

Instructional Program Description

Consortium name	SPCLC : MORE
Staff contact	Laura Kim-Lowe
Date of last update	3/17/26
Policy guidance	From Minnesota ABE Policies website (mnabe.org/law-policy/minnesota-adult-education-policy): • Eligible Content Policy • Distance Learning Policy
Additional resources	ATLAS website (www.atlasabe.org) WIOA Regulations and Definitions (available at mnabe.org/law-policy/federal-law-guidance) Minnesota ABE Distance Learning website (www.literacymn.org/distancelearning/)

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.

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Instructional Program Description – Course Descriptions

Course name	Level 1	
Site and schedule	MORE House Mon- Thu 9:00 am - 1:00pm	
Delivery method (In-person, hybrid, DL, combination)	In Person	
Target student population (including cut scores, score ranges, completion criteria)	Pre-Literate or Developing Literacy students; CASAS GOALS Scores 160 - 183	
Course goals	Students will improve speaking, listening, reading and writing skills. Students focus on improving phonics, reading, and life skills, such as letter names and sounds, personal information, community places, food, colors, health, family, and shopping. Based on scores from CASAS reading and listening assessments and ABLE testing scores, students will advance to Level 2 class.	
Course content	CCRS	<u>Reading:</u> Students Will Be Able To: 1. Identify the topic of a text. (CCR R2.A) 2. Retell key details of a text. (CCR R2.A) 3. Ask and answer questions to understand the meaning of words or phrases in a text. (CCR R4.A)

		4. Identify text features such as titles, captions, maps, illustrations and photographs, graphics, labels, and table of contents. (CCR R5.A;R7.A) 5. Read. a. Identify and produce all consonant and vowel sounds (CCR RF .3A a,b,c) b. Identify and produce diphthongs, and l- and r-controlled vowels (CCR RF.3A a,b,c,f) c. Identify syllables in a word (CCR RF.3A d,g) d. Read fluently and accurately to support comprehension (CCR RF.4A) <u>Writing:</u> Students Will Be Able To: 1. Write narratives with two or more events in sequence and including: (CCR W3.A) a. Details b. Sequence words (First, Then, Next, etc.) c. Closing 2. Participate in the writing process with guidance and support: a. Select a focused topic. (CCR W5.A) b. Ask and answer questions about writing during peer review.(CCR W5.A) 3. Participate in shared research and writing projects. (CCR W7.A) <u>Speaking/Listening</u> Students Will Be Able To: 1. Participate in collaborative conversations with large and small groups. (CCR SL1.A)
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		2. Ask and answer questions about key details of a reading or listening to confirm understanding. (CCR SL2.A) 3. Ask and answer questions to get clarification, to seek help, or to get more information when necessary. (CCR SL2.A; 3.A) 4. Speak in complete sentences when appropriate. (CCR SL6.A) 5. Speak audibly to express ideas and feelings clearly. (CCR SL6.A) <u>Language</u> Students Will Be Able To: 1. Use and understand correct: a. Printed upper- and lower-case letters (CCR L1.A a) b. Capitalization conventions (CCR L2.A a,b) c. Punctuation conventions (CCR L2.A c, d,e) d. Common spelling rules (CCR L2.A g,h) 2. Determine or clarify the meaning of words and phrases, using the following strategies: (CCR L4.A) a. Looking in a picture dictionary b. Asking a peer c. Asking the teacher 3. Use newly acquired words and phrases in reading and writing (words from conversations, readings, etc.). (CCR L6.A) 4. Understand spoken words, syllables, and sounds. (CCR RF2.A)
	ACES/TIF	Effective Communication: 1c, 1e, 2a, 3c Learning Strategies: 1a, 3a, 3d Critical Thinking: 1a

		Self-Management: 1e, 3b Developing a Future Pathway: none Navigating Systems: none
	Northstar	Phone Keyboard Basics and Logging In (all), Basic Computer Skills 1, 2, and 3
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	ABC English, Literacy Center of Expertise Curricular Units and Supplements, Let's Speak English! Book 1, teacher-created materials	

Course name	Level 2
Site and schedule	MORE House Mon- Thu 9:00 am - 1:00pm
Delivery method (In-person,	In person with 1-2 students joining online for 1-2 hours/day

hybrid, DL, combination)		
Target student population (including cut scores, score ranges, completion criteria)	Low Beginning students with CASAS scores of 184 - 206	
Course goals	Students will improve speaking, listening, reading and writing skills. Students focus on improving phonics, reading, and life skills, such as personal information, classroom, health, family, shopping, work, and free time. Based on scores from CASAS reading and listening assessments and ABLE testing scores, students will advance to Level 3 class.	
Course content	CCRS	<u>Reading:</u> Students Will Be Able To: 1. Ask and answer questions about key details in a reading. (CCR R1.A) 2. Compare and contrast two elements in a text (characters/individuals, events, ideas, pieces of information). (CCR R 3.A) 3. Use text features to locate key information. (CCR R5.A) 4. Use text features to describe the key ideas in a text. (CCR R7.A) 5. Compare and contrast two texts on the same topic. (CCR 9.A) 6. Read. a. Identify syllables in a word (CCR RF.2A) b. Identify differences in meanings indicated by different end marks (. ? !) (CCR L2.A.c) c. Identify and produce the difference in sound and spelling of -s, -es, and -ed. (CCR L1.B.c) d. Read fluently and accurately to support comprehension (CCR RF.4A)

