

Instructional Program Description

Consortium name	Saint Paul Literacy Community Consortium
Staff contact	Jacob Woods
Date of last update	2020
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.

Instructional Program Description - Table of Contents

Instructional area	Courses/Individualized Plans of Study	Pages number(s)
Level 1 Pre-Beginning		3-4
Level 2 Beginning		5-7
Level 2 Reading		8-9
Level 3&4 Intermediate		10-12
Level 3&4 Reading		13-15

Instructional Program Description – Course Descriptions

Course name	Level 1 – Pre-Beginning	
Site and schedule	Vietnamese Social Services MTWRF 9:30- 1:30	
Delivery method (In-person, hybrid, DL, combination)	Classes are in person and all students receive a Burlington English seat.	
Target student population (including cut scores, score ranges, completion criteria)	Often Karen, Afghan, and Somali. . . CASAS STEPS – Reading 621 R – Primary Score 160 ESL 1 – lowest score in Level 1 CASAS STEPS – Reading 622 R – Primary Score 186 ESL 2 – highest score in Level 1 – student prefers in person and Abdel has not returned to in person for level 2 as students didn't want to return to in person classes	
Course goals	Phonetics with English Alphabet. Calendar, numbers, United States currency, shopping, personal information, weather & weather emergency, food labels, coupons, basic health, common jobs; cashiers, doctors, nurses, teachers, - school supplies, gardening.	
Course content	CCRS	CCR Reading Anchor 1:A/B – Anchor 3 A CCR Anchor 7 – pictures, maps – Speaking and Listening CCR Anchor 4 – Describe people, places, things. . . ex, basic adjectives – Language Strand CCR Anchor 1A; a. b. c. d. . . . CCR Anchor 2 A a. b. c. d. e. f. g. h. i. CCR Anchor 5 A – a. b. c. Foundational Skills K-5 RF.3. some of these can be applied in this level
	ACES/TIF	EC Skill 1 c. - Acknowledge and affirm others (regardless of culture, religion, gender, age, sexual orientation) and their contributions EC Skill 2 a. Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a EC Skill 3. c. Discern and follow appropriate use of technology tools given the social norms of a particular setting (turning phone off, not texting in meetings, not playing computer games at work)

		LS Skill 2 a. Employ a variety of strategies for categorizing information (sorting words logically, alphabetizing, pros and cons – example organizing months by order in the year) CT Skill 1 a. b. - Sequence components, items, or ideas in a logical or structured manner (e.g., alphabetical, chronological) Categorize items or ideas and articulate rationale (positive vs. negative, fact vs. opinion) SM Skill 1 e. Persevere and stick with a task until completion NS Skill 1: b. Recognize, develop, and maintain relationships that may provide further or future assistance – potlucks, classes, etc NS Skill 2a. Follow standard procedures and protocols regarding behavior and tasks (punctuality, calling in sick, proper cell phone or computer use) – we have problems with frequent phone use at this level with some students
	Northstar	Smartphone Keyboard Basics & Logging In 1. Identify and distinguish between lowercase letters. 2. Identify and distinguish between uppercase letters. 3. Identify and distinguish between lowercase and uppercase letters. – extended beyond phone - Typing.com 11. Install an app on a smartphone. 12. Find and open a browser app on a smartphone. (Burlington English App) Basic Computer Skills 3. Log on and log off a computer or device. 8. Drag and drop. (Burlington English task) 18. Turn computer and monitor on and off.
	Other (e.g. career/ occupational content, science, social studies,	N/A

	civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Burlington English, Learning Chocolate, Reading Skills Southwest ABE level one stories modified for student level. . . Elli.com (formerly esl library) Typing.com	

Course name	Level 2 –Beginning	
Site and schedule	Mon 9:30 – 1:30 Reading 4-5pm Tues 1-5pm Wed 9:30 – 1:30 Thurs 1 – 5 p.m. Friday 9:30 – 1:30	
Delivery method (In-person, hybrid, DL, combination)	Before operation metro surge students were in person Mondays and Fridays and hybrid Tuesdays, Wednesdays, Thursdays – We are working on having students return to in person classes on Mondays and Fridays starting in April.	
Target student population (including cut scores, score ranges, completion criteria)	Primary Score 184 ESL Level 2 – Primary Score 200 Level 3 – Some students may stay in this course longer but are encouraged to join 3&4 when they reach a Primary Score of 200. Reading 622 R Primary Score 183 – lowest score in level 2 – student scored 184 November 18th and was placed in level 2 with Abdel – student scored 183 in December of 2025 and has stayed in level 2 – students who test high enough (183 and higher) and prefer online courses are placed with Abdel.	
Course goals	To support student learning using Burlington English.	
Course content	CCRS	Burlington Core Low Beginners Correlations: CCRS, ELPS, and CASAS Competencies Module 1: Personal Information Lesson 1 • Listen & Speak: Talking about Yourself SL.2.A; SL.3.A; L.6.A Module 2: Education Lesson 5 • Watch & Speak: A Tour of a School SL.2.A; SL.3.A; L.6.A Module 3: Getting a Job Lesson 3 •

