

WEST ABE Instructional Program Description - Overview

Staff contact	Jill Dechaine, Program Manager
Date of last update	5/24/2018
Policy guidance	From Minnesota ABE Policies website (mnabe.org/abe-law-policy/mn-abe-policies): <ul style="list-style-type: none">• Eligible Content Policy• Distance Learning Policy
Additional resources	ATLAS website (www.atlasabe.org) WIOA Regulations and Definitions (available at mnabe.org/abe-law-policy/federal-law-wioa) Minnesota ABE Distance Learning website (mnabe-distancelearning.org/)

Introduction

This document outlines the local ABE consortium’s instructional programming, describing how the consortium is complying with state and federal guidance for ABE programs, including the following requirements:

- ABE students must be enrolled and receiving instruction in at least one of the following **core content** areas: reading, writing, math, speaking, listening, ESL, or GED/diploma (except in the case of Conditional Work Referral).
- ABE programs are expected to integrate the state’s **content standards** for Adult Basic Education, which have been identified as the College and Career Readiness Standards for Adult Education (CCRS), the Academic, Career and Employability Skills (ACES) Transitions Integration Framework (TIF) and the Northstar Digital Literacy Standards.
- ABE instructional content is expected to align to the **allowable activities** as listed in Title II (AEFLA) of the Workforce Innovation and Opportunity Act (WIOA)

In addition, ABE programs are expected to align instruction to **best practices** as identified in rigorous and scientifically valid research.

WEST ABE Consortium Instructional Program Description – Course Descriptions

Course name	ESL Level 1
Site and schedule	Class times and schedule vary by site and location throughout the consortium. This is a guideline for each level served.
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● CASAS Reading score below 180 ● CASAS Math score below 200 <p>ESL students are placed in ESL programming according to their CASAS reading score. CASAS Math scores are used to inform math instruction, but are not used for placement purposes. Students complete ESL Level 1 when they reach a CASAS Reading score of 181 or higher.</p>
Course goals	<p>Reading:</p> <ol style="list-style-type: none"> 1. Identify upper and lower case letters and put in alphabetical order. 2. Recognize high frequency words (Fry’s First 100). 3. Distinguish/sort consonants from vowels, including written and phonetic sounds. 4. Read date and time. 5. Recognize currency and vocabulary associated with money, food, clothing, and housing. 6. Read and identify basic medical safety symbols, food labels. 7. Recognize basic food vocabulary (matching word with picture). 8. Read appointment cards. <p>Writing:</p> <ol style="list-style-type: none"> 1. Grasping pencil or writing instrument. 2. Writing on a line. 3. Tracing shapes, letters and numbers with a writing instrument. 4. Read/write emergency information such as name, address, phone number, date of birth, family. 5. Write numbers up to 100, physical numbers one through twenty. 6. Use capital letters when writing. 7. Write high frequency words. 8. Write colors, shapes, and basic street signs.

Speaking and Listening:

1. Ask for and give simple directions.
2. Classify positions and compare size (up/down, more/fewer, smaller/large, left/right).
3. Answer questions about name, address, and family.
4. Ask and respond to simple greetings, introductions, and farewells.
5. Read and tell the time to the quarter hour.
6. Know the names of the days, months, seasons.
7. Express basic medical symptoms.
8. Identify body parts.
9. Use the phone to schedule appointments and meetings, and return messages.
10. Use basic vocabulary associated with entry level jobs and basic occupations.
11. Respond to simple questions (i.e. weather, children, house, job, school).
12. Express feelings and ideas clearly.

Math :

1. Write cardinal numbers up to 20.
2. Use currency to find sum/difference of monetary amounts.
3. Identify cooking measurements using everyday tools such as cups, teaspoons, and tablespoons.
4. Classify patterns according to color, shape, size , and what comes next.

Course content	CCRS	ELA - Reading Informational Text (RI): Level A, Anchors 1-7 ELA - Writing (W): Level A, Anchors 2 ,5, & 8 ELA - Speaking & Listening (SL): Level A, Anchors 1, 2, 3, 4, & 6 ELA - Language (L): Level A, Anchors 1, 2, & 5 ELA - Reading Foundations (RF): Level A, Anchors 2 & 3 Math - Operations and Algebraic Thinking (OA): Anchor 1
	ACES/TIF	Self Management: Skill 1: a-f; Skill 2: a-c; Skill 3: a-b Effective Communication: Skill 1 a-f; Skill 2: a-c; Skill 3: a Learning Strategies: Skill 3: a,b,c; Skill 4: a-c
	Northstar	<u>Introduction</u> to *Basic Computer Skills: 1-6 <u>Introduction</u> to *Internet Basics: 1-5 * Mastery of these skills is not anticipated until the student reaches ESL Level 5 and /or ABE Level 3.
	Other (e.g. career/ occupational	

	content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Varies by site. Examples include: <i>Ventures: Basic, Basic Literacy, and Level 1; Picture Dictionary</i>	

WEST ABE Instructional Program Description – Course Descriptions

Course name	ESL Level 2
Site and schedule	Class times and schedule vary by site and location throughout the consortium.
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● CASAS Reading score between 181-190 ● CASAS Math score between 201-210 <p>ESL students are placed in ESL programming according to their CASAS reading score. CASAS Math scores are used to inform math instruction, but are not used for placement purposes. Students complete ESL Level 2 when they reach a CASAS Reading score of 191 or higher.</p>
Course goals	<p>Reading:</p> <ol style="list-style-type: none"> 1. Distinguish how many syllables in a word. 2. Put sounds in alphabetical order by hard and soft sounds. 3. Distinguish between short and long vowel sounds. 4. Identify words that rhyme, have the same ending sounds. 5. Blend letters to make words. 6. Classify synonyms and antonyms. 7. Distinguish between end punctuations (., ?, !). 8. Differentiating between nouns, verbs, and adjectives within a sentence. 9. Distinguish between multiple meaning words with pictures. 10. Comprehend the who, what, where, when, why, and how within a story/conversation/article. 11. Identify similarities and differences within a text or picture. <p>Writing:</p> <ol style="list-style-type: none"> 1. Writing two to four word complete sentences. 2. Can fill out simple forms and applications. 3. Use simple past, present, and future tense verb.s 4. Use capital letters in a sentence correctly. 5. Write a narrative while appropriately sequencing events. 6. Use commas to separate city/state, lists, articles, titles.

Speaking and Listening:

1. Identify oral sounds.
2. Finishing statements.
3. Discern between singular and plurals within a sentence; use articles a, an, and the.
4. Use pronouns appropriately in conversation.
5. Determine a central idea within a story.
6. Specify connections within a story.
7. Follow 2-3 step oral directions.
8. Accurately ask and answer yes/no and wh- questions.
9. Clearly provide a description of people, places, things, and events with relevant details.

Math:

1. Sort objects into categories.
2. Add and subtract whole numbers up to twenty.
3. Skip count by 2's, 5's, 10's, 25's, 50's, 100's.
4. Interpret information using Venn Diagrams.

