

## 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.

# Language Arts

## Level 4.0-5.9

### Beginning Basic Education

Student	Tutor	Date Enrolled	
Standard 1: Apply rules of capitalization.	Hours of Instruction	Mastery Level %	Date & Initials
17.01 Capitalize proper nouns including days of the week, months of the year, holidays, book and magazine titles, countries, states, rivers and continents			
17.02 Capitalize titles of books, poems, songs, television shows, and movies			

Standard 2: Apply rules of punctuation.	Hours of Instruction	Mastery Level %	Date & Initials
18.01 Use a comma before the conjunction in a compound sentence			
18.02 Use an apostrophe to show the possessive noun			
18.03 Use a comma to set off a proper name in a direct address			
18.04 Use comma(s) to set off an appositive			

Standard 3: Demonstrate competency in spelling.	Hours of Instruction	Mastery Level %	Date & Initials
19.01 Spell months of the year, days of the week, and numbers from one to one hundred twenty-one			
19.02 Spell 98% of the words on the pre-primer through third grade list on the Dolch Words list			
19.03 Use a dictionary to spell words having phonetically regular beginnings			
19.04 Apply rules for adding common prefixes and suffixes			

Standard 4: Observe conventions of editing	Hours of Instruction	Mastery Level %	Date & Initials
20.01 Find and correct spelling errors, including homonyms			
20.02 Find and correct punctuation and capitalization errors			

<b>Standard 5: Apply structural and grammatical rules of writing.</b>	<b>Hours of Instruction</b>	<b>Mastery Level %</b>	<b>Date &amp; Initials</b>
21.01 Identify the complete subject and predicate of a statement			
21.02 Identify the complete subject and predicate of a question			
21.03 Identify the simple subject of a statement and a question			
21.04 Identify compound subjects and predicates			
21.05 Identify commands with an understood subject			
21.06 Identify verbs in the context of simple and compound sentences			
21.07 Identify nouns, verbs, pronouns, adjectives, adverbs, conjunctions, prepositions, and interjections in texts			
21.08 Write the appropriate forms of common regular and irregular verbs			
21.09 Distinguish present tenses, past tenses, and future tenses of common verbs			
21.10 Use nominative and objective cases of pronouns correctly			
21.11 Identify phrases, independent clauses, and dependent clauses			
21.12 Write correctly worded and punctuated complex sentences			
21.13 Recognize and create logical paragraph breaks in writing			
21.14 Indent paragraphs			

<b>Standard 6: Communicate ideas and information through the writing process.</b>	<b>Hours of Instruction</b>	<b>Mastery Level %</b>	<b>Date &amp; Initials</b>
22.01 Prepare for writing by brainstorming verbally and in writing, focusing on a central idea found in the brainstorming, generating, and organizing of ideas related to the central focus, and identifying the specific purpose for the writing			
22.02 Demonstrate a logical organizational pattern that includes a beginning, middle, and ending			
22.03 Effectively use familiar words, supporting details, and transitional devices			
22.04 Draft, revise, and edit writing for a variety of occasions, audiences, and purposes in a variety of content areas			

<b>Standard 7: Use speaking strategies effectively</b>	<b>Hours of Instruction</b>	<b>Mastery Level %</b>	<b>Date &amp; Initials</b>
23.01 Speak clearly at an understandable rate and use appropriate volume			
23.02 Participate as a contributor and occasionally act as a leader in group discussion			
23.03 Organize a speech using a basic beginning, middle, and ending			

<b>Standard 8: Demonstrate familiarity with computers and computer terminology</b>	<b>Hours of Instruction</b>	<b>Mastery Level %</b>	<b>Date &amp; Initials</b>
24.01 Demonstrate the steps necessary to boot up a computer system and/or a touch screen tablet			
24.02 Utilize the internet to locate items such as store locations, library locations, etc. (this is different from the benchmark listed in the activity sheet.			
24.03 Create and save documents using a word processing program			
24.04 Keyboard material from handwritten copy			
24.05 Demonstrate proper keyboarding techniques while using an instructional program			
24.07 Demonstrate good "housekeeping" at his or her workstation			

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

Adapted from the Florida Department of Education ABE Performance Standards