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ABSTRACT Philadelphia's Center for Literacy (CFL), in an effort to improve recruitment and retention of volunteers for programs in tutorial literacy and English as a Second Language (ESL), conducted the following activities under its 1980-81 Section 310 grant: (1) installed a telephone recording machine for after-hours calls; (2) produced an informative brochure about the program with a response sheet; (3) conducted two ESL and three basic literacy workshops to train a total of 77 new volunteer tutors; and (4) continued to use media public service announcements developed during the project. The refinements of the program were recommended to be continued. (Document appendixes contain log sheets for daytime and after-hours calls, the brochure describing the program, an outline of CFL tutor-training workshops, the CFL Literacy Tutor-Training Handbook, and workshop evaluations.) (Author/KC)

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Project LEAP

"Something Stops You and Makes You Think":

An Adaptation

final report written by:

Rebecca A. Eno  
Project Director  
The Center for Literacy

Project LEAP originally developed by Thomas R. Newman

Contract #80-98-0802, a project of:

The Center for Literacy, Inc.  
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Philadelphia, PA 19104

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Harrisburg, PA 17108

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Copies of this report sent to ERIC and Advance

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ABSTRACT

In an effort to improve its plan to recruit and retain volunteers for its tutorial literacy and ESL programs, and to continue recruitment of students, Philadelphia's Center for Literacy (CFL) set out to achieve the following goals under its 1980-81 Section 310 Grant:

- (1) to install a telephone recording machine for after-hours calls;
- (2) to produce an informative brochure with a response sheet;
- (3) to provide 2 ESL and 3 basic literacy workshops to train volunteer tutors; and
- (4) to continue to use media spots developed by Project LEAP.

This narrative report and evaluation attempts to demonstrate how all of these various specific sub-goals combine to help the Center achieve its major goal. The new CFL brochure may be of special interest to individuals involved in public relations and recruitment of volunteers for literacy and ESL programs. Educators who are involved in training literacy tutors or who teach literacy skills themselves should find the new CFL Literacy Tutor Training Packet most valuable.



## INTRODUCTION

4.

Project LEAP (Literacy Education Awareness in Pennsylvania) was originated in 1977 by Thomas R. Newman, a staff member at The Center for Literacy in Philadelphia. The project was designed to make the public aware of the problem of adult illiteracy and the steps the Commonwealth has taken to solve this problem; more specifically, to increase enrollment in ABE classes and to recruit more volunteers for one-to-one literacy programs. The end product of Project LEAP was the booklet, "Something Stops You and Makes You Think: A Practical Guide to Public Information and the Media."

The Center for Literacy (CFL) has continued in its efforts to meet the standards set by Project LEAP. We continue to try to reach the hard-to-reach folks who most need the services of adult basic education, and to promote the notion that illiteracy is a legitimate social problem, rather than a shameful individual failure. While we may not yet be attracting those most difficult to reach, we have attracted enough potential students for our own literacy and ESL programs that we maintain a student waiting list which is consistently larger than our pool of available volunteer tutors.

Thus, our major problem has become the recruitment and retention of volunteer tutors. It was in order to help solve this problem that CFL embarked upon a new plan to adapt the Project LEAP concept, under an "Adapter/Adopter Grant" from Adult Education Act's Section 310 funds. The goals of the new project were:

1. to purchase and install a telephone message-recording machine to prevent the loss of after-hours and weekend recruits responding to public service announcements.

2. to develop an informative brochure with a tear-off response form to be mailed to potential volunteers or students.
3. to provide 2 training workshops for English as a Second Language volunteer tutors.
4. to provide 3 training workshops for basic literacy volunteer tutors.
5. to utilize radio and television spots developed by Project LEAP to recruit tutors and students.

The proposed starting and ending dates for this project were September 1, 1980, and June 30, 1981, respectively. The project did not actually get under way until March , 1981, necessarily delayed until CFL received start-up moneys.

CFL's business manager, William J. Barrett, administered this mini-project until he took a position elsewhere and the project was left in the hands of this report writer, Rebecca Eno in late April, 1981. The director of CFL's Adult Learning Services, Marlyn DeWitt, was instrumental in the transition between project directors and continued as a resource person and champion of the cause. Other individuals who have contributed to the success of the project are: Helena Frazier, our information and referral specialist, who took charge of the new "Record-a-Call" machine by recording out-going messages and contacting everyone who left information on the machine; Maureen Pitcher, a student at the Art Institute of Philadelphia, who designed and completed the art work for the brochure; Martha Lane and the Lutheran Church Women who produced the ESL tutor's guide, Emergency English for Refugees; ESL tutor trainers Karen Dahmer and Gail Weinstein; basic literacy tutor trainers Robert Preston, Martha Lane, Marlyn DeWitt, John Cole and Rebecca Eno (the last three of whom developed CFL's own tutor training curriculum included with this report); Mary Larkin who designed the bookmark; Bridget Martin who patiently typed this report; and the Board of Trustees, the Adult Learning Services Committee, and CFL's tutors and students.

This final project report should prove most useful to adult educators, particularly those in volunteer, one-to-one literacy programs, who are involved in public relations and/or in the training of volunteer literacy or ESL tutors. It is our hope that the ideas and results contained herein are helpful. Copies of this report are kept on permanent file at Pennsylvania's Department of Education. Copies have also been sent to the following dissemination centers:

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P.O. Box 190  
Arlington, VA 22210
- (2) Advance  
Stayer Research and Learning Center  
Millersville State College  
Millersville, PA 17551

THE MACHINE

For years, the Center for Literacy has sent public service announcements to various local radio and television stations. The stations' generosity in running these PSA's has resulted in many, many calls to CFL from potential tutors and students. However, we have always feared that there might be a big hole in the efficacy of the PSA scheme. PSA's are often played at odd hours. Most people watch/listen to the electronic media after regular working hours. Individuals who are interested in the Center's program are most likely to call the given telephone number immediately following the PSA- while the information is fresh in their minds. The CFL office is open from nine to five. Calls coming in during other hours used to be lost. We always wondered if such after-hours callers called again the next day, or if the time lapse was long enough for people to forget or have second thoughts.

Realizing that it's best to strike when the iron is hot, we decided that we needed a telephone recording machine so that after-hours callers would hear a friendly (if taped) voice rather than endless ringing. The instrument would give callers the opportunity to leave their name, number and message. At the very least it would inform them of our office hours and encourage them to call back. We felt sure that the machine would bring in more potential students, and we hoped that it would also increase our potential tutor population.

A "Record-a-Call" machine was purchased in April and installed on May 11 with the co-operation of Bell of Pennsylvania. Our information and referral specialist, Helena Frazier (whom a number of tutors and students have described as "that pleasant woman on the telephone"), recorded the regular evening and weekend message.





"Hello. This is the Center for Literacy. Please call again between 9 and 5, Monday to Friday or, at the sound of the tone, leave your name, your telephone number, and the best time to contact you. Thank you for calling."

The machine was turned on each night by the last person leaving the office (with several instances of forgetfulness), and each morning Helena played back any incoming messages. A log of all after-hours messages was kept, to be compared with ~~the~~ daytime telephone log for the same period.

Appendix A shows the comparisons of the after-hours recorded calls and those daytime calls mentioned on the telephone log kept by Helena. The daytime log seems to indicate that the Center receives very few calls during office hours : only 78 calls over 35 working days! We actually receive many more calls than that. However, it was discovered that on her daytime log, Helena writes in only those calls for general program information (including prospective tutors and students) and calls for unavailable staff members. Other calls, she simply passes on to the appropriate person, assuming that (s)he will make note of the call. Other staff members make telephone log entries quite infrequently. Therefore, many incoming calls are never noted, whether they are originally answered by Helena or by another staff member.

The numbers in Appendix A indicate that the machine does collect some after-hours calls from potential students and tutors. The need for new tutors is so great that even this slight increase in numbers of recruits may well be worth the effort. As for all the callers who hang up without leaving a message, the Center has accomplished its mission of making some verbal contact and encouraging people to call back during office hours.

The telephone recording machine has also proven itself useful in other ways: we use it quite effectively during our staff meetings in order

to accomplish more during the meeting without losing any incoming calls, several tutors and students have used it to inform us that they wouldn't be in to meet on a given day, and one tutor uses it to report his student's monthly attendance.

### THE BROCHURE

Until recently, the Center for Literacy had a very impressive-looking informative brochure to send to interested parties. The brochure had been developed several years ago and although it looked quite nice and convincing, it contained facts which were out of date, descriptions or services the Center no longer offers and no descriptions of some services we do offer. When we ran out of copies of the old brochure it was already past time to develop a currently accurate one.

What we needed was a page that would:

- 1) inform the general public of the extent and impact of functional illiteracy among English-speaking adults and of the functional incompetency faced by non-English-speaking Southeast Asian refugees;
- 2) convince interested readers that they could and should volunteer to teach one other adult basic skills as either a literacy or an ESL tutor;
- 3) to continue to recruit potential students;
- 4) to give interested individuals the option of supporting the Center's work through a monetary donation.

The text of the brochure "Filling In the Blanks" (see Appendix B) was designed to fulfill these four requirements. Whatever a recipient's interest in the Center, (s)he can fill out the tear-off sheet and send it in.

Next, we arranged with the Art Institute of Philadelphia for an advanced art student to handle the layout and artwork for the brochure. There were many delays (uncontrollable by our end) in the production of the rough draft, but when we finally saw Maureen Pitcher's design, we were quite pleased. After more delays with finished art-work, typesetting, the return of proofs, etc., we finally have our new brochure.

We also developed a new bookmark as a supplement to our printed recruitment material. Designed by another student of the Art Institute,

Mary Larkin, the bookmark is eye-catching with a simple statement of the problem of adult illiteracy:

"This marks where I stopped reading; 2 out of 5 adult Philadelphians can't even start! Become a volunteer reading tutor"

The bookmark definitely falls under the notion of "Something Stops You and Makes You Think".

Due to all the production delays, we did not receive any returned tear-off sheets during the time frame of this project. However, we have plans to send and hand out many brochures and bookmarks and we have every reason to believe they will form an integral part of a more effective recruitment/retention plan.

### THE ESL TUTOR-TRAINING PROGRAM

Once we recruit our volunteer tutors and determine the compatibility of their individual characteristics and goals with those of the Center and those of the population which needs the tutoring we send the new recruits off to the appropriate tutor-training workshop.

One component of the Center for Literacy is its English as a Second Language (ESL) program. The ESL program was quite small during the time period of this mini-project, due to lack of funds. The program was coordinated by a dedicated volunteer teacher, Karen Dahmer. Karen taught a class of Hmong (refugees from the hill country in Laos), as well as leading the two ESL tutor-training workshops included in this project. The Hmong are for the most part a pre-literate population, unable to read and write in their own language as well as in English. Living in Philadelphia, the most pressing problem for the Hmong is the lack of basic conversational English skills.

The two ESL tutor-training workshops were held on April 8 and 9, 1981 and June 15 and 17, 1981. Each workshop was 6 hours long and emphasized the teaching of conversational English skills. New tutors were provided with copies of Emergency English for Refugees, a handbook developed by Martha Lane of Lutheran Church Women.<sup>1</sup> This text formed the basis of each workshop. Each training session was attended by only 6 new ESL tutors, although schedules had been sent out to many more individuals before each workshop. In spite of the small numbers, twelve new ESL tutors beefed-up our fledgeling, volunteer-run program considerably.

The small size and informal nature of these two ESL trainings led Karen to dispense with formal written evaluations; instead, she encouraged oral feedback. As all the tutors already had students assigned to them, the comments were along the lines of, "It's useful to have a handbook to

use when I tutor"; "Good! Now I'll have some idea of how to begin with my student." Most of the new tutors found the workshop so necessary and interesting that none had specific comments about how to improve the training program.

1. Emergency English for Refugees, Martha A. Lane, Lutheran Church Women, Philadelphia, 1979.

### THE LITERACY TUTOR-TRAINING PROGRAM

By far the largest segment of our volunteer staff is our corps of volunteer literacy tutors: individuals who tutor one English-speaking adult in basic reading and writing skills. Since its beginnings in 1968, the Center for Literacy has been a member of the National Affiliation for Literacy Advance (NALA, a subdivision of Laubach Literacy International) and has used as its core curriculum The New Streamlined English Series, created by Dr. Laubach. The NSE Series is a slow-paced, phonics-based text which takes an individual from a reading and writing level of pre-primer up through approximately a 5th grade level at the end of Skill Book 5. The NSE Series is a well-planned and complete literacy course in and of itself.

We expected our tutors to use the Skill Books - because they work. In training new tutors, we used the NALA tutor training outline which of course emphasizes how to tutor using the NSE Series. What we discovered (although it took some time) was that we were producing tutors who rigidly stuck to the NSE plan from beginning to end, regardless of their students' individual levels, goals, and learning quirks. Tutors despaired when their students just didn't seem to be learning well with the NSE technique, rather than saying, "Time to try something new!" Unfortunately, tutors who despair are tutors who quit. While some tutors despaired and quit, others came to us and said pointedly, "Look. The Skill Books are too slow-paced/boring/elementary-looking/irrelevant/not enough variety for my student. I want you to give me some other teaching techniques, too." As more and more tutors came to us with similar requests, we began to realize that we had better broaden our own horizons. It was time to train tutors in the teaching of students rather than in the teaching of Skill Books.

The three literacy workshops included in this project are all evidence of our efforts to expand our own and our tutors' awareness of and confidence in using various methods of teaching reading and writing. The April workshop was an experiment in using the workshop plan developed by Literacy Volunteers

of America (LVA)! It was our first venture into the unknown world of "other" training methods. It was interesting, but we realized that it was not exactly what we wanted or needed either. What we wanted was a workshop designed to satisfy the needs of the Center for Literacy's own tutors and students. So we began working on the new CFL Literacy Tutor-Training Workshop. We took pieces from the NALA training and pieces from the LVA training, added bits of our own, and put together a training program that emphasizes student individuality and gives new tutors practice in a number of texts and teaching methods. Appendix C outlines the various segments of the workshop, including the materials used and the objectives of each section. The actual "CFL Literacy Tutor Training Handbook" is presented in Appendix D. The contents of this handbook formed the core of the training sessions in May and June.

Each workshop was attended by between 18 and 28 trainees. Through the course of the three workshops we trained a total of 65 new tutors. Most of these tutors were for CFL's program, although some came from other programs, such as Volunteers in Probation. Also in attendance were staff members and previously trained tutors who wanted to check out these new experimental workshops and learn different techniques.

These three workshops represent the beginning of a new spirit in our training philosophy. In order to keep our volunteer tutors, we must have a training program which is responsive to their needs and is flexible enough to continue including new ideas and refining old ones.

According to their written evaluations, new tutors have found these three workshops useful in preparing to tutor non-reading adults (See Appendix E). After using the CFL training model for the first time in May, we began to wonder how much of the information covered was actually learned in the workshop and how much was already known by potential tutors. To discover how much we actually teach, we developed a pre- and post-test strategy, which we first used in the June workshop. A summary of the results



can also be found in Appendix E.

Perhaps the best indication we've had that our new training program is worth the effort is the following "before and after" view:

August 7, 1981

Dear Marlyn,

As a new CFL employee (July, 1981) and a former CFL VISTA volunteer (June, 1977 - December, 1978), I want to comment on a significant change that I've noticed.

In my recent contacts with volunteer tutors, I've noticed that they are more confident and "aware" than in the past. All the tutors I spoke to were able to articulate fully and with confidence their tutoring situation. Most of them pointed out specific lessons or skills that were covered. Many tutors mentioned using supplementary materials and teaching aids (eg., Can Ann Do It?, flash cards). Most important, I feel, was an apparent change in tutor attitude. As we know, adult literacy students often have many outstanding responsibilities and/or lack of experience with (educational) commitment. Student "turn-over" is often high. The tutors I spoke to did not seem to be bothered by such obstacles. Often, in the past, it was the tutor who thought that s/he had done something wrong and felt hurt, disappointed and lost. People who understand that student commitment is, indeed, a factor will naturally be less discouraged and more prepared to see the "total" tutoring situation.

These recently trained people often mentioned their training workshops and the helpful, significant things they learned. After not too many contacts, I realized that the CFL tutor training workshop was much improved. In the past, I spent most of my time trying to clear up misconceptions and misunderstandings about teaching reading, as well as consoling and counseling.

My interest and enthusiasm for adult literacy has been renewed. Congratulations on your success in tutor-training improvement.

Sincerely,

Jeanne Smith

1. Basic Reading Tutor Training Workshop (BRW): Workshop Leader's Packet,  
Ruth Colvin, Literacy Volunteers of America, 1977.

~~AND THE RECRUITMENT GOES ON...~~

The most recent APL study<sup>1</sup>, done in 1980, shows that nearly 40% of adult Philadelphians are functionally illiterate. Programs like the Center for Literacy are needed if we are to correct this tragedy. For the Center to survive, it must strive towards two ends: 1.) It must convince the adult non-reader that (s)he is not alone, that (s)he can learn to read, and that the first move is to pick up the phone and call CFL; and 2.) It must convince adult readers that we will all be better off if everyone possible is functionally literate, and that a good individual step towards that goal is to volunteer to tutor one other adult. In order to do all this convincing, we continue to run radio and television spots developed by Project LEAP. A large percentage of our potential students and tutors claim to have first found out about us via the electronic media: it is a recruitment route we cannot afford to give up.

1. A Needs Assessment of Adult Basic Competencies in Pennsylvania, research conducted by The Southwest Educational Development Laboratory, Austin, 1980.

### CONCLUSIONS AND RECOMMENDATIONS

This mini-project has been successful for the most part. Specifically, we have accomplished the following goals:

- 1.) Installation of a telephone recording machine and initial contact with some potential students and tutors via that machine.
- 2.) Development of an up-to-date brochure about our program which meets the requirements we had set and which will be used for recruiting tutors, students and patrons.
- 3.) Expansion of our small ESL program through the training of twelve new ESL volunteer tutors through two workshops offered by our volunteer ESL coordinator/teacher.
- 4.) Improvement in our literacy tutor-training philosophy and practice, and 65 newly-trained volunteer literacy tutors through the three workshops included in this project.
- 5.) Continued recruitment of volunteer tutors and students through the Public Service Announcements developed for radio and television by Project LEAP.

This mini-project was designed to improve our existing volunteer literacy and ESL programs. Its various activities have gone a long way towards improvement, and they also pointed out some areas which need further change or review. Following are our self-directed recommendations/comments:

- 1.) The efficacy of a telephone recording machine is in large measure determined by the tone of the recorded out-going message. We should review our message and see if we could reword it to encourage more prospective tutors and students to either leave a message or call back the next working day.
- 2.) The Center for Literacy needs a more consistent office-wide policy of maintaining an accurate telephone log in order to keep track of numbers of recruits and of which recruiting strategies are working.
- 3.) The new brochures and bookmarks ought to be distributed extensively and wisely. They should be available at such events as Literacy Day and volunteer fairs.
- 4.) We see a great need in Philadelphia for the expansion of "Emergency English for Refugees" programs such as that run by the Center. Such growth will be possible only through a determined regimen of applying for program development grants.

- 5.) We need to continue refining our new CFL literacy tutor-training program. We also need to upgrade our in-service training program in order to keep tutors interested and encouraged - in order to keep tutors.
- 6.) Since such a large number of our recruits learn about the Center through PSA's on radio and TV, we need to continue sending out such announcements and requesting air time.

The project has been quite useful to the Center for Literacy. It has also been of direct service to other ABE programs in the Philadelphia area, particularly through our tutor-training program. The project and the further recommendations it has raised continue the good work begun by Project LEAP.

APPENDIX A

Comparison of Daytime (Live)\* and After-Hours (Recorded) Calls  
to the Center for Literacy

May 12, 1981 - June 30, 1981

	<u>Daytime</u>	<u>After-Hours</u>
Potential Tutors	4	3
Potential Students	13	3
Current Tutors	11	4
Current Students	6	3
Staff, etc.	11	5
Other	33	13
Unknown**	0	74

\* Includes only calls noted by Information and Referral Specialist

\*\* Incoming calls which were terminated by caller without leaving a message on the machine

APPENDIX B

Brochure: "Filling In the Blanks" and Bookmark

Brochure designed by: Maureen Pitcher

Bookmark designed by: Mary Larkin

#### THE NEED: 2 OUT OF 5!

Two out of every five Philadelphians over the age of 16 cannot read or write well enough to follow medicine directions, read an employment application, or address an envelope. Hundreds of Southeast Asian and other refugees in our city cannot speak English well enough to tell you their name and address. How do they get by? If you don't have the skills, you either "fake it" or you depend on other people all the time. It's not easy. What can be done to help? That's where the Center for Literacy comes in.

#### THE BENEFITS: A BETTER PHILADELPHIA

New readers are more confident and open to new opportunities: prepared to get and keep jobs, read to their children, understand the newspaper, study the Bible, or enjoy a good novel. Readers are less likely to cause costly accidents, commit fewer acts of violence, make better-informed voters, and are more responsible citizens. In its volunteer effort, the Center for Literacy brings together people of different backgrounds and helps lay the foundation for good community relations.

#### THE COST: COMMITMENT

Tutors are provided with training and materials free of charge. Students are provided with free tutoring services and books. However, tutors and students are asked to meet regularly at a mutually convenient site for at least three hours each week (we like to think in terms of an initial 50 hour commitment), and to prepare lessons and do homework. The payoff is tremendous for both partners.

#### THE TUTORS AND THE STUDENTS: "EACH ONE TEACH ONE"

If you can speak, read and write English, you can share these skills with someone else. Volunteer tutors are Philadelphians of all ages, races, religions, and educational backgrounds. Each tutor attends a tutor training workshop and is then matched with a student.

