ABSTRACT
         This literacy program guidebook contains specific
information for use by volunteer tutors involved in an adult literacy
project in Ottawa, Canada, as well as general information on reading
instruction techniques, literacy skills, literacy curricula, and
resource materials. The origins, objectives, structure, and
operations of the Ottawa program entitled "People, Words, and Change"
are outlined. A section devoted to volunteer preparation includes a
fact sheet and thoughts on adult learning and literacy. Lesson plans,
instructional materials, activities, informal reading skill
inventories, and basic teaching principles are discussed in a unit on
the first lesson. Sight vocabulary, word patterns, phonics,
structural analysis, context clues, and language experience are
covered in a unit on reading instruction techniques. Topics examined
in a unit on literacy skills include recreational reading, study
skills, oral reading, handwriting, spelling, grammar, numerical
skills, and functional reading. Curriculum selection and organization
are described. A discussion of commercial and non-commercial
materials is provided. Appendixes include vocabulary lists, a sample
self-evaluation, and lists of common reading difficulties and
external literacy and related-area contacts. (MN)

People, Words and Change

Literacy Volunteer Handbook

Community Project

Sponsored by

Algonquin College

Continuing Education

Judith Bernstein
Volunteer
People, Words and Change
March, 1980

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I N D E X

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I N D E X

* * * *

A Word on the Development of the

Literacy Volunteer Handbook ...

This document has been designed to help answer
some of the questions and meet some of the needs of
the literacy volunteers involved in the adult literacy
project, People, Words and Change.

Common problems and concerns expressed by the
literacy volunteers of this project have determined
the content and emphasis of this handbook. Feedback
was received from volunteers, learners, members of the
resource group, and members of the operations team by
means of written questionnaires, and shared discussions.

While working as a literacy volunteer for a year,
I began collecting materials and tracking down resources.
Monthly volunteer meetings led by resource persons soon
confirmed my suspicion that many other volunteers were
searching out similar information. A common need for
centralized materials, book lists and resource infor-
mation was expressed. With the unfailing encouragement
and support of the operations team and the academic
backing of the Reading Department of McGill University

who agreed to credit the handbook as part of my requirements for the Masters in Education Program, the handbook project became a working reality.

The philosophy outlined and practised by the originators of the project has been to place the trust and responsibility for determining the nature of the interaction and reading instruction on the volunteer / learner team. Resource persons and assistance are readily available at all times in the 'form of materials, training seminars and specific expertise, yet, in actual fact, the volunteer / learner teams shape their own programs to reflect their particular needs and interests. The project's flexibility is a reflection of its awareness fo the uniqueness of each learning situation and the particular dynamics of each learner / volunteer relationship.

It is the intent of this handbook to reflect this philosophy and encourage the development of flexible, individually designed programs. It is my hope that this handbook will serve as a springboard for creating and extending ideas as well as a resource book through which the volunteer can explore avenues of information that answer his / her particular needs and interests. The handbook does not describe or cover all applicable programs, materials and reading techniques, however

there should be enough for a starting point! The
intent is to help expand the possible directions one
might take by describing several possibilities rather
than confining the interaction by advocating one
program, technique or methodology.

Although this handbook was designed specifically
for the volunteers of the People, Words and Change
project, readers are encouraged to use and duplicate it
in its entirely or any parts desired. Copies will be
available as long as funding exists otherwise a minimal
charge covering reproduction and mailing might have to
be expected.

Write to: People, Words and Change

124 O'Connor St.;

Fifth Floor

Ottawa, Ontario

Hopefully, at a future date the handbook will be
revised and updated. Mail comments, suggestions and
criticisms as well to the above address.

Judith Bernstein

ORIGINS AND OBJECTIVES OF 'PEOPLE, WORDS AND CHANGE'

ORIGINS

The project, People, Words and Change originated as a
response from Algonquin College, a community college based
in Ottawa, to the identified need for a literacy program in
the area. During the winter of 1978 representatives from
a variety of related sectors of the college met with
resource persons from the Movement for Canadian Literacy
and the Ministry of Education, province of Quebec and,
confirmed the problem of illiteracy and the need for action
in our area. Audrey Thomas; _Canadian adult basic education and_
literacy activities. 1976
identified the problem in Canada. Personal requests for
assistance to the college from illiterates augmented by the
local response to media coverage (the Fifth Estate, CBC,
Jan, 1978), further reinforced the need for action.

A work team was appointed consisting of members of the
various sectors of the college. This work team recommended
the formation of an operation-research team, consisting of
college personnel drawn from the Continuing Education
Division, to carry out the literacy project.

PURPOSE

To establish a variety of educational models for adult
illiterates through the training of volunteer tutors.

OBJECTIVES

- To maintain accountability to the adult illiterate
  population of Ottawa

- To determine the degree to which illiteracy is a
  problem in the Ottawa area

- To discover what literacy activities already exist
  in the area.

- To coordinate and augment these activities

- To support a continuous system of volunteers in
  French and English who assist the adult learner with
  reading and writing.

(adapted from a document prepared by Marie-Paule Mattice
in July 1979. Marie-Paule Mattice was coordinator of
People, Words and Change 1978/1979.)

STRUCTURE AND OPERATION OF PEOPLE, WORDS AND CHANGE

PROJECT OUTLINE

People, Words and Change is the resulting Algonquin based project, begun in 1978. A network of volunteers was drawn from the community to work on a one-to-one basis with learners. Initial contact with the project was made by calling a full-time coordinator at the project's central office. The coordinator would then process the request by matching the volunteer and learner together. The logistics of the learning situation (location, time, frequency, learning objectives) are determined between the volunteer and the learner. The cost to both learner and volunteer is minimal, limiting itself to workbooks and writing material. Training workshops and resource personnel and materials were provided to the volunteers by the operations team.

MODEL OF OPERATIONAL STRUCTURE
OF PEOPLE, WORDS AND CHANGE

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+-----------------------------------+
|                                   |
|         L E A R N E R S           |
|                                   |
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                 ↕

