts included cover a range of text complexity.
- Texts emphasize vocabulary that has multiple meanings dependent on subject area or context, rather than focusing on discipline-specific terms.
- U.S. founding documents and the "Great American Conversation" that followed are the required texts for study and assessment.
- The length of the texts included in the reading comprehension component will vary between 400 and 900 words.
- The items are written to Depth of Knowledge cognitive complexity level 1, 2, or 3.

The GED® RLA subtest will focus on the fundamentals in three major content areas: Reading, Language Arts and Writing. Students will achieve the ability to read closely, the ability to write clearly, and the ability to edit and understand the use of standard written English in context.

READING STANDARDS	
R.1	**Determine central ideas or themes of texts, analyze their development, and summarize the key supporting details and ideas.**
R.1.a	Comprehend explicit details and main ideas in text.
R.1.b	Summarize details and ideas in text.
R.1.c	Make sentence-level inferences about details that support main ideas.
R.1.d	Infer implied main ideas in paragraphs or whole texts.
R.1.e	Determine which detail(s) support(s) a main idea.
R.1.f	Identify a theme, or identify which element(s) in a text support a theme.
R.1.g	Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.
R.1.h	Draw conclusions or make generalizations that require mixing several main ideas in text.
R.2	**Analyze how individuals, events, and ideas develop and interact over the course of a text.**
R.2.a	Order sequences of events in texts.
R.2.b	Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.
R.2.c	Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning.
R.2.d	Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship).
R.2.e	Analyze the roles that details play in complex literary or informational texts.
R.3 **L.4**	**Interpret words and phrases that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific word choices shape meaning or tone.**
R.3.1 L.4.1	Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.

R.3.2 L.4.2	Analyze how meaning or tone is affected when one word is replaced with another.
R.4.3 L.4.3	Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author's intent to convey information or construct an argument.
R.4	**Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.**
R.4.a	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.
R.4.b	Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or distinguishing one idea from another).
R.4.c	Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas or reinforce an author's purpose.
R.4.d	Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.
R.5	**Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.**
R.5.a	Determine an author's point of view or purpose of a text.
R.5.b	Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.
R.5.c	Infer an author's implicit and explicit purposes based on details in text.
R.5.d	Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).
R.6	**Delineate and evaluate the argument and specific claims in a text, including if the reasoning was valid, as well as the relevance and sufficiency of the evidence.**
R.7.1	Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another.
R.8.a	Identify specific pieces of evidence an author uses in support of claims or conclusions.
R.8.b	Evaluate the relevance and sufficiency of evidence offered in support of a claim.
R.8.c	Distinguish claims that are supported by reason and evidence from claims that are not.
R.8.d	Assess whether the reasoning is valid; identify false reasoning in an argument and evaluate its impact.
R.8.e	Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.
R.9 **R.7**	**Analyze how two or more texts address similar themes or topics.**
R.9.a R.7.a	Draw specific comparisons between two texts that address similar themes or topics, or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).
R.9.b	Compare two passages in a similar or closely related genre that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or overall impact.
R.9.c	Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.

R.7.b	Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text or determines how data supports an author's argument.
R.7.c	Compare two passages that present related ideas or themes in different genre or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing.
R.7.d	Compare two passages that present related ideas or themes in different genre or formats in order to synthesize details, draw conclusions, or apply information to new situations.
LANGUAGE STANDARDS	
L.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
L.1.a	Edit to correct errors involving frequently confused words and homonyms, including contractions (passed, past; two, too, to; there, their, they're; knew, new; it's, its).
L.1.b	Edit to correct errors in straightforward subject-verb agreement.
L.1.c	Edit to correct errors in pronoun usage, including pronoun-antecedent agreement, unclear pronoun references, and pronoun case.
L.1.d	Edit to eliminate nonstandard or informal usage (e.g., correctly use tries to win the game instead of try and win the game).
L.1.e	Edit to eliminate dangling or misplaced modifiers or illogical word order (e.g., correctly use to meet almost all requirements instead of to almost meet all requirements).
L.1.f	Edit to ensure parallelism and proper subordination and coordination.
L.1.g	Edit to correct errors in subject-verb or pronoun antecedent agreement in more complicated situations (e.g., with compound subjects, interceding phrases, or collective nouns).
L.1.h	Edit to eliminate wordiness or awkward sentence construction.
L.1.i	Edit to ensure effective use of transitional words, conjunctive adverbs, and other words and phrases that support logic and clarity.
L.2	**Demonstrate command of the conventions of standard English capitalization and punctuation when writing.**
L.2.a	Edit to ensure correct use of capitalization (e.g., proper nouns, titles, and beginnings of sentences).
L.2.b	Edit to eliminate run-on sentences, fused sentences, or sentence fragments.
L.2.c	Edit to ensure correct use of apostrophes with possessive nouns.
L.2.d	Edit to ensure correct use of punctuation (e.g., commas in a series or in appositives and other nonessential elements, end marks, and appropriate punctuation for clause separation).
WRITING STANDARDS	
W.1	Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence
W.2	Produce and extended analytical response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts, or details from the text; and maintains a coherent focus.
W.3	Write clearly and demonstrate sufficient command of standard English conventions

GED®-Integrated Comprehensive-Mathematical Reasoning
The Mathematical Reasoning subtest will focus on the fundamentals of mathematics in two major content areas: quantitative problem solving and algebraic problem solving. Students will achieve a deeper conceptual understanding, procedural skill and fluency, and the ability to apply these fundamentals in realistic situations.

