

DOCUMENT RESUME

ED 404 500

CE 073 449

AUTHOR Burke, Lisa S.
 TITLE Tutor Training: An Independent Learning Approach. Adult Literacy Independent Learning Packet.
 INSTITUTION Lehigh Univ., Bethlehem, PA. Tri-Valley Literacy Staff Development Center Region 7.
 SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
 PUB DATE 93
 NOTE 67p.
 PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
 DESCRIPTORS Adult Basic Education; *Adult Literacy; *Classroom Techniques; Cloze Procedure; Cognitive Style; Illiteracy; Independent Study; Inservice Teacher Education; Language Experience Approach; Learning Activities; Learning Processes; Lesson Plans; *Literacy Education; Readability; Reading Materials; Reciprocal Teaching; Records (Forms); Spelling; Staff Development; Student Evaluation; *Teacher Student Relationship; *Teaching Methods; Test Coaching; *Tutoring

IDENTIFIERS 353 Project; Barsch Learning Style Inventory; Goal Setting; Neurological Impress Method; Pennsylvania

ABSTRACT

This independent training manual, which is intended for individuals preparing to become adult literacy tutors in Pennsylvania, provides an introduction to the basic principles and techniques of tutoring adult literacy students. Presented first are a preface, definition of literacy, and tutor awareness inventory. The following topics are examined: how illiteracy affects the United States; measuring illiteracy; tutor responsibilities; commitment; inservice workshops; materials, everyday reading materials; training registration; confidentiality policy; the initial student interview; student information forms; tutors of literacy for the Commonwealth of Pennsylvania's reading and spelling test; calculating materials' reading level; spelling (successful methods of teaching spelling, using the Cloze strategy for spelling, sight words, 300 most frequently used words, social sight words, word attack techniques); reciprocal questions; the language experience approach (selected language experience activities and ideas to get experience stories); duet reading (the neurological impress method); the Barsch Learning Style Inventory; evaluating lessons; student progress data; monthly tutoring and attendance calendars; lesson plan components and a sample lesson plan; and goal setting and sample goals. Concluding the manual are the same tutor awareness inventory presented at the beginning of the manual and a six-item bibliography. (MN)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *



ADULT LITERACY INDEPENDENT LEARNING PACKET

TUTOR TRAINING

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C Keenan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

By: Lisa Burke

Tri-Valley Literacy
Staff Development - Region 7
Lehigh University, Bethlehem, PA

CR 073 449

TUTOR TRAINING

An Independent Learning Approach

Developed by:

Lisa S. Burke, Program Director

Carbon County Volunteers for Literacy

Published through: Tri-Valley Literacy
Funded by: PA Dept. of A.B.L.E.



Tri-Valley Literacy Resource Center

This product was produced under Act 353
Project # 99-3048
A Plan for Staff Development for Region 7

Disclaimer: The activity which is the subject of this report was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement should be inferred.

TABLE OF CONTENTS

Acknowledgements	1
Welcome	2
Preface	3
Definition of Literacy	4
Tutor Awareness Inventory	5
How Illiteracy Affects the United States	6
Measuring Illiteracy	7
Overview of Tutor Responsibilities	8
Commitment	9
In Service / Workshops	10
Materials	10
Every Day Reading Materials	11
Training Registration	12
Confidentiality Policy	14
The Initial Student Interview	15
Student Information Form	16
Tutors of Literacy for the Commonwealth Reading & Spelling Test ...	17
Calculating the Reading Level of Any Material	21
Spelling	22
* 19 Ways Fun & Successful Ways to Teach Spelling	22
* Using the "CLOZE" Strategy for Spelling	23
* Sight Words	25
* 300 Most Frequently Used Words	26
* Social Sight Words	28
* How To Study A Word	29
* Other Word Attack Techniques	31
Reciprocal Questions (ReQuest)	33
Language Experience Approach	34
* LWR Language Experience Approach	36
* Other Language Experience Activities	40
* Ideas to Get Experience Stories	41
Duet Reading (Neurological Impress Method)	42
* Duet Reading Exercise	44

Barsch Learning Style Inventory	46
Evaluating Your Lessons	49
Student Progress Data	50
Monthly Tutoring / Attendance Calendars	51
Lesson Planning	52
* What Should You Have In Your Lesson Plans?	53
* A Sample Lesson Plan	54
Goal Setting	55
* A Sample List for Goal Setting	58
Tutor Awareness Inventory	60
Bibliography	61

Acknowledgment

Acknowledgment and sincere thanks are extended to the following people and programs for their devotion to their professions in the literacy movement, and their excellent training abilities:

Diana Statsman, Scranton Council for Lit. Advancement
Linda Herr, Tutors of Literacy in the Commonwealth
(TLC) Trainer
Cathy Forsythe, Mifflin Co. Literacy Program
Martha Frank, PA Dept. of Education Regional Advisor
All members of TLC
Laubach Literacy Action
Tri-Valley Literacy Staff
The Carbon County Volunteers for Literacy Tutors -who
have probably taught ME the most!

Further acknowledgements can be found on much of the enclosed material. When acknowledgement is not made, the origin of that particular segment was either unknown or the segment was created through the Carbon County Volunteers for Literacy, Inc. Many thanks to those "silent" contributors!

This manual is not intended to be Gender Specific. Where gender is mentioned, it is done so simply for convenience of the author.

Welcome to the wonderful world of teaching! Whether you are an experienced tutor or teacher, or if this is your very first experience working with adults, you will find that this comprehensive Tutor Training Manual has been designed to offer you complete instruction in a step-by-step, self guided format. This independent training manual has been designed for use on an individual basis or in a workshop atmosphere. If you are a program director, responsible for training, you should feel confident giving this manual to individuals in between trainings for individual use, or feel free to use any or all of the contents for duplication purposes for your training workshops.

Prepare yourself to venture in to the world of illiteracy and experience first hand the difficulties and complexities of the every day lives of the adult learner. You will find that much of what you thought you knew about illiteracy is less than accurate, but will be provided with documentation on the causes and effects of illiteracy, as well as national statistics relating to how our society is affected by this problem. Yes, we clearly believe and define illiteracy to be a **PROBLEM**, rather than a disease or the "enemy"; problems of all sorts have a common bond . . . they are **SOLVABLE**. Illiteracy is solvable, and YOU are becoming one the main components of this solution.

You will experience a range of emotions from exhilaration to frustration as you develop your relationship with your student. All of this is natural. You must familiarize yourself with the characteristics of adult learners to understand their needs and the demands on their life outside of their "learning world".

The various methods and materials available to assist and teach you in this endeavor is endless. Of course it would be impossible to combine all of them in to one publication, however ideal it would seem. We have chosen the very best of what we have available in our program to offer you a beginning, of sorts, a starting place.

Considering all of this, I shall end by saying 'use your tutor-common-sense', and never stop learning. Good luck!

"A TRIBUTE TO READING: Reading is to the mind, what exercise is to the body."
Sir Richard Steele



LISA S. BURKE, Program Director
Carbon Co. Volunteers for Literacy

Preface

This Tutor Training Manual / Independent Learning Packet has been created as a teaching supplement. This Manual should be used in conjunction with a set curriculum format. We strongly recommend the Laubach Ways to Reading Series and The Challenger Adult Reading Series, both available from New Readers Press, Syracuse, New York.

As part of the National movement towards LITERACY, methods and materials are continually improved upon. As a tutor and member of this movement, you are responsible for researching new methods and materials.

Contact you local literacy office to acquire core curriculum materials for your student. You will find that the above mentioned reading programs offer complete teacher instructions for use of the material.

PUBLIC LAW 102-73 THE NATIONAL LITERACY ACT OF 1991

On July 25th 1991, in a public ceremony at the White House, the President signed into law the National Literacy Act of 1991 (Public Law 102-73).

The Act defines literacy as

"an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential."

(This definition is a major advance over prior legislative definitions and most other definitions in use today and could be a major force in helping to shape effective literacy programs at the state and national levels.)

In a Committee Report accompanying the Act, Congress had this to say about its overall intent:

"The National Literacy Act of 1991 is a comprehensive approach for improving the literacy and basic skill levels of adults by coordinating, integrating, and investing in adult and family literacy programs at the federal, state, and local levels. The legislation provides for research and quality program delivery. All sectors including public, community-based, volunteer, business, and industry programs are involved in the provisions of literacy services ... The nation's literacy problems are closely associated with poverty and pose major threats to the economic well-being of the United States. Our future competitiveness and an individual's active participation in the democratic process are severely hampered without an all-out attack on these problems . . . This legislative effort (will provide) an infrastructure for coordination, research, and planning; upgrading the literacy and basic skills training systems; and investing in the programs assisting adults and families with low levels of literacy."

-BCEL Business Council for Effective Literacy,
No. 29, October 1991

TUTOR AWARENESS INVENTORY

How accurate is your knowledge about literacy and adult learners? Complete this self-test to find out. Read the statements, then write T (true) or F (false) next to each.

- ___ 1. Many adults expect to fail when they come to a reading center.
- ___ 2. Adults who pursue educational goals are generally interested in self-improvement.
- ___ 3. Adult learners make up a captive audience and do not have the freedom to discontinue their education.
- ___ 4. Adult learners usually set realistic goals for themselves based on their current skills.
- ___ 5. Experiencing immediate success is unimportant to the adult learner.
- ___ 6. Adults develop many strategies to conceal their lack of education.
- ___ 7. Adults do not mind using materials developed for children.
- ___ 8. Most adult learners come from stable, comfortable homes and have few problems.
- ___ 9. Adults never question the value of what they are learning.
- ___ 10. Adults can use their varied experiences to benefit the task of learning.
- ___ 11. All adults who completed the ninth grade in public school can read the newspaper.
- ___ 12. One reason adults give for learning to read is to be able to help their children with homework.
- ___ 13. Tutors should be flexible about lesson plans and willing to try something different if the lesson isn't working.
- ___ 14. Job applicants who ask you to read the application to them because they forgot their glasses may not know how to read.
- ___ 15. All students learn most effectively by the same method.
- ___ 16. One in five adults in America can't read.

Answers: T, T, F, F, F, T, F, F, F, T, F, T, T, T, F, T

- Stech Vaughn Co.

HOW ILLITERACY AFFECTS THE UNITED STATES OF AMERICA

If illiteracy affected only a small portion of our population, it would be easy to dismiss as a relatively harmless problem - at least from a national perspective. But, as the statistics indicate, those who are functionally or marginally illiterate make up a significant portion of our population.

Once the most well-educated nation on earth, the United States now must acknowledge that, in terms of literacy, it no longer measures up.

25% of American students drop out of school before graduation (50% in inner cities).

27 million Americans are functionally illiterate.

27% of all new jobs fall into low skill categories, compared to 40% prior to 1990.

7 out of 10 high school students cannot write an effective letter seeking employment.

For these individuals, illiteracy represents a major barrier to self-sufficiency, limiting their options in family, work, and society. Moreover, illiteracy affect a complex web of social issues, ranging from unemployment and juvenile delinquency to teen pregnancy and welfare dependency.

