

A close-up photograph of a graduation cap (mortarboard) with a black tassel, resting on a stack of several old, worn books. A red ribbon is tied around one of the books, and the scene is lit with a warm, golden light.

Data Driven Instruction and Curriculum for ABE/GED® Teachers

Lisa C. Helfrich
Dr. Jane Bravo

School District of Palm Beach County

A faded background image on the left side of the slide shows a stack of books with a graduation cap (mortarboard) on top. A red ribbon is tied around one of the books, and a tassel hangs from the cap.

Today's Purpose

- Learn to use data from TABE to focus coordinators, teachers *AND* the students on individual student needs.
- Identify and locate supporting resources.

What Data Are We Using?

What is TABE?

-“The Tests of Adult Basic Education (TABE) is an assessment product designed to measure basic skills commonly found in adult basic education curricula and instructional programs. TABE is most commonly used to assess adults for placement in education, training or employment programs as well as determining readiness for the GED® exam.”

(That was a mouthful!)

Basically, it assesses a student’s current educational levels and identifies learning gaps.

A faded, artistic image of a graduation cap and a stack of books is visible on the left side of the slide. The cap is dark grey with a gold tassel. The books are stacked, with a rolled-up diploma tied with a red ribbon resting on top of them.

Data Chats

When Should Data Chats Occur?

In the beginning and
throughout instruction



Why Should We Have Data Chats?



- Students will set personal goals
- Students will understand & visualize their progress

Using TABE Reports

Individual Profile:

Report Criteria		
ID:		Main: Palm Beach Co Public Schools
Test Name:	TABE 9 Online Survey	Site:
Test Finish Date:	5/2/2016	Group:
Report Date:		Test Scheduler:

Test Results

Content Area	Level	Number of Questions			Scale Score	Grade Equivalent	National Percentile	Normal Curve Equivalent	National Stanine	% Objectives Mastery
		Total	Correct	Attempted						
Reading	A	25	19	25	582	10.0	81	68	7	80
Math Computation	M	25	17	25	456	4.6	27	37	4	50
Applied Mathematics	M	25	15	25	512	6.2	52	51	5	44
Language	A	25	18	25	558	8.8	77	65	6	83
Total Mathematics*		50	32	50	484	5.3	40	45	4	
Total Battery**		100	69	100	541	7.3	69	61	6	

Predictive Analysis Recommendation

Content Area	Predictive GED (2002 series) Score	Recommended Activity
Writing	410	Test
Social Studies	410	Test
Science	390	Review
Reading	410	Review

NRS Levels***

Content Area	NRS Levels
Language	Level 4
Reading	Level 5
Total Mathematics	Level 3

Using TABE Reports

Performance on Objectives			Non-Mastery <input type="checkbox"/>	Partial-Mastery <input type="checkbox"/>	Mastery <input checked="" type="checkbox"/>
Objective	Number of Questions			Percent Correct	Mastery Level
	Total	Correct	Attempted		
Reading					
A29 - Words in Context	4	4	4	100	<input checked="" type="checkbox"/>
A35 - Construct Meaning	8	4	8	50	<input type="checkbox"/>
A61 - Recall Information	4	3	4	75	<input checked="" type="checkbox"/>
A90 - Interpret Graphic Information	4	4	4	100	<input checked="" type="checkbox"/>
A91 - Evaluate/Extend Meaning	5	4	5	80	<input checked="" type="checkbox"/>
Average				76	
Math Computation					
M55 - Divide Whole Numbers	4	2	4	50	<input type="checkbox"/>
M60 - Fractions	4	1	4	25	<input type="checkbox"/>
M70 - Subtract Whole Numbers	4	2	4	50	<input type="checkbox"/>
M72 - Decimals	4	3	4	75	<input checked="" type="checkbox"/>
M96 - Multiply Whole Numbers	5	5	5	100	<input checked="" type="checkbox"/>
M111 - Add Whole Numbers	4	4	4	100	<input checked="" type="checkbox"/>
Average				68	
Applied Mathematics					
M12 - Measurement	3	2	3	67	<input type="checkbox"/>

Using TABE Reports

Individual Profile:

Report Criteria		
ID:		Main: Palm Beach Co Public Schools
Test Name:	TABE 9 Online Survey	Site:
Test Finish Date:	5/2/2016	Group:
Report Date:		Test Scheduler:

Test Results

Content Area	Level	Number of Questions			Scale Score	Grade Equivalent	National Percentile	Normal Curve Equivalent	National Stanine	% Objectives Mastery
		Total	Correct	Attempted						
Reading	A	25	19	25	582	10.0	81	68	7	80
Math Computation	M	25	17	25	456	4.6	27	37	4	50
Applied Mathematics	M	25	15	25	512	6.2	52	51	5	44
Language	A	25	18	25	558	8.8	77	65	6	83
Total Mathematics*		50	32	50	484	5.3	40	45	4	
Total Battery**		100	69	100	541	7.3	69	61	6	

