

Course Outline

NEW: July/2011



Program: Adult Literacy/High School Diploma

Course of Study: Adult Basic Education

Course: English Language Arts

Adult Education No.: 1:1001

53-03-64

Reading 1

Credits: 5

Hours: 450

Prerequisites:

None.

Note:

The 450 hours of instruction indicated for the completion of this course are based on a student entering at Level 0 and advancing to Level 3.9. However, most students enter the reading program at various abilities and skill levels and may not need 450 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 skills for four grade levels — Levels 0 (non-reader), 1, 2, and 3. Emphasis is placed on:

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

Adults are provided with the basic reading skills that reflect California's Common Core Standards. The ultimate goal is to help adult students acquire the competencies needed to fulfill their roles as family members, workers and community members.

ACKNOWLEDGMENTS

Many thanks to STEPHEN DOLAINSKI, Adult Basic Education Adviser, for writing this course outline.

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

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Reading 1 (53-03-64) July/2011, LAUSD Division of Adult and Career Education, Adult Basic Education

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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. 11-13

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

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

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

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

CBE
COMPETENCY-BASED EDUCATION (continued)

Course Outline Components Location

INSTRUCTIONAL STRATEGIES p. 14-20

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

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

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

The approximate time devoted to each instructional unit within the course, as well as the total 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. pp. 11-13

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

EVALUATION PROCEDURES p. 7

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

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

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT Cover

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

INTRODUCTION

Reading is a foundational skill without which an individual's access to other skills and knowledge, life-long learning, community, personal growth, and job success can be severely restricted. Reading opens doors. The reading foundational skills presented in this course outline are the keys that adult learners reading at grade levels 0 through 3 will need to open those doors. This course outline delineates the skills these learners must master before they are able to progress to more advanced reading levels. In addition to the reading competencies, the course outline includes minimal competencies in the areas of writing, listening and speaking, academic skills, and community and workplace.

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 9th-grade level enter the ABE Program to improve these basic skills so they can enter the ASE Program where they can work to attain their GED or high school diploma, or 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://lincs.ed.gov/archive/pfr/about.html>) defines reading as a complex system of deriving meaning from print that requires all of the following:

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

Research has identified four key component areas of reading:

- **Alphabetics** includes phonemic awareness, phonics, and word recognition skills, such as syllables and affixes. These are the decoding skills readers need to achieve accurate word recognition. Alphabetics is a print-based skill.
- **Fluency** is the ability to read with accuracy, appropriate rate, and expression and meaning (prosody). When fluent readers read silently, they read text efficiently and with ease; they group words to gain meaning from the text. Fluent readers are able to read aloud effortlessly and with expression. Fluency is the bridge between word recognition and comprehension. Fluency is also a print-based skill.
- **Vocabulary** refers to the words whose meanings a person knows and understands. For ABE learners, their oral, or speaking and listening vocabulary, is often larger than their reading vocabulary. Their knowledge of the different meanings a word may have is also limited. Without a broad and deep knowledge of words, readers cannot fully understand what they are reading. Vocabulary is a meaning-based skill.
- **Comprehension** is both a process of reading and the product of reading. ABE learners often can read text but lack skills to construct meaning from what they read. Comprehension is meaning-based.

INTRODUCTION (continued)

THE ADULT LITERACY STUDENT

The ability level of adult literacy students ranges from non-readers to those with basic reading and writing skills at the first-, second-, and third-grade levels. Students may be native-born English speakers or fluent non-native speakers of English. Learners may have little or no education or may have dropped out of school. They may have undisclosed or unidentified learning difficulties. In addition, they may have to overcome a number of other barriers to learning, such as low self-esteem, fear of failure, concern about what others may think of them, and work and family pressures.

Non-readers (0) and beginning readers (1-3) are “learning to read.” Their needs are quite different from other ABE students reading at 4th-grade level and above. The 0-3 learner needs more one-on-one attention, repetition, encouragement, and specialized materials. (See Instructional Planning, pages 14-20.)