	ACES/TIF	Read: Night Jobs R.1.A; R.2.A; L.4b.A; L.6.A Module 4: Money Matters Lesson 4 • Grammar: Simple Present of have L.1e.A; L.1g.B Module 5: Health Lesson 8 • Write: A Weekly Routine W.2.A; W.5.A; L.2b.A Module 7: Safety Lesson 7 • Life Skills: Safety Rules R.1.A; R.5.A; SL.4.A; L.6.A Module 8: Housing Lesson 5 • Watch & Speak: Meeting a Property Manager SL.2A; SL.3.A; SL.4.A; L.1k.A; L.6.A Module 9: In the Community Lesson 1 • Listen & Speak: Around Town SL.2.A; SL.3.A; L.6.A Module 10: Government & Law Lesson 3 • Read: The Revolutionary War R.1.A; R.2.B; R.8.A; L.4a.A; L.5c.C; L.6.A Abdel's Selections for Level 2 is the same as his reading class and may overlap with Burlington English CCRS selections. Reading - CCR Anchor 1B ask and answer. . . , CCR Anchor 2, CCR Anchor 3 A RI.13, CCR Anchor 5A Writing - Anchor 1 B c. - c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons., writing CCR Anchor 3 (W.1.3) – CCR Anchor 8 – W.1.8. Speaking & Listening - CCR Anchor 1 – Speaking & Listening a. b. c., Anchor 2A, Anchor 3, Anchor 4 SL.1.4 Anchor 6 AL.K.6, SL 1 6, ACES/TIF EC Skill 1 c. - Acknowledge and affirm others (regardless of culture, religion, gender, age, sexual orientation) and their contributions EC Skill 2 a. Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a EC Skill 3. c. Discern and follow appropriate use of technology tools given the social norms of a particular setting (turning phone off, not texting in meetings, not playing computer games at work)
--	----------	--

		LS Skill 2 a. Employ a variety of strategies for categorizing information (sorting words logically, alphabetizing, pros and cons – example organizing months by order in the year) CT Skill 1 a. b. - Sequence components, items, or ideas in a logical or structured manner (e.g., alphabetical, chronological) Categorize items or ideas and articulate rationale (positive vs. negative, fact vs. opinion) SM Skill 1 e. Persevere and stick with a task until completion NS Skill 1: b. Recognize, develop, and maintain relationships that may provide further or future assistance – potlucks, classes, etc NS Skill 2a. Follow standard procedures and protocols regarding behavior and tasks (punctuality, calling in sick, proper cell phone or computer use) – we have problems with frequent phone use at this level with some students
	Northstar	Basic Computer Skills - 3. Log on and log off a computer or device. 8. Drag and drop. (Burlington English task) 17. Locate a camera on a device and demonstrate knowledge that devices can utilize a microphone and camera for audio recording and communication. (Zoom) 18. Turn computer and monitor on and off. Internet Basics - 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. 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, civics, citizenship prep)	N/A

Course text(s), educational technology, other instructional materials	Burlington, Elli, Moby Max
--	----------------------------

Course name	Level Two Reading
Site and schedule	Vietnamese Social Services
Delivery method (In-person, hybrid, DL, combination)	Online – Zoom
Target student population (including cut scores, score ranges, completion criteria)	Level 2 - Placement Chart RSTA Primary Score 184 ESL Level 2 – Primary Score 200 Level 3 – Some students may stay in this course longer but are encouraged to join 3&4 when they reach a Primary Score of 200.
Course goals	To support students with levels 1&2 readings in Southwest ABE reading. Comprehension and using vocabulary across contexts.
Course content	CCRS Southwest ABE is CCRS aligned. - Resources for Students and Educators - Southwest ABE Reading CCR Anchor 1B ask and answer. . . , CCR Anchor 2, CCR Anchor 3 A RI.13, CCR Anchor 5A Writing