Predictive Analysis Recommendation

Content Area	Predictive GED (2002 series) Score	Recommended Activity
Writing	410	Test
Social Studies	410	Test
Science	390	Review
Reading	410	Review

NRS Levels***

Content Area	NRS Levels
Language	Level 4
Reading	Level 5
Total Mathematics	Level 3

Setting Post-Test Goals

Directions for Student Form:

1. TABE administrator provides two copies of the student's individual report with performance objectives listed at the bottom to the teacher.
2. Review Individual Report with your students as a whole group- scale scores and objectives with the students.
3. Each student will complete their own data sheet.
4. Use the table below as a guide for the student in setting their posttest goal. Post Test realistic goals are usually 10-20 points above their current scale score. They are not expected to move up a level each term.

Level	ABE Math	ABE Reading	ABE Language Arts
1	< 313	<367	<389
2	314-441	368-460	491-523
3	442-505	461-517	491-523
4	506-565	518-566	524-559

5. Any score higher than the highest score in Level 4 of the ABE courses would be promoted to GED® courses.
6. Revisit and reset after post testing.

TO BE COMPLETED BY THE STUDENT

TABE Targeted Learning

Name: _____

Test Results			Post-test Goal	Actual Post-test Results
Content Area	Level	Scale Score		
Reading				
Language				
Total Math				

A = Advanced, D = Difficult, M = Medium, E = Easy

Your score on the TABE locator (first few questions on the TABE) determines the level.



Targeted Areas – List all objectives with less than 75% mastery.

Circle any of these objectives with less than 50% mastery.

Objective	
<i>Reading</i>	
<i>Math Computation</i>	
<i>Applied Math</i>	
<i>Language</i>	

