

**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 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.

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 enrolled 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
ESL Level 2 Low Beginning ESL	ELPS Level 1	ABE Level 1
ESL Level 3 High Beginning ESL	ELPS Level 2	ABE Level 1
ESL Level 4 Low Intermediate ESL	ELPS Level 3	ABE Level 2
ESL Level 5 High Intermediate ESL	ELPS Level 4	ABE Level 3
ESL Level 6 Advanced ESL	ELPS Level 5	ABE Level 4
N/A	N/A	ABE Level 5
N/A	N/A	ABE Level 6

* 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 agencies and teachers with selecting or creating instructional materials, techniques, and ongoing assessment.

The Florida DOE provides the Adult ESOL curriculum framework to all agencies across the state in order that local agency personnel can design a curriculum relevant to the goals of their students and instructors. A fully developed curriculum at the local agency will include the elements listed below. Agency 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 Four Blueprints of the Adult ESOL Curriculum Framework

The Adult ESOL Curriculum Framework consists of four 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 successful¹

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 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

¹English 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

The fourth blueprint is grounded in a set of civics standards provided by the Homeland Security US Citizenship and Immigration Services (USCIS) as a supplement to the Adult ESOL course. The civics standards fulfill the intent of the Integrated English Literacy and Civics Education (IELCE) Program. Students enrolled at any level (1-6) of the Adult ESOL course are eligible to participate in the IELCE Program.

ASSESSMENT

The Florida DOE has approved the following tests for the Adult ESOL course:

- BEST Literacy
- BEST Plus 2.0
- CASAS Life and Work 80 Reading Series
- CASAS Life and Work 980 Listening Series
- TABE CLAS-E Reading
- TABE CLAS-E Listening

References for Assessment and Reporting: For complete information regarding assessment procedures and policies, see the [Florida DOE Assessment Technical Assessment Paper](#). For guidelines on the procedures for reporting data related to student test results, see the Florida DOE Division of Career and Adult Education (DCAE) [Office of Research and Evaluation](#).

Pre-testing: Federal and state policies require local adult education agencies to pre-test all new students within the first 12 hours of enrollment activity. The Florida DOE defines a new student as one who is not found as having been enrolled at the local agency at any point during the current program year and/or the previous program year. All new Adult ESOL students are required to pre-test in two skill areas: reading and listening. The agency will report the pre-test results for each skill area to the Florida DOE per the guidelines of the DCAE Office of Research and Evaluation.

Post-testing: After a student participates in instruction for the number of hours recommended by the test publisher, the local agency will post-test the student in reading and listening. The agency will report the post-test results for each skill area to the Florida DOE per the guidelines of the DCAE Office of Research and Evaluation.

Pre-testing Literacy Level Adult ESOL Students: New enrollment Adult ESOL students who demonstrate they may be pre-literate, non-literate or semi-literate in their native language² are required to pre-test in the reading and listening skill areas within the first 12 hours of enrollment activity. See the [Florida DOE Assessment Technical Assessment Paper](#) for resources and specific intake procedures to determine whether students may be pre-literate, non-literate or semi-literate in their native language. Once the agency has determined it is possible the student is pre-literate, non-literate or semi-literate in their native language, agencies students should pre-test the student on the lowest level test reading and listening forms of the state-approved assessments listed above. If the student does not obtain an accurate in-range scale score in one or both skill areas, the agency should retest the student in the skill area(s) in which they did not obtain a valid score. The agency will report the pre-test results (and any retest results) to the Florida DOE per the guidelines of the DCAE Office of Research and Evaluation.

Post-testing Literacy Level Adult ESOL Students: The post-testing procedures for students who are pre-literate, non-literate or semi-literate in their native language are the same as for all other students. After receiving instruction for the number of hours recommended by the test publisher the agency will administer the alternate form of the pre-test that was initially administered to the student. Students who pre-tested on the lowest level test in reading and listening should generally post-test on the alternate form of the lowest level test unless the locator assigns the student to post-test on a higher level test form. See the [Florida DOE Assessment Technical Assessment Paper](#) for complete guidance on post-testing these students.

