

Florida Department of Education  
CURRICULUM FRAMEWORK

**Program Title:** Literacy for Adult ESOL Learners  
**Program Number:** 9900300  
**Course Title:** Literacy for Adult ESOL Learners  
**Course Number:** 9900300  
**CIP Number:** 1532010303  
**Grade Level:** 30, 31  
**Length:**  
**Certification:** Any Academic

- I. **PURPOSE:** The purpose of this course is to provide English language and literacy instruction for limited English proficient adults who are non-literate or semi-literate in their home language in order to increase their ability to communicate in English.

The content is compatible with principles of literacy and language acquisition for adult learners of English and includes skills useful in the workplace, life and academic applications. Skills are integrated into reading, writing, speaking and listening formats.

- II. **LABORATORY ACTIVITIES:** Language laboratory and computer assisted instructional activities should consist of simple exercises since many literacy students will not be able to function independently.
- III. **PROGRAM STRUCTURE:** Adult ESOL Literacy is a non-credit course that is designed to prepare students to communicate effectively, including reading and writing, in a multi-faceted society. This course is divided into three Literacy Completion Points (LCPs). Progress through levels (LCPs) may be measured by approved standardized tests or documentation of attainment of competencies.

Other courses in this program include Adult English for Speakers of Other Languages (ESOL), Adult ESOL Academic Skills, Adult Vocational English for Speakers of Other Languages (VESOL), Workplace Readiness Skills and Citizenship.

- IV. **SPECIAL NOTE:** With the exception of literacy skills, it is not intended that students must progress through the performance standards sequentially. The instructor may present topic-centered lessons that integrate skills from several areas.

Curriculum materials chosen for this course should be adult oriented, at the appropriate language and literacy proficiency levels, current and culturally sensitive.

Classroom activities and materials which appeal to students with a variety of learning styles and which incorporate the previous knowledge and experience of the learners are suggested.

The use of the native language to teach literacy concepts is based on the research premise that a student learns to read and write only once in his or her lifetime, then, transfers those skills to another language. A student who does not read or write in any language or does so at a very basic level (4<sup>th</sup> grade or below)

will have difficulty learning to read and write in a language that he or she does not speak or understand. Thus, if non-literate ESOL students are to experience success in an adult literacy learning environment, the introduction of basic literacy concepts in the native language will promote a greater understanding and the ability to transfer those skills to English.

Literacy skills can be taught using the native language when both the teacher and the students speak the same language. If several language groups are represented in one class, bilingual paraprofessionals or volunteers can be used to group students by language in order to teach literacy concepts in the native language with the intention of transferring those new concepts into English. The native language will only be used for the portion of the class devoted to reading and writing. Spoken English should be a major class focus. In most cases native language support will not extend beyond LCP-A. Seldom will such support be used at LCP-C. When native language resources are not available, the course may still be offered using English for literacy instruction.

The Intended Outcomes and Performance Standards have been developed to facilitate documentation of learning gains. Several skills are repeated at multiple levels (LCPs). This spiraling of skills is purposeful since: (1) attainment of certain skills is judged to require more time than is available in one level and (2) certain skills which are of critical importance must be learned and enhanced at each level. When initial placement is at Literacy LCP B or higher, students must have an opportunity to learn those skills taught in the prior level.

Examples are provided in parenthesis after certain performance standards. Samples so listed are not intended to limit instructional options.

- V. **INTENDED OUTCOMES:** After successfully completing the appropriate level for each Literacy Completion Point (LCP) of this program, the student will be able to:

**ESOL Literacy LCP A**

**180 Hours**

- 01.0 Demonstrate skills necessary to perform pre-literacy concepts in native language and/or English.
- 02.0 Demonstrate skills necessary for effective personal information.
- 03.0 Demonstrate skills necessary to understand time and money concepts.
- 04.0 Demonstrate skills necessary to understand consumer education topics.
- 05.0 Demonstrate skills necessary to communicate effectively on health and nutrition topics.
- 06.0 Demonstrate skills necessary to understand safety issues.

**ESOL Literacy LCP B**

**180 Hours**

- 07.0 Demonstrate English skills necessary to perform basic literacy concepts.
- 08.0 Demonstrate English skills necessary for personal information.
- 09.0 Demonstrate English skills to understand time and money concepts.

- 10.0 Demonstrate English skills necessary for employment.
- 11.0 Demonstrate English skills necessary to understand consumer education topics.
- 12.0 Demonstrate English skills necessary to communicate effectively on health and nutrition issues.
- 13.0 Demonstrate English skills necessary to access transportation and travel.
- 14.0 Demonstrate English skills necessary to understand safety issues.

**ESOL Literacy LCP C**

**180 Hours**

- 15.0 Demonstrate English skills necessary to perform advanced literacy concepts.
- 16.0 Demonstrate English skills necessary for personal information.
- 17.0 Demonstrate English skills to understand time and money concepts.
- 18.0 Demonstrate English skills necessary for employment.
- 19.0 Demonstrate English skills necessary to understand consumer education issues.
- 20.0 Demonstrate English skills necessary to communicate effectively on health and nutrition issues.
- 21.0 Demonstrate English skills necessary to access transportation and travel.
- 22.0 Demonstrate English skills necessary to understand safety issues.



