

Developing a Syllabus & Lesson Plans

Setting the Stage for Implementing the Florida Curriculum Frameworks into the Adult Education Classroom

Tools for the Classroom

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TOOLS FOR THE CLASSROOM

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Sample Template for Lesson Plan

Module: (Insert the area, e.g., Reading, Writing, Math, Speaking and Listening)

Lesson Title: (Insert title of the lesson and headers in bold.)

Standards (insert both the anchor standard and the level expectation standard and benchmark that will be used for the lesson.)

Florida Adult Basic Education Standards	Level Expectation
This is the anchor standard. Make sure to label the standard according to Florida's Curriculum Framework numbering system.	This is the level expectation and appropriate benchmark. Make sure to label both according to Florida's Curriculum Framework numbering system.

Interpreting the Standard (Complete the chart to show instructors how you have unpacked the standard in order to develop the lesson. Lessons should be based on a level expectation standard and/or benchmark.)

1 Standards	2 Skills Included in the Standard	3 Concepts Included in the Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
List the standards here – one per row.	Indicate what skills are expected. Skills are what learners are expected to do to demonstrate mastery of the concepts and content. They are represented by the verbs in the standard. If multiple skills are included, align the concepts with the skills to which they apply.	Indicate what concepts or content are included in the standard. Concepts are the information or ideas that learners need to <i>know</i> . These generally are the nouns or noun phrases in the standard.	Indicate in which context students are required to use the standard's skills and concepts, e.g., writing a constructed response, solving a problem. This is the how, where, or when the learner will demonstrate the concepts or skills.	Using the selected taxonomy, consider the information in columns 2-4 to determine the "level of thinking" or cognitive demand/rigor of the standard.	Add a teaching activity that encompasses the concepts and skills of this standard and is pitched at an appropriate level of cognitive demand.

Objectives of the Lesson

Students will:

- Insert bulleted SMART objectives based on the skills/concepts interpreted from the standards

Materials

- Insert bulleted listing of materials needed to conduct the lesson (It is recommended that commercially printed materials from vendors not be used.)
- Include any websites, videos, etc. that will be used.

Instructional Plan

Overview

In this lesson, students will (complete the overview of the lesson).

Process

Provide a step-by-step narrative of how to implement the lesson.

Sample Debriefing Questions

Provide debriefing questions for instructors to use with students.

Modifications for Different Levels

Include information on how instructors could teach this lesson for lower and/or higher levels of ABE.

Assessments/Extensions

Provide appropriate activities to assess student learning, as well as extension activities to take the lesson into different areas or to “dig deeper.”

Worksheets/Activities for Use in the Classroom (Attach copies of the worksheets, homework, activities)

Sample Template for GED® Lesson Plan (including Assessment Targets/PLDs/Practices)

Module: Insert the Area (Reasoning through Language Arts, Mathematical Reasoning, Social Studies, Science)

Lesson Title: Insert Title of the Lesson

Objectives and Standards

Students will:

- Insert bulleted SMART objectives

Prerequisite Skills Florida College and Career Readiness Standards	Insert area and either the appropriate Florida College and Career Readiness Standards or the 2014 GED® Assessment Targets	Insert area and either the appropriate Florida College and Career Readiness Standard Practice or the 2014 GED® Practice
Insert the standards and the number, e.g., (CCRS.ELA-Literacy.RH.6-8.2)	Example for Social Studies using 2014 GED® Assessment Target Analyze information presented visually, for example, in maps, tables, charts, photographs, political cartoons, etc. (SSP.6.b)	Example for Social Studies using 2014 GED Social Studies Practice Determine central ideas, hypotheses, and conclusions. (SSP.2)

Materials

- Insert bulleted listing of materials needed to conduct the lesson

Instructional Plan

Overview

In this lesson, students will (complete the overview of the lesson).

Process

Provide a step-by-step narrative of how to implement the lesson.

Sample Debriefing Questions

Provide debriefing questions for instructors to use with students.

Assessments/Extensions

Provide appropriate activities to assess student learning, as well as extension activities to take the lesson into different areas or to “dig deeper.”

Worksheets/Activities for Use in the Classroom: (Attach worksheets/activities/games, etc.)

Sample Template for Unit Plan

Content Areas:

Unit Title:

Overarching Standards for the Unit

Florida Adult Basic Education Standards	Level Expectation

Interpreting the Standards

1 Standards	2 Skills Included in the Standard	3 Concepts Included in the Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity

Objectives/Overview of the Unit

Students will:

- Insert bulleted SMART objectives based on the skills/concepts interpreted from the standards

Number of Days/Time Period of the Unit (Identify the number of days/hours required to complete the unit of study.)

Upon completion of the unit, include:

Methods for Connecting Learning (Activity to connect the different segments of the unit. This can be the summative assessment.)

Summative Assessment (How will you assess that students have mastered the skills required throughout the unit? Include the assessment tool as part of the unit.)

Next Steps (What is the next unit of study or skills within the curriculum?)

Daily Plan for Lesson Phases (include as many days as necessary)

Day 1:

Objectives of the Daily Lesson

Students will:

- Insert bulleted SMART objectives based on the skills/concepts interpreted from the standards

Materials

- Insert bulleted listing of materials needed to conduct the lesson (It is recommended that commercially printed materials from vendors not be used.)
- Include any websites, videos, etc. that will be used.

Instructional Plan

Overview

In this lesson, students will (complete the overview of the lesson).

Process

Provide a step-by-step narrative of how to implement the lesson.

Sample Debriefing Questions

Provide debriefing questions for instructors to use with students.

