



INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

ABE: Unpacking the TABE 11/12 Standards for Highly Engaging Reading Instruction

www.floridaipdae.org

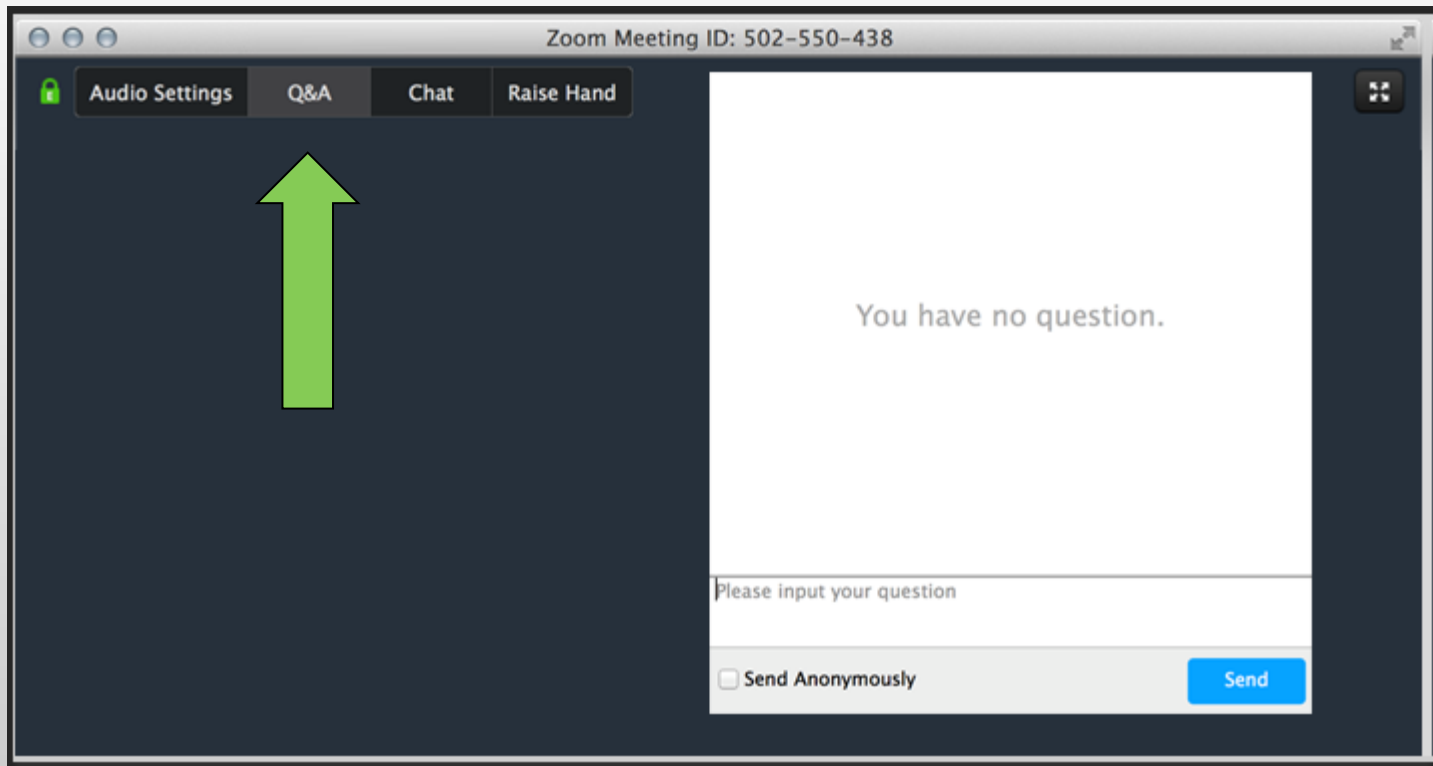
This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

Welcome



Nicole
Howard-Rice

- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.