Course content

CCRS	ELA - Reading Informational Text (RI): Level A, Anchors 1, 3 & 7 ; Level B, Anchor 7 ELA - Writing (W): Level A, Anchors 2, 3,6 & 8; Level B, Anchors 1, 4 & 8 ELA - Speaking & Listening (SL): Level A, Anchors 4 & 6; Level B, Anchors 1, 2 & 3 ELA - Language (L): Level A, Anchors 1, 2 & 5; Level B, Anchors 1 & 4 Math - Geometry (G): Level A, Anchor 1 Math - Operations & Algebraic Thinking (OA): Level B Measurement and Data (MD): Level B
ACES/TIF	Effective Communication: Skill 1 a-f; Skill 2: a-c Learning Strategies: Skill 2: a & d; Skill 3: a & d Critical Thinking: Skill 1: a & b; Skill 2: a, c & d
Northstar	<u>Introduction</u> to *Basic Computer Skills: 1-9 & 13 <u>Introduction</u> to *Internet Basics: 1-17 <u>Introduction</u> to *Windows: 1,2,6-8 & 11 <i>*Mastery of these skills is not anticipated until the student reaches ESL Level 5 and /or ABE Level 3.</i>
Other (e.g. career/ occupational	

	<p>content, science, social studies, IELCE (civics), citizenship prep)</p>	
<p>Course text(s), educational technology, other instructional materials</p>	<p>Varies by site. Examples include: <i>Ventures Level 1, Reading for Life Volume 1, Burlington English, Reading Horizons, Easy English News, Readworks website, Heinle Pictionary Dictionary, Number Power Series, TABE-E/M workbooks, Grammar and Beyond</i></p>	

WEST ABE Instructional Program Description – Course Descriptions

Course name	ESL Level 3
Site and schedule	Class times and schedule vary by site and location throughout the consortium.
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● CASAS Reading score between 191-200 ● CASAS Math score between 211-220 <p>ESL students are placed in ESL programming according to their CASAS reading score. CASAS Math scores are used to inform math instruction, but are not used for placement purposes. Students complete ESL Level 3 when they reach a CASAS Reading score of 201 or higher.</p>
Course goals	<p>Reading:</p> <ol style="list-style-type: none"> 1. Read and comprehend silently and aloud, determine main idea in a simple paragraph. 2. Demonstrate sequential ordering of events from a simple paragraph. 3. Follow a simple recipe. 4. Comprehend pay stubs, bills, and forms. 5. Read a work schedule. 6. Students will be able to use a table of contents/glossary to find information within a text. 7. Identify similarities and differences between texts. <p>Writing:</p> <ol style="list-style-type: none"> 1. Write dictation based on life skills. 2. Write a letter and address an envelope. 3. Write physical numbers up to 100. 4. Use past, present, and future tense verbs continuously. 5. Appropriate use of punctuation. 6. Identify basic parts of speech. 7. Use linking words to combine sentences. 8. Write out a check <p>Speaking and Listening:</p> <ol style="list-style-type: none"> 1. Give simple directions.

2. Respond to basic job interview questions.
3. Produce identification forms required for employment.
4. Ask for assistance and clarification on the job.
5. Speak in the negative verb form.
6. Identify by name household items and rooms.

Math:

1. Use a simple street or road map.
2. Recognize basic cooking measurements.
3. Follow a simple table, graph, or chart.

Course content	CCRS	<p>ELA - Reading for Information (RI): Level B, Anchors 1, 2, 6, 7 & 9 ELA - Writing (W): Level A, Anchors 5, 7 & 9; Level B, Anchors 1, 2, 3 & 4 ELA - Speaking & Listening (SL): Level A, Anchors 2, 3, 4 & 6; Level B, Anchors 1 & 4 ELA - Listening (L): Level A, Anchors 1 & 2; Level B, Anchors 1, 2 & 4 Math - Measurement & Data (MD): Level B</p>
	ACES/TIF	<p>Effective Communication: Skill 1 a-f; Skill 2 a-c Learning Strategies: Skill 1 a-g; Skill 2 a-d; Skill 3 a-d Critical Thinking: Skill 1 a-d; Skill 2 a-e; Skill 3 b Developing a Future Pathway: Skill a-d; Skill 2 a-c Self -Management: Skill 1 a-f; Skill 3 a-f</p>
	Northstar	<p><u>Introduction</u> to *Basic Computer Skills: 1-13 <u>Introduction</u> to *Internet Basics: 1-17 <u>Introduction</u> to *Windows: 1-12 <u>Introduction</u> to *Word: 1-14 <u>Introduction</u> to *Social Media: 1-11 <u>Introduction</u> to *Excel: 1-21 <u>Introduction</u> to *Powerpoint: 1-17 *Mastery of these skills is not anticipated until the student reaches ESL Level 5 and /or ABE Level 3.</p>
	Other (e.g. career/ occupational content, science, social studies,	

	IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Varies by site. Examples include: <i>Ventures Level , Basic/ Level 1; Reading for Life Volume 1, Burlington English, Reading Horizons, Easy English News, Readworks website, Heinle Pictionary Dictionary, Number Power Series, TABE-E/M workbooks, Grammar and Beyond</i>	

WEST ABE Instructional Program Description – Course Descriptions

Course name	ESL Level 4
Site and schedule	Class times and schedule vary by site and location throughout the consortium.
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● CASAS Reading score between 201-210 ● CASAS Math score between 221-235 <p>ESL students are placed in ESL programming according to their CASAS reading score. CASAS Math scores are used to inform math instruction, but are not used for placement purposes. Students complete ESL Level 4 when they reach a CASAS Reading score of 211 or higher.</p>
Course goals	<p>Reading:</p> <ol style="list-style-type: none"> 1. Identify main idea, supporting details and answer comprehension questions of a level 4 reading passages 2. Answer questions about maps, tables, charts and graphs. 3. Read and understand work related documents such as schedules and pay stubs. 4. Read and understand information on medicine and food labels. 5. Read and understand some media information such as want ads, sale flyers, and coupons. 6. Follow written directions with some guidance. <p>Writing:</p> <ol style="list-style-type: none"> 1. Fill out a form such as job application or information form. 2. Write/type in complete sentences with minimal errors. 3. Use verbs in simple, present, past, and future.

4. Use prepositions.
5. Use subject, object and possessive pronouns.
6. Use punctuation and capitalization appropriately for ESL Level 4.

Speaking and Listening:

1. Speak in complete sentence with minimal errors.
2. Pronounce, define, spell and use weekly or biweekly vocabulary words.
3. Take and read phone messages.
4. Talk about medical symptoms
5. Describe household problems such as leaking faucet, broken windows.
6. Tell about different types of community events and services.
7. Describe the weather.
8. Tell what to do for accidents, emergencies and dangerous weather.
9. Follow basic oral directions with some guidance.

