Document J: Dakota Prairie ABE Instructional Program Description

Consortium name	Dakota Prairie Adult Basic Education
Staff contact	ABE Manager
Date of last update	June 1, 2024
Policy guidance	From Minnesota ABE Policies (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.

Instructional Program Description - Table of Contents

Instructional area	Course name(s)	Pages number(s)
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Course name	English Language In-Person
Site and schedule	Northfield: Tuesday & Thursday 9:30 am – 12:00 pm Northfield: Tuesday & Thursday 5:30 – 8:00 pm Farmington: Tuesday & Thursday 5:30 – 8:00 pm
Delivery method (In-person, hybrid, DL, combination)	In-Person
Target student population (including cut scores, score ranges, completion criteria)	All Levels CASAS Life and Work 153-256 CASAS Goals 165-262 CASAS Steps 160-251
Course goals	Students will be able to: ● identify and write the letters of the alphabet ● distinguish and use numbers 0-100 in listening and speaking ● apply basic phonics skills to decode high frequency words ● recognize and read high frequency sight words (the, of, in, what, etc.) ● read and comprehend a range of texts and materials, with or without support · respond to common personal information questions verbally and in writing ● use reading strategies to approach challenging texts according to level, example scanning, inference, etc. ● understand and use basic vocabulary and simple present tense for communication on topics such as schedules and calendar, family, work and daily living ● demonstrate some self-study skills such as re-reading, initiating practice with a classmate, etc.

- understand and use formulaic expressions in role play and classroom situations: "how much is…?", "where is…?" "I need…" etc. ·attempt to clarify meaning by using simple phrases such as "please, repeat?"
- Students will be able to communicate and write basic personal information: name, address, phone number, social security number and date of birth.
- read calendars and schedules.
- read both analog and digital time.
- read dollar and cent money amounts, and numbers up to 100
- respond to common conversational prompts about their families, the weather, and daily activities.
- know enough health vocabulary to give basic information to health professionals, school officials, and others about their health.
- know how to communicate about an absence or ask for help from the teacher.
- know the names of common places and a variety of prepositions to describe where someone or something is.
- know 100 sight words by the end of the year.
- articulate most of the 44 sounds of English.
- sound out consonant-vowel-consonant words with the short vowels.
- communicate in basic situations
- Understands simple directions and commands, especially when stated slowly and/or repeated
- meet basic survival needs and basic social demands.
- read basic everyday materials such as bus schedules, menus, maps, signs, and work materials
- understand simple forms for work, and various agencies. Emerging ability to read and write notes, memos, and letters.
- communicate with others in entry level positions such as factory work, warehouse, etc. Can follow simple oral and written instructions and commands in English.

		• communicate effectively in a variety of school, life and work settings. Has the ability to maintain conversations for short periods of time. Can understand main ideas of short lectures or recordings and pick out key elements. Utilizes appropriate register when speaking in a daily activity setting. • read and interpret moderately complex materials: fiction, non-fiction, and basic academic text; and graphs, charts, and maps • use basic context and word analysis skills to understand vocabulary. Begins to use reading strategies such as skimming, scanning, inference, prediction, and paraphrase • compose simple one paragraph essays consisting of an introduction, body, and conclusion. • demonstrate the use of some variety of sentence structures and follow general grammar guidelines • function independently in day-to-day life and work situations • communicate in both face-to-face and telephone settings • use and understand familiar software and hardware in work and home settings • understand non-technical oral and written instructions.
Course content	CCRS	As a one-room schoolhouse, this class is open to all. Anchor standards and levels run the full range from A-E depending on student need, level, and ability on any given school year. Key anchor standards include: Reading Standards: Addressed at levels A-E, as appropriate • CCR 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. • CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- CCR 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.
- CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.
- CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Writing Standards: Addressed at levels A-E, as appropriate
- CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCR Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Speaking and Listening Standards: Addressed at levels A-E, as appropriate

- CCR 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.
- CCR 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.
- CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards: Addressed at levels A-E, as appropriate
- CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.