Modifications for Different Levels

Include information on how instructors could teach this lesson for lower and/or higher levels of ABE.

Assessment/Extensions

Provide appropriate activities to assess (formally or informally) student learning, as well as extension activities to take the lesson into different areas or to “dig deeper.” This section should also include homework assignments that should be completed prior to the next class.

Worksheets/Activities for Use in the Classroom (Attach copies of the worksheets, homework, activities)

Day 2:

Insert the same areas included on Day 1 and continue for the number of days to complete the unit.

Sample Template for Syllabus

The following is a sample template for a multi-week course of study. A student syllabus can be developed from specific areas of the curriculum framework.

Syllabus Area	Sample Text and Content for Syllabus (to be adapted to meet needs of individual programs)
Course	Name of course (Algebra, Social Studies, Language Arts, Science, etc.)
Instructor	Name of Instructor and Title (if applicable)
Office/Contact Information (include office location/office phone/email, etc.)	Contact information (including the times that the instructor wishes to be contacted)
Days/Time/Location Class Meetings	Example: Monday/Wednesday 6:00 – 8:30 p.m. Room 202
Course Description	This course will help you prepare for the writing demands of the GED® test, as well as real-world writing skills necessary for the workplace and postsecondary education
Pre-Requisite	Scores on assessment tools or pre-determined skills necessary for success.
Textbook	Include information on the textbooks to be used in the course.
Supplementary Materials	Include information on supplementary materials to be used in the course, including technology, manipulatives, etc.
Modes of Instruction	This interactive course will incorporate different types of instruction that may include, but not be limited to: lectures, small- and large-group activities, individualized learning, cooperative learning, project-based learning, and computer-assisted instruction.
Course Assignments/Products	<p>This course will include a variety of writing assignments that will require the application of strategies for constructed response and editing and revising real-world documents. The course will also provide students with an analysis of constructed responses based on the GED® constructed response rubric</p> <ul style="list-style-type: none"> • Assignments may include: • Journals/reflections • Constructed response writing samples • Text analysis and evaluations

	<ul style="list-style-type: none"> • Homework/outside assignments • Collaborative assignments • Real-world writings
Student Performance/Assessment	<p>Include information on how student performance is evaluated throughout the course of study.</p> <p>Assessment may include, but is not limited to formative assessment tools, such as use of a writing rubric, conferences, oral and written feedback, and summative assessment tools such as the GED® Ready Test.</p>
Weekly Overview by Class Session	This section provides an overview of the individual sessions within the course, including the objectives, activities, assignments, materials used with page numbers, etc.
Attendance	Students enrolled in the program are expected to attend all classes, arrive on time, and stay until the end of class. Students who miss a class will discuss absences with the instructor and will complete all missed assignments in a timely fashion.
Classroom Behavior	Respect for self, others, and things. Include information on individual site's code of conduct.
Assigned Work Responsibilities	Students are responsible for all assignments and class studies, whether they are present or absent from class.
Accommodations	If you are entitled to accommodations for instruction or testing, please inform your instructor, your counselor, or the person with whom you have your intake interview.
Exit Criteria	Include what is determined to be successful exit criteria, such as a specific score on the GED® Ready Test.

A Comparison of Descriptors: Bloom's Original Taxonomy and the Revised Bloom's Taxonomy Cognitive Process Dimensions

Bloom's Taxonomy (1945)	Revised Bloom Process Dimensions (Anderson and Krathwohl - 2001)
Knowledge Define, duplicate, label, list, memorize, name, order, recognize, relate, recall, reproduce, state	Remembering Retrieve knowledge from long-term memory, recognize, recall, locate, identify
Comprehension Classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate	Understanding Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (e.g., from examples given), predict, compare/contrast, match like ideas explain, construct models (e.g., cause-effect)
Application Apply, choose, demonstrate dramatize, employ, illustrate, interpret, practice, schedule, sketch, solve, use, write	Applying Carry out or use a procedure in a given situation; 'carry out (apply to a familiar task), or use (apply) to an unfamiliar task
Analysis Analyze, appraise, calculate, categorize, compare, criticize, discriminate, distinguish, examine, experiment, explain	Analyzing Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)
Synthesis Rearrange, assemble, collect, compose, create, design, develop, formulate, manage, organize, plan, propose, set up, write	Evaluating Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique
Evaluate Appraise, argue, assess, choose, compare, defend, estimate, explain, judge, predict, rate, core, select, support, value, evaluate	Creating Put elements together to form a coherent whole, reorganize elements into new patterns/structures, generate, hypothesize, design, plan construct, produce for a specific purpose

Webb's Depth of Knowledge



Think About It!

Questions on Lesson Plan Template	My Thoughts
Does the template include the information that you need to teach an effective lesson?	
What would you add/delete? Why?	
Could the lesson be replicated by others?	

Sample ABE Lesson Plan

Module: Language

Lesson Title: Combining Sentences

Standards

Florida Adult Basic Education Language Standards	Level Expectation
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.LA.ABE.3)	NRS Level 3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening. d) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCRS.LA.ABE.3.3.d)

Interpreting the Standard

1 Standards	2 Skills Included in the Standard	3 Concepts Included in the Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
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.LA.ABE.3)	apply understand	language language in different contexts	fiction and nonfiction text and personal writings	DOK 3	Have students construct and deconstruct sentences Have students analyze their own writing and combine sentences for effectiveness.
Use knowledge of language and its	use	knowledge of language		DOK 2	

1 Standards	2 Skills Included in the Standard	3 Concepts Included in the Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
conventions when writing, speaking, reading, or listening. d) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCRS.LA.A BE.3.3.d)	expand, combine, reduce	sentences		DOK 3	

Objectives of the Lesson

Students will:

- Expand, combine, and reduce sentences for meaning
- Identify the different ways that writing can be revised
- Revise personal writings through combining sentences for more effective communication

Materials

- White board and markers
- Chart paper and markers
- **Handout A: Combining Sentences**
- **Handout B: Sample Answer Key**

Instructional Plan

Overview

Research has found that students increase their syntactic fluency and writing ability when introduced to sentence combining activities. Sentence combining is a process which all writers use upon revision and review. Sentence combining practice produces students who are able to write longer, more interesting and complex sentences. This lesson focuses on constructing and deconstructing text.