Writing:

Students Will Be Able To:

1. Write informative and explanatory texts with a defined topic and closing sentence. (CCR W2.A)
2. Write narratives with two or more events in sequence and including:
 - a. Details (CCR W3.A)
 - b. Sequence words (First, Then, Next, etc.) (CCR W3.A)
 - c. Closing (CCR W3.A)
3. Participate in the writing process with guidance and support:
 - a. Select a focused topic. (CCR W5.A)
 - b. Ask and answer questions about writing during peer review.(CCR W5.A)
 - c. Strengthen writing by adding or clarifying details as needed.(CCR W5.A)
 - d. Use many digital tools to write and participate in peer review. (CCR W6.A)
 - e. Publish writing using many digital tools. (CCR W6.A)
4. Participate in shared research and writing projects. (CCR W7.A)
5. Write answers to questions by recalling information from experiences and/or gathering information from sources provided. (CCR W8.A)

Speaking/Listening

Students Will Be Able To:

1. Participate in collaborative conversations with large and small groups. (CCR SL1.A)
2. Ask and answer questions about key details of a reading or listening to confirm understanding. (CCR SL2.A)
3. Ask and answer questions to get clarification, to seek help, or to get more information when necessary. (CCR SL2.A; 3.A)
4. Describe people, places, things, and events clearly using relevant details. (CCR SL4.A)
5. Speak in complete sentences when appropriate. (CCR SL6.A)
6. Speak audibly to express ideas and feelings clearly. (CCR SL6.A)

Language

		Students Will Be Able To: 1. Use and understand correct: a. Printed upper- and lower-case letters (CCR L1.A a) b. Capitalization conventions (CCR L2.A a,b) c. Punctuation conventions (CCR L2.A c, d,e) d. Common spelling rules (CCR L2.A g,h) 2. Determine or clarify the meaning of words and phrases, using the following strategies: (CCR L4.A) a. Looking in a picture dictionary b. Asking a peer c. Asking the teacher 3. Use newly acquired words and phrases in reading and writing (words from conversations, readings, etc.). (CCR L6.A) 4. Understand spoken words, syllables, and sounds. (CCR RF2.A) 5. Understand the relationships between words (prefixes, suffixes, common root words, etc.) with guidance and support. (CCR L4.A b,c) 6. Use frequently occurring conjunctions (and, but, or) to signal simple relationships. (CCR L6.A) 7. Understand and use correct English grammar when writing or speaking: a. Form and use the simple verb tenses (CCR L1.B.h) b. Recognize and correct subject-verb agreement (CCR L1.B.i) c. Form and use regular and irregular plural nouns (CCR L1.B.c) d. Form and use the past tense of common irregular verbs (CCR L1.B.e)
	ACES/TIF	Effective Communication: 1a, 1b, 1c, 2a Learning Strategies: 1a, 1b, 1c, 2a, 2b, 3a, 3b Critical Thinking: 1a, 1b, 1c, 2a

		Self-Management: 1a, 1b, 2a, 2b, 3a, 3b Developing a Future Pathway: 1a, 1b, 2a Navigating Systems: 1a, 2a
	Northstar	Basic Computer Skills (all), Internet Basics (all)
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Ventures 1 Student Book and Workbook, Ellii, English Unlocked Beginning, Teacher-Created Materials, ABC English Phonics Level 2/3	

Course name	Level 3	
Site and schedule	MORE House Mon- Thu 9:00 am - 1:00pm	
Delivery method (In-person, hybrid, DL, combination)	In person with 1-2 students joining online for 1-2 hours/day	
Target student population (including cut scores, score ranges, completion criteria)	High Beginning and Low Intermediate Students with CASAS Scores of 207 - 227	
Course goals	Students will improve speaking, listening, reading and writing skills. Students focus on improving reading and life skills, such as personal information, classroom, health, family, shopping, work, and free time. Based on scores from CASAS reading and listening assessments and ABLE testing scores, students will advance to Level 4 class.	
Course content	CCRS	<u>Reading:</u> Students Will Be Able To: 1. Ask and answer who, what, when, where, and why questions about key details in a reading. (CCR R1.B) 2. Identify the main idea and key details in a reading. Understand how key details support the main idea. (CCR R2.B) 3. Understand a series of events or steps in a process in a reading and describe it using time and sequence words, and cause and effect. (CCR R3.B) 4. Ask and answer questions to understand the meaning of words or phrases in a text. (CCR R4.A)

