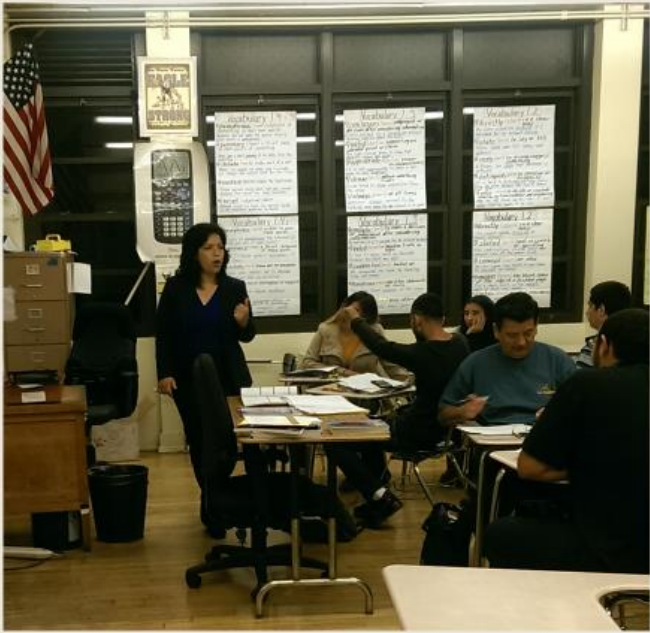


Course Outline

Revised: 1/2020



Program:
Adult Literacy/High School Diploma

Course of Study:
Adult Basic Education

Course:
English Language Arts

53-03-84

**Skills for College and Careers:
High School Equivalency Basics**

Credits: 5

Hours: 180

Prerequisites:
Ability to read at a minimum 7.0 grade level

Note:
The completion time will differ for each student; most students enter at various skill-levels. This course outline provides methods for ongoing student evaluation 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 cannot re-enroll in the course.

Course Description:

This competency-based course is designed to support academic and vocational student pathways. Reading and writing skills and strategies and content knowledge critical for high school equivalency or industry-specific exam success are developed through teacher-directed and online learning.

- aligns with the College and Career Readiness Standards (CCRS) for Listening, Speaking, Reading, and Writing and
- integrates the Model Program Standards for Adult Basic Education, the Comprehensive Adult Student Assessment System (CASAS) Test competencies, and 21st Century Skill lessons tied to college, vocational training, workplace, real-life tasks, and citizenship.

The ultimate goal of this course is to help adult students acquire the competencies needed to fulfill their roles as family members, community members, and workers.



ACKNOWLEDGEMENTS

Many thanks to MARJORIE SCHNEIDER, Central Office Adult Basic Education Advisor, for writing this course outline.

Thanks to MARK KAVANAGH, Central Office Adult Secondary Education Advisor, for editing this course outline as competency based.

MATTHEW OBERLANDER
Coordinator
Curriculum and Instruction Unit

APPROVED:

JOSEPH STARK
Executive Director
Division of Adult and Career Education

CBE
COMPETENCY-BASED EDUCATION
Course Outline Competency-Based Components
Skills for College and Careers/High School Equivalency Basics

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

Page

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

8-12

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.

INSTRUCTIONAL STRATEGIES

13-23

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.

CBE
COMPETENCY-BASED EDUCATION (continued)

Course Outline Components	Page
<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.	
Instructional Resources	21-23
Content Standards	24-27
UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT	Cover 8-12
<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.	
EVALUATION PROCEDURES	4
<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.	
REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT	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>	
STATEMENT OF CIVIL RIGHTS	28

INTRODUCTION

THE ADULT BASIC EDUCATION (ABE) 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 9th-grade level enter the ABE Program to improve these basic skills and move on to attain a high school equivalency certificate or high school diploma, or to enter a vocational or training program.
- The ABE student population includes fluent and proficient 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 wearedace.org/adult-basic-education.

A. PLACEMENT CRITERIA

- The **TABE D 9/10**, which assesses reading, math, language and spelling, is currently used as the screening tool to determine a student's reading level and subsequent placement within the adult academic program.
- Students who score below the 9th-grade level (9.0) on the reading portion of either version are identified as ABE-level learners.
- Students only retake the 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.
- Placement criteria may also include:
 - a reading level on the CASAS Reading GOALS (Comprehensive Assessment of Student Achievement System) below 9th-grade equivalency score
 - a writing assessment below 9th-grade level
 - in-class diagnostic reading and writing assessments to further identify student instructional needs (i.e., HiSET (High School Equivalency Pretest and Post Test, *Accucess/Plato* Interactive Software)

B. INSTRUCTIONAL APPROACHES IN THE ABE CLASSROOM

- ABE students are high-needs students; that is, they lack basic skills and need targeted, sequential instruction in order to address their needs.
- Evidence suggests that direct, explicit instruction is the most effective method with ABE learners (see "A Model for Direct, Explicit Instruction).
- To effectively provide direct, explicit instruction to all students at every class session, emphasis is placed on grouping students according to assessed needs and on providing whole-class and small-group instruction that address those needs (i.e., differentiated instruction).
- In addition, there are opportunities for students to work individually.