The ramifications of illiteracy are many. In economic terms, widespread illiteracy will cause the U.S. to lose its competitive edge, particularly at a time when the nation's labor pool is shrinking rapidly. In political terms, an illiterate population cannot fully comprehend the severity of the many problems facing our communities and the nation-a-large. And if this population cannot grasp the problems, it cannot solve the.

Perhaps an even more insidious result of illiteracy can be view in CIVIC TERMS. People who lack basic skills cannot fully participate in, or contribute to, a democratic society. Unable to comprehend the complexities of community life, they are often left out, don't vote, and fail to exercise their rights and responsibilities as citizens.

MEASURING ILLITERACY

What is Illiteracy?

Illiteracy is the lack of the basic listening, speaking, reading, writing, or mathematical skills adults need to solve the problems encountered in daily life and participate fully in their society. As society becomes more complex and more dependent on written information and communication, the level of skills needed for effective participation increases. Because the United States is one of the most complex societies in the world, the literacy skills necessary for full participation in American life are very high.

How Is Illiteracy Measured in the United States?

Literacy experts use two methods to measure the extend of adult illiteracy. Some test the ability of sample groups to complete tasks that require literacy skills, such as reading a want ad, addressing an envelope, filling out a form, or using a street map. The results are then applied to the total population. Other experts use the completion of the 5th, 8th, or 12th grades as benchmarks of literacy.

U.S. Census: Eighth Grade Completion

In 1980, the U.S. Census Bureau counted 24.3 million Americans over the age of 25 who had not gone beyond the 8th grade. This represents 18.3 percent of this age group. An additional 20.3 million had not finished high school. The advantage of using these figures as a measure of illiteracy is that they are regularly gathered by the Census. The disadvantage is that the completion of a given grade does not guarantee a corresponding skill attainment. For example, the U.S. Department of Education estimates that 150,000 young people graduate from high school every year without being able to read their diplomas.

- Laubach Way to Reading, Tutor Workshop Handbook

OVERVIEW OF TUTOR RESPONSIBILITIES

TO BECOME A VOLUNTEER TUTOR:

1. When choosing a local program affiliate, you must speak with the Program Coordinator, or that person which is in charge of tutor training, to obtain local program guidelines and requirements.

2. You must attend all sessions of the prescribed workshop outlined by the local program, or complete this training manual in it's entirety.

3. You must have a high school diploma or equivalent, be able to read and write, have appropriate time available for tutoring and lesson planning. Sessions with your student shall equal a minimum of eight (8) hours per month, (or that amount of time described by your local program.)

4. Above all else, you must have time and patience to teach an adult the basic skills described in this manual. You must be willing to make a commitment to your adult student to be his/her tutor for a period of one year, or until goal achievement has been reached.

YOUR RESPONSIBILITIES AFTER TRAINING:

1. In most cases, you will be paired with a student who has been interviewed and assessed by your local program office. The key contact person will notify you and give you details about your potential student and offer suggestions on how to begin. All office staff will provide as much support as possible during your tutoring experience.

2. Within one week of pairing, you must:

- a. call your student and make arrangements for the first lesson;
- b. make arrangements to obtain the necessary books and materials from the local office in advance of your first lesson;
- c. contact local program after completion of first session to discuss student goals and strategies or techniques for achievement.

3. You must tutor a minimum of eight hours per month. This is a base minimum requirement, as anything less will make success for the student too slow to acquire. It is strongly suggested that you meet twice a week for one and a half hours each session to provide the best opportunity for success.

4. Monthly attendance calendar records shall be maintained by you and submitted to your local program on the last day of each month. Other forms may be required as well.

COMMITMENT

A strong commitment to see the student through the program is necessary. This training package is **GOAL-ORIENTED**. This means that the length of time a student is enrolled in a program depends on how long it takes him/her to reach his goal(s). The time commitment could be as little as two months or as much as two years.

"A most important part of the volunteer program is your genuine devotion to the concern for your student. Our basic goal is to teach adults to read. Part of accomplishing this is to build a ladder of successful learning experiences. This gives students a more positive self image, based on greater self-confidence and improved competency. We ask that a tutor be dedicated to the cause of illiteracy. A volunteer who drops out is a tremendous disappointment to a student, and can be more damaging to him than you can imagine. Success may be the most important commodity you are selling. Success raises one's level of aspiration."

-A Basic Philosophy for Tutors

IN SERVICE/WORKSHOPS:

In service/workshops are an opportunity to learn more and to share experiences with other tutors. It is assumed that since tutors volunteer, they are interested in being the best tutor they can be, and are, therefore, interested in continuing to expand their knowledge. Three or four in services are generally offered by each program throughout the year. In order to maintain the quality of the program, it may be required that you attend these workshops. A final year-end business meeting is generally held for purposes of data collection, book returns, program evaluation, etc.

MATERIALS:

Books and materials are generally provided by the local programs at no cost. However, in many cases it is possible to use every day materials for goal achievement. If you are working independently of the local literacy organization, please refer to the bibliography at the end of this training manual for publishers, or the following list for other possible sources for necessary materials. In most cases, expenses are not reimbursable through local programs.

EVERY DAY READING MATERIALS:

The reading materials below are readily available, inexpensive, may be found in your home, and may pertain to your student's goal.

Advertisements	Labels
Department Stores	Cleaning Products
Grocery Stores	Clothing
Others	Medicine bottles
	Magazines
Bills	
Boxes	Mail
Cereal	Maps
Other Foods	Membership Cards
Detergent	
Bumper Stickers	Menus
Bus Schedules	Newsletters
Calendars	Newspaper Articles
Catalogs	Advice columns
Adult Education Classes	Comics
Gift Stores	Movie Ads
Specialties	Recipes
Department Stores	Sports
	Store Ads
Containers	Want Ads
Food Containers	Weather
Cleaning Products	Notes from School
Cookbooks	Packages
	Frozen Food
Coupons	
Forms	Programs
Credit Applications	Plays
Job Applications	Sports Events
Insurance Forms	
Income Tax	Price Tags
Registration	
New Patient	Recipes
Greeting Cards	Report Cards
Identification	Song Lyrics
Instruction Books	Street Signs
Appliances	Telephone Book
Equipment for Job	
Games	Text Books
Vehicles	TV Magazine
	Vending Machine Instructions
	Wrappers

TRAINING REGISTRATION:

The following page contains a registration form, to be completed by each participant using this manual. Photocopy the registration form and return to your local program.

TUTOR TRAINING REGISTRATION

PLEASE PRINT:

Name _____ SS# _____

Address _____ City _____

State _____ Zip _____ Phone # (h) _____ (w) _____

Occupation _____ Employer _____

Education: High School Diploma _____ Equivalent _____
Some College _____ Degree _____

Date of Birth ___/___/___ Previous tutor experience? Yes No

Please describe: _____

Would you like to teach English as a Second Language: Yes No

Other volunteer activities which you have been / are involved in:

Do you smoke? Yes No Do you have transportation? Yes No

Are you near public transportation? Yes No

How far are you willing to travel to tutor your student? _____

Please list days and times that are not suitable to you for tutoring? _____

Why do you want to become a tutor? _____

Please list other information that would be helpful to us: _____

I understand that as a volunteer tutor I will be required to tutor a minimum of 8 hours per month to comply with local guidelines, and that I must complete and return monthly reports provided by the local program. I further understand that the workshops/in-services described by my local program are requirements as a tutor to maintain the quality of the program. I have read and understand all other local program requirements of tutors.

All information on this registration is true and correct to the best of my knowledge. I understand that this information is privileged and will remain confidential with the local program in compliance with state/federal requirements.

Signature _____ Date _____

CONFIDENTIALITY POLICY:

All programs require documentation from tutors showing their commitment to maintaining the confidentiality of their students' identities and life circumstances. Below you will find a sample of a basic confidentiality policy and agreement. Whether you are tutoring independently or affiliated with a local program, it is necessary for you to read and complete the policy agreement for your records or as a requirement of your local program.

Make a copy of the following policy and agreement, and return to your local program.

CONFIDENTIALITY POLICY

A primary obligation of ALL volunteer tutors is to safeguard all information, either written or spoken, regarding any and all students. Agency personnel are defined as anyone who functions in any service and/or administrative capacity. This includes board members, paid employees, and volunteers. These individuals are bound by center policy not to reveal the identity or life circumstances of any past or present student, except to authorized school or agency personnel working with our center, or by written consent of the student.

+++++

CONFIDENTIALITY AGREEMENT

I, _____, hereby acknowledge that I have been given a copy of the confidentiality policy of the (local program name here), and agree that I shall be responsible for maintaining the confidentiality of all student information, both written and spoken.

Signed _____ Date _____

THE INITIAL INTERVIEW:

It is necessary to obtain certain pertinent information about each student upon your initial interview. Begin by reassuring the student that the information will remain confidential, and only be shared with his/her tutor. If working under State or Federal Grants, inform the student that some of the information will be forwarded to the Department of Education according to grant compliances. This information will be used for scheduling, record keeping, placement, and statistical purposes. The following example is the "STUDENT INFORMATION FORM" used by the Carbon County Volunteers for Literacy, Inc. (CCVL) and may be used in part or in whole. Note the main subject areas are Personal, Educational Background, Tutoring and Scheduling. The information obtained in each of these areas is equally important in getting to know the student as well as placement.

The block outlined "For Administrative Use Only" (lower right section) should be completed by the test administrator. The "Finished" section is to be completed in conjunction with completion of the four (4) Skill Books in the Laubach Way to Reading, and is there for quick reference. The "In-Take Assessment" section refers to scores obtained from the Slosson Oral Reading Test - Revised (SORT) and the Tutors of Literacy for the Commonwealth (TLC) Reading and Spelling Assessments. "Writing" refers to cursive handwriting, and is graded at the test administrator's discretion (n=needs improvement, s=satisfactory, g=good)

REMEMBER! This is delicate subject matter and should be approached accordingly. Much of this information is of a very personal origin. The way in which you go about obtaining this information can very well "make or break" the students' trust and confidence in you. When met with resistance during this process, it is a good idea to put your pen down, and LISTEN to your students' concerns and body language. REASSURE him/her that the information will remain confidential, however it is necessary to properly define his/her "student profile".

"Watch the student's face. If you see puzzlement, reteach. If you see frustration, change activities. If you see pride, build on it. Teach the student, not the lesson."

- Patricia Frey, Litstart.