Process

Introduce the lesson by writing the following sentences on the board or on chart paper:

There is a boy.
The boy is small.
There is a pond.
The boy fell.

Read the sentences aloud. Ask students what they think of the sentences (e.g., the sentences are short, choppy, repetitive, etc.).

Share with students that these sentences are often referred to as sentence kernels, just like the kernels of a cobb of corn – the parts that make up the whole.

Next, write the following on the board:

The small boy fell into the pond.

Ask students if the sentence that you have just written includes the information that was written in the four previous sentences. Students should agree that this is a more effective way to share the information.

Discuss the different things that you did in order to combine the short sentences into one more effective sentence. The following chart provides you with the information to share.

<i>Task – Combine the four sentences into one effective sentence.</i>	There is a boy. The boy is small. There is a pond. The boy fell.	<i>The small boy fell into the pond.</i>
<i>Combining</i>	<i>You combined four sentences into one.</i>	
<i>Rearranging</i>	<i>You rearranged words, putting small before boy.</i>	
<i>Subtracting</i>	<i>You subtracted unnecessary words.</i>	
<i>Expanding</i>	<i>You expanded, adding into or who.</i>	

Tell students that today they will be taking sentence kernels and combining them to create more effective sentences. Model how to combine sentence kernels in different ways. As you model, make sure to add figurative language when appropriate. For example, instead of writing: “The small boy fell into the pond”, you may wish to add an adjective. The created sentence would read as follows: “The small boy fell into the murky pond.”

You can either make up your own sentence kernels or use samples from **Handout A: Combining Sentences**.

Divide the class into small groups or teams. Provide each group with chart paper, markers, and a set of sentence kernels from **Handout A**. Note that there are different levels of sentence kernels from easiest on the first page of the handout to more difficult on the second page. Select the appropriate kernels to provide to your students.

Have each group combine the sentence kernels and post their final product. Have each group read aloud their finished sentence(s). Discuss how each combined sentence is more effective than the original group of sentences and the reasons why.

Sample Debriefing Questions

- Why is it important to revise when you write?
- What is a sentence kernel?
- What does it mean to combine sentences?
- How does combining sentences improve the readability of what is written?
- In what ways can you revise your writing?

Modifications for Different Levels

At lower achievement levels, provide students with sentence pairs to combine. Examples would be:

- The boy is young.
- The boy threw the ball.
- The bikes needed fixing.
- The bikes are red.
- The school is new.
- The school is dirty.

Have students combine the sentence pairs into one sentence.

Share with students the acronym for revision: ARMS. Model for students how when they are combining sentences they may need to:

- Add words
- Remove words
- Move words
- Substitute words

For students at higher achievement levels, have them practice deconstructing text. Divide the class into small groups or teams. Take four or five sentences (one for each small group) from works of fiction or nonfiction by contemporary writers. Have students deconstruct the complex sentences and rewrite them as simple ones. Next, type up the deconstructed sentences, indicating the title and author in parenthesis and distribute them to the class. Ask whether they recognize any of the titles or authors and then explain what you have done to the sentences. Encourage the groups to come up with various possibilities, and choose the sentence they like best. When all groups have finished, have one person from each group put its sentence on the board. Discuss the sentence and correct or refine it as necessary. Finally, give the class a second handout with the original sentences as the author wrote them. Emphasize that these sentences are not necessarily better than theirs and that the writers experimented like they did.

Assessments/Extensions

Have students revise their writings in class. Students should reread their work and assess whether sentences need to be combined in order to create a more effective writing sample. Have students discuss how they added, removed, moved, or substituted words, phrases, or sentences. Have students rewrite and share their revised writing.

Handout A: Combining Sentences

In this activity, there are a series of short, often choppy sentences (sentence kernels). Combine the sentence kernels into sentences where the ideas belong together. Some ideas may be expressed in a single sentence. Others may require that you use more than one sentence.

Sentence Kernels 1

- The griddle is black.
- The griddle is old.
- The griddle is greasy.

Sentence Kernels 2

- He was a student.
- The student was serious.
- The student's name was Devon.

Sentence Kernels 3

- I saw a movie.
- The movie was good.
- The movie was an action movie.

Sentence Kernels 4

- My older brother is an electrician.
- My older brother is Nate.
- My older brother is successful.

Sentence Kernels 5

- The car was green.
- The car was a sports car.
- The car suddenly skidded.
- The car hit the side of the road.

Sentence Kernels 6

- Sam had his eye on the used Mustang.
- He had seen it for several weeks.
- The salesperson had gotten used to seeing Sam.
- He saw him each afternoon around 4:00.

Sentence Kernels 7

- The column was based on interviews.
- The interviews happened before the game.
- Nancy interviewed the two players.
- They told Nancy they planned to arrive for the game.
- They planned to arrive by plane.

Sentence Kernels 8

- The sprinter approached the starting line.

- She stretched one last time.
- The starter called for runners to take their mark.
- She found her lane.
- She got into starting position.
- Finally, she heard the “pop” from the starter pistol.

