Course Outline

Program: Adult Literacy/High School Diploma

Course of Study: Adult Basic Education

Course: English Language Arts

Adult Education No.: 1:1001

53-03-65

Reading 2

Credits: 5 **Hours:** 300

Prerequisites:
Ability to read at a minimum of 4.0 grade level.

Note:
The 300 hours indicated for the completion of this course are based on a student entering at Level 4.0 and advancing to Level 6.9. However, most students enter the reading program at various abilities and skill levels and may not need 300 hours to complete this course. **The completion time will differ for each student.** This course outline also suggests methods for ongoing evaluation of the students so that promotion and advancement occur on a regular basis, and the students do not remain in the program for more time than needed.

After a student has completed this course and received credit, he/she can not re-enroll in the course.

Course Description:
This competency-based course provides instruction in basic reading for three grade levels — Levels 4, 5 and 6. Emphasis is placed on:

- the components of reading (alphabetics, fluency, vocabulary, comprehension).
- listening and oral skills.
- integrating reading and writing.
- reference and study skills.
- community and workplace skills.

Adults are provided with the basic reading skills that integrate SCANS competencies, English-Language Arts Content Standards for California Public Schools, Comprehensive Adult Student Assessment System (CASAS) competencies, and the Model Program Standards for Adult Basic Education. The ultimate goal is to help adult students acquire the competencies needed to fulfill their roles as family members, workers and community members.

Los Angeles Unified School District
Division of Adult and Career Education
Instructional and Couseling Services Unit
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Thanks to TOM CALDERON, Adult Curriculum Adviser, for editing and preparing this course outline as competency-based.

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COMPETENCY-BASED EDUCATION

Course Outline Competency-Based Components

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (*Education Code* Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components   Location

GOALS AND PURPOSES   Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES   pp. 10-14

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against prestated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

Course Outline Components	Location

INSTRUCTIONAL STRATEGIES   p. 15-20

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, e.g., English as a Second Language, Older Adults, Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT   Cover

The approximate time devoted to each instructional unit within the course, as well as the total   pp. 10-14
hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES   p. 7

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT   Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

INTRODUCTION

Reading is a foundational skill without which an individual's access to other skills and knowledge, life-long learning, community, personal growth, and job success can be severely restricted. Reading opens doors. The reading foundational skills presented in this course outline are the keys that adult learners reading at grade levels 4 through 6 will need to open those doors. This course outline delineates the skills these learners must master before they are able to progress to more advanced reading levels. In addition to the reading competencies, the course outline includes minimal competencies in the areas of writing, listening and speaking, academic and pre-GED, and community and workplace.

This course outline reflects evidence-based principles of reading instruction as outlined by the National Institute for Literacy (http://www.nifl.gov/adult/adultreadingc.html#). It also reflects a classroom management approach that moves away from the highly individualized model of the past to one emphasizing direct and group instruction that is based on the assessed needs of the students in the four key components of reading (alphabetics, fluency, vocabulary and comprehension).

THE ADULT BASIC EDUCATION PROGRAM

The Adult Basic Education (ABE) Program is part of the continuum of academic instruction that includes English as a Second Language (ESL) and Adult Secondary Education (ASE) within the Division of Adult and Career Education (DACE) of the Los Angeles Unified School District (LAUSD). Learners whose foundational skills in reading, writing or math are below 9th-grade level enter the ABE Program to improve these basic skills so they can move on to the ASE Program where they can work to attain their GED or high school diploma, or to enter a vocational or training program. The ABE student population includes native and non-native speakers of English, adult learners, young-adult and adolescent learners, concurrently enrolled high-school students, learners in recovery, learners with disabilities, and students mandated by the courts. More information about the ABE Program is available at http://abe.adultinstruction.org.

WHAT IS READING?

The Partnership for Reading (http://www.nifl.gov/archive/pfr/about.html) defines reading as a complex system of deriving meaning from print that requires all of the following:

- the skills and knowledge to understand how phonemes, or speech sounds, are connected to print
- the ability to decode unfamiliar words
- the ability to read fluently
- sufficient background information and vocabulary to foster reading comprehension
- the development of appropriate active strategies to construct meaning from print
- the development and maintenance of a motivation to read

Research has identified four key component areas of reading:

- **Alphabetics** includes phonemic awareness, phonics, and word analysis skills, such as syllables and affixes. These are the decoding skills readers need to achieve accurate word recognition. Alphabetics is a print-based skill.
- **Fluency** is the ability to read with accuracy, appropriate rate, and expression and meaning (prosody). When fluent readers read silently, they read text efficiently and with ease; they group words to gain meaning from the text. Fluent readers are able to read aloud effortlessly and with expression. Fluency is the bridge between word recognition and comprehension. Fluency is also a print-based skill.
- **Vocabulary** refers to the words whose meanings a person knows and understands. For ABE learners, their oral, or speaking and listening vocabulary, is often larger than their reading vocabulary. Their knowledge of the different meanings a word may have is also limited. Without a broad and deep

knowledge of words, readers cannot fully understand what they are reading. Vocabulary is a meaning-based skill.

▪ **Comprehension** is both a process of reading and the product of reading. ABE learners often can read text but cannot derive meaning from what they have read because they lack skills to construct meaning from what they read. Comprehension is meaning-based.