The standards in this framework are based on the knowledge and skills that will be measured on the GED® test. In addition to the content-based indicators listed with each performance target, the GED® Mathematics subtest will also focus on reasoning skills, as embodied by the GED® Mathematical Practices. The mathematical practices provide specifications for assessing real-world problem-solving skills in a mathematical context rather than requiring students only to memorize, recognize and apply a long list of mathematical algorithms. See Chapter Two in the GED® Testing Service Assessment Guide for Educators for more information on Mathematical Practices.

Range of Depth of Knowledge (DOK)	Mathematical Practices
1-2 1-3 2-3 1-2 1-3	**MP.1 Building Solution Pathways and Lines of Reasoning** a. Search for and recognize entry points for solving a problem. b. Plan a solution pathway or outline a line of reasoning. c. Select the best solution pathway, according to given criteria. d. Recognize and identify missing information that is required to solve a problem. e. Select the appropriate mathematical technique(s) to use in solving a problem or a line of reasoning.
1-2 1-2 2-3	**MP2. Abstracting Problems** a. Represent real world problems algebraically. b. Represent real world problems visually. c. Recognize the important and salient attributes of a problem.
1-3 1-3 2-3	**MP.3 Furthering Lines of Reasoning** a. Build steps of a line reasoning or solution pathway, based on previous step or givens. b. Complete the lines of reasoning of others. c. Improve or correct a flawed line of reasoning.
1-2 1-2 1-2	**MP.4 Mathematical Fluency** a. Manipulate and solve arithmetic expressions. b. Transform and solve algebraic expressions. c. Display data or algebraic expressions graphically.
2-3 2-3 2-3	**MP.5 Evaluating Reasoning and Solution Pathways** a. Recognize flaws in others' reasoning. b. Recognize and use counterexamples. c. Identify the information required to evaluate a line of reasoning.

Quantitative Problem Solving Standards and Content Indicators	
Q.1	**Apply number sense concepts, including ordering rational numbers, absolute value, multiples, factors, and exponents**
Q.1.a	Order fractions and decimals, including on a number line.
Q.1.b	Apply number properties involving multiples and factors, such as using the least common multiple, greatest common factor, or distributive property to rewrite numeric expressions.
Q.1.c	Apply rules of exponents in numerical expressions with rational exponents to write equivalent expressions with rational exponents.

Q.1.d	Identify absolute value or a rational number as its distance from zero on the number line and determine the distance between two rational numbers on the number line, including using the absolute value of their difference.
Q.2	**Add, subtract, multiply, divide, and use exponents and roots of rational, fraction, and decimal numbers**
Q.2.a	Perform addition, subtraction, multiplication, and division on rational numbers.
Q.2.b	Perform computations and write numerical expressions with squares and square roots of rational numbers.
Q.2.c	Perform computations and write numerical expressions with cubes and cube roots of rational numbers.
Q.2.d	Determine when a numerical expression is undefined.
Q.2.e	Solve single-step or multistep real-world arithmetic problems involving the four operations with rational numbers, including those involving scientific notation.
Q.3	**Calculate and use ratios, percent, and scale factors**
Q.3.a	Compute unit rates. Examples include but are not limited to: unit pricing, constant speed, persons per square mile, BTUs (British thermal units) per cubic foot.
Q.3.b	Use scale factors to determine the magnitude of a size change. Convert between actual drawings and scale drawings.
Q.3.c	Solve multistep, real-world arithmetic problems using ratios or proportions including those that require converting units of measure.
Q.3.d	Solve two-step, real-world arithmetic problems involving percentages. Examples include but are not limited to: simple interest, tax, markups and markdowns, gratuities and commissions, percent increase and decrease.
Q.4	**Calculate dimensions, perimeter, circumference, and area of two-dimensional figures**
Q.4.a	Compute the area and perimeter of triangles and rectangles. Determine side lengths of triangles and rectangles when given area or perimeter.
Q.4.b	Compute the area and circumference of circles. Determine the radius or diameter when given area or circumference.
Q.4.c	Compute the perimeter of a polygon. Given a geometric formula, compute the area of a polygon. Determine side lengths of the figure when given the perimeter or area.
Q.4.d	Compute perimeter and area of 2-D composite geometric figures, which could include circles, given geometric formulas as needed.
Q.4.e	Use the Pythagorean theorem to determine unknown side lengths in a right triangle.
Q.5	**Calculate dimensions, surface area, and volume of three-dimensional figures**
Q.5.a	When given geometric formulas, compute volume and surface area of rectangular prisms. Solve for side lengths or height, when given volume or surface areas.
Q.5.b	When given geometric formulas, compute volume and surface area of cylinders. Solve for height, radius, or diameter when given volume or surface area.
Q.5.c	Use geometric formulas to compute volume and surface area of right prisms. Solve for side lengths or height, when given volume or surface area.
Q.5.d	When given geometric formulas, compute volume and surface area of right pyramids and cones. Solve for side lengths, height, radius, or diameter when given volume or surface area.
Q.5.e	When given geometric formulas, compute volume and surface area of spheres. Solve for radius or diameter when given the surface area.
Q.5.f	Compute surface area and volume of composite 3-D geometric figures, given geometric formulas as needed.