C. STUDENT PROGRESS AND EVALUATION PROCEDURES IN THE ABE CLASSROOM

- Monitoring student progress is an important part of the ABE teacher's responsibilities.
- Formative measures of progress include:
 - student's ability to work with higher-level material
 - student portfolio
 - quizzes, tests
 - teacher observation
- Summative measures of progress include:
 - TABE (Test of Adult Basic Education) 9/10 D Reading results
 - CASAS Reading GOALS (Comprehensive Assessment of Student Achievement System) results
 - HiSET (High School Equivalency Test) Pretest and Post Test results
 - *Accucess/Plato* Interactive Software

INTRODUCTION continued

SKILLS FOR COLLEGE AND CAREERS/HIGH SCHOOL EQUIVALENCY (HSE) BASICS COURSE

Skills for College and Careers/HSE Basics is an Adult Basic Skills course designed to support academic and vocational student pathways.

A. COURSE DESCRIPTION

Students best served by the *SKILLS FOR COLLEGE AND CAREERS/HSE BASICS* course have transitioned from ABE (Adult Basic Education), ASE (Adult Secondary Education), or CTE (Career-Technical Education) programs and wish to enhance their reading and writing skills as preparation for high school equivalency tests, third-party certification exams, or state board exams.

Reading, writing, and test-taking skills, strategies, and content knowledge essential for CCRS-based high school equivalency test or industry-specific exam success are developed through explicit in-class and online instruction.

Reading and writing instruction includes:

- *reading comprehension and writing skill development based on specific CCR Reading and Writing content standards. (See Content Standards, pages 21-25)*
- ample guided practice of academic, domain-specific, and essential test-taking vocabulary
- lesson-extension activities that support higher-order reasoning and thinking skills.
- 21st-Century Skill instruction tied to college, vocational training, workplace, real-life tasks, and citizenship.
- constructed and extended test-taking response practice in reading and writing
- in-class instruction blended with online and distance-learning lesson-extension activities

The reading and writing modules also integrate:

- *Model Program Standards for Adult Basic Education*
- *The Comprehensive Adult Student Assessment System (CASAS) Reading GOALS Test Competencies. (See Content Standards, pages 22-26)*

B. ABE SKILLS FOR COLLEGE AND CAREERS/HSE BASICS 1 COURSE OUTLINE

The course outline for **ABE SKILLS FOR COLLEGE AND CAREERS/HSE BASICS** delineates skills students must master to enroll in an ASE (Adult Secondary Education) high school equivalency test-preparation course or enter a vocational training program.

The course outline:

- includes minimal competencies in the areas of reading writing, listening and speaking, pre-high school equivalency test preparation, and community and workplace.
- reflects evidence-based principles of reading and writing instruction as outlined by the National Institute for Literacy (<http://lincs.ed.gov/>).
- 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 reading (alphabetics, fluency, vocabulary and comprehension) and writing.
- reflects the *College and Career Readiness Standards for Adult Education the Model Program Standards for Adult Basic Education, and the Comprehensive Adult Student Assessment System (CASAS) Test Competencies. (See Content Standards, pages 22-26)*

INTRODUCTION continued

ASSISTANCE AND SUPPORT FOR ABE TEACHERS

The Central Office Division of Curriculum and Instruction supports classroom ABE teachers. The DACE web site (wearedace.org/adult-basic-education) offers downloadable course outlines, a selection of instructional resources, and links to additional resources.

ABE PROGRAM OFFICE

Matthew Oberlander, Coordinator Curriculum and Instruction Division

mjo4330@lausd.net

333 S. Beaudry Ave., 18th Floor

Los Angeles, CA 90017

Phone: 213-241-3813

Marjorie Schneider, ABE Teacher Advisor

mbs05291@lausd.net

333 S. Beaudry Ave., 18th Floor

Los Angeles, CA 90017

Phone: 213-241-3864

SKILLS FOR COLLEGE AND CAREERS/HIGH SCHOOL EQUIVALENCY BASICS

EXIT PROFICIENCIES

Students will demonstrate the following proficiencies upon completion of *Skills for College and Careers/High School Equivalency Basics*.

I. READING

- Read fluently grade-leveled text, 7-8 GLE.
- Read and comprehend grade-leveled, 7-8 GLE, literary and nonfiction text.
- Apply knowledge of word parts to read unfamiliar multisyllabic words.
- Apply a variety of comprehension strategies to derive meaning from text.
- Read and interpret material in a variety of formats, genres, and content areas.
- Analyze, interpret, and evaluate ideas expressed in text.
- Infer meaning from text.

II. WRITING

- Employ Tier-2 vocabulary in academic writing.
- Write sentences using correct capitalization, punctuation, and spelling.
- Produce ideas in clear, complete, and substantive sentences which utilize a variety of structures (sentence-types).
- Identify and correct sentence problems
- Express ideas in well-developed, correctly formatted, and coherent paragraphs.
- Identify and write narrative, descriptive, expository, and persuasive paragraphs.
- Locate and use appropriate reference materials for written work.
- Use the Steps of the Writing Process in written work.
- Write a summary of an oral presentation or written text.
- Write a personal letter or note.
- Write a business letter.
- Create a resume.
- Complete job applications and other needed forms.
- Apply appropriate critical thinking skills to respond to literature, social studies, and science subject-matter.

