

READING ABE PACING GUIDES <<COMMON CORE BASICS, MCGRAW-HILL EDUCATION >>

TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p>TEXT(S): COMMON CORE BASICS- READING</p> <p>TEXT CHAPTER: CHAPTER 1 (pages 12-29)</p> <p>TOPIC: FUNCTIONAL TEXTS</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Reading, Level D Workbook, pages 67-74, 109-120</i></p> <p><i>Achieving TABE Success in Reading, Level D Reader, pages 34-39, 59-63</i></p> <p><i>Reading Basics, Intermediate 2 Workbook, Lessons 2.1, 2.2</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lessons 2, 8</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lessons 12, 18, 19</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lesson 2</i></p> <p><i>Workplace Skills, Reading for Information, Lessons 4, 8, 14, 15</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success , Level D, Reading, Lessons 1.2, 3.2</i></p> <p><i>Workforce Connects, Reading for Information, Lessons 3.4, 4.3, 5.5, 5.6</i></p>	<p>WEEK 1</p> <p>CHAPTER TITLE: 1- FUNCTIONAL TEXTS</p> <p>LESSON(S) TITLE: 1.1- Memos and Forms, 1.2- How-To and Instructions</p> <p>TEXT LESSON OBJECTIVES: 1.1- Identify the purpose and structure of consumer and business documents; understand and use forms 1.2- Recognize the correct sequence of steps; follow directions and instructions; understand how directions and instructions are organized</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Synonyms- have students ask each other yes/no questions using the words- IRB 1 Word Bench-help students divide the words into syllables, and name other words that look like the vocabulary words (underlining the letters that make up the common parts)- IRB 3 Draw Conclusions- ask students to use the information from the description of an activity to figure out what the text is about- IRB 1 Sequence Events- students list the steps they follow in a familiar process- IRB 3 Clarify Meaning- use an example of a confusing form (tax form) to determine what is confusing or what details should be clarified, and develop a class version that is worded so everyone can understand- (page 16, IRB 1) Alphabetic- use the prefix <i>dia-</i> to explain the meaning of diagram, listing other words with the same prefix – IRB 4</p> <p>ADDITIONAL STRATEGIES: Utilize Forms- Compare a variety of forms using a Venn diagram to list similarities and differences- IRB 1 Understand Diagrams- use an online diagram of how to make something and explore how the diagram is helpful compared to a word description of the process- IRB 3</p> <p>HOME LEARNING: Students locate documents they would use to apply for services from a local agency or business, and practice completing the forms, determining the types of information needed- IRB 1 Write how-to-do instructions for the forms that were collected, listing the steps and where to find the needed information- IRB 3</p>	<p>BELL RINGER: 1.1- Using a classroom book, students find an example of informational text, and state what information it provides- IRB 1 1.2- Ask students to share experiences they have had with following the directions in a document (<i>What about the document made following the steps easy or difficult?</i>)- IRB 3</p> <p>VOCABULARY: 1.1- Categories, encounter, optional, functional, violation, interpret 1.2- Diagram, instructions, resume, sequence</p> <p>STUDENT PRODUCT/PROJECT: Technology Connection- online forms- students find examples of forms online (contest entries, purchase forms) and compare/ contrast them with paper forms (page 17, IRB 1) Understand Diagrams- students work with partners to create sequence diagrams and present them to the class for discussion (page 25, IRB 4) Write To Learn- pages 16, 17</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: practice accuracy with difficult words by dividing words into syllables (IRB 2); locate signal or linking words in directions or instructions (IRB 4) Extension Activity: Assess memos by constructing own business memo to a classmate using formal language (IRB 2); students draw diagrams to represent their how-to instructions, illustrating the step that would be most useful if shown in diagram form (IRB 4)</p> <p>EXIT SLIP: Think About Reading activities: pages 17, 24, 25</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCRA.R.1, CCRA.R.3, CCRA.R.7, CCRA.R.10</p>	<p>TABE CORRELATION TO TEXT: Interpret Graphic Information- Consumer Materials Recall Information- Sequence</p>	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

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<p>TEXT(S): COMMON CORE BASICS- READING</p> <p>TEXT CHAPTER: CHAPTER 1 (pages 30-47)</p> <p>TOPIC: FUNCTIONAL TEXTS</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Reading, Level D Workbook, pages 21-28, 201-212</i></p> <p><i>Achieving TABE Success in Reading, Level D Reader, pages 5-14, 89-93</i></p> <p><i>Reading Basics, Intermediate 2 Workbook, Lessons 2.6, 3.2</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lessons 3, 13, 14</i></p> <p><i>Workplace Skills, Reading for Information, Lessons 7, 10, 14, 15, 20, 21, 22, 25</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success , Level D, Reading, Lessons 2.1, 5.3, 5.6</i></p> <p><i>Workforce Connects, Reading for Information, Lessons 4.2, 5.1, 5.5, 5.6, 6.5-6.7, 7.3</i></p>	<p>WEEK 2</p> <p>CHAPTER TITLE: 1- FUNCTIONAL TEXTS</p> <p>LESSON(S) TITLE: 1.3- Websites, 1.4- Workplace Documents</p> <p>TEXT LESSON OBJECTIVES: 1.3- Understand how to use websites to gain information; evaluate the reliability of websites 1.4- Recognize the purpose of common workplace documents; explain and apply information from common workplace documents</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Create a Sentence- using teacher given definitions of the vocabulary, students write a sentence for a chosen word- IRB 5 Synonyms- ask students to provide at least one synonym for each of the vocabulary words, and explain that writers use synonyms to keep text from becoming repetitious- IRB 7 Determine Author’s Purpose- use a sample employee handbook to determine the author’s purpose (entertain, explain or inform, persuade)- IRB 7 Analyze Visual Information-(scanning titles) display the titles of 2 websites and ask students to identify the kind of information that would be found on them- IRB 5 Echo Reading- ask students to track the text while you read the introductory paragraph (page 38) and students read aloud copying teacher fluency- IRB 7</p> <p>ADDITIONAL STRATEGIES: Synthesize Ideas from Multiple Sources- synthesize means to combine ideas to make something new- use an example of information needed to choose the best dog to buy and what websites would provide help for this decision- IRB 5 Summarize Information- supply a brief memo for students to underline the key points in the first paragraph and then summarize it -IRB 7</p> <p>HOME LEARNING: Clarifying Meaning- ask students to examine text from a website that they think is confusing to a reader, and determine strategies that would make it easier to understand – IRB 6 Students locate different workplace documents and determine purpose and audience for the documents- IRB 8</p>	<p>BELL RINGER: 1.3- Ask students which websites they use most frequently and the kind of information found on them -IRB 5 1.4- List the types of documents students have encountered in their workplace, and ask the purpose of these documents -IRB 7</p> <p>VOCABULARY: 1.3- reference source, reliability, scanning, Internet, key word, margin, synthesize 14- alternative, design, documents, identify, structure, agenda, employee handbook, summarize</p> <p>STUDENT PRODUCT/PROJECT: Students examine a museum website and identify different features and the content represented by these features- IRB 5 Technology Connection- students read a printed copy of a business e-mail and the digital copy of the same e-mail (comparing how each version influences understanding- (page 39, IRB 8) Write To Learn- pages 32, 42</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: elaborate on language that would be found on websites (toolbar, icon, URL, menu bars, links, search feature) with students creating illustrated dictionaries for these terms– IRB 6; use text structure to help students identify a clue as to the purpose of a form- IRB 8 Extension Activity: Students distinguish key words that would be used to do an online search for a specific topic – IRB 6; students locate different workplace documents and cite evidence of the purpose and audience for the documents- IRB 8</p> <p>EXIT SLIP: Think About Reading activities: pages 31, 32, 33, 40, 41, 43</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCRA.R.6, CCRA.R.7, CCRA.R.9, CCRA.R.10</p>	<p>TABE CORRELATION TO TEXT: Words in Context- Same Meaning Evaluate/ Extend Meaning- Apply Passage Elements - Author’s Effect/Intent - Author’s Purpose</p>	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