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|                                   |
|       V O L U N T E E R S         |
|                                   |
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+-----------------------------------+
|                                   |
|   O P E R A T I O N S '   T E A M |
|                                   |
|   (COORDINATOR, RESOURCE PERSONS) |
|                                   |
+-----------------------------------+
```
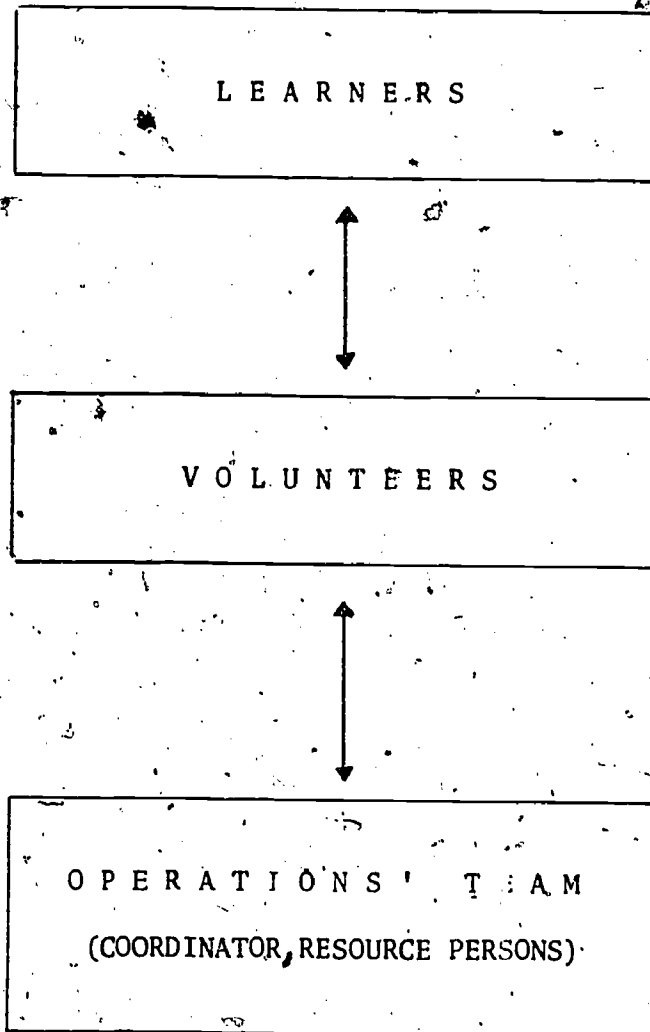
Initial phase being funded by Continuing Education,
Algonquin College., now operated by A. I. E.

Explanation of Structural Model

1. The learner makes his own request directly to the office.

2. The volunteer offers his/her services via the central offices.

3. The central office is operated by a full time coordinator who receives the calls and matches learners and volunteers together.

4. The operations team, consisting of two Algonquin based staff and the coordinator, provides to the program, both technical and administrative support. The operations team assumes responsibility for volunteer and learner recruitment, publicity, collection of resource materials and overall supervision of the project. They answer financially to the college administrator of ABE (Adult Basic Education Division of Continuing Education and Community Development). The influence of the operations team is felt at all levels of the structural model. They function in an advisory capacity, in an administrative capacity and as resource leaders.

5. Workshop leaders or resource leaders may consist of members of the operations team as well as qualified individuals who are interested in sharing their expertise with the volunteers either though organized training workshops or monthly volunteer information-sharing meetings.

Explanation of Structural Model (Cont'd)

6. The volunteer and learner once matched are responsible

for arranging location, time and personal learning

objectives. They may request assistance at any time.

Program Operation

(a) Services

Office hours (meaning the office is open to anyone)

are between 9:00 a.m. - 4:00 p.m., fifth floor. Arrangements

can be easily made with the coordinator for a more appropriate

time should the need arise.

Maurice Taylor - People, Words and Change Literacy Project,

Continuing Education Division,

124 O'Connor Street, Fifth Floor (235-0703)

(b) Daily Operation

Once a request is made (by phone or in person) an

information sheet is filled out for the person making the

request. This form is regarded as confidential and therefore

is not circulated to outside parties.

(c) Criteria of Acceptance

Volunteers - to accept a volunteer in the program he/she must:

- Be able to meet a minimum time commitment of

eight six consecutive months

(c) Criteria of Acceptance (Cont'd)

Volunteers (Cont'd)

- Be able to provide at least two hours a week
  to their assigned learner

- Have a genuine interest in people

- Be able to read and write themselves

- Accept the fact that the learner is our first
  consideration

Learners - to accept a learner in the program he/she must:

- Initiate the call themselves

- Be able to communicate in the English or French
  language

- Be able to meet two hours a week

(d) Matching

When matching the volunteer and the learner together, the
following factors are taken into account:

- Geographical Area - the usual procedure is, when possible to
  assign a learner to a volunteer in their own area.

- Availability - assignments are made dependent on when they can
  meet.   (mornings, afternoon or nights)

- Transportation - to minimize cost to both parties, car and bus
  costs are considered and attempts are made to assign
  individuals to parties living close by - if possible.

(d) Matching (Cont'd)

- <u>Person Requested</u> - each party can request the type of person preferred such as male or female, younger or older.

- <u>Interests and Goals</u> - of the learner

- <u>Level of Literacy</u>

- <u>Expressed Individual Needs</u>

- <u>Area of Volunteer Interest</u>

- Type of <u>Support</u> system necessary.

<u>CONTACTS WITHIN THE PROJECT OPERATIONS TEAM</u>

1. Louise Harris   - 731-7193

2. Bernice Plath   - 237-9416

3. Maurice Taylor - 235-0703

VOLUNTEER PREPARATION

FACT SHEET ON ILLITERACY IN CANADA

UNESCO A person is literate when he/she has acquired the
        knowledge and skills to enable him/her to engage
        in all those activities (for which literacy is
        essential) for effective functioning in his/her
        group or community.

Functional illiteracy is acknowledged as less than eight
years of schooling. (in a print oriented society -UNESCO)

According to the 1971 Canadian census
937,000 Canadians, or 7.1% of the out-of-school population
not then attending school, remained with less than grade
nine education.

The highest percentage of functional illiteracy is found
among native people, Indian and Inuit (66.6%)
37 out of 100 persons have completed less than grade nine,
and 7 out of that 37 have less than grade five education.

Where does illiteracy exist in Canada?
(as % of total Canadian illiterates)   (as % of provincial
population over 15/out of school)

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Quebec	35.5%	45.5%
Ontario	31.6%	29.9%
4 Western Provinces	22.1%	30.2%
Atlantic Provinces	10.6%	35
Territories	.2%	51
	100.0%	

Both men and women have reading and writing problems.

The largest group with reading and writing problems fall in the 45-64 age group, but 350,000 people between 15-24 also have a problem.

MYTH: The majority of functionally illiterate people are immigrants.

REALITY: 3 out of 4 functionally illiterate persons in this country are Canadian born.

MYTH: Illiteracy is a "rural" problem.

REALITY: 70% of Canadian illiteracy is urban.

Frontier College, 1978

SOME THOUGHT ON ADULT LEARNING AND LITERACY,

AND POSSIBLE PHYCHOLOGICAL AND EMOTIONAL CONSIDERATIONS

1. The learning process of adults differs from that of children. "Childhood education is oriented toward the future. Literacy education is oriented toward the present." (Smith, 1970)

2. Literacy education may include the undoing of incorrect learning patterns, of rigid habit patterns, and of myths about reading.

3. Non-readers are experts at failure but need practice at realizing success. Anticipate poor self-concept, sensitivity to crit cism and fear of error. The personalities, attitudes and behavior of non-readers are affected by their failure to achieve the values and goals they desire. The effect of constant past failure may be to stifle initiative producing lethargy and despair. Other reactions may include hostility and suspicion, defensiveness and reticence.

4. Learning does not occur in a graph-like linear fashion. The learner processes new information "in spurts and leaps". There will be plateaus, and times of regression. The major trend is forward. Everyone wants to learn. (Dr. Marsha Forest, 1978)

5. Non-readers compensate for their reading deficiencies
   by developing keen listening, observation and memory
   skills. They are often so clever at hiding their
   inability to read "I forgot my glasses" that even
   close family and friends are unaware. For this
   reason they are reluctant to take advantage of tutoring
   opportunities.

6. Written language has become an essential aspect of
   our society. Illiterate members of our society have
   developed a number of personal relationships, and
   behavior patterns by a means of which they may function
   without written language. In providing them with the
   skills to unlock written language, he volunteer is as
   well initiating a process of inevitable change in the
   lifestyle of the learner. Relationships based on a
   dependency will change as the learner discovers his
   new independence. The benefits and rewards of factors
   such as a broader job choice are obvious, but there
   may follow as well, considerable emotional stress as
   life patterns are literally re-structured.

Beginning anything new often incurs a certain degree of anxiety. We have come to look upon anxiety negatively due to the medical implications of stress on heart disease and other psychosomatic ailments. At the other end of the spectrum, educational psychologists have stated that a certain degree of tension or anxiety is essential to motivation and positive action. As with so many other things in life, we have to aim towards striking a balance. This entails knowing ourselves and our work habits and limitations that we may create or strive towards our own most comfortable and therefore effective learning and teaching atmosphere.

Hopefully each of you will take what you need from the following information.

Those of you who feel adult literacy is a 'light' field, start your reading exploration with Freire (see 8 Key Books, Page 15). This should increase the tension slightly! Those who feel overwhelmed and in awe of the 'teaching' aspect of the work begin with Dr. Marsha Forest or Herbert Kohl, who states in Reading, How To, p. 7,

> "All of us, from the very youngest children to
> the oldest members of our cultures should come
> to realize our own potential as teacher ...
>
> The process of 'professionalizing' ignorance
> is very common in our cultures...."

Remember these people did not learn under the tutelage of professionals. An experience with someone who is sensitive to their particular needs and open and aware enough to provide alternative channels or learning may succeed where others have failed. Are e lowering anxiety levels? If you think you are anxious, imagine what it must be like for your learner who has experienced nothing but frustration and failure in the learning situation.

This section of the handbook, is for you, the tutor We will discuss anxiety reduction of the learner when we plan Lesson No. 1.

Two basic preparatory activities are suggested in this section, directed at the tutor, anxious to begin. Firstly the exercise of Self-Evaluation. Take his time to reflect upon yourself, to question and understand your motives in becoming involved in a program of this nature. Look at your personal learning and teaching experiences, the highs and the lows. What did they teach you about yourself, your learning style, your limitations? Try to relive again the highs of success and the pain and despair of failure, always asking yourself what you learned from the total experience. Check unspoken goals, attitudes and prejudices.

Clear awareness of yourself can only facilitate your future actions, and more specifically your relationship with your learner. To follow are several types of self-evaluation questionnaires. Some have been used in this program at various times, others have been selected from books and other programs. Use them merely as guides for your personal reflection.

The additional activity suggested at this stage of preparation is Reading! Unit VIII contains various bibliographies of well recommended resource books.

The eight books to follow were selected to provide inspiration, practical information, and of course pleasure. Each is very special in a different way. All have been highly recommended by a variety of people involved in the teaching and the field of literacy. Brief content descriptions have been provided to help you select according to your needs and interests.

8 KEY BOOKS

Available At:

    Algonquin College Library (Woodroffe Campus)

    Ottawa Public Library (Main Branch)

    Large Downtown Bookstores

    University of Ottawa Library (Morissette Branch) 65 Hasty

    *Resource Centre - People, Words and Change (124 O'Connor

     Street 5th floor)

ASHTON-WARNER, Sylvia, Teacher N.Y.

    SIMON and SHUSTER, 1963

    - a description of the author's personal experience

    teaching Maori children. She was obliged to

    develop techniques to suit the culture of her

    student as western methodology and materials would

    not work. This work is a celebration of learning

    as well as an inspiration to all who aspire to teach.

    Her basic ideas and approach can be useful in all

    teaching situations.

COLVIN, Ruth J., ROOT, Jane H., Tutor

    Techniques Used in the Teaching of Reading. A Handbook

    for teaching Basic Reading to adults and teenagers.

    Published by L.V.A. Inc Syracuse N.Y. 1976

COLVIN, Ruth J., ROOT, Jane H., Tutor (Cont'd)

- This handbook has been written specifically to assist

in a volunteer tutoring program. It provides a very

practical "How To" source of information on topics

such as evaluation, instructional methods, materials,

and includes an excellent appendix.

FADER, Daniel, The New Hooked on Books, N.Y.

- Berkely Publishing Corp., 1976

- Fader describes his personal experience as an English

teacher in a training school for teenage boys. The

program which evolved reflects the specific needs and

interests of this group. The philosophy and approach

can be applied to many teaching situations.

*FOREST Dr. Marsha. Learning and Teaching with Common Sense

Toronto: 1978

Frontier College, 31 Jackes Ave., (15 pages)

- The only thing better than reading this booklet would

be to meet and speak with Dr. Forest, herself. This

15 page booklet, touching on attitudes towards learning

and teaching, very helpful advice for beginners as well

as suggested readings. Read this one first!

FREIRE, Paulo, <u>Pedagogy of the Oppressed</u> N.Y.

    Herder and Herder, 1971

    -A socio-economic, cultural and political perspective of

    literacy. Freire believes that literacy education is a

    freedom, a liberating right. Attaining this right can

    change a person's self-concept and give him the power

    to change his social condition. This book is not

    'light' reading but will provide an understanding of

    the broader implications of literacy training and the

    enormous possibilities for change becoming literate

    initiates.

KOHL, Herbert, <u>On Teaching</u>,

    Bantam Books, N.Y., 1976

    - Readable, basic teaching philosophy presented with

    examples of how to put it to use.

KOHL, Herbert, <u>Reading, How To</u>, N.Y.

    Bantam Books, 1973

    - A practical, common-sense approach to reading

    instruction. "Anyone who can read this book can teach

    someone else to read!", Dr. Marsha Forest.

SMITH, Carl Bernard, <u>Getting People To Read: Volunteer</u>

    <u>Programs That Work</u>. N.Y. Delacorte, 1973

    - This book comes highly recommended by a number of

    people who used it as a guide in numerous volunteer

    reading programs.

SELF-EVALUATION QUESTIONNAIRES

Appendix D, P.171 contains sample self-
evaluation questionnaires. Read through them
and use them to reflect upon your own
experiences, approaches and attitudes about
reading. It is helpful, initially to think
through these questions privately. Monthly
volunteer group meetings will provide the
oppportunity, if desired, to share these
ideas and experiences with others.

UNIT IV

LESSON 1

You are about to meet your learner for the first time.
Other than the brief telephone conversation arranging time
and place, you have had no contact. You have never done
anything like this before and have no formal program or
structured material to rely on. Now, if you feel you have
cause for at least a slight case of nerves, empathize with
your learner, facing the identical situation. Your learner
associates the forthcoming situation, with a probable history
of frustration and failure. He/she has admitted to you, a
stranger, a personal problem that has been covered up from
most others.

It is fairly obvious now, that this first encounter is
not an easy one for everyone involved. So much is at stake.
Almost every new literacy volunteer has pondered over and
expressed concern over this initial meeting. What follows
will be a description of a possible attitude and approach to
this critical and inevitable situation. There will always be
a Lesson 1, the first day of a new job, the first day of
school and the first time you drive a car yourself. There
are as many ways to approach these situations as there are

LESSON 1 (Cont'd)

people to create them. Feel free to modify, adapt, attempt
or omit. Select the course of action that suits your style
and philosophy. The sincerity and concern that you will
communicate to your learner will open the doors to the
interaction that follows.

I PLAN

A Define your goals for <u>Lesson 1</u>. What do you want to
   happen in this session?

B Priorize them. What's the most important thing that
   I want to happen?

C Select activities that reflect your goals.

D Divide up the time alloted to each activity to reflect
   your priorities.

GOALS

A My personal goals for <u>Lesson 1</u> as a new volunteer were to:

   1. Begin the development of a comfortable working
      relationship, a confidence building relationship.

   2. Explore personal interests.

   3. Teach my learner something new about reading, even
      one tiny new fact - each session, including the first.

   4. Discover what I could about his/her learning style.

   5. Discover what I could about his/her existing reading
      skills.

B PRIORITIES

The priorities I selected for Lesson 1 were not
necessarily the same priorities that followed in
succeeding lessons. Developing rapport in Lesson 1
is necessary for all future interactions and therefore
has been emphasized at this time.

C ACTIVITIES

I did not want a rigid lesson plan as I had no idea
what the learner's needs, skills or interests were. I
selected a variety of activities (to be described further
on) that were broad in scope, flexible and portable! (see
Grab Bag).

D TIME ALLOTMENT

Priority no. 1, as reflected in how I ordered my goals,
was the development of a comfortable working relationship.
My materials would include, a comfortable chair, conversation
and a cup of tea! Out of a possible two hour session, I felt
O.K. about devoting 45 minutes to one hour or even longer if it
felt comfortable, to friendly conversation.

II MATERIALS

(The Grab Bag)

I gleaned one useful survival tool as a supply teacher,
and that was the Grab Bag. It proved invaluable to my
literacy volunteer effort as well.

II MATERIALS (Cont'd)

The purpose of the <u>Grab Bag</u> is to prepare you for ALL situations - or as many as you can anticipate! It is limited by what you can carry! So one is forced to be efficient and selective.

Some Suggestions:

- magazines with interesting pictures

- comics (Saturday newspaper inserts are fine!)

- T.V. Guide

- a newspaper

- Catalogues

- scissors

- tape

- scrap book

- ruler

- index cards (good flashcards!)

- a favorite poetry book or joke book or crossword puzzle book.

- etc. etc. etc.

A WORD ABOUT TESTS

Excluded from the grab bag were diagnostic tests and commercial work sheets. These items could be useful but should be used with sensitivity and discretion. Discussion with fellow volunteers and resource persons is encouraged. Commercial tests and inventories will be discussed at greater length further on. The majority of adult illiterates have experienced failure and frustration during the course of their formal educational history and tests and 'school-like' materials may recall these negative times. One of the first things the tutor has to work on is the nurturing of a positive self-image. This in itself can be an awesome task. Confidence grows though the experience of personal success. You are trying to provide a new and different learning experience. You may be covering the same basic reading skills but hopefully with a sensitivity to the delicate and specific needs of the adult learner. Use a learning structure founded on the learner's success, building on what the learner already knows, assist the learner to build a solid foundation upon which he can confidently rest his new knowledge. You can't go wrong.

III ACTIVITIES

(Opening the Grab Bag)

The advantage the grab bag provides especially during the initial lesson is that it permits a flexible session. What happens can be entirely dependant on the mutual interests of the tutor and learner. As long as your goals are clear, the contents of the bag are mere tools or facilitators. The following are some examples of how this 'Grab Bag' can be used. The learning environment is part of the 'Grab Bag'. Exploit it to its fullest. The learning possibilities in a home are so much richer than in an institution, limited by finite materials and four walls.

1. Expressed interest COOKING?

- Look at today's recipes in the newspaper. Begin a FOOD dictionary in a scrapbook or notebook. Record names of food alphabetically with corresponding illustrations taken from food ads or sketches. This will provide excellent phonics material (initial consonants, etc.) as well as demonstrate alphabetizing and alphabet practice.

-Have the student dictate to you, a favorite recipe. Record it in the manner of a published recipe. Practice reading it. Use it as you would an experience story. (see unit V). Cut up sentences to re-order. Add new vocabulary to a word dictionary. Match words to sentences.

- 25 -

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1.   Expressed Interest COOKING! Cont'd)

-Practice reading recipes and try them out together. Spend

an entire session or two cooking. You are covering

innumerable skills, measurement, reading, following

directions - to name but a few!

    This topic alone will provide bountiful material for

reading instruction. Shopping lists can be created and

mathematical skills practiced by comparing competitive

shopping ads. Phonics skills can be illustrated using the

food vocabulary as a word bank as well as the reinforcement

of an obvious survival skill that is relevant, useful and

critical to the independence of adults.

2.   Was FAMILY a strong factor in the learners life?

- Haul out the Family Albums. Did you include any

photographs of your own crew in the Grab Bag? Label them.

Record humorous stories about them, brief biographies

or family secrets - whatever happens! Use the single

names, brief phrases or short sentences as your initial

reading material. Can you imagine a more meaningful

story or vocabulary base for a learner than the names

of his/her own family and description of personal events

in his/her own life?

- Develop in further lessons:

    - family tree

    - telephone directory with names, phone numbers and

      addresses of relatives and friends, etc

    - biography book of family and friends, etc.

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3. Favorite POSSESSIONS?

-Assuming you are working in the learner's home, did your chat turn up any hobbies? Have you noticed any interesting objects? Write the dictated story, describing the object. Use these stories as content material for the reading instruction, (language experience, page 69) to follow. Save them and date them. Re-read them and re-copy. Cut-up, re-order sentences, teach grammar from your learner's written words. Form spelling lists from the learner's vocabulary as dictated in these stories. If it's possible, - label objects in the house and leave them up until mastered.

4. T.V.?

-Television, for obvious reasons is a favorite source of entertainment and information for the non-reader. Look at the T.V. listings in your newspaper and find the titles of favorite programs and record them on flash cards. Study how the listings work. - Learn the days of the week, times and channels. Adult learners will have at least the concept of numbers. T.V. listings will provide reading material that you can work on utilizing skills and information that the adult learner already possesses in varying capacities. You are providing the learner with a very specific tool, the ability to locate his information or entertainment more efficiently.

5. Sports?

-Take the sports section of the newspaper out of your
Grab Bag. Use photographs, headings and captions.
Select words and names of interest to create a personal
vocabulary which you can later apply to other skills you
may wish to work on.

6. Your initial conversation period fizzled out. You
know little more about your learner than when you
initially rang the doorbell. Try this ten minute plus,
activity. I found it very successful during <u>Lesson 1</u>
with a learner who was painfully shy.

N.B. - you do this together!

    (a) Pull two magazines or catalogues out of the
        Grab Bag

3 min (b) You each have 3 minutes to tear out
        (no scissors) pictures of whatever catches
        your interest. Don't bother about reasons at
        this point.

2 min (c) Take two additional minutes to tape your
        pictures (collage style, supe imposed) onto a
        paper and number each picture

3 min (d) On the back of the background paper, beside its
        corresponding number, write a brief phase or
        sentence explaining why you think you selected
        each picture. Your learner can dictate to you.

Results can be most entertaining!

Interesting facts are bound to turn up. Even if they
don't, you have five or six phrases to start reading with!
This activity can be fanciful, humorous or very 'heavy'.
Enjoy!

You now have an idea of some of the directions this
first encounter can lead you into, providing you are open
to the possibilities. A few last hints and then you're
on your own.