- 05.02 Identify basic foods.
- 05.03 Recognize vocabulary for parts of the body.
- 06.0 DEMONSTRATE SKILLS NECESSARY TO UNDERSTAND SAFETY ISSUES - - The student will be able to:
  - 06.01 Recognize basic safety signs and symbols (no swimming, no smoking, poison, flammable, danger, caution).
  - 06.02 Recognize basic traffic signs symbols (stop, walk, don't walk, left turn, right turn).
  - 06.03 Recognize requirements for use of seat belts and child restraints.
  - 06.04 Recognize use of 911 as an emergency resource.

**Literacy Completion Point**

**LCP-B**

**180 Hours**

- 07.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO PERFORM BASIC LITERACY CONCEPTS - - The student will be able to:
  - 07.01 Demonstrate ability to use left to right and top to bottom progression.
  - 07.02 Recognize and identify basic shapes (triangle, circle, square).
  - 07.03 State, read and write numbers 1 - 100.
  - 07.04 Recognize sequential order of page numbers.
  - 07.05 Understand simple instructions in literacy texts and worksheets with assistance.
  - 07.06 Recognize, read and write letters of the alphabet using manuscript (upper and lower case).
  - 07.07 Recognize difference between manuscript and cursive writing.
  - 07.08 Recognize sound-symbol correspondence and produce corresponding sounds.
  - 07.09 Produce rhyming sounds and words using consonants, vowels and diphthongs.
  - 07.10 Use a picture dictionary to match words with picture.
  - 07.11 Recognize and identify basic vocabulary for colors.
  - 07.12 Recognize reading concepts (words make up sentences, spaces separate words, periods end simple statements).
- 08.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR PERSONAL INFORMATION- - The student will be able to:\_
  - 08.01 State and print full name (first, middle, last).
  - 08.02 State and print full address (number, street, city, state, zip code).
  - 08.03 Recognize, read and write area code and phone number.
  - 08.04 Recognize, read and write social security number.
  - 08.05 Recognize, read and write date of birth.
  - 08.06 Complete a simple personal information form (name, address, phone, social security, date of birth, sex).
  - 08.07 Sign name.
  - 08.08 Demonstrate ability to use greetings, introductions and farewells (How are you? Hello, So long).
- 09.0 DEMONSTRATE ENGLISH SKILLS TO UNDERSTAND TIME AND MONEY CONCEPTS - - The student will be able to:
  - 09.01 State, read and write time using digital clocks.
  - 09.02 Recognize days of the week using words and abbreviations.
  - 09.03 Recognize months of the year using words and abbreviations.
  - 09.04 Locate dates on a calendar.
  - 09.05 Demonstrate ability to count U.S. coins and currency.

- 10.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR EMPLOYMENT - -  
The student will be able to:
- 10.01 Recognize entry-level jobs and workplaces for various occupations.
  - 10.02 Produce required forms of identification for employment.
  - 10.03 Express lack of understanding and ask for clarification on the job.
  - 10.04 Demonstrate ability to read a simple work schedule.
  - 10.05 Recognize safety signs appropriate to the job.
- 11.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND CONSUMER EDUCATION TOPICS- - The student will be able to:
- 11.01 Demonstrate ability to dial a telephone (rotary and touch-tone).
  - 11.02 Demonstrate ability to answer telephone and express lack of understanding.
  - 11.03 Identify types of housing (i.e. house, apartment, duplex).
  - 11.04 Identify rooms of the house.
  - 11.05 Identify basic utilities (water, gas, electric, cable).
  - 11.06 Identify types of stores.
  - 11.07 Identify clothing items.
  - 11.08 Recognize clothing sizes (S, M, L).
- 12.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO COMMUNICATE EFFECTIVELY ON HEALTH AND NUTRITION ISSUES - - The student will be able to:
- 12.01 Identify basic foods, food groups.
  - 12.02 Identify basic body parts.
  - 12.03 Identify basic illnesses and accidents.
  - 12.04 Identify basic health care vocabulary (doctor, nurse, dentist, hospital, clinic, health department, emergency room).
- 13.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO ACCESS TRANSPORTATION AND TRAVEL - - The student will be able to:
- 13.01 Identify modes of transportation (bus, taxi, car, bicycle, train).
  - 13.02 Demonstrate ability to read basic traffic signs (stop, yield, school zone, speed limit, railroad crossing, hospital).
  - 13.03 Demonstrate ability to read and interpret traffic signals (stoplight, caution signal, walk/don't walk).
- 14.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND SAFETY ISSUES - - The student will be able to:
- 14.01 Demonstrate ability to ask for emergency assistance (help, call 911).
  - 14.02 Identify warning symbols (poison, flammable, danger, caution, no smoking).
  - 14.03 Demonstrate understanding of requirements for use of seat belts and child safety restraints.