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<p>TEXT(S): COMMON CORE BASICS- READING</p> <p>TEXT CHAPTER: CHAPTER 1 (pages 48-67)</p> <p>TOPIC: FUNCTIONAL TEXTS</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Reading, Level D Workbook, pages 88-92, 97-108</i></p> <p><i>Achieving TABE Success in Reading, Level D Reader, pages 44-58</i></p> <p><i>Reading Basics, Intermediate 2 Workbook, Lesson 2.3</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lesson 7</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lessons 1, 5</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lessons 2, 9</i></p> <p><i>Workplace Skills, Locating Information, throughout</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success , Level D, Reading, Lesson 1.3</i></p> <p><i>Workforce Connects, Location Information, throughout</i></p>	<p>WEEK 3</p> <p>CHAPTER TITLE: 1- FUNCTIONAL TEXTS</p> <p>LESSON(S) TITLE: 1.5- <i>Graphic Documents</i>, 1.6-<i>Reference Texts</i></p> <p>TEXT LESSON OBJECTIVES: 1.5- Identify graphic documents and their functions; interpret information from simple charts and graphs; analyze information presented in a variety of graphic formats 1.6-Consult reference materials, such as dictionaries and thesauruses; gather information from different media; determine author’s purpose</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Prefix con- identify words that contain the prefix, its meaning- IRB 9 Recognizing Multisyllabic Words- divide words into syllables to help students pronounce unfamiliar words- IRB 11 Use context clues- in graphic documents seen every day (highway signs, etc.) where the environment in which the document is located helps understand it -IRB 9 Fluency Through Collaborative Reading- use document on page 50 for a choral reading and repeat to gain fluency- IRB 10 Evaluate Content in Different Formats- have students compare use of print resources to the same type of resources in digital formats (interactive , links), and the advantages or disadvantages of each- IRB 11 Reread/ Read More Slowly using a brief passage from a user manual for students to read through once, then write a summary without referring to the article- follow with a rereading to improve comprehension- IRB 12</p> <p>ADDITIONAL STRATEGIES: Technology Connection- Icons and Emoticons- draw emoticons, and share stories of how people use them- (page 49, IRB 9) Analyze Text Structure- compare how factual information is structured or organized in different ways depending on the purpose; use dictionary format as example-IRB 11</p> <p>HOME LEARNING: Analyze Visual Information-ask students to locate examples of graphic documents and discuss why these documents convey information quickly and easily (safety, travel, or instructional information)-IRB 9 Using Reference Texts- ask students to gather information on a topic using several different source texts (online, dictionary, encyclopedia, handbook)- IRB 11</p>	<p>BELL RINGER: 1.5-Draw a smiley face and a circle with a diagonal slash on the board and ask students the meaning of these graphics- data delivered in a visual format- IRB 9 1.6-Ask questions about which reference texts students might use to find information on a variety of suggested topics- IRB 11</p> <p>VOCABULARY: 1.5-concrete, context, graphic, infer, symbol, bar graphs, pie charts, analyze 1.6-entry, reference text, specialized, synonyms, volumes, digital, online, evaluate, preview</p> <p>STUDENT PRODUCT/PROJECT: Create artwork (poster) in which the graphic message and the context clues are a mismatch- IRB 10 21st Century Skill- Information Literacy- from a student developed list of recent historical events, students choose an event to research using the internet, and produce two-paragraph summaries- IRB 12 Write To Learn- pages 52, 61</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: analyze text connections by replacing text in documents with the same message in the learners’ first language- IRB 10; paired reading of fluent English with English language learners to read a brief (50-200 word) encyclopedia article to aid in pronunciation- IRB12 Extension Activity: interpret visual information in advertisements that use very little text to find the most effective one and why- IRB 10; compare information on a state and its capital in both online and print encyclopedias and compare time spent per format and how up-to-date each format was- IRB 12</p> <p>EXIT SLIP: Think About Reading activities: pages 51, 53, 61, 63</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCRA.R.4, CCRA.R.5, CCRA.R.7, CCRA.R.10</p>	<p>TABE CORRELATION TO TEXT: Interpret Graphic Information- Index - Reference Sources</p>	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

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<p>TEXT(S): COMMON CORE BASICS- READING</p> <p>TEXT CHAPTER: CHAPTER 1 (pages 68-83)</p> <p>TOPIC: FUNCTIONAL TEXTS</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Reading, Level D Workbook, pages 19, 87, 143-158</i></p> <p><i>Achieving TABE Success in Reading, Level D Reader, pages 73-76</i></p> <p><i>Reading Basics, Intermediate 2 Workbook, Lessons 1.3, 3.3</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lesson 18</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lesson 12</i></p> <p><i>Workplace Skills, Reading for Information, Lessons 9, 16</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success , Level D, Reading, Lessons 4.4-4.6</i></p> <p><i>Workforce Connects, Reading for Information, Lessons 4.4, 6.1</i></p>	<p>WEEK 4</p> <p>CHAPTER TITLE: 1- FUNCTIONAL TEXTS</p> <p>LESSON(S) TITLE: 1.7- <i>Comparing Texts in Different Media</i></p> <p>TEXT LESSON OBJECTIVES: 1.7- Gather information from different media; evaluate content in different media; determine advantages and disadvantages of different media</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Prefix <i>inter-</i> explain the Latin meaning of <i>inter-</i> and list other words with this prefix- IRB 13 Evaluate Content in Different Media- compare how the same product is advertised in different media (online, magazine, television, billboard) and how the message might change for each type of media- IRB 13 Echo Reading- read the first sentence from the second boxed text on page 69, adding expressions and emphasis to the words in italics, students echo read same sentences with same speed and expression- (page 69, IRB 14)</p> <p>ADDITIONAL STRATEGIES: Draw Conclusions- students draw conclusions on how viewing the movie, listening to an audio recording and reading the book on the same story affect their perception of the information- IRB 13 Essay Writing Practice- write an essay in response to a workplace document- pages 82-83</p> <p>HOME LEARNING: Compare the same topic presented in differing media, e.g. a weather report online and on the radio, citing the changes in content from one medium to the other- (page 69, IRB 14)</p>	<p>BELL RINGER: 1.7- Ask students to list the types of media they know and which they prefer to use.</p> <p>VOCABULARY: 1.7- enhance, interpret, media, presentation, animation, italics, multimedia, visualize</p> <p>STUDENT PRODUCT/PROJECT: 21st Century Skills- Media Literacy- students research a topic in two presentation formats- video and multimedia- and compare and contrast how well each added to understanding of the topic- IRB 14 Write To Learn- page 72</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: visualizing text using the subtitled video presentation about on-the-job training, replay several times so students can hear and read the text (page 70, IRB 14) Extension Activity: students organize a presentation (audio, video or multimedia) version of a brief informative text- IRB 14</p> <p>EXIT SLIP: Think About Reading activities: pages 70, 73 Chapter Review- pages 78-81</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCRA.R.1, CCRA.R.2, CCRA.R.7, CCRA.R.10</p>	<p>TABE CORRELATION TO TEXT: Construct Meaning- Compare/ Contrast - Conclusions</p>	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