COURSE CONTENT

The content of the Intermediate-level reading course covers the following areas:

Reading
- Alphabetics (phonics, sight words, word parts)
- Fluency (reading accurately, at an appropriate rate, and with expression and meaning)
- Vocabulary
- Comprehension strategies and skills
- Critical thinking skills
- Academic content-area reading skills (reading literature, diagrams, charts, maps)

Writing
- Grammar and mechanics
- Writing process
- Paragraph writing

Listening and Speaking
- Oral skills
- Instructions and directions
- Summarizing
- Expressing opinion

Academic and pre-GED Skills
- Dictionary and reference resources
- Textbooks
- Technology
- Study skills

Community and Workplace Skills
- The library
- Street maps, signage
- Work-related applications, forms, manuals
- Job resume

CLASS CONFIGURATION

ABE classes are multi-level and may include students performing across a wide range of abilities between 0 and 9th grade. (This course outline addresses levels 4 through 6.) ABE students are high-needs students; that is, they lack basic skills and need targeted, sequential instruction in order to address their needs. It should be a goal of an ABE teacher to provide instruction to all students at every class session. Therefore, emphasis is placed on grouping students according to assessed needs and on providing whole-class and small-group instruction. A recommended student-teacher ratio in the ABE class is 25:1.

EVIDENCE-BASED READING INSTRUCTION (EBRI)

EBRI is the principal method for ABE reading instruction. With EBRI, instruction begins with assessment. Students are assessed in the four component areas of reading and instruction is designed according to the results of the assessments. The EBRI approach is aimed at ABE learners at levels 4 through 8.

INSTRUCTIONAL APPROACHES

Evidence suggests that direct, explicit instruction is the most effective method with adult learners at the intermediate levels (4th-8th grade levels). Within the ABE class, this instruction may be delivered in a whole-class or small-group setting. Because an ABE class is multi-level, teachers will need to provide instruction that addresses students' varying instructional levels (i.e., differentiated instruction). In addition, there will be opportunities for students to work individually. (See Instructional Planning, pages 15-16.)

TESTS OF ADULT BASIC EDUCATION (TABE)

TABE assesses reading, math, language and spelling. TABE comes in two versions, the Complete Battery and the shorter Survey. TABE assessments are timed. Learners who score below the 9th-grade level (9.0) on the reading portion of either version are identified as ABE level learners. Ideally, a student should take the TABE only twice: first, upon enrollment; second, after sufficient instruction when the teacher and the student are reasonably sure the student can retest and achieve a score of 9.0 or greater.

STUDENT PLACEMENT

Students are placed in the ABE class because the adult school counseling office determines that a student's basic reading, writing and/or math skills need improvement. Students whose reading score on the TABE (Tests of Adult Basic Education) is less than 9th-grade level (9.0) are generally enrolled in the ABE class. In addition, students complete a writing assessment at the time of enrollment. Teachers conduct additional assessments in the classroom to further identify student needs.

STUDENT PROGRESS AND EVALUATION PROCEDURES

Monitoring student progress is an important part of the ABE teacher's responsibilities. Progress is measured in a variety of ways, including:
   - Student's ability to work with higher-level material.
   - Student portfolio.
   - Quizzes, tests.
   - Teacher observation.

A student is ready to exit the ABE reading program when he or she:
   - Achieves a reading score of 9.0 on the TABE.
   - Passes the Basic Language Arts-Advanced exit test, which includes a grammar test and a writing activity designed to demonstrate high-school English readiness.

See Guideline No. 5 for more about ABE exit requirements.

ASSISTANCE AND SUPPORT FOR TEACHERS

From Central Office, the ABE Adviser supports classroom teachers through phone consultations, email, training workshops, update meetings, and classroom observations. In addition, the ABE web site (http://abe.adultinstruction.org) offers downloadable course outlines, student questionnaires, graphic organizers, and other tools and links.

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EXIT COMPETENCIES

Students will demonstrate the following skills upon completion of Reading 2.

Reading
- Interact with text at grade level 6.
- Apply a variety of comprehension strategies (pre-reading, summarizing, questioning, etc.) to derive meaning from text.
- Read and interpret material in a variety of formats and genres (e.g., text, fiction, non-fiction, maps, charts, graphs).
- Read grade-level text fluently.
- Apply knowledge of word parts to read unfamiliar multisyllabic words.
- Employ Tier 2 vocabulary in academic discourse and writing.
- Analyze, interpret and evaluate ideas expressed in text.

Writing
- Express ideas in complete sentences.
- Express ideas in correctly formatted and well-developed paragraphs.
- Observe standards of spelling, punctuation, and capitalization.

Listening/Speaking
- Demonstrate proficient oral skills.
- Use standardized English conventions.
- Listen and respond appropriately.
- Share information and ideas.

Academic/Pre-GED
- Use dictionary and other reference resources.
- Use common textbooks features (table of contents, index, glossary, etc.) to locate information.
- Demonstrate note-taking, outlining, and study skills.
- Demonstrate basic computer skills.

Community and Workplace
- Locate and use community library.
- Apply basic skills to employment and work-related tasks (read want ads and work manuals, fill out applications, write a resume, etc.).
- Apply basic skills to personal tasks (read newspaper, register to vote, etc.)

Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the <u>***Reading 2***</u> *Course*

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES

I. READING
A. Print-Based
    Competencies

Students understand the basics of reading. They know how to translate letter patterns into spoken language by using phonics, syllabication and word parts. They apply this knowledge to achieve fluent oral and silent reading. (R1.0)*

Word Analysis (Alphabetics)
1. Apply the four syllable rules (VC/CV, C/CV or VC/V, C*le*, V/V) to say, read, and write multisyllabic words.
2. Hear, say , read and write six syllable types (closed, open, silent *e*, double vowel, *r*-controlled, consonant-*le*).
3. Hear, say, read and write the schwa sound, i.e., the sound of a vowel receiving the weakest stress (<u>a</u>round, penc<u>i</u>l, it<u>e</u>m).
4. Apply knowledge of short and long vowels, vowel diphthongs (b<u>oy</u>, j<u>oi</u>n), vowel digraphs (p<u>ai</u>n, s<u>ui</u>t, <u>ow</u>n), to say, read and write words.
5. Apply knowledge of voiced and voiceless consonant sounds, blends (<u>cl</u>ass, <u>gr</u>een) and digraphs (<u>sh</u>op, <u>ch</u>ur<u>ch</u>) to say, read and write words.
6. Identify base or root word (e.g., <u>sleep</u>ing).
7. Identify and use common prefixes to change meaning of word (e.g., <u>dis</u>like, <u>re</u>write).
8. Identify and use affixes to change grammatical structure of word (e.g., enjoy<u>ment</u>, calm<u>ly</u>).
9. Hear, say, read and write words with inflectional endings for tense (*ed*, *ing*), number (*s*, *es*), person (*er*, *or*, *ist*), comparison (*er*, *est*).
10. Apply knowledge of common Greek and Latin roots and affixes to determine meaning (e.g., *intra*state, *inter*state, *contro*versial).