1. The Grab Bag will help the volunteer feel prepared and
therefore more secure. The contents of Grab Bags will and
should differ from volunteer to volunteer, from lesson to
lesson. They will initially reflect the volunteer's
interests and goals. Later on, as the interests and goals,
and strengths of the learner reveal themselves, the
contents of the 'Bag' will grow to reflect the learner's.
Arrive, relinquish your materials, head for a comfortable
chair, enjoy a cup of tea and take the time to talk to
each other. The adult learner will be as impatient to
start as you are, but it is critical to get going on the
right track, or as close to it as you can get. Take the
time to verbally explore your worlds, to start building
a trusting, supportive working relationship. Not only

are you setting up the foundation of your learning relation-
ship at this time but you are also doing wonderful things
(hopefully) towards the reduction of anxiety levels and
collecting priceless clues which will help you develop a
relevant and personally tailored curriculum.

2. An excellent, and well-proven educational goal is to
aim towards leaving your student(s) with at least 1 new
piece of knowledge each time. The magnitude of this know-
ledge is not essential, what counts is the feeling of
accomplishment and progress your learner feels at the end
of each session. Concrete evidence of personal progress
will be a key element towards your learner's development
of self-esteem and subsequent success.

3. Record progress and growth. Verbal praise is worthwhile,
but remember you are dealing with seasoned failures, who
are distrustful of effusive praise when they remember too
clearly their vivid past histories of failure. Keep a
concrete visual record of growth. Save stories. Keep
cumulative word lists. Watch spelling file cards grow,
plot graphs. Visible evidence of learning is worth a
thousand of your words!

4. Try keeping a diary or record of your sessions. This
will provide you with a linear picture of where you have
been. Hopefully this perspective will help you determine
where you are going! It is also most useful in planning
for the review and repetition that is so critical to the
learning process. I also included in the diary, samples of
students' work that I felt to be significant in some way.
Flipping back occasionally, exposed ongoing problems
and progress.

P. S. After Lesson 1 you will probably begin an ongoing
battle with the clock as you will find that you
have too much to work on and too little time.

PURPOSE:

- To discover areas of strength and weakness

- To determine a starting point

- To identify reading levels suited to different

    activities.

METHOD: (Otto and Ford, 1976)

- Choose selections from adult materials at progressive

    levels of reading difficulty. Vary lengths of

    selections from a few sentences at the beginning

    level to about 100 words at the most difficult level.

    Reading may be silent or oral. Oral reading provides

more clues about word attack skills. However, comprehension

is more valid after an intitial silent reading attempt.

    The informal inventory should not resemble a test.

It is administered as an informal 'reading together'

activity. It is also to be given individually.

    A code or checklist can be developed for recording

reading errors.

FOR EXAMPLE:

CODE	CHECKLIST	
R (bd) = reversal, confuses b,d	word by word reading	_____
∅ = does not use context clues	no phrasing	_____
e = leaves off word endings	repetition	_____
mis = mispronunciation	poor recall of details	_____
^ = adds words or letters	poor recall of main idea	_____
✓ = hesitation	poor recall of sequence	_____
P = ignores punctuation		
◡ = pupil corrected		

RESULTS:

We read at different levels of difficulty depending on
on the purpose of our reading - pleasure, mental
challenge, information (newspaper), instruction (course
texts). A guide towards selecting appropriate levels
of difficulty of reading material for specific types of.
reading activities follows:

1. Independent Level (Independent Practice)

   - This is the level at which the student can read on
     his/her own with a minimum of errors

2. Instructional Level (work with tutor assistance)

   - The student should be able to understand and read
     independently roughly 75% of this material.
     Material used for instruction with the tutor should
     be at this level.

3. Frustration Level

   - This material is too difficult for the reader to
     work on independently or with a tutor.

4. Hearing Capacity Level (recorded or orally read material
                            by the tutor)

   - This level of reading material includes selections
     that the learner can comprehend if read orally by the
     tutor. The learner does not as yet have the word
     analysis skills to handle this material independently.

ADDITIONAL READING LEVEL PLACEMENT TECHNIQUES

1. Graded Word Lists.

   -- This consists of 11 lists of 10 words each. Each

   list consists of words taken randomly from basal

   reader glossaries at specific levels of difficulty..

   The learner merely reads through the lists (or reads

   groups of flash cards). This procedure can determine.

   a reading level as well as detect errors in word

   analysis. Copies of these lists are available at

   the Downtown Office, 124 O'Connor St. Fifth floor.

   see (La Pray and Ross, Graded Word List, 1969 in

   reference list)

2. Standardized Tests

   - These consist of graded paragraphs which the learner is

   asked to read. The number of errors made in a

   selection determines a reading level. Errors in word

   analysis can also be detected and recorded. (Gilmore

   Oral Reading Test, Gray Oral Reading Test)

3. Readibility Tests

   - These techniques help one determine the level (if

   unknown) of a selection of reading material. For

   Tutor use - Dolch, Flesh, Fry -. (Edward B. Fry, 1969)

3. Readibility Tests (Cont'd)

For <u>Student</u> use - <u>The Greasy Finger Test!</u> - Have
the student turn to any page of a reading selection
and begin to read using one hand, place one finger
at a time on any unknown word. If fingers are used
up before reaching the end of the page (five unknowns!)
the material can be then assumed to be too difficult
to be read independently.

The preceding were descriptions of a variety of
reading placement procedures. For the most part,
simply reading together, informally, with your learner,
noting recurrent difficulties, will suffice. Simply
provide yourself with a few short selections of
varying difficulty.

Attached are some techniques that can be used to determine

where the learner is at with regard to reading, writing and

speaking skills. They can be used initially, to find out

where the learner should start, and, as well, they can be used

periodically to gauge the learner's progress.

Learning to read is a highly personal activity - it is not neutral. One readily available source of material which should not be overlooked is the student's own experience. Adult learners have a wealth of life experiences to share, they have ideas to float, they have opinions to express.

It is therefore important for a learner to get his/her ideas on paper and see them properly written.

As well, this sort of exercise helps demystify the whole process of reading - it should become as natural as speaking.

Ask the student to think of a word that is really important to him/her.

Discuss the word and its meaning in general.

Then, generate two (one, three?) sentences around that word that will express something of real importance to the student.

Practise reading the sentences.

Practise writing (printing) the sentences.

Other alternatives:

- pick out two or three words that could be learned for

  spelling.

- pick out two or three <u>sounds</u> (e.g. a vowel sound or an

  initial consonant sound)

- have the student keep the sentences; take them home;

  discuss them with others if they wish; then build on them

  if they have new ideas to add on.

With this method, the student's work should be kept and used

as reading and spelling material over a period of weeks.

This oral survey should provide useful information about your student for you. Please explain that you want to provide materials that will be both helpful and interesting as your student gains skill in reading.

PLEASE ASK YOUR STUDENT THE FOLLOWING QUESTIONS AND WRITE DOWN EXACTLY WHAT YOUR STUDENT SAYS:

1. "Why did you decide to take these lessons?"

_____

_____

_____

2. "Name three things you would like to be able to read."

_____

_____

_____

3. "Name three things you would like to be able to write."

_____

_____

_____

Survey developed by Marti Lane, Lutheran Church Women
6/79

Chester County Library Literacy Program

West Chester, Pa. 19380

4. "Which of the following subjects would you like to read about _now_?"

   (read the entire list to your student and check all that apply)

__ religion	__ shopping	__ buying a car
__ how to get a job	__ driver's license	__ raising children
__ music	__ schools & colleges	__ legal rights
__ banking	__ family living	__ laws
__ famous people	__ U.S. history & culture	__ Canadian government
__ poetry	__ Canadian hist. & culture	__ how to study
__ plays	__ credit cards	__ how to take tests
__ housing	__ citizenships	__ how to use a library
__ how to get along with people	__ how to vote	__ income taxes
__ health	__ farming	__ family planning
__ cooking	__ gardening	__ community services
__ sewing	__ canning	__ nutrition
__ cars	__ hobbies	__ social security
__ sports	__ art	__ medicare
__ first aid	__ buying a house	__ insurance
__	__ maps	__ other

5. "How did you first hear about this program and that you could be tutored?"

   _____

   _____

Rather than using a formally-designed diagnostic test at
first, you might want to discuss some points with the learner.
Having a conversation will give you an opportunity to get to
know the learner, and, equally important, to let him/her get
to know you. Remember that once you become comfortable with
each other, the process will become easier. You might ask the
learner:

1) Are you interested in sports, hobbies, travel, etc.?

2) Why do you want to improve your reading and writing?

3) What work experiences have you had?

4) When did you go to school? (and, if appropriate, what
   language did you learn in? what country did you live in?)

5) What have you ever read?

6) Can you read and write your name?

7) Do you know the alphabet?

8) Do you know the sounds the letters make?

The learner will probably have some questions to ask you too.

Along the same lines as the foregoing exercise, you may ask
the learner to dictate to you a brief story (a paragraph or
so) of his/her own. Print it out, rather than writing it.
Ask the student if he/she can read any of the words in the
story.
From this you will get an idea of the learner's reading
ability. You will also begin to find out about the sophis-
tication of his/her spoken language skills (e.g. spoken
language may be at a much more advanced level than read-
ing and writing skills).

Some possible developments of this exercise are:

- if the learner was able to read any of the words in the
  story, build word families (e.g. CAT - bat, mat, sat, Pat,
  hat, etc.)

- point out relationships between the sounds of the words
  (e.g. if the learner can read "pot", he/she can also read
  "top", since the sounds are the same)

- construct new sentences from the new words

- spell the words

- have the learner print or write the words

<div align="right">

'People, Words and Change'
Resource Centre

</div>

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Each lesson should provide opportunity to

A - DIAGNOSE

B - TEACH

C - REINFORCE

D - EVALUATE

A - DIAGNOSE

1. Find out what the learner already knows!

   Add new bricks of knowledge to a solid foundation

   of previously acquired knowledge. The learner has

   experienced failure with at least one educational

   process. Self-esteem and confidence are low. Begin

   by discovering the skills that have already been

   acquired. Even a 'non-reader' can read 'STOP', 'EXIT',

   'COCA-COLA', his/her name. Start with the known,

   venture out briefly at first into 'new territory'

   always returning to the comfort and security of the

   familiar. Using the learners own personal experiences,

   comfortable, low anxiety material -- develop through

   the Language Experience Technique (described in unit

   V) your reading core.

   Conversation, reading together and informal

   skill evaluation can help the tutor define the inter-

   ests and skills of the learner. Avoid formal testing.

Tests rekindle too many old feelings of failure and

frustration. In Section IV, pp. 32, informal evalu-

ation techniques are described. These techniques

can be used to help the volunteer pinpoint his/her

learner's specific areas of strength and/or weakness.

B - TEACH

2. Vary the length of time devoted to each activity

according to its difficulty. Insert activities

that require greater concentration between those

that require less. The learner I worked with agô-

nized over phonics. The brief phonics sessions

were scheduled early in the sessions, preceded by a

familiar warm-up activity and followed by a cup of

tea and scrabble game or selection of literature

read for pleasure to the learner.

3. Vary the mode of teaching. Use a variety of methods.

Address all five senses regularly. Some individuals

learn best by doing, others by listening and yet

others by watching. Maximize input by varying the

manner by which you send your message!

4. Keep body and mind alert. Change your working

environment whenever possible ard suitable. Meet

at the tutors home for a change or in the library.

Work in a different room or better yet, during
the course of the session spend part of the time
seated at desk or table, writing, then move to a
comfortable chair for reading or listening or per-
haps to the carpet for a scrabble game. Take a
walk to look at neighborhood street signs and store
fronts. Moving around keeps the body awake and
alert and hopefully the mind as well!.

5. Be a keen observer. Select your activities and pace
your lessons to suit the learning style of your
student. Use short units of work., varying the pace
to compliment the level of difficulty.

6. In selecting activities, skills to teach, and al-
lotting time to each of the above, consider first:
The average person's day is divided by the
following types of languaging activities --

    listening - 42%

    speaking - 32%

    reading - 15%

    writing - 11%   (Ulmer, 1972.)

7. <u>Use relevant content</u>

Relate, as closely as you can, the skills you choose to teach to the expressed needs and interests of the learner. Adults learn what they want to learn, when they want to learn it. They learn best if the material is taught shortly before it is used. The education of children is oriented towards the future. The education of adults is oriented toward the present, the immediate, NOW.

C - REINFORCE

8. Repeat and present new information in different forms. Review regularly and systematically.

D - EVALUATE

9. <u>Keep records</u>. The form of record keeping you select is entirely personal. Select something you feel comfortable with so that you will maintain them! Records can be formalized and detailed or kept as a journal or diary. Note: materials used and skills taught as well as observed reactions or any information that may help in future lesson planning.

Encourage your student to keep records as well.
These may consist of a dated scrapbook of written
stories arranged chronologically, a looseleaf
binder of dated work, dated tapes of oral reading,
handwriting samples, and/or simple bar or line
graphs of growing spelling or sight vocabulary
lists. Very little can offer as effective proof
to the learner about his/her personal progress
and success, as these cumulative records. Collect
and cherish the evidence that will facilitate
the development of new attitudes and confidence.

10. Expect the maximum from your learner. Keep your
goals high but realistic. Educational research
has demonstrated that students meet their teachers
expectations.

A final word:

Volunteers are encouraged to confer with their
colleagues and the literacy project's resource team
at all times.

In summary, the following are some candid observations
by a literacy volunteer:

Observations from an experience with illiteracy

- let the student set the pace and watch carefully for signs
  of discouragement or fatigue.

- Use words and pictures in every possible way because
  often this person is not in the habit of observing signs,
  newspaper, notices, or pictures. Students are often delighted at
  the discoveries they can make on their own

- important not to allow a dependency to develop. Keep en-
  couraging the student to try things on their own. i.e. a
  small shopping trip, a visit to the library, and using it
  independently. Planned trips or visits can result in the
  student meeting new people who are friendly and helpful,
  learning new things and gaining self confidence

- you are teaching someone to read and at the same time you
  are opening a new world to him

- the process may be slow and requires much patience on the
  part of the volunteer

- understand that the home situation may make it impossible
  for the student to have a quiet, private time for reading
  or homework of any kind

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- the weekends activities can be overwhelming (too little sleep, anxiety over the behaviour of someone in the family, too much work) and you may feel sometimes that progress is not being made

- taping some of your sessions and listening to them together can be very revealing to both the volunteer and the student

- there are probably many learning aids that are helpful. I found that my student was delighted to have for her own use a Pyramid Primary Dictionary at a grade 1-4 level. Keeping a scrapbook proved difficult because the children and/or the dog got at it.
  A black board is a great asset.

- My student has a small case in which she keeps her books and scribblers - hence they are safe

- the most successful book we have read together is Kureliks Prairie Winter, which has excellent pictures and which describes a style of country living which my student relates to very well

  i.c. "I remember that"
       "Gee, I didn't think anyone else ever had that kind of life" - meaning difficult
       "You mean he wrote a story about that - I should write a book too - the things I could tell - who'd ever believe it, eh?"

The success of this book, "Prairie Winter", though difficult
and slightly beyond her level, is that it is <u>real</u>.

- I haven't used any particular method because I feel they are
  too structured and too limiting. It is important to be
  open to any experience which can be used for learning. i.e.
  an ad. in the local newspaper concerning valentines, lead
  to a trip to the store, lead to finding and reading the
  valentines and hence to the first time ever buying and
  sending by mail, a valentine.

- the opportunities for learning are unlimited and there is
  no situation, too unimportant to be used as a learning ex-
  perience. Some of these people have been deprived for their
  entire lifetime, hence any new experience is very significant.
  They will share something with you, that might be too
  intimidating to face alone.

U N I T   V

READING INSTRUCTION TECHNIQUES

One of the aims of the volunteer should be to provide the new reader with as wide a variety of word unlocking (or decoding) techniques as possible. A broad spectrum of decoding tools are described in reading instruction texts, six of which will be discussed here. One tool is not necessarily more effective than another, however it may be more successful with a particular learner or in a specific reading situation. The volunteer should become knowledgeable of these techniques and to the degree that they can be comfortably and informally introduced into the reading experience at appropriate times, or when the nature of the question discussed suits a particular approach. For example if a new word is hoist and a known word is moist, word families and the initial consonant substitution method of decoding would apply.

The following reading techniques will be discussed in greater detail. More in-depth study can be found in any of the basic reading texts suggested in the bibliography.

A - Sight Vocabulary

B - Word Patterns (or Families)

C - Phonics

D - Structural Analysis

E - Context Clues

F - Language Experience

Every reader has used one or more of these decoding or word analysis techniques at different times. A 'well equipped' reader will be well practised and able to select the appropriate approach for each particular word analysis problem. The volunteer's task is to equip and familiarize the new reader with these word analysis techniques.

A SIGHT VOCABULARY

Sight vocabulary consists of lists of words or individual words on word cards, which the learner is expected to recognize on sight. No sounding or structural techniques are used. Practice is given towards instant recognition. The adult new reader is likely to have several 'sight words' already in his/her vocabulary. (EXIT, COCA-COLA, STOP, SALE, DANGER)

Advantages of this technique:

1. Many words must be learned as sight vocabulary as they are not phonically decodable. (aisle, answer, laughed)

2. Sight recognition of frequently appearing words in written material increases reading fluency. This, in

turn, will improve reading comprehension. It is suggested
that word lists such as those published by Dolch and
Kucera-Francis, (reprinted in Tutor, 1972, p. 77,) be
learned by this method. These are lists of words that
appear most frequently in writing. Lists of words with
irregular spelling and irregular phonic structures can
also be learned by this method. (list in Heilman, 1968,
p. 74)

3. A bank of sight words can provide the learner with a
   word base from which structural and phonic
   comparisons may be made.

Disadvantage

The most obvious disadvantage of sight reading as a
'method' is that it does not reinforce decoding a word by
sound or structure. The word configuration alone is
memorized.

THE SIGHT METHOD

- Select 10 words from word frequency lists, experience
  stories, personal interest or functional vocabulary
  banks and print each word on small pieces of cardboard.
  (flashcards)

- The learner reads the cards dividing them into known,
  unknown and doubtful piles. A file box can be used
  (recipe box size) with three labelled dividers and
  index cards to be used as flashcards. Known words can
  be filed alphabetically reinforcing alphabetizing
  skills and creating a retrievable word bank for the
  learner.

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- Select 5 words to teach each session from the <u>doubtful</u> pile.
- The volunteer presents one word at a time, using as many modes as necessary to teach it. Say the word, have the learner trace it or write it while saying it and/or provide a visual clue such as a picture.
- Mix a new card with 5 words from the <u>known</u> pile and ask the learner to read them.
- Repeat, review and reinforce using as many of the physical senses as possible.

B WORD PATTERNS OR FAMILIES

Words comprising word families or patterns have rhyming units composed of several letters which have the phonic sound. Word families can be effectively used for teaching common phonic elements in words. Developing word family lists by substituting initial consonants is an excellent vocabulary extension exercise.

e.g. hat   loon   mind
      mat   moon   kind
      flat   spoon   grind

Initial and final consonants as well as basic phonic structures can be taught effectively in patterns.

e.g. <u>b</u>in   ma<u>p</u>   <u>ow</u>l   b<u>oo</u>k   sch<u>oo</u>l
      <u>f</u>in   ma<u>t</u>   <u>f</u>owl   h<u>oo</u>k   f<u>oo</u>l
      <u>s</u>in   ma<u>n</u>   <u>sc</u>owl   c<u>oo</u>k   p<u>oo</u>l
      <u>t</u>in   ma<u>d</u>   <u>h</u>owl   l<u>oo</u>k   t<u>oo</u>l

A sequential development of word pattern lists is
available in _Tutor_ (Colvin and Root, 1972, p. 86-94).
An abbreviated form of patterns that can be developed
by the tutor and learner follows, illustrating basic
phonic structures.

Advantages

1. Unlimited possibility for vocabulary extension.

2. Good word attack tool. (e.g. known word night, new
   word fright, substitute initial consonants)

3. Otto and Ford, 1967, note that many functionally
   illiterate adults are able to convert single letters
   to sounds but have difficulty blending sounds into
   whole words. This frustration is continued by
   starting with word analysis techniques such as phonics.
   Word families provides an initial decoding tool without
   the sound blending skill demanded by phonics.

Disadvantages

1. Tendency not to sound but to rhyme words, thereby not
   reinforcing 'sounding' (phonic) techniques.

2. Possible confusion when words do not fit patterns
   although visually they may appear to.

   e.g.   foot   know

                 boot   cow

Add to the lists with your learner. Maintain cumulative
lists in a notebook, regularly adding new vocabulary.

WORD FAMILIES (or Patterns)

short a