Students at the Center also represent varied backgrounds and motivations. They are 16 or older (no upper limit) and out of school. They read at a low level and need the individual instruction and the support of a one-to-one learning situation. Some return to the Center as tutors—the best possible realization of our "Each One Teach One" philosophy.

*"This brochure is funded by a special grant from the Pa. Dept. of Education"*

FOR MORE  
INFORMATION,  
FILL OUT  
THE REVERSE  
SIDE AND  
SEND TO:

THE CENTER  
FOR  
LITERACY  
IS A  
NON-PROFIT  
CORPORATION.

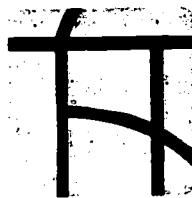
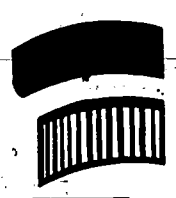
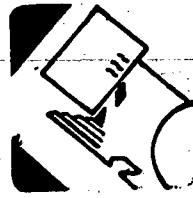
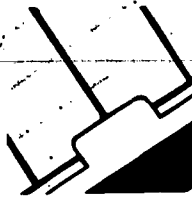
**THE CENTER FOR LITERACY**  
**3723 CHESTNUT STREET**  
**PHILADELPHIA, PA. 19104**

OR CALL US BETWEEN 9:00 AND 5:00 AT  
**(215) 382-3700**

Produced by the Student Design C  
of The Art Institute of Philadelphia  
Maureen Pitcher, designer.



FILLING IN THE BLANKS



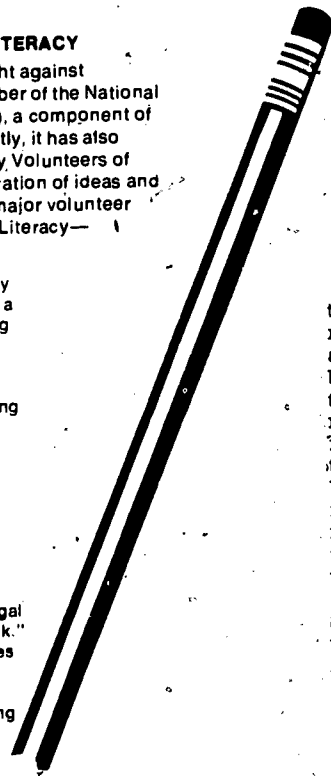
**THE PROGRAM: THE CENTER FOR LITERACY**

The Center for Literacy began its fight against functional illiteracy in 1968. It is a member of the National Affiliation for Literacy Advance (NALA), a component of Laubach Literacy International. Recently, it has also developed an association with Literacy Volunteers of America, thus creating a unique integration of ideas and techniques from both of the nation's major volunteer literacy organizations. The Center for Literacy—

- Trains tutors to teach basic literacy to English speakers, or English as a Second Language (ESL), including Emergency English for Refugees.
- Matches each tutor with an adult student.
- Conducts regular in-service training for tutors.
- Staffs learning centers in Philadelphia.
- Teaches basic math classes.
- Offers counseling and testing services to students and tutors.
- Maintains a library of adult interest-low readability books.
- Publishes *Plain Talk Forms*, simplified versions of common legal forms and documents in "plain talk."
- Develops and strengthens linkages with other area agencies.
- Educates the public about the numbers and needs of non-reading adults in Philadelphia.

"You asked me, what have I learned? The things I learn are so little, you might say. Things like being able to read my junk mail, and being able to decide what, if any, to keep. When I go to a restaurant I can look at the menu and see what I would like to eat. To me, that's great! I'm beginning to learn more of what is going on all around me. In the morning going to work, I look at the stores and signs along the way. I'm just beginning to see all the different stores there are. Street signs, I never knew there were so many before I began to read them. Before, I saw and didn't see."

—newreader



**PLEASE CONTACT ME:**

- I'M INTERESTED IN VOLUNTEERING AS A(N) \_\_\_\_\_ BASIC LITERACY/ \_\_\_\_\_ ESL TUTOR.
- I'M INTERESTED IN BECOMING A STUDENT IN YOUR PROGRAM.
- I'D LIKE TO RECEIVE MORE INFORMATION ABOUT YOUR PROGRAM.
- I'D LIKE YOU TO HAVE THE ENCLOSED TAX-DEDUCTIBLE DONATION OF \$ \_\_\_\_\_ (JUST \$5.00 MAKES YOU A VOTING MEMBER OF THE CENTER FOR LITERACY)

NAME: \_\_\_\_\_

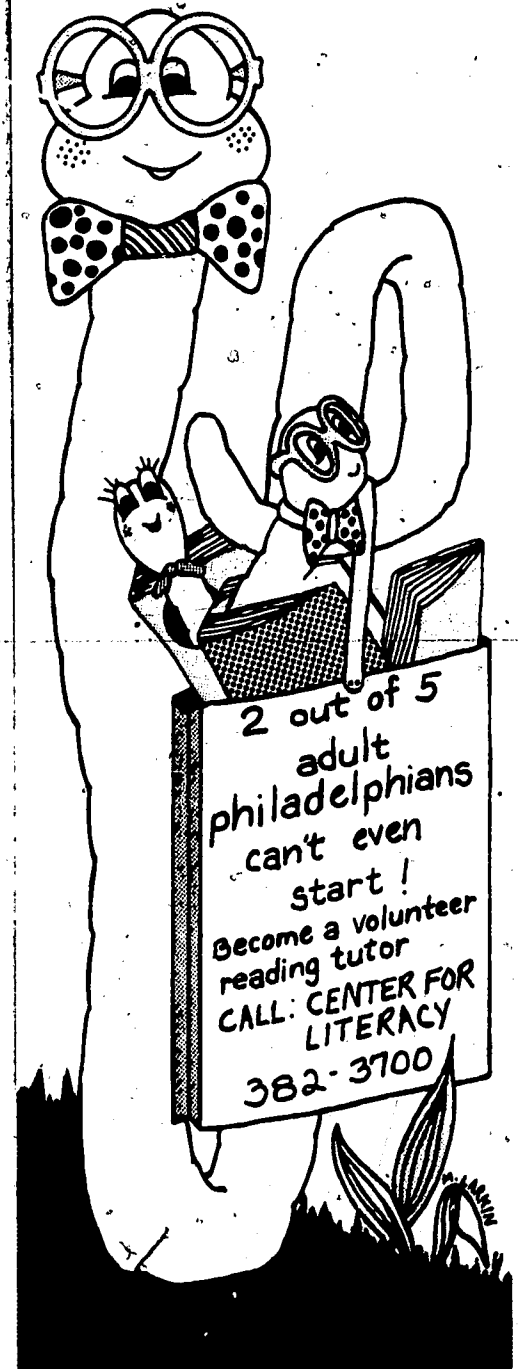
ADDRESS: \_\_\_\_\_

PHONE: \_\_\_\_\_

**CFL**



This marks  
where I stopped  
reading



2 out of 5  
adult  
philadelphians  
can't even  
start!  
Become a volunteer  
reading tutor  
CALL: CENTER FOR  
LITERACY  
382-3700

APPENDIX C

"CFL Tutor-Training Workshop" Outline

CFL TUTOR TRAINING WORKSHOP

(Approx. 10 hrs., including breaks)

SECTION	TIME	MATERIALS USED	OBJECTIVE(S)
Registration	15 min.	CFL Workshop log	To maintain a record of all the folks we train
Welcome/Introduction	15 min.	Question: "How have you used your reading today?"	To relax tutors and get them to start thinking of the importance of reading in day-to-day life.
Pre-test	5 min.	"CFL Tutor Training Workshop Pre-test"	a.) To give tutors an idea of topics to be covered in the workshop b.) To give us an idea of what tutors know about illiteracy and teaching techniques <u>before</u> they take the training
Sensitivity Exercises a.) Reading signs in Cyrillic alphabet b.) Writing with the "other" hand	15 min.	Cyrillic signs, blank manuscript paper	To provide tutors with first-hand experience in how it might feel to have trouble reading and writing their own language
Outline of Workshop	10 min.	"CFL Lesson Plan"	To give an overview of the workshop; to provide a point of reference to which tutors can return throughout the training
Diagnosis and Planning	20 min.	a.) "CFL Service Delivery Sequence Chart" b.) Excerpts from <u>READ*</u> test (*Reading Evaluation, Adult Diagnosis test, Literacy Volunteers of America, Inc., 1976)	a.) To show how tutors and students travel through the Center for Literacy's interviews, workshops, meetings, etc. b.) To introduce our main diagnostic instrument; to familiarize tutors with what it measures and how, and to prepare them to use <u>READ</u> (and other testing) results in their tutoring
Language Experience Method	30 min.	"The Experience Story"	To expose tutors to this technique of teaching reading: showing how to elicit and write down the story and demonstrating various ways to use the story to teach basic concepts; to convince tutors that this technique can be used in lieu of a basic text <u>or</u> as a supplementary exercise; to give practical experience in writing and using experience stories
Sight Words/Vocabulary	30 min.	a.) Flash cards -- some English, some Cyrillic b.) "The New Instant Word List" (Edward Fry, <u>Reading Teacher</u> , Nov. 1980); "Master List of Vocabulary Needed for Functional Literacy" (Negin and Krugler, <u>Journal of Reading</u> , Sept. 1980)	a.) To demonstrate how to teach sight words by mixing a few "uncertain" or "unknown" words in with some that are known and reviewing until all are known b.) To give tutors a list of the 300 most frequently used words in our language (words students should learn as sight words) and to suggest other words that may be useful for individual students

SECTION	TIME	MATERIALS USED	OBJECTIVE(S)
Writing	15 min.	"Manuscript Chart", "Cursive Forms", "Writing Checklist"	To provide tutors with standard written forms of letters to teach their students (and to practice themselves); to introduce the notion of progressing from writing single letters through writing entire paragraphs and beyond
Phonics	30 min.	"Language Based Phonics"	To give tutors a basic understanding of phonics: what it is and how it can be applied and mis-applied; to demonstrate a technique for teaching low-level readers using phonics, based upon the student's own language usage
Word Patterns/Dialect Differences	40 min.	"Word Patterns"	To make tutors aware of the distinction between spelling patterns and spoken word patterns; to sensitize tutors to both dialect and idiolect differences by pointing out those found among the tutors themselves
Characteristics of the Adult Student	Homework Assignment + 10 min. during workshop.	<u>On Working With the Undereducated Adult</u> (compiled by Wm. Cadle, 1976) and/or <u>Adult Student Magazine</u>	To give tutors an understanding of how adult non-readers typically view themselves (their own strengths and weaknesses), their tutors, their learning situations, and the world; to get tutors to view and treat students with respect and to snuff out any feelings of patronization
Portrait of "typical" CFL Student	15 min.	Tapes of student testimony	
	5 min.	Most recent data of CFL students' demographics	To give tutors some idea of the diversity within our student population, in terms of both demographics and reading levels, and to alert tutors to the high turn-over rate among students and tutors
Teaching the New Streamlined English Series	90 min.	"Discover the Contents of Skill Books 1, 2, and 3", <u>Teacher's Manual for Books 1-3</u> , <u>Skill Books 1, 2, 3, 4, 5</u> , "An Alternative Method for Teaching Lessons 1-5 of SB1", "Review and Reinforcement Ideas" (NSE Education Bulletin 3-39-a, 5/76), "Dictionaries" and the list of "Basic/ESOL Literacy Materials Produced by Lutheran Church Church Women"	To present tutors with an overview of the NSE series and to give them some experience using each book; to give tutors suggestions for supplemental reading materials appropriate for different reading levels; to present the correlation of the different Skill Books to the notion of "grade level" as a help when tutors look for supplemental materials
Teaching <u>RSVP</u>	15 min.	<u>RSVP: Reading and Spelling Via Phonics</u> (Helen Simyak, 1979), "Outline for Teaching <u>RSVP</u> "	To explain how to teach <u>RSVP</u> and with what kind of student to use it; to give practice in using <u>RSVP</u> ; to discuss its limitations with regard to dialect/idiolect differences and reading for comprehension

SECTION	TIME	MATERIALS USED	OBJECTIVE(S)
Comprehension	15 min.	pp. 126-7 and 8-9 from <u>Reading for Concepts</u> , Book C (Wm. Liddle, ed., McGraw-Hill Book Co., 2nd ed., 1977)	To show tutors a sample passage and comprehension checks, and to discuss some of the different types of comprehension questions (facts, definitions, inferences, etc.)
Reading for Enjoyment	10 min.	"Setting Short-Term Goals"	To encourage tutors to think about using the student's own goals and interests as an integral part of each lesson
Duet Reading/ Reading to Student	15 min.	"Duet Reading" and "Too Kut u Komuenist Kaner" (Jack Anderson, <u>The Bulletin</u> , 4/8/81)	To explain the method and benefits of duet reading and to give tutors first-hand experience by asking the group to read aloud from a passage written in "phonetic" English; to encourage tutors to read aloud to their students if something of interest is too difficult for duet reading or simply if the student needs a break
Reinforcement and Application	10 min.	"Motivation and Resource Material and Suggested Activities" (Literacy Volunteers of America, Inc.)	To encourage tutors to encourage their students to use the "lesson skills" back in the "real world"
Keeping Track of Students' Progress	10 min.	"Comprehension Questions" and "Dictation Chart"	To promote the habit of keeping track of students' progress and to provide new tutors with some guidelines and suggestions for doing it
Homework	5 min.	-----	To relieve tutors of the fear of giving too much homework!
Preparing a Lesson Plan	Homework + 90 min.	Blank lesson plan form, individual student case histories	To give tutors the experience of preparing an actual lesson for an actual student, using the various techniques and materials covered during this workshop, and then to test their lesson plans on each other
Explanation of CFL/NALA/LVA	15 min.	Brochures	To give tutors an understanding of the Center for Literacy, its various programs and its relationship to other programs
Getting Started with Student/Attendance	20 min.	"Some Do's and Don't's for Volunteer Reading Aides" (Marti Lane, Lutheran Church Women), sample attendance card	To prepare tutors for the first meetings with their students and to give some general guidelines about what to expect/demand from students and from CFL staff and what is expected of tutors
Post-Test/Workshop Evaluation	15 min.	"CFL Tutor Training Workshop Post-test and Evaluation"	To find out what the tutors learned from the workshop (comparing with pre-test), how they felt about the materials and the presentations, and how well they felt the workshop prepared them to go out and tutor
Awards to New Tutors	5 min.	Tutor Certificates	To recognize the time and energy the new tutors have already spent and to appreciate in advance all the time and energy they will spend tutoring

**APPENDIX D**

**CFL Literacy Tutor-Training Handbook**

**Designed, Refined and Partially Created by:**

**John Cole**

**Marlyn DeWitt**

**Rebecca Eno**

# \_\_\_\_\_

**CFL TUTOR TRAINING WORKSHOP**

**PRE-TEST**

- |   | YES   | NO    |
|---|-------|-------|
| 1. 90% of American adults are literate.   | _____ | _____ |
| 2. In Philadelphia the adult illiteracy rate is about 40%.  | _____ | _____ |
| 3. The functionally illiterate adult learns best in a class setting.  | _____ | _____ |
| 4. The Center for Literacy (CFL) is an affiliate of the national organization Literacy Volunteers of America.   | _____ | _____ |
| 5. The Phonics Method is the only correct way to teach reading.   | _____ | _____ |
| 6. CFL's "typical" student is a 29 year old black adult, unmarried and un(der)employed.   | _____ | _____ |
| 7. CFL tutors are considered staff in a state adult basic education program.  | _____ | _____ |
| 8. An advantage of the Language Experience Approach is that<br>A) it is an excellent drill in Standard English; (B) it bolsters the student's confidence by using his own words;<br>(C) it uses a controlled vocabulary.  |       | _____ |
| 9. A disadvantage of the Language Experience Approach is that<br>(A) it may distract the student from the more important parts of the lesson; (B) it allows for very little individual creativity; (C) it gives the tutor little in the way of preparation materials or guidelines to fall back on. |       | _____ |
| 10. Read the following list of student goals. Indicate whether each goal is "short-term" or "long-term" with an <u>S</u> or an <u>L</u> .   |       |       |

- \_\_\_\_\_ reading the Bible
- \_\_\_\_\_ writing name, address, and telephone number
- \_\_\_\_\_ reading a story about Martin Luther King, Jr.
- \_\_\_\_\_ obtaining a high school diploma
- \_\_\_\_\_ following a recipe
- \_\_\_\_\_ helping children with homework
- \_\_\_\_\_ writing a personal check
- \_\_\_\_\_ getting a driver's license

11. "Duet" reading is (A) a technique in which tutor and student sing a new song together to develop a sense of the rhythm and rhyme of the language; (B) a technique in which tutor and student simultaneously read aloud from an article or story two or three grades above the student's level; (C) a technique in which the tutor reads a sentence to the student, who then reads the sentence back to the tutor.

\_\_\_\_\_

12. Why do we teach manuscript writing to adults?

\_\_\_\_\_

- A. It's easier to learn than cursive
- B. It's the form most reading material is presented in.
- C. Most signs are printed in manuscript.
- D. It is of practical use for everyday use such as filling in forms.
- E. All of the above.

13. Rank order each of these facets of teaching writing from 1 to 5 with 1 denoting what your student would learn first and 5 what he would probably use last:

- Sentences \_\_\_\_\_
- Journal Entries \_\_\_\_\_
- Alphabet Letters \_\_\_\_\_
- Paragraphs \_\_\_\_\_
- Single Words \_\_\_\_\_

14. Which of these technique(s) would you use to teach each of the words A - E listed below.

- A. Sight Word Drill
- B. Word Pattern Drill
- C. Key Word for Initial Consonant Sound
- D. Base Word + suffix pattern
- E. Vocabulary Drill from Language Experience Story
- F. Syllabication Drill

- (1) children \_\_\_\_\_
- (2) the \_\_\_\_\_
- (3) Philadelphia \_\_\_\_\_
- (4) late \_\_\_\_\_
- (5) singing \_\_\_\_\_

15. One-hundred words make up about 50% of the words in running print in the English Language.

Yes \_\_\_\_\_

No \_\_\_\_\_



16. For each definition circle the correct term:

A. A method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups, and especially syllables.

1. phonology    2. phonetics    3. phonics    4. phonemics

B. The study and systematic classification of the sounds made in spoken language, dealing with both the acoustic properties of the speech signal and the physics and physiology of the vocal tract.

1. phonology    2. phonetics    3. phonics    4. phonemics

17. Circle the Voiced-Voiceless pair of homorganic stops:

1. /t/ - /z/

3. /b/ - /p/

2. /p/ - /p/

4. /p/ - /g/

18. Circle the Voiced-Voiceless pair of homorganic spirants:

1. /v/ - /f/

3. /p/ - /b/

2. /s/ - /k/

4. /h/ - /l/

19. Circle the pair of words whose initial consonant sounds are respectively voiceless and voiced homorganic stops:

1. sap - lap

3. dot - dog

2. cash - garbage

4. whip - whistle

Thank you very much!

CENTER FOR LITERACY \* LESSON PLAN

Student \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

1. Diagnosis and Planned Objectives \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Teaching:  
Language Experience Story \_\_\_\_\_  
\_\_\_\_\_

Sight Words \_\_\_\_\_  
\_\_\_\_\_

Writing Exercises \_\_\_\_\_  
\_\_\_\_\_

Phonics \_\_\_\_\_  
\_\_\_\_\_

Word Patterns \_\_\_\_\_

Comprehension Material Read \_\_\_\_\_  
\_\_\_\_\_

Reading for Enjoyment \_\_\_\_\_  
\_\_\_\_\_

Duet Reading \_\_\_\_\_  
\_\_\_\_\_

Reading to your student \_\_\_\_\_

3. Reinforcement & Application, Memory Exercises,  
Newspapers, Signs, TV guides, etc. \_\_\_\_\_  
\_\_\_\_\_

Use of Tape Recorder \_\_\_\_\_

4. Keeping Track of Student Progress \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Homework \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Tutor's Signature \_\_\_\_\_

CFL SERVICE DELIVERY SEQUENCE CHART

- (1) PUBLICITY
- (2) STUDENT INQUIRY
- (3) WAITING LIST
- (4) TUTOR INQUIRY
- (5) TUTOR INTERVIEW
- (6) TUTOR TRAINING
- (7) STUDENT INTERVIEW
- (8) STUDENT/TUTOR MATCHING
- (9) STUDENT/TUTOR FIRST MEETING
- (10) MONTHLY SUPPORT/ATTENDANCE CONTACT
- (11) RECOGNITION
- (12) MATCH TERMINATION
- (13) STUDENT REASSIGNMENT
- (14) TUTOR REASSIGNMENT
- (15) STUDENT TERMINATION
- (16) TUTOR TERMINATION

## THE EXPERIENCE STORY:

### How to Get it Down on Paper

1. Set aside fifteen minutes at the end of the tutoring session - or take 15 minutes when your student is feeling especially frustrated or finding it hard to concentrate.

2. If this is the first time you are doing an experience story with your student, tell him he will be doing something new and different. Explain that you will be his secretary for a while, writing down just what he says, as he tells about something meaningful to him.

Tell him that after he has finished his story, you will show him what you have written and use it for a reading lesson, just like a textbook, but in his own words.

3. "Is there something on your mind you'd like to write about?" Often, this question is enough to start an experience story. If not, cue him with one of the story starters we supply here. After you've been doing this for a while, you'll probably find it natural to think up your own starters - or your student will.

4. Write down what he says, word for word, without changing the "grammar," but spell each word correctly - even if your student does not pronounce each word in the standard way. Write in manuscript, as neatly as you can, skipping a space between each line. Don't hesitate to ask your student to slow down - tell him you can't write as fast as he talks.

5. If your student is hesitant, or needs some prompting, ask him some questions about his topic which will help him to continue, as you would in a conversation. Don't write down your questions unless they are necessary for the sense of the story.