Q.6	**Interpret and create data displays**
Q.6.a	Represent, display, and interpret categorical data in bar graphs or circle graphs.
Q.6.b	Represent, display, and interpret data involving one variable plots on the real number line including dot plots, histograms, and box plots.
Q.6.c	Represent, display, and interpret data involving two variables in tables and the coordinate plane including scatter plots and grants.
Q.7	**Calculate and use mean, median, mode, and weighted average**
Q.7.a	Calculate the mean, median, mode and range. Calculate a missing data value, given the average and all the missing data values but one, as well as calculating the average, given the frequency counts of all the data values, and calculating a weighted average.
Q.8	**Utilize counting techniques and determine probabilities**
Q.8.a	Use counting techniques to solve problems and determine combinations and permutations.
Q.8.b	Determine the probability of simple and compound events.
Algebraic Problem Solving Standards and Content Indicators	
A.1	**Write, evaluate, and compute with expressions and polynomials**
A.1.a	Add, subtract, factor, multiply, and expand linear expressions with rational coefficients.
A.1.b	Evaluate linear expressions by substituting integers for unknown quantities.
A.1.c	Write linear expressions as part of word-to-symbol translations or to represent common settings.
A.1.d	Add, subtract, multiply polynomials, including multiplying two binomials, or divide factorable polynomials.
A.1.e	Evaluate polynomial expressions by substituting integers for unknown quantities.
A.1.f	Factor polynomial expressions.
A.1.g	Write polynomial expressions as part of word-to-symbol translations or to represent common settings.
A.1.h	Add, subtract, multiply and divide rational expressions.
A.1.i	Evaluate rational expressions by substituting integers for unknown quantities.
A.1.j	Write rational expressions as part of word-to-symbol translations or to represent common settings.
A.2	**Write, manipulate, solve, and graph linear equations**
A.2.a	Solve one-variable linear equations with rational number coefficients, including equations for which solutions require expanding expressions using the distributive property and collecting like terms or equations with coefficients represented by letters.
A.2.b	Solve real-world problems involving linear equations.
A.2.c	Write one-variable and multi-variable linear equations to represent context.
A.2.d	Solve a system of two simultaneous linear equations by graphing, substitution, or linear combination. Solve real-world problems leading to a system of linear equations.
A.3	**Write, manipulate, solve, and graph linear inequalities**
A.3.a	Solve linear inequalities in one variable with rational number coefficients.
A.3.b	Identify or graph the solution to a one variable linear inequality on a number line.
A.3.c	Solve real-world problems involving inequalities.
A.3.d	Write linear inequalities in one variable to represent context.
A.4	**Write, manipulate, and solve quadratic equations**
A.4.a	Solve quadratic equations in one variable with rational coefficients and real solutions, using appropriate

	methods (e.g., quadratic formula, completing the square, factoring, and inspection).
A.4.b	Write one-variable quadratic equations to represent context.
A.5	**Connect and interpret graphs and functions**
A.5.a	Locate points in the coordinate plane.
A.5.b	Determine the slope of a line from a graph, equation, or table.
A.5.c	Interpret unit rate as the slope in a proportional relationship.
A.5.d	Graph two-variable linear equations.
A.5.e	For a function that models a linear or nonlinear relationship between two quantities, interpret key features of graphs and tables in terms of quantities, and sketch graphs showing key features of graphs and tables in terms of quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries, end behavior, and periodicity.
A.6	**Connect coordinates, lines, and equations**
A.6.a	Write the equation of a line with a given slope through a given point.
A.6.b	Write the equation of a line passing through two given distinct points.
A.6.c	Use slope to identify parallel and perpendicular lines and to solve geometric problems.
A.7	**Compare, represent, and evaluate functions**
A.7.a	Compare two different proportional relationships represented in different ways. Examples include but are not limited to: compare a distance-time graph to a distance-time equation to determine which of two moving objects has a greater speed.
A.7.b	Represent or identify a function in a table or graph as having exactly one output (one element in the range) for each input (each element in the domain).
A.7.c.	Evaluate linear and quadratic functions for values in their domain when represented using function notation.
A.7.d.	Compare properties of two linear or quadratic functions each represented in a different way (algebraically, numerically in tables, graphically or by verbal descriptions). Examples include but are not limited to: given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