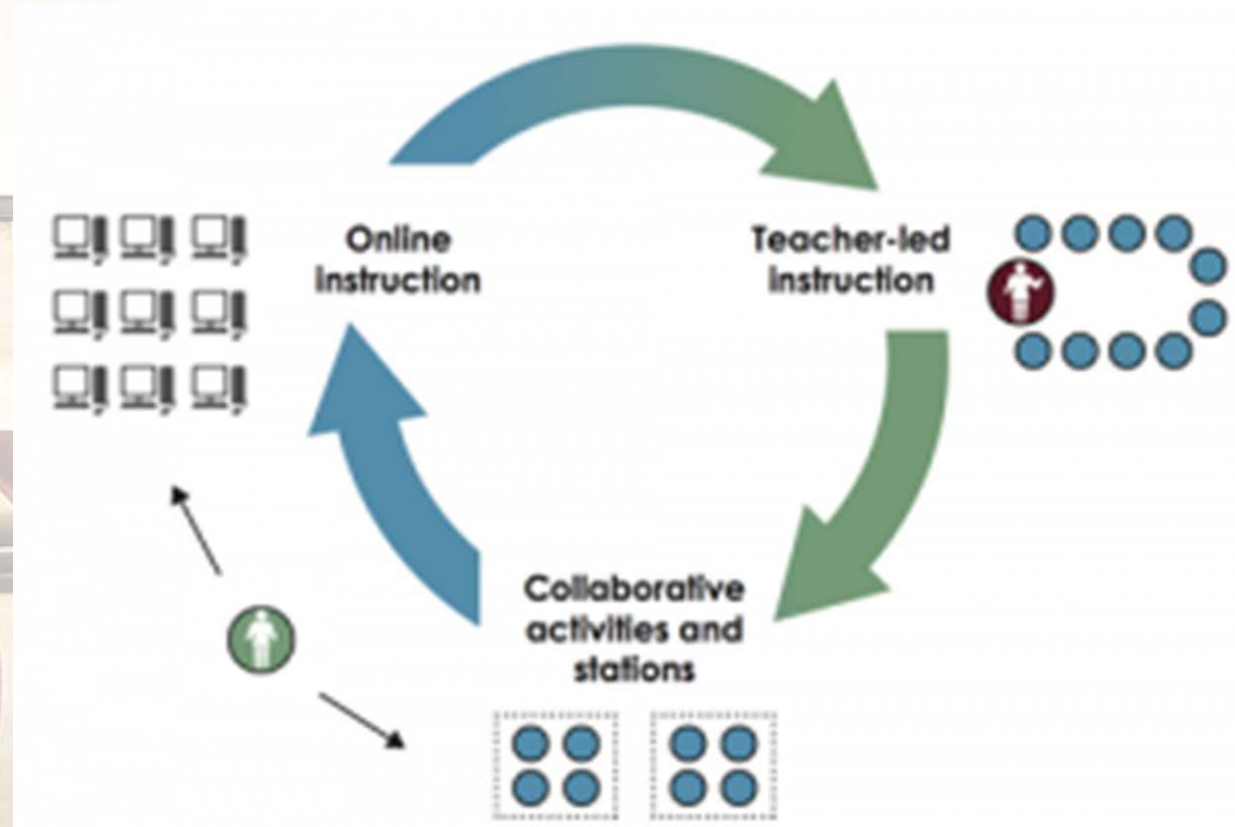
Data Form

Data Chats & Lesson Planning



- Helps teachers in preparing differentiated lesson plans
- Helps students take ownership of their learning

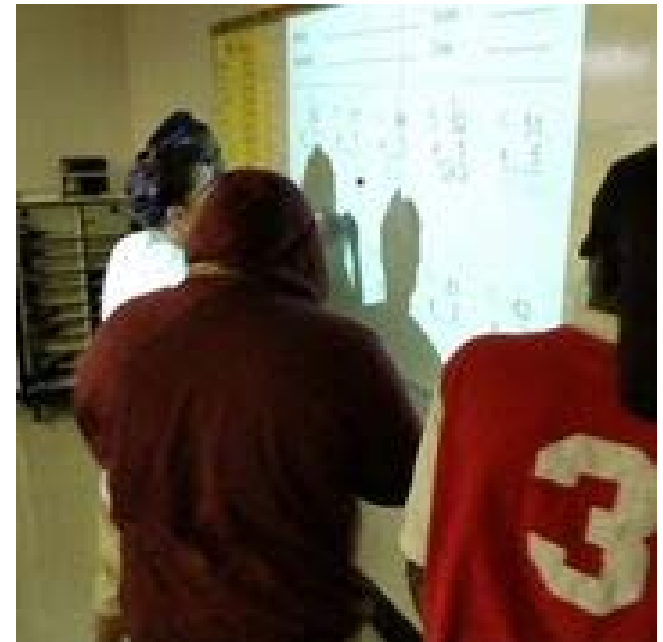
What Should I See in the Classroom?



Setting Up Groups



Whole Group



Small Groups



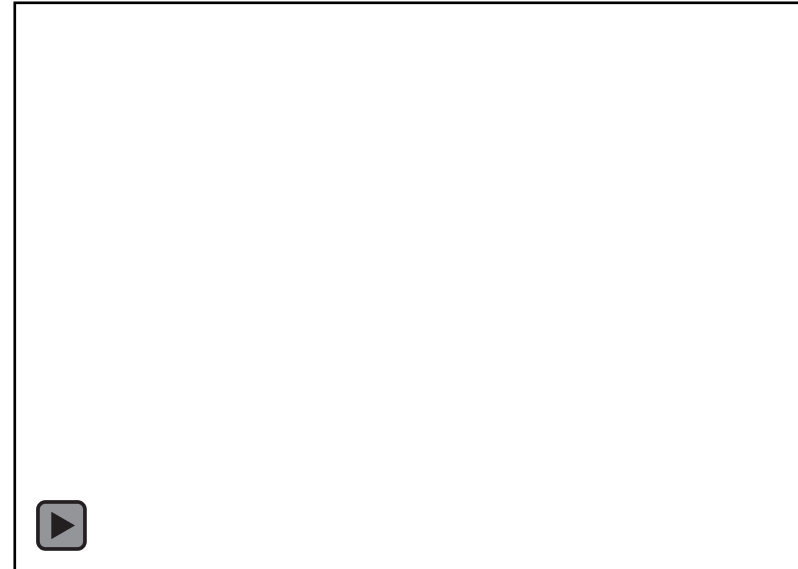
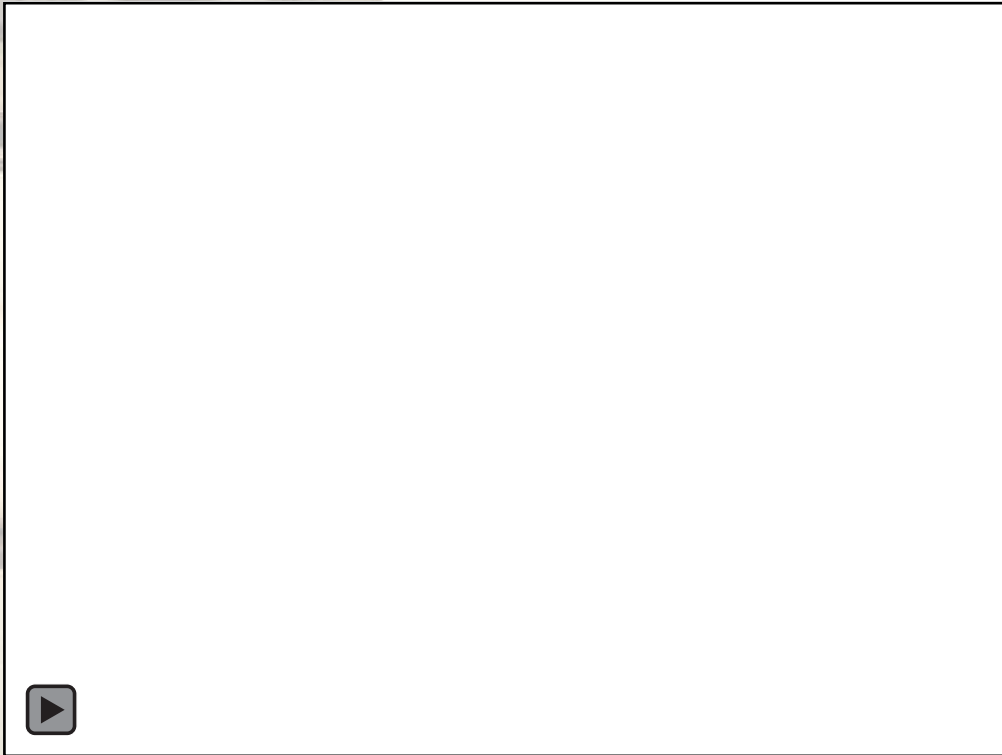
Small Groups



