

<b>Organization Name</b>	<b>Department of Corrections Adult Basic Education Programs</b>				
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<b>Class/Program Name</b>	<b>ABE Literacy 2 RLA</b>				
<i>Class Site(s)</i>	DOC ABE Programs			<i>Days &amp; Times</i>	M-F, 90 minutes
<i>Student Placement Level(s)</i>	4.0 – 6.0	<i>Class Assessment(s)</i>	TABE; Rubrics	<i>Scaled Score Range</i>	
<i>Class Led By</i>	ABE teachers	<i>Delivery Style</i>	<b>Class X</b>	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 C and D <u>Language</u> : CCR Anchors 1-4 Level C and D <u>Speaking/Listening</u> : CCR Anchors 1-6 Level C and D <u>Writing</u> : CCR Anchors 1-9 Level C and D			
	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>	<u>Reading</u>	
	CCR Level C and D Standards	Core Activities/Assessments
	1. Explain what the text says explicitly and inferentially, by: C: referring to details and examples in text and quoting accurately D: Cite textual evidence to support analysis, including social studies & science texts	Contemporary Achieving TABE Success in Reading Level M pp 121-181 Six Way Paragraphs AGS US Social Studies textbooks AGS Science textbooks
	2. Determine a theme or central idea of a text C: explain how particular details convey that idea D: provide an objective summary	Contemporary Achieving TABE Success in Reading Level M pp 131-138, 163-166 Six Way Paragraphs AGS US Social Studies textbooks AGS Science textbooks
	3. Analyze how and why individuals, event and ideas develop and interact in a text C: explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why D: analyze how a text makes connections (through comparisons, analogies or categories); identify key steps in a text's description of a process related to social studies	Contemporary Achieving TABE Success in Reading Level M and D Six Way Paragraphs AGS US Social Studies textbooks AGS Science textbooks
4. Follow precisely a multistep procedure (D only)	Contemporary Achieving TABE Success in Reading Level M and D Six Way Paragraphs AGS US Social Studies textbooks AGS Science textbooks	

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	<p>5. Determine the meaning of words/phrases as they are used in a text            C: including general academic and domain-specific words as well as figurative language            D: Analyze the impact of a specific word choice on meaning and tone; determine figurative, connotative, technical meanings</p>	<p>Contemporary Achieving TABE Success in Reading Level M pp 37-44, 175-213            Vocabulary Connections Levels D-G            AGS US Social Studies textbooks            AGS Science textbooks</p>	
	<p>6. Translate and integrate text into and from visual formats (charts, graphs, photos)            C: explain how information contributes to understanding the text; locate an answer quickly or solve a problem efficiently            D: integrate information to develop a coherent understanding of the topic, including technical information</p>	<p>Contemporary Achieving TABE Success in Reading Level M pp 87-117            AGS US Social Studies textbooks            AGS Science textbooks</p>	
	<p>7. Analyze text structure and how one sentence/paragraph/chapter fits and contributes to the whole            C: Describe structure: chronology, comparison, cause/effect, problem/solution with two or more texts            D: Analyze author’s organization, including how major sections contribute and develop ideas</p>	<p>Contemporary Achieving TABE Success in Reading Level M pp 121-213            Six Way Paragraphs            AGS US Social Studies textbooks            AGS Science textbooks</p>	
	<p>8. Determine author’s point of view or purpose and the aspects that reveal that point of view to the reader            C: Analyze multiple accounts of same event or topic, noting important similarities and differences in point of view; describe how point of view influences how events are described</p>	<p>Contemporary Achieving TABE Success in Reading Level M pp 175-213            AGS US Social Studies textbooks            AGS Science textbooks</p>	