```
-ab   -ad   -ag   -am   -an   -ap   -at
(cab) (bad) (bag) (tam) (can) (cap) (mat)

-and   -ank   -ash   -ass
(stand) (tank) (sash) (mass)
```

short e

```
-eb   -eck   -ed   -eg   -ell   -en   -end
(web) (deck) (wed) (leg) (well) (hen) (lend)

-ent   -ess   -est   -et
(lent) (dress) (nest) (wet)
```

short i

```
-ib   -id   -ig   -ick   -ill   -in   -ip   -it   -in
(rib) (kid) (big) (wick) (sill) (pin) (nip) (sit) (win)
```

short u

```
-ub   -uck   -ud   -ug   -ull   -um   -ump
(rub) (duck) (mud) (bug) (dull) (rum) (bump)

-un   -ung   -unk   -ush   -ut
(bun) (hung) (dunk) (hush) (but)
```

short o

```
-ob   -ock   -od   -og   -ong   -ot
(slob) (clock) (pod) (hog) (long) (cot)
```

long a

```
-ace   -ade   -age   -aid   -ail   -ain
(pace) (spade) (cage) (maid) (mail) (pain)

-ale   -ame   -ane   -ape   -ate
(pale) (name) (pane) (cape) (date)

-ave   -ay   -aze   -eigh
(cave) (day) (daze) (weigh)
```

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long u

-ew   -use   -ute
(few) (fuse) (flute)

long i

-ice   -ide   -ight   -ike   -ile   -ime
(mice) (wide) (fight) (bike) (pile) (time)

-ind   -ine   -ire   -ite   -y
(mind) (wine) (tire) (kite) (my)

long o

-oad   -oal   -oam   -oan   -oat   -ode
(toad) (coal) (roam) (loan) (coat) (code)

-oe   -oke   -old   -ole   -olt
(hoe) (yoke) (bold) (sole) (colt)

-one   -ope   -ose   -ote
(bone) (rope) (nose) (note)

long e

-e   -ea   -each   -eak   -eal   -eam
(me) (tea) (peach) (peak) (heal) (seam)

-ean   -eat   -eed   -ee   -eek
(mean) (meat) (need) (free) (week)

-eep   -een   -eet   -y
(weep) (seen) (beet) (marry)

OTHER WORD PATTERNS

o͞o   -oom   -oon   -oop   -oot
(boom) (coon) (hoop) (hoot)

o͝o   -ook   -ood   -oot
(look) (wood) (foot)

vowel   -ar   -er   -ir   -or
+ r   (star) (term) (girl) (corn)

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ou   -ouch   -out   -ound   -ouse
               (pouch) (pout) (pound) (mouse)

ow
    (know) (down) (foul) (cow)

C. PHONICS

The word <u>phonics</u> is derived from the Greek word phōnē
meaning voice or sound. It refers to a facet of reading in-
stuction which associates printed letters in printed words to
the sounds heard when the word is pronounced. Phonic word
analysis involves the blending of the sounds of the letters
forming a word so that the pronunciation of that word results.
Numerous phonic rules have been developed by well-meaning
reading experts followed by equally numerous exceptions! The
English language defies a logical, regular framework that a
phonics approach attempts to define. The linguistic history
of English is much too bastardized to fit any pattern with com-
plete regularity. Bearing this in mind and including the
inevitable 'exceptions' with every rule phonics analysis will
prove to be an essential reading skill although only one of a
number of ways to unlock new or unknown words.

There is a suggested sequence to the introduction of phonics
skills proceeding from simple to more complex. A general out-
line follows. This basic outline varies slightly in different
reading instruction texts.

There is a school of thought in reading that cautions in-
structors not to teach initial consonant sounds in isolation of
vowels. This may lead to blending difficulties later on if the
sound Buh is associated with the letter B, tuh to T, etc, Buh-
ah-tuh (Bat). They suggest teaching consonants in association

with a short vowel -- bat

ban

bag

The principle suggested is to work from the whole word to its parts rather than the converse.

BASIC PHONIC SEQUENCE

1. Initial consonants (b,m,f,d,s,p,c,t,r,h,g,l,w,n,∨,j,y)

   e.g. bag   cat

   bat   can

   ban   cap

2. Final consonants (m,d,t,k,n,etc.)

   e.g. fib   mad

   lib   had

   rib   fad

3. Short vowels

   ă -- cat ĭ -- sit ŭ -- nut ĕ -- bet ŏ -- hot

4. 3 letter words

   (man, mat, get, but, hot, sit)

5. Consonant blends

   (br, fr, gr, tr, bl, fl, pl, sl, spr, str, etc.)

   e.g. blot spin slam fast free

6. Long vowel sounds

   ā - name ī - dime ē - me ō - rope ū - tune

7. Consonant digraphs

    (th, ph, gh, sh, wh, ck, mb, ch, nk, qu, ng)

  two consonants - one sound

8. Vowel Digraphs

    (oa, ea, ai, ee, ay, au, aw, eu, ew, ōo, ŏo)

  two vowels - one sound

9. Dipthongs

    (oi, oy, ou, ow)

10. Special Endings

    (-ight, -ough, -ought, -tion)

<u>General Phonics Rules and Exceptions</u>! (Otto and Ford, 1967,
p. 140. 141)

1. Some consonants have more than one sound

    e.g. c (s) - circus, cent

       c (k) - cut

2. Final E - is usually silent, making the preceding
  vowel long.

    mane

    except: give, done, love, come, ...

3. Vowel Combinations - when there are two vowels together,
  the first vowel is usually long, and the second is silent.
  "When 2 vowels go walking, the first one does the talking."

    moan, pain

    except: aisle, ...

4. A single vowel with a single consonant on each side is
  usually short.

    mat, fit, cot

5. R changes the sound of the vowel it follows
  e.g. car, or, fir, her

PHONIC METHOD OF INSTRUCTION

Initial Consonant 'B'

1. <u>Prepare</u> photographs, or objects or word lists of items beginning with the letter 'B'.

2. <u>Orally</u>, identify the letter B by name and introduce the sound by reading lists of words beginning with B. Note the commonality of the initial sound. Do auditory discrimination exercises reading lists of words having the student indicate which words do (or do not) begin with B.

3. Select a <u>key word</u> to act as a permanent reminder of the initial B sound. It should be a well-known sight word or easily illustrated word. e.g. <u>b</u>ell

4. Have the learner contribute words from his/her own experience beginning with the B sound. The tutor compiles these words into a B list recorded, added to, and practised in an exercise book.

5. Associate the B sound with already known sight words, illustrating B in beginning, middle, and end positions. e.g. <u>b</u>ell, <u>b</u>a<u>b</u>y, ca<u>b</u>.

6. End the session by reviewing the name of the letter, the sound and by writing the letter.

Advantages and Disadvantages

Familiarity with the phonics method is an essential reading skill, as has been previously stated. However, over-reliance on this one of many approaches to the complex process called reading can lead to serious reading problems. Phonics rules are complex and the decoding process for a new reader is slow, focusing attention on the pronunciation of a word rather than its meaning. Due to the structural irregularity of English, exclusive use of this method can lead to confusion and difficulty.

D. STRUCTURAL ANALYSIS

Structural analysis describes a method of word decoding through which the reader unlocks the new word by recognizing familiar structures in it. The student is asked to break down the new word into one or more familiar or <u>known</u> components. Then by blending the known part(s) with the unknown with the assistance of context clues, phonic rules or any applicable decoding methods known, including the "educated guess", the whole word is attempted!

Structual Analysis Skills include:

1. <u>Compound Words</u>

    Compound words are words made up of two smaller words. (taxpayer, motorcycle)

2. **Finding little words in big words.**

   This technique should not be emphasized as it can lead to confusion and interference with phonic sounding procedures. e.g. <u>at</u> as in bo<u>at</u>

   <u>the</u> as in <u>the</u>y

3. **Prefixes and Suffixes**

   Prefixes are phonic units added to the beginnings of root words (look, walk). Suffixes are added to the ends of root words. Both prefixes and suffixes, when added to root words, create new words with different meanings. e.g.   r<u>oot</u> + <u>prefix</u> + <u>suffix</u>

   agree disagree disagreement

   use   reuse   reusable

   Therefore the teaching of these units must involve both structure and meaning. Most reading instruction texts and dictionaries will provide lists of prefixes and suffixes and their meanings. Some common examples follow:

   Prefixes:

   ab – from, away (absent)

   ad – to, toward (admit)

   anti – against (anticlimax)

   pro, pre, ante – before (anteroom, antebellum)

   auto – self (autograph)

   com – with, together (combine)

   de – down, from away (depart)

   dis – apart (disarm)

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ex, ec – out of (exit)

inter, enter – between (enterprise)

mis – wrong, bad (mistake)..

ob – against (object)

post – after (postpone)

re – back (reflect)

sub – under (submarine)

super – above, more than (superhuman)

Suffixes:

able, ble, ible – capable of being (lovable)

graph – to write (autograph)

pathy – feeling (sympathy)

er – one who does (baker)

ess – feminine ending (mistress)

ful – full of (mournful)

ward(s) – direction (homeward)

4. Word Endings

Some basic structural rules can assist the student with both the process of word decoding as well as spelling.

Regular Rules

Tense

I. To describe verb tense add the endings -ed and -ing to the root word.

e.g. walk   walked   walking

Plural

II. Most plurals are formed by adding s to the root word

e.g. one hat, three hats

III. <u>Final or Silent E</u>

With words that end in final E, drop the final E before

adding a suffix beginning with a vowel.

e.g.   <u>root</u>   <u>-ing</u>   <u>-er</u>   <u>-ed</u>

         love   loving   lover   loved

IV. To form the plurals of words ending in s, ss ch, sh,

and x, add es to the root word.

e.g.   <u>root</u>   <u>plural</u>

          box   boxes

         dress   dresses

V. <u>Words ending in Y</u>

To form the plural of words ending in Y, change the Y to

I and add es.

e.g.   penny,   pennies

Before adding a suffix beginning with a vowel, change Y

to I and then add your ending -- except for ing.

e.g.   <u>root</u>   <u>-ed</u>   <u>-ing</u>   <u>-er</u>

         carry   carried   carrying   carrier

         worry   worried   worrying   worrier

5. <u>Syllabication</u>

This refers to the technique of dividing a word into

syllables structurally and then sounding the syllables

phonically to derive the pronunciation of the whole word.

A syllable is a vowel or group of letters containing a

vowel sound which together form a pronounceable unit.

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The advantages of this technique are that

(a) it helps the reader pronounce words that are not immediately recognized as sight words.

(b) it helps with spelling.

Teach syllables orally, at first. Pronounce the new word and tap or clap o t the audible parts. Once the different syllables are heard, the rules determining word division will be more easily understood and applied.

e.g. A - window - hear two parts or syllables, therefore there are two syllables, win-dow

e.g. B - locomotive - hear four parts, therefore there are four syllables, lo-co-mo-tive.

The above examples illustrate rule I of syllab ication.

1. There are as many syllables as there are vowel sounds.

II. Syllables divide between two consonants or in front of one.

e.g. bas-ket, ti-ger

III. Do not divide consonant di graphs and blends.

e.g. teach-er, se-cret, ath-lete, a-gree

IV. Prefixes and suffixes form separate syllables.

e.g. un-fair, un-like-ly

Advantages and Disadvantages of Structural Analysis

Similar points can be made to those concerning the Phonic Technique. Recognition of like structura components is faster than decoding with smaller phonic units. One can run into similar-difficulties when patterns do n t follow each other as demonstrated by the exceptions following each of the rules.

E. CONTEXT CLUES

The technique of using context clues refers to the
application of information gleaned from the sentence
containing the new word and previous sentences and illus-
trations to help determine the meaning of the new word.
e.g. In attempting to identify a can of tomatoes in a

grocery store, the photograph of the tomatoes on the

can would reinforce phonic clues such as a word

beginning with T, to help decode the word TOMATOES.

Advantages and Disadvantages (Context clues)
Using context clues in conjunction with phonic or struc-
tural information facilitates the speed with which one
may decode a new word. Using context by itself may lead
to incorrect guessing.

F. LANGUAGE EXPERIENCE

Pages 73 - 77 describe the actual method of reading
instruction referred to by Language Experience. This tech-
nique was deliberately selected to conclude this section
on reading techniques for several reasons.

First and foremost is the fact that this technique has
proven to be most successful with adult learners. It is
unlikely that they have been exposed to it previously and
therefore it will not recall negative learning experiences
such as may be felt towards phonic drills which are guar-
anteed to have appeared in traditional reading instruction.

Secondly, by using the language experience method, the reading material used is the student's own language. It will reflect the student's use of grammar structure and personal vocabulary. A collection of this student generated material will provide the tutor with an endless source of material to work with.

Thirdly, using the students own material in this way, the tutor who is sensitive to and aware of the various reading skills and tools to be taught can seize upon the opportunity to present them as they occur, spontaneously in the daily work. Phonic or structural elements can be taught in context, at the moment, thus providing a relevant, purposeful setting for what may otherwise have been a dull, grammatical exercise.

A variety of reading techniques have just been described. It is the responsibility of the volunteer to be aware and familiar with these decoding techniques so that they can be demonstrated and taught to the student, as the particular situation lends itself to a particular technique . Different learners as well as volunteers will have different preferences, and will find different techniques more useful. Select according to your students needs. There is no rigid order of presentation or precedence. All these techniques can be useful when used appropriately. All are merely decoding or word unlocking tools.

e.g. Look over the day's experience story. If several

plurals were dictated in this particular story, lead into

a lesson on plurals, offering the student some of the

structural rules that may assist spelling at a future date.

or: From time to time look through several stories.

(Copies should be dated and saved in a binder or note-

book.) Note any recurrent incorrect grammatical errors

or language patterns and develop a lesson out of this,

using vocabulary and sentence structures that you know

are relevant to the student as they originated with him/

her. Teach to your student's direct needs and don't allow

an arbitrary framework to determine what is covered in

your lessons. It is helpful, in terms of record keeping,

to have a list of skills to be covered and record dates

introduced and reviewed but allow your students progress

and particular abilities to determine what is covered and

when.

Several reading instruction techniques have been

described, as many, for various reasons, including space,

have been omitted. A rather eclectic approach fo read-

ing instruction is suggested. Build up for yourself,

as tutor, and for your learner, an arsenal of tools that

the student can use with familiarity and efficiency.

Give the new reader practice in both using these tools

and in selecting efficiently the method that best suits

a particular decoding problem. The language experience technique suits an eclectic approach. The actual reading process, because of the complexity and diversity of the problems with which it presents the new reader, demands a variety of decoding tools.

The advantages of the language experience technique have been covered on pages 69 and 73 This technique enables the adult student to use material of personal interest and appropriateness. The volunteer by limiting the number of sentences dictated can monitor the difficulties of the material. On page 78 - 84 of this unit you can read samples of student generated work.

A basic difference with this technique is the lack of a sequential presentation of skills. The volunteer can have a list of skills to be covered (example page 105) which can be introduced when appropriate, using the students material as the medium for instruction.

Training Exercise

-Training Exercise in a possible teaching approach.

Language Experience: Using the learner's own spoken word to teach him to read, or assist with spelling and writing.

1. Write down the learner's sentence – without changing it if possible.

2. Read the sentence with the learner as many times as needed.

3. Write the sentence on a card so that it can be matched with the original.

4. Cut the sentence on the card into separate words. Arrange these words in the sequence of the original sentence.

5. Remove the original sentence. Gather together the words. Ask the learner to arrange the word units to form the original sentence.

6. Ask the learner to write the sentence in a workbook.

7. Revise from time to time.

 Note: Any or each of these stages may need to be repeated or practiced a number of times, depending on the speed with which the learner learns.

ADVANTAGES OF THIS METHOD

1. The material is easily prepared.

2. It is of interest to the student.

3. It quickly builds up a supply of sight words.

THE STUDENT CAN IMMEDIATELY ACHIEVE SUCCESS.

Thamesdown & North-East Wilts Adult Literacy Service.

ACTION PLAN FOR READING

Use the learner's interests

Interest is a dynamic force. Interest evokes effort.
Interest develops personality. Interest aids comprehension
and memory. People remember best what they enjoy.

1. ### What if the Learners have no Interest?

   They may be "switched Off" or "not tuned in" - conditional
   by failure. They may have "eyes that do not see", "ears
   that do not hear", "lips that do not say".

2. ### Cultivate Interests

   (a) Talk, discuss. Something will hold attention. Latch
       on to it! Use it, develop it, build up the interest.
       Plan work around it. This will demand effort on every-
       one's part but remember the more your learner is
       individually involved with his work, the more he will
       get out of it. Harnessing the learner's interests
       will involve him in communication.

   (b) Encourage perseverance - the first few pages of a book
       may not be very exciting; only the difficulties obvious.
       But later, the creation of an individual book may grip
       the learner's attention and be of very real satisfaction
       to him.

   (c) As you proceed, have in mind real books to which he will
       progress which relate directly to his interests and
       needs.

(3) Remember the vocabulary of the book(s) should be
used as a basis for activities aimed at establishing
a sight vocabulary.

3. <u>Introducing Reading Through Interests Step by Step.</u>

(a) What is the subject matter going to be? Discuss your
learner's needs and interests, and decide on a topic
that can be built up over a few weeks.

(b) What about illustrations? Do you need source books?
Do you need to introduce your learner to the library?
Remember this can be a frightening experience which
is shunned.

(c) Discuss what your learner is going to say. Try not
to alter what he says too much - if he does not speak
the way you do, lean towards accepting his speech.
Keep the sentences short and uncomplicated.

(d) Write down what he says in good clear print or FAR
BETTER type it, so that it looks more professional.
Keep words well-spaced as this gets over the idea of
words as entities, and use capitals only in the normal
way.

(e) Read the sentence back to him, pointing to the words.
Try and keep your finger moving with each syllable as
this helps to get over to your learner the idea of
left-right directionality.

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(f) Get your learner to read it back to you, several times
if necessary and try and build your learner up to read-
ing the sentence in a natural way. One of the dangers
at this stage is a word-by-word parrot approach which
becomes unhelpful from the point of view of getting
any meaning out of reading.

(g) Now write your learner's sentences out in such a way
that you can cut them up into sentence strips for him
to match with the first set you wrote.

(h) Get him to match up the sentences by placing them on
top of each other. Check his reading again. (This
is a task he could practise at home).

(i) The next step in this sequence (although it may occur
in the next lesson or so) is to cut each sentence into
words. Then the pupil can match words to sentences.
Check his reading again. Test words in isolation for
building up of sight vocabulary.

(j) Remember your learner should read to you what is in
the book on an accumulative basis. (i.e. He should
always begin at the beginning.)

(k) Sight vocabulary will not be perfect. Be patient.
Invent ways of testing e.g. Flash cards. Games.

(1) Start to develop phonic work using words in the
sentences your learner has given you. E.g., if he has
used the word water - ask if he can suggest other
words that start with the same sound. Emphasize the

initial consonant as you say Water. This will help

him to become aware of sound values. (Refer to Phonic

Teaching Order so that you can begin simply with vowel

sounds and initial and final consonants, and gradually

move to more difficult digraphs such as 'sh', 'th' etc.

(m) Remember this language experience approach in reading

can be used before starting upon a book from a series

or it can be used in parallel.

Thamesdown & North-East Wilts

Adult Literacy Service

Britain

The following are some samples of student-generated work.

The language experience approach can generate such material, as the student can dictate far more sophisticated thoughts to you than he is capable of writing independently in the initial stages of learning to read.

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LIFE

Money is not everything, if you don't have good health.

To the writer of life:

O, dear! If you say it is like that, what can I say? But I would recommend that you make mention of love. From olden times many philosophers have been talking about this, but no one made their answer clear. Money, love, health, and life; it seems just like an equation! Dear me! What are you doing now? You might want to go to the washroom! That's right! That is also life!

FREEDOM

Mainland China is a communist country, but Taiwan is free from China because nationalist China lost to the Chinese Communists in 1949 and they lost control of the mainland.