Math:

1. Read and write whole numbers and identify the value of a digit in a certain place.
2. Recall from memory the 0-10 facts for addition, subtraction, multiplication, and division.
3. Round, estimate and compare whole numbers, decimals as currency, and simple fractions.
4. Use math vocabulary words that relate to place value, addition, subtraction, multiplication, division, decimals as currency, and fractions.
5. Solve addition, subtraction, multiplication, division computations and word problems with whole numbers of up to three digits, decimals of up to three places, and with simple fractions.
6. Use a calculator to find solutions and check work.
7. Record and balance information in various billing and banking accounts.
8. Calculate distance on a variety of different maps.
9. Interpret bar, line, and circle graphs; tables, charts, and diagrams.

Course content	CCRS	<p>ELA - Reading Informational Text (RI) and Reading Literature (RL): Level C, Anchors 1, 2, ELA - Reading Informational Text (RI): Level C, Anchors 3 & 7 ELA - Writing (W): Levels B & C, Anchors 1 & 2 ELA - Speaking & Listening (SL): Levels B & C, Anchors 1, 2, 3 & 4 ELA - Language (L): Level C, Anchors 1 & 3 Math - Numbers and Operations in Base Ten (NBT): Level B & C Math - The Number System (NS): Level C</p>
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		Math - Operations and Algebraic Thinking (OA): Level B & C Math - Numbers and Operations - Fractions (NF): Level B
	ACES/TIF	Self-Management: Skills 1-3, Effective Communication: Skills 1-3 Learning Strategies: Skills: 1-4
	Northstar	<u>Introduction</u> to *Basic Computer Skills: 1-13 <u>Introduction</u> to *Internet Basics: 1-17 <u>Introduction</u> to *Windows: 1-12 <u>Introduction</u> to *E-mail: 1-13 <u>Introduction</u> to *Word: 1-14 <u>Introduction</u> to *Social Media: 1-11 <u>Introduction</u> to *Excel: 1-21 <u>Introduction</u> to *Powerpoint: 1-17 * Mastery of these skills is not anticipated until the student reaches ESL Level 5 and /or ABE Level 3.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Varies by site. Examples include: <i>Ventures Level 3, Reading for Life Volume 1, Burlington English, Reading Horizons, Easy English News, Readworks website, Heinle Pictionary Dictionary, Number Power Series, TABE-M/D workbooks, Grammar and Beyond</i>	

WEST ABE Instructional Program Description – Course Descriptions

Course name	ESL Level 5
Site and schedule	Class times and schedule vary by site and location throughout the consortium.
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● CASAS Reading score between 211-220 ● CASAS Math score between 236-245 <p>ESL students are placed in ESL programming according to their CASAS reading score. CASAS Math scores are used to inform math instruction, but are not used for placement purposes. Students complete ESL Level 5 when they reach a CASAS Reading score of 221 or higher.</p>
Course goals	<p>Reading:</p> <ol style="list-style-type: none"> 1. Read and identify main idea, supporting details, sequences and answer comprehension questions of a level 5 reading passage. 2. Read and understand work related documents such as employee handbook, work rules and safety procedures. 3. Read warranties and guarantees 4. Read and order from a menu 5. Use white and yellow pages in a phone book 6. Locate local businesses and governmental and community areas. 7. Read and interpret information in maps, tables, charts and graphs. <p>Writing:</p> <ol style="list-style-type: none"> 1. Write a basic resume. 2. Write a short note, friendly letter, and address an envelope. 3. Write a short paragraph describing a person, place or thing. 4. Write a set of simple directions. 5. Use verbs in present, past and future, present continuous and present perfect tenses. 6. Use modals 7. Use adjectives and adverbs 8. Use sentence structure 9. Use punctuation and capitalization appropriately for level 5.

	<p>Speaking and Listening:</p> <ol style="list-style-type: none"> 1. Orally describe person, place or thing. 2. Tell a story about a sequence of events. 3. Mock interview <p>Math:</p> <ol style="list-style-type: none"> 1. Understanding banks services and ATM's 2. Understand comparison shopping 3. Write and Understand equivalent measures among the follow: gallon, quart, pint, cup and ounce, fluid ounce and pound. 4. Understand parts of a whole, and equivalents of basic fractions, decimals, and percents. 5. Calculate decimals in the four base operations and round to the nearest tenth and hundredth. 6. Explain the meaning of fractions and identify proper fractions, improper fractions and mixed numbers. 7. Convert basic to equivalent forms, compare fractions, and simplify/reduce fractions. 8. Solve one and two step fraction and decimal word problems to tenth and hundredth. 						
<p>Course content</p>	<table border="1"> <tr> <td data-bbox="428 691 674 1016">CCRS</td> <td data-bbox="674 691 1969 1016"> <p>ELA - Reading Informational Text (RI)/ Reading Literature (RL): Levels C & D, Anchors 1, 2, 3, 4; Level C, Anchor 5; Level C, Anchors 6 & 7; Levels B, C, and D, Anchor 9</p> <p>ELA - Writing (W): Levels B & C, Anchors 3 & 4</p> <p>ELA - Speaking & Listening (SL): Level B, Anchors 4 & 6; Level C, Anchors 1,4 & 6</p> <p>ELA - Language (L): Level C, Anchors 1 & 3</p> <p>Math - Number and Operations - Fractions (NF): Level B & C</p> <p>Math - Numbers and Operations in Base Ten (NBT): Level C</p> <p>Math - Ratios and Proportional Relationships (RP): Level C, 6.RP.2 and 6.RP.3</p> <p>Math - Measurement and Data (MD): Level C, 5.MD.1 and 5.MD.2</p> </td> </tr> <tr> <td data-bbox="428 1016 674 1122">ACES/TIF</td> <td data-bbox="674 1016 1969 1122"> <p>Learning Strategies: Skills 1-3</p> <p>Critical Thinking: Skills 1-4</p> <p>Effective Communication: Skills 1-3</p> </td> </tr> <tr> <td data-bbox="428 1122 674 1406">Northstar</td> <td data-bbox="674 1122 1969 1406"> <p>Basic Computer Skills: 1-18</p> <p>Internet Basics: 1-17</p> <p>Windows: 1-12</p> <p>E-mail: 1-13</p> <p>Word: 1-14</p> <p>Social Media: 1-11</p> <p>Excel: 1-21</p> <p>Powerpoint: 1-17</p> </td> </tr> </table>	CCRS	<p>ELA - Reading Informational Text (RI)/ Reading Literature (RL): Levels C & D, Anchors 1, 2, 3, 4; Level C, Anchor 5; Level C, Anchors 6 & 7; Levels B, C, and D, Anchor 9</p> <p>ELA - Writing (W): Levels B & C, Anchors 3 & 4</p> <p>ELA - Speaking & Listening (SL): Level B, Anchors 4 & 6; Level C, Anchors 1,4 & 6</p> <p>ELA - Language (L): Level C, Anchors 1 & 3</p> <p>Math - Number and Operations - Fractions (NF): Level B & C</p> <p>Math - Numbers and Operations in Base Ten (NBT): Level C</p> <p>Math - Ratios and Proportional Relationships (RP): Level C, 6.RP.2 and 6.RP.3</p> <p>Math - Measurement and Data (MD): Level C, 5.MD.1 and 5.MD.2</p>	ACES/TIF	<p>Learning Strategies: Skills 1-3</p> <p>Critical Thinking: Skills 1-4</p> <p>Effective Communication: Skills 1-3</p>	Northstar	<p>Basic Computer Skills: 1-18</p> <p>Internet Basics: 1-17</p> <p>Windows: 1-12</p> <p>E-mail: 1-13</p> <p>Word: 1-14</p> <p>Social Media: 1-11</p> <p>Excel: 1-21</p> <p>Powerpoint: 1-17</p>
CCRS	<p>ELA - Reading Informational Text (RI)/ Reading Literature (RL): Levels C & D, Anchors 1, 2, 3, 4; Level C, Anchor 5; Level C, Anchors 6 & 7; Levels B, C, and D, Anchor 9</p> <p>ELA - Writing (W): Levels B & C, Anchors 3 & 4</p> <p>ELA - Speaking & Listening (SL): Level B, Anchors 4 & 6; Level C, Anchors 1,4 & 6</p> <p>ELA - Language (L): Level C, Anchors 1 & 3</p> <p>Math - Number and Operations - Fractions (NF): Level B & C</p> <p>Math - Numbers and Operations in Base Ten (NBT): Level C</p> <p>Math - Ratios and Proportional Relationships (RP): Level C, 6.RP.2 and 6.RP.3</p> <p>Math - Measurement and Data (MD): Level C, 5.MD.1 and 5.MD.2</p>						
ACES/TIF	<p>Learning Strategies: Skills 1-3</p> <p>Critical Thinking: Skills 1-4</p> <p>Effective Communication: Skills 1-3</p>						
Northstar	<p>Basic Computer Skills: 1-18</p> <p>Internet Basics: 1-17</p> <p>Windows: 1-12</p> <p>E-mail: 1-13</p> <p>Word: 1-14</p> <p>Social Media: 1-11</p> <p>Excel: 1-21</p> <p>Powerpoint: 1-17</p>						

