ABE Tutor Manual

Volunteer Literacy Tutoring Program

A Partnership of the Waukegan Public Library, the College of Lake County and the
Literacy Volunteers of Lake County

Table of Contents

Volunteer Literacy Tutoring Program
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Volunteer Literacy Tutoring Program

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Section 1

"Before you Get Started"

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Information for New Tutors

Answers to Frequently Asked Questions

What is the Volunteer Literacy Tutoring Program?

> The Volunteer Literacy Tutoring Program is a collaboration of three organizations concerned with adult literacy. These agencies include: College of Lake County, Literacy Volunteers of Lake County and Waukegan Public Library

> The literacy effort in Lake County began in February 1983 when Literacy Volunteers of Lake County, a community based organization, was organized. The Literacy Office at the College of Lake County was started in 1984 with funds from the Illinois State Board of Education. Libraries for Literacy began in 1985 with a grant from the Illinois Secretary of State to the Waukegan Public Library. In 1986 the activities of these groups were combined under an umbrella named the **Lake County Literacy Program** and later as the **Lake County Adult Learning Connection**. This collaboration continues today as the **Volunteer Literacy Tutoring Program**.

Who can become a tutor?

> Potential tutors must be at least 18 years of age, have a high school diploma or its equivalent, demonstrate strong basic skills, and possess a sincere desire to help another adult with basic skills improvement. Volunteers are required to attend an orientation, pre-service training sessions, and observation of adult learners. Volunteer tutors are also expected to maintain regular contact with program staff while they are tutoring.

> Tutors and students are matched based upon geographic location and their time schedule. Tutors willing to travel to areas with a concentration of students are generally matched soon after completing the training. Others may have to wait.

Where do students and tutors meet?

> Students and tutors always meet in a public place rather than someone's home. Most of the public libraries provide tutoring space, as well as the College of Lake County and its branches, some park districts, several churches, and occasionally businesses.

How often do students and tutors meet?

> Tutoring schedules are arranged by the individuals involved. Ideally people meet at least twice a week for one-and-a-half hours. However, given the busy schedules of most students and tutors a ninety minute session each week may be all that can be arranged. Consistency is very important.

Over what period of time do students and tutors meet?

> The length of time a tutor and student continue to meet is dependent upon the student and his/her goals. Our experience has shown that it can be beneficial to transition a student to a new tutor after 1 ½ - 2 years. Circumstances sometimes prevent even the most enthusiastic student or tutor from continuing. The duration for an adult learner may be a couple months or a few years, although not necessarily with the same tutor for the entire time.

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How do tutors begin? What is the correct approach?

Skills acquired during the tutor training provide a tutor with the basic information needed to teach an adult how to read. However, the approach used depends upon the student and his/her needs, skills and goals. Together the staff, tutor and student will decide what is most important.

How much support are tutors provided?

A staff member will attend your first meeting with a 1:1 student. You will be provided with information about the student, books/materials appropriate to the student's needs, a sample curriculum, and a few possible lesson plans. Several weeks after your initial meeting we recommend that you communicate with the staff person to discuss any additional materials you might need or modification of the student's goals.

Newsletter, *The Literacy Connection* is sent to tutors quarterly.

Staff is available at either office to answer questions or just to talk. Once a year, a staff member will meet with the student and tutor to evaluate progress and to provide new materials. If it is convenient for you, we welcome your questions by e-mail.

Tutoring Materials: Initially we provide you with materials that reflect student needs from the initial student assessment. For new materials and ideas after tutoring begins, you are encouraged to consult with staff, to attend workshops, and check out materials from the Waukegan Public Library Literacy Suite or from your local library's Adult Easy Reading Collection.

Student publications: To encourage the adult learners to write and experience pride in their work, each year we publish *Collections*, an anthology of student writings. We urge tutors to talk with their student about submitting writing for the publication. Beginning level students who are not yet able to write independently are encouraged to submit a language experience story dictated to their tutor.

The program sponsors special events and workshops which all tutors are encouraged to attend. These events and workshops will provide opportunities for you to meet other tutors, to exchange ideas, to learn new skills and see new materials.

How much does this cost tutors?

There is no charge for the tutor training; however, tutors are asked to cover the cost of the tutor manual. Financial assistance is available if needed; please contact a staff person for more information.

Are reports required?

Yes, because the program receives grant funds from the State of Illinois and from some private agencies, we are required to send accurate reports to those agencies concerning students served, number of tutoring hours, number of tutors, and staff activities.

Every three months tutors are asked to report the number of hours spent in tutoring and lesson preparation. You may return this information via FAX, e-mail or voice mail.

Glossary of Helpful Terms

ABE (**Adult Basic Education**)
Refers to classes designed to teach and review elementary reading, writing, and mathematics skills necessary to function satisfactorily in today's society. Students may or may not be high school graduates.

APC *(Lake County* **Area Planning Council** *for Adult Education)*
Consists of all ABE, GED, ESL, Vocational Education, Literacy Volunteer, and High School Credit providers funded by the Illinois Community College Board.

Basic Skills Test
This test assesses math, reading, and writing skills and is required for admission to CLC in lieu of ACT/SAT scores.

BEST Plus
This test is used to determine a non-English speaking adult learner's aural and oral English language skills.

ESL (English as a Second Language)
Refers to instruction that is designed to improve the reading and speaking proficiency of students with little or no knowledge of English.

GED (General Education Diploma)
The general education development exam is a series of five tests which demonstrate that an individual has acquired the fundamental equivalency of a high school education.

LV-LC (Literacy Volunteers of Lake County)
Is a partner of the Lake County Adult Learning Connection, and a community-based organization which is affiliated with ProLiteracy America.

ProLiteracy America
Is a national organization which provides a variety of services to enable people to achieve personal goals through literacy. ProLiteracy America is organized on the belief that the ability to read is critical to personal freedom and the maintenance of a democratic society. The organization publishes adult literacy materials, they offer professional development training as well as an annual national conference and they do advocacy work around the issue of adult literacy.

SORT (Slosson Oral Reading Test)
The state requires that we use the SORT test to pre and post test students. The SORT test gives an approximate reading level for the student.

TABE (Test of Adult Basic Education)
Is used to test students' reading and comprehension skills. It is used for admission to an adult education class offered by the College of Lake County.

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Volunteer Expense Form

The Internal Revenue Service states that a person **may** deduct out of pocket expenses paid to do volunteer work. Additionally, a person may deduct for mileage traveled for volunteering, parking fees, and tolls. A person **may not** deduct the value of his/her time in volunteering.

This form will help in keeping a record of your mileage, parking fees, tolls, or other miscellaneous expenses.

DATE	BEGINNING ODOMETER	ENDING ODOMETER	MILES TRAVELED	PARKING FEES OR TOLLS	INSTRUCTIONAL SUPPLIES	MISC

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Section 2

"Characteristics of Adult Learners"

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Some Characteristics of Adult Literacy Learners

1. Attitudes

Apprehensive · Threatened by formal tests · Insecure about new learning situations · Don't believe they can learn "this stuff" and become readers · May say they are *"too old to learn"* ·

What you can do: Provide frequent reassurance and encouragement · Motivate with sincere, judicious praise · Help learners experience success at each session · Provide opportunities to practice new skills · **Believe in the learner's ability to learn** ·

2. Learning Abilities

Learn unevenly—like and need to learn at their own pace · Do not want to make mistakes · Have varying levels of intelligence · Have gaps in their knowledge · Learn best through practical lessons which have tangible goals and which satisfy personal needs · Learn best when a variety of teaching techniques are used ·

What you can do: Allow enough time for mastery of learning tasks · Plan goals with your student · Be careful of setting expectations too low or too high—goals should present a challenge but be attainable ·

3. Motivation, Values, Goals

May have conflicting goals · Their goals may be quite different from your goals · May need help to set realistic goals · Want to see immediate benefits and expect the instruction to be relevant to their needs ·

What you can do: Use shared decision-making to determine long and short term goals · Respect his/her goals especially if they are different from yours · Plan lessons which include specific, practical skills ·

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4. Needs

To experience success · To believe they can learn/change · To be involved in assessing their own progress · To be respected for their abilities · Usually have concrete, immediate needs · Need to see immediate benefits·

What you can do: Every student should experience success every lesson · provide frequent, but also genuine reassurance and encouragement · Give progress reports and opportunities for self evaluation · **Treat tutoring as a partnership ·** Emphasize the skills and strengths the learner already has ·Teach the learner ways to take responsibility for their own learning·

5. Other

Like to share their experiences · **As responsible adults they prefer to make their own decisions ·** Resent being treated like children · They have had varied and often rich life experiences· They enjoy having their talents and information made use of in a teaching situation · They may work long hours and be tired and short on time · May have bad memories of school · May drop out easily · May need more light, larger print or more time to perform a task · Very sensitive to non-verbal communication·

What you can do: Select meaningful learning activities, avoid busy work · Be aware of your non-verbal messages (facial expressions, gestures, tone of voice) · Welcome the enrichment of sharing relevant personal experiences · Involve the learner in setting goals.

And finally. . .

Don't talk too much – don't explain anything you don't have to explain **– Make sure you allow enough "wait time"** for your learner to think through questions you are asking— **Many learners appreciate a structured, predictable routine; it isn't necessary to have too much variety—**Be sure that the level of content, vocabulary and activities are appropriate and relevant to the learner's age **– Learn from your student!**

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Factors That May Influence Ability to Learn

- ✓ Linguistic background

- ✓ Educational background

- ✓ Lack of study skills

- ✓ Life experiences

- ✓ Socio-economic status

- ✓ Family issues

- ✓ Work schedule

- ✓ Health

- ✓ Cultural differences, value systems

- ✓ Intellectual capacity

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Characteristics of Adult Learners as Readers

New Reader

Characteristics:

- beginning awareness of sound/letter relationships
- may read very easy material, knows limited number of words by sight (1-30)
- usually has limited learning in school. . .has not had the opportunity to be taught well in surroundings conducive to learning
- beginning writing skills, if any
- often lacking in phonemic awareness

Emerging Reader

Characteristics:

- able to read when he or she knows the subject
- thinks of reading as word recognition rather than as communication
- often lacks phonemic awareness
- does not read on his or her own for information or pleasure
- usually has someone help with unfamiliar forms
- often acutely aware of spelling and handwriting

Developing Reader

Characteristics:

- able to use a variety of reading materials--moderate to difficult
- on the surface, appears to read fairly well, but feels inadequate as a reader; may not use effective comprehension strategies
- lack of phonemic awareness may be causing difficulty when processing multi-syllabic words; may need to work on fluency
- writing tends to have inconsistent spelling and punctuation

Advanced/Competent Reader

Characteristics:

- understands materials on a variety of subjects
- has a well-developed reading vocabulary and knowledge of English
- reads for pleasure and information
- may not be a confident writer
- often needs to learn how to write essays, collect and organize information, etc.

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Learning Styles

Throughout your past learning experiences you probably have found that some techniques work better than others. This is perfectly natural and consistent with learning theory. You may also have noted that you learn somewhat differently from others. Both findings are due to **variations in *learning styles***. Each person has his or her own set of cognitive (mental) factors that make some learning methods easier than others. Just as everyone's personality is unique, so is everyone's learning style. Some students, for example, learn best visually. Seeing charts, diagrams, drawings, or pictures—rather than reading or listening—appeals to them. Other students are auditory learners—they learn best by listening. Such a student, for instance, would learn more quickly from an instructor's lecture than from a textbook chapter on the same topic.

Kinesthetic Learners

Some of the characteristics of kinesthetic learners include:
- Recall words after writing them a few times.
- Move smoothly, rhythmically, and freely..
- Remember the feelings of a story better than the details.
- Recall words more easily when walking or pacing.
- Find it difficult to sit still.
- Like to use their large muscles in learning activities.

Tactile Learners

Some of the characteristics of tactile learners include:
- Recall words after typing or tracing them a few times.
- Excel at crafts such as sewing or making models.
- Like to manipulate objects in learning activities.

Some Implications for tutoring
Students with strong tactile and kinesthetic skills may benefit by using Scrabble tiles, alphabet cut-outs (made of wood, sandpaper, or textured material), or lettered dice to make words. Games that let the student identify the answer by manipulating, rather than saying it, may help. Computers and the experience story are excellent tools. When these students physically do something they understand and remember it.

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Visual Learners

Some of the characteristics of visual learners include:
- Recall words after seeing them a few times.
- Prefer directions that are written.
- Can concentrate on visual tasks despite visual distractions.
- Remember and understand words accompanied by pictures and graphs.
- Enjoy using colored markers or highlighters to remember things.

Some Implications for tutoring:
For a visual student use diagrams or written instructions, not just oral ones. A language experience story may work better than phonics. Use flash cards, pictures and charts if possible.

Auditory Learners

Some of the characteristics of auditory learners include:
- Recall words after hearing them a few times.
- Prefer oral instructions.
- Can concentrate on listening despite auditory distractions.
- Remember what they hear and what they themselves express verbally.
- May need to "think out loud" or talk with someone to process information.

Implications for tutoring:
Use tapes, radio, discussions, and verbal explanations with an auditory student. Read aloud to student. Tapes of words may be better than flash cards. Echo reading may help. Have student listen to a tape of a book while reading it. Give oral instructions, not just written ones. For spelling have the student say the word, then say each letter out loud.

Adapted from Litstart, Michigan Literacy and Marching to a Different Drummer, by Pat Burke Guild and Stephen Garger.

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Notes on Learning Disabilities

Learning disability can be defined as a problem of people who have average (or above average) intelligence, but who have **specific** difficulties with basic language learning processes. **Learning disabilities are disorders of the central nervous system** that selectively interfere with the normal development, integration and demonstration of mental operations such as storing or comprehending language and result in difficulty learning to read and/or other academic difficulties. **Learning disabilities are not** mental retardation, sensory handicaps (for example, blindness), or cultural deprivation, lack of opportunity to learn, nor are they primarily emotional problems.

Areas Which Might be Affected:

Attention	Concentration	Listening Perception	Comprehension
Memory	Motor development	Social skills	Self concept

Behavioral Signs:

A learner may:
- be a clear logical thinker
- be articulate and well informed
- be able to organize complicated arrangements on the phone
- be able to learn well when someone demonstrates

- <u>but</u> cannot write a paragraph
- <u>but</u> cannot read a set of instructions
- <u>but</u> becomes hopelessly confused in a chattering classroom, supermarket
- <u>but</u> cannot follow written instructions

Psychosocial Aspects of Learning Disabilities

• Low self-esteem resulting from repeated failures in school and with friends can cause feelings of anxiety, inadequacy and frustration.

• Stress from trying to hide and cope with learning disabilities consumes energy that could be used to find and implement more effective learning styles.

Possible Indicators of Learning Disabilities

When speaking does he/she:
- have difficulty in conveying ideas verbally
- have a poor oral vocabulary
- speak with hesitations / have difficulty with word retrieval
- transpose words / use the wrong word, usually with similar sounds
- have difficulty pronouncing multi-syllable words

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When reading does he/she:

- not read for pleasure
- not read to gather information
- have problems identifying individual sounds in spoken words
- need many repetitions to learn to recognize a new or unused word
- rely heavily on context to read new or unused words
- have many errors, repetitions and pauses in oral reading
- focus so heavily on word recognition that it detracts from comprehension
- have problems with comprehension that go beyond word recognition; may have limited language skills that affect comprehension
- practice reading rarely; lack complex language and word knowledge

When writing does he/she:

- have barely legible writing
- have difficulty communicating through writing
- mix printing and writing
- easily miscopy
- have persistent problems with spelling
- have difficulty seeing his/her errors

Behavior and learning indicators:

Does he/she. . .
- have difficulty retaining information
- have difficulty "staying on task"
- have difficulty drawing conclusions, inferences, or abstractions
- complain that he/she has always had trouble learning
- perform inconsistently on similar tasks at different times
- have organizational problems, i.e., can't find things in book bag or notebook used for tutoring
- give up to easily
- have difficulty in establishing friendships

It is important to remember that all of these difficulties may be experienced by many beginning adult readers, but not be the result of a specific learning disability. It is the persistence of these symptoms over time that indicates a learning disability. If a student is not making progress and the tutor observes some of these characteristic difficulties over time, confer with a staff person to discuss specific educational methods that would be appropriate and beneficial for the student.

Section 3

"Reading and Writing"

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Reading and Writing

Reading and writing are communication processes. An interaction takes place between the reader and the author as the reader tries to understand (makes sense of) what the author has written. The reader connects to the written word just as a listener connects to the speaker. Tutors will find it most helpful if they use reading materials which reflect the interests of their students. Each tutoring session should provide some form of reading and writing.

Since many of the students have not relied on written words to provide meaning in their lives, it is important for the tutor to actually **talk through written materials explaining how the material has meaning**. It is through such modeling that the students begin to see how one's thoughts (the reader's) connect with another's ideas (the writer's). Relating a personal experience to the reading can also provide a connection for the students.

As words begin to have more meaning, the students need encouragement to express their thoughts in writing. An interaction takes place when a writer rereads his/her written composition. Through discussion a tutor can help a student clarify his/her thoughts. The goal of developing communication skills is realized when tutors and students share their ideas through discussion, list all the possibilities, pull their thoughts together, and then begin to read and/or write.