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	D: After determining point of view/purpose, analyze how the author acknowledges and responds to conflicting evidence or viewpoints			
	9. Evaluate an argument and its claims, identifying irrelevant data as well C: explain use of reasons and identify which reasons and evidence support which point(s) D: delineate and evaluate an argument and specific claims, assess if reasoning is sound and evidence is relevant and sufficient; recognize when irrelevant evidence is introduced	Contemporary Achieving TABE Success in Reading Level M pp 175-176 AGS US Social Studies textbooks AGS Science textbooks		
	10. Analyze how two or more texts address similar themes or topics C: Integrate information from several texts in order to write or speak about topic knowledgeably D: Analyze a case in which texts conflict on same topic, identify where the texts disagree	Contemporary Achieving TABE Success in Reading Level M and D AGS US Social Studies textbooks AGS Science textbooks		
	<b>Language</b>			
	CCR Level C and D Standards	Core Activities/Assessments		
1. Demonstrate command of the conventions of English grammar and usage when writing or speaking, C: conjunctions, prepositions and interjections and their functions; use relative pronouns and relative adverbs; form and use	Steck Vaughn Language Exercises Level 3 Review; Levels 4-5 Achieving TABE success in Reading Levels M and D			

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	<p>proper verb tenses and their incorrect usage; adjectives; produce complex sentences and correct run-on sentences; correctly use frequently confused words</p> <p>D: all forms of pronouns and their proper use</p> <p>Steck Vaughn Language Exercises Level 3 Review; Levels 4-5 Achieving TABE success in Reading Levels M and D</p> <p>usage; use strategies to improve expressions; all forms of verb and their proper use and impact on voice and mood; phrases and clauses; use various sentence structures; recognize and correct errors.</p>		
	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>C: capitalization, comma use, quotation marks, title markings and spelling</p> <p>D: punctuation, commas, ellipsis to indicate omission, spelling</p>	<p>Steck Vaughn Language Exercises Level 3 Review; Levels 4-5 Achieving TABE success in Reading Levels M and D</p>	
	<p>3. Understand how language functions in different contexts, make effective choices for meaning or style and comprehend more fully</p> <p>C: choose words to convey ideas precisely, punctuate for effect, differentiate formal and informal discourse and when appropriate, expand/combine/reduce sentences for meaning and style</p> <p>D: vary sentence patterns for meaning, reader interest and style, maintain consistent style and tone, choose language to express</p>	<p>Steck Vaughn Language Exercises Level 3 Review; Levels 4-5 Achieving TABE success in Reading Levels M and D</p>	

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ideas precisely and concisely, eliminate wordiness and redundancy

4. Determine the meaning of unknown and multiple meaning words, figurative language and nuances

C: use context and consult reference materials; interpret figurative language including similes, metaphors, idioms, adages and proverbs

D: verify preliminary determination of the meaning of a word or phrase; use accurately general academic and domain-specific words

Steck Vaughn Language Exercises  
Level 3 Review; Levels 4-5  
Achieving TABE success in Reading  
Levels M and D

**Speaking and Listening**

**CCR Level C and D Standards**

1. Engage effectively in collaborative discussions, asking questions and sharing ideas  
C and D: Come to discussions prepared, having read material, explicitly referring to evidence on topic

C: follow agreed upon rules for discussions and carry out assigned roles; contribute to discussions by posing and responding to specific questions and elaborating on others' remarks; review key ideas and draw conclusions

D: contribute by referring to evidence on topic; connect ideas from other speakers and

**Core Activities/Assessments**

Classroom Discussions  
Think-Pair-Share  
Presentations

Roll of Thunder, Hear My Cry  
Number the Stars

Achieving TABE success in Reading  
Levels M and D

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	respond with relevant evidence; acknowledge new information expressed by others		
	2. Evaluate a speaker's argument and claims, evaluating quantity and quality of evidence C: summarize the speaker's points and explain how each claim is supported by evidence D: Delineate an argument and its claims, evaluating soundness of reasoning and relevance and sufficiency of evidence	Bluford Series  Makers—Women Who Make America (video and discussion)  Legislative Committee structure/process  Achieving TABE success in Reading Levels M and D	
	3. Present information, findings and evidence in an organized way, appropriate to audience C: present an opinion, sequencing ideas logically and using appropriate facts and relevant details to support; speak clearly and at an understandable pace D: present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation	Classroom discussions Makers—Women Who Make America (video and discussion)  Legislative Committee structure/process  The Birchbark House  Achieving TABE success in Reading Levels M and D	
	4. Analyze the purpose of information (visual, quantitative and oral) C: paraphrase portions of information	A Class Divided experiment/project  Achieving TABE success in Reading	