6. Finish at what seems like an appropriate point (practice in this method will give you a better sense of this), and ask your student for a title.

Now turn to the story starter suggestions and skill practice steps.

### Story Starters

Here are a few ideas. As you get to know your student and this method, you will be able to add to the list.

1. Let a story begin as a reaction to the learning situation. The student can talk about what brought him to his decision to "go back to school," the frustrations of being illiterate, the frustrations of being an adult student, and the joys of making progress.

2. Ask your student about his school memories - favorite teacher, least-liked teacher, etc.

3. The area of health care can initiate many stories. How many people can resist a chance to talk about...

"My operation"

"How I was treated in the hospital"

"I do/do not trust my doctor"

4. If your student is a parent:

"What I do when the kids act up"

"How the kids get along in school"

"Funny things my kids have said"

"What I want for my kids that I didn't have"

"How each of my children has a different personality"

5. Talk about changes:

"How things have changed in my neighborhood"

"People need/don't need change"

"How this city is different from where I used to live"

6. Often, hobbies, crafts, and interests pursued in spare time are very important to people. Ask about these. Sports could make an exciting subject.

7. A story can begin with a question like "How do you keep from being ripped off?" and lead to a lesson on consumer survival skills. Or try:

"The time I got behind in my bills"

"How I would advise someone who's looking for a new house/apartment"

"How to find a real bargain"

"The time the door-to-door salesman came"

"Advice I'd give about buying insurance (or a car or appliance)"

After you have read and studied the story you'll have the basis for a lesson on reading ads, credit, banking, etc. You'll find out what concerns your student, not by lecturing, but by letting him tell you what he knows and which areas he'd like to be better informed on.

8. Travel experiences can be fun to relive by telling about them.

9. Some stories aren't experiences, but wishes and plans, like:

"My New Year's resolutions"

"What I would change if I were mayor/governor/president"

Many stories begin with "What I think of..." Fill in a current issue.

10. Unusual photographs from magazines or newspapers can start a story for a student reluctant to speak about himself.

**THE EXPERIENCE STORY: - page 3**  
**Skill Practice After the Story is Written**

Even if there's no time for the steps which follow, this first one is essential as a follow-up to each experience story:

**1. Reading**

A-If your student is in the first two skill books, or lacks confidence in his reading ability, read the entire story over to him, indicating each word with your finger as you read. Next, ask him to read it back to you. If that's too hard, read it sentence by sentence, instructing him to read each sentence right after you; then, if you think he's ready have him read the complete story. Don't be disturbed if you think he's reading from memory - this is part of learning how to read. Above all, don't make this a discouraging experience by pushing your student to read more than he's comfortable with.

B-If your student is reading with confidence, or is in Skill Book 3 or above, ask him to read the story to you without preparation. Be ready to help with the difficult words - remember, the skill book stories use a controlled vocabulary, but an experience story is written without regard for reading level or reading vocabulary.

**2. Phonics Skills**

The experience story your student has written can be a valuable tool for practicing the skills he has learned in the skill books. For example:

Book 1-student has just finished lesson 5; select words in his story which begin with "sh," "ch," and "th"-or ask him to find them.

Book 2-you might select words according to the short vowel sounds they contain.

Book 3-select words with long vowels.

Books 4 and 5-students can pick words containing vowel combinations they have learned, as well as supplying proper punctuation and breaking down words into syllables.

These suggestions are only a few of the many phonics practices for which the experience story can be used. There's no need to stick to the lesson or book the student is in-review earlier lessons. Refer to your Teacher's Manual for additional oral skills exercises-or, invent your own!

**3. Word Bank**

This step is unique to the experience story. Instruct your student to pick a few words from his story which he would like to learn-no matter how difficult. Help him recognize familiar letter groupings within the word, and have him practice sounding out and spelling each one. Words like "unemployment," "government," or the names of streets or cities may suggest other words he may like to learn. This might be an appropriate time to introduce dictionary use. Limit the new words to 6 or fewer per story, so as not to tax the student, and write them down on a permanent list to be called the "Word Bank." Review these words often, and include them in regular spelling quizzes.

**4. Handwriting**

If your student is in need of handwriting practice, or has just learned script (Book 4), copying his experience story would make an excellent homework assignment.

Note:Keep the Word Bank and all your student's experience stories in a folder and bring them to each session for review.

A STUDENT MUST LEARN THESE 300 INSTANT WORDS TO HAVE FLUENCY IN READING, WRITING, and SPELLING.

The Instant Words  
First hundred

First 25 Group 1a	Second 25 Group 1b	Third 25 Group 1c	Fourth 25 Group 1d
the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	word	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	call
was	when	her	who
for	your	would	oil
on	can	make	now
are	said	like	find
as	there	him	long
with	use	into	down
his	an	time	day
they	each	has	did
I	which	look	get
at	she	two	come
be	do	more	made
this	how	write	may
have	their	go	part
from	it	see	over

Common suffixes: s, ing, ed

Why? The first 10 words make up about 24% of all written material.

The first 100 words make up about 50%.

The first 300 words make up about 65% of all words written in English!

How? 1) Have your student read these words in order of frequency.

2) Make flash cards of words he is doubtful about. (Set the completely unknown words aside until later.)

3) Teach doubtful words by having student use Visual, Tactile, and Kinesthetic learning techniques.

4) Flash 5 of the doubtful words in a set with 5 known words. After student instantly recognizes a doubtful word 5 times, you can assume reading mastery. Check for spelling and writing mastery.

Second hundred

First 25 Group 2a	Second 25 Group 2b	Third 25 Group 2c	Fourth 25 Group 2d
new	great	put	kind
sound	where	end	hand
fake	help	does	picture
only	through	another	again
little	much	well	change
work	before	large	off
know	line	must	play
place	right	big	spell
year	too	even	air
live	mean	such	away
me	old	because	animal
back	any	turn	house
give	same	here	point
most	tell	why	page
very	boy	ask	letter
after	follow	went	mother
thing	came	men	answer
our	want	read	found
just	show	need	study
name	also	land	still
good	around	different	learn
sentence	form	home	should
man	three	us	America
think	small	move	world
say	set	try	high

Common suffixes: s, ing, ed, er, ly, est

The Instant Words  
Third hundred

First 25 Group 3a	Second 25 Group 3b	Third 25 Group 3c	Fourth 25 Group 3d
every	left	until	idea
near	don't	children	enough
add	few	side	eat
food	while	feet	face
between	along	car	watch
own	might	mile	far
below	close	night	Indian
country	something	walk	real
plant	seem	white	almost
last	next	sea	let
school	hard	began	above
father	open	grow	girl
keep	example	took	sometimes
tree	begin	river	mountain
never	life	four	cut
start	always	carry	young
city	those	state	talk
earth	both	once	soon
eye	paper	book	list
light	together	hear	song
thought	got	stop	leave
head	group	without	family
under	often	second	body
story	run	late	music
saw	important	miss	color

Common suffixes: s, ing, ed, er, ly, est

Source: Reading Teacher  
November 1980



Master list of vocabulary needed for functional literacy - from  
Journal of Reading, 9/80, "Essential Literacy Skills for Functioning  
 in an Urban Community" by G. Negin and D. Krugler.

account	center	don't	gross	minimum
add	charge	drain	harmful	minutes
address	charged	drive	high	mist
adjusted	check	drop	highway	model
after	checkbook	drowsiness	hill	mop
age	checking	dry	hobbies	mortgage
ahead	chemicals	due	honors	nail
ajar	children	duties	hospital	name
alcohol	chill	effect	hour	nature
alimony	chiseled	eggs	illness	needed
ammonia	citizen	element	immediately	net
amount	citrus	elementary	inch	next
antacids	city	emergency	inches	night
applicant	clean	employed	income	no
application	close	employment	information	not
applied	closed	empty	injury	notify
apply	co-applicant	enclosed	insurance	number
apprenticeship	code	ending	intensify	occasionally
area	cold	ends	interest	occupation
authority	collateral	engaged	iron	offense
auto	combustible	enter	irritant	oil
automatics	compensation	entry	joint	one
available	considered	envelope	judgments	only
avaoid	construction	equity	juice	open
balance	contact	estate	keep	opening
bank	convicted	every	knife	operating
bankruptcy	cookie	exit	landlord	operations
beat	cool	expected	last	out
beneficiary	cost	experience	law	outstanding
bike	cover	explain	lawn	oven
billing	credit	external	layer	own
birth	creditor	eye	leaving	paid
board	cups	feces	left	pain
boil	current	fee	license	palm
boiling	daily	feet	load	passing
bonds	dairy	finance	loading	payable
bonus	date	first	low	payment
bookkeeping	debtor	flour	machinery	payer
branch	deer	flush	machines	penalty
breathing	defects	fold	maintenance	per
brush	dependents	followed	major	percentage
bucket	deposits	food	margarine	permanent
business	description	force	medication	personal
butter	detergent	former	medium	phone
call	detour	freeway	melted	physical
camping	directions	frozen	membranes	physician
cap	disability	funds	men	pierce
care	discoloration	furnished	merge	placement
cattle	divided	gallon	middle	plenty
cause	divorced	gas	miles	polish
caution	dizziness	gradually	military	position
bake	doctor	grease	milk	pour



pre-heat  
prescription  
press  
pressure  
prevent  
previous  
previously  
price  
print  
products  
professional  
purchase  
putty  
qualifications  
quarterly  
rack  
rank  
reach  
ready  
real  
reason  
recent  
recommend  
reconcile  
red  
referred  
refilled  
refrigerator  
relationship  
relative  
relocate  
remove  
return  
reverse  
right  
rinse  
road  
sand  
saucepan  
savings  
school  
scrape  
screw  
season  
seconds

security  
service  
set  
shake  
shaking  
sheet  
shifts  
shortening  
shown  
signal  
signature  
simmer  
single  
skillet  
skills  
skin  
slippery  
smooth  
social  
soil  
sole  
solvent  
sparingly  
spatula  
speed  
sponge  
spouse  
spray  
spreader  
springs  
square  
squeeze  
staple  
state  
statement  
stir  
stirring  
stomach  
stop  
store  
street  
strokes  
stub  
subtotal  
subtract  
surface

swallowed  
sweep  
tablet  
take  
tax  
teaspoon  
technical  
telephone  
temporary  
tender  
thaw  
thin  
thru  
time  
times  
top  
total  
tracking  
trade  
traffic  
training  
travel  
treasurer  
turn  
turpentine  
two  
typing  
unfurnished  
until  
upright  
urine  
use  
vacuum  
value  
vehicles  
ventilation  
voided  
walk  
warm  
warning  
wash  
water  
wax  
way  
weight  
well

wet  
wipe  
with  
wood  
working  
write  
zip  
zone

Abbreviations

acc't	lbs.	soc. sec.
bus.	min.	U.S.
dept.	mtg. or mtge.	PA
Dr.	mo.	wt.
fl.	no.	Xing
ft.	orig.	yr.
gr. pt. or g.p.a.	oz.	
hr.	qt.	
in.	R.R.	
lb.	Rx	

WRITING SKILLS

Personal data

name  
address  
phone number  
Social Security number  
birthdate  
driver's license number  
signature  
credit account numbers  
educational background  
schools  
addresses  
military record  
conviction record  
medical information  
position sought  
qualifications and skills  
interests and ambitions

Money amounts

value of assets  
income  
amount being paid on bills

Other information

employer's name, address, and phone number  
references' names, addresses, phone numbers, and positions  
relatives' names, addresses, and phone numbers  
co-applicant's name, address, and phone number

# Manuscript Chart

a A b B c C d D e E

f F g G h H i I j J

k K l L m M n N o O

p P q Q r R s S t T

u U v V w W x X y Y

z Z 0 1 2 3 4 5 6 7 8 9

NAME

DATE

WRITING CHECK LIST

1. LETTERS

2. SINGLE WORDS

3. SENTENCES

4. PARAGRAPHS

5. Journal entries - make four entries in each semester.

Language Based Phonics

1. Listen for the \_\_\_\_\_ sound at the beginning of these words:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Do you hear the \_\_\_\_\_ sound?

2. Say the words after me. (Use the words in 1. above.)

3. Which of these words do you like best?

Fine. \_\_\_\_\_ is your key word for the \_\_\_\_\_ sound.

4. Think of the beginning sound in your key word \_\_\_\_\_.

I am going to say the key word making the beginning sound louder and longer and the rest of the word softer. Repeat after me.

Now, let out just the first sound of the word and think the rest of the word.

Notice how you hold your lips, tongue and teeth.

(When teaching voiced stops, use the initial voiced stop and following vowel together.)

5. Here are some more words. Listen. Do these words start with the sound \_\_\_\_\_?

---

---

---

---

---

6. Now, listen to the last sound in these words and repeat the words:

(Step 6. not to be used with short vowels)

---

---

---

---

The last sound in these words is ...

7. We have picked out a sound, the \_\_\_\_\_ sound, and have both heard it and said it at the beginning of some words and at the end of others.

8. The \_\_\_\_\_ sound is represented by the letter ...

The letter \_\_\_\_\_ is written ...

Your key word \_\_\_\_\_ is written ...

(Tutor and student should have a pen or a pencil and a piece of paper.)

9. The name of this letter is ... (Tutor points to letter.)

Your key word is, please read ... (Tutor points to key word.)

The sound represented by the letter \_\_\_\_\_ is ....

10. Capital \_ the same name and the same sound is written ....

Use a capital letter for a name and for a word which begins a sentence.

11. (Small and capital cursive letters may be taught at this point if appropriate.)

-ab  
cab  
dab  
gab  
jab  
lab  
nab  
tab  
blab  
crab  
drab  
flab  
grab  
scab  
slab  
stab

-abble  
babble  
dabble  
rabble  
scrabble

-ack  
back  
hack  
jack  
lack  
pack  
rack  
sack  
tack  
black  
crack  
shack  
slack  
snack  
snack  
stack  
quack  
whack

-ackle  
cackle  
hackle  
tackle  
crackle

-act  
act  
fact  
tact  
pact

-ad  
ad  
bad  
cad  
dad  
fad  
had  
lad  
mad  
pad  
sad  
clad  
glad  
shad

-addle  
addle  
paddle  
saddle

-aft  
aft  
raft  
craft  
graft  
shaft

-ag  
bag  
gag  
hag  
jag  
lag  
nag  
rag  
sag  
tag  
wag  
brag  
crag  
drag  
flag  
shag  
snag  
stag

-al  
gal  
pal  
Sal  
Val

-aggle  
gaggle  
haggle  
waggle  
snaggle

-alf  
calf  
half

-all  
shall  
shallow  
scallawag

-am  
am  
dam  
ham  
jam  
ram  
yam  
clam  
cram  
gram  
slam  
swam  
wham  
scram

-an  
an  
ban  
can  
fan  
man  
pan  
ran  
tan  
van  
clan  
bran  
plan  
scan  
span  
than

-ance  
dance  
lance  
glance  
stance  
enhance

-and  
band  
hand  
land  
sand  
bland  
brand  
gland  
grand  
stand  
strand

-andle  
candle  
handle

-ank  
bank  
rank  
sank  
tank  
yank  
blank  
clank  
crank  
drank  
frank  
plank  
spank  
thank

-ankle  
ankle  
rankle

-ang  
bang  
fang  
gang  
hang  
rang  
sang  
tang  
wang  
clang  
slang

-angle  
angle  
bangle  
dangle  
tangle  
wrangle

-ant  
ant  
pant  
rant  
scant  
plant  
slant  
grant  
chant

-ap  
cap  
gap  
lap  
map  
nap  
rap  
sap  
tap  
yap  
chap  
clap  
flap  
slap  
snap  
trap  
scrap  
strap

-apple  
apple  
scrapple

-apt  
apt  
rapt

-as  
as  
has



-ash  
ash  
basin  
cash  
dash  
hash  
lash  
mash  
rash  
sash  
clash  
crash  
smash  
stash  
trash  
thrash

ask  
ask  
bask  
cask  
mask  
task

-asm  
chasm  
spasm  
orgasm  
fantasm

-asp  
asp  
grasp  
hasp  
rasp  
clasp

-ass  
ass  
bass  
lass  
mass  
pass  
sass  
brass  
crass  
grass  
class  
glass

-ast  
cast  
fast  
last  
mast  
past  
rast  
blast

-at  
at  
bat  
cat  
fat  
hat  
mat  
pat  
rat  
sat  
tat  
vat  
brat  
chat  
flat  
slat  
plat  
scat.  
that  
drat

-attle  
battle  
cattle  
rattle  
tattle  
prattle

-atch  
batch  
catch  
hatch  
latch  
match  
patch  
thatch

-ath  
bath  
path  
wrath

-augh  
laugh  
laughter  
draught

-ax  
ax  
lax  
tax  
wax  
flax

-azz  
jazz  
razz

-azzle  
dazzle  
razzle

-affle  
baffle  
raffle

aunt

-ead  
dead  
head  
lead  
read  
bread  
dread  
tread  
spread  
instead

-eck  
beck  
deck  
heck  
neck  
peck  
check  
fleck  
speck

-ed  
bed  
fed  
led  
red  
wed  
bled  
fled  
sled  
shed  
sped

-eft  
deft  
left  
theft

-eg  
beg  
keg  
leg  
peg

-elf  
elf  
self  
shelf

-ell  
bell  
cell  
dell  
fell  
hell  
jell  
sell  
tell  
well  
yell  
dwell  
shell  
smell  
spell  
swell  
qwell

-elm  
elm  
helm

-elp  
help  
kelp  
yelp  
whelp

-elt  
belt  
felt  
melt  
pelt  
welt  
dwelt  
smelt

-em  
hem  
stem  
them

-en  
den  
hen  
men  
pen  
ten  
glen  
then  
when

-end  
end  
bend  
fend  
lend  
mend  
rend  
send  
tend  
vend  
wend  
blend  
spend  
trend

-ent  
bent  
dent  
lent  
pent  
rent  
sent  
tent  
vent  
went  
spent

-eopard  
leopard  
jeopardy

-ept  
kept  
wept  
crept  
slept

/e/

-edge  
edge  
ledge  
hedoe  
wedge  
pledge  
sledge

-easure  
measure  
pleasure  
treasure

-eather  
feather  
heather  
leather  
weather

-ealth -esk  
health desk  
wealth  
stealth

-ess  
less  
mess  
bless  
chess  
dress  
press  
stress

-est  
best  
jest  
lest  
pest  
rest  
test  
vest  
west  
chest  
crest  
quest

-et  
bet  
get  
jet  
let  
met  
net  
pet  
set  
vet  
wet  
yet  
fret

-etch  
fetch  
ketch  
retch  
sketch  
stretch

brea-  
bread  
breast  
breath

-ai-  
said

/i/

-ib  
bib  
fib  
nib  
rib  
glib

-ich  
rich  
which

-ick  
kick  
lick  
nick  
pick  
sick  
tick  
wick  
brick  
prick  
trick  
chick  
thick  
click  
flick  
slick  
stick  
quick

-id  
bid  
did  
hid  
kid  
lid  
mid  
rid  
grid  
skid  
slid

-iddle  
fiddle  
middle  
riddle

-iff  
cliff  
skiff  
stiff  
whiff

-ift  
gift  
lift  
rift  
sift  
drift  
shift  
swift

-ig  
big  
dig  
fig  
jig  
pig  
rig  
wig  
brig  
swig  
twig  
prig

-ilk  
bilk  
milk  
silk

-ill  
ill  
bill  
dill  
fill  
gill  
hill  
kill  
mill  
pill  
rill  
sill  
till  
will  
chill  
drill  
grill  
quill  
spill  
skill  
still

-ilt  
gilt  
tilt  
wilt  
quilt

-im  
dim  
him  
rim  
vim  
grim  
prim  
skim  
slim  
swim  
trim  
whim

-imp  
imp  
limp  
pimp  
blimp  
skimp  
crimp  
primp  
scrimp

-in  
bin  
din  
fin  
gin  
kin  
pin  
sin  
tin  
win  
chin  
shin  
thin  
qrin  
skin  
spin  
twin

-inch  
inch  
cinch  
pinch  
clinch

-ing  
bing  
ring  
sing  
wing  
zing  
bring  
fling  
sling  
sting  
swing  
thing

/i/

ink  
ink  
pink  
sink  
wink  
blink  
slink  
stink  
think  
shrink

-int  
dint  
hint  
lint  
mint  
tint  
flint  
glint  
print  
splint  
sprint  
squint

-ip  
dip  
hip  
lip  
nip  
rip  
sip  
tip  
yip  
zip  
chip  
ship  
whip  
flip  
slip  
drip  
grip  
trip  
quip  
skip  
snip  
strip

-ipple   -ish  
nipple   dish  
ripple   fish  
tipple   wish  
stipple   swish

-is  
is  
his

-iss  
hiss  
kiss  
miss  
bliss

-isp  
lisp  
wisp  
crisp

-issed  
hissed  
kissed  
missed

-ist  
fist  
gist  
list  
mist  
grist  
twist

-it  
it  
bit  
fit  
hit  
kit  
lit  
pit  
sit  
wit  
grit  
mitt  
quit  
flit  
slit  
skit  
spit  
twit  
split

-itch  
itch  
ditch  
witch  
stitch  
switch  
twitch

-ittle  
little  
whittle

-ive  
give  
live

-ix  
fix  
mix  
six  
twixt

-u-  
busines  
busy

/i/

-uitd  
build  
guild

-uilt  
built  
guilt

-cuit  
biscuit  
circuit

-idget  
fidget  
midget  
Bridget

-idge  
ridge  
bridge  
fridge

-inge  
binge  
singe  
cringe  
fringe  
syringe

-y-  
cyst  
cynet  
cylinder  
cymbal  
cynical

mystery  
myth

syllable  
symbol  
synonym

-ob  
 bob  
 cob  
 fob  
 qob  
 job  
 rob  
 mob  
 sob  
 blob  
 slob  
 snob

