

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

<b>ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)</b>	
<b>Program/Course Title</b>	Adult English for Speakers of Other Languages
<b>Program/Course Number</b>	9900040
CIP Number	1532.010300
Grade Level	30, 31
Standard Length	2700 hours maximum recommended

**PURPOSE**

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 skills 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.” *Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Investment and Opportunity Act (WIOA), 2014*

**STUDENTS**

AEFLA supports English language learners in the attainment of the following goals:

- Improve their literacy skills in English
- Obtain knowledge and skills for employment and economic self-sufficiency
- Participate in the educational development of their children
- Improve economic opportunities for their families
- Understand the rights and responsibilities of citizenship

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

- Are age 16 years or older
- Have officially withdrawn from the K12 educational system
- Demonstrate skills at less than Adult ESOL level 6, as measured by FDOE-approved assessments

It is not permitted to simultaneously enroll students in both the adult ESOL course and English Literacy and Career Education (ELCATE). Students must first withdraw from the adult ESOL course to be considered for enrollment in ELCATE, and must be eligible to participate in the FDOE Integrated Education and Training (IET) program that combines ELCATE instruction with Career and Technical Education instruction.

Certain students who wish to enroll in the adult ESOL course may have a postsecondary degree and/or credential from their home country. These students may enroll in the adult ESOL course if their reading and/or listening pretest scores place them within the NRS educational functioning levels for adult ESOL. Other students who wish to enroll in the adult ESOL course may have had little or no opportunity to attend school in their home country. These students may score very low or below-range during the initial intake. In these cases, administering the FDOE Native Language Screening tool will help determine their ability to read and write in their native language. When the Native Language Screening

indicates they have low level literacy skills in their native language these students will benefit from being enrolled in the Literacy Skills for Adult ESOL course instead of the adult ESOL course.

## CURRICULUM FRAMEWORK

The adult ESOL curriculum framework is presented as a guide to teachers in planning instruction that will assist students to attain educational and career goals. The framework is aligned to the NRS educational functioning levels, as noted below:

FDOE Adult ESOL Levels	NRS EFLs
1 Foundations	ESL Level 1
2 Low Beginning	ESL Level 2
3 High Beginning	ESL Level 3
4 Low Intermediate	ESL Level 4
5 High Intermediate	ESL Level 5
6 Advanced	ESL Level 6

Completion of EFLs is measured by assessing students with approved assessments in accordance with Rule 6A-6.014, FAC. The following tests have been approved by FDOE and the NRS: CASAS Life and Work 80 Series, and TABE CLAS-E. See <http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stm> for additional information.

The curriculum framework consists of three parts:

1. College and Career Readiness (CCR) standards for adult education
2. English Language Proficiency (ELP) standards for adult education
3. Life and work competencies

The CCR standards are listed first because they are the end goal of adult ESOL students as they work towards achieving their long-term personal and career goals. The CCR standards represent what students can do at the beginning of each level of adult ESOL and cover the essential oral and written English communication skills students need for real-world applications.

The ELP standards are listed along with the CCR standards that they correspond to. The main roles of the ELP standards are:

- Support implementation of the Adult Education CCR standards in all programs statewide
- Provide guidance to teachers of ESOL students at different levels access the CCR standards
- Make recommendations on the types of linguistic supports that ESOL students may need
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In addition, the CCR Standards and ELP Standards reflect three key instructional advances:

- 1 **Complex text:** The standards provide regular practice with complex text and academic language.
- 2 **Evidence from text:** The standards prioritize students' ability to cite evidence from literary and informational text across the domains of reading, writing, speaking and listening.
- 3 **Content-rich text:** The standards focus not only on English language skills but also on literacy across disciplines of science, social studies and technical subjects, and on students' ability to build knowledge through comprehension of content-rich informational text.

In lesson planning and classroom instruction, the two sets of standards work together, with the CCR standards providing the academic content and the ELP standards providing the language supports. The CCR Language Arts standards of the CCR are distinct from the ELP standards. Although there is some overlap, the ELP standards focus

on overall language development in English learners and the CCR Language Arts standards largely concern accuracy in grammar, punctuation, spelling, and vocabulary.

The 10 ELP Standards focus on all four areas of language acquisition: listening, speaking, reading, and writing. The standards represent different types of skills:

- Standards 1 and 8: Receptive skills of listening and reading
- Standards 3, 4, 7: Productive skills of speaking and writing
- Standards 2, 5, 6: Interactive skills that require collaborative use of both receptive and productive skills
- Standards 9 and 10: Linguistic structures of English

ELP 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. Standards 8–10 highlight the linguistic skills needed to support Standards 1–7. For example, ELP Standard 8 (*An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text*) is necessary in order for ELLs to engage with ELP Standard 1 (*An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing*).

The third section of the curriculum frameworks consists of a comprehensive list of Life and Work Skills Competencies. The CCR and ELP standards should be taught contextually by building lessons around the life and work competencies that relate to students' personal and career goals. The competencies address the full range of adult ESOL levels. Some competencies are more applicable to beginning levels and others to advanced levels. There are nine subject areas:

- Communication
- Employment
- Community
- Consumer Education
- Health
- Civics
- Environment
- Mathematics
- Learning and Thinking

### **ACCOMMODATIONS**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems.

### **ADULT EDUCATION INSTRUCTOR CERTIFICATION REQUIREMENTS**

As per section 1012.39 (1)(b), F.S., each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education programs.

### **CAREER AND EDUCATION PLANNING STANDARDS**

The following career development standards are designed to be integrated into the adult ESOL frameworks to assist students with career exploration and planning. Students can access Florida's career information delivery system or a comparable system for career exploration and development of a career plan.

- CP.01 Develop skills to locate, evaluate, and interpret career information.
- CP.02 Identify interests, skills, and personal preferences that influence career and education choices.
- CP.03 Identify career cluster and related pathways that match career and education goals.
- CP.04 Develop and manage a career and education plan.

### **DIGITAL LITERACY STANDARDS**

Computer skills have become essential in today’s world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Technology standards are designed to be integrated into the ESOL Frameworks.

- DL.01 Develop basic keyboarding and numerical keypad skills.
- DL.02 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.
- DL.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
- DL.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.

### **WORKFORCE PREPARATION ACTIVITIES**

The term “workforce preparation activities” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014). The following workforce preparation activities should be integrated into the classroom instruction.

- 1) **Critical Thinking:** All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.
- 2) **Teamwork:** All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group’s goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.
- 3) **Employment:** All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.
- 4) **Self-Management:** All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.
- 5) **Utilizing Resources:** All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.
- 6) **Using Information:** All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.
- 7) **Understanding Systems:** All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

## COLLEGE AND CAREER READINESS ANCHOR STANDARDS

### READING FOUNDATIONS CCR ANCHOR STANDARDS

**RF CCR Anchor 2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)

**RF CCR Anchor 3:** Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)

**RF CCR Anchor 4:** Read with sufficient accuracy and fluency to support comprehension. (Fluency)

### READING CCR ANCHOR STANDARDS

**Reading CCR Anchor 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Reading CCR Anchor 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Reading CCR Anchor 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Reading CCR Anchor 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**Reading CCR Anchor 5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g., a section chapter, scene, or stanza) relate to each other and the whole. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

**Reading CCR Anchor 6:** Assess how point of view or purpose shapes the content and style of a text.

**Reading CCR Anchor 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Reading CCR Anchor 8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**Reading CCR Anchor 9:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Reading CCR Anchor 10:** Read and comprehend complex literary and informational texts independently and proficiently.