It is a wonderful feeling living in a peaceful country like Canada.

Can we talk about absolute freedom since we come into life tied to another person's body?

If only I had my freedom I would be happier person. I could do what is important to me, visit places I want to visit, and be free. For anyone in life to accomplish what is important to them, they must be free. Without freedom they will never be able to reach their goal without struggle.

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JUSTICE

I believe that justice is one of the most important things in the world for everyone, and especially for our children. If three adults abuse and kill a young boy like the case of Emmanuel in Toronto, they deserve to die. Our taxes shouldn't be wasted providing for people like this in jail. Also, there is a chance of their being out again, perhaps to do the same thing.

JUSTICE IN THE WORLD

The world today aggravates people and makes life unhappy. Governments pick on older people, and rob the rest of us blind. People should do something to bring the cost of living down, and taxes down. Maybe then there would be justice for us.

CAPITAL PUNISHMENT

I think that if they brought the electric chair back, there might not be any more killing.

I wish the government would do something about people who kill other people.

EDUCATION

We come to school for education but mostly learn politics.

LEARNING

Learning is hell; it means growth and change, and that is painful.

To the writer of learning:

There are many things that are difficult for us to learn, but I wouldn't say that learning is hell. As for growth, and change being painful, this is probably true for most adolescents in today's society. When a child is young it is not aware of the changes it will encounter in later years. We should encourage everybody to live and learn – beginning with ourselves – and not say it is hell. So I disagree that learning is hell – it could be hard – but not hell.

STUDENTS

Some teachers by giving special attention to some students in the presence of others, may be doing the student a dis-service if the student finds it embarassing.

As a student we should inform you of your problems and our feelings.

KNOWLEDGE

Knowledge is suspense; nobody knows where it ends.

We work in the world according to our mental capacity.
This means that if we do anything wrong, or we don't approach
our goal we don't have enough knowledge. It is not our fault,
so why do people blame us? I know why: because they don't
have enough knowledge! If everyone had enough knowledge,
then we wouldn't have any problems in the world. We should
struggle for the future. If we start today, we can reach
the goal someday.

If we don't start to-day, we will never reach the goal.

LOVE

You can't enter the lover's club if you don't have love's
key.

Love is something that can only be given from the heart.
Loving is giving yourself to someone who needs you as a
friend.

To the writer of love:

Please! I beg you don't put conditions to love. No one
should say, "Come to my lover's club when you want". When
you need love, your heart belongs.

WHAT IS LOVE

There is love in the neighbor, that can be given in feeling
and understanding. Mothers and fathers can give the gift of
love in the world and be happy with their own children. Be
thankful you have them. They need you, and they need us!

CHILDREN

I love my children very much; more than I love myself.

Children are the future; we must let them go on to build
their life.

To the writer of children:

If you love your children, why can't you love yourself?
Maybe you just haven't tried hard enough. I don't think it
is good to put yourself down. After all, God loves us all,
no matter what we have. So love yourself, than you can love
your children.

I love my children, but I love myself too. If I don't love
myself, I can't give them my love.

Sometimes I put myself down, but then I find out it's not
good for me or for them.

Dear Friends:

After I read all the sentences written by all the friends
in my class, I think some of the sentences agree with my
thinking or doing and some sentences don't. But they are not
wrong! I know my life can't look like everybody else's, and
I need to learn from everybody's experience. That's the
reason why I respect my friends' opinions.

I hope I can remember all the sentences. Maybe they
will help me in the future.

Thank you so much, all my friends!

Summary of Reading Decoding Techniques.

UNLOCKING NEW WORDS

Some of the ways in which a good reader attacks unknown words:

1. He guesses from context, the rest of the sentence show-
   ing what the missing word must be. Example: Jerry went
   into the shop to ..... some sweets. The missing three
   letter word is probably buy.

2. In addtion to the context, he makes use of the first
   letter or two and the general shape or configuration of
   the word. Example: After getting out of the car,
   Mr. Smith went into the g..... The 'g' shows that the
   missing word is probably 'garage' rather than 'house'
   or 'store'.

3. Consonant substitution. He notes that the word is simi-
   lar to a word he knows except for one or two letters,
   the sounds of which he knows. Example: 'Mast': know-
   ing 'fast' and M, he mentally substitutes the sound of
   m for the f to get 'mast'. 'Track': knowing 'back' and
   tr, he substitutes the sound of tr for b to get 'track'.

4. He divides the word into large parts which he already
   knows a units. Examples: 'Postmaster' divides into
   post and master; 'rainfall' divides into 'rain' and 'fall'.

5. He notes that the word consists of a familiar root and an ending.

    Examples: 'playing' play and ing

    'started' start and ed

6. He looks for familiar small words within longer words.

    Examples: Candidate (can did ate)

7. He analyses words structurally into known prefixes, root and endings.

    Examples: 'reporter' - re port er.

    'independence' - in depend ence.

8. He applies phonic rules, such as the effect of final e on a preceding vowel. Examples: 'cane' knowing can and the rule gives the a its long sound. 'decent': knowing that c is soft before e, i, or y, he uses the sound of s instead of the sound k.

9. He syllabifies dividing into syllables structurally and sounding the syllables phonically.

    Examples: 'unfortunate' - un for tu nate.

    'permitting' - per mit ting

10. He thinks of a 'word family' to which the word belongs.

    Example: 'fright': he recognises it as belonging to the 'ight' family along with 'night', 'right', 'fight'.

11. He sounds the word out by groups of letters and blends the sounds together.

    Examples: 'treaty' tr eat y or tr ea ty or trea ty.

    'back' ba ck or b ack.

12. He sounds the word letter by letter and then blends the sounds together.

    Example: 'pant' p-a-n-t

    'triangle' t-r-i-a-n-g-l-e

13. He looks up the word in the dictionary and uses the dictionary syllable divisions, accent marks, and diacritical marks or phonetic respelling to get the correct pronunciation.

Some of the techniques described above (2,3,8,10,11,12,) are phonic techniques; others (4,5,6,7) are structural analysis techniques; still others (9,13) involve both phonic and structural analysis principles. With all of them, the good reader is constantly aware of the meaning of the sentence in which the word is found. Thus, he can only decide whether to give the i in 'live' a long or short sound, or whether to place the accent in 'desert' on the first or second syllable, when he grasps the significance of the word in the total sentence.

Different learners will prefer and/or be more adept
at different decoding techniques. Use whatever works! Be
aware of as many techniques as you can that you may best
help your learner find what works for him/her.

Intro : <u>LITERACY SKILLS</u>

A variety of skills are essential in order to function in a society based on written language. Besides the skills traditionally associated with reading such as the word analysis and structural skills involved in the decoding processes previously described, further skills are vital in order for the learner to live safely and work efficiently in today's world. The skills that will be discussed in this unit include:

A – Recreational Reading

B – Study and Information Finding

C – Oral Reading

D – Handwriting

E – Spelling

F – Grammar

G – Numerical skills

H – Lifeskills (Functional Reading Skills)

Numerous descriptions of 'hierarchies of reading skills' have been published by reading specialists. A hierarchy of reading skills lists skills sequentially moving from basic or simple, to more complex. To simplify matters a composite sequence of reading skills follows based on E. and M. Smith's (1972), Kohl's (1973), and Cass' (1971) models. (Reading Instruction experts)

I. **Beginning or Introductory Reading**

(Grades 1 - 4, basically word processing skills)

1. - knowledge of the alphabet, letters and associated

     sounds

2. - recognition of a core sight vocabulary

3. - sounds and combinations of sounds (phonics)

4. - simple sentences

5. - handwriting introduction

6. - numerical skills, counting and basic operations

II. **Intermediate Reading**

7. - mastery of the basic mechanics of reading including

     the more complex phonic and structural analysis

     skills described in unit V

8. - comprehension or context processing skills

       - analogies

       - drawing conclusions

       - classification

       - sequencing

       - generalizing

       - outlining

       - summarizing

9. - study / information retrieving skills

       - indexes, tables of contents

       - tables, graphs, maps

       - use of encyclopedia

       - test taking skills

10. - critical reading skills

      - evaluation

      - propaganda

      - biases

      - author's viewpoints and differing opinions

      - fact/fiction

11. - written communication skills

      - letter writing

      - forms and applications

12. - recreational reading or reading for pleasure

13. - functional reading skills

      - reading skills pertaining to daily life, employment and social living.

14. - functional competency with numerical skills

      - money, computation skills

III. Mature Reading

15. - enhancement of occupational reading skills

16. - reinforcement of mature reading habits in fact-finding and recreation reading

17. - vocabulary development and expansion

18. - critical analysis skills

19. - refinement of writing skills

20. - exploration of literature and poetry

Reading comprehension skills can themselves be arranged
in a hierarchical list based on levels of complexity and
purpose.

Literal Level – recalling detail

- recalling sequence

- recalling main idea

- cause and effect

Interpretative Level – seeing relationships (generalizing)

- characterization

- predicting outcomes

- interpreting facts

Critical Reading Level

- recognition of propaganda and biases

- distinguishing between fact/opinion,
fact/fantasy

- checking validity

- judging

- analyzing

- checking author's purpose

<u>Creative Reading</u>

   - the application of information to new situations

     (devel. from R. B. Lanier, & Davies, Nov. 1972,)

   - Sensitive questioning is an effective method of devel-

oping comprehension skills. Skillful questioning explores

all levels of reading comprehension. Too frequent usage of

'What' and 'When' type questioning can keep the learner at

a literal level of comprehension, as they demand only recall

of detail. Keep a list at hand of the following question

introducers and vary your level of questionning.

     What?

     How?

     When?

     Why?

     Where?

     Reading skills differ in <u>purpose</u> as well as in complexity.

A.   <u>RECREATIONAL READING OR READING FOR PLEASURE</u>

     The adult reader will most likely bring to the reading

experience strong functionally related goals. Reading pur-

poses of pleasure may appear inconceivable to the new reader,

for whom decoding is initially such a struggle. The volunteer

can, however, share with the new reader even at the earliest

stages of reading many of the joys of reading, simply by

reading aloud.

Select material of interest to the learner, but feel O.K.
about extending his/her horizons with your own experience and
and spend a part of each session sharing poetry, humorous
writing or a gripping mystery together. Not only are you
providing the new reader with enticements of the pleasures
to come once a certain reading proficiency has been reached
but as well you are both sharing a pleasurable and relaxing
activity together. This activity is an ideal "cushion" to
precede or follow a particularly difficult reading activity.
I terminated each reading session by reading aloud to my
learner for 10-15 minutes, while she sat back and relaxed
in a comfortable chair. There are many additional benefits
of this activity. The volunteer, by reading aloud is model-
ing good phrasing voice, modulation, and fluent reading. As
well, the fact that the volunteer is reading a selection at
a level of technical difficulty beyond the independent level
of the learner, affords the adult learner the opportunity
to deal with material more challenging in ideas and more
commensurate with his/her life experience. Subsequent lit
erary discussions can proceed on a level that would be
impossible using beginning reading material. Do not feel
the necessity to develop or structure this activity. The
reading/listening skills involved are of great benefit in
themselves. Follow up only if the learner expresses an
interest in doing so.

B. STUDY SKILLS / INFORMATION FINDING SKILLS

Begin with very basic dictionary skills covering guide
words, alphabetical arrangement of words, phonetic spelling,
multiple meanings and accent. Depending on the particular
requirements of the learner, additional topics may include:

1. Reference books - table of contents

                   - title page

                   - key, guide words

                   - publisher, copyright, year

                   - techniques of note-taking, skimming

                     summarizing and organizing information

2. Use of the encyclopedia

3. atlases and maps

4. magazines and newspapers

5. timetables and schedules

6. library skills - card catalogues, etc.

7. telephone books

C. ORAL READING SKILLS

The value of oral reading skills has been much under-
played. Diagnostically, oral reading is invaluable to the
volunteer as it enables him/her to identify specific reading
difficulties and mastery of word decoding techniques. For
the learner, the ability to read a passage aloud in a fluent,
expressive manner can be a great source of pleasure and pride
- especially if the learner's children are the listeners!

Many new readers will practise a storybook relentlessly in order to read it well to their children. Initially, oral reading will consist of little more than word calling. Comprehension will be limited, and reading will sound jerky and expressionless. Exercises that increase speed and fluency should be practiced at this stage.

Echo reading is a method which may increase speed and fluency. The learner is seated slightly in front of the volunteer so that the volunteer's voice is close to the learner's ear. Both read the same material out loud, together. (Select material at the instructional level, slightly more challenging than what the learner would read independently.) Initially the volunteer reads a little louder and slightly faster. No corrections are made nor is the content discussed. The volunteer's finger follows along under the spoken words read. The major concern of this method is with style and fluidity of reading rather than word recognition or comprehension.

The tape recorder is another extremely useful tool when working on oral reading skills. Tape recorders can be borrowed from the Algonquin College resource centre, Woodroffe Campus, and Colonel By Campus. It is difficult for new readers to listen to themselves read as so much energy is involved in decoding. The tape recorder makes this possible.

The need for phrasing, punctuation and voice modulation become obvious on tape. _Read-Alongs_ are taped selections prepared by the volunteer or borrowed from an educational library. The learner follows the taped reading in his/her book. Stories can in this way be practiced frequently in-between instructional sessions. The learner enjoys the comfort of being able to stop the tape and repeat anytime to verify uncertainties.
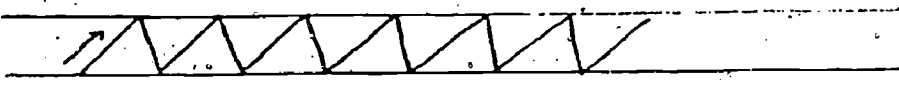
A final note on oral reading. Whenever possible, have the learner silently read any selection to be read orally. The resulting reading will be far more fluent and comprehensive.
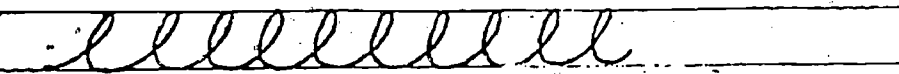
D. HANDWRITING

A legible handwriting has always been an asset. Type-writers are not always available. Many learners will have taught themselves to write by copying. It is not essen-tial that printing or manuscript writing be mastered before script is introduced although I would suggest that printing be used for spelling practice because of its clarity. Literacy students often enjoy handwriting practice as a relaxing break between more demanding activities. A useful sequence for the introduction of letters follows. Preliminary exercises precede each group of letters.

Rhythmic Writing Method

Practice exercises in sequence presented
Then teach corresponding letters
individually. Follow with next set of
exercises and corresponding letters, etc.
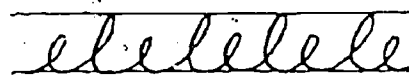
1.

2.
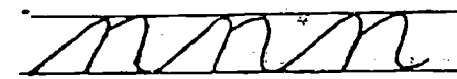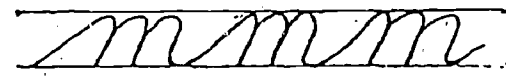
3.   4.   5.

6.

Teach: e l f h k b

7.   8.

Teach: i t u v w j p y

9.   10.

11.

Teach: n m m
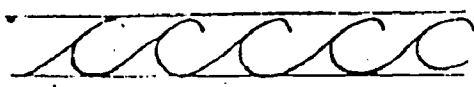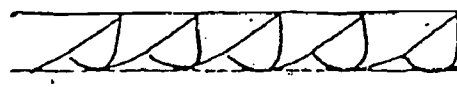
12.   13

Teach: x z o a d q g c s

E. SPELLING

Core spelling word lists can be compiled from a variety
of sources. Word lists prepared by Dolch (Dolch, date 1951,
pg. 507-8) and Kucera - Francis (Tutor, 1972, pg. 77) provide
words that appear most frequently in written language.
Functional word lists such as those published in 'Tutor',
and 'Functional Reading' (Vol. 2, 1975, pg. A-23 - A-39).
The latter word lists are not graded as to difficulty and
were designed for use as sight vocabulary. Reading instru-
tional texts publish graded word lists as well. Incorporate
the phonic and structural skills you are currently working
on as well as topics of interest into spelling lists as well.
For example if you are working on word families add a few
words from the family studied to your spelling list. Keep
a cumulative list in a notebook or file box of new words to
be learned. Words should be selected from language experi-
ence stories and special topics, such as cooking or banking
vocabulary.

One successful method of organizing spelling is to set
up a file box with three dividers headed - 1. WORDS I KNOW

                                        2. NEW WORDS

                                        3. STUDY WORDS

Each new word is written on a separate index card with a
sentence or sketch illustrating its meaning. New words
are filed behind the heading NEW WORDS. The 5 or 6 words

currently being studied are filed behind STUDY WORDS. Words
that have been mastered are filed alphabetically behind WORDS
I KNOW, providing a convenient, retrievable personal word
list.

Method

Each week five or six words would be selected from the NEW
WORDS group consisting of phonic words and some interest or
functional vocabulary. These words would be practised during
the week. The new words are dictated each session and marked
with a ✓ if correct on a record sheet by the learner.
After three checks appear next to the word the card is consid-
ered mastered and filed with WORDS I KNOW in the file box.
These words should be reviewed periodically.

Hints 1. The phonics and structural analysis rules, specifi-
cally those governing plurals and word endings will assist
in the acquisition of spelling skills.

    2. Use as many of the senses as are practical in prac-
tising a difficult word.

    visual – study the shape and pattern of the word noting
        its general configuration and letter patterns.
        (such as double letters)

    tactile – trace and write the words while saying the
        word aloud.

    auditory – sound the word while writing it.

    3. Keep cumulative records of spelling progress. This
is an area that is easy to record and steady progress is
virtually guaranteed.

F. GRAMMAR

Grammar instruction should be based on the specific needs of the learner. Topics such as basic punctuation, capitalization and sentence structure can be introduced at the early stages of reading instruction. Later on more complex topics such as letter forms and addressing and paragraphs can be introduced. Select topics that the learner will be using in his/her daily experience. Books outlining simple grammar structures can be found in the public libraries, the Woodroffe Campus Library of Algonquin College and from neighbourhood schools. If you borrow books from the neighborhood school you can select the specific level of difficulty you require but be careful of content directed towards children's interests.

G. NUMERICAL SKILLS

The numerical symbols are what initially come to mind when thinking of mathematics. In fact words are an essential component of the subject. A mathematics vocabulary (less, more than, fewer, divided by, plus, dollar, nickel, penny, dime, etc.) should be taught as sight vocabulary along with their numerical values and related mathematical operations.

Similarly, knowledge of basic mathematical operations are an intrinsic part of basic survival in functional skills. One cannot learn to read recipes without understanding liquid and dry measurement. Similarly, one cannot learn meal planning and shopping without competence in handling money, making change and some budgeting skills. Reading numbers as well as letters are very much a part of the total process of becoming a 'reader'.

H. FUNCTIONAL READING (SURVIVAL READING)

Functional reading skills, sometimes referred to as survival reading are closely related to a lifeskills curriculum, focusing on essential skills necessary for survival in today's society. There are general areas included in a lifeskills curriculum which would apply to everyone, e.g., emergency directions, first aid and health information and banking procedures. Specific functional skills directly answering needs and interests of the learner e.g. occupational skills, childcare skills, should be incorporated into the learner's personal curriculum. A general outline of a possible organization by purpose of functional skills follows. Vocabulary lists are included in appendix A to relate to curriculum topics discussed in Unit VII.