GED®-Integrated Comprehensive-Social Studies
The purpose of the Social Studies component of the GED® program is to prepare students to pass the GED® Social Studies subtest. This subtest will focus on the fundamentals of social studies reasoning, striking a balance of deeper conceptual understanding, procedural skill and fluency, and the ability to apply these fundamentals in realistic situations. Four major content domains will be addressed: civics and government, United States history, economics, and geography and the world.

The GED® Social Studies subtest items are based on assessment targets identified by GED® Testing Service and are divided into two sections: the practices and the content topics. Each content topic has been translated into a standard including sub-content areas. Each item on the Social Studies subtest will be aligned to one social studies practice and one content topic/subtopic.

Instruction on Social Studies Content Topic
The content topics are designed to provide context for measuring the skills defined in the social studies practices listed in this framework. As in the previous version of the GED® Social Studies Assessment Targets, the social studies practices maintain a close relationship with the social studies content topics. More specifically, the primary focus of the GED® Social Studies subtest continues to be the measurement of essential reasoning skills applied in social studies context.

However, test-takers should be familiar with each of the basic concepts enumerated in the social studies content topics and subtopics, and they should be able to recognize and understand, in context, each of the terms listed there. For example, a question may include answer options and stimuli that contain specific terms drawn from the content subtopics; however, test-takers will never be asked to formulate their own definition of a term without the item providing sufficient contextual support for such a task.

Social Studies Content Topics Matrix
The Matrix below gives a condensed summary of the Social Studies content topics. The tables on the following pages will include the content topics written into student standards along with sub-topics for each standard. The social studies content topics drawn from these four domains will provide context for measuring a test-taker's ability to apply the reasoning skills described in the practices.

Social Studies Content Topics
Civics & Government 50%

Theme I. Development of Modern Liberties and Democracy
  1. Types of modern & historical governments
  2. Principles that have contributed to development of American constitutional democracy
  3. Structure and design of United States Government
  4. Individual rights and civic responsibilities

Theme II. Dynamic Responses in Societal Systems
  1. Political parties, campaigns, and elections in American politics
  2. Contemporary public policy

U.S. History 20%

Theme I. Development of Modern Liberties and Democracy
  1. Key historical documents that have shaped American constitutional government
  2. Revolutionary and Early Republic Periods
  3. Civil War & Reconstruction
  4. Civil Rights Movement

Theme II. Dynamic Responses in Societal Systems
  1. European population of the Americas
  2. World War I & II The Cold War
  3. American foreign policy since 9/11

Economics 15%

Theme I. Development of Modern Liberties and Democracy
  1. Key economic events that have shaped American government and policies
  2. Relationship between political and economic freedoms

Theme II. Dynamic Responses in Societal Systems
  1. Fundamental economic concepts
  2. Microeconomics & macroeconomics 5. Consumer economics Economic causes & impacts of wars
  3. Economic drivers of exploration and colonization

Geography and the World 15%
Theme I. Development of Modern Liberties and Democracy   1. Development of classical civilizations

Theme II. Dynamic Responses in Societal Systems
  1. Relationships between the environment and societal development
  2. Borders between peoples and nations
  3. Human migration

Social Studies Practices

SSP.1   Draw Conclusions and Make Inferences

SSP.1.a. Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence.

SSP.1.b. Cite or identify specific evidence to support inferences or analyses of primary and secondary sources, attending to the precise details of explanations or descriptions of a process, event, or concept.

SSP.2   Determine Central Ideas, Hypotheses and Conclusions

SSP.2.a. Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence.

SSP2.b. Describe people, places, environments, processes, and events, and the connections between and among them.

SSP.3   Analyze Events and Ideas

SSP.3.a. Identify the chronological structure of a historical narrative and sequence steps in a process.

SSP.3.b. Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.

SSP.3.c. Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.

SSP3.d. Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.

SSP.4   Analyze Meanings of Words and Phrases

SSP.4.a. Determine the meaning of words and phrases as they are used in context, including vocabulary that describes historical, political, social, geographic, and economic aspects of social studies.

SSP.5   Analyze Purpose and Point of View

SSP.5.a. Identify aspects of a historical document that reveals an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts) SSP.5.b. Identify instances of bias or propagandizing.

SSP.5.c. Analyze how a historical context shapes an author's point of view.

SSP.5.d. Evaluate the credibility of an author in historical and contemporary political discourse.