Developing Literacy Skills

Thinking

Speaking   Listening

Communication

Reading   Writing

Thinking

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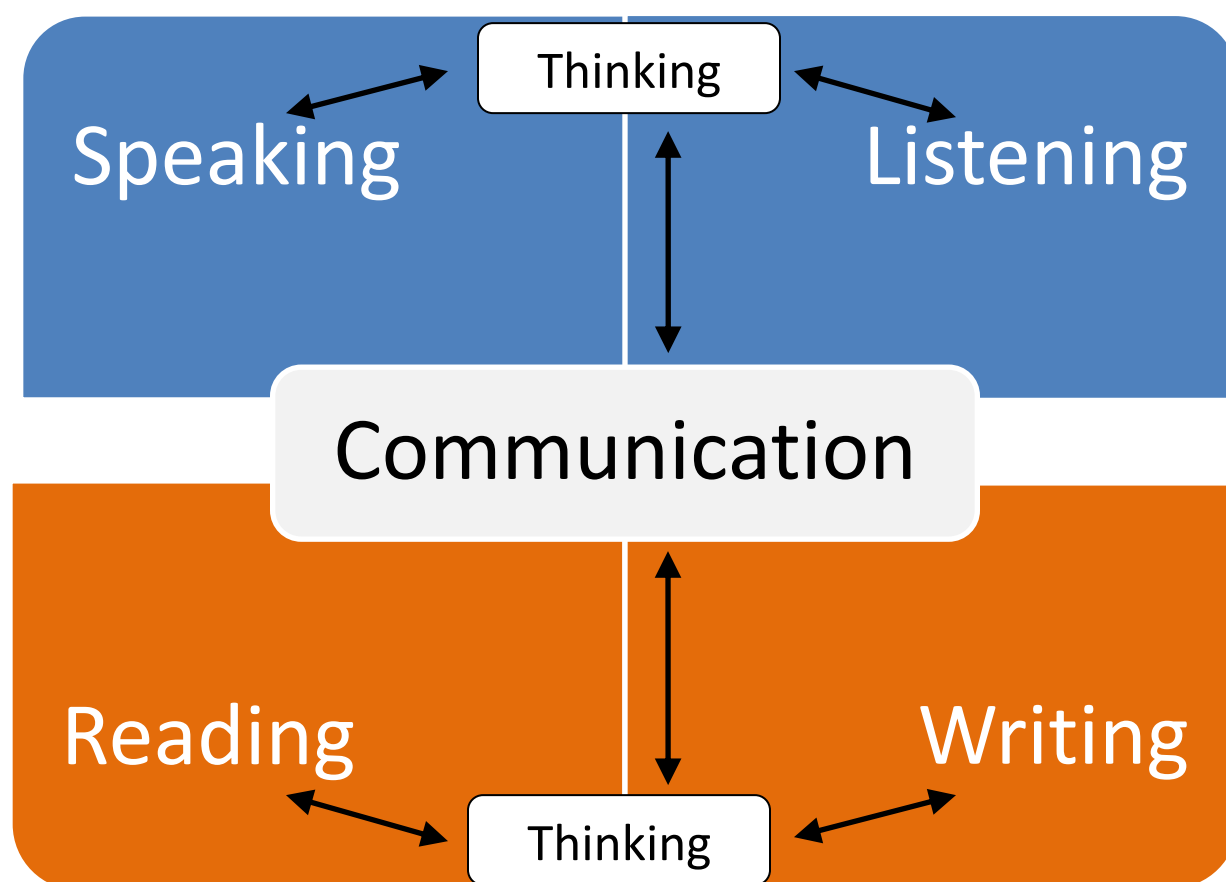
20

Language Experience Approach

"The language experience is a meaning-making approach to reading that has proved highly successful for many years in helping people learn to read and in helping poor readers improve their reading." (Meyer and Keefe, p. 17)

Benefits of Using the Language Experience Approach (LEA)

- Utilizes the student's own language in reading instruction.

- Develops heightened motivation to continue learning to read.

- Connects student's ability to speak and understand with print.

- It is flexible and can be used with students at varying levels of ability. It can even be adapted for use with a group.

- It is often successful with adults who have a history of negative school experiences. This method may bypass the "learning blocks" associated with traditional textbooks and materials.

- It teaches the student that written words can have personal meaning; it makes an immediate connection between the spoken and the written word.

- It builds feelings of pride and confidence as the student sees his own speech preserved in writing.

How to Use the Language Experience Approach

1. **Discuss** a topic of interest. Develop a "story line."

2. **Record** student's exact words, saying each word as you write it. Use manuscript writing. Make a copy for the student's use at home.

3. **Read story** and point to each word as you read, ask if there are any changes the learner would like to make.

4. Student and tutor **read the story together** aloud. Do this one sentence at a time for the whole story. Repeat several times if necessary.
   Options: a. Tutor reads each sentence. Student repeats.
                                       b. Tutor and student read at the same time.

5. **Student reads** whole story by himself aloud or silently.

6. **Student selects five** words for further study.
   a. **Underline** them.
   b. **Copy** each word on a small card.
   c. **Match** word on card to word in story.
   d. **Shuffle and read** each card.

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Reinforcement Activities

Many reinforcement activities can develop out of the language experience story. Using the following story as an example, we suggest the activities below.

Student Story:
Before Danny, I didn't wake up at 4:00 in the morning. We didn't have toys all over the place. We didn't worry about baby-sitters. We just went out any time we wanted.

- Write each sentence of the story on a separate strip of paper. Scramble the sentence strips and have the student put the sentences into sequential order.

- Write each word from one sentence on a small index card. Scramble the cards and have your student put the words in the correct order to match the sentence.

- Have your student look for words in the story that begin with the same sound.

- Have your student look for words in the story that have the common endings: <u>ed</u>, <u>s</u>, <u>ing</u>.

- Rewrite sentences from the story, leaving out words. Have your students fill in the blank.

    We didn't _____ about baby-sitters.

- Choose words from the story that can be rhymed. Make sure you start with words that are known in isolation.

- For a follow-up lesson, write new sentences with the same vocabulary used in the original language experience story.
        Danny wakes up at 4:00 in the morning.
        We have the baby-sitter any time we want.
        Danny's toys are all over the place.

- For the more advanced student, have him/her look for words to match the following:

compound words	baby/sitter
prefixes	re/place
suffixes	place/ment
syllables	Dan/ny
contractions	didn't
silent letters	time
consonant blends	place

- Read the story into a tape recorder so that the student can listen to the story at home while reading it from the page.

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Pre-Reading Activities to Build Comprehension

A Nine-Step Approach in Teaching Reading

The Nine-Step Approach in teaching reading is modeled after the SQ3R method. This approach will work with any reading material--books, stories, articles, fiction or non-fiction.

Title
Talk about the title of the book. Does it give you any idea of what the story or book is about? What do you think the story is about?

Picture
Discuss the picture on the cover. Are there any clues as to what the story is about? If there is no picture, what picture does the title suggest? Can you identify any parts of the picture?

Preview
Look at the précis, table of contents or any other information you may have about the book. Compare the preview to "scenes from next week's television program". Predict what you think will happen in the story.

Vocabulary from the Story
Introduce new words found in the story before you read the story. Some series provide these words for you, others will not. If the story is fiction you may need to pre-read and select the vocabulary words.

Reading the Story
Reading of the story may be done silently by the student or orally with the student and tutor alternating or any method you may choose. Did the title give an idea as to what the story was about? Is the story fact or fiction?

Questions from the Story
In order to check comprehension you will need to ask questions about the story. Some series will have questions available, in other instances you will need to make up your own set of questions. Include questions about the main idea of the story and some details that relate to the story. Be sure to include some questions whose answers can be found "between the lines." (See: "How to write comprehension questions" in Section 8, page 1.)

Word Recognition Activities
This is the chance to work on skills such as phonics, structural analysis (prefixes/suffixes), word patterns, etc. This also is a good time to do some writing, creative or structured.

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Summarizing the Main Idea

Go back and summarize what the story was about. Did the title give a good description of the story? Can you list in order the major events within the story?

Points for Discussion

At this point you will need to evaluate the reading lesson. Was the student successful in his reading? What was his rate of comprehension? Did he understand the main points of the story? Make notes to yourself about things that need to be done in future lessons such as sight words to learn or vocabulary words to learn. In section 4 you will find a technique described for teaching sight words. Section 6 describes many activities to provide practice using new vocabulary words.

*SEE: **"How to write comprehension questions"** in Section 8, page 1.*

Nine-step approach adapted from: Literacy Tutor's Library, by John A. Hurst, edited by Carol Morris, Quality Books, 1987, p. 13.

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Prediction Chart

A prediction chart is used to organize the material you are reading with your student.

The first column is used as a marker, noting which sections will be read and discussed. At predetermined stopping points the student will predict what will happen next. This prediction is written down in the second column. Upon completion of the reading of a section, the student will decide if the prediction was correct or not and make note of what actually happened in column three.

This procedure helps the student connect to the words of the author and better understand the passage. It also allows the tutor to take note of how the student is relating to the text.

	What I predict will happen	What actually happened

K-W-L (Know, Want to Learn, Learned)

The KWL strategy elicits prior knowledge and uses students' interests in reading and comprehending expository material. The components of KWL are K, what the student already **knows**, W, what the student **wants** to know, and L, what the student **learned** from the reading. Student (or tutor) lists all the facts known and lists what questions the student wants answered in the reading. After reading, the student goes back and confirms the accuracy of what was known and lists what has been **learned.**

Know	Want to Learn	Learned

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K	W	L
WHAT DO I KNOW?	WHAT DO I WANT TO KNOW?	WHAT HAVE I LEARNED?

Writing Is For Everyone

First Writings

New writers have a lifetime of unwritten thoughts. When experienced writers show new writers that they can be understood in print (spelling is secondary and can be creative), then new writers are free to flood pages with never-before-written thoughts. When reading the words of a new writer, remember to focus on the meaning that the author wishes to convey, not the spelling and mechanics. Nothing will shut down a new writer faster than a page full of correction marks. Refer to Journal Topics on pg. 9 for writing ideas.

Spelling is not essential to communicating thoughts!

Experienced writers learned to write by writing. Writers feel like writers when they have readers. Because of the interactive nature of dialogue journals, the back and forth, the give and take, it is a very real invitation to new writers to risk spending time in a world they believed was unavailable to them——the page with their thoughts written on it.

Sometimes the beginning writer's words might be very difficult for you, the tutor, to decipher. Rather than saying something like, "I can't make this out" the tutor can say, "Why don't you read back to me what you just wrote." You can then, selectively choose a word or two to correct. Don't try to correct everything at once.

An Invitation for New Writers

Share the following ideas with your student when you encourage the student to start to write.

• **Think about something you have a lot of feelings about**——feelings of happiness, sadness,   fear or anger——strong feelings.

• **Write. Use the words you really want to use. . . .**not just the ones you know how to spell. Never stop your thinking/writing because of spelling. Put down ???? and keep writing.

• **Skip a line** between sentences. Use a spiral notebook.

• **Find a regular time for writing.** When you meet your tutor, give him/her your journals. Every week you will trade notebooks.

Remember people write because they have something to say!

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Journal Topics

Health
- ✓ Health issues
- ✓ Nutrition
- ✓ Fitness/exercises
- ✓ Sleep
- ✓ Stress
- ✓ Headaches
- ✓ Smoking

Entertainment
- ✓ Movies
- ✓ Television
- ✓ Plays
- ✓ Books
- ✓ Dining
- ✓ Dancing

Family
- ✓ Children
- ✓ Relatives
- ✓ Marriage
- ✓ Relationships
- ✓ Partners

Miscellaneous
- ✓ Politics
- ✓ Goals
- ✓ Future Plans
- ✓ Dreams
- ✓ Wishes
- ✓ Friends
- ✓ Pets
- ✓ Job
- ✓ Weather
- ✓ Money
- ✓ School
- ✓ Travel/vacation
- ✓ Weekends
- ✓ Problems
- ✓ Hobbies

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28
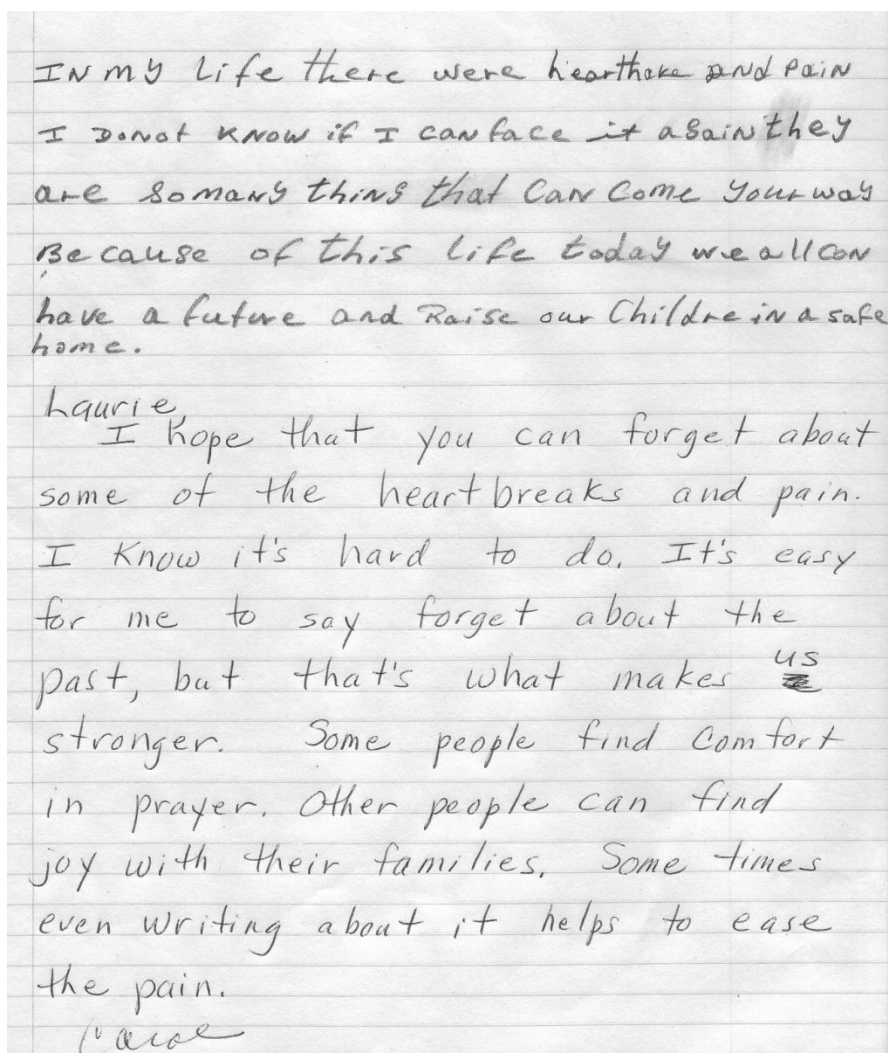
Responding to New Writers

You've probably written most of your life. You also take the art of writing for granted. Some things that are core to your success to encouraging a new writer include:

• **Interact with the content!** Say something in response to the ideas and feelings contained in the writing. Your response should be personal, warm and caring.

• Your response should be appropriate to the length of the student's writing.

• Your response should match the student's use of sentence structure and vocabulary so that it is easily read by the student. When you write back you're modeling sentence structure, paragraphs, mechanics, etc.

> IN my life there were heartbreak and pain I do not know if I can face it again they are so many thing that can come your way Because of this life today we all can have a future and Raise our children in a safe home.
>
> Laurie,
> I hope that you can forget about some of the heartbreaks and pain. I know it's hard to do. It's easy for me to say forget about the past, but that's what makes us stronger. Some people find comfort in prayer. Other people can find joy with their families. Some times even writing about it helps to ease the pain.
> Carol

• **Underneath** any creative spelling, put the standard spelling. Watch for patterns that might be new for the new writer, e.g. -tion, ph, etc. Use those in a tutoring session—**two new patterns** a session is plenty.

• **Don't cross out**. • **Don't use a red pen!** • **Don't be concerned with correcting everything** . . . this will only overwhelm the new writer.

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The Writing Process

Writing is a recursive process. It involves constant revision, because the student will again see and rethink his or her ideas. The writer may stop at any stage and make a decision to go in a different direction. **Remember if your student complains that there is nothing to write about, he or she has neglected step one, the prewriting process.**

Prewriting
✓ Have the students warm up before any real writing begins by talking, listing, brainstorming, reflecting, remembering, discussing, mapping, clustering, etc.
For all students, but especially those at the beginning level, lots of talk about the topic prior to writing is very helpful.

Drafting
✓ Discuss topics in order to prepare to write the story; record the story; transcribe the story. Some students may choose to write skipping the recording step.

Responding and Revising
✓ Be friendly, patient and encouraging. Keep focusing on the flow of ideas not the grammar. Work toward a clear understanding of the writer's thoughts and ideas.

Editing
Students should first self-edit. The student can initially determine what he or she would like to correct. Example, maybe the student wants to check for capitalization at the beginning of each sentence, or punctuation at the end of each sentence. All marks on the paper should be the student's. Encourage your student to try to spell an unknown word before consulting a dictionary.

You do not edit to produce the perfect paper, rather to build your student's confidence so that he or she will internalize the writing process.

Publishing
After the editing is done, the student can plan to publish the work in some way. You might suggest that it be submitted for the *Collections* book.