5. Use text features (captions, bold print, subheadings, glossaries, indexes, menus, hyperlinks, and icons) and search tools to find information in a reading. (CCR R5.B)
6. Identify the author's purpose (to explain, to describe, to answer a question) in a reading. (CCR R6.B)
7. Interpret illustrations and pictures in a reading and understand why they are included in the reading. (CCR R7.B)
8. Identify and retell the reasons an author gives to support the points in a reading. (CCR R8.A)
9. Compare and contrast the important points in two readings on the same topic. (CCR R8.B)
10. Read.
 - a. Read fluently and accurately to support comprehension (CCR RF.4B)

Writing

Students Will Be Able To:

1. Write about their opinion using:
 - a. Reasons to support their opinion (CCR W1.Bb)
 - b. Introduce the topic (CCR W1.Ba)
 - c. Create an organizational structure that lists reasons (CCR W1.Bb)
2. Write clear informative texts that:
 - a. Introduce a topic (CCR W2.Ba)
 - b. Group related information together (CCR W2.Ba)
 - c. Use illustrations when necessary (CCR W2.Ba)
 - d. Develop the topic with facts, definitions, and details (CCR W2.Bb)
3. Write narratives with two or more events in sequence and including:
 - a. Details (CCR W3.A)
 - b. Sequence words (First, Then, Next, etc.) (CCR W3.A)
 - c. Closing (CCR W3.A)
4. Participate in the writing process by:
 - a. Planning (graphic organizers, brainstorming, etc.) (CCR W5.B)

- b. Revising (peer review, including use of digital tools) (CCR W5.B)
- c. Editing (peer review, including use of digital tools) (CCR W5.B)
- d. Publishing writing using a variety of digital tools (CCR W6.A)
- 5. Participate in shared research and writing projects. (CCR W7.A)
- 6. Choose words and phrases for effect. (CCR L4.B.a)
- 7. Write answers to questions by recalling information from experiences and/or gathering information from sources provided. (CCR W8.A)

Speaking/Listening

Students Will Be Able To:

- 1. Participate in small and large group discussions:
 - a. Come to a discussion prepared (i.e. having read necessary materials and formed some opinions on the topic) (CCR SL1.B.a)
 - b. Follow agreed-upon rules for discussions (CCR SL1.B.b)
 - c. Build on others' comments in a discussion (CCR SL1.A.b)
 - d. Ask questions for clarity throughout the discussion (CCR SL1.A.c)
- 2. Determine the main ideas and supporting details of a text presented orally, quantitatively, or visually. (CCR SL2.B)
- 3. Ask and answer questions about information given by a speaker. (CCR SL3.B)
- 4. Describe people, places, things, and events clearly using relevant details. (CCR SL4.A)
- 5. Choose words and phrases for effect. (CCR L3.B.a)
- 6. Speak in complete sentences to provide extra detail or clarification. (CCR SL6.B)

Language

Students Will Be Able To:

- 1. Understand and use correct spelling, capitalization, and punctuation:
 - a. Capitalize holidays, product names, and geographic names (CCR L2.B.a)
 - b. Capitalize words in titles (CCR L2.B.b)

		c. Use commas in greetings and closings of letters (CCR L2.B.c) d. Use commas in addresses (CCR L2.B.d) e. Use an apostrophe for contractions and common possessives (CCR L2.B.f) f. Form and use possessives (CCR L2.B.g) g. Appropriately spell common words and use common spelling rules (CCR L2.B.h,i,j) h. Use dictionaries and other reference materials to check appropriate spelling (CCR L2.B.k) 2. Understand and use correct English grammar when writing or speaking: a. Use collective nouns (CCR L1.B.a) b. Explain and identify nouns, pronouns, verbs, adjectives, and adverbs (CCR L1.B.b) c. Form and use regular and irregular plural nouns (CCR L1.B.c) d. Use reflexive pronouns (CCR L1.B.d) e. Form and use the past tense of common irregular verbs (CCR L1.B.e) f. Use abstract nouns (CCR L1.B.f) g. Form and use regular and irregular verbs (CCR L1.B.g) h. Form and use the simple verb tenses (CCR L1.B.h) i. Recognize and correct subject-verb agreement (CCR L1.B.i) j. Recognize and correct pronoun-antecedent agreement (CCR L1.B.i) k. Form, use, and appropriately choose comparative and superlative adjectives (CCR L1.B.j) l. Use coordinating and subordinating conjunctions (CCR L1.B.k) m. Produce simple, compound, and complex sentences (CCR L1.B.l) n. Produce, add to, and rearrange complete simple and compound sentences (CCR L1.B.m) 3. Recognize the differences between the conventions of written and spoken English. (CCR L3.B.b)
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		4. Determine or clarify the meaning of words and phrases, using the following strategies: a. Use context clues to determine the meaning of an unknown word (CCR L4.B.a) b. Use known root word as a clue to the meaning of an unknown word with the same root (CCR L4.B.c) c. Use known words to determine the meaning of compound words (CCR L4.B.d) d. Use glossaries and beginning dictionaries (print and digital) (CCR L4.B.e) 5. Distinguish between the literal and non-literal meanings of words and phrases in context. (CCR L4.B)
	ACES/TIF	Effective Communication: 1a, 1b, 1c, 1d, 1e, 2a, 2c, 3a, 3c Learning Strategies: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 2a, 2b, 2c, 3a, 3b, 3c, 3d Critical Thinking: 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 4a Self-Management: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 3a, 3b, 3c Developing a Future Pathway: 1a, 1b, 2a Navigating Systems: 1a, 1b, 1c, 2a, 2b, 2d
	Northstar	Basic Computer Skills (all), Internet Basics (all)
	Other (e.g. career/ occupational content, science,	