Sentence Kernels 9

- The detective stood on the stage.
- He stared up at the box where President Lincoln had been assassinated.
- The box had been kept the same since that night.
- Klayman came to Ford’s theatre all the time.
- He studied its historic meaning.
- He listened to the park rangers tell the tourists all about it.

Handout B: Sample Answer Key

The following are samples of combined sentences. Students may have different combinations.

Sentence 1: Sample Answer

The old, black griddle is greasy.

Sentence 2: Sample Answer

Devon was a serious student.

Sentence 3: Sample Answer

I saw a good action movie.

Sentence 4: Sample Answer

My older brother, Nate, is a successful electrician.

Sentence 5: Sample Answer

The green sports car suddenly skidded and hit the side of the road.

Sentence 6: Sample Answer

As had become their daily 4:00 p.m. ritual, Sam eyed the used Mustang just as the salesperson stole a glance at him.

Sentence 7: Sample Answer

The column was based on interviews before the game in which the two players told Nancy they planned to arrive by plane for the game.

Sentence 8: Sample Answer

The agile sprinter approached the starting line, stretching her fine-tuned limbs one last time. As the gruff race official ordered runners to take their marks, the sprinter claimed her lane and assumed the starting position. With the pop of the starter's pistol, each muscle responded with force unequaled as she overtook each runner and burned past the finish line.

Sentence 9: Sample Answer

The slight young detective stood on the stage and stared up to the box in which President Lincoln had been assassinated, kept pretty much as it was that fateful night. Klayman was no stranger to Ford's Theatre. He'd spent many hours there soaking in its historic meaning and listening to tourists' lectures delivered by park rangers.

Sample GED® Lesson Plan

Module: Reasoning through Language Arts

Lesson Title: Looking for Evidence

Objectives and Standards

Students will:

- Define different types of evidence.
- Identify and find different types of evidence in reading passages.

Prerequisite Skills Common Core State Standards	Reasoning through Language Arts 2014 GED® Assessment Targets
Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2)	Identify specific pieces of evidence an author uses in support of claims or conclusions. (R.8.2)
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.7.1)	Evaluate the relevance and sufficiency of evidence offered in support of a claim. (R.8.3)

Materials

- Chart paper and markers
- **Handout A: Passage #1 - Are Tweens Ready for Cell Phones?**
- **Handout B: Types of Evidence to Support an Argument**
- **Handout C: Types of Evidence to Support an Argument – Answer Key**
- Sample nonfiction texts

Instructional Plan

Overview

In this lesson, students will identify different types of evidence in materials that they read – from facts and statistics to emotional appeal and expert opinion. This lesson is developed to be used with different types of non-fiction text. The purpose of the lesson is to build skills in determining evidence to better craft a constructed response where evidence supports a claim.

Process

Write the following quote from Denis Hayes (2009) on the board – “Evidence isn’t the same as proof. Whereas evidence allows for professional judgment, proof is absolute and incontestable.”

Introduce the lesson by writing the word “evidence” on the board. Have students brainstorm what constitutes evidence.

Discuss with students that there are many types of evidence. Evidence includes more than “just the facts.” Share each type of evidence with students and a short definition. You may wish to provide students with the graphic organizer from **Handout B** or write the following on the board:

- Factual - Truthful statements that cannot be denied. Statements that the average person may know or which can be proven.
- Statistics or Data - Numerical facts; can be presented in raw numbers, percentages, or fractions.
- Examples or Anecdotes - Real-life situations, events, or experiences that illustrate a position; anecdotal stories that help explain an author's claim.
- Expert Testimony - The observations or conclusions of someone who is considered highly knowledgeable because he/she is an expert in a particular field of study or occupation; someone who has first-hand knowledge and experience.
- Logical Reasoning - An explanation which draws conclusions that the reader can understand; a discussion which helps the reader understand or make sense out of facts or examples offered.
- Emotional Appeal - Use of sympathy, fear, loyalty, etc. to persuade; manipulates the reader's emotions – ethos, pathos, logos.

As a class, have students provide statements that support each type of evidence. Prior to students responding, provide them with a sample statement that fits each type of evidence. Write the sample items on the board or on pieces of chart paper that have been labeled by evidence type.

The following are sample statements that can be used to start the activity:

Type of Evidence	Sample Statement
Factual	Individuals who have a high school credential earn more than those without a high school credential.
Statistics	There are 39 million adults who do not have a high school diploma.
Anecdotes	I did not complete high school, but at age 39 I received my GED diploma which allowed me to finally enter college.
Expert testimony	According to a study by the American Council of Education, adults who earn a GED [®] credential can earn the same level of weekly wages as high school graduates, increasing their earning potential by about \$115 per week.
Logical reasoning	Having a high school credential provides students with the first step toward achieving their goals.
Emotional appeal	We owe adults nothing less than the opportunity to receive their high school credential; their futures depend on it.

As students provide their own statements, ensure that they are appropriate for each type of evidence identified.

Discuss that the GED[®] test requires that students be able to evaluate the relevance and sufficiency of evidence offered in support of a claim. Share with students that the activity for today's lesson will require that they read an article and identify the different types of evidence used by the author.

Provide students with **Handout A: Passage #1 - Are Tweens Ready for Cell Phones?** and **Handout B: Types of Evidence to Support an Argument**. Have students complete a close reading of the article. Next, have them identify different types of evidence within the source text. Students should write their answers into the graphic organizer.

After each student has completed his/her reading and graphic organizer, divide the class into small groups. Have them share the different types of evidence that they found. Debrief the activity by having each table identify one quote that they located in the source text for each

type of evidence. An answer key of sample statements is provided in **Handout C: Types of Evidence to Support an Argument**.