III. HSE TEST PREP/TEST-TAKING STRATEGIES

- Understand how personal skill development, such as positive attitude, honesty, self-confidence, time-management, contributes to academic success.
- Understand the nature, scope, and purpose of a high school equivalency test such as the HiSET.
- Understand and use effective test-taking strategies needed to pass a high-school equivalency exam such as the HiSET.
- Understand effective study skills and the use of reference materials.
- Demonstrate notetaking and outlining.
- Use Internet to locate and verify information.
- Apply appropriate critical thinking skills to process and respond to selections from the reading, social studies, and science sections of a high school equivalency exam such as the HiSET.
- Interpret and utilize pictorial, graphical, and tabular information within the content areas.
- Cite textual evidence to support analysis, opinions, or inference.
- Understand computer skills necessary for the writing section of a high school equivalency exam such as the HiSET.
- Communicate ideas effectively through the use of Edited American English (EAE).
- Understand editing strategies for the multiple-choice sections of a high school equivalency exam such as the HiSET

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS for the Skills for College and Careers/High School Equivalency Basics

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES
<p>I. THE READING PROCESS IA. Print-Based Competencies</p> <p>Alphabetic 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>Fluency Students read aloud grade-level text with appropriate rate, accuracy, and prosody (intonation and expression) to achieve fluent silent reading.</p> <p>IB. Meaning-Based Competencies</p> <p>Vocabulary Development Students expand their expressive vocabulary and comprehension of grade-level text by applying knowledge of word meanings, word parts, derivations, antonyms, synonyms, idioms, etc.</p>	<ol style="list-style-type: none"> 1. Use knowledge of word parts (e.g., Greek and Latin root words, common base words, affixes) to decode unfamiliar multisyllabic words. (CCR Reading Foundational Skills Anchor Standard 3; CCR Reading Anchor Standard 4) 2. Interpret words and phrases as they are used in text. (CCR Language Anchor Standard 3; CCR Reading Anchor Standard 4) 3. Analyze how specific word choices shape meaning and tone. (CCR Reading Anchor Standard 4) 4. Read orally with accuracy, ease, and expression. (CCR Reading Foundational Skills Anchor Standard 4) 5. Demonstrate understanding of material being read through oral phrasing and expression. (CCR Speaking/Listening Anchor Standard 6) 6. Demonstrate knowledge and understanding of punctuation through appropriate pausing or expression during oral reading. (CCR Language Anchor Standard 3) 7. Understand, speak with, read, and write with a corpus of academic vocabulary words (A.K.A., high-frequency or Tier 2 vocabulary words) in multiple contexts. (CCR Language Anchor Standard 6) 8. Determine or clarify the appropriate meaning of academic and domain-specific vocabulary words and phrases in a text relevant to a topic or subject area. (CCR Reading Anchor Standard 4) 9. Use contextual clues to unlock word meanings. (CCR Language Anchor Standard 4) 10. Use common Greek or Latin affixes and roots as clues to word meanings (e.g., <i>inter</i>, <i>bio</i>, <i>homo</i>, <i>sphere</i>). (CCR Language Anchor Standard 4) 11. Demonstrate understanding of word relationships (e.g., synonyms, antonyms, homonyms, homographs, analogies). (CCR Language Anchor Standard 4) 12. Recognize common idioms (e.g., <i>rain cats and dogs</i>). (CCR Language Anchor Standard 5)

Reading Comprehension

Students actively read and understand grade-level materials, drawing upon a variety of comprehension strategies.

13. Recognize and respond appropriately to common test-taking vocabulary (e.g., *explain, compare, analyze, evaluate*). **(CCR Reading Anchor Standard 4)**
14. Use print or online* dictionary to verify word pronunciation, spelling, and meaning. **(CCR Language Anchor Standard 6; International Society for Technology in Education Standards 3a.,3b.)**
15. Apply pre-reading strategies (e.g., set purpose for reading, preview text). **(CCR Reading Anchor Standard 1)**
16. Apply questioning and predicting strategies to verify comprehension. **(CCR Reading Anchor Standard 1)**
17. Apply fix-up strategies when ideas are missed (e.g., reread, read loud, read at slower pace). **(CCR Reading Anchor Standard 1)**
18. Identify structural patterns in text (e.g., cause/effect, sequence, story, compare/contrast) to aid comprehension. **(CCR Reading Anchor Standard 5)**
19. Determine main ideas and supporting details. **(CCR Reading Anchor Standard 2)**
20. Analyze, interpret, and evaluate ideas expressed in text. **(CCR Reading Anchor Standard 8)**
21. Draw inference and conclusion, and support with evidence from text and prior knowledge. **(CCR Reading Anchor Standard 1)**
22. Determine theme(s) or central idea(s) of a text and explain its development throughout the text. **(CCR Reading Anchor Standard 2)**
23. Summarize or retell/paraphrase a reading selection. **(CCR Reading Anchor Standard 2)**
24. Identify author's purpose, point of view, and tone. **(CCR Reading Anchor Standard 6)**
25. Offer appropriate conclusion or generalization about a reading selection. **(CCR Reading Anchor Standard 1)**
26. Distinguish between fiction and nonfiction.
27. Integrate and evaluate content presented in diverse media* and formats, visually, quantitatively, and in words. **(CCR Reading Anchor Standard 7; International Society for Technology in Education Standard 3b.)**

(50 hours)

*digital literacy connection

II. READING LITERARY TEXTS

Students read and comprehend a range of grade-level literary texts (fiction), including short stories, dramas, and poems.

28. Differentiate between various forms of literature (e.g., short story, novel, drama, and literary non-fiction). **(CCR Reading Anchor Standards 1,5)**
29. Demonstrate understanding of literary elements and concepts (e.g., character, plot, conflict, setting, climax, resolution, mood, narrator, point of view). **(CCR Reading Anchor Standards 1, 2, 3, and 6)**
30. Determine how character, plot, and setting interact and contribute to effectiveness of the work: **(CCR Reading Anchor Standard 3).**
 - a. Identify motives of characters.
 - b. Explain cause/effect of plot events.
 - c. Compare/contrast characters and events.
31. Identify theme and cite evidence found in text. **(CCR Reading Anchor Standard 2)**
32. Recognize and interpret figurative language (e.g., metaphor, simile). **(CCR Reading Anchor Standard 4)**

(25 hours)

III. READING INFORMATIONAL TEXT

Students read and comprehend a range of grade-level nonfiction texts, including journalistic, consumer, informational, history, and science.