Students read aloud narrative and expository text with grade-appropriate fluency and accuracy and with appropriate rate, intonation and expression (prosody). (R1.0)*

Fluency
11. Read orally with accuracy, ease and expression.
12. Demonstrate oral skills of pace, volume, phrasing, and emphasis.
13. Demonstrate understanding of material being read through oral phrasing and expression.
14. Demonstrate knowledge and understanding of punctuation through appropriate pausing or expression during oral reading.

*Refers to the following California English-Language Arts Content Standards Strands: R = Reading; W = Writing; WO = Written and Oral Conventions; LS = Listening and Speaking Strategies

15. Demonstrate knowledge and understanding of other print devices (**bold-face** or *italic* type) through appropriate expression during oral reading.

B. Meaning-Based Competencies

Vocabulary Development

16. Hear, say, read, and write in multiple contexts a corpus of high-frequency Tier 2 words from Academic Word Lists (see Glossary).
17. Match oral vocabulary to printed word.
18. Hear, say, read and write common contractions.
19. Recognize common abbreviations used in courtesy titles (e.g., *Mr.*, *Ms.*, *Mrs.*, *Dr.*), months and days of week, and measurement (*oz.*, *lb.*, *F*).
20. Decode and understand common compound words.
21. Decode and understand multisyllabic words.
22. Understand and explain frequently used synonyms, antonyms, and homographs (e.g., the noun *project*, the verb *project*).
23. Use contextual clues to unlock word meanings.
24. Recognize and understand common idioms.
25. Be familiar with content-area vocabulary (e.g., fiction, nonfiction, biography, etc.).
26. Recognize and interpret figurative language in text and literature.
27. Recognize and understand common test-taking vocabulary (e.g., *explain*, *compare*, *analyze, evaluate*).
28. Use dictionary to verify pronunciation, spelling and word meaning.

Students expand their expressive vocabulary and are able to apply knowledge of word meanings, word parts, derivations, antonyms, synonyms and idioms to comprehend grade-level text. (R1.0)*

Reading Comprehension

29. Use pre-reading strategies (e.g., set purpose for reading, preview text, connect to prior knowledge)
30. Use questioning and predicting strategies to verify comprehension.
31. Summarize main ideas of paragraphs and text read.
32. Identify supporting details.
33. Identify structural patterns in text (cause/effect, sequence, story, compare/contrast) to aid comprehension.
34. Apply fix-up strategies (e.g., reread, read aloud, read at slower rate) when ideas are missed.
35. Distinguish between fact and opinion.
36. Analyze, interpret, and evaluate ideas expressed in text.
37. Draw inference and conclusion and support with evidence from text and prior knowledge.
38. Identify author's purpose and tone.
39. Distinguish between fiction and nonfiction.
40. Explain plot, setting, and character.
41. Recognize various literary forms (e.g., biography, short story, novel, essay, poetry, drama)
42. Explain figurative imagery (simile, metaphor, hyperbole, personification).

Students read and understand grade-level material. Students are active readers and draw upon a variety of comprehension strategies. (R2.0, R3.0)*

*Refers to the following California English-Language Arts Content Standards Strands: R = Reading; W = Writing; WO = Written and Oral Conventions; LS = Listening and Speaking Strategies

| | 43. | Identify major theme of a text. |
| | 44. | Follow multi-step instructions. |

(200 hours)

II. WRITING

Students respond to various reading selections by writing in coherent sentences and paragraphs to express ideas and demonstrate comprehension of material read. (W1.0, W2.0, WO1.0)*

Grammar and Mechanics

45. Identify elements of sentence (complete thought, subject, predicate).
46. Identify and write four types of sentences (declarative, interrogative, imperative, exclamatory).
47. Identify and correct sentence fragments.
48. Identify and use capital letters and punctuation correctly.
49. Identify parts of speech (noun, verb, adjective, adverb, preposition, conjunction, article, interjection).
50. Spell words, including contractions and abbreviations, correctly.

Writing

51. Explain and use the steps of the writing process.
52. Identify and use elements of a paragraph (topic sentence, supporting details, concluding sentence, title).
53. Follow standard paragraph format (indenting first line) in writing.
54. Recognize and write different types of paragraphs (i.e., narrative, descriptive, explanatory, persuasive).

(55 hours)

III. LISTENING AND SPEAKING

Students speak with a command of standardized English conventions, listen critically, respond appropriately to oral communication, and share information and ideas in complete and coherent sentences. (LS1.0, LS2.0)*

55. Follow oral instructions and directions.
56. Ask relevant questions.
57. Listen actively to gather specific or new information.
58. Summarize a story, event, major ideas.
59. Demonstrate oral skills of pace, volume, emphasis, pronunciation and appropriate word choice.
60. Express and support an opinion.
61. Explain a process or situation.
62. Discuss a reading selection.
63. Present information in ways that help listener follow important ideas and concepts.