		Anchor 1 B c. - c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons., writing CCR Anchor 3 (W.1.3) – CCR Anchor 8 – W.1.8. Speaking & Listening CCR Anchor 1 – Speaking & Listening a. b. c., Anchor 2A, Anchor 3, Anchor 4 SL.1.4 Anchor 6 AL.K.6, SL 1 6,
	ACES/TIF	EC Skill 1 c. - Acknowledge and affirm others (regardless of culture, religion, gender, age, sexual orientation) and their contributions EC Skill 2 a. Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a EC Skill 3. c. Discern and follow appropriate use of technology tools given the social norms of a particular setting (turning phone off, not texting in meetings, not playing computer games at work) LS Skill 2 a. Employ a variety of strategies for categorizing information (sorting words logically, alphabetizing, pros and cons – example organizing months by order in the year CT Skill 1 a. b. - Sequence components, items, or ideas in a logical or structured manner (e.g., alphabetical, chronological) Categorize items or ideas and articulate rationale (positive vs. negative, fact vs. opinion) SM Skill 1 e. Persevere and stick with a task until completion NS Skill 1: b. Recognize, develop, and maintain relationships that may provide further or future assistance – potlucks, classes, etc NS Skill 2a. Follow standard procedures and protocols regarding behavior and tasks (punctuality, calling in sick, proper cell phone or computer use) – we have problems with frequent phone use at this level with some students
	Northstar	Basic Computer Skills - 3. Log on and log off a computer or device. 8. Drag and drop. (Burlington English task) 17. Locate a camera on a device and demonstrate knowledge that devices can utilize a microphone and camera for audio recording and communication. (Zoom)

		18. Turn computer and monitor on and off. Internet Basics 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. 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, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Prepared slides and lessons from Reading Skills Southwest ABE Levels 1&2 Home Reading Skills for Today's Adults Southwest Adult Basic Education Marshall	

Instructional Program Description – Course Descriptions

Course name	Level 3&4 Intermediate
Site and schedule	Vietnamese Social Services MTWRF 9:30- 1:30
Delivery method (In-person, hybrid, DL, combination)	We are looking to begin Hybrid classes this year and get owl to teach in person and online. Currently these classes are online.
Target student population	Students in this class are from Vietnam, Laos, Burma/Thailand border, speak Karen and Karreni, Vietnamese – Ages from 30 – 90

(including cut scores, score ranges, completion criteria)	Most students have a primary score 210 – 213 with three students who would benefit from separate level 3 course. Students are encouraged to join level 3&4 with a cut score of 200 but some choose to remain in Abdel's class longer depending on their level of confidence, readiness to join.	
Course goals	My goals for students are to increase their vocabulary; at this level students often know enough vocabulary to begin learning synonyms for many other words. Students will also learn pre-fixes and suffixes to help them decode new words. Students also need help with aligning Who, What, When, Where, and Why? Questions with relevant responses. Some students still think "What time is it" is the only way to ask about time. When is frequently misunderstood as only answering with numbers, instead of also including, in the morning, in April, before it rained, etc. I would also like students in this level to be able to produce WH questions to anticipate questions that will come up later. Course goals are also determined by the texts, technology, and other instructional materials used in class; southwest ABE, Burlington, and Elli.	
Course content	CCRS	Reading CCR Anchor 1:B, C, Refer to details and examples in a text. . . Ask and answer such questions as who, what, where, when, why, and how to demonstrate Reading CCR anchor 2:B,C Determine the main idea of a text; recount the key details and explain how they support the main idea, Determine the main idea of a text and explain how it is supported by key details; summarize the text. CCR 3. Anchor Reading B. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures. . . (Iron Range history, how do we get from rocks to steel?) – Reading Anchor 5.B. Know and use various text features (e.g., captions, bold print, subheadings, glossaries. . .) Burlington Core Low Intermediate Correlations: CCRS, ELPS, and CASAS Competencies – For all CCRS correlations please view the following document from Burlington English 206987_ad432b62bf76180b1b3892c26ee948a9.pdf Module 1: Personal Information