SSP.6   Integrate Content Presented in Different Ways

SSP.6.a. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

SSP.6.b. Analyze information presented in a variety of maps, graphic organizers, tables, and charts; and in a variety of visual sources such as artifacts, photographs, political cartoons.

SSP.6.c. Translate quantitative information expressed in words in a text into visual form (e.g., table or chart); translate information expressed visually or mathematically into words.

SSP.7   Evaluate Reasoning and Evidence

SSP.7.a. Distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document

SSP.7.b. Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.

SSP.8   Analyze Relationships between Texts

SSP.8.a. Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.

SSP.9   Write Analytic Response to Source Texts

SSP.9.a. Produce writing that develops the idea(s), claim(s) and/or argument(s) thoroughly and logically, with well-chosen examples, facts, or details from primary and secondary source documents.

SSP.9.b. Produce writing that introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; and maintains a coherent focus.

SSP.9.c. Write clearly and demonstrate sufficient command of standard English conventions.

SSP.10	Read and Interpret Graphs, Charts and Other Data Representation
SSP.10.a.	Interpret, use, and create graphs (e.g., scatterplot, line, bar, circle) including proper labeling. Predict reasonable trends based on the data (e.g., do not extend trend beyond a reasonable limit).
SSP.10.b.	Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related.
SSP.10.c.	Distinguish between correlation and causation.

SSP.11	Measure the Center of a Statistical Dataset
SSP.11.a.	Calculate the mean, median, mode, and range of a dataset.

Social Studies Standards

Civics and Government

CG.1	Describe types of modern and historical governments that contributed to the development of American constitutional democracy.
CG.1.a.	Direct democracy
CG.1.b.	Representative democracy
CG.1.c.	Parliamentary democracy
CG.1.d.	Presidential democracy
CG.1.e.	Monarchy and other types

CG.2	Describe the principles that have contributed to the development of American constitutional democracy.
CG.2.a.	Natural rights philosophy
CG.2.b.	Popular sovereignty and consent of the governed
CG.2.c.	Constitutionalism
CG.2.d.	Majority rule and minority rights
CG.2.e.	Checks and balances
CG.2.f.	Separation of powers
CG.2.g.	Rule of law
CG.2.h.	Individual rights
CG.2.I.	Federalism

CG.3	Analyze the structure and design of United States Government.
CG.3.a.	Structure, powers, and authority of the federal executive, judicial, and legislative branches
CG.3.b.	Individual governmental positions (e.g., president, speaker of the house, cabinet secretary, etc.)
CG.3.c.	Major powers and responsibilities of the federal and state governments
CG.3.d.	Shared powers
CG.3.e.	Amendment process
CG.3.f.	Governmental Departments and Agencies

CG.4	Describe individual rights and civic responsibilities. CG.4.a. The Bill of Rights
CG.4.b.	Personal and civil liberties of citizens

CG.5	Describe political parties, campaigns, and elections in American politics. CG.5.a. Political parties
CG.5.b.	Interest groups
CG.5.c.	Political campaigns, elections and the electoral process

CG.6	Define contemporary public policy

United States History

USH.1	**Explain the ideas and significance of key historical documents that have shaped American constitutional government.**
USH.1.a.	Magna Carta
USH.1.b.	Mayflower Compact
USH.1.c.	Declaration of Independence
USH.1.d.	United States Constitution
USH.1.e.	Martin Luther King's Letter from the Birmingham Jail
USH.1.f.	Landmark decisions of the United States Supreme Court and other Key documents)
USH.2	**Describe the causes and consequences of the wars during the Revolutionary and Early Republic Periods.**
USH.2.a.	Revolutionary War
USH.2.b.	War of 1812
USH.2.c.	George Washington
USH.2.d.	Thomas Jefferson
USH.2.e.	Articles of Confederation
USH.2.f.	Manifest Destiny
USH.2.g.	U.S. Indian Policy
USH.3	**Examine causes and consequences of the Civil War and Reconstruction and its effects on the American people.**
USH.3.a.	Slavery
USH.3.b.	Sectionalism
USH.3.c.	Civil War Amendments
USH.3.d.	Reconstruction policies
USH.4	**Identify the expansion of civil rights by examining the principles contained in primary documents and events.**
USH.4.a.	Jim Crow laws
USH.4.b.	Women's suffrage
USH.4.c.	Civil Rights Movement
USH.4.d.	Plessy vs. Ferguson and Brown vs. Board of Education USH.4.e. Warren court decisions
USH.5	**Describe the impact of European settlement on population of the Americas.**
USH.6	**Explain the significant causes, events, figures, and consequences of World Wars I & II.**
USH.6.a.	Alliance system
USH.6.b.	Imperialism, nationalism, and militarism
USH.6.c.	Russian Revolution
USH.6.d.	Woodrow Wilson
USH.6.e.	Treaty of Versailles and League of Nations
USH.6.f.	Neutrality Acts
USH.6.g.	Isolationism
USH.6.h.	Allied and Axis Powers
USH.6.i.	Fascism, Nazism, and totalitarianism
USH.6.j.	The Holocaust
USH.6.k.	Japanese-American internment
USH.6.l.	Decolonization
USH.6.m.	GI Bill
USH.7	**Describe the significant events and people from the Cold War era.**
USH.7.a	Communism and capitalism
USH.7.b.	NATO and the Warsaw Pact
USH.7.c.	U.S. maturation as an international power