-ock  
 cock  
 dock  
 hock  
 lock  
 mock  
 pock  
 rock  
 sock  
 tock  
 block  
 clock  
 flock  
 crock  
 frock  
 chock  
 shock  
 smock  
 stock

-od  
 cod  
 God  
 hod  
 mod  
 nod  
 pod  
 rod  
 sod  
 clod  
 plod  
 shod  
 prod  
 trod  
 scrod

-og  
 bog  
 cog  
 dog  
 fog  
 hog  
 jog  
 tog  
 clog  
 frog  
 smog

-oll  
 doll  
 loll  
 moll

-omp  
 pomp  
 romp

-on  
 on  
 don  
 non  
 yon

-ond  
 bond  
 fond  
 pond  
 blond  
 frond

-ong  
 bong  
 Cong  
 gong  
 Hong  
 long  
 song  
 Wong  
 wrong  
 throng  
 strong  
 belong  
 ping-pong

-op  
 cop  
 fop  
 hop  
 lop  
 nop  
 pop  
 sop  
 top  
 flop  
 glop  
 plop  
 slop  
 crop  
 drop  
 prop  
 stop  
 strop

-ot  
 cot  
 dot  
 got  
 hot  
 lot  
 not  
 pot  
 rot  
 tot  
 blot  
 clot  
 plot  
 slot  
 shot  
 spot  
 trot

-ottle  
 bottle  
 throttle

-otch  
 botch  
 notch  
 crotch  
 scotch  
 blotch

-ox  
 ox  
 box  
 fox

-a-  
 squad  
 squat  
 swat  
 watch  
 wand  
 water

-odge  
 dodge  
 hodge  
 lodge  
 podge  
 codger  
 lodger

-ub  
cub  
dub  
hub  
nub  
pub  
rub  
sub  
tub  
club  
grub  
stub

-ubble  
bubble  
rubble  
stubble

-uck  
buck  
duck  
luck  
muck  
puck  
suck  
tuck  
chuck  
shuck  
cluck  
pluck  
truck  
stuck  
struck

-uch  
much  
such

-ud  
bud  
cud  
dud  
mud  
stud  
thud

-uff  
buff  
cuff  
huff  
muff  
puff  
bluff  
fluff  
gruff  
stuff

-ug  
bug  
dug  
hug  
jug  
lug  
mug  
pug  
rug  
tug  
chug  
thug  
plug  
slug  
smug  
snug  
drug

-ulk  
bulk  
hulk  
sulk  
skulk

-ull  
cull  
dull  
gull  
hull  
lull  
mull  
null  
skull

-ulp  
gulp  
pulp

-um  
bum  
gum  
hum  
mum  
rum  
sum  
chum  
slum  
drum  
scum  
swum

-ump  
bump  
hump  
lump  
dump  
pump  
rump  
trump  
clump  
plump  
slump  
stump  
thump

-umb  
dumb  
numb  
crumb  
thumb

-umble  
bumble  
humble  
mumble  
crumble  
stumble

-un  
BUN  
fun  
gun  
nun  
pun  
run  
sun  
shun  
spun  
stun



/ü/

-unch  
bunch  
lunch  
punch  
brunch  
crunch

-ung  
dung  
hung  
lung  
rung  
sung  
~~clung~~  
flung  
stung  
swung

-unk  
bunk  
dunk  
hunk  
junk  
sunk  
chunk  
drunk  
flunk  
skunk

-unt  
bunt  
hunt  
punt  
runt  
brunt  
grunt  
blunt  
stunt

-up  
up  
cup  
pup  
sup

-us  
us  
bus  
plus  
thus

-udge  
budge  
fudge  
judge  
nudge  
grudge  
sludge  
smudge

-ush  
gush  
hush  
lush  
mush  
rush  
blush  
flush  
slush  
brush  
crush  
shush  
thrush

-usk  
busk  
dusk  
husk  
musk  
tusk

-uss  
fuss  
muss

-ust  
bust  
dust  
gust  
just  
lust  
must  
rust  
crust  
trust  
thrust

-ustle  
bustle  
hustle  
rustle

-ut  
but  
cut  
gut  
hut  
jut  
nut  
rut  
shut

-utch  
Dutch  
hutch  
crutch  
clutch

-uzz  
buzz  
fuzz

com-  
comfort  
company  
compass

-ome  
come  
some  
become  
income  
outcome

-om-  
from  
stomach

-on-  
son  
ton  
won  
wonder  
London  
front  
honey  
money  
once  
onion  
Monday

-other  
other  
mother  
brother  
smother  
another

-ong-  
tongue  
among

-onk-  
monk  
monkey

-one  
one  
done  
none

-ood  
blood  
flood

-ove  
dove  
love  
shove  
glove  
above

-over-  
cover  
discover  
recover  
uncover  
hover  
lover  
govern

-oven-  
oven  
coven  
covenant  
slovenly

-ough  
rough  
tough  
slough  
enough

-ouble  
double  
trouble  
couple

-oun-  
country  
young

-ar  
 liar  
 attar  
 cedar  
 friar  
 solar  
 sugar  
 vicar  
 pedlar  
 pillar  
 collar  
 dollar  
 beggar  
 vulgar  
 burglar  
 grammar  
 scholar

-ard  
 coward  
 hazard  
 Howard  
 custard  
 haggard  
 Richard  
 drunkard  
 standard

-awyer  
 lawyer  
 sawyer

-ear-  
 early  
 earth  
 heard  
 pearl  
 search

-earn-  
 earn  
 earnest  
 learn  
 yearn

-er-  
 her  
 per  
 Bert  
 herd  
 perch  
 person  
 certain  
 perhaps  
 pertain

-erge  
 merge  
 serge

-erk  
 jerk  
 perk  
 clerk

-erm  
 germ  
 term  
 sperm

-er  
 after  
 deter  
 fever  
 lever  
 meter  
 power  
 refer  
 better  
 cinder  
 copper  
 dinner  
 father  
 ginger  
 hammer  
 robber  
 supper  
 tender  
 monster  
 peddler

-erve  
nerve  
serve  
verve  
swerve

-ir  
fir  
sir  
stir

-ird  
bird  
gird  
third

-irk  
irk  
quirk  
shirk

-irl  
girl  
swirl  
twirl  
whirl

-irst  
first  
thirst

-irt  
dirt  
flirt  
shirt  
skirt

-irth  
birth  
girth  
mirth

-ored  
colored  
honored

-or  
odor  
major  
razor  
humor  
rumor  
tumor

-our-  
courage  
journal  
journey  
scourge  
flourish

-urb  
curb  
blurb

-urch  
lurch  
church

-urd  
curd  
absurd

-urdle  
curdle  
hurdle

-urf  
turf  
surf

-urge  
urge  
purge  
surge

-url-  
curl  
hurl  
churl  
burly  
surly

-urn  
urn  
burn  
turn  
churn  
spurn

-urry  
curry  
furry  
hurry  
surry  
slurry

-urse  
curse  
nurse  
purse

-urt  
Burt  
hurt

-ur-  
fur  
blur  
slur  
spur  
burp  
burst  
curve  
gurgle  
burnish  
curtain  
furnace  
furnish  
surface  
survive  
Thursday

-fort  
effort  
comfort

pur-  
purchase  
purloin  
purpose

-r  
our  
hour  
sour  
flour  
scour

-re  
ire  
fire  
hire  
mire  
tire  
spire

-re  
sombre  
timbre

-red  
fired  
hired  
tired

wor-  
word  
work  
worm  
worry  
worst  
worth  
worship  
worsted

-yr-  
myrrh  
myrtle  
syringe  
syrup

-alt  
Baltic  
halt  
malt  
salt  
Walt  
Walter  
Waltz

-ault  
fault  
vault  
assault

-aw  
jaw  
law  
paw  
raw  
saw  
yaw  
gnaw  
thaw  
claw  
draw  
flaw  
squaw  
straw

awe-  
awe  
awesome

-awk-  
awkward  
hawk  
squawk

-aulk  
balk  
caulk

-aucus  
caucus  
raucus

-aud  
laud  
Maud  
gaudy  
Claud  
fraud  
applaud

-alter  
alter  
falter  
halter  
Walter

-awn  
dawn  
fawn  
lawn  
sawn  
yawn  
drawn

-aunch  
haunch  
launch  
raunchy  
staunch

-aunt  
daunt  
gaunt  
haunt  
jaunt  
taunt  
saunter  
flaunt

-aught-  
aught  
caught  
taught  
fraught  
haughty  
daughter  
slaughter

-auce  
sauce  
saucer  
faucet

au-  
auction  
audible  
audio  
auditory  
audition  
augur  
augury  
August  
austere  
austerity  
autonomy

au-  
audacious  
authentic  
author  
authority  
autumn  
automatic  
auxiliary

-au-  
bauble  
bauxite  
Caucasus  
caution  
exhaust  
laundry  
Maugham  
sausage  
sautee

-off-  
 off  
 offer  
 office  
 officer  
 coffer  
 coffin  
 doff  
 scoff

-often  
 often  
 soften

-oft  
 oft  
 loft  
 soft

-oth  
 moth  
 Roth  
 broth  
 cloth  
 sloth

-oss  
 boss  
 loss  
 moss  
 toss  
 cross  
 dross  
 floss  
 gloss  
 across  
 albatross

-ossed  
 bossed  
 tossed  
 crossed  
 flossed  
 glossed

-ost  
 cost  
 lost  
 Boston  
 frost  
 frosting

-on-  
 on  
 onto  
 upon

-ong  
 Cong  
 qong  
 Hong  
 long  
 song  
 Wong  
 wrong  
 throng  
 strong  
 belong  
 ping-pong

-og  
 bog  
 cog  
 dog  
 fog  
 hog  
 jog  
 log  
 tog  
 frog  
 smog

-ough  
 cough  
 trough

-ought  
 ought  
 bought  
 fought  
 sought  
 thought  
 brought  
 wrought

-hol-  
 holocaust  
 alcohol

-all  
 all  
 ball  
 call  
 fall  
 gall  
 hall  
 mall  
 pall  
 tall  
 wall  
 small  
 stall  
 thrall  
 squall

-al-  
 almost  
 also  
 always  
 caldron  
 Waldorf  
 -walnut  
 walrus  
  
 false  
 scald

-ald  
 bald  
 scald

-awl  
 bawl  
 shawl  
 brawl  
 crawl  
 drawl  
 trawl  
 sprawl

-aul  
 Gaul  
 haul  
 maul  
 Paul

-ull-  
bull  
bulletin  
full  
pull

-ush  
bush  
push  
bushel  
cushion

-ut-  
butcher  
put

-ood  
good  
hood  
wood  
stood

-oof  
hoof  
woof  
hooper  
woofer

-ook  
book  
cook  
hook  
look  
nook  
took  
brook  
crook  
shook

-ool  
wool

-oot  
foot  
soot

-ould  
could  
would  
should

-o-  
wolf  
bosom  
woman



/n/

-en  
brighten  
dampen  
darken  
freshen  
hasten  
lengthen  
shorten  
silken

/ʒn/

-sion  
decision  
division  
occasion  
collision  
television

/ʃn/

-tion  
action  
motion  
nation  
mention  
fraction  
attention

Word Patterns (Continued)

/ā/

-ace  
ace  
face  
lace  
mace  
pace  
race  
brace  
place  
space

-ade  
fade  
jade  
lade  
made  
wade  
blade  
glade  
grade  
trade  
shade  
spade

-age  
age  
cage  
page  
rage  
sage  
wage  
stage

-aid  
aid  
laid  
maid  
paid  
raid  
braid

-ail  
ail  
bail  
fail  
hail  
jail  
mail  
nail  
pail  
rail  
sail  
tail  
vail  
wail  
frail  
quail  
snail  
trail

-aim  
aim  
maim

-ain  
gain  
main  
pain  
rain  
vain  
brain  
drain  
grain  
train  
chain  
plain  
slain  
stain

-aint  
faint  
paint  
saint  
quaint

-ait  
bait  
gait  
wait  
trait

-ale  
ale  
dale  
gale  
hale  
kale  
male  
pale  
sale  
tale  
vale  
scale  
shale  
stale  
whale

-ame  
came  
dame  
fame  
game  
lame  
name  
same  
tame  
blame  
flame  
frame  
shame

-ane  
cane  
lane  
mane  
pane  
sane  
vane  
wane  
crane

-ape  
ape  
cape  
gape  
nape  
rape  
tape  
drape  
grape  
shape

-ase  
base  
case  
vase

-aste  
baste  
haste  
paste  
taste  
waste  
chaste

-ate  
ate  
date  
fate  
gate  
hate  
late  
mate  
rate  
sate  
crate  
grate  
plate  
skate  
slate  
state

-ave  
cave  
gave  
nave  
pave  
rave  
save  
wave  
brave  
crave  
grave  
shave  
slave

-ay  
bay  
day  
gay  
hay  
jay  
lay  
may  
nay  
pay  
ray  
say  
way  
clay  
play  
fray  
gray  
tray  
stay  
sway

-aze  
daze  
faze  
gaze  
haze  
maze  
raze  
blaze  
glaze  
graze

-eigh  
eight  
sleigh  
weigh

/ē/

-e  
be  
he  
me  
we  
she

-ea  
pea  
sea  
tea  
flea  
plea

-each  
each  
beach  
peach  
reach  
teach  
bleach

-ead  
bead  
lead  
read  
plead

-eak  
beak  
leak  
peak  
weak  
bleak  
freak  
speak

-eal  
deal  
heal  
meal  
peal  
real  
seal  
veal  
zeal  
steal

-eam  
beam  
ream  
seam  
team  
cream  
dream  
gleam

-ean  
bean  
dean  
lean  
mean  
wean  
clean  
glean

-eap  
heap  
leap  
reap  
cheap

-east  
east  
beast  
feast  
least

-eat  
eat  
beat  
feat  
heat  
meat  
neat  
peat  
seat  
cheat  
cleat  
pleat  
treat  
wheat

-eech  
beech  
leech

-eef  
beef  
reef

-eek  
leek  
meek  
peek  
reek  
seek  
week  
check  
creek  
sleek

-eel  
eel  
feel  
heel  
keel  
peel  
reel

-eep  
beep  
deep  
jeep  
keep  
peep  
seep  
weep  
creep  
sheep  
sleep  
steep  
sweep

-eem  
deem  
seem  
teem

-een  
keen  
seen  
teen  
green  
queen  
sheen

-eet  
beet  
feet  
meet  
fleet  
greet  
sheet  
sleet  
sweet  
tweet

-eed  
deed  
feed  
heed  
need  
seed  
weed  
bleed  
breed  
creed  
freed  
greed  
speed  
steed  
tweed

-ee  
bee  
fee  
see  
tee  
wee  
free  
tree  
glee  
thee  
three

-ief  
brief  
chief  
grief  
thief

-y  
carry  
marry  
bunny  
funny  
sunny

-ice  
lice  
mice  
nice  
rice  
vice  
slice  
spice  
twice

-ide  
bide  
hide  
ride  
side  
tide  
wide  
bride  
glide  
slide

-ie  
die  
lie  
pie  
tie  
vie

-ife  
life  
rife  
wife

-igh  
high  
nigh  
sigh  
thigh

-ight  
fight  
light  
might  
night  
right  
sight  
tight  
bright  
fright  
flight  
plight  
slight

-ike  
bike  
dike  
hike  
like  
mike  
pike  
spike

-ild  
mild  
wild  
child

-ile  
file  
mile  
pile  
rile  
tile  
vile  
smile  
while

-ime  
dime  
lime  
time  
chime  
crime  
grime  
slime

-ind  
bind  
find  
hind  
kind  
mind  
rind  
wind  
blind  
grind

-ine  
dine  
fine  
line  
mine  
nine  
pine  
tine  
vine  
shine  
spine  
swine  
thine  
twine  
whine

-ipe  
pipe  
ripe  
wipe  
gripe  
swipe

-ire  
ire  
dire  
fire  
hire  
mire  
sire  
tire  
wire

-ise  
rise  
wise

-ite  
bite  
kite  
mite  
site  
quite  
spite  
white

-ive  
dive  
five  
hive  
live  
chive  
drive

-y  
by  
my  
cry  
dry  
fly  
ply  
fry  
shy  
sky  
sly  
spy  
sty  
thy  
try

-ye  
dye  
eye  
lye  
rye

-o  
go  
no  
so

-oach  
coach  
poach  
roach

-oad  
goad  
load  
road  
toad

-oal  
coal  
goal

-oam  
foam  
loam  
roam

-oan  
loan  
moan  
roan  
groan

-oast  
boast  
coast  
roast  
toast

-oat  
oat  
boat  
coat  
goat  
moat  
bloat  
float  
gloat

-obe  
lobe  
robe  
globe

-ode  
ode  
bode  
code  
mode  
rode

-oe  
doe  
foe  
hoe  
toe  
woe

-oke  
coke  
joke  
poke  
woke  
yoke  
bloke  
choke  
smoke  
spoke

-old  
old  
bold  
cold  
gold  
hold  
mold  
sold  
told

-ole  
dole  
hole  
mole  
pole  
role  
stole

-olt  
bolt  
colt  
dolt  
jolt  
volt

-ome  
dome  
home  
Nome

-one  
bone  
cone  
lone  
pone  
tone  
zone  
shone  
stone

-ope  
cope  
dope  
hope  
mope  
rope  
scope  
slope

-ose  
hose  
nose  
pose  
rose  
chose  
those  
close

-ost  
host  
most  
post

-ote  
note  
rote  
tote  
vote  
quote

-ove  
cove  
dove  
rove  
wave

-ow  
bow  
low  
mow  
row  
sow  
tow  
blow  
flow  
glow  
slow  
crow  
grow  
show  
snow

/ü/

-ew  
dew  
Jew  
new  
brew  
crew  
drew  
grew  
chew  
flew  
slew  
stew

-oo  
boo  
coo  
moo  
too  
zoo  
shoo

-ood  
food  
mood  
brood

-ool  
cool  
fool  
pool  
drool  
spool  
stool

-oom  
boom  
doom  
loom  
room  
zoom  
gloom  
groom

-oon  
boon  
coon  
goon  
loon  
moon  
noon  
soon  
spoon  
swoon

-oop  
coop  
hoop  
loop  
droop  
troop  
scoop  
stoop  
swoop

-oost  
boost  
roost

-oot  
boot  
hoot  
loot  
root  
toot  
scoot  
shoot

-ooth  
booth  
tooth

-ude  
dude  
nude  
rude  
crude

-ue  
rue  
sue  
blue  
clue  
glue  
true

-uke  
duke  
Luke

-ute  
lute  
flute

-une  
dune  
June  
tune

/ū/

-ew  
few  
hew  
blew  
flew  
slew  
chew  
crew  
drew  
grew  
stew

-ule  
mule  
yule

-use  
use  
fuse  
muse

-ute  
cute  
mute  
flute

/oy/

-oice  
voice  
choice

-oil  
oil  
boil  
coil  
foil  
soil  
toil  
broil  
spoil

-oin  
coin  
loin

-oint  
joint  
point

-oise  
noise  
poise

-oist  
foist  
hoist  
joist  
moist

/ow/

-ouch  
ouch  
couch  
pouch  
vouch

-ound  
bound  
found  
hound  
mound  
pound  
round  
sound  
wound  
ground

-ouse  
house  
louse  
mouse

-out  
out  
bout  
gout  
pout  
shout  
spout  
stout  
trout

-outh  
mouth  
south

-ow  
bow  
cow  
how  
now  
vow  
wow  
plow

-owl  
owl  
cowl  
fowl  
howl  
jowl  
yowl

-own  
down  
gown  
town  
brown  
crown  
clown  
frown

/ɔr/

-ar  
bar  
car  
far  
jar  
par  
tar  
scar  
star

-arch  
march  
parch  
starch

-arge  
barge  
large  
charge

-ark  
bark  
dark  
hark  
lark  
mark  
park  
shark  
spark  
stark

-arm  
farm  
harm  
charm

-arn  
barn  
darn  
yarn

-arp  
carp  
harp  
sharp

-arsh  
harsh  
marsh

/ɔr/

-or  
or  
for  
nor

-oard  
board  
hoard

-ord  
cord  
ford  
lord

-ore  
ore  
wore  
chore  
score  
swore

-ork  
cork  
fork  
pork  
York  
stork

-orm  
form  
norm  
storm

-orn  
born  
corn  
horn  
morn  
torn  
worn

-ort  
fort  
sort  
tort

-orth  
forth  
north

-our  
four  
pour



/ir/

-ear  
ear  
clear  
dear  
fear  
hear  
rear  
sear  
tear  
shear  
stear  
spear  
year  
gear

-eer  
beer  
jeer  
cheer  
queer  
peer  
steer  
deer  
leer  
sheer  
veer

-ere  
here  
vere  
mere  
cere

/ür/

-oor  
boor  
moor  
poor

-our  
tour  
your

-ur-  
during

-ure  
lure  
sure  
manure

-ewer  
sewer  
brewer

/er/

-ear  
bear  
pear  
wear

-are  
bare  
care  
dare  
fare  
hare  
mare  
pare  
rare  
tare  
glare  
scare

-air  
air  
fair  
hair  
lair  
pair  
stair

-ayer  
prayer  
Sayer

/ür/

-ure  
cure  
pure

-ewer  
ewer  
fewer

DISCOVER THE CONTENTS OF

SKILL BOOK 1:

1. Which lessons teach Capital Letters? \_\_\_\_\_
2. In Lesson 8, Chart 8, what words will the student need to learn as sight words rather than as words to sound-out? \_\_\_\_\_
3. Where are numerals taught? \_\_\_\_\_
4. How is lesson 10 different from lessons 1-9? \_\_\_\_\_
5. Lesson 11. When does an adult need to know how to spell the names of numbers? \_\_\_\_\_
6. Where is the story content the student reads in lesson 12? \_\_\_\_\_
7. How are In the Valley and More Stories 1, the correlated readers, different? \_\_\_\_\_
8. What Reading Skill does Part 3 of the Checkups for Skill Book 1 evaluate? \_\_\_\_\_

SKILL BOOK 2:

1. What is the title of Skill Book 2? \_\_\_\_\_
2. What are the key words on the charts for the five short vowel sounds? \_\_\_\_\_
3. Besides these 5 sounds, what other sounds does Skill Book 2 teach? \_\_\_\_\_
4. How is Lesson 13 taught? \_\_\_\_\_
5. Compare City Living and More Stories 2. Which book would the student use first? \_\_\_\_\_
6. What suffixes is the student expected to know in order to do Check Ups for Skill Book 2? \_\_\_\_\_
7. Who signs the student diplomas? \_\_\_\_\_

(Over, please)

SKILL BOOK 3:

1. What is the title of Skill Book 3? \_\_\_\_\_
2. What are the key words for the long vowel sounds? \_\_\_\_\_  
\_\_\_\_\_
3. How many spelling patterns of the long vowel sounds are taught in Skill Book 3? (Hint, see lesson 19) \_\_\_\_\_
4. Compare the stories in Skill Books 2 and 3. How do they differ? \_\_\_\_\_
5. Why would a student be able to relate to the story in New Ways on PP. 20-25? \_\_\_\_\_
6. What is the correct answer to item 5 in Part 2 "Making Words" of the Checkups for Skill Book 3? \_\_\_\_\_
7. Where should the stub from diploma 3 go? \_\_\_\_\_

AN ALTERNATIVE METHOD  
FOR TEACHING LESSONS 1-5 OF SKILL BOOK 1

Occasionally, a beginning student knows a few words by sight, and the tutor questions the necessity of teaching the first five lessons in the traditional manner. Many tutors have opened to the first lesson only to hear a student say, "Oh, I know those words." The tutor may then be tempted to skip ahead to a more difficult lesson where the student cannot read the words and begin him there.

