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ABSTRACT

The Orange Public Library (California) conducted a project that involved recruitment, retention, coalition building, public awareness, training, basic literacy, collection development, tutoring, intergenerational/family, and English as a Second Language (ESL) programs. The project served a community of 100,000-200,000 and targeted workforce/workplace learners, intergenerational/families, and ESL learners. Tutoring was done one-on-one and in small groups, using the Laubach, Literacy Volunteers of America (LVA), and Michigan methods. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Appendices include: tutor training manual--"Active Learning and Whole Language: An Introduction for Tutors" (Evelyn Renner); program publicity--brochures and news releases; program newsletters; tutor and learner materials; lesson plan; progress evaluation process form; and a tutor/learner survey. (SWC)

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Orange Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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ORANGE PUBLIC LIBRARY
PARTNERS IN READING

101 North Center Street
Orange, CA 92666-1594

Report Prepared
by
Rosanne Miller
Literacy Services Coordinator
(714) 282-8916

I would recommend this to ERIC for two reasons:
1. overall quality; and
2. evidence of success.
Tutor training (TT manual included)..

Grant Number: R167A20164
Grant Amount: $35,000
Amount Expended: $35,000

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Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
_X_ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

_X_ Recruitment
_X_ Retention
___ Space Renovation
_X_ Coalition Building
_X_ Public Awareness
_X_ Training
___ Rural Oriented
_X_ Basic Literacy
___ Other (describe)_____

_X_ Collection Development
_X_ Tutoring
___ Computer Assisted
___ Other Technology
___ Employment Oriented
_X_ Intergenerational/Family
_X_ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
_X_ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) _____

___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
_X_ Intergenerational/Families
_X_ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

_X_ Laubach _X_ LVA _X_ Michigan Method (LITSTART)
___ Orton-Gillingham ___ Other (describe)

5. If this project involved tutoring, how was it provided? (check as many as applicable)

__X__one-on-one tutoring __X__small group instruction
___classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? __X__ yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

Partners in Reading uses a "Where We Started" form and correlated " Six Month Evaluation" form to determine quantitative progress. These forms are based upon those used by the California Literacy Campaign and developed by the Educational Testing Service (ETS). Student results have been outstanding.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? __x__ yes ___no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

The literacy program office requires a monthly report from every active tutor. More than a record of hours, the monthly report asks for "Important literacy related events in the life of the student," a good indicator of qualitative progress.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
__x__ training manual
__X__ public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
__X__ evaluation report
__X__ survey
__X__ newsletter(s)
___ other (describe)
_____
_____

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 253
Of those served, how many received direct tutoring service? 253 *
How many hours of direct tutoring service did they receive? 4,446
How many new volunteer tutors were trained? 114
How many current volunteer tutors received additional training? 39
How many volunteer tutors (total) were involved? 211
How many non-tutor volunteers were recruited? 11
How many service hours were provided by non-tutors? 37
How many librarians were oriented to literacy methods, materials, and students? 14
How many trainers of tutors were trained? 2

*Number of learners matched one-to-one	164
Small group instruction	89
(Resource Center and Headstart)	253

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

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PART III: Narrative Report

Provide a narrative report that includes the following information:

1. ***A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.***

Beginning in February 1993 three Orange Public Library staff members transferred into the Partners in Reading Orange Public Library Literacy Program due to vacancies. February 1, 1993 Rosanne Miller became Literacy Services Coordinator and on February 22 Cynthia Torres began as Literacy Services Clerk. Paula Shepherd entered into the program as Literacy Services Assistant on March 29.

Objective I: *Recruit an additional 100 volunteer tutors and 100 students through September 30, 1993.* Recruitment of volunteer tutors and learners was done through an extensive publicity campaign and as a result Partners in Reading exceeded their goal with 114 new tutors trained. Seventy-four new learners were assessed and matched. The publicity campaign is described in detail in the narrative of Objective 3.

Objective 2: *In addition to monthly tutor orientations, provide workshops for the enrichment and continuing education of tutors.* Upon talking to other literacy coordinators the original objective to offer monthly tutor orientations was reevaluated. Originally tutors were trained during a four hour session. Partners in Reading now provides a 12 hour session to tutors on a bi-monthly basis.

Quality in-service workshops were provided for the enrichment and continuing education of tutors. Creative Ideas for Tutors, offered March 30, 1993, taught tutors creative ideas to make tutoring sessions more interesting. A Tutor Roundtable was held May 11, 1993 which focused on learning disabilities. Jim Macon, Partners in Reading tutor and teacher/trainer at Cal State Long Beach, presented "S.O.S. - Strategies Offering Success" on June 29, 1993. Jim and his learner, Henry, conducted a mock tutoring session and discussed strategies that make tutoring more successful. Partners in Reading met their goal by providing three workshops this grant year.