	social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Ventures 2 Student Book and Workbook, Ellii, English Unlocked Intermediate, Teacher-Created Materials, ABC English Phonics Level 3/4	

Course name	Level 4	
Site and schedule	MORE House Mon- Thu 9:00 am - 1:00pm	
Delivery method (In-person, hybrid, DL, combination)	In person with 1-2 students joining online for 1-2 hours/day	
Target student population (including cut scores, score ranges, completion criteria)	High Intermediate and Low Advanced Students with CASAS Scores of 228+	
Course goals	Students will improve speaking, listening, reading and writing skills. Students focus on improving reading, and life skills, such as personal information, classroom, health, family, shopping, work, and free time. Based on scores from CASAS reading and listening assessments and ABLE testing scores, students will advance to a pre-GED or other class, depending on their goals.	
	CCRS	<u>Reading:</u> Students Will Be Able To:

Course content

1. Explain and draw inferences from a text, referring to details and examples and quoting from the text. Use primary and secondary sources to support analysis. (CCR R1.C,D)
2. Determine the theme or central idea of a text, drama, or prose, and explain how it is supported by key details. (CCR R2.C)
3. Summarize a text separate from personal ideas or opinions. Include the main ideas or conclusions of the text. (CCR R2.D)
4. Understand a series of events or steps in a process in a reading and describe them using time and sequence words, cause and effect, and explaining why something happened. (CCR R3.B,C)
5. Determine the meaning of words and phrases in a variety of text types (prose, poetry, drama, etc.) and analyze the impact of word choice on meaning or tone. (CCR R4.C,D)
6. Use text features (captions, bold print, subheadings, glossaries, indexes, menus, hyperlinks, and icons) and search tools to find information in one or more readings. (CCR R5.B)
7. Describe the overall structure of a text (chronology, comparison, cause/effect, problem/solution). (CCR R5.C)
 - a. Compare and contrast the structure of texts. (CCR R5.C)
 - b. Analyze how a particular part of a text (sentence, paragraph, chapter, etc.) contributes to the overall structure and development of ideas. (CCR R6.D)
8. Identify the author's purpose (to explain, to describe, to answer a question) in a reading and the aspects of the text that reveal purpose or point of view (loaded language, inclusion or avoidance of certain facts). (CCR R6.B,C,D)
 - a. Separate their own point of view from that of the author. (CCR R6.B)
 - b. Analyze the points of view in various accounts on the same topic or event. (CCR R6.C,D)
 - c. Analyze how the author responds to or acknowledges conflicting evidence or viewpoints. (CCR R6.D)

9. Interpret illustrations, graphs, diagrams, interactive Web tools, and pictures in a reading and understand why they are included in the reading. (CCR R7.B,C)
 - a. Make connections between visual representations and words in a text. (CCR R7.C,D)
10. Identify and retell the reasons an author gives to support the points in a reading. Identify which reasons support which points in a reading. (CCR R8.B,C)
11. Compare and contrast the important points and key details in two readings on the same topic. Integrate information from one or more text to be able to knowledgeably speak or write about the topic. (CCR R9.B,C)
12. Read
 - a. Use roots and affixes to sound out and understand new words. (CCR RF.3.C)
 - b. Use expression to accurately read prose and poetry. (CCR RF.4.C.b)
 - c. Use context to recognize and understand new words, rereading when necessary. (CCR RF.4.C.c)

Writing

Students Will Be Able To:

1. Write about their opinion by:
 - a. Using linking words and phrases (because, therefore, since, for example) to connect opinion and reasons (CCR W1.B.c)
 - b. Providing a conclusion (CCR W1.B.d)
2. Write clear informative texts that:
 - a. Introduce a topic (CCR W2.B,C.a)
 - b. Group related information together into paragraphs (CCR W2.B,C.a)
 - c. Use formatting (headings,etc.), illustrations, and multimedia when necessary (CCR W2.C.a)
 - d. Develop the topic with facts, definitions, details, quotes, and other examples as necessary (CCRW2.B.b)