Transitioning Students Previously Enrolled in the Literacy Skills Course to the Adult ESOL Course: The Literacy Skills for Adult ESOL course (9900300) will continue to be available to students currently enrolled in Program Year 2023-2024, but will no longer be offered in the Florida DOE Course Code Directory starting with Program Year 2024-2025. Agencies have two options for enrolling these students in Program Year 2023-2024:

1. Allow students currently enrolled in the Adult ESOL Literacy Skills course to remain enrolled as continuing students in the course. (It is not allowable to enroll new students in the course in 2023-2024.) Beginning with Program Year 2024-2025, enroll the students as new students in the Adult ESOL course.
2. Discontinue offering the Adult ESOL Literacy Skills course in Program Year 2023-2024 and enroll the students as new students in the Adult ESOL course.

The main differences between the two courses are the funding source, the reporting of student learning gains, the method for determining the initial placement level, and the method to show progression in the course. The Literacy Skills course is not eligible for federal funds and learning gains are not reportable to the NRS, while the Adult ESOL

² *Reading and Adult English Language Learners: A Review of the Research*, by M. Burt, J. K. Peyton, & R. Adams, 2003, Washington, DC: National Center for ESL Literacy Education & Center for Applied Linguistics.

course is eligible for federal funds and learning gains are reportable to the NRS. Literacy Skills students are placed into the course using the Florida DOE Native Language Screening tool, and Adult ESOL students are placed using state-approved assessments. Finally, the learning gains of Literacy Skills students are determined using a Progress Report based on the course standards, while the learning gains of Adult ESOL students are determined using state-approved assessments.

Course Completion: For state and federal reporting purposes, completion of the Adult ESOL course occurs when the student's post-test scores in both the reading and listening skill areas exceed NRS ESOL level 6. The agency will report the post-test results for both skill areas to the Florida DOE per the guidelines of the DCAE Office of Research and Evaluation.

Some students may obtain a post-test score that is above the top EFL for the course in only one of the two skill areas. In these cases, the local agency may continue to provide instruction until the student obtains a score above the top EFL in the other skill area. In addition, if a student has obtained a score above the top EFL of the course in only one skill area, the agency is not required to continue post-testing the student in that skill area.

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 agencies.

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:		
<p>ELP Anchor Standard 8 <i>An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.</i></p>	<p>is necessary to engage with</p> 	<p>ELP Anchor Standard 1 <i>An ELL can construct meaning from oral presentations and literary and informational text through level appropriate listening, reading and viewing.</i></p>

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										
	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 <i>emerging set of strategies</i> to <ul style="list-style-type: none"> 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 <i>developing set of strategies</i> to <ul style="list-style-type: none"> 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 <i>increasing range of strategies</i> to <ul style="list-style-type: none"> 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 <i>wide range of strategies</i> to <ul style="list-style-type: none"> determine central ideas or themes in oral presentations and spoken and written texts analyze the development of 	

			<p>about key details</p> <ul style="list-style-type: none"> ● explain how the theme is developed by specific details in texts ● summarize part of a text. 	<p>the themes/ideas</p> <ul style="list-style-type: none"> ● cite specific details and evidence from texts to support the analysis ● summarize a text. 	<p>the themes/ideas</p> <ul style="list-style-type: none"> ● cite specific details and evidence from texts to support the analysis ● 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
<p>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.</p>	<p>By the end of ELPS level 1, an ELL can</p> <ul style="list-style-type: none"> ● 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. 	<p>By the end of ELPS level 2, an ELL can</p> <ul style="list-style-type: none"> ● 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. 	<p>By the end of ELPS level 3, an ELL can</p> <ul style="list-style-type: none"> ● 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. 	<p>By the end of ELPS level 4, an ELL can</p> <ul style="list-style-type: none"> ● 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. 	<p>By the end of ELPS level 5, an ELL can</p> <ul style="list-style-type: none"> ● 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
<p>An ELL can speak and write about level-appropriate complex literary and informational texts and topics.</p>	<p>By the end of ELPS level 1, an ELL can, with support,</p> <ul style="list-style-type: none"> communicate information and feelings about familiar texts, topics and experiences. 	<p>By the end of ELPS level 2, an ELL can, with support,</p> <ul style="list-style-type: none"> deliver short oral presentations and compose simple written narratives or informational texts about familiar texts, topics, experiences, or events. 	<p>By the end of ELPS level 3, an ELL can, with support,</p> <ul style="list-style-type: none"> deliver short oral presentations, compose written informational texts and develop the topic with a few details about familiar texts, topics, or events. 	<p>By the end of ELPS level 4, an ELL can</p> <ul style="list-style-type: none"> 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. 	<p>By the end of ELPS level 5, an ELL can</p> <ul style="list-style-type: none"> 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. 	<p>By the end of ELPS level 6, an ELL can</p> <ul style="list-style-type: none"> 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.
<p>Narrative Writing C.1.2</p>	<p>RLA.L1.C.1.2: Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.</p>	<p>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</p>	<p>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</p>	<p>RLA.L4.C.1.2: Write personal or fictional narratives using narrative techniques, varied transitions, precise words and phrases, figurative language and a</p>		