### WRITING CCR ANCHOR STANDARDS

**Writing CCR Anchor 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Writing CCR Anchor 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.]

**Writing CCR Anchor 3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

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

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

**Writing CCR Anchor 6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Writing CCR Anchor 7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Writing CCR Anchor 8:** Gather relevant information from multiple print and digital sources, assess the credibility and

## COLLEGE AND CAREER READINESS ANCHOR STANDARDS

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accuracy of each source, and integrate the information while avoiding plagiarism.

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**Writing CCR Anchor 9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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## SPEAKING AND LISTENING CCR ANCHOR STANDARDS

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**Speaking & Listening CCR Anchor 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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**Speaking & Listening CCR Anchor 2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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**Speaking & Listening CCR Anchor 3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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**Speaking & Listening CCR Anchor 4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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**Speaking & Listening CCR Anchor 5:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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**Speaking & Listening CCR Anchor 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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## LANGUAGE CCR ANCHOR STANDARDS

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**Language CCR Anchor 1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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**Language CCR Anchor 2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

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**Language CCR Anchor 3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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**Language CCR Anchor 4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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**Language CCR Anchor 5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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**Language CCR Anchor 6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

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## ENGLISH LANGUAGE PROFICIENCY ANCHOR STANDARDS

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

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**ELP Anchor 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.

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**ELP Anchor 3:** An ELL can speak and write about level-appropriate complex literary and informational texts and topics.

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**ELP Anchor 4:** An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.

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

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**ELP Anchor 6:** An ELL can analyze and critique the arguments of others orally and in writing.

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**ELP Anchor 7:** An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

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**ENGLISH LANGUAGE PROFICIENCY ANCHOR STANDARDS**

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

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**ELP Anchor 9:** An ELL can create clear and coherent level-appropriate speech and text.

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

Correspondences of the College and Career Readiness Standards and the English Language Proficiency Standards for Adult Education

College and Career Readiness Standards		English Language Proficiency Standards									
		ELP1	ELP2	ELP3	ELP4	ELP5	ELP6	ELP7	ELP8	ELP9	ELP10
Reading Foundations	RF1										
	RF2										
	RF3										
	RF4										
Reading	R1	1								9 (E)	
	R2	1								9	
	R3	1								9	
	R4								8	9	
	R5										
	R6										
	R7	1									
	R8						6				
	R9										
	R10										
Writing	W1				4		6				
	W2			3							
	W3			3							
	W4										
	W5							7			
	W6		2								
	W7					5					
	W8					5					
	W9					5					
Speaking and Listening	SL1		2								
	SL2	1									
	SL3						6				
	SL4			3	4	5				9	
	SL5			3		5					
	SL6							7		9	
Language	L1										10
	L2										
	L3										10
	L4								8		
	L5								8		
	L6							7			



**ESOL LEVELS 1 – 2 – 3**  
**Foundations – Low Beginning – High Beginning**

**ELP  
STDS**

**READING FOUNDATIONS CCR STANDARDS LEVEL A – ESOL LEVELS 1 – 2 – 3**

<p><b>RF CCR 2 Level A:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>c. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>d. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>e. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>f. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> <li>g. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>h. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>	<b>None</b>
<p><b>RF CCR 3 Level A:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</li> <li>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>c. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>d. Decode regularly spelled one-syllable words.</li> <li>e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> <li>f. Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds.</li> <li>g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>h. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>i. Read words with inflectional endings.</li> <li>j. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> <li>k. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>	<b>None</b>
<p><b>RF CCR 4 Level A:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<b>None</b>

**READING CCR STANDARDS LEVEL A – ESOL LEVELS 1 – 2 – 3**

<p><b>Reading CCR 1 Level A:</b> Ask and answer questions about key details in a text</p>	<b>1, 9</b>
<p><b>Reading CCR 2 Level A:</b> Identify the main topic and retell key details of a text.</p>	<b>1, 9</b>
<p><b>Reading CCR 3 Level A:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<b>1, 9</b>
<p><b>Reading CCR 4 Level A:</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<b>8, 9</b>
<p><b>Reading CCR 5 Level A:</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<b>None</b>
<p><b>Reading CCR 6 Level A:</b> Blank (Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.)</p>	<b>None</b>
<p><b>Reading CCR 7 Level A:</b> Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).</p>	<b>1</b>
<p><b>Reading CCR 8 Level A:</b> Identify the reasons an author gives to support points in a text.</p>	<b>6</b>
<p><b>Reading CCR 9 Level A:</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<b>None</b>
<p><b>Reading CCR Anchor 10:</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>	<b>None</b>

**WRITING CCR STANDARDS LEVEL A – ESOL LEVELS 1 – 2 – 3**

**ELP STDS**

<p><b>Writing CCR 1 Level A:</b> Blank (Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.)</p>	<b>4, 6</b>
<p><b>Writing CCR 2 Level A:</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<b>3</b>

**ESOL LEVELS 1 – 2 – 3**  
**Foundations – Low Beginning – High Beginning**

**ELP  
STDS**

<b>Writing CCR 3 Level A:</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure	<b>3</b>
<b>Writing CCR 4 Level A:</b> Blank (Anchor Standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.)	<b>None</b>
<b>Writing CCR 5 Level A:</b> With guidance and support focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<b>7</b>
<b>Writing CCR 6 Level A:</b> With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>2</b>
<b>Writing CCR 7 Level A:</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	<b>5</b>
<b>Writing CCR 8 Level A:</b> With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	<b>5</b>
<b>Writing CCR 9 Level A:</b> Note: This standard does not begin until grade 4 in the Common Core State Standards.	<b>5</b>
<b>SPEAKING AND LISTENING CCR STANDARDS LEVEL A – ESOL LEVELS 1 – 2 – 3</b>	
<b>Speaking &amp; Listening CCR 1 Level A:</b> Participate in collaborative conversations with diverse partners in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	<b>2</b>
<b>Speaking &amp; Listening CCR 2 Level A:</b> Blank (Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.)	<b>1</b>
<b>Speaking &amp; Listening CCR 3 Level A:</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<b>6</b>
<b>Speaking &amp; Listening CCR 4 Level A:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<b>3, 4, 5, 9</b>
<b>Speaking &amp; Listening CCR 5 Level A:</b> Blank (Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.)	<b>3, 5</b>
<b>Speaking &amp; Listening CCR 6 Level A:</b> Speak audibly and express thoughts, feelings, and ideas clearly. Produce complete sentences when appropriate to task and situation. (See Language standards 1 and 3.)	<b>7, 9</b>
<b>LANGUAGE CCR STANDARDS LEVEL A – ESOL LEVELS 1 – 2 – 3</b>	
<b>Language CCR 1 Level A</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i> ). d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i> ). e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ). f. Use frequently occurring adjectives. g. Use frequently occurring nouns and verbs. h. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ). i. Use determiners (e.g., articles, demonstratives). j. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ). k. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ). l. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.K.1 and 1.1 merge)	<b>10</b>
<b>Language CCR 2 Level A:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>None</b>