Objective 3: Continue a strong publicity campaign throughout the community to promote Partners in Reading and the nationwide literacy effort. The goals of the publicity campaign were to: (1) ensure a steady supply of tutors and students; (2) make the public aware of the problem of illiteracy in the community and the library's role in combating it; and (3) involve community service organizations and local businesses in promoting and contributing to the literacy program. Partners in Reading participated in the publicity campaigns of the Southern California Library Literacy Network's (SCLLN) poster campaign which seeks to raise community awareness of the issue of literacy and to provide the Partners in Reading phone number and an 800 referral number. KBIG, a music radio station which broadcasts to Orange County, Los Angeles County and the Inland Empire, has donated quality air time to SCLLN promoting the literacy effort and running the Southern California 800 number with its public service announcements.

Partners in Reading has also affiliated with the Orange County Literacy Network (OCLN), a highly visible coalition that works closely with the Orange County Register, one of two major newspapers in the county, and other large businesses to promote the literacy effort.

The Los Angeles Times, Orange County Edition, continues their support of Partners in Reading, by printing press releases and by covering literacy related events.

Publicity about the literacy program also appeared in the Orange Progress, a quarterly city publication which highlights community activities and programs and is mailed to each resident of Orange.

Partners in Reading publishes a bi-monthly newsletter which is a motivational and instructional tool for learners and tutors. In addition the newsletter is mailed to businesses, churches, civic organizations and City leaders. Newsletters have been attached to the paychecks of all City of Orange employees and are available to the public at all facilities of the Orange Public Library.

The Literacy Services Coordinator is also available to speak about Partners in Reading to local businesses and community organizations.

Books in the Hood, a free book fair to promote the joy of reading and literacy, was held on November 21, 1992 and featured guest authors and celebrities. Literacy staff manned a booth at this Orange Public Library sponsored event and distributed information about Partners in Reading.

With respect to our target learner population, a message about the literacy program was included in the City water bill announcement which ran from April to May and is sent to each Orange resident. Since Orange is a close-knit community, local specifically directed publicity has been quite effective.

In August 1993 Partners in Reading participated in the Orange Public Library's 108th birthday celebration by providing informational materials.

Literacy Services Coordinator, Rosanne Miller, attended Bergen Brunswig Corporation, one of Orange's largest businesses, LifeBeat Fair. Informational materials were distributed and questions answered.

Partners in Reading's most successful event was their participation in the Orange International Street Fair on September 3, 4, and 5. The attendance according to the Orange City News was estimated at 400,000. Balloons were handed out with the literacy program logo, name and phone number along with other literacy/library literature.

A Reading Celebration was held on September 30, 1993 at which tutors and learners were recognized for their program participation. The Mayor of Orange and other City officials were present to honor these individuals. Children were encouraged to attend and were entertained by a puppeteer while adults listened to learners speak about their successes. Partners in Reading has developed a video in conjunction with the Orange Public Library Media Assistant highlighting literacy services and learner/tutor testimony for local cable television. The video program was shown at the Reading Celebration and resulted in the General Manager of Cablevision of Orange requesting ten promotional spots for local origination playback of the video programs on channels, CNN, TBS, MTV and the public access channel, 21.

September 1993 was proclaimed Literacy Month in the City of Orange by the Mayor and City Council. A proclamation was presented to Partners in Reading at a City Council meeting.

By continuing a strong publicity campaign Partners in Reading has increased community awareness about literacy which has resulted in additional tutor and learner referrals.

Objective 4: Directly promote workplace literacy involving the local business community in the literacy effort. Partners in Reading has formed an alliance with Saint Joseph's Hospital through Employee Assistance Counselor Janice Tully. Saint Joseph's Hospital is the second largest employer in the City of Orange according to the 1990 City of Orange Chamber of Commerce Report. Saint Joseph's provides space for tutors and learners to meet and refers hospital employees as needed. This meets Partners in Reading's goal of developing a workplace literacy program this grant year.

In addition over 500 letters and newsletters were sent to local businesses advising them of various ways their business could take advantage of free literacy services offered by Partners in Reading. Some of the suggestions highlighted in the letter were providing tutoring space at the worksite, referring employees to the program, encouraging employees to become tutors and providing incentives to employees who participate in the program.

Letters were also sent to local fraternal and civic organizations informing them of literacy services available and requesting their support. Rotary Club of Orange has shown their support of Partners in Reading by providing assistance in the form of air conditioners for the literacy office.

Another large manufacturer in the City of Orange, Bergen Brunswig Corporation, held a LifeBeat Fair for their employees in which Partners in Reading was asked to participate. Literacy information was provided. Participation at this event has increased awareness within the Bergen Brunswig Corporation of literacy services available to their employees.

Objective 5: *Through cooperative efforts with government agencies, become a vital presence within the City of Orange.* Partners in Reading, through newsletter distribution to each employee and the Orange Progress, a quarterly city publication, has become a vital presence within the City of Orange. The Mayor, City Council and City Manager declared September 1993 as Literacy Month. They continue to demonstrate their support for the literacy program.