		e. Use linking words (also, another, for example, also, because, more, and, but, etc.) to connect ideas within categories of information (CCR W2.B,C.c) f. Use precise information and appropriate vocabulary to explain the topic (CCR W2.C.d) g. Provide a relevant concluding statement or section (CCR W2.C.e) 3. Write narratives with two or more events in sequence and including: a. Details to describe thoughts, actions, and feelings (CCR W3.B) b. Sequence words (First, Then, Next, etc.) (CCR W3.B) c. Closing (CCR W3.B) 4. Produce clear writing that is appropriately organized and developed and considers task, purpose, and audience. (CCR W4.B) 5. Participate in the writing process by: a. Planning (graphic organizers, brainstorming, etc.) (CCR W5.B) b. Revising (peer review, including use of digital tools) (CCR W5.B) c. Editing (peer review, including use of digital tools) (CCR W5.B) d. Publishing writing using a variety of digital tools (using keyboarding skills) (CCR W6.B) 6. Conduct short, independent research projects about a given topic. (CCR W7.B) 7. Use literary or informational texts to support analysis and reflection in writings. (CCR W9.C) 8. Write answers to questions by recalling information from experiences and/or gathering information from sources provided. (CCR W8.B) 9. Take notes on given texts and sort evidence into provided categories. (CCR W8.B) 10. Apply reading standards for literature and informational texts in writing. (CCR W9.C) <u>Speaking/Listening</u> Students Will Be Able To: 1. Participate in small and large group discussions:
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		a. Come to a discussion prepared (i.e. having read necessary materials and formed some opinions on the topic) (CCR SL1.C.a) b. Follow agreed-upon rules for discussions and fill given discussion roles (CCR SL1.C.b) c. Ask questions to clarify understanding, stay on topic, and link comments to the comments of others (CCR SL1.C.c) d. Ask questions to continue the discussion (CCR SL1.C.c) e. Explain their ideas and understanding in light of the discussion (CCR SL1.C.d) f. Review key ideas from a discussion and draw conclusions based on these ideas (CCR SL1.C.d) 2. Determine the main ideas and supporting details of a text presented orally, quantitatively, or visually. (CCR SL2.B) 3. Summarize a text presented orally, quantitatively, or visually. (CCR SL3.C) 4. Paraphrase a text presented orally, quantitatively, or visually. (CCR SL3.C) 5. Give a report on a topic, text, or story: a. Use appropriate speed and clarity of speech (CCR SL4.C) b. Use appropriate descriptive detail and relevant facts to support the main ideas (CCR SL4.C) c. Sequence ideas logically (CCR SL4.C) 6. Use multimedia as well as visuals to support main ideas when presenting on a topic. (CCR SL5.C) 7. Speak in complete sentences to provide extra detail or clarification. (CCR SL6.B) <u>Language</u> Students Will Be Able To: 1. Understand and use correct spelling, capitalization, and punctuation: a. Use correct capitalization (CCR L2.C.a) b. Use commas and quotation marks for direct speech and quotations from a text (CCR L2.C.b)
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		c. Use punctuation to separate words or phrases in a series (CCR L2.C.c) d. Use a comma after an introductory element in a sentence (In other words,; To conclude,; etc.) (CCR L2.C.d) e. Use commas for tag questions, direct address, and to separate yes and no (i.e. That's it, right?; Is this yours, Steve?; Yes, thank you.) (CCR L2.C.e) f. Correctly use underlining, quotation marks, or italics for titles (CCR L2.C.f) g. Use commas before coordinating conjunctions in compound sentences (CCR L2.C.g) h. Spell common words correctly, using reference materials as necessary (CCR L2.C.h) 2. Understand and use correct English grammar when writing or speaking: a. Form, use, and appropriately choose conjunctions, prepositions, and interjections (CCR L1.C.a) b. Use relative pronouns (who, whose, whom, which, that) and adverbs (where, when, why) (CCR L1.C.b) c. Form and use the progressive verb tenses (CCR L1.C.c) d. Form and use the perfect tenses (CCR L1.C.e) e. Use modals (can, may, must, have to, etc.) (CCR L1.C.d) f. Distinguish between the use of various verb tenses (various times, sequences, states, conditions) and correct inappropriate shifts in verb tense (CCR L1.C.f,g) g. Correctly order adjectives in a string (ex. small red bag rather than red small bag) (CCR L1.C.h) h. Form and use prepositional phrases (CCR L1.C.i) i. Use correlative conjunctions (either/or, neither/nor) (CCR L1.C.j) j. Produce complete sentences and correct fragments and run-ons (CCR L1.C.k) k. Correctly use commonly confused words (to, too, two; there, their) (CCR L1.C.l)
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		3. Use knowledge of language to appropriately navigate the following purposes: a. Choose words and phrases to precisely convey ideas (CCR L3.C.a) b. Choose punctuation for effect (CCR L3.C.b) c. Choose between formal and informal English depending on the situation (CCR L3.C.c) d. Expand, combine, and reduce sentences to help a reader/listener understand or to change meaning (CCR L3.C.d) e. Compare and contrast the dialects or registers of English used in stories, dramas, or poems (CCR L3.C.e) 4. Determine or clarify the meaning of words and phrases, using the following strategies: a. Use context clues (CCR L4.C.a) b. Use common Greek and Latin roots and suffixes as clues to meanings (CCR L4.C.b) c. Use glossaries and beginning dictionaries (print and digital) (CCR L4.C.c) d. Use synonyms, antonyms, homographs, etc. to better understand the unknown word (CCR L5.C.c) 5. Understand the shades of meaning and relationships between words: a. Understand the literal and non-literal meanings of words (CCR L5.B.a) b. Interpret figurative language (similes and metaphors) (CCR L5.C.a) c. Recognize and explain the meaning of common idioms and proverbs (CCR L5.C.b) d. Identify real-life connections between a word and its use (CCR L5.B.b) e. Distinguish shades of meaning between words that describe degrees of certainty or states of mind (e.g. knew, believed, suspected, heard, wondered) (CCR L5.B.c) 6. Acquire and use academic vocabulary that
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		a. Signal precise actions, emotions, or states (whined, stammered, quizzed, etc.) (CCR L6.C) b. Are basic to a specific topic (CCR L6.C) c. Signal contrast, addition, and other logical relationships (however, although, nevertheless, similarly, moreover, in addition, etc.) (CCR L6.C)
	ACES/TIF	Effective Communication: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 3a, 3b, 3c Learning Strategies: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c Critical Thinking: 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d Self-Management: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 3e Developing a Future Pathway: 1a, 1b, 1c, 1d, 2a, 2b, 2a, 2b Navigating Systems: 1a, 1b, 1c, 2a, 2b, 2c, 2d
	Northstar	Basic Computer Skills (all), Internet Basics (all), Using Email (all)
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other	Ventures 3 and 4 Student Books and Workbooks, Ellii, English Unlocked Advanced, Teacher-Created Materials, ABC English Phonics Level 4 and Fast-Track	