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<p>TEXT(S): COMMON CORE BASICS- READING</p> <p>TEXT CHAPTER: CHAPTER 2 (pages 84-101)</p> <p>TOPIC: EXPOSITORY TEXTS</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Reading, Level D Workbook, pages 19, 87, 89-92, 135-142, 167-174</i></p> <p><i>Achieving TABE Success in Reading, Level D Reader, pages 64-72, 77-80</i></p> <p><i>Reading Basics, Intermediate 2 Workbook, Lessons 1.4, 1.7</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lessons 2, 17</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lesson 18</i></p> <p><i>Workplace Skills, Reading for Information, Lessons 1, 6, 16, 21, 25</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success , Level D, Reading, Lessons 4.1, 4.2</i></p> <p><i>Workforce Connects, Reading for Information, Lessons 3.1, 4.1, 6.1, 6.6, 7.3</i></p>	<p>WEEK 5</p> <p>CHAPTER TITLE: 2- EXPOSITORY TEXTS</p> <p>LESSON(S) TITLE: 2.1- <i>Textbooks and Other Educational Materials</i>, 2.2- <i>Magazine and Newspaper Articles</i></p> <p>TEXT LESSON OBJECTIVES: 2.1- Identify the stated main idea; gain information from textbooks and other educational material 2.2- Explain text features and graphics and their purpose; read magazine and newspaper articles to gain information</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Vocabulary Study Cards- with vocabulary words and definition-IRB 15 Summarize Text- use a movie or television show as a basis for summarizing the most important details- IRB 15 Alphabetics- Use Word Parts- recognize the root of a word, and base words-IRB 16 Connect to Life Experiences- students use vocabulary words in sentences that relate to their own lives- IRB 17 Analyze Text Structure- find text structure in magazine or newspaper articles (titles, headings, subheadings, captions) – IRB 17 Alphabetics- Compound Words- list compound words and determine the meaning from the parts- IRB 17</p> <p>ADDITIONAL STRATEGIES: Analyze Visual Information-Use a textbook with graphic aids (table, charts) to show how visual information adds to the text- IRB 15</p> <p>HOME LEARNING: Evaluate Content in Different Formats that are used for visuals (bar, circle and line graphs) in magazines and newspapers- IRB 17</p>	<p>BELL RINGER: 2.1- Have students find examples in classroom books of organizational elements (features, sections, table of contents)- IRB 15 2.2- List examples of informative texts that they students encounter on a regular basis (magazine article, instructions, newspaper article, e-mail, instructions)- IRB 17</p> <p>VOCABULARY: 2.1- details, main idea, stated, survey, topic sentence, classify 2.2- caption, graph, heading, visual, byline, legend, summarize</p> <p>STUDENT PRODUCT/PROJECT: 21st Century Skill- Global Awareness- in small groups, students use a search engine to research for an Internet newspaper article (page 87) Technology Connections- Digital Publications- students locate articles about an appropriate current event using an online news source, comparing the length, features and information in the articles-IRB 18 Write To Learn- pages 89, 96</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: pairs of students make tables about their favorite topic (e.g. place they would like or not like to visit)-IRB 16; review the parts of a variety of graphs, including the legend- IRB 18 Extension Activity: students critique the visual elements of a chapter from a textbook- IRB 16; students create a line graph to show the changes in the temperature for the past week- IRB 18</p> <p>EXIT SLIP: Think About Reading activities: pages 87, 88, 89, 96, 97</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCRA.R.5, CCRA.R.7, CCRA.R.10</p>	<p>TABE CORRELATION TO TEXT: Construct Meaning-Main Idea - Summary/ Paraphrase</p>	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

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<p>TEXT(S): COMMON CORE BASICS- READING</p> <p>TEXT CHAPTER: CHAPTER 2 (pages 102-113)</p> <p>TOPIC: EXPOSITORY TEXTS</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Reading, Level D Workbook, pages 21-44, 151-158, 175-178, 201-208, 213-220</i> <i>Achieving TABE Success in Reading, Level D Reader, pages 5-18, 73-80, 89-93</i> <i>Reading Basics, Intermediate 2 Workbook, Lessons 1.3, 2.5, 2.6</i> <i>Words to Learn By- Building Academic Vocabulary, Lesson 17</i> <i>Workplace Skills, Reading for Information, Lessons 7, 9, 10, 16, 20, 22</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success , Level D, Reading, Lessons 2.1, 4.6, 4.7, 5.6</i> <i>Workforce Connects, Reading for Information, Lessons</i></p>	<p>WEEK 6</p> <p>CHAPTER TITLE: 2- EXPOSITORY TEXTS</p> <p>LESSON(S) TITLE: 2.3- <i>Technical Texts</i></p> <p>TEXT LESSON OBJECTIVES: 2.3- Determine the author’s purpose; draw evidence from text</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Synonyms and Antonyms- ask students to list one or more synonyms and/ or antonyms for the vocabulary words- IRB 19 Interpret Words and Phrases in Text- use context clues to determine the meaning of words and phrases in sample technical texts- IRB 19 Comprehension- Asking Questions while reading technical texts helps to understand the text- IRB 20</p> <p>ADDITIONAL STRATEGIES: Draw Conclusions- use a technical text as an example to draw the conclusion as to who would use it and why- IRB 19 Essay Writing Practice- write a passage of informative or explanatory text in response to a prompt- pages 112-113</p> <p>HOME LEARNING: Determine the different types of online support a person could find if necessary (such as online chats with customer service representatives) –IRB 19</p>	<p>BELL RINGER: 2.3- recall a time when written directions were used to install, build or fix something and if the text did what it was meant to do- IRB 19</p> <p>VOCABULARY: 2.3- diagram, process, regulations, consumers, technical</p> <p>STUDENT PRODUCT/PROJECT: Draw Conclusions from a regulation concerning work regulations for 14-15 year-olds as a class- (page 104, IRB 20) Write To Learn- page 105</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: ask learner to translate technical words from an illustrated passage into their first language, then share with one who is proficient in English-IRB 20 Extension Activity: Students write the technical instructions for an activity with which they are familiar, exchanging with fellow students, and critiquing for ease of understanding- IRB 20</p> <p>EXIT SLIP: Think About Reading activities: page 105 Chapter Review- pages 108-111</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCRA.R.4, CCRA.R.6, CCRA.R.10</p>	<p>TABE CORRELATION TO TEXT: Words in Context- Same Meaning - Opposite Meaning - Appropriate Word Evaluate/ Extend Meaning- Author’s Purpose Construct Meaning-Supporting Evidence - Conclusion</p>	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