Interview Date _____
Interviewers Initials _____

Date Started _____
Tutor _____

STUDENT INFORMATION FORM

PERSONAL INFO:

Name _____
Address _____

Home Phone _____
Best Time to Call _____

Age _____ DOB _____
Sex _____

Soc. Sec. # _____
Are You:
On Fed/State Public. Assist? _____
Unemployed? _____ Looking? _____
Displaced Homemaker? _____
Minority _____ Race _____
-year arrived in US _____
-Country of origin _____

Marital Status _____
of dependents under 18 _____

WHERE DID YOU HEAR ABOUT CCVL? _____

EDUCATION:

Elementary 1 2 3 4 5 6 7 8
High School 1 2 3 4
Where _____
No School _____
Spec. Ed/LD _____
High Sch Diploma _____ GED _____

Educational History:

Family History:

TUTORING INFORMATION:

Have own transportation? _____
Near public transportation? _____

Do you smoke? Yes No

Employer _____

Can be called at work? Yes No
Work Phone # _____
Work Schedule: Days _____
Hours _____

SCHEDULING INFORMATION:

Preferred DAYS for tutoring:
M TU W TH F S SU
Preferred TIMES for tutoring:
MORNINGS _____
AFTERNOONS _____
EVENINGS _____

ADMINISTRATIVE USE ONLY!
(initials _____)
IN-TAKE ASSESSMENT:
Slosson _____
TLC Reading _____
TLC Spelling _____
Writing N S G
AVERAGE:
Less than 5th gr. level? _____
PROGRAM ENTRY LEVEL:
0-4 5-8 ESL
FINISHED:
SB1 _____ (DATE) _____ SCORE
SB2 _____ (DATE) _____ SCORE
SB3 _____ (DATE) _____ SCORE
SB4 _____ (DATE) _____ SCORE
LEFT PROGRAM _____ DATE
REASON _____
EXIT SCORE _____

BEST COPY AVAILABLE

T. L. C. READING ASSESSMENT PART I

STUDENT NAME _____

DATE _____

Directions to the tester:

1. (Give the student the "Student Form" page of this assessment.)
SAY: "PLEASE write your name next to the word NAME on your form"
(Show them where to write if they are unsure.)

Accurate? ____ Yes
 ____ No

2. SAY: "Please tell me your address" (Tester record response below)

Accurate? ____ Yes
 ____ No

a. SAY: "Please write your address next to the word ADDRESS on your form."
(show them where to write if they are unsure.)

Accurate? ____ Yes
 ____ No

3. SAY: "Please tell me your phone #." (Tester record response below)

Accurate? ____ Yes
 ____ No

a. SAY: "Please write your phone number next to the word PHONE on your
form." (Show them where to write if they are unsure.)

Accurate? ____ Yes
 ____ No

4. SAY: "Please tell me the letters of the alphabet." IF APPLICABLE! Tester
record response below.

Accurate? ____ Yes
 ____ No

a. SAY: "Please write the alphabet next to the word ALPHABET on your
form." Show them where to write if they are unsure.

Accurate? ____ Yes
 ____ No

5. (Refer student to section of form with the letters of the alphabet on it)
Pointing to each letter, one at a time:
SAY: "What is the name of this letter?" (Point to 1st letter 'b')
SAY: "What is the sound of this letter?" (Point to 1st letter 'b')

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

(slash (/) those letters indicating correct responses; and circle (O)
those letters in which responses were incorrect; when possible, note
incorrect responses given below each corresponding circled letter.)

TLC READING LEVEL as recorded from ITEM #6 = _____
TLC SPELLING LEVEL as recorded from ITEM #9 = _____

TESTER SIGNATURE: _____ DATE _____

COMMENTS: _____

6. READING CHECK-UP: (Give the student the word list to read.)
 SAY: "Please read the words on this page." (Instruct the student to read one line at a time across the page.) STOP after 5 consecutive errors.
 (As the student begins to read, indicate the responses below as follows: slash (/) those words that are read correctly; circle (O) those words that are not read correctly; and when possible, note the incorrect responses, as given, below each corresponding circled word.)

- ___(12) and up but so it he something run me see we can
 ___(10) jump foot help baby mother play come bark same gave
 ___(8) suddenly rope heaven happened start farmer along around
 ___(7) can't circus herself smart platform exclaim understand
 ___(7) wouldn't street learn answers silver grave speaking
 ___(7) careless already delicious dumpling nation legion examples
 ___(6) criticize graciously snuggle natural punishment exercise
 ___(7) obey musical religion radiation medicine customarily yearling
 ___(6) future knowledge stallion abundance accidental preoccupy
 ___(5) redundancy forfeit commercially standardized impressionable
 ___(5) extraordinary physiology zephyr environmental intoxicating

SCORE:

Total all correct words: _____ MULTIPLIED BY .10 = _____ (reading/grade)

7. Sentences to be dictated for the student to write ONLY if the student has a reading level GREATER THAN 2.0 or LESS THAN 3.0 as obtained from above:

- | | |
|----------------------------------|------------------------------------|
| a. The truck is in the mud. | d. The man and woman were married. |
| b. Bud is Mrs. Hill's brother. | e. The bus stopped at the tracks. |
| c. Jack is playing with matches. | |

8. Sentences to be dictated for the student to write ONLY if the student has a reading level GREATER THAN 3.0 or BETTER as obtained from above:

- | | |
|---------------------------------------|---|
| a. Pete is a runner. | f. The old man's clothes dried quickly. |
| b. Mrs. White rides to work. | g. Music is a cure for many things |
| c. The baby is crying. | |
| d. Who is throwing the rope to Tony? | h. Can you play the flute? |
| e. The workers will widen the runway. | |

(In this section, you should be looking for basic skills as follows:
 sentence structure (capital letters, punctuation), correct word endings
 (double the consonant of short vowel word before adding ending, drop or keep
 "y" before adding ending), plural and possessive "s", etc. This information
 will help the student's tutor develop appropriate lessons

9. SPELLING CHECK-UP: Give each of the following words for the student to write on the back of his/her form. The words should be given in order as listed from the beginning of the list 1; upon completion of list 1, move to list 2, etc., or until the student makes 5 consecutive errors.

<u>LIST 1</u>	<u>LIST 2</u>	<u>LIST 3</u>	<u>LIST 4</u>	<u>LIST 5</u>
1. is	6. come	15. able	21. aboard	27. connection
2. now	7. door	16. dash	22. begun	28. wear
3. you	8. yard	17. begin	23. navy	29. machine
4. all	9. got	18. stood	24. beautiful	30. secure
5. must	10. blow	19. offer	25. trouble	31. total
	11. cast	20. rule	26. period	
	12. blue			
	13. eye			
	14. they			

<u>LIST 6</u>	<u>LIST 7</u>	<u>LIST 8</u>	<u>LIST 9</u>
32. difference	37. expense	41. athletic	44. exquisite
33. official	38. testimony	42. bicycle	45. orchestra
34. accept	39. coarse	43. convenient	
35. various	40. independent		
36. assure			

LIST 10

46. thoroughly
 47. cemetery
 48. tortoise
 49. appropriate
 50. proficiency

Total number correct = _____
 (Compare score with scale below.)
 SPELLING GRADE LEVEL = _____

# RIGHT/GRADE SCORE	# RIGHT/GRADE SCORE	# RIGHT/GRADE SCORE
0 1.0	18 3.5	35 6.6
1 1.3	19 3.7	36 6.8
2 1.5	20 3.9	37 7.0
3 1.7	21 4.1	38 7.3
4 1.8	22 4.2	39 7.5
5 1.9	23 4.3	40 7.7
6 2.0	24 4.5	41 8.0
7 2.1	25 4.7	42 8.4
8 2.2	26 4.9	43 8.8
9 2.3	27 5.1	44 9.3
10 2.4	28 5.2	45 9.8
11 2.5	29 5.4	46 10.5
12 2.6	30 5.6	47 11.2
13 2.7	31 5.8	48 11.7
14 2.9	32 6.0	49 12.5
15 3.1	33 6.2	50 13.0
16 3.3	34 6.4	
17 3.4		

ASSESSMENT PART I

STUDENT FORM

1. Name: _____

2. Address: _____

3. Phone: ____ (____) _____

4. Alphabet: _____

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

6. and up but so it he something run
me see we can jump foot help baby
mother play come bark same gave suddenly
rope heaven happened start farmer along
around can't circus herself smart platform
exclaim understand wouldn't street learn
answers silver grave speaking careless already
delicious dumpling nation legion examples
criticize graciously snuggle natural punishment
exercise obey musical religion radiation
medicine customarily yearling future knowledge
stallion abundance accidental preoccupy redundancy
forfeit commercially standardized impressionable
extraordinary physiology zephyr environmental intoxicating

STUDENT'S NAME _____ DATE _____

INTERVIEWER _____

1. Name something you enjoy doing. Why do you enjoy it?
2. Do you like to watch TV? (If yes, what are your favorite programs?)
3. Where were you born?
4. If you could change one thing in this country, what would you change? Why?
5. Have you even been on a trip? Where?
6. Why do you want to learn to read?
7. Name 3 things you wish you could read:
8. Name 3 things you wish you could write:
9. Finish this sentence: I hope that _____.
10. Finish this sentence: I wonder if _____.
11. Finish this sentence: I am good at _____.

CALCULATING THE READING LEVEL OF ANY MATERIAL:

There will be times when it is appropriate for you and your student to read various materials which do not contain a controlled vocabulary. Examples would be the newspaper, sales circulars, library books, other materials of interest, etc. How do you determine if the reading level of the material is appropriate for your student?

The following readability formula will help you too quickly determine the reading level of ANY material you choose to work with:

Take 100 words (for example, a paragraph or more) and determine the number of sentences that make up those 100 words. Let's say that your reading passage has 5 sentences. Now divide 5 into 100 (words) and you'll obtain the average number of words per sentence - 20. Take the number 20 and add it to the number of words in the passage (out of the 100) that contain three or more syllables. Perhaps 6 words contain three or more syllables. Add $20 + 6$ to get 26. Multiply your total by (0.4), a constant.

$$20 + 6 = 26$$

$$26 \times 0.4 = 10.4 \text{ (reading grade level)}$$

Your reading passage would have a grade level of 10.4.

To make reading material easier to read, you must reduce the number of syllables in the words (use synonyms) and reduce the number of words in each sentence. Make shorter sentences.

(AVERAGE NUMBER OF WORDS PER SENTENCE, PLUS THE NUMBER OF WORDS WITH THREE OR MORE SYLLABLES TIMES 0.4 EQUALS THE GRADE LEVEL OF THE PASSAGE)

-Amy Wilson, TLC Training Coordinator

This is only one of many formulas available to determine the reading level of materials. Try it out on the news article listed below. (As always, you may check with your local literacy council or library to investigate other formulas.)

SPELLING:

Spelling may prove to be the most difficult and time consuming subject you will teach your student. It is important to remember that it is normal and common for our spelling level to be two levels behind our reading level. This holds true for ALL of us!

But, because it is critical that beginning students learn the importance of properly spelling social and sight words, we have enclosed several teaching alternatives for you.

(REMEMBER THAT THERE ARE EXCEPTIONS TO MOST RULES!)

A. 19 FUN WAYS TO TEACH SPELLING:

1. "How many words can you make from the letters in the word '_____?' (fill in any word)
2. Seek-a-word books
3. Flash cards of more difficult words.
4. Scrabble
5. Word families: bat, cat, rat, fat, sat, hat ...
6. Cut out pictures of words beginning with '____', and ending with '_____'.

7. "Social Sight Words" with picture relationships.
8. Pick out one syllable words or root words from a longer words.
9. "When two vowels go walking, the first does the talking"
i.e. b"a"ke, p"e"ach
10. The old rule: "I" before "E", except after "C".
11. Look up words in the dictionary. (alphabetizing)
12. Look up names in the telephone book.
13. "Spill-n-Spell" games.
14. Crossword puzzles
15. Compound words
16. Cut words out of magazines and alphabetize them.
17. Make his own dictionary of unfamiliar words to practice.
18. "Hang Man" game
19. Flash cards of social words such as student's address, name of employer, dept. working in, manager's name, signs at work, church, Pastor's name, child's school, principal and teachers' names, etc.)

