# Guidelines for Basic Literacy Instruction Emergent Levels (1st-2nd)

<table>
<thead>
<tr>
<th>Instructional Goal</th>
<th>Objectives</th>
<th>Materials</th>
<th>Strategies</th>
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</thead>
<tbody>
<tr>
<td>Reading Fluency &amp; Comprehension</td>
<td>• Read letters, numbers and simple 3-5 letter words</td>
<td>• Laubach Way to Reading 1-3</td>
<td>• Read aloud/Echo reading</td>
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<td>• Read simple Experience Stories the student helps to create with relevant</td>
<td>• Grade Level Readers</td>
<td>• Review and reread regularly</td>
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<td>sight words</td>
<td>• Litstart Chapter 6</td>
<td>• Q &amp; A - before, during and after</td>
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<td>• Can understand some details and main idea in a reading</td>
<td>• Primary Phonics books 1-6</td>
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<td>Word Study [decoding sounds &amp; words]</td>
<td>• Phonics – know sounds of consonants short/long vowels and some blends</td>
<td>• Laubach 1-3</td>
<td>• Use &amp; review flashcards</td>
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<td>• Learn basic spelling rules and 3-5 letter word patterns</td>
<td>• Fast Track Phonics</td>
<td>• Create word lists</td>
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<td>• Recognize commonly used sight words</td>
<td>• Litstart Chapter 7 &amp; Appendices A-D</td>
<td>• Spell words with finger on desk or sandpaper</td>
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<tr>
<td>Writing</td>
<td>• Can write alphabet, numbers and many 3-5 letter words</td>
<td>• Litstart Chapter 8</td>
<td>• Make lists of various words for student to match similar sounding ones</td>
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<td></td>
<td>• Write personal information and family names</td>
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<td></td>
<td>• Can write simple sentences</td>
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<td>• Has some understanding of periods, commas, question marks, contractions</td>
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<td>&amp; possessives</td>
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*Updated November 2010*
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| **Reading Fluency**   | • Can read simple and compound sentences in single or linked paragraphs with growing independence  
                        • Read simple Experience Stories the student helps to create with relevant sight words  
                        • Can read commonly used sight words | • Laubach 3-4  
                                 • Voyager 1-3  
                                 • American Lives 1  
                                 • Grade Level Readers  
                                 • Litstart Chapter 6 | • Read aloud  
                                 • Reread regularly to develop fluency  
                                 • Experience Story |
| **Comprehension**     | • Can understand details of a reading: who, where, when, why and how  
                        • Can relay the main idea | • Laubach 3-4  
                                 • Voyager 1-3  
                                 • Graphic Organizers | • Q & A - before, during and after readings  
                                 • Student summarizes readings  
                                 • Use Graphic Organizers |
| **Word Study** [decoding words] | • Phonics – review sounds of consonants and vowels, and know many blends, digraphs, diphthongs  
                        • Can understand more spelling rules  
                        • Understands alphabetizing and can look up new vocabulary in a dictionary | • Laubach 3-4  
                                 • Fast Track Phonics  
                                 • Litstart Chapter 7 & Appendix E-F | • Use flash cards  
                                 • Reviews word lists  
                                 • Spell words with finger on desk or sandpaper  
                                 • Make lists of various words for student to match similar sounding ones |
| **Writing**           | • Can write basic notes  
                        • Write complete sentences on one topic with minimal mistakes in grammar, spelling and punctuation  
                        • Can write simple Experience Story | • **Writing It Down**  
                                 • **Litstart** Chapter 8 | • Visualize words to write before writing  
                                 • **Litstart Strategies** p.186  
                                 • **Litstart** p. 178-181  
                                 • Chain Story Writing |
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| Reading Fluency         | • Read chapter & text books independently with developing fluency and occasional stops  
                          | • Developing understanding of vocabulary from context                       | • American Lives 2-3  
                          | • Voyager 4-6  
                          | • Newspapers, magazines  
                          | • Grade Level Readers | • Read assignments at home & some parts with tutor |
| Comprehension           | • Understand main idea, details, compare/contrast, sequencing and sharing opinions  
                          | • Developing understanding of facts vs. opinions & predicting outcomes     | • Exercises in book  
                          | • Graphic organizers | | • Student orally summarizes all or parts of assignments |
| Word Study [decoding words] | • Phonics and spelling study as needed  
                          | • Can break down complex words  
                          | • Can give opposite meaning of new vocabulary words                       | • Listart Appendix G-H  
                          | • Megawords 1-2 | | • Listart Strategies p. 159-167  
                          | • Use Graphic Organizers | |
| Writing (as homework)   | • Can do simple journal entries and free writing  
                          | • Can understand how to write simple poems  
                          | • Write a paragraph with simple topic sentence, transitions and some details with minimal mistakes in grammar, punctuation and spelling  
                          | • Write a summary in a paragraph with minimal mistakes | • Writing It Down  
                          | • Get Ready to Write  
                          | • Litstart Chapter 8 | • Listart Strategies p.187-188  
                          | • Litstart p.182-183 Mapping  
                          | • Summary Graphic Organizer  
                          | • Focus on 2 areas of mistakes in writing. Tutor circles, student corrects and rewrites |
## LESSON PLAN FOR BASIC LITERACY INSTRUCTION
### HIGH INTERMEDIATE / ADVANCED LEVELS (UP TO ABOUT 9TH)

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| Reading Fluency        | • Read chapter books independently with fluency  
                        | • Has increased understanding of vocabulary from context | • Voyager 7-8  
                        | | • Developing Reading Strategies  
                        | | • Newspapers, magazines, mail | • Read assignments at home & some parts with tutor |
| Comprehension          | • Has the ability to: articulate the main idea, details, compare/contrast, sequencing and sharing opinions related to readings  
                        | • Facts vs. opinions & predicting outcomes  
                        | • Developing the ability of inference | • Exercises from book  
                        | | • Graphic Organizers | • Student orally summarizes all or parts of assignments  
                        | | | • Use graphic organizers |
| Word Study             | • Phonics and spelling review as needed  
                        | • Vocabulary development & opposite meaning | • Megawords 3-4 | • Litstart Strategies  
                        | | | p. 159-167  
                        | | • Use graphic organizers | • Litstart p.187-188  
                        | | | • Listart p.182-183 Mapping  
                        | | | • Graphic Organizer for summaries  
                        | | | • Focus on 2-3 areas of mistakes in writing. Tutor circles, student corrects and rewrites |
| Writing (as homework) | • Can do simple journal entries and free writing  
                        | • Can understand how to write simple poems  
                        | • Write a well developed paragraph with topic sentence, transitions and details  
                        | • Summaries in organized paragraph  
                        | • Narrative descriptions and short simple essays | • Ready to Write or Get Ready to Write  
                        | | | • Litstart Chapter 8 | •Listart p.187-188  
                        | | | • Listart p.182-183 Mapping  
                        | | | • Graphic Organizer for summaries  
                        | | | • Focus on 2-3 areas of mistakes in writing. Tutor circles, student corrects and rewrites |

*Updated September 2010*