

Organization Name	Department of Corrections Adult Basic Education Programs					
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Class/Program Name	ABE Literacy 1 RLA					
<i>Class Site(s)</i>	DOC ABE Programs			<i>Days & Times</i>	M-F, 90 minutes	
<i>Student Placement Level(s)</i>	0 to 3.9	<i>Class Assessment(s)</i>	TABE; Rubrics	<i>Scaled Score Range</i>		
<i>Class Led By</i>	ABE teachers	<i>Delivery Style</i>	Class X	One-to-One X	Distance Learning	Hybrid Other
<i>Class Goals</i>	To demonstrate reading, language, speaking/listening and writing skills, conveying organized thought supported by facts/references					
<i>Standards Addressed</i>	College and Career Readiness Standards (CCRS)	<u>Reading</u> : CCR Anchors 1-8 Level A and B <u>Language</u> : CCR Anchors 1-4 Level A and B <u>Speaking/Listening</u> : CCR Anchors 1-6 Level A and B <u>Writing</u> : CCR Anchors 1-9 Level A and B				
	Academic, Career, and Employability Skills Transitions Integration Framework (ACES TIF)	Effective Communication: Skills 1-3 Learning Strategies: Skills 1-4 Academic Language & Skills: Skills 1-3, 5 Critical Thinking: Skills 1-4 Self-Management: Skills 1-3 Navigating Systems: Skills 1-2				
	Northstar Digital Literacy Standards	Microsoft Word PowerPoint				
	Other?	Technology: DOC Offender Network				

<i>Class Content</i>	Reading	
	CCR Level A and B Standards	Core Materials
	1. Explain what the text says explicitly: A: Ask and answer questions about key details in text B: Ask and answer who, what, where, when, why and how questions	Steck Vaughn Vocabulary Connections Level C Contemporary Achieving TABE Success Level E Evan Moor Daily Language Review Reading for Today series Challenger series
	2. Determine a theme or central idea of a text A: Identify main topic and retell key details B: Determine the main idea, recount key details and explain how details support main idea	Contemporary Achieving TABE Success Level E (pp. 135-142) Evan Moor Daily Language Review Reading for Today series Challenger series
	3. Analyze how and why individuals, event and ideas develop and interact in a text A: Describe the connection between two individuals, events, ideas or pieces of information in text B: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures, using language pertaining to language pertaining to time, sequence and cause/effect	Contemporary Achieving TABE Success Level E (pp. 67-74, 143-174) Evan Moor Daily Language Review Reading for Today series Challenger series
5. Determine the meaning of words/phrases as they are used in a text A: Ask and answer questions to help determine or clarify meaning of words	Contemporary Achieving TABE Success Level E (pp. 37-44) Evan Moor Daily Language Review	

**Organization
Name**

Department of Corrections Adult Basic Education Programs

	B: Determine meaning of academic and domain-specific words in text	Reading for Today series Challenger series	
	6. Translate and integrate text into and from visual formats (charts, graphs, photos) A: use illustrations and details to describe key ideas B: Use illustration information to demonstrate understanding	Contemporary Achieving TABE Success Level E (pp. 93-108) Evan Moor Daily Language Review Reading for Today series Challenger series	
	7. Analyze text structure and how one sentence/paragraph/chapter fits and contributes to the whole A: know and use text features to locate key information B: Use text features to locate key facts efficiently	Contemporary Achieving TABE Success Level E (pp. 205-211) Evan Moor Daily Language Review Reading for Today series Challenger series	
	8. Determine author's point of view or purpose and the aspects that reveal that point of view to the reader B only: Identify the main purpose, including what the author wants to answer, explain or describe; distinguish own point of view from that of author	Contemporary Achieving TABE Success Level E (pp. 205-214) Educational Design Life Skills Reading Units 1-3 Evan Moor Daily Language Review Reading for Today series Challenger series	
	9. Evaluate an argument and its claims, identifying irrelevant data as well A. Identify reasons an author gives to support points B. Describe how reasons support specific	Read articles, then write short response to summarize the disagreement, include which side of the argument student supports and why Evan Moor Daily Language Review	