B. USING THE "CLOZE" STRATEGY FOR SPELLING:

The term "Cloze" comes from the idea that our minds try to fill in the missing information when we only get part of a message. For example, when static blocks out a few words in a radio broadcast, we can still understand what is being said. In the same way, readers will naturally predict a missing word to "close" up a sentence. Cloze exercises were originally developed as a way to check whether a newspaper article would be readable by the general public. When the cloze method is used to measure the readability of a passage, every fifth words is deleted from the passage, and the reader is asked to fill in the gaps. Readability is judged on the basis of how many gaps the reader can fill with words that make sense.

You can adapt cloze exercises to encourage readers to use context cues to predict words. However, when preparing a cloze exercise for instruction, delete only highly predictable words from a passage in order to ensure that the reader will be able to make predictions.

Select a passage that is appropriate for teaching prediction. Do not delete any words from the first sentence or sentences in order that the reader has some meaning cues. Then delete from the rest of the passage some words that can be predicted from context. (Generally, you might delete about five words from a 100-word passage.)

1. Explain the purpose of the exercise: "You can use information from a sentence to predict a words to fill in the gap. Think about what the sentence is about, and try to come up with a words that would make sense. It is not important that you get the right word, but it should be a words that makes sense."
2. Model the exercise: Read until a gap is reached and suggest a word that might fit. Finish reading the sentence, then ask the learner if the word makes sense. Ask if he or she can suggest other words that make sense in the gap.
3. Ask the student to read the passage and to predict words for each gap. (He or she may need to read to the end of sentences in order to predict missing words.) Affirm appropriate choices with "Yes, that makes sense", or "That sounds good."
4. If a learner suggests words that do not make sense, ask how he/she decided on these words. Then help find the cues that lead to predicting words that do make sense and also fit the language pattern.
5. Encourage learners to apply this method in all their reading: that is, skip the unknown word, read to the end of the sentence, then try to predict a word that makes sense.

Cloze exercises can be modified to encourage readers to use specific aspects of context by deleting:

* Function words (the, at, and, because) so that learners have to use language cues to predict words that "sound right."

* Content words (names of things, action words) to encourage learners to use knowledge of the topic and meaning cues.

* Parts of words (beginnings or ending) to encourage learners to attempt to print cues, i.e. "Last week, we w_____ to the city. After we did our shopping, we c_____ home." "Yesterday, I walk_____ all the way to work."

Written by: Mary Norton
The Alberta Educational Communications Corporation
(Obtained through "Journeyworkers")

C. ADDITIONAL "CLOZE" STRATEGIES:

Cloze will provide an excellent review of spelling words, while also providing a context for spelling words. Whether you are teaching sight words or the words from a particular lesson you are working on, this format offers a simple method for reinforcing spelling review:

1. Use the current list of spelling words that your student is working with.

2. Prepare a sheet of short sentences relating to the spelling words, leaving a blank for the student to fill in missing words.

3. Have the student fill in each blank.

4. If the student cannot come up with the correct word, allow him/her to refer to the spelling list.

EXAMPLE: "boy, watch"

1. The new _____ came to our baseball game.

2. I like to _____ my kittens play.

Sight Words

Why Teach Words By Sight?

As a person becomes a more proficient reader, she begins to recognize more and more words by sight. Her reading speed increases since she no longer has to stop and sound out every word or try to figure it out from context. And as her speed improves, so will her comprehension. A tutor needs to help the student get to the point where most of the words she reads are "sight words."

The tutor may also choose to teach certain words as sight words from the beginning. These could include:

1. Words that appear frequently in general writing (*the*) or in material related to the student's own life or job situation (*flammable*).
2. Words that have sounds that the student hasn't yet learned (such as long vowel sounds if the student is only working in *Skill Book 2* of the Laubach Way to Reading series).
3. Words that are irregularly spelled and are difficult to sound out phonetically (*answer*, *psychology*).
4. Words that the student has difficulty remembering from the stories in LWR.
5. Other words that the student selects to learn. These could come from many sources, including:
 - language experience stories (see p. 51);
 - forms and applications;
 - job-related materials ;
 - family names;
 - road signs;
 - other public signs such as those that appear on p. 45.

How to Teach Sight Words

1. Print the words you select on flash cards. Better yet, let the student make the cards with your help. The words are listed in order of frequency.
2. Introduce no more than ten new words at each lesson. Do not drill the student for long periods of time.
3. To make it easier for the student, introduce short vowel words first. If you are using the Laubach Way to Reading series, wait until the student is in *Skill Book 3* before introducing long and irregular vowel sounds.
4. Ask the student to use the word in a sentence if he has trouble remembering what the word on the card is. Write that sentence on the back of the flash card as a memory device.
5. Encourage the student to practice reviewing the flash cards at home.
6. Review often!

BEST COPY AVAILABLE

300 Most Frequently Used Words

The following 300 words make up 65% of all written material. The words are listed in their order of frequency.

1. the	45. which	89. its	133. line
2. of	46. she	90. now	134. right
3. and	47. do	91. find	135. too
4. a	48. how	92. long	136. means
5. to	49. their	93. down	137. old
6. in	50. if	94. day	138. any
7. is	51. will	95. did	139. same
8. you	52. up	96. get	140. tell
9. that	53. other	97. come	141. boy
10. it	54. about	98. made	142. following
11. he	55. out	99. may	143. came
12. was	56. many	100. part	144. want
13. for	57. then	101. over	145. show
14. on	58. them	102. new	146. also
15. are	59. these	103. sound	147. around
16. as	60. so	104. take	148. form
17. with	61. some	105. only	149. three
18. his	62. her	106. little	150. small
19. they	63. would	107. work	151. set
20. I	64. make	108. know	152. put
21. at	65. like	109. place	153. end
22. be	66. him	110. years	154. does
23. this	67. into	111. live	155. another
24. have	68. time	112. me	156. well
25. from	69. has	113. back	157. large
26. or	70. look	114. give	158. must
27. one	71. two	115. most	159. big
28. had	72. more	116. very	160. even
29. by	73. write	117. after	161. such
30. words	74. go	118. things	162. because
31. but	75. see	119. our	163. turned
32. not	76. number	120. just	164. here
33. what	77. no	121. name	165. why
34. all	78. way	122. good	166. asked
35. were	79. could	123. sentence	167. went
36. we	80. people	124. man	168. men
37. when	81. my	125. think	169. read
38. your	82. than	126. say	170. need
39. can	83. first	127. great	171. land
40. said	84. water	128. where	172. different
41. there	85. been	129. help	173. home
42. use	86. called	130. though	174. us
43. an	87. who	131. much	175. move
44. each	88. oil	132. before	176. try

177. kind	208. below	239. example	270. book
178. hand	209. country	240. beginning	271. hear
179. picture	210. plants	241. life	272. stop
180. again	211. last	242. always	273. without
181. change	212. school	243. those	274. second
182. off	213. father	244. both	275. later
183. play	214. keep	245. paper	276. Miss
184. spell	215. trees	246. together	277. idea
185. air	216. never	247. got	278. enough
186. away	217. started	248. group	279. eat
187. animals	218. city	249. often	280. face
188. house	219. earth	250. run	281. watch
189. point	220. eyes	251. important	282. far
190. page	221. light	252. until	283. Indians
191. letters	222. thought	253. children	284. really
192. mother	223. head	254. side	285. almost
193. answer	224. under	255. feet	286. let
194. found	225. story	256. car	287. above
195. study	226. saw	257. miles	288. girl
196. still	227. left	258. night	289. sometimes
197. learn	228. don't	259. walked	290. mountains
198. should	229. few	260. white	291. cut
199. American	230. while	261. sea	292. young
200. world	231. along	262. began	293. talk
201. high	232. might	263. grow	294. soon
202. every	233. close	264. took	295. list
203. near	234. something	265. river	296. song
204. add	235. seemed	266. four	297. being
205. food	236. next	267. carry	298. leave
206. between	237. hard	268. state	299. family
207. own	238. open	269. once	300. it's

Taken from: *3000 Instant Words* by Elizabeth Sakiey and Edward Fry.

BEST COPY AVAILABLE

Social Sight Words

ADULTS ONLY	LOOK	WALK
ASK ATTENDANT FOR KEY	MEN	WANTED
BEWARE	MEN WORKING	WARNING
BEWARE OF THE DOG	NEXT	WATCH YOUR STEP
BUS STOP	NEXT WINDOW	WET PAINT
CAUTION	NO ADMITTANCE	WOMEN
CLOSED	NO CHECKS CASHED	
CONDEMNED	NO CREDIT	
DANGER	NO CREDIT CARDS ACCEPTED	
DENTIST	NO DOGS ALLOWED	
DON'T WALK	NO DUMPING	
DO NOT CROSS	NO FIRES	
DO NOT ENTER	NO LOITERING	
DO NOT REFREEZE	NO FISHING	
DOCTOR (DR.)	NO HUNTING	
DOWN	NO MINORS	
ELEVATOR	NO SMOKING	
EMERGENCY EXIT	NO SMOKING AREA	
EMPLOYEES ONLY	NO SPITTING	
ENTRANCE	NO SWIMMING	
EXIT	NO TRESPASSING	
EXIT ONLY	NURSE	
FIRE ESCAPE	OFFICE	
FIRE EXTINGUISHER	OPEN	
FIRST AID	OUT	
FRAGILE	OUT OF ORDER	
GENTLEMEN	PEDESTRIANS PROHIBITED	
HANDLE WITH CARE	POLICE STATION	
HANDS OFF	POST NO BILLS	
HELP	POST OFFICE	
HIGH VOLTAGE	PRIVATE	
IN	PRIVATE PROPERTY	
INFLAMMABLE	PULL	
INFORMATION	PUSH	
INSTRUCTIONS	REST ROOMS	
KEEP AWAY	SMOKING PROHIBITED	
KEEP CLOSED AT ALL TIMES	STEP DOWN	
KEEP OFF (THE GRASS)	STOP	
KEEP OUT	THIS END UP	
LADIES	THIS SIDE UP	
LAST CHANCE FOR GAS	USE BEFORE (DATE)	
LISTEN	USE OTHER DOOR	
LIVE WIRES	VIOLATORS WILL BE PROSECUTED	

BEST COPY AVAILABLE

How To Study A Word

1. Look at the word.



2. Say the word.

"kitchen"

3. Note the parts that are written the way they sound.

k i t c h e n

4. Note the parts that are not written the way they sound.

k i t c h e n

5. Note any special points to remember.
final vowel sound represented by *e*

/c/ sound made by *k*
silent *t*

6. Say the word again.

"kitchen"

7. Say the letters in sequence—as you look at the word.
(If the word has more than one syllable, a beginning student may say the letters for each part of the word as the tutor pronounces that part.)