	<p>Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)</p>	
<p>Course text(s), educational technology, other instructional materials</p>	<p>Varies by site. Examples include: <i>Ventures Series Level 4</i>, <i>Burlington English</i>, <i>Reading for Life Volume 2</i>, <i>Reading Horizons</i>, <i>Number Power Series</i>, <i>TABE Workbook D</i>, <i>Grammar and Beyond</i>, <i>Strategic Reading 2</i>, <i>Common Core Mathematics Basic</i>, <i>Readworks website</i></p>	

WEST ABE Instructional Program Description – Course Descriptions

Course name	ESL Level 6
Site and schedule	Class times and schedule vary by site and location throughout the consortium.
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● CASAS Reading score between 221 - 235 ● CASAS Math score between 246 and higher <p>ESL students are placed in ESL programming according to their CASAS reading score. CASAS Math scores are used to inform math instruction, but are not used for placement purposes. Students complete ESL Level 6 when they reach a CASAS Reading score of 236 or higher. They are then placed in ABE Level 5.</p>
Course goals	<p>Reading:</p> <ol style="list-style-type: none"> 1. Identify main idea and supporting details author’s purpose, fact and opinion, context clues and answer comprehension questions of a level 6 reading passage. 2. Read, interpret and analyze maps, tables, charts, and graphs. 3. Read and understand work related documents, workers’ rights, complete medical forms and accident reports, job specifications, policies, standards and other forms. 4. Skim and scan for information. 5. Use idioms. 6. Use a dictionary and thesaurus. 7. Analyze and Summarize what has been read. 8. Find and cite textual evidence. <p>Writing:</p> <ol style="list-style-type: none"> 1. Communicate in written language with supervisor, co-workers, and other organization. 2. Demonstrate English skill in written language to gain employment. 3. Use formal and informal vocabulary in written language. 4. Use verbs past continuous, future progressive, past perfect, modals, conditionals, gerunds, participles, infinitives 5. Use sentence structure. 6. Identify parts of speech in sentences. 7. Write, edit and revise a short paragraph using appropriate grammar, punctuation, capitalization and spelling.

Speaking and Listening:

1. Communicate orally with supervisor, co-workers, and other organization.
2. Demonstrate English skill verbal language to gain employment.
3. Use formal and informal vocabulary in oral language.
4. Complete a job application, resume and cover letter
5. Show comprehension of conversations by asking appropriate questions and using appropriate body language

Mathematics - SWBAT:

1. Make a budget.
2. Use addition, subtraction, multiplication, and division decimals up to the thousandths place.
3. Convert among decimals, fractions, and percents.
4. Solve one and two step fraction and decimal word problems up to thousandths place.
5. Measure and calculate the length, width, height and perimeter of objects.
6. Find the area using whole numbers and some common fractions.
7. Compare basis US and metric measurements for example cm/in ...meter/yard...km/mile, kg/pound and quart/liter.
8. Find the percent of the number.
9. Solve simple algebraic equations with one unknown.
10. Understand percents and can solve one and two step percent word problems.
11. Calculate percent increase or decrease.
12. Write ratios and proportions and use them to solve word problems.
13. Understand integers and can add, subtract, multiply and divide them to solve problems.
14. Solve problems using powers and roots.
15. Solve problems using order of operations.
16. Understand scientific notation.

Course content

CCRS

ELA - Reading Informational Text (RI)/Reading Literature (RL): Level C, Anchors 5 & 9; Level D, Anchors 1, 2, 3, 4, 5 & 9
ELA - Writing (W): Level C, Anchors 3 & 5; Level D, Anchors 1, 2, 3, 4, 5; Level E, Anchor 3
ELA - Speaking & Listening (SL): Level C, Anchors 1, 2 & 4; Level D, Anchors 1,2 & 4
ELA - Language (L): Level C, Anchors 1, 2, 3 & 6; Level D, Anchors 1 & 2
Math - Numbers and Operations in Base Ten (NBT): Level C
Math - The Number System (NS): Levels C & D
Math - Numbers and Operations - Fractions (NF): Level C, 5.NF.1 to 5.NF.6
Math - Measurement and Data (MD): Level C - 5.MD.1 - 5.MD5c
Math - Statistics and Probability (SP): Level C, all; Level D, 6.SP.5 only

		Math- Geometry (G): Level D, 7.G.5 & 7.G.6 only
	ACES/TIF	Learning Strategies: Skills 1-4 Critical Thinking: Skills 1-4 Effective Communication: Skills 1-3
	Northstar	Basic Computer Skills: 1-18 Internet Basics: 1-17 Windows: 1-12 E-mail: 1-13 Word: 1-14 Social Media: 1-11 Excel: 1-21 Powerpoint: 1-17
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Varies by site. Examples include: <i>Ventures Transitions, Burlington English, Reading Horizons, Grammar & Beyond, Strategic Reading 3, Number power series, TABE workbook D/A, Common Core Basic/Achieve, Readworks website</i>	

