

Instructions for Tutors

These benchmarks directly correspond to the activity manuals on the corresponding web page where you found these benchmarks. These benchmarks not only provide our students with abilities needed to navigate the modern world but also crucial skills to have in preparation for the GED. Never hesitate to ask for additional help from Literacy Mid-South staff.

Using These Benchmarks to Ensure Progress

Each sub-listing below the proceeding standards has a correlating activity in the activity manuals. We recommend you start slightly below your student's learning level to ensure their ability. If you do not know your student's reading/math level, please contact staff to receive information about their most recent TABE assessment scores.

Which Activities and Benchmarks Should I Use for My Student(s)?

- Students who are interested in receiving their GED should use *all three* Math, Language Arts, and Reading benchmarks and activity sheets simultaneously.
- ESL tutors are encouraged to use Language Arts activities and benchmarks. Reading can be used as supplemental material as needed.
- Tutors of students most interested in math should use the Math activities and benchmarks.
- Tutors of students only interested in reading should use the Reading activities and benchmarks. Language Arts can be used as supplemental material as needed.

Mastery Level

We ask that you report the mastery level of the student at each benchmark. Ideally, you will not move onto the next benchmark until you feel the student has a 100% mastery of the content of each standard below. When the student has displayed reasonable understanding of the subject matter, put a 100% in the box and be sure to calculate the number of hours spent on each subject. We urge you not to just use the activity manuals alone to display mastery of the subject. Use additional materials available online and in the libraries to help the student master each standard. Laubach and Challenger books are also available upon request.

Reporting These Benchmarks

We ask that you submit a progress report about your student *each month* to Literacy Mid-South through our online Tutor Lounge. (<http://literacymidsouthtutor.weebly.com/>). Let us know what standard your student is on and any challenges you may have encountered along the way. Also, be sure to report your hours while you are there.

Next Steps After Completion

Keep these benchmarks as your guide to helping your student progress. When you have finished all the benchmarks below, send in this checklist to Literacy Mid-South staff and notify them that your student is ready for a TABE assessment. Literacy Mid-South will contact you to schedule a time for a T.A.B.E. assessment. This assessment will ensure that your student has adequately progressed. Once your student has shown growth on the TABE, you may move to the next activities manual.

Reading
Level 2.0-3.9
Beginning Basic Education

Student	Tutor	Date Enrolled	
Standard 1: Demonstrate basic understanding of phonics and structural analysis as tools for reading development.	Hours of Instruction	Mastery Level %	Date & Initials
08.01 Identify vowels and consonants			
08.02 Identify consonant blends			
08.03 Identify consonant digraphs			
08.04 Use standard pronunciation in oral reading			
08.05 Identify long and short vowel sounds			
08.06 Identify vowel combinations			
08.07 Identify and define compound words			
08.08 Identify root words			
08.09 Identify words with prefixes to determine meaning and increase vocabulary			
08.10 Identify words with suffixes to determine meaning and increase vocabulary			
08.11 Identify the meaning of contractions			

Standard 2: Demonstrate knowledge of basic vocabulary.	Hours of Instruction	Mastery Level %	Date & Initials
09.01 Identify 98% of the words on the second and third grade lists from the Dolch Words List			
09.02 Follow teacher-read content text in order to develop student's vocabulary			

Standard 3: Construct meaning from a wide range of texts, literary forms, and printed materials.	Hours of Instruction	Mastery Level %	Date & Initials
10.01 Identify words and construct meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues			
10.02 Determine the main idea or essential message from a text and identify supporting information			
10.03 Answer “who,” “what,” and “where” questions about sentences or paragraphs			
10.04 Follow simple written directions			
10.05 Recognize the characteristics of a paragraph and stanza (verse) forms in writings, e.g. indentation, and poetry spacing			
10.06 Use simple references to obtain information, e.g. beginner’s dictionary, glossary, etc.			
10.07 Identify the meanings of abbreviations			

Standard 4: Demonstrate inferential comprehension skills.	Hours of Instruction	Mastery Level %	Date & Initials
11.01 Identify the meanings of words in context using compare and/or contrast clues.			
11.02 Identify the cause or effect implied in a paragraph.			

Standard 5: Demonstrate evaluative comprehension skills.	Hours of Instruction	Mastery Level %	Date & Initials
12.01 Distinguish between fact and opinions in a paragraph			
12.02 Appropriately evaluate information from pictures, maps, or signs to answer informational questions			

Standard 6: Understand how word choice affects meaning.	Hours of Instruction	Mastery Level %	Date & Initials
13.01 Recognize that a writer’s word choice may influence how a reader thinks and feels			

Standard 7: Understand the distinguishing features of a variety of literary forms.	Hours of Instruction	Mastery Level %	Date & Initials
14.01 Distinguish between fact and fiction			
14.02 Identify story elements, including setting, plot, character, problem, and solution/resolution.			
14.03 Recognize the function of introductory and concluding paragraphs in an essay.			

STOP! Please contact Literacy Mid-South for a student assessment before continuing!

Adapted from the Florida Department of Education ABE Performance Standards