We discourage this practice. Skipping pages in Skill Book 1 upsets the systematic presentation of skills. Even though a student may have some sight vocabulary, he may lack the decoding and word attack skills which are begun here. Unaware of this, a tutor who skips pages may miss introducing the very skills the student needs most. Drawing from Dr. C. Laubach's philosophy of building upon what the student already knows, we suggest use of the following method:

Tutor: (Point to the upper left-hand corner. Ask the student to read Lesson 1 and Chart 1. Give help if needed.)  
(Point to the word "bird.") "Read this word, please."  
Student: "Bird."  
Tutor: (Point to the letter "b" in the far right column.) "What is the name of this letter?"  
Student: "B."  
Tutor: "What is the sound of that letter?"  
Student: "/b/"

Note that in the alternative method the tutor asks for the sound of the letter last since this will probably be the most difficult for the student.

If the student misses the word, the name or the sound of the letter, the tutor should be prepared to go back and teach the panel in the traditional manner. The tutor should teach only what the student did not know. For example, if a student correctly identifies the word "cup" and the name of the letter "c", but does not know the sound of the letter, then the tutor should go back and teach the panel in the following way:

Tutor: (Point to the first picture and trace it.) "This is a cup on it's side. Say cup."  
Student: "Cup."  
Tutor: (Point to the second picture and trace it.) "This looks like a cup on its side. Say cup."  
Student: "Cup."  
Tutor: (Point to the word "cup.") "Read this word."  
Student: "Cup."  
Tutor: (Cover all but the first letter of the word "cup.") "Cup begins with the sound "/c/". Say /c/."  
Student: "/c/."  
Tutor: (Continue in the traditional way, asking the student to repeat the sound again as you point to each of the 3 individual letters which follow.)  
(Point to the letter "c" in the far right column.) "What is the name of this letter?"  
Student: "C."  
Tutor: (Begin review of all letters as taught in the traditional manner, using the far right column and asking the student for the sounds going up and the names of letters going down.)

The tutor should continue down the rest of the chart, using the alternative method where possible. After the student has correctly read the entire chart, ask him to read the story aloud, helping only if he makes a reading error.

The tutor should not skip any of the other parts of the lesson even if the student has been able to read the chart and story without error. Each exercise reinforces a different skill. For example, in the writing lesson, a student may already know how to make the letters. The tutor should still ask him to make one of each letter, following the numbers and letters in the book. This will give the student practice in following directions. The checkup should also be done because it tests the student's visual discrimination and ability to recall the shape of the letter from the picture. In Listen and Write, we are checking on the student's auditory discrimination and ability to identify the first sound in a word he hears. Depending upon the needs of the student, the tutor may decide either to skip the homework or do it during the tutoring session.

A student using the alternative method moves more rapidly, so the tutor should be prepared to give several lessons at each of the first few sessions. This method is to be used only with those students who obviously know some of the words in the first five charts and only by tutors who have carefully practiced the method.

Beginning with Lesson 6, all lessons should be taught exactly as presented in the Teacher's Manual. Even if the student can read the chart words, he still needs the practice of making the individual sounds and blending them together to form words. In this lesson the student also begins to answer comprehension questions, to read silently, and to distinguish spoken sounds in the Oral Skills Practice section. Again, the tutor should not skip any part of Lessons 6 - 12.

REVIEW AND REINFORCEMENT IDEAS

SKILL BOOK ONE

1. Sound/symbol cards  
Make cards with the letters presented in the previous lesson  
Show card and have student give name-sound and possibly the "key" word
2. Cut up the first five charts in the workbook, but paste on tagboard before cutting up into smaller pieces. Or, order cardboard "Mini Charts" of first five phonics charts from New Readers Press, and cut up. Have student put the chart back together: picture card, "cue" card, word card, and letter card. ("Cue" card is the card with the letter superimposed on the picture). Remove cue card and have student put picture-letter-word together.
3. Make flash cards of words presented in each lesson
  - a. Dictate sentences and have student arrange words in sequence
  - b. Sort words into piles according to: beginning sounds, ending sounds, persons, etc
  - c. Word meaning: Tutor defines word and student finds card.
  - d. Antonyms: "Find a word that is the opposite of ..."
  - e. Synonyms: "Find a word that means almost the same as ..."
  - f. Rhyming: "Find a word that rhymes with ..."
  - g. Categories: "Which word goes in the category of things you can do, see, etc."
  - h. Relationships: "Which word goes with Mr., (Mrs.), etc..."
  - i. Beginning dictionary skills: Put out a few cards and have student put them in alphabetical order.
  - j. Contextual clues: Say a sentence and leave out a word. Ask student to find a word which would fit context.
  - k. Parts of speech: Use flash cards to begin to introduce parts of speech.
  - l. Use as a drill with words in isolation.
4. Paste pictures on cards (pictures that illustrate words being taught). Write a phrase or sentence to go with the pictures. Student matches phrase or sentence to pictures.
5. Make phrase cards. Put phrases together to make sentences, choosing sentences from previous lesson.
6. Cut out pictures from catalogs. Each picture should be a "one word only" picture. For men students choose tools, clothing, etc. that would be of interest to a man. For women: household items, food, clothing, etc.  
Make a bingo type game with consonant sounds. Student matches pictures with beginning or ending consonant sound.

m	r	w	p
c	t	s	l
s	n	t	b

7. "Picture" words may be pasted on cards. Make flash cards which go with the pictures. Put word on back of card. Student may take these home and use for homework. They are self-correcting as he can check his accuracy by turning card over and seeing if the word he matched is the same as the one on the card. Note: Be sure student identifies the correct word with the picture, e.g. there could be confusion with "pot" "pan" etc.
8. Make letter cards. Say word and see if student can put word together. In the initial stages to help student to be successful, put out only the letters needed for the word. Later put out letters for two words, etc.
9. Arrange a sentence with flash cards and insert one too many words, one which doesn't make sense. Student finds the irrelevant word.

SKILL BOOK TWO

1. Make a chart using key pictures and letters representing the sounds, cut from Skill Book or Mini-charts, if you are not an artist! Arrange pictures and letters according to the way speech sounds are formed. You may wish to refer to Education Bulletin 3-30 for additional help.

<u>Unvoiced</u>		<u>Voiced</u>		<u>Articulatory similarities</u>
Picture:		Picture:		
pan	p	bird man	b m	Lips together
wheel	wh	wing quarter	w qu	Lips rounded
fish	f	valley	v	Lower lip touching upper teeth
thank (boy)	th	this	th	Upper teeth touching tongue; tongue covering lower lip
tent	t	dish neck leg	d n l	Tongue tip up touching gum of mouth just behind upper teeth
snake	s	zipper	z	Teeth close, but not touching
shop	sh	river yells	r y	Lips forward and squared
children	ch	jumping	j	Tip of tongue at front of hard palate
kicking cup	k c	girl ring	g ng	Tongue tip down touching back of lower teeth.
		box	x	Combination of k and s above
hand	h			No position of its own; takes the position of the vowels following it

2. Cut out pictures with short vowel sounds. Make bingo type game and have student place pictures over the short vowel sounds.

i	e	o	a
u	a	u	i
o	e	i	a

3. Do the same as #2 for blends introduced in Skill Book 2.

br	st	cl
cl	gl	dr
fr	bl	tw
st	tr	gr

4. Make bingo game with irregularly spelled words presented in Skill Book 2.

mother	said	color	son
what	another	laughs	was
cover	many	brother	from
father	very	says	does

5. Write a sentence and spell a word or words with errors. Student finds errors, e.g. The man put on his dat. (hat)
6. Comprehension skill. Read a short passage to student. One sentence is irrelevant. Student orally identifies the irrelevant sentence. (This exercise helps later with paragraph construction and meaning.)
7. Lessons 7, 8 Rhyming words  
 Note: If you wish to give visual clues to these rhyming words, make flash cards for the student to use with the rhyming words on them.
- a. Short vowel couplets, to be given orally.

- 1) In one sandwich I have jam  
In the other I have \_\_\_\_\_. (ham)
- 2) Let's mark the airfield in the sand  
So all our planes come here to \_\_\_\_\_. (land)
- 3) What sport is it that  
Uses a ball and a \_\_\_\_\_. (bat)
- 4) There is a white rat  
Hiding from the black \_\_\_\_\_. (cat)
- 5) I found something in the sand  
And I held it in my \_\_\_\_\_. (hand)
- 6) Tom caught this fine big fish  
Mother served it on a \_\_\_\_\_. (dish)
- 7) Here's a top that's made of tin  
It must be wound in order to \_\_\_\_\_. (spin)
- 8) These two fish with spotted fins  
Look just like they are \_\_\_\_\_. (twins)
- 9) The men worked late on the new shed  
Till it was time to go to \_\_\_\_\_. (bed)
- 10) Can you tell  
Where you found the \_\_\_\_\_? (shell) (well)
- 11) Upon a fallen log  
Sat a green \_\_\_\_\_. (frog)
- 12) Father brought Tom a toy at the shop  
Tom came home with a great big \_\_\_\_\_. (hop) (top)
- 13) There goes a rabbit on the run  
Ahead of the hunter who has a \_\_\_\_\_. (gun)
- 14) Robert likes to run and jump  
And falls down with a great big \_\_\_\_\_. (thump) (bump)



7. Lessons 7, 8 Rhyming words (cont'd)

b. Say three words. Ask students which two words rhyme.

- |           |         |        |           |        |       |
|-----------|---------|--------|-----------|--------|-------|
| 1) lamb   | Sam     | bed    | 12) ouch  | house  | mouse |
| 2) dog    | log     | eat    | 13) just  | duck   | truck |
| 3) light  | book    | look   | 14) girl  | hurt   | curl  |
| 4) butter | bunny   | funny  | 15) top   | tall   | hop   |
| 5) sister | mister  | hard   | 16) same  | came   | take  |
| 6) Dick   | trick   | track  | 17) feet  | foot   | meet  |
| 7) arm    | purple  | farm   | 18) lady  | sister | shady |
| 8) food   | gum     | drum   | 19) keep  | lost   | sleep |
| 9) tree   | sky     | be     | 20) toy   | head   | boy   |
| 10) fly   | spoon   | tie    | 21) beach | eat    | peach |
| 11) man   | brother | mother |           |        |       |

8. Lesson 8 k or ck?

Write the unfinished words below on flash cards or as a well spaced list of words. Ask student to tell you whether k or ck (show flash cards of each) should be used to end the word. Add the ending he chose and help him determine whether or not it is correct. Using correct ending, ask student to decode the word. These are sounds he has had - help him do it on his own.

tru__	par__	lo__	mas__	k
ris__	bu__	sil__	Ja__	ck
mar__	dar__	si__	mil__	
stu__	bri__	ba__	du__	
clo__	bla__	ro__	qui__	
des__	tas__	wor__		

9. After Lesson 10, Sound Substitution Games

Examples are given below of innumerable games of this type which can be made.

Print up on 3 x 5 tagboard card the following parts of words to be completed by substituting different final, medial and initial sounds to make new words.

## a. Substituting final sound.

All vowels are short. If pupil cannot give the beginning of the word, help him and let him add the ending sound.

Use these ending sounds with all the word frames. (see note.) n, sh, t, ck, m, p, d.

hi__	sto__	cu__
spi__	mi__	ca__
gri__	sto__	bi__
ha__	bu__	ta__

Note: If you substitute all of the ending sounds, you will come up with some nonsense words. If nonsense decoding would confuse your pupil, do not use the endings which would make nonsense words. If your pupil can decode easily and is not confused by the nonsense words, use them.

## b. Substituting vowels.

Substitute all five vowels.

ch__p	s__p
m__t	h__t
d__n	h__p
ch__ck	sh__p

## c. Substituting initial sound.

Beginning sounds: c, j, r, s, t, l, p, h, b, m, w, f, g, d, n.

__ot	__ip	__at
__ed	__et	__it
__ad	__un	__ub
__ug	__og	__ob

10. Adding Suffixes: ed ing era. ING (These words go through Lesson 12)

## 1) Make the following flash cards

ing	thinking	kicking
telling	winging	thanking
singing	visiting	yelling
bringing	looking	laughing
sending	fishing	starting
carrying	jumping	working

laugh	fish	start	tell
kick	jump	work	carry
visit	thank	think	send
look	yell	wing	sing
			bring

- 2) Using the flash cards, have student say root word and then the word with ing added.
- 3) Using the flash cards, have the student match the root word with the ing word having the same root.

Note: None of these words require the final consonant doubled before the ing is added.

b. ED

## 1) Make the following flash cards:

ed	farm	thank	lock
work	park	look	yell
start	pick	jump	hunt

worked	parked	looked	yelled
started	picked	jumped	hunted
farmed	thanked	locked	

- 2) and 3). Same as above, under 10 a. using ed suffix.

## 4) Separate cards into three sounds of ed (ed /t/ /d/)

c. ER

## 1) Make the following flash cards, using duplicates from above lessons.

er	dark	jump	sick
farm	hard	think	start
work	hunt	send	truck

farmer	harder	thinker	starter
worker	hunter	sender	trucker
darker	jumper	sicker	

- 2) and 3) Same as above, under 10a., using er suffix.

Note: This type game can be adapted to suffixes in Skill Book 4 and to prefixes and suffixes in Skill Book 5. Students can put the words together with the prefix, suffix, and root word, and they can also be given the word with prefixes and suffixes added and find the root word in it.

11. Lessons 11 and 12, short vowel to vowels with "r"

Make the following flash cards. Do not use all the cards at one time at first.

- |               |              |              |               |
|---------------|--------------|--------------|---------------|
| bid - bird    | bun - burn   | am - arm     | had - hard    |
| chip - chirp  | bust - burst | at - art     | ham - harm    |
| fist - first  | cub - curb   | back - bark  | hash - harsh  |
| flit - flirt  | cud - curd   | bad - bard   | lack - lark   |
| quick - quirk | cut - curt   | ban - barn   | lad - lard    |
| skit - skirt  | hull - hurl  | cap - carp   | mash - marsh  |
| Beth - berth  | hut - hurt   | cad - card   | mat - mart    |
| peck - perk   | luck - lurk  | cat - cart   | pack - park   |
| pet - pert    | spun - spurn | chat - chart | shack - shark |
|               |              |              | stack - stark |

- Auditory discrimination:** Stack cards in two piles, one with short vowel words and the other with ir, ur, er and ar words. Read the cards alternately from the two stacks (which may give student a visual clue) and have him say the vowel sound he hears in each word.
- Visual discrimination:** Stack cards alternately with minimal pair words, above. Student reads the words separating them into two stacks (words with short vowel and vowel with r).

SKILL BOOK 3

- Lessons 2-5, short a or long a words  
Follow the same directions as for #11 above.  
Interpret meaning.

- |              |               |                  |
|--------------|---------------|------------------|
| am - aim     | shack - shake | pal - pale       |
| bat - bait   | snack - snake | pan - pane       |
| brad - braid | stack - stake | plan - plane     |
| clam - claim | taok - take   | rat - rate       |
| lad - laid   | Sam - same    | slat - slate     |
| mad - maid   | can - cane    | tap - tape       |
| pad - paid   | mad - made    | van - vane       |
| pal - pail   | at - ate      | back - bake      |
| pan - pain   | cap - cape    | lack - lake      |
| pant - paint | fat - fate    | rack - rake      |
| plan - plain | gap - gape    | sack - sake      |
| ran - rain   | hat - hate    | (soft to hard g) |
| van - vain   | man - mane    | stag - stage     |
| man - main   | mat - mate    | wag - wage       |

2. Tic - Tac - Toe

c _ ke	t _ me	h _ le
c _ be	p _ le	m _ ke
r _ pe	r _ se	pl _ ne

Make dice with vowels on it. Roll dice. See if vowel fits into one of the words. If so, write the vowel in the word. Each player has a different color pen. First player who gets words filled in, in a row, wins.

3. Variant spellings of long vowels

After the variant spellings of the long vowels have been presented, a lesson such as the following may be presented. (These are from the long o lessons)

Make the following flash cards:

- |        |        |       |       |       |        |        |        |
|--------|--------|-------|-------|-------|--------|--------|--------|
| old    | Joe    | rose  | radio | home  | drove  | won't  | toad   |
| Ohio   | hotel  | rope  | phone | hold  | cold   | window | throw  |
| oh     | Jones  | rolls | over  | go    | coat   | Tony   | those  |
| no     | show   | roast | open  | folks | boat   | told   | sold   |
| Mexico | row    | road  | hope  | float | yellow | toast  | soaked |
| so     | slowly | slow  |       |       |        |        |        |

- Visual discrimination:** student looks at words and places all the same spellings in the same pile.
- Teacher reads cards.** Student tells tutor how the o is spelling in the word, and places it in correct column on sheet. Note: Do not use all the word cards for this unless you have an exceptionally able student. Choose the words with which he can experience success at first, then gradually include the more difficult ones.

o    o-e    oa    ow (Words placed under these headings)

4. Beginning with Skill Book 3 - Lesson 6, Sequence  
 The first lesson where the pupil must match sentences with the story is in this lesson. The idea of sequence may be new to your student. The following suggestions may be used to clarify its meaning.

- a. How we use sequence in everyday life
  - 1) Daily routines: dressing, cooking, eating, etc.
  - 2) Making things: construction work, auto mechanics, sewing, etc.
- b. Arrange pictures in sequence to tell story
- c. Cut comic strips and have student arrange in sequence.
- d. Student and tutor watch same TV program and student tells sequence of program.  
 What happened at the first - in the middle - at the end?  
 TV shows can also be used for main idea.
- e. Prepare strips of sentences from Skill Book.
  - 1) Student places the sentence strip where it fits in the story page.
  - 2) Student numbers strips.
  - 3) Student turns back to workbook page and numbers the sentences in the correct order.
 Later, when the student is more adept at this, the strips are often not necessary and the student can mark in the story where the ideas occur.

5. Lessons 6-8, Short e to long e words  
 Follow same directions as for #11, page 6. Make sure student understands the meaning of the words.

bet - beet	red - reed	wed - weed	best - beast	men - mean
bled - bleed	sped - speed	fell - feel	den - dean	met - meat
fed - feed	step - steep	check - cheek	led - lead	red - read
pep - peep	ten - teen	peck - peek	pled - plead	set - seat
sell - seal	pet - Pete			
speak - speak	them - theme			

6. Lessons 9-12, Short i to long i words  
 Follow same directions as for #11, page 6. Incorporate meaning.

bit - bite	kit - kite	slim - slime	win - wine
dim - dime	pin - pine	snip - snipe	fill - file
fin - fine	rid - ride	spin - spine	mill - mile
din - dine	rip - ripe	spit - spite	pill - pile
grip - gripe	shin - shine	Tim - time	till - tile
hid - hide	slid - slide	twin - twine	lick - like
			pick - pike
lit - light	slit - slight		
fit - fight	sit - sight		
mitt - might	flit - flight		

7. Lessons 13-16, Short o to long o  
 Follow same directions as for #11, page 6. Include meaning of words.

cod - code	lob - lobe	rod - rode
hop - hope	not - note	slop - slope
		rob - robe
got - goat	blot - bloat	clock - cloak
cot - coat	sop - soap	croak - croak
cost - coast	rod - road	sock - soak

8. Lessons 13-16, Predicting outcomes

- a. Read chapter headings in a book to student. Have student predict what might happen.
- b. Read title of story - predict what story is about.
- c. Read to a certain point in story and then have student predict outcome. You might wish to finish story and see if author did complete story the way student thought, but remember, that student's prediction, if it is different, is not wrong, rather had he been the author, he might have told it differently!

9. Lessons 17, 18, Short u to long u.  
Follow same directions as for #11, page 6.

cub - cube	fuss - fuse	mutt - mute	tub - tube
cut - cute	hug - huge	plum - plume	us - use

Note: After Lesson 18 these cards can be mixed up with long and short vowels and many other visual and auditory games played. Ir, er, ur cards may also be included.