instructional materials		
Course name	Workplace Speaking/Listening	
Site and schedule	BIX Produce Company Mon 3:00 - 5:00PM	
Delivery method (In-person, hybrid, DL, combination)	In person at students' workplace for two hours per week.	
Target student population (including cut scores, score ranges, completion criteria)	Pre-Literate through high beginning students with CASAS Scores of 160 - 206	
Course goals	Students will improve speaking, listening, reading and writing skills. Students focus on improving phonics, reading, and job skills such as reporting safety accidents, calling in sick to work, understanding paystubs, and talking to managers. Based on scores from CASAS reading assessments, students will advance to Workplace Reading/Writing class.	
Course content	CCRS	Reading: 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL. 2.1) 2. Determine the main topic and retell key details of a text. (RI. 1.2) 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI. 3.3)

	4. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (RI.1.5) 5. Use the illustrations and details in a text to describe its key ideas (e.g. maps, charts, photographs, political cartoons, etc.) (RI.1.7) Writing: 1. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.3) 2. With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (W.1.8) Speaking/Listening: 1. Participate in collaborative conversations with diverse partners in small and larger groups. a. Follow agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion) b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. ASk questions to clear up any confusion about the topics and texts under discussion (SL.1.1) 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2) 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3) 4. Describe people, places, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4) 5. Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)
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		6. Produce complete sentences when appropriate to task and situation. (SL.1.6) Language: 1. Use and understand correct: b. Printed upper- and lower-case letters (CCR L1.A a) c. Capitalization conventions (CCR L2.A a,b) d. Punctuation conventions (CCR L2.A c, d,e) e. Common spelling rules (CCR L2.A g,h) 3. Determine or clarify the meaning of words and phrases, using the following strategies: (CCR L4.A) a. Asking a peer b. Asking the teacher 5. Understand spoken words, syllables, and sounds. (CCR RF2.A) 7. Use frequently occurring conjunctions (and, but, or) to signal simple relationships. (CCR L6.A) 8. Understand and use correct English grammar when or speaking: b. Form and use the simple verb tenses (CCR L1.B.h) c. Recognize and correct subject-verb agreement (CCR L1.B.i) d. Form and use regular and irregular plural nouns (CCR L1.B.c) e. Form and use the past tense of common irregular verbs (CCR L1.B.e)
	ACES/TIF	Effective Communication: 1a, 1c, 1e, 1f, 2a Learning Strategies: 1a, 1d, 1e, 3a, 3d Critical Thinking: 2a Self-Management: none

		Developing a Future Pathway: 2a, 3a
		Navigating Systems: 1a, 2a, 2b, 2c, 3a, 3b
	Northstar Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Phone Keyboard Basics and Logging In Using a scale and ruler Understanding 401K and Employer Insurance Plans
Course text(s), educational technology, other instructional materials	MORE-created Curriculum in partnership with BIX, English Unlocked Beginning, Ventures 1 Health Unit	

Course name	Workplace Reading/Writing
Site and schedule	BIX Produce Company Tuesdays 3:00 - 5:00PM
Delivery method (In-person, hybrid, DL, combination)	In person at students' workplace for 2 hours per week.
Target student population (including cut scores, score ranges, completion criteria)	Low Intermediate - Advanced Students with CASAS Scores of 207 - 239.