"k-i-t-c-h" "e-n"

8. Look at the word again. Say it.



"kitchen"

9. Close your eyes and see the word in your mind.

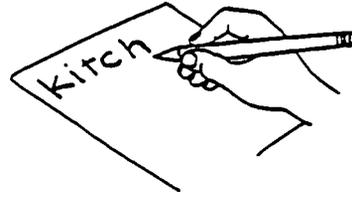


10. Spell the word aloud as you see it in your mind.

"k-i-t-c-h-e-n"

BEST COPY AVAILABLE

11. Write the word without looking at a model.



12. Check to see if you are right.



Adapted from: *Laubach Way to Reading Teacher's Manual for Skill Book 2*, p. 20 (New Readers Press, 1981), Laubach, Kirk, and Laubach.

BEST COPY AVAILABLE

Other Word Attack Techniques

When a student encounters a word that she doesn't already know by sight, she can use basic phonics skills such as those taught in the Laubach Way to Reading series.

In *Skill Book 2*, she also begins to work on the two techniques described below.

Context

She begins to use the context of a sentence or story to help figure out what the new word is. She can then confirm her guess by applying her phonics skills. For example, the student might be confronted with the following sentence and not recognize the italicized word:

Mary gives her son some *change* to buy ice cream.

The student figures out from the context that the word must be "money" or something like that. She sees that the word begins with the sound /ch/ and realizes that it must be "change."

A student can also use context to help her read a word that isn't part of a sentence. For example, the four-letter word on a red and white six-sided traffic sign is probably going to be "STOP."

Word Families or Word Patterns

After developing a basic understanding of phonics, the student goes on to learn that she can make many new words simply by changing the beginning consonant sound in a word. For example, from the *-at* family, she can make *bat*, *chat*, *brat*, or *splat*.

She also learns that these words rhyme. Once she has mastered a particular pattern, she'll be able to read many new words without spending time to blend each individual sound in the word.

This technique is also valuable with students who have difficulty pronouncing an isolated vowel sound in the middle of a word. For them, it is simply easier to combine the vowel sound with the word ending (*-am*) and then add the beginning consonant sound (*Sam*).

If a student is using the LWR series, she is usually ready to begin working with word patterns in *Skill Book 2*. At that point, all the one-letter beginning consonant sounds have been introduced as well as four beginning digraphs (*sh*, *ch*, *th*, and *wh*). As new digraphs and blends are introduced, you can include them for practice when making new words in each family.

1. How to Teach Word Patterns

- a. Choose known words with rhyming end patterns (example: *hand*).
- b. Write the word at the top of a piece of paper.
- c. Put rhyming word under it.
- d. Say to the student: "If *h-a-n-d* is *hand*, what is *b-a-n-d*?"
- e. If the student responds correctly, add another word in the pattern.

BEST COPY AVAILABLE

-and
band
land
sand

- f. If the student cannot give the correct response, review the beginning consonant sound and the rhyming ending (*b-and*).

2. Helpful hints

- a. You can use nonsense words and have the student tell you if it is a real word (example: *gand*). Be careful of this exercise because some words would be real but incorrectly spelled (*cand* for *canned*).
- b. Take care not to confuse students with ending sounds that can be spelled more than one way (*fix, picks*).
- c. The list below includes short vowel patterns that can be taught from words that were introduced in the first two levels of the Laubach Way to Reading series. The Focus on Phonics series from New Readers Press also includes practice on word patterns. *Focus on Phonics 3* emphasizes long-vowel patterns.

BEST COPY AVAILABLE

RECIPROCAL QUESTIONS (REQUEST)

BACKGROUND AND PURPOSES

1. The terms "Reciprocal Questions" and "ReQuest" are interchangeable
2. The primary purpose of ReQuest is to improve a student's comprehension skills by having a tutor and student take turns asking each other questions about the story.
3. When participating in the ReQuest Strategy, the tutor should try to demonstrate effective questioning techniques. Ideally, the student will begin to emulate the tutor's questions, and eventually, those questions will become internalized in the student.
4. Reference: Manzo, A.V. The ReQuest Procedure, Journal of Reading, November 1969, 123-126, 163.

INSTRUCTIONAL SEQUENCE

1. Use one of the following statements to define your goal: "Today I am going to show you how asking questions helps you to understand what you read" . . . "As you read the first sentence, try to think of questions that you could ask me about the story."
2. You and the student should silently read the first sentence in the selection . . . ONLY THE FIRST SENTENCE TO START!
3. Afterwards, encourage the student to ask you as many questions as he wishes about the first sentence. You might suggest that the student try to ask the types of questions that teachers ask.
4. Answer each question as clearly and concisely as possible. It is misleading and instructionally unsound to "play dumb."
5. When the student cannot generate any questions, or any more questions, you should ask him questions that will (a) highlight the important details in the passage, and (b) will cause the student to react to the materials in a more sophisticated manner. Because you are now serving as a model, you should explain to the student why you are asking a specific type of question.
6. After you have exhausted your series of questions, repeat the procedure (silent reading - student questions - tutor questions) with the following sentences in the first paragraph.
7. The procedure should continue until the student can: (a) pronounce all of the words in the first paragraph, (b) demonstrate literal understanding of the sentence, (c) formulate good purposes for reading (as indicated through his questions), (d) make reasonable predictions/evaluations of the story content.
8. Depending on the length of the first paragraph, you might continue the ReQuest procedure with the second paragraph. However, it may be self-defeating to continue the procedure beyond 2-3 paragraphs.
9. Later the procedure may be used with the WHOLE story.

LANGUAGE EXPERIENCE APPROACH (LEA):

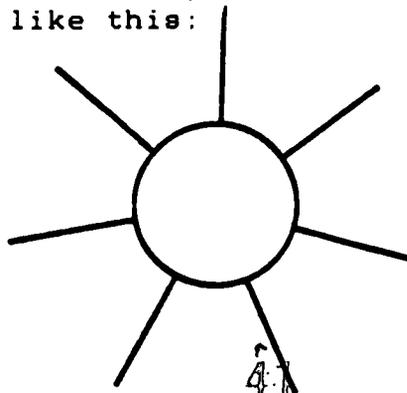
With all of the supplemental teaching materials and aids available, why create your own?? The answer is easy. Some of the very best materials come from students themselves. This approach is called the Language Experience Approach (LEA).

The Language Experience Approach (LEA) is an important part of the tutoring process. It allows the student and the tutor the following advantages:

- * Student realizes that reading and writing are not isolated skills and can be connected to personal experiences
- * Student can think, talk, write, and read about anything of interest to them, and so can others
- * Adds interest and variety to a lesson
- * Tutors can generate and use text containing words that are in the student's oral vocabulary
- * Address topics of immediate need to the student
- * Student can experience immediate success with language
- * Can be used ANYTIME
- * Provide strength to the lesson structure
- * Can save a faltering lesson
- * Can be modified to fit the individual student's needs and interests
- * Should be used with all students

LITSTART suggests that tutors keep a separate file on all language experience stores written by the student. You may later draw on this file, as it will provide excellent materials for future lessons; can be used for reading, writing, and spelling; and one LEA can be the content for another one. Also, LEA's provide a way for the student to measure his/her progress. Part of a lesson can be spent rereading language experience stores. Students are AMAZED at how fast their reading and writing improve using LEA's, and you will be, too.

The following LEA strategy can be used for beginners, intermediates, and advanced students, and is called "word mapping". A word map diagram will look like this:

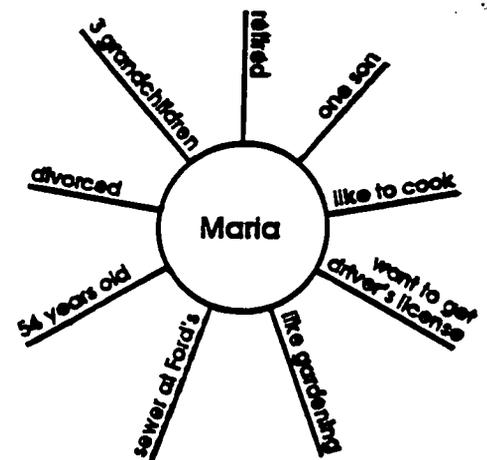
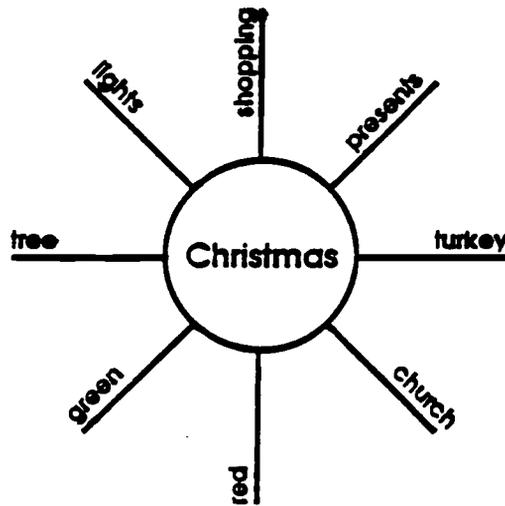
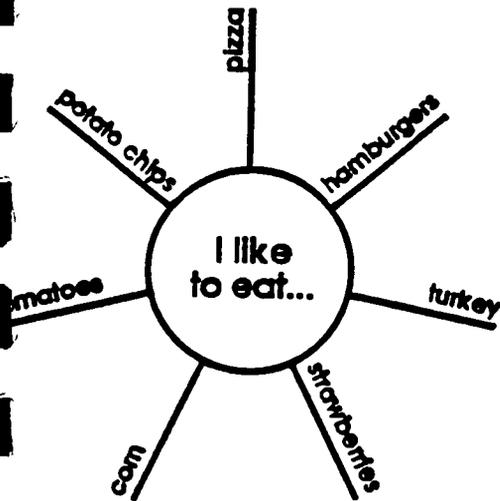


When teaching LEA's to beginning students, the tutor supplies words or phrases to make the word map, students create text from the map, and reads the sentences written. The LEA writings become more difficult as the students abilities increase. The samples below were obtained from LITSTART:

1. Student supplies topic.
2. Tutor supplies words or phrases to make a word map.

1. The tutor picks a word or phrase and writes it in the center of the paper.
2. The student supplies words that come to mind about the topic.

1. The student supplies a topic.
2. The tutor (or student, if appropriate) prepares a word map.
3. The student uses the map to write a story.
4. The student reads the story.



I like to eat pizza.
I like to eat hamburgers.
I like to eat turkey.
I like to eat strawberries.
I like to eat corn.
I like to eat tomatoes.
I like to eat potato chips.

<i>At Christmas time my brother and I</i>
<i>like to go shopping for presents. We</i>
<i>trim each tree in our yard with red</i>
<i>and green lights. We buy a turkey</i>
<i>for Christmas dinner. The whole</i>
<i>family goes to church on Christmas.</i>

<i>I'd like to tell you about myself. My</i>
<i>name is Maria and I am 54 years old.</i>
<i>I worked at a Ford factory and I've</i>
<i>just retired. I've been divorced for the</i>
<i>last 15 years and have raised a</i>
<i>wonderful son all by myself. He is a</i>
<i>college graduate and he has a wife and</i>
<i>three wonderful children. I love to have</i>
<i>them over and cook. My son says I'm</i>
<i>the best cook in the world. I also like to</i>
<i>grow and can my own vegetables.</i>
<i>After I learn to read better, I want</i>
<i>to get my driver's license.</i>

The Laubach Way to Reading, Tutor Workshop Handbook provides the following comprehensive approach to using Language Experience:

What Does The Student Talk About?