Partners in Reading continues to supply tutors to the City of Orange Resource Center. These tutors work on basic skills with day workers to improve their basic reading, writing and conversational skills.

Partners in Reading has formed an alliance with Rancho Santiago College's Orange Adult Learning Center through Margaret Manson, Dean of Continuing Education, Orange Area. The Orange Adult Learning Center has agreed to offer Partners in Reading's 12 hour tutor training sessions through their college catalogs beginning March 1994. Training would continue to be free of charge with the Learning Center paying for the tutor trainers resulting in a savings to the program. Additionally a wider audience would be reached through the distribution of the catalogs.

Concerning the goal of setting up a workplace literacy program in one or more City departments this grant year, Partners in Reading is a service offered through the library, which is a City department. This fiscal year the City of Orange experienced financial difficulties, as did many cities, which resulted in layoffs and the combining of several city departments. Tutoring sites are available throughout city departments and city employees have taken advantage of literacy services. However, it would not be cost effective or provide additional benefits to city employees to duplicate the program in each department.

Objective 6: Establish additional sites throughout the city for tutoring and orientations. Due to budget cutbacks the Santiago Hills Branch closed in June 1993 and the El Modena Branch is open two days a week for a total of 14 hours and the Taft Branch is open two days a week for a total of 12 hours. Partners in Reading has sent over 600 letters and newsletters to businesses and service organizations requesting tutoring sites. A tutoring site has been established at Saint Joseph's Hospital as well as at City Hall. We are aware of the need for more tutoring sites and are trying to meet this need. The Orange County Literacy Network (OCLN), also recognizes this need as a priority. By participating in this organization hopefully sites will be found.

Objectives 7: Seek future funding to continue the literacy program. Partners in Reading was awarded a five year grant from the California Library Services Act (CLSA) which began in fiscal year 1992/93. The Library Director will seek future funding from the City to continue the literacy program prior to the end of the grant. Donations from local businesses and service organizations continue to be sought.

2. **Provide a comparison between proposed and actual expenditures by budget category, i.e. personnel, travel, materials, etc....**

BUDGET

	LSCA Appropriated	Expended
A. Salary and Wages	$ 23,920	$ 23,920
Literacy Coordinator		
Literacy Assistant		
Literacy Clerk		
B. Fringe Benefits	5,980	5,980
C. Travel		
Mileage	200	200
Conference/Workshops	400	400
D. Equipment	-0-	-0-
E. Supplies		
Computer Supplies	300	300
General Office	300	380
F. Contractual Services	900	620
G. Library Materials	1,300	1,300
H. Other		
Tutor Training Materials	200	400
* Telephone		
Postage	500	500
Printing	1,000	1,000
* Facility and Maintenance		
* Technical Services		
TOTAL	**$ 35,000**	**$ 35,000**

Notes:

**. Costs in these categories were paid by applicant.*

3. Provide, as appropriate, specific details as to the activities undertaken--e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

3A. LIBRARY MATERIALS ACQUIRED

Literacy materials were purchased for the library's "New Reader" collection at each library site. The Literacy Coordinator selected materials to provide a balanced collection.

Fearon Series i.e.Fearon's Basic English, Fearon's Basic Mathematics, etc.

ESL Teacher's Book of Lists

Building Real Life English Skills

English Day by Day

Culturgrams: The Nation's Around Us

Entry to English Literacy, Book 1 and 2

Essential Life Skills Series

Keystrokes to Literacy

English for the Word of Work

Pacemaker Practical English series

Patterns in Spelling

Structures in Spelling

3B. NEEDS ASSESSMENT

Partners in Reading was the fortunate beneficiary of a needs assessment done by the independent Coro Foundation of Southern California on behalf of the Orange County Literacy Network (OCLN). The study: "Adult Literacy Needs in Orange County: May 1, 1992," surveys various indicators and comprehensively documents illiteracy in this region. The report states, "In Orange County alone it is estimated that between

270,000 and 455,000 adults have literacy deficiencies [including the ESL population] ... Based on a county-wide profile of selected demographic indicators, the areas in greatest need of literacy services are located primarily in the Central and Northern regions of Orange County" (Adult Literacy Needs, p.1). This region includes the City of Orange, Santa Ana, Anaheim and nine other cities adjacent to Orange. (Attached is the Coro Foundation statistical breakdown specifically for the City of Orange).

Acknowledging that illiteracy cuts across all demographic lines, the study points out that population provides a good general indicator of literacy need. The City of Orange has the 6th largest population in the county (29 incorporated cities surveyed) with 110,658 people (1990 U.S. Census). Moreover, Orange has the 6th largest adult population in the county. Eighty three thousand seven hundred one (83,701) people or 75.6% of the city population is adult (1990 U.S. Census). (Adult Literacy Needs, p.12.)

