

GUIDELINES FOR BASIC LITERACY INSTRUCTION

EMERGENT LEVELS (1ST - 2ND)

<i>Instructional Goal</i>	<i>Objectives</i>	<i>Materials</i>	<i>Strategies</i>
Reading Fluency and Comprehension	<ul style="list-style-type: none"> • Read letters, numbers and simple 3-5 letter words. • Be able to add, subtract, some multiplication and measurements. • Read simple Experience Stories the student creates with relevant sight words. • Understand some details and main idea of a reading. 	<ul style="list-style-type: none"> • Laubach Way to Reading 1-3 • Grade 1-2 Level Readers • Litstart, Chapter 6 • Primary Phonics books 1-6 • Cell phone and computer 	<ul style="list-style-type: none"> • Read aloud/Echo reading • Review and reread regularly • Q & A - before, during and after reading • Be able to read and implement basic phone and computer functions
Word Study [decoding sounds & words]	<ul style="list-style-type: none"> • Phonics – know sounds of consonants, short and long vowels, some blends • Learn basic spelling rules and 3-5 letter word patterns • Recognize commonly used sight words 	<ul style="list-style-type: none"> • Laubach 1-3 • Fast Track Phonics • Litstart, Chapter 7 and Appendices A-D 	<ul style="list-style-type: none"> • Use and review flashcards • Create word lists • Spell words with finger on desk or sandpaper • Make lists of various words for student to match similar sounding ones
Writing	<ul style="list-style-type: none"> • Write alphabet, numbers and many 3-5 letter words • Write personal information and family names • Write simple sentences • Has some understanding of periods, commas, question marks, contractions and possessives 	<ul style="list-style-type: none"> • Litstart, Chapter 8 	<ul style="list-style-type: none"> • Visualize words to write before writing • Copy letters and 10 simple words and sentences weekly • Dictation of learned words and sentences • Litstart strategies p.178-181

GUIDELINES FOR BASIC LITERACY INSTRUCTION
BEGINNING LEVELS (3RD - 4TH)

<i>Instructional Goal</i>	<i>Objectives</i>	<i>Materials</i>	<i>Strategies</i>
Reading Fluency	<ul style="list-style-type: none"> • 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 • Read commonly used sight words • Knows multiplication, division and measurements 	<ul style="list-style-type: none"> • Laubach 3-4 • Voyager 1-3 • American Lives 1 • Grade Level Readers • Litstart, Chapter 6 • Cell phone and computer 	<ul style="list-style-type: none"> • Read aloud • Reread regularly to develop fluency • Experience Story • Be able to read and implement relevant phone and computer functions
Comprehension	<ul style="list-style-type: none"> • Understand details of a reading: who, where, when, and how • Can relay the main idea, express opinion and explain why. Emerging critical thinking skills 	<ul style="list-style-type: none"> • Laubach 3-4 • Voyager 1-3 • Graphic Organizers 	<ul style="list-style-type: none"> • Q & A - before, during and after readings • Student summarizes readings orally • Use relevant Graphic Organizers
Word Study [decoding words]	<ul style="list-style-type: none"> • Phonics – review sounds of consonants and vowels, and knows many blends, digraphs, diphthongs • Understand more spelling rules • Understand alphabetizing and can look up new vocabulary in a dictionary 	<ul style="list-style-type: none"> • Laubach 3-4 • Fast Track Phonics • Litstart, Chapter 7 and Appendices E-F • Target Spelling Series 	<ul style="list-style-type: none"> • Use flash cards • Make rhyming word lists • Spell words with finger on desk or sandpaper • Make lists of various words for student to match with similar sounding ones
Writing	<ul style="list-style-type: none"> • Write basic notes • Write complete sentences on one topic with minimal mistakes in grammar, spelling and punctuation • Write simple Experience Story 	<ul style="list-style-type: none"> • Litstart, Chapter 8 • From Reading to Writing #1 	<ul style="list-style-type: none"> • Visualize words and sentences before writing • Litstart p. 178-181 • Litstart Strategies p.186