COURSE CONTENT

Reading 1 is the beginning-level reading course. It covers the following areas:

Reading

- Alphabets (phonemic awareness, phonics, sight words, word parts)
- Fluency (reading accurately, at an appropriate rate, and with expression and meaning)
- Vocabulary development
- Comprehension strategies and skills
- Critical thinking skills
- Practical and academic content-area reading skills (e.g., diagrams, maps, literature)

Writing

- Accurate copying
- Legible manuscript or cursive form
- Simple mechanics and grammar
- Original sentence and paragraph writing
- Personal and work-related communication

Listening and Speaking

- Oral communication skills
- Active listening
- Instructions and directions
- Summarizing
- Expressing opinion

Academic Skills

- Simple dictionary, map, and reference resources
- Textbooks
- Technology
- Study skills

INTRODUCTION (continued)

Community and Workplace Skills

- Library
- Street maps, signage
- Work-related applications, forms, manuals
- Time

STUDENT PLACEMENT AND SKILLS ASSESSMENT

Students are placed in the ABE class because the adult school counseling office determines that a student's basic reading, writing and/or math skills need improvement. LAUSD adult schools use the TABE (Tests of Adult Basic Education) D9/10 Survey as the screening tool. Students with reading scores on the TABE D9/10 Survey below 9th-grade level (9.0) are generally enrolled in the ABE class. In addition, students generally complete a writing assessment at the time of enrollment. Teachers conduct additional assessments in the classroom to further identify student needs.

- **NOTE:** Students who are known to be **non-readers** *should not* be given the TABE D9/10. These students should be registered into Reading 1 and sent to the ABE classroom for further assessment. In addition, **non-native speakers of English** who test below 4th-grade level should probably be enrolled in an ESL class rather than ABE because they do not have sufficient English.

STUDENT PROGRESS AND EVALUATION PROCEDURES

Monitoring student progress is an important part of the ABE teacher's responsibilities. Progress is measured in a variety of ways, including:

- Student's ability to work with higher-level material
- Student portfolio
- Quizzes, tests
- Teacher observation

Students are ready to advance to Reading 2 when they demonstrate they have met the minimal exit competencies as outlined on the ABE Student Completion Record (see pages 19-20).

- **NOTE:** The ABE Program does not recommend using the TABE D9/10 as a tool to measure a beginning reader's progress. The D9/10 is normed at a much higher level. To use the TABE effectively for this purpose, the TABE Locator test should be used to determine the correct level of TABE (most likely E) to use with the student. This procedure will result in a more accurate assessment and could be used as a measure of student progress.

See Guideline #105 for more about exit requirements.

INTRODUCTION (continued)

ASSISTANCE AND SUPPORT FOR TEACHERS

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

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EXIT PROFICIENCIES

Students will demonstrate the following proficiencies upon completion of Reading 1.

READING

Phonics Skills

Students know about sounds, letters, and words. They know that letters make words and words make sentences.

- Identify letters of alphabet and their sounds.
- Recognize consonant digraphs (e.g., *th, wh, ng*) and blends (e.g., *br, gl, str*).
- Hear, say, read, and write short vowels, long vowels and *r*-controlled vowels.
- Hear, say, read, and write the schwa sound.
- Recognize rhyming words.

Word Recognition Skills and Vocabulary Development

Students use knowledge of phonics, syllabication, and word parts to achieve fluent silent and oral reading.

- Read basic sight words (e.g., Dolch, Fry's Instant Words).
- Read common, frequent compound words (e.g., birthday, notebook) and contractions (e.g., I'm, can't).
- Recognize word endings (e.g., *-s, -'s, -ing, -ed, -er*).
- Identify and use simple prefixes (e.g., *in-, non-, un-*) and suffixes (e.g., *-ly, -ful, -ness*) to change meaning of a word.
- Distinguish the meanings of frequently used synonyms, antonyms, homonyms.
- Recognize cardinal numerals and number words to 100 (one hundred).
- Identify words by their basic part of speech (noun, verb, adjective, adverb).
- Read multi-syllabic words.
- Recognize common symbols (e.g., \$, &) and their meaning.
- Identify simple, common abbreviations (e.g., *a.m., Mr., Ms., Dr., St., lb., Mon., Feb.*).

Comprehension Skills

Students identify basic facts and ideas in what they read, hear, and view. They use comprehension strategies to read and understand appropriate grade-level material.

- Apply **literal** comprehension skills (e.g., identifying main idea, recalling facts).
- Apply **interpretive** comprehension skills (e.g., predicting, making inference).
- Apply **critical thinking skills** (e.g., fact and opinion, compare and contrast).
- Distinguish between literary forms (e.g., fiction, nonfiction, biography, novel).
- Demonstrate fluent oral reading.
- Use visual clues to gain meaning (e.g., photographs, drawings).
- Apply knowledge of punctuation in text.
- Read and understand a variety of academic and practical materials.