Note: These are sample statements to use in debriefing the activity. Students may find additional examples in the article.

Sample Debriefing Questions

Have students answer the following questions regarding identifying evidence:

- What are the different types of evidence?
- How are different types of evidence the same? Different?
- Is it important that nonfiction texts include facts and statistics? Why or why not?
- Why is it important to be able to identify different types of evidence?
- How will identifying evidence assist you in the writing process?

Assessments/Extensions

1. Access additional reading materials and have students identify the different types of evidence. Examples of source materials for use in the classroom can be located from:

- GED Testing Service® at:
<http://www.gedtestingservice.com/uploads/files/ddd59448b9f95046eb43f60019cad9e.pdf>
- Newsela website at: <https://newsela.com/>
- Pro/Con.org website at: <http://www.procon.org/>

Have students read the selected article and use the graphic organizer to document the evidence. This type of activity can be used both as a close reading activity, as well as a beginning step for identifying evidence for developing an extended response writing sample.

2. Have students create a short writing sample in which they support a claim, one that they have created or one that you have provided, with different types of evidence. If you provide the claim, start with a topic that students have background knowledge. For example: Americans supported George Washington as our nation's first president because he was best qualified. Have students identify different types of evidence that would support this claim or statement. Debrief by having students share their evidence.
3. Have students read the quote by Denis Hayes (2009) – "Evidence isn't the same as proof. Whereas evidence allows for professional judgment, proof is absolute and incontestable." Ask students if they agree or disagree with the quote. Have students write a response to the quote. Tell students to provide their rationale for why they feel Hayes was correct or incorrect in his definition.

Handout A: Passage #1 - Are Tweens Ready for Cell Phones?

Source Material #1

Speech: "Tweens" Are Ready for Cell Phones by Deborah Pendergast

"Safer Kids Summit"

Thank you for inviting me to the first "Safer Kids Summit." We are here to discuss ways to keep our children safe in an increasingly complex world. Today's focus is on technology—specifically on the ideal age to give kids their own cell phones. As a representative of a large telecommunications company, I receive many inquiries from parents on this topic, and this is what I tell them: It depends on the child, of course, but in general, age 10 is just about right.

A 2012 survey by the National Consumers League backs me up. The survey found that almost 60 percent of children ages 8 to 12 already have cell phones. These "tweens" can contact their parents at any time, and vice versa, giving the kids a sense of empowerment and their parents a feeling of security. Caroline Knorr, of the group Common Sense Media, says, "We want our kids to be independent, to be able to walk home from school and play at the playground without us. We want them to have that old-fashioned, fun experience of being on their own, and cell phones can help with that." Picture the following scenario: You told your fourth-grader that you would pick her up after school, but you are stuck in traffic. She is waiting for you ...and waiting, and waiting. But if you both have cell phones, you can call her to let her know you are delayed, and she can go back inside the school, where there are adults around. You both breathe a sigh of relief.

Psychologists tell us that the period between ages 10 and 12 is one of growing independence. It is a time to teach children about responsibility, and to give them opportunities to earn our trust. Providing a 10-year-old with a cell phone offers an ideal way to achieve these goals and gives parents peace of mind as well.

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Handout B: Types of Evidence to Support an Argument

Definition of Evidence

Facts, documentation, or testimony used to strengthen a claim, support an argument, or reach a conclusion.

Read the source text and identify different types of evidence that support the author's claim.

Type of Evidence	Definition	Samples Supporting an Author's Claim
Factual	Truthful statements that cannot be denied. Statements that the average person may know or which can be proven.	
Statistics or Data	Numerical facts; can be presented in raw numbers, percentages, or fractions.	
Examples or Anecdotes	Real-life situations, events, or experiences that illustrate a position; anecdotal stories that help explain an author's claim.	
Expert Testimony	The observations or conclusions of someone who is considered highly knowledgeable because he/she is an expert in a particular field of study or occupation; someone who has first-hand knowledge and experience.	
Logical Reasoning	An explanation which draws conclusions that the reader can understand; a discussion which helps the reader understand or make sense out of facts or examples offered.	
Emotional Appeal	Use of sympathy, fear, loyalty, etc. to persuade; manipulates the reader's emotions – ethos, pathos, logos.	

Handout C: Types of Evidence to Support an Argument – Answer Key

Evidence isn't the same as [proof](#). "Whereas **evidence** allows for professional judgment, **proof** is absolute and incontestable." (Denis Hayes, **Learning and Teaching in Primary Schools**, 2009)

Definition of Evidence

Facts, documentation, or testimony used to strengthen a claim, support an argument, or reach a conclusion.

Claim: The argument in favor of the use of cell phones by "tweens" is better supported because of stronger, more reputable evidence.

Source Text: "Tweens" Are Ready for Cell phones by Deborah Pendergast "Safer Kids Summit"

Type of Evidence	Definition	Samples Supporting an Author's Claim
Factual	Truthful statements that cannot be denied. Statements that the average person may know or which can be proven.	Cell phone usage among "tweens" has grown rapidly.
Statistics or Data	Numerical facts; can be presented in raw numbers, percentages, or fractions.	The survey found that almost 60 percent of children ages 8 to 12 already have cell phones.
Examples or Anecdotes	Real-life situations, events, or experiences that illustrate a position; anecdotal stories that help explain an author's claim.	Picture the following scenario: You told your fourth-grader that you would pick her up after school, but you are stuck in traffic . . .
Expert Testimony	The observations or conclusions of someone who is considered highly knowledgeable because he/she is an expert in a particular field of study or occupation; someone who has first-hand knowledge and experience.	Psychologists tell us that the period between ages 10 and 12 . . . is a time to teach children about responsibility, and to give them opportunities to earn our trust.
Logical Reasoning	An explanation which draws conclusions that the reader can understand; a discussion which helps the reader understand or make sense out of facts or examples offered.	Providing a 10-year-old with a cell phone offers an ideal way to achieve these goals.
Emotional Appeal	Use of sympathy, fear, loyalty, etc. to persuade; manipulates the reader's emotions – ethos, pathos, logos.	Providing a 10-year-old with a cell phone . . . gives parents peace of mind.