According to Orange County Register Research Unit figures, of 29 cities surveyed, Orange also has the eighth highest percentage of low income households: 10.3% of its households make less than $15,000 and 2,742 of these Orange households receive Aid to Families with Dependent Children (AFDC). AFDC numbers translate into literacy need because according to the 1986 Senate Office of Research study, "One-third of AFDC recipients are illiterate ... Again the Central and North regions of the County have the greater numbers of AFDC recipients" (Adult Literacy Needs, pp. 13-14).

Finally, of the 15 school districts surveyed, Orange Unified School District (OUSD) has the second highest percentage of high-school drop-outs for 1990-91 according to California and Orange County Departments of Education. Twelfth grade average reading scores for OUSD based upon the California Assessment Program (CAP) are the sixth

lowest in the county. The CAP provides very broad notions of the skills level of adults upon high school graduation (Adult Literacy Needs, p.15).

3C. TUTOR TRAINING

Partners in Reading provides a twelve hour tutor-training workshop designed to train tutors how to teach adults the basic skills of reading, writing, spelling and mathematics. Upon completion of the workshop participants receive a certificate certifying them as a Basic Literacy Tutor. Tutor training is conducted by Lietta Wood and Evelyn Renner, contract literacy consultants, who provide a training packet to each participant. Some of the topics covered are goal setting, assessment, language experience, phonics, word patterns, speech patterns, grammar rules, learning styles, lesson planning, and cultural considerations (packet enclosed). Each participant also receives a copy of the book Tutor by Literacy Volunteers of America, Inc. The Literacy Coordinator also informs participants how a learner is assessed, how tutors and learners are matched, about the monthly report and where we started forms, and answers questions about the literacy program. Since the tutor training workshops are held in the community room of the Main Library, a tour of the library is given, and there is emphasis on the New Reader collection.

Tutor Training Workshops and Continuing Education In Services

*Tutor Training I	October 1992
*Tutor Training II	December 5, 1992
*Tutor Training III	January 16, 1992
Continuing Education I	March 30, 1993 "Creative Ideas for Tutors"
Tutor Training IV	April 3, 10 1993
Continuing Education II	May 11, 1993 "Tutor Roundtable on Learning Disabilities"
Tutor Training V	May 22, 26 & 27, 1993
Continuing Education III	June 29, 1993 "S.O.S. Strategies Offering Success"
Tutor Training VI	August 21, 28 1993

** 4 hour tutor training conducted by previous Literacy Coordinator*

12 hour tutor training workshops began in April 1993

3D. CONTRACTED SERVICES

Partners in Reading offered six Tutor Training Workshops and three "Continuing Education" programs for tutors with contracted presenters:

Lietta Wood and Evelyn Renner, Literacy Consultants, taught the Tutor Training workshops which were described under 3C Tutor Training. Lietta Wood also conducted the Creative Ideas for Tutors continuing education workshop and the Tutor Roundtable on Learning Disabilities. Creative Ideas for Tutors presented various ways to make tutoring sessions more interesting. The Tutor Roundtable on Learning Disabilities illustrated various types of learning disabilities and teaching methods.

Jim Macon, Partners in Reading literacy tutor and a teacher-trainer at Cal State Long Beach, presented "S.O.S. Strategies Offering Success." Jim and his learner, Henry, conducted a mock tutoring session and presented strategies that work.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

Staff members of Orange Public Library have definitely become involved in the implementation and continuation of the literacy program. Rosanne Miller, Literacy Coordinator, has worked as a Librarian at the Orange Public Library for over 12 years. The Literacy Assistant and Literacy Clerk also worked at the Orange Public Library for a number of years. This benefits Partners in Reading in many ways including a working knowledge of the library and city policies and procedures.

"Literacy Liaisons" - one staff member at each library site - have provided tutors and students with direct support at the site at which they are meeting. Partners in Reading developed a Literacy Liaison Informational Packet which lists the questions most asked about literacy services so the Liaison can readily help anyone with inquiries. Literacy Liaisons meet with the Literacy Coordinator periodically to discuss concerns and new developments.

Hazel Ho Wang, Branch Services Manager, provided general supervision to the literacy program, reviewed grant proposals and publications, submitted quarterly reports and was the literacy contact to the City departments. Connie Westrick, Branch Services Senior Administrative Secretary, helped with word processing, collating of grant proposals and reports, mailings, and provided other secretarial support. Library Director,

Gary Wann, met with the Literacy Coordinator as needed. Jan McGovney, the Library Director's Administrative Secretary helped with tutor/learner relations and scheduling of meeting space.

Rosemarie Williams, Library Staff Artist, has done the high quality graphic details and layout of some flyers for Partners in Reading. Kathy Kelton, the Library Media Assistant, provided audiovisual support to the program.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

Partners in Reading has contacted many agencies and organizations requesting assistance in the areas of tutoring, tutoring site availability, donations and assistance with special activities.