The incorporation of appropriate writing activities into each tutoring session will allow your students to gain confidence in their writing ability. Your students will know the satisfaction of being able to think, organize thoughts and feelings into a coherent expression and communicate ideas.

Give lots of encouragement, approval and praise!

From Michael Lenzi, Training Coordinator, The Literacy Council of Chicago.

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Writing Activities

- Describe your best friend.

- Make some suggestions to a visitor about places to visit or things to do in your town or city.

- What would you like to know about another person in your life? in your job?

- Describe your favorite food, color, restaurant, corner, celebrity, clothing store, car, animal, etc.

- Do you have a nickname? What is it? How did you get it? Do you like it?

- What things are typically American? (objects, places, people, and actions)

- Completion sentences:
  - ✓ I bet you didn't know that I can. . . .
  - ✓ I bet you didn't know that I can't. . .
  - ✓ I'm happy that I can remember. . .

- Did you ever win a prize? For what?

- What is the youngest age that you can remember? What do you remember?

- Tell about a nightmare or frightening experience that you or someone you know had.

- Tell about an experience that completely changed your life.

- What is the greatest thrill you have had in the past month? in the past year? in your life?

- Did you have a special talent when you were a child?

- Tell about a big surprise you have had in your life.

- Sentence completions:
  I never... I remember… I can...
  I wish... I hope... I hate... I miss...
  I believe... I love… I wonder...
  I would like to know....

- List five things you always say.

- Make an alphabet book for a child, nephew, grandchild, etc. A → Annie ate and ate all the apples.

- Write a set of how-to instructions or a step-by-step guide on how to do your job or perform an activity.

- Dream up what would be a terrific dinner for you with all your favorite dishes. Describe each food including appetizer, soup, entree (main dish), dessert, beverage, etc.

- Give some good advice. Bring Dear Abby, Ann Landers, etc. Write your own advice.

- Write an advertisement for an object that you want to sell.

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o Describe the perfect day.

o Make a book based on a trip you have taken.

o Make a reader-response journal. This journal includes new vocabulary words, writings about what might happen next, notes about a part of the plot, etc.

o Keep a learning log. In a learning log readers respond to what has been learned, by writing a summary in their own words, questions they have about the reading, what they liked or didn't like, what they had difficulty understanding, etc.

o Practice using a Knowledge Guide. This activity asks students to make four columns on a piece of paper. As they read a selection, they fill in the following columns: What I already knew, What I want to find out, What I learned, and What I want to learn more about.

o Keep a favorite thing book. At first, the writing may consist only of copying material that is important to the student, a recipe, directions, Bible verses, a poem, song lyrics, etc.

o Write letters to relatives, to the editor, etc. This is one of the most relevant of adult writing activities.

o Take a long look at a picture, art object, card, etc. and describe.

o Write a consumer complaint letter.

o Write for information or advice.

o Write a letter responding to an editorial.

o Write a consumer complaint letter.

o Write a letter to the editor of a newspaper.

o Write a letter to your state representative.

o Write a letter to your Congressman or Senator.

o Write a personal ad.

o Write a description of your perfect job.

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Organizing Thoughts and Ideas

As students read and write, it is important to help them organize their thoughts along with any new information. The following graphics provide ways to "weed out" unnecessary information and pull together the needed information. Most learners will develop a preference for one or two, which they will then use in their reading and writing situations.

Venn Diagram

Nautilus   *Cinderella*

Characters

evil wizard
2 sisters

father,
prince

3 stepsisters,
stepmother

fairy godmother

Setting

seaside
boat

cottage

castle

Plot

save the
prince

heroine
marries
prince

get to the ball

Theme

good over
evil

The Venn diagram above was done to compare and contrast two fairy tales, "Prince Nautilus" and "Cinderella." The diagram can be used to help students to visualize the relationships of objects and ideas by helping them to abstract the properties held in common or the categories to which they belong.

Purpose: To compare and contrast; to find likeness and differences.

Reading → Example: Characters in a story — How are they alike? How are they different?

Writing → Example: Before writing fill in the circles with the characteristics of the story, object or ideas being compared.

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Story Mapping

Setting

Time

Characters

Problem(s). . .

Event . . .

Event . . . continues through story until a . . .

Solution or Outcome is Reached . . .

Purpose: To help the reader relate to the development of a story; progression of events.

Reading → Identification of key elements which set the basis of the story, as well as a connection with the emotional tone provided by the author.

Writing → To provide a framework for a writer to set up the essential elements.

Tables, Charts

Purpose: To list categories and component parts.

Reading → Example: Organizing major headings in a chapter and listing pertinent information often found in science or history.

Writing → Example: In preparation of paragraphs and compositions, topics and sub-topics can be listed.

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Idea Mapping

```
        Muscle              Restore '67
        Cars                 Charger

Red GTO ————    Cars    ———— NASCAR

        Too much            Mustang
        money
```
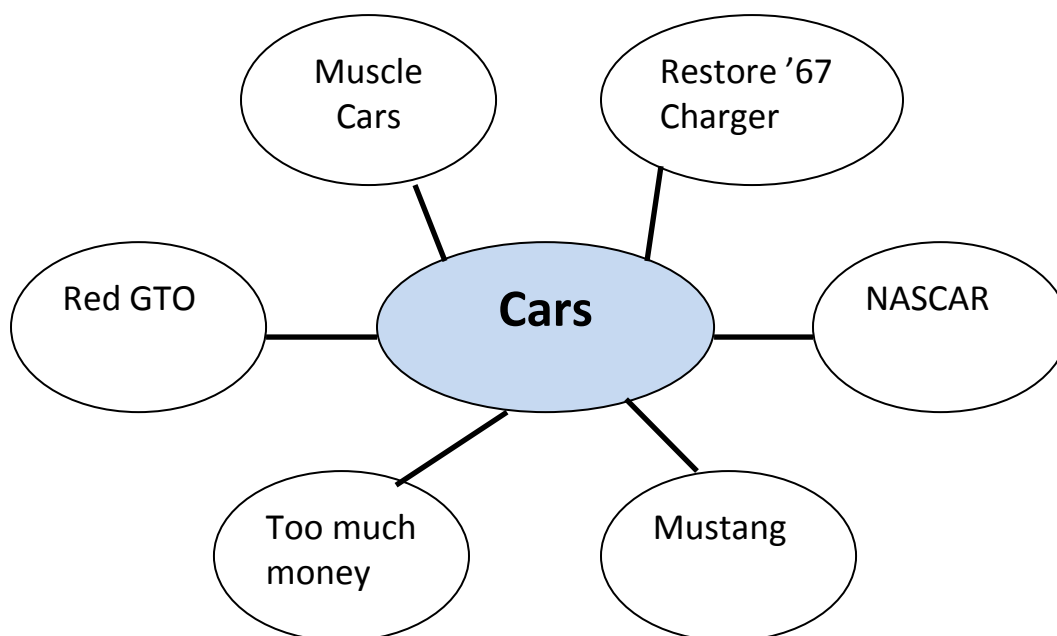
Purpose: To focus on a topic visually. The center of the organizer is the topic with all encompassing details surrounding it.

Reading → Examples: 1) In a character analysis, the student can focus on a person's traits and site specific examples from a story or reading; 2) In analyzing a country or state, the student can concentrate on economic factors, geographic location and its effects, etc.

Writing → In writing, the student can select the main topic and then provide the related topics along with the finer details. Examples: 1) Topic — My Job; subtopics — responsibilities, my boss, my co-workers, schedule; each subtopic would then be given specific details. 2) Topic — Favorite Person; subtopics — personality, physical characteristics, interests.

Please Note:
In the beginning, it may be easier to just list all the ideas and then categorize the information. **This process is often called brainstorming.** It allows the student to just let all the information flow onto the paper first, and then take note of what is actually there. Through the use of an organizer a student can better grasp main ideas and specific details. No organizer is better than another, until it becomes your own.

Adapted from: *Responses to Literature*, by J. M. Macon, D. Bewell and M. E. Vogt, International Reading Association, Inc., 1991, and *Reading Strategies and Practices*, by R. J. Tierney, J. E. Readence and E. K. Dichner, Allyn and Bacon, 1990

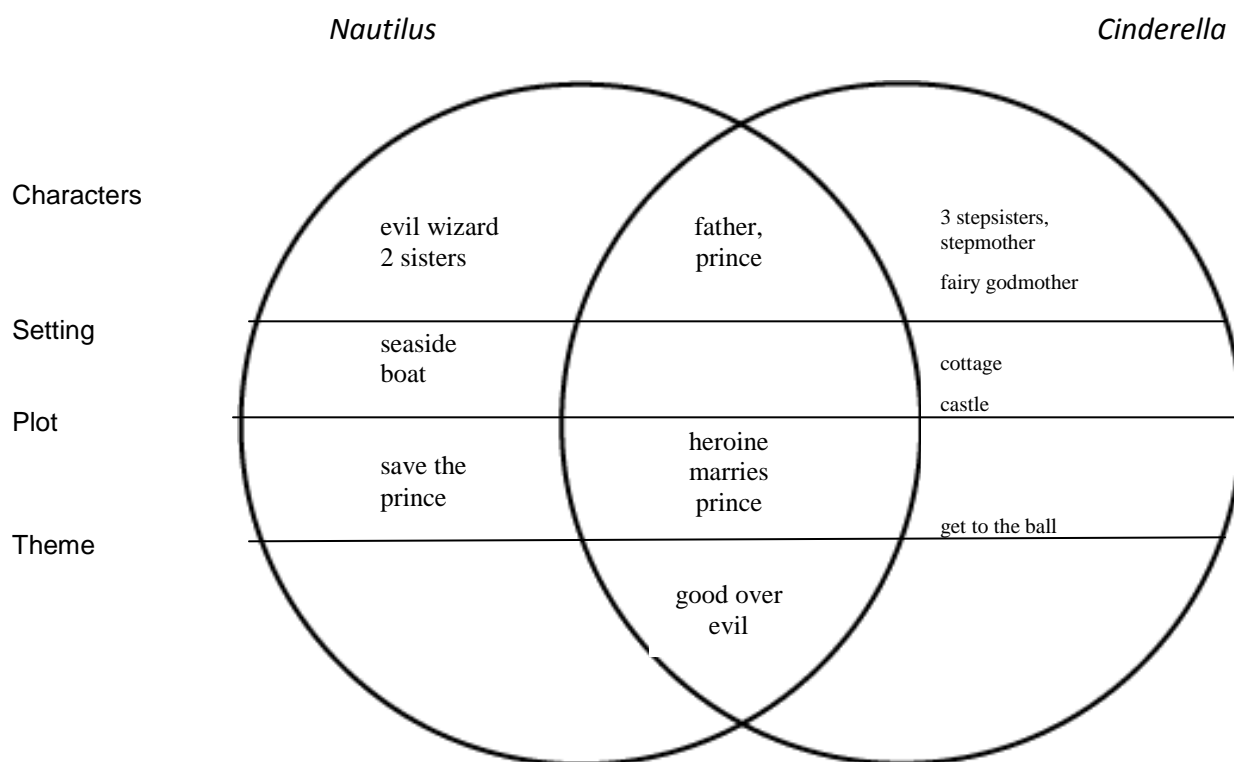**Volunteer Literacy Tutoring Program**
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Section 4

"Alphabetics"

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Alphabetics

Simply stated, phonemics is the relationship between the printed symbols (letters) and the sounds that are represented by these letters. Phonemics depends on your student learning to put sight and sound together. The objective of phonemics is to provide tools that the student can use outside of class to learn to read new words.

You may be working step-by-step with a beginning reader or finding gaps in the phonemics skills of a more advanced literacy student. This part of the reading lesson will provide techniques to help the student move toward more fluent and independent reading by "sounding out" new words.

You can begin phonemics by asking the student to say and write the letters of the alphabet with you. As you say and write the alphabet also listen and watch for any difficulties the student may be experiencing.

Next, ask the student to circle the vowels. They will be studied later. Then point to each consonant and ask your student the **name** of the letter, the **sound** which that letter makes, and any examples of **words** which contain that sound.

It is not necessary to teach all twenty-one consonants of the alphabet before moving on to the vowel sounds. **The best approach is to teach four consonants and a short vowel sound in one lesson.** We begin with the short vowel sounds because they are more consistent than the long sounds. By teaching short vowel sounds and consonants together it is possible to immediately decode words and effectively teach from word families.

Introducing the Alphabet

Do you know the alphabet? We're going to say the letters and write the alphabet together:

a b c d e f g h i j k l m n o p q r s t u v w x y z

(The student is comfortable doing this simultaneously with the tutor, while the tutor learns more about the student's skills.)

Do you know which letters are vowels?   Circle the vowels. Now, let's write only the consonants:
b c d f g h j k l m n p q r s t v w x y z

What sound does *b* make? (etc.)

Write the letter that says "*b*" (etc.). Let's think of words that begin with *b*.

(When student does not know the name or sound of a consonant, a lesson develops).

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Example of a Format for a Consonant Lesson

1. The **name** of this letter is *s*.

2. The **sound** of this letter is "*s*".

3. What is the name of the letter?

4. What is the sound of this letter?

5. **Write** the letter *s*.

6. Write the letter that sounds like "*s*".

7. Let's think of **words** that start with the sound of *s*.

8. Pick a **key word** to help you remember that s says "*s*".

9. **Write this key word on a card.**

10. **Produce beginning sound:**
    Using student's key word as a model, student identifies and
    produces beginning sound.

11. **Recognize sound in other words:**
    Tutor says list of words, some beginning with "*s*" and others not.

12. **Put sound at end of words:**
    "Listen for the sound of "*s*" at the end of these words and repeat the words--gas, kiss,
    bass."

13. **Review** -- name of letter, key word, sound.

14. **Find** this letter/sound in printed materials.

Word Patterns

Teaching with word patterns stresses a sound made by several letters, rather than individual letter sounds, as in traditional phonemics instruction. For example, the word *bat* can be sounded out by the individual letters ***b a t***. It can also be sounded out according to the pattern *at* with *b* in front of it, resulting in *b at*. The **at** pattern is a common rhyming sound. The words **cat, fat, rat, sat** are all made with the pattern *at*. Learning to sound out words according to letter/sound patterns has two advantages:

- Patterns, as sound units, are usually easier to hear than individual letters blended together.

- One pattern can be the basic building block for many new words. When students learn patterns they can build new words very fast by changing initial consonants, consonant blends or endings. For example, the pattern "ap" is a basic building block for cap, and map. It is also used in slap, clap and apple.

Teach Word Patterns in the Following Way:

1. Teach the sound of the pattern using a word your student knows.

2. Practice reading the new words by changing the initial consonant or consonant blend and sounding out the new word. For example: If your student recognizes the *-at* sound in *cat*, you can use this word pattern exercise:

   bat   cat   fat   hat
   pat   brat   chat   flat

3. Encourage and help your student to think of additional words that fit the patterns.

Note:
Regional accents and non-standard dialects can often change the rhyming scheme of a set of words that have the same spelling pattern. These differences are exceptions that do not need to interfere with the total reading instruction of a particular student.

For additional materials on teaching or reinforcing phonemics through word patterns, contact either office.

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Strategies for Teaching Word Patterns

1. **Choose one consonant-vowel-consonant (CVC*) pattern** (ex: bat, or let, or fit, or lot, or hut) with which the student is having trouble.

2. **Dictate the chosen pattern** (ex: bat) to student and have him write it down, or use "Scrabble-type" letters for him to manipulate.

- Change initial consonant sound to form words and dictate one by one (ex: bat, fat, rat,). Have the student write the words vertically with the patterns (at) being underneath each other.

- Then change ending consonant sound (bat, bag, bam, ban, bass, etc.).

- Also use blends and combination sounds (brat, chat or that, bath, bash).

- Once he has learned one vowel sound in a CVC pattern, switch to another word pattern (let).

- As you dictate, interchange the 2 patterns to see if he can discriminate the middle vowel sound (for example: bat, let, bet, tab, etc.).

3. **Eventually expose him to all the single vowels** interchanging one with the other.
   (bat, sat, let, set, lit, lot, tub, fit, tab, etc.).

Please Note:
As a rule **do not drill the student on this technique for more than 10 minutes**. Some students may enjoy this method and others may find it too tedious.

*CVC = consonant-vowel-consonant

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Sight Words

A sight word is a word that is recognized instantly. It is recognized as a whole—not broken down into its letter parts. Sight words are also frequently identified as words not phonetically regular in spelling. For example: laugh, was, of, again.

There are advantages to having a large sight vocabulary. Known words in a sentence or paragraph give clues to the meaning and identification of other unknown words in context. A large sight vocabulary increases fluency in reading and aids in comprehension.

The sight word method can be used very effectively with the language experience story. This is especially helpful with a student who has little reading ability. Sight words from the experience story can be taught, providing an exercise to actually learn the words spoken by the student. These stories will contain words most frequently used by the student and therefore more personally meaningful, and easily remembered and recognized.

How to Teach Sight Words

1. Select words to teach. (Either from LEA story, student's needs or Fry list)

2. Present word in a sentence.

3. Teach sight words by using a multisensory study technique such as the one described on the following pages.

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Multisensory Study Technique

for reading and spelling of sight words and "must know" words

Approximately 100 commonly used words account for 50% of all the words found in third to eighth grade texts. Approximately 1,000 words account for 75% of all the words found in third to eighth grade texts. It's pretty obvious that knowing most of these words automatically, "on sight," for both reading and spelling is essential.

