**Florida Department of Education**

**Adult General Education**

**Curriculum Framework**

|  |
| --- |
| **GED® PREPARATION REASONING THROUGH LANGUAGE ARTS** |
| Program Title |  GED® Preparation  |
| Program Number |  9900130  |
| Course Title |  GED® Reasoning Through Language Arts (RLA) |
| Course Number |  9900131  |
| CIP Number |  1532020207  |
| Grade Equivalent |  9.0-12.9 |
| Grade Level |  30, 31 |
| Program Length |  Varies (See Program Length Section) |

**PURPOSE**

**Adult General Education Program:** The Florida Department of Education administers the Adult General Education (AGE)Program in accordance with the statutory framework outlined in the following state and federal laws: Florida Statute 1004.02, F.S.,[[1]](#footnote-1) Florida Statute 1004.93, F.S.,[[2]](#footnote-2) and Title II of the Workforce Investment and Opportunity Act (WIOA), also known as the federal Adult Education and Family Literacy Act (AEFLA). [[3]](#footnote-3)

As administered by the Florida Department of Education, Adult General Education encompasses the following programs, services, and activities:

* Academic Skills Building (ASB) Program
* Adult Basic Education (ABE) Program
* Adult High School (AHS) Program
* Adult English for Speakers of Other Languages (ESOL) Program
* General Education Development (GED®) Program
* Integrated Education and Training (IET) Service Approach
* Integrated English Literacy and Civics Education (IELCE) Service Approach
* 2-Generation and Family Literacy Service Approaches
* Workforce Preparation Activities

The Adult General Education Program is designed to serve the following objectives:

* Provide literacy instruction to adults to obtain the knowledge and skills necessary for employment and economic self-sufficiency.
* Facilitate adult learners to attain a secondary school diploma and transition to postsecondary education and training, including career pathways.
* Empower parents to obtain the education and skills that are necessary to participate as full partners in the educational development of their children and to achieve sustainable economic opportunities for their families.
* Deliver English language instruction to adult English language learners whose native language is other than English or who live in a family or community environment where a language other than English is the dominant language, to achieve competence in reading, writing, speaking, and comprehension of the English language.

**GED® Preparation Program:** The purpose of the GED® Comprehensive Preparation Program is to prepare students to obtain the knowledge and skills necessary to pass the Official GED® Tests and be awarded a State of Florida High School Diploma. The program prepares students in four content-area assessments: Reasoning through Language Arts (RLA), Mathematical Reasoning, Science, and Social Studies.

**STUDENTS**

Per State Board Rule 6A-6.014,[[4]](#footnote-4) students eligible to enroll in the GED® Comprehensive Preparation Program are those who:

* Are age 16 years or older.
* Are not enrolled in the K12 educational system.
* Score into NRS ABE Levels 5 or 6 on a state-approved reading test.

\* Per Florida Statute 1003.435(4), F.S.,[[5]](#footnote-5) “A candidate for a high school equivalency diploma shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, as provided for in rules of the district school board, a candidate may take the examination after reaching the age of 16.”

**EDUCATIONAL FUNCTIONING LEVELS**

The term “Educational Functioning Level” as defined by WIOA refers to the literacy levels in Academic Skills Building (ASB), Adult Basic Education (ABE), and Adult English for Speakers of Other Languages (ESOL). These levels are detailed in the NRS Guidelines and encompass a set of skills and competencies that students demonstrate in specific skill areas, as specified by the NRS System (Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462).[[6]](#footnote-6)

**Table 1:** **NRS EFLs for the GED® Reasoning Through Language Arts Course in relation to the Grade Equivalent for each level**

|  |  |  |
| --- | --- | --- |
| **Course Title** | **NRS Educational Functioning Levels** | **Grade Equivalent** |
| GED® Reasoning through Language Arts |  ABE Level 5 | 9.0 – 10.9 |
| GED® Reasoning through Language Arts  |  ABE Level 6 | 11.0 – 12.9 |

**PROGRAM LENGTH**

The maximum number of instructional hours recommended by the Florida DOE for the GED® RLA course is 250 hours per EFL. Acknowledging the individualized nature of learning, some students may finish an EFL in fewer (or more) hours than the recommended maximum duration indicated.