		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 <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● construct a substantive claim about a variety of topics, ● introduce the claim, ● distinguish it from a counter-claim, ● provide logically ordered and relevant reasons 	

		<ul style="list-style-type: none"> provide a concluding statement. 	statement.	concluding statement.	and evidence to support the claim and to refute the counter-claim and <ul style="list-style-type: none"> 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, <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> carry out both 	By the end of ELPS level 5, an ELL can <ul style="list-style-type: none"> carry out both

<p>communicate findings to answer questions or solve problems.</p>	<p>projects;</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. 	<p>short and more sustained research projects to answer a question;</p> <ul style="list-style-type: none"> ● 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. 	<p>short and more sustained research projects to answer a question or solve a problem;</p> <ul style="list-style-type: none"> ● 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.
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<p>Researching and Using Information C.4.1</p>	<p>RLA.L1.C.4.1: Recall information or participate in research to gather information to answer a question about a single topic.</p>	<p>RLA.L2.C.4.1: Conduct research to answer a question, organizing information about the topic from multiple print and digital sources.</p>	<p>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.</p>	<p>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.</p>
<p>Multimedia C.5.1</p>	<p>RLA.L1.C.5.1: Use a multimedia element to enhance oral or written tasks.</p>	<p>RLA.L2.C.5.1: Use two or more multimedia elements to enhance oral or written tasks.</p>	<p>RLA.L3.C.5.1: Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks.</p>	<p>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.</p>

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.

<p>ELP Anchor Standard 6</p>	<p>ESOL Level 1</p>	<p>ESOL Level 2</p>	<p>ESOL Level 3</p>	<p>ESOL Level 4</p>	<p>ESOL Level 5</p>	<p>ESOL Level 6</p>
<p>An ELL can analyze and critique the arguments of</p>	<p>By the end of ELPS level 1, an ELL can with support, <ul style="list-style-type: none"> identify a point an author or a speaker makes. </p>	<p>By the end of ELPS level 2, an ELL can with support, <ul style="list-style-type: none"> identify the main </p>	<p>By the end of ELPS level 3, an ELL can with support, <ul style="list-style-type: none"> explain the </p>	<p>By the end of ELPS level 4, an ELL can <ul style="list-style-type: none"> analyze the reasoning in </p>	<p>By the end of ELPS level 5, an ELL can <ul style="list-style-type: none"> analyze and evaluate the </p>	

<p>others orally and in writing.</p>		<p>argument an author or speaker makes</p> <ul style="list-style-type: none"> ● identify one reason an author or a speaker gives to support the argument. 	<p>reasons an author or a speaker gives to support a claim</p> <ul style="list-style-type: none"> ● identify one or two reasons an author or a speaker gives to support the main point. 	<p>persuasive spoken and written texts</p> <ul style="list-style-type: none"> ● determine whether the evidence is sufficient to support the claim ● cite textual evidence to support the analysis. 	<p>reasoning in persuasive spoken and written texts</p> <ul style="list-style-type: none"> ● determine whether the evidence is sufficient to support the claim ● cite specific textual evidence to thoroughly support the analysis.
<p>Argument R.2.4</p>	<p>RLA.L1.R.2.4: Identify and explain an author’s opinion(s) and supporting evidence.</p>	<p>RLA.L2.R.2.4: Identify and explain an author’s claim and the reasons and evidence used to support the claim.</p>	<p>RLA.L3.R.2.4: Track the development of an argument, identifying the specific claim(s), evidence and reasoning.</p>	<p>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.</p>	

<p>Argumentative Writing C.1.3</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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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.