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1. Following Directions

   - road signs, cooking, childcare

   - text books, sewing

   - emergencies, test directions

   - work related instructions

   - kits

   - voting

   - first aid

   - label - food and prescriptions

   - finding locations - map reading skills

2. Locating References

   - reference books (use of table of contents, headings,

     glossary, index)

   - almanac

   - catalogue

   - travel books

   - indexes (newspaper, magazine, texts, T.V. guides)

   - telephone book

   - encyclopedia

   - library

3. Forms

   - personal forms (driving, applications, welfare, income

     tax, medical, vocational)

   - financial forms (sales slips, credit cards, bank statements,

     rent agreements, subscriptions)

Instructional units can be developed around specific

topics. Reading skills, including phonic and structural

analysis techniques can be applied to core vocabularies and

reading material dealing with a lifeskills topic.

e.g. cooking - cooking vocabulary lists for _sight_ vocabulary

   - measurement skills

   - sequence and following directions

   - shopping lists, drawing up budgets

   - nutrition, etc.

CHECKLIST OF READING SKILLS

A. PHONETIC ANALYSIS

- Sight Words
- Consonant & Vowel Identification
- Consonant Blends
- Consonant Digraphs
- Long Vowels, Final e
- Vowel Digraphs
- Vowel Dipthongs

B. STRUCTURAL ANALYSIS

- Plurals, Words Ending in s or es
- Plurals, Words Ending in y
- Plurals, Different Word Forms
- Plurals, Unchanged Forms
- Plurals, Rules
- Compound Words
- Contractions
- Suffixes, Form
- Suffixes, Meanings
- Prefixes, Form
- Prefixes, Meanings
- Possessives, Singular
- Possessives, Plural
- Syllabication, Procedures
- Syllabication, Rules
- Root Words
- Word Patterns
- Abbreviations

C. CONTEXT

- Word Identification
- Word Meanings
- Multiple Meanings

D. SIGHT WORDS

- Familiarity With Word Frequency and
  Functional Words

CHECKLIST OF READING SKILLS

E. COMPREHENSION

Literal
- Reading for Details
- Recalling Sequence
- Organizing to Show Sequence
- Main Idea

Interpretation
- Recognizing Emotional Attitudes
- Interpretation of Facts
- Seeing Relationships
- Characterization
- Predicting Outcomes
- Forming Sensory Images

Critical
- Distinguishing Fact and Fantasy
- Distinguishing Fact and Opinion

Vocabulary
- Synonyms
- Antonyms
- Multiple Meanings
- Homonyms

F. FUNCTIONAL (SURVIVAL) RDG. SKILLS

- Commercial Forms
- Traffic Signs
- Labels
- Health & Emergency Vocabulary
- Driving Terms
- Employment
- Court and Legal Terms
- Cooking Vocabulary
- Finance, Banking, Credit, Loans, etc.

G. STUDY SKILLS

Alphabetizing
- Words

Use of References
- Dictionary, Definitions
- Dictionary, Guide Words
- Dictionary, Multiple Word Meanings
- Dictionary, Phonetic Spelling, Accent
- Encyclopedia, Guide Words
- Encyclopedia, Index
- Encyclopedia, Key Topics
- Tables of Contents, Title Page
- Publisher, Copyright, Year
- Magazines, Newspapers
- Telephone Book
- Library Skills, Card Catalogues

Graphic Materials
- Maps
- Globes
- Diagrams
- Graphs
- Models

Organizing Information
- Outlining
- Classifying
- Summarizing
- Note-Taking
- Skimming
- Test Taking

CURRICULUM

The following basic teaching principles as well as
those described in Section IV, 10 Basic Teaching Principles,
can assist the volunteer in determining an appropriate
curriculum. Discussion with fellow volunteers and resource
persons is encouraged.

A - <u>SELECTING TOPICS</u>

- Determine <u>why</u> the learner wants to read and direct
the curriculum towards this goal. Reading techniques
and skills can be applied to any core curriculum. For
example, if the learner wishes to drive, begin with
driving terminology and road signs and develop further.
- Use the learner's <u>strengths</u> in selecting your mode of
instruction. If the learner has a good visual memory,
build up a solid sight vocabulary first. Then select
skills to teach that require visual memory. There are
many different routes that lead to 'reading'. Choose
the route that the learner can handle most readily.
The ultimate goal is to teach the learner to read -
use the path of least resistance!
- Base tasks and materials on experiences <u>familiar</u>
and <u>relevant</u> to the learner. Section VIII will

- 107 -

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describe a variety of available instructional materials.

Select with your learner in mind.

- Remember when selecting materials and determining the emphasis of the curriculum, the implications of Ulmer's research described on page 45 of this handbook.

B - ORGANIZATION

- List Goals - It is helpful to keep a cumulative list of goals and skills to be covered, specific interests and areas of difficulty. Keep this list in an accessible spot in your plan book and refer to it frequently. Mark off areas covered and note the dates that material was reviewed. Keep adding to this list and allow your curriculum to develop as a response to it.

- Lesson Planning

Prepare a written plan, a flexible plan, for each forthcoming lesson. Use any format that is comfortable. Colvin and Root (1972) provide a sample lesson plan form on page 54. It is helpful to check off material covered and note pages read during the course of the lesson. These can serve as the basis for anecdotal notes completed at home after the session. As well one develops a cumulative record of the learners progress facilitati ng regular review.

When planning lessons keep in mind the following points:

...Content - keep it meaningful

...variety of methods - vary the modes of instruction

- short units of work

- pace

...level of difficulty - select materials that will be
challenging but not too easy or too frustrating for
the learner.

- <u>Records</u>

Keep a brief written record of what was accomplished
in each completed lesson. Use any one of several forms -
anecdotal, note form, etc. Record pertinent observations
at home, while the session is still remembered. This
record will prove to be invaluable when planning subsequent
sessions. As well, new insights or areas of difficulty
may develop when it may be inopportune to deal with them.
In recording these observations they may then be looked
at in a more appropriate context.

- <u>Pacing</u>

Pace and sequence instruction to suit the style of
the learner. Follow difficult tasks by less arduous ones.

- <u>Personal Teaching Kit</u>

Set up your own personal file of exercises teaching
different skills. Use one legal folder for each skill
and separate the materials according to their reading
levels. Exercise pages can be covered with acetate,

making them re-usable. Attach an index listing all the skills alphabetically at the beginning of the file box. Exercises can then be easily retrieved as needed. (Edwin, Smith, 1970)

- Review

Structure lessons to facilitate remembering. Repeat material in different ways stressing relationships, similarities and differences. Review regularly.

C - SOME POSSIBLE TOPICS TO BE INCLUDED IN A LITERACY CURRICULUM:

- Structural reading skills
- grammar
- handwriting
- spelling
- oral reading
- recreational reading
- study skills
- auditory and visual practice
- literature appreciation
- critical reading skills
- functional or lifeskills reading

Some Consumer Curriculum Areas - Lifeskills Education

(Cass, Basic Educ. for Adults)

FOOD

- names of food items

- stores

- menus

- shopping

- weights, sizes, brands, grades

FINANCE

- payment (charge accounts, installments, C.O.D., cash,

  credit, loans)

- income tax

- savings accounts, loans mortgages

- cheques - deposit and withdrawal forms

JOB

- trade terminology

- application forms

- insurances

- payroll deductions

HOME AND FAMILY LIFE		HEALTH AND SAFETY
- homemaking	- travel	- first aid
- planning	- hobbies	- food storage
- house financing	- helping	- emergency
- leases	children	- traffic rules
- contracts	with	- fire safety
- budgeting	homework	- nutrition
- schools		
- childcare		

MATERIALS

A COMMERCIAL

"The reading instruction industry is the single largest
subindustry in U.S. education. Fortunes are being made
by people who produce massive amounts of reading curriculum
material. Paolo Freire helped Brazilian peasants to read
in 30 hours or less with simple low-cost materials."

(Dr. Marsha Forest, 1978, p. 3)

The message is clear but it is also foolish to continue
to re-invent the wheel each time someone needs one! There
is a wide variety of commercial literacy materials available,
ranging from specific exercise sheets to complete, all
inclusive sequential programs consisting of books, duplicating
exercises, audio-visual material and detailed volunteer
instructions. A visit to literacy classrooms would most
likely exhibit, (providing a specific methodology were not
espoused by the institution) diverse materials throughout
the classrooms. Teachers select materials that hopefully
suit their own teaching style and reflect the specific needs
and interests of the student. If the decision is that a
chair is required, you will choose a chair that reflects

your taste - from a wide variety of styles. The message is simply to clearly identify the learner's needs. Then go out and by all means investigate available material. Consider expense, time saved, suitability and quality. Can you produce equivalent material easily? Then select wisely and sensitively. Check out literacy programs (programmed kits, training courses, programmed exercises) with individuals who have used them and/or search out critiques in literacy texts.

Two popular literacy programs are BLADE AND LAUBACH. A brief description and critique follows:

BLADE (Basic Literacy for Adult Development)

This program originated in Saskatchewan. It was developed for use with native people who were trying to adjust to urban living.

Strengths: - phonic base

- logical, spelling and reading skills are correlated

- provides for regular review and reinforcement

Weaknesses: - expensive (over $800) - consists of tapes, workbooks and texts.

- exclusively phonics based

- content is geared towards the interests of people from the northlands

- material contains strong middle class biases

- no provision for student-generated material

Suggestions for Use:

- This program should be used in conjunction with
  other materials.
- BLADE material can be borrowed at the Colonel By
  Campus of Algonquin College. (281 Echo Drive)
  It can also be used with arrangement from the
  literacy program.
  It consists of 4 levels each containing different
  units. A complete phonics base is introduced
  at the first level, and proceeds to a grade 4
  equivalent in reading skills.

<u>LAUBACH</u> (The "Each one teach one" way)

This program was initially developed to teach a language
other than English - a language that was more phonetically
regular. When this method was first developed, new readers
were encouraged to pass on their skills to family and friends.
Thus "each one teach one". The program takes a phonic approach
to reading and requires a degree of tutor training.

Strengths: - strong phonic base
            - graded reading material
            - content is oriented to adult interests
            - structure encourages the learner to proceed at
              his/her own pace.

Weaknesses: - strong third world bias
            - no student generated material
            - excludes modes of instruction other than phonic.

A detailed and inclusive description (as of summer'79)
of the literacy material available in the Resource Centre,
p. 121, list 1 (124 O'Connor, fifth floor) of People, Words
and Change follows. This document was compiled in July 1979
by Mary Nash. It includes:

- resource books with brief descriptions
- programmed and sequential skills series
- diagnostic aids
- audiovisual materials
- programmed reading series
- exercises for practice and review
- reading materials suitable for a beginning, adult reader

Other sources could include:

- publishers lists

    The Annotated Bibliography (Brooke and Rancier, 1970)
    contains an excellent list of instructional materials,
    research information and literature as well as author
    and publisher indexes.

- Bookstores

    University of Ottawa, Carleton University and the High
    School of Commerce have Adult Education and Adult
    English Second Language programs. Many of the
    materials used in these programs can be effectively
    utilized in literacy programs as well. Have a look!

B NON COMMERCIAL MATERIAL

The functioning of our society is dependent on written
and oral language as a means of communication. We are
surrounded by written messages; our senses are continuously
bombarded by word signals. We have trained our senses to
ignore a large percentage of this verbal stimulation and
select from it only what we need.

From the perspective of literacy volunteers however,
this profusion of written language is a source of invaluable
and limitless reading material. Ottawa in particular, a
bureaucratic center, offers a wealth of free, written material
on a variety of subjects. Vast sums need not be spent on
instructional materials. Functional reading topics
(section VI) will provide the volunteer with numerous free
ideas, readily available or easily produced materials. A
partial source list for non-commercial materials follows.
The possibilities are infinite.

1. Public and Institutional Libraries

For the price of a membership card, an unlimited
source of books and magazines are available for both -
volunteer and learner. The Ottawa Public Library will
provide private study space as well if volunteer and
learner prefer to meet in a library atmosphere.
Resource book lists and a sample library pathfinder
are included in Section VII - C. The sample pathfinder

was made up for the Woodroffe Campus Library, Algonquin
College. However, similar classifications apply to the
Ottawa Public Libraries as well.

High interest, low vocabulary books are very difficult
to find in the libraries. A book list for adult learners
was compiled from books selected from the children's
section of the Public Library. These books dealt with
mature topics and are written for beginning readers. This
list is included in <u>Section VIII - C</u> p. 150. University
of Ottawa and Algonquin College have good reference sections
as well. Look at the "English as a Second Language "
materials also.

2. Visit government and business offices, travel agencies,
employment centres, and train and bus stations for limitless
supplies of brochures, forms, pamphlets, information sheets
and schedules.

3. Other readily <u>available material</u> includes:

- newspapers   - political brochures

- magazines   - comics

- catalogues   - instruction sheets

- cook books   menus

- junk mail   - bank forms

4. <u>Learner-Generated Material</u>

Collections of writing by the learners themselves or
dictated to volunteers. (see section V - Language Experience)

5. **Volunteer-Made Material**

Before producing materials, serious consideration should
be given to the time factor involved, differences in expense
and availability of suitable commercially produced material.
Cumulative files of flashcards, illustrations and personal
teaching kit (described in Section VII, Curriculum, p.107)
require minimal time and expense. It is suggested that when
the time and care are taken to produce material, they be
constructed of durable materials and organized so that they
may be re-used, either as review or with different learners.
This can be done, when appropriate, by covering materials
in transparent mac-tac, mounting materials on cardboard
and by writing responses on separate paper rather than on
the original copies. Numbered flashcards plus an index
make specific words easily retrievable.

C   Availability of Literacy Material in Ottawa

The following sources of both reference and reading
materials for volunteers and learners are all available
in Ottawa.

List I, page 121

This is a descriptive list of resource materials
(worksheets, kits, tapes, books, etc.) available at
the People, Words and Change central office. This was
compiled by Mary Nash (librarian).

List II, page 130

List II is a bibliography of recommended resource
and reference books all available in Ottawa. These
lists include books, journal articles and reference
information from the Ottawa Public Library, University
of Ottawa Library and Algonquin College Library. This
list was compiled by Kamala Narayanan (librarian).

List III - Library Pathfinder, page 147

Following the Bibliography described in List II
is a copy of a library pathfinder to resources in
literacy available in the Algonquin College Resource
Centre. The described subject headings, with minor
variations can be used in the other libraries referred
to in the Bibliography.

<u>List IV</u>, page 150

List IV includes suggested book lists for adolescent
and adult new readers. These books are all available
in the children's section of the Ottawa Public Library.

PEOPLE, WORDS

AND CHANGE

<u>Literacy Resource Materials</u>

a variety of teaching aids, workbooks and
informative literacy bulletins

The following materials are available from the
central <u>People, Words and Change</u> office located
at 124 O'Connor, 5th floor (at the corner of
Laurier and O'Connor). To examine or borrow
these resources, please contact the office
prior to your visit - Telephone: 235-4368.

<u>People, Words and Change</u> would like to
thank Mary Nash (librarian for taking
time to make a complete inventory of our
resources. It is because of the
information received that the following
report is available.

July 1979
Marie-Paule Mattice

TEACHING AIDS

A) General

Daniel Fader, Hooked on Books, Berkley Publishing Corp.,
N.Y.,NY. Tenth edition, 1976.
- How to learn and teach reading and writing with pleasure.

Herbert Kohl, Reading How to, Bantam Books, NY, N.Y., 1973
- The natural and easy way to help people of all ages
  discover the joys of reading.

Rosemary Sansome, The Oxford Junior Dictionary, Oxford
University Press, 1978.
- A simple and straight forward dictionary containing
  approximately 4800 words. It is intended primarily
  for grade 1 - 3. Simple prounciation guides are given
  for difficult or ambiguous words.

Albert and Loy Morehead, Webster Dictionary, new American
handy college dictionary, New American Library 1972.
- Contains more than 100,000 definitions, includes
  abbreviations, geographical names, foreign words and
  phrases.

Marsha Forest, Learning and Teaching with Common Sense,
Frontier College, Toronto, 1978.
- A collection of thoughts designed as an aid for you
  to deal with yourself and your student effectively and
  fairly.

Eastman, P.D., The Cat in the Hat, Beginner Books, Random
House Inc. NY, 1964.
- A beginning book dictionary.

Language Research Inc., Learning the English Language; Book
1 & 4, Thomas Nelson & Sons Ltd., Don Mills published by
Houghton Mifflin Company.
- English as a second language, basic reading exercises.

B) Methodology

B.   Chapman, et al, <u>Mott Basic Language Skills Program</u> Allied
Education Council publishing, Michigan U.S.A. 1976.

- Word Bank   : A picture-word association assemblage
                                of 300 common nouns. Excellent voc-
                                abulary developer. Ideal ESL usage.

- Consumer Buying   : Basic numbers and money. A
                                combination of reading, comprehension
                                and arithmetic.

- Placement Guide   : An informal screening device for
                                students placement within the Mott
                                program. Combination of written
                                and oral exercises. Average time to
                                administer the test is 14 minutes.

- Semi-programmed   : Sees the fundamentals of reading
  series #1912   skills.

                             : at the language and grammar level.

- Semi-programmed   : Practice left-to-right movement, top-
  series - word skills   to-bottom movement, learning
  #1300 - 1306   manuscript letters.
  . ... # 1300 <u>A Head Start for Reading</u>

  . . . # 1301   : covers single letter consonant sounds
                                and practices cursive writing.
                                Emphasizes consonant sounds, not words.

  . . . # 1302   : covers short vowel sounds - single
                                letter,   words and short sentences.

  . . . # 1303   : teaches K sound, consonant blends and
                                clusters.

  . . . # 1304   : teaches long vowel sounds, some
                                digraphs and diphthongs.

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July 1979
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Location: Ottawa Public Library

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July 1979

Location: Algonquin College Library

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Please ask for this at the Information Desk.

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These **INDEXES** will help you find magazine articles:

Canadian Education Index   Education Index

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a pathfinder

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Algonquin College Resource Centre

Woodroffe Campus

September 1978

1. Materials (books, cassettes, films, slides, etc.)
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   SUBJECT CATALOGUE under these headings:

   English Language - Alphabet

   English Language - Orthography

                & Spelling

   English Language - Phonetics

   Illiteracy

   Libraries and New Literates

   Reading and its many subdivisions

    eg. Reading Ability
         Reading (Adult Education)
         Reading Disability
         Reading (Elementary)
         Reading (Primary)
         Reading - Remedial Teaching
         Reading - Study & Teaching

2. Items in this field are shelved under these CALL NUMBERS:

   BF 456
        .R?   - Psychology of Reading

   LB 1049.95
   LB 1050
   LB 1050.5
   LB 1525   Educational aspects: -
   LB 1573
   LB 1576   e.g. Reading (Adult Education)
   LC 4028   Reading Disability
   LC 5225   Reading - Remedial Teaching

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RC  423              Medical aspects: -
RJ  496
    .A6                  viz. communicative disorders

Z  716.45         - Libraries and New Literates
```