Reading Standards Foundational Skills K-5: Addressed as needed for level A-C students. Often volunteer-led small groups with teacher-prepared materials.
- RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)

		• RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition) • RF.4 Read with sufficient accuracy and fluency to support comprehension. (Fluency)
	ACES/TIF	ACES/TIF sub skills of note are highlighted below: Effective Communication (EC) • 1a, 1b, 1c, 1e, 2b, 3a and 3c Learning Strategies (LS) • 1c, 1d, 1f, 2a, 2d, 3a, 3d, 4b Critical Thinking (CT) • 1a, 1c, 2a, 2b, 2c, 2d, 2e, 3b, 4a, 4b Self Management (SM) • 1a, 1b, 1d, 1f, 2b, 3a, 3c Developing a Future Pathway (DFP) • 1a, 1b, 2a, 3a, 3b Navigating Systems (NS) • 1a, 2a, 2b
	Northstar	Standards for Essential Computer Skills • Basic Computer Skills • Using Email Standards for Essential Software Skills • Google Docs Standards for Using Technology in Daily Life • Social Media • Information Literacy
	Other	

	(e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	• Stand Out: Evidence-Based Learning for College and Career Readiness • Ventures • Literacy Minnesota English Unlocked	

Course name	GED/ABE
Site and schedule	Farmington, Tuesday & Thursday 5:30 – 8:00 pm
Delivery method (In-person, hybrid, DL, combination)	In-Person
Target student population (including cut scores, score ranges, completion criteria)	CASAS Goals 238+
Course goals	To prepare students to pass the four GED tests of Reasoning Through Language Arts, Mathematical Reasoning, Science and Social Studies. Students will be able to:

		● listen to instruction, ask questions, and participate in class discussions ● interpret words and phrases as they are used in text ● use context clues with new vocabulary ● find synonyms and antonyms ● understand and use math vocabulary ● write a descriptive paragraph, paraphrase informational text ● use transitions, make an argument by stating claims and supporting them with evidence ● show steps used to solve math problems ● demonstrate effective note taking skills ● use standard English conventions for capitalization, punctuation, and spelling ● read closely to determine main idea and supporting details ● analyze nonfiction and informational texts ● read and understand informational text ● skim, predict, scan, and use pre-reading strategies ● recognize the difference between fact and opinion ● understand the relationship between cause and effect ● read and understand different types of math problems ● meet attendance goals, complete assigned homework ● work independently to solve problems ● use basic computer skills to take GED practice tests ● access and use email ● understand the math concepts covered in the GED, understand what is being asked and the steps needed to solve it
Course content	CCRS	CCRS standards are most often addressed at level E. Lower level standards are utilized when needed to fill-in educational related gaps in understanding. Reading Standards:

- CCR 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.
- CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR 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.
- CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.

Writing Standards:
- CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts.
- CCR 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.
- CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Language Standards: As needed to fill in learning gaps.
- CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.

Mathematics Practice Standards
- Make sense of problems and persevere in solving them. (MP.1)
- Reason abstractly and quantitatively. (MP.2)
- Construct viable arguments and critique the reasoning of others. (MP.3)
- Model with mathematics. (MP.4)
- Use appropriate tools strategically. (MP.5)
- Attend to precision. (MP.6)
- Look for and make use of structure. (MP.7)
- Look for and express regularity in repeated reasoning. (MP.8)

Mathematics Content Standards
- Levels C - E when appropriate
  - Number and Operations: Base Ten (+ The Number System)
  - The Number System
  - Number and Operations: Fractions
  - Ratios and Proportional Relationships
  - Operations and Algebraic Thinking
  - Expressions and Equations
  - Geometry
  - Measurement and Data
  - Statistics and Probability
  - Functions