<p>ELP Anchor Standard 7</p>	<p>ESOL Level 1</p>	<p>ESOL Level 2</p>	<p>ESOL Level 3</p>	<p>ESOL Level 4</p>	<p>ESOL Level 5</p>	<p>ESOL Level 6</p>
<p>An ELL can adapt language choices to purpose, task and audience when speaking and writing.</p>	<p>By the end of ELPS level 1, an ELL can</p> <ul style="list-style-type: none"> ● 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. 	<p>By the end of ELPS level 2, an ELL can</p> <ul style="list-style-type: none"> ● show increasing awareness of differences between informal and formal language use ● adapt language choices to task and audience 	<p>By the end of ELPS level 3, an ELL can</p> <ul style="list-style-type: none"> ● adapt language choices and style according to purpose, task and audience with developing ease in various social and academic contexts 	<p>By the end of ELPS level 4, an ELL can</p> <ul style="list-style-type: none"> ● adapt language choices and style according to purpose, task and audience in various social and academic contexts ● use a wider range of complex 	<p>By the end of ELPS level 5, an ELL can</p> <ul style="list-style-type: none"> ● adapt language choices and style according to purpose, task and audience with ease in various social and academic contexts ● use a wide 	

		<p>with emerging control in various social and academic contexts</p> <ul style="list-style-type: none"> begin to use some frequently occurring general academic and content-specific words. 	<ul style="list-style-type: none"> 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. 	<p>general academic and content-specific words and phrases</p> <ul style="list-style-type: none"> adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate. 	<p>variety of complex general academic and content-specific words and phrases</p> <ul style="list-style-type: none"> employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.
<p>Improving Writing C.1.5</p>	<p>RLA.L1.C.1.5: With guidance and support from adults, improve writing, as needed, by planning, revising and editing.</p>	<p>RLA.L2.C.1.5: Improve writing as needed by planning, revising and editing with guidance and support from adults and feedback from peers.</p>	<p>RLA.L3.C.1.5: Improve writing by planning, revising and editing, with guidance and support from adults and feedback from peers.</p>	<p>RLA.L4.C.1.5: Improve writing by planning, editing, considering feedback from adults and peers and revising for clarity, cohesiveness, purpose and audience.</p>	
<p>Academic Vocabulary V.1.1</p>	<p>RLA.L1.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.</p>	<p>RLA.L2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.</p>	<p>RLA.L3.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.</p>	<p>RLA.L4.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.</p>	

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
<p>An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.</p>	<p>By the end of ELPS level 1, an ELL can relying heavily on context, questioning and knowledge of morphology in their native language(s),</p> <ul style="list-style-type: none"> ● 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. 	<p>By the end of ELPS level 2, an ELL can using context, questioning and knowledge of morphology in their native language(s),</p> <ul style="list-style-type: none"> ● determine the meaning of frequently occurring words, phrases and expressions in spoken and written texts about familiar topics, experiences, or events. 	<p>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,</p> <ul style="list-style-type: none"> ● 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. 	<p>By the end of ELPS level 4, an ELL can using context, questioning and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> ● 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. 	<p>By the end of ELPS level 5, an ELL can using context, questioning and consistent knowledge of English morphology,</p> <ul style="list-style-type: none"> ● 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. 	<p>By the end of ELPS level 6, an ELL can using context, questioning and consistent knowledge of English morphology,</p> <ul style="list-style-type: none"> ● 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.

<p>Morphology V.1.2</p>	<p>RLA.L1.V.1.2: Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Context and Connotation V.1.3</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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.

<p>ELP Anchor</p>	<p>ESOL Level 1</p>	<p>ESOL Level 2</p>	<p>ESOL Level 3</p>	<p>ESOL Level 4</p>	<p>ESOL Level 5</p>	<p>ESOL Level 6</p>
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Standard 9						
<p>An ELL can create clear and coherent level-appropriate speech and text.</p>	<p>By the end of ELPS level 1, an ELL can with support,</p> <ul style="list-style-type: none"> ● communicate basic information about an event or topic ● use a narrow range of vocabulary and syntactically simple sentences. 	<p>By the end of ELPS level 2, an ELL can with support,</p> <ul style="list-style-type: none"> ● 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. 	<p>By the end of ELPS level 3, an ELL can with support,</p> <ul style="list-style-type: none"> ● 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. 	<p>By the end of ELPS level 4, an ELL can</p> <ul style="list-style-type: none"> ● 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. 	<p>By the end of ELPS level 5, an ELL can</p> <ul style="list-style-type: none"> ● 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. 	

