<table>
<thead>
<tr>
<th>Instructional Goal</th>
<th>Objectives</th>
<th>Materials</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| **Reading Fluency and Comprehension** | • 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. | • Laubach Way to Reading 1-3  
• Grade 1-2 Level Readers  
• Litstart, Chapter 6  
• Primary Phonics books 1-6  
• Cell phone and computer | • 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] | • 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 | • Laubach 1-3  
• Fast Track Phonics  
• Litstart, Chapter 7 and Appendices A-D | • 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** | • 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 | • Litstart, Chapter 8 | • 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)

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</table>
| Reading Fluency             | • 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 | • Laubach 3-4  
• Voyager 1-3  
• American Lives 1  
• Grade Level Readers  
• Litstart, Chapter 6  
• Cell phone and computer | • Read aloud  
• Reread regularly to develop fluency  
• Experience Story  
• Be able to read and implement relevant phone and computer functions |
| Comprehension               | • Understand details of a reading: who, where, when, and how  
• Can relay the main idea, express opinion and explain why. Emerging critical thinking skills | • Laubach 3-4  
• Voyager 1-3  
• Graphic Organizers | • Q & A - before, during and after readings  
• Student summarizes readings orally  
• Use relevant Graphic Organizers |
| Word Study [decoding words] | • 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 | • Laubach 3-4  
• Fast Track Phonics  
• Litstart, Chapter 7 and Appendices E-F  
• Target Spelling Series | • 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                     | • Write basic notes  
• Write complete sentences on one topic with minimal mistakes in grammar, spelling and punctuation  
• Write simple Experience Story | • Litstart, Chapter 8  
• From Reading to Writing #1 | • Visualize words and sentences before writing  
• Litstart p. 178-181  
• Litstart Strategies p.186 |
# Guidelines for Basic Literacy Instruction

## Intermediate Levels (5th – 6th)

<table>
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</thead>
</table>
| **Reading Fluency**      | ● Read chapter and text books independently with developing fluency and occasional stops  
                           ● Developing understanding of vocabulary from context                        | ● American Lives 2-3  
                           ● Across the U.S.  
                           ● Pre-GED materials  
                           ● Newspapers, magazines, mail  
                           ● Grade Level Readers                                      | ● Read assignments at home and some parts with tutor |
| **Comprehension**        | ● 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 | ● Exercises in student’s book  
                           ● Graphic Organizers                                                    | ● Student orally summarizes all or parts of assignments |
| **Word Study**           | ● Phonics and spelling study as needed  
                           ● Can break down complex words  
                           ● Can give opposite meaning of new vocabulary words                   | ● Litstart, Appendices G-H  
                           ● Megawords 1-2  
                           ● Target Spelling Series                                                | ● Litstart Strategies p. 159-167  
                           ● Use relevant Graphic Organizers                                        |
| **Writing**              | ● 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               | ● Focus on Writing #1  
                           ● From Reading to Writing #2  
                           ● Litstart, Chapter 8                                                     | ● 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. |

*Updated January 2015*
# Guidelines for Basic Literacy Instruction

## High Intermediate / Advanced Levels (up to about 9th)

<table>
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<th>Strategies</th>
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</thead>
<tbody>
<tr>
<td>Reading Fluency</td>
<td>• Read chapter books independently with fluency</td>
<td>• Endeavor Series</td>
<td>• Read assignments at home and some parts with tutor</td>
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<tr>
<td></td>
<td>• Increased understanding of vocabulary from context</td>
<td>• GED materials</td>
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<td></td>
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<td>• Newspapers, magazines, mail</td>
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<td>Comprehension</td>
<td>• Has the ability to: articulate the main idea, details, compare/contrast, sequencing and sharing opinions related to readings</td>
<td>• Exercises from student’s book</td>
<td>• Student orally summarizes all or parts of assignments</td>
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<td></td>
<td>• Facts vs. opinions and predicting outcomes</td>
<td>• Graphic Organizers</td>
<td>• Use relevant Graphic Organizers</td>
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<tr>
<td></td>
<td>• Developing the ability of inference</td>
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<td></td>
</tr>
<tr>
<td>Word Study</td>
<td>• Phonics and spelling review as needed</td>
<td>• Megawords 3-4</td>
<td>• Litstart Strategies p. 159-167</td>
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<tr>
<td></td>
<td>• Vocabulary development and opposite meanings</td>
<td></td>
<td>• Graphic Organizers</td>
</tr>
<tr>
<td>Writing (as homework)</td>
<td>• Simple journal entries and free writing</td>
<td></td>
<td>• Litstart p.187-188</td>
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<tr>
<td></td>
<td>• Understand how to write simple poems</td>
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<td>• Litstart p.182-183, Mapping</td>
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<td>• Write a well-developed paragraph with topic sentence, transitions and details</td>
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<td>• Graphic Organizer for summaries</td>
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<td></td>
<td>• Write summaries in an organized paragraph</td>
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<td>• Focus on 2-3 areas of mistakes in writing. Tutor circles, student corrects and rewrites.</td>
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<tr>
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<td>• Write narrative descriptions and short simple essays</td>
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*Updated January 2015*