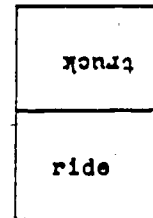
10. Lessons 17, 18, Compound words  
Make the following flash cards:

to	over	flash	some
day	coat	light	times
today	overcoat	flashlight	sometimes
air	every	news	Thanks
plane	thing	paper	giving
airplane	everything	newspaper	Thanksgiving
be	every	sail	snow
came	where	boat	man
became	everywhere	sailboat	snowman
be	in	some	
side	side	thing	
beside	inside	something	

- Give student separate word and see if he can make compound words.
- Give student compound word and have him find its components.

11. Vowel Dominoes, Long and short vowels  
a. Make dominoes as follows: cardboard 3" x 1 1/2"

- Double dominoe to start (e.g. cube/cube)
- Sounds must be matched. Have students say the words as the game is played - this will reinforce the sounds. "I put brick with fish." (An alternate way to play would be to match rhyming words only: "I put slide with ride.")
- Six dominoes drawn at beginning.
- Go to bone pile for more dominoes as needed. (If group is playing, no more than two dominoes may be drawn at one turn.)



map/fuse	whale/brick	goat/goat	fuse/bat
fish/tree	brick/grapes	stick/pie	mop/fly
sheep/cap	bus/chain	stamp/tie	hose/fan
pan/jeep	mop/mop	fuse/drop	top/boat
cube/cube	slide/skates	old/six	pig/pig
flag/five	gun/slide	ten/ten	cube/ship
sit/hide	rug/fuse	kite/kite	belt/cube
bag/cake	bone/duck	bed/bed	jug/beet
tire/hell	mule/nuts	pin/feet	doll/pipe
train/train	hill/rose	net/cube	leaf/fox
truck/truck	fire/dress	peas/tent	rock/glove
lake/cat	cane/nest	cheese/cheese	shell/wheel
three/cup	drum/road	coat/bat	fence/bowl
truck/ride	socks/mule	snake/not	pail/box
lamp/lamp	net/mule	blue/go	blocks/key

Note: Many other types of dominoe games can be made for any vowel sounds or for words which often confuse student.

SKILL BOOK 4

1. Lessons 1, 2, Short o to oo (shoot) and to oo /uu/ (good)  
Follow same directions as for #11, page 6.

cop - coop	lot - loot	scot - scoot	crook - crook	knock - nook
drop - droop	rot - root	slop - sloop	God - good	lock - look
hot - hoot	shot - shoot	stop - stoop	hock - hook	rock - rock
		tot - toot	hod - hood	took - took

2. Lesson 3, Days of Week - Months of Year  
Make cards with days of weeks and months of year. Have pupil arrange in sequence, arrange by seasons, arrange by number of days in months. Provide squared paper and have student make a yearly calendar. This can be used for his assignments or for special activities in which he is interested. Holidays can be listed.
3. Lesson 4, Contractions - Match-up Game  
Make two sets of cards: one with contraction, the other with words that make up the contraction. Pupil matches the cards.
4. Lesson 5, Short o to ou  
Follow the same directions as in #11, page 6.

clod - cloud	moth - mouth	rot - rout
fond - found	pot - pout	Scot - scout
got - gout	prod - proud	spot - spout
		trot - trout

5. Lesson 7, Substitution of pronouns for nouns  
Make cards of the words in the sentences dictated. Make set of pronoun cards. Dictate sentence and ask student to arrange cards of words in sequence. Then ask student to substitute appropriate pronoun cards for the nouns in the sentences. By actually taking one card out and putting another in, the student gets the idea that a pronoun can "take the place" of the noun in the sentence and the sentence can still make sense. The game also helps student to realize that one needs to know the antecedents to understand what a pronoun might stand for.
6. Lessons 8, 9, Short a to au and aw  
Follow the same directions as in #11, page 6.

dab - daub	pal - Paul	Dan - dawn	pan - pawn
lad - laud	bran - brawn	fan - fawn	span - spawn

7. Lesson 11, Short o to or  
Follow the same directions as in #11, page 6.

cod - cord	pot - port	shot - short	stock - stork
con - corn	Scotch - scorch	spot - sport	

8. Lessons 19, 20, Syllable Game  
a. Make tagboard charts with the following headings:

- |  |   |   |
|--|---|---|
| 1) If the first vowel in a word is followed by two or more consonants, the first two syllables are usually divided between the first two consonants. The vowel is often short. | 2) If the first vowel is followed by one consonant, the first syllable often ends after the vowel. The first vowel is often long. | 3) If the vowel is short in the beginning syllable, the syllable usually ends with the consonant which follows the vowel. |
|--|---|---|

bit	ter	sil	ver
VC	CV	VC	CV

ba	con	ba	by
V	CV	V	CV

rob	in	lim	it
VC	V	VC	V

- |   |   |   |
|---|---|---|
| 4) Words of more than one syllable that end in <u>le</u> generally take the preceding consonant with the <u>le</u> to form the last syllable (except <u>ok</u> ). | 5) Compound words of one syllable generally divide between the two words. | 6) Suffixes and prefixes are <u>generally</u> separate syllables. |
|---|---|---|

san	ple	Bi	ble
-----	-----	----	-----

day	dream
-----	-------

re	pay	un	happy
drip	less		

tack le  
(strictly speaking, there is no vowel sound in the le syllable.)

(ed - not always a syllable.)

Note: Column 6 fits Skill Book 5 but can be used with some words in Skill Book 4.

8. Lessons 19, 20 Syllable Game (cont'd)

Put these words on flash cards. Shuffle cards and ask pupil to place flash card under one of above appropriate headings. (Do not use all the words for one lesson)

sunspot	gladness	motor	logic	polite
starlight	firefly	sliver	timid	vibrate
grumble	blotter	human	pickle	fumble
lightweight	punish	broken	broadcast	simple
trample	buyer	adverb	camper	marble
buckle	button	lesson	fifteen	rescue
impact	hamper	attic	circle	market
habit	effort	member	master	perhaps
rumble	moonglow	plastic	dimple	person
magic	pupil	silence	vacant	object
				hunted

exchange	prefix	truthful	selfish	dangerous
defrost	chosen	appearance	richness	inhuman
lovely	decay	unjust	recall	
joyous	collection	disown	retrace	
painful	dethrone	tightly	intake	

9. Review of sounds of vowels in Skill Book 4 - "Hink-Pinks" ("Hink-Pinks" are rhyming words of one syllable. Hinky-Pinky = two syllables; Hinkity-Pinkity = three syllables.) Tutor gives the clue with the adjective. Student finds the rhyming word.

- |   |   |
|---|---|
| a. wet grass (new dew)                          | k. a snack to eat to get you ready for studying (mood food) |
| b. a cold saw (cool tool)                       | l. wheat with a bad taste (sour flour)                      |
| c. a bat for a game (good wood)                 | m. a 5 a.m. stretch (dawn yawn)                             |
| d. a plaything that's fun (joy toy)             | n. a fish nose (trout snout)                                |
| e. a good place to swim (cool pool)             | o. a fat fish (strout trout)                                |
| f. a fishing tool (brook hook)                  | p. a fat boy (stout scout)                                  |
| g. a happy lad (joy boy)                        | q. a city dress (town gown)                                 |
| h. a loud death noise (doom boom)               | r. late toss (slow throw)                                   |
| i. what love birds see at night (swoon moon)    | s. something you need to drink a soda (jaw straw)           |
| j. guaranteed not to make mistakes (goof proof) | t. a dog's hurt foot (raw paw)                              |
|   | u. strength to mow the grass (lawn brawn)                   |
|   | v. an aching tomach (ouch pouch)                            |

## SKILL BOOK 5

1. Lesson 5, Adjective and Adverbs

- Start with a simple sentence - have student add adjectives and adverbs. (Example: Tom ran. Tom ran quickly. -- The car rattled. The red car rattled.)
- Read a selection from the lesson to the pupil and leave out adjectives and adverbs. Have pupil fill in missing words.
- Have pupil read a selection and point out adjectives and adverbs in the selection.

2. Lessons 11, 12, Prefixes and Suffixes

- Make word wheels (larger wheel has base word - smaller wheel has prefix.) Or wheel has words and arrow has prefix or suffix.
  - Prefix re Root words: name call move form place do gain learn
  - Suffix able Root words: pay break read agree wash teach reason
- Tachistoscopes may also be used.

Note: See Lillie Pope, Guidelines to Teaching Remedial Reading, Book-Lab, Brooklyn, New York, available from New Readers Press for instruction on making word wheels and tachistoscopes, p. 103 ff.



3. Antonyms, Synonyms and Homonyms

Make flash cards of yellow and green so that the colors can be used in each pair. Student matches the yellow card with a green card and says whether he has matched an antonym, synonym or homonym. Use just a few cards to get started. Have student use each paired words in sentences.

a. Homonyms: write (green) right (yellow) etc.

sells/cells  
one/won  
threw/through  
here/hear  
stare/stair  
paws/pause  
toe/tow  
chews/choose  
sent/scent/cent  
whole/hole

waste/waist  
hear/here  
vein/vane  
their/there  
steal/steal  
stake/steak  
soar/sore  
road/rode  
knew/new  
lead/led

herd/heard  
guest/guessed  
not/knot  
meddles/medals  
hour/our  
peddle/pedal  
sew/so  
wood/would  
bored/board  
heal/heel

weigh/way  
made/maid  
fair/fare  
deer/dear  
meet/meat  
break/brake  
by/buy  
son/sun  
eight/ate  
four/for

b. Antonyms: remember (green) forget (yellow) etc.

empties/fills  
strange/familiar  
usual/unusual  
nobody/somebody  
tidy/untidy  
hungry/well-fed  
fearful/brave  
cautiously/boldly  
ashamed/unashamed  
sadly/happily  
hard/soft

push/pull  
tall/short  
great/small  
clever/foolish  
bottom/top  
above/below  
least/most  
loud/quiet  
big/little  
there/here  
bad/good

shut/open  
few/many  
will/won't  
wet/dry  
right/wrong  
something/nothing  
beautiful/ugly  
cool/warm  
start/stop  
gruff/jolly

hot/cold  
tiny/large  
high/low  
before/after  
late/early  
heavy/light  
cry/laugh  
take/give  
ahead/behind  
always/never

c. Synonyms: bending (green) stooping (yellow) etc.

begged/urged  
astonish/amaze  
desire/wish  
grateful/thankful  
polish/shine  
unhappy/sorrowful  
pleasure/happiness  
pleased/delighted  
roamed/wandered

load/burden  
disappeared/vanished  
kind/goodhearted  
ordinary/common  
always/forever  
friend/companion  
difficult/hard  
wonder/marvel  
sobbed/cried

hastily/quickly  
attempted/tried  
snatched/grabbed  
same/alike  
chilly/cool  
tall/high  
maybe/perhaps  
sick/ill  
talk/speak

afraid/scared  
start/begin  
shut/close  
smell/sniff  
path/trail  
loud/noisy  
tossed/throw  
screamed/yelled

(Even though these are synonyms, student will notice that there is a slight variation in meanings.)

4. Lesson 19 and Unit 5 EVERYDAY READING AND WRITING. Dictionary Skills.

- a. Review of alphabet. Give alphabet cards to student and have him arrange in alphabetical order.  
b. Give student a paper with following on it:

What letter comes before:

___k	___i	___z	___w
___t	___l	___d	___b
___d	___p	___u	___m
___s	___h	___x	___e
___n	___q	___y	___o
___c	___f	___g	___j
			___v

What letter comes after:

r___	g___	v___	i___
x___	m___	s___	d___
j___	p___	e___	b___
q___	l___	n___	k___
y___	h___	t___	a___
c___	u___	o___	w___
			f___



4. Lesson 19 and Unit 5 (cont'd)

c. Make the following four sets of cards. Note: Each set gets progressively more difficult to alphabetize. The fourth set requires looking at the fourth letter in the word.

- 1) Set one: baby straw milk fox refrigerator nice dog wagon  
like girl
- 2) Set two: name nymph new night number none
- 3) Set three: thunder the thread that those thwart thick thyroid
- 4) Set four: cane can candy canned canary canvass cannon can't  
canyon canister

ADDITIONAL SUGGESTIONSSuggestions for improving phrasing

1. If insufficient word recognition is a major contributor to the problem of incorrect phrasing, the student's word recognition skills must be improved first.
  - a. Give practice with very easy material.
  - b. Make phrase cards - put phrases together to make sentences.
  - c. Review the meanings of various punctuation marks and discuss how these help a student to phrase properly. Liken them to traffic signs: comma = yield right of way. Periods = stop signs.
  - d. Reproduce reading passages so that they are divided into phrases.  
Fred and Mary were on their way to the movies.
  - e. Read and dramatize conversation.
  - f. Use color coding: make each phrase a different color. After reading sentences in color have the students read them in black and white.
  - g. Use hand tachistoscope with 1) a different phrase and 2) a different sentence on each line.

Suggestions for repetitions

2. If the problem arises because of poor word recognition, work on this first.
  - a. Provide easy and familiar material.
  - b. Be sure student reads material silently first.
  - c. Use card - start at top and cover up material as it is read.
  - d. Do choral reading.

Suggestions to pupil for inversions or reversals

3.
  - a. Emphasize left to right in everything.
  - b. Cover words or sentences with hand or card. Read each word or sentence as it is uncovered.
  - c. Underline the word or sentence, sounding the word as it is underlined or reading the sentence as it is underlined.
  - d. Draw arrow pointing from left to right under troublesome words.
  - e. Trace troublesome words or letters made from
    - 1) Sandpaper
    - 2) Textured paper (alphanone or paper toweling, etc.)
  - f. Pair letters giving difficulty - trace and sound each letter made from 1) and 2)  
above. pq bd mw etc.
  - g. Pair words sometimes reversed: saw/was net/ten war/raw trap/part on/no  
pat/tap etc. Use one word in sentence and have pupil point to it or write it.
  - h. Use colored letter at beginning of words commonly confused.

Sentence Structure games

4. To give the student an awareness of the components of a sentence, color code the parts of speech. Either dictate sentences or let pupil compose his own. He can see which elements are necessary for a complete sentence.

Suggestions for color code: (You can buy 3 x 5 cards in the colors at the stationery store)

noun - yellow	prepositions - blue
verb - green	adjectives - red
articles - orange	pronouns - white
	adverbs - gray

Phonic Rummy

5. Provides practice in various phonetic elements; to six players.

- Deck of cards with phonic elements that you wish to teach. (The set below listed is from Skill Book 4.)
- On each card is one phonetic element and four words which use that particular element. One of the four words will be underlined. (The deck may consist of 36, 40, 44, 48, 52 cards.)
- Players are dealt eight cards. Rest are placed face down in center of table.
- Player asks for a word using a certain phonetic element on which he desires to build. ("I want John to give me 'flew' from the 'ew' group." He would pronounce the vowel sound.) If the person he called upon had that card he would give it to the caller. The caller then continues to call for certain cards. If the person does not have the card, the player takes a card from the center pile and the next player takes his turn. When a player completes a book (all four cards) he lays it down. Players can only lay down "books" when it is their turn to draw. The object is to get the most books before a player empties his hand.

flew	toast	low	park	brown	soon	fawn	point	cook
new	goat	flow	sparks	down	tooth	crawl	soil	shook
chew	load	show	party	frown	stool	lawn	coin	wood
stew	coast	bowl	harm	clown	room	thaw	moist	brook

Word Box

6. Have an alphabetical word box for your student. This will help him learn to alphabetize, and it will also serve as a dictionary until he learns to use one. The words that will be in the box will depend on the needs of your student. Utility words and corrected misspelled words would probably be included. You might like to use a picture on one side and the word on the other. This will make the box self-teaching to some extent.

"Camera"

7. Use flash cards of words that your student has had difficulty in spelling. Tell him that you want his brain to be a "camera." You are going to show him the word, he "takes a picture" of it, and then writes it. After he has written it, he then checks the card to see if he took the right picture. If he has not, do not erase the mistake, but have him "take another picture" and write the entire word correctly. The message to the brain as he writes must be the correct spelling. This is important.

Use of magazine pictures

8. Magazine pictures can find many uses. A few are:

a. Sequence

- 1) Show a picture and ask student to tell what came before or what might happen next.
- 2) Give student several related pictures and have him arrange the pictures in a logical sequence and tell you the story.
- 3) Tell the student a story and have him arrange the pictures in the sequence of the story.

b. Main Idea - Details

Choose a picture which has several activities but one main idea. Have student state what the main idea of the picture is. Details may then be noted.

c. Inference

Have student make inferences from the picture - or tutor may make inferences and have student tell why such an inference could be made.

d. Predicting outcomes

What might happen because ... is happening in the picture.

e. Student can match phrases or sentences to pictures.

f. Emotional reactions

Student can tell how the person in the picture might feel.

g. Relating picture to student's own experiences.

h. Pictures from catalogues - classification.

Have student classify the pictures: clothing, kitchen utensils, etc. There may also be sub-groupings: tools 1) garden 2) construction, etc.

i. Descriptive words - vocabulary development.

One More Game

Skill Book 2 (adapt to any sounds)  
Add a vowel and write a word in each box

	b	p	ff		nd	nt	nk
sn	(snub)	(snap) (snip)	(snuff)	st	(stand) (stunt)	(stint) (stink)	(stunk)
cl	(club)	(clip) (clap)	(cliff)	bl	(blend) (blend)	(blunt)	(blank) (blink)
st	(stub) (stab)	(stop) (step)	(staff) (stiff)	sp	(spend)	(spent)	(spank) (spunk)

(Both may be enlarged for use with student)

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## OUTLINE FOR TEACHING RSVP

- Step 1 Know something about your student's
1. Present reading level
  2. Potential reading level
  3. Background
  4. Interests
- Step 2 Read the Introduction carefully; it capsulizes what RSVP is all about
- Step 3 Notice the vowel system on page viii and terms on page ix
1. 7 diacritical marks
  2. 18 sounds
  3. 42 patterns
  4. Organized in "families"
    - a. Easier for auditory discrimination
    - b. Easier for visual discrimination
  5. Includes the schwa sound
- Step 4 Administer the Phonics Inventory (pages x and xii)
1. To check the student's ability to write the symbols of the alphabet; testing visual skill through encoding
  2. To check the student's ability to relate the sounds of the consonants and vowels to their symbols; testing auditory skill
- (If your student demonstrates that (s)he does not know the alphabetic symbols, teach the alphabet before going on -- pages xix and xx)
- Step 5 Administer the Vowel Inventory I (pages xv and xvi)
1. To check the student's ability to recognize regular vowel patterns
  2. To check the student's ability to use syllabication skills
  3. To check the student's ability to use structural analysis
- (If your student demonstrates high proficiency on Vowel Inventory I, administer Vowel Inventory II)
- Step 6 Introduce the concept of syllables (pages 1 and 2)
1. Impossible to teach word analysis without teaching syllables from the very beginning
  2. Syllables determine sounds
  3. If the student is to read at higher levels, (s)he must understand syllabication
- Step 7 Introduce the concept of multiple sounds for each vowel and the need for diacritical marks (page 3)

OUTLINE FOR TEACHING RSVP -- page 2

Step 8 Administer the Vowel A Pretest (pages 4 and 5)

Step 9 Work through the A Family of Vowels

Step 10 Administer the Vowel A Posttest (page 34)

1. Same as pretest
2. Provides the student with a measure of his/her progress

Step 11 Work on Structural Analysis, the Schwa Sound, Sounds of C and G

Step 12 Begin the E Family of Vowels and continue through book

After completing the phonics for reading section of RSVP, follow the steps outlined below:

Step 1 Test the student to determine his/her post-RSVP reading level

Step 2\* Locate materials written at this level

Step 3 Keep a record of student's progress in word recognition and comprehension

Step 4 As the student demonstrates proficiency at a given level, move to the next reading level

\*Concurrently with Step 2, begin the phonics for spelling section on page 180

1. Review the patterns through the word lists and any words from the reading lesson which fit the pattern
2. Each session should include a spelling lesson and a reading lesson
3. Spelling tests and reading checks should be included in each session

Step 5 Conduct each reading lesson as follows:

1. Discuss the selection to be read
2. Present any vocabulary which may be difficult for your student either because of word meaning or pronunciation
3. Ask your student to read the selection silently and answer comprehension questions which may be part of the text or which may have been prepared by you
4. Check comprehension questions. Determine the percentage score. (Acceptable score -- 75% or higher)
5. Select a passage of 100 words from the selection your student just read and ask him/her to read it orally. As (s)he reads, note the words (s)he mispronounces. Allow

OUTLINE FOR TEACHING RSVP -- page 3

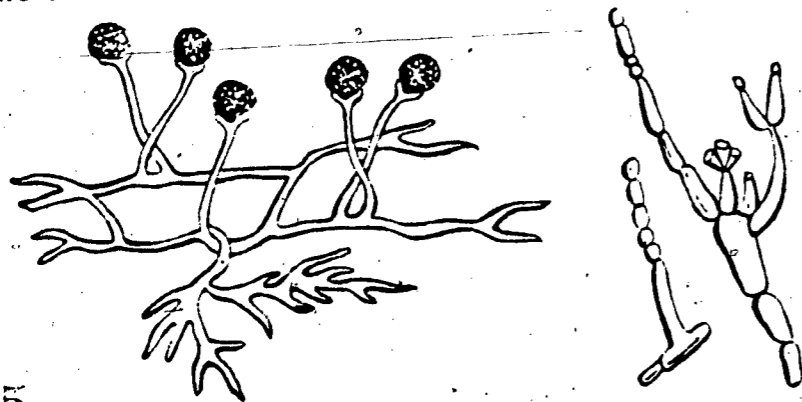
Step 5  
(cont)

- him/her to correct any mistakes; supply a word only if your student is having difficulty or if the word is irregular.
6. Count the errors. Determine the percentage score (Acceptable score -- 95% or higher)
  7. Review the words missed. Review regular spelling patterns in RSVP.
  8. Keep a list of words missed for regular review. Have your student classify them according to the vowel patterns in the first syllable. Irregular words should be listed separately and worked with intensely. Use flash cards, tactile techniques and regular review of difficult words.
  9. Begin the next reading lesson.