USH.7.d.	Division of Germany, Berlin Blockade and Airlift
USH.7.e.	Truman Doctrine
USH.7.f.	Marshall Plan
USH.7.g.	Lyndon B. Johnson and The Great Society
USH.7.h.	Richard Nixon and the Watergate scandal
USH.7.i.	Collapse of U.S.S.R. and democratization of Eastern Europe
USH.8	**Analyze the impact of the September 11, 2001 attacks on the United States foreign policy.**

Economics

E.1	**Describe key economic events that have shaped American government and policies.**
E.2	**Explain the relationship between political and economic freedoms**
E.3	**Describe common economic terms and concepts.**
E.3.a.	Markets
E.3.b.	Incentives
E.3.c.	Monopoly and competition
E.3.d.	Labor and capital
E.3.e.	Opportunity cost
E.3.f.	Profit
E.3.g.	Entrepreneurship
E.3.h.	Comparative advantage
E.3.i.	Specialization
E.3.j.	Productivity
E.3.k.	Interdependence
E.4	**Describe the principles of Microeconomics and Macroeconomics.**
E.4.a.	Supply, demand and price
E.4.b.	Individual choice
E.4.c.	Institutions
E.4.d.	Fiscal and monetary policy
E.4.e.	Regulation and costs of government policies
E.4.f.	Investment
E.4.g.	Government and market failures
E.4.h.	Inflation and deflation
E.4.i.	Gross domestic product (GDP)
E.4.j.	Unemployment
E.4.k.	Tariffs
E.5	**Describe consumer economics**
E.5.a.	Types of credit
E.5.b.	Savings and banking
E.5.c.	Consumer credit laws
E.6	**Examine the economic causes and the impact on wars.**
E.7	**Describe the economic drivers of exploration and colonization in the Americas.**
E.8	**Explain the relationship between the Scientific and Industrial Revolutions.**

Geography

G.1 Describe how geography affected the development of classical civilizations.

G.2	**Describe the relationships between the environment and societal development.**
G.2.a.	Nationhood and statehood
G.2.b.	Sustainability
G.2.c.	Technology
G.2.d.	Natural resources
G.2.e.	Human changes to the environment
G.3	**Describe the concept of borders between peoples and nations.**
G.3.a.	Concepts of region and place
G.3.b.	Natural and cultural diversity
G.3.c.	Geographic tools and skills
G.4	**Describe the forms of human migration.**
G.4.a.	Immigration, emigration and Diaspora
G.4.b.	Culture, cultural diffusion and assimilation
G.4.c.	Population trends and issues
G.4.d.	Rural and urban settlement

GED®-Integrated Comprehensive-Science
The purpose of the Science course of the GED® program is to prepare students to pass the GED® Science subtest. The curriculum framework includes science practices and content standards. Science practices are skills important to scientific reasoning in both textual and quantitative contexts.

The GED® Science subtest will focus on the fundamentals of science reasoning, striking a balance of deeper conceptual understanding, procedural skill and fluency, and the ability to apply these fundamentals in realistic situations. Three major content domains will be addressed: life science, physical science and Earth and space science. The subtest will include items that test textual analysis and understanding, data representation and inference skills, as well as problem solving with science content. Approximately 50 percent of the items will be presented in item scenarios, in which a single stimulus (which may be textual, graphic or a combination of both) serves to inform two to three items. The rest of the items will be standalone items.

Science Content Topics
The content topics are designed to provide context for measuring the skills defined in the science practices listed in this framework. As in the previous version of the GED® Science Assessment Targets, the science practices maintain a close relationship with the science content topics. More specifically, the primary focus of the GED® Science subtest continues to be the measurement of essential reasoning skills applied in scientific context. However, test-takers should still be broadly and generally familiar with each of the basic concepts enumerated in the science content topics and subtopics, and they should be able to recognize and understand, in context, each of the terms listed there. The stimuli about which each question pertains will provide necessary details about scientific figures, formulas, and other key principles. For example, a question may include answer options and stimuli that contain specific terms drawn from the content subtopics; however, test-takers will never be asked to formulate their own definition of a term without the item providing sufficient contextual support for such a task.

The Science Content Topics Matrix below identifies the major topics in science and shows the relationship between each content topic and each focusing theme. The percentage of test questions on each content topic is listed.