The following is a partial list of community contacts where an ongoing cooperative relationship was established:

AGENCY OR ORGANIZATION	NATURE OF CONTACT
AAUW	Recruitment/referral
Bergen Brunswig Corporation	Workplace literacy/employee information
Chapman University International reading Lab	Referral source
Chamber of Commerce	Publicity - business community
Friends of the Library	Recruitment, publicity
Head Start State Preschool	Tutoring site, referral source

Jr. Woman's Club	Volunteer assistance
Kiwanis of Orange	Invited Literacy Coordinator to address group; group volunteer assistance
Laubach Council Center Director/Trainer	Referral
Mariposa Women's Center	Referral
OCLN	Mutual referral
City of Orange	Publicity - City-wide; workplace literacy site; recruitment
Orange Senior Center	Recruitment, referral
Rancho Santiago Community College Orange Adult Learning Center	Cooperative tutor training programs, publicity and referral
Resource Center	Tutoring site, referral source
Rotary Club of Orange	Recruitment, donation
Saint Joseph Hospital	Workplace literacy site, referral source
SCLLN	Mutual referral
Woman's Club of Orange	Recruitment, referral
READ/Orange County	Mutual referral - information source

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

Site	Use	Location
Main Library	Tutor training; tutoring; New Reader collection	City center - across from City Hall; near the Orange Center
El Modena Branch Library	Tutor training; tutoring; New Reader collection	At-risk area, Southeast Orange; predominantly Hispanic neighborhood; next to Head Start State Preschool

Taft Branch Library	Tutoring; New Reader collection	Suburban Northeast Orange
Friendly Stop	Tutoring; New Reader collection	Partnerships for Change project in primarily Hispanic neighborhood
Literacy/Homebound Office	Literacy program office; New Reader collection	Suburban Northeast Orange
Head Start State Preschool	Family Literacy program	At-risk area; next door to El Modena Branch Library
Orange Resource Center	Small group tutoring	At-risk area - easily accessed by bus or walking; rooms with chalk boards and other teaching materials
Saint Joseph's Hospital	Workplace Literacy	Borders Santa Ana

7. Describe the impact of the Federal project on the ongoing program of the grantee.

On November 18, 1992, Orange Public Library and Partners in Reading were informed that they had been awarded the five-year California Literacy Campaign (CLC) grant by the California State Library. This grant award provides five years of funding for Partners in Reading: Year one (1992-93) the literacy program will receive $65,125; in years two and three (1993-95) will receive 100% funding at $91,937; in year four, $69,953; and in year five, $45,969.

On October 14, 1992, Orange Public Library and Partners in Reading were notified that they would be awarded $4,500 from the State Library to fund a Families for Literacy program from January to June, 1993.

The funding from the U.S. Department of Education has given Partners in Reading a tremendous start in developing the literacy program for the City of Orange.

encl(s):

Active Learning and Whole Language An Introduction for Tutors
Evelyn Renner, Literacy Consultant

Orange City News, January 7, 1993 Library offers steps to literacy

City of Orange Proclamation

Friends of the Orange Public Library Newsletter Fall 1993

Reading Celebration program

Business Leader letter

Spanish flyer

"Strategies Offering Success" James M. Macon, Educational Consultant

Partners in Reading Newsflash, Vol. 1, No. 2, 1992

Partners in Reading Newsletter, Vol. 1 No.1, Winter 1992/93

Partners in Reading Newsletter Vol 1. No. 2, March 1993

Partners in Reading Newsletter Vol. 1 No. 3, May 1993

Partners in Reading Newsletter Vol. 1 No. 4, July 1993

Partners in Reading Newsletter, Vol. 1 No. 5, September 1993

Orange Progress, Community Services Bulletin, Fall 1993

Orange Progress, Community Services Bulletin, Summer 1993

Certificate for completion of tutor training workshops

Partners in Reading's Mission Statement

Learner's Responsibilities

Contact form for tutor

Flyer entitled "After you accept a learner"

Monthly Report Form

Lesson Plan

Tutor identification card

Retention Variables information

Tutoring Session Sign-in form

Partners in Reading business card

Partners in Reading book mark

Partners in Reading informational door hanger

Creative games for tutoring

Matching sheet for tutors

California Adult Learner Progress Evaluation Process form

Language Experience Approach

Introducing Challenger Adult Reading Series

English as a second language

Celebrate International Literacy Day flyer

Tutor-Partners in Reading Agreement

Orange Public Library map of library locations and hours handout

Tutor/Learner Survey

Volunteer tutor letter

Adult Literacy Needs in Orange County

Partners in Reading Adult Literacy promotional video

Evelyn Renner Literacy Consultant

Providing Innovative Technical Support
Literacy Support Services • Workshops • Classes • Accent Reduction