## New Uses for Old Plants

- 1 Have you ever seen something fuzzy growing on old, damp bread? You may have heard this growth called mold. Mold is a fungus. A fungus is a plant that has no flowers or leaves. Unlike other plants, it cannot make its own food.
- 2 Molds can be harmful. But people have learned how to use them. One kind of mold is used to help make some cheeses taste good. Another mold is used to change sugar into citric acid. Citric acid has a sour taste. Look for the words "citric acid" on food that you buy. It is used in many foods and drinks.
- 3 Some molds are used to help fight diseases. Have you ever had a shot of penicillin when you were sick? Penicillin is made from a mold. The Chinese used mold from a vegetable to cure skin diseases more than 3,000 years ago. The ancient Indians of Central America used molds to cure wounds.



1. Mold is a  
a. flower. c. fungus.  
b. leaf. d. root.
2. The word in the story that means *broken or cut places in the body* is \_\_\_\_\_.
3. The story says: "Molds can be harmful. But people have learned how to use *them*." The word *them* takes us back to the word \_\_\_\_\_.
4. The story does not say this, but from what we have read, we can tell that  
a. some things can be both useful and harmful.  
b. citric acid makes food taste much too sweet.  
c. the Chinese first found penicillin long ago.
5. How is fungus different from most plants? (Which sentence is exactly like the one in your book?)  
a. A fungus is a plant that has no roots or petals.  
b. A fungus is a plant that has no flowers or leaves.  
c. A fungus is a plant that has no leaves or branches.
6. The main idea of the whole story is that  
a. only the Chinese use molds.  
b. all molds are harmful plants.  
c. some molds are useful to us.
7. The word in paragraph 1, sentence 5, that is the opposite of *like* is \_\_\_\_\_.
8. Which of the following does the story lead you to believe?  
a. Only in the last few years have molds been put to good use.  
b. There were wise people in ancient China.  
c. Molds are beautiful plants.



the sample should be examined. Pupils should understand in advance exactly how they are to arrive at correct answers, whether they are expected to retain information, to verify from the text, to find the exact word needed, or to conjecture on the basis of information given. Success is necessary. The sample exercise will be found at the end of this chapter.

The skills tested in Book C are typical of those suggested in Bloom's *Taxonomy of Educational Objectives*. Bloom's Taxonomy is a way of ordering thinking from recall, the simplest thought process, to the most abstract order of thinking, synthesis. A taxonomy is a scale, the use of which is a means of establishing where along a hierarchy of thinking one is operating. The point of the test questions is to build a series of test items that incorporate the range of thinking skills as they are reflected in the Taxonomy.

**Item 1.** Knowledge of specific facts. The answers here must be selected from a group of possibilities. The correct answer selected from multiple alternatives is a directly stated fact in the story. This retention skill would correspond to Bloom's knowledge category, especially to "Knowledge of Specific Facts." The nature of the articles, of course, contributes to the awareness of some key facts about particular cultures, etc.

**Item 2.** Recognition of meaning of word in context. The student must choose and write the correct response. This skill corresponds to Bloom's "Knowledge of Terminology," especially to the area of "Familiarity with a large number

of words in their common range of meaning."

**Item 3.** Competence with structural skills—finding an antecedent. This item is intended to make pupils aware of correct form and usage. An antecedent is defined as a word, phrase, or clause to which a pronoun refers. It will refer to an earlier occurrence, a person, or place. This skill falls within Bloom's "Knowledge of Conventions."

**Item 4.** Recognition of implications or inferences. This item requires selecting the correct inference from several choices. The response required comes from a multiple choice of implied details. The skill relates to Bloom's "Extrapolation."

**Item 5.** Ability to make substantiation from content. This item requires the reader to reread to prove a point. The reader must select the exact statement in the story which will match the test item word for word. This skill is specifically one of attention to the task of reading.

**Item 6.** Recognition of the meaning of the whole. This item requires the reader to select the answer which best describes the central theme of the story. This skill corresponds to Bloom's "Meaning of the Whole—Interpretation."

**Item 7.** Understanding of the meaning of words in context. This second vocabulary item stresses recognition of antonyms. The skill falls within Bloom's "Knowledge of Terminology." It is generally believed that if a person can give the opposite of a word there is under-

standing of the total concept on the continuum. This is frequently tested for in IQ and language development tests. This type of item is also helpful in developing reference skills.

**Item 8.** Recognition of implications or inferences. This item requires selecting the correct inference from several choices. The response required comes from a multiple choice of implied details. The skill relates to Bloom's "Extrapolation."

#### Method

Each story has been written to the specifications for a controlled vocabulary and readability level. The readability level of this book was determined through application of the Spache Readability Formula. See the manual for statistical information.

Words not in the controlled vocabulary list were limited to words according to standard lists of words suitable for pupils slightly older than their reading level would imply. In some cases, the content required the use of a highly specialized word. Such words are carefully defined by context clues in the story itself and are listed in the index.

#### Field Testing

In the testing population, a wide range of background and abilities of pupils were represented. See the manual for details. The results of extensive field testing were used to revise the

materials until an was achieved. The finding the antecedent very difficult for many. Primary practice will as considered. The understanding takes notes for the practice. Specific directions need vital Question 3 a

The teacher should reader where it is ne into the story to find

#### Concept Recapitulation

After pupils have the following suggestions in conducting a discussion together the information individual articles in concept. This type of important not for the pupils will meet in the beginnings of the human environment from widely divergent to contribute to progress, whereas most fracture, rather than the ment of such wide-

Often, those young to formal education drawn their own conclusions world and how it works in particular, may from the experience information as the blocks for at least a ful whole. Here sk



## SETTING SHORT-TERM GOALS

During your second session with your student, spend some time discussing what (s)he would like to read and write. Set some short-term goals, and allow some time during each meeting to work on such everyday reading and writing tasks.

First, just ask--

1. Why did you decide to take these lessons? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What three things would you like to be able to read? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What three things would you like to be able to write? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Then (especially if your student said that (s)he "just wants to learn to read and write - everything."), get more specific about what skills (s)he'd like to work on now. The following list should help give both of you some ideas.

- \_\_\_ Printing/writing the alphabet
- \_\_\_ Writing name, address, phone number
- \_\_\_ Writing signature
- \_\_\_ Counting money
- \_\_\_ Reading rest room signs
- \_\_\_ Reading "hot" and "cold"
- \_\_\_ Telling time
- \_\_\_ Learning days of the week and months of the year
  
- \_\_\_ Reading about:US history
- \_\_\_ - US citizenship
- \_\_\_ - how to vote
- \_\_\_ - buying a house
- \_\_\_ - buying a car
- \_\_\_ - gardening
- \_\_\_ - canning

- \_\_\_ Reading about:how to get a job
- \_\_\_ -how to get along with people
- \_\_\_ -legal rights/laws/government
- \_\_\_ -community services
- \_\_\_ -family living/rearing children
- \_\_\_ -family planning
- \_\_\_ -nutrition
- \_\_\_ -social security
- \_\_\_ -medicare/medicaid
- \_\_\_ -famous people
  
- \_\_\_ -music
- \_\_\_ -art
- \_\_\_ -schools and colleges
- \_\_\_ -how to study/take tests
- \_\_\_ -farming
- \_\_\_ -hunting

MORE ON THE NEXT PAGE!!

Reading: a menu

- \_\_\_ - a map
- \_\_\_ - a newspaper
- \_\_\_ - bus or train schedules
- \_\_\_ - warning labels
- \_\_\_ - directions on medicine bottles
- \_\_\_ - the fine print in ads for free books, records, etc.
- \_\_\_ - religious verses
- \_\_\_ - church bulletins
  
- \_\_\_ - poetry
- \_\_\_ - plays
- \_\_\_ - a bank statement
- \_\_\_ - the TV Guide or movie listings
- \_\_\_ - food ads for their favorite store
- \_\_\_ - sports listings in the paper
- \_\_\_ - popular magazines
- \_\_\_ - bills (medical, water, electric, telephone, credit)

Writing: a check

- \_\_\_ - personal or business letters

Learning: job-related vocabulary

- \_\_\_ - how to find the appropriate insurance (automobile, house, medical, life)
- \_\_\_ - short stories to read to children

Using: the dictionary

- \_\_\_ - the library

- \_\_\_ - classified ads, real estate, and sales sections of paper
- \_\_\_ - the telephone book (white, yellow and blue pages)

Understanding: car maintenance

- \_\_\_ - directions for preparing food from packages
- \_\_\_ - health and safety
- \_\_\_ - directions on cleaning and other products

- \_\_\_ Filling out applications for jobs, loans, club memberships, credit cards

- \_\_\_ Getting a driver's license

- \_\_\_ Following a recipe

- \_\_\_ Following a printed pattern (sewing)

- \_\_\_ Completing State and Federal Income Tax forms

- \_\_\_ Developing sight vocabulary for "No-Frills" brands

- \_\_\_ Understanding traffic and other important signs

**"Duet" Reading**  
(also called the Neurological Impress Method)

**PURPOSE:**

To help your student read faster, with more confidence, and to begin to discover that reading is fun.

**TO BE USED WITH:**

Students who have some reading ability but who are reading hesitantly, word for word, or with no expression.

**IT WORKS!**

A California study showed an average gain of 2.2 grade levels among students with severe reading handicaps who had received 7½ hours of instruction in this method over a 6-week period. The method has also been used with students who have a stuttering problem.

Description of Method

**CHOOSE SOMETHING THAT'S  
A LITTLE "TOO HARD" FOR  
THE STUDENT**

Help the student select something to read that is about 2 grade levels above the student's reading ability. The material should be on a topic of interest to the student. The material may be a book, newspaper article, pamphlets, brochures, or a magazine article.

**BEGIN READING TOGETHER:**

The tutor and student begin to read the book aloud together. The tutor reads at a normal speed, trying to use expression and following punctuation. The student reads along, trying to keep up with the tutor.

**USE YOUR FINGER:**

The tutor must move his/her finger beneath the lines being read. This helps the student keep up, and acquire practice in reading from left to right, and in bringing his eye back to the beginning of each new line without losing his place.

**KEEP GOING:**

The tutor should continue to read at a normal rate even if the student hesitates over a word or falls slightly behind. After a few sessions using this method, it will become easier for the student to keep up. It will be a challenge, and (s)he will begin to look ahead at coming words to keep from falling behind.

If the student stops completely, the tutor should also stop, give both a chance to rest, offer the student encouragement and begin again. Try spending ten minutes at the end of each tutoring session using this method.

**NO QUESTIONS:**

Do not stop to explain the meaning of a word unless the student requests it. Do not ask any questions to see if the student understood the story. The material is to be used **ONLY** as an oral reading exercise.

**IS THE MATERIAL TOO HARD OR TOO EASY?**

If the student keeps up with little effort, the tutor should use more difficult material, so that it will be a challenge. If the student has a great deal of difficulty in keeping up, recognizes few words, and is becoming very frustrated, the tutor should use easier material.

**PLEASE KEEP IN MIND:**

Do not ask the student to read aloud from the material by himself. Since it is above his/her reading level, it may be a frustrating experience.

Occasionally the tutor may wish to spend a few minutes reading aloud to the student. This should be from a book of interest to the student; it can be several levels above his/her reading level.

Many adult new readers were never read to as children, so this can be a valuable experience in helping them in several ways. It can motivate them to practice reading on their own. It can give the tutor an opportunity to share some of his or her own "childhood favorites" with the student. It can introduce stories that parents can orally tell their children.

Evr sins thu Soeveeyit invaezhn uv Afganistan cawt them bie supriez, owr intelijs srvisiz hav taekn u pesimistik vue uv thu Kremln'z intenshnz in enee sichooaeshn. Fue anilists wunt too bee awn rekrd az having undrestimaetid Soeveeyit igresivnis.

Thu krnt Poelish kriesis, foer egzaml, haz bin thu subjikt uv feevrsh studee and intrpritaeshn bie eksprts at thu Difens Intelijs Aejnsee, thu Sentrl Intelijs Aejnsee and Staet Dipartmnt. U seereez uv speshl "ilrt memrandmz" haz bin sent too thu Prezidnt oevr thu past sevrl munths.

Thee isesmnt uv Soeveeyit intenshnz iz jenrlee grim. The militaeree anilists hav wornd that thu Rushnz miet moov too okuepie Poelnd az rlee az thu frst uv this week. U top seekrit See-Ie-Ae estimit sed Dee-Dae cuud bee this cuming Friedae, not beefoer.

But wut haz bin larjlee ignord in thu spaet uv gloomee preedikshnz uv u Rushn militaeree moov ar thu ekinomik and pilitikl faktrz thee oeld men in thu Kremln must kinsidr beefoer thae maek an eeritreevibl disizhn too uez fors igenst thu rikalsitrnt Poelz.

Thee ekinomik konsikwensiz partikyilrlee hav bin givn short shrift, yet thae ar importnt too thu Soeveeyit blok. Eest Jrminee, foer egzaml, iz hevilee dipendnt awn koel sipliez frum Poelnd. Eereguelr dilivrees in thu reesnt munths uv strieks and disrupshnz hav cawzd a foer prsent drop in pridukshn in sum baesik Eest Jrmn indistrees.

Frthrmor, ikording too See-Ie-Ae estimits, u Soeveeyit okuepaeshn uv Poelnd wuud cawst thu Kremln 10 bilyin dolrz u yeer -- u sum thu Soeveeyit ikonimee cuud not ibzorb without seereeis disrupshn.

Pilitiklee, thu gardid optimists in owr intelijs aejnseez poynt owt, Soeveeyit baws Leeyinid Brezhnef iz rigardid az u "kinsensis gie." Hee wuud bee riluktnt too prsoo u militaeree silooshn too thu Poelish problm without siport frum uthr Destrn Veripeein satliets. "Brezhnef duzn't wunt too bee iloer," wun anilist sed.

Thaer iz awlsoe, uv cors, u puerlee militaeree kinsidraeshn that mae giv thu Rushnz pawz. Thu Poelz hav thu best armee imung thu satliet naeshrz, and thu rank-and-fiel mae rizist. Thoe thaer awfisrz hav bin pritee thrilee Soeveeyitiezd bie prjiz and indoktrnaeshn, Poelish jenrlz hav wornd Soeveeyit koleegz that thu loer ranks wil not submit peesfilee too u Rushn invaezhn.

With sum rileef, Staet Dipartmnt intelijs eksprts hav noetid prievitlee that Brezhnef's hielee publisiezd meeting in Prog inkloodz moestlee loe-level Politbueroe funkshnaereez. Oenlee thu Chek hoests sent top ifishlz, leeding sum anilists too beeleev that nothing substintiv wil rizult frum thu meeting.

Balinst igenst awl thee faktrz, howevr, iz thu kinsrn that mae prov disiesiv too thu Kremln: Too ilow thu Poelz thu kiend uv prsnl freedmz and indipendns frum Soeveeyit ithawritee that thae seem ditrmnd too icheev wuud bee simplee too thretning too thee entier Soeveeyit sistm. If thu Poelz kan get iwae with it, wie not thu Roemaenee'nz, Cheks, Hungaereez, and Eest Jrmnz? Wie not eevn thu Rushnz?

Self-prezrvaeshn mae oevried awl uthr kinsidraeshnz az thu Kremln'z hawks and duvz argue wut too doo ibowt Poelnd. Frum thaer poynt uv vue, Poelnd mae bee u kansr that reekwierz drastik srjree if it iz not too sprd throowt thu komuenist empier.

frum "...Too Kut u Komuenist Kansr"  
bie Jak Andrsn  
(Thu Buulitn, 4/8/81)

LITERACY VOLUNTEERS OF AMERICA, INC.

MOTIVATION AND RESOURCE MATERIAL AND SUGGESTED ACTIVITIES

Sources for reading materials other than books...

Magazines: Sports, special interest, hobbies, popular songs, TV

Newspapers: Classified ads, supermarket ads, radio and TV listings, comics, headlines, political cartoons, editorials, letters to the editor, weather reports

Catalogs: Retail stores, discount houses, garden supplies, automobile supplies, etc.

Telephone directories: for dictionary skills

AND...whatever turns your student on...

Maps, travel folders, menus, letters, postcards, recipes, application blanks, greeting cards, crossword puzzles, signs, instructions for constructing something, canned goods, song sheets

To trigger experience stories...

Retold news events, TV plots, movies

Pictures: dramatic, human interest, scenic

Games...

Keep in mind: Games should --

--have a reading reinforcement as their purpose

--be fun and challenging but not beyond your student's ability

--not be childish or insulting to your student's intelligence

--be played fairly. Do not allow your student to win if (s)he doesn't deserve it. (S)he respects fair play.

Commercial games: Scrabble, Junior Scrabble, Spill n' Spell, Perquackey

Games you can make:

(When the game you have made has filled its purpose, it would be useful to other tutors if you left it on the motivation shelf in your local library.)

Trail Games: You might use trail games, letting the student set the destination. The correct reading of a word card allows him/her one move. The "trail" might include names of cities, but, even more important, include road signs such as STOP, DETOUR, SPEED LIMIT 55, THRUWAY, etc.

Word Bingo: On letter sized sheets of paper or cardboard, draw appropriate lines and write in manuscript the words your student is studying, making each sheet different by mixing the arrangement of the words. Write the same words on sets of cards, from which you will draw. Make a supply of small blank cards. Play by drawing a word card, reading it, and you and your student cover the word on your respective sheets with the blank cards. Or - have your student draw and read the card. The first one to cover five words in a row wins the game. (Don't forget the FREE middle square.)

Concentration: The game of concentration can be used with word cards. Make a set of duplicate word cards so that each word is represented twice. Spread the cards out, face down on a table. Have your student turn over a card and pronounce it. Then turn over a second card. If this matches the first, the student may keep both cards, and take another card. If not, both cards are again turned face down, and the tutor takes his/her turn trying to turn up a matching pair. When all the cards have been picked up, the player with the most cards is the winner.

Progress game: The progress games like Parcheesi can use numbered word cards instead of dice as a means of earning the right to proceed on a game board. You assign the value of each card, using your own opinion of the difficulty of the word for your student.

Word Families...

Reinforcement for teaching pattern words or long vowel sounds may be done in this fashion. Make a chart with space for all long "a" families, for example. Make a card for each word using long "a" (See "Word Pattern" sheets in tutor packets.) Have the student put word cards in correct families on the chart. Then have him/her read all the word cards in each family.

Crossword puzzles...

There are simple crossword puzzles in books (and in "News for You"), but you can make your own, incorporating those words your student is having difficulty learning.

Writing materials...

Vary these: pen and pencil, felt-tipped pen, magic slate, chalkboard and chalk, and (if available) typewriter.

Trips with student...

When taking field trips with students, put emphasis, when appropriate, on procedures, forms to be filled out for various organizations, and the like. Some places to visit:

- library, clinic, museum, supermarket, zoo, fair, church, fishing,
- ball game, social security office, PTA function, license bureau

Incentive plans and progress charts...

Incentive plans: Offer a prize or bonus to the student for completing an assigned learning chore. Keep prizes simple but with value to your student: inexpensive jewelry, book, wallet, recipe folder, tickets to a game, fast food chain coupons, record, etc.

Work out a credit system with points for:

- |   |               |
|---|---------------|
| sight words learned                     | pattern words |
| phonics-name, key word, sound of letter | books read    |
| lessons completed in a workbook         | homework done |



Incentive plans and progress charts (cont.)

Progress charts: These charts should accomplish three things: 1) Show progress, 2) Give rewards (satisfaction and material), 3) Show student goals. They should be easily understood by the student.

Bar progress charts--such as a "thermometer" chart, using any unit of progress

Book progress chart--would show books read by adding another book to chart

Building chart--any building can be put on the chart that has associations for your student: a factory, a hotel, a church, etc. Label windows for goals reached, or bricks in the foundation, etc.

Tape recorder...

Show your student how to use the tape recorder. Record date and student's name on each tape.

Ways to use the recorder:

1. Allow the student to hear his /her own mistakes in reading.
2. Recordings taken at intervals provide the student with evidence of progress.
3. Tape a hit record or a hymn, using lyrics to provide new words for learning.
4. Record a selection of interest to your student. Provide him with a copy of the selection. Ask him to read, turning on the recorder as he completes a sentence to check his/her accuracy. Have him/her read along with the tape to encourage fluency.
5. Tape an entire lesson and later when listening to it, check to see if you, the tutor, do too much talking, talk down to your student, go ahead too fast, give him/her too little time to answer questions, etc.



NAME \_\_\_\_\_

DATE \_\_\_\_\_

DICTATION CHART

NUMBER  
OF  
CORRECT  
WORDS

32														
30														
28														
26														
24														
22														
20														
18														
16														
14														
12														
10														
8														
6														
4														
2														

DATE



SOME DO'S AND DON'TS  
FOR  
VOLUNTEER READING AIDES

1. Always (ALWAYS!) be there -- and on time! If your absence is unavoidable, let your student know as early as possible and express your regret. But be as dependable as you expect your student to be.
2. If your student doesn't show up, let him know as soon as possible that you missed him. Do this positively and with genuine concern.
3. If possible, meet with your student at least twice a week, 1 1/2 hours at a time. If sessions are longer, breaks are necessary. (This is the recommended time for adults. Children must have much shorter sessions.)
4. Keep in touch with your student's school teacher (if your student is still in school) to know areas of school work which need emphasis.
5. Always work to meet the student's immediate needs. Why does he need to read and write? What basic words must he need on his job? Teach such vocabulary several words at a time and review them systematically. Begin with the most basic and most concrete vocabulary words.
6. Never say "no". On the other hand, be sure to correct your student whenever he makes a mistake. Your encouragement must be continuous. Make "good" your most frequently used word.
7. Never say, "Do you understand?" (He will almost always say "yes" to please you, whether he really understands or not.) Instead, make your student prove he understands by asking appropriate questions.
8. From time to time, you will make a mistake. Immediately say so and correct yourself. To avoid mistakes, think very carefully about what you will say and how you will pronounce it before you begin-- and study the lesson ahead of time.
9. Keep a notebook of the words, sounds, sentence structures, etc. which trouble your student, so that you will remember to review them on a regular basis. Also keep a record of what you did each lesson, what book your student is in, and what homework assignment you give.
10. If your student seems bored, change your activity. If he is very tired, perhaps let him do some light supplementary reading or something else he would enjoy. Sometimes do something very different: for example, go for a walk and ask him to read the signs he has learned previously.

