



**Adult  
Education**

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# ESL CURRICULUM FRAMEWORK

Office of Adult Education  
Technical College System of Georgia

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

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
<b>Level 1:</b>	how to employ decoding strategies	identify a few key words/phrases in spoken/written texts			
<b>Level 2:</b>	how to employ decoding strategies	identify main idea and a few details in spoken/written texts			
<b>Level 3:</b>	how to employ a variety of strategies	retell details and answer questions; summarize a text			
<b>Level 4:</b>	how to employ a variety of strategies	analyze textual development via themes and ideas in spoken/written texts			
<b>Level 5:</b>	how to employ a variety of strategies	cite specific details in spoken/written texts			

**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.

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

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

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

**Speaking and Listening**

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

**Standard 2: An ELL can... participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.**

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
<b>Level 1:</b>	how to listen and participate	use simple information and respond to yes/no questions			
<b>Level 2:</b>	how to participate and present	engage in brief conversations and present information and ideas; respond to WH questions			
<b>Level 3:</b>	how to ask and answer questions	express ideas of self and others via relevant questioning and response			
<b>Level 4:</b>	how to converse	engage in conversations about topics and texts; build on ideas of others; summarize key points			
<b>Level 5:</b>	extension of discussion	express ideas clearly and build on ideas of others			

**Writing**

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

**Speaking and 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.

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

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
Level 1:	how to convey	information and feelings about familiar texts, topics, and experiences			
Level 2:	how to present	deliver presentations and simple narratives about familiar texts, topics, and experiences			
Level 3:	how to develop a topic	compose written texts and presentations with details about familiar texts, topics, and events			
Level 4:	how to integrate technology	use graphics and technology in writing and presentations about a variety of topics, texts, and events			
Level 5:	how to fully develop a topic	use relevant details, concepts, and examples in writing and presenting about a variety of topics, texts, and events			

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

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

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

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
<b>Level 1:</b>	how to give an opinion	express opinion (and its basis) on familiar topics, experiences, and events			
<b>Level 2:</b>	how to construct a claim	introduce a topic, experience, or event using reasons to support a claim; provide a conclusion			
<b>Level 3:</b>	how to support a claim	provide details to support a claim about a familiar topic			
<b>Level 4:</b>	how to support a claim	provide details to support a claim about a variety of topics			
<b>Level 5:</b>	how to order events	construct a substantive claim about a variety of topics			

**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.

**Speaking and 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.

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

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
<b>Level 1: with support</b>	how to research an experience or event	gather and label information from sources			
<b>Level 2: with support</b>	how to take notes	summarize collected data			
<b>Level 3: with support</b>	how to summarize and synthesize	paraphrase information in written or oral reports; provide a list of resources; integrate graphics as appropriate			
<b>Level 4:</b>	how to carry out sustained research projects	answer a question via search and synthesis; integrate graphics as appropriate, citing resources			
<b>Level 5:</b>	how to carry out sustained research projects	solve a problem via search and synthesis, citing resources			

**Writing**  
 CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  
 CCR Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  
 CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
<b>Level 1: with support</b>	how to identify a point	identify the main point made by an author or speaker			
<b>Level 2: with support</b>	how to identify a point	identify an author’s or speaker’s support of an idea via one reason			
<b>Level 3: with support</b>	explain reasons for a claim	identify an author’s or speaker’s support of an idea via one or two reasons			
<b>Level 4:</b>	how to analyze reasoning	determine if evidence is sufficient, citing textual details			
<b>Level 5:</b>	how to analyze reasoning	determine if evidence is sufficient, citing textual details to support the analysis			

**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.

**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.

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

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

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
Level 1:	the differences between formal and informal language	recognize meaning of some words through conversation and reading			
Level 2:	the differences between formal and informal language	adapt language appropriately and use some frequently-occurring academic language			
Level 3:	how to adapt language for purpose, task, and audience	show developing control of style and tone in speaking and writing			
Level 4:	how to adapt language for purpose, task, and audience	adopt and maintain an appropriate style in writing and speaking			
Level 5:	how to adapt language for purpose, task, and audience	use formal and informal styles and tones effectively in writing and speaking			

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

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

**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.



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

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
<b>Level 1:</b>	how to leverage context and questioning in native languages	recognize meaning of a few frequently-used words, simple phrases, and expressions in spoken and written texts			
<b>Level 2:</b>	how to use context and questioning in native languages	determine meaning of frequently-used words, phrases, and expressions in spoken and written texts			
<b>Level 3:</b>	how to use context, questioning, and a developing knowledge of English	determine meaning of frequently-used words, phrases, and expressions in spoken and written texts in spoken and written texts			
<b>Level 4:</b>	how to use context, questioning, and an increasing knowledge of English	determine the meaning of some figurative language and idiomatic expressions in spoken and written texts			
<b>Level 5:</b>	how to use context, questioning, and knowledge of English	determine the meaning of figurative language and idiomatic expressions in spoken and written texts			

**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.

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

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

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
<b>Level 1: with support</b>	how to communicate	convey basic information using a narrow range or vocabulary and simple sentences			
<b>Level 2: with support</b>	how to communicate	retell a short sequence of events; introduce a topic and a few facts; use linking words			
<b>Level 3: with support</b>	how to communicate	recount beginning, middle, and end; introduce/develop a topic's facts and details; provide a conclusion			
<b>Level 4:</b>	how to communicate	recount long, detailed sequences of events using more complex transitions between ideas			
<b>Level 5:</b>	how to communicate	recount long, detailed sequences of events using more complex transitions between ideas			

**Reading**  
 CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  
 CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  
 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.

**Speaking and 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.

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

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
<b>Level 1: with support</b>	commands of English	recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions; understand and respond to simple questions.			
<b>Level 2: with support</b>	commands of English	use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions; produce simple and compound sentences.			
<b>Level 3: with support</b>	commands of English	use simple phrases; use simple clauses; produce and expand simple, compound, and a few complex sentences			
<b>Level 4:</b>	commands of English	use increasingly complex phrases; use increasingly complex clauses; produce and expand simple, compound, and complex sentences.			
<b>Level 5:</b>	commands of English	use complex phrases and clauses; produce and expand simple, compound, and complex sentences.			

**Language**

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

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.