**Table 2: Recommended Maximum Number of Hours by Educational Functioning Level**

|  |  |  |
| --- | --- | --- |
| **Course Title** | **NRS Educational Functioning Levels** | **Recommended Maximum Hours** |
| GED® Reasoning through Language Arts |  ABE Level 5 | 250 |
| GED® Reasoning through Language Arts |  ABE Level 6 | 250 |

**CURRICULUM AND INSTRUCTION**

The Florida DOE disseminates the GED® Comprehensive curriculum framework to agencies statewide, empowering local agency personnel to craft a curriculum relevant to the objectives of their students and instructors. Below is a structured outline of elements to consider when creating the local agency’s curriculum:

1. **Educational Outcomes:**
	* Clearly defined outcomes that students are expected to achieve upon completion of the course.
2. **Core Instructional Materials:**
	* A set of materials (both print and digital) aligned with the defined educational outcomes. This can include textbooks, workbooks, online resources, and multimedia materials.
3. **Needs Assessment Tools:**
	* Create a set of needs assessment tools to help teachers identify the specific learning needs and educational goals of individual students. This will aid in prioritizing standards and tailoring instruction to meet the diverse needs of learners.
4. **Supplementary Textbooks:**
	* Provide workbooks covering the content of the GED® Reasoning Through Language Arts course.
5. **Pacing Guides and Matrices:**
	* Develop pacing guides and matrices that outline the scope and sequence of the curriculum. This helps in organizing the content over the duration of the course and ensures a logical progression of skills.
6. **Recommended Resources:**
	* Compile a list of recommended websites, films, and dictionaries that can be utilized by teachers to supplement the curriculum. Ensure that these resources are relevant, up-to-date, and support the diverse needs of adult learners.
7. **Overview of Content:**
	* Provide an overview of the content of the GED® Reasoning Through Language Arts course.
8. **Learning Activities:**
	* Describe a variety of learning activities that can be used regularly for reinforcement. Include a mix of individual and group activities, hands-on projects, discussions, and real-world application exercises.
9. **Vocabulary Lists:**
	* Utilize widely available vocabulary lists[[7]](#footnote-7) designed specifically for the GED® Reasoning Through Language Arts course such as word usage, sentence structure, transition words, capitalization, punctuation, and apostrophes.
10. **Grammar and Language Skills:**
	* Provide instructors and students with widely available free educational products from the GED® Assessment Guide for Educators[[8]](#footnote-8) designed specifically to enhance skills in grammar and language relevant to the Reasoning Through Language Arts course, such as word usage, sentence structure, transition words, capitalization, punctuation, and apostrophes.

It is recommended to continuously assess and update the agency’s curriculum based on feedback, changes in educational standards, and the evolving needs of learners. Regular collaboration with instructors and seeking input from the Florida DOE Bureau of Adult Education can further enhance the quality and effectiveness of the agency’s curriculum.

Instructors are not obligated to follow the standards sequentially. The distinct needs of each group of students can guide instruction, empowering instructors to modify the sequence of teaching the standards.

**ASSESSMENT**

The Florida DOE has approved the following tests for pre-testing students for enrollment into the GED® RLA course and for post-testing students to measure progress and completion of the course:

* CASAS GOALS Reading 900 Series
* TABE 11&12 Language
* TABE 11&12 Reading

**References for Assessment and Reporting:** For complete information regarding assessment procedures and policies, see the Florida DOE Assessment Technical Assessment Paper.[[9]](#footnote-9) For guidelines on the procedures for reporting data related to student test results, see the Florida DOE Division of Career and Adult Education (DCAE) Office of Research and Evaluation.[[10]](#footnote-10)

**Pre-testing:** Federal and state regulations mandate that local adult education agencies conduct pre-tests for all new students within the initial 12 hours of enrollment activity. The Florida DOE defines a new student as someone not previously enrolled in the local agency during the current or preceding program year. GED® Comprehensive Preparation course students are required to pre-test and obtain a score at or above NRS EFL 5 in reading and math. The agency is responsible for submitting the pre-test results to the FDOE in accordance with the guidelines outlined by the Division of Career and Adult Education (DCAE) Office of Research and Evaluation.

**Post-testing:** Agencies are not required to post-test students enrolled in the GED® RLA course for NRS reporting purposes, however, students will benefit from a variety of assessments to gauge their knowledge and skills. The GED® Ready Test[[11]](#footnote-11) is an appropriate tool for determining when the student is likely to be able to pass the GED® Test.

**Course Completion:**Students complete the GED® RLA course when they pass the GED® RLA subtest. Upon passing all subtests of the GED®, the agency is responsible for reporting the course completion date as reflected by the date on the student’s diploma. The agency is responsible for reporting the post-test results to the Florida DOE following the guidelines outlined by the DCAE Office of Research and Evaluation.