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TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p>TEXT(S): COMMON CORE BASICS- READING</p> <p>TEXT CHAPTER: CHAPTER 3 (pages 114-131)</p> <p>TOPIC: PERSUASIVE TEXTS</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Reading, Level D Workbook, pages 143-150, 175-178, 184, 193--220</i></p> <p><i>Achieving TABE Success in Reading, Level D Reader, pages 73-93</i></p> <p><i>Reading Basics, Intermediate 2 Workbook, Lessons 2.5, 2.6, 3.2, 3.3, 3.5</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lesson 7</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lesson 11</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lessons 1, 5, 13</i></p> <p><i>Workplace Skills, Reading for Information, Lessons 16, 20, 22</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success , Level D, Reading, Lessons 4.4, 4.5, 4.7, 5.1, 5.6</i></p> <p><i>Workforce Connects, Reading for Information, Lessons 6.1, 6.5, 6.7</i></p>	<p>WEEK 7</p> <p>CHAPTER TITLE: 3-PERSUASIVE TEXTS</p> <p>LESSON(S) TITLE: 3.1- Ads, 3.2- Editorials</p> <p>TEXT LESSON OBJECTIVES: 3.1-Understand how to read and interpret ads; evaluate the effectiveness of arguments; identify an author’s assumptions and beliefs 3.2- Understand the purpose and content of editorials; evaluate the effectiveness of arguments in excerpts; distinguish between conflicting viewpoints</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Word Map- using a 3 circle word map, students enter the vocabulary word in the center and the definition and an example in the outer circles- IRB 21 Possible Sentence- Working from the definitions of the vocabulary words, students write sentences that use the words both correctly and incorrectly, then as a class determine the incorrect sentences and rewrite- IRB 23 Analyze Word Choice- examine an ad for words that state facts and opinions- IRB 21 Alphabetics- Relate Words to words or concepts already known using a word web (evaluate: test, opinion, grade, achievement, performance)-IRB 22 Evaluate Support for Conclusions- using an editorial, students evaluate support for a conclusion, whether the author is biased, information one-sided and logical- IRB 23 Suffix –ion- is Latin for “act or process”, define others words with this suffix-IRB 23</p> <p>ADDITIONAL STRATEGIES: Analyze Visual Elements- Identify the positive visual elements that are used in ads (page 117, IRB 21) Evaluate Arguments- Discuss kinds of ads that might have reliable information and why- IRB 21, 22 Compare Different Texts- use a Venn diagram to compare and contrast two classroom items- IRB 23</p> <p>HOME LEARNING: Evaluate Job Ads- Locate several job ads, identify the facts and opinions in the ads, and evaluate the ads’ effectiveness- (page 118, IRB 22) Analyze Editorial Cartoons- find editorial cartoons in newspapers or magazines and follow the steps on page 128 to evaluate them- IRB 24</p>	<p>BELL RINGER: 3.1- Ask students for examples of a nonfiction text they have read for information and one that tried to persuade them- IRB 21 3.2- Ask students to differentiate between statements that are factual or opinions- IRB 23</p> <p>VOCABULARY: 3.1- argument, fact, opinion, advertisement, logo, slogan, evaluate 3.2-assumption, bias, defend, evidence, editorial, point of view, conclusion</p> <p>STUDENT PRODUCT/PROJECT: Students locate two ads and describe the visual elements and loaded words used (page 117, IRB 21) Research It- Find evidence-students use reliable sources to research and present information on a topic (page 135) Write To Learn- pages 120, 126</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: using examples of persuasive language from the lesson students work with partners to write one sentence with persuasive language- IRB 22; compare an editorial and a news story from a newspaper, pointing out key words that identify each using sentence frames- IRB 24 Extension Activity: have students bring in ads and in small groups analyze the ads for real information that is included, claims backed up by facts, and claims accepted on faith- IRB 22; students find an article in a local newspaper or online news source and then a news article about the editorial’s topic, assess if enough facts have been given to support the opinion in the editorial- IRB 24</p> <p>EXIT SLIP: Think About Reading activities: pages 118, 119, 120, 125, 126, 127, 128</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCRA.R.4, CCRA.R.8, CCRA.R.9, CCRA.R.10</p>	<p>TABE CORRELATION TO TEXT: Evaluate/ Extend Meaning- Fact/ Opinion - Author’s Effect/Intent - Author’s Purpose Construct Meaning- Supporting Evidence - Compare/ Contrast</p>	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