(25 hours)

- 33. Distinguish between fact and opinion. **(CCR Reading Anchor Standard 1)**
- 34. Use visual in print and digital* devices (e.g., maps, charts, graphs, tables) as tools to strengthen comprehension. **(CCR Reading Anchor Standard 7; International Society for Technology in Education Standard 3b.)**
- 35. Identify evidence presented in text and evaluate whether it is sufficient to support specific argument/claim. **(CCR Reading Anchor Standard 8)**
- 36. Express and support an opinion about a work. **(CCR Reading Anchor Standard 8)**
- 37. Analyze author’s purpose. **(CCR Reading Anchor Standard 6)**
- 38. Analyze/compare/contrast how two authors write about the same topic. **(CCR Reading Anchor Standard 9)**
- 39. Explain the purpose of **bold** and *italic* print. **(CCR Reading Anchor Standard 4)**

***digital literacy connection**

IV. WRITING

Students respond to various reading selections by writing in coherent paragraphs to express ideas and demonstrate comprehension of material read.

- 40. Use precise language - academic vocabulary words and domain-specific vocabulary words - in academic writing to inform about or explain a topic. **(CCR Language Anchor Standards 3,5; CCR Writing Anchor Standard 2)**
- 41. Write sentences using correct capitalization, punctuation, and spelling. **(CCR Language Anchor Standard 2)**
- 42. Place phrases and clauses correctly within sentences. **(CCR Language Anchor Standard 1)**
- 43. Identify and correct sentence problems. **(CCR Language Anchor Standards 1,3)**
- 44. Produce clear, complete, and substantive sentences which utilize a variety of structures (sentence types). **(CCR Writing Anchor Standard 4)**
- 45. Define, discuss, and develop writing templates as a strategy for writing. **(CCR Writing Anchor Standard 2)**
- 46. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **(CCR Language Anchor Standard 2)**
- 47. Write and support an argument/opinion with clear reason and evidence. **(CCR Writing Anchor Standard 1)**
- 48. Write narratives that recount two or more appropriately sequenced experiences or events, real or imagined, using details to describe actions, sequence, thoughts, and feelings. **(CCR Language Anchor Standard 3)**
- 49. Follow the steps of the writing process – planning, revising, editing, and rewriting - to develop and strengthen writing. **(CCR Writing Anchor Standard 5)**
- 50. Identify multi-paragraph structure. **(CCR Writing Anchor Standard 5)**
- 51. Produce clear, coherent writing in which development, organization, and style are appropriate to task, purpose, and audience. **(CCR Writing Anchor Standard 4)**
- 52. Express ideas concisely in paragraphs that are correctly formatted. **(CCR Writing Anchor Standard 4)**
- 53. Introduce a topic clearly and group related information in paragraphs. **(CCR Language Anchor Standard 2)**

<p>(50 hours)</p>	<ol style="list-style-type: none"> 54. Develop a topic with facts, definitions, concrete details, quotations and/or other information and examples related to topic. (CCR Language Anchor Standard 2) 55. Employ appropriate transitions to create cohesion and clarify relationships between ideas and concepts. (CCR Language Anchor Standard 2) 56. Provide a concluding statement that follows and supports information and/or explanation presented. (CCR Language Anchor Standard 2) 57. Draw evidence from literary or informational texts to support a central idea or provide a summary of a text. (CCR Language Anchor Standard 9) 58. Draw evidence from literary or informational texts to analyze how a text makes connections between varied ideas or events. (CCR Language Anchor Standard 9) 59. Use technology*, including the Internet, to write and to publish writing, as well as interact and collaborate. (CCR Writing Anchor Standard 6; International Society for Technology in Education Standards 6b., 6c., 6d.) 60. Use technology*, including the Internet, to write and to publish writing, as well as interact and collaborate. (CCR Writing Anchor Standard 6) 61. Use technology*, including the Internet, to connect with and cite sources. (CCR Writing Anchor Standard 6; International Standard for Technology Education 3c.) 62. Gather relevant information from print and digital sources* and integrate into writing. (CCR Writing Anchor Standard 8) 63. Use technology*, including the Internet, to keyboard a minimum of one page in a single sitting. (CCR Writing Anchor Standard 6; International Society for Technology in Education Standard 6b.) 64. Define, discuss, and develop writing templates as a strategy for writing. (CCR Writing Anchor Standard 2) 65. Demonstrate notetaking and outlining skills. (CCR Writing Anchor Standard 4) 66. Communicate ideas effectively through the use of Edited American English (EAE). (CCR Language Anchor Standards 1,2) 67. Apply rubric evaluations to writing samples. (CCR Language Anchor Standards 1-6; CCR Writing Anchor Standard 2) <p>*digital literacy connection</p>
<p>V. ACADEMIC AND PRE-HSE</p> <p>Students are familiar with and can implement key study and test-taking strategies as they relate to high school equivalency tests, third-party certification examinations, and/or State Board examinations.</p>	<ol style="list-style-type: none"> 68. Understand the nature, scope, and purpose of a high-stakes test such as a high school equivalency test. (CCR Reading Anchor Standard 1) 69. Understand how executive skills, social-emotional skills, and 21st Century Skills, (creativity, critical thinking, communication, and collaboration) contribute to academic success. (A Framework for 21st Century Learning) 70. Use table of contents, index, glossary, and other parts of textbooks, manuals, and other resources, to locate and comprehend information. (CCR Reading Anchor Standard 7) 71. Use editorial devices (e.g., headlines, subheads, captions) to predict what information is covered in section, chapter, or text selection. (CCR Reading Anchor Standard 5)