WEST ABE Instructional Program Description – Course Descriptions

Course name	ABE Level 1
Site and schedule	Class times and schedule vary by site and location throughout the consortium.
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● CASAS Reading score between 191-200 ● CASAS Math score between 191-200 ● TABE Reading score between at or below 367 ● TABE Math score between at or below 313 <p>ABE students are placed in ABE programming according to their lowest TABE score in reading or math. Students complete ABE Level 1 when they reach:</p> <ul style="list-style-type: none"> ● a CASAS Reading or Math score of 201 or higher ● a TABE Reading score of 368 or higher ● a TABE Math score of 314 or higher
Course goals	<p>Reading:</p> <ol style="list-style-type: none"> 1. Read and write the alphabet 2. Read and write numbers 0-100 3. Fill out simple personal information form 4. Find the main idea and details in a story 5. Tell the events of a story in order 6. Read and write money amounts 7. Fill out job applications 8. Key facts about or information in text (table contents, glossaries and menus) 9. To ask and answer questions, to determine meaning of words and phrases in a text 10. Identify author purpose in a text <p>Writing/Language:</p> <ol style="list-style-type: none"> 1. Write a story 2. Write short simple sentences 3. Plan, revise, edit and rewrite a story 4. Write the events of a story in order 5. Use a variety of digital tools to publish writing 6. Use standard English grammar and usage when writing and or speaking.

7. Clarify the meaning of unknown words and phrases
8. Use and understand of word relationships in word meanings.

Speaking/Listening:

1. Participating in collaborative conversation with teacher and classmates
2. Ask and answer questions to get information or clarification.
3. Recall a story about people, places, and things
4. Speak and express thoughts clearly.
5. Use complete sentences when appropriate.

Math:

1. Count to 100 by 2's, 5's, and 10's
2. Read and write numbers 0-100
3. Read and write money amounts
4. Tell time
5. Add and subtract 1- and 2- digit numbers

Course content

CCRS	<p>ELA - Reading Informational Text (RI)/Reading Literature (RL): Level A, Anchor 1 ELA - Reading Informational Text (RI): Level A, Anchors 2, 4, 5, 7 & 8 ELA - Writing (W): Level A, Anchors 2, 3, 5, 6, 7 & 8 ELA - Speaking & Listening (SL): Level A, Anchors 3, 4 & 6 ELA - Language (L): Level A, Anchors 1, 2, 4,5 & 6 Math - Numbers and Operations in Base Ten (NBT): Level A Math - Operation and Thinking(OA): Level A Math - Geometry(G): Level A Math - Measure and Data(MD): Level A</p>
ACES/TIF	<p>Learning Strategies: Skill 1: a-e; Skill 2: a, Skill 3: a-c; Effective Communication: Skill 1 a-e: Skill 3 a; Critical Thinking: Skill 1: a, Skill 3: b, Skill 4: a Developing a Future Pathway: Skill 1 a, Skill 2 a, Skill</p>
Northstar	<p>Basic Computer Skills: 5, 8,9,10 & 11 Word: 1,2,3,9,12 & 14</p>
Other (e.g. career/ occupational	

	content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Laubach 1, Number Power 1, Challenger, Talk of the Block, Reading Horizons, Grammar and Beyond, Literacy Basics,	

WEST ABE Instructional Program Description – Course Descriptions

Course name	ABE Level 2
Site and schedule	Class times and schedule vary by site and location throughout the consortium.
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● CASAS Reading score between 201-210 ● CASAS Math score between 201-210 ● TABE Reading score between 368-460 ● TABE Math score between 314-441 <p>ABE students are placed in ABE programming according to their lowest TABE score in reading or math. Students complete ABE Level 2 when they reach:</p> <ul style="list-style-type: none"> ● a CASAS Reading or Math score of 211 or higher ● a TABE Reading score of 461 or higher ● a TABE Math score of 442 or higher
Course goals	<p>Reading:</p> <ol style="list-style-type: none"> 1. Read compound words and words with prefixes and suffixes 2. Read for main idea, details, fact/opinion, cause/effect, compare/contrast, summarizing, and sequencing 3. Use context clues to define new words 4. Ask and answer questions using the 6 W's 5. Interpret words and phrases as they are used in a text 6. Use text features (glossary, index, headings, menus, etc) to locate key facts and information 7. Use text features and search tools (key words, sidebars, hyperlinks, etc) to locate relevant information 8. Use illustrations and words in a text to gain information 9. Read and write numbers 0-100 10. Mock job interview 11. Link personal likes and dislikes to job skills (what do I want to do for work) <p>Writing/Language:</p> <ol style="list-style-type: none"> 1. Use standard English grammar and usage when writing or speaking 2. Write sentences with correct punctuation, capitalization, and spelling 3. Clarify the meaning of unknown and multiple meaning words and phrases 4. Have an understanding of word relationships and nuances 5. Write an informative/explanatory text

6. Write a friendly letter with correct punctuation
7. Write instructions
8. Write dates, days of the week and months
9. Use the writing process to create a final product
10. With guidance, use technology to produce and publish writing (keyboarding skills)

Speaking/Listening:

1. Participate in collaborative discussions with teacher and students
2. Use respectful speaking and listening skills
3. Ask and answer questions about information from a speaker
4. Tell a story or recount an experience with appropriate facts and relevant details
5. Speak in complete sentences when appropriate to the task

Math:

1. Read and write numbers 0-100
2. Know place value of ones, tens, hundreds, tenths, and hundredths
3. Sort numbers as even or odd
4. Multiply and divide numbers 1-100
5. Solve word problems using whole numbers (add, subtract, multiply, divide)
6. Read simple charts, graphs, diagrams, and tables
7. Count money and make change
8. Develop understanding of fractions as numbers
9. Describe $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{2}$ of, $\frac{1}{3}$ of, etc...
10. Know shapes and attributes

Course content

CCRS

ELA - Reading Informational Text (RI)/Reading Literature (RL): Level B, Anchor1
ELA - Reading Informational Text (RI): Level B, Anchor 2, 4, 5 (RI 3.5 only), 7 (RI 3.7 only), 9
ELA - Writing (W): Level B, Anchors 2, 4, 5 & 6
ELA - Language (L): Level B, Anchors 1, 2 & 4
ELA - Speaking & Listening (SL): Level B, Anchors 1, 3, 4, & 6
Math - Numbers and Operations in Base Ten (NBT): Level B
Math - Number and Operations - Fractions: Level B
Math - Operations and Algebraic Thinking (OA): Level B
Math - Geometry(G): Level B

	ACES/TIF	Effective Communication: Skill 1 a-e; Skill 3 a Learning Strategies: Skill 1 a-e; Skill 2 a, b & d; Skill 3 a-d Critical Thinking: Skill 1 a-b; Skill 3 b; Skill 4 a Developing a Future Pathway: Skill 1 a; Skill 2 a
	Northstar	Basic Computer Skills: 5, 8, 9, 10 & 11 Word: 1, 2, 3, 9, 12 & 14
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Varies on site: examples include Challenger, Reading Horizons, Laubach, Talk of the Block, Grammar and Beyond, Vocabulary Basics, Number Power 1 & 2	