READING ABE PACING GUIDES <<COMMON CORE BASICS, MCGRAW-HILL EDUCATION >>

TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p>TEXT(S): COMMON CORE BASICS- READING</p> <p>TEXT CHAPTER: CHAPTER 3 (pages 132-153)</p> <p>TOPIC: PERSUASIVE TEXTS</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Reading, Level D Workbook, pages 59-66, 135-142, 184, 193-200, 209-212</i> <i>Achieving TABE Success in Reading, Level D Reader, pages 24-33, 64-72, 81-93</i> <i>Reading Basics, Intermediate 2 Workbook, Lessons 1.1, 1.7, 3.2, 3.5</i> <i>Words to Learn By- Expanding Academic Vocabulary, Lessons 3, 5, 12</i> <i>Words to Learn By- Advancing Academic Vocabulary, Lessons 1, 2, 5</i> <i>Workplace Skills, Reading for Information, Lessons 1, 6, 16, 20, 22</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success , Level D, Reading, Lessons 4.1, 5.1, 5.6</i> <i>Workforce Connects, Reading for Information, Lessons 3.1, 4.1, 6.1, 6.5, 6.7</i></p>	<p>WEEK 8</p> <p>CHAPTER TITLE: 3-PERSUASIVE TEXTS</p> <p>LESSON(S) TITLE: 3.3-Blogs, 3.4- Reviews and Commentaries</p> <p>TEXT LESSON OBJECTIVES: 3.3- Understand how to read and evaluate blogs; identify an author’s assumptions and beliefs 3.4- Determine the author’s opinion in reviews and commentaries; identify main ideas and essential details</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Yes/No Questions- students use vocabulary words in sentences that ask a yes/ no question- IRB 25 Word Clues- in pairs, a student gives clues about a new word to a partner who guesses the word – IRB 27 Draw Evidence from Text- recognize language that is meant to elicit an emotional response (use a political blog)- IRB 25 Comprehension- Make Connections- model text-to-text connections- IRB 25 Interpret Words and Phrases in Text- use creating a title for a text excerpt as a way to figure out an implied main idea- IRB 27 Fluency-Echo Read- read the first paragraph on page 143 having students track while you read, then read it in pairs striving for fluency and expression- (page 143, IRB 28)</p> <p>ADDITIONAL STRATEGIES: Determine Author’s Purpose- use sample blogs to determine strategy used (facts or quotes from an expert or celebrity, or words that appeal to emotions)- IRB 25 Infer- using the part of a book review, ask students to make inferences about the writer’s opinion of the book, then read aloud the entire review- IRB 27 Essay Writing Practice- write an argument to support a claim- pages 152-153</p> <p>HOME LEARNING: Examine several blogs or other online postings for bias, and the positive or negative connotations that lead to a conclusion on the author’s topic- IRB 26 Write a review of a movie, TV show, or restaurant using the elements (introduction, summary, analysis, conclusion)- (page 140, IRB 27)</p>	<p>BELL RINGER: 3.3- Ask students if they have read blogs, record the subject matter of these blogs on the board to show the variety- IRB 25 3.4- state an opinion to the class (Red is the best color for a car.) and ask students to raise hands if they agree with this opinion; students state their opinions for the class-IRB 27</p> <p>VOCABULARY: 3.3- endorse, persuade, qualifications, blog, connote, judgments 3.4- analysis, criticize, implied, commentary, review, inference, interpret</p> <p>STUDENT PRODUCT/PROJECT: Technology Connection- Social Media- discuss what subjects should be avoided when posting online, and have students suggest rules to follow when posting- IRB 25 Research It- Compare Reviews- have student access the reviews of current movies or TV shows, comparing the elements of differing reviewers’ opinions- IRB 27 Write To Learn- pages 134, 142</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: echo read one of the blogs from the lesson with the students imitating phrasing and expression- IRB 26; identify Spanish cognates in vocabulary (analysis/analisis, commentary/comentario, implied/implicito, inference/inferencia)- IRB 28 Extension Activity: pairs of students work together to write the text for a short blog, and exchange blogs with other pairs who critique bias, strength of argument and persuasiveness- IRB 26; Students bring in a review about a movie, TV program or product and identify the elements, tone and strength- IRB 28</p> <p>EXIT SLIP: Think About Reading activities: pages 133, 134, 142, 143 Chapter Review- 148-151</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCRA.R.1, CCRA.R.2, CCRA.R.4, CCRA.R.6, CCRA.R.8, CCRA.R.10</p>	<p>TABE CORRELATION TO TEXT: Recall Information-Details Evaluate/ Extend Meaning- Fact/ Opinion - Author’s Effect/Intent Construct Meaning- Main Idea</p>	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice At end of Chapter;</p>

READING PACING GUIDES <<COMMON CORE BASICS, MCGRAW-HILL EDUCATION >>

TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p>TEXT(S): COMMON CORE BASICS- READING</p> <p>TEXT CHAPTER: CHAPTER 4 (pages 154-171)</p> <p>TOPIC: LITERACY NONFICTION</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Reading, Level D Workbook, pages 59-66, 167-171, 183, 193-200, 225-232</i> <i>Achieving TABE Success in Reading, Level D Reader, pages 24-33, 77-88, 94-98</i> <i>Reading Basics, Intermediate 2 Workbook, Lessons 1.1, 1.4, 1.6, 3.5, 3.6</i> <i>Words to Learn By- Expanding Academic Vocabulary, Lessons 4, 6</i> <i>Workplace Skills, Reading for Information, Lessons 1, 6, 16, 21, 25</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success , Level D, Reading, Lessons 4.2, 5.1, 5.4, 5.5</i> <i>Workforce Connects, Reading for Information, Lessons 3.1, 4.1, 6.1, 6.6, 7.3</i></p>	<p>WEEK 9</p> <p>CHAPTER TITLE: 4- NONFICTION</p> <p>LESSON(S) TITLE: 4.1- <i>Nonfiction Prose</i>, 4.2- <i>Biography</i></p> <p>TEXT LESSON OBJECTIVES: 4.1- Examine various types of nonfiction prose; explain how individuals, events, or ideas develop and interact throughout a text 4.2- Identify the form and characteristics of a biography; understand how the characteristics of a genre affect an excerpt’s meaning or purpose</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Word Wall- made by students, then use the definitions to write sentences- IRB 29 Relate Words to words already known (examine: exam, examination)- IRB 31 Analyze Text Connections- look for ways that events are connected while reading, how author describes feelings-(page 156, IRB 29) Fluency- Collaborative Reading- enlarge and copy the passage on page 160, read aloud a sentence from the passage, then pass the text to a student to read one or more sentences- (page 160, IRB 30) Summarize Supporting Details- separate the opinions in a biography selection from the factual details to develop a summary- IRB 31 Comprehension- Reread/Read More Slowly- students read first three paragraphs (page 167), close books and write a summary, then reread passage more slowly for better meaning- (page 167, IRB 32)</p> <p>ADDITIONAL STRATEGIES: Identify Types of Nonfiction- list the different types of nonfiction prose and ask students to think what is distinctive about each of these types- IRB 29 Gather Information from Different Media- brainstorm on what reference source would be most useful if students were writing a biography- IRB 31</p> <p>HOME LEARNING: Locate a memoir online or in print and summarize the details that describe the people and events – IRB 29 Research a topic and record information in a five-column chart (labeled: newspapers, magazines, encyclopedias, almanacs, atlases) -IRB 32</p>	<p>BELL RINGER: 4.1-Ask: <i>If you were writing about your life, what subjects or events would you include?</i> (memoir, personal essay, letter or diary)- IRB 29 4.2-Show a brief biography of a world leader, pointing out that the biography contains facts about the person’s life.-IRB 31</p> <p>VOCABULARY: 4.1- diary, essay, prose, genre, memoir, nonfiction, develop, interact 4.2-authorized, chronological, emphasize, unauthorized, biography, examine</p> <p>STUDENT PRODUCT/PROJECT: Workplace Connection- Communicate by E-mail-students work with partners to rewrite a letter as an e-mail (page 158, IRB 30) Research It- Read Biographies-work in pairs to research an anecdote about someone famous, and provide a list of accomplishments for the same person, comparing both methods to introduce a subject- IRB 31 Write To Learn- pages 160, 166</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: Words taken from another language- the words <i>genre</i> and <i>memoir</i> are French words (use the glossary to teach the correct pronunciations), look for other foreign words that are used in English- IRB 30; list opinion words (think, feel, believe, perceive, seem, view, personal, understand, claim, admit, imagine, suppose)as a use to identify opinions in a biography with sentence frames to aid in summaries- IRB 32 Extension Activity: make observations about nonfiction in small groups with a chart listing names of nonfictions texts they have read (listing title, genre and author’s purpose for each)- IRB 30; compare biographies by the organization and details that are emphasized- IRB 32</p> <p>EXIT SLIP: Think About Reading activities: pages 157, 158, 159, 160, 164, 166, 167</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCRA.R.2, CCRA.R.3, CCRA.R.7, CCRA.R.10</p>	<p>TABE CORRELATION TO TEXT: Recall Information-Details Evaluate/ Extend Meaning- Fact/ Opinion - Style Techniques - Genre Construct Meaning- Summary/ Paraphrase</p>	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