In this session, we will explore:

- Effective phonics and word analysis and decoding strategies that will increase learning gains and skill mastery
- Introduce figurative language vocabulary elements through an activity-based approach
- Resources aligned to the TABE 11/12 and Florida Curriculum Frameworks

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”

-William Arthur Ward

[William Arthur Ward](#)

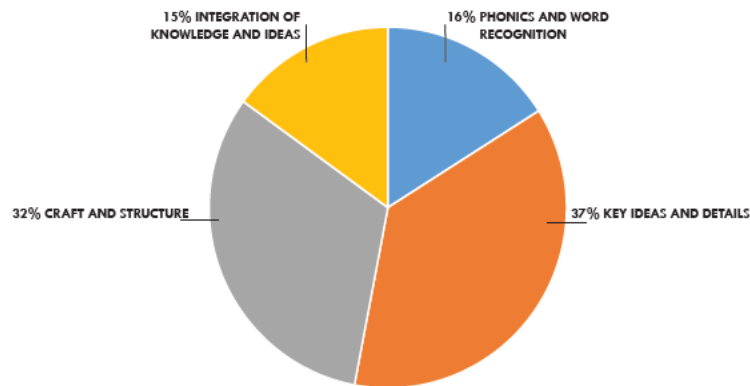




Tests of Adult Basic Education

LEVEL E

TABE 11 & 12 READING BLUEPRINT OVERVIEW



| INTEGRATION OF KNOWLEDGE AND IDEAS (15%) | STANDARD | STANDARD DESCRIPTION | AE-CCR LEVEL | TABE 11/12 EMPHASIS LEVEL |
|--|----------|--|--------------|---------------------------|
| | 3.RI.7 | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | B | Medium |
| | 2.RI.8 | Describe how reasons support specific points the author makes in a text. | B | Low |

| PHONICS AND WORD RECOGNITION (16%) | STANDARD | STANDARD DESCRIPTION | AE-CCR LEVEL | TABE 11/12 EMPHASIS LEVEL |
|------------------------------------|----------|---|--------------|---------------------------|
| | 2.RF.3 | Know and apply grade-level phonics and word analysis skills in decoding words. (2.RF.3.a, 2.RF.3.b, 2.RF.3.c, 2.RF.3.d) | B | Medium |
| | 3.RF.3 | Know and apply grade-level phonics and word analysis skills in decoding words. (3.RF.3.a, 3.RF.3.b, 3.RF.3.c, 3.RF.3.d) | B | High |

| KEY IDEAS AND DETAILS (37%) | STANDARD | STANDARD DESCRIPTION | AE-CCR LEVEL | TABE 11/12 EMPHASIS LEVEL |
|-----------------------------|----------|--|--------------|---------------------------|
| | 2.RI.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | B | High |
| | 3.RI.2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. | B | High |
| | 3.RI.3 | 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. | B | Medium |

| CRAFT AND STRUCTURE (32%) | STANDARD | STANDARD DESCRIPTION | AE-CCR LEVEL | TABE 11/12 EMPHASIS LEVEL |
|---------------------------|----------|--|--------------|---------------------------|
| | 3.RI.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | B | High |
| | 2.RI.5 | 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. | B | Low |
| | 3.RI.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | B | Medium |
| | 2.RI.6 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | B | Medium |
| | 3.RI.6 | Distinguish their own point of view from that of the author of a text. | B | Medium |

TABE 11 & 12 READING BLUEPRINT OVERVIEW LEVEL E

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3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
(3.RF.3.a, 3.RF.3.b, 3.RF.3.c, 3.RF.3.d)

CCR: A-E B (G.E. 2-3)

- Content emphasis on the TABE 11/12 High (16%)
- NRS Levels 1-2
- RF: Reading Foundations





How will I teach phonemic awareness, phonics, and figurative language vocabulary so that my learners retain and master the words and concepts toward learning gains?

“LOVE CHALLENGES, BE INTRIGUED
BY MISTAKES, ENJOY EFFORT
AND KEEP ON LEARNING.”

CAROL DWECK

A method of teaching people to read by correlating sounds with letters or groups of letters in an alphabetic writing system.