(15 hours)

*Refers to the following California English-Language Arts Content Standards Strands: R = Reading; W = Writing; WO = Written and Oral Conventions; LS = Listening and Speaking Strategies

IV. ACADEMIC AND PRE-GED SKILLS Students are familiar with and can use a variety of academic resources. (R1.0, W1.0)*	**Dictionary**
	64. Apply rules of alphabetization to locate entries in dictionary.
	65. Identify and use guide words to locate entries.
	66. Use pronunciation key.
	67. Use entries to locate appropriate meaning or spelling.
	Reference Resources
	68. Use alphabetization and guide words to locate entries in encyclopedia, thesaurus, etc.
	69. Use thesaurus to find synonyms and antonyms.
	70. Read and interpret maps and globes (e.g., compass rose, legend, scales, etc.).
	71. Read and interpret graphs, diagrams, charts and tables.
	72. Read and interpret a calendar.
	Textbooks
	73. Use title page, table of contents, index, appendix, and glossary to locate information.
	74. Use chapter headings, picture captions, sidebars and other graphic elements to aid understanding and locate information.
	75. Identify and use footnotes.
	Technology
	76. Use classroom equipment (e.g., cassette or video player, card reader).
	77. Access Internet to locate information.
	78. Be familiar with basic computer terminology (e.g., mouse, keyboard, monitor, disk, icon, etc.).
	79. Respond to basic computer commands (e.g., click, enter, shutdown, etc.).
	80. Use word-processing software to complete classroom assignments.
	Study Skills
	81. Organize papers, class notes, assignments in a binder or folder.
	82. Use calendar to track assignments, tests, school events, appointments.
	83. Follow written directions in instructional materials.
	84. Take notes while listening and reading.
	85. Determine purpose for reading.
	86. Preview content.
	87. Scan a reading selection to find answers.
	88. Make an outline of material read.
(20 hours)	

V. COMMUNITY AND WORKPLACE SKILLS Students use basic skills to participate in the community and at work. (10 hours)	89. Use library to find personal reading and reference materials and other information. 90. Read and interpret local street maps. 91. Read local newspaper. 92. Read work-manuals and forms. 93. Fill in correct information on applications (e.g., employment, library card) and forms (e.g., banking, voter registration). 94. Read and interpret traffic and other public signage. 95. Read and interpret pay stubs. 96. Read and interpret want ads. 97. Identify and use standard job resume format.

Use and Importance of Grouping

ABE classes are multi-level and may include students performing across a wide range of abilities between 0 and 9th-grade level. (This course outline addresses level 4 through 6.) ABE students benefit from targeted, sequential instruction, and it should be a goal of an ABE teacher to provide instruction to all students at every class session. Therefore, emphasis is placed on grouping students in order to meet that goal.

- Grouping students is efficient. Students receive teacher-directed instruction at one time, so the teacher doesn't have to repeat the same thing to one student at a time. The teacher can assess students' progress informally on a continuing basis, which reduces the time needed to collect, score, and record student work.

- Grouping students is effective. The teacher has more frequent contact with a greater number of students. The students have an opportunity to study with others as they review and practice what they are learning. Student interaction provides opportunities for oral language development and for developing a sense of community.

The Secretary's Commission on Achieving Necessary Skills (SCANS) report concluded that employers desire employees with good interpersonal skills—working as team members, teaching others, exercising leadership to resolve differences, negotiating to solve problems, and working in a culturally diverse environment. When students work in groups, they learn to develop and use those interpersonal skills.

Grouping Strategies

Students may be grouped in a variety of ways to meet instructional goals.
- **Whole group**: The teacher provides instruction to all students who need the instruction during the explanation, modeling, and initial guided practice phases (see Steps of Direct Instruction). Students can then be grouped to continue guided practice or application with material at their different instructional levels. The teacher rotates among groups to monitor progress and provide feedback. The whole group is reconvened so the teacher can respond to common questions or clarify common misunderstandings.
- **Small groups**: Students are grouped according to needs or levels. The teacher provides instruction to one group at a time while other groups are engaged in other activity. The teacher rotates from group to group as needed to provide instruction, monitor progress, and provide feedback.

Grouping Guidelines

Grouping is intended to facilitate instruction and classroom management. These guidelines are offered to assist teachers in structuring and working with groups.
- **Groups are dynamic.** As students' skills improve or needs change, so will the groups.
- **As few groups as possible.** Generally, groups do not have to be rigidly homogenous. In other words, it's acceptable to put students with different instructional levels (4 and 5; 5 and 6) in the same group. Sometimes, putting all three levels together for an activity such as collaborative oral reading is a good grouping strategy.
- **Keep group size manageable.** The size of a group should facilitate participation by all members of the group. For most activities, a group of 6-8 students is manageable. In collaborative oral reading, for example, where the purpose is to give students multiple opportunities to read short amounts of text, a larger group reduces the number of those opportunities.

- **Teacher preparation.** Planning is essential to successful grouping. Teachers must think about student needs and instructional objectives, match materials and activities to students' instructional levels, and consider what each group will be doing when it is not receiving instruction.
- **Not all activity has to take place in a group setting.** At times, it is necessary for students to work independently or with a partner rather than in a group.
- **The group of one.** Sometimes, a student's needs are unique and it's not possible to easily place the student in group. In that case, a group of one, plus the teacher is the solution.

STEPS OF DIRECT INSTRUCTION

A Model for Direct Instruction

Research has identified direct instruction as one of the key principles of effective teaching. ABE students benefit from direct instruction. The following model outlines the steps of direct instruction.

- **Teacher Preparation**

  Identify students' needs; choose objectives. Match materials and activities to students' instructional levels. Develop examples for modeling and practice.

- **Explanation**

  Explain purpose and objectives of skill, strategy, or activity. Tell students what they're going to learn/do and why it is important. Show a completed example. Make connections to previous instruction and to students' goals.

- **Modeling and Demonstration**

  Model the "how to," not just a finished example. Demonstrate the process to be learned. Use the "think-aloud" technique to help students understand the thinking behind the process being modeled.

- **Guided Practice**

  Provide numerous opportunities for scaffolded, guided practice, with feedback and assistance as needed.

- **Independent Application**

  When students are ready, provide opportunities for practice on their own with the teacher monitoring progress.

