

Instructional Program Description

Consortium name	Adult Options in Education
Staff Contact	Chelsea Ritland
Date of last update	April, 2025
Policy guidance	From Minnesota ABE Policies website (www.mnabe.org/abe-law-policy/mn-abe-policies): • Eligible Content Policy • Distance Learning Policy
Additional resources	ATLAS website (www.atlasabe.org) WIOA Regulations and Definitions (available at www.mnabe.org/abe-law-policy/federal-law-wioa) 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	Adult Academics I	
Site and schedule	Eisenhower Community Center 1001 Highway 7 Hopkins, MN 55305 AM: Monday - Thursday 9:15 am - 12:15 am PM: Tuesday - Thursday 6:00 pm - 8 pm	
Delivery method (In-person, hybrid, DL, combination)	DL	
Target student population (including cut scores, score ranges, completion criteria)	Native English speakers and Advanced ESL students with a score below TABE Language Level 3 and CASAS Reading Level 5. Completion criteria is a TABE Language Level 3 and CASAS Reading Level 5.	
Course goals	By the completion of the course, students will be able to improve their knowledge and use of Language, Writing, and Reading, raise their TABE Language Level to a 3 or higher and their CASAS Reading Level to a 4 or 5.	
Course content	CCRS	Language Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing Anchor 3: Apply knowledge of language to understand how language functions in different contexts; to make effective choices for meaning or style, and to comprehend more fully while reading or listening.

	Anchor 4: Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor 5: Determine understanding of figurative language, word relationships, and nuances in word meanings. Anchor 6: Acquire and use accurately a range of 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 encountered a word or phrase important to comprehension or expression. Writing Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Anchor 3: Write narratives to develop real or imagined experiences or events using effective techniques, well chosen details and well structured event sequences. Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Anchor 6: Use technology, including the internet, to produce and publish writing and to interact and collaborate with others. Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. Reading Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the style of a text.
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		Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. RF .3: Know and apply grade level phonics and word analysis skills in decoding words. RE .4: Read with sufficient accuracy and fluency to support comprehension.
	ACES/TIF	EC 1a, b, c, d, e EC 2c EC 3a, b, c LS 1a, b, c, d, e, f, g LS 2a, b, c, d LS 3a, b, c, d LS 4a, b, c ALS 1a, b, c, d ALS 2a, b, c, d ALS 3a, b, c, d, e, g, i, j, k ALS 5a, b, c, d, e, f, g CT 1a, b, c, d CT 2a, b, c, d, e CT 3a, b, c, d CT 4a, b, c, d SM 1a, b, c, d, e, f SM 2a, b, c SM 3a, b, c, d, e, f
	Northstar	Referring to Northstar to fill skill gaps as needed, including Basic Computer Skills, World Wide Web, Email, Microsoft Word, Distance Learning
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Google Docs, Google Slides, civics, career/occupational content, Microsoft
Course text(s), educational technology, other instructional materials	-ReadingSkills4Today -Mechanics, Usage, and Grammar (M.U.G) Exercises -Achieving TABE Success in Language -iCivics -MobyMax -Marshall Leveled Reading Program	

	-Easyteacherworksheets.com -Kahoots -PearDeck -Canvas -Canva -Newsela -G Suite -Englishlinx.com -Teacher constructed materials -Kaplan GED Study Guide
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Course name	Adult Academics II	
Site and schedule	Eisenhower, Hopkins M-Th 9:15 - 12:15 A.M., T and Th 6:00-8:00 PM	
Delivery method (In-person, hybrid, DL, combination)	Online only	
Target student population (including cut scores, score ranges, completion criteria)	The target population is students testing at ABE level 4 and above in Reading and testing at an ABE Language level of 3 and above Completion Criteria: higher than level 6 on the CASAS Goals Reading; 657 or higher on TABE 11/12 math; 631 or higher on TABE 11/12 Language or attain GED	
Course goals	By the end of this course students will be able to improve their reading, writing, language, math, science and social studies skills to prepare them for passing the GED. Some students will pass the GED, attain employment or additional education.	
	CCRS	Reading Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Course content	Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Anchor 6: Assess how point of view or purpose shapes the content and style of a text. Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently. Writing Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well chosen details and well structured event sequences. Anchor 4: Produce clear and coherent writing which the development, organization, and style are appropriate to task, purpose, and audience. Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
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		Language Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Anchor 4: Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Anchor 6: Acquire and use accurately a range of 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 encountering a word or phrase important to comprehension or expression. Foundational Skills RF.3. Know and apply grade level phonics and word analysis skills in decoding words. RF.4 Read with sufficient accuracy and fluency to support comprehension. Mathematics Levels A-E as appropriate to specific area of study.
	ACES/TIF	EC 1a,b,c,d, e, f 2b, c 3,b,c LS 1a, b, c, d, e, f, g 2a, c, d 3a,c,d 4a,b,c ALS 1a,b,c 2a,b,c,d 3a,b,c,d,e,g,h,i,k 5a,b,c,d,e,f,g N 1,2,3,4,5 CT 1, 2, 3, 4 a, b SM 1,2,3 NS 1, 2, 3a,b,c
	Northstar	Basic Computer Skills, World Wide Web, Email, Google Docs, Distance Learning, keyboard
	Other (e.g. career/ occupational content, science, social studies,	

	IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Kaplan GED test Prep Steck Vaughn Reasoning Through Language Arts Test Preparation for the 2014 GED Test Steck Vaughn Social Studies Test Preparation for the 2014 GED Test Steck Vaughn Science Test Preparation for the 2014 GED Test Steck Vaughn Mathematics Test Preparation for the 2014 GED Test New Readers Press Social Studies for the GED Test Steck-Vaughn Keys to Success Science, Language Arts Writing, Mathematics, Social Studies Contemporary's Achieving TABE Success in Reading, in Language, in Mathematics Math Sense Operations, Math Sense Problem Solving, Math Sense Analysis; Number Power series, Online resources: GED.com, EdReady, MobyMax, Khan Academy, Readingskills4today.com	

Course name	Math workshop	
Site and schedule	Eisenhower, Hopkins Tuesday and Thursday 1:00-2:30	
Delivery method (In-person, hybrid, DL, combination)	online only	
Target student population (including cut scores, score ranges, completion criteria)	CASAS Steps Reading ESL level 4 and higher who are interested in improving math skills (ESL low intermediate and higher)	
Course goals	Improve students' math skills by individual and group instruction.	
	CCRS	Level A Understand place value.

Course content

Use place value understanding and the properties of operations to add and subtract.
Represent and solve problems involving addition and subtraction.
Understand and apply properties of operations and the relationship between addition and subtraction.
Measure lengths indirectly and by iterating length units.
Represent and interpret data.

Level B

Understand Place Value
Use place value understanding and properties of operations to add and subtract.
Use place value understanding and properties of operations to perform multi-digit arithmetic.
Develop understanding of fractions as numbers.
Represent and solve problems involving multiplication and division.
Understand properties of multiplication and the relationship between multiplication and division.
Multiply and divide within 100.
Solve problems involving the four operations, and identify and explain patterns in arithmetic.
Reason with shapes and their attributes.
Measure and estimate lengths in standard units.
Relate addition and subtraction to length.
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
Represent and interpret data.

Geometric measurement: understand concepts of area and relate to area of multiplication and addition.
Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Level C
Generalize place value understanding for multi-digit whole numbers.
Use place value understanding and properties of operations to perform multi-digit arithmetic.
Understand the place value system.
Perform operations with multi-digit whole numbers and with decimals to hundredths.
Compute fluently with multi-digit numbers and find common factors and multiples.
Extend understanding of fraction equivalence and ordering.
Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.
Understand decimal notation for fractions, and compare decimal fractions.
Use equivalent fractions as strategy to add and subtract fractions.

		Apply and extend previous understanding of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Understand ratio concepts and use ratio reasoning to solve problems. Use the four operations with whole numbers to solve problems. Gain familiarity with factors and multiples. Generate and analyze patterns. Write and interpret numerical expressions. Apply and extend previous understandings of arithmetic to algebraic expression. Reason about and solve on-variable equations and inequalities. Draw and identify lines and angles, and classify shapes by properties of their lines and angles. Graph points on the coordinate plane to solve real world and mathematical problems. Classify two-dimensional figures into categories based on their properties. Solve real-world and mathematical problems involving area, surface area, and volume. Understand concepts of angles and measure angles. Interpret Data Level D Apply and extend previous understandings of numbers to the system of rational numbers. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Understand ratio concepts and use ratio reasoning to solve problems. Analyze proportional relationships and use them to solve real-world and mathematical problems. Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Understand the connections between proportional relationships, lines and linear equation.
	ACES/TIF	Effective Communication (EC) 1 a, b, c, d, e, f, 2 b, c Learning Strategies (LS) 1a, f, 3 a, b, d Numeracy (N) 1 a, b, c, d, e, f, g, h 4 a, b 5 a, b, c, d, e
	Northstar	Email, World Wide Web
	Other (e.g. career/ occupational content, science, social studies,	

	IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Mobymax math, Kaplan GED test Prep, Math Sense Operations, Math Sense Problem Solving, Math Sense Analysis Number power 1 and 2 Canvas Courses: The Basics of Algebra, Geometry Basics, Ratio Proportion and Percent, Data Analysis, Connecting Algebra to Geometry	

Course name	Advanced ESL
Site and schedule	Hopkins School District Eisenhower Community Center 1001 Highway 7 Hopkins, MN 55305 Monday - Thursday 9: 30 am - 12: 30 pm, 6:00 pm - 8:00 pm Minnetonka School District Minnetonka Community Education Center 4584 Vine Hill Rd. Minnetonka, MN 55331 Monday - Thursday 9: 15 am - 12: 15 pm, 6:00 pm - 8:00 pm St. Louis Park School District St. Louis Park Central Community Center 6300 Walker St. St. Louis Park, MN 55416 Monday - Thursday 9:15 am - 12:15 pm Wayzata School District Oakwood Elementary School 17340 County Road 6 Plymouth, MN 55447

	Monday-Thursday 9:15a.m. -12:15p.m. Monday-Thursday 12:30-2:30p.m.	
Delivery method (In-person, hybrid, DL, combination)	In-person, Hyflex, and Online, DL	
Target student population (including cut scores, score ranges, completion criteria)	CASAS STEPS Reading 228 and higher.	
Course goals	Throughout the school year, students will improve speaking, listening, reading and writing skills in content areas. Based on scores from CASAS STEPS Reading and Listening assessments, students will advance Adult Academics, college, or work.	
Course content	CCRS	Reading Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Anchor 6: Assess how point of view or purpose shapes the content and style of a text. Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Anchor 8:(in progress) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Anchor 10 (Inprogress): Read and comprehend complex literary and informational texts independently and proficiently. Writing Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

		Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well chosen details and well structured event sequences. Anchor 4: Produce clear and coherent writing which the development, organization, and style are appropriate to task, purpose, and audience. Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor 7:(In progress- short projects) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. . Language Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Anchor 4: Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Anchor 6:(In progress) Acquire and use accurately a range of 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 encountering a word or phrase important to comprehension or expression. Speaking and Listening Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor 3:Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Foundational Skills RF.3. Know and apply grade level phonics and word analysis skills in decoding words. RF.4 Read with sufficient accuracy and fluency to support comprehension.
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	ACES/TIF	Level C,D Skill 2 a-c Skill 3 a-c <u>Learning Strategies (LS)</u> Skill 1 a-g Skill 2 a-d Skill 3 a-d Skill 4 a- <u>Critical Thinking (CT)</u> Skill 1 a-d Skill 2 a-d Skill 3 a-d Skill 4 a-c <u>Self Management (SM)</u> Skill 1 a-e Skill 2 a-c Skill 3 a-f <u>Developing a Future Pathway (DFP)</u> Skill 1 a-d Skill 2 a-c Skill 3 a-c <u>Navigating Systems (NS)</u> Skill 1 a-c Skill 2 a-c Skill 3 a-d
	Northstar	17 modules in Essential Computer Skills, Essential Software Skills, and Using Technology in Daily Life. Google Meet skills.