Small Groups



Small Group and ?



Independent Practice



Resource for ABE/GED®



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

[Home](#) | [About Us](#) | [Newsroom](#) | [How Do I?](#) | [Contact Us](#)

AAA

What are you looking for?



ACADEMICS

SCHOOLS

TEACHING

ACCOUNTABILITY

FINANCE

POLICY

[Home](#) | [Academics](#) | [Career & Adult Education](#) | [Career & Technical Education](#) | [Additional CTE Programs/Courses](#) | [Additional Programs/ Instructional Support Services](#) | [Tests Of Adult Basic Education \(TABE\) Progress Checks](#)

ADDITIONAL PROGRAMS/
INSTRUCTIONAL SUPPORT
SERVICES

Tests Of Adult Basic Education (TABE) Progress Checks

Please note: The following Word documents are intended to be printed and used as handouts.

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/additional-cte-programs-courses/special-needs/tests-of-adult-basic-edu-tabe-progress.shtml>

TABE Progress Checks

Subskill # 10.2, 10.6

Punctuation/Commas II

Choose the sentence or question that has the correct comma placement.

1.
 - A. The doctor performed the latest procedure quickly smoothly, and skillfully.
 - B. The doctor performed, the latest procedure, quickly smoothly and skillfully.
 - C. The doctor performed the latest procedure quickly, smoothly, and skillfully.
 - D. The doctor, performed the latest procedure, quickly, smoothly, and skillfully.

2.
 - A. Please obey the garage rules by not running, shouting, or smoking.
 - B. Please, obey the garage rules by not running shouting, or smoking.
 - C. Please obey the garage

4.
 - A. Please send your application, for employment, to King Industries, 333 Brian Street, Houston Texas, 18453.
 - B. Please send your application for employment to King Industries, 333 Brian Street, Houston, Texas 18453.
 - C. Please send your application for employment to King Industries 333, Brian Street Houston Texas, 18453.
 - D. Please, send your application for employment, to King Industries, 333 Brian Street, Houston, Texas 18453.

Reading Skills

Priority	Subskill
P1, P2	Pre-reading skills: Recognizing and Matching Letters I (Word) Pre-reading skills: Recognizing and Matching Letters II (Word)
P3, P4	Pre-reading skills: Recognizing Beginning, Middle, and Ending Sounds I (Word) Pre-reading skills: Recognizing Beginning, Middle, and Ending Sounds II (Word)
P10	Interpreting Graphics/Maps/Reference I (Word) Interpreting Graphics/Maps/Reference II (Word)
1	Vocabulary/Words in Context I (Word) Vocabulary/Words in Context II (Word)
2	Recall Information: Sequence I (Word) Recall Information: Sequence II (Word)
3	Recall Information: Passage Details I (Word) Recall Information: Passage Details II (Word)
4	Recall Information: Stated Concepts I (Word) Recall Information: Stated Concepts II (Word)
5	Construct Meaning: Main Idea I (Word) Construct Meaning: Main Idea II (Word)
6	Construct Meaning: Cause & Effect I (Word) Construct Meaning: Cause & Effect II (Word)