Organization Name	Department of Corrections Adult Basic Education Programs
--------------------------	---

	points author makes	Reading for Today series Challenger series	
	10. Analyze how two or more texts address similar themes or topics A: Identify basic similarities in and differences between two texts on the same topic B: Compare and contrast the most important points and key details presented in two texts on the same topic	Contemporary Achieving TABE Success Level E (pp. 143-150) Evan Moor Daily Language Review Reading for Today series Challenger series	
	Language		
	CCR Level A and B Standards	Core Materials	
	1. Demonstrate command of the conventions of English grammar and usage when writing or speaking A: Print all upper/lower-case letters; focus on nouns, pronouns and verb tenses; use frequently occurring adjectives, conjunctions, prepositions; understand and use question words; produce simple and compound sentences (all 4 types) in response to prompts B: Explain function of parts of speech; irregular plural nouns and verbs; ensure subject-verb agreement; produce complex sentences; produce, expand and rearrange	Steck Vaughn Language Exercise Book 4 Units 2, 3, and 4 Evan Moor Daily Language Review Challenger series Target spelling	

**Organization
Name**

Department of Corrections Adult Basic Education Programs

	complete simple and compound sentences		
	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>A: Capitalize 1st word of sentences, “I”, dates and names; use end punctuation; write a letter(s) for most consonant and short-vowel sounds; spell simple words phonetically; utilize common spelling patterns</p> <p>B: Capitalize holidays, produce and geographic names, and titles; use commas, quotation marks and apostrophes; use conventional spelling for high-frequency words and add suffixes (e.g., sitting); use spelling patterns and generalizations in writings; consult reference materials</p>	<p>Steck Vaughn Language Exercise Book 4 Unit 4</p> <p>Evan Moor Daily Language Review Challenger series Target spelling</p>	
	<p>3. Understand how language functions in different contexts, make effective choices for meaning or style and comprehend more fully</p> <p>B only: choose words for effect; recognize differences between written and spoken English</p>	<p>Discuss examples of how word choice could have negative or positive connotations, i.e. cheap v. thrifty</p> <p>Evan Moor Daily Language Review Challenger series Target spelling</p>	
	<p>4. Determine the meaning of unknown and multiple meaning words, figurative language and nuances</p> <p>A: Determine meaning using sentence-level context as clue to meaning; use frequently occurring root words and affixes</p>	<p>Contemporary Achieving TABE Success Level E (pp. 37-44, 117-120)</p> <p>Steck Vaughn Language Exercise Book 4 Units 4-6</p> <p>Evan Moor Daily Language Review</p>	

**Organization
Name**

Department of Corrections Adult Basic Education Programs

as meaning clues
 B: Use sentence-level context; determine meaning when known prefix is added to known word; use known root word as clue to meaning of unknown word with same root; use individual word meaning to predict meaning of a compound word; use glossaries and beginning dictionaries

Challenger series
 Target spelling

Speaking and Listening

CCR Level A and B Standards

Core Materials

1. Engage effectively in collaborative discussions, asking questions and sharing ideas
 A: follow agreed-upon rules for discussions; build on others' talk in conversation; ask questions to clear up any confusion
 B: Come to discussions prepared; gain "the floor" in respectful ways; ask questions to check understanding of info presented, stay on topic and link comments to others' remarks; explain their own ideas

Class discussions
 Students are expected to demonstrate this standard every day.

2. Evaluate a speaker's point of view
 A: Ask and answer questions in order to seek help, get information or clarify
 B: Ask and answer questions about information from speaker, offering appropriate elaboration and detail

Class discussions
 Students are expected to demonstrate this standard every day.