WEST ABE Instructional Program Description – Course Descriptions

Course name	ABE Level 3
Site and schedule	Class times and schedule vary by site and location throughout the consortium.
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● CASAS Reading score between 211-220 ● CASAS Math score between 211-220 ● TABE Reading score between 461-517 ● TABE Math score between 442-505 ● TABE Language score between 491-523 <p>ABE students are placed in ABE programming according to their lowest TABE score in reading or math. Students complete ABE Level 3 when they reach:</p> <ul style="list-style-type: none"> ● a CASAS Reading or Math score of 221 ● a TABE Reading score of 518 ● a TABE Math score of 506 ● a TABE Language score of 524
Course goals	<p>Reading:</p> <ol style="list-style-type: none"> 1. Refer to details and quote accurately from a text when explaining and drawing inferences 2. Determine the theme or main idea and explain how it supported by key details 3. Summarize a text using supporting details and ideas 4. Explain what happened and why based on specific information in the text 5. Determine the meaning of academic, domain specific, and figurative language in a text 6. Describe the overall organizational structure in single and multiple texts 7. Analyze multiple accounts of the same event or topic and describe how different points of view emerge 8. Use accompanying graphics and text features to help interpret a written text 9. Explain how an author uses reasons and evidence to support a point of view 10. Combine information from several resources to write or speak knowledgeably 11. Read and comprehend complex literary and informational texts independently and proficiently using ATOS level C (4.97-7.03) <p>Writing:</p> <ol style="list-style-type: none"> 1. Write opinion pieces on topics or text, supporting a point of view with reasons and information 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly

3. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience
4. With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
5. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting
6. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic
7. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources
8. Draw evidence from literary or informational texts to support analysis, reflection, and research
9. Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling when writing, making effective choices for meaning or style depending on the context
10. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies
11. Demonstrate understanding of figurative language, word relationships and nuances in word meanings
12. Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that show logical relationships

Speaking and Listening:

1. Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly
2. Paraphrase and summarize portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
3. Summarize the points a speaker makes and explain how each claim supported by reasons and evidence
4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
5. Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes
6. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation

Math:

	<ol style="list-style-type: none"> 1. Extend the number system to positive rational numbers and place value understanding of decimals 2. Attain a probable answer using estimation to the nearest place value 3. Attain fluency with multi-digit operations using whole numbers and decimals 4. Understand fraction equivalence and comparison using factors and multiples 5. Develop fluency with sums, differences, products, and quotients of fractions 6. Connect ratio and rate to whole numbers multiplication and division 7. Alternate between fractions and decimals when comparing numbers to hundredths 8. Write, evaluate, and interpret expressions and equations using one variable 9. Generate and analyze patterns following a given rule 10. Develop understanding of the coordinate plane 11. Classify two-dimensional shapes based on sides and angles 12. Develop an understanding of volume and surface area 13. Solve problems using conversion of measurement and like measurement units 14. Develop understanding of statistical variability and describe distributions 						
<p>Course content</p>	<table border="1"> <tr> <td data-bbox="428 691 674 1192">CCRS</td> <td data-bbox="674 691 2011 1192"> <p>ELA - Reading Informational Text (RI): Level C, Anchors 1-7 ELA - Writing (W): Level C, Anchors 1-9 ELA - Speaking & Listening (SL): Level C, Anchors 1-6 ELA - Language (L): Level C, Anchors 1-6 ELA - Reading Foundations (RF): Level C, Anchors 3 & 4 Math - Number and Operations-Base Ten (NBT): Level C Math - The Number System (NS): Level C Math - Number Fractions (NF): Level C Math - Ratios and Proportional Relationships (RP): Level C, 6.RP.1 (only) Math - Operations and Algebraic Thinking (OA): Level C Math - Expressions and Equations (EE): Level C Math - Geometry (G): Level C Math - Measurement and Data (MD): Level C Math - Statistics and Probability (SP): Level C</p> </td> </tr> <tr> <td data-bbox="428 1192 674 1338">ACES/TIF</td> <td data-bbox="674 1192 2011 1338"> <p>Learning Strategies: Skill 1 a, c, d & e; Skill 2a-d; Skill 3 a-d Learning Strategies: Skill 1a-d; Skill 3- Reading/Writing a-d; Reading a & h; Skill 4 a-f Navigating Systems: Skill 1 f & h; Skill 2 a-d; Skill 3 a-c; Skill 4 a & c; Skill 5 a-e Critical Thinking: Skill 1a; Skill 4a</p> </td> </tr> <tr> <td data-bbox="428 1338 674 1409">Northstar</td> <td data-bbox="674 1338 2011 1409"> <p>Basic Computer Skills: 1-17 World Wide Web: 1-18</p> </td> </tr> </table>	CCRS	<p>ELA - Reading Informational Text (RI): Level C, Anchors 1-7 ELA - Writing (W): Level C, Anchors 1-9 ELA - Speaking & Listening (SL): Level C, Anchors 1-6 ELA - Language (L): Level C, Anchors 1-6 ELA - Reading Foundations (RF): Level C, Anchors 3 & 4 Math - Number and Operations-Base Ten (NBT): Level C Math - The Number System (NS): Level C Math - Number Fractions (NF): Level C Math - Ratios and Proportional Relationships (RP): Level C, 6.RP.1 (only) Math - Operations and Algebraic Thinking (OA): Level C Math - Expressions and Equations (EE): Level C Math - Geometry (G): Level C Math - Measurement and Data (MD): Level C Math - Statistics and Probability (SP): Level C</p>	ACES/TIF	<p>Learning Strategies: Skill 1 a, c, d & e; Skill 2a-d; Skill 3 a-d Learning Strategies: Skill 1a-d; Skill 3- Reading/Writing a-d; Reading a & h; Skill 4 a-f Navigating Systems: Skill 1 f & h; Skill 2 a-d; Skill 3 a-c; Skill 4 a & c; Skill 5 a-e Critical Thinking: Skill 1a; Skill 4a</p>	Northstar	<p>Basic Computer Skills: 1-17 World Wide Web: 1-18</p>
CCRS	<p>ELA - Reading Informational Text (RI): Level C, Anchors 1-7 ELA - Writing (W): Level C, Anchors 1-9 ELA - Speaking & Listening (SL): Level C, Anchors 1-6 ELA - Language (L): Level C, Anchors 1-6 ELA - Reading Foundations (RF): Level C, Anchors 3 & 4 Math - Number and Operations-Base Ten (NBT): Level C Math - The Number System (NS): Level C Math - Number Fractions (NF): Level C Math - Ratios and Proportional Relationships (RP): Level C, 6.RP.1 (only) Math - Operations and Algebraic Thinking (OA): Level C Math - Expressions and Equations (EE): Level C Math - Geometry (G): Level C Math - Measurement and Data (MD): Level C Math - Statistics and Probability (SP): Level C</p>						
ACES/TIF	<p>Learning Strategies: Skill 1 a, c, d & e; Skill 2a-d; Skill 3 a-d Learning Strategies: Skill 1a-d; Skill 3- Reading/Writing a-d; Reading a & h; Skill 4 a-f Navigating Systems: Skill 1 f & h; Skill 2 a-d; Skill 3 a-c; Skill 4 a & c; Skill 5 a-e Critical Thinking: Skill 1a; Skill 4a</p>						
Northstar	<p>Basic Computer Skills: 1-17 World Wide Web: 1-18</p>						