All Levels

Identifying Other Resources



Creating Resources

- Looked at State Standards / Common Core/CCR
- Determined we needed a guide with resources for our teachers
- Determined a time frame (12 week term)
- Content areas:
 - RLA – 24 weeks
 - Math – 24 weeks
 - Social Studies – 24 weeks
 - Science – 12 weeks

Our Solution



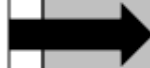
- Resource Guides
- Lesson Plans

ABE RLA

ABE Level 1 Reading/Language Arts Pacing Guide

Week	Targets
1-2	<p>CCR.RE.ABE.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><i>2.1 (GE 0.0 – 1.9) – Identify the main topic and retell key details of a text.</i></p> <p><i>2.2 (GE 2.0 – 3.9) – Determine the main idea of a text; recount the key details and explain how they support the main idea.</i></p> <p><i>2.3 (GE 4.0 – 5.9) – Determine the main idea of a text and explain how it is supported by key details; summarize the text.</i></p> <p><i>2.4 (GE 6.0 -8.9) – Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.</i></p>
3-4	<p>CCR.RE.ABE.3 – Analyze how and why individuals, events and ideas develop and interact over the course of a text.</p> <p><i>3.1 (GE 0.0 – 1.9) – Describe the connection between two individuals, events, ideas, or pieces of information in a text.</i></p> <p><i>3.2 (GE 2.0 – 3.9) – Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</i></p> <p><i>3.3 (GE 4.0 – 5.9) – Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</i></p> <p><i>3.4 (GE 6.0 -8.9) – Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</i></p>
5-6	<p>CCR.RE.ABE.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p><i>5.1 (GE 0.0 – 1.9) – Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</i></p> <p><i>5.2 (GE 2.0 – 3.9) – Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</i></p> <p><i>5.3 (GE 4.0 – 5.9) – Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, information in a text or part of a text</i></p> <p><i>5.4 (GE 6.0 -8.9) – Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</i></p>

INSTRUCTIONAL LEVEL



GED® RLA

Level 1 RLA Pacing Guide/

Week	Targets
1	<p>R.1- Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</p> <p><i>R.1.a - Comprehend explicit details and main ideas in text.</i></p> <p><i>R.1.b - Summarize ideas and details in text.</i></p> <p><i>R.1.c - Make sentence level inferences about details that support main ideas.</i></p> <p><i>R.1.d- Infer implied main ideas in paragraphs or whole texts.</i></p>
2	<p><i>R.1.e - Determine which detail(s) support(s) a main idea.</i></p> <p><i>R.1.f - Identify a theme, or identify which element(s) in a text support a theme.</i></p> <p><i>R.1.g - Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</i></p> <p><i>R.1.h - Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</i></p>
3	<p>R.2 – Analyze how individuals, events and ideas develop and interact over the course of a text.</p> <p><i>R.2.a - Order sequence of events in text.</i></p> <p><i>R.2.b - Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.</i></p>
4	<p><i>R.2.c- Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed or distinguished; how events contribute to theme or relate to key ideas; or how setting or context shapes structure and meaning.</i></p> <p><i>R.2.d - Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship).</i></p> <p><i>R.2.e - Analyze the roles that details play in complex literary or informational texts.</i></p>

Lesson Plans

- Whole-Group Modeled Instruction
- Whole-Group Guided Practice
- Independent Practice

- All necessary items included in appendices
 - PowerPoint Presentations
 - Reading Material
 - Worksheets

Lesson Plans

Whole-Group Modeled Instruction (40 minutes)

Instructor Note: The YouTube videos in this section are intended for instructor use ONLY to provide background knowledge of the topic of the week

Activity 1 (10 minutes): Play the following video to introduce the concept of determining the cause and effect while reading:

- **Cause and Effect: Comon Core Reading Skills Text Structure Lesson**
<http://www.youtube.com/watch?v=ftC3pfrBwnk> (0:53)
- **Cause and Effect Dependent Words**
<http://www.youtube.com/watch?v=D5awz37yzus> (4:33)
- **Cause and Effect**
<http://www.youtube.com/watch?v=YXunN0frMwk> (Time 4:29).
- Students should take notes.

Activity 2 (30 minutes): Present the students with the **Week 4 PowerPoint CCS R3 Cause and Effect.**

- Follow the instructor notes on the slides to help facilitate discussion and practice with the students. Instruct them to take out paper for the writing portions of the PowerPoint presentation.