	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Science and Social Studies topics from www.mobymax.com as home assignments and as prep for GED Citizenship themes from www.mobymax.com as home assignments, DL asynchronous lessons and as a supportive learning material from CILIA-T pilot for students' citizenship testing. Career topics used in collaboration with the program's college and career counselor's newsletter, website and workshops https://www.careerforcemn.com/recorded-online-workshops-and-classes https://www.indeed.com/career-advice
Course text(s), educational technology, other instructional materials	<u>Texts</u> Future 4 + workbook Side by Side Ventures Just Joking Whaddaya Say Azar English Grammar News for You American Lives Clear Grammar 4 What a World, What a Life Even More True Stories Beyond True Stories Pronunciation Exercises <u>Digital</u> Ellii.com Burlington English ChatGpt Perfect-English-Grammar.com Breaking News English	

	Quizlet.com Lumio (hellosmart.com) Marshall Reading Wordwall.com learningenglish@voanews.com Canva ESL-Lab.com Englishpage.com
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Course name	Intermediate ESL
Site and schedule	Hopkins School District Eisenhower Community Center 1001 Highway 7 Hopkins, MN 55305 Monday - Thursday 9: 15 am - 12: 15 pm, 6:00 pm - 9:00 pm Minnetonka School District Minnetonka Community Education Center 4584 Vine Hill Rd. Minnetonka, MN 55331 Monday - Thursday 9: 15 am - 12: 15 pm, OO 6:00 pm - 8:00 pm St. Louis Park School District St. Louis Park Central Community Center 6300 Walker St. St. Louis Park, MN 55416 Monday - Thursday 9:15 am - 12:15 pm Wayzata School District Oakwood Elementary School 17340 County Road 6 Plymouth, MN 55447 Monday-Thursday 9:15a.m. -12:15p.m. Monday-Thursday 12:30-2:30p.m.

Delivery method (In-person, hybrid, DL, combination)	Hyflex, hybrid, online, in-person, DL	
Target student population (including cut scores, score ranges, completion criteria)	CASAS STEPS-READING High Intermediate- 217-227 Low Intermediate-207-216 Completion criteria: Reading score of 228	
Course goals	Students will increase listening and/or reading skills in content areas in order to advance one CASAS level based on scores from CASAS STEPS reading and listening assessments. Students will also be able to improve their reading, writing, listening, speaking, language, and digital literacy skills to prepare them for employment or continuing education.	
Course content	CCRS LEVELS A B	READING CCR Anchor 1: A (forming text-related questions), B (Wh- Bubble Map), C (Find evidence in text), D (inference based on a table) CCR Anchor 2: A (main idea), C (poem recognition; Linear Bubble Map), D (fact vs. opinion or previous knowledge) CCR Anchor 3: A (Venn Diagram), B (Persuasion), C (biography) CCR Anchor 4: C & E (Home of the Brave) CCR Anchor 5: A & B (Legend, charts; online documents) CCR Anchor 6: B (A Long Walk to Water), D & E (ethnic stories) CCR Anchor 7: A (map, bus schedule, class schedules), D (charts and tables) CCR Anchor 8: D (ir/relevant info) CCR Anchor 9: A (Presidents' Day text) WRITING CCR Anchor 1: B (because in autobiographical paragraph) CCR Anchor 2: B (U.S. holiday description) CCR Anchor 3: A (a memorable event; autobiography)

		CCR Anchor 4: C (letter) CCR Anchor 6: B (email to teacher) CCR Anchor 9: C (rewrite in your own words) SPEAKING CCR Anchor 1: A (discussion), C (TIF in discussions) CCR Anchor 2: A & C (repeat, retell) CCR Anchor 4: A CCR Anchor 6: A (SVO), C (in/formal language) LANGUAGE CCR Anchor 1: A, B, C, D, E (nouns, pronouns, adjectives, verbs, adverbs, conjunctions, prepositions) CCR Anchor 2: A, B, C, D, E (spelling, punctuation, capitalization, phonemes) CCR Anchor 3: B (spoken vs. written language) CCR Anchor 4: A, B, C (pre - root - postfix, compounds, context clues) CCR Anchor 5: C (synonyms, figurative language) CCR Anchor 6: Acquire and use accurately a range of 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 encountering a word or phrase important to comprehension or expression.
	ACES/TIF	ALTERNATIVE LEARNING SYSTEM 2b 3c, d,e 5 d,e,f DEVELOPING A FUTURE PATHWAY 1b, c 2b 3 a,b EFFECTIVE COMMUNICATION: 1a 1b 1c 1e 1f