<p>Connecting Ideas R.2.5</p>	<p>RLA.L1.R.2.5: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>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.</p>	<p>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.</p>	<p>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).</p>
<p>Expository Writing C.1.4</p>	<p>RLA.L1.C.1.4: Write expository texts about a topic, using a source, providing facts and a sense of closure.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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
<p>An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p>	<p>By the end of ELPS level 1, an ELL can with support,</p> <ul style="list-style-type: none"> ● recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions and prepositions ● understand and respond to simple questions. 	<p>By the end of ELPS level 2, an ELL can with support,</p> <ul style="list-style-type: none"> ● use frequently occurring verbs, nouns, adjectives, adverbs, prepositions and conjunctions ● produce simple and compound sentences. 	<p>By the end of ELPS level 3, an ELL can with support,</p> <ul style="list-style-type: none"> ● use simple phrases ● use simple clauses ● produce and expand simple, compound and a few complex sentences. 	<p>By the end of ELPS level 4, an ELL can</p> <ul style="list-style-type: none"> ● use increasingly complex phrases ● use increasingly complex clauses ● produce and expand simple, compound and complex sentences. 	<p>By the end of ELPS level 5, an ELL can</p> <ul style="list-style-type: none"> ● use complex phrases and clauses ● produce and expand simple, compound and complex sentences. 	
<p>Conventions C.3.1</p>	<p>RLA.L1.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.</p>			<p>RLA.L2.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.</p>	<p>RLA.L3.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.</p>	<p>RLA.L4.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.</p>

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.

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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.

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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., <i>fine/mine, see/say</i>)	B1-1 Isolate and identify familiar initial sounds in words	C1-1 Isolate and identify most vowel sounds in short words
	B1-2 Isolate and identify familiar final sounds in consonant-vowel-consonant (CVC) words (e.g., <i>hat, zip</i>)	
A1-2 Recognize familiar words in a short, spoken sentence	B1-3 Repeat/reproduce word emphasis in a short (2 to 4 word) sentence	C1-2 Repeat/reproduce word emphasis in a longer (5 to 7 word) sentence (e.g., <i>The phone is on the table</i>)
A1-3 Recognize rising intonation as a question (e.g., <i>Are you married?</i>)	B1-4 Recognize intonation used to communicate a choice (e.g., <i>Are you married or single?</i>)	C1-3 Repeat/reproduce rising and falling intonation in a short sentence
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., <u>b</u> read, <u>d</u> rive, <u>f</u> rom, <u>s</u> mall)
	B1-10 Decode initial and final consonant sounds in CVC words using knowledge of sound/symbol correspondence	C1-7 Read digraphs (e.g., <u>sh</u> oe, <u>th</u> ree, <u>ch</u> air, <u>ph</u> one) and final consonant combinations (e.g., ca <u>ll</u> , cla <u>ss</u> , sick)
		C1-8 Read diphthongs (e.g., <u>oy</u> , <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,	C1-14 Follow simple instructions in sentence form on worksheets and literacy

	Copy, Circle, Underline)	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., <i>239 Fifth St, apartment B2</i>)	B2-4 Answer questions regarding city, state and zip code	
	B2-5 Read and write date of birth using numbers	C2-4 Write date of birth using abbreviations and numbers (e.g., Jan. 4, 1967)
A2-6 Recognize and choose own name and address from a group of flashcards written in capital letters	B2-6 Respond orally to <i>What is your birth date?</i> using name of month	C2-5 Read and write social security number
A2-7 Match words used in forms to own personal info (e.g., ZIP CODE to 33406, CITY to PALM BEACH)	B2-7 Identify elements of and complete, a familiar personal information form with first and last name, address and phone number (either from memory, or knowing where to find a model)	C2-6 Complete personal information forms in a variety of formats (e.g., SSN, social security number; DOB, birth date, date of birth; Phone #, Tel.)
A2-8 Answer questions about names and relationships of immediate family (e.g., <i>What is your husband's name?</i>)	B2-8 Respond to <i>How old?</i> and <i>Who?</i> questions regarding self and family	
	B2-9 Respond to questions about native language (e.g., <i>What language do you speak?</i>)	
2. Communication Competencies		
B. Social and Classroom Language		
A2-9 Follow basic classroom instructions (e.g., <i>point to, ask, repeat</i>)		
A2-10 Recognize names of classroom objects (e.g., <i>pen, paper, desk, door</i>)	B2-10 Read names of classroom objects	C2-7 Write names of classroom objects