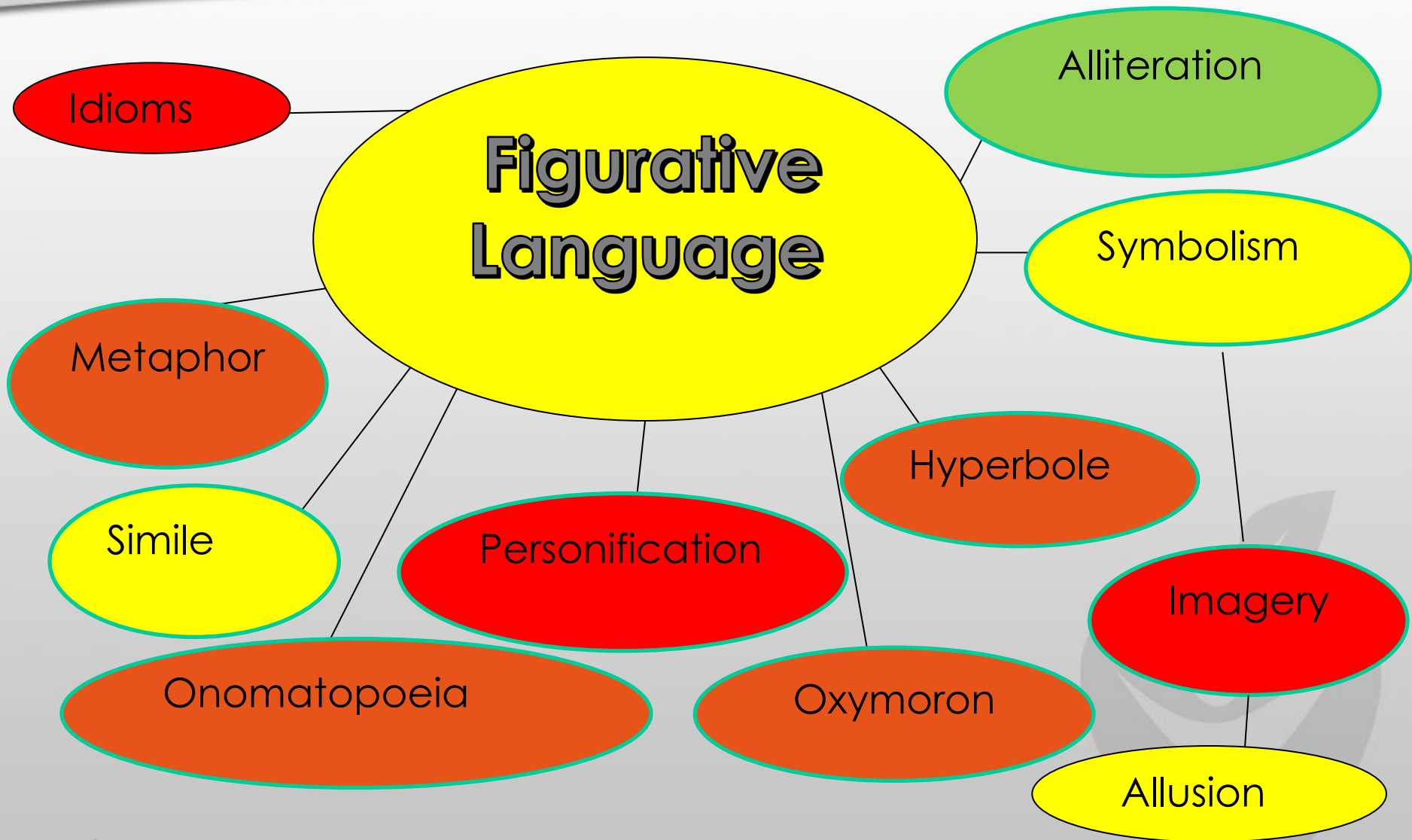
The ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words. Understanding these relationships gives children the ability to recognize familiar words quickly and to figure out words they haven't seen before

Example: You keep falling a sleep and
encode I am tired.