Sample ESOL Lesson Plan

Module: Reading (ESOL)

Lesson Title: Academic Vocabulary

Objectives and Standards

Students will:

- Be able to accurately use and identify academic words and phrases.

Standards

This lesson supports the following standard(s):

- Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Materials

- Academic Vocabulary List (for use in selecting words to use in the lesson)
- Knowledge Rating Scale (See samples at end of the lesson)
- Language dictionaries

Resources for Teachers

- Lee, Siok H. & Muncie, J. *From Receptive to Productive: Improving ESL Learners' Use of Vocabulary in a Postreading Composition Task*. TESOL Quarterly (2006). http://203.72.145.166/tesol/TQD_2008/VOL_40_2.pdf#page=31
- Rasekh, Z. & Ranjbary, R. *Metacognitive Strategy Training for Vocabulary Learning*. http://www.tesl-ej.org/wordpress/issues/volume7/ej26/ej26a5/?em_x=22
- *The Reading Teacher's Book of Lists* by Edward Bernard Fry
- Academic Vocabulary List: <http://www.englishcompanion.com/pdfDocs/acvocabulary2.pdf>
- Explanation of Tier 1,2 & 3 Vocabulary: <http://standards.dpi.wi.gov/files/cal/pdf/vocabulary.pdf>
- Additional Lists of Academic Vocabulary: <http://www2.elc.polyu.edu.hk/CILL/eap/wordlists.htm>
- Depth of Knowledge Levels: http://www.dese.mo.gov/divimprove/sia/msip/DOK_Chart.pdf
- Bloom's Taxonomy Revised: http://www.utar.edu.my/fegt/file/Revised_Blooms_Info.pdf
- Knowledge Rating Scale (examples): http://www.litandlearn.lpb.org/strategies/strat_2krating.pdf

Instructional Plan

Note: Steps in this lesson plan follow the explicit instruction model. Please see <https://lincs.ed.gov/publications/pdf/applyingresearch.pdf> for additional information about explicit instruction.

Overview

In this lesson, students will increase their vocabulary knowledge and use. One lesson should take approximately 20 minutes of class time for three (3) sessions (a total of one hour). *Academic vocabulary* refers to the words that are used in academic discourse, both written and spoken, and that traditionally have been identified from a corpus of academic texts. Many academic vocabulary words are also considered Tier 2 words. Because Tier 2 words are words that are more likely to appear in written text than oral speech, teachers of language learners, particularly at the advanced/transitioning level, need to help their students gain strong understandings of these words. An example of a Tier 2 word is 'challenge'. Challenge can be used in many contexts such as a medical challenge, a physical challenge, an academic challenge, etc. The importance of vocabulary instruction for language learners cannot be overstated. Providing students with a strong depth of vocabulary knowledge is key to their success in the workforce and postsecondary training.

The lesson plan below may be a change from how you have been teaching vocabulary. The focus is on teaching fewer words, but teaching high utility words in great depth, so students will be more likely to retain, use and be able to identify these words in other contexts.

Process

(Please note that a sample full lesson with Tier 2 words is included at the end of this lesson. This process can be used for all academic vocabulary lessons.)

Step 1: Activating Background Knowledge

Provide students with ample opportunities to reflect, early in the lesson, on what they already know.

Select 3-5 Tier 2 Academic vocabulary words that your students need. Ask students to complete the *Knowledge Rating Scale*. Two sample scale templates to use with students are located at the end of this lesson.

By completing this scale, students are engaging in self-assessment. You can collect the self-assessment and return them to the students after the full lesson is complete or have students save them until the end. Initially, you will need to explicitly teach how to use this scale and be very clear as to its purpose. This is not an evaluative activity.

Step 2: Explanation

Provide explanations to students regarding the strategy they will be learning: why you are teaching this skill, how will it help them become successful language learners and college and career ready (i.e. where will they encounter a need for this skill *outside* of the classroom).

For example:

Today we are going to begin our vocabulary unit with three (3) new words. I chose these words for you because they are important words that are used frequently.

Step 3: Modeling

Model what you want students to be able to do. For the most efficient use of you and your students' time, it would be beneficial to type these lessons and hand them out so students can focus on content, instead of trying to write everything down. The process for modeling is as follows:

Present the first word:

- Pronounce it.
- Define it. (Longman Dictionary is one good resource for language learners)
- Read your sample sentences. Remember, the better you get to know your students, the more you are able to incorporate them into the examples so they are more tangible/meaningful.
- Ask each student to provide a sentence using the word and to make a personal connection – make sure to model your expectations first.
- You may need to provide some students with a sentence completion to support them.
- Note the varied contexts students use.
- Repeat this process for each word. This portion of the lesson can take considerable time. However, a learner needs multiple exposures to a word in order to internalize it. This practice provides extensive exposure to the target words in various contexts.

Step 4: Practice Opportunities

Provide students with ample practice opportunities so that they can master the target skill. There are many ways to provide this type of practice. The following are different activities that can be used.