**GED® 2014 Assessment:** For additional information on the GED® Comprehensive 2014 Assessment and the performance targets and content topics see the GED® Comprehensive Testing Service Assessment Guide for Educators.[[12]](#footnote-12)

**ACCOMMODATIONS**

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

**ADULT EDUCATION INSTRUCTOR CERTIFICATION**

As per Florida Statute 1012.39 (1)(b), F.S.,[[13]](#footnote-13) each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education agencies.

**FLORIDA DOE INTEGRATED EDUCATION AND TRAINING (IET) SERVICE APPROACH**[[14]](#footnote-14)

The Florida DOE promotes the planning, development, and implementation of an IET service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Florida’s IET service approach is well-suited for meeting the specific needs of ASB students. Agencies are encouraged to create opportunities that seamlessly integrate education and career-focused content and deliver workforce preparation and training for ASB students.

The IET service approach provides all levels of adult education students the opportunity to acquire the skills needed to:

* Transition to and complete postsecondary education and training programs.
* Obtain employment and advance in employment leading to economic self-sufficiency.
* Exercise the rights and responsibilities of citizenship.

All IET Programs must include the following three components as noted in the following sections of WIOA.[[15]](#footnote-15)

* Adult education and literacy activities (WIOA Section 203(2)).
* Workforce preparation activities (WIOA Section 203(17)).
* Workforce training services (one or more) for a specific occupation or occupation cluster (WIOA Section 134(c)(3)(D)).

To meet the “integrated” requirement of IET, all services must include the following:

* Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
* Activities are of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals.
* Occur simultaneously.
* Use occupationally relevant instructional materials.

The integrated education and training program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities function cooperatively.

**GED® REASONING THROUGH LANGUAGE ARTS STANDARDS**

The GED® RLA Standards focus on the fundamentals in three major content areas: Reading, Language Arts and Writing. Students will achieve the ability to read closely, the ability to write clearly, and the ability to edit and understand the use of standard written English in context.The most significant predictor of readiness for career and college lies in the proficiency to read and comprehend intricate texts, particularly nonfiction.

