## Robbinsdale Area Schools Adult Academic Program

### Class or Program Name

<table>
<thead>
<tr>
<th>Class Site(s)</th>
<th>Sandburg Learning Center</th>
<th>Program Area</th>
<th>ABE</th>
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<tbody>
<tr>
<td><strong>Student Placement Level(s)</strong></td>
<td>ABE Intermediate Low</td>
<td><strong>Class Assessment(s)</strong></td>
<td>TABE Reading</td>
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</tbody>
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### Class Led By

- **Paid Teacher**

### Delivery Style

- Class

### Class Goals

**To improve reading skills for low-intermediate learners.**

Learners will be able to:

- Understand the importance of following written and oral directions.
- Use online and print dictionaries, thesauruses, indexes and other resources to locate information.
- Demonstrate proficiency using computer and internet-based reading programs to enhance literacy skills.
- Master definitions, pronunciation, spelling, and use in context of daily vocabulary words.
- Use context clues, roots, and affixes to identify the meanings of unknown words in text.
- Be able to accurately and critically interpret graphs and charts.
- Demonstrate understanding of consumer materials and forms.
- Use expository text features and patterns to enhance comprehension.
- Differentiate between fact and opinion and critically evaluate arguments and positions.
- Create and answer who, what, where, why, and how questions related to classroom readings.
- Effectively apply test-taking strategies such as eliminating wrong choices and skimming and scanning.
- Increase their comprehension of text with the help of graphic organizers and other explicitly taught strategies.
- Demonstrate improved reading fluency (rate, prosody, accuracy) with appropriately leveled texts.
- Understand figurative language and idioms in the context of reading selections.

### Class Content

- Words in context: identifying synonyms and antonyms and using context clues.
- Consumer materials and graphic information.
- Common text patterns: descriptive, sequential, problem and solution, cause and effect, and compare and contrast.
- BDA reading strategies using high interest stories, articles, and consumer materials:
  - **Before**: access and discuss prior knowledge, make predictions, question, use text features.
  - **During**: make connections with text, answer questions, modify predictions, identify areas of confusion,


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**ABE Course Description**
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<th>Class Activities</th>
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<td>Review learning objectives; implement before, during, and after reading activities; evidence-based, explicit instruction followed by guided practice/repetition and application of new knowledge, following the STAR model. 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, guided and independent work using STAR-recommended strategies, and choice time. Students have access to technology on a regular basis, including daily SMART board use, mobile laptops, I-pads, and computer lab.</td>
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<tr>
<th>Class Text(s), Educational Technology, &amp; Other Instructional Materials</th>
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<tbody>
<tr>
<td>Contemporary’s Reading Basics; Building Strategies for GED Success (STARS- Curriculum Associates); Voyager Reading and Writing for Today’s Adults; Six-Way Paragraphs; TABE Fundamentals (Steck Vaughn); The Change Agent; Easy English News; Words to Learn By; Timed Readings Plus; Read Naturally; Marshall Reading Skills for Today’s Adults; Passageways; Vocabulary Connections; Oxford Novels; Pre-GED Critical Thinking Skills; Pre-GED Social Studies; Building Strategies for Social Studies Success; GCF Learn Free website; ReadWriteThink website; Reading Horizons website; Key Train; Megawords; Teacher created materials.</td>
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