Quadrant Charts:

- Complete the Quadrant Chart for each word.
- This is something that can be done in small groups, as a class, or at home. To save time, assign groups one word; however if you do this, be sure students report out and help their classmates complete each chart. Use the quadrant chart for additional support and practice for the words. Make sure to model your expectations.
- By completing a quadrant chart, you are providing additional exposure to new word meanings and beginning to incorporate writing in connection to the target words.

Word	Meaning
Examples of usage	What it is not (this portion of the quadrant can altered)

Fill-in-the-Blank:

- If you select 3 words, provide students with at least 6-7 fill-in-the-blanks.
- Toward the end of the activity, include two (2) blanks per sentence. Remember to use varied contexts in your examples.
- Start off as a whole group and complete the first few together. Then have students work in pairs or small groups while you monitor.

Yes/No/Why:

- This activity can be done in small groups, pairs or individually (written) but be sure you are able to monitor student responses. This activity gives students the opportunity to demonstrate the depth of knowledge they've gained in the word meanings.

- To complete a Yes/No/Why activity, write a question that uses two of the new vocabulary words; it should be a yes/no question. Students will provide you with an answer of yes or no, but must explain their response. In order to do this, students must have a strong understanding of the words.

Step 5: Student Independent Application, Reflection, and Self-Assessment

Reinforce learning by having students complete the following types of activities.

Read and Respond:

- Distribute a reading at the appropriate text level. To determine a basic text level, use Microsoft Word's spelling and grammar check feature. Click options, then select the show readability statistics or use a leveled passage. Remember, this feature only provides a quantitative readability level.
- Create questions using the vocabulary words about the reading. Student will demonstrate their knowledge of the words.

Return to the Knowledge Rating Scale:

- Have students return to their original self-assessment and re-assess themselves.

Homework:

- Ask students to be aware of their surroundings.
- Ask them to try to use the vocabulary words in their daily lives.
- Ask students to listen for or look for these vocabulary words while reading. Have students copy down the sentence and the source. Have students share their examples with their classmates. Have the class create a "Word Sightings Wall" to remind everyone that they are learning these words because they are used frequently and in varied contexts.

Vocabulary, like muscles, is a use it or lose it situation! Even though a lesson is 'over', be as creative as you can to continue to include the words in your speech and in students' classroom experiences. One option is to use old vocabulary words in new vocabulary sample sentences.

Sample Academic Vocabulary Lesson

1. **Strategy** (noun) – a planned series of actions to achieve something
 - Every student has a strategy to learn English. A common strategy is coming to every class.
 - When preparing for a job interview, a good strategy is to practice interview questions with your friends or family.
 - President Obama has many strategies to improve the country. One of his strategies is to provide health care for everyone.
2. **Barrier** (noun) – something that prevents people from doing something
 - The language barrier prevents many immigrants from getting a high paying job in the United States.
 - A lack of education is a barrier for many professional opportunities.
 - Every person has a different barrier they must overcome to achieve a goal.
3. **Values** (noun) – your beliefs about what is right or wrong, or about what is important in life.
 - Our values help to guide our lives.
 - Every person has a different set of values. Some people value money and others value family.
 - If we forget about our values, we can make poor decisions that we regret.

Vocabulary Practice - Fill in the blanks with the correct vocabulary word.

1. I could not work at the post office because I did not have a driver's license. This was a _____ for me.
2. During the interview, the manager asked what my work _____ were. I told her they were honesty, respect, and teamwork.
3. My teacher asked me what my goals for the semester were. I told her I wanted to start taking the Pre-CNA class and find a better job. She said she would help me decide on some _____ to make my goals happen.
4. Many people have _____. They are difficult to overcome but if we create a _____ to help us, we can succeed.
5. If the Congress has a Republican majority but the President is a Democrat, he or she will face many _____ and will need to work hard to get what he or she thinks is best for the country.
6. Becoming a famous musician or athlete is very difficult. People must plan a _____ and have strong _____ to succeed.
7. People who donate money to churches usually share the same _____ as the church.

Vocabulary Practice - Yes/No/Why

1. Can every barrier be solved with a strategy?
2. Do you need a strategy to have values?
3. Can values prevent barriers?
4. Can a strategy create values?
5. Does every strategy help eliminate barriers?

Read and Respond

Read “Let’s Get Healthy” or “Looking for a Job” then answer the questions below¹.

“Let’s Get Healthy”

1. What are some strategies for getting healthy?
2. What are some barriers to keep us from getting healthy?
3. Do you value exercise? Why or why not?
4. Do you value a healthy lifestyle? Why or why not?

“Looking for a Job”

1. What are some barriers in Mark’s life?
2. What are some strategies Mark uses to find a job?
3. What are some of Mark’s values?
4. Do you value the same things that Mark values? If yes, which ones and why? If no, why not?

¹ Marshall Adult Education: Reading Skills for Today’s Adult - <http://www.marshalladulthoodeducation.org/index.php/reading-skills-for-todays-adult>

Sample Knowledge Rating Charts

Knowledge Rating

Directions: Read the words in the first column. Place a check in one of the next three columns to indicate your understanding of each word. For each word checked "Can define," write a short definition in the "Pre-reading" column.

Vocabulary Word	No idea of meaning	Have seen this word	Can define	Pre-reading	Post-reading
1.					
2.					
3.					
4.					

Knowledge Rating

Directions: Check the column that best describes your knowledge of the words listed.

Vocabulary Word	I know it!	I've heard of it . . .	I've never seen it before.
1.			
2.			
3.			
4.			