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TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p>TEXT(S): COMMON CORE BASICS- READING</p> <p>TEXT CHAPTER: CHAPTER 4 (pages 172-185)</p> <p>TOPIC: LITERACY NONFICTION</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Reading, Level D Workbook, pages 19, 201-208, 213-220, 225-232</i> <i>Achieving TABE Success in Reading, Level D Reader, pages 89-98</i> <i>Reading Basics, Intermediate 2 Workbook, Lessons 1.6, 2.6, 3.6</i> <i>Words to Learn By- Expanding Academic Vocabulary, Lesson 6</i> <i>Words to Learn By- Advancing Academic Vocabulary, Lessons 1, 5</i> <i>Workplace Skills, Reading for Information, Lessons 20, 22</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success , Level D, Reading, Lessons 5.4-5.6</i> <i>Workforce Connects, Reading for Information, Lessons 6.5, 6.7</i></p>	<p>WEEK 10</p> <p>CHAPTER TITLE: 4- NONFICTION</p> <p>LESSON(S) TITLE: 4.3- Autobiography</p> <p>TEXT LESSON OBJECTIVES: 4.3- Identify the form and characteristics of an autobiography; explain how genre affects the meaning and purpose of a text</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Word Sorts- vocabulary words and definitions are written on cards which are then sorted by attributes (part of speech, meaning, number of syllables)- IRB 33 Identify Point of View-using the pronouns as a guide (first person- <i>I, my, me</i>; third person- <i>he, she, they</i>) identify the point of view of selected passages- IRB 33 Alphabetic- Greek roots- analyzing the root words for <i>autobiography</i> (<i>autos-</i> “same or self”, <i>bios-</i> “mode of life”, <i>graphos-</i> “written”), then for <i>interview-</i> IRB 33</p> <p>ADDITIONAL STRATEGIES: Analyze Connections- that authors use to help readers connect to their stories (humor, vivid descriptive details, share feelings and emotions)- (page 174, IRB 33, 34) Essay Writing Practice- using the prompt, write a biography about someone you know- pages 184-185</p> <p>HOME LEARNING: Students create a diagram of the ways that people they know are connected (relationships)- IRB 33</p>	<p>BELL RINGER: 4.3- Ask students what information someone might include in a biography, and then what they would include if they wrote about themselves (autobiography)- IRB 33</p> <p>VOCABULARY: 4.3- pattern, subjective, autobiography, characteristics, perspective, apply</p> <p>STUDENT PRODUCT/PROJECT: Technology Connection- Media Literacy- compare the video presentation of a historical figure and the autobiography on which it is based, including point of view’s influence on each- IRB 33 Write To Learn- page 175</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: in pairs, students write a two-sentence summary of a passage, and then read the summaries aloud- IRB 34 Extension Activity: write an autobiographical paragraph about a time in their lives when they were nervous entering a new situation, then critically assess whether it would interest readers and how to improve the paragraph- IRB 34</p> <p>EXIT SLIP: Think About Reading activities: pages 174, 175, 176 Chapter Review-pages 180-183</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCRA.R.3, CCRA.R.6, CCRA.R.10</p>	<p>TABE CORRELATION TO TEXT: Evaluate/ Extend Meaning- Author’s Purpose - Style Techniques - Genre</p>	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