Course goals	Students will improve reading and writing skills. Students focus on improving reading and writing in job skills, such as filing safety reports, completing sick notes, writing and reading emails, and understanding benefits. Based on scores from CASAS reading assessments, students will advance out of classes unless they choose to go on to Workplace Digital Literacy class.	
Course content	CCRS	<u>Reading:</u> Students Will Be Able To: 2. Ask and answer who, what, when, where, and why questions about key details in a reading. (CCR R1.B) 3. Identify the main idea and key details in a reading. Understand how key details support the main idea. (CCR R2.B) 4. Understand a series of events or steps in a process in a reading and describe it using time and sequence words, and cause and effect. (CCR R3.B) 5. Ask and answer questions to understand the meaning of words or phrases in a text. (CCR R4.A) 6. Use text features (captions, bold print, subheadings, glossaries, indexes, menus, hyperlinks, and icons) and search tools to find information in a reading. (CCR R5.B) 8. Interpret illustrations and pictures in a reading and understand why they are included in the reading. (CCR R7.B) 10. Compare and contrast the important points in two readings on the same topic. (CCR R8.B) 11. Read. b. Read fluently and accurately to support comprehension (CCR RF.4B) <u>Writing</u> Students Will Be Able To: 3. Write clear informative texts that: b. Introduce a topic (CCR W2.Ba) c. Group related information together (CCR W2.Ba)

		d. Use illustrations when necessary (CCR W2.Ba) e. Develop the topic with facts, definitions, and details (CCR W2.Bb) 4. Write narratives with two or more events in sequence and including: b. Details (CCR W3.A) c. Sequence words (First, Then, Next, etc.) (CCR W3.A) d. Closing (CCR W3.A) 5. Participate in the writing process by: b. Planning (graphic organizers, brainstorming, etc.) (CCR W5.B) c. Revising (peer review, including use of digital tools) (CCR W5.B) d. Editing (peer review, including use of digital tools) (CCR W5.B) e. Publishing writing using a variety of digital tools (CCR W6.A) 6. Participate in shared research and writing projects. (CCR W7.A) 7. Choose words and phrases for effect. (CCR L4.B.a) 8. Write answers to questions by recalling information from experiences and/or gathering information from sources provided. (CCR W8.A) <u>Speaking/Listening</u> Students Will Be Able To: 1. Determine the main ideas and supporting details of a text presented orally, quantitatively, or visually. (CCR SL2.B) 2. Describe people, places, things, and events clearly using relevant details. (CCR SL4.A) 3. Speak in complete sentences to provide extra detail or clarification. (CCR SL6.B) <u>Language</u> Students Will Be Able To: 2. Understand and use correct spelling, capitalization, and punctuation: b. Capitalize holidays, product names, and geographic names (CCR L2.B.a) c. Capitalize words in titles (CCR L2.B.b) d. Use commas in greetings and closings of letters (CCR L2.B.c)
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		f. Use an apostrophe for contractions and common possessives (CCR L2.B.f) g. Form and use possessives (CCR L2.B.g) h. Appropriately spell common words and use common spelling rules (CCR L2.B.h,i,j) i. Use dictionaries and other reference materials to check appropriate spelling (CCR L2.B.k) 3. Understand and use correct English grammar when writing or speaking: b. Use collective nouns (CCR L1.B.a) c. Explain and identify nouns, pronouns, verbs, adjectives, and adverbs (CCR L1.B.b) d. Form and use regular and irregular plural nouns (CCR L1.B.c) e. Use reflexive pronouns (CCR L1.B.d) f. Form and use the past tense of common irregular verbs (CCR L1.B.e) g. Use abstract nouns (CCR L1.B.f) h. Form and use regular and irregular verbs (CCR L1.B.g) i. Form and use the simple verb tenses (CCR L1.B.h) j. Recognize and correct subject-verb agreement (CCR L1.B.i) k. Recognize and correct pronoun-antecedent agreement (CCR L1.B.i) l. Form, use, and appropriately choose comparative and superlative adjectives (CCR L1.B.j) m. Use coordinating and subordinating conjunctions (CCR L1.B.k) 4. Recognize the differences between the conventions of written and spoken English. (CCR L3.B.b)
	ACES/TIF	Effective Communication: 1a, 1b, 1c, 1e, 2b, 3a, 3b Learning Strategies: 1a, 1b, 1c, 1d, 1e, 1f, 2b, 2c, 3c, 3d Critical Thinking:

		2a, 2b, 2c, 2d, 2e Self-Management: 1a, 1b, 1c, 1d, 1e, 1f, 2a Developing a Future Pathway: 1a, 1b Navigating Systems: 1a, 1b, 2a, 2b, 3a, 3b, 3c, 3d
	Northstar	Internet Basics, Using Email
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Using a scale and ruler Understanding 401K and Employer Insurance Plans Understanding Safety Signs at BIX Safe Quality Food Handling (SQF)
Course text(s), educational technology, other instructional materials	MORE-created Curriculum in partnership with BIX, English Unlocked Intermediate, Ventures 3 Health Unit	

Course name	Workplace Digital Literacy
Site and schedule	BIX Produce Company Wednesdays 3:00 - 5:00PM
Delivery method (In-person, hybrid, DL, combination)	In person at students' workplace for 2 hours per week.
Target student population	High Intermediate through Advanced students with CASAS scores of 206 or above.