The student can talk about anything he/she wants. Often they will come to class wanting to share something that has happened to them since your last tutoring session. You can use that as the basis for language experience story. If a topic doesn't readily come to mind or the student seems shy or hesitant, try using one of the following discussion starters:

1. Possible Topics:

- * your family when you were growing up
- * what you most like to do on your day off;
- * the worst day of your life;
- * your ideal vacation;
- * how you feel about learning to read;
- * something you like to cook and how you make it;
- * what you would say to the mayor if you could meet her;
- * your favorite television show;
- * what you'd like your children to have in the future;
- * the job you'd most like to have.

2. Activities to generate discussion:

- * Ask her to describe a picture that you bring to class or to tell how she feels about it.
- * Invite her to talk about a photo that she herself brings to class.
- * Read a story or magazine article to her. Have her retell it in her own words.
- * Read a letter from a personal advice column in the newspaper. Let her tell how she would answer it.
- * Give sentence starters (I can..., I want..., I don't ever...) which the student completes. Let her explain answers if she wants to.

Writing the Story

The tutor usually writes the story to make it easier for the student to concentrate on what she wants to say rather than on the struggle of writing it down. Follow these steps:

1. Print the story.
2. Write the story exactly as the student says it—even if she doesn't use "proper" grammar.
3. Use correct spelling and punctuation.
4. Leave about one inch between each line.
5. Make two copies using carbon paper.
6. Keep the story relatively short. Four or five sentences are plenty for the beginning student.

Reading the Story

1. Read the entire story aloud to the student while you draw your finger under each line. Ask her to correct any part you didn't get right or that she would like to change.
2. Read each sentence aloud, drawing your finger under the words as you read them. Ask the student to read each sentence after you. Again, use your finger as she reads.
3. Ask the student to read the whole passage aloud. Give help where needed.

Building Reading Vocabulary

1. Ask the student to pick out words she'd like to learn to read.
2. Select any others that you think are important, but keep the total to no more than ten (fewer for a beginning student).
3. Ask the student to print each of these words on a separate card (you can cut index cards to make these).
4. Tell the student to place each card under the same word in the story and read it aloud as she does so.
5. Shuffle the cards and ask the student to read each one—going back to the story if she needs help.

Teaching Other Skills

If you are using the Laubach Way to Reading series as your core teaching materials, select activities that reinforce skills that the student has been working on in her skill books. Below are listed, by skill book, possible activities you could direct your student to complete.

LWR Skill Book 1

- Circle every *e* (or some other letter) in the story.
- Underline every capital letter.
- Count the number of sentences.
- Reconstruct a sentence from flashcards on which the tutor has written each word of the sentence.

LWR Skill Book 2

- Make as many words as possible by adding different consonant sounds to selected word patterns (such as *-ent*, *-ill*, *-ad*). Set them up as follows:

-ent
went
bent
dent
lent
sent
tent

- If there are direct quotes in the story, practice reading them with excitement, anger, sadness, boredom, etc.
- Select a word that begins with a consonant blend (*st*). Think of other words with that same blend (*start, stop, stuck*). Let the tutor write them. Then practice reading them.
- Together with the tutor, select a word ending (*walking, loves, Mary's*) that you have studied. Select words from the story and write them on a separate piece of paper. Tell what each word would be if you add this ending. Write the new word. Then use it in a sentence orally. (You can do a similar exercise by deleting endings from words in the story.)
- Pick a title for the story.

LWR Skill Book 3

- Together with the tutor, select a word with a long vowel sound. Tell what it would be if the sound were changed to a short vowel sound. Example: *made/mad*. Or reverse the process: *not/note*.
- Write contractions from the story on a separate piece of paper. Tell what words they stand for (*wasn't/was not*).

LWR Skill Book 4

- Pick out all the descriptive words/adjectives.
- Select words from the story. Write them on a separate piece of paper. Tell what the words would be if you added a particular prefix (such as *un-, re-, non-*). Write the new word next to the original word. Use it orally in a sentence.
- Together with the tutor, select a word from the story that has one of the vowel sounds taught in *Skill Book 4*. Read other words with the same sound (and same spelling of the sound) after the tutor writes them: *crowd, cow, how*.
- Locate places mentioned in the story on a city, state, or U.S. map.

Review

1. The student takes the word cards and story home to study.
2. You take the carbon copy. You may want to type it and put it in a three-ring notebook to become part of a permanent collection of the student's stories.
3. If the student's grammar or sentence structure is poor, you might work on some of those skills in future lessons. In that case, prepare a corrected version of her story. Explain that this is another way to say the same thing. Have her practice reading both versions.

Adaptations

1. For Beginning Students

With students who can read very few words and have little confidence in their ability to learn, tutors should use a controlled version of this approach. You'll still be able to use the

student's own words, but you won't overwhelm her by asking her to read a story in which virtually every word is new.

Sentence completion activities are more appropriate for such students. Print sentences such as the following on a piece of paper. Read them to the student and ask her to fill in the blanks. Write what she says. Then read each sentence and have her read it after you. Make flash cards of selected words and use other learning activities such as those suggested above for beginning readers. Encourage the student to explain why she chose the words she used.

- My children's names are _____.
- My favorite day of the week is _____.
- I think I am _____.
- When I think of death, I feel _____.
- I really don't like to _____.

2. For More Advanced Students

The student can do the writing herself on a topic she selects or that is assigned by the tutor. Explain to her that it is more important that she get her thoughts on paper than worry about spelling, handwriting, or grammar. You can work together on those things later.

Instead of writing the story on paper, you might have the student write with a simple word-processing program on a computer. Or she can use a software program designed for use with language experience.

3. When Writing Inhibits the Student

Some students may feel awkward or lose their train of thought if they have to speak slowly enough for the tutor to print each word they say. When this happens, consider using a tape recorder and transcribing the sections you want to use before your next lesson.

4. For Groups of Students

Involve each of the students. Write a sentence on the board and ask each person how they would complete it. Write all the answers. Examples:

- The most important word in English is _____.
- A friend should be _____.
- I feel happiest when I _____.

Sample Language Experience Stories¹

I would like to say, believe it or not, when we are going to school the teacher wouldn't let us talk too much about what was happening in the changing of the times. Like when the Civil Rights started real strong they would say don't be talking about this around so many people. But I could never understand why they didn't want us to talk about it. Until now they really were afraid of the white people.

When a child is going to be born in Cuba, we make a fruit liquor. If I am pregnant one or two months, my mother makes a big pot of syrup, with sugar, water, and all kinds of fruit. We put it away inside a dark room. When the baby is born, we open it and the visitors drink the liquor. The father gives cigars to the men.

¹Taken from: *Using Language Experience with Adults* (New Readers Press, 1975), Kennedy and Roeder.

OTHER LANGUAGE EXPERIENCE ACTIVITIES

1. Put a circle around one syllable words.
2. Put a square around more than one syllable words.
3. Finds words that have: short vowels, long vowels, plurals, blends, compound words, contractions, suffixes, prefixes, etc.
4. Find words that end/begin alike with specific consonants.
5. Find rhyming words.
6. Find vowel and consonant patterns.
7. Find words in a dictionary that begins like a word from LEA.
8. Use a list of prefixes to add to a word to change its meaning
9. Select a word from LEA, make new words using the same letters
10. Select a long word from LEA. Write letters going down. For each letter, student finds a words from LEA with same beginning.
11. Make vowel/consonant cards. S. finds words that fit pattern
12. Consonant substitution: cat plus lake = cake
Medial vowel substitution: at plus ut = cut
13. Find words and make them plural. Initial sounds.
14. Structurally related words: plurals, -ing ending, -ed ending
15. Give three picture words. Student find LEA words that begin with same sounds.
16. Display individual sounds or movable letter-word combinations
- include pictures and written words
17. Make new words by adding endings -s, -ing, -ed to LEA words
18. Find 10 words that end with a suffix. For example: -ly
19. Find 10 words that begin with a prefix. example: un-
20. Find words that go together to make compound words.
21. Find words that are possessive.
22. Pick words from file - write them deleting the first letter. Add new letter or letters to make a new word.
23. Find words that have short or long vowels (a, e, i, o, u)
24. Find words that have two vowels together.
25. Select words from file, write word and rhyming words.
26. Make employment vocabulary alphabet: a = application, b = birth day, c = company, d = date, etc.

IDEAS TO GET EXPERIENCE STORIES

1. Use directed questions. Here are a few examples:

- * If you could have 3 wishes in life, what would they be? Why?
- * What is your favorite hobby? Describe it?
- * Explain the type of work you do. What parts of it do you like, and what parts do you dislike?
- * What is the strangest thing that ever happened to you?
- * Describe one of your funniest moments.
- * What's the best thing/time that's happened in your life?
- * What's the worst thing/time that's happened in your life?
- * Write a story about your family/spouse/son/daughter.
- * Have you ever made a mistake in life? Tell me a memorable one.
- * If there's anything you could change in your life, what would it be? Why?
- * What do you like about the President's/Governor's recent performance?
- * What's your favorite sports team?
- * What was the best choice that you've made in the last 5 years?

2. Take a picture from a magazine, newspaper, a poster, etc. and ask your student to tell a story about it.

3. For some students, you may want to use incomplete sentences as paragraph starters. Most directed questions from section 1 can be made into an incomplete sentence if your student is more comfortable that way. For example: "What's your favorite hobby?" can be reworded as "My favorite hobby is

I like	I love
I dislike	I want
I fear	I hate
I admire	I trust
I believe	I think

4. Read a story that interests your student and, as you go along, ask him to summarize the story. This technique is good in helping to strengthen comprehension. Use newspaper articles, magazines, or a book chosen by your student.

5. Ask your student to retell a movie or TV plot that interests him. You can follow this up in another class by reading together from the newspaper or TV guide.

6. If your student enjoys music, ask him to dictate the words from one of his favorite songs. Copy the words and use it as an experience story.

DUET READING (THE "NEUROLOGICAL IMPRESS METHOD):

There may be times when a student needs or wants to read material that is above his present reading level. As a tutor, you can help him to do this by reading it aloud with him. The duet reading method also enables the student to:

- * increase his vocabulary and fluency of reading;
- * gain confidence in his reading ability;
- * learn to read with expression; and
- * begin to discover that reading can be enjoyable.

The method is especially good for student who have finished Skill Book 3 of the Laubach Way to Reading series. However, you may choose to use the method with a student who is working in the first two books if:

- * the student already has a fair-sized sight vocabulary; or
- * he reads hesitantly or word by word. (With this type of student, you can use this method with one of the stories he is currently studying.)

In a California study, students with severe reading handicaps received 7 1/2 hours of instruction in this method over a 6-week period. Their average reading gain was 2.2 levels. The method has also been used with students who have a stuttering problem.

Directions:

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

Help the student select something to read that is about 2-3 grade levels above the student's reading ability. The material should be on a topic of interest to the student. It may be a book, a pamphlet, or a brochure.