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	presented in diverse media or formats; summarize a written text read aloud D: Analyze the purpose of information and evaluate motive (social, commercial, political)	Levels M and D	
	5. Integrate visuals to clarify information, strengthen evidence and add interest	Presentations	
	<b>Writing</b>		
	CCR Level C and D Standards	Core Activities/Assessments	
	1. Write opinions and arguments supported by valid reasoning and evidence. C: Write opinion pieces on clearly introduced topics, supporting with reasons and information, and creating a structure in which ideas are logically grouped, supported by facts and details, using linking words and a conclusion related to presented opinion. D: Write arguments with clear reasons and relevant evidence, acknowledging opposing claims, supporting claims with credible sources while demonstrating understanding of topic. Maintain formal style.	Achieving TABE success in Reading Levels M and D  Six Way Paragraphs  A Class Divided project	
	2. Write informative - explanatory text C: Group related information, develop topic with facts, definitions, concrete details, quotations, link ideas within categories, use precise language, conclusion relates to information presented	Achieving TABE success in Reading Levels M and D  Six Way Paragraphs  Historical event project	



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	<p>D: Examine relevant content, by previewing what is to follow, organize ideas, by using strategies (such as classification, compare/contrast and cause/effect), concrete details or quotations and transitions to create cohesion</p>		
	<p>3. Write narratives using effective technique, details and sequencing (this is a Level C standard, but writing narratives helps students produce clear coherent writings.) C: Recount a well-elaborated event, including details to describe actions, thoughts and feelings</p>	<p>Achieving TABE success in Reading Levels M and D  Six Way Paragraphs</p>	
	<p>4. Produce clear and coherent writing C: in which development and organization match task, audience and purpose D: C: in which development, organization and style match task, audience and purpose</p>	<p>Achieving TABE success in Reading Levels M and D  Six Way Paragraphs</p>	
	<p>5. Plan, revise, and edit with the support of others, C: rewriting or trying a new approach. D: with some support from others, revise, edit, rewrite or try a new approach, focusing on purpose and audience (Editing should demonstrate Language standards 1-3)</p>	<p>Achieving TABE success in Reading Levels M and D  Six Way Paragraphs</p>	
	<p>6. Employ technology to produce and publish C: type one page single spaced in one sitting D: cite sources</p>	<p>Achieving TABE success in Reading Levels M and D Six Way Paragraphs Microsoft Word to produce &amp; publish essays</p>	

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	7. Conduct research projects to answer a question, drawing from several sources (C and D)	Achieving TABE success in Reading Levels M and D Six Way Paragraphs Research project: Presidents; Makers-ERA; Black History or other Month	
	8. Gather from multiple sources, assess credibility and accuracy C: summarize or paraphrase information, providing list of sources D: Gather relevant information from multiple sources, quote or paraphrase while avoiding plagiarism; cite sources	Achieving TABE success in Reading Levels M and D Six Way Paragraphs Historical Event project (Sept 11, Pearl Harbor, etc)	
	9. Draw evidence from Literary and informational texts to support analysis, reflection and research, applying skills to summarizes objectively (C and D)	Achieving TABE success in Reading Levels M and D Six Way Paragraphs	
<i>Class Activities</i>	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; 3 paragraph essay; outlining; speech notes		
<i>Class Text(s), Educational Technology, &amp; Other Instructional Materials</i>	News for You/Newsela Introductory & Intermediate Reading Drills		