72. Consult general and specialized resource materials (print and digital*), including dictionary, thesaurus, encyclopedia, and maps, to draw/verify information. **(CCR Reading Anchor Standard 7)**.
73. Apply appropriate critical thinking skills to process and respond to selections from reading, social studies, and science sections of a high school equivalency test. **(CCR Reading Anchor Standards 1,4)**
74. Cite textual evidence to support analysis, opinions, or inference. **(CCR Reading Anchor Standard 1)**
75. Interpret and utilize pictorial, graphical, and tabular information within the content areas. **(CCR Reading Anchor Standard 7)**
76. Demonstrate notetaking, outlining, test-taking, organizational, and study skills to prepare for a high-school equivalency test, a third-party certification examination, or a State Board examination **(CCR Writing Anchor Standard 4)**
77. Understand editing strategies for the multiple-choice sections of a high school equivalency exam. **(CCR Writing Anchor Standard 5)**
78. Formulate strategies for planning, organizing, and composing a well-developed expository essay, drawing upon (a) personal observations, (b) knowledge, and (c) experiences. **(CCR Writing Anchor Standards 2, 4, 5)**
79. Define, discuss, and develop writing templates as a strategy for writing. **(CCR Writing Anchor Standard 2)**
80. Use word-processing software* to complete classroom assignments. **(CCR Writing Anchor Standard 6; International Society for Technology in Education Standards 6a., 6b., 6c., 6d.)**
81. Gather relevant information from multiple print and digital* sources to answer questions. **(CCR Writing Anchor Standard 8)**
82. Understand computer skills* necessary for the writing section of a high school equivalency test, a third-party certification examination, or a State Board examination. **(CCR Writing Anchor Standard 6)**
83. Communicate ideas effectively through the use of Edited American English (EAE). **(CCR Language Anchor Standards 1,2)**
84. Apply holistic scoring and rubric evaluations to writing samples. **(CCR Language Anchor Standards 1-6; CCR Writing Anchor Standard 2)**
85. Define editing concepts of (a) *remove*, (b) *move*, (c) *delete*, and (d) *combine*. **(CCR Language Anchor Standards 1-6; CCR Writing Anchor Standard 5)**

(30 hours)

*digital literacy connection

INSTRUCTIONAL PLANNING

A. 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 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 20:1.

B. INSTRUCTIONAL APPROACHES

- Evidence suggests that direct, explicit instruction is the most effective method with adult learners at the 4th through 8th 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.

C. 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. NOTE: 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.

D. Grouping provides the scaffolding many students need to practice these skills in discussions and interaction with other members of the group. (*LAUSD Teaching and Learning Framework Standard 1d3.*)

1. Grouping students is efficient. Students receive teacher-directed instruction together, so the teacher does not 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.
2. 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.
3. 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. (*Partnership for 21st Century Skills Framework for 21st Century Learning*)

E. GROUPING STRATEGIES

- Students are grouped to meet instructional goals.
 1. **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 reconvenes so the teacher can respond to common questions or clarify common misunderstandings.

INSTRUCTIONAL PLANNING continued

2. Small Group

- 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.

F. GROUPING GUIDELINES

- Grouping is intended to facilitate instruction and classroom management. These guidelines are offered to assist teachers in structuring and working with groups.

1. Form as few groups as possible.

- Generally, groups do not have to be rigidly homogenous. In other words, students with different instructional levels 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.

2. 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.

3. Prepare.

- 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.

4. Be flexible.

- Not all activity has to take place in a group setting; groups are dynamic.
- At times, it is necessary for students to work independently or with a partner rather than in a group. In this case, a group of one, plus the teacher, is the solution.
- As students' skills improve or needs change, so will the groups.

G. A MODEL FOR DIRECT, EXPLICIT INSTRUCTION

- H. Research has identified direct, explicit instruction as one of the key strategies of effective teaching of ABE students placed in reading and writing classes. The following model outlines the steps of direct, explicit instruction. . (**LAUSD Teaching and Learning Framework Standards 3a., 3b., 3c.**)



1. Teacher preparation

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

2. 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.

3. Modeling/Demonstration

- Model, demonstrate, how to get to the finished example, while students observe. **Students should never be assigned a strategy or activity that has not been modeled for them.**
- Break the skill or strategy being modeled into its parts, then model and practice each part in sequence.
- Use the “think-aloud” technique to help students understand the thinking behind the process being modeled.

INSTRUCTIONAL PLANNING continued

4. Guided Practice

- Provide numerous opportunities for students to practice.
- Initially, practice is scaffolded, supported, so students can concentrate on the “how.”
- Later, practice opportunities can be less scaffolded, providing students opportunities to practice at their instructional level.
- At this stage, the teacher monitors progress and provides feedback and assistance as needed.
- Guided practice continues over a number of class sessions.

5. Independent Application

- Students work independently at their instructional levels to apply what they have learned to new material or situation
- This is the evaluation step.

6. Ongoing monitoring

- Monitoring should take place throughout the instructional cycle.
- The teacher adjusts instruction and practice opportunities as necessary based on student learning and progress data collected by monitoring.