- **Ongoing Monitoring**

  Monitoring should take place throughout the instructional cycle. The teacher checks student understanding and progress, and makes instructional adjustments as necessary.

SAMPLE ABE CLASS SYLLABUS

Creating a class syllabus and sharing it with students is one way of informing them of the learning that will take place during a particular time frame in the ABE class.

The sample syllabus below is for a 4-week term for an ABE class that meets 4-5 times weekly. Each class session is for 2 or 2.5 hours.

Dates of 4-week term: _____

Teacher: _____

Class days & time: _____

Subject	Learning Goals
Word parts	☐ Learn 5 syllable rules and 6 types of syllables ☐ Practice using some common prefixes ☐ Read and spell compound words
Oral reading practice	☐ Improve how fast you read ☐ Learn to read groups of words (phrases) ☐ Read a short novel with a group
Vocabulary	☐ Learn 20 new important academic words
Comprehension	☐ Learn to find the topic and main idea of paragraphs ☐ Summarize what you read
Writing	☐ Identify the subject and predicate in sentences ☐ Identify and write complete sentences ☐ Practice writing short paragraphs
Academic skills	☐ Read and interpret a bar graph ☐ Practice dictionary skills
Life skills	☐ Use a calendar to plan short-term goals

SAMPLE ABE CLASS SCHEDULE

A daily class schedule helps a teacher organize instruction and allocate time. The sample schedule is for a class that meets 4 days a week for 2.5 hours.

Time Blocks	Instructional Plan
15 min.	*M, W*—Journal Writing *Tu, Thu*—Sustained Silent Reading (SSR)
30 min.	**Vocabulary**—whole class instruction/practice
20 min	*M, W*—**Comprehension**—whole class instruction (differentiated) *Tu, Th*—**Writing/grammar**—whole class instruction
25 min.	*M, W*—**Comprehension practice**—Groups practice with leveled instructional materials. *Tu, Th*—**Writing/grammar practice** activity Students work independently, with a partner or in a small group to complete practice activities. During practice, teacher and aide circulate to monitor and provide feedback.
15 min.	**BREAK**
45 min.	*M, W*—**Oral Reading** Instruction and Practice (Fluency) *Tu, Th*—**Word Parts** (alphabetics), **academic** skills**,** or **life** skills instruction and practice (as needed) Students work independently, with a partner or in a small group to complete practice activities. During practice, teacher and aide circulate to monitor and provide feedback.
15 min.	Answer questions, make announcements, collect materials, take attendance, etc.

LESSON PLAN TEMPLATE

Planning is critical for meeting ABE student needs. Besides having a plan that identifies long-term objectives, the successful ABE teacher will also carefully prepare individual lessons. The lesson format outlined below follows the model for direct, explicit instruction.

Lesson:	Materials/Equipment:
Objective(s):	Lesson length:
Vocabulary:	Content Standard(s):

Time	Instructional Cycle
How much time will be needed to complete each step of the lesson?	**Explanation**: Explain purpose and objectives of lesson. What will students learn and why is it important for them to learn it? Show a completed example if appropriate. Make connections to previous learning and students' goals.
	Modeling/Demonstration: Model/demonstrate how to get to the finished example. How will the concept/process be modeling or demonstrated? During this step, students will observe the teacher modeling what is to be learned. Examples/materials used are at a level that all students can understand.
	Guided Practice: Provide numerous opportunities for students to practice. Initially, practice is scaffolded (supported) so students can concentrate on the "how." Later practices can be less-scaffolded; students should have opportunity to practice at their instructional level as well. At this stage, the teacher monitors progress and provides feedback and assistance as needed. Providing students with sufficient guided practice may require several class sessions.
	Application: At this stage, students work independently at their instructional levels to apply what they have learned to new material or situation. This is the evaluation step.
	Ongoing Monitoring: Monitoring takes place throughout the instructional cycle. The teacher adjusts instruction and practice as necessary based on student understanding and progress.

INSTRUCTIONAL RESOURCES

<u>CORE MATERIALS FOR EVIDENCE-BASED READING INSTRUCTION (EBRI)</u>

The Adult Basic Education Program is recommending the following core instructional materials for use in EBRI classrooms. They have been used successfully in classrooms where EBRI has been implemented.

Evidence-based reading instruction is for intermediate-advanced students reading at 4th through 7th grade level equivalent. The recommendations for numbers of books to purchase are based on a class size of 20 students at these grade level equivalents.

<u>Assessment</u>

Bader *Reading & Language Inventory and Reader's Passages and Graded Word Lists* Pkg.
> Order one package. Selections from the Bader book are used as assessment tools for fluency and comprehension.
> Pearson Education
> ISBN: 0-13-154523-X
> 800-922-0579
> www.pearsoned.com

<u>Alphabetics</u>

Megawords: Multisyllabic Words for Reading, Spelling and Vocabulary
> Order 8-10 copies of each student book.
> Book 1   Item number: 1826-GF8
> Book 1 TE   Item number: 1825-GF8
> Book 2   Item number: 1828-GF8
> Book 2 TE   Item number: 1827-GF8
> Book 3   Item number: 1830-GF8
> Book 3 TE   Item number: 1829-GF8
> Book 4   Item number: 1832-GF8
> Book 4 TE   Item number: 1831-GF8
> Educators Publishing Service EPS
> 800-225-5750
> www.epsbooks.com

<u>Fluency</u>

The Six-Minute Solution: A Reading Fluency Program (Secondary Level; Reading levels 4-9)
> Recommended for use with EBRI Fluency instructional strategies—marked phrase boundaries, echo reading, repeated oral reading—not as directed by publisher. Order one copy per EBRI classroom. Contents are reproducible.
> Sopris West
> Item Number: 9SC132492
> 800-547-6747
> www.sopriswest.com

Townsend Library novels (reading levels 6+).