BEGIN READING TOGETHER:

Read the book aloud together. You should read a normal speak, trying to use expression and following punctuation. The student reads along, trying to keep up with you.

USE YOUR FINGER:

Move your finger beneath the lines being read. This helps the student keep up. It also help him practice reading from left to right and bringing his eye back to the beginning of each new line without losing his place.

KEEP GOING:

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 he will begin to look ahead at coming words to keep from falling behind.

If the student stops completely, you should also stop, rest, offer the student encouragement, and begin again. Try spending at least ten minutes at the end of each tutoring session using this method.

NO QUESTIONS:

Do not stop to explain the meaning or a words 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 BOOK TOO HARD OR TOO EASY?

If the student keeps up with little effort, select more difficult materials 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, use easier material.

KEEP IN MIND:

Do not ask the student to read aloud from the material by himself. Since it is above his reading level, it may be a frustrating experience. Occasionally you may wish to spend a few minutes reading aloud to the student. This should be from material of interest to the student; it can be several levels above his reading level. It will help motivate the student to improve his own reading in order to be able to read and enjoy similar material on his own.

Many students with reading problems 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 introduce stories that parents can orally tell their children.

Laubach Way to Reading,
Tutor Workshop Handbook
New Readers Press

DUET READING EXERCISE:

Care to try it out? To do so, you will need a partner. The partner should take the roll of the tutor, and you are the student. This exercise will make you sensitive to your student when using duet reading.

1. Give this page to your "tutor." DO NOT READ IT FIRST!!
2. When the "tutor" is ready, turn your page (following exercise) over and begin reading together.
3. The "tutor" should be familiar with the rules preceding the exercise.
4. Discuss how you felt.

FACIAL EXPRESSIONS AND HEAD MOVEMENTS

Can you tell how someone feels about you by reading body language? Authorities claim you can, from the look of scorn, however fleeting, to the subtle nods and bright eyes that say someone is receptive to your thought.

Katie, seventeen, says, "My friend's mother doesn't like me. I know she doesn't." I asked Katie why she thought this. "Well, for one thing, she doesn't look at me when I talk to her," Katie explained. "She looks away towards the door or across the room, as though she wants to escape. And sometimes she looks at me as if to say, 'You look funny in those clothes.' I guess it's the way her eyes look cold and her lips are pressed together. She doesn't need to say one negative word to me." The mother's body language had sent a message loud and clear.

Imagine a look of mockery on your own face. Teeth come together, lips close with a slight downward turn. Usually we are quick to erase such a look from our face before others see our inner thoughts. If you are observant, though, you may learn to catch all the meaning behind the mask people wear - or think they wear. As you become more in tune with body communications, you will know when to give your friends or your parents a wide berth. You will spot the times people are tense. You will also begin to understand your own body language, to be aware of what messages you send.

Reading exercise to demonstrate duet reading

Rewritten by Billie Norman from

Understanding Body Talk, Elizabeth McGough

fashul eckspetions and hed moovmints

can yu tel how sumwun feals ubowt yu bi reding boddi langwij? authoryteas klame yu can, frum thu luuk uv skorne, however phleting, too thu suttle nods and brite ize that sae sumwun iz reeseptyv too yor thauts.

katee, cevintene, sez, “mi frends muthir duznt like mee. i noe she duznt.” i askt katee whi she thaut this. “well, for wun thing, she duznt luuk at mee when I tawk too hir,” katee ecksplained. “she luuks uwae tord thu dor or ukross thu rume, as thoe she wonts too esscaip. and sumtimes she looks at mee as if too sae, ‘yu luuk phunnie in those klothes.’ i ges its thu wae hir ize luuk cold and hir lips ar presst toogethir. she duznt nede too sae wun negutiv werd too mee.” thu muthirs boddi langwij had sent u messij lowd and klere.

emmajin u luuk uv mokkirie on yor fais. teeth kum toogethir, lips kloze with u slite downwerd tirm. uzhuuly we are kwik to eerace such u luuk frum ovr fais beefor uthers see ovr inner thauts. if yu are obzirvint, thoe, yu mae lirn too kach all mening beehind thu mask peepul ware—or think thae ware. as yu beekum moar in toon with boddi comunicaissions, yu will noe wen too giv yor frends or yor parints u wide burth. yu will spot thu times peepul are tens. yu will aulsoe beeginn to understand yor one boddi langwij, too bee uwair uv whut messijez yu send.

Barsch Learning Style Inventory

To gain a better understanding of yourself as a learner you need to evaluate the way you prefer to learn. We should develop a style which will enhance our learning potential. The following evaluation is a short, quick way of assessing your learning style.

This is not a timed test; try to do as much as you can by yourself. You surely may, however, ask for assistance when and where you feel you need it. Answer each question as honestly as you can. There are twenty-four questions.

When you have finished, transfer each number to its proper place on the last part. Then, total each of the three columns on that page. You will then see, very quickly, what your best channel of learning is. At that point you will know whether you are a visual, auditory, or tactile learner. By this we mean, whether you as an individual learn best through seeing things, hearing them or through the sense of touch (writing).

For example:

If you are a visual learner, that is, you have a high visual score, then by all means be sure you see all study materials. Use charts, maps, filmstrips, notes, and flashcards. Practice visualizing or picturing spelling words, for example, in your head. Write out everything for frequent and quick visual review.

If you are an auditory learner, that is, you have a high auditory score, then be sure to use tapes. Sit in the lecture hall or classroom where you can hear lectures so you can review them frequently; tape them frequently. Tape your class or lecture notes. After you read something, summarize it on tape. Verbally review spelling words and lectures with a friend.

If you are a tactile learner, that is, have a high tactile score: trace words, for example, as you are saving them. Facts that must be learned should be written several times. Keep a supply of scrap paper just for this purpose. Taking and keeping proper notes will be very important.

Scoring Procedure:

OFTEN: 5 Points
SOMETIMES: 3 Points
SELDOM: 1 Point

VISUAL		AUDITORY		TACTILE	
No.	Pts.	No.	Pts.	No.	Pts.
2	___	1	___	4	___
3	___	5	___	6	___
7	___	8	___	9	___
10	___	11	___	12	___
14	___	13	___	15	___
16	___	18	___	17	___
20	___	21	___	19	___
22	___	24	___	23	___
<hr/>		<hr/>		<hr/>	
VPS=		APS=		TPS=	

LEARNING STYLES INVENTORY-BARSCH

	OFTEN	SOMETIMES	SELDOM
1. Can remember more about a subject through listening than reading.	_____	_____	_____
2. Follow written directions better than oral directions.	_____	_____	_____
3. Like to write things down or take notes for visual review.	_____	_____	_____
4. Bear down extremely hard with pen or pencil when writing.	_____	_____	_____
5. Require explanations of diagrams, graphs or visual directions.	_____	_____	_____
6. Enjoy working with tools.	_____	_____	_____
7. Are skillful with and enjoy developing and making charts and graphs.	_____	_____	_____
8. Can tell if sounds are matched when presented with a pair of sounds.	_____	_____	_____
9. Remember best by writing things down several times.	_____	_____	_____
10. Can understand and follow directions on maps.	_____	_____	_____
11. Do better at academic subjects by listening to lectures and tapes.	_____	_____	_____
12. Play with coins or keys in pockets.	_____	_____	_____
13. Learn to spell better by repeating letters out loud than by writing words on paper.	_____	_____	_____
14. Better understand a news article by reading about it in the paper than by listening to the radio.	_____	_____	_____
15. Chew gum, smoke, or snack during studies.	_____	_____	_____
16. Feel the best way to remember is to picture it in your head.	_____	_____	_____
17. Learn spelling by "Finger Spelling" the words.	_____	_____	_____

18. Would rather listen to a lecture or speech than read about the same material in a book. _____
19. Are good at working and solving jigsaw puzzles and mazes. _____
20. Grip objects in hands during learning periods. _____
21. Prefer listening to news on the radio rather than reading it in the newspaper. _____
22. Obtain information on an interesting object by reading relevant materials. _____
23. Feel very comfortable touching others; hugging, handshaking, etc. _____
24. Follow oral directions better than written ones. _____

EVALUATING YOUR LESSONS

It is critical that you become accustomed to evaluating your lessons after each session with your student. Below you will find a simple, but thorough, lesson evaluation. This should be used by you upon completion of each lesson. We suggest that you make a copy of this evaluation, and tape it to the inside of your notebook.

QUESTIONS TO ASK YOURSELF

1. What ARE my student's goals?
2. What activities did we do today that directly related to my student's goals?
3. What parts of my lesson seemed to give my student a positive feeling of accomplishment? achievement?
4. What parts of my lesson were fun for my student today?
5. What parts of my lesson were challenging and a little difficult for my student today?
 - a. were there any parts of my lesson which did not go over well and were frustrating for my student?
 - b. what different approach can I take in presenting this material next week which may help my student to understand it better?
6. Did I include some review in my lesson today?
7. Did I end my lesson on a positive note with my student today?

Be assured that you are not alone if every lesson is not as "successful" as the last. The alternatives offered in this handbook should provide you with a base for fine tuning your lesson structure.

MONTHLY TUTORING AND ATTENDANCE CALENDAR
 (TO BE MAILED IN BY THE 5TH OF THE FOLLOWING MONTH)

TUTOR: _____

STUDENT: _____

MONTH/YEAR _____ / _____ TOTAL TUTORING HOURS _____ TL. PREP. & TRAVEL HRS _____

INSTRUCTIONS: Enter date in small box; enter lesson # in large box; enter total tutoring time that day; if cancelled, enter reason!

MONTH END REPORT:

A. STUDENT STATUS: ___ New Student ___ Active ___ Inactive ___ Terminated

B. STUDENT PROGRESS:
 Text/Lesson: _____

Supplementary Materials: _____

C. STUDENT ACHIEVEMENTS:

- | | |
|--|-----------------------------|
| ___ Became a Citizen | ___ New Job |
| ___ English Conversation Improved (ESL only) | ___ Better Job |
| ___ Obtained Library Card | ___ Job Promotion |
| ___ Obtained Driver's Permit | ___ Reading Other Materials |
| ___ Obtained Driver's License | (what materials? _____) |
| ___ Comments: _____ | |



D. TUTOR NEEDS: _____

E. COMMENTS: _____

Thank You!



LESSON PLANNING:

A lesson plan is an outline of specific topics that you intend to cover in a particular session with your student. A good tutor will take the time to create a thorough lesson plan before each session. It is a good idea to develop a format, and stick to it. The success of each session lies with a properly planned lesson.

A typical lesson will contain the following three parts:

1. BASIC SKILLS:

pre-reading
language experience
spelling

2. REINFORCING SKILLS

supplemental readers
phonics
tutor produced materials
duet reading
word families
sight words
writing

3. MEETING INDIVIDUAL GOALS / NEEDS

filling out forms
social sight words
reading children's story books
basic math (as in preparing to open a checking account)
writing letters

A good lesson plan will also allow for the following:

- * BACK-UP PLANS
- * EXTRA WORK
- * IDEAS FOR NEXT LESSON

A typical lesson will take about one and a half hours. Each student is different. If basic skills are the primary concerns, spend most of your time in that area. All students want to experience "quick" success. LISTEN to your student. ADDRESS his/her needs. Perhaps you will come to a lesson fully prepared to follow your lesson plan, and find that your student has an immediate need (has to fill out an insurance form) ALWAYS be flexible. Although it is necessary to cover all of the outlined areas, if you fail to meet your student's needs, you will lose him/her.