WRITING

Students write words, sentences, and paragraphs that are legible and coherent and that demonstrate conventions of standard American English.

- Write legibly in manuscript or cursive form.
- Write personal information.
- Apply knowledge of punctuation and capitalization.
- Spell familiar words correctly.
- Write original complete sentences and coherent paragraphs.
- Respond in writing to questions about a reading selection.
- Write to satisfy personal and work-related needs (e.g., thank-you note, checks, email, directions, job description).

EXIT PROFICIENCIES (continued)

LISTENING AND SPEAKING

Students listen critically and respond appropriately to oral communication. They speak clearly and coherently and demonstrate a command of standard American English.

- Ask for and give clarification.
- Follow and give simple oral directions.
- Orally summarize something that has been read.
- Retell a story or event.
- Ask and answer questions about a passage.
- Participate in classroom discussion.
- Give clear explanations.
- Support opinions.
- Demonstrate oral skills of pace, volume, tone, and appropriate word choice.

ACADEMIC SKILLS

Students are familiar with and able to use basic academic resources.

- Alphabetize.
- Use table of contents and page numbers to locate information.
- Use a simple (beginner's) dictionary.
- Locate information in newspapers, magazines, and online.
- Read and interpret simple maps, charts, graphs, diagrams, calendars, schedules, etc.
- Follow written instructions.

COMMUNITY AND WORKPLACE SKILLS

Students use their reading and writing skills to participate in the community and at work.

- Read simple job announcements and descriptions.
- Write in personal information on forms and applications.
- Read and write email messages.
- Read traditional and digital clock time.
- Write for personal (e.g., phone message, note to teacher) or work-related reasons (e.g., job description, simple report).
- Read street, road, and informational signs.

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|---|--|
| <p>Students identify basic facts and ideas in what they read, hear, and view. They use comprehension strategies to read and understand appropriate grade-level material.</p> <p>(300 hours)</p> | <p>29. Recognize common abbreviations (e.g., <i>St.</i>, <i>Ms.</i>, <i>lb.</i>, <i>oz.</i>) and symbols (e.g., \$, &, @, #).</p> <p>30. Recognize common contractions (e.g., <i>I'm</i>, <i>don't</i>, <i>it's</i>).</p> <p>31. Read compound words (e.g., <i>flashlight</i>, <i>weekend</i>, <i>raincoat</i>, <i>babysitter</i>).</p> <p>32. Identify and use synonyms (e.g., <i>pretty/beautiful</i>) and antonyms (e.g., <i>happy/sad</i>).</p> <p>Comprehension Skills</p> <p><i>Literal Comprehension</i></p> <p>33. Identify main idea of a paragraph, story, article.</p> <p>34. Recall important facts.</p> <p>35. Identify characters or speaker.</p> <p>36. Recall sequence of events.</p> <p>37. Recognize cause and effect.</p> <p>38. Use punctuation to aid comprehension.</p> <p><i>Interpretive Comprehension and Critical Thinking</i></p> <p>39. Predict outcomes.</p> <p>40. Draw conclusions.</p> <p>41. Make inferences.</p> <p>42. Recognize and interpret sensory images and simple figurative language (e.g., simile).</p> <p>43. Identify author's message.</p> <p>44. Analyze and evaluate ideas.</p> <p>45. Distinguish between fiction and non-fiction.</p> <p>46. Identify cause and effect relationships.</p> <p>47. Identify structural patterns in text (e.g., compare/contrast, cause/effect).</p> <p>48. Identify author's purpose and tone.</p> <p>49. Distinguish literary forms (e.g., poem, biography, novel).</p> <p>50. Use graphic elements (photographs, pictures, drawings, charts, etc.) to aid comprehension.</p> |
| <p>II. WRITING AND SPELLING</p> <p>Students write words, sentences, and paragraphs that are legible and coherent and that demonstrate conventions of standard American English.</p> <p>(55 hours)</p> | <p>51. Write legibly in manuscript or cursive form.</p> <p>52. Identify and write in complete simple sentences.</p> <p>53. Identify and write four types of sentences (declarative, interrogative, imperative, exclamatory).</p> <p>54. Apply rules of capitalization (beginning of sentence, pronoun "I," proper nouns) and basic punctuation (end punctuation, comma, apostrophe, quotation marks).</p> <p>55. Write coherent simple paragraphs.</p> <p>56. Apply spelling rules (e.g., change <i>y</i> to <i>i</i>) to spell familiar words correctly.</p> <p>57. Write personal information.</p> |