    Various titles; paperback; edited for easier reading. Teacher selects titles. For use with collaborative oral reading.

    Townsend Press

    800-225-8894

    www.townsendpress.com

Steck-Vaughn Short Classics (reading levels 4-6)

    Various titles; paperback; abridged. Teacher selects titles. For use with collaborative oral reading.

    Steck-Vaughn

    800-531-5015

    www.steckvaughn.com

Vocabulary

Groundwork for a Better Vocabulary 3rd Edition (reading level 5-8)

    Order 20 copies for class set.

    Townsend Press

    ISBN: 1-59194-014-1

    800-225-8894

    www.townsendpress.com

Comprehension

Reading Comprehension in Varied Subject Matter

    Order 5-8 copies of each student book.

Book 2 (Reading level 4)	Item number: 601-GF8
Answer Key Book 2	Item number: 9601-GF8
Book 3 (Reading level 5)	Item number: 602-GF8
Answer Key Book 3	Item number: 9602-GF8
Book 4 (Reading level 6)	Item number: 603-GF8
Answer Key Book 4	Item number: 9603-GF8
Book 5 (Reading level 7)	Item number: 604-GF8
Answer Key Book 5	Item number: 9604-GF8

    Educators Publishing Service EPS

    800-225-5750

    www.epsbooks.com

INSTRUCTIONAL RESOURCES (continued)

*Six Way Paragraphs (*Middle Level)

> Order 20 copies for class set.
> Contemporary-McGraw Hill
> ISBN: 084-422119-8
> 800-621-1918
> www.mhcontemporary.com

NOTE: EBRI materials can be ordered directly from publisher or through the following vendor:

> Educational Strategies Plus
> P.O. Box 922078
> Sylmar, CA 91392-2078
> Phone: 877-338-7587 (toll free)
> 818-898-3340
> www.educationalstrategiesplus.com

ACADEMIC AND CONTENT AREA MATERIALS

Writing/Grammar/Mechanics

Pacemaker Basic English, Third Edition (revised)

Student edition	Item number: 0-13-023313-7
	ISBN: 9780130233134
Student workbook (optional)	Item number: 0-13-023314-5
	ISBN: 9780130233110
Teacher's edition	Item number: 0-13-023315-3
	ISBN: 9780130233158
Resource Binder (optional)	Item number: 0-13-023312-9
	ISBN: 9780130233127

Social Studies

Foundations: Social Studies, Revised Edition (Reading level 4-6)

> Selections cover world and US history, civics and government, geography, and economics.
> Contemporary-McGraw Hill
> Item Number: 1404576355
> 800-621-1918
> www.mhcontemporary.com

Foundations: Science, Revised Edition (Reading level 4-6)

> Selections cover the human body, plant biology, physics, chemistry, and Earth science.

Contemporary-McGraw Hill
Product Number: 1404576363
800-621-1918
www.mhcontemporary.com

Maps, Globes, Graphs

Book 1: States and Regions (Reading level 4)   Item number 1222058
Book 2: The United States (Reading level 5)   Item number 1222061
Book 3: The World (Reading level 6)   Item number 1222064
Steck-Vaughn
800-531-5015
www.steckvaughn.com

Dictionary

Longman Dictionary of American English (4th Edition; paperback)
ISBN: 0-13-244908-3
Longman USA
877-202-4572
www.pearsonlongman.com/dictionaries/

CONTENT STANDARDS

English-Language Arts Content Standards for California Public Schools

The English-Language Arts Content Standards for California Public Schools represent a strong consensus on the skills, knowledge, and abilities that all students should be able to master in reading-language arts at specific grade levels. These standards are benchmarks that serve as common reference points for the instructional program. Outlined below are the competency categories for grades 4 through 6, which are reflected in this course outline.

Reading
- 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
- 2.0 Reading Comprehension
- 3.0 Literary Response and Analysis

Writing
- 1.0 Writing Standards
- 2.0 Writing Applications (Genres and Their Characteristics)

Written and Oral English Language Conventions
- 1.0 Written and Oral English Language Conventions

Listening and Speaking
- 1.0 Listening and Speaking Strategies
- 2.0 Speaking Applications (Genres and Their Characteristics)

The complete English-Language Arts Content Standards for California Public Schools can be downloaded at http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf.

Comprehensive Adult Student Assessment System (CASAS)

CASAS provides standardized assessment that is used to collect and report student learning progress. CASAS benchmarks represent an important funding source for adult schools. The CASAS competencies on which students are tested are focused largely on functional life-skills. However, in order for students to successfully meet CASAS competencies, they must have proficient basic reading and thinking skills. CASAS has developed its own set of content standards, which are closely aligned with California standards. There are nine Reading Content Standards categories:

R1 Beginning Literacy/Phonics
R2 Vocabulary
R3 General Reading Comprehension
R4 Text in Format
R5 Reference Materials
R6 Reading and Thinking Skills
R8 Academic-Oriented Skills
R9 Literary Analysis

The complete CASAS Basic Skills Content Standards can be downloaded at www.casas.org.

Reading 2 (53-03-65) January/2010, LAUSD Division of Adult and Career Education, Adult Basic Education

GLOSSARY

*The glossary includes terms that may be found in the course outline as well as in the daily work of an ABE classroom teacher. Words in **bold** can be found in the glossary.*

ABE: Adult Basic Education. ABE programs generally provide instruction in reading and other basic skills of writing and math, usually to learners whose skill level is between 0 (nonreader) and grade-level 9.

ADA: average daily attendance.

AEWC: Alternative Education Work Center. A dropout recovery program.

AIS: Adult Independent Study. Adult high-school students who study independently at home are required to complete an assigned number of hours of work and report weekly to the teacher for feedback and to receive additional assignments.

affix: sounds or letters added to a base word to create a related word (e.g., *replay, playful, player*) or inflectional form (e.g., *playing, played*).

alphabetics: the process readers use to **decode**, or translate, printed words into meaningful spoken words. Alphabetics includes **phonemic awareness**, **phonics** or *word analysis*, and **sight word** recognition. Alphabetics is one of the four key components of reading.

alphabetic principle: the association of sounds with letters and the use of these sounds to form words.