*Note: Go to file, then print, then select Note Pages under the **Settings** section so that you can have a hard copy of the presentation with the instructor notes as you present the topic and facilitate the discussion.*

Lesson Plans

<p>Whole-Group Guided Practice</p> <p>(60 minutes)</p>	<p>Activity 3 (30 minutes): Guide students through the following exercises:</p> <ol style="list-style-type: none"> 1. <i>Ask:</i> Have you ever heard the expression—Which came first, the chicken or the egg? What do you think that means? <i>Say:</i> With the expression—Which came first....., you are left to decide did the chicken cause the egg or did the egg cause the chicken. In this lesson we are going to discuss cause and effect and how you need to know how to determine cause and effect when taking the GED® Tests. 2. Write the following words on the board: Cause Effect 3. <i>Ask:</i> Who can give me a definition of each of these words? Although the students responses may vary, a cause is what makes something happen and the effect is the result. 4. <i>Say:</i> I am going to show you on 5 pictures from the newspaper Appendix A) I want each of you to write down “cause” or “effect” based on what you see in the picture. When we are finished we will look at the captions for those pictures and see if you saw it the way the photographer and writer intended.
	<ol style="list-style-type: none"> 5. Show the pictures and give students time to respond. 6. <i>Say:</i> Being able to identify cause and an effect is an important skill in reading. Let’s see how you did in analyzing the pictures 7. Read the captions for each picture to the students Appendix B) <i>Ask:</i> Did you identify the cause or effect correctly? If not, what caused your concern? 8. Explain that understanding cause and effect is one of the first skills in analyzing material. This skill can be used in other subject areas as well, such as social studies and science.

Lesson Plans

**Independent
Practice on the
Web
(20 Minutes)**

Activity 5: Students will work independently on this quiz. They can email you their responses if you choose:

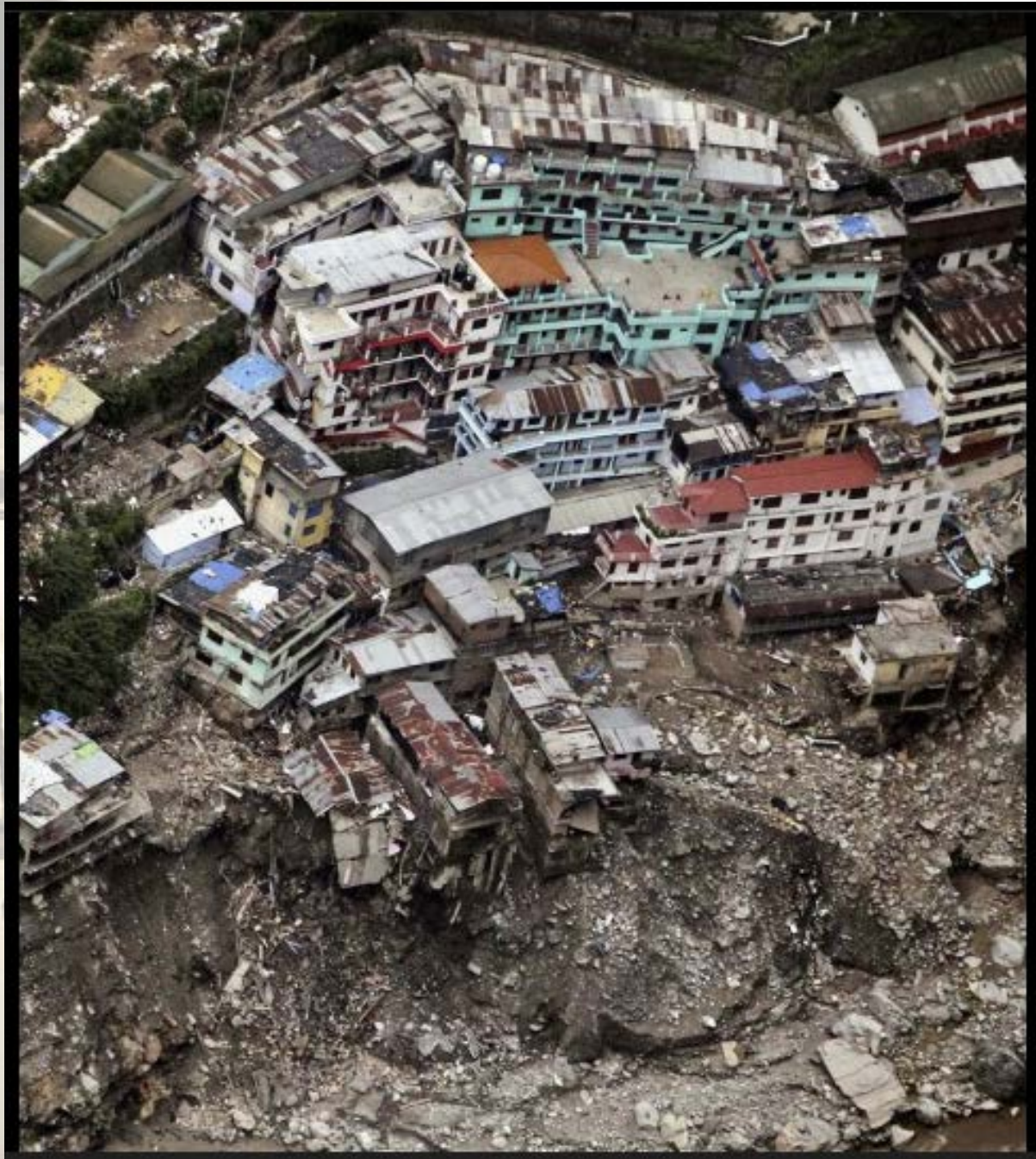
- **McGraw Hill Online Learning Center Chapter 3 Quiz**
http://highered.mcgraw-hill.com/sites/0809222299/student_view0/chapter3/ged_practice_quiz.html