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TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p>TEXT(S): COMMON CORE BASICS- READING</p> <p>TEXT CHAPTER: CHAPTER 5 (pages 186-197)</p> <p>TOPIC: FICTION</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Reading, Level D Workbook, pages 67-74, 159-166, 185-192</i></p> <p><i>Achieving TABE Success in Reading, Level D Reader, pages 34-39, 77-84</i></p> <p><i>Reading Basics, Intermediate 2 Workbook, Lessons 1.5, 2.1, 3.4</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lessons 9, 19</i></p> <p><i>Workplace Skills, Reading for Information, Lessons 4, 8, 14, 15, 20, 22</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success , Level D, Reading, Lessons 3.2, 4.3, 5.2</i></p> <p><i>Workforce Connects, Reading for Information, Lessons 3.5, 4.3, 5.5, 5.6, 6.5, 6.7</i></p>	<p>WEEK 11</p> <p>CHAPTER TITLE: 5- FICTION</p> <p>LESSON(S) TITLE: 5.1- <i>Plot and Setting</i></p> <p>TEXT LESSON OBJECTIVES: 5.1- Analyze how incidents in a story propel the action; analyze the development of plot and setting</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Word Bench- review vocabulary by dividing into syllables as a help in pronunciation- IRB 35 Sequence Events- Use a graphic organizer to determine which past events are causing present events, and predict what will happen in the future- IRB 35 Fluency- Collaborative Reading- copy and enlarge the excerpt (<i>Chesapeake</i>) on page 192, read aloud one or more sentences, modeling pronunciation and phrasing, then pass the copy to a student to read one or more lines- (page 192, IRB 36)</p> <p>ADDITIONAL STRATEGIES: Analyze the Relationship Between Plot and Setting- the physical location in a story and its time frame can affect the plot [e.g. comparison of a location like Hawaii to the Mojave Desert (setting), or a story time frame of several years to one of only a day]- IRB 35 Workplace Connection: Use Quotations- search online for corporate press releases, highlighting the quotations, and what the quotations reveal about the companies- IRB 36</p> <p>HOME LEARNING: Personal Plot- ask students to describe what they did the previous day, with the events of the day as the plot, and the time and location where the events occurred as the setting of their story- IRB 35</p>	<p>BELL RINGER: 5.1- Review fictional books, movies or TV shows that the students have recently seen or read, identifying the plot and setting elements- IRB 35</p> <p>VOCABULARY: 5.1- propel, sequence, climax, conflict, resolution, diagram</p> <p>STUDENT PRODUCT/PROJECT: Sequence Events- explain that sequence is the order in which events take place, while plot is a series of events- search online for plot summaries of a novel or movie (<i>To Kill a Mockingbird, Casablanca</i>), summarizing plot- IRB 35 Write To Learn- page 192</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: sequence signal words show time order (first, next, then, after, while, now, later, last) ask students to help add to this list- IRB 36 Extension Activity: interpret the setting in images of classic paintings (scenes from Breughel, van Gogh, Renoir) using context clues and observations about the characters in the paintings, then writing about plot actions that could occur after the depicted scenes- IRB 36</p> <p>EXIT SLIP: Think About Reading activities: pages 190, 193</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCRA.R.3, CCRA.R.10</p>	<p>TABE CORRELATION TO TEXT: Recall Information- Sequence Construct Meaning- Cause/ Effect Evaluate/ Extend Meaning- Predict Outcomes</p>	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p>TEXT(S): COMMON CORE BASICS- READING</p> <p>TEXT CHAPTER: CHAPTER 5 (pages 198-213)</p> <p>TOPIC: FICTION</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Reading, Level D Workbook, pages 127-134, 143-158, 175-178, 213-220</i> <i>Achieving TABE Success in Reading, Level D Reader, pages 64-68, 73-80, 89-93</i> <i>Reading Basics, Intermediate 2 Workbook, Lessons 1.3, 2.4, 2.5, 3.3</i> <i>Words to Learn By- Building Academic Vocabulary, Lessons 12, 18</i> <i>Words to Learn By- Advancing Academic Vocabulary, Lessons 1, 2</i> <i>Workplace Skills, Reading for Information, Lessons 9, 16</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success , Level D, Reading, Lessons 4.4-4.9</i> <i>Workforce Connects, Reading for Information, Lessons 4.4, 6.1</i></p>	<p>WEEK 12</p> <p>CHAPTER TITLE: 5- FICTION</p> <p>LESSON(S) TITLE: 5.2- <i>Character</i>, 5.3- <i>Point of View</i></p> <p>TEXT LESSON OBJECTIVES: 5.2- Recognize how characters are used in stories; interpret the actions, thoughts, and feelings of characters 5.3- Understand point of view; identify how point of view affects a story</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Recognize Multisyllabic Words- break down <i>reasonable</i> into syllables (rea'-son-able) as a help to pronounce unfamiliar words, using a dictionary to help- IRB 37 Use Vocabulary - have pairs of students write sentences and then critique the accuracy of the use of the definitions- IRB 39 Draw Evidence from Text- students read the paragraphs (IRB 37) and respond to the question "How do you think Luis felt for being criticized for his performance in class?" students use evidence from the text to explain their answers.- IRB 37 Make Inferences- read aloud a scene description (IRB 39) from a movie script and ask students to infer what kind of movie was made from the script- IRB 37 Fluency- Collaborative Reading use the passage "<i>A Worn Path</i>" (page 202) to have students read aloud, one sentence at a time- IRB 38 Point of View- read the passage on page 209 using pronouns as indicators of point of view (the way of looking at an issue, or the attitude/ outlook of the person telling the story)- IRB 39 Fluency- Mark Phrase Boundaries- mark the places in a text that a reader normally would pause (phrase boundaries) – IRB 40</p> <p>ADDITIONAL STRATEGIES: Compare and Contrast- use a Venn diagram to compare and contrast two things from the room (shoes, hairs, folders), then use to compare characters- IRB 37, 38 Draw Conclusions- means coming up with ideas beyond what the author writes using passage details and their own experiences- use passage (IRB 39) for students to support their conclusions- IRB 39</p> <p>HOME LEARNING: Character development- students develop the characters mentioned in the "Bell Ringer" activity by adding descriptions of traits that could be easily observed and those that would take further analysis (from actions or dialogue)- IRB 37</p>	<p>BELL RINGER: 5.2- Ask students to describe a familiar person or animal (character traits) and a story that involves this person or animal- IRB 37 5.3- review the point of view of a particular character in a familiar book, movie or TV show (e.g. <i>The Hunger Games</i> as told from the point of view of the main character, Katniss Everdeen)- IRB 39</p> <p>VOCABULARY: 5.2- adjust, familiar, reasonable, characters, prediction, motivation 5.3- inference, logical, first-person point of view, perspective, third-person point of view, identify</p> <p>STUDENT PRODUCT/PROJECT: Analyze Characters- students use evidence and clues in the text to list details about the characters in an excerpt (page 200-201) by what the character says and does, how other characters respond and what details the narrator provides- IRB 37 Research It- Learn about the author- in pairs students research an author drawing correlations between what they learn about the author (life experiences) and the passage- IRB 40 Write To Learn- pages 202, 208</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: identify compare-and-contrast signal words and phrases used in the Venn diagram activity (page 200, IRB 38); review the pronouns that indicate the point of view with sample sentences- IRB 40 Extension Activity: use the full text of the short story, "<i>A Worn Path</i>" to expand their understanding of the character Phoenix Jackson with evidence from the dialogue to support conclusions- IRB 38; use excerpts on page 208 to infer how they would sound if they were written from a different point of view- IRB 40</p> <p>EXIT SLIP: Think About Reading activities: pages 201, 202, 208, 209, 210</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCRA.R.1, CCRA.R.2, CCRA.R.3, CCRA.R.6, CCRA.R.10</p>	<p>TABE CORRELATION TO TEXT: Construct Meaning- Character Aspects</p> <ul style="list-style-type: none"> - Compare/ Contrast - Conclusions - Supporting Evidence 	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