APACS: Assistant Principal Adult Counseling Services. The APACS administers the academic programs at the school sites, including the ABE Program.

ASE: Adult Secondary Education. Formerly known as Diploma Plus, the ASE program is **DACE**'s adult high-school program.

auditory discrimination: the ability to hear the differences between similar sounds, as */d/* and */b/*.

base word: a word to which affixes may be added to create related words. *Example: Play* in *replay*, *playing*, or *player*.

basic skills: those skills relating to the general categories of reading, writing, computation, communication, problem-solving and interpersonal skills.

card reader (**Language Master**): a recording/playback device used in the **ABE** classroom both to record vocabulary words on magnetic cards and to play back the words.

CASAS: Comprehensive Adult Student Assessment System. Students in **DACE** classes take pre- and post-tests in CASAS. Achievement (often referred to as benchmarks) on CASAS is tied to certain funding sources.

cloze: technique in which words or parts of words are left out of a text so that readers can supply the missing words using context clues.

competency: the demonstrated ability to perform a given task.

competency-based education (CBE): instruction based on clearly stated competencies. Students must demonstrate mastery of the stated competencies.

components of reading: the interrelated skills necessary for a reader to derive meaning from print. The four key components of reading are:

- *alphabetics*: the process readers use to **decode**, or translate, printed words into meaningful spoken words.
- *fluency*: the ability to read with efficiency and ease.
- *vocabulary*: body of words whose meanings an individual knows and understands
- *comprehension:* process and product of understanding.

Alphabetics and fluency are **print-based reading skills**; vocabulary and comprehension are **meaning-based reading skills**.

comprehension: the goal of reading; the process and product of understanding. Comprehension is one of the four key components of reading.

context clues: words or phrases that surround a new or difficult word and that are used to help make logical guesses about the meaning of the new word.

contract: a formalized list of assignments students must complete before receiving credit for an academic course. Contracts are used in the **ASE** program.

cooperative learning: use of small groups of students or teams working together to facilitate learning.

critical thinking skills: higher-order thinking skills suggested by such words as *analyze*, *infer*, *hypothesize*, and *critique*. Critical thinking is a process that involves the use of logic and reasoning in problem-solving.

cursive (writing): handwriting using connected letters.

DACE: Division of Adult and Career Education.

decode: the use of the knowledge of letters, sounds, and word patterns to read and pronounce (sound out) unknown words in text.

differentiated instruction: teaching with students' varying needs in mind in order to give all learners access to the same *content* (i.e., concepts, principles, skills). *Process* refers to the way the content is taught. Some models of differentiated instruction:

- *Same Content-Different Process*

  Using content all students can comprehend, teacher provides different levels of scaffolding (assistance) and/or activities for students with different needs.
- *Different Content-Same Process*

  First using content all students can understand, teacher models process (e.g., predicting). Students then practice with leveled content.
- *Different Content-Different Process*

  Students may work on the same skill using different content and different activities leading to the same goal, or students may work on different skills using different content and different activities leading to different goals.

digraphs: two letters that represent one speech sound, such as *ch* for */ch/* in **ch**air or *ea* for */e/* in b**rea**d.

diphthong or vowel blend: two vowel sounds within one syllable that blend to become one sound as in b**oi**l, gr**ou**nd, **au**to.

direct instruction: an instructional approach in which the teacher clearly and directly explains and models the skill or concept being taught, guides learners as they practice multiple times, and provides opportunities for application. The teacher makes clear the objectives and purpose of each learning activity and how the activities relate to students' broader learning goals.

distance learning: an educational process that occurs when student and teacher are not in the same location. Within **DACE**, a distance learning model is ESL home study using video.

dyslexia: a reading disability that impairs one's ability to learn, retain and express information.

EBRI: Evidence-based reading instruction. EBRI integrates research with **professional wisdom** to guide instructional decision-making.

ELL: English language learner.

ESL: English as a Second Language. Instruction that helps a learner acquire the English language.

explicit instruction: **see direct instruction**.

fluency: the ability to read with ease, efficiency and meaning. Fluency is one of the four components of reading.

graphic organizer: an instructional tool used to help students organize thoughts and ideas in an illustrative format. A graphic organizer can be used as a pre-reading or writing activity, a comprehension activity, or preparation for a speaking activity.

GED: Tests of General Educational Development. Students passing the 5 GED tests receive a certificate commonly referred to as the high-school equivalency diploma. ***Pre-GED*** refers to materials written at ABE reading levels.

GLE: grade level equivalent

guided practice: practice that is supported and that leads students from what is easier to what is more challenging.

high-frequency words: a word that appears many more times than most other words in spoken or written language.

I I Lab: Individualized Instruction Lab. Adult high-school students receive individualized instruction in multiple academic courses needed for the high-school diploma.

language experience approach (LEA) or technique: an approach to teaching reading in which a student's own vocabulary and experiences are used to develop a story or materials used in instruction.

learning disability: some type of neurological dysfunction that interferes with a person's ability to learn.

learning style: how a person learns. Students may be visual, auditory or tactile/kinesthetic learners.

literacy: the skills (e.g., **decoding**, drawing inferences, etc.) needed to use printed and written information to function in society, achieve one's goals, and develop one's knowledge and potential.

managed enrollment: a way of regulating, at pre-determined intervals, the entry of students into a class or program. It is the opposite of **open enrollment**, in which a student may enter a class at any time during the term.

manuscript writing: printed letters shaped separately.

meaning-based reading skills: skills that produce understanding. Of the four key components of reading, vocabulary and comprehension are meaning-based skills.