		Windows: 1-14 or Mac OS X: 1-17 Word: 1-16
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Newsela website, Number Power 2 & 3, Common Core Achieve, Readworks website	

WEST ABE Instructional Program Description – Course Descriptions

Course name	ABE Level 4
Site and schedule	Class times and schedule vary by site and location throughout the consortium.
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● CASAS Reading score between 221-235 ● CASAS Math score between 221-235 ● TABE Reading score between 518-566 ● TABE Math score between 506-565 ● TABE Language score between 524-559 <p>ABE students are placed in ABE programming according to their lowest TABE score in reading or math. Students complete ABE Level 4 when they reach:</p> <ul style="list-style-type: none"> ● a CASAS Reading or Math score of 236 ● a TABE Reading score of 567 ● a TABE Math score of 566 ● a TABE Language score of 560
Course goals	<p>Reading:</p> <ol style="list-style-type: none"> 1. Cite textual evidence within a text to support conclusion 2. Determine the theme or central idea and how it is conveyed through particular details 3. Summarize a text using supporting details and ideas distinct from personal opinion and prior knowledge 4. Explain what happened and why based on specific information in the text following multi-step directions 5. Determine the meaning and impact of tone of academic, domain specific, connotative, and figurative language in a text 6. Analyze the overall organizational structure in a text and how sections contribute to the whole 7. Analyze an author’s point of view, how it is revealed and how the author acknowledges conflicting evidence or viewpoints 8. Integrate information expressed in words with information expressed visually to develop an understanding of a topic 9. Assess whether an author’s reasoning is sound and evidence is relevant, and recognize when irrelevant evidence is introduced 10. Analyze information from several resources and identify where the texts disagree on interpretation

11. Read and comprehend complex literary and informational texts independently and proficiently using ATOS level D (9.67-12.01)

Writing:

1. Write arguments to support claims with clear reasons and relevant evidence
2. Write informative texts to examine a topic and convey ideas through organization and analysis of relevant content
3. Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience
4. With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
5. Use technology to publish writing, link and cite sources
6. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation
7. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accurate of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standards format for citation
8. Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling when writing, making effective choices for meaning or style depending on the context
9. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies
10. Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, and gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

Speaking and Listening-SWBAT:

1. Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly
2. Analyze the purpose of information presented in diverse media and formats and evaluate the motives
3. Delineate a speaker's argument and specific claims, evaluating and soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation

5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

Math:

1. Extend number sense and fluent operations to all rational numbers, including negatives and fractions
2. Know that there are numbers that are not rational and approximate them by rational numbers
3. Understand rate, ratio, and percent and use them to solve problems
4. Apply proportional relationships
5. Work with radicals and integer exponents
6. Work with expressions and linear equations
7. Solve linear equations and systems of linear equations
8. Develop the concept of function
9. Graph functions in the coordinate plane and analyzing their graphs
10. Classify geometric figures based on properties
11. Solve problems involving scale drawings
12. Solve real life and mathematical problems involving 2-and 3-dimensional figures: area, surface area, and volume
13. Analyze 2- and 3-dimensional shapes using distance and angle measurements, similarity, and congruence
14. Apply the Pythagorean theorem
15. Summarize data and data distributions
16. Draw inference about populations and chance processes based on random samples (probability distributions)
17. Understand patterns of association for bivariate data and describing them with a linear equation, when appropriate

Course content

CCRS

- ELA - Reading Informational Text (RI):** Level D, Anchors 1-7
- ELA - Writing (W):** Level D, Anchors 1-9
- ELA - Speaking & Listening(SL):** Level D, Anchors 1-6
- ELA - Language (L):** Level D, Anchors 1-6
- Math - Number and Operations-Base Ten (NBT):** Level C
- Math - The Number System (NS):** Level D, 6.NS.5-6.NS.8; 7.NS.1-7.NS.3; 8.NS.2
- Math - Ratios and Proportional Relationships (RP):** Level D, 6.RP.3 - 7.RP.3
- Math - Expressions and Equations (EE):** Level D
- Math - Functions (F):** Level D
- Math - Geometry (G):** Level D

		Math - Statistics and Probability (SP): Level D
	ACES/TIF	Learning Strategies: Skills 2 & 3 Critical Thinking: Skills 1-4 Self-Management: Skill 2
	Northstar	Basic Computer: 1-17 World Wide Web: 1-18 Windows: 1-14 or Mac OS X: 1-17 Word: 1-16
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Newsela, <u>Number Power 2 & 3</u> , Common Core Achieve, Readworks	

WEST ABE Instructional Program Description – Course Descriptions

Course name	ABE Level 5
Site and schedule	Class times and schedule vary by site and location throughout the consortium.
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● Reading CASAS Score 236-245 ● Math CASAS Score 236-245 ● Reading TABE Score 567-595 ● Math TABE Score 566-594 <p>ABE students are placed in ABE programming according to their lowest TABE score in reading or math. Students complete ABE Level 5 when they reach:</p> <ul style="list-style-type: none"> ● a CASAS Reading or Math score of 246 ● a TABE Reading score of 596 ● a TABE Math score if 595 ● a TABE Language score of
Course goals	<p>Reading:</p> <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. Follow precisely a complex and multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or expectations defined in the text. 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. 5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. 6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Compare the point of view of two or more authors for how they treat the same or similar topics including which details they include and emphasize in their respective accounts.

7. Integrate quantitative or technical analysis with qualitative analysis in print or digital text. Translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically into words.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9. Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. Compare and contrast findings presented in a text to those from other sources, noting when the findings support or contradict previous explanations or accounts.
10. Read and comprehend complex literary and informational texts independently and proficiently using an ATOS range 9.67-12.01

Writing:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content. This includes the narration of historical events, scientific procedures and experiments, or technical processes.
3. Use technology, including the Internet, to produce, publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
4. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
5. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
6. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Speaking and Listening:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