**ESOL LEVELS 1 – 2 – 3**  
**Foundations – Low Beginning – High Beginning**

**ELP  
STDS**

<ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>b. Capitalize dates and names of people.</li> <li>c. Recognize and name end punctuation.</li> <li>d. Use end punctuation for sentences.</li> <li>e. Use commas in dates and to separate single words in a series.</li> <li>f. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>g. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> <li>h. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>i. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</li> </ul>	<p><b>10</b></p>
<p><b>Language CCR 3 Level A:</b> Note: This standard does not begin until grade 2 in the Common Core State Standards. (Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.)</p>	<p><b>8</b></p>
<p><b>Language CCR 4 Level A:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</li> </ul>	<p><b>8</b></p>
<p><b>Language CCR 5 Level A:</b> With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</li> <li>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</li> </ul>	<p><b>7</b></p>
<p><b>CCR Language 6 Level A:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p><b>7</b></p>

**READING FOUNDATIONS CCR STANDARDS LEVEL B – ESOL LEVEL 4**

<p><b>RF CCR 2 Level B:</b> Blank (Anchor Standard: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)</p>	<p><b>None</b></p>
<p><b>RF CCR 3 Level B:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>Know spelling-sound correspondences for additional common vowel teams.</li> <li>Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>Identify words with inconsistent but common spelling-sound correspondences.</li> <li>Identify words with inconsistent but common spelling-sound correspondences.</li> <li>Decode words with common Latin suffixes.</li> <li>Decode multi-syllable words.</li> <li>Recognize and read grade-appropriate irregularly spelled words.</li> </ol>	<p><b>None</b></p>
<p><b>RF CCR 4 Level B:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>	<p><b>None</b></p>

**READING CCR STANDARDS LEVEL B – ESOL LEVEL 4**

<p><b>Reading CCR 1 Level B:</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p><b>1, 9</b></p>
<p><b>Reading CCR 2 Level B:</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p><b>1, 9</b></p>
<p><b>Reading CCR 3 Level B:</b> 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><b>1, 9</b></p>
<p><b>Reading CCR 4 Level B:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.</p>	<p><b>8, 9</b></p>
<p><b>Reading CCR 5 Level B:</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p><b>None</b></p>
<p><b>Reading CCR 6 Level B:</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Distinguish their own point of view from that of the author of a text.</p>	<p><b>None</b></p>
<p><b>Reading CCR 7 Level B:</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p><b>1</b></p>
<p><b>Reading CCR 8 Level B:</b> Describe how reasons support specific points the author makes in a text.</p>	<p><b>6</b></p>
<p><b>Reading CCR 9 Level B:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><b>None</b></p>
<p><b>Reading CCR Anchor 10:</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p><b>None</b></p>

**WRITING CCR STANDARDS LEVEL B – ESOL LEVEL 4**

<p><b>Writing CCR 1 Level B:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> <li>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>Provide reasons that support the opinion.</li> <li>Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</li> <li>Provide a concluding statement or section.</li> </ol>	<p><b>4, 6</b></p>
<p><b>Writing CCR 2 Level B:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, and details.</li> <li>Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</li> <li>Provide a concluding statement or section.</li> </ol>	<p><b>3</b></p>

**ESOL LEVEL 4 – LOW INTERMEDIATE**

**ELP STDS**

<b>Writing CCR 3 Level B:</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<b>3</b>
<b>Writing CCR 4 Level B:</b> Produce writing in which the development and organization are appropriate to task and purpose.	<b>None</b>
<b>Writing CCR 5 Level B:</b> With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.)	<b>7</b>
<b>Writing CCR 6 Level B:</b> With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	<b>2</b>
<b>Writing CCR 7 Level B:</b> Conduct short research projects that build knowledge about a topic.	<b>5</b>
<b>Writing CCR 8 Level B:</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<b>5</b>
<b>Writing CCR 9 Level B:</b> Note: This standard does not begin until grade 4 in the Common Core State Standards.	<b>5</b>
<b>SPEAKING AND LISTENING CCR STANDARDS LEVEL B – ESOL LEVEL 4</b>	
<b>Speaking &amp; Listening CCR 1 Level B:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. c. Explain their own ideas and understanding in light of the discussion.	<b>2</b>
<b>Speaking &amp; Listening CCR 2 Level B:</b> Blank (Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.)	<b>1</b>
<b>Speaking &amp; Listening CCR 3 Level B:</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<b>6</b>
<b>Speaking &amp; Listening CCR 4 Level B:</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	<b>3, 4, 5, 9</b>
<b>Speaking &amp; Listening CCR 5 Level B:</b> Blank (Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.)	<b>3, 5</b>
<b>Speaking &amp; Listening CCR 6 Level B:</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Language standards 1 and 3.)	<b>7, 9</b>
<b>LANGUAGE CCR STANDARDS LEVEL B – ESOL LEVEL 4</b>	
<b>Language CCR 1 Level B:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i> ). b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. c. Form and use regular and irregular plural nouns. d. Use reflexive pronouns (e.g., <i>myself, ourselves</i> ). e. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ). f. Use abstract nouns (e.g., <i>childhood</i> ). g. Form and use regular and irregular verbs. h. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i> ) verb tenses. i. Ensure subject-verb and pronoun-antecedent agreement. j. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. k. Use coordinating and subordinating conjunctions. l. Produce simple, compound, and complex sentences.	<b>10</b>

**ESOL LEVEL 4 – LOW INTERMEDIATE**

**ELP STDS**

<p>m. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	
<p><b>Language CCR 2 Level B:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize holidays, product names, and geographic names.</li> <li>b. Capitalize appropriate words in titles.</li> <li>c. Use commas in greetings and closings of letters.</li> <li>d. Use commas in addresses.</li> <li>e. Use commas and quotation marks in dialogue.</li> <li>f. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>g. Form and use possessives.</li> <li>h. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>i. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li> <li>j. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>k. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</li> </ul>	<b>None</b>
<p><b>Language CCR 3 Level B:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Choose words and phrases for effect.</li> <li>b. Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul>	<b>10</b>
<p><b>Language CCR 4 Level B:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</li> <li>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</li> <li>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>	<b>8</b>
<p><b>Language CCR 5 Level B:</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</li> <li>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</li> <li>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</li> </ul>	<b>8</b>
<p><b>Language CCR 6 Level B:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other people are happy that makes me happy</i>). Acquire and use accurately level-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<b>7</b>

## ESOL LEVEL 5 – HIGH INTERMEDIATE

### READING FOUNDATIONS CCR STANDARDS LEVEL C – ESOL LEVEL 5

**RF CCR 2 Level C:** Blank (Anchor Standard: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)

**RF CCR 3 Level C:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**RF CCR 4 Level C:** Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### READING CCR STANDARDS LEVEL C – ESOL LEVEL 5

**Reading CCR 1 Level C:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**Reading CCR 2 Level C:** Determine the main idea of a text and explain how it is supported by key details; summarize the text. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**Reading CCR 3 Level C:** 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.

**Reading CCR 4 Level C:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**Reading CCR 5 Level C:** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

**Reading CCR 6 Level C:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Describe how a narrator's or speaker's point of view influences how events are described.

**Reading CCR 7 Level C:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**Reading CCR 8 Level C:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**Reading CCR 9 Level C:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Reading CCR Anchor 10:** Read and comprehend complex literary and informational texts independently and proficiently.