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|---|--|
| <p>III. LISTENING AND SPEAKING</p> <p>Students listen critically and respond appropriately to oral communication. They speak clearly and coherently and demonstrate a command of standard American English.</p> <p>(35 hours)</p> | <p>58. Ask for and give clarification. 59. Follow and give simple directions/instructions. 60. Orally summarize something that has been read. 61. Retell a story or event. 62. Ask and answer questions about a passage. 63. Give clear explanations. 64. Respond appropriately to others' comments, suggestions, opinions. 65. Support opinions. 66. Participate in classroom discourse. 67. Demonstrate oral skills of pacing, volume, and appropriate word choice.</p> |
| <p>IV. ACADEMIC SKILLS</p> <p>Students are familiar with and able to use basic academic resources.</p> <p>(30 hours)</p> | <p>68. Alphabetize. 69. Use structural elements of book (e.g., table of contents, glossary, index) to locate information. 70. Use simple (beginner's) dictionary. 71. Locate information in newspapers and magazines. 72. Search and locate information online. 73. Read and interpret simple maps, charts, graphs, diagrams, schedules, etc. 74. Follow written instructions.</p> |
| <p>V. COMMUNITY AND WORKPLACE SKILLS</p> <p>Students use their reading and writing skills to participate in the community and at work.</p> <p>(30 hours)</p> | <p>75. Read simple job announcements and descriptions. 76. Write basic personal information on simple forms and applications. 77. Read and write email messages. 78. Read traditional and digital clock time. 79. Write for personal reasons (e.g., phone message, note to teacher) or work-related reasons (e.g., job description, simple report). 80. Recognize standard postal abbreviations for states (e.g., CA, NY, FL). 81. Read street, road, and informational signs.</p> |

INSTRUCTIONAL PLANNING

TEACHING THE NON-READER AND BEGINNING-LEVEL READER

Non-readers and beginning-level readers are high-needs students; they lack basic skills and need targeted, sequential instruction in order to address their needs. Working with these learners requires specialized knowledge. ABE literacy teachers should possess basic knowledge of reading, including phonemic awareness, phonics, sight words, syllables, etc. Ideally, an ABE literacy teacher will have experience teaching elementary school, volunteering as a tutor with a library literacy program, or some other appropriate literacy background.

Adult school administrators and ABE literacy teachers also should consider the following factors:

English language learners: Students who complete an ESL program and score below 4th-grade level on the TABE test may not be suitable candidates for Reading 1 because they may not have enough English speaking and listening skills. The Reading 1 class is appropriate for proficient English speakers reading at the 4th-grade level and higher.

Leveled class and class size: Because the instructional needs of the 0-3 learner are so different from learners reading above 4th-grade level, it is recommended that whenever possible, these learners be provided with a separate “literacy” class.

Learning Styles and the Multisensory Approach: Learning style refers to how a person learns or processes information.

- **Visual learners** understand and learn best when they *see* or *mentally visualize* information, processes, or concepts.
- **Auditory learners** gather information and gain understanding through *listening* and *speaking*.
- **Tactile/kinesthetic learners** learn by *performing tasks* or by *touching, handling, and manipulating* materials and objects.

In the ABE literacy classroom, students differ in how they process information; therefore, the instructional program should be structured to accommodate these differences. The multisensory approach is effective with all learners, including those who may have learning disabilities.

Managed enrollment: Assessment of students’ skills (see Student Placement and Assessment below) and planned, sequenced instruction are critical to meeting the needs of the 0-3 learners. An open enrollment policy makes it very difficult for a teacher to assess students’ needs and plan sequenced instruction. The ABE Program strongly encourages schools to consider a managed enrollment model in order to reduce the turbulence of having new students constantly entering the class. Contact the ABE Program office for more information about managed enrollment options.

DETERMINING STUDENTS’ INSTRUCTIONAL LEVELS AND MONITORING PROGRESS

The recommended instructional materials for ABE 0-3 Literacy students is the *Laubach Way to Reading (LWR)* series. To make the best use of *LWR*, it is necessary to assess new students’ strengths and weaknesses. The *Laubach Way to Reading Diagnostic Inventory* is the recommended tool. See Instructional Resources (pages 21-22) for ordering information.

Monitoring progress: The *LWR* skill books contain check-ups and suggestions for monitoring student progress. In addition, teachers may wish to use the *LWR* Observation Sheet and Teacher Summary Page to record student progress. (See Instructional Resources, pages 21-22.)