Active Learning and Whole Language

An Introduction for Tutors

P.O. Box 4938 • Anaheim, California 92803-4938 • (714) 776-9555 • FAX (714) 535-1929

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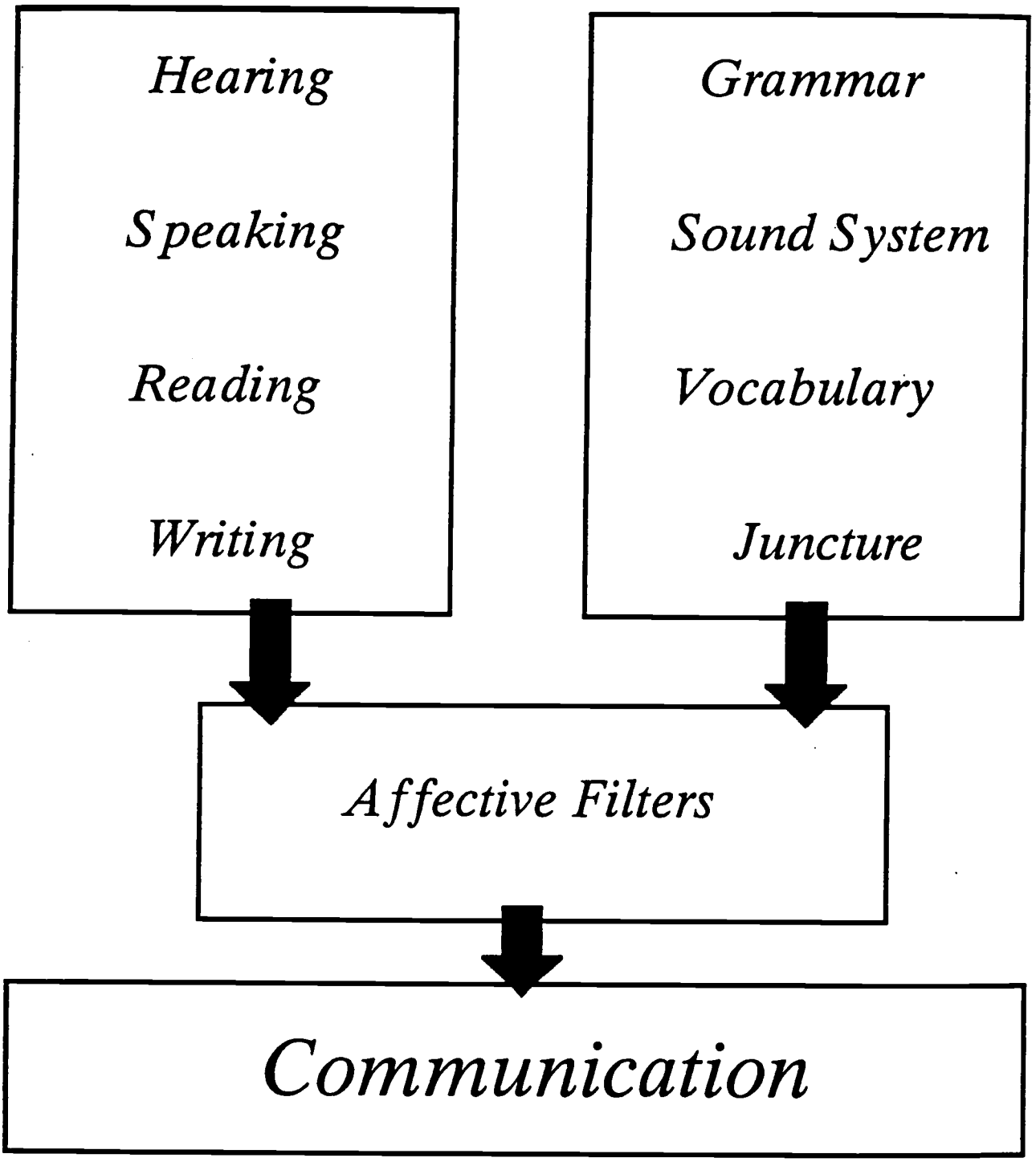


ROLE OF AFFECTIVE FILTERS

All information, stimulus, input, and interaction between people is filtered through and affected by these elements:

* *PERSONALITY*
* *FEELINGS*
* *SECURITY*
* *MOTIVATION*
* *ANXIETY LEVEL*
* *SELF ESTEEM*
* *CULTURE*

2

Gestures

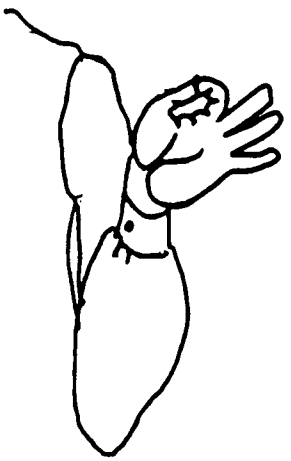
Sometimes, what you see isn't what you said

The "Pinkie" Finger

In Puerto Rico, it means "skinny",
In Korea, Japan and Taiwan,
it means girlfriend, or mistress
It can also mean "Number 1"

The "OK" Sign

In the United States, it means "OK".
In Japan, it means money
In Korea, it is an obscenity
In many Latin cultures,
it is sexually suggestive



3

DON'T STRETCH!!!