		○ Algebraic Reasoning
	ACES/TIF	ACES/TIF sub skills of note are highlighted below: Effective Communication (EC) • 1a, 1b, 1c, 1e, 2b, 3a and 3c Learning Strategies (LS) • 1c, 1d, 1f, 2a, 2d, 3a, 3d, 4b Critical Thinking (CT) • 1a, 1c, 2a, 2b, 2c, 2d, 2e, 3b, 4a, 4b Self Management (SM) • 1a, 1b, 1d, 1f, 2b, 3a, 3c Developing a Future Pathway (DFP) • 1a, 1b, 2a, 3a, 3b Navigating Systems (NS) • 1a, 2a, 2b
	Northstar	Northstar standards are addressed as needed on an individual basis. They are not typically taught in the GED classroom unless needed. Essential Computer Skills • Basic Computer Skills Standards for Using Technology in Daily Life • Social Media • Information Literacy
	Other (e.g. career/ occupational content, science, social studies, IELCE	

	(civics), citizenship prep)
Course text(s), educational technology, other instructional materials	Steck-Vaughn GED Test Prep 2014 GED • Reasoning Through Language Arts • Mathematics • Science • Social Studies Steck-Vaughn Pre-GED Test Prep 2014 GED • Reasoning Through Language Arts • Mathematics • Science • Social Studies Steck-Vaughn TABE Fundamentals

Course name	Conversation Class
Site and schedule	Northfield: Wednesdays 10:00 am – 12:00 pm
Delivery method (In-person, hybrid, DL, combination)	In-Person
Target student population (including cut scores, score ranges, completion criteria)	CASAS 215+

Course goals	Increase student proficiency and comfort in the following areas:
	● understand early family development, culture and community
	● make progress on personal educational goals that include increasing academic English and attaining a high school credential
	● recognize and read high frequency sight words (the, of, in, what, etc.)
	● read and comprehend simple texts with support
	● respond to common personal information questions verbally and in writing
	● understand and use basic vocabulary and simple present tense for communication on topics such as schedules and calendar, family, work and daily living
	● demonstrate some self-study skills such as re-reading, initiating practice with a classmate, etc.
	● use formulaic expressions in role play and classroom situations: "how much is…?", "where is…?" "I need…" etc.
	● attempt to clarify meaning by using simple phrases such as "please, repeat?"
	● communicate basic personal information in a variety of formats
	● read and use calendars and schedules
	● read both analog and digital time
	● read dollar and cent money amounts and calculated prices when shopping
	● respond to common conversational prompts about their families, the weather, and daily activities
	● know enough health vocabulary to give basic information to health professionals, school officials, and others about their health
	● know how to communicate about an absence or ask for help from the teacher
	● know the names of common places and a variety of prepositions to describe where someone or something is
	● articulate most of the 44 sounds of English
	● sound out consonant-vowel-consonant words with the short vowels
	● improve reading comprehension of English and clarity of speaking
	● work towards academic and career goals

		● improve writing skills, including essay writing ● improve deductive reasoning skills ● engage in extended conversation
Course content	CCRS	Anchor standards and levels typically run C-E depending on student need, level, and ability on any given school year. Key anchor standards include: Reading Standards: Addressed at levels C-E, as appropriate ● CCR 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. ● CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● CCR 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. ● CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text. ● CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Speaking and Listening Standards: Addressed at levels C-E, as appropriate ● CCR 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.

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CCR 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.
CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards: Addressed at levels C-E, as appropriate

CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.

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<td>ACES/TIF</td>
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ACES/TIF sub skills of note are highlighted below:
Effective Communication (EC)

1a, 1b, 1c, 1e, 2b, 3a and 3c

Learning Strategies (LS)

1c, 1d, 1f, 2a, 2d, 3a, 3d, 4b

Critical Thinking (CT)

1a, 1c, 2a, 2b, 2c, 2d, 2e, 3b, 4a, 4b

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		Self Management (SM) • 1a, 1b, 1d, 1f, 2b, 3a, 3c Developing a Future Pathway (DFP) • 1a, 1b, 2a, 3a, 3b Navigating Systems (NS) • 1a, 2a, 2b
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Teacher prepared materials Stand Out: Evidence-Based Learning for College and Career Readiness	