The following technique should be taught to students as a way of helping the student memorize commonly used words, (some of which "play fair" phonetically, **many** of which don't). It can also be used for any word a student really needs to know, such as his or her street or city name. Once the study technique is mastered, students should use it **at home** to practice words.

Start out with 4 or 5 words. Eventually you may increase the list to 10-12 words, depending on your student(s). Choose words from a high frequency word list, preferably words that also appear in a text you are reading together. Students use the technique only with words that they **cannot already read and spell automatically.** (You will have to check this out with them first, by conducting frequent, quick quizzes.) Customize your list according to student needs and priorities.

- If the word has more than one syllable, say it out loud together several times, emphasizing the 'beats' (syllables) e.g. "me-chan-ic" or "beau-ti-ful".

- Print the sight word on an index card in large, neat letters.

- **Do not** mix upper and lower case letters.

- "Scoop" syllables, if appropriate

- Discuss unusual or tricky features of the word, or discover some device that will aid in visualizing the word for spelling.

- Use color to selectively highlight that feature.

- If necessary, print the phonetic pronunciation of the word in the lower left hand corner of the card.

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Teach your students to follow these steps with each card:

1. **Say the word out loud**, in 'beats' if appropriate. (Optional: say the word while covering the lower left corner of the card with you thumb. Check yourself by lifting your thumb to see the phonetic pronunciation.)

2. **Trace each letter** in the word with a pen (leave the cap on), and **say each letter out loud as it is traced**, then say the whole word. With your voice, stress the letter(s) that tend to trip you up. Do this **three times**.

3. Flip the card over. "Print" the word on the table using two fingers. **Say each letter out loud as it is made**, then say the whole word. Do this **two to three** times. (If you get stuck or make a mistake, go back to step number 2.)

4. Extend your arm and two fingers. "Spray paint" the word on the wall, **saying each letter out loud as it is made**, then say the word. Imagine that you can actually "see" the word on the was. Do this **two to three** times.

5. Write the word on paper **saying each letter out loud as it is written**. Do this **two** times.

➢ **Give your student the graphic page "How to Memorize Words," (following page) so that s/he can use the technique at home**.

Using the word cards:

- Review your student(s) sight word card stack every lesson.

- Go through the cards first to check for reading, then for spelling. (Encourage oral spelling or tracing with fingers on the table.)

- Place a small check mark on the card to keep track of the number of times each student has automatically read and spelled that word correctly. After five consecutive check marks, you may place that word in the student's "known file."

- Depending on the student, you can add a few new words to the stack each week. Every so often bring back the "known" words for dictation, and review as necessary.

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How to Memorize Words
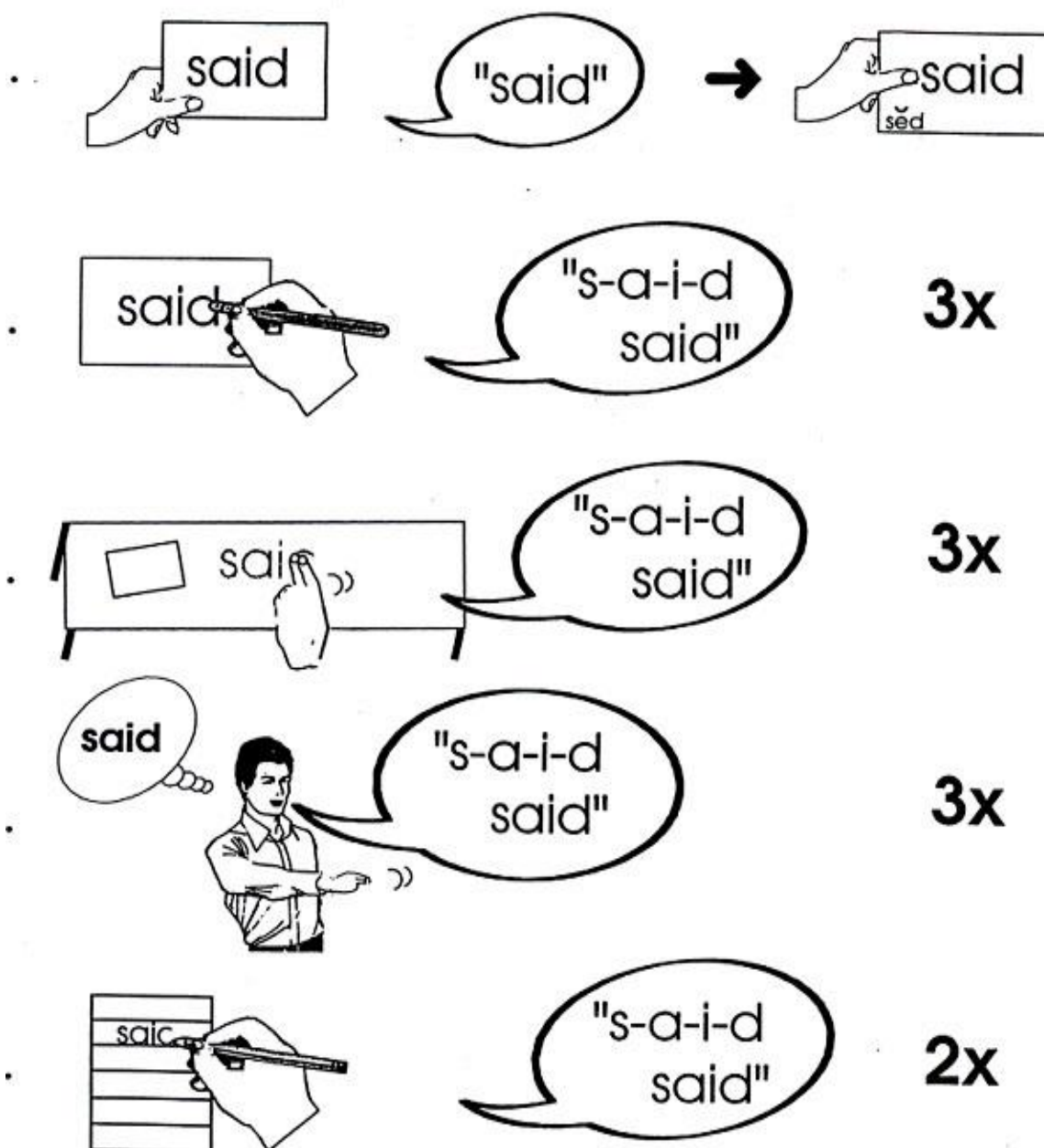
Source: Tutoring Techniques, Meg Schofield & Literacy Solutions

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Reinforcement Activities for Sight Words

- Have the student compose and write sentences with sight words s/he is learning or with which he has trouble.

- Copy sentences from high interest materials that contain the words s/he is learning.

- Circle the sight words in a newspaper article, Bible selection, work manual etc.

Cloze Procedure: Print sentences from experience stories leaving out some sight words. The student fills them in.

1. Concentration Game: Especially good for working with groups. Take 5-10 sight words and make another flash card for each word. Shuffle cards and place them face down in rows on the table. The students then take turns turning cards over one at a time and trying to get a match. The students have to read the cards they turn over. The person with the most sets at the end of the game wins. See Section 6, page 10.

2. Use the **VAKT** technique described in Section 6, page 1.

Please Note:

It is important to use the words in context. Teach words using sentences or ask student to find the word in a story, repeating it each time it is recognized.

Constant review and practice of words learned is essential. It has been shown that to learn a new word, the average reader must have **35 exposures** to it. It is important for the tutor to devise many creative ways to provide this practice and review.

No more than six words should be taught in a given lesson, especially with students in the initial stages of reading instruction. Always avoid frustration levels.

Provide students with flash cards of words already taught for added practice at home. Write a sentence using the word in context on the back of the card.

Teach the high frequency, high utility words students will encounter often in reading. Two hundred words from the Fry list are included on the next page.

After the student instantly recognizes a doubtful word **five** times during **five** different meetings the tutor can assume mastery. Review mastered words periodically.

Adapted from: the Jefferson County Adult Reading Program and the Basic Literacy Tutor Handbook of The Center for Literacy, Philadelphia, Pa.

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Fry Word List

Your student will have greater fluency in reading, writing and spelling by learning the following words. The words listed below make up about 24% of all written material. The first 100 words make up about 50%.

The First Hundred

the	in	or	can	will	make	number	now
of	is	one	said	up	like	no	find
and	you	had	there	other	him	way	long
a	that	by	use	about	into	could	down
to	it	word	an	out	time	people	day
he	they	but	each	many	has	my	did
was	I	not	which	then	look	than	get
for	at	what	she	them	two	first	come
on	be	all	do	these	more	water	made
are	this	were	how	so	write	been	may
with	from	when	if	her	see	who	over
his	your	would	oil	some	go	call	part
as	have	we	their				

The Second Hundred

new	very	great	tell	put	why	kind	letter		
sound	after	where	set	end	ask	hand	mother		
take	thing	help	boy	does	went	picture	answer		
only	our	through	follow	another	men	again	found		
little	just	much	came	well	read	change	study		
work	name	before	want	large	need	off	still		
know	good	line	show	must	land	play	learn		
place	give	right	also	big	here	spell	should	year	man
live	think	mean	form	such	us	away	world		
me	say	old	three	because	move	animal	high		
back	most	any	small	turn	try	house	page		
sentence	same	different	point						

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46

Phonemics Overview

1. **Single consonants**
   Consonants have a single sound, except for c, g, x, and s. See page 13.

2. **Vowels have more than one sound.** See page 14.

3. **Beginning blends**
   A blend is two or three consonants standing together . . . each keeping its own sound when pronounced. Introduce all L blends together until mastery.

-L	**bl cl fl gl pl sl**
-R	**br cr dr fr gr pr tr**
-S	**sc sk sl sm sn sp st sw scr spr str squ spl**
-W	**dw tw**

4. **Ending blends**

   ld nd rk sk nt st mp

5. **Beginning and end digraphs**
   A digraph is two consonants that stand together but make only one sound.

   ch sh wh th ph gn kn wr -ck

6. **Long vowels in word patterns**
   a. M**e** - When a vowel stands alone, it is long.
   b. H**ope** - Silent "e" makes the first vowel long.
   c. B**oat** - When there are adjacent vowels, the second vowel is silent and the first vowel is long. (**ai ea ee oa oe** basic adjacent vowels)

7. **Special vowel combinations**

au	**ou**		**oi**	**oo**
aw	**ow**	**ow**	**oy**	**oo**
haunt-claw	cloud-plow	snow	toil-toy	tool-took

   Words never end in **au, ou, oi** — always **aw, ow, oy**.

8. **Murmur diphthongs** — vowels controlled by *r*.

   ar — r says its name, a is silent.
   or — says the word "or".
   er, ur, ir — all have the same sound.

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Consonant "Rules"*

Most consonant letters have one sound. Exceptions include:

> **c** which sounds like **k** or **s**
> **g** which sometimes sounds like **j**
> **s** which sometimes sounds like **z**
> **x** which sounds like **ks** or **z**

When *c* is followed by *e*, *i*, or *y*, the sound of *s* in sat is usually heard; when it is followed by *o*, *a*, or *u*, the sound of *k* in keep is usually heard. Example: center, city, cyclone, coat, cat.

***Double c* before *u* and *o* usually sounds like the *k* in key**. *Double c* before *e* and *i* usually represents two sounds, the /*k*/ in key and /*s*/ in sat. Example: Accent, vaccination, occur, raccoon.

When *c* and *h* are next to each other, they make only one sound and are usually pronounced as it is in church, chicken, and chair, not like *sh*.

When a word ends in *ck*, it has the same sound as /*k*/ as in back.

The *e* following *v* and *z* at the end of words is silent and indicates only that *v* and *z* almost never come at the end of a word. Example: give, prize.

The *e* following *th* at the end of a word indicates that the *th* is pronounced /*th*/ as in breathe.

The *e* following *ng* at the end of a word indicates that the *ng* is pronounced /*n*/ and /*j*/, as in range.

The *e* following a consonant plus *l* at the end of words indicates that *l* is pronounced /*ul*/, as in cable.

G* before *e*, *i*, and *y usually sounds like /*j*/ in jump; **before *o*, *a*, and *u*,** it usually sounds like /*g*/ in goat. Example: gym, gem, ginger, gigantic.

***Gh* in an initial position** never represents anything but the /*g*/ sound: ghost, ghetto.

When *ght* is seen in a word, *gh* is silent, as in night.

The /*f*/ sound of *gh* is found in the final positions of words only when the *gh* is preceded by *au* or *ou*. Example: laugh, rough.

When a word begins *kn*, the *k* is silent and only the *n* is heard. Example: knight.

When a word begins with *wr*, the *w* is silent and only the *r* is heard. Example: wren

When two of the same consonants are side by side, only one is heard.
Example: cattle, rabbit.

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Vowel Rules*

The silent-e rule; **When there is an *e* at the end of a word** the *e* is silent and the vowel before it (nearest to it) has the long sound.
Example: bake, Pete, kite, rope, fume.

The two-vowels-together rule; **When certain combinations of vowels (including *y*) are together**, the first one usually has the long sound, and the second one is silent.
Example: seat, toe.

When a single vowel appears at the end of a word or at the end of a syllable, it usually has the long sound.
Example: unit, violin, ditto, zero.

When the vowel teams *ai, ay, ee*, and *oa* are seen in a word, the first vowel usually represents its long sound.
Example: raid, day, feet, boat.

When the letter *i* is followed by the letters *gh*, the *i* usually stands for its long sound, and the *gh* is silent.
Example: high, sigh.

A single vowel followed by one or two consonants usually has a short sound.
Example: cat, bit, stack.

Y and *ey* at the end of words usually represent /*ee*/, but *y* can also represent /*ie*/.
Try the /*ee*/ sound first.
Example: monkey, try.

The *r* gives the preceding vowel a sound that is neither long nor short.
Example: bird, car, burn, turtle.

Each syllable has exactly one vowel sound.

*What we expect to happen, however some words do not follow the "rule" or "does not play fair." Such as: *laugh, was, of, again.*

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49

Word Building Skills

Six Syllable Types

1. Closed   VC

A closed syllable has only one vowel and ends in a consonant.
The vowel is usually **short.**

Examples: *it, bat, ship, up, last, ad*
                            trom, ject, strup, plish, em

2. Silent-*e*   VC*e*

Vowel-Consonant- E. The silent-*e* syllable has one vowel followed by an *e*. The *e* is silent and makes the preceding vowel **long**.

Examples: bike, ape, stove, stroke, mate
                      ope, plete, mune, ploke, pute

Exceptions: -ive   the "i" is not long. The letter "v" never ends a word in English, the "e" accompanies it, but does not cause the "i" to be long.

3. Open   CV

An open syllable ends in one vowel. The vowel sound is **long**. The vowel may be the only syllable in the word.

Examples: u, i, be, shy, hi
                      spo, fla, glo, stri, cy, re

4. *r*-Controlled   V*r*

The r-controlled syllable has a vowel followed by an *r*. The vowel is controlled by the *r* and is neither long nor short.

Examples: start, fir, hurt, art, car
                      flir, shar, erst, cor, tur

5. Consonant-*le*   C*le*

The consonant-le syllable occurs at the end of a word. The *e* is silent. Only the consonant and "l" are sounded.

Examples: table,   jungle,   simple,   bugle,   cradle,   little,   bubble

6. Double-Vowel   VV

A double-vowel syllable has two vowels that together make one sound (diphthong or vowel digraph). The sound often takes on a sound different from either single sound.

Examples: beat, feel, eight, new, boat, fie, haul
                      bloit, plaw, stey, voy, floun

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Dividing Words Into Syllables

VCCV
If there are two consonants divide between the consonants (*hap**pen**, cat**nip**).* Do not divide digraphs *(rock**et)**.* Blends may stay together in the second syllable, especially it there is a prefix *(pro**gram,** re**spond)**.* **Examples**: *sil**ver**, sup**per**, ar**cher**, tan**trum**, pro**phet**, hun**dred**.*

VCCCV
Do not split-up digraphs (*eth**nic***). Blends stay together in the second syllable (*mat**tress**, hun**dred***)

VCV
When a single consonant is surrounded by two vowels, the most common division is before the consonant, making the vowel in the first syllable **long**. **Examples**: *hu**man**, lo**cate**, pi**lot**, even.* Sometimes the VCV rule doesn't work. When that happens divide the word after the consonant. The vowel is **short**. **Examples**: *vi**sit**, sec**ond**, trav**el**, sol**id**, lem**on**.*

Cle
Divide before the syllable C-*le*. Count back three letters from the end of the word and divide. **Examples**: *a**ble**, star**tle**, prin**ci**ple, am**ble**, ea**gle**, jug**gle**, bub**ble***.

Compound Words
Always divide compound words. **Examples**: *black**bird**, sea**plane**, never**the**less.*

Prefixes
Prefixes always form separate syllables. **Examples**: *dis**close**, pre**pare**.*

VV
Only a few words divide between vowels. **Examples**: *di**et**, flu**id**, I**o**dine, qui**et**.*

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Prefixes, Roots and Suffixes

The objective in teaching prefixes, roots and suffixes is that the student learns to:

- identify prefixes, roots and suffixes and locate them in a word.

- recognize that by adding prefixes and suffixes to a root word s/he can change the meaning of that root word.

- increase vocabulary by giving examples of that prefix in other words and listing them in a word bank for further study.