Science Content Topics			
Focusing Themes	**Life Science (L)** **40%**	**Physical Science (P)** **40%**	**Earth & Space Science (ES)** **20%**
Human and	a. Human body and health b. Organization of life (structure	a. Chemical properties and reactions related to human	a. Interactions between Earth's systems and living things

Health Living Systems	and function of life) c. Molecular basis for heredity d. Evolution	systems	
Energy & Related Systems	a. Relationships between life functions and energy intake b. Energy flows in ecologic networks (ecosystems)	a. conservation, transformation, and flow of energy b. Work, motion, and forces	a. Earth and its system components and interactions b. Structure and organization of the cosmos

SCIENCE PRACTICES

SP.1   Comprehending Scientific Presentations
SP.1.a   Understand and explain textual scientific presentations.
SP.1.b   Determine the meaning of symbols, terms and phrases as they are used in scientific presentations.
SP.1.c   Understand and explain a non-textual scientific presentations.

SP.2   Investigation Design (Experimental and Observational)
SP.2.a.   Identify possible sources of error and alter the design of an investigation to ameliorate that error
SP.2.b.   Identify and refine hypotheses for scientific investigations.
SP.2.c.   Identify the strength and weaknesses of one or more scientific investigation (i, e, experimental or observational) designs.
SP.2.d.   Design a scientific investigation.
SP.2.e.   Identify and interpret independent and dependent variables in scientific investigations.

SP.3   Reasoning from Data
SP.3.a.   Cite specific textual evidence to support a finding or conclusion.
SP.3.b.   Reason from data or evidence to a conclusion.
SP.3.c.   Make a prediction based upon data or evidence.
SP.3.d.   Using sampling techniques to answer scientific questions.

SP.4   Evaluating Conclusions with Evidence
SP.4.a.   Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence.

SP.5   Working with Findings
SP.5.a.   Reconcile multiple findings, conclusions or theories.

SP.6   Expressing Scientific Information
SP.6.a.   Express scientific information or findings visually.
SP.6.b.   Express scientific information or findings numerically or symbolically.
SP.6.c.   Express scientific information or findings verbally.

SP.7   Scientific Theories
SP.7.a. Understand and apply scientific models, theories and processes.
SP.7.b. Apply formulas from scientific theories.

SP.8   Probability & Statistics
SP.8.a.   Describe a data set statistically.
SP.8.b.   Use counting and permutations to solve scientific problems.
SP.8.c.   Determine the probability of events.

STANDARDS AND CONTENT TOPICS
Listed below are the standards and content topics for the Life Sciences component of the GED® Preparation Program. The content topics are designed to provide context for measuring the skills defined in the science practices listed in the preceding table. Each item on the science subtest will be aligned to one science practice and one content topic

LIFE SCIENCE STANDARDS	
L.1	**Describe systems and functions of the human body systems and how to keep healthy.**
L.1.a.	Body systems (e.g., muscular, endocrine, nervous systems) and how they work together to perform a function (e.g., muscular and skeletal work to move the body).
L.1.b.	Homeostasis feedback methods that maintain homeostasis (e.g., sweating to maintain internal temperature) and effects of changes in the external environment on living things (e.g., hypothermia, injury).
L.1.c.	Sources of nutrients (e.g., foods, symbiotic organisms) and concepts in nutrition (e.g., calories, vitamins, minerals).
L.1.d.	Transmission of disease and pathogens (e.g., airborne, blood borne), the effects of disease or pathogens on populations (e.g., demographics change, extinction), and disease prevention methods (e.g., vaccination, sanitation).
L.2	**Explain the relationship between life functions and energy intake.**
L.2.a.	Energy for life functions (e.g., photosynthesis, respiration, fermentation).
L.3	**Explain the flow of energy in ecological networks (ecosystems).**
L.3.a.	Flow of energy in ecosystems (e.g., energy pyramids), conversation of energy in an ecosystem (e.g., energy lost as heat, energy passed on to other organisms) and sources of energy (e.g., sunlight, producers, lower level consumer).
L.3.b.	Flow of matter in ecosystems (e.g., food webs and chains, positions of organisms in the web or chain) and the effects of change in communities or environment on food webs.
L.3.c.	Carrying capacity, changes in carrying capacity based on changes in populations and environmental effects and limiting resources necessary for growth.
L.3.d.	Symbiosis (e.g., mutualism, parasitism, commensalism) and predator/prey relationships (e.g., changes in one population affecting another population).
L.3.e.	Disruption of ecosystems (e.g., invasive species, flooding, habitat destruction, and desertification) and extinction (e.g., causes [human and natural] and effects).
L.4	**Explain organization of life by structure and function of life.**
L.4.a.	Essential functions of life (e.g., chemical reactions, reproduction, and metabolism) and cellular components that assist the functions of life (e.g., cell membranes, enzymes, energy).
L.4.b.	Cell theory (e.g., cells come from cells, cells are the smallest unit of living things), specialized cells and tissues (e.g., muscles, nerve, etc.) and cellular levels of organization (e.g., cells, tissues, organs, systems).
L.4.c.	Mitosis, meiosis (e.g. process and purpose).
L.5	**Describe the molecular basis for heredity.**
L.5.a.	Relationship of DNA, genes, and chromosomes (e.g. description, chromosome splitting during meiosis) in heredity.
L.5.b.	Genotypes, phenotypes and the probability of traits in close relatives (e.g., Punnett squares, pedigree charts).
L.5.c.	New alleles, assortment of alleles (e.g., mutations, crossing over), environmental altering of traits, and expression of traits (e.g., epigenetics, color points of Siamese cats).
L.6	**Describe the scientific theories of evolution.**
L.6.a.	Common ancestry (e.g., evidence) and cladograms (e.g., drawing, creating, interpreting).
L.6.b.	Selection (e.g., natural selection, artificial selection, evidence) and the requirements for selection (e.g., variation in traits, differential survivability).
L.6.c.	Adaptation, selection pressure, and speciation.
PHYSICAL SCIENCE STANDARDS	
P.1	**Explain conservation, transformation, and flow of energy.**
P.1.a.	Heat, temperature, the flow of heat results in work and the transfer of heat (e.g., conduction, convection).
P.1.b.	Endothermic and exothermic reactions.
P.1.c.	Types of energy (e.g., kinetic, chemical, mechanical) and transformations between types of energy (e.g., chemical energy [sugar] to kinetic energy [motion of a body]).

