

Organization Name	 COMMUNITY EDUCATION adult academic	Robbinsdale Area Schools Adult Academic Program
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Class or Program Name	Basic Skills Beginning Literacy—Level One				
<i>Class Site(s)</i>	Sandburg Learning Center			<i>Program Area</i>	ABE
<i>Student Placement Level(s)</i>	Beginning ABE Literacy – Beginning Basic Education	<i>Class Assessment(s)</i>	TABE	<i>Scaled Score Range</i>	Below 4.0 TABE Level E or M
<i>Class Led By</i>	Paid Teacher	<i>Delivery Style</i>	Class		
<i>Class Goals</i>	<p>To improve reading and writing skills for ABE beginning literacy and beginning basic education learners.</p> <p>READING Learners will be able to:</p> <ul style="list-style-type: none"> • Understand the importance of following written and oral directions. • Expand and improve auditory and visual discrimination skills. • Use dictionaries, tables of contents, indexes and other resources to locate information. • Use computer and internet-based reading programs to enhance literacy skills. • Apply phonics principles and use letter-sound correspondence patterns to spell and decode words. • Identify the six syllable types. • Understand and interpret simple maps, pamphlets, graphs, tables, and charts. • Understand and analyze relevant consumer materials such as job postings, advertisements, and want-ads. • Apply test-taking strategies such as eliminating wrong choices. • Use context clues to identify the meanings of unknown words in text. • Determine correct sequential order. • Differentiate between fact and opinion. • Demonstrate improved reading fluency (rate, prosody, accuracy) with appropriately leveled short texts <p>WRITING Learners will be able to:</p> <ul style="list-style-type: none"> • Master definitions, pronunciation, spelling, and use in context of daily vocabulary words. • Define and identify the parts of speech. • Demonstrate the ability to understand and complete forms. • Correctly write words, phrases, and simple sentences. • Demonstrate mastery of basic punctuation and capitalization rules. 				

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<i>Class Content</i>	<ul style="list-style-type: none"> • Phonics: systematic, daily practice of basic spelling/phonics patterns. • Daily vocabulary including definition, syllabication, word parts, synonyms, antonyms, part of speech, use in context, individual practice. • Authentic spelling lists: tests given on weekly basis. • Synonyms and antonyms: use context clues to discern meaning of unknown words. • Sequencing: identify order of events in text selections as well as steps in relevant daily practices such as following recipes. • BDA reading strategies using high interest, motivational stories and consumer materials: <u>Before:</u> access and discuss prior knowledge, make predictions, formulate questions; <u>During:</u> make connections with text, answer questions, identify areas of confusion, reread; <u>After:</u> Recall facts and details; identify main idea; respond to questions. • Test taking strategies and practice: regular, intermittent progress tests. • Fluency practice: model fluent reading, repeated readings, paired readings, choral readings, and echo readings using short leveled texts. • Consumer materials used to enhance and extend learning and build background knowledge include but are not limited to citizenship, driver’s license, and employment related materials and forms. • Needs, backgrounds, and interests of students are considered in determining materials to use and skills to emphasize.
<i>Class Activities</i>	<p>Review learning objectives; explicit instruction followed by guided practice/repetition and application of new knowledge. Class uses formal and informal assessments as well as teacher observation to determine mastery and readiness for advancement to next level. Instructional methods include direct instruction and modeling, large and small cooperative groupings, whole class discussions, independent work, and choice time. Students have access to technology on a regular basis, including daily SMART board use, mobile laptops, I-pads, and computer lab.</p>
<i>Class Text(s), Educational Technology, & Other Instructional Materials</i>	<p>Reading Skills for Life, Volumes 1 and 2 (MDE); Systematic Sequential Phonics They Use, Patricia Cunningham (Carson Dellarosa); MegaWords (Kristin Johnson, et. al); Contemporary’s Reading Basics (Introductory); Story by Story Phonics Lessons; Strategies to Achieve Reading Success (STARS- Curriculum Associates); Voyager Reading and Writing for Today’s Adults; Challenger Adult Reading Series (New Readers Press); TABE Fundamentals (Steck Vaughn); The Change Agent; Easy English News; Read Naturally; Marshall Reading Skills for Today’s Adults; Passageways; Vocabulary Connections; Oxford Novels; GCF Learn Free website; CASAS test practice materials; Reading Horizons website; StarFall website; Minnesota Literacy Council materials/website; teacher created materials.</p>

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