### WRITING CCR STANDARDS LEVEL C – ESOL LEVEL 5

**Writing CCR 1 Level C:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- e. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- f. Provide logically ordered reasons that are supported by facts and details.
- g. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- h. Provide a concluding statement or section related to the opinion presented.

**Writing CCR 2 Level C:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

**Writing CCR 3 Levels C–E:** Note: Students' narrative skills continue to grow in these levels as students work to incorporate narrative

## ESOL LEVEL 5 – HIGH INTERMEDIATE

elements effectively into their arguments and informative/explanatory texts.

**Writing CCR 4 Level C:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

**Writing CCR 5 Level C:** With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.)

**Writing CCR 6 Level C:** With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**Writing CCR 7 Level C:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**Writing CCR 8 Level C:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**Writing CCR 9 Level C:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply Reading standards from this level to literature (e.g., “Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text”).
- Apply Reading standards from this level to informational text (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”).

### SPEAKING AND LISTENING CCR STANDARDS LEVEL C – ESOL LEVEL 5

**Speaking & Listening CCR 1 Level C:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  
Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**Speaking & Listening CCR 2 Level C:** Blank (Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.)

**Speaking & Listening CCR 3 Level C:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**Speaking & Listening CCR 4 Level C:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Speaking & Listening CCR 5 Level C:** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**Speaking & Listening CCR 6 Level C:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Language standards 1 and 3.)

### LANGUAGE CCR STANDARDS LEVEL C – ESOL LEVEL 5

**Language CCR 1 Level C:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- Form and use prepositional phrases.



## ESOL LEVEL 5 – HIGH INTERMEDIATE

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- j. Use correlative conjunctions (e.g., *either/or*, *neither/nor*).
  - k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
  - l. Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*). (L.4.1 and 5.1 merge)
- 

**Language CCR 2 Level C:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
  - b. Use commas and quotation marks to mark direct speech and quotations from a text.
  - c. Use punctuation to separate items in a series.
  - d. Use a comma to separate an introductory element from the rest of the sentence.
  - e. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
  - f. Use underlining, quotation marks, or italics to indicate titles of works.
  - g. Use a comma before a coordinating conjunction in a compound sentence.
  - h. Spell grade-appropriate words correctly, consulting references as needed
- 

**Language CCR 3 Level C:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.
  - b. Choose punctuation for effect.
  - c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
  - d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
  - e. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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**Language CCR 4 Level C:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *autograph*, *photograph*, *photosynthesis*).
  - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**Language CCR 5 Level C:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
  - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
  - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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**Language CCR 6 Level C:** Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that:

- a. signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*).
- b. are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).
- c. signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

**READING CCR STANDARDS LEVEL D – ESOL LEVEL 6**

<p><b>Reading CCR 1 Level D:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Application: Cite specific textual evidence to support analysis of primary and secondary sources. Application: Cite specific textual evidence to support analysis of science and technical texts</p>	<p><b>1, 9</b></p>
<p><b>Reading CCR 2 Level D:</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Application: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>	<p><b>1, 9</b></p>
<p><b>Reading CCR 3 Level D:</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). Application: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	<p><b>1, 9</b></p>
<p><b>Reading CCR 4 Level D:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p><b>8, 9</b></p>
<p><b>Reading CCR 5 Level D:</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p><b>None</b></p>
<p><b>Reading CCR Level 6 D:</b> Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6) Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (RH.6-8.6)</p>	<p><b>None</b></p>
<p><b>Reading CCR 7 Level D:</b> Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>	<p><b>1</b></p>
<p><b>Reading CCR 8 Level D:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p><b>6</b></p>
<p><b>Reading CCR 9 Level D:</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p><b>None</b></p>
<p><b>Reading CCR Anchor 10:</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p><b>None</b></p>
<p><b>WRITING CCR STANDARDS LEVEL D – ESOL LEVEL 6</b></p>	
<p><b>Writing CCR 1 Level D:</b> Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>4, 6</b></p>

**ESOL LEVEL 6 - ADVANCED**

**ELP  
STDS**

<p><b>Writing CCR 2 Level D:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [This includes the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<b>3</b>
<p><b>Writing CCR 3 Levels C–E:</b> Note: Students’ narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.</p>	<b>3</b>
<p><b>Writing CCR 4 Level D:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<b>None</b>
<p><b>Writing CCR 5 Level D:</b> With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.)</p>	<b>7</b>
<p><b>Writing CCR 6 Level D:</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<b>2</b>
<p><b>Writing CCR 7 Level D:</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<b>5</b>
<p><b>Writing CCR 8 Level D:</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<b>5</b>
<p><b>Writing CCR 9 Level D:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply Reading standards from this level to literature (e.g., “Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments”).</p> <p>b. Apply Reading standards from this level to literary nonfiction (e.g., “Analyze how a text makes connections among and distinctions between individuals’ ideas or events”).</p>	<b>5</b>
<b>SPEAKING AND LISTENING CCR STANDARDS LEVEL D – ESOL LEVEL 6</b>	
<p><b>Speaking &amp; Listening CCR 1 Level D:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<b>2</b>
<p><b>Speaking &amp; Listening CCR 2 Level D:</b> Blank</p>	<b>1</b>
<p><b>Speaking &amp; Listening CCR 3 Level D:</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<b>6</b>
<p><b>Speaking &amp; Listening CCR 4 Level D:</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<b>3, 4, 5, 9</b>
<p><b>Speaking &amp; Listening CCR 5 Level D:</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<b>3, 5</b>

ESOL LEVEL 6 - ADVANCED

ELP  
STDS

<p><b>Speaking &amp; Listening CCR 6 Level D:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Language standards 1 and 3 for specific expectations.)</p>	<p>7, 9</p>
<p><b>LANGUAGE CCR STANDARDS LEVEL D – ESOL LEVEL 6</b></p>	
<p><b>Language CCR 1 Level D:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>b. Use intensive pronouns.</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>d. Recognize and correct vague or unclear pronouns.</li> <li>e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.</li> <li>f. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>g. Form and use verbs in the active and passive voice.</li> <li>h. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>i. Recognize and correct inappropriate shifts in verb voice and mood.</li> <li>j. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>k. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>l. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul>	<p>10</p>
<p><b>Language CCR 2 Level D:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>b. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</li> <li>c. Use an ellipsis to indicate an omission.</li> <li>d. Spell correctly.</li> </ul>	<p>None</p>
<p><b>Language CCR 3 Level D:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>b. Maintain consistency in style and tone.</li> <li>c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>	<p>10</p>
<p><b>Language CCR 4 Level D:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	<p>8</p>
<p><b>Language CCR 5 Level D:</b> Blank</p>	<p>8</p>
<p><b>Language CCR 6 Level D:</b> Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>7</p>