A faded background image on the left side of the slide shows a stack of books with a graduation cap (mortarboard) on top. A red ribbon is tied around one of the books, and a tassel hangs from the cap.

Appendices Examples

Cause and Effect





Cause and Effect

Cause and Effect



Cause and Effect



Cause and Effect



Cause and Effect

The Everglades

Florida's "mother swamp," the Everglades, is an immense, shallowly flooded region, where countless minor hills become islands. While part of the south Florida ecosystem has ancient limestone as its foundation, the Everglades, formed only during the past 5,000 years, as sea levels rose from the lows of the Ice Age to present levels. Its slow-moving waters allow dense mats of algae to grow, which form the basis of an extensive food web. Like on a coral reef, the presence of so many tiny organisms attracts small animals, which in turn attract larger animals. Seemingly endless fields of sawgrass provide shelter and nesting sites for snakes, alligators, turtles, birds, panthers—and mosquitoes.

This abundance of life, although still remarkable, is not what it was in 1896, when Mary E. Woodward described a boat trip on the Upper Miami River: ¹

Everything was quietness and repose, broken only by the cry and flight of many large water birds. The river wound around among the trees, deeply bordered with water plants and tall grasses, until we saw before us an ocean of grass, as far as the eye could reach: rising out of it here and there clumps of mangrove and islands of pines. I am told that after penetrating the Everglades ten or fifteen miles, there remains only a grassy sea, broken occasionally by a plant or shrub peculiar to the region, and although small, showing above the grass for a long distance. The water is deep and clear as crystal, seeming like air as we looked down on it when unrippled.

Although it is not visible in Woodward's account, alteration of the Everglades' natural ecosystem by humans had already begun in 1847, two years after Florida was granted statehood. From the late 1800s into the early 1900s, knowledge and technology greatly increased in the field of drainage engineering. ² Governor Napoleon Bonaparte Broward used this progress in 1907 to begin a state effort to reclaim the wetlands under an Everglades Drainage District.

Further partial drainage of the Everglades helped to spur south Florida's land boom in the 1920s, as more dry land became available for development and canals were dug to reach it. When the boom turned to bust in 1929, in part because of devastating hurricanes in 1926 and 1928, all drainage activity in south Florida was stopped. By then about 400 miles of canals had been constructed.

CAUSE AND EFFECT WORKSHEET



CAUSE	EFFECT
Sea levels rose following the Little Ice Age 5,000 years ago.	The Everglades were formed
In the late 1800s and early 1900s, technology and knowledge in the field of draining engineering increased.	
	Land became available for the 1920s Florida Land Boom
	All drainage activity was stopped in 1929.
Due to canals, water flows differently through the Everglades than it once did.	
	Phosphorus-loving cattail appeared at the expense of the sawgrass, changing the underwater ecosystem and affecting animal habitats on land.

Cause and Effect



Lincoln's "House Divided" speech

Mr. President and Gentlemen of the Convention:

If we could first know where we are and whither we are tending, we could better judge what to do and how to do it. We are now far into the fifth year since a policy was initiated with the avowed object and confident promise of putting an end to slavery agitation. Under the operation of that policy, that agitation has not only not ceased but has constantly augmented. In my opinion, it will not cease until a crisis shall have been reached and passed. "A house divided against itself cannot stand." I believe this government cannot endure, permanently, half slave and half free. I do not expect the Union to be dissolved; I do not expect the house to fall; but I do expect it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery will arrest the further spread of it and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction, or its advocates will push it forward till it shall become alike lawful in all the states, old as well as new, North as well as South.

Have we no tendency to the latter condition?