		2b, 2c LEARNING STRATEGIES: 1a 1b 1c 1d 1e 1f 1g 2a 2b 3a 3b 3c 3d CRITICAL THINKING: 1a 1b 1c 1d SELF MANAGEMENT: 1a, 1b, 1c, 1d 3a 3b, 3c, 3d, 3e NAVIGATING SYSTEMS: 1a
	Northstar Digital Literacy	17 modules in Essential Computer Skills, Essential Software Skills, and Using Technology in Daily Life
	Other (e.g. career/occupational content, science, social studies, IELCE (civics), citizenship prep)	Science and Social Studies topics from www.mobymax.com Citizenship curriculum from USCIS iCIVICS EL Civics from Ellii.com Career Pathways from Ellii.com
Course text(s), educational technology, other instructional materials		We Speak NYC (video program) News for You Easy English News Good News Network Ellii.com American Lives 1,2,3 All Things (Grammar, Topics, Listening) Bogglesworld (vocab/word games)

		K12 Reader Grade 4 (Spelling) Spectrum Spelling Gr 4 English for Everyone ReadingSkills4Today Northstar accounts PBS LearningMedia Burlington English
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Course name	Beginning ESL
Site and schedule	Hopkins School District Eisenhower Community Center 1001 Highway 7 Hopkins, MN 55305 Monday - Thursday 9: 15 am - 12: 15 pm in person, 6:00 - 9:00 pm in person, 6:00 - 8:00 pm online, Minnetonka School District Minnetonka Community Education Center 4584 Vine Hill Rd. Minnetonka, MN 55331 Monday - Thursday 9: 15 am - 12: 15 pm, 6:00 pm - 8:00 pm St. Louis Park School District St. Louis Park Central Community Center 6300 Walker St. St. Louis Park, MN 55416 Monday - Thursday 9:15 am - 12:15 pm Wayzata School District Oakwood Elementary School 17340 County Road 6 Plymouth, MN 55447

	Monday-Thursday 9:15a.m. -12:15p.m. Monday-Thursday 12:30-2:30p.m.	
Delivery method (In-person, hybrid, DL, combination)	hybrid, online, in-person, DL	
Target student population (including cut scores, score ranges, completion criteria)	CASAS STEPS - READING Low Beginning - 184 (and below) - 196 High Beginning: 197 - 206 Completion criteria: Reading score of 207 CASAS STEPS - LISTENING Low Beginning: 182 (and below) - 191 High Beginning: 192 - 201 Completion criteria: Listening score of 202	
Course goals	Throughout the school year, students will improve speaking, listening, reading and writing skills in content areas. Based on scores from CASAS STEPS Reading and Listening assessments, students will advance to Low Intermediate Class.	
Course content	CCRS	Reading (RI & RL) – Reading Informational & Literary Texts ● RI/RL.1.1 – Ask and answer questions about key details in a text. ● RI.1.2 – Identify the main topic and retell key details of a text. ● RI.1.3 – Describe the connection between two individuals, events, ideas, or pieces of information in a text. ● RI.1.4 – Ask and answer questions to determine or clarify the meaning of words and phrases in a text.