<b>Conventions of Language: Grammar, Capitalization, Punctuation</b>	
<p><u>Note:</u> Prior to entering a level, students should demonstrate command of grammar, capitalization, and punctuation of the previous levels. However, some students may benefit from a review of specific topics. Instructors may present the topics in any sequence they consider to be appropriate for their class.</p>	
<b>Level 1 - Foundations</b>	
<ul style="list-style-type: none"> <li>● Nouns (basic)</li> <li>● Verbs (basic)</li> <li>● Numerals</li> <li>● Capitalization</li> </ul>	<ul style="list-style-type: none"> <li>● Punctuation: period/question mark</li> <li>● Subject Pronouns</li> <li>● Yes/No questions</li> <li>● Imperatives</li> </ul>
<b>Level 2 - Low Beginning</b>	
<ul style="list-style-type: none"> <li>● Verb tenses: <ul style="list-style-type: none"> <li>○ Simple Present</li> <li>○ Present Progressive</li> <li>○ Simple Past</li> </ul> </li> <li>● Modals: can/can't</li> <li>● Verb + to</li> <li>● Would + like</li> <li>● Punctuation: exclamation point/comma</li> <li>● Abbreviations</li> <li>● Possessives</li> </ul>	<ul style="list-style-type: none"> <li>● Adjectives: descriptive/possessive</li> <li>● Contractions</li> <li>● Prepositions: time/place/location/direction</li> <li>● "Wh" questions</li> <li>● Countable/non-countable nouns</li> <li>● Adverbs: frequency/time</li> <li>● Articles</li> <li>● Politeness markers</li> </ul>
<b>Level 3 - High Beginning</b>	
<ul style="list-style-type: none"> <li>● Verb tenses: <ul style="list-style-type: none"> <li>○ Simple Future</li> <li>○ Future with <i>going to</i></li> </ul> </li> <li>● Modal verbs: <ul style="list-style-type: none"> <li>○ Could</li> <li>○ Should</li> <li>○ Would</li> </ul> </li> <li>● Verbs: want/need</li> <li>● Have to + verb</li> <li>● Punctuation: semicolon/hyphen/dash</li> <li>● Objects: direct/indirect</li> </ul>	<ul style="list-style-type: none"> <li>● Indicative</li> <li>● Comparatives</li> <li>● Superlatives</li> <li>● Intensifiers</li> <li>● Sequence words</li> <li>● Interjections</li> <li>● Conjunctions: <ul style="list-style-type: none"> <li>○ Coordinating</li> <li>○ Correlative</li> <li>○ Subordinating</li> </ul> </li> </ul>
<b>Level 4 - Low Intermediate</b>	
<ul style="list-style-type: none"> <li>● Verb tenses: <ul style="list-style-type: none"> <li>○ Past Progressive</li> <li>○ Future Progressive</li> </ul> </li> <li>● Future with <i>will</i></li> <li>● Modals: may/must</li> <li>● Ask + infinitive</li> <li>● Punctuation: parentheses/brackets</li> <li>● Conditionals: if/then</li> <li>● Prepositional phrases</li> <li>● Infinitives</li> </ul>	<ul style="list-style-type: none"> <li>● Gerunds</li> <li>● Subjunctive</li> <li>● Dependent clauses</li> <li>● When clauses</li> <li>● While clauses</li> <li>● Questions: <ul style="list-style-type: none"> <li>○ How far?</li> <li>○ How long?</li> <li>○ How many?</li> <li>○ How much?</li> </ul> </li> </ul>
<b>Level 5 - High Intermediate</b>	
<ul style="list-style-type: none"> <li>● Verb tenses: <ul style="list-style-type: none"> <li>○ Present Perfect</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Verb phrases</li> <li>● Punctuation: ellipsis/apostrophe</li> </ul>

<ul style="list-style-type: none"> <li>○ Past Perfect</li> <li>○ Future Perfect</li> </ul>	<ul style="list-style-type: none"> <li>● Participles: present/past</li> <li>● Questions: What about? What if?</li> </ul>
<b>Level 6 - Advanced</b>	
<p><b>Verb Tenses:</b></p> <ul style="list-style-type: none"> <li>● Present Perfect Progressive</li> <li>● Past Perfect Progressive</li> <li>● Future Perfect Progressive</li> </ul> <p><b>Verb Moods:</b></p> <ul style="list-style-type: none"> <li>● Indicative</li> <li>● Imperative</li> <li>● Interrogative</li> <li>● Conditional</li> <li>● Subjunctive</li> </ul> <p><b>Future with <i>Probably</i></b></p> <p><b>Active/Passive Voice</b></p> <p><b>Adverbial Clauses</b></p> <p><b>Verbals</b></p> <ul style="list-style-type: none"> <li>● Gerunds</li> <li>● Participles</li> <li>● Infinitives</li> </ul>	<p><b>Pronouns:</b></p> <ul style="list-style-type: none"> <li>● Reflexive</li> <li>● Intensive</li> <li>● Subjective, objective, and possessive case</li> </ul> <p><b>Sentence Structures:</b></p> <ul style="list-style-type: none"> <li>● Simple</li> <li>● Compound</li> <li>● Complex</li> <li>● Compound-complex</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>● Comma</li> <li>● Parenthesis</li> <li>● Quotation marks</li> <li>● Ellipsis</li> <li>● Dash</li> <li>● Colon</li> <li>● Semicolon</li> </ul>
<p>Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by consulting references, using context, affixes, and roots of words.</p>	
<p>Interpret figurative language, idioms, proverbs, similes, metaphors, word relationships, and nuances in word meanings, common idioms.</p>	
<p>Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expressions.</p>	

<b>LIFE AND WORK COMPETENCIES</b>				
<b>1 COMMUNICATION</b>				
<b>2 EMPLOYMENT</b>				
<b>3 COMMUNITY</b>				
<b>4 CONSUMER ECONOMICS</b>				
<b>5 HEALTH</b>				
<b>6 CIVICS</b>				
<b>7 ENVIRONMENT</b>				
<b>8 MATHEMATICS</b>				
<b>9 LEARNING AND THINKING</b>				
<b>1 COMMUNICATION</b>				
<b>Level 1 (Foundations)</b>	<b>Level 2 (Low Beginning)</b>	<b>Level 3 (High Beginning)</b>	<b>Level 4 (Low Intermediate )</b>	<b>Level 5 (High Intermediate)</b>
Use greetings and farewells appropriate to audience.	Converse in general social situations to express joy and/or satisfaction.	Converse in social situations to express sorrow, apology, and/or regret.	Participate in collaborative discussions with peers.	Engage in a range of collaborative discussions with diverse partners.
Engage in a simple dialog about daily and/or leisure activities.	Engage in a conversation about daily and/or leisure activities.	Participate in short discussions with peers.	Engage in conversation about interests and/or hobbies.	Express personal opinions, satisfaction and dissatisfaction.
Respond to yes/no questions about personal likes and dislikes.	Identify a persons, places and objects.	Identify daily activities and/or leisure activities that you like/dislike.	Interpret personal likes and dislikes with those of someone else.	Interpret future outcomes based upon information shared.
Introduce yourself to others.	Ask others for their name.	Ask about a common everyday topic, such as the weather.	Conduct and interview and restate the information they provide.	Interpret biases, prejudices and stereotypes in oral and written messages.
Identify days of the week and months of the year using words, abbreviations and numeric form.	Write dates in number and/or word formats.	Interpret information about weather and seasons.	Create a calendar/agenda for school, home and/or work purposes.	Interpret holidays celebrated in the United States.
Identify emergencies when 911 should be called.	Identify information needed by dispatchers when calling 911.	Prepare family contact information and emergency numbers in case of emergency.	Interpret or write a personal note, invitation, or letter.	Understand, follow, or give instructions, including commands and polite request.
Interact effectively in the classroom.	Respond appropriately to common information questions.	Identify family members, their relationships, and roles.		
Use a telephone or similar device to make and receive calls and for other functions.	Complete a personal information form.			
<b>Multi-level</b>				
Communicate to clarify or request clarification.				

