

Catch-Up and Remediation Homeschool Plan

A twelve-week intervention plan for rebuilding prerequisite skills with focused teaching, frequent feedback, and visible evidence of growth.

12 weeks Suggested duration	Grade-flexible Adapt to the learner	4-5 days/week Recommended rhythm	Evidence-based Use checks and work samples
BEST FOR • Students with unfinished learning or interrupted schooling • Learners who need prerequisite repair before a new course • Families who want a calm, data-guided reset		HOW TO USE IT 1 Choose one clear goal and a realistic schedule. 2 Use a brief baseline check instead of guessing. 3 Teach, practice, apply, and review in a repeatable cycle. 4 Keep work samples and adjust the next week from evidence.	

PLANNING NOTE: *Specialty plans supplement a grade-level plan. They do not replace local homeschool, attendance, assessment, or graduation requirements.*

Twelve-Week Remediation Cycle

Spend most time on the smallest set of prerequisite skills that unlocks current learning.

Week	Math	English / ELA	Science / Social Studies	Parent / Teacher Action
1	Gather work samples; identify pain points; use brief skill checks	Read aloud and independently; collect a writing sample	Use conversation and simple concept checks	Write 2-3 measurable priority goals
2	Confirm the earliest missing prerequisite; avoid testing everything	Check decoding/fluency or comprehension; analyze the writing sample	Identify vocabulary, background knowledge, or inquiry gaps	Choose resources and a manageable daily schedule
3	Explicitly teach prerequisite target A with concrete examples	Teach priority literacy target A with modeling and guided practice	Rebuild key vocabulary and one foundational concept	Track accuracy and confidence, not just time spent
4	Continue target A; add mixed retrieval and one application	Continue target A; use short texts and immediate feedback	Use a simple demonstration, map, timeline, or model	End-of-cycle check; keep, adjust, or replace the strategy
5	Teach prerequisite target B; connect it to target A	Teach priority literacy target B; integrate reading and writing	Add a second concept and compare it with the first	Reduce workload elsewhere to protect intervention time
6	Continue target B; explain strategies aloud	Continue target B; revise one piece to mastery	Practice evidence, vocabulary, and explanation	Midpoint conference and goal reset
7	Blend targets A and B in multi-step or authentic tasks	Blend skills in a longer text or multi-paragraph response	Apply learning to an investigation or source set	Identify independence supports that can fade over time
8	Build fluency and automaticity without sacrificing understanding	Build reading/writing stamina in small increments	Use retrieval practice and concept mapping	Celebrate a specific, documented improvement
9	Transfer skills to current grade/course work	Transfer literacy skills to science or social studies text	Use current-course content with scaffolded support	Compare new work with the original baseline
10	Spiral mixed practice and correct recurring errors	Use mixed reading, vocabulary, grammar, and writing practice	Require short evidence-based explanations	Plan a mastery task that matters to the learner
11	Complete the mastery task with decreasing support	Complete a polished reading/writing product	Complete a model, investigation, or inquiry product	Prepare a portfolio with before-and-after samples
12	Reassess priority goals and identify the next prerequisite	Reassess and conference; choose next literacy target	Check transfer and vocabulary retention	Transition to the grade plan with a maintenance schedule

FOCUS Use no more than 2-3 priority goals at once.

FEEDBACK Correct errors quickly and require the learner to explain the correction.

TRANSFER Practice the repaired skill in current grade-level work each week.

Diagnostic and Progress Tools

Use these tools to personalize the plan and document progress.

CHOOSE THE RIGHT STARTING POINT

Math: Find the earliest point where accuracy or understanding consistently breaks down.

Reading: Separate decoding/fluency needs from comprehension and background-knowledge needs.

Writing: Review idea development, organization, sentences, conventions, and independence separately.

Content: Check essential vocabulary and prerequisite concepts before reteaching an entire unit.

WHEN PROGRESS STALLS

Reduce: Narrow the goal and shorten the practice set.

Represent: Switch between objects, drawings, language, symbols, and real examples.

Model: Use a worked example, think-aloud, or sentence frame.

Consult: Consider a qualified educator or specialist when persistent difficulty affects access or wellbeing.

A USEFUL WEEKLY DATA SET

Accuracy: Record a small, comparable sample - not every problem.

Independence: Note the level of prompting or scaffolding needed.

Fluency: Track efficient recall only after meaning is secure.

Transfer: Include one task that looks different from the practice examples.

EXIT CRITERIA

Mastery: The learner performs the target accurately across several days.

Transfer: The skill appears in current coursework or unfamiliar tasks.

Independence: Prompts have faded to an age-appropriate level.

Maintenance: A short review schedule is in place after exiting intervention.

RESOURCE LINKS

[Free K-12 Practice home](#) |
 [Math practice](#) |
 [English / ELA practice](#) |
 [Science practice](#) |
 [Social studies practice](#) |
 [Printable worksheets](#)

Standards note: Select expectations from the student's current grade or course, then verify local requirements. Common Core, NGSS, and the C3 Framework are useful reference points but do not replace state-specific rules.