Is a process of learning more about word meanings by studying their origins and parts. A “morpheme” is the smallest meaningful part of a word.
Other terms for **word analysis**:
Morphemic analysis.





Informs through the use of figure of speech (metaphor, similes, allusions and oxymoron's) usage. Of which, are used to persuade and impact the literary experience of the reader (i.e., literary devices).



Literal Language

Which tells the reader that all words are in strict accordance with their original meaning.

Examples:

1. I have three sandwiches for lunch.
2. My name is Sally Smith.



Figurative Language

- The illustration of meaning other than foundational learning
- Uses figures of speech
- Often found in poetry and narrative text

Literal Language

- The foundational and/or literal meaning of a sentence, paragraph, or text
- Does not use figures of speech
- Often found in science and research text



Phonemic Awareness-Letter to Word Play

VOCABULARY-SCRAMBLE



Vocabulary



Scramble







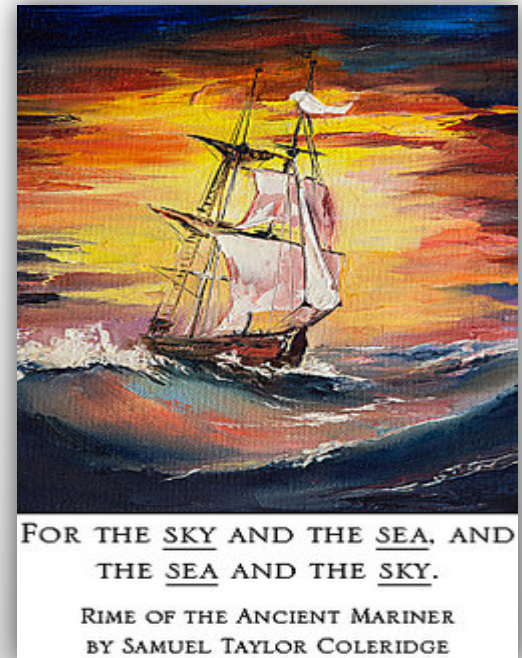




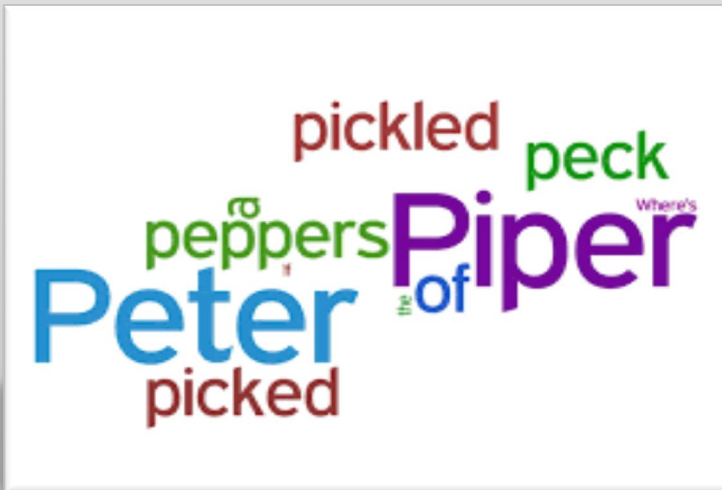


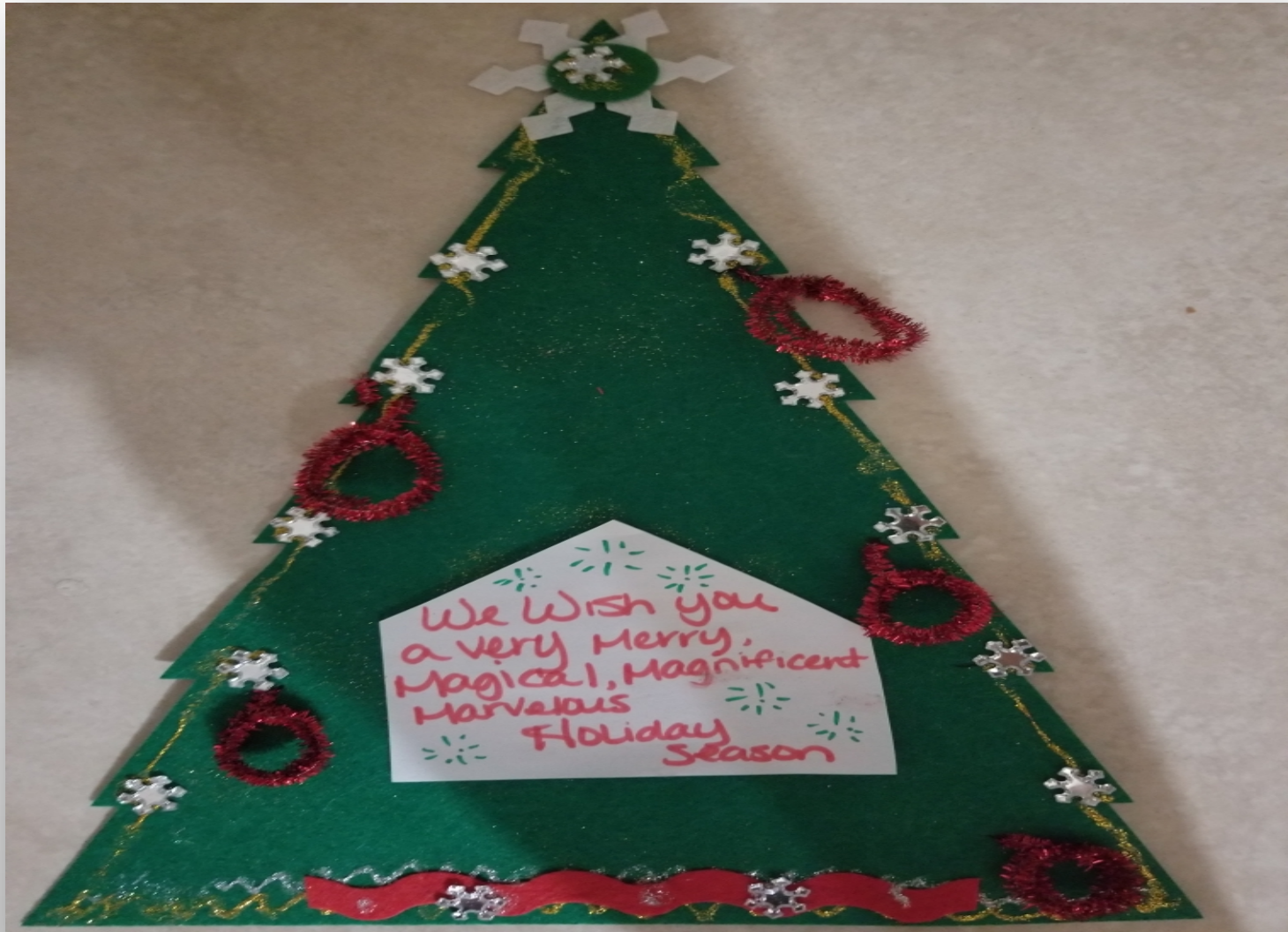
Figurative Language Word Focus

ALLITERATION



Alliteration – the occurrence of the same letter or sound at the beginning of adjacent or closely connected words (Oxford Lexico, 2019).