USE AND IMPORTANCE OF GROUPING

ABE students benefit from targeted, sequenced instruction, and it should be the goal of an ABE teacher to provide instruction to all students at every class session. Therefore, emphasis is placed on grouping students in order to meet that goal.

- Grouping students is efficient. Students receive teacher-directed instruction at one time, so the teacher doesn’t have to repeat the same thing individually to each student. The teacher can

INSTRUCTIONAL PLANNING (continued)

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.

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

A MODEL FOR DIRECT, EXPLICIT INSTRUCTION

A Model for Direct, Explicit Instruction

Research has identified explicit instruction as one of the key strategies for effectively teaching ABE students who may have learning processing difficulties. The following model outlines the steps of 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 to help students understand the thinking behind the process being modeled.
- **Guided Practice**
Provide numerous opportunities for scaffolded, guided practice, with feedback and assistance as needed.
- **Independent Practice**
When students are ready, provide opportunities for independent practice at their instructional level with the teacher monitoring progress.
- **Ongoing monitoring**
Monitoring should take place throughout the instructional cycle. The teacher checks student understanding and progress, and makes instructional adjustments as necessary.

SAMPLE ABE CLASS SYLLABUS

SAMPLE 0-3 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 syllabus is created after students' strengths and weaknesses have been assessed.

The sample syllabus below is for a 4-week term for an ABE 0-3 class that meets 4-5 times weekly. Each class session is for 2 or 2.5 hours.

Dates of 4-week term: _____

Teacher: _____

Class days & time: _____

| Proficiency Area | Learning Goals |
|---------------------------------------|--|
| Phonics Skills | <input type="checkbox"/> Learn the names and sounds of the consonants letters. (Level 0-1) <input type="checkbox"/> Read words with the short vowel /i/ and words that end in y. (Level 2) <input type="checkbox"/> Identify consonant blends. (Level 2) <input type="checkbox"/> Learn the long vowel sounds. (Level 3) <input type="checkbox"/> Learn different spellings of long vowel sound /ā/. (Level 3) |
| Word Recognition Skills | <input type="checkbox"/> Read LWR chart words. (all levels) <input type="checkbox"/> Learn 10 safety and emergency sight words. (all levels) <input type="checkbox"/> Read words with an apostrophe. (all levels) <input type="checkbox"/> Read abbreviations Mr. and Mrs. (all levels) <input type="checkbox"/> Blend sounds to read words. (Levels 2 and 3) |
| Reading Skills | <input type="checkbox"/> Read stories independently. (all levels) <input type="checkbox"/> Read aloud clearly and smoothly. (all levels) |
| Comprehension Skills | <input type="checkbox"/> Recognize end punctuation, comma, and quotation marks. (all levels) <input type="checkbox"/> Answer who, what, and where questions about a story. (all levels) |
| Writing Skills | <input type="checkbox"/> Copy words and sentences. (all levels) <input type="checkbox"/> Write words from dictation. (Level 2) <input type="checkbox"/> Write lower case and capital letters. (all levels) |
| Listening and Speaking Skills | <input type="checkbox"/> Retell a story. (all levels) <input type="checkbox"/> Ask who, what, and where questions about a story. (all levels) |
| Academic Skills | <input type="checkbox"/> Recognize cardinal numbers. (all levels) <input type="checkbox"/> Read and follow written instructions. (all levels) |
| Community and Workplace Skills | <input type="checkbox"/> Recognize symbols \$ and ¢. (all levels) <input type="checkbox"/> Write personal information: name, address, phone number. (all levels) <input type="checkbox"/> Read a job announcement. (Levels 2 and 3) |