- discover the correct spelling of a word by identifying different word part/s in that word.

Definitions

Prefix: A letter or group of letters found at the beginning of a word which changes the meaning of that word.

Root: The main unit of meaning in the word.

Suffix: A letter or group of letters found at the end of a word which:
a. changes the meaning of the word.
b. changes the grammatical function of a word.

For a convenient list of prefixes and suffixes, see Section 6, pages 27-28.

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Spelling

We are probably all familiar with spelling workbooks, spelling lists, spelling bees and spelling tests. We have also heard many students say that they can read but they cannot spell. Adult poor readers who do write regularly often limit themselves to a small bank of words which they know they can spell, thereby avoiding making errors that might embarrass them.

A beginning reader will learn some spelling techniques through basic phonetic principles. Inevitably, though, students must learn specific spelling strategies in order to combat the phonetic irregularities of the English language.

Basic spelling begins with the student's recognition of the regular sound-symbol relationships, and the most **regular word patterns.** Later spelling instruction includes a variety of rules, exceptions to rules, and dictionary use.

Since reading, writing and spelling skills reinforce each other, it is important to teach spelling from the earliest lessons.

Strategies for teaching spelling

- **Teach the sound-symbol relationships of letters and word patterns**.
    Students decode words they cannot read. They learn how to break a word down and sound it out. Similarly, students must learn how to write words they cannot spell. They must learn to listen for the sounds in the words and write the letters and word patterns which represent what they hear.

    For example, students learn to listen for the consonant sound at the beginning of the word. Later, they begin to practice hearing that sound at the end of words. Students also learn how to identify, by hearing, the various word patterns, short and long vowel sounds, consonant blends, prefixes, suffixes and so on. That is, they begin to recognize letters by how they sound together, as well as by how they look on paper.

    It is important for every tutor to know and understand these basic spelling elements. Please review the basic phonemics elements as described in this manual.

- **Teach words with similar patterns together**.
    Take advantage of spelling regularity by showing your students which words share a spelling pattern. See pages 3 and 4 of this section for information on teaching word patterns.

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- **Teach homonyms**.
    Homonyms are words which sound alike but are spelled differently and have completely different meanings (vane, vein, vain).

    To learn homonyms, students must understand both the sound-symbol correspondence and the sound symbol variation possibilities. They must also know which spelling goes with which word meaning. **Regional or dialect differences** can cause confusion when they result in pairs of homonyms which actually do not exist in standard English. For example, in many parts of the south short *e* and *i* are pronounced identically. Ex: pin--pen

- **Teach social sight words**.
    Social sight words are not necessarily on high frequency word lists. They are the important words students need to be able to read on signs, in warnings, in cards and business forms (words such as: stop, danger, happy birthday, occupation).

- **Teach every student to spell the following words as soon as possible**:

    student's name, address, phone number
    names of family members
    date of birth
    months of the year
    days of the week
    time words
    the essential signs at student's workplace

- **Teach some spelling rules and hints**.
    Don't overdo the teaching of rules. On the other hand, do explain things appropriate to the lesson. As you become familiar with a student's learning style, you will know what types of hints might be most helpful. Adult beginning spellers want to understand the logic of things, just as you do.

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- **Teach meaning families**. (A strategy for advanced readers)
  "Meaning family" means a group of words which share similar meanings (nation, national, nationality). Students will be able to spell most words in the meaning family correctly if they learn the key words on which the entire family is based. Explain to your students that sometimes when English words aren't spelled as they sound, it's because the spelling is based on the meaning family rather than the sound family.

  In the following sample exercise, students are given six correctly spelled key words. Then, they circle the correctly spelled word based on the key word's spelling. Note that students are not asked to spell anything from memory in this exercise.

critical	grade	native	race	right	medical
critisize	gradual	nashun	rashual	riechus	medicine
criticize	grajual	nation	racial	reitchus	medisine
	gradjual		ratial	righteous	

  Compile lists of meaning families for your student to study.

- **Teach dictionary skills.**
  You need some knowledge of how to spell a word before you can look it up. However, people frequently use dictionaries for spelling, rather than meaning, and familiarity with its use is important.

- **Teach spelling and writing together**.
  Spelling and writing go hand in hand. Students who seldom write do not spell well. Remind your student again and again that in beginning writing, spelling errors are to be expected. Many adult students have told me that no matter how many spelling words they study, they forget them if they don't use them. Of course, the only way to use them is to write.

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Section 5

"Fluency"

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What is Fluency?

Fluency is the ability to read meaningfully with efficiency and ease. Think of fluency as how easy it is to do something. In the case of reading, fluency is being able to read smoothly, in meaningful chunks, without difficulty in recognizing words or making sense of the text.

- Accuracy – the ability to identify words correctly
- Prosody – the ability to read the words with appropriate phrasing and expression
- Rate – the ability to identify words rapidly, automatically

Why is Fluency Practice Important?

We are sure you, as a tutor, understand the need to work on and practice fluency, but your student will appreciate why they need to spend time practicing fluency if you share the following illustration with him or her.

Think about something that someone you know does very well; for example playing the drums or another instrument. How do they get so good? Practice often – and the more they do it, the more they enjoy it and the better they get. Do you remember learning to drive a car? You need to practice and use a variety of strategies all at the same time –steering, accelerating, braking, checking the rear-view mirror, changing gear and so on. How do you get better so that you can start driving faster than 15 m.p.h.? If you remain at the beginner's level, you couldn't get on the road and you would soon give up. If you did get on the road, other drivers would find you very annoying and you would be very nervous! You also need to be accurate – imagine if you weren't accurate in steering. How do you get better, more accurate, and build up speed, so you can start enjoying driving?

Reading is like this – if you remain at the beginning stage, reading slowly and stumbling over words, you will not understand all you read and you will not enjoy it. Like driving a car, you want reading to become more automatic, more accurate, and you want to do it well enough so you can enjoy it!

Examples of automaticity:
- shifting gears on a car
- playing a musical instrument
- playing a sport (serving a tennis ball)

Point to Remember:
Fluency is not an end in itself but a critical gateway to comprehension. Fluent reading frees the student's effort to process meaning in the text.

Source: Celebrate the Power of Reading; A trainer's handbook designed to incorporate the five essential elements of literacy

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Components of Reading Instruction
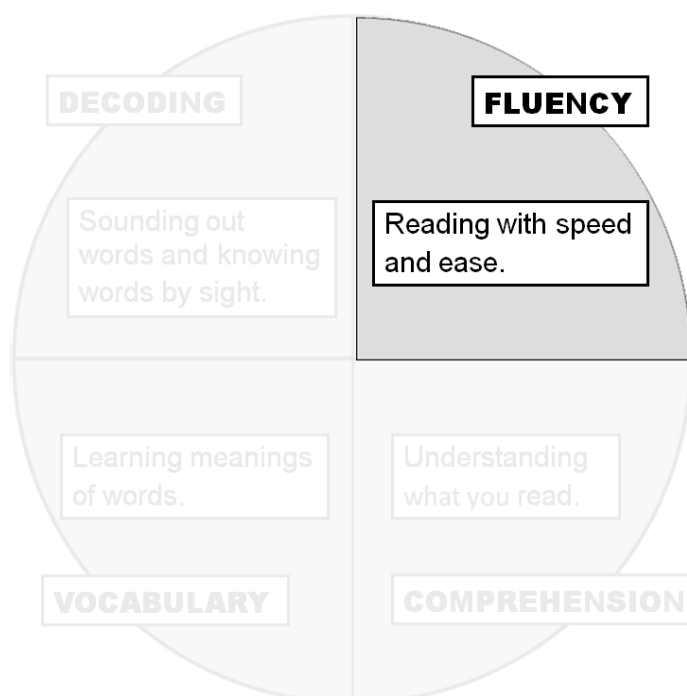
Source: NSCALL, Teaching Materials, Understanding What Reading is All About

Fluency Techniques

Below is a list of techniques or strategies that can be used to help a student improve reading fluency. It is not necessary to use all of these, nor is it necessary to follow a particular sequence of fluency strategies. Instructions for using each strategy are given in more detail on the following pages.

Most suitable for Beginning Level Readers
Repeated Reading
Echo Reading
Duet Reading
Syllable Speed Practice

Suitable for Any Level Reader
Phrase Speed Practice
Chunking Text
Duet Reading
Collaborative Oral Reading (Popcorn Reading)

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Fluency Strategy: Repeated Reading

Objective
The student will gain speed and accuracy in reading text.

Materials
Two copies of a reading passage at the appropriate level for your student to work on fluency. Staff can help you determine the appropriate level and material. For fluency practice, reading the words should be "easy."

- Select a passage that the student can read with 95% accuracy.
- It is helpful if words are repeated within the text.
- A short passage of 100 to 200 words is suggested.
- Choose something that is of high interest to your student.

Activity
1. Have two copies of the reading passage.
2. If fluency practice is a new activity, explain to student why time is being spent on improving reading fluency.
   a. Fluent readers are able to read words accurately and effortlessly. They recognize words and phrases instantly on sight. Very little effort is expended in decoding the words. This means, then, that the maximum amount of effort can be directed to the all-important task of making sense of the text.
   b. Also talk about what is involved in fluency: accuracy, phrasing, intonation, and rate
3. Tutor and student set goals for the student's fluency. A student might choose a goal of reading with expression, or reading with pauses appropriate to punctuation. You might also work with a fluency scale for goal setting and evaluation. (Refer to Fluency Assessment and Rubric at the end of this section.)
4. The tutor provides a model of fluent reading of the passage, either recorded on tape, or reading it aloud in the tutoring session.
5. The student practices reading the text independently. The student may want to hear the model read again to feel comfortable with proper pronunciation, phrasing, and expression.
6. The student continues practice reading the text until the student feels the goal has been reached.
7. The student reads the text for the tutor and together they assess in terms of the goals that were set.
8. Discuss the next step: Repeat the process with another text at the same level, or progress to a higher level of text.

   This is an activity that can be done by the student at home if the tutor can provide a recorded version of the text. Check with the student to be sure the recording is a comfortable speed and not too fast to follow along easily.

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Fluency Strategy: Echo Reading

Objective
The student will gain speed and accuracy in reading text.

Materials
Two copies of a reading passage at the appropriate level for your student to work on fluency. Staff can help you determine the appropriate level and material. For fluency practice, reading the words should be "easy."

- Select a passage that the student can read with 95% accuracy.
- It is helpful if words are repeated within the text.

Activity
1. Have two copies of the reading passage.
2. If fluency practice is a new activity, explain to student why time is being spent on improving reading fluency.
   a. Fluent readers are able to read words accurately and effortlessly. They recognize words and phrases instantly on sight. Very little effort is expended in decoding the words. This means, then, that the maximum amount of effort can be directed to the all-important task of making sense of the text.
   b. Also talk about what is involved in fluency: accuracy, phrasing, intonation, and rate
3. Explain the process of Echo Reading. *In Echo Reading the tutor reads the first sentence aloud and the learner repeats – or echoes – the sentence. Once the tutor and learner have read and echoed each of the sentences in a paragraph, the tutor reads the entire paragraph aloud again. The student then echoes the entire paragraph.*
4. Follow the remaining steps of the Echo Reading process.
5. The tutor reads the first sentence.
6. The student then reads –or echoes- the sentence.
7. This process is repeated until a whole paragraph has been read.
8. Once the tutor and learner have read and echoed each of the sentences in a paragraph, the tutor reads the entire paragraph aloud.
9. The student then reads the entire paragraph aloud. Echoing the paragraph helps to ensure that the learner is reading rather than just parroting back what was heard.
10. This process continues until the reading passage is completed.

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Fluency Strategy: Duet Reading

Objective
The student will read with the tutor or teacher to gain speed and accuracy in reading text.

Materials
A reading passage at the appropriate level for your student to work on fluency. Staff can help you determine the appropriate level and material and you can find reading passages on websites listed on the **Resources** page at the end of this section. For fluency practice, reading the words should be "easy."

- Select a passage that the student can read with 95% accuracy.
- It is helpful if words are repeated within the text.

Activity
1. Have a copy of the reading passage. You may find it helpful to use a larger font, such as 14 pt, to make the reading passage easier for your student(s).
2. If fluency practice is a new activity, explain to student why time is being spent on improving reading fluency.
   - Fluent readers are able to read words accurately and effortlessly. They recognize words and phrases instantly on sight. Very little effort is expended in decoding the words. This means, then, that the maximum amount of effort can be directed to the all-important task of making sense of the text.
   - Also talk about what is involved in fluency: accuracy, phrasing, intonation, and rate
3. Explain the process of Duet Reading. *In Duet Reading the tutor and the student read the text out loud together. The tutor sets the pace and provides visual tracking by moving his or her finger below each word as it is read in unison. This allows the student to experience reading fluency by following the lead of a more accomplished reader. The passage can be read two or three times, starting slowly and increasing the pace each time. Duet reading can be implemented in a small-group or in one-on-one sessions.*
4. Follow the steps of the Duet Reading process.
5. Read the passage with the student(s) slowly, moving your finger below each word as it is read.
6. Read the passage a second time, increasing the pace slowly.
7. You may reinforce the use of phrasing, intonation and rate by reading the passage a 3rd time.

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Possible Extension of the Duet Reading Fluency Strategy

Another type of duet reading involves having the student read aloud with an audio-recorded version of a book. This is something the student can do independently at home between tutoring sessions. Be sure to give the student opportunities to try it first in the tutoring session with the equipment before asking them to do it independently. This gives the opportunity to make sure the pace of the recording is suitable and also lets the student become more comfortable operating the equipment.

The Literacy Suite has recorded cassette and CD versions of books available, and the Waukegan Public Library also has audio books available in their collections. You can create your own audio books using an audio recorder and a favorite book. Because the purpose of this activity is to encourage readers to read along with the tape, read at a slower pace. Also remember to use short, natural phrasing and a good deal of expression (prosody). Choosing books with interesting characters and high-interest story lines is also very helpful.

Source: Robertson, Shari. Reading Fluency: Building a Bridge to Comprehension. www.speechpathology.com/articles/article_detail.asp?article_id-340 . August 23, 2010.

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Fluency Strategy: Syllable Speed Practice

Objective
The student will gain speed and accuracy in reading syllables.

Materials

Syllable speed practice sheets	Syllables correct per minute chart (Optional)
Timer	Pencil or Pen

Activity

1. Have two copies of the target syllable speed practice sheet, watch or timer, and syllables correct per minute chart available.

2. Taking turns, tutor and student practice reading the syllables aloud to each other before beginning the timing with the tutor always modeling first.

3. Tutor sets the timer for one minute and tells student to "begin."

4. Student reads across the page while tutor follows on her copy and uses a pencil to draw a line through any syllables that are read incorrectly. If all the syllables on the sheet are read, go back to the top and continue reading.

5. When the timer goes off, tutor marks the last syllable read. Counts the number of syllables read correctly.

6. Student records number of syllables read correctly on his syllables correct per minute chart.

7. Repeat the activity two more times attempting to increase speed and accuracy. **Note** that charting the number of syllables per minute may be discouraging or stressful to some students. The activity of reading the syllables for speed can be done without charting.

Extensions and Adaptations

Use practice sheets containing all six syllable types, available on the Florida Center for Reading Research web site listed on the *Resources* page at the end of this section.

Adapted from: Florida Center for Reading Research, 2-3 Student Center Activities, 2007

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Fluency Syllable Speed Practice - Closed Syllables

This is a sample syllable list, and will not be appropriate for every student. All other syllable types are available on the Florida Center for Reading Research site under Student Center Activities, 2-3. See *Resources* page at the end of this section for site address.

bit	cap	dom	lish	tic
kin	lin	en	son	ton
ess	ock	ank	ug	ump
ash	eck	ent	op	ill
en	ton	ess	kin	ent
tic	ump	ug	ank	ash
dom	ock	lin	bit	eck
son	cap	lish	ill	op
ash	kin	lin	cap	en
ump	ton	ess	ug	dom
bit	lish	ock	ank	tic
son	ent	eck	ill	op

Source: Florida Center for Reading Research, 2-3 Student Center Activities, 2007

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64

Syllables Correct Per Minute

1st try	_____ syllables
2nd try	_____ syllables
3rd try	_____ syllables
4th try	_____ syllables
5th try	_____ syllables

- -

Syllables Correct Per Minute

1st try	_____ syllables
2nd try	_____ syllables
3rd try	_____ syllables
4th try	_____ syllables
5th try	_____ syllables

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65

Fluency Strategy: Phrase Speed Practice

Objective

The student will gain speed and accuracy in reading phrases. The phrases contain high frequency words.

Materials

Phrase speed practice sheets   Phrases correct per minute chart (Optional)
Timer   Pencil or Pen

Activity

Students quickly read phrases in a timed activity.

1. Have two copies of the target phrase speed practice sheet, watch or timer, and phrases correct per minute chart available.

2. Taking turns, tutor and student practice reading the phrases aloud to each other before beginning the timing with the tutor always modeling first.

3. Tutor sets the timer for one minute and tells student to "begin."

4. Student reads the phrases while tutor follows on her copy and uses a pencil to circle any phrases that are read incorrectly. If all the phrases on the sheet are read, go to the top and continue reading.

5. When the timer goes off, tutor marks the last phrase read. Count the number of phrases read correctly.

6. Student writes number of phrases read correctly on his phrases correct per minute chart.

7. Repeat the activity two more times attempting to increase speed and accuracy. This activity can be done without using the chart to track phrases correct per minute.