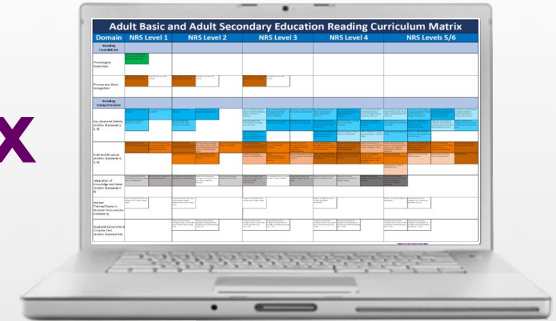
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WHAT'S NEW FROM FLORIDA IPDAE

| ipdae  INSTITUTE FOR THE PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS | | | | | | |
|--|---|--|---|---|--|--|
| Domain | NRS Level 1 | | | NRS Level 2 | | |
| Reading Foundations | | | | | | |
| Phonological Awareness | Demonstrate Understanding of Spoken Words, Syllables, and Sounds (Phonemes) | | | | | |
| Phonics and Word Recognition | Apply Grade-Level Phonics and Word Analysis in Decoding | Read with Accuracy and Fluency | Apply Grade-Level Phonics and Word Analysis in Decoding | Read with Accuracy and Fluency | | |
| Reading Comprehension | | | | | | |
| Key Ideas and Details (Anchor Standards 1, 2, 3) | Ask/Answer Questions About Key Details | Identify Main Topic and Retell Key Details | Ask/Answer S W and H Questions | Determine Main Idea and Supporting Details of a Text | | |
| | Describe the Connection Between Two Things | | Describe Relationships Between Events, Ideas, Concepts or Procedures | | | |
| | | | | | | |
| Craft and Structure (Anchor Standards 4, 5, 6) | Ask/Answer Questions to Clarify Word/Phrase Meaning | Use Text Features to Locate Information (Headings, Tables of Content, Glossaries, Electronic Menus, Icons) | Determine Meaning of General Academic and Domain-Specific Words by Topic Area | Use Text Features to Locate Information (Captions, Bold Print, Subheadings, Glossaries, Indexes, Electronic Menus, Icons) | Use Search Tools (Key Words, Sidebars, Hyperlinks) | |
| | | | Identify Main Purpose of Text | Distinguish How Personal Point of View Differs from Author's | | |

| | | | | | |
|--|---|--|---|---|--|
| Craft and Structure (Anchor Standards 4, 5, 6) | Ask/Answer Questions to Clarify Word/Phrase Meaning | Use Text Features to Locate Information (Headings, Tables of Content, Glossaries, Electronic Menus, Icons) | Determine Meaning of General Academic and Domain-Specific Words by Topic Area | Use Text Features to Locate Information (Captions, Bold Print, Subheadings, Glossaries, Indexes, Electronic Menus, Icons) | Use Search Tools (Key Words, Sidebars, Hyperlinks) |
| | | | Identify Main Purpose of Text | Distinguish How Personal Point of View Differs from Author's | |
| | | | | | |
| Integration of Knowledge and Ideas (Anchor Standards 7, 8) | Use Illustrations/Details to Describe Key Ideas (e.g., Maps, Charts, Photographs) | Identify Author's Reasons for Using Supporting Points | Use Illustrations and Words to Demonstrate Understanding | Explain How Illustrations Contribute to Words in Texts (e.g., Mood, Character Analysis) | Describe How Reasons Support Author's Points |
| Analyze Themes/Topics in Multiple Texts (Anchor Standard 9) | Identify Similarities/Differences Between Two Texts on Same Topic | | Compare/Contrast Important Points and Key Details Between Two Texts on Same Topic | | |
| Read and Comprehend Complex Text (Anchor Standard 10) | | | Read and Comprehend Complex Literary Text for NRS Level 2 (Fleisch-Kincaid 1.98-5.34) | Read and Comprehend Complex Informational Text for NRS Level 2 (Fleisch-Kincaid 1.98-5.34) | |

Electronic Curriculum Matrix



What is it?

The Electronic Curriculum Matrix is an online lookup tool that dynamically returns information and resources that are correlated to adult education framework standards.

Why is it needed?

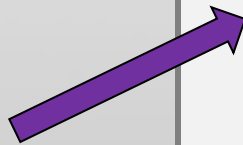
The Electronic Curriculum Matrix removes the hassle of having to figure out what aligns with what. It provides users with simple selectable criteria options that make finding results easy.