A2-11 Use greetings, simple introductions and farewells (e.g., <i>Hello, Goodbye, I'm _____, Nice to meet you</i>)	B2-11 Use greetings, introductions and farewells (e.g., <i>How are you? So long.</i>)	C2-8 Express basic emotions (e.g., <i>I'm worried/tired/happy</i>)
A2-12 Thank someone and acknowledge thanks (e.g., <i>You're welcome</i>)	B2-12 Introduce someone using first name, last name, plus relationship	C2-9 Tell about daily life events (e.g., <i>I pick up my son at 3:00; I work from 4:00 p.m. to 8:00 p.m.</i>)
A2-13 Apologize and respond to an apology (e.g., <i>I'm sorry, It's OK</i>)		
A2-14 Express lack of understanding and ask for clarification	B2-13 Locate the top, middle and bottom of a page	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., <i>It's 11:45</i>)
A2-16 Respond to <i>What day is today/tomorrow?</i>	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 <i>What's today's date?</i> and <i>When</i> questions	C2-15 Locate calendar dates with ordinal numbers (e.g., <i>What day is the 21st?</i>)
	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., <i>Are you working? What's your job?</i>)	C3-2 Ask for assistance on the job
	B3-3 Show required forms of identification for employment	
	B3-4 Express lack of understanding and ask for clarification on the job	
	B3-5 Read NOW HIRING and HELP WANTED signs	C3-3 Read a simple work schedule
	B3-6 Respond to availability questions (e.g., <i>Can</i>	C3-4 Call to explain lateness/absence from the

	<i>you work nights?)</i>	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., <i>drugstore, daycare</i>)	B4-5 Read types of stores and community services	C4-4 Use simple floor plans and directories to locate places in public buildings (e.g., shoe department, suite 102)
A4-5 Identify clothing items and colors of clothing	B4-6 Read names, sizes (S, M, L, XL) and prices of clothing items	C4-5 Read and write names, sizes and prices of clothing items
A4-6 Dial telephone numbers	B4-7 Read settings (e.g., ON/OFF HIGH/MED/LOW) on appliances and other devices (e.g., electric fan, oven)	C4-6 Read a fast food menu and order
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., <i>Help! Call 911</i>)		
A5-6 Dial 911 and state native language in English	B5-8 Dial 911 and ask for fire, police, or ambulance; give address	C5-8 Dial 911 and describe an emergency (e.g., <i>accident, robbery</i>)
6. Transportation and Travel Competencies		
A6-1 Identify types of transportation (e.g., <i>walk, bus, taxi, car, bicycle, train, get a ride</i>)	B6-1 Read types of transportation	C6-1 Write types of transportation
	B6-2 Respond to basic questions regarding transportation (e.g., <i>How do you get to school/work?</i>)	
A6-2 Read basic traffic signs and symbols (e.g., STOP, "H" for hospital)	B6-3 Read pedestrian signs (e.g., BUS STOP)	C6-2 Read basic traffic signs (e.g., ONE WAY, NO LEFT/RIGHT TURN)
A6-3 Respond to traffic signals (e.g., stoplight, caution signal, walk/don't walk)		
A6-4 Demonstrate proper use of seat belts and car seats	B6-4 Ask others to use seat belts and car seats	
A6-5 Ask for and follow simple directions to a place (e.g., <i>turn left/right, go 2 blocks</i>)	B6-5 Ask for and give simple directions to a place	C6-3 Read a very simple street map
A6-6 Describe locations of places (e.g., <i>next to, across from, between, on the corner</i>)	B6-6 Ask for local bus/train times and fare	C6-4 Use a simple local bus schedule to locate times and stops

Blueprint 4: CIVICS STANDARDS

The fourth blueprint is grounded in a set of civics standards as a supplement to the Adult ESOL course for local agencies 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 (10 th , 14 th , 19 th)
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