Let anyone who doubts carefully contemplate that now almost complete legal combination -- piece of machinery, so to speak -- compounded of the Nebraska doctrine and the Dred Scott decision. Let him consider, not only what work the machinery is adapted to do, and how well adapted, but also let him study the history of its construction and trace, if he can, or rather fail, if he can, to trace the evidences of design and concert of action among its chief architects, from the beginning.

Pizza Problems



Some experts¹ question rewarding reading with pizza.

Should kids be reading for pizza? A nationwide reading program is drawing **criticism**² for putting pizza front and center. Since 1985, the restaurant chain Pizza Hut has been running the *Book It* program, which rewards students for reading with personal pan pizzas. Now some people are taking a slice at *Book It*. They say the program promotes poor eating habits and gives Pizza Hut free advertising in public schools.



USDA.gov

Everyone loves pizza, but should it be used as a reward for reading?


"It's clear that Pizza Hut's *Book It* has no place in public schools....It promotes junk food," says Susan Linn, a cofounder of the Campaign for a Commercial-Free Childhood. The group has called for schools to stop participating in the *Book It* program.















Nearly 22 million children in 50,000 U.S. schools take part in *Book It*. Since

Cause and Effect

"Pizza Problems" Questions
















- _____ 1. The expression, "some people are taking a slice at *Book It*," means
- people are supporting the *Book It* program.
 - parents are boycotting Pizza Hut.
 - people are criticizing the *Book It* program.
 - parents and children are enjoying pizza together.
- _____ 2. People against *Book It* say that the program
- encourages poor eating habits.
 - allows advertising of fast-food companies in schools.
 - makes fast food part of school.
 - all of the above.

 [new document](#) or drag files here

- ✓  Name
-  ABE Level 1 RLA PACING GUIDES
-  ABE Level 1 RLA Week 01- Main Idea
-  ABE Level 1 RLA Week 02- Drawing Conclusions
-  ABE Level 1 RLA Week 03- Text Structure
-  ABE Level 1 RLA Week 04- Cause and Effect
-  ABE Level 1 RLA Week 05- Text Features
-  ABE Level 1 RLA Week 06- Text Elements
-  ABE Level 1 RLA Week 07- Figurative Language
-  ABE Level 1 RLA Week 08- Context Clues
-  ABE Level 1 RLA Week 09 - Language and Content
-  ABE Level 1 RLA Week 10 - Language and Content
-  ABE Level 1 RLA Week 11 - Language and Content
-  ABE Level 1 RLA Week 12 - Language and Content

Lesson Plans

+ new document or drag files here

- ✓  Name
-  ABE Level 1 Week 04 Lesson Plan Cause and Effect
-  ABE Level 1 Week 04 Matching Cards
-  ABE Level 1 Week 04 PowerPoint Cause and Effect
-  ABE Level 1 Week 04-Cause and Effect Index Signs
-  ABE Level 1-Week 04 Independent Practice Cause and Effect 3.1 Non-Fiction
-  ABE Level 1-Week 04 Independent Practice Cause and Effect 3.1a Non-Fiction
-  ABE Level 1-Week 04 Independent Practice Cause and Effect 3.1b Non-Fiction
-  ABE Level 1-Week 04 Independent Practice Cause and Effect 3.2 Non-Fiction
-  ABE Level 1-Week 04 Independent Practice Cause and Effect 3.2a Non-Fiction
-  ABE Level 1-Week 04 Independent Practice Cause and Effect 3.2b Non-Fiction
-  ABE Level 1-Week 04 Independent Practice Cause and Effect 3.3 Non-Fiction
-  ABE Level 1-Week 04 Independent Practice Cause and Effect 3.3a Non-Fiction
-  ABE Level 1-Week 04 Independent Practice Cause and Effect 3.3b Non-Fiction
-  ABE Level 1-Week 04 Independent Practice Cause and Effect 3.4 Non-Fiction

Lesson Plan Resources

Remember.....

- Use Your Data To:
 - Drive Instruction
 - Differentiate Instruction
 - Focus Students on Their Individual Needs

- Use Existing Resources:
 - TABE Progress Checks
 - Resource Guides
 - Lesson Plans and Supporting Materials

Access to Materials

- All Resources will be posted in a Google Classroom
- For access: email
Lisa.Helfrich@palmbeachschools.org

Questions



“It is not only what we do,
but also what we do not do,
for which we are
accountable.”

–Moliere

A close-up photograph of a black graduation cap (mortarboard) resting on a stack of several old, worn books. A red ribbon is tied around one of the books, and a black tassel hangs from the cap. The background is a soft, out-of-focus light color.

Data Driven Instruction and Curriculum for ABE/GED® Teachers

Lisa C. Helfrich
Dr. Jane Bravo

School District of Palm Beach County