|  |
| --- |
| **GED® REASONING THROUGH LANGUAGE ARTS READING STANDARDS** |
| **R.1**  | **Determine central ideas or themes of texts, analyze their development, and summarize the key supporting details and ideas.**  |
| R.1.a  | Comprehend explicit details and main ideas in text.  |
| R.1.b  | Summarize details and ideas in text.  |
| R.1.c  | Make sentence-level inferences about details that support main ideas.  |
| R.1.d  | Infer implied main ideas in paragraphs or whole texts.  |
| R.1.e  | Determine which detail(s) support(s) a main idea.  |
| R.1.f  | Identify a theme, or identify which element(s) in a text support a theme.  |
| R.1.g  | Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.  |
| R.1.h  | Draw conclusions or make generalizations that require mixing several main ideas in text.  |
| **R.2**  | **Analyze how individuals, events, and ideas develop and interact over the course of a text.**  |
| R.2.a  | Order sequences of events in texts.  |
| R.2.b  | Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.  |
| R.2.c  | Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning.  |
| R.2.d  | Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship).  |
| R.2.e  | Analyze the roles that details play in complex literary or informational texts.  |
| **R.3.2****L.4.2**  | **Interpret words and phrases that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific word choices shape meaning or tone.**  |
| R.3.1L.4.1  | Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.  |
| R.3.2L.4.2  | Analyze how meaning or tone is affected when one word is replaced with another.  |
| R.4.3L.4.3  | Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author’s intent to convey information or construct an argument. |
| **R.4**  | **Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.**  |
| R.4.a  | 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.  |
| R.4.b  | Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or distinguishing one idea from another).  |
| R.4.c  | Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas or reinforce an author’s purpose.  |
| R.4.d  | Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author’s purpose.  |
| **R.5**  | **Determine an author’s purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.**  |
| R.5.a  | Determine an author’s point of view or purpose of a text.  |
| R.5.b  | Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.  |
| R.5.c  | Infer an author’s implicit and explicit purposes based on details in text.  |
| R.5.d  | Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).  |
| **R.6**  | **Delineate and evaluate the argument and specific claims in a text, including if the reasoning was valid, as well as the relevance and sufficiency of the evidence.**  |
| R.7.1  | Delineate the specific steps of an argument the author puts forward, including how the argument’s claims build on one another.  |
| R.8.a  | Identify specific pieces of evidence an author uses in support of claims or conclusions.  |
| R.8.b  | Evaluate the relevance and sufficiency of evidence offered in support of a claim.  |
| R.8.c  | Distinguish claims that are supported by reason and evidence from claims that are not.  |
| R.8.d  | Assess whether the reasoning is valid; identify false reasoning in an argument and evaluate its impact.  |
| R.8.e  | Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.  |
| **R.9 & 7**  | **Analyze how two or more texts address similar themes or topics.**  |
| R.9.aR.7.a  | Draw specific comparisons between two texts that address similar themes or topics, or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).  |
| R.9.b  | Compare two passages in a similar or closely related genre that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or overall impact.  |
| R.9.c  | Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.  |
| R.7.b  | Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text or determines how data supports an author’s argument.  |
| R.7.c  | Compare two passages that present related ideas or themes in different genre or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing.  |
| R.7.d  | Compare two passages that present related ideas or themes in different genre or formats in order to synthesize details, draw conclusions, or apply information to new situations.  |
| **LANGUAGE STANDARDS** |
| **L.1**  | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  |
| L.1.a  | Edit to correct errors involving frequently confused words and homonyms, including contractions (passed, past; two, too, to; there, their, they’re; knew, new; it’s, its).  |
| L.1.b  | Edit to correct errors in straightforward subject-verb agreement.  |
| L.1.c  | Edit to correct errors in pronoun usage, including pronoun-antecedent agreement, unclear pronoun references, and pronoun case.  |
| L.1.d  | Edit to eliminate nonstandard or informal usage (e.g., correctly use tries to win the game instead of try and win the game).  |
| L.1.e  | Edit to eliminate dangling or misplaced modifiers or illogical word order (e.g., correctly use to meet almost all requirements instead of to almost meet all requirements).  |
| L.1.f  | Edit to ensure parallelism and proper subordination and coordination.  |
| L.1.g  | Edit to correct errors in subject-verb or pronoun antecedent agreement in more complicated situations (e.g., with compound subjects, interceding phrases, or collective nouns).  |
| L.1.h  | Edit to eliminate wordiness or awkward sentence construction.  |
| L.1.i  | Edit to ensure effective use of transitional words, conjunctive adverbs, and other words and phrases that support logic and clarity.  |
| **L.2**  | **Demonstrate command of the conventions of standard English capitalization and punctuation when writing.**  |
| L.2.a  | Edit to ensure correct use of capitalization (e.g., proper nouns, titles, and beginnings of sentences).  |
| L.2.b  | Edit to eliminate run-on sentences, fused sentences, or sentence fragments.  |
| L.2.c  | Edit to ensure correct use of apostrophes with possessive nouns.  |
| L.2.d  | Edit to ensure correct use of punctuation (e.g., commas in a series or in appositives and other nonessential elements, end marks, and appropriate punctuation for clause separation).  |
| **WRITING STANDARDS** |
| W.1  | Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence  |
| W.2  | Produce and extended analytical response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts, or details from the text; and maintains a coherent focus.  |
| W.3  | Write clearly and demonstrate sufficient command of standard English conventions  |

1. <http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html> [↑](#footnote-ref-1)
2. <http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.93.html> [↑](#footnote-ref-2)
3. <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf> [↑](#footnote-ref-3)
4. <https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014> [↑](#footnote-ref-4)
5. <https://www.flsenate.gov/laws/statutes/2012/1003.435> [↑](#footnote-ref-5)
6. <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-462> [↑](#footnote-ref-6)
7. <https://www.vocabulary.com/lists/sqwixtkp/ged> [↑](#footnote-ref-7)
8. <https://ged.com/educators_admins/teaching/teaching_resources/> [↑](#footnote-ref-8)
9. <https://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml> [↑](#footnote-ref-9)
10. <https://www.fldoe.org/academics/career-adult-edu/research-evaluation/> [↑](#footnote-ref-10)
11. <https://ged.com/study/ged_ready/> [↑](#footnote-ref-11)
12. <https://ged.com/educators_admins/teaching/teaching_resources/> [↑](#footnote-ref-12)
13. <https://www.flsenate.gov/laws/statutes/2011/1012.39> [↑](#footnote-ref-13)
14. <https://www.fldoe.org/academics/career-adult-edu/adult-edu/adult-edu-career-pathways.stml> [↑](#footnote-ref-14)
15. <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf> [↑](#footnote-ref-15)