(including cut scores, score ranges, completion criteria)		
Course goals	Students will improve digital literacy skills to support their work and possible promotion into management roles. They will practice skills such as using Microsoft applications, using email, internet basics, and file management.	
Course content	CCRS	
	ACES/TIF	
	Northstar	Basic Computer Skills, Microsoft Word, Microsoft Excel, Microsoft Powerpoint, Using Email
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Logging into BIX Intranet, Understanding and working within BIX hierarchy
Course text(s), educational technology, other instructional materials	Northstar Curriculum, Northstar Online Learning, Ellii	

Course name	Keytronic Workplace Class - ITAR, Components of a Circuit Board
Site and schedule	Keytronic Tuesdays and Thursdays 1:30 - 2:30pm
Delivery method (In-person, hybrid, DL, combination)	In person at students' worksite.

Target student population (including cut scores, score ranges, completion criteria)	Employees of Keytronic that work with circuit boards and fall into ESL levels 3-6.	
Course goals	Students will improve speaking, listening, reading and writing skills as they reinforce knowledge of job-specific regulations and vocabulary.	
Course content	CCRS	Reading: 1. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI.4.3) 2. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. (RI.5.4) 3. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5) Writing: 4. Recall information from experiences or gather information from print and digital sources: take brief notes on sources and sort evidence into provided categories (W.3.8) Language: 5. Understand and use question words (interrogatives) (e.g. who, what, where, when, why, how). 6. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibility from a range of strategies. a. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and

		determine or clarify the precise meaning of key words and phrases. (L.4.4 and 5.4 merge) 7. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. 8. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure subject-verb and pronoun-antecedent agreement. b. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. c. Form and use verbs in the passive and active voice.
	ACES/TIF	
	Northstar	
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Students will be able to: 1. Understand the format of multiple-choice questions and answers 2. Identify and understand the regulation structure of International Traffic in Arms Regulations (ITAR) 3. Identify and understand the governmental structure regulating ITAR 4. Describe purpose of OFAC, BIS and DDTC 5. Understand the function of OFAC regulation 6. Understand the concept of exports and component parts 7. Identify the role of BIS and EAR in export regulation 8. Understand the role of EAR in regulation 9. Understand what items are regulated by DDTC 10. Understand the difference between items regulated by BIS-EAR and DDTC-ITAR 11. Use and understand the vocabulary words <i>defense articles, technical data, plan, drawing, component, product, dual-purpose, and munitions</i>. 12. Define the acronyms DDTC, ITAR, and USML. 13. Answer multiple-choice questions using test-taking strategies. 14. Recreate the regulation structure of ITAR 15. Understand and use the words <i>significant military equipment, restricted parties, Military Electronic, 21 Categories, and Category XI</i>. 16. Understand and use the words <i>public domain, documents, and transfers</i> 17. Use test-taking strategies to answer questions about new information

		18. Understand the consequences of inappropriate disclosure 19. Understand and use the words <i>discuss</i>, <i>penalties</i>, <i>fine</i>, and <i>debarment</i> 20. Label circuit components 21. Describe what components do using key verbs 22. Identify and use key vocabulary words <i>function</i>, <i>transformer</i>, <i>crystal</i>, <i>IC</i>, and <i>circuit</i> 23. Distinguish between components and processes 24. Connect meaning, symbol, abbreviation, and function for learned vocabulary words 25. Use process verbs to describe the function of each learned vocabulary word 26. Use prepositions to place components correctly on a board 27. Identify absolute words in a sentence 28. Use knowledge of absolute words to assist in test taking 29. Understand and use the words <i>placement</i>, <i>switch</i>, <i>relays</i>, <i>semiconductors</i>, and <i>bridge rectifier</i> 30. Understand and use the words <i>batteries</i>, <i>connectors</i>, <i>contact</i>, <i>leads</i>, <i>polarity</i>, and <i>through-hole</i> 31. Understand and use the words <i>calibration</i>, <i>ESD</i>, <i>ICT</i>, and <i>FCT</i> 32. Understand and use the words <i>solder</i>, <i>solder paste</i>, <i>flux</i>, <i>solder joint</i>, and <i>terminations</i> 33. Understand the process and flow of WIPs (Works in Progress) at Keytronic 34. Distinguish between components and processes 35. Understand and use the words <i>bridge</i>, <i>tombstone</i>, <i>short</i>, <i>anomaly</i>, and <i>SPI</i> 36. Appropriately report a board problem to a supervisor 37. Choose the correct action to solve a board problem
Course text(s), educational technology, other instructional materials	All materials created in consultation between MORE and Keytronic.	