GUIDELINES FOR BASIC LITERACY INSTRUCTION
INTERMEDIATE LEVELS (5TH – 6TH)

<i>Instructional Goal</i>	<i>Objectives</i>	<i>Materials</i>	<i>Strategies</i>
Reading Fluency	<ul style="list-style-type: none"> • Read chapter and text books independently with developing fluency and occasional stops • Developing understanding of vocabulary from context 	<ul style="list-style-type: none"> • American Lives 2-3 • Across the U.S. • Pre-GED materials • Newspapers, magazines, mail • Grade Level Readers 	<ul style="list-style-type: none"> • Read assignments at home and some parts with tutor
Comprehension	<ul style="list-style-type: none"> • Understand main idea, details, compare /contrast, sequencing and sharing opinions • Developing understanding of facts vs. opinions, predicting outcomes, developing more critical thinking skills of a reading & expression of ideas 	<ul style="list-style-type: none"> • Exercises in student's book • Graphic Organizers 	<ul style="list-style-type: none"> • Student orally summarizes all or parts of assignments
Word Study [decoding words]	<ul style="list-style-type: none"> • Phonics and spelling study as needed • Can break down complex words • Can give opposite meaning of new vocabulary words 	<ul style="list-style-type: none"> • Litstart, Appendices G-H • Megawords 1-2 • Target Spelling Series 	<ul style="list-style-type: none"> • Litstart Strategies p. 159-167 • Use relevant Graphic Organizers
Writing (as homework)	<ul style="list-style-type: none"> • Can do simple journal entries and free writing • 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 	<ul style="list-style-type: none"> • Focus on Writing #1 • From Reading to Writing #2 • Litstart, Chapter 8 	<ul style="list-style-type: none"> • Litstart Strategies p.187-188 • Litstart p.182-183 Mapping • Summary Graphic Organizer • Focus on two areas of mistakes in writing. Tutor circles, student corrects and rewrites.

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HIGH INTERMEDIATE / ADVANCED LEVELS (UP TO ABOUT 9TH)

<i>Instructional Goal</i>	<i>Objectives</i>	<i>Materials</i>	<i>Strategies</i>
Reading Fluency	<ul style="list-style-type: none"> • Read chapter books independently with fluency • Increased understanding of vocabulary from context 	<ul style="list-style-type: none"> • Endeavor Series • GED materials • Newspapers, magazines, mail 	<ul style="list-style-type: none"> • Read assignments at home and some parts with tutor
Comprehension	<ul style="list-style-type: none"> • Has the ability to: articulate the main idea, details, compare/contrast, sequencing and sharing opinions related to readings • Facts vs. opinions and predicting outcomes • Developing the ability of inference 	<ul style="list-style-type: none"> • Exercises from student's book • Graphic Organizers 	<ul style="list-style-type: none"> • Student orally summarizes all or parts of assignments • Use relevant Graphic Organizers
Word Study	<ul style="list-style-type: none"> • Phonics and spelling review as needed • Vocabulary development and opposite meanings 	<ul style="list-style-type: none"> • Megawords 3-4 	<ul style="list-style-type: none"> • Litstart Strategies p. 159-167 • Graphic Organizers
Writing (as homework)	<ul style="list-style-type: none"> • Simple journal entries and free writing • Understand how to write simple poems • Write a well-developed paragraph with topic sentence, transitions and details • Write summaries in an organized paragraph • Write narrative descriptions and short simple essays 	<ul style="list-style-type: none"> • Ready to Write • Focus on Writing #2 • Litstart, Chapter 8 	<ul style="list-style-type: none"> • Litstart p.187-188 • Litstart p.182-183, Mapping • Graphic Organizer for summaries • Focus on 2-3 areas of mistakes in writing. Tutor circles, student corrects and rewrites.