Extensions and Adaptations

Use practice sheets containing other phrases which are available on the Florida Center for Reading Research web site listed on the *Resources* page at the end of this section.

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Phrase Speed Practice

This is a sample of phrase practice sheets, and will not be appropriate for every student. Many phrases are available on the Florida Center for Reading Research web site under Student Center Activities, 2-3 and 4-5. *See Resources page at the end of this section for site address.*

we know that	set an example	would you please
what to do	most of the people	when she goes
above and below	we know that	would you please
which way to go	he said that	here and there
where to go	they are called	study and learn
most of the people	would you please	when she goes
set an example	help them to	he said that
above and below	what to do	where to go
which way to go	study and learn	help them to
here and there	they are called	would you please

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Phrases Correct Per Minute

1st try	_____ phrases
2nd try	_____ phrases
3rd try	_____ phrases
4th try	_____ phrases
5th try	_____ phrases

- -

Phrases Correct Per Minute

1st try	_____ phrases
2nd try	_____ phrases
3rd try	_____ phrases
4th try	_____ phrases
5th try	_____ phrases

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68

Fluency Strategy: Chunking Text

Objective
The student will read with proper phrasing, intonation, and expression in chunked text.

Materials
Two copies of a reading passage with chunked text at the appropriate level for your student to work on fluency. See the next page for how to "chunk" text on your own, or refer to www.fcrr.org Florida Center for Reading Research. Staff can help you determine the appropriate level and material. For fluency practice, reading the words should be "easy."

- Select a passage that the student can read with 95% accuracy.
- It is helpful if words are repeated within the text.
- A short passage of 100 to 200 words is suggested.

Activity
1. Have two copies of the reading passage that contains chunked text, also called marked phrases. Single slashes denote short pauses and double slashes denote the end of a sentence.
2. If fluency practice is a new activity, explain to student why time is being spent on improving reading fluency.
   a. Fluent readers are able to read words accurately and effortlessly. They recognize words and phrases instantly on sight. Very little effort is expended in decoding the words. This means, then, that the maximum amount of effort can be directed to the all-important task of making sense of the text.
   b. Also talk about what is involved in fluency: accuracy, phrasing, intonation, and rate
3. The tutor reads the marked text aloud while the learner follows along.
4. The tutor and learner then practice reading the text together.
5. Finally, learners practice reading the marked text aloud on their own.
6. Instruction progresses until learners are able to mark phrases themselves - first using texts that they have practiced reading, then marking phrases on new material - and eventually reading unmarked text with appropriate phrasing.

This is an activity that can be done by the student at home if the tutor can provide a recorded version of the text. Check with the student to be sure the recording is a comfortable speed and not too fast to follow along easily. Students can also use the Internet sites listed on the *Fluency Resources page*.

Adapted from: STAR Toolkit, Dr. Mary Beth Curtis Laura Bercovitz; NSCALL, Teaching Materials, Understanding What Reading is All About.

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Procedure for marking text:

Divide or chunk sentences into meaningful phrases to practice fluent reading.

1. Place a single slash mark (/) to indicate a short pause at the end of a phrase within the sentence.
2. Place two slash marks (//) at the end of a sentence to indicate a longer pause.

Keep in mind:
• There are no defined rules to separate sentences into phrases.
• Most people pause somewhere in the middle of sentences.
• Sometimes subjects and predicates are placed in separate phrases.
• Prepositional phrases, verb phrases, and noun phrases may signal a pause.
• Punctuation marks within and at the end of sentences signal phrases and pauses.

Example:

Identity theft / or identity fraud **/** is a crime.// A thief takes / someone's private information. // This could be / a Social Security number, / a bank account / or credit card number, / a telephone calling card number / or other valuable data. //

Source: Florida Center for Reading Research, 4-5 Student Centered Activities, Fluency, 2007

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Example of Marked Phrases or Chunking Text:

Identity Theft

What is identity theft?

Identity theft / or identity fraud **/** is a crime.// A thief takes / someone's private information. // This could be / a Social Security number, / a bank account / or credit card number, / a telephone calling card number / or other valuable data. // The criminal then uses / this information / to buy things and services. // Victims can spend / an average of $1,400 / and 3 to 6 months / to correct ID theft. // They usually find out / about the crime / after more than $20,000 / has been spent / in the victim's name.//

How does it happen?//

There are many ways / for thieves to take / your private information. // They may:/
- steal wallets and purses /
- steal your mail, including:/
    - your bank and credit card statements/
    - pre-approved credit offers/
    - calling cards/
    - tax information/
- complete a "change of address form" / to divert your mail / to another location/
- go through your trash / to find personal data/
- get your business / or personnel records at work/
- use personal information / you share on the Internet/
- buy your personal information / from other people / such as store employees / who work with identifiable information//

Source of Identify Theft Article: Read to Learn

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Fluency Strategy: Collaborative Oral Reading (Popcorn Reading)

Objective
The student will gain speed and accuracy in reading text.

Materials
Two copies of a reading passage at the appropriate level for your student to work on fluency. Staff can help you determine the appropriate level and material. For fluency practice, reading the words should be "easy."

- Select a passage that the student can read with 95% accuracy.
- It is helpful if words are repeated within the text.

Activity

1. Have two copies of the reading passage.
2. If fluency practice is a new activity, explain to student why time is being spent on improving reading fluency.
   - Fluent readers are able to read words accurately and effortlessly. They recognize words and phrases instantly on sight. Very little effort is expended in decoding the words. This means, then, that the maximum amount of effort can be directed to the all-important task of making sense of the text.
   - Also talk about what is involved in fluency: accuracy, phrasing, intonation, and rate
3. Explain the process of Collaborative Oral Reading. *In Collaborative Oral Reading the tutor reads a certain amount of text and then passes the reading to the learner, in much the same way a ball would be tossed among the pair.* Explain to your student that the reading will be passed at unpredictable points, so they must follow along as the tutor reads.
4. The tutor provides a model of fluent reading by reading three to five lines of text.
5. The tutor then indicates that it is the student's turn to read, and the student reads three to five lines of text. While the student is reading, the tutor supplies unknown words and makes corrections when errors will affect student's comprehension.
6. This process is repeated until the reading passage has been read.
7. Discuss with your student their progress.

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72

Fluency Assessment

My Fluency Checklist

Name: _____

	Almost Always	Most of the Time	Need to Improve
1. I read smoothly. I don't stop after every word.	☐	☐	☐
2. If a word or sentence doesn't sound right, I read it again.	☐	☐	☐
3. My reading sounds natural, as if I'm talking to a friend.	☐	☐	☐
4. I group words into meaningful phrases.	☐	☐	☐
5. I read with expression.	☐	☐	☐
6. I pay attention to punctuation. I pause after commas and periods. I let my voice rise at the end of questions. I sound excited when I read exclamations.	☐	☐	☐
7. I understand what I read.	☐	☐	☐

Source: Lakeshore Learning, 2009

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Fluency Assessment Self Evaluation Rubric

Title: _____

First Reading	Second Reading
Accuracy Words in text were read correctly. Awesome — Good — Needs Improvement 1 2 3 4 5	**Accuracy** Words in text were read correctly. Awesome — Good — Needs Improvement 1 2 3 4 5
Rate Text was read at a suitable speed; not too fast or slow. Awesome — Good — Needs Improvement 1 2 3 4 5	**Rate** Text was read at a suitable speed; not too fast or slow. Awesome — Good — Needs Improvement 1 2 3 4 5
Expression Text was read with feeling and the right tone. Awesome — Good — Needs Improvement 1 2 3 4 5	**Expression** Text was read with feeling and the right tone. Awesome — Good — Needs Improvement 1 2 3 4 5
Phrasing Text was read in phrases, not word by word or choppy. Awesome — Good — Needs Improvement 1 2 3 4 5	**Phrasing** Text was read in phrases, not word by word or choppy. Awesome — Good — Needs Improvement 1 2 3 4 5
What did you like best about your reading?	What did you like best about your reading?
What improvement in reading is needed?	What improvement in reading is needed?

Source: Florida Center for Reading Research, 4-5 Student Center Activities, 2007

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Fluency Resources

Books on tape

A wide selection of books geared to adult learners are available through the literacy office at Waukegan Public Library. Tutors may sign out and use these materials with their students.

Internet Sites:

Marshall Adult Education – Reading Skills for Today's Adults
http://www.marshalladulteducation.org/reading-skills-for-todays-adult

A source for leveled reading passages that can be printed out or read on-line. This site provides leveled reading selections that are appropriate for adult learners. There are two levels of reading materials: Group 1 provides readings for levels .7 to 4.5 and Group 2 provides readings for levels 5.0 to 8.0. You'll note that you can READ the stories and PRINT the stories. Under the story sections, you'll see "Resources" which provides some guidance and additional ideas/materials.

Florida Center for Reading Research
http://www.fcrr.org/
All sample pages for fluency, vocabulary, alphabetics, and comprehension can be accessed from this site under the Student Center Activities which contain three levels as follows: K-1, 2-3, and 4-5.

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75

Section 6

"Vocabulary"

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Vocabulary Instruction

Decoding	Fluency
Sounding out words and knowing words by sight	Reading with speed and ease
Learning meanings of words	Understanding what you read
Vocabulary	Comprehension

Source: NSCALL, Teaching Materials, Understanding What Reading is All About

What is Vocabulary?

Vocabulary is the collection of words whose meanings a person knows and understands. The best single predictor of reading comprehension is a person's vocabulary.

Why is it Important to Practice Vocabulary?

When learners are unfamiliar with the meanings of the words in a text, they have trouble comprehending the text. And the more trouble they have with comprehension, the fewer opportunities they have for learning new word meanings. In other words, vocabulary can be both a cause and a consequence of comprehension difficulties.

As a result, teaching vocabulary:

- ✓ Aids in word recognition and decoding
- ✓ Improves reading comprehension
- ✓ Improves writing skills

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Basic Elements of Effective Vocabulary Instruction

1. Instruction should be direct and engage learners in applying word meanings in contexts that they find meaningful.

   Start by defining each word and only work with **one** definition of the target word. Lead a discussion on the contexts in which the word and the selected meaning can be applied. Your focus should always be on helping learners create their own contexts for word meanings.

2. Instruction should provide students with multiple opportunities to learn new word meanings in a variety of contexts. Plan to spend several weeks on new words.

   Effective vocabulary instruction requires that learners have multiple, meaningful encounters with vocabulary words. If students have too few encounters, or if too many encounters use the same context, students will not have the chances they need to actively process the meanings and extend meanings to new contexts. You should also periodically recycle previously learned words, so that students' encounters with words occur over time.

3. Instruction should emphasize differences as well as similarities among word meanings.

   A common practice in vocabulary instruction is to tell learners that a word has the same meaning as a word they already know. When vocabulary instruction stops there, however, problems can occur. Students may wonder why they should learn a new word when they already know one that means the same thing! And misunderstanding can result. For instance, a student learns that *rehearse* means *practice* and then says, "To play the piano takes a lot of rehearsal".

4. Instruction should increase learners' awareness of words and their interest in word meanings.

   Learners need opportunities to raise their consciousness about words and their meanings. Encouraging students to keep track of "sightings" of their vocabulary words outside of the classroom is an effective way to accomplish this.

5. Progress in vocabulary should be monitored. You should help learners see where they have improved and identify areas where they need additional work. A student is making progress when: he or she recognizes and uses the new vocabulary words, and the breadth and depth of his or her vocabulary knowledge increases. Using a pre-test, or the Vocabulary Knowledge Rating Sheet are some ways of demonstrating vocabulary progress.

   Source: STAR Toolkit, http://www.startoolkit.org

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How to Select Words for Vocabulary Development

Vocabulary Word Tiers

Categorizing vocabulary words in three "tiers" is helpful in determining what words to teach adult learners. **Tier One** words consist of the most basic words such as "clock", "baby", "happy." These words rarely require instruction except for some beginning level readers. **Tier Two** words are high frequency words for mature language learners—such as "coincidence", "absurd", and "industrious." Instruction in these words can add productively to an individual's language ability. **Tier Three** words include words whose frequency is quite low, often limited to specific subject areas, such as "isotope", "lathe", "peninsula."

Many Tier 2 word meanings are unknown by intermediate readers. Tier Two words begin to appear in reading materials at the intermediate level. These words also serve an important function at more advanced levels, where they connect the concepts represented by subject-specific Tier Three words (for example, "C*arbohydrates are a **consequence** of photosynthesis"*).

Because they play such an important role in comprehension, we focus on vocabulary instruction of Tier Two words. Understanding these words will effectively aid adult learners in their reading accuracy and comprehension.

Word Tiers	Description of words	Examples of words
Tier One	These words are basic, concrete and frequently used in oral speech	work truck store
Tier Two	These words are abstract, frequently used in written language, and used across academic areas	consequence diminish perception
Tier Three	These words are specific to subject areas such as science, math and social studies	precipitation trapezoid neurosis

Source: STAR Toolkit, http://www.startoolkit.org

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Steps for teaching Tier 2 Vocabulary words

1. Teach <u>no more than 10 words</u> in a unit. (Depending on your student, maybe only 3 to 5 words.) Tutors can choose words from academic wordlists, use a vocabulary book such as *Vocabulary Basics* or *Groundwork for a Better Vocabulary*, both published by Townsend Press; or words can be chosen from text used in tutoring.

2. Select one use/definition for each word. A good source for basic word definitions is an ESL English dictionary such as Longman's Dictionary of Contemporary English, http://www.ldoceonline.com Often definitions from dictionaries such as Webster's or Dictionary.com are confusing and abstract. Teach only one meaning, and use a basic definition. ***Don't*** require your student(s) to look up the word in the dictionary. While dictionary skills are good to learn, teach dictionary skills as a separate activity.

3. Tell your student(s) the meaning for each word and orally discuss some sentences with each word. Remember to limit to one definition but use multiple sentences as examples of the selected meaning.

4. Students will need many exposures to each of the new vocabulary words (10-12 exposures). Plan to spend several weeks, giving gradually more difficult exercises that use the vocabulary words. Some suggested exercises are described on the following pages. When a unit of words is mastered, repeat the same sequential series of activities with a new unit of words.

5. Remember to periodically recycle previously learned words for review.

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Techniques for Teaching Tier 2 Vocabulary

Here is a list of techniques or strategies to teach Tier Two vocabulary. The difficulty level of the activities increases as you move to the bottom of the list. It is not necessary to use all of these, but it is recommended to use the same sequence of strategies for each new unit of words. Instructions for using each strategy are given in more detail on the following pages. There is also an example of each of the strategies using words from the article *Identity Theft*.

- **Vocabulary Knowledge Rating**

- **Quadrant Chart**

- **Matching Words with Definitions**

- **Fill in the Blank Activity**

- **Sentence Completion Activity**

- **Yes/No and Why Activity**

- **Application Exercise**

- **Prefixes and Suffixes**

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Vocabulary Words – Sample List for a Unit

These are <u>Tier Two</u> vocabulary words that appear in the **Identity Theft** article included in this tutor manual. Definitions for the words have been selected and sample activities using these words are given on the following pages. A good source for basic, easy to read definitions is the Longman's Dictionary of Contemporary English online at <u>http://www.ldoceonline.com.</u>

1. **fraud** (noun) Crime of cheating somebody
   - He was charged with tax fraud.
   - The lawyer explained the punishment for committing fraud.

2. **divert** (verb) To change the direction of something such as a phone call, mail, or traffic
   - Grand Avenue was closed so the traffic was diverted to another street.
   - I divert my phone calls to my cell phone when I am away from home.

3. **existing** (adjective) Present or being used now
   - All existing customers will get a discount.
   - Our existing car insurance will expire next month.

4. **initiate** (verb) To arrange for something important to start, such as an official process, a plan, a contract for services
   - They have decided to initiate legal proceedings against the company.

5. **identifiable** (adjective) Able to be recognized
   - She was a new employee and was immediately identifiable as a trainee.
   - The firemen were identifiable by their uniforms.

6. **compile** (verb) To make a book, list, or record using different pieces of information
   - The IRS compiled the new tax form.
   - The doctor compiled the report for the hospital.

7. **victim** (noun) Someone who has been attacked, abused, robbed, murdered or raped
   - The victim of the robbery lost his money, car, and jewelry.
   - Most homicide victims are under age 30.

8. **unauthorized (**adjective) Without official approval or permission
   - Unauthorized employees are not permitted to use the company car.
   - It is against the law to put unauthorized charges on someone else's credit card.

9. **complicated** (adjective) Difficult to understand or deal with, because many parts or details are involved
   - Create a complicated password to make safe purchases online using your credit card.

10. **deceptive** (adjective) Something that is deceptive seems to be one thing but is in fact very different
    - My son may look like an angel but appearances can be deceptive.
    - Many credit card companies use deceptive practices to charge customers for extra fees.

Note: Sources for Academic Word Lists containing Tier Two words are included in the Vocabulary Resources section.

Vocabulary Strategy: Vocabulary Knowledge Rating

Objective
The student will monitor his/her progress in learning vocabulary words.

Materials
Vocabulary rating scale (on the following page)
Pencil or pen

Activity
1. Before introducing new vocabulary words, ask students to rate their knowledge of the meanings of those words.

2. After the words have been introduced, ask students to check their ratings. Were they accurate?   Would they change any of their ratings? Why?