Body language can be potentially offensive!

Asians, Arabs, and Latin Americans find some body language offensive!

** Setting your hands on hips * Using your index finger to count people while using broad, sweeping motions * Slouching in a chair * Pointing to a person with the index finger * Using the index finger to stress a point * Sitting on a desk * Giving someone something with the left hand * Yawning, even if you cover your mouth * Stretching in public.*

And, East Asians are easily offended by;

** Touching a person of the opposite sex * Touching a person on the head * Hugging someone * Pointing with the foot * Pushing someting with the foot * Passing an item over someone's head*

Arabs can be offended by;

** Interaction with the opposite sex, such as touching or hugging * Exposing the sole of your foot to someone * Handing something to someone using the left hand * Turning your back to someone while carrying on a conversation with the person*

4

Language Learned	*Language Acquired*
Conscious	*Subconscious*
Grammar Based	*Communication Based*
Error Corrected	*Content Oriented*
Emphasis on how a word is said	*Emphasis on what is said*
Memorized	*Unconscious Internalization*
Drills/Exercises	*Genuine Message*
Forced Responses	*Listening Period OK*
Emphasize Form	*Emphasize Content*
Language is "Taught"	*Language "Acquired"*

What works to introduce language	*What doesn't work to introduce language*
Allow language to emerge.	*Forcing Language*
Comprehensible input + 1	*Using language out of context.*
Known + a little unknown = language.	*Using language out of context.*
Concentrate on what is said, now how it's said.	*Demanding and/or expecting perfection.*
Focus on content.	*Error Correction*
Use genuine interaction to invoke meaning.	*Using out of context written material.*
Provide language rich environment.	*Drills for learning language.*
Go from oral to writing what they heard.	*Using out of context written materials.*
Affective Filters addressed.	*Ignoring Affective Filters.*

6

Language Acquisition Principles

** Language fluency is acquired more than learned.*

** Comprehensible, genuine messages in a comfortable environment promote language acquisition.*

** Language is acquired by understanding language that contains structures that are a bit beyond the student's current level.*

** Speaking emerges on its own over time and can't be rushed.*

** Early speech is usually gramatically inaccurate, but becomes increasingly more accurate with increased exposure to language over time.*

** The ability to comprehend forms the basis for the ability to speak.*

** Speech will emerge on its own in natural stages.*

** Students need to use their newly acquired English skills in the environment outside the classroom.*

** It's important to accept all attempts of communication by students.*

** Listening comprehension skills are the most important indicator of a students progress, not their ability to produce speech.*

** There is only a small percentage of language that may need conscious study.*

** Language structure is acquired by understanding messages, not by learning form or structure of pronunciation.*

** Instructors need to create a need for communication, and communicate the message without modifying speech significantly.*

** Dictionaries, lists, and glossaries don't work well to address vocabulary.*

** Vocabulary is best addressed with context-based interactive exercises.*

** Check frequently for understanding*

** Facilitate genuine task oriented communication, with interdependent dialogue.*

** Contextualized language enhances language acquisition.*

** Minimal stress enhances language acquisition.*

7

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The Four Stages of Language Acquisition

Stage One - Pre-Speech

Students can listen, move, point, choose, match, mime, draw, act out scenes.

Stage Two - Early Production

Students can speak a few words, and progressively speak more multi-syllabic words, and 2-3 words sentences.

Activities include naming, listening, categorizing, responding with one or two words.

8

The Four Stages of Language Acquisition

Stage Three - Intermediate Fluency

Students can speak in 'connected narratives'.

Activities include describing, defining, explaining, recalling, retelling, summarizing, role playing, comparing, and contrasting.

Stage Four - Near Native Fluency

Students can speak fluently.

Activities include giving opinions, defending, debating, analyzing, justifying, examining, creating, evaluating, reading, writing.

Informal Assessment

Using any series of pictures, formulate three questions for each of the categories shown that will evoke a response in that category.

Pre-Production/Pre-Speech

Listening, non-verbal responses
"Point to the Boy" "Point to the dog" " Point to the ball"

Early Production/Speech Emergence

One word responses

"What is this?" (Response "Boy")

Intermediate Fluency

Small sentences or phrases

"What is the boy doing?" (Response "Boy is running")

Near Native Fluency

Answers questions, makes predictions

"Why is the boy running?" (Response "Because it's raining and he's getting wet.")

One error in any stage- OK. Two errors in any stage, use activities from previous stage.