		● RI.1.5 – Identify parts of a book (e.g., title, author, table of contents) and their purpose. ● RI.1.7 – Use illustrations and details in a text to describe its key ideas. ● RI.1.8 – Identify the reasons an author gives to support points in a text. Writing (W) – Writing Skills ● W.1.2 – Write informative/explanatory texts that name a topic, provide facts, and include a closing. ● W.1.3 – Write narratives with two or more sequenced events, using details and providing a sense of closure. ● W.1.5 – Focus on a topic, respond to suggestions from peers, and add details to strengthen writing. ● W.1.7 – Participate in shared research and writing projects. ● W.1.8 – Recall information from experiences or gather information from sources to answer a question. Speaking & Listening (SL) – Communication Skills ● SL.K.2 – Ask and answer questions about key details in a text read aloud or information presented orally. ● SL.K.3 – Ask and answer questions to seek help, get information, or clarify something that is not understood.
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		● SL.K.6 – Speak audibly and express thoughts, feelings, and ideas clearly. ● SL.1.1 – Participate in collaborative conversations with peers and adults. ○ SL.1.1a – Follow agreed-upon discussion rules, such as listening and taking turns speaking. ○ SL.1.1b – Build on others’ talk by responding to comments. ○ SL.1.1c – Ask questions to clear up confusion about a topic. ● SL.1.4 – Describe people, places, things, and events with details, expressing ideas clearly. Language (L) – Grammar, Vocabulary, and Conventions ● L.1.1b – Use common, proper, and possessive nouns. ● L.1.1c – Use singular and plural nouns with matching verbs. ● L.1.1d – Use personal, possessive, and indefinite pronouns. ● L.1.1e – Use verbs to convey a sense of past, present, and future. ● L.1.1f – Use frequently occurring adjectives. ● L.1.1g – Use frequently occurring conjunctions (e.g., and, but, or, so, because). ● L.1.1j – Produce and expand complete simple and compound sentences.
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		● L.1.1k – Use determiners (e.g., articles like a, the and demonstratives like this, that). ● L.1.1l – Use frequently occurring prepositions (e.g., during, beyond, toward). ● L.1.2 – Demonstrate command of capitalization, punctuation, and spelling when writing. ○ L.1.2a – Capitalize dates and names of people. ○ L.1.2b – Use end punctuation for sentences. ○ L.1.2c – Use commas in dates and words in a series. ○ L.1.2d – Use conventional spelling for common words. ○ L.1.2e – Spell untaught words phonetically, drawing on spelling patterns. ○ L.1.2g – Use correct capitalization for dates and names of people. ○ L.1.2h – Use end punctuation correctly. ○ L.1.2i – Use conventional spelling for words with common spelling patterns. ● L.1.4 – Determine or clarify the meaning of unknown and multiple-meaning words. ○ L.1.4a – Use sentence-level context to determine the meaning of a word or phrase.
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		● L.1.5a – Sort words into categories to understand their meaning. ● L.1.5b – Define words by category and by their attributes. ● L.1.5c – Identify real-life connections between words and their use. ● L.1.6 – Use words and phrases acquired through conversations, reading, and responding to texts.
	ACES/TIF	Effective Communication 1a, b, e,f <i>Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals</i> Sub Skills: a. Seek and offer clarification (clarifying questions, paraphrasing, restating) appropriately in spoken and written communications b. Repair communication breakdowns respectfully and effectively c. Acknowledge and affirm others (regardless of culture, religion, gender, age, sexual orientation) and their contributions d. Express expectations and acknowledge an understanding or acceptance of the expectations of others e. Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team f. Employ effective strategies for resolving conflict 2b,c <i>Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication</i> Sub Skills: a. Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a particular context and use appropriately b. Choose appropriate register (level of formality) for audience, purpose, and communication type (person-to-person, text messaging, email, formal letter, phone calls) c. Use appropriate intonation (e.g., polite tone, appropriate rise and fall of vocal pitch) Learning Strategies