	<p>Mathematics:</p> <ol style="list-style-type: none"> 1. Extend the properties of exponents to rational exponents. 2. Reason quantitatively and use units to solve problems. 3. Interpret the structure of expressions. 4. Write expressions in equivalent forms to solve problems. 5. Perform arithmetic operations on polynomials. 6. Rewrite rational expressions. 7. Create equations that describe numbers or relationships. 8. Understand solving equations as a process of reasoning and explain the reasoning. 9. Solve equations and inequalities in one variable. 10. Solve systems of equations. 11. Represent and solve equations and inequalities graphically. 	
<p>Course content</p>	<p>CCRS</p>	<p>ELA - Reading Informational Text (RI)/Reading Literature (RL)/Reading Historical/Social Studies Text(RH)/Reading Scientific and Technical Text(RST): Level E, Anchor 1 (RI/RL.9-10.1), Anchor 2 (RI/RL. 9-10.2), Anchor 3 (RH.9-10.3, RST.9-10.3), Anchor 4 (RI/RL.9-10.4), Anchor 5 (RI.9-10.5), Anchor 6 (RI.9-10.6, RH.9-10.6), Anchor 7(RH.9-10.7, RST.9-10.7), Anchor 8 (RI.9-10.8), Anchor 9 (RI.9-10.9, RST.9-10.9), & Anchor 10</p> <p>ELA - Writing (W): Level E, Anchor 1 (W/WHST.9-10.1, L.9-10.1), Anchor 2 (W/WHST.9-10.2, L.9-10.2), Anchor 6 (W.9-10.6), & Anchor 8 (W/WHST.9-10.8)</p> <p>ELA - Speaking & Listening(SL): Level E, Anchor 1 (SL.9-10.1), Anchor 4 (SL.9-10.4)</p> <p>Mathematics: N.RN.2, N.Q.1, N.Q.3, A.SSE.1, A.SSE.2, A.SSE.3, A.APR.1, A.APR.6, A.CED.1, A.CED.2, A.CED.3, A.CED.4, A.REI.1, A.REI.2, A.REI.3, A.REI.6, A.REI.10</p>
	<p>ACES/TIF</p>	<p>Effective Communication Skills 1-3 Learning Strategies Skills 1-4 Critical Thinking Skills 1-4 Self Management Skills 1-3 Developing a Future Pathway Skills 1-3 Navigating Systems Skills 1-3</p>
	<p>Northstar</p>	<p>Basic Computer Skills: 1-17 World Wide Web: 1-20 Windows: 1-16 E-mail: 1-20 Word: 1-17</p>

		Social Media: 1-11 Excel: 1-21 Powerpoint: 1-17
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	N/A
Course text(s), educational technology, other instructional materials	Steck-Vaughn GED Series, Number Power, Common Core Achieve, 6-Way Paragraphs Series, Pre-HSE Bridging Series, Various Fiction/Non-Fiction Texts, ReadWorks, Plato, I-Pathways, Khan Academy Varies by site	

WEST ABE Instructional Program Description – Course Descriptions

Course name	ABE Level 6
Site and schedule	Class times and schedule vary by site and location throughout the consortium.
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● Reading CASAS Score 246+ ● Math CASAS Score 246 + ● TABE Score 596+ Reading ● TABE Score 595+ Math
Course goals	<p>Students will be able to:</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. 2. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 3. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. 4. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant. 5. Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. 6. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. 7. Read and comprehend complex literary and informational texts independently and proficiently using an ATOS range of 11.20-14.10 <p>Writing:</p> <ol style="list-style-type: none"> 1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
3. Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
4. Draw evidence from literary or informational texts to support analysis, reflection, and research.
5. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
6. Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Speaking and Listening:

1. Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
2. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
3. Make strategic use of digital media in presentation to enhance understanding of findings, reasoning, and evidence to add interest.
4. Adapt speech to a variety of contexts and task, demonstrating a command of formal English when indicated or appropriate.

Mathematics:

1. Understand the concept of a function and use function notation.
2. Interpret functions that arise in applications in terms of the context.
3. Analyze functions using different representations.
4. Build a function that models a relationship between two quantities.
5. Construct and compare linear, quadratic, and exponential models and solve problems.
6. Interpret expressions for functions in terms of the situation they model.
7. Experiment with transformations in the plane.
8. Prove theorems involving similarity.
9. Explain volume formulas and use them to solve problems.
10. Apply geometric concepts in modeling situations.

	<p>11. Summarize, represent, and interpret data on a single count or measurable variable.</p> <p>12. Summarize, represent, and interpret data on two categorical and quantitative variables.</p> <p>13. Interpret linear models.</p>
<p>Course content</p>	<p>CCRS</p> <p>Reading: CCR2 (RST.11-12.2), CCR3 (RI.11-12.3), CCR5 (RI.11-12.5), CCR6 (RL.11-12.6), CCR7 (RI.11-12.7), CCR9 (11-12.9), CCR10</p> <p>Writing: CCR4 (W/WHST.11-12.4), CCR5 (W.11-12.5), CCR7 (W/WHST.11-12.7), CCR9 (W/WHST.11-12.9), CCR4 (L.11-12.4), CCR6 (L.11-12.6)</p> <p>Speaking and Listening: CCR 2 (SL.11-12.2), CCR3 (SL.11-12.3), CCR 5 (SL 11-12.5), CCR 6 (SL 11-12.6)</p> <p>Mathematics: F.IF.1, F.IF.2, F.IF.4, F.IF.5, F.IF.6, F.IF.7, F.IF.8b, F.IF.9, F.BF.1, F.LE.1, F.LE.5, G.CO.1, G.SRT.5, G.GMD.3, G.MG.2, S.ID.1, S.ID.3, S.ID.5, S.ID.7, S.ID.9</p>
	<p>ACES/TIF</p> <p>Effective Communication Skills 1-3 Learning Strategies Skills 1-4 Critical Thinking Skills 1-4 Self Management Skills 1-3 Developing a Future Pathway Skills 1-3 Navigating Systems Skills 1-3</p>
	<p>Northstar</p> <p>Basic Computer Skills: 1-17 World Wide Web: 1-20 Windows: 1-16 E-mail: 1-20 Word: 1-17 Social Media: 1-11 Excel: 1-21 Powerpoint: 1-17</p>
	<p>Other (e.g. career/ occupational)</p> <p>N/A</p>

	content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Steck-Vaughn GED Series, Number Power, Common Core Achieve, 6-Way Paragraphs Series, Pre-HSE Bridging Series, Various Fiction/Non-Fiction Texts, ReadWorks, Plato, I-Pathways, Khan Academy	Varies by site

WEST ABE Instructional Program Description – Course Descriptions

Course name	ADP Employability & Career Development	
Site and schedule	CareerForce in Monticello	
Target student population (including cut scores, score ranges, completion criteria)	TABE 6.0 D and above	
Course goals	Student will be able to: <ol style="list-style-type: none"> 1. Develop Future pathway goals. 2. Create Resume and cover letter. 3. Explore Careers. 4. Understand self-management strategies and navigating systems. 5. Attain basic computer literacy skills. 	
	CCRS	

Course content	ACES/TIF	Effective Communication: Skills 1-3 Learning Strategies: Skills 1-4 Critical Thinking: Skills 1-4 Self-Management: Skills 1-3 Developing Future Pathways: Skills 1-3 Navigating Systems: Skills 1-2
	Northstar	Required Modules on Northstar Assessment: Module 1: Basic Computer Module 2: World Wide Web Module 3: Windows/Mac Os X Module 4: Email Module 5: Microsoft Word Module 9: Information Literacy Students may attempt optional modules: Module 6: Social Media Module 7: Excel Module 8: Powerpoint
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Varies by Site. My MN Careers packet from https://careerwise.minnstate.edu/mymncareers/index.html	

