

## 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 4.0-5.9**  
**Beginning Basic Education**

Student	Tutor	Date Enrolled	
<b>Standard 1: Demonstrate basic understanding of phonics and structural analysis as tools for reading development.</b>	<b>Hours of Instruction</b>	<b>Mastery Level %</b>	<b>Date &amp; Initials</b>
15.01 Recognize synonyms, antonyms, and homonyms			
15.02 Define multiple-meaning words			
15.03 Understand how punctuation affects text			

<b>Standard 2: Demonstrate knowledge of basic vocabulary.</b>	<b>Hours of Instruction</b>	<b>Mastery Level %</b>	<b>Date &amp; Initials</b>
16.01 Use phonics, word structure, and visual cues to identify words and construct meaning			
16.02 Use prefixes, suffixes, root words, words with multiple meanings, antonyms, synonyms, and word relationships to determine meaning and increase vocabulary for reading and the workplace			
16.03 Begin to classify nouns with similar characteristics under appropriate headings, e.g., rose and daisy as flowers.			
16.04 Utilize vocabulary words in the content areas.			

<b>Standard 3: Demonstrate literal comprehension skills.</b>	<b>Hours of Instruction</b>	<b>Mastery Level %</b>	<b>Date &amp; Initials</b>
17.01 Determine the main idea or essential message from a text and identify supporting information			
17.02 Identify the cause and effect expressed in a paragraph			
17.03 Follow written directions			
17.04 Re-tell and/or summarize previously read material			
17.05 Describe sequence of events in context.			

17.06 Answer “who,” “what,” “where,” “when,” “why,” and “how” questions about sentences or paragraphs			
17.07 Identify specific information found in a text and apply it to answer a question			

<b>Standard 4: Demonstrate inferential comprehension skills.</b>	<b>Hours of Instruction</b>	<b>Mastery Level %</b>	<b>Date &amp; Initials</b>
18.01 Predict content and purpose of a reading selection by previewing the table of contents, index, headings, captions, and illustrations			
18.02 Make logical predictions using prior knowledge, re-reading, and self-questioning strategies			
18.03 Differentiate a question from a statement			
18.04 Identify the meanings of words in context using example clues, direct explanation clues, synonym clues, and/or compare and contrast clues			
18.05 Identify the pronoun referent in a sentence or paragraph			
18.06 Identify the cause or effect in a paragraph even if implied			
18.07 Identify an appropriate conclusion or generalization for a reading selection			

<b>Standard 5: Demonstrate evaluative comprehension skills.</b>	<b>Hours of Instruction</b>	<b>Mastery Level %</b>	<b>Date &amp; Initials</b>
19.01 Identify the author’s purpose			
19.02 Recognize whether a text is primarily intended to persuade, inform, or entertain			
19.03 Recognize the difference between fact and opinion			
19.04 Recognize the basic characteristics of fables, stories, and legends			
19.05 Recognize the use of a compare and contrast structure			
19.06 Obtain and evaluate information from pictures, maps, signs, diagrams, tables, graphs, or schedules			
19.08 Select and explore sources such as a dictionary, encyclopedia, atlas, directory, newspaper, and thesaurus to obtain information on a specific task such as research.			

19.09 Obtain appropriate information from an index and table of contents			
19.10 Draw conclusions from information in an article of fact or fiction			
19.11 Select an appropriate title for an article			

<b>Standard 6: Understand how word choice affects meaning.</b>	<b>Hours of Instruction</b>	<b>Mastery Level %</b>	<b>Date &amp; Initials</b>
20.01 Understand that word choice can shape reactions, perceptions, and beliefs			
20.02 Recognize different techniques used in media messages and the purposes of such techniques			

<b>Standard 7: Demonstrate understanding of a variety of literary forms</b>	<b>Hours of Instruction</b>	<b>Mastery Level %</b>	<b>Date &amp; Initials</b>
21.01 Identify features that distinguish fiction, drama, poetry, fables, and legends			
21.02 Identify major characteristics, e.g. facts and opinion of creative non-fiction, such as biography and essay			
21.03 Explain the development of plot and conflict resolution in a story			
21.04 Identify the characters, setting, and events presented in various texts			

<b>Standard 8: Respond critically to fiction, poetry, drama, and essay</b>	<b>Hours of Instruction</b>	<b>Mastery Level %</b>	<b>Date &amp; Initials</b>
22.01 Recognize cause-and-effect relationships in literary texts			
22.02 Recognize the effects of language; such as sensory words, rhymes, choice of vocabulary, and story structure, e.g. patterns used in children's text			
22.03 Respond to a work of literature by explaining how the motives of the characters or the causes of the events compare with those in his or her life			
22.04 Identify the major theme in a story			
22.05 Form his or her own ideas about what has been read in a literary text, and use specific information from the text to support those ideas			
22.06 Distinguish between an author's opinion and objective data in essays			

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

Adapted from the Florida Department of Education ABE Performance Standards