		1 a,b, c, d, e, f, Learning Strategies 2a <i>Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall</i> Sub Skills: a. Employ a variety of strategies for categorizing information (sorting words logically, alphabetizing, pros and cons) b. Select and use graphic organizers appropriate for a task (T-chart for pros and cons, Venn diagram for compare/contrast) c. Choose and apply preferred note-taking strategies based on personal preference or task (lists, outlines, word maps, highlighting, 2- column notes) d. Choose and use strategies for reviewing, evaluating, and summarizing information (oral retell, flashcards, outline, highlight main points) Alternative Learning Strategies ALS 2b ALS 3c, d,e ALS 5 d,e,f Navigating Systems 1a <i>Seek information or assistance appropriately from others in order to successfully navigate specific systems</i> Sub Skills: a. Identify and utilize resources (print, electronic, and human) that aid in navigating specific systems (e.g., employee handbooks, HR department, student support services) Critical Thinking 1a,b 4c,d <i>Organize, analyze and illustrate relationships between components, items, and ideas</i>
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	Sub Skills: a. Sequence components, items, or ideas in a logical or structured manner (e.g., alphabetical, chronological) b. Categorize items or ideas and articulate rationale (positive vs. negative, fact vs. opinion) <i>Recognize bias, assumptions and multiple perspectives</i> Sub Skills: a. Recognize a speaker or writer's intent or purpose b. Identify and compare perspectives/points of view of self and others c. Identify and evaluate bias and assumptions of self and others d. Recognize bias in a variety of media (texts, broadcasts, blogs) and evaluate how it affects message and delivery Self-Management 1a, c, d 3 b, c, d, e <i>Set realistic goals and work independently to achieve them.</i> Sub Skills: a. Identify steps to achieve a goal b. Identify potential obstacles c. Use strategies and resources to overcome obstacles d. Monitor progress in achieving one's goal and make adjustments as needed <i>Manage time effectively to complete tasks</i> Sub Skills: a. Identify time demands b. Utilize tools for time management (planner, calendar) c. Prioritize tasks using criteria (negotiable vs. non-negotiable, proximity of deadline, importance) to build efficiency and competence d. Estimate time needed to complete tasks e. Set deadlines Developing a Future Pathway 1b, c 2b 3 a,b <i>Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway.</i> Sub Skills: a. Recognize and use vocabulary related to skills, values and beliefs b. Identify personal interests c. Reflect on successes and challenges to identify skills and aptitudes
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		<i>Explore available options in order to identify one's future pathway</i> Sub Skills: a. Link personal skills and interests to various careers or community opportunities b. Explore the job market and current employment trends <i>Effectively complete the steps needed to enter into a selected pathway</i> Sub Skills: a. Research and outline the process needed to enter into a volunteer opportunity, educational program, or career b. Gather and organize requisite information and documents needed for a particular step in the process (e.g., work history, awards and certificates, financial information)
	Northstar	NSDL Standards for Basic Computer Skills: Basic Computer Skills 1. Distinguish between different types of devices (tablets, desktop and laptop computers). 9. Utilize common controls for screen interaction (selecting check boxes, using drop-down menus, scrolling). 16. Identify whether or not a computer is connected to the internet. 17. Identify and locate camera and mic on laptops, tablets. 18. Turn computer and monitor on and off. Internet Basics 1. Identify the different ways a person can connect to the internet. 9. Fill out an online form. 13. Demonstrate ability to scroll up and down a page and left and right on a page. Using Email 1. Define email and identify common email clients. 2. Tell the difference between a URL and an email address. 3. Register for a new email account, using a professional user name and a strong password.

		4. Log into email. 5. Create and send an email, including recipient address, subject, and message. 6. Open and reply to an email.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Reading skills activities from www.mobymax.com as home assignments

Course text(s), educational technology, other instructional materials	Currently (2024-2025) using Future Intro in Hopkins for Low Beginning and Future1 for High Beginning Recommendation (2025-2026) to use Future 1 for Low Beginning and Future 2 for High Beginning Classes Burlington English - In-class lessons, digital literacy lessons My English Lab from Pearson - Digital literacy lessons, review lessons English Unlocked Bow Valley Readers ABC English All Things Topics Daily English http://resources.marshalladulthoodeducation.org https://www.mobymax.com/ https://newsela.com https://www.readworks.org https://elcivics.com Easy English News A Digital Workbook for Beginning ESOL LearnAmericanEnglish Elli-ESL Library Wordwall https://www.digitalliteracyassessment.org/ www.chatgpt.com books from public library guest speakers and field trips Community collaboration (reading with the program's day care, gardening with K-12, visiting a local fundraiser, theater play, etc.)
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Course name	STAR Reading	
Site and schedule	Eisenhower, Hopkins Monday and Wednesday 1:00-2:30	
Delivery method (In-person, hybrid, DL, combination)	online only	
Target student population (including cut scores, score ranges, completion criteria)	Students with reading levels from 4-7th grade.	
Course goals	Improve student reading through vocabulary study, fluency practice, syllabication work, context clues, and comprehension strategies.	
Course content	CCRS	RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF3 Know and apply grade-level phonics and word analysis skills in decoding words. RF4 Read with sufficient accuracy and fluency to support comprehension. Reading Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor 4: Interpret words, and phrases as they are used in text, including determining technical, connotative, and figurative meanings, and analyze how specific words choices shape meaning or tone. Listening Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Language

		Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor 4: Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
	ACES/TIF	EC 1,2, 3 LS 1, 2, 3 ALS 1, 2a
	Northstar	email, type
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Mega-words 1 and 2, Words to Learn By Building Vocabulary and Expanding Vocabulary, Marshall Reading Skills for Today's Adults, Six Way Paragraphs, Newela articles and questions, flipchars for STAR fall, STAR winter, STAR spring	