READING ABE PACING GUIDES <<COMMON CORE BASICS, MCGRAW-HILL EDUCATION >>

TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p>TEXT(S): COMMON CORE BASICS- READING</p> <p>TEXT CHAPTER: CHAPTER 5 (pages 214-231)</p> <p>TOPIC: FICTION</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Reading, Level D Workbook, pages 19, 87, 67-74, 127-134, 183-184, 209-212</i></p> <p><i>Achieving TABE Success in Reading, Level D Reader, pages 34-39, 64-68, 89-93</i></p> <p><i>Reading Basics, Intermediate 2 Workbook, Lessons 2.1, 2.4, 3.2</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lesson 12</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lessons 6, 7</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lesson 1</i></p> <p><i>Workplace Skills, Reading for Information, Lessons 4, 8, 14, 15, 20, 22</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success , Level D, Reading, Lessons 3.2,4.8, 4.9, 5.6</i></p> <p><i>Workforce Connects, Reading for Information, Lessons 3.4, 4.3, 5.5, 5.6, 6.5, 6.7</i></p>	<p>WEEK 13</p> <p>CHAPTER TITLE: 5- FICTION</p> <p>LESSON(S) TITLE: 5.4- <i>Literal and Figurative Language</i>, 5.5- <i>Theme</i></p> <p>TEXT LESSON OBJECTIVES: 5.4- Recognize effective word choice and sentence structure; identify how the use of language affects writing 5.5- Identify and interpret themes; understand a theme’s connection to setting, character, and plot</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Latin Roots- <i>liter</i> in the word <i>literal</i> is from the Latin root <i>litera</i>, meaning “handwriting or letter”- other words with the same root are <i>illiterate, letter, literary, literate, literature</i>- IRB 41 Suffix –al means “relating to” and changes the meaning of the root word, so the word universal means “relating to all members of a group worldwide”-IRB 43 Analyze Text Structure- explain that each text has a structure with beginning, middle and end- use a simple chart to keep track of text connections while reading a passage (page 216, IRB 41, 42) Compare Themes in Different Genres- list fiction genres (<i>realistic fiction, historical fiction, science fiction, fairy tales, plays, short stories</i>) and ask students for examples of each genre, noting how the themes might be the same in different genres-IRB 43 Alphabetic- Word Families- relate new words to words or concepts already known, using word family (<i>configuration, disfigure, figure, figurative, figurehead, figurine</i>) based on the common base word <i>figure</i>- IRB 42 Fluency- Echo Reading- read aloud the first sentence of the boxed text on page 224, and have students echo the same sentence with similar speed and expression- IRB 44</p> <p>ADDITIONAL STRATEGIES: Analyze Word Choice- say a sentence using literal language and then say it using figurative language and discuss which has more emotion in it- IRB 41 Determine Theme- ask students to list the central idea or theme in books they have read, or in movies or TV shows they have seen- IRB 43</p> <p>HOME LEARNING: Structure- ask students to list examples of the structure in their daily activities, with the differences in the plan for each, and illustrate with a chart or diagram- IRB 41 Media Literacy-record the themes of the TV shows watched for a period (day or several days), compare with others in the class who watched the same show- IRB 43</p>	<p>BELL RINGER: 5.4- ask students to name a favorite fiction author and explain what they like about the author’s writing (use of details, descriptions, language)- IRB 41 5.5- Ask students to identify the plot and characters in a familiar TV show- IRB 43</p> <p>VOCABULARY: 5.4- emotion, figurative, literal, connotation, denotation 5.5- motivate, strategy, relationship, universal, conclusion</p> <p>STUDENT PRODUCT/PROJECT: Technology Connection- Internet Resources- as a group discuss which websites might have the most reliable information about figurative language, and look up examples-(page 217, IRB 42) 21st Century Skills- Cross-Cultural Skills- compile a list of common themes found across genres (person against him or herself, person against other people, person or people against nature, good or evil, war or peace, change or stay the same)- IRB 44 Write To Learn- pages 216, 225</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: using examples of figurative language from the lesson, explain that it is used to make text more colorful and uses exaggeration, similes and metaphors- IRB 42; identify Spanish cognates in the vocabulary list (<i>conclusion/conclusion, motivate/motivar, relationship/relacion, strategy/estrategia</i>)- IRB 44 Extension Activity: compare texts with experience relating passage to an event in own lives using figurative and literal language- IRB 42; assess characters’ impact on theme by modifying the age of the boy (Travis Younger) in <i>A Raisin in the Sun</i> from 10 years to 17 years and making the passage a conversation between a father and his teenaged son- (page 227, IRB 44)</p> <p>EXIT SLIP: Think About Reading activities: pages 214, 216, 222, 223, 225, 227</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCRA.R.2, CCRA.R.4, CCRA.R.5, CCRA.R.9, CCRA.R.10</p>	<p>TABE CORRELATION TO TEXT: Recall Information- Sequence Construct Meaning- Character Aspects Evaluate/ Extend Meaning- Author’s Effect/ Intention</p>	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

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TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p>TEXT(S): COMMON CORE BASICS - READING</p> <p>TEXT CHAPTER: CHAPTER 5 (pages 232-260)</p> <p>TOPIC: FICTION</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Reading, Level D Workbook, pages 37-44, 183-184, 225-228</i> <i>Achieving TABE Success in Reading, Level D Reader, pages 15-18, 94-98</i> <i>Reading Basics, Intermediate 2 Workbook, Lesson 1.6</i> <i>Workplace Skills, Reading for Information, Lessons 7, 10</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success, Level D, Reading, Lessons 2.1, 5.4, 5.5</i> <i>Workforce Connects, Reading for Information, Lessons 4.2, 5.1</i></p>	<p>WEEK 14</p> <p>CHAPTER TITLE: 5- FICTION</p> <p>LESSON(S) TITLE: 5.6- <i>Text Structure, Post Test</i></p> <p>TEXT LESSON OBJECTIVES: 5.6- Analyze text structure; discuss how parts of a text contribute to the whole work</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Context Clues- use an example sentence to demonstrate finding the meaning of an unfamiliar word from the context of the sentence- IRB 45 Compare Text Structures- discuss the structure found in different genres of fiction (novels-chapters, paragraphs), ask for the structures used in plays- IRB 45 Fluency- Repeated Reading- lead the group in reading aloud the passage “<i>The Raven</i>” several times, striving for accuracy and smooth phrasing (page 227, IRB 46)</p> <p>ADDITIONAL STRATEGIES: Identify Tone- brainstorm a few very different feelings (worry, anger, gratitude, anticipation, nervousness, love) and ask students to say or write a two-sentence message to another person, inviting that person to visit- each message should be in different tone- IRB 45 Essay Writing Practice- write a passage of fiction in response to the prompt- pages 246-247</p> <p>HOME LEARNING: 21st Century Skills- Media Literacy- research online to find a play script and a movie script noting how each is structured, the font used for the setting, stage directions and dialogue- identify key similarities and differences and conclusions as to reasons for the differences- (page 233, IRB 45)</p>	<p>BELL RINGER: 5.6- ask students to give a brief summary of the fiction they have read recently, explain what they noticed about the structure of each piece- IRB 45</p> <p>VOCABULARY: 5.6- chapter, scene, genre, stanza, tone, text structure</p> <p>STUDENT PRODUCT/PROJECT: Technology Connection- Use Key Words- in small groups the students locate the full texts of “An Occurrence at Owl Creek Bridge” and “The Raven”. Then they read the texts listing significant details that were missing from the abridged version of the texts, and if this changed the tone of the selection- (page 236, IRB 46) Write To Learn- page 237</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: ask students to explain in their own words the division of novels into chapters and of plays into acts and scenes, including the use of setting and stage directions in the play structure- IRB 46 Extension Activity: ask students to classify an author’s tone with evidence to support their choice (from short story or poetry such as Ray Bradbury, Emily Dickinson, Jack London), then revise the work to modify its tone (turn a sad poem into a joyful one)- IRB 46</p> <p>EXIT SLIP: Think About Reading activities: pages 235, 237 Chapter Review- pages 242-245 Post Test- pages 248-260</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCRA.R.4, CCRA.R.5, CCRA.R.10</p>	<p>TABE CORRELATION TO TEXT: Words in Context- Appropriate Word Evaluate / Extend Meaning- Style Techniques</p>	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

COLLEGE AND CAREER READINESS READING STANDARDS (level D, 6-8)

Reading Anchors (Levels A-E)

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: 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.

TEXT & DIGITAL MATERIALS LIST (with ISBN numbers)

- Achieving TABE Success in Reading, Level D, Workbook (978-0-07-704461-9)
- Achieving TABE Success in Reading, Level D, Reader (978-0-07-704465-7)
- Common Core Basics: Reading Core Subject Module (978-0-07-657520-6)
- Common Core Basics: Instructor Resource Binder (978-0-07-657523-7)
- Reading Basics, Intermediate 2, Workbook (978-0-07-659098-8)
- Reading Basics, Intermediate 2, Reader (978-0-07-659102-2)
- Words To Learn By, Building Academic Vocabulary (978-0-07-658632-5)
- Words To Learn By, Expanding Academic Vocabulary (978-0-07-658633-2)
- Words To Learn By, Advancing Academic Vocabulary (978-0-07-658634-9)
- Workplace Skills: Reading For Information, Student Workbook (978-0-07-655574-1)

DIGITAL INSTRUCTION

Instruction Targeted for TABE Success (*online and LAN available*)

Workforce Connects (*complete online career navigation system*)