What should you have in your lesson plans?

The Greater Pittsburgh Literacy Council

Each lesson should list why you are doing what you are doing, that is, your purpose, goal or objective for meeting with your student.

Include clear, concise instructions to yourself. This should tell you how you plan to carry out the objectives. This section should incorporate word attack, vocabulary activities, comprehension, writing, short-term steps to a student goal and maybe a language experience activity.

Include a list of the materials needed to carry out the lesson.

Any session after the very first meeting should incorporate activities which review skills previously taught.

Knowing whether or not your need reader has mastered the material is very important. You will need to include in your lesson plan instruments or methods to measure whether your student is ready to go on to a new lesson.

*Will you test your student?

*Will you give your student activities to review lesson?

*Will you check to see if your student applies previously taught material in new ways?

Finally, it is important to include homework assignments, as this helps to foster learning outside of the tutoring sessions. However, never assign a homework exercise unless you are certain your student can complete it successfully on their own. Always write down the assignments that you wish your student to do.

What should you ask yourself while preparing a lesson?

1. What do you think the learning objectives should be for this chapter? (This student's goals are to read to his child, to be a wise consumer, and to learn to write his basic date with more confidence.)

2. What materials should you use?

3. How long should this lesson take? You will meet with your student twice a week. Plan one lesson for ever meeting. However, do not assume the student will master a skill in only one lesson.

A SAMPLE LESSON PLAN:

BEGINNING/INTERMEDIATE/ADVANCED

SUBJECT: (What are you teaching today?)

OBJECTIVES: (What do you expect the student to learn or demonstrate?)

WHAT SKILLS OR GOALS WILL YOU BE ADDRESSING IN THIS LESSON?

FUNCTIONAL GOALS

- Signs
- Labels
- Coupons
- Simple directions
- Banking
- Other _____

WORD RECOGNITION

- The Alphabet
- Sight Word List
- Contractions
- Prefixes
- Suffixes
- Root words
- Compound words
- Locating answers in text

COMPREHENSION

- Prior knowledge
- Price tags
- Vocabulary
- Main ideas
- Details
- Sequence
- Inference
- Following directions
- Summarizing

WORD ATTACK

- Short vowel word families
- Long vowel word families
- Digraphs: th, wh, ch, etc.
- Diphthongs: io, oy, ou, etc.
- Consonant blends
- "Y" rules
- Soft g and c
- R-controlled vowels: ar, ir
- Plural
- Other: _____

WRITING

- Essential Goals
- Sentences
- Paragraphs
- Lists
- Simple forms and applications
- Notes and messages
- Other:

STUDENT'S GOAL: (Does this lesson address my student's goals?)

MATERIALS: (What materials do you need for this lesson?)

PROCEDURE: (HOW WILL YOU ORGANIZE AND PRESENT THIS LESSON?)

EVALUATION: (Did the student accomplish the objectives?)

HOMEWORK: (Is there an assignment to review or practice?)

NOTES FOR NEXT TIME:

GOAL SETTING:

Of all of the topics we cover in this book, none is as important as goal setting. The Laubach Way to Reading suggests the following procedure for goal setting. This can be found in the Laubach Way to Reading Tutor Workshop Handbook through New Readers Press:

Sometimes a student will need your assistance to help her define those goals. You can do this by encouraging her to discuss the following questions:

- What made you decide to come for reading help now?
- If you could read as well as you would like to right now, what would be the first thing that you'd want to read?
- What other things would you like to be able to read that you have difficulty reading now?
- What do you like to do when you have free time?
- What kinds of things do you do best?

As you talk, you may find that the student's goals are truly "long-range." A common example is the very beginning student who wants to get her high school equivalency diploma or a well-paid job.

Don't discourage a student who expresses goals like these. Instead, help her to see that there are many short-term goals that the two of you can work on that will help move her closer to her long-range goal. For example, the student who wants to get a good job might need to learn how to read a want ad or how to fill out a job application.

Each of these skills can in turn be subdivided into smaller activities. In order to read a want ad, a student needs to learn how to locate the employment ads in the classified section of the newspaper. She needs to learn alphabetical order and whatever other system the paper uses to categorize jobs. And she has to be able to understand any special vocabulary or abbreviations that are used in these ads.

Work with the student to list the activities you want to work on together. Then ask her to select those activities which she would like to work on first. Involve her in making decisions about what you will do with your time together. But be sure that the choices are realistic, and don't promise more than you can deliver. Remember: the more concrete the activities, the easier it will be for the student to judge how much progress she is making.

If the student has difficulty identifying goals or describing what she'd like to use her reading for, you might mention some of the categories listed on the following page. If she seems interested in one of them, read her some of the activities listed under that section. Help her select one or two that you might work on together.

After you have identified some short-term, concrete, and realistic goals, make sure you set aside some time in each tutoring session to work on them. Remind the student too that the time she spends studying in the Laubach Way to Reading series will also help her make progress toward her goal. She is developing a foundation of basic skills that will be used in all of the activities you have talked about. (However, be sure that completion of a particular skill book level does not become the primary goal of your lessons.)

And finally, take the time to periodically discuss and evaluate with the student what progress she is making. You might decide to modify your short-term goals or set new ones. But make that decision together.

The following is an example of what Ellen and her tutor came up with when they worked through this process. The student is a young mother with two children (ages 3 and 5). She dropped out of school in the ninth grade and now works evenings as an aide in a local nursing home. Although she has some sight vocabulary, she is a poor reader.

Long-Range Goal: To help my children learn to read

Short-term goal #1: Spend 10 minutes a day reading to them

Activities	Methods/Materials
<u>1. Get a library card</u>	<u>application form, orientation to library</u>
<u>2. Learn to read a</u> <u>simple children's book</u>	<u>duet reading, tutor-made</u> <u>read-along tape to practice with</u>
<u>3. Learn 10 new words</u> <u>from the book</u>	<u>flash cards</u>

Short-term goal #2: Make an alphabet picture book

Activities	
<u>1. Select pictures together</u>	<u>catalogs, magazines</u>
<u>2. Set up album with one</u> <u>letter on each page</u>	<u>photo album, marking pen</u> <u>chart showing alphabet</u>
<u>3. Paste in pictures</u> <u>according to initial letter</u>	
<u>4. Label the pictures</u>	
<u>5. Learn the words</u> <u>without the pictures</u>	<u>flash cards</u>

BEST COPY AVAILABLE

Sample Skill List For Goal-Setting

General skills

- write name, address, and telephone number
- tell time
- read a calendar
- use a telephone book
- read street and store signs
- read or write a letter
- read a newspaper

Transportation

- read bus or train schedules
- read traffic signs
- pass the test to get a driver's permit
- read maps
- do car maintenance

Money

- use a checking account
- write money orders
- read a bank statement
- read and pay bills
- apply for a credit card
- obtain insurance
- fill out public assistance forms

Jobs

- get a job
- get a better job/promotion
- fill out a job application
- read job-related manuals/forms
- write a resume
- understand paychecks/deductions
- interview for a job

Health

- read directions on medicine bottles
- read warning labels
- know how to give first aid
- write down medical and dental appointments
- locate emergency phone numbers

Food

- write a shopping list
- learn about good nutrition
- read recipes
- read food labels
- read grocery ads

BEST COPY AVAILABLE

Children

- read to children
- help them with their homework
- read school notices/reports
- read about child care
- write notes to the school
- write medical history/record of shots

Government/Law

- get U.S. citizenship
- vote
- fill out tax forms
- get a social security number
- get legal advice
- read legal forms

Recreation

- read a TV program schedule
- read a menu
- find out about community activities
- read an interesting book
- read the movie schedule

Religion

- read church bulletins
- read the Bible or other religious materials
- read a hymnbook

BEST COPY AVAILABLE

TUTOR AWARENESS INVENTORY

How accurate is your knowledge about literacy and adult learners? Complete this self-test to find out. Read the statements, then write T (true) or F (false) next to each.

___ 1. Many adults expect to fail when they come to a reading center.

___ 2. Adults who pursue educational goals are generally interested in self-improvement.

___ 3. Adult learners make up a captive audience and do not have the freedom to discontinue their education.

___ 4. Adult learners usually set realistic goals for themselves based on their current skills.

___ 5. Experiencing immediate success is unimportant to the adult learner.

___ 6. Adults develop many strategies to conceal their lack of education.

___ 7. Adults do not mind using materials developed for children.

___ 8. Most adult learners come from stable, comfortable homes and have few problems.

___ 9. Adults never question the value of what they are learning.

___ 10. Adults can use their varied experiences to benefit the task of learning.

___ 11. All adults who completed the ninth grade in public school can read the newspaper.

___ 12. One reason adults give for learning to read is to be able to help their children with homework.

___ 13. Tutors should be flexible about lesson plans and willing to try something different if the lesson isn't working.

___ 14. Job applicants who ask you to read the application to them because they forgot their glasses may not know how to read.

___ 15. All students learn most effectively by the same method.

___ 16. One in five adults in America can't read.

Answers: T, T, F, F, F, T, F, F, F, T, F, T, T, T, F, T

- Stech Vaughn Co.

BIBLIOGRAPHY

The Laubach Way to Reading, Tutor Workshop Handbook
New Readers Press, Box 131 Syracuse, NY 1989

LITSTART Literacy Strategies For Adult Reading Tutors,
Michigan Literacy, Inc. Lansing, Michigan 1990

The GPLC Tutor Handbook,
Greater Pittsburgh Literacy Council
100 Sheridan Square, Pittsburgh, PA Second Edition

SCOLA, Scranton Council for Literacy Advancement
Greenridge Street, Scranton, PA

TLC, Tutors of Literacy for the Commonwealth

PAACE, PA Association for Adult Continued Education



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Tutor Training	
Author(s): Lisa Burke	
Corporate Source: Tri-Valley Literacy Staff Development Center	Publication Date: 1993

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the following options and sign the release below.

Sample sticker to be affixed to document

Sample sticker to be affixed to document

Check here

Permitting microfiche (4"x 6" film), paper copy, electronic, and optical media reproduction

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

_____ Sample _____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Level 1

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

_____ Sample _____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Level 2

or here

Permitting reproduction in other than paper copy.

Sign Here, Please

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Signature: <i>Cheryl L. Keenan</i>	Position: Director
Printed Name: Cheryl L. Keenan	Organization: Bureau of ABLE
Address: Pennsylvania Department of Education 333 Market Street Harrisburg, PA 17126-0333	Telephone Number: (717) 772-3737
	Date: January 31, 1997

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of this document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents which cannot be made available through EDRS).

Publisher/Distributor:	
Address:	
Price Per Copy:	Quantity Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name and address of current copyright/reproduction rights holder:
Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse: ERIC Clearinghouse on Adult, Career, and Vocational Education Center on Education and Training for Employment 1900 Kenny Road Columbus, OH 43210-1090

If you are making an unsolicited contribution to ERIC, you may return this form (and the document being contributed) to: