

# Course Outline

NEW: September/2012



**Program:** Adult Literacy/High School Diploma

**Course of Study:** Adult Basic Education

**Course:** English Language Arts

**Adult Education No.:** 1:1001

**53-03-66**

**Reading 3**

**Credits:** 5

**Hours:** 300

**Prerequisites:**

Ability to read at a minimum 7.0 grade level

**Note:**

The 300 hours indicated for the completion of this course are based on a student entering at Level 7 and advancing to Level 8.9. 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 two grade levels — Levels 7 and 8. Emphasis is placed on:

- the components of reading (alphabets, fluency, vocabulary, comprehension)
- writing
- listening and oral skills
- academic and pre-GED skills
- community and workplace skills

Adults are provided with the basic reading skills that integrate SCANS competencies, California's Common Core Standards for Reading, 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.

## **ACKNOWLEDGEMENTS**

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Thanks to TOM CALDERON for editing and preparing this course outline as competency-based.

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**CBE**  
**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. 11-14

*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 pre-stated 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.

**CBE**  
**COMPETENCY-BASED EDUCATION (continued)**

Course Outline Components	Location
<b>INSTRUCTIONAL STRATEGIES</b>	p. 15-22
<i>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</i>	
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.	
<b>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</b>	Cover
<i>The approximate time devoted to each instructional unit within the course, as well as the total 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.</i>	
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.	
<b>EVALUATION PROCEDURES</b>	p. 6-9
<i>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.</i>	
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.	
<b>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</b>	Cover
<i>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.</i>	

## 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 7 and 8 will need to open those doors. This course outline delineates the skills these learners must master before they are able to progress to the high school academic program, GED preparation, and many job training programs. 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 is a revision of the previous course outline titled Basic Reading-Advanced (September 2011). This revision reflects evidence-based principles of reading instruction as outlined by the National Institute for Literacy (<http://lincs.ed.gov/>). It reflects a classroom management approach that moves away from the highly individualized model of the past to one emphasizing whole-group and small-group instruction that is based on the assessed needs of the students in the four key components of reading (alphabeticity, fluency, vocabulary and comprehension). This revised course outline now includes a minimal set of writing competencies. It also reflects California's Common Core Reading Standards.

### THE ADULT BASIC EDUCATION PROGRAM

The Adult Basic Education (ABE) Program is part of the continuum of 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 9<sup>th</sup>-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:

- **Alphabeticity** 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. Alphabeticity is a print-based skill.



## **INTRODUCTION (continued)**

- **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 the text because they lack sufficient skills to construct meaning from what they read. Comprehension is meaning-based.

### **READING 3 COURSE CONTENT**

The content of Reading 3 covers the following areas:

#### **Reading**

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

#### **Writing**

- Grammar and mechanics
- Writing process
- Paragraph writing

#### **Listening and Speaking**

- Oral skills
- Summarizing
- Expressing opinion

#### **Academic and pre-GED Skills**

- Dictionary and reference resources
- Textbooks
- Technology
- Study skills

## **INTRODUCTION (continued)**

### **Community and Workplace Skills**

- The library
- Street maps, signage
- Work-related applications, forms, manuals
- Job resume and cover letter

### **CLASS CONFIGURATION**

ABE classes are multi-level and may include students performing across a wide range of abilities between 0 and 9<sup>th</sup>-grade. (This course outline addresses levels 7 and 8.) 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.

### **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 9<sup>th</sup>-grade level (9.0) on the reading portion of either version are identified as ABE level learners. TABE is normed at five levels: L (Literacy; 0-1.9), E (Easy; 2.0-3.9), M (Medium; 4.0-5.9), D (Difficult; 6.0-8.9), and A (Advanced; 9.0-12.9).

**TABE D 9/10** is currently used as the screening tool to determine a student's reading level and subsequent placement within the adult academic program. Students should only retake TABE D when they are ready to exit the ABE class. Otherwise, TABE E and M may be used within the ABE class to assess student progress and promote from one reading course to another.

### **STUDENT PLACEMENT**

A student is placed in the ABE class because the adult school counseling office determines that the student's basic reading, writing and/or math skills need improvement. Students whose reading score on the TABE (see above) is less than 9<sup>th</sup>-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.

Students may be placed in one of three reading courses:

- Reading 1      0-3.9 GE (grade level equivalent)
- Reading 2      4.0-6.9 GE
- Reading 3      7.0-8.9 GE

### **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. NOTE: The EBRI approach is aimed at ABE learners at levels 4 through 8.

## **INTRODUCTION (continued)**

### **INSTRUCTIONAL APPROACHES**

Evidence suggests that direct, explicit instruction is the most effective method with adult learners at the 4<sup>th</sup> through 8<sup>th</sup> grade levels (see “A Model for Direct, Explicit Instruction”). 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.

### **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
- TABE E, M, or D results (see above)
- teacher observation

A student is ready to exit the ABE 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 DACE Guideline #5 for more about exit requirements.

### **ASSISTANCE AND SUPPORT FOR TEACHERS**

From Central Office, the ABE Program office supports classroom teachers. 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 PROFICIENCIES***

Students will demonstrate the following proficiencies upon completion of Reading 3.

### **Reading**

- Read and comprehend grade-level (7-8) literary and nonfiction text.
- Apply a variety of comprehension strategies (pre-reading, summarizing, questioning, predicting, etc.) to derive meaning from text.
- Read and interpret material in a variety of formats, genres, and content areas (e.g., fiction, nonfiction, websites, newspapers, historical text, maps, charts, etc.).
- Read fluently grade-level text.
- Apply knowledge of word parts to read unfamiliar multisyllabic words.
- Analyze, interpret and evaluate ideas expressed in text.
- Infer meaning from text.

### **Writing**

- Produce ideas in complete sentences, using a variety of structures (e.g., simple, complex, etc.).
- Express ideas in well-developed, correctly formatted, and coherent paragraphs.
- Follow steps of the writing process.
- Employ Tier 2 vocabulary in academic writing.
- Observe standards of spelling, punctuation, and capitalization.

### **Speaking/Listening**

- Demonstrate proficient oral skills.
- Use standardized English grammar and usage.
- Listen and respond appropriately.
- Retell, paraphrase, or summarize a story or event.
- Employ Tier 2 vocabulary in academic discourse.
- Express and support opinions.
- Share information and ideas.

### **Academic/Pre-GED**

- Use dictionary and other reference resources.
- Use common textbook features (table of contents, index, graphics, captions, etc.) to locate information.
- Cite textual evidence to support analysis, opinions, or inference.
- Demonstrate note-taking, outlining, and study skills.
- Use the internet to locate and verify information.

### **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.)

*Reading 3 (53-03-66) September/2012, LAUSD Division of Adult and Career Education, Adult Basic Education*



**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Reading 3 Course**

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES
<p>I. THE READING PROCESS</p> <p>A. Print-Based Competencies</p> <p><b>Alphabetic</b> 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.</p> <p><b>Fluency</b> Students read aloud grade-level text with accuracy and with appropriate rate, intonation and expression (prosody).</p> <p>B. Meaning-Based Competencies</p> <p><b>Vocabulary Development</b> Students expand their expressive vocabulary and are able to apply knowledge of word meanings, word parts, derivations, antonyms, synonyms, idioms, etc. to comprehend grade-level text.</p>	<ol style="list-style-type: none"> <li>1. Identify and apply six syllable types (closed, open, silent <i>e</i>, double vowel, <i>r</i>-controlled, consonant-<i>le</i>) to say, read, and write multisyllabic words.</li> <li>2. Apply five syllable rules (VC/CV, C/CV, VC/V, <i>Cle</i>, V/V) to say, read, and write multisyllabic words.</li> <li>3. Use knowledge of word parts (e.g., roots, prefixes, suffixes) to decode unknown multisyllabic words.</li> <li>4. Read orally with accuracy, ease, and expression.</li> <li>5. Demonstrate understanding of material being read through oral phrasing and expression.</li> <li>6. Demonstrate knowledge and understanding of punctuation through appropriate pausing or expression during oral reading.</li> <li>7. Hear and understand, say, read, and write in multiple contexts a corpus of high-frequency (Tier 2) words from Academic Word Lists (see Glossary).</li> <li>8. Determine or clarify the appropriate meaning of multiple-meaning words.</li> <li>9. Use contextual clues to unlock word meanings.</li> <li>10. Demonstrate understanding of word relationships (e.g., synonyms, antonyms, homonyms, homographs, analogies).</li> <li>11. Recognize common idioms (e.g., <i>kick the bucket</i>).</li> </ol>

<p><b>Reading Comprehension</b> Students read and understand grade-level materials. Students are active readers and draw upon a variety of comprehension strategies.</p> <p>(100 hours)</p>	<ol style="list-style-type: none"> <li>12. Use common Greek or Latin affixes and roots as clues to word meanings (e.g., <i>inter, intra, homo, phone</i>).</li> <li>13. Recognize and respond appropriately to common test-taking vocabulary (e.g., <i>explain, compare, analyze, evaluate</i>).</li> <li>14. Use print or online dictionary to verify word pronunciation, spelling, and meaning.</li> <li>15. Apply pre-reading strategies (e.g., set purpose for reading, preview text).</li> <li>16. Apply questioning and predicting strategies to verify comprehension.</li> <li>17. Apply fix-up strategies when ideas are missed (e.g., reread, read loud, read at slower pace).</li> <li>18. Identify structural patterns in text (e.g., cause/effect, sequence, story, compare/contrast) to aid comprehension.</li> <li>19. Determine main ideas and supporting details.</li> <li>20. Analyze, interpret, and evaluate ideas expressed in text.</li> <li>21. Draw inference and conclusion, and support with evidence from text and prior knowledge.</li> <li>22. Determine theme(s) or central idea(s) of a text and explain its development throughout the text.</li> <li>23. Summarize or retell/paraphrase a reading selection.</li> <li>24. Identify author's purpose, point of view, and tone.</li> <li>25. Offer appropriate conclusion or generalization about a reading selection.</li> <li>26. Distinguish between fiction and nonfiction.</li> </ol>
<p>II. READING LITERATURE</p> <p>Students read and comprehend a range of grade-level literary texts, including stories, dramas, poems, and biography.</p> <p>(50 hours)</p>	<ol style="list-style-type: none"> <li>27. Differentiate between various forms of literature (e.g., short story, novel, drama).</li> <li>28. Demonstrate understanding of literary elements and concepts (e.g., character, plot, conflict, setting, climax, resolution, mood, narrator, point of view).</li> <li>29. Determine how character, plot, and setting interact and contribute to effectiveness of the work: <ol style="list-style-type: none"> <li>a. Identify motives of characters.</li> <li>b. Explain cause/effect of plot events.</li> <li>c. Compare/contrast characters and events.</li> </ol> </li> <li>30. Identify theme and cite evidence found in text.</li> <li>31. Recognize and interpret figurative language (e.g., metaphor, simile).</li> <li>32. Distinguish various forms of literary non-fiction (e.g., autobiography/biography, essay).</li> </ol>

<p>III. READING INFORMATIONAL TEXT</p> <p>Students read and comprehend a range of grade-level nonfiction texts, including journalistic, consumer, informational, history, and science.</p> <p>(50 hours)</p>	<p>33. Distinguish between fact and opinion.</p> <p>34. Use visual devices (e.g., maps, charts, graphs, tables) as tools to strengthen comprehension.</p> <p>35. Identify evidence presented in text and evaluate whether it is sufficient to support specific argument/claim.</p> <p>36. Express and support an opinion about a work.</p> <p>37. Analyze author’s purpose.</p> <p>38. Analyze/compare/contrast how two authors write about the same topic.</p> <p>39. Explain the purpose of <b>bold</b> and <i>italic</i> print.</p>
<p>IV. WRITING</p> <p>Students respond to various reading selections by writing in coherent paragraphs to express ideas and demonstrate comprehension of material read.</p> <p>(50 hours)</p>	<p>40. Demonstrate command of standard English grammar and usage.</p> <p>41. Follow standard English conventions of spelling, punctuation, capitalization.</p> <p>42. Place phrases and clauses correctly within sentence.</p> <p>43. Write using simple, compound, complex, compound-complex sentences.</p> <p>44. Write well-developed paragraphs for various purposes (e.g., narrative, descriptive, etc.).</p> <p>45. Write and support an argument/opinion with clear reason and evidence.</p> <p>46. Write informative/explanatory texts.</p> <p>47. Write narrative text.</p> <p>48. Express ideas precisely and concisely.</p> <p>49. Produce well-developed, clear, coherent writing.</p> <p>50. Use appropriate organization and style.</p> <p>51. Follow the steps of the writing process.</p> <p>52. Identify multi-paragraph structure.</p> <p>53. Use technology to write and to publish.</p>
<p>V. SPEAKING AND LISTENING</p> <p>Students speak with a command of standardized English conventions, listen critically, respond appropriately to oral communication, share information, and clearly express ideas.</p> <p>(20 hours)</p>	<p>54. Effectively engage in a variety of discussions (one-on-one, in a small group, whole class).</p> <p>55. Ask questions to obtain more information or to clarify information and understanding.</p> <p>56. Analyze ideas and explain how they clarify a topic, issue, or text being studied.</p> <p>57. Express and support an opinion, argument, or claim.</p> <p>58. Present information coherently and fully, using relevant details, examples, or anecdotes to explain and clarify.</p> <p>59. Demonstrate oral skills of pace, volume, emphasis, and pronunciation.</p> <p>60. Distinguish between formal/informal English when appropriate.</p>



<p>VI. ACADEMIC AND PRE-GED</p> <p>Students are familiar with and can use a variety of academic resources.</p> <p>(20 hours)</p>	<p>61. Use table of contents, index, glossary, and other parts of (text)books, manuals, and other resources to locate and comprehend information.</p> <p>62. Use editorial devices (e.g., headlines, subheads, captions) to predict what information is covered in section, chapter, or text selection.</p> <p>63. Consult general and specialized resource materials (print and digital), including dictionary, thesaurus, encyclopedia, and maps, to draw/verify information.</p> <p>64. Cite textual evidence to support analysis, opinion, or inference.</p> <p>65. Demonstrate note-taking, outlining, test-taking, organizational, and study skills.</p> <p>66. Read and write Roman numerals.</p> <p>67. Use word-processing software to complete classroom assignments.</p> <p>68. Gather relevant information from multiple sources to answer a question.</p>
<p>VII. COMMUNITY AND WORKPLACE</p> <p>Students use basic skills to participate in the community and at work.</p> <p>(10 hours)</p>	<p>69. Use library to find personal reading and reference materials and other information.</p> <p>70. Complete correctly applications and forms.</p> <p>71. Use standard resume format to prepare a resume of educational and/or job experience.</p> <p>72. Write a cover letter to accompany a resume.</p> <p>73. Read and interpret work-related materials, such as pay stubs, manuals, and job announcements.</p>

## **INSTRUCTIONAL PLANNING**

### **Use and Importance of Grouping**

ABE classes are multi-level and may include students performing across a wide range of abilities between 0 and 9<sup>th</sup>-grade level. (This course outline addresses levels 7 and 8.) 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.

In addition, California's Common Core Standards stress students' ability to analyze text and other media. Grouping provides the scaffolding many students need to practice these skills in discussions and interaction with other members of the group.

- Grouping students is efficient. Students receive teacher-directed instruction together, 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 activities. The teacher rotates from group to group as needed to provide instruction, monitor progress, and provide feedback.

## ***INSTRUCTIONAL PLANNING (continued)***

### **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, students with different instructional levels (4 and 5; 5 and 6) can be 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 is not possible to easily place the student in a group. In that case, a group of one, plus the teacher is the solution.

### **A Model for Direct, Explicit Instruction**

Research has identified direct instruction as one of the key strategies of effective teaching of ABE students and learners who may have learning processing difficulties. The following model outlines the steps of direct, explicit 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 are 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 (see Glossary) to help students understand the thinking behind the process being modeled.

## ***INSTRUCTIONAL PLANNING (continued)***

- **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.

### **Reading Literature and Informational Text**

**NOTE:** *The ABE Program recommends that during the semester, as part of the regular classroom instruction, teachers plan to have students read at least one short novel and one book-length nonfiction text.*

Reading skills instruction is the primary focus of the ABE reading class. The emphasis is *not* on content instruction; however, it is important that ABE students also be exposed to a range of literary and informational texts and associated tasks. There are several important reasons for this:

- to prepare students for the academic high school program and career training
- to provide pre-GED preparation
- to build students' background knowledge
- to fulfill California's Common Core Standards

Even at the Reading 3 level, most ABE reading students have very limited experience reading different types of literature (novel, biography, poetry, drama, essay) and informational text (newspapers, magazines). Teachers should not assume that students will be familiar the various types of text they will encounter.

Therefore, ABE reading teachers are encouraged to select material from various literary genres and informational texts to give students a rich reading environment in which to practice and build their skills. When selecting materials, teachers must consider students' reading levels and group students accordingly. (See "Use and Importance of Grouping," page 15.)

The Instructional Resources section of this course outline lists recommended materials for Reading 3 (see pages 23-33).

### **Developing an Instructional Plan**

ABE students generally view all reading tasks as one and the same; they do not differentiate between different genres or forms of text nor fully understand that reading a novel is a different experience from reading a sports magazine. Students need to recognize a variety of text types and approach the reading task in a manner appropriate to the text.

## ***INSTRUCTIONAL PLANNING (continued)***

Introducing a particular literary genre or informational text does not require extensive lessons, but the teacher will need to plan what to introduce and how to introduce it.

Planning can begin with questions such as:

- What types of material are students most familiar with?
- Can students distinguish between fiction and nonfiction?
- What are students' educational goals?
- What kind of material might be relevant to students' lives?
- What do students need to know in order to read and understand a particular text?

Teachers can follow the sequence outlined below when preparing to work with various texts in the ABE reading classroom.

### **Step 1: Identify Reading Selections**

Based on the reading levels of possible selections and the reading levels of students, which novel/informational text is going to be used with which group(s) of students? Two other points to consider when selecting material are:

- Length of book—most ABE students have little or no experience reading book-length texts.
- Relevance of material to students goals and interests.

### **Step 2: Learning Objectives**

What are students supposed to learn/achieve as a result of reading a particular text? For example:

- Apply pre-reading strategies before reading a work of nonfiction.
- Improve reading fluency through Collaborative Oral Reading practice (see Glossary).
- Identify an important figure in American sports and explain why.
- Expand oral skills by engaging in discussion about book's theme, character, etc.
- Relate a book's theme or ideas to own life.

### **Step 3: Instructional Timetable**

Develop an instructional timetable that allows sufficient time for reading, discussion, and instructional activities. Some things to consider are:

- Length of book
- Length of term
- Number of student groups
- Number of class meetings
- Class hours—how much time per class session will be devoted to the book?

### **Step 4: Instructional Activities**

Which instructional activities will support student learning? Possible activities include:

- Graphic organizers
- Collaborative oral reading (see Glossary)
- Writing assignments
- Small-group discussion

## **INSTRUCTIONAL PLANNING (continued)**

### **Step 5: Introduction**

Introduce the text to students to help them develop a context for reading, make predictions, and express their expectations of what they might learn from the book.

- Use the illustration or photograph on the cover of the book to prompt a discussion of the subject matter.
- Ask a provocative question, such as *“What do you think it would be like to be kidnapped by pirates and taken to a desert island far away from your home?”*

(NOTE: Before the teacher introduces the actual book, it likely will be necessary to clarify the difference between fiction and nonfiction.)

### **Step 6: Explanation**

Explain the what, the why, and the how:

- **The What:** You might say, *“We’re going to read a book about a brave woman named Harriet Tubman who helped hundreds of slaves in the South escape to freedom in the North.”*
- **The Why:** You might say, *“When you take the GED, you’re going to be asked to read a text like this and then write answers to questions about what you read.”*
- **The How:** You might say, *“We’re going to spend a part of each class session for the next several weeks reading this book silently and practicing oral reading in small groups. We will have discussions and you will also do some writing about what you are reading.”*
- 

### **Step 7: Classroom Instructional Activities**

Classroom activities should reflect the primary ABE instructional goal—skills acquisition. The novel or informational text can be used to foster this goal. Students can practice reading skills, such as:

- Identifying text structures (see Glossary)
- Questioning
- Predicting
- Applying fix-up strategies (see Glossary)
- Reading fluently
- Summarizing
- Retelling

## **Writing in the ABE Classroom**

As many teachers know, ABE students’ writing skills often are lower than their reading skills. Therefore, it is important to provide students with frequent opportunities to practice their writing skills. For that reason, writing is one of the component areas of the Reading 3 course outline.

Assessment of student needs is a key aspect of instructional planning, and so it is helpful to ask students to provide a writing sample when they enroll in the class. If that is not done in the counseling office, it should be done in the ABE classroom. Based on the writing samples, the teacher can easily identify primary areas of need among most students and plan instruction accordingly. For guidance in evaluating student writing samples, refer to the “Writing Rubric with Writing Samples and Topics” (<http://abe.adultinstruction.org>).

## ***INSTRUCTIONAL PLANNING (continued)***

### **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 6-week term for an ABE class that meets 4-5 times weekly. Each class session is for 2 or 2.5 hours.

Dates of 6-week term: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class days & time: \_\_\_\_\_

<b>Subject</b>	<b>Learning Goals</b>
<b>Word parts</b>	<input type="checkbox"/> Learn 3 types of syllables <input type="checkbox"/> Practice using some common prefixes <input type="checkbox"/> Read and spell compound words
<b>Oral reading practice</b>	<input type="checkbox"/> Improve how fast you read <input type="checkbox"/> Learn to read groups of words (phrases) <input type="checkbox"/> Read a short novel with a group
<b>Vocabulary</b>	<input type="checkbox"/> Learn 25 new important academic words
<b>Comprehension</b>	<input type="checkbox"/> Learn to find the topic and main idea of paragraphs <input type="checkbox"/> Summarize what you read
<b>Writing</b>	<input type="checkbox"/> Identify the subject and predicate in sentences <input type="checkbox"/> Identify and write complete sentences <input type="checkbox"/> Practice writing short paragraphs
<b>Academic skills</b>	<input type="checkbox"/> Read and interpret a bar graph <input type="checkbox"/> Practice dictionary skills
<b>Life skills</b>	<input type="checkbox"/> Use a calendar to plan short-term goals

**INSTRUCTIONAL PLANNING (continued)**

**Sample Daily 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
<b>6:15-6:30</b>	M, W—Journal Writing Tu, Thu—Sustained Silent Reading (SSR)
<b>6:30-7:00</b>	<b>Vocabulary</b> —whole class instruction/practice
<b>7:00-7:20</b>	M, W— <b>Comprehension</b> —whole class instruction Tu, Th— <b>Writing/grammar</b> —whole class instruction
<b>7:20-7:45</b>	M, W— <b>Comprehension practice</b> —Groups practice with leveled instructional materials. Tu, Th— <b>Writing/grammar practice</b> 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.
<b>7:45-8:00</b>	<b>BREAK</b>
<b>8:00-8:45</b>	M, W— <b>Oral Reading</b> Instruction and Practice (Fluency) Tu, Th— <b>Word Parts</b> (alphabets), <b>academic</b> skills, or <b>life</b> 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.
<b>8:45-8:55</b>	Answer questions, make announcements, collect materials, take attendance, etc.



## **INSTRUCTIONAL PLANNING (continued)**

### **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?	<b>Explanation:</b> 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.
	<b>Modeling/Demonstration:</b> 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.
	<b>Guided Practice:</b> 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.
	<b>Application:</b> 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.
	<b>Ongoing Monitoring:</b> Monitoring takes place throughout the instructional cycle. The teacher adjusts instruction and practice as necessary based on student understanding and progress.

## INSTRUCTIONAL RESOURCES

### CORE MATERIALS FOR EVIDENCE-BASED READING INSTRUCTION (EBRI)

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 4<sup>th</sup> through 7<sup>th</sup> 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.

#### Assessment

Bader *Reading & Language Inventory and Reader's Passages and Graded Word Lists (6<sup>th</sup> Ed.)* Pkg.  
Order one package. Selections from the Bader book are used as assessment tools for fluency and comprehension.

#### **Pearson Education**

Higher Education Division

ISBN: 978-0-13500-553-8

800-922-0579

[www.mypearsonstore.com](http://www.mypearsonstore.com)

#### Alphabetics

##### ***Megawords: Multisyllabic Words for Reading, Spelling and Vocabulary***

Order 5-10 copies of each student book.

**Book 1**           Item number: 900  
Book 1 TE        Item number: 901

**Book 2**           Item number: 902  
Book 2 TE        Item number: 903

**Book 3**           Item number: 904  
Book 3 TE        Item number: 905

**Book 4**           Item number: 906  
Book 4 TE        Item number: 907

#### **Educators Publishing Service EPS/School Specialty**

800-225-5750

[www.eps.schoolspeciality.com](http://www.eps.schoolspeciality.com)

#### Fluency

##### ***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.

#### **Cambium Learning (Sopris)**

*Reading 3 (53-03-66) September/2012, LAUSD Division of Adult and Career Education, Adult Basic Education*

## **INSTRUCTIONAL RESOURCES (continued)**

Item Number: W132492  
ISBN: 1-59318-679-7  
800-547-6747  
[www.cambiumlearning.com](http://www.cambiumlearning.com) (Sopris)

### **Townsend Library novels** (reading levels 5+).

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

**Townsend Press**  
800-772-6410  
[www.townsendpress.com](http://www.townsendpress.com)

### **Vocabulary**

#### ***Words to Learn By: Expanding Academic Vocabulary***

Student Edition: ISBN 978-0-07-658633-2 (Order a sufficient quantity for a class set.)  
Teacher Edition: ISBN 978-0-07-658637-0 (Order one copy per classroom.)

**McGraw-Hill Education/Contemporary**  
800-334-7344  
[www.mheonline.com](http://www.mheonline.com)

### **Comprehension**

#### ***Reading Comprehension in Varied Subject Matter***

Order 5-10 copies of each student book.

**Book 2** (Reading level 4) Item number: 601  
Answer Key Book 2 Item number: 9601

**Book 3** (Reading level 5) Item number: 602  
Answer Key Book 3 Item number: 9602

**Book 4** (Reading level 6) Item number: 603  
Answer Key Book 4 Item number: 9603

**Book 5** (Reading level 7) Item number: 604  
Answer Key Book 5 Item number: 9604

**Educators Publishing Service EPS**  
800-225-5750  
[www.eps.schoolspecialty.com](http://www.eps.schoolspecialty.com)

#### ***Six Way Paragraphs (Middle Level, 3<sup>rd</sup> edition)***

ISBN: 978-0-84-422119-9  
MHID: 0844221199  
Short, graded passage for comprehension instruction and practice. Twenty passages at four levels: 4, 5, 6, 7, 8. Order 20 copies for class set.

**McGraw-Hill Education/Contemporary**  
800-334-7344  
[www.mheonline.com](http://www.mheonline.com)

## ***INSTRUCTIONAL RESOURCES (continued)***

**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](http://www.educationalstrategiesplus.com)

### **ACADEMIC AND CONTENT AREA MATERIALS**

#### **Reading Literature and Informational Text**

##### **The Townsend Library**

High-interest classic fiction and nonfiction. Many of the classic titles have been edited (not abridged) to make them more accessible to today's ABE students.

Sample fiction titles:

Reading levels 6-8

- *Robinson Crusoe* by Daniel DeFoe
- *White Fang* by Jack London
- *The Wizard of Oz* by L. Frank Baum

Sample non-fiction titles:

Reading levels 6-8

- *Roberto Clemente, The Story of a Champion* by Jon Volkmer
- *Harriet Tubman: Freedom Leader* by Tanya Savory
- *A Dream Fulfilled, The Story of Barack Obama* by Tanya Savory
- *Rosa Parks and the Bus to Freedom* by Beth Johnson
- *A Nation Created: The War for American Independence* by Mark Thomas
- *A Nation Divided: The American Civil War* by Mark Thomas

Reading levels 5-6

- *Everyday Heroes* by Beth Johnson
- *Reading Changed My Life* by Beth Johnson

##### **The Bluford Series**

Urban settings, teen characters. Written to appeal to high-school age readers. Reading level 5-8.

**Townsend Press**

800-772-6410

[www.townsendpress.com](http://www.townsendpress.com)

## **INSTRUCTIONAL RESOURCES (continued)**

### **Other Recommended Titles**

- *The Pearl* by John Steinbeck
- *Seedfolks* by Paul Fleischman
- *Always Running: La Vida Loca: Gang Days in L.A.* by Luis J. Rodriguez

### **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](http://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](http://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](http://www.steckvaughn.com)

### **Dictionary**

*Longman Dictionary of American English* (4<sup>th</sup> Edition; paperback)

ISBN: 978-0-13-2244977-9

*Longman Advanced Dictionary of American English*

ISBN: 978-1-40-582025-7

#### **Pearson Longman USA**

877-202-4572

[www.pearsonlongman.com/dictionaries/](http://www.pearsonlongman.com/dictionaries/) (click on American dictionaries)

## **INSTRUCTIONAL RESOURCES (continued)**

### **Writing/Grammar/Mechanics**

*Pacemaker Basic English 2008 Class Set*

ISBN: 978-0-7854-6323-8

**Pearson Education**

800-848-9500

[www.pearsonschool.com](http://www.pearsonschool.com)

### **ONLINE RESOURCES**

#### ***Applying Research: First Steps for Teachers***

Susan McShane, leading adult reading specialist and author, synthesizes the research in adult reading instruction and provides teachers with a practical approach to implementing research-based assessment and instruction in their classrooms. The book can be downloaded at the Literacy Information and Communication System (LINCS).

<http://lincs.ed.gov/publications/pdf/applyingresearch.pdf>

#### ***Adult Literacy Instruction: A Review of the Research***

A follow-up to the original review of Adult Education (AE) reading instruction research originally published in 2002. The report can be downloaded at the Literacy Information and Communication System (LINCS).

[http://lincs.ed.gov/publications/pdf/adult\\_ed\\_2010.pdf](http://lincs.ed.gov/publications/pdf/adult_ed_2010.pdf)

#### **Literacy Information and Communication System (LINCS)**

Information on literacy research, practice, and resources. <http://lincs.ed.gov/>

#### **Marshall Adult Education (Minnesota)**

This interactive website for ABE teachers and students contains leveled reading selections that students can read online or that can be printed for classroom use. Reading levels of the selections range for 0.7 to 8.0.

<http://www.marshalladulthoodeducation.org/> (click on Reading Skills for Today's Adult).

### **TRAINING RESOURCES**

#### **Evidence-based Reading Instruction (EBRI) Training**

California Adult Literacy Professional Development Project (**CALPRO**)

Telephone: 916-286-8816 / Toll-Free CA: 800-427-1422

Email: [calpro@air.org](mailto:calpro@air.org)

#### **Virtual Workroom on Best Practices in ABE Reading Instruction**

California Adult Literacy Professional Development Project (**CALPRO**)

Short, focused videos demonstrating direct, explicit instruction and other best practices.

Telephone: 916-286-8816 / Toll-Free CA: 800-427-1422

Email: [calpro@air.org](mailto:calpro@air.org)

<http://calpro-online.org/VirtualWorkroom/default.asp>

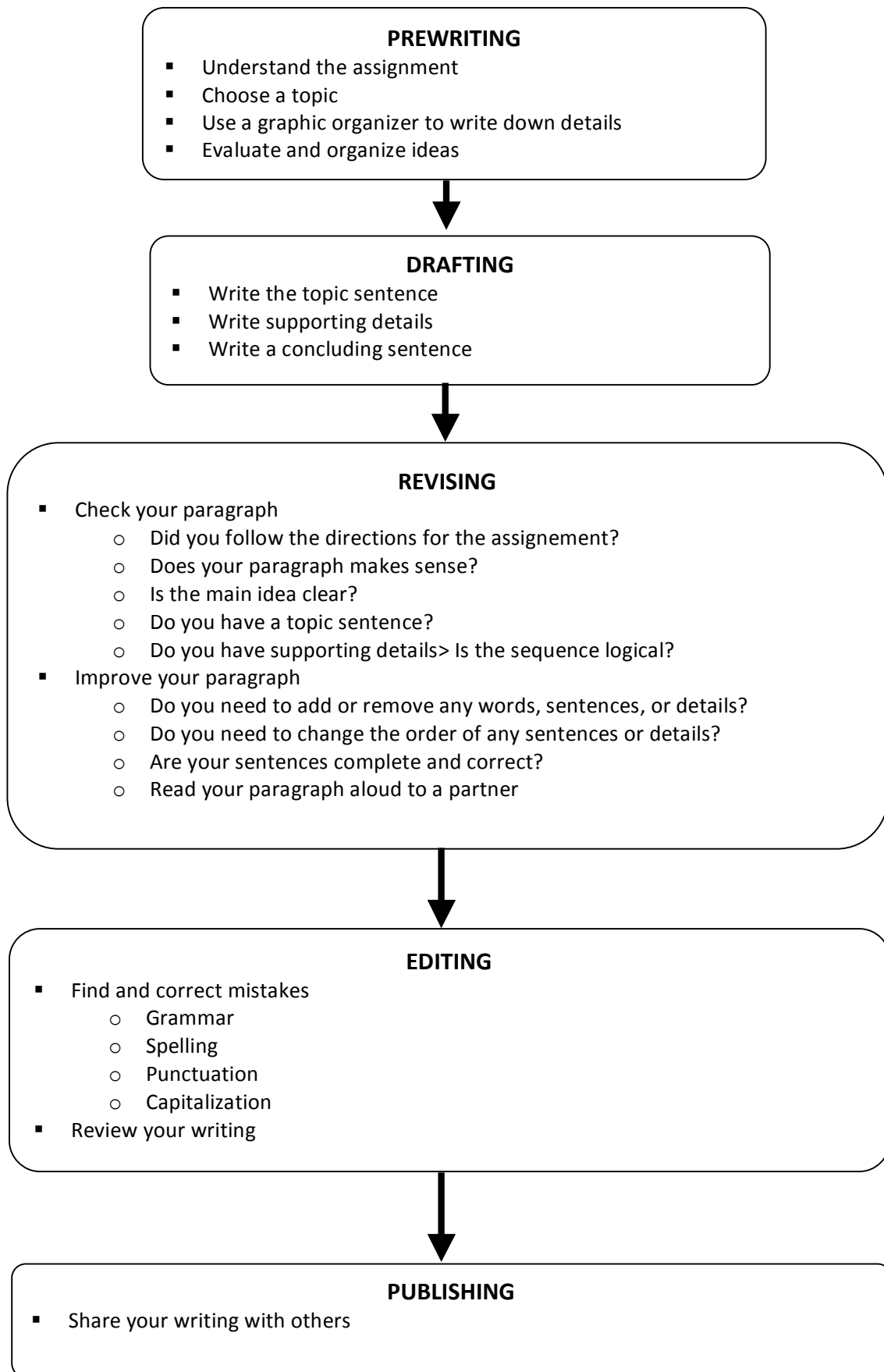


## ***Graphic Organizers***

<b>Title</b>	<b>Page</b>
The Writing Process	p. 28
Sequence Chart 1	p. 29
Sequence Chart 2	p. 30
Main Idea	p. 31
Cause and Effect	p. 32
Venn Diagram	p. 33







Name: \_\_\_\_\_

Date: \_\_\_\_\_

### SEQUENCE CHART 1

The order in which events in a story or steps in a process take place is called **sequence**. Complete the chart by listing the events or steps in order.

**Title of Story or Topic:** \_\_\_\_\_

<b>First</b>
<b>Next</b>
<b>Next</b>
<b>Next</b>
<b>Next</b>
<b>Next</b>
<b>Next</b>
<b>Last</b>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### SEQUENCE CHART 2

The order in which events in a story or steps in a process take place is called **sequence**. Complete the chart by listing the events or steps in order.

**Title of Story or Topic:** \_\_\_\_\_

A vertical sequence chart consisting of five empty rounded rectangular boxes arranged vertically. Each box is connected to the one below it by a downward-pointing arrow, indicating a sequential order from top to bottom.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### MAIN IDEA

The **main idea** in a paragraph is the most important idea the writer wants the reader to remember. Sometimes the main idea is stated in a **topic sentence**, and the other sentences in the paragraph give **supporting facts, opinions, or reasons** about the main idea. Sometimes the main idea is not stated directly, and the reader has to infer, or guess, what it is.

---

**Main Idea:**

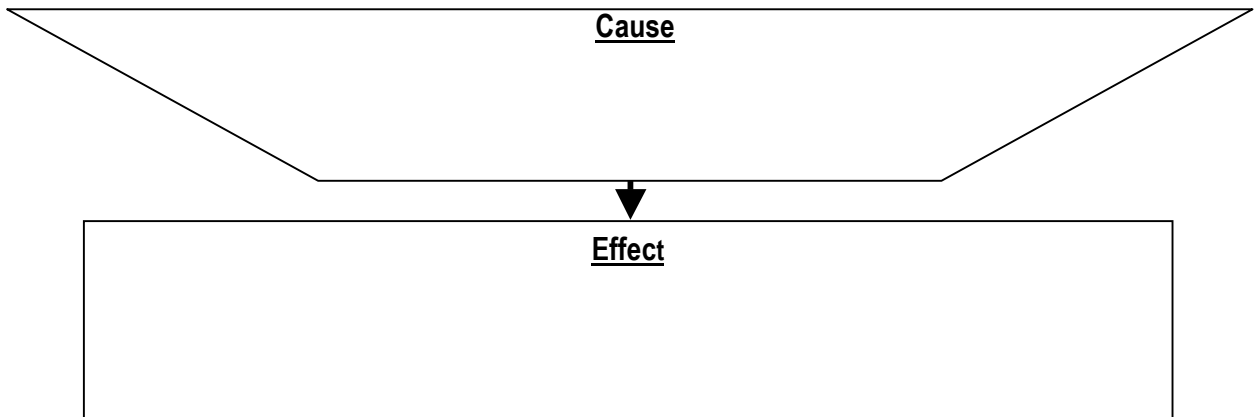
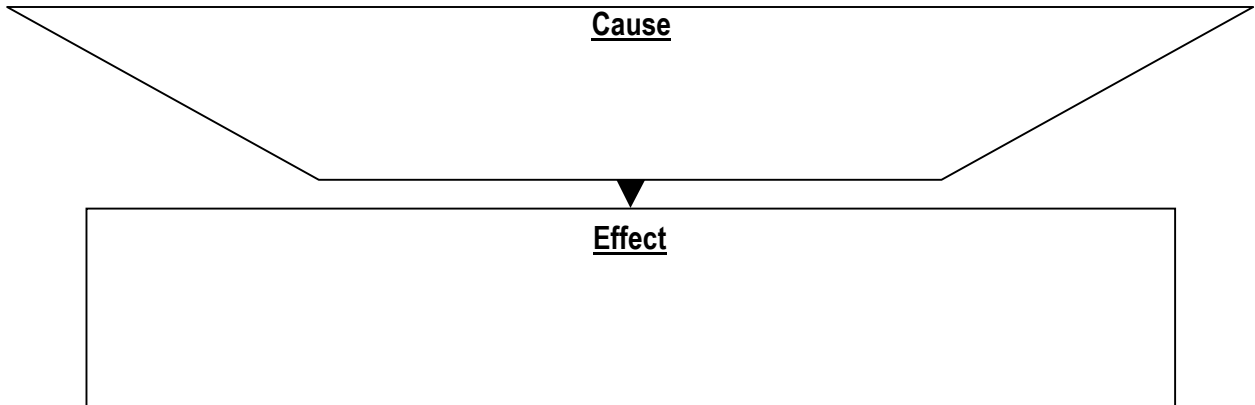
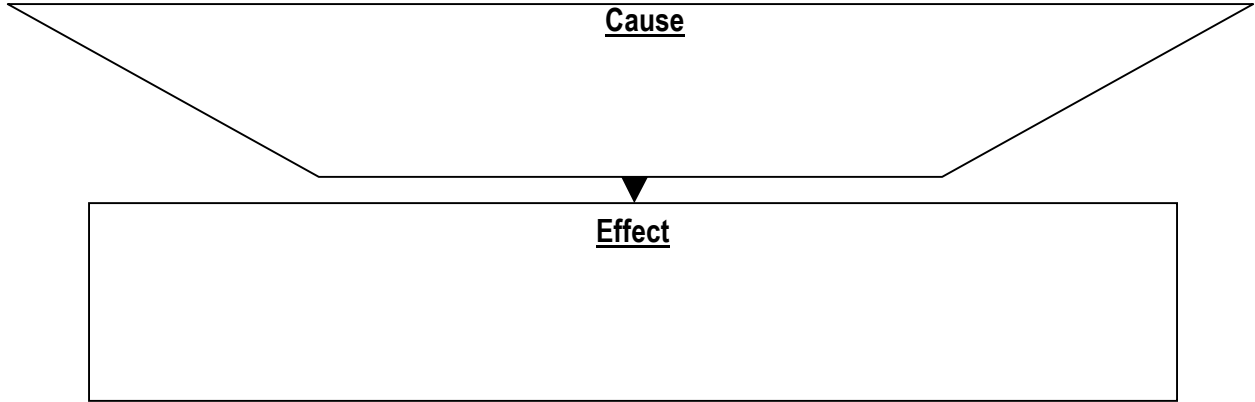
```
graph BT; S1[Supporting Fact, Opinion or Reason #1] --> MI[Main Idea:]; S2[Supporting Fact, Opinion or Reason #2] --> MI; S3[Supporting Fact, Opinion or Reason #3] --> MI;
```

Name: \_\_\_\_\_

Date: \_\_\_\_\_

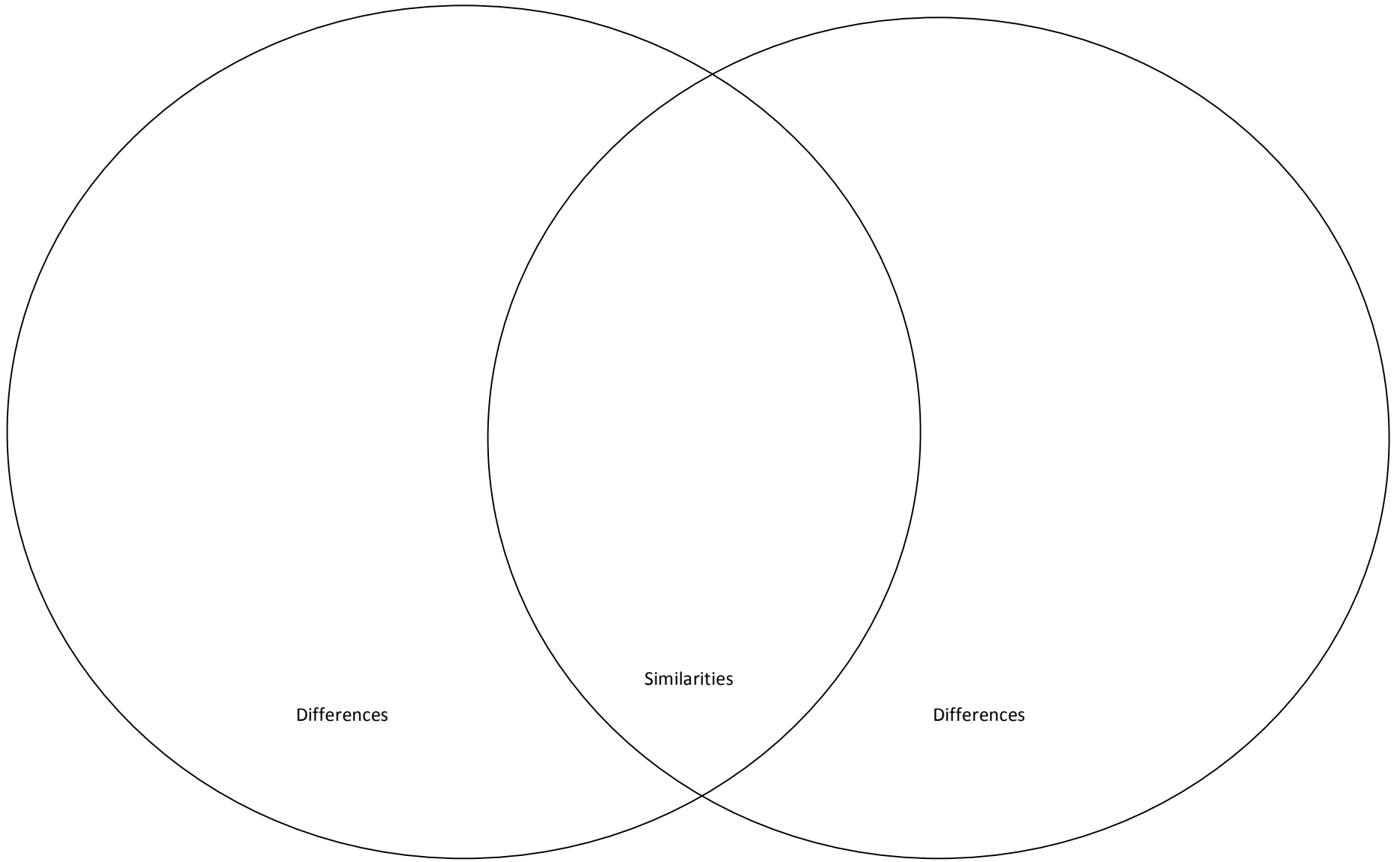
### CAUSE AND EFFECT

When one event or action causes another event or action to happen, the two events are related by **cause and effect**. The **cause** makes something happen. The **effect** is the result. A reader who is able to connect the causes and effects in a story will understand the story better.





## Venn Diagram







## **CONTENT STANDARDS**

### **California's Common Core Standards for English Language Arts**

California's Common Core Standards for English Language Arts 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 7 and 8, which are reflected in this course outline.

#### **Reading**

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

#### **Writing**

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

#### **Speaking and Listening**

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

#### **Language Standards**

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

The complete California Common Core Standards can be found at <http://www.cde.ca.gov/ci/cc/>.

### **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 found at [www.casas.org](http://www.casas.org).

*Reading 3 (53-03-66) September/2012, 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 reading 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.

## **GLOSSARY (continued)**

**collaborative oral reading:** a small-group instructional strategy for improving fluency. Students take turns by calling on one another, “popcorn” style, reading 3 or 4 sentences aloud. The teacher also participates to provide a model of good oral reading. This activity is usually done with longer texts, such as short stories or novels.

**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:

- *alphabets:* 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.

Alphabets 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*

## **GLOSSARY (continued)**

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 *br*ead.

**diphthong or vowel blend:** two vowel sounds within one syllable that blend to become one sound as in *boi*, *gr*ound, *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.

**fix-up strategies:** strategies good readers employ when they don't understand something they have read. Examples of fix-up strategies are re-reading, slowing down, reading aloud.

**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.

## **GLOSSARY (continued)**

**GLE:** grade level equivalent

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

**II 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, alphabets and fluency are print-based skills.

## **GLOSSARY (continued)**

**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. Community adult schools use the Reading section of the Survey or Battery as the assessment tool for determining this score. Students scoring below 9.0 are enrolled in ABE classes.

**think-aloud:** an instructional practice in which the teacher models a behavior, such as how a good reader thinks about text while reading. The teacher verbalizes thoughts and questions that occur to her/him during the reading process.

**text structures:** refers to how the information in the text is organized. There are five basic text structures: cause and effect, compare and contrast, description, sequence, and story (main characters, setting, problem, events, solution, theme/moral).



## **GLOSSARY (continued)**

**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:

**TEACHER FEEDBACK FORM (continued)**

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.

<b>Error</b>	<b>Correction</b>	<b>Page Number</b>

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, 18<sup>th</sup> Floor, Room 18-170-05.

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### Statement of Civil Rights

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

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