SAMPLE ABE CLASS SCHEDULE

SAMPLE ABE 0-3 CLASS SCHEDULE

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

| Time Blocks | Instructional Plan | | |
|---|--|---|---|
| 15 min. | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>M, W—Writing Practice</p> <ul style="list-style-type: none"> ▪ Level 0-1: Copy words and sentences ▪ Levels 2-3: Copy sentence; cloze ▪ All levels: write from a model </td> <td style="width: 50%; vertical-align: top;"> <p>Tu, Thu—Sustained Silent Reading (SSR)</p> <ul style="list-style-type: none"> ▪ LWR <i>More Stories</i> ▪ Student self-selected book or story </td> </tr> </table> | <p>M, W—Writing Practice</p> <ul style="list-style-type: none"> ▪ Level 0-1: Copy words and sentences ▪ Levels 2-3: Copy sentence; cloze ▪ All levels: write from a model | <p>Tu, Thu—Sustained Silent Reading (SSR)</p> <ul style="list-style-type: none"> ▪ LWR <i>More Stories</i> ▪ Student self-selected book or story |
| <p>M, W—Writing Practice</p> <ul style="list-style-type: none"> ▪ Level 0-1: Copy words and sentences ▪ Levels 2-3: Copy sentence; cloze ▪ All levels: write from a model | <p>Tu, Thu—Sustained Silent Reading (SSR)</p> <ul style="list-style-type: none"> ▪ LWR <i>More Stories</i> ▪ Student self-selected book or story | | |
| 15 min. | <p>Word Recognition and Vocabulary—Sight words, words with apostrophe, abbreviations, word search <i>Whole class instruction/practice</i></p> | | |
| 15 min. | <p>Laubach Way to Reading (LWR) Lesson</p> <ul style="list-style-type: none"> ▪ <u>Group 1</u> ▪ <u>Group 2</u> ▪ <u>Group 3</u> <p><i>While teacher works with one group, other groups continue Word Recognition or Vocabulary practice or other activity they can do independently or with a partner/small group.</i></p> | | |
| 15 min. | | | |
| 15 min. | | | |
| 15 min. | BREAK | | |
| 20 min. | <p>M, W—Writing—simple sentences, writing from dictation, personal information, etc. <i>Small-group of whole class instruction/practice</i></p> | | |
| 20 min. | <p>Tu, Thu—Comprehension—identify speaker, topic, recall facts, etc. <i>Small group or whole-class instruction/practice</i></p> | | |
| 20 min. | <p>Listening and Speaking—retell a story or event, ask/answer questions about passage, etc. Academic Skills—read and interpret simple map, follow written instructions, etc. Community/Workplace Skills—filling out forms, read and write email, etc. <i>Small group or whole-class instruction/practice</i></p> | | |

STUDENT COMPLETION RECORD

To the Teacher: Use the competencies checklist below to assist you in determining when a student is **ready to move to Reading 2** (Intermediate). In addition to the checklist, you should consider any formal or informal assessments you use in your classroom, student portfolio, attendance, and other factors that may affect student success at the next level.

Student: _____ School: _____

Course enrollment date: _____ TABE score upon entry: _____

Course completion date: _____

| Minimal Competencies | Competency demonstrated (Date) |
|---|---|
| Refer to READING 1 (53-03-64) course outline for the complete list of competencies. | |
| Phonics Skills (<i>phonemic awareness, decoding, word attack</i>) | |
| ▪ Recognizes correspondences between English speech sounds and spellings. | |
| ▪ Uses knowledge of syllables to decode unknown words. | |
| ▪ Recognizes simple prefixes and suffixes (e.g., <i>re-</i> , <i>un-</i> , <i>-er</i>). | |
| ▪ Recognizes and uses inflectional endings. | |
| | |
| Word Recognition and Vocabulary | |
| ▪ Recognizes and uses basic sights words (e.g., Dolch list). | |
| ▪ Recognizes some high-frequency, personally relevant words (e.g., items on grocery list, days and months, store and product names). | |
| ▪ Recognizes one and two-syllable words. | |
| ▪ Understands common words and phrases, abbreviations (e.g., <i>Dr.</i> , <i>Blvd.</i> , <i>Ms.</i>) and symbols (e.g., \$, &) used in daily life, work & family contexts. | |
| ▪ Recognizes numerals and corresponding number words (to 100). | |
| ▪ Understands and uses common antonyms (<i>happy/sad</i>) and synonyms (<i>pretty/beautiful</i>). | |
| | |
| Fluency | |
| ▪ Reads grade-level text orally with accuracy and at appropriate rate. | |
| ▪ Demonstrates understanding of material being read orally. | |
| | |
| Comprehension (<i>demonstrates the following accurately and consistently with grade-level text</i>) | |
| ▪ Understands and follows simple written directions and instructions. | |
| ▪ Determines purpose for reading a particular selection. | |
| ▪ Identifies important facts. | |
| ▪ Identifies time order or sequence of events. | |
| ▪ Identifies main idea and major supporting details. | |