Communicate for informational purpose (e.g., to identify, describe, ask for information, state needs, agree or disagree).
Communicate to influence or persuade (e.g., to caution, advise, persuade, negotiate).
Communicate in general social situations (e.g., to greet, introduce, thank, apologize).
Communicate to express emotions and states of being (e.g., happy, hungry, upset).

## 2 EMPLOYMENT

Level 1 (Foundations)	Level 2 (Low Beginning)	Level 3 (High Beginning)	Level 4 (Low Intermediate )	Level 5 (High Intermediate)
Identify a desired career.	Identify educational goals for short and/or long term career goals.	Match personal goals and educational backgrounds to job opportunities and promotions.	Evaluate educational options for acquiring the skills needed to enter a desired career.	Set educational goals for short and/or long term career goals and develop a career plan.
Identify procedures to apply for a job in the community.	Match job ads to occupations and careers.	Identify information in ads for various jobs and occupations.	Complete a job application form.	Prepare a resume.
Identify basic interview questions.	Identify responses to basic interview questions.	Match responses to interview questions.	Interpret complex and multipart interview questions.	Interpret responses to complex and multipart interview questions.
Identify required forms of identification for employment.	Identify required qualifications for employment.	Identify training opportunities available in the community.	Interpret the advantages and disadvantages of training opportunities in the community.	Interpret levels of education and experience needed for various occupations.
Identify opportunities for job promotions.	Identify skills needed for getting a promotion.	Identify levels of education and degrees needed for a promotion.	Interpret levels of education and degrees needed for a promotion.	Negotiate a promotion or raise.
Identify time using analog and digital clocks.	Distinguish between A.M. and P.M. time.	Fill out a schedule with activities and/or tasks.	Prioritize and set tasks on a schedule.	Interpret how employees are expected to manage their time in the U.S.
Identify behaviors that are not conducive to a positive work environment.	Identify behaviors that promote a positive work environment.	Identify employer policies in an employee handbook.	Interpret employer policies on workplace behavior standards and rules of conduct.	Interpret communication styles and behaviors that foster a positive work environment in a multicultural workplace.
Ask for assistance in the workplace.	Convey information to supervisors and co-workers in the workplace.	Ask for clarification of assigned tasks in the workplace.	Interpret problem-solving skills for the workplace.	Respond to positive/negative feedback in the workplace.
Identify common safety signs found in the workplace.	Identify images and signs related to work safety.	Interpret ways to keep safe in the workplace.	Interpret procedures to report accidents on the job.	Complete a form used to report an accident on the job.
Identify elements of a work schedule.	Ask questions about a work schedule.	Request modifications to a work schedule.	Compare the work schedules of several types of employees.	Interpret the work schedules for various shifts.
Identify common labor rights in the U.S.	Identify provisions for employees in the Fair	Identify practices that constitute employment	Interpret labor laws and employee rights in the	Interpret labor laws and employee rights in the



(minimum wage, overtime pay).	Labor Standards Act (FLSA).	discrimination in the workplace.	Fair Labor Standards Act (FLSA).	FLSA compared to other countries.
Identify pay statements and timekeeping forms.	Identify components of a pay statement.	Compare the pay statements of various types of employees.	Interpret employee handbooks, personnel policies, employee benefits, and job manuals.	Interpret information about legal rights, discrimination, and sexual harassment of employees in the workplace.
Identify various types of tools, equipment and devices used in the workplace.	Identify the purpose for various types of tools, equipment, and devices.	Match various types of tools, equipment, and devices.	Identify/interpret steps to manage workplace resources.	Identify/interpret steps for effective human resource management, e.g., assessing skills, making work assignments, and monitoring performance.
		Interpret general work-related vocabulary (e.g., supervisor, shift).	Demonstrate ability to use a filing system or other ordered system (e.g., coded or numbered).	Identify, secure, evaluate, process, and/or store information needed to perform tasks or keep records.

**Level 6 (Advanced)**

Create a personal job-search portfolio.

Develop a list of available job opportunities in the local area and the skills and education required for them.

Develop a list of questions that may be asked in an interview for jobs available in the regional market, with appropriate responses.

Interpret employment rights and protections provided by law to employees in Florida and/or the U.S.

Interpret information about employee benefits provided by jobs available in the regional market.

Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, and checklists.

Interpret effective communication strategies, including situation-appropriate body language, for the work place.

Follow, clarify, give, or provide feedback to instructions; give and respond to criticism.

Interpret and write work-related correspondence, including notes, memos, letters, and e-mail.

Select and analyze work-related information for a given purpose and communicate it to others orally or in writing.

Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion.

Work cooperatively 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.

Learn from others and help others learn job-related concepts and skills.

Interpret and analyze communication skills that are effective/not effective in communicating with other employees.

Identify and analyze behaviors appropriate for communicating with customers and clients to meet their needs and solve problems.

Identify and analyze negotiation skills useful for resolving differences.

Identify and analyze effective approaches to working within a multicultural workforce.

Use online sources of information on admissions requirements of colleges and/or post-secondary career education programs.

Identify and list documents and related pieces of information required for the FAFSA (Free Application for Federal Student Aid).

Identify and analyze sources of financial assistance for covering the costs of college and/or post-secondary career education

programs.

### 3 COMMUNITY

Level 1 (Foundations)	Level 2 (Low Beginning)	Level 3 (High Beginning)	Level 4 (Low Intermediate )	Level 5 (High Intermediate)
Identify steps to put the address on an item for mailing.	Identify common methods for sending letters and packages.	Identify the cost of common methods for sending packages.	Interpret procedures for tracking packages.	
Identify local service agencies.	Identify the location of service agencies in the community.	Identify ways to access services provided in the community.		

#### Level 6 (Advanced)

Ask for, give, follow, or clarify directions to a place or location, including reading signs.

Identify/interpret signs related to public transportation.

Identify/interpret different types of transportation in the community, and interpret traffic information.

Identify/interpret maps relating to travel needs, including internet-based map systems.

Identify/interpret governmental social services.

Locate and interpret information related to classes and schedules.

Interpret school-related registration and application forms, such as forms.

Interpret information about social issues.

#### 3.1 Transportation

Identify common modes of transportation.	Identify the cost for various types of transportation in the community.	Identify transportation schedules for various types of transportation.	Interpret transportation schedules.	Interpret methods for planning a trip.
Identify common transportation signs using sight words and symbols.	Interpret traffic signs.	Identify personnel responsible for traffic safety.	Interpret consequences of not obeying posted traffic signs.	Interpret procedures to follow in road emergencies.
Identify common questions for asking directions.	Identify the four main cardinal directions.	Identify places on maps.	Interpret information related to giving directions.	Interpret travel plans using various forms of transportation.
Identify documents needed to apply for a Driver's License or Identification Card.	Identify common safe driving practices.	Identify responses to questions police in a traffic stop.	Interpret behaviors that promote a positive interaction with police during a traffic stop.	Interpret behaviors that promote a positive interaction with police officers in various settings.
Identify methods for purchasing a car.	Identify common tasks related to car maintenance.	Identify common car problems.	Identify types of vehicles and basic car parts and features, including safety equipment.	Interpret information related to automobile maintenance.