modeling: demonstrating to learners how they will go about a particular activity or task.

needs assessment: the process of gaining information from students for purposes of planning instruction or activities.

open enrollment (open-entry, open-exit): an enrollment/attendance system in which students may enter or exit a class at any time during the term.

phoneme: a speech sound; a minimum sound unit which, if changed, will change meaning, such as */b/* in *book* contrasts with */t/* in *took, /k/* in *cook, /h/* in *hook.*

phonemic awareness: the awareness of the sounds (phonemes) that make up spoken words. In alphabetic languages, such as English, letters (and letter clusters) represent phonemes. Phonemic awareness is necessary to learn the correspondences between letters and sounds.

phonetics: the science or study of speech sounds.

phonics: a system of teaching reading and spelling that stresses basic symbol-sound relationships and their application in decoding words, especially in beginning instruction.

print-based reading skills: recognition of letters, sounds, syllables and words. Of the four key components of reading, alphabetics and fluency are print-based skills.

professional awareness: consensus among expert practicioners who monitor outcomes as part of their practice.

prosody: the aspect of oral reading **fluency** that refers to the qualities of expressiveness and meaning.

reading: a complex system of deriving meaning from print that requires
- an understanding of how speech sounds are related to print
- decoding (word identification skills)
- fluency
- vocabulary and background knowledge
- active comprehension strategies
- a motivation to read

Note: This definition of reading is used by the Partnership for Reading, the National Reading Panel, and the federal Reading First law.

rubric: a guideline or scoring guide specifying the qualities that must be present in order to evaluate student work.

scaffolding or **scaffolded instruction:** methods of providing support to learners as they learn. Methods of support may include clarifying questions, reminders, graphic organizers, or simplifying steps. Support is gradually withdrawn as learners become capable.

sight word: a word that is immediately recognized as a whole and does not require word analysis for identification.

SIS: Student Information System. The system used to record and report student attendance.

small-group instruction: a way to organize and deliver instruction. Students are grouped according to need or level or other criteria in order for the teacher to provide the same instruction to all students in the group.

structural analysis: analyzing a word by separating it into parts or components such as prefixes, suffixes, roots. Also known as *word analysis*.

syntax: the way words are put together in phrases, clauses and sentences to create meaning.

TABE: *Tests of Adult Basic Education.* TABE assesses reading, math, language and spelling. TABE comes in two versions, the Complete Battery and the shorter Survey. In order to enter the adult high-school program (ASE) a student should score 9.0 on the TABE. Most community adult schools use the Reading section of the Survey as the assessment tool for determining this score. Students scoring below 9.0 are enrolled in ABE classes.

think-aloud: a technique for modeling the thought process that takes place during a task. In reading for example, the teacher models the thinking behavior good readers engage in while reading. To do this, the teacher verbalizes for students his/her thoughts while reading a particular text (e.g., "So far I've learned..," "That doesn't make sense, "I bet _____ is going to happen now.") The think-aloud strategy can also be used by students to help them think about what they are reading.

visual discrimination: the ability to detect likenesses and differences in the shapes of symbols, forms, letters and words.

vocabulary: the body of words whose meanings an individual knows and understands. Vocabulary is one of the key components of reading.

voiced, voiceless: refers to the vibration or lack of vibration of the vocal cords during production of speech sounds. Vowel sounds, for example, are voiced. Consonant sounds such as /d/ and /g/ are voiced. A voiceless sound is produced without vibration of the vocal cords. The consonant sounds such as /t/ and /f/ are voiceless.

writing process: a five-step process to help students improve their writing. The steps of the writing process are:
- prewriting
- drafting
- revision
- editing
- publishing

word attack skills: ability to **decode** (convert) letter symbols into meaningful language. Sounding out words, using context, and identifying the root or base word are examples of word attack skills.

word tiers: Isabel Beck and Margaret McKeown described word tiers in 1985, based on the idea that words have different levels of utility. Tier 1 words are basic, concrete words, such as *store*, *house*, *truck*, and *walk*. Tier 2 words are more abstract and occur frequently across the academic content areas. Words such as *adequate*, *consequence*, and *expectation* are examples of Tier 2 words. Tier 3 words are content-related or domain-specific, such as *photosynthesis*, or are found in literature (*irksome*). Research suggests that vocabulary instruction for intermediate level learners (GLE 4-8) in the ABE class focus on Tier 2 words.

TEACHER FEEDBACK FORM

The Division of Adult and Career Education would appreciate your feedback on this course outline. Please use a copy of this form to submit any comments or corrections. Include a copy of the course outline page if necessary. You may choose to respond to any and/or all of these questions. All personal information is optional.

Personal Information (Optional)

Name _____   Date _____

School _____   Contact Number _____

Feedback

Course Number and/or Title of Course

_____

Directions: Please respond to these statements. If you choose a "No" or "Sometimes" response, please comment.

Statement	Yes	No	Sometimes
1. This outline is easy to use.			
2. This outline contains appropriate content for the course.			
3. This outline reflects the needs of my students.			
4. This outline reflects the current educational standards.			
5. I use this outline to plan my lessons.			
6. I use the materials/textbook suggested for use with this course.			
7. The materials/textbooks suggested for use with this course correlate with the competencies.			

Comments for above statements:

Directions: Please answer these questions.

1. If you were revising this course outline, what would you do differently? Why?

2. What is the most helpful section or feature of this course outline? Why?

3. What section or feature of this course outline do you use the least? Why?

4. What do you like the most about this course outline? Why?

Directions: Please list any errors you have found in this outline and the needed corrections. Be sure to list the page numbers involved.

Error	Correction	Page Number

Additional Comments:

Thank you for your feedback.

Please fax this form to Office of Curriculum Development, Tom Calderon, Adviser at (213) 241-8998, or send via school mail to DACE/Office of Curriculum Development, Beaudry Bulding, 18th Floor, Room 198.

Statement of Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.