3. Once students have had multiple encounters with the words, ask them to rate the words again. Do these ratings differ from their initial ones?

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83

Vocabulary Knowledge Rating Sheet (for use in training)

Date: _____

Vocabulary Word	I've never heard this word before.	I've heard this word, but I don't know what it means.	I know this word…it has something to do with…	I know the meaning of this word.

Source: STAR Toolkit, Vocabulary Resource

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Vocabulary Knowledge Rating Sheet

Date: _____

Vocabulary Word	I've never heard this word before.	I've heard this word, but I don't know what it means.	I know this word…it has something to do with…	I know the meaning of this word.

Source: STAR Toolkit, Vocabulary Resource

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Vocabulary Strategy: Quadrant Charts

Objective
The student will understand how each new word fits into other categories of words to learn relationships. By gaining numerous associations for a word, the student can more easily remember each word's meaning.

Materials
Note card or half sheet of paper for each vocabulary word
Vocabulary word list
Pencil or pen

Activity
1. Divide or fold the paper into quadrants.

2. In the top left square, write the word and the meaning.

3. In the top right corner, write synonyms for the word.

4. In the bottom left square, record examples for the word. These examples might be personal experiences associated with the word, or other types of related terms. The associations may be either negative (unpleasant) or positive (pleasant) or both. Some words will call to mind only one or the other. In parentheses after the association, students should record an explanatory phrase, since the association might not be obvious to the tutor.

5. In the bottom right square, record antonyms or words and phrases that you would *definitely not associate* with the key word. Provide an explanatory note.

Extension
1. Learners can use their quadrant charts in word sort activities.

2. The charts can also be used as session openers as a quick review of newly learned words.

3. Students should be encouraged to use these newly learned words in their writing. Although writing a sentence using each of the words is one type of valuable activity, using the words when writing connected text is even more beneficial. It is through actual use of the words that the learners will come to "own" the words.

4. Students can also use these words as a basis for building sentences, perhaps trying to include three words from their set of quadrant charts in the same sentence.

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86

Structure of a quadrant chart:

KEY WORD & MEANING	SYNONYMS
EXAMPLES	ANTONYMS

Example Chart

Quadrant chart for the word *protect:*

protect to keep safe	defend, screen, secure
protect yourself from the flu security guard protects the bank	to attack or harm

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87

Vocabulary Strategy: Matching Words and Definitions

Objective
The student will demonstrate understanding of each new word by associating the word to its definition.

Materials
Vocabulary practice sheet (sample is shown on following sheet)
Pencil or pen

Activity
1. Create a practice sheet that provides the definitions for the vocabulary words. Present the words and definitions in a different order than the initial vocabulary list.

2. Provide the vocabulary practice sheet and allow time for students to fill in the blanks with the vocabulary word associated with each definition.

3. Call on students to provide answers.

4. As each answer is provided, have that student, or a different student, provide a sentence using the vocabulary word.

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Example Worksheet using words from *Identity Theft*

Matching Words and Definitions

Directions: Match each vocabulary word with its definition. Each word can be used only once.

fraud	divert	existing
identifiable	complicated	initiate
victim	deceptive	compile
unauthorized		

1. _____   something that is present or being used now

2. _____   to change the direction of something

3. _____   crime of cheating someone

4. _____   to make a list or record of pieces of information

5. _____   something that seems to be one thing but is in fact very different

6. _____   able to be recognized

7. _____   difficult to understand because many parts or details are involved

8. _____   to start something

9. _____   someone who has been attacked, robbed, beaten, abused, murdered, or raped

10. _____   without official approval or permission

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Vocabulary Strategy: Fill in the Blank

Objective
The student will demonstrate understanding of each new word by selecting the word to appropriately complete the sentence.

Materials
Vocabulary exercise sheet (a sample is shown on the following page)**
Pencil or pen

**A suitable exercise may be available ready-made, but in many instances the tutor will need to create the exercise to provide adequate practice for a vocabulary unit.

Activity
1. Create a practice sheet that provides sentences using the vocabulary words. The sentences should use the words in a different order than the previous activity or the initial vocabulary list.

2. Provide the vocabulary exercise sheet and allow time for students to fill in the blank with the vocabulary word associated with each sentence.

3. Call on students to read each completed sentence.

4. As each answer is provided, have that student, or a different student, provide the definition of the vocabulary word.

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90

Example Worksheet using words from *Identity Theft*

Directions: Fill in a word from the list to complete each sentence. Each word can be used only once.

fraud	divert	existing
identifiable	complicated	initiate
victim	deceptive	compile
unauthorized		

1. There are some common, easily _____ reasons for using public transportation.

2. The _____ client list does not contain new customers since January 1.

3. It was wrong of you to _____ legal proceedings because the company met all of your demands for returning your money on time.

4. It was _____ to claim more dependants on your income tax return than you are entitled to claim.

5. The police will _____ a list of students who have a criminal record.

6. Because of road construction the traffic was _____ to a smaller side street during rush hour today.

7.   Tax laws in Illinois are very _____.

8.   Because of the _____ use of the family car, the teenager was not allowed to borrow the car for two weeks.

9.   The _____ of the crime talked with the police about the stolen wallet.

10. He committed _____ at work by stealing classified information.

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Vocabulary Strategy: Sentence Completion Activity

Objective

The student will use each new word in a sentence. By completing the sentence, the student makes connections between each word and his/her life or experiences. This activity also offers an opportunity to improve the student's writing skills.

Materials

Vocabulary exercise sheet (a sample is shown on the following page)**
Pencil or pen

**A suitable exercise may be available ready-made, but in many instances the tutor will need to create the exercise to provide adequate practice for a vocabulary unit.

Activity

1. Create a practice sheet that provides open-ended sentences that include each vocabulary word. The sentences should use the words in a different order than the previous activities or the initial vocabulary list.

2. Provide the sentence completion exercise sheet and allow time for students to finish the activity.

2. Suggest that the student complete the sentence using an example from their own life or experience. Remind the student that the completed sentence must clearly demonstrate understanding of the word's definition.

3. Because these sentences can get personal, be ready to provide sentences of your own to share. Invite other students to share their sentences.

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Example Worksheet using words from *Identity Theft* (for use in training)

<u>**Sentence Completion**</u>

Directions: Complete each sentence in a way that indicates that you understand the meaning of each vocabulary word. If possible, use an example from your own life or from a story you have read.

Example of a sentence that demonstrates meaning:

Finding my way to his house was *complicated* because <u>there were many one-way streets and the street signs were difficult to see.</u>

Complete each sentence.

1. One *existing* skill that I have is _____
_____.

2. I often *compile* a list so that I _____
_____.

3. I read a story about a *victim* of crime who _____
_____.

4. What *identifiable* information can you provide about your pet or a family member?
_____
_____.

5. The newspaper story described the fraud that occurred when _____
_____.

6. A *complicated* situation in my life was when_____
_____.

7. I was *unauthorized* to _____
_____.

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8. I *initiated* a phone call to my tutor because _____

_____.

9. A *deceptive* activity I used to do was to_____

_____.

10. It was an embarrassing situation, so I tried to divert people's attention by

_____

_____.

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Example Worksheet using words from *Identity Theft*

Directions: Complete each sentence in a way that indicates that you understand the meaning of each vocabulary word. If possible, use an example from your own life or from a story you have read.

Example of a sentence that demonstrates meaning:

Finding my way to his house was *complicated* because <u>there were many one-way streets and the street signs were difficult to see.</u>

Complete each sentence.

1. One *existing* skill that I have is_____

   _____.

2. I often *compile* a list so that I _____

   _____.

3. I read a story about a *victim* of crime who_____

   _____.

4. What *identifiable* information can you provide about your pet or a family

   member?_____

   _____.

5. The newspaper story described the fraud that occurred when _____

   _____.

6. A *complicated* situation in my life was when_____

   _____.

7. I was *unauthorized* to _____

   _____.

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8. I *initiated* a phone call to my tutor because _____

_____.

9. A *deceptive* activity I used to do was to_____

_____.

10. It was an embarrassing situation, so I tried to *divert* people's attention by

_____

_____.

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Vocabulary Strategy: Yes/No and Why

Objective

The student will demonstrate a deeper understanding of the vocabulary words and analyze the words' similarities and differences. This activity also offers an opportunity to improve the student's writing skills.

Materials

Yes/No and Why exercise sheet (a sample is shown on the following page)**
Pencil or pen

**In most instances the tutor will need to create this exercise to provide adequate practice for a vocabulary unit.

Activity

1. Create an exercise sheet with sentences that each include two vocabulary words; each sentence should allow the student to agree or disagree with the sentence statement. Try to develop sentences that allow the student to relate the vocabulary word to his/her own life.

2. Provide the Yes/No and Why exercise sheet and allow time for students to finish the activity.

3. As you review the students' answers, emphasize the differences as well as the similarities between word meanings.

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Example Worksheet using words from *Identity Theft* (for use in training)

Yes/No and Why Activity

Directions: Read each question and decide if you agree or disagree with the statement. Then tell why. The answers you give are your opinion; you may agree or disagree with any question.

1. Is it difficult to <u>compile</u> a list of <u>identifiable</u> skills for someone you know well?

2. Would you like to be a <u>victim</u> of <u>fraud</u>?

3. Do you find it <u>complicated</u> to purchase a gift for someone who has many <u>existing</u> items?

4. Do you think it's <u>deceptive</u> to <u>initiate</u> plans for a friend's surprise birthday party?

5. Do you feel <u>unauthorized</u> to <u>divert</u> traffic from your street?

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Example Worksheet using words from *Identity Theft*

Yes/No and Why Activity

Directions: Read each question and decide if you agree or disagree with the statement. Then tell why. The answers you give are your opinion; you may agree or disagree with any question.

1. Is it difficult to <u>compile</u> a list of <u>identifiable</u> skills for someone you know well?

2. Would you like to be a <u>victim</u> of <u>fraud</u>?

3. Do you find it <u>complicated</u> to purchase a gift for someone who has many <u>existing</u> items?

4. Do you think it's <u>deceptive</u> to <u>initiate</u> plans for a friend's surprise birthday party?

5. Do you feel <u>unauthorized</u> to <u>divert</u> traffic from your street?

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Vocabulary Strategy: Application Exercise

Objective

The student will use the vocabulary words in a situation from everyday life, increasing their awareness of how they might encounter the words and demonstrating an understanding of how to use the words in sentences the student creates. The activity helps the student "own" the new vocabulary words and also offers an opportunity to improve the student's writing skills.

Materials

Application exercise sheet (a sample is shown on the following page)
Pencil or pen

Activity

1. Create an exercise sheet with an open-ended question, and ask the student to write a paragraph that utilizes some of the vocabulary words. Try to develop questions that allow the student to relate the vocabulary words to his/her own life, such as, "Do you think your current neighbors would welcome the opportunity to get to know each other better?" or "What suggestions would you offer to other students who are finding it difficult to find time to complete their homework assignments?"

2. Provide the exercise sheet and allow time for students to finish the activity.

3. Suggest that each student read his/her paragraph aloud to share with the class. Discuss how each student used the vocabulary words in the paragraph.

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Example Worksheet using words from *Identity Theft*

Application Exercise

Writing Assignment: Do you think it would be interesting to sit on a jury? Why or why not? Write a paragraph about sitting on a jury, and use at least three of the vocabulary words listed below.

fraud	divert	existing
identifiable	complicated	initiate
victim	deceptive	compile
unauthorized		

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Vocabulary Strategy: Prefixes and Suffixes

Objective
The student will learn how to extend his/her understanding of the vocabulary words by adding appropriate prefixes and suffixes. This activity also teaches and reinforces the meanings of prefixes and suffixes.

Materials
Listing of Prefixes and Suffixes (available on the following page)
Vocabulary exercise sheet
Pencil or pen

Activity
1. Help your student(s) understand that he/she may see or hear the new vocabulary words with prefixes or suffixes added to the words. While these words may seem unfamiliar at first, by identifying the base word, the prefix and the suffix, they can read and understand the word.

2. Define the terms:

Base word: a word that can have a prefix or suffix added to it.

Prefix: a prefix is added to the beginning of a base word.

Suffix: a suffix is added to the end of a base word.

3. Review the list of prefixes and suffixes. Encourage the student(s) to provide an example for each prefix and suffix.

4. Create an exercise sheet with examples of the vocabulary words with prefixes and suffixes. Allow time for students to finish the activity

5. Review the students' answers, and encourage other students to provide their sample sentences.

Extension
To review and reinforce the meanings of prefixes and suffixes, games such as Prefix Match, Suffix Match, Build-a-Word, and Prefix/Suffix Sentence Completion Activity can be found at the Florida Center for Reading Research Site at http://www.fcrr.org under Student Center Activities, grades 2-3, 4-5 in the Vocabulary Section.

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Prefixes Chart

Following are the most commonly used prefixes in the English language.

Prefix	Meaning	Example
un, im, variant	not	unhappy, impossible
re	again	retell
In, il, variant	not or into	incorrect, illegal
dis	not, opposite of	disappear
non	not, opposite of	nonfiction
over	too much	overpay
mis	wrongly	misjudge
sub	under	subzero
pre	before	preschool
inter	between	interstate
fore	before	forewarn
de	not, opposite	deplane
trans	across	transatlantic
super	above	superhero
semi	half	semidry
anti	against	antigravity
mid	middle	midstream
under	below	underground

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Suffixes Chart

Following are the most commonly used suffixes in the English language.

Suffix	Meaning	Example
s, es	more than one	books, boxes
ed	past-tense verbs	turned, created, picked
ing	verb form, present participle	playing
er	comparative	bigger, larger, smaller
est	most, when comparing	hardest, biggest
less	without	effortless
ly	resembling	clearly
able	is, can be	comfortable
ness	state or quality of	kindness
er	one who	teacher, painter
ful	full of	thoughtful, beautiful

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Example Worksheet using words from *Identity Theft*

Prefixes and Suffixes Activity

Directions: Identify the base word, prefix and suffix for each of the following words. Then write your own definition of the new word and use the word in a sentence. The worksheet below is an example.:

Preexisting: **Base word** exist **Prefix** pre **Suffix** ing
Definition: present before
Sentence: The coach asked if I hurt my knee during practice or if my knee injury was a preexisting condition.

Reauthorize: Base word_____ Prefix_____

Definition: _____

Sentence: _____

Unidentifiable: Base word_____ Prefix_____ Suffix_____

Definition: _____

Sentence: _____

Victims: Base word _____ Suffix_____

Definition: _____

Sentence: _____

Diverted: Base word _____ Suffix_____

Definition: _____

Sentence: _____

Uncomplicated: Base word_____ Prefix_____ Suffix_____

Definition: _____

Sentence: _____

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Vocabulary Resources

Florida Center for Reading Research

http://www.fcrr.org/

Vocabulary activities for working on synonyms, antonyms, homographs, homophones, prefixes, suffices, etc. can be accessed from this site under the Student Center Activities which contain three levels as follows: K-1, 2-3, and 4-5. There are also word play activities for helping students understand puns (which are difficult for some adult learners with language based learning disability). Dictionary activities are also included, however these should be reserved for specific lessons on using the dictionary, rather than using them for vocabulary development activities. FCRR also has a Vocabulary Knowledge Rating Sheet that can be printed off, similar to the sample given in this manual.

TV 411 – Vocabulary
http://www.tv411.org/vocabulary/
This site includes practice with prefixes, suffixes and root words.

The English Zone
http://www.english-zone.com/vocab/adj-adv.html
This site offers activities for vocabulary learning. The link above provides on-line practice for students to convert adjectives into adverbs, for example, "patient" becomes "patiently."

Online Sources for Academic Wordlists
In case these links to wordlists go "stale"; you can google the term "academic wordlist" or "academic lexicon".

http://www.doe.in.gov/TitleI/pdf/Word_List_Feldman.pdf

http://www.academicvocabularyexercises.com/
This site has a number of wordlists, with several definitions for words. The tutor would need to select a particular definition for each word and focus activities on that use of the word.

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Section 7

"Lesson Planning"

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Lesson Planning

Lesson plans are essential for successful tutoring sessions. A lesson plan is similar to a road map, it tells where you are going and how you will get there. Your tutoring sessions will be more structured and the instruction will flow more smoothly from one objective to the next if you have a well prepared lesson plan.

Use your student's Individualized Education Plan to plan a series of lessons which will help your student achieve his/her long term goals. Each lesson should have specific objectives to achieve a short term goal. These short, smaller goals will give your student a sense of accomplishment as he/she works to achieve his/her long term goal. Individual lesson plans should be steps towards achieving the student's long term goals.

The Components of a Good Lesson Plan

Review
What was taught the previous session? Was the student given any home practice to do? What are areas or things that may need to be "reintroduced" for the current lesson?

New Concepts/Skills
What are the new skills or concepts that will be introduced in the current lesson? Do these skills/concepts address the learner's short and long term goals? What instructional materials are needed for the lesson?

Teaching
What phonemic awareness or word building skills need to be taught or "reintroduced" in the current lesson? What sounds does the learner need to work on? What reading materials and activities will be used for the lesson? Does the learner need more emphasis on comprehension skills? Does the learner need to review the consonant sounds? Does the learner need to recognize suffixes and prefixes? Does the learner need to reread the Language Experience story? Has the learner written in his/her journal? All important questions in planning the teaching aspect of the lesson.