INSTRUCTIONAL PLANNING continued

Sample ABE Lesson Design Template

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

PART 1: WHO are the students?

Class Composition
teacher:
subject/level:
lesson date/time
Class Composition and Relevant Student Data (LAUSD Teaching and Learning Framework, 1b.1., ib.3.)
Number Standard English Learners: _____
Number English Learners: _____
Number Students on IEPs: _____
Additional Student Information Relevant/Important to This Lesson (LAUSD Teaching and Learning Framework, 1b.1., 1 b.3.)
Strategies Implemented (LAUSD Teaching and Learning Framework, 1a.2.,1 ib.1.)
<ul style="list-style-type: none">Strategies to be implemented to assure that each and every student gains access to academic content (differentiation strategies, grouping of students, IEP requirements, etc.)

INSTRUCTIONAL PLANNING continued

Today's Instructional Plan (*LAUSD Teaching and Learning Framework, 1a.2.,1 ib.1., 1d.1., 1e.2., 3a.1., 3d.3.*)

Lesson	materials/equipment
objective(s)	lesson length
vocabulary	content standard(s)
Time/Step of lesson	Instructional Cycle
	<p>Introduction/Explanation</p> <ul style="list-style-type: none"> • Explain purpose and objective(s) of lesson: What will students learn? Why is this important to them? • Show a completed example. • Make connections to previous learning and students' goals.
	<p>Modeling/Demonstration</p> <ul style="list-style-type: none"> • Model/demonstrate how to get to finished example. How will concept or strategy be modeled or demonstrated? <p>NOTE: During this step, students observe the teacher modeling what is to be learned. Examples and materials used must be at a level all students can understand.</p>
	<p>Guided Practice</p> <ul style="list-style-type: none"> • Provide numerous opportunities for students to practice. • Initially, practice is scaffolded, supported, so students can concentrate on the <i>how</i>; later practices can be less scaffolded. • As scaffolds are removed, students have opportunities to practice at their instructional levels. • Teacher monitors progress and provides feedback and assistance as needed. <p>NOTE: Guided practice may require several class sessions.</p>
	<p>Application</p> <ul style="list-style-type: none"> • 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.
	<p>On-going Monitoring</p> <ul style="list-style-type: none"> • Monitoring takes place throughout the instructional cycle. • The teacher adjusts instruction and guided practice as necessary based on student understanding and progress.

INSTRUCTIONAL PLANNING continued

Sample ABE Class Syllabus (LAUSD Teaching and Learning Framework 1d.1, 1d.2, 1d.3, 2d.2, 3A4, 3C1)

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 instructional cycle - a particular timeframe such as monthly - in the ABE class.

The sample syllabus below is a monthly syllabus for a 2 – 2.5-hour class that meets 4-5 times weekly.

Teacher: Mrs. Brady

Class Days and Time: 8:00 am – 10:15 am, Monday - Friday

Instructional Cycle: 4 weeks: January 6 – 31, 2020

Subject	Learning goals
Word Parts (Alphabetics)	<ul style="list-style-type: none"> • Learn and practice 4 common suffixes: -ic, -ive, -ion, -nce. • Learn and practice how adding suffixes to words affects the syllable to place stress on
Oral Reading Practice (Fluency)	<ul style="list-style-type: none"> • Improve speed, accuracy, and expression when reading out loud to enhance speed and comprehension when reading silently. <ul style="list-style-type: none"> ▪ text marking passage from text ▪ collaborative oral reading of passage
Vocabulary	<ul style="list-style-type: none"> • Learn and practice 20 high-frequency, academic vocabulary words to improve speaking, reading, and workplace writing. • Use domain-specific vocabulary in speaking to improve reading and writing.
Reading Comprehension	<ul style="list-style-type: none"> • Learn to find the topic and main idea of written text and graphical information orally and in writing.
Writing	<ul style="list-style-type: none"> • Develop sentence-combining skills using conjunctions, commas, and semi-colons to produce compound and complex sentences. • Practice crafting timed responses (15 minutes) to low-stakes writing prompts (i.e., <i>Identify subtext of graffiti images</i>). • Craft timed-paragraphs (30 minutes) demonstrating sentence variety (sentence-combining) and proper use of weekly academic vocabulary words. • Peer-edit low-stakes responses to writing prompts and timed-paragraphs with writer-partner.
Test-Taking Skills	<ul style="list-style-type: none"> • Practice identifying topic and main idea of pictorial, graphical, and tabular information using high-stakes test practice questions.

INSTRUCTIONAL PLANNING continued

Sample Daily Class Schedule

A daily class schedule helps the ABE teacher organize and pace instruction. This sample class schedule is for a 2.5-hour class that meets four evenings weekly.