11. Allow your student to work as quickly and independently as he is able. However, be sure he learns each lesson thoroughly before going on to the next. (It is not necessary that your student complete one lesson each session.) Repeat only the things your student does not know. He will become bored otherwise. Regardless of how fast or slow your student is, be sure he learns something new during each session.

12. Always go from the known to the unknown, from the simple to the more complex.

13. Be willing to listen. Listen for the deeper things your friend might be ready to share with you.

14. Treat personal matters confidentially. Discuss special problems with the proper persons - fellow tutors, coordinators, school personnel, etc.

15. You are not trying to "win" your friend away from his church or religion. But don't be afraid to discuss religion-related matters of concern or interest to him. You might refer him to his pastor on certain points but, rightly done, discussions in depth could be a major influence in your student's future life. Always be prepared to explain what your faith means to you -- and what connection there is between what you believe and why you are tutoring.

16. Play it by ear the rest of the way! Do not be afraid to experiment! Use your own imagination and judgment.

17. The single most important general guideline is this: enjoy yourself! That is the best way to be sure your student will enjoy himself. Think of your teaching as friend-to-friend rather than as tutor-to-student.

CFL TUTOR TRAINING WORKSHOP

POST -TEST

- |   | YES   | NO    |
|---|-------|-------|
| 1. 90% of American adults are literate.   | _____ | _____ |
| 2. In Philadelphia the adult illiteracy rate is about 40%.  | _____ | _____ |
| 3. The functionally illiterate adult learns best in a class setting.  | _____ | _____ |
| 4. The Center for Literacy (CFL) is an affiliate of the national organization Literacy Volunteers of America.   | _____ | _____ |
| 5. The Phonics Method is the only correct way to teach reading.   | _____ | _____ |
| 6. CFL's "typical" student is a 29 year old black adult, unmarried and un(der)employed.   | _____ | _____ |
| 7. CFL tutors are considered staff in a state adult basic education program.  | _____ | _____ |
| 8. An advantage of the Language Experience Approach is that<br>A) it is an excellent drill in Standard English; (B) it bolsters the student's confidence by using his own words;<br>(C) it uses a controlled vocabulary.  | _____ | _____ |
| 9. A disadvantage of the Language Experience Approach is that<br>(A) it may distract the student from the more important parts of the lesson; (B) it allows for very little individual creativity; (C) it gives the tutor little in the way of preparation materials or guidelines to fall back on. | _____ | _____ |
| 10. Read the following list of student goals. Indicate whether each goal is "short-term" or "long-term" with an <u>S</u> or an <u>L</u> .   |       |       |

- \_\_\_\_\_ reading the Bible
- \_\_\_\_\_ writing name, address, and telephone number
- \_\_\_\_\_ reading a story about Martin Luther King, Jr.
- \_\_\_\_\_ obtaining a high school diploma
- \_\_\_\_\_ following a recipe
- \_\_\_\_\_ helping children with homework
- \_\_\_\_\_ writing a personal check
- \_\_\_\_\_ getting a driver's license

11. "Duet" reading is (A) a technique in which tutor and student sing a new song together to develop a sense of the rhythm and rhyme of the language; (B) a technique in which tutor and student simultaneously read aloud from an article or story two or three grades above the student's level; (C) a technique in which the tutor reads a sentence to the student, who then reads the sentence back to the tutor. \_\_\_\_\_

12. Why do we teach manuscript writing to adults? \_\_\_\_\_

- A. It's easier to learn than cursive
- B. It's the form most reading material is presented in.
- C. Most signs are printed in manuscript.
- D. It is of practical use for everyday use such as filling in forms.
- E. All of the above.

13. Rank order each of these facets of teaching writing from 1 to 5 with 1 denoting what your student would learn first and 5 what he would probably use last:

- Sentences \_\_\_\_\_
- Journal Entries \_\_\_\_\_
- Alphabet Letters \_\_\_\_\_
- Paragraphs \_\_\_\_\_
- Single Words \_\_\_\_\_

14. Which of these technique(s) would you use to teach each of the words A - E listed below.

- A. Sight Word Drill
- B. Word Pattern Drill
- C. Key Word for Initial Consonant Sound
- D. Base Word + suffix pattern
- E. Vocabulary Drill from Language Experience Story
- F. Syllabication Drill

- (1) children \_\_\_\_\_
- (2) the \_\_\_\_\_
- (3) Philadelphia \_\_\_\_\_
- (4) late \_\_\_\_\_
- (5) singing \_\_\_\_\_

15. One-hundred words make up about 50% of the words in running print in the English Language.

Yes \_\_\_\_\_

No \_\_\_\_\_

16. For each definition circle the correct term:

A. A method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups, and especially syllables.

1. phonology    2. phonetics    3. phonics    4. phonemics

B. The study and systematic classification of the sounds made in spoken language, dealing with both the acoustic properties of the speech signal, and the physics and physiology of the vocal tract.

1. phonology    2. phonetics    3. phonics    4. phonemics

17. Circle the Voiced-Voiceless pair of homorganic stops:

1. /t/ - /z/

3. /b/ - /p/

2. /p/ - /p/

4. /p/ - /g/

18. Circle the Voiced-Voiceless pair of homorganic spirants:

1. /v/ - /f/

3. /p/ - /b/

2. /s/ - /k/

4. /h/ - /l/

19. Circle the pair of words whose initial consonant sounds are respectively voiceless and voiced homorganic stops:

1. sap - lap

3. dot - dog

2. cash - garbage

4. whip - whistle

Thank you very much.

CENTER FOR LITERACY WORKSHOP EVALUATION

The following questions relate to how you feel about the workshop. We use this information to help us in evaluating the training team and in planning for future workshops. Please answer each question. THANK YOU VERY MUCH!

A. How well do you feel the following segments were presented?  
(Place an X along the line about where you judge each presentation.)

Very well    OK    Fair    Poor

- |   |       |
|---|-------|
| 1. Pre and Post Tests                             | _____ |
| 2. How It Feels to be A Non-Reader                | _____ |
| 3. Diagnosis and Placement of Students            | _____ |
| 4. Language Experience Approach                   | _____ |
| 5. Sight Words/Vocabulary                         | _____ |
| 6. Phonics  | _____ |
| 7. Word Patterns                                  | _____ |
| 8. Writing  | _____ |
| 9. Working with Print (texts, duet reading, etc.) | _____ |
| 10. Comprehension                                 | _____ |
| 11. Evaluation of Student Progress                | _____ |
| 12. Lesson Planning                               | _____ |
| 13. Characteristics of the Adult Student          | _____ |

B. How well prepared to tutor do you feel \_\_\_\_\_

C. List 3 things about the workshop that you personally found very helpful:

- 1.
- 2.
- 3.

D. List anything about the workshop that you personally found not helpful:



## APPENDIX E

Including the following items:

- 1.) Summary of April workshop evaluations
- 2.) Summary of May workshop evaluations
- 3.) Summary of June workshop evaluations
- 4.) Summary of Pre- and Post-tests given at June workshop

Summary of  
Workshop Evaluation

(35 present; 26 returned evaluations)

Some of the following questions relate to how you feel about the workshop; others quiz you about materials covered. We use this information to help us in evaluating the training team and in planning for future workshops. Please answer each question. Do not sign your name to this evaluation. THANK YOU VERY MUCH!

	<u>Very Well</u>	<u>OK</u>	<u>Not Well</u>
A. How well do you feel the following presentations were made (check answer);			
1. Local Need/How It Feels to be a Non-Reader	24		1
2. Phonics	17	8	
3. Word Patterns	16	9	
4. Sight Words	24	2	
5. Language Experience Approach (LEA)	25	1	
6. Characteristics of the Adult Non-Reader	22	3	
7. Evaluation of Student's Progress	9	10	2
8. Working from Print (materials, duet reading etc.)	18	8	
9. Lesson Planning	15	9	2
	9	1	

B. How well prepared to tutor do you feel?

- C. Give 2 advantages of using the Language Experience Approach (LEA)
- 1. getting to know student-9                      can involve other techniques-4
  - high student interest-8                      see what student knows already-4
  - 2. motivation-7                                      uses student's own words on paper-3
  - puts student at ease-5                      immediate student involvement-1      individualized-1
- D. Give 2 disadvantages of LEA.                      /"someone is interested"-1
- 1. student may have trouble getting started/"put on the spot"-9
  - own language may embarrass student-4
  - 2. may have trouble finding sight words-2
  - time-consuming-2                              tutor must be well-organized-2
  - hard to use with ESL-1                      could get boring if used too often(?) -1
  - little help if student knows no words(?) -1
- E. How would you teach the letter "s"?

key word technique from the book Tutor (LVA publication)-21  
 at the beginning of a word-1

F. What technique(s) would you use to teach each of the following words:

1. the

sight word-24  
initial consonant sound (th)-2  
word pattern(?) -1

2. late

word pattern-21  
sight word-4  
initial consonant sound-2  
phonics(long A-consonant-silent E)-1  
experience story(?) -1

3. singing

suffixes-19  
word patterns-8  
sight word-2  
phonics-2  
relate word to action(?) -2

syllables-1  
word analysis-1

4. Philadelphia

syllables-16  
sight word-12  
initial digraph(ph)-4  
word patterns(for syllables)-1  
audio-visual association(?) -1

G. Give 2 examples of each of the following:

1. a short-term goal

See next page

2. a long-term goal

See next page

3. a voiced-unvoiced consonant pair

/b/-/p/ -4

/d/-/t/ -4

/th/-/th/ -2

plus 14 strange incorrect answers

Attachment to previous page.

G.1. a short-term goal

fill out job applications-6  
read street signs-8  
read menus-4  
recognize some sight words-3  
read recipes-2  
recognize letters-2  
write signature-1  
read train schedule-1  
read labels-1  
get a better job(?) -1

write a letter-1  
read a particular book-1  
learn letter sounds-1  
read ads-1  
write spouse's name-1  
use the dictionary-1  
complete license form-1  
read children's letters-1  
read driver's manual(?) -1

2. a long-term goal

get G.E.D.-6  
get a better job-6  
read and write comfortably-2  
read job manual-2  
read newspaper-2  
get driver's license-2  
writing letters-2  
read novels-2  
ABE class-1  
avoid embarrassment-1  
independence-1  
job applications-1

read the Bible-1  
become a tutor-1  
~~speed-reading-1~~  
recognize all letters-1  
build up sight word vocabulary-1

G. List 3 things about the workshop that you personally found very helpful:

- |                                       |                                |
|---------------------------------------|--------------------------------|
| 1. understanding adult non-readers-12 | sight words-2                  |
| trainers-8                            | duet reading-1                 |
| 2. overview of available materials-5  | phonics-1                      |
| 3. participation/practice-5           | Cyrillic alphabet exercises-1  |
| language experience-5                 | tapes of student intervies-3   |
| diverse techniques-4                  | creativity-1                   |
| lesson plan-4                         | motivating student to write-1  |
| Tutor book-2                          | letting student do the work-1. |

H. List anything about the workshop that you personally found not helpful.

1. practicing individual letters-1
2. learning about initial student tests-1
3. being shown materials and being told they're not useful-1
4. not enough time
5. confined and stuffy room-1

I. Please write briefly below any other comments, ideas or suggestions you have regarding this workshop.

- more stress on phonics-1
- give a model lesson plan-1
- more information on psychological effects of learning-1
- hearing Marti admit to her own weak points gave me confidence- a tutor doesn't need to be perfect-1
- new tutors may have trouble putting it all together-1

Date May 1981

Workshop Presenters: Becky Eno, Jack Cole,

Marlyn DeWitt

(18 present, 15 returned evaluations)

Summary of  
Workshop Evaluations

The Center for Literacy, Inc.

Some of the following questions relate to how you feel about the workshop; others quiz you about materials covered. We use this information to help us in evaluating the training team and in planning for future workshops. Please answer each question. Do not sign your name to this evaluation. THANK YOU VERY MUCH!

	<u>Very Well</u>	<u>OK</u>	<u>Not Well</u>
A. How well do you feel the following presentations were made (check answer);			
1. Local Need/How It Feels to be a Non-Reader	14	1	
2. Phonics	10	5	
3. Word Patterns	11	3	
4. Sight Words	13	1	
5. Language Experience Approach (LEA)	10	4	
6. Characteristics of the Adult Non-Reader	12	3	
7. Evaluation of Student's Progress	8	7	
8. Working from Print (materials, duet reading etc.)	13	2	
9. Lesson Planning	11	3	
	8	7	

B. How well prepared to tutor do you feel?

C. Give 2 advantages of using the Language Experience Approach (LEA)  
student's own words/vocabulary-8 "talking on paper"-2

- 1. student involvement-4 possible immediate use-1
- 2. student interest-3 putting student at ease-1
- opportunity to know student-3 getting to know student's reading level-1

D. Give 2 disadvantages of LEA.  
not structured/easy to leave things out-3

- 1. might be too difficult-2
- 2. student may be embarrassed by own language-2
- student may be hesitant to start talking-1
- student may not want to stop talking-1
- student may feel tutor is delving into personal life-1
- non-repetitive-1
- student may become bored(?) -1
- student may memorize story(?) -1

E. Give 2 ways in which dialects differ.

- accent/pronunciation-11
- colloquialisms-3
- personal background-4
- location-2
- dropping endings-1
- Mary, merry, marry-1
- you all, y'all-1

F. What technique(s) would you use to teach each of the following words:

1. the

sight word-11  
phonics(?) -4  
newspaper(?) -1

2. late

word patterns-12  
sight word-5  
phonics-1

3. singing

word patterns-10  
suffixes-8  
sight word-1  
duet reading(?) -1  
phonics-2

4. Philadelphia

syllables-6  
sight word-5  
phonics(ph)-4  
word patterns(by syllables)-2

G. Give 2 examples of each of the following:

1. a short-term goal

See bottom of next page

2. a long-term goal

See bottom of next page

3. a voiced-unvoiced consonant pair

/b/-/p/-2  
/g/-/k/-1

plus seven strange incorrect answers

4. a minimal pair

map, mop-1  
mat, map-1  
pill, mill-1  
pal, gal-1  
sure, cure-1

Jill, Will-1  
sat, sap-1  
pat, mat-1  
pan, can-1  
hat, bat-1

cat, bat-1  
ape, cape(?) -1  
dove, dove(?) -1

- G. List 3 things about the workshop that you personally found very helpful:
1. trainers-6
  2. overview of available material-3
  3. realistic approach-3
  - participation/practice-3
  - review of phonics-3
  - Skill Books-3
  - dialect differences/sensitivity-2
- H. List anything about the workshop that you personally found not helpful.
1. long hours-3
  2. not enough books-1
  3. section on phonetics-1
  3. filling out attendance cards-1
  - too short
  4. too much concentrated in each session-1
  5. too elementary; felt I was being talked down to-1
  - Jack talked too slowly
  - What was the purpose of the Cyrillic alphabet?
- I. Please write briefly below any other comments, ideas or suggestions you have regarding this workshop.

- sight words-2
- language experience-2
- short-term goals-1
- size of workshop-1
- trainers' tutoring experience-1
- facts about illiteracy-1
- workshop site-1
- breaks-1

I still have trouble with vowels and consonants

-----

G.1. short-term goals

- some sight words-6
- read and write name and address-5
- learn letter sounds-3
- read street signs-1
- read a short story-1
- learn to use dictionary-1
- signature-1
- write a check-1
- establish student's interests-1
- talk about something(?) -1

2. long-term goals

- reading and writing comfortably-4
- writing letters-4
- read job manual-2
- driver's exam-2
- read a book-2
- filling out job applications-1
- writing cursively-1
- helping kids with homework-1
- expanding functional word list-1

- writing a story-1
- mastering Fry's list-1
- G.E.D.-1
- reading for enjoyment-1



(19 present; 15 returned evaluations)

Marlyn DeWitt

**SUMMARY OF  
CENTER FOR LITERACY WORKSHOP EVALUATIONS**

The following questions relate to how you feel about the workshop. We use this information to help us in evaluating the training team and in planning for future workshops. Please answer each question. **THANK YOU VERY MUCH!**

A. How well do you feel the following segments were presented?  
(Place an X along the line about where you judge each presentation.)

	Very well	OK	Fair	Poor
1. Pre and Post Tests	4	8		
2. How It Feels to be A Non-Reader	12	1		
3. Diagnosis and Placement of Students	2	6	3	
4. Language Experience Approach	10	2	1	
5. Sight Words/Vocabulary	11		2	
6. Phonics	7	6		
7. Word Patterns	7	4	2	
8. Writing	4	6	3	
9. Working with Print (texts, duet reading, etc.)	7	6		
10. Comprehension	3	8		
11. Evaluation of Student Progress	3	8	1	
12. Lesson Planning	6	7		
13. Characteristics of the Adult Student	11	3		

B. How well prepared to tutor do you feel

4	4	3	(+ 1 "somewhat inadequate")
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C. List 3 things about the workshop that you personally found very helpful:

lesson planning-1	Skill Book drills-1	listing characteristics-1
1. Awareness/sensitivity exercises - 6	seeing that others are interested-1	
2. Availability of material - 4	appreciation of own reading skills-1	
3. Cyrillic alphabet-2	discussion-1	homework-1 pretest-1 groups-1
friendliness/commitment of trainers-1	encourages creative thinking-1	

D. List anything about the workshop that you personally found not helpful:

section on stops and spirants-1	word patterns-1	confused about what materials to use-1
too fast, especially phonics-1	length of Saturday's session-1	being shown materials before knowing what they meant(?)-1

CFL TUTOR TRAINING WORKSHOP

SUMMARY OF PRE- and POST-TESTS

Given: correct answer/correct on Pre/on Post

- |   | YES           | NO             |
|---|---------------|----------------|
| 1. 90% of American adults are literate.   | _____         | <u>X/12/14</u> |
| 2. In Philadelphia the adult illiteracy rate is about 40%.  | <u>X/8/12</u> | _____          |
| 3. The functionally illiterate adult learns best in a class setting.  | _____         | <u>X/10/13</u> |
| 4. The Center for Literacy (CFL) is an affiliate of the national organization Literacy Volunteers of America.   | _____         | <u>X/2/5</u>   |
| 5. The Phonics Method is the only correct way to teach reading.   | _____         | <u>X/12/13</u> |
| 6. CFL's "typical" student is a 29 year old black adult, unmarried and un(der)employed.   | <u>X/3/9</u>  | _____          |
| 7. CFL tutors are considered staff in a state adult basic education program.  | <u>X/10/9</u> | _____          |
| 8. An advantage of the Language Experience Approach is that<br>A) it is an excellent drill in Standard English; (B) it bolsters the student's confidence by using his own words;<br>(C) it uses a controlled vocabulary.  |               | <u>B/7/10</u>  |
| 9. A disadvantage of the Language Experience Approach is that<br>(A) it may distract the student from the more important parts of the lesson; (B) it allows for very little individual creativity; (C) it gives the tutor little in the way of preparation materials or guidelines to fall back on. |               | <u>C/5/11</u>  |
| 10. Read the following list of student goals. Indicate whether each goal is "short-term" or "long-term" with an <u>S</u> or an <u>L</u> .   |               |                |

- L/12/14 reading the Bible
- S/11/14 writing name, address, and telephone number
- S/6/74 reading a story about Martin Luther King, Jr.
- L/13/14 obtaining a high school diploma
- S/11/13 following a recipe
- L/11/77 helping children with homework
- S/13/13 writing a personal check
- L/6/13 getting a driver's license

11. "Duet" reading is (A) a technique in which tutor and student sing a new song together to develop a sense of the rhythm and rhyme of the language; (B) a technique in which tutor and student simultaneously read aloud from an article or story two or three grades above the student's level; (C) a technique in which the tutor reads a sentence to the student, who then reads the sentence back to the tutor. B/5/12

12. Why do we teach manuscript writing to adults? E/10/8

- A. It's easier to learn than cursive
- B. It's the form most reading material is presented in.
- C. Most signs are printed in manuscript.
- D. It is of practical use for everyday use such as filling in forms.
- E. All of the above.

13. Rank order each of these facets of teaching writing from 1 to 5 with 1 denoting what your student would learn first and 5 what he would probably use last:

Sentences	<u>3/8/11</u>
Journal Entries	<u>5</u>
Alphabet Letters	<u>1</u>
Paragraphs	<u>4</u>
Single Words	<u>2</u>

14. Which of these technique(s) would you use to teach each of the words A - E listed below.

- A. Sight Word Drill
- B. Word Pattern Drill
- C. Key Word for Initial Consonant Sound
- D. Base Word + suffix pattern
- E. Vocabulary Drill from Language Experience Story
- F. Syllabication Drill

(1) children	<u>A,C,E/4/9</u> (had at least one technique)
(2) the	<u>A/5/11</u>
(3) Philadelphia	<u>A,E,F/7/14</u>
(4) late	<u>B,C/4/9</u>
(5) singing	<u>B,D/4/12</u>

15. One-hundred words make up about 50% of the words in running print in the English Language.

Yes X/8/11

No \_\_\_\_\_