Practice/Home Practice
Has the learner been taught how to practice or review independently at home? What activity will the learner be expected to do? Does the learner have a way to self-check the homework? How can you help the learner to make time for home practice a couple times during the week?

Evaluation
Were the newly introduced skills/concepts understood by the learner? What, if any, strategies or concepts need to be "reintroduced" next session? Ask the learner to evaluate the lesson? Make a note of what elements of the lesson were most successful and well received. Also note words or concepts that need to be taught in a future lesson. You will likely forget if you just try to "remember" for future reference.

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Goals in Lesson Planning

The long term goal of literacy students is to become accomplished readers.
Research has shown that it takes about 100 hours of instruction to advance one grade level. Therefore, to build a successful tutoring relationship, short-term objectives need to be discussed. You will need to help your student develop these objectives which will build toward long range goals, and most importantly carry practical meaning now.

Below are some possible long-range goals followed by corresponding shorter-term objectives.

Long Range Goals
1. Read bedtime stories.
2. Read a Mechanics' manual.
3. Use a recipe book.
4. Read the Bible.
5. Write a letter to a friend.

Short Term Objectives
1. Know all the consonant sounds by Christmas.
2. Learn to read the names of common tools by the end of the month.
3. Learn the abbreviations for measurements in one week.
4. Learn 5 new sight words from the Twenty-Third Psalm each week.
5. Write own name and friend's name in cursive writing by next week.

Achievement of short term goals provides milestones to celebrate along the way to the long term goal. If the short term objectives cause great frustration or appear unattainable, break them down into even smaller tasks or expand the time-table.

For every objective develop an orderly plan of tasks which need to be mastered.
For example, if your student's goal is to use a telephone book competently, the task analysis might include:

- ability to alphabetize last names through three letters.
- knowledge of the guide words on the page.
- ability to alphabetize first names.
- knowledge of abbreviations used in a phone book.
- knowledge of the categories used in the yellow pages.
- knowledge of other sources of information in the phone book.

Sometimes some of these skills, or parts of them, are already possessed by your student. Pointing this out will be encouraging.

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A General Theory of Instructional Sequence for Adult Learning

Warmup/Review
● Opener
● Focus learner
● Connect to past learning
● Connect to past experience

⇓

Presentation

● New knowledge presented
● Many options in strategy or method

⇓

Guided Practice
● Educator structures activities
● "Pieces" of complex skills, or "basic skills" may be practiced
● Skills are clustered into increasingly larger chunks

⇓

Application
● Application task approximated real-life performance demands
● Maximize possibility of life transfer of skills learner

After D. Hemphill, "Making Sense to Teachers about Teaching." Adult Learning, May, 1990.

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The First Session

At the initial meeting you will meet with your student and most of the time will be spent getting acquainted. The Get Acquainted Packet will help you discover common interests. The student will probably feel nervous. It will be encouraging to the student to feel accepted and to leave the first session with a feeling of success.

1. Exchange information cards that list: **name**, **phone number**, **tutoring day & time**.
2. Have a pleasant, get-acquainted conversation about interests and goals.
3. The staff person can help you plan a brief learning activity that will give the student an opportunity to experience success.
4. Discuss plans for the next session with the student. Getting acquainted with each other is a very important part of the first tutoring session.

Planning for Future Sessions

When selecting materials remember that the content should be:
- adult-in-nature
- interesting
- relate to the student's experiences and interests
- easy to comprehend

Activities and materials should:
- develop sequentially from easy to difficult.
- be flexible and adaptable to meet individual needs and learning styles.
- develop skills to help the student make progress toward goals.

When the lesson has been planned ask yourself the following questions:
- What specific plans am I covering in my lesson?
- Do I have examples/models for the student to follow?
- Have I incorporated enough repetition/practice?
- Have I allowed time for discussion and thinking?
- Will the student have home practice or something to follow through on?
- Does the lesson target the needs of the student?

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Guidelines for Lesson Activities

At the end of this section we have provided a blank lesson plan for you to use. We have included a "sample lesson plan" for a beginning reader to demonstrate how to fit the five lesson activities outlined below into a lesson plan. The format used by a tutor to write the lesson plan is a personal choice. It is not necessary to use the same format as the example. The important thing is to take the time to make a plan which moves you step by step toward the student's goal(s). Each tutoring session builds on what was taught in previous sessions.

1. Word Building Activities

Provide instruction and practice in the following areas:
Phonemic practice
- Vocabulary
- Spelling
- Word recognition (sight words)
- Word analysis

Student may be weak in many areas. The lesson may be more effective if only one or two word building activities are emphasized in one lesson.

2. Reading and Reading Comprehension

Selection of reading material
Reading passage may be:
- Language experience story,
- Workbook selection or
- Article of interest from everyday reading.

Pre-reading Activities
- Introduce the topic.
- Engage the student in discussion or activities that draw upon his/her background knowledge about the topic.
- Introduce new vocabulary.
- Survey the selection, establishing a purpose for reading.

Reading
- Passage may be read silently, orally, or with the tutor. The tutor may read to student if appropriate.
- Passage may be read as a whole or a section at a time.

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Questions/Discussion for Comprehension
- Questions should engage student in all levels of critical thinking.
- Questions should generate discussion and expression of opinions. The tutor should become involved in the discussions. Discussions are not one-sided.
- Respect differing opinions. Ask the student to support his conclusions.
- Refer back to text when necessary.

3. Writing Activities

Writing activities may include:
- Language Experience Activity (LEA), journals
- copying sentences (beginning level)
- paragraph writing
- letter writing, creative writing
- dictation

4. Follow-up Activities

Follow-up activities may include:
- seeking more information about a topic.
- planning opportunities to use skills in everyday activities.

5. Evaluation/Suggestions for Next Lesson

Evaluate the lesson with your student.
- Discuss and write down together what was accomplished.
- What was successful and what was confusing?
- Note skills that need more work.
- Note what elements of the lesson were most successful and well-received.

Adapted from original developed by Gwen Koehler, Project Director, Project READ, 200 South Fredrick Street, Rantoul, Illinois 6

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Lesson Plan Template (Sample)   Date _____

Review (5-10 min) Consonant sounds b, d, f, g, l, m, n, p, s and t   All short vowel sounds.   Digraph sounds ch, th and sh

New Concepts/Skills for this lesson   Reinforce blending sounds into words for reading. Reinforce taking sounds apart for spelling.

Phonemic Awareness/Word Building Skills	Reading/Reading Activities	Section 1.02 WRITING

Practice manipulating sounds on oral level. (See separate sheet.)
 	
Using sound cards, practice blending individual sounds into words:
  mud   dig   gash   lad
 	
Read whole words on index cards.
  (same words)
 	
Read words in sentence:
  The lad got a gash on his leg.
 	
Practice sight word phrase: *I used to*
(taken from a previous
language experience writing)
Trace it, write with fingers on table top,
"spray paint it on the wall", write on paper.
	"Go Tell It on the Mountain"on cassette tape, with copy of the words printed out.
	
	Listen to the tape first.
	
	Listen while following along with printed words.
	
	Read the words without the tape.
	 (Duet reading)
	
	Sample lesson for beginning student
		"What Says?" (I say a sound, he points to the corresponding letter.). Use the sounds we reviewed at the beginning of lesson.
		
		"Mapping sounds" (I say a word, he "maps out" the corresponding letters) *mud, dig, gash, lad*
		
		Dictation:
		1. Write upper & lower case letter for 5
		   dictated sounds: */m/ /u/ /l/ /g/ /d/*
		2. Write the dictated words: *dig, lad, mud*
		   (Encourage tapping out the sounds in the
		   word rather than writing from memory.)
		3. Write the sight word(s): *used to*
		4. Write the sentence:
		   The lad used to dig in the mud.
		
		Check for capital letters and punctuation. Re-read the sentence to be sure every word is there. Tap out each word (except sight words) to be sure each sound is acccurately "mapped".

Practice/ Homework		
Lesson evaluation/plans for next session		

Lesson Plan Template   Date _____

Review (5-10 min)		
New Concepts/Skills for this lesson		
Phonemic Awareness/Word Building Skills	**Reading/Reading Activities**	**Writing**
Practice/Homework		
Lesson evaluation/plans for next lesson		

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Section 8

"Activities, Materials, and Resources"

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116

How to Write Comprehension Questions

- **Tutors often supplement textbook reading** with other high interest materials. It is important to measure your student's comprehension and many materials do not provide challenging questions for the student. It is necessary to help new readers realize that they cannot read everything at the literal level; they must read between the lines and sometimes beyond the lines. Below are suggested questions to guide you as you and your student move from the literal questions to the more difficult questions that require critical thinking skills.

Literal Comprehension Questions

- **Literal comprehension deals with *what the author actually says* – understanding ideas and information explicitly stated in the reading selection.** Some skills are recognizing and recalling facts, identifying the main idea and supporting details, categorizing, outlining, summarizing, locating information, using context clues to supply meaning, following specific directions, following a sequence, identifying stated conclusions, and identifying explicitly stated relationships and organizational patterns (such as cause and effect, comparison and contrast, and so on).

    Literal comprehension questions may include the following:

    - ✓ What happened?
    - ✓ Who did it?
    - ✓ When, where, how, and why did it happen?
    - ✓ What words describe _____?
    - ✓ Find information about _____.
    - ✓ Find the sentence that tells _____.
    - ✓ What words state the main idea of this story?
    - ✓ What is this story about?
    - ✓ What examples does the author give of _____?
    - ✓ How are these things alike? Different?
    - ✓ What things belong together?
    - ✓ What happened first? Second? Last?
    - ✓ What sentence tells what this paragraph is about?
    - ✓ What do you do first? Next? After?
    - ✓ Put these events in the order in which they happened.
    - ✓ What does the word mean as used in the story?
    - ✓ What are the most important points to remember, according to author?

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117

Inferential Comprehension Questions

- **Inferential comprehension is concerned with *what the author means by what is said*.** The learner must read between the lines and make inferences about things not directly stated in the selections, such as the main idea, supporting details, sequence, cause-and-effect relationships, and character traits. Inferential comprehension may also involve interpreting figurative language; drawing conclusions; predicting outcomes; determining the mood; and judging the author's point of view, style, tone, and purpose. Learners may progress from justifying inferences made by others to making and justifying their own inferences. To build these skills, you can ask some of the same questions as for literal comprehension, as well as the question below.

  ✓ What is the author suggesting but not actually saying?
  ✓ What can you assume about _____?
  ✓ What is the theme?
  ✓ What is the main idea?
  ✓ Why is this story titled _____?
  ✓ Who is telling this story?
  ✓ From what point of view is the story being told?
  ✓ What is the mood? Tone? Style?
  ✓ What is the author's purpose?
  ✓ What would the author think about _____?
  ✓ Would the author be for or against _____?
  ✓ What does the author value?
  ✓ What assumptions can you make about the author?
  ✓ Restate the author's ideas in your own words.
  ✓ What is this character like?
  ✓ Why did the character act the way he/she did?
  ✓ What is _____being compared to?
  ✓ Why is this word used to describe _____?
  ✓ How do you think this story will end?
  ✓ Give examples of _____.
  ✓ What caused ?
  ✓ What would happen if _____?
  ✓ What was the result of _____?
  ✓ How does _____compare with _____?
  ✓ What effect does this character/event have on the story?
  ✓ Substitute another word for the word _____ used in the story.
  ✓ Which _____ does the author feel is most important? Least important?

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118

Critical Comprehension Questions

• **Critical comprehension is concerned with *why the author says what he or she says.***
This level of comprehension requires the learner to apply some external criteria from his or her own experience to the selection, passing judgment on the quality, logic, reliability, accuracy, truthfulness, or value of the writing. The learner may evaluate the author's credentials; examine the author's information and reasoning; and check for biases, propaganda, faulty inferences, distortions, oversimplifications, or over generalizations. Other skills are comparing and contrasting ideas, drawing conclusions, and distinguishing fact from opinion. The learner reacts to new ideas and assimilates them to form new concepts. He or she may react *emotionally* as well as *intellectually.* Because learners' life experiences differ, their answers to critical comprehension questions may sometimes differ too. Following are sample questions that can build critical comprehension skills:

Critical Comprehension Questions:

- ✓ Could this happen?
- ✓ Should this happen?
- ✓ What would happen if _____?
- ✓ How would this story be different if it were written from the point of view of _____?
- ✓ Is this a fact or an opinion?
- ✓ Is this information complete? Correct? Reasonable? Unbiased?
- ✓ How does this information compare with other information?
- ✓ Is this argument logical?
- ✓ What is the author's purpose?
- ✓ Does the author succeed?
- ✓ Do you believe this author?
- ✓ Do you agree or disagree with the author?
- ✓ Is the author biased for or against _____?
- ✓ Compare this idea with_____.
- ✓ Which of these is the most _____? Least _____? Best _____?
- ✓ What are the most important arguments for or against _____?
- ✓ Why does the author include this detail?
- ✓ Are any of these details irrelevant?
- ✓ What is the best solution to this problem?
- ✓ What conclusions can you draw from all this?
- ✓ What is your opinion?
- ✓ What advice would you give?
- ✓ How do you feel about this writing?
- ✓ How effective is this writing?
- ✓ To whom would you recommend (or not) this writing?
- ✓ What is of value in this writing?
- ✓ How would you change this writing?
- ✓ How do you feel about these characters?

From, *Preparing Your Own Adult Basic Education Reading Materials,* by Gail Rice, Scon, Foresman and Company, 1990.

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119

Readability Formulas

Several readability formulas have been developed to determine reading grade levels for printed materials. The formulas are helpful when choosing appropriate tutoring materials. However, they should be used with some discretion. Many computer word processing programs have the ability to detemline readability on text. Computer programs calculate the readability using different formulas and you can compare the results.

Readability formulas measure quantitative elements such as sentence length and word length. They cannot measure the tone and style of the writing, the quality of the illustrations and other features of the text, or the presence of elements such as rhyme and repetition which enhance readability. Formulas do not consider the many factors which affect the reader's interest in or ability to comprehend the subject matter. Most readability formulas have a margin of error of approximately one grade level.

The use of readability formulas tends to limit a student's choice of reading materials. Too often, tutors and students assume that new readers can read only books determined to be at their tested grade level. This is not always true. Students can often read books written well above their tested reading levels if certain factors enhance readability.

Aware of these limitations, tutors can use readability formulas as a guide to establishing the readability of books for new or limited readers. One of the simplest and most commonly used readability formulas for adult readers is the *Gunning-Fog Index,* **which is outlined on the next page.**

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120

Calculating the Gunning-Fog Index for a Text

1. **Select three 100-word samples.** Choose one sample near the beginning, although not the opening paragraph. One sample in the middle and one near the end. Usually count to the end of the sentence nearest to the 100th word. (It could be 98 to 103 words).

2. **Count the number of sentences in each 100-word sample.** Determine the average sentence length by dividing the number of words by the number of complete sentences.

3. **Count the number of words with three or more syllables** to determine the number of "hard" words. Do not count proper nouns, easy compound words, or verb forms in which the tense ending forms the third syllable.

4. **Add the number of hard words to the average sentence length,** then multiply this sum by .4. The resulting product is the reading grade level.

Example	
1. Number of complete sentences	8 sentences
2. Average sentence length	104 words / 8 sentences = 13 words per sentence
3. Number of hard words	2 hard words
4. Sum of 2. and 3.	15
5. Multiply by .4	15 x.4 = 6.0
6. Reading grade level	6.0

Points for Discretion

When using the readability formula, consider making the following adjustments:

1. **Count easy compound sentences as two sentences.** (Easy compound sentences generally can be read as easily as two separate sentences, but when counted as one sentence the grade level is higher).
2. **Use your judgment in determining "hard words."** For example, a commonly used word such as "television" or "automobile" might not need to be counted.
3. **If the same "hard word" appears more than once** in a single sample, count it only once.

Note: The authors of the formula did not recommend the adjustments suggested; however, applying some flexibility to the formula gives a more realistic picture of the readability of many books.

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121

Practice Sheet for Handwriting

D'Nealian™ Manuscript Alphabet

a b c d e f g h i j k l m
n o p q r s t u v w x y z
A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

D'Nealian™ Cursive Alphabet

a b c d e f g h i j k l m
n o p q r s t u v w x y z
A B C D E F G H I
J K L M N O P Q
R S T U V W X Y Z

D'Nealian™ Numbers

0 1 2 3 4 5 6 7 8 9

Ideas for Materials and Resources

There are many supplementary materials and resources that the tutor can use in tutoring sessions. Below is a list of **excellent sources** which are **easy to utilize!**

- ✓ The Student's Past Experiences

- ✓ Library

- ✓ Library Collection for **Adult** Learners

- ✓ Newspapers

- ✓ Magazines

- ✓ Catalogs

- ✓ Quotations, Phrases, Sayings

- ✓ Graphs/Charts

- ✓ Reference Materials - Dictionary, Thesaurus, Encyclopedia, Almanac, Atlas

- ✓ Books on Tape

- ✓ Recorded Passages - These can be done by the tutor, the student, or both.

- ✓ Literature in its Original Form

- ✓ Computers

- ✓ Computer Programs (check with either literacy office for suggestions)

- ✓ Life Skills - Checkbook, Budgets, Resumes, Job Applications, Interview, Letters,

- ✓ Shopping Lists, Recipes, Medicine Bottles, Rules of the Road.

- ✓ *Tutor*

- ✓ Staff Support Person

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123