Literacy & Learning: Reading in the Content Areas. Retrieved from the World Wide Web at:
http://www.litandlearn.lpb.org/strategies/strat_2krating.pdf

Chart for Interpreting the Components of a Standard

1 Standards	2 Skills Included in the Standard	3 Concepts Included in the Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
List the standards here – one per row.	Indicate what skills are expected. Skills are what learners are expected to do to demonstrate mastery of the concepts and content. They are represented by the verbs in the standard. If multiple skills are included, align the concepts with the skills to which they apply. This is unnecessary if the skills listed apply equally to all concepts.	Indicate what concepts or content are included in the standard. Concepts are the information or ideas that learners need to <i>know</i> . These generally are the nouns or noun phrases in the standard.	Indicate in which context students are required to use the standard's skills and concepts, e.g., writing a constructed response, solving a problem. This is the how, where, or when the learner will demonstrate the concepts or skills.	Using the selected taxonomy, consider the information in Columns 2-4 to determine the "level of thinking" or cognitive demand of the standard.	Add a teaching activity that encompasses the concepts and skills of this standard and is pitched at an appropriate level of cognitive demand.

Template adapted from Standards-in-Action: Innovations for Standards-Based Education

Sample Reading Standard – Level Standard and Benchmark Approach

1 Standards	2 Skills Included in the Standard	3 Concepts Included in the Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCR.RE.ABE.2)					
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCR.RE.ABE.2) a. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (CCR.RE.ABE.2.4.a)	determine analyze summarize determine summarize make distinctions	theme/central idea of a text development details how theme is conveyed through details text text and personal opinions/judgments	Argumentative writing piece	DOK 1 DOK 1 DOK 2 DOK 2	Using a text describing the pros and cons of various cell phones, students will create a graphic organizer showing the main ideas and supporting details and discuss how the details support the main idea. Students will write summaries of the text based on the facts. Students will use a rubric to check each other's summaries for the inclusion of opinion or judgment.

Template adapted from Standards-in-Action: Innovations for Standards-Based Education

Chart for Interpreting the Components of a Standard

1 Standards	2 Skills Included in the Standard	3 Concepts Included in the Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
Anchor Standard:					

Template adapted from Standards-in-Action: Innovations for Standards-Based Education

ABE Lesson Planning Document for Language Arts

Florida Adult Basic Education Language Arts Curriculum Framework Standards			
Writing	Content of Standard	Level Expectation and Benchmark	Activity/Content
CCR.WR.ABE.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
CCR.WR.ABE.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.WR.ABE.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.		
CCR.WR.ABE.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
CCR.WR.ABE.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
CCR.WR.ABE 6:	Use technology, including the Internet, to produce and publish writing, and to interact and collaborate with others.		
CCR.WR.ABE.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		

Writing	Content of Standard	Level Expectation and Benchmark	Activity/Content
CCR.WR.ABE.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.		
CCR.WR.ABE.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply this standard to texts of appropriate complexity as outlined by Reading Standard 10.)		
Speaking and Listening	Content of Standard	Level Expectation and Benchmark	Activity/Content
CCR.SL.ABE.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.SL.ABE.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
CCR.SL.ABE.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric		
CCR.SL.ABE.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.SL.ABE.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
CCR.SL.ABE.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (Note: See language standards 1 and 3)		

Language	Content of Standard	Level Expectation and Benchmark	Activity/Content
CCR.LA.ABE.1	Demonstrate command of conventions of standard English grammar and usage when writing or speaking.		
CCR.LA.ABE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
CCR.LA.ABE.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.LA.ABE.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing word parts, and consulting general and specialized reference materials as appropriate.		
CCR.LA.ABE.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
CCR.LA.ABE.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	Content of Standard	Level Expectation and Benchmark	Activity/Content
CCR.RE.ABE.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. <i>(Apply this standard to texts of</i>		

	<i>appropriate complexity as outlined by Standard 10.)</i>		
CCR.RE.ABE.2	Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas. <i>(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</i>		
CCR.RE.ABE.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <i>(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</i>		
CCR.RE.ABE.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. <i>(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</i>		
CCR.RE.ABE.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. <i>(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</i>		
CCR.RE.ABE.6	Assess how point of view or purpose shapes the content and style of a text. <i>(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</i>		
CCR.RE.ABE.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <i>(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</i>		

CCR.RE.ABE.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. <i>(Apply this standard to texts of appropriate complexity as outlined by Reading Standard 10.)</i>		
CCR.RE.ABE.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. <i>(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</i>		
CCR.RE.ABE.10	Read and comprehend complex literary and informational text independently and proficiently		
Reading Foundations	Content of Standard	Level Expectation and Benchmark	Activity/Content
CCR.RF.ABE.1	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)		
CCR.RF.ABE.2	Know and apply grade-level phonics and word analysis skills in decoding words.		
CCR.RF.ABE.3	Read with sufficient accuracy and fluency to support comprehension. (Fluency)		
Florida Career and Education Planning and Technology Standards (These standards are listed in all curriculum frameworks.)			
Career/Education Planning	Content of Standard	Level Expectation and Benchmark	Activity/Content
CP.ABE.01	Develop skills to locate, evaluate, and interpret career information.		
CP.ABE.02	Identify interest, skills, and personal preferences that influence career and education choices.		
CP.ABE.03	Identify career cluster and related pathways that match career and education goals.		
CP.ABE.04	Develop and manage a career and education plan.		

Technology	Content of Standard	Level Expectation and Benchmark	Activity/Content
TN.ABE.01	Develop basic keyboarding skills.		
TN.ABE.02	Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.		
TN.ABE.03	Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.		
TN.ABE.04	Practice safe, legal, and responsible sharing of information, data, and opinions online.		