Course name	Distance Learning: Moby Max, Read Theory, or Khan Academy
Site and schedule	Ongoing
Delivery method (In-person, hybrid, DL, combination)	Online, asynchronous
Target student population	CASAS 180+

(including cut scores, score ranges, completion criteria)	
Course goals	Distance Learning is determined by individual need and interest. All students are offered access and practice logging-in to distance platforms while in the classroom. ESL classes include an in-class lesson on how to use Moby Max. Extend and supplement in-class instruction at a variety of skill levels. Students will be able to: ● identify and write the letters of the alphabet ● distinguish and use numbers 0-100 in listening and speaking ● apply basic phonics skills to decode high frequency words ● recognize and read high frequency sight words (the, of, in, what, etc.) ● read and comprehend simple texts with support · respond to common personal information questions verbally and in writing ● understand and use basic vocabulary and simple present tense for communication on topics such as schedules and calendar, family, work and daily living ● demonstrate some self-study skills such as re-reading, initiating practice with a classmate, etc. ● understand and use formulaic expressions in role play and classroom situations: "how much is…?", "where is…?" "I need…" etc. ·attempt to clarify meaning by using simple phrases such as "please, repeat?" ● Students will be able to communicate and write basic personal information: name, address, phone number, social security number and date of birth ● read calendars and schedules ● read both analog and digital time ● read dollar and cent money amounts, and numbers up to 100 ● respond to common conversational prompts about their families, the weather, and daily activities

- know enough health vocabulary to give basic information to health professionals, school officials, and others about their health
- know how to communicate about an absence or ask for help from the teacher
- know the names of common places and a variety of prepositions to describe where someone or something is
- know 100 sight words by the end of the year
- articulate most of the 44 sounds of English
- sound out consonant-vowel-consonant words with the short vowels
- communicate in basic situations
- understands simple directions and commands, especially when stated slowly and/or repeated
- meet basic survival needs and basic social demands
- read basic everyday materials such as bus schedules, menus, maps, signs, and work materials
- understand simple forms for work, and various agencies. Emerging ability to read and write notes, memos, and letters
- communicate with others in entry level positions such as factory work, warehouse, etc. Can follow simple oral and written instructions and commands in English
- communicate effectively in a variety of school, life and work settings
- ability to maintain conversations for short periods of time
- understand main ideas of short lectures or recordings and pick out key elements
- read and interpret moderately complex materials: fiction, non-fiction, and basic academic text; and graphs, charts, and maps
- use basic context and word analysis skills to understand vocabulary. Begins to use reading strategies such as skimming, scanning, inference, prediction, and paraphrase
- compose simple one paragraph essays consisting of an introduction, body, and conclusion
- demonstrate the use of some variety of sentence structures and follow general grammar guidelines
- function independently in day-to-day life and work situations
- communicate in both face-to-face and telephone settings

		• use and understand familiar software and hardware in work and home settings • understand non-technical oral and written instructions
Course content	CCRS	Typical standards that distance learning platforms may address include: Reading Standards: Across levels A-D • CCR 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. • CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • CCR 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. • CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. • CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text. • CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently. Language Standards • CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • CCR 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.
		• CCR 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.
		• CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		• 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.
		Reading Standards Foundational Skills K-5: Levels A-C • RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness) • RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition) • RF.4 Read with sufficient accuracy and fluency to support comprehension. (Fluency)
	ACES/TIF	ACES/TIF sub skills of note are highlighted below: Critical Thinking (CT) • 1a, 1c, 2a, 2b, 2c, 2d, 2e, 3b, 4a, 4b Self Management (SM)

		• 1a, 1b, 1d, 1f, 2b, 3a, 3c
	Northstar	Standards for Essential Computer Skills • Basic Computer Skills Standards for Essential Software Skills • MobyMax Standards for Using Technology in Daily Life • Information Literacy
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Moby Max, Read Theory, Khan Academy, or other state-approved DL curriculum	