| Minimal Competencies | Competency demonstrated (Date) |
|--|---|
| Refer to READING 1 (53-03-64) course outline for the complete list of competencies. | |
| <ul style="list-style-type: none"> ▪ Summarizes or retells text. | |
| <ul style="list-style-type: none"> ▪ Understands difference between fiction and non-fiction. | |
| <ul style="list-style-type: none"> ▪ Comprehends simple charts, diagrams, graphs and maps. | |
| <ul style="list-style-type: none"> ▪ Applies interpretive and critical thinking skills (e.g., predict outcomes, make inferences, identify cause-effect, author's purpose). | |
| Writing <i>(also see ABE Writing Rubric)</i> | |
| <ul style="list-style-type: none"> ▪ Applies basic rules of capitalization (e.g., first word in sentence, pronoun I, proper names, days of week and months). | |
| <ul style="list-style-type: none"> ▪ Uses simple internal and correct end punctuation. | |
| <ul style="list-style-type: none"> ▪ Writes simple and compound sentences. | |
| <ul style="list-style-type: none"> ▪ Follows standard format to write a simple paragraph. | |
| <ul style="list-style-type: none"> ▪ Copies information accurately (from board, overhead, etc.). | |
| <ul style="list-style-type: none"> ▪ Writes (manuscript or cursive) legibly. | |
| <ul style="list-style-type: none"> ▪ Completes simple forms with basic information (name, address, phone, etc.). | |
| Listening and Speaking | |
| <ul style="list-style-type: none"> ▪ Follows and gives simple directions/instructions. | |
| <ul style="list-style-type: none"> ▪ Asks and answers questions about a reading selection. | |
| <ul style="list-style-type: none"> ▪ Expresses and supports an opinion about a reading selection. | |
| Academic Skills | |
| <ul style="list-style-type: none"> ▪ Applies basic dictionary skills. | |
| <ul style="list-style-type: none"> ▪ Uses table of contents, index, and page numbers to locate information. | |
| <ul style="list-style-type: none"> ▪ Reads and interprets simple maps, charts, graphs, schedules, etc. | |
| <ul style="list-style-type: none"> ▪ Uses knowledge of book features (e.g., titles, sidebars, pictures, captions). | |
| Community and Workplace Skills | |
| <ul style="list-style-type: none"> ▪ Applies reading and writing skills to workplace/community situations (e.g., complete job application, write note to child's teacher, communicate via email, read street/road/informational signage). | |
| Student Portfolio | |
| <ul style="list-style-type: none"> ▪ Portfolio of student's work documents improvement and competence | |
| Actions | |
| <input type="checkbox"/> Student promoted to Reading 2 <input type="checkbox"/> Credit slip issued <input type="checkbox"/> "C" bubbled on roster | |
| Teacher's signature: | Date: |

INSTRUCTIONAL RESOURCES

CORE MATERIALS FOR READING 1

The Adult Basic Education Program recommends the *Laubach Way to Reading (LWR)* as the core instructional materials for use with non-readers and beginning-level readers. They were designed for use with adults who have little or no literacy skills. These materials have been successfully used with the 0-3 population in DACE reading classrooms.

Laubach Way to Reading

New Readers Press
800-448-8878
www.newreaderspress.com

Assessment and Progress Monitoring

The following items are available online at www.newreaderspress.com or from the ABE Program

Office:

- Diagnostic Inventory Teacher's Guide
- Diagnostic Inventory Student Reading Profile
- *LWR* Observation Sheet
- Teacher Summary Page

Student Books and Teacher's Editions

NOTE: Skill books should be made available to students. Students may wish to purchase their skills books. Photocopying pages from the skill books is prohibited. Separately order 5-8 copies of the skill books for a class set. Order 5-8 copies of the readers and Focus on Phonics for class sets.