10

ERIC

Practice Session

Level *Speech Emergence*

Context *Cars*

Methods or Activities *Story Cards*

Plan for the Lesson

Certain gestures and movements can be offensive to some cultures and stop the learning process.

Potential offensive gestures in Asians, Arabs and Latin Americans include:

* Resting hands on hips
* Sitting on a desk
* Stretching
* Using the index finger to count people with wide arm movements
* To beckon or point to someone or to point for emphasis

Potential offensive gestures to East Asians:

* Touching a person of the opposite sex
* Touche a person on the head
* Hugging
* Passing something over a person's head
* Pointing or pushing with the foot

Potential offensive gestures to Arabs:

* Hugging/Touching person of the opposite sex.
* Showing someone the sole of your foot.
* Handing a person something (particularly food) with your left hand.
* Turning your back on someone while you talk to them.

Methods/Activities

Pre-Speech Activities
Domain Books
Domain Cards
Card Games
Object Games
Simon Sez
Listening
Moving
Pointing
Choosing
Matching
Mime
Acting Out
Drawing
Vocabulary Scenes
Picture Matching
Board Games
Flash Cards
My Directions
TPR

Early Production/Speech Emergence
Domain Books
Domain Cards
Card Games
Object Games
Simon Sez
Naming
Listing
Categorizing
Responding with 1-2 words
Cut and Paste
Vocabulary Scenes
Picture Matching
Following Directions on Tape
Board Games
Flash Cards
Follow My Directions
Writing
Story Cards
Story Boards
TPR

Intermediate Fluency

Cutting Parts
BINGO!
Numbers and Symbols
Simon Sez
Domain Pictures
Concentration
Tell Me A Picture
What I Like
Do I Have Enough?
My Very Own Calendar
Polaroid Please
Describing
Defining
Explaining
Recalling
Retelling
Summarizing
Role Playing
Compare/Contrast
Minimal Pairs
Tense Demonstrations
TPR
Picture Dictionary
Recordings
Board Games
Songs
Feeley Boxes
Early Writing
Visual Arts
Crafts/Cooking
Connecting Words
Follow My Directions
Vocabulary Domain
Vocabulary Strategies
TPR Role Reversal
Story Boards
Story Cards
Statement Discussions

Near Native Fluency
Giving Opinions
Defending
Analyzing
Justifying
Examining
Creating
Evaluating
Reading
Writing
Minimal Pairs
Tense Demonstrations
TPR
Picture Dictionary
Recordings
Board Games
Songs
Feeley Boxes
Early Writing
Visual Arts
Crafts/Cooking
Connecting Words
Follow My Directions
Vocabulary Domain
Vocabulary Activities
TPR Role Reversal
Story Boards
Story Cards
Statement Discussions
Domain Cards
Domain Books
Card Games
Object Games
Simon Sez
Cutting Parts
BINGO!
Numbers and Symbols
Simon Sez
Domain Pictures
Contentration
Tell Me a Picture
What I Like
Do I Have Enough??
My Very Own Calendar
Polaroid Please

Totap Physical Response (TPR)
Command Format

1] Command and model
2] Command and no model
3] Combine commands, no model
4] Role Reversal

Demonstration of Tenses

1] Ask Student #1 to do something at your command.
2] Ask Student #2 to explain what the first student will do.
3] Issue the command for Student #1 to do what you asked.
4] Ask Student #2 to describe what Student #1 did.

Activities for ESL Students

Cut and Paste - Students make collages around a topic or domain, such as transportation, food, clothing, etc. Categorize the items. Introduce an item and ask the students to find any representative picture they can of that item, and to cut the items out and paste them on paper. Discuss the activity.

EXAMPLE: Ask students to find all the chairs they can in pictures. When the y have their collages completed, you can discuss easy chair, patio chair, deck chair, chaise lounge, stool, work stool, bar stool, stuffed chair, office chair, etc.

Vocabulary Scenes - Glue a picture of a vocabulary word in the center of a piece of paper and have the student create a scene using crayons, colored pencils, felt pens, etc. Use the pictures later on for oral discussion.

Picture Matching - The teacher displays a drawing, photo, etc., and the students select words from a vocabulary list that they have collected in previous sessions, or at the beginning of the session, which can apply to that visual aid.

Follow My Directions on Tape - Make your own audio tapes of commands, such as "Draw a large blue square at the top of your paper. Then draw a red triangle inside the square." Students are encouraged to do the work at home.

Board Games - Make up games. Use any path-type game board with vocabulary cards that are slightly modified to include a number from one to six on the same side of the card as the word. The student rolls the dice, draws a vocabulary card, and identifies the word. If the student can use the word in a sentence, or discuss the word, he can move forward the number of squares indicated on the card. If the student is incorrect, he has to move backward the same number of squares. Use board games like Yahtzee, Spill and Spell, Boggle, and Games of the States.

Flash Cards - Use flash cards with their vocabulary words on them. Give each student a card.Then give them commands to do with their cards