#### Level 6 (Advanced)

Use online map systems to develop a detailed trip plan.

Interpret visa documentation and customs requirements for travel.

Interpret behaviors and communication strategies to follow in a traffic stop.

Interpret driving laws and related fines and/or penalties for traffic tickets.

Interpret preventative car maintenance tasks.

## 4 CONSUMER ECONOMICS

Level 1 (Foundations)	Level 2 (Low Beginning)	Level 3 (High Beginning)	Level 4 (Low Intermediate)	Level 5 (High Intermediate)
Identify common food items.	Interpret recipes.			
Identify US clothing sizes.	Identify clothing labels.	Identify best buys in sales ads.	Make returns, exchanges, and customer service requests.	Interpret guarantees and warranties.
Identify the symbols used for denominations of U.S. currency.	Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.).	Read and write the amounts for denominations of in U.S. currency.	Calculate change from various amounts of money.	Interpret methods for determining if a bill or coin is counterfeit.
Identify common goods sold at various stores.	Identify prices, measures and sizes of various types of goods.	Identify methods to shop for and purchase items.	Identify strategies for saving money when shopping.	Calculate savings from using coupons.

### 4.1 Housing

	Interpret classified ads for housing.	Compare costs of renting or purchasing a home.	Interpret lease and rental documents.	Interpret tenant and landlord rights.
	Identify types of housing for purchase, lease or rent.	Identify documents required for purchasing a home.	Use online sources of information on homes and apartments available in the local market.	Interpret information to obtain, maintain, or cancel housing utilities.

### 4.2 Finance

	Use automated devices (e.g., ticket machines, self-checkout) to make purchases and payments.	Identify, compare and use methods for purchasing goods and services, including online Purchasing.	Compare price, quality, and product information to determine the best buys for goods and services.	Develop a personal finance budget showing income, expenditures, and savings.
	Identify common banking services.	Interpret banking terms and services.	Compare the fees charged by credit unions and banks.	Interpret procedures for borrowing money from a bank.
	Interpret bills.	Interpret credit card offers and applications.	Identify and analyze methods for obtaining a credit report.	Interpret consumer protection programs concerning business practices and solicitations.

### Level 6 (Advanced)

Report unsatisfactory service or a defective product.

Compare two or more merchandise items in deciding which to purchase.

Analyze clothing, food, or other product labels to aid in making a purchase decision.

Interpret information about tenant and landlord rights and responsibilities.

Interpret insurance products for auto, home, and/or life.

Evaluate manufacturer and/or extended warranties and service plans for consumer products.

Identify or compute sales tax.

Interpret debt assistance programs.

**5 HEALTH**

<b>Level 1 (Foundations)</b>	<b>Level 2 (Low Beginning)</b>	<b>Level 3 (High Beginning)</b>	<b>Level 4 (Low Intermediate )</b>	<b>Level 5 (High Intermediate)</b>
Identify parts of the body.	Identify the body parts that make up the limbs, head and trunk.	Identify the functions of different parts of the body.	Identify the organs and functions of the major systems of the body.	Interpret various types of accidents and the injuries they may cause.
Identify symptoms of common illnesses.	Identify remedies for common illnesses.	Identify healthful habits that prevent illness.	Identify of health care providers for various types of illnesses.	Interpret health care practices and their effects on various types of illnesses and diseases.
Identify ways to maintain good health.	Identify physical exercises that promote good health.	Identify nutrition practices that promote good health.	Compare healthful and unhealthful behaviors and practices.	Interpret medical problems associated with substance abuse.
Identify health care providers in the community.	Identify health care facilities in the community for different groups.	Identify steps to schedule an appointment with a health care provider.	Interpret reasons to cancel an appointment with a health care provider and consequences for late cancellations.	Interpret intake and medical history forms used by health care providers.
Identify common medications.	Identify prescription medicines and over-the-counter medications.	Interpret prescription medicines compared to over-the-counter medications.	Interpret instructions on medication labels.	Interpret side effects and warnings on medication information sheets.
Identify healthful foods.	Interpret recipes.	Interpret food US Department of Agriculture groups.	Interpret nutrition information on food labels.	Interpret the components of various types of balanced meals.
		Interpret information about first aid procedures.	Identify items needed for a first aid kit and their purposes.	Identify procedures for administering first aid.
		Identify various types of emergencies.	Identify procedures for reporting emergencies.	Identify common types of poison and their antidotes.
			Access health literacy information.	Communicate with medical personnel regarding condition, symptoms and diagnosis.
			Identify practices that promote dental health.	Identify types of immunizations.

**Level 6 (Advanced)**

6.09.07 Interpret information on the development of children.

6.09.02 and ways to communicate effectively with a doctor or other medical staff regarding condition, diagnosis, treatment, concerns, etc., including clarifying instructions.

6.09.04 Access information on alcoholism, drug abuse, and/or addiction.

6.09.06 Interpret information about mental health and stress management.

Interpret information about medical procedures and risks involved.

Interpret information related to the proper usage of medications and consequences of improper usage.

Identify how to handle, prepare and store food safely.				
Interpret information on child safety.				
Follow poison treatment procedures.				
Request clarification of instructions given by medical personnel.				
Interpret immunization requirements in the U.S.				
Interpret information about health issues related to aging.				
<b>5.1 Safety</b>				
Identify safety equipment for home and work.	Identify warning signs in the community.	Identify unsafe conditions and ways to accidents.	Interpret safety measures that can prevent accidents.	Report unsafe conditions in private and public places.
Identify types of crimes.	Identify procedures for reporting a crime.	Identify safety measures that can prevent crimes.	Interpret consequences of crimes.	Interpret legal support for crime victims.
<b>Level 6 (Advanced)</b>				
Interpret information about protecting the home from theft and fire.				
Access information about the emergency broadcast system in the community.				
<b>6 CIVICS</b>				
<b>Level 1 (Foundations)</b>	<b>Level 2 (Low Beginning)</b>	<b>Level 3 (High Beginning)</b>	<b>Level 4 (Low Intermediate )</b>	<b>Level 5 (High Intermediate)</b>
Identify major U.S. holidays.	Identify supportive service agencies in the local area.	Identify public recreational, entertainment facilities in the community.	Interpret services available in the community for refugees.	Interpret current events that impact on the local community.
Identify the current U.S. President.	Identify holidays in the U.S. and another country.	Identify historical origins of US holidays.	Interpret traditional holidays from your country of origin or another country.	Compare US holidays with those of other nations.
Identify local government officials.	Identify the current President, Vice President and Governor.	Identify basic steps of the US election process.	Interpret civic duties, such as voting, jury duty, and taxes.	Interpret legal rights of U.S. residents and citizens.
Identify child care services in the community.	Identify educational opportunities and enrollment procedures for children.	Identify ways parents can participate in their child's education.	Explain various ways to communicate with child's school.	Interpret the role of the parents in a child's education.
Identify the city or locale of Florida you now live in.	Identify the government officials in the local community.	Identify elected officials in the state and federal government.	Interpret the structure of local government.	Interpret the state and federal government's structure.
<b>Level 6 (Advanced)</b>				
Interpret information about the system of government established by the U.S. Constitution.				
Interpret information about the legislative, judicial, and executive branches and their respective activities.				
Identify and analyze current events happening in the local community or elsewhere.				
Compare holidays of the U.S. and other countries.				
Interpret basic court procedures and the concept of "trial by jury" used in U.S.				
Interpret information about law enforcement.				
Interpret common laws and ordinances, and legal forms and documents.				
Identify individual legal and civil rights and procedures for obtaining legal advice.				