| | |
|--------------------------------------|-------------------|
| Skill Book 1 (Reading level 0-1.5) | 978-1-56420-917-7 |
| In the Valley (correlated reader) | 978-1-56420-925-2 |
| More Stories 1 | 978-1-56420-929-0 |
| | |
| Skill Book 2 (Reading level 1.5-2.5) | 978-1-56420-918-4 |
| City Living (correlated reader) | 978-1-56420-926-9 |
| More Stories 2 | 978-1-56420-930-6 |
| | |
| Skill Book 3 (Reading level 2.5+) | 978-1-56420-919-1 |
| Changes (correlated reader) | 978-1-56420-927-6 |
| More Stories 3 | 978-1-56420-931-3 |
| | |
| Teacher Edition 1 | 978-1-56420-921-4 |
| Teacher Edition 2 | 978-1-56420-922-1 |
| Teacher Edition 3 | 978-1-56420-923-8 |
| | |
| Puzzle Book 1-2 (pack of 5) | 978-1-56420-933-7 |
| Puzzle Book 3-4 (pack of 5) | 978-1-56420-934-4 |
| | |
| Focus on Phonics Workbook 1 | 978-1-56420-942-9 |
| Focus on Phonics Workbook 2 | 978-1-56420-943-6 |
| Focus on Phonics Workbook 3 | 978-1-56420-944-3 |
| | |
| Focus on Phonics TE 1 | 978-1-56420-946-7 |
| Focus on Phonics TE 2 | 978-1-56420-947-4 |
| Focus on Phonics TE 3 | 978-1-56420-948-1 |

INSTRUCTIONAL RESOURCES (continued)

Teacher Training

A free, self-paced online course is available for teachers who do not have an opportunity to attend a face-to-face training in using the *LWR* materials:

<http://newreaderspress.com/Items.aspx?hierId=1265>.

SUPPLEMENTAL CLASSROOM MATERIALS AND EQUIPMENT

Besides the core materials, ABE literacy classrooms should have supplemental materials that support and enrich the instruction. These might include audio books, simple biographies of famous people, and simple, adult-themed short stories and novels. Supplemental books should be organized by reading level and in a manner (color-coded, for example) that helps students identify appropriate materials.

The classroom should be equipped with an overhead projector, tape/CD player(s), Card Reader(s), and computers. In addition, manipulatives such as letter tiles, clock faces, and flash cards should be available to students.

For a list of suggested supplemental classroom materials and equipment, contact the ABE Program Office.

TEACHER RESOURCES

Learning to Achieve

A Professional's Guide to Education Adults with Learning Disabilities

National Institute for Literacy

<http://lincs.ed.gov>

Reading Skills for Today's Adult

Leveled reading selections that students can read online or that can be downloaded and printed for classroom use. Reading levels range from 0.7 to 8.0.

www.marshalladulthoodeducation.org

The Reading Teacher's Book of Lists, 5th Edition

by Edward B. Fry, Ph.D., Jacqueline E. Kress, Ed.D.

ISBN: 978-0-7879-8257-7

Jossey-Bass (Wiley)

(877) 762-2974

www.josseybass.com/WileyCDA/

Dictionary

***Longman Dictionary of American English* (4th Edition; paperback)**

ISBN: 0-13-244908-3

Longman USA

877-202-4572

www.pearsonlongman.com/dictionaries/

STANDARDS

California's Common Core Standards for English Language Arts

California's Common Core Standards 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.

California's Common Core Standards can be downloaded at http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf.

Comprehensive Adult Student Assessment System (CASAS)

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

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

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

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 ability is between 0 (nonreader) and grade-level 9.

ADA: average daily attendance.

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

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

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

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

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

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

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

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

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

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

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

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

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

competency: the demonstrated ability to perform a given task.

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

GLOSSARY (continued)

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*
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 ***chair*** or *ea* for /*e*/ in ***bread***.

GLOSSARY (continued)

diphthong or vowel blend: two vowel sounds within one syllable that blend to become one sound as in *boil*, *ground*, *auto*.

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.

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

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

GLE: grade level equivalent

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.

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

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

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

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

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

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

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

GLOSSARY (continued)

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.

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.

GLOSSARY (continued)

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

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

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

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

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

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

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

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

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

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

writing process: a five-step process to help students improve their writing. The steps of the writing process are:

- prewriting
- drafting
- revision
- editing
- publishing

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

TEACHER FEEDBACK FORM

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

Personal Information (Optional)

Name _____ Date _____

School _____ Contact Number _____

Feedback

Course Number and/or Title of Course

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

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

Comments for above statements:

Directions: Please answer these questions.

1. If you were revising this course outline, what would you do differently? Why?
2. What is the most helpful section or feature of this course outline? Why?
3. What section or feature of this course outline do you use the least? Why?
4. What do you like the most about this course outline? Why?

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

| Error | Correction | Page Number |
|-------|------------|-------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Additional Comments:

Thank you for your feedback.

Please fax this form to Office of Curriculum Development, Tom Calderon, Adviser at (213) 241-8998, or send via school mail to DACE/Office of Curriculum Development, Beaudry Bulding, 18th Floor, Room 18-170-05.

Statement of Civil Rights

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