		Lesson 1 • Listen & Speak: Talking to Neighbors SL.3.B; L.4a.B; L.6.B Lesson 2 • Grammar: Review of Simple Present and Present Continuous L.1h.B; L.1c..C Lesson 3 • Read: Immigrant Success Stories R.1.B; L.4a.B; L.4d.B; L.6.B Lesson 4 • Grammar: Review of Simple Past; used to L.1e.B; L.1g.B; L.1h.B Module 2: Education Example - Lesson 5 • Watch & Speak: A Parent-Teacher Conference SL.3.B; L.6.B Module 3: Getting a Job - Example - Lesson 3 • Read: Gender and Jobs R.1.B; R.7.B; R.8.B; L.2h.B; L.4a.B; L.4d.B; L.6.B Module 4: Money Matters Example - Lesson 7 • Life Skills: A Pay Stub R.1.B; R.5.B; R.7.B; L.4a.B; L.6.B Module 5: Health - Example - Lesson 3 • Read: The Dangers of Sugar R.1.B; R.6.B; L.4a.B; L.4c.B; L.6.B Module 6: In the Workplace - Example - Lesson 3 • Read: Handling Criticism R.1.B; R.2.B; L.4a.B; L.5c.C; L.6.B Module 7: Safety - Example - Lesson 5 • Watch & Speak: Safety in the Workplace SL.3.B; SL.4.C; L.4a.B; L.6.B Module 8: Housing – Example - Lesson 7 • Life Skills: A Rental Application R.1.B; R.4.B; R.5.B; L.6.B Module 9: In the Community - Lesson 8 • Write: A Problem-Solution Essay W.1a.B; W.1b.B; W.1d.B; W.4.B; W.5.B Module 10: Government & Law – Example - Lesson 3 • Read: Martin Luther King, Jr. R.1.B; R.3.B; L.1b.B; L.6.B
	ACES/TIF	EC Skill 1:b 1:c 1:f. – Conflict example - some students want time to write while other students do not like taking the extra time to write vocab during the one hour reading class – vocab writing for reading classes will be integrated into Mondays longer class EC Skill 2:a. EC Skill 3:a (skype no longer exists, but we use zoom) EC Skill 3:c – students are still answering non-emergency phone calls in class, teacher usually mutes

		for students but students should be able to mute for scheduling appointments. – Students don't understand this is rude and disruptive and treat in class norms differently than being in class at home. LS Skill 1:a. 1:c. 1:d. 1:e. - LS Skill 2:c - LS Skill 3:a. 3:c 3:d. LS Skill 4:a. 4:b 4:c. CT Skill 1:a 1:b Skill 2: a.b.c.d.e. CT Skill 4:a.b. SM
	Northstar	Basic Computer Skills 3. Log on and log off a computer or device. 8. Drag and drop. (Burlington English task) 17. Locate a camera on a device and demonstrate knowledge that devices can utilize a microphone and camera for audio recording and communication. (Zoom) 18. Turn computer and monitor on and off. Internet Basics 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. 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	N/A

	content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Burlington English, Learning Chocolate, Reading Skills Southwest ABE level one stories modified for student level. . . Elli.com (formerly esl library)	

Instructional Program Description – Course Description

Student level	Level 3&4 Reading	
Target student population (including cut scores, score ranges, completion criteria)	Most students have a primary score 210 – 213 with three students who would benefit from separate level 3 course. Students are encouraged to join level 3&4 with a cut score of 200 but some choose to remain in Abdel’s class longer depending on their level of confidence, readiness to join. Level 6 – CCRS Levels A/B and B (400-600 Lexile) Level 7 – CCRS Level B (500-600 Lexile) Level 8 – CCRS Level B (500-600 Lexile) Level 9 – CCRS Level B (500-600 Lexile)	
Instructional Goals	Southwest ABE – to support pronunciation, comprehension, and increase student vocabulary	
Instructional content	CCRS	Southwest ABE Reading Skills - Southwest ABE is CCRS aligned. - Resources for Students and Educators - Southwest ABE Reading Standards CCR Anchor 1:B – 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)

	CCR Anchor 1:C Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI/RL.4.1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1) CCR Anchor 2:B Determine the main idea of a text; recount the key details and explain how they support the main idea. CCR Anchor 4:B,C Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (RI.3.4) Determine the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. (RL.5.4) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4) CCR Anchor 5:B 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) CCR Anchor 7:B Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). CCR Anchor 9:B Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.5.9) Speaking and Listening
--	--

		Anchor 1:B b.c.d. – Anchor 3:B Ask and answer questions about information from a speaker offering appropriate elaboration and detail. Anchor 4 - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4) Language Standards CCR 4:B a. b. c. d. e. (L.2.4)
	ACES/TIF	Effective Communication: Skill 1 a. c. e. – Skill 3 a. c. Learning Strategies: Skill 1 a. b. c. d. e. f. g. Skill 3: a. b. c. d. Critical Thinking: Skill 4: a. b. c. Self-Management: Skill 1: e. Navigating Systems: Skill 1: b. c. (I like to write the vocab! Give me time to write the vocab!) – Skill 2 a. d.
	Northstar	Basic Computer Skills 3. Log on and log off a computer or device. 8. Drag and drop. (Burlington English task) 17. Locate a camera on a device and demonstrate knowledge that devices can utilize a microphone and camera for audio recording and communication. (Zoom) 18. Turn computer and monitor on and off.
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	N/A

Text(s), educational technology, other instructional materials, including: • Teacher led instruction • Independent student work	Southwest ABE - Home Reading Skills for Today's Adults Southwest Adult Basic Education Marshall – teacher led instruction.
---	---