**Organization
Name**

Department of Corrections Adult Basic Education Programs

	<p>3. Present information, findings and evidence in an organized way, appropriate to audience</p> <p>A. Describe people, places, things and events with relevant details, expressing ideas and feelings clearly</p> <p>B: Report on topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace</p>	Class discussions, presentations	
	<p>4. Analyze the purpose of information (visual, quantitative and oral)</p> <p>A: Confirm understanding of oral presentation or text by asking and answering questions about key details and request clarification if needed</p> <p>B: Determine the main ideas and supporting details of oral presentation or text presented in diverse media and formats</p>	Class discussions, presentations	
	<p>5. Adapt speech to a variety of communicative tasks</p> <p>A: Speak audibly and express thoughts, feelings and ideas clearly; produce complete sentences when appropriate to task and situation</p> <p>B: Speak in complete sentences when appropriate in order to provide requested detail or clarification</p>	<p>Oral Presentations</p> <p>Group projects</p>	

Writing

CCR Level A and B Standards	Core Materials
<p>1. Write arguments to support claims B only: write opinion pieces on topics, supporting a point of view with reasons—introduce topic, state opinion and create structure listing reasons; provide reasons that support; use linking words/phrases; provide a conclusion</p>	<p>Contemporary Achieving TABE Success Level E Evan Moor Daily Language Review Reading for Today series Challenger series Sentence & paragraph writing</p>
<p>2. Write informative - explanatory text A: Name a topic, supply some facts and provide some closure B: Examine a topic and convey ideas and information clearly—introduce topic and group related information together, develop topic with facts, definitions and details, use linking words, provide a concluding statement or section</p>	<p>Contemporary Achieving TABE Success Level E Evan Moor Daily Language Review Reading for Today series Challenger series Sentence & paragraph writing</p>
<p>3. Write narratives using effective technique, details and sequencing A: Recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some closure B: Recount a well-elaborated event, including details to describe actions, thoughts and feelings, use temporal words and provide a sense of closure</p>	<p>Selected Event discussion and oral presentation</p>

**Organization
Name**

Department of Corrections Adult Basic Education Programs

	4. Produce clear and coherent writing B only: Produce writing in which the development and organization are appropriate to task and purpose	Contemporary Achieving TABE Success Level E Evan Moor Daily Language Review Reading for Today series Challenger series Sentence & paragraph writing	
	5. Plan, revise, and edit with the support of others, A: With guidance and support focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing B. With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising and editing	Contemporary Achieving TABE Success Level E Evan Moor Daily Language Review Reading for Today series Challenger series Sentence & paragraph writing	
	6. Employ technology to produce and publish A: With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers B. With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others	Use Microsoft Word to produce and publish work	
	7. Conduct short research projects A. Participate in shared research and writing projects B. Conduct short research projects that build knowledge about a topic	Selected research project work together Paragraph writing	
	8. Gather from multiple sources, assess credibility and accuracy A: With guidance and support, recall information from experiences or gather	Selected research project—determine credible source	

Organization Name	Department of Corrections Adult Basic Education Programs	
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	<p>information from provided sources to answer a question</p> <p>B: Recall information or gather information from print or digital sources, take brief notes and sort evidence into provided categories</p>		
<i>Class Activities</i>	<p>Direct instruction, teacher modeling, independent practice, graphic organizers, reading novels or short essays/stories, class discussions, jigsaw activities, presentations, vocabulary and word work, brainstorming activities, the writing process; sentence and paragraph writing; outlining; speech notes</p> <p>Current event articles from Newsela or News for You</p>		
<i>Class Text(s), Educational Technology, & Other Instructional Materials</i>	<p>Timed Readings Plus—Book One</p> <p>Educational Design Life Skills Reading Units 1-3</p> <p>Newsela and/ or News For You</p> <p>Books for discussions: Junkyard Dan, High Noon;</p> <p>Mock interviews</p> <p>Research or Essay ideas: Remembering September 11; A Class Divided; Presidents; Black History Month</p>		