**Literacy Completion Point**

**LCP-C**

**180 Hours**

- 15.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO PERFORM ADVANCED LITERACY CONCEPTS- - The student will be able to:

- 15.01 State, read and write cardinal and ordinal numbers 1 - 100.
  - 15.02 Recognize concept of measurement (height and weight).
  - 15.03 Recognize, read and write letters of the alphabet (upper and lower case) using manuscript and cursive writing.
  - 15.04 Read and write simple sentences using spaces between words, periods and question marks.
  - 15.05 Read and understand instructions in literacy textbooks and worksheets.
  - 15.06 Alphabetize basic words.
  - 15.07 Organize basic word groups using categories (i.e. food, clothing, colors).
  - 15.08 Demonstrate ability to use a picture dictionary to read and copy new words.
  - 15.09 Recognize and produce rhyming words using consonants, consonant clusters, vowels and diphthongs.
  - 15.10 Recognize and organize sequential order of events using pictures.
  - 15.11 Read and write simple personal story using Language Experience Approach (LEA).
- 16.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR PERSONAL INFORMATION - -  
The student will be able to:
- 16.01 Write full name (first, middle, last) using manuscript and cursive.
  - 16.02 Identify titles for use with names (Mr., Mrs., Ms.).
  - 16.03 Sign name in appropriate signature area on forms.
  - 16.04 State and print full address: (number, street, city, state, zip code).
  - 16.05 Recognize, read and write area code, phone number and social security number.
  - 16.06 Read and write date of birth using words, abbreviations and numbers (i.e. January 4, 1967, Jan. 4, 1967, 01-04-67).
  - 16.07 Complete a personal information form (name, address, phone, social security, date of birth, sex, height, weight, signature).
  - 16.08 Demonstrate ability to use and understand greetings, introductions, farewells, and polite phrases (Excuse me, thank you, how are you?).
- 17.0 DEMONSTRATE ENGLISH SKILLS TO UNDERSTAND TIME AND MONEY CONCEPTS  
- - The student will be able to:
- 17.01 State, read and write time using analog and digital clocks.
  - 17.02 State, read and write days of the week using words and abbreviations.
  - 17.03 State, read and write months of the year using words and abbreviations.
  - 17.04 Demonstrate ability to use a calendar (i.e. special dates, holidays and appointments).
  - 17.05 Demonstrate ability to count U.S. coins and currency and make simple change.
- 18.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR EMPLOYMENT - - The student will be able to:
- 18.01 Identify entry-level jobs and workplaces for various occupations.
  - 18.02 Complete simple job application with assistance.
  - 18.03 Demonstrate ability to ask for assistance on the job.
  - 18.04 Produce required forms of identification for employment.
  - 18.05 Demonstrate ability to ask for clarification on the job.
  - 18.06 Demonstrate ability to read a work schedule.
  - 18.07 Read safety signs and symbols appropriate for the job.

- 19.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND CONSUMER EDUCATION ISSUES - - The student will be able to:
- 19.01 Demonstrate ability to make a phone call.
  - 19.02 Demonstrate ability to answer telephone and express lack of understanding.
  - 19.03 Identify types of housing (apartment, house, duplex, condo).
  - 19.04 Identify rooms of the house and types of furniture.
  - 19.05 Identify vocabulary for simple household repairs.
  - 19.06 Identify utility bill (water, gas, electric, cable) and read amount.
  - 19.07 Recognize common brands of consumer goods (Coke, Pepsi, Sprite, etc.).
  - 19.08 Identify methods of payment (cash, check, credit card).
  - 19.09 Identify clothing items and sizes.
  - 19.10 Demonstrate knowledge of operating equipment necessary for home (microwave, cassette/VCR).
- 20.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO COMMUNICATE EFFECTIVELY ON HEALTH AND NUTRITION ISSUES - - The student will be able to:
- 20.01 Identify basic foods, food groups, and healthy eating habits.
  - 20.02 Identify, read and write parts of the body.
  - 20.03 Identify basic vocabulary related to accidents.
  - 20.04 Describe symptoms and illnesses.
  - 20.05 Identify basic health care providers and facilities (doctor, nurse, dentist, hospital, clinic, health department, emergency room).
  - 20.06 Make doctor's appointment using a calendar.
  - 20.07 Read simple medicine labels.
- 21.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO ACCESS TRANSPORTATION AND TRAVEL - - The student will be able to:
- 21.01 Identify types of transportation.
  - 21.02 Ask for schedule and fare information.
  - 21.03 Read simple bus or public transportation schedule.
  - 21.04 Demonstrate ability to read traffic signs (stop, yield, school zone, speed limit, railroad crossing, hospital).
  - 21.05 Ask for and give simple directions (turn left, turn right, go straight, next to, in front of, between).
  - 21.06 Demonstrate ability to respond to emergency situations (911, fire, crime, medical emergency).
- 22.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND SAFETY ISSUES - - The student will be able to:
- 22.01 Demonstrate ability to respond to emergency situations (911, fire, crime, and medical emergency).
  - 22.02 Identify warning symbols (poison, flammable, danger, caution, no smoking).
  - 22.03 Demonstrate understanding of requirements for use of seat belts and child safety restraints.