Lesson Objective: Use vocabulary and drafting skills to develop and write a paragraph.	
Time Allocated	Instructional Plan
6:00 to 6:20 pm (20 minutes) <ul style="list-style-type: none"> • TIMED LOW-STAKES WRITING OPPORTUNITY • DAILY 	<ul style="list-style-type: none"> • Explain the subtext of the Banksy graffiti image, <i>Indian Education</i>. <ul style="list-style-type: none"> ○ 15- minute timed activity ○ Teacher also writes.
6:20 to 6:50 pm (30 minutes) <ul style="list-style-type: none"> • MECHANICS & CONVENTIONS • DAILY 	<ul style="list-style-type: none"> • Sentence-combining using our own written responses to the Banksy graffiti image. <ul style="list-style-type: none"> ○ Teacher models using his/her low-stakes written response. ○ Student-pairs practice using their own responses. ○ Teacher circulates to monitor/assess. ○ Student work to be collected.
6:50 to 7:15 pm (25 minutes) <ul style="list-style-type: none"> • ACADEMIC VOCABULARY WORDS • MONDAYS/WEDNESDAYS 	<ul style="list-style-type: none"> • Direct instruction and guided practice of 5 academic vocabulary words <ul style="list-style-type: none"> ○ <i>Words to Learn By - Advancing</i>, Lesson 5 ○ <i>characteristic, clarify, evident, imply, theory</i>
6:50 to 7:15 pm (25 minutes) <ul style="list-style-type: none"> • HIGH-STAKES TEST VOCABULARY WORDS • TUESDAYS/THURSDAYS 	<ul style="list-style-type: none"> • Direct instruction and guided practice of 5 high-stakes test vocabulary words <ul style="list-style-type: none"> ○ <i>HSE Basics: Reading</i>, Lesson 1.5: ○ <i>graph, infer, indicate, locate, represent</i>
7:15 to 7:45 pm (30 minutes) <ul style="list-style-type: none"> • WORD PARTS • MONDAYS/WEDNESDAYS 	<ul style="list-style-type: none"> • Word parts practice (roots and affixes) with <ul style="list-style-type: none"> ○ This week's academic vocabulary words ○ Specific high-stakes test vocabulary
7:15 TO 7:45 (30 minutes) <ul style="list-style-type: none"> • ORAL READING (FLUENCY) PRACTICE • TUESDAYS/THURSDAYS 	<ul style="list-style-type: none"> • Collaborative oral reading • <i>HSE Basics: Reading</i> <ul style="list-style-type: none"> ○ <i>Graphic Documents</i>, pages 48-49. ○ Teacher reads with each small group.
7:45 to 8:00 pm (15 minutes)	Break
8:00 TO 8:30 pm (30 minutes) <ul style="list-style-type: none"> • READING COMPREHENSION STRATEGIES • HIGH-STAKES TEST-TAKING PRACTICE • DAILY 	<ul style="list-style-type: none"> • Comprehension strategy instruction and guided practice: <ul style="list-style-type: none"> ○ <i>Identifying the subtext of graphical information.</i> • Timed practice with <i>HiSET</i> or third-party certification exam pictorial, graphical, and/or tabular information multiple-choice questions.
8:30 to 9:00 pm (30 minutes) <ul style="list-style-type: none"> • TIMED PARAGRAPH-WRITING • DAILY 	<ul style="list-style-type: none"> • Topic: <i>Loyal Workers are Successful Workers</i> <ul style="list-style-type: none"> ○ 1 paragraph minimum ○ Include: <ul style="list-style-type: none"> ▪ at least 2 of this week's academic vocabulary words and/or word family members. ▪ several compound and/or complex sentences. ▪ at least 1 dependent clause. ○ Be mindful of proper usage of conjunctions, commas, and semi-colons. • Peer-editing/discussion tomorrow evening

INSTRUCTIONAL RESOURCES

I. CORE MATERIALS

A. *High School Equivalency Basics* McGraw-Hill Education, 2016.

1. *High School Equivalency Basics: Reading*, McGraw-Hill Education, 2016. ISBN 13: 978-0-07-673660-7.

- Send all inquiries to:
McGraw-Hill Education
8787 Orion Place
Columbus, OH 43240

2. *High School Equivalency Basics: Writing*, McGraw-Hill Education, 2016 ISBN 13: 978-0-07-673643-0

- Send all inquiries to:
McGraw-Hill Education
8787 Orion Place
Columbus, OH 43240

3. *High School Equivalency Basics: Science*, McGraw-Hill Education, 2016. ISBN 13: 978-0-07-6736478

- Send all inquiries to:
McGraw-Hill Education
8787 Orion Place
Columbus, OH 43240

4. *High School Equivalency Basics: Social Studies*, McGraw-Hill Education, 2016. ISBN 13: 978-0-07-6736485

- Send all inquiries to:
McGraw-Hill Education
8787 Orion Place
Columbus, OH 43240

5. *High School Equivalency Basics Instructor Resource Binder*, McGraw-Hill Education, 2016. ISBN 13: 978-0-07-6736508

- Send all inquiries to:
McGraw-Hill Education
8787 Orion Place
Columbus, OH 43240

6. *Dolainski, Stephen, Griffin, Elizabeth, Words to Learn By: Advancing Academic Vocabulary*, McGraw-Hill Education, 2011. ISBN: 978-0-07- 586349

- Send all inquiries to:
Contemporary/McGraw-Hill
130 East Randolph Street, Suite 400
Chicago, IL 60601

7. *Newsela PRO*, at newsela.com

Education website focused on building student reading comprehension by providing news articles and real-time assessments for grades 2 – 12.

8. *PLATO Courseware Distance-Learning component* to fill specific content learning-gaps.