Select a Type of Matrix

The Electronic Curriculum Matrix allows the user the ability to select one of the seven (7) matrix types of interest.

Matrix Type:

- ABE Mathematics
- ABE Reading
- ABE Language Arts
- GED Mathematics
- GED Language Arts
- GED Social Studies
- GED Science



Domain:

Matrix Type:

ABE Reading



Select a Domain

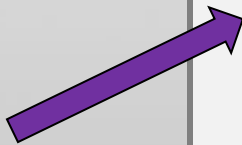
The selections will automatically adjust to filter and display valid options based on the previous selections.

Domain:

Select a Domain



1. Phonological Awareness
2. Phonics and Key Ideas and Details
3. Key Ideas and Details
4. Craft and Structure
5. Integration of Knowledge and Ideas



Matrix Type:

ABE Reading



Domain:

2. Phonics and Key Ideas and Details



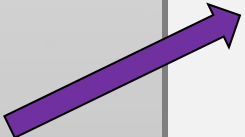
Select a NRS Level

The selections will automatically adjust to filter and display valid options based on the previous selections.

NRS Level:

Select a NRS Level



- 
- **NRS Level 1**
 - **NRS Level 2**
 - **NRS Level 3**
 - **NRS Level 4**
 - **NRS Level 5/6**

Matrix Type:

ABE Reading



Domain:

2. Phonics and Key Ideas and Details





NRS Level:

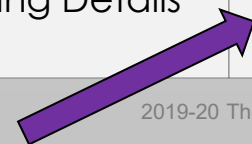
NRS Level 2



Search Results:

Results of information and resources are listed for download.

| Standards | Resources |
|--|---|
| <ul style="list-style-type: none"> Ask/Answer 5 W and H Questions |  Resource Activity Download |
| <ul style="list-style-type: none"> Determine Main Idea and Supporting Details of a Text |  Resource Activity Download |



Ask and Answer Questions About Key Details

| | |
|---------------|---|
| Content Area: | ABE Reading |
| Domain: | Key Ideas and Details |
| Standard: | CCR.RE.ABE.1.1. Ask and answer questions about key details in a text. |

Concept:

Key details are important parts of a story or text. Finding **key ideas** and **details** is important for understanding what we are reading. They are the words that give important information and answer questions. Asking questions is an important skill to use when reading.

Often, we do not ask enough questions as we are reading. A good place to start is to "read" a picture. Pictures are a great way to practice questioning skills about key details.

Example:

Look at the picture.

- What do you see?
- What is going on in the picture?
- What do you see that makes you say that?
- What other details can you see?
- What questions do you have?



When we look at the picture, the first thing we see is a boy and his dog. They look like they are having fun. They are both lying on the grass. The boy and the dog look happy. Those are the key details that we see in this text. If we look closer, we see grass and trees in the background. It looks like they may be in a park. One question we might have is "Does the dog belong to this boy?"

When we "read" pictures or cartoons, we ask ourselves questions about all of the details. Asking questions while we read is important.

What types of questions should we ask as we read? We can start with the 5 W questions:

- Who** is this mostly about?
- What** happened that's important?
- When** did this happen?
- Where** did this take place?
- Why** did this happen?

We can also use questions that relate to the story that we are reading.

Example:

- What is the story about?
- What does the main character want?
- Will he/she get it?
- What is the meaning of what I have read?
- Why did the author end the passage this way?

The important thing about questioning is to ask and answer questions before, during, and after we read. Good questioning skills lead to better comprehension.

The Classroom.com

<https://www.theclassroom.com/difference-between-literal-figurative-language-8421594.html>

Lexico.com

<https://www.lexico.com/en/definition/alliteration>

College and Career Readiness Standards for Adult Education

Reading Rockets

<https://www.vrae.org/images/customer-files/ccrstandardsadulted.pdf>

<https://www.readingrockets.org/helping/target/phonics>







Please complete this quick survey.

“The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students.”

Edutopia 2014

*Stay
Connected*

Always here to assist!

The IPDAE Team