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The *New* FLDOE ESOL Curriculum Frameworks

ACE Summer Symposium
June 17 – 20, 2018

Objectives

Participants will:

Review the correlation between the College and Career Readiness Standards (CCRS), the English Language Proficiency Standards (ELPS), and the FDOE Life and Work Skill Competencies included in the Florida Adult ESOL Frameworks



Effective July, 2018

Florida Department of Education
Adult General Education-ESOL
Curriculum Framework

ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)	
Program/Course Title	Adult English for Speakers of Other Languages
Program/Course Number	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- Have officially withdrawn from the K12 educational system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

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- Serve as a guide for Adult ESOL teachers in planning for instruction
- Assist ELLs to improve their reading, writing, speaking, listening as well as increase math skills and citizenship responsibilities
- Aligned to NRS Educational Functioning Levels (EFLs)



What's New?

Old Frameworks

- CCRS in Level 6 Only
- No ELP Standards
- Life & Work Skills Competencies (7 Subject Areas)
- English Literacy and Civics Education (EL/Civics)

New Frameworks

- CCR Standards in All Levels
- ELP Standards
- Life & Work Skills Competencies (9 Subject Areas)
- Integrated English Language and Civics Education (IELCE)

The Three Parts of the FL ESOL Frameworks:

1. College and Career Readiness Standards (CCRS)

Academic Content of Reading, Writing, Speaking/Listening and Language Arts

2. English Language Proficiency Standards (ELPS)

Underlying language skills of the CCRS

3. Florida Life and Work Competencies

What students can do with what they know

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College and Career Readiness (CCR) Standards

- Assists adult ESOL students to achieve long-term personal and career goals
- Represent what ESOL students can do at the start of each ESOL level
- Address oral and written English communication skills

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English Language Proficiency Standards (ELPS)

- Support implementation of CCR Standards
- Provide guidance to teachers
- Provide types of linguistic supports adult ELLs may need

English Language Proficiency Standards (ELPS)

English Language Proficiency Anchor Standards

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

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.

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

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

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

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

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

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

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

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

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CCR Standards and ELP Standards reflect three instructional advances:

- **Complex text** – the standards provide regular practice with complex text and academic language.
- **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.
- **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.

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Life and Work Skills include nine topic areas:

- 1. Communication**
- 2. Employment**
- 3. Community**
- 4. Consumer Education**
- 5. Health**
- 6. Civics**
- 7. Environment**
- 8. Mathematics**
- 9. Learning and Thinking**

Quick Look

Correlation of ESOL Levels, ELPS, and CCRS							
ESOL	1 FO	2 LB	3 HB	4 LI	5 HI	6 ADV	7 CCR
CCRS	A	A	A	B	C	D	E
ELPS 1-10							
The ELPS help students acquire the language they need to meet the demands of the CCRS.							



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Taking a Closer Look at the Alignment of the College and Career Readiness (CCRS) and the English Language Proficiency (ELP) Standards in Adult ESOL

CCRS Standards for ESOL Levels 1 - 3 with Corresponding ELP Standards

College and Career Readiness Standards and Corresponding English Language Proficiency Standards ESOL Levels 1 – 2 – 3 (Foundations – Low Beginning – High Beginning)	ELP Standard
READING FOUNDATIONS CCR STANDARDS LEVEL A – ESOL LEVELS 1 – 2 – 3	
<p>RF CCR 2 Level A: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Distinguish long from short vowel sounds in spoken single-syllable words. c. Count, pronounce, blend, and segment syllables in spoken words. d. Blend and segment onsets and rimes of single-syllable spoken words. e. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. f. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). g. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. h. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	None
<p>RF CCR 3 Level A: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Know the spelling-sound correspondences for common consonant digraphs. d. Decode regularly spelled one-syllable words. e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. f. Know final -e and common vowel team conventions for representing long vowel sounds. g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. h. Decode two-syllable words following basic patterns by breaking the words into syllables. i. Read words with inflectional endings. j. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). k. Recognize and read grade-appropriate irregularly spelled words. 	None
<p>RF CCR 4 Level A: Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text 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. 	None
READING CCR STANDARDS LEVEL A – ESOL LEVELS 1 – 2 – 3	
Reading CCR 1 Level A Ask and answer questions about key details in a text	1, 9
Reading CCR 2 Level A: Identify the main topic and retell key details of a text.	1, 9
Reading CCR 3 Level A: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	1, 9
Reading CCR 4 Level A: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	8, 9
Reading CCR 5 Level A: 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.	None
Reading CCR 6 Level A: Blank (Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.)	None