INSTRUCTIONAL RESOURCES continued

II. RESOURCE MATERIALS: TEXTS

- A. LAUSD/DACE Adult Literacy/High School Diploma Course Outlines
- **Reading 3**
Course Number 53-03-66
 - **Basic Language Arts Advanced**
Course Number 53-03-83
 - **High School Equivalency Test Preparation/Test-Taking Strategies**
Course Number 30-50-75
- B. Allen, Janet, *Words, Words, Words: Teaching Vocabulary in Grades 4-12*, Stenhouse Publishers, Portland, Maine, 1999.
- ISBN: 1-57110-085-7
- C. Beck, Isabel L., McKeown, Margaret G., Kucan, Linda, *Bringing Words to Life: Robust Vocabulary Instruction*, The Guilford Press, New York, N.Y., 2003.
- ISBN: 1-57230-753-6
- D. Mac-Dermott-Duffy, *Teaching Basic Writing Skills: Interactive Templates on CD-ROM*, Cambium Learning Sopris, 2012.
- ISBN-13: 978-1-60697-761-3
 - ISBN – 10: 1-60697-761-X
 - Send inquiries to:
Cambium Learning Group
4093 Specialty Place
Longmont, Colorado 80504
- E. Rasinski, Timothy V., *The Fluent Reader*, Scholastic Professional Books, New York, N.Y., 2002.
- ISBN: 0-439-33208-7
- F. Wilson, Kenneth G., *The Columbia Guide to Standard American English*, Columbia University Press, New York, 1993.
- Print ISBN 13: 9780231069892
 - E-Book ISBN 13: 9780585051483

III. RESOURCE MATERIALS: ONLINE

- Bell, Kit, Dolainski, Stephen, *Adult Education Great Cities Summit: What is Evidence-Based Reading Instruction and How Do You Know When You See It?* U.S. Department of Education & Office of Vocational and Adult Education, March 2012.
 - This report is available on the Department’s website at <http://www.lincs.ed.gov>
- McShane, Susan, *Applying Research in Reading Instruction for Adults: First Steps for Teachers*, National Institute for Literacy, 2005.
 - Download PDF or HTML versions at www.nifl.gov/partnershipforreading

INSTRUCTIONAL RESOURCES continued

- C. ***Teaching Excellence in Adult Literacy: Just Write! Guide***, American Institute for Research, February 2012,
- The **Guide** is available at the Teaching Excellence in Adult Literacy (TEAL) website at <https://teal.ed.gov/tealGuide>
- D. **Sadlier School: 64 Pages of Free Downloadable ELA Resources**
- <https://www.sadlier.com/school/resources?mixquery=mix>
- E. ***Mastering Skills in Test-Taking***, Maryland Community College SOAR Program, 2003
- wiu.edu/advising/docs/mastering-test-taking.pdf
- F. Pimentel, Susan, ***College and Career Readiness Standards for Adult Education***, MPR Associates, Berkeley, CA and Washington DC, April 2013, United States Department of Education – Office of Vocational and Adult Education, April 2013.
- Download PDF version at: <http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>
- G. ***EDST Lesson Design Template***, Educator Development and Support.
- Download PDF version at achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/433/Lesson%20Design%20Template.pdf/
- H. ***2016 International Society for Technology in Education Standards***
- iste.org/standards

COLLEGE AND CAREER READINESS STANDARDS FOR ADULT EDUCATION ENGLISH LANGUAGE ARTS (ELA) AND LITERACY STANDARDS

Pimentel, Susan, *College and Career Readiness Standards for Adult Education*, 2013.

ELA/Literacy Standards Key (Pimentel, page 12)

RI	Reading Informational Text
RL	Reading Literature
RH	Reading Historical/Social Studies Text
RST	Reading Scientific and Technical Text
W	Writing
WHST	Writing for History/Social Studies, Scientific and Technical Subjects
SL	Speaking and Listening
L	Language
RF	Reading Foundations

READING STANDARDS (Pimentel, pages 13 – 21)

To become college and career ready, students need to grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. By engaging with increasingly complex readings, students gain the ability to evaluate intricate arguments and the capacity to surmount the challenges posed by complex texts.

Standards 1 and 10 play a special role since they operate whenever students are reading.

- Standard 1 outlines the command of evidence required to support any analysis of text (e.g., analyzing structure, ideas, or the meaning of word as defined by Standards 2-9)
- Standard 10 defines the range and complexity of what students need to read.

CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Apply this standard to texts of appropriate complexity as outline by Standard 10.)

COLLEGE AND CAREER READINESS STANDARDS FOR ADULT EDUCATION continued

CCR Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS (Pimentel, pages 22 – 28)

To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately.

The Writing Standards cultivate the development of three mutually reinforcing writing capacities: crafting arguments, writing to inform and explain, and fashioning narratives about real or imagined experiences.

The overwhelming focus of writing throughout the levels is on arguments and informative/explanatory texts.

- Writing Standard 9 is a standout because it stresses the importance of the writing-reading connection by requiring students to draw upon and use evidence from literary and informational texts as they write arguments or inform/explain.

Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand as well.

CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

COLLEGE AND CAREER READINESS STANDARDS FOR ADULT EDUCATION continued

CCR Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

SPEAKING AND LISTENING STANDARDS (Pimentel, pages 29 – 32)

Including, but not limited to, skills necessary for formal presentations, the Speaking and Listening Standards require students to develop a range of broadly useful oral communication and interpersonal skills.

The standards ask students to learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE STANDARDS (Pimentel, pages 33 – 39)

The Language Standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives.

The vocabulary standards focus on understanding words and phrases and their nuances and relationships, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Students advancing through the levels are expected to meet each level's specific standards and retain or further develop skills and understanding mastered in preceding levels.

CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

COLLEGE AND CAREER READINESS STANDARDS FOR ADULT EDUCATION continued

CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate

CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

READING STANDARDS: FOUNDATIONAL SKILLS K-5 (Pimentel, pages 40 – 43)

The Reading Standards: Foundational Skills are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system.

These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)

RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)

RF.4 Read with sufficient accuracy and fluency to support comprehension. (Fluency)

Statement of Civil Rights

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