3. REFERENCE BOOKS, such as dictionaries and
   encyclopedias, useful in this subject:

   REF LB 1050.5 .C44   Chicorel, Marietta, ed.
                              Chicorel abstracts to reading
                              and learning disabilities.
                              Periodicals . New York,
                              Chircorel Library Publ. Corp.
                              Annual.

   REF LB 1050.5 .C45   Chicorel, Marietta, ed. Chicorel
                              index to reading and learning
                              disabilities: an annotated guide:
                              books. New York, Chicorel
                              Library Publ. Corp. Annual.

4. As the collection builds, material such as clippings,
   pamphlets, reprints, etc. will be kept in the
   INFORMATION FILES.

   Please ask for this at the Information Desk.

5. Some MAGAZINES and NEWSPAPERS:

        Convergence   Journal of Reading
        English Journal   Literacy
        English Quarterly   Times Educational
                                   Supplement

6. These INDEXES will help you find magazine articles:

        Canadian Education Index
        Canadian Periodical Index
        ERIC (Educational Resources
              Information Centre) -
              Resources in Education

                        Education Index
                        Library Literature
                        Readers' Guide to Periodical
                          Literature
                        Social Sciences Index

PLEASE NOTE:

I) You can borrow our materials via your nearest Algonquin College Campus Resource Centre or Community Education office. These are listed in the telephone directory.

II) Lorsque nous aurons acquis une quantité suffisante de matériaux de ressources de langue française, nous publierons un dépisteur. Entre-temps, le personnel du bureau des renseignements se fera un plaisir de vous servir et de vous aider dans la langue de votre choix.

When we have succeeded in our efforts to acquire sufficient French materials for the collection, a relevant pathfinder will be produced in French. In the meantime, Information Section staff can provide personal guidance in French to the use of our resources.

Books Available at the Ottawa Public Library

What follows is a bibliography selected from the children's section of the Ottawa Public Library. The subjects of these books may be of interest to adults and adolescents, beginning reading. They are arranged by subject and an indication of difficulty is given. (e.g. - level 1 = grade 1, minimal reading skills; level 3 = equivalent to grade 3, basic reading skills mastered.)

ART

The Art of Ancient Greece, Shirley Glubok.
(level 3)   Well illustrated, large print, well spaced, informative.

Paul Klee, Ernest Raboff, 1968.
(level 3) Colour reproductions.

HOBBIES

Photography - Close-Up, D.J. Herda, 1977.
(levels 4, 5) Informative, clearly written.

Kites, Larry Kettelkamp, 1959.
(Levels 3,4) History, varieties, aerodynamics.

Making Things - A Handbook of Creative Discovery, Bk. 2,
(levels 4,5,6,) Ann Wiseman, 1975. Toys, weaving, macramé, well diagramed.

Bird Feeders and Shelters You Can Make, Ted S. Petit.
(level 4)   Good diagrams, but woodworking experience would be useful.

Backyard Flowers, (Beginning knowledge Series).
(level 4) (same series as above, American birds.)

BIOGRAPHIES

Donny and Marie Osmond, Constance Van Brunt McMillan.
(levels 3,4) many photographs, similar to a movie
magazine.

Modern Women Superstars, Bell Gutman.
(level 4) Short biographies of athletes.

The Mysterious Rays, Nancy Beglahn, 1977.
(level 4) Marie Curie.

Women at Their Work, Betty Lou English, 1977
(levels 3,4) Short photo biographies of women in
different professions.

SPORTS

Basketball Players Do Amazing Things, Mell Cebulash, 1976
(level 3) Real pictures, large, heavy print.

Ken Dryden, Fred McFadden
(level 4) Real photographs but simplified information
geared to a child.

Bobby Hull, Superstar, Scott Young.
(level 4) Informative.

Danger White Water, Otto Penzler, 1976.
(levels 3,4) Beautiful colour photos, mature, informative.

Skydiving, ed. by Dr. Howard Schroeder, 1978.
(level 3) Colour photos.

Hand Gliding, Dorothy Childers Schmitz, 1978

FICTION

Mad Scientists, Ian Thorne.
(levels 3,4) Illustrations from films such as Jekyll
          and Hyde.

Peanuts Treasury, Charles M. Schulz.
(all levels) Pages and pages of Peanuts cartoons.

Favorite Fairy Tales Told in Russia
  "   "   "   "   "" Norway
  "   "   "   "   "" Sweden
  "   "   "   "   " France, Retold by Virginia
                                        Haviland.
(level 3) Short stories.

FICTION (cont.)

The Little Prince, Antoine de Saint-Exupéry.
(level 4 to adult)

The Great Balloon Race, Gommaan Timmermans.
(levels 3,4) Cartoon strip style.

The Deadly Diamonds, Laurence and Irene Swinburne, 1977
(level 4) Five short stories of diamonds and their curses.

SCIENCE

Energy - Its Past, Its Present and Its Future, Martin J.
Gutnik.
(levels 4,5) Geared to children

The Earth Book, Gary Jennings.
(levels 5,6) Beautiful photos, mature subjects.

Think Metric, by Franklyn M. Branley.
(level 5) Informative.

Find the Constellations, A.A. Rey
(level 4)

Dreams, Larry Kettelkamp.
(levels 4,5) Dream research, large print.

The Calendar, Irving and Ruth Adlen.
(levels 4,5) "The Reason Why Books" series.

The Origins of Man, John Napien, 1968.
(level 5)

Surprising Facts - About Our World and Beyond,
Gardner Soule.
(levels 6,7)

TRAVEL

Around the World in Eighty Days, John Burningham, 1972
(levels 3,4) Many illustrations, few words, 2-3 lines
            per page, mature content.

This is Edinburgh, Miroslav Sasek, 1961
(levels 2,3) Only 2 lines per page, many illustrations,
            informative.

COOKING

Let's Bake Bread, Hannah Lyons Johnson.
(level 3) Well illustrated (geared for children),
        step by step instructions, few words.

MECHANICAL SYSTEMS

Things Around the House, Herbert Zim
(levels 3,4) Explains electrical and plumbing systems
        with diagrams. Also appliances, doorbells,
        etc. Huge, well spaced writing with
        clearly labelled diagrams.

Telephone Systems, Herbert Zim, James A. Skelly.
(levels 3,4)

Hoists, Cranes and Derricks, Herbert Zim, James
                                A. Skelly.
(levels 3,4)

Millions of Cars-From Drawing Board to Highway,
            Hal Butler.
(levels 4,5) Real Photographs.

MacDonald First Library Series
    The Story of Cars
    Towns and Cities
    Deserts
    (level 2)

Starters,
(level 1) Geared to children, bright illustrations,
        nicer than readers.

Compiled by Judith Bernstein 1979

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B I B L I O G R A P H Y

Reference List

1. BROOKE, W. M. & RANCIER, <u>An annotated Bibliography of Adult Basic Education</u>, Dept. of Reg. & Econ. Expansion, Queen's Printer, Ottawa, 1970

2. CASS, A. <u>Basic Education for Adults</u>. New York: Associated Press, 1971.

3. COLVIN, R. J., & ROOT, J. H. <u>Tutor</u>. Techniques Used in the Teaching of Reading: A Handbook for Teaching Basic Reading to Adults and Teenagers. Chicago: Follet Publishing Co., 1972.

4. DOLCH, E. W. <u>The Psychology and Teaching of Reading</u>. Champlain, Illinois: Garrard Press, 1951. Appendix A, p. 507-8

5. FOREST, M. <u>Learning and Teaching with Common Sense</u>. Toronto: Frontier College, 1978. (Free copies available: Frontier College, 31 Jackes Ave., Tor.)

6. FRY, E. B. A Readability Graph for Librarians. <u>School Libraries</u>, Fall 1969, part 1, <u>16</u>, pp. 13 - 16.

7. HEILMAN, A. W. <u>Phonics</u> in Proper Perspective. (2nd ed.) Columbus, Ohio: Merrill Publ. Co., 1968.

8. KOHL, H. <u>Reading, How To</u>. New York: Bantam Books, 1973

9. LANIER, R. B., & DAVIES, A. P. Developing Comprehension through Teacher-made Questions. <u>Reading Teacher</u>, Nov. 1972, <u>26</u>, part 2.

10. La PRAY, M. & ROSS, R. The Graded Word List: Quick Gauge
         of Reading Ability. Journal of Reading, Jan. 1969,
         12, No. 4, pp. 305 - 307.

11. MARYLAND STATE DEPT. OF EDUCATION, Functional Reading,
         Vol. 1 and 2, A Resource Guide for Teachers.
         Balto, Maryland: A publication of the division of
         instruction. 1975 - 76. (not available in Ottawa -
         P.O. Box 8717, Balto. Md., 21240)

12. MATTICE, M. Program Overview. People, Words and Change,
         Literacy Project, Algonquin College, 1979.

13. OTTO, W., & FORD, D. Teaching Adults to Read.
         Boston: Houghton Mifflin, 1967.

14. SMITH, E. Literacy Education for Adolescents and Adults:
         A teacher's resource book. San Francisco:
         Boyd and Fraser, 1970.

15. SMITH, E. H., & SMITH, M. P. Teaching Reading to Adults.
         University of Miami Reading Clinic, Florida: Publ.
         National Association for Public Continuing Education,
         1972.

16. THOMAS, A. Adult Basic Education and Literacy Activities
         in Canada. World Literacy of Canada, Toronto: 1975-76.

17. ULMER, C. Teaching the Disadvantaged Adult. Publ. by
         Nation Assoc. for Public Continuing Education,
         Washington D.C.: 1972.

APPENDICES

CORE SIGHT VOCABULARY BASIC FUNCTION WORDS

a
about
all
already
although
always
am
an
and
another
any
around
as
at
away

be
because
before
below
better
between
both
but
by

call
can
come
could

did
do
does
done
down
Dr.

eight
either
enough
ever
every

far
first
five
for
found
four
from
full

give
go
goes
going
good
got

had
has to
have
he
her
here
him
his
how

I
if
in
into
is
it
its

just

knew
know

laugh
like
lot
look

many
me
Miss
more
most
Mr.
Mrs.
Ms.
much
must
my

never
next
no
none
not
nothing
now

of
off
on
once
only
or
other
our
out of
over
own

play
please
put

quite

read
right
round

said
saw
say
seven
she
should
six
some
stop

ten
than
thank-you
that
the
their
them
there
these
they
this
those
three
through
to
two

under
until
up
us
used to

very

walk
want
was
we
well
went
were
what
when
where
whether
which
who
whose
why
will
with
would

yes
you
your

GENERAL

- Adults only
- Beware
- Beware of dog
- Caution
- Closed
- Combustible
- Contaminated
- Do not inhale fumes
- Do not touch
- Do not use near heat
- Do not use near open flame
- Dynamite
- Explosives
- Flammable
- Found
- Fragile
- Gasoline
- Gate
- Handle With Care
- Hands off
- Help
- High Voltage
- Inflammable
- Information
- Keep Away
- Keep Off (the grass)
- Lost
- Live Wires

- No diving
- No fires
- No fishing
- No hunting
- No spitting
- No Swimming
- No touching
- No Trespassing
- Open
- Out
- Out of Order
- Poison
- Poisonous
- Posted
- Private
- Private Property
- Safety First
- Shallow Water
- Shelter
- Thin ice
- This end up
- This side up
- Use in open air
- Violators will be prosecuted
- Wanted
- Warning
- Wet Paint
- Danger

TELEPHONE

- Directions
- Instructions
- Operator
- Dial
- Emergency
- Fire Department
- Area Code
- Police
- Ambulance
- Doctor
- Physician
- Directory Assistance
- Business Office
- Repair Service

- Telegrams
- Collect calls
- Direct Distance Dialing (DDD)
- Long distance
- Person to Person
- Station to Station
- Rate
- Toll Call
- Customer
- Credit Card
- Emergency
- Call Guide
- White pages
- Yellow Pages

Adapted with permission from Functional Reading, Vol. 2, 1975,
Pages A-23 and A-30. (see reference list no. 11)

DRIVING

- Advance Green
- All Cars (Trucks) Stop
- Ask Attendant for Key
- Bridge Out
- Bus Only
- Caution
- Construction Zone
- Crosswalk
- Curb
- Danger
- Dangerous Curb
- Dead End
- Deer (Cattle) Crossing
- Detour
- Dim Lights
- Do Not Block Walk (Driveway)
- Do Not Enter
- Drive Slow
- Emergency Vehicles Only
- End Construction
- Entrance
- Exit Only
- Falling Rocks
- Flooded
- Four Way Stop
- Garage
- Go Slow
- Highway
- Hospital Zone
- Inspection Station
- Junction
- Keep to the Left (Right)
- Left Lane on this Signal Only
- Left Turn Only
- Loading Zone
- Look
- Look Out for the Cars (Trucks)
- Listen
- Km/H, M.P.H.
- Mechanic on Duty
- Men Working
- Merge Left (Right)
- Merging Traffic
- Next
- No Heavy Trucks

- No Left Turn
- No Parking
- No Passing
- No Right Turn
- No Right Turn on Red Light
- No Smoking Area
- No Standing
- No Turns
- No Stopping
- No 'U' Turns
- Not a Through Street
- One Way – Do Not Enter
- One Way Street
- Pavement Ends
- Pedestrian Crossing
- Playground
- Proceed At Your Own Risk
- Private Road
- R.R.
- Railroad Crossing
- Rest Rooms
- Resume Speed
- Right Lane Must Turn Right
- Right Turn Only
- Road Closed
- Road Ends
- Rough Road
- School Zone
- Slide Area
- Slippery When Wet
- Slow Down
- Slower Traffic Keep Right
- Speed Checked by Radar
- Steep Grade
- Stop
- Stop Ahead
- Stop for Pedestrians
- Three Way Light
- Turn Off
- Traffic Circle
- Truck Route
- Unloading Zone
- Use Low Gear
- Washrooms
- Watch for Flagman
- Winding Road