CCRS Standards for ESOL Levels 4 – 6 with Corresponding ELP Standards

College and Career Readiness Standards and Corresponding English Language Proficiency Standards ESOL Level 4 (Low Intermediate)	ELP Standard
READING FOUNDATIONS CCR STANDARDS LEVEL B – ESOL LEVEL 4	
RF CCR 2 Level B: Blank (Anchor Standard: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)	None
RF CCR 3 Level B: Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Identify and know the meaning of the most common prefixes and derivational suffixes. d. Identify words with inconsistent but common spelling-sound correspondences. e. Identify words with inconsistent but common spelling-sound correspondences. f. Decode words with common Latin suffixes. g. Decode multi-syllable words. h. Recognize and read grade-appropriate irregularly spelled words.	None
RF CCR 4 Level B: 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.	None
READING CCR STANDARDS LEVEL B – ESOL LEVEL 4	
Reading CCR 1 Level B: Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	1, 9
Reading CCR 2 Level B: Determine the main idea of a text; recount the key details and explain how they support the main idea.	1, 9
Reading CCR 3 Level 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.	1, 9
Reading CCR 4 Level B: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.	8, 9
Reading CCR 5 Level 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., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	None
Reading CCR 6 Level 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.	None
Reading CCR 7 Level 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).	1
Reading CCR 8 Level B: Describe how reasons support specific points the author makes in a text.	6
Reading CCR 9 Level B: Compare and contrast the most important points and key details presented in two texts on the same topic.	None
Reading CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.	None
WRITING CCR STANDARDS LEVEL B – ESOL LEVEL 4	
Writing CCR 1 Level B: Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	4, 6

Progression of Skills for Reading CCR Anchor Standard 2:

Determine central ideas of themes of a text and analyze their development; summarize the key supporting details and ideas.

A	B	C	D
<p>Identify the main topic and retell key details of a text.</p>	<p>Determine the main idea of a text: recount the key details and explain how they support the main idea.</p>	<p>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.</p>	<p>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>

Progression of Skills for Reading CCR Anchor Standard 2:

Determine central ideas of themes of a text and analyze their development; summarize the key supporting details and ideas.

A	B	C	D
<p>Identify the main topic and retell key details of a text.</p> <p>ESL 1, 2, 3 ELPS: 1, 9</p>	<p>Determine the main idea of a text: recount the key details and explain how they support the main idea.</p> <p>ESL 4 ELPS: 1, 9</p>	<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>ESL 5 ELPS: 1, 9</p>	<p>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>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>ESL 6 ELPS: 1, 9</p>

Progression of Skills for Reading CCR Anchor Standard 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.

A	B	C	D
<p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>ESL 1, 2, 3 ELPS: 8, 9</p>	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.</p> <p>ESL 4 ELPS: 8, 9</p>	<p>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.</p> <p>ESL 5 ELPS: 8, 9</p>	<p>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>ESL 6 ELPS: 8, 9</p>

Progression of Skills for Speaking & Listening CCR Anchor

Standard 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

A	B	C	D
<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Foundations, Low & High Beginning ELPS: 6</p>	<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Low Intermediate ELPS: 6</p>	<p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>High Intermediate ELPS: 6</p>	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced..</p> <p>Advanced ELPS: 6</p>

Progression of Skills for Language CCR Anchor Standard 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.

A	B	C	D
<p>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>ESL 1, 2, 3 ELPS: 7</p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe</p> <p>ESL 4 ELPS: 7</p>	<p>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., <i>quizzed, whined, stammered</i>). b. are basic to a particular topic, c. signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> <p>ESL 5 ELPS: 7</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 expression.</p> <p>ESL 6 ELPS: 7</p>



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Resources

Where can we find support as we transition to the CCR and ELP Standards in Adult ESOL

- Statewide Professional Development on the new FDOE Curriculum Frameworks for 2018-19 for teachers
- Curriculum Frameworks for Adult ESOL 2018-19 (draft)

<http://www.fldoe.org/academics/career-adult-edu/adult-edu/2018-2019-adult-edu-curriculum-framewo.shtml>

- Webinars available on the IPDAE website: www.floridaipdae.org

ELPS for Adult Education: What They Are and How to Use Them

– *Workshop Overview*

ELPS for Adult Education: What They Are and How to Use Them

- *Workshop Recap*

Listening Strategies for ESL

Resources

- *College and Career Readiness Standards for Adult Education*
<https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>
- *English Language Proficiency Standards for Adult Education (ELPS)*
<https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>
- *Meeting the Language Needs of Today's Adult English Language Learner: Issue Brief*
https://lincs.ed.gov/sites/default/files/ELL_Increasing_Rigor_508.pdf
- Professional Development Units for CCR Standards in ELA/Literacy
<https://lincs.ed.gov/state-resources/federal-initiatives/college-career-readiness/ela>
- The English Language Proficiency Standards for Adult Education (AIR)
<http://www.aceoffloridafoundation.org/wp-content/uploads/2017/06/ELPS-Summer-Symposium-2017.pdf>

Anyone interested in hosting a training for teachers in their district on the new Florida Curriculum Frameworks for Adult ESOL contact Phil Anderson at:

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