Interpret information or identify requirements for establishing residency and/or obtaining citizenship.
Identify common infractions and crimes, legal consequences, and procedures for reporting a crime.
Identify rights, responsibilities, and legal obligations in domestic relationships and how to report problems.
Interpret a topic related to the environment in the local community or elsewhere.
Interpret information about the educational system, from early childhood to postsecondary.
Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc.
Interpret policies and procedures of educational institutions regarding attendance, grades, conduct, student rights, etc.
Interpret information from schools and communicate with school personnel.
Interpret information related to student and school performance, and identify ways to promote change.

## 7 ENVIRONMENT

Level 1 (Foundations)	Level 2 (Low Beginning)	Level 3 (High Beginning)	Level 4 (Low Intermediate )	Level 5 (High Intermediate)
Identify the four seasons and common weather conditions.	Access information about weather conditions.	Identify temperatures in Fahrenheit to Celsius.	Interpret preparation for weather emergencies.	Interpret maps and map key for evacuation procedures.
Identify ways to keep a clean environment.	Identify ways to conserve water and energy.	Identify environmental regulations in the community.	Interpret procedures for basic disposal of trash and items to be recycled.	Interpret regulations for recycling and dumping of toxic wastes.

### Multi-level

Identify ways of conserving resources, including recycling and using energy efficiently.

Interpret information related to environment and energy.

Interpret information about issues related to natural sciences, such as biology.

Interpret information about new technologies and scientific issues.

Identify practices to protect the environment, e.g., recycling, reusing and reducing the waste stream.

Identify/interpret the impact of climate change on environmental, biological and social systems.

Identify the principal components of Earth's climate system and ways they interact.

## 8 MATHEMATICS

### Multi-level

Interpret 24-hour time and A.M./P.M. time.

Tell and write time in different formats.

Count to 100 by ones and by tens.

Identify and classify numeric symbols.

Interpret 24-hour time and A.M./P.M. time.

Tell and write time in different formats.

Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Use decimal notation for fractions with denominators 10 or 100.

Measure the length of an object using appropriate tools.

Describe measurable attributes of objects, such as length or weight.

Compare objects with a measurable attribute in common, using "more of"/"less of".

## 9 LEARNING AND THINKING

### Multi-level

Identify and prioritize personal, educational, and workplace goals.
Identify and paraphrase pertinent information.
Analyze a situation, statement, or process, identifying component elements and casual and part/whole relationships.
Make comparisons, differentiating among, sorting, and classifying items, information, or ideas.
Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize.
Generate ideas using various approaches, such as brainstorming.
Identify a problem and its possible causes.
Devise a solution to an identified problem.
Evaluate the outcome of a solution and suggest modifications to it as needed.
Take notes or write a summary or an outline.
Identify/interpret test-taking skills and strategies.
Interpret visual representations, e.g., symbols, blueprints, flowcharts, and schematics.
Distinguish fact from opinion, fiction from non-fiction, and point of view in media messages and presentations.
Use an index or table of contents.

<b>Language Standards (grammar, capitalization, punctuation, spelling, and usage)</b>	
<p><u>Note:</u> Prior to entering a level, students should demonstrate command of grammar, capitalization, punctuation, spelling, and usage for the previous levels. However, some students may benefit from a review of specific topics. Instructors may present the topics in any sequence they consider to be appropriate for their class.</p>	
<b>Foundations (Level 1)</b>	
<ul style="list-style-type: none"> <li>• Nouns (basic)</li> <li>• Verbs (basic)</li> <li>• Numerals</li> <li>• Capitalization</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation: period/question mark</li> <li>• Subject Pronouns</li> <li>• Yes/No questions</li> <li>• Imperatives</li> </ul>
<b>Low Beginning (Level 2)</b>	
<ul style="list-style-type: none"> <li>• Verb tenses: <ul style="list-style-type: none"> <li>○ Simple Present</li> <li>○ Present Progressive</li> <li>○ Simple Past</li> </ul> </li> <li>• Modals: can/can't</li> <li>• Verb + to</li> <li>• Would + like</li> <li>• Punctuation: exclamation point/comma</li> <li>• Abbreviations</li> <li>• Possessives</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives: descriptive/possessive</li> <li>• Contractions</li> <li>• Prepositions: time/place/location/direction</li> <li>• "Wh" questions</li> <li>• Countable/non-countable nouns</li> <li>• Adverbs: frequency/time</li> <li>• Articles</li> <li>• Politeness markers</li> </ul>
<b>High Beginning (Level 3)</b>	
<ul style="list-style-type: none"> <li>• Verb tenses: <ul style="list-style-type: none"> <li>○ Simple Future</li> <li>○ Future with <i>going to</i></li> </ul> </li> <li>• Modal verbs: <ul style="list-style-type: none"> <li>○ Could</li> <li>○ Should</li> <li>○ Would</li> </ul> </li> <li>• Verbs: want/need</li> <li>• Have to + verb</li> <li>• Punctuation: semicolon/hyphen/dash</li> <li>• Objects: direct/indirect</li> </ul>	<ul style="list-style-type: none"> <li>• Indicative</li> <li>• Comparatives</li> <li>• Superlatives</li> <li>• Intensifiers</li> <li>• Sequence words</li> <li>• Interjections</li> <li>• Conjunctions: <ul style="list-style-type: none"> <li>○ Coordinating</li> <li>○ Correlative</li> <li>○ Subordinating</li> </ul> </li> </ul>
<b>Low Intermediate (Level 4)</b>	
<ul style="list-style-type: none"> <li>• Verb tenses: <ul style="list-style-type: none"> <li>○ Past Progressive</li> <li>○ Future Progressive</li> </ul> </li> <li>• Future with <i>will</i></li> <li>• Modals: may/must</li> <li>• Ask + infinitive</li> <li>• Punctuation: parentheses/brackets</li> <li>• Conditionals: if/then</li> <li>• Prepositional phrases</li> <li>• Infinitives</li> </ul>	<ul style="list-style-type: none"> <li>• Gerunds</li> <li>• Subjunctive</li> <li>• Dependent clauses</li> <li>• When clauses</li> <li>• While clauses</li> <li>• Questions: <ul style="list-style-type: none"> <li>○ How far?</li> <li>○ How long?</li> <li>○ How many?</li> <li>○ How much?</li> </ul> </li> </ul>
<b>High Intermediate (Level 5)</b>	
<ul style="list-style-type: none"> <li>• Verb tenses: <ul style="list-style-type: none"> <li>○ Present Perfect</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Verb phrases</li> <li>• Punctuation: ellipsis/apostrophe</li> </ul>



- Past Perfect
- Future Perfect

- Participles: present/past
- Questions: What about? What if?