BUILDING SIGNS

- Bus Station
- Condemned
- Dentist
- Do Not Crowd
- Do Not Push
- Do Not Shove
- Doctor
- Down
- Elevator
- Escalator
- Emergency Exit
- Employees Only
- Entrance
- Exit
- Exit Only
- Fire Escape
- Fire Extinguisher
- Fire Hose
- First Aid
- Gentlemen
- In
- Information
- Keep Closed At All Times
- Keep Out
- Ladies
- Men

- No Admittance
- No Cheques Cashed
- No Credit
- No Dogs Allowed
- No Loitering
- No Minors
- No Pets
- No Smoking
- Nurse
- Office
- Police (Station)
- Post No Bills
- Post Office
- Private
- Push
- Pull
- Smoking Prohibited
- Step Down (Up)
- Inside
- Outside
- Terms Cash
- Up
- Use Other Door
- Watch Your Step
- Ask Attendant for Key
- Danger

FIRST AID

- Ammonia
- Wood Turpentine
- Kerosene
- Insecticide
- Rat Poison
- Lye
- Drano
- Iodine
- Mercurochrome
- Antiseptic
- Antidote
- Caution
- Do Not Inhale Fumes
- First Aid
- Nurse
- Combustible
- Contaminated
- Do Not Use Near Heat
- Doctor
- Bandaid

- Adhesive
- Bandage
- Gauze
- Dilute
- Tourniquet
- Milk of Magnesia
- Scissors
- Tweezers
- Cotton
- Sterile
- Alcohol
- Heating Pad
- Ice Bag
- Hot Water Bottle
- Solutions
- Sling
- Physician
- Hospital
- Thermometer
- Aspirin

COOKING

- Instructions
- Directions
- Do Not Refreeze
- Recipe
- Formula
- Ingredients
- Mix
- Drain
- Juice
- Stir
- Squeeze
- Pour
- Pare
- Grease
- Sprinkle
- Sift
- Mold
- Oil
- Scald
- Heat
- Chicken
- Set
- Beat
- Fill
- Garnish
- Cake
- Congealed
- Serve
- Bake
- Melt
- Cook
- Foil
- Thaw
- Oven
- Broiler
- Spread
- Tablespoon (T.)
- Teaspoon (tsp)
- Measuring Cup (C)
- Mixing Bowl
- Measuring Spoons
- Pot Holder
- Egg Beater
- Flour Sifter
- Waxed Paper
- Waffle Iron
- Casserole
- Electric Frypan
- Grate
- Pans (cake, tube, bundt, frying, muffin, baking, loaf)

- Low - Med. - High (Heat)
- Peel
- Broil
- Whip
- Fry
- Boil
- Speed (Mixer)
- Sauté
- Chop
- Measure
- Knife
- Freeze
- Degree
- Roll
- Sugar
- Flour
- Season
- Package
- Eggs
- Baking Powder
- Baking Soda
- Add
- Salt
- Pepper
- Flavoring
- Vanilla
- Milk
- Margarine
- Butter
- Shortening
- Mixture
- Dissolve
- Chill
- Empty
- Saucepan
- Contents
- Teakettle
- Altitude
- Thermometer
- Sauce
- Meringue
- Blend
- Blender
- Ounce (oz.)
- Pound (lb.)
- Kilogram (kg.)
- Millilitre (ml.)
- Litre (li.)
- Gram (gm.)
- Cool
- Wire Rack

BASIC UTILITY AND HOUSEHOLD APPLIANCES

- Instructions
- Directions
- Attachments
- Patented
- Manual control
- Automatic control
- Turn
- Selector
- Dial
- Timer (Set)
- Knobs
- High - Low - Normal
- Wash
- Spin
- Rinse
- Soak
- Hot
- Warm
- Permanent Press
- Light
- Press Button
- Lint Screen
- Close Door
- Remove
- Caution
- Spray
- Switch
- Plug
- Cord
- Fuses
- Circuit Breakers
- Automatic
- Motor
- Normal Load
- Small Load
- Temperature
- Defrost
- Frost Free
- Quick Chill
- Meat Keeper
- Sani-temp
- Vegetable drawer
- Crisper
- Surface
- Oven
- Left Front (Rear)
- Right Front (Rear)

- Low - Medium - Full
- Timed
- Delicate
- Thermostat
- Locked
- Water Level
- Higher
- Immerse
- Heating Element
- Vent
- Duct
- Filter
- Fabrics
- Warranty
- Guarantee
- Appliance
- Buzzer
- Refill
- Avoid
- Lever
- Higher Setting
- Outlet
- Dust Bag
- Empty
- Disconnect
- Socket
- Position
- Racks
- Illustrations
- Cycle
- Manufacturer
- Product
- Furnace
- Fuel Oil
- Mower
- Gasoline
- Blade
- Bracket
- Sani-cycle
- Rinse - Hold
- Light Soil
- Heavy Soil
- Light Load
- Heavy Load
- Dry
- Fluff

A P P E N D I X   B

C O M M O N   R E A D I N G   D I F F I C U L T I E S

SOME COMMON READING DIFFICULTIES AND SUITABLE METHODS OF
TREATMENT

Symptoms	Useful methods of treatment
Mispronunciation. Confusion of somewhat similar consonants or vowels.	Speech training. Riddles, rhymes. Lists of similar words presented (a) orally, (b) visually - e.g. 'odd man out'. Practice in recognizing letters heard and seen. Training in analysis of words.
Reversals.	Colour clues to identify beginning of word. Write words starting close to margin at left of page. Emphasis on direction of reading exercises involving tracing, finger pointing while vocalizing, underlining while reading. Aperture card - hole to reveal only part of a word at a time, follow-up with total form of word exposed. Introduce cursive writing.
Repetitions.	Training in methods of attacking new words. Encouragement of calmness and slower rate. Reading aloud with other pupils.
Substitutions of guessed words	Word games in which phonic analysis is emphasized. Use of easier material. Enlargement of vocabulary.
Additions or ommissions of words.	Emphasis on meaning. Flash cards with incomplete sentences and complete ones for comparison. Reading in concert with teachers.

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Ommission of lines.	The use of wide line spacing. Underlining while reading. Reduction of anxiety and strain.
Frequent pauses and hesitations.	Enlargement of vocabulary. Practice with flash cards showing unfamiliar words. Use of easier material.
Jerky reading - word by word	Reduce emphasis on words. Training with flash cards showing phrases or sentences to which responses are to be made to indicate understanding of meaning.
Lack of intelligent interpretation.	Use of easier material. Emphasis on meaning. Provision of a motive for reading. Practice with sentences or flash cards.
Excessive vocalization.	Increased training in a silent reading. Discouragement of lip movement. Practice with flash cards to enlarge vocabulary and to develop correct eye movements.
Difficulty in recall.	Practice in summarizing. Use of easier materials.
Inability to read quickly.	Practice in skimming to locate a word or a phrase in a paragraph or sentence on a page (a) orally (b) in writing.
Difficulty in noting details in a description.	Use of completion exercises. Underlining of correct answers. Construction of questions on given paragraphs. Extensions of spoken vocabulary to secure greater familiarity with words. Use of easier material.

Thamesdown & North-East Wilts
Adult Literacy Service
Britain

A P P E N D I X   C

EXTERNAL LITERACY AND RELATED AREA CONTACT ASSOCIATIONS

A P P E N D I X C

EXTERNAL LITERACY AND RELATED AREA CONTACTS:

OTTAWA

Canada Employment Centre	**Canada Employment Centre**
300 Laurier Ave., Tel: 235-1851	25 McArthur Rd., 5th fl., Tel: 993-9810
Catholic Family Services	**Central Volunteer Bureau**
200, Isabella St., 4th fl., Tel: 233-8478	85 Plymouth St., Tel: 236-3658
Community Info. Centre	**Council on Aging**
377 Rideau St., Tel: 238-2101	85 Plymouth St., Tel: 236-3658
Dept. of Culture & Recreat.	**Detention Centre**
English Second Language Tel: 566-3725	2244 Innes Rd., Tel: 824-6080
Employment Serv. Prog.	**Inter-Pares**
44 Eccles St., Tel: 238-3340	International Devel. Serv. 205 Pretoria Ave. Tel: 563-4801
Le Coin du travailleur	**Ottawa Public Library**
528 St. Patrick St., Tel: 238-2062	120 Metcalfe St., Tel: 236-0301
Probation and Aftercare Service	**Probation & Parole** Mins. Correctional Serv.
900 Lady Ellen Pl., Tel: 722-3495	251 Bank St., Suite 200 Tel: 237-2034
Social Planning Council	**Social Service Dept.**
Ottawa - Carleton 85 Plymouth St. Tel: 236-3658	389 Somerset St., Tel: 563-2951

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CANADA

Canadian Literacy
    Newsletter
(Can. Movement for Liter.)
29 Calder Cres.,
Regina, Saskatchewan

College of New Caledonia

3330 22nd Ave.,
Prince George, B.C.
V2N 1P8

The Develop. Educ. Cent.

121 Avenue Road
Toronto, Ontario
Tel: (416) 964-6560

Eastern Canada NALA Assoc.

2769 Ralph Devlin Dr.,
Halifax, N.S.
B3L 3T2

Frontier College.

31 Jackes Ave.,
Toronto, Ont. M4T 1E2
Tel: (416) 923-3591

Greater Moncton Liter. Counc..

60 Edgett Street,
Moncton, New Brunswick
Tel: (506) 854-7947

Learning Centre

732 Cha_ tte St.
Fredricton, N.B.
Tel: (506) 454-6681

Missiwaska Soc. Plan. Counc.

P.O. Box 355,
Arnprior, Ontario
Tel: (613) 623-7086

Movement for Canadian
    Literacy
P.O. Box 533, Station P
Toronto, Ont. M5S 2T1

Newcomer News - Serv. Branch

5th Fl.   77 Bloor sr.w.
Toronto, Ontario
Tel: (416) 965-1192

St. John Literacy Counc.

110 Charlotte St.,2nd f1.
Provincial Building,
St. John, N.B.
Tel: (506) 658-2536

St. Christopher House

P.O. Box 433, Station E
Toronto, Ont., M6H 4E3

Tel: (416) 533-1258

St. Lawrence College

Portsmouth Avenue.
Kingston, Ont.
K7L 5A6
Tel: (613) 544-8950

S E B A M
(Service d'éducation de base
 des adultes de Montréal)
2217 Papineau Street,
Montréal, Quebec
Tel: (514) 525-3065

Volunteer Reading Aide (Laubach)
243 Catherine Street,
Pembroke, Ontario
Tel: (613) 732-8211

U.S.A.

L.V.A.

Literacy Volunteers
 of America
3001 James St.
Syracuse, N.Y.
13206, U.S.A.

N A L A

(National Affiliation for
 Literacy Advance)
1320 Jamesville Avenue,
Syracuse, N.Y.
13210, U.S.A.

A P P E N D I X   I

SAMPLE SELF - EVALUATION QUESTIONNAIRES

FOR THE LITERACY VOLUNTEER

SOME QUESTIONS TO ASK YOURSELF BEFORE

YOU START TEACHING OTHERS

1. Do I really want to teach?

2. Am I motivated to learn (if not how can I motivate anyone else?)

3. Is my life interesting or boring? (If my life is dull, boring, monotonous - how can I inspire anyone?)

4. Do I like (love) to read? (If not how can I inspire that desire in my students?)

5. Do I like (love) to write or is it a chore?

6. When did I last write a poem, a verse, a letter?

7. When did I last get intellectually excited by a book?

8. What are my attitudes towards reading and writing?

9. Do I really believe that everyone has a right to read and can read or do I think it's a mysterious difficult process only to be taught by the "experts".

10. Do I respect my pupils for what and who they are, not what and who I expect them to be?

11. Am I honest about myself and my own strengths and weaknesses? Can I share this openly with my students?

12. Can I teach? Can I learn? Can I change?

COMMENTS TO MYSELF ON THE ABOVE QUESTIONS:

From: Learning and Teaching with Common Sense by Dr. Marsha Forest.

Please spend some time reading this questionnaire and
then note down your responses. What you choose to share,
if anything, during the discussion period is entirely up to you.

A

1. Have you ever helped anyone learn anything?

2. Do you think you are patient person?

3. Have you ever failed at anything you wanted to succeed in?

4. How do you recognize frustration in someone?

5. What do you enjoy about learning?

6. When did you last learn something new?

7. Do you really think that everyone has a right to read
    and can read or do you think it is a mysterious, difficult
    process only to be taught by the 'experts'?

8. Do you find it easy to be honest about yourself and your
    own strengths and weaknesses? Could you share this with
    your students?

9. What do you think is your greatest strengths?

10. Do you enjoy reading and writing?

SENTENCE COMPLETION PROJECT

<u>B</u>

Please read these sentence fragments, and complete as fully

as you wish. Again, feel free to keep your responses private.

1. My greatest assests relating to others are ---------------

2. To be a literacy volunteer I need most to learn ---------

Introductory Questionnaire for new volunteers.

What do we read and write?   How?   Why?

We are going to ask you, in this two part questionnaire, to look in depth at what the good reader and writer does in everyday adult life. We are going to ask you to think about your own recent reading and writing and to make some notes. This questionnaire remains YOUR PRIVATE PROPERTY.

Read Part I through first and then jot down your responses. Take Part II home with you to mull over. Try and fill it out by the end of Saturday. Both parts are aimed at sensitizing you to your own patterns and to the methods you use to deal with the complexity of reading and writing.

PART I

Question 1: What specific reading tasks have you had to undertake in the last few days?

SITUATION	READING	WRITING
At Work		
Travelling		

SITUATION	READING	WRITING
Shopping		
Newspapers, magazines, books		
Recreation, hobbies		
At home.		
Postal, financial forms		
Other areas important to you		

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Introductory Questionnaire for new volunteers: Part II

Question 1: Please record which of the following situations you
             have met in the course of the reading and writing
             tasks you have chosen to examine in Part 1.

   a) Have you found any words you could not pronounce?
      What were they? What did you do'

   b) Have you found words whose meanings were unfamiliar
      to you? Were they new words, or familiar words used
      in a new way? What were they? What did you do?

   c) Have you found sentences of such length and
      complexity that you had to re-read them to get the
      meaning, or passages where you had to 'read between
      the lines' to infer what the author was trying to
      say not too explicitly?

   d) Have you met passages where you felt you were in
      disagreement with the author's point of view?

   e) Have you met passages that involved you emotionally,
      humour, sadness, etc.?

   f) Have you met texts in connection with some job you
      needed to do? Have they always been adequate in
      terms of instruction? What have you done if this
      has not been the case?

   g) Have you used texts where you needed to skip large
      chunks of material in order to find the piece of
      information you needed? How did you decide when
      to start reading in depth again?

   h) Finding texts is a problem: eg. getting hold of a
      claim form or finding a suitable car manual. Have
      you had trouble finding a text you needed? What
      steps did you take?

   i) Have you had problems with "the small print". In
      what situation? What did you do about it?

j) Have you, to your knowledge, made spelling mistakes?
How did you realize this? What did you do about it?

k) Have you had to make any preliminary drafts of written
material before writing or typing a fair copy? In
what situation and why?

l) Have you had to write using highly formal "officialese"?
What difficulty did this present?

m) Have you had difficulty finding the required information
before you undertook any writing, eg. filling in a tax
form, writing a report. What did you do about it?

n) Are there any writing activities you put off as long as
possible? Can you analyse the reason for this?

Normally, teaching reading and writing to adults concentrates
on areas suggested in Question a, b, and j. How do you think
you came to be able to understand all the other kinds of skills
we have highlighted?

Question 2. a) What do you need to be sure of the meanings or
pronunciation of these words?

bank	branch	drill	head
post	sign	spell	tank
abuse	bow	close	conduct
read	record	wind	object

b) Imagine speaking each of these words in isolation.
How many meanings can you think of? What changes
the meaning?

fire   go   John   no   out

c) Repeat b. but this time see how many meanings you
can get from each of these sentences.

They are eating apples.

The radio works

M.P.s are revolting.

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Self-Evaluation Questionnaire

The relationship between volunteer and learner.

Please spend some time reading this questionnaire and then note down your responses. What you choose to share, if anything, during the discussion period is entirely up to you.

1. What do you expect to be doing as a tutor?

_____

_____

_____

2. What do you expect from the learner?

_____

_____

_____

3. What do you expect to have achieved after a few months?

_____

_____

_____

4. Why do you think adults remain illiterate?

_____

_____

_____

5. What limitations would you place on the way you function as a volunteer?

_____

_____

_____

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6. What is your worst fear about the literacy tutoring situation?

_____

_____

_____

7. What will give you the greatest pleasure in the literacy
   tutoring situation?

_____

_____

_____

8. What would you feel, if your student told you you were not
   helping him/her?

_____

_____

_____

9. Why do you want to be a literacy tutor?

_____

_____

_____

10. How do individuals learn best, in your view?

_____

_____

_____

11. What in your past/present experience can help you relate to a
    person who cannot read or write?

_____

_____

_____

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