P.1.d.	Sources of energy (e.g., sun, fossil fuels, nuclear) and the relationships between different sources (e.g., levels of pollutions, amount of energy produced).
P.1.e.	Types of waves, parts of waves (e.g. frequency, wavelength), types of electromagnetic radiation, transfer of energy by waves, and the uses and dangers of electromagnetic radiation (e.g. radio transmission, UV light and sunburns).
P.2	**Explain the relationship of work, motion, and forces.**
P.2.a.	Speed, velocity, acceleration, momentum, and collisions (e.g., inertia in a car accident, momentum transfer between two objects).
P.2.b.	Force, Newton's Laws, gravity, acceleration due to Gravity (e.g., freefall, law of gravitational attraction), mass and weight.
P.2.c.	Work, simple machines (types and functions), mechanical advantages (forces, distance, and simple machines), and power.
P.3	**Describe the chemical properties and reactions related to living systems.**
P.3.a.	Structure of matter.
P.3.b.	Physical and chemical properties, changes of state, and density.
P.3.c.	Balancing chemical equations and different types of chemical equations, conservation of mass in balanced chemical equations and limiting reactants.
P.3.c.	Parts in solutions, general rules of solubility (e.g., hotter solvents allow more solute to dissolve), saturation and the differences between weak and strong solutions.

EARTH AND SPACE SCIENCE STANDARDS

ES.1	**Describe Interactions between earth's systems and living things.**
ES.1.a.	Interactions of matter between living and nonliving things (e.g., cycles of matter) and the location, uses and dangers of fossil fuels.
ES.1.b.	Natural Hazards (e.g., earthquakes, hurricanes, etc.) their effects (e.g., frequency, severity, and short- and long-term effects), and mitigation thereof (e.g., dikes, storm shelters, building practices).
ES.1c.	Extraction and use of natural resources, renewable vs. nonrenewable resources and sustainability.
ES.2	**Describe Earth and its System Components and Interactions.**
ES.2.a.	Characteristics of the atmosphere, including its layers, gases and their effects on the Earth and its organisms, include climate change.
ES.2.b.	Characteristics of the oceans (e.g., salt water, currents, coral reefs) and their effects on Earth and organisms.
ES.2.c.	Interactions between Earth's systems (e.g., weathering caused by wind or water on rock, wind caused by high/low pressure and Earth rotation, etc.).
ES.2.d.	Interior structure of the Earth (e.g., core, mantle, crust, tectonic plates) and its effects (e.g., volcanoes, earthquakes, etc.) and major landforms of the Earth (e.g., mountains, ocean basins, continental shelves, etc.).
ES.3	**Describe the structures and organization of the Cosmos.**
ES.3.a.	Structures in the universe (e.g., galaxies, stars, constellations, solar systems), the age and development of the universe, and the age and development of Stars (e.g., main sequence, stellar development, deaths of stars [black hole, white dwarf]).
ES.3.b.	Sun, planets, and moons (e.g., types of planets, comets, asteroids), the motion of the Earth's motion and the interactions within the Earth's solar system (e.g., tides, eclipses).
ES.3.c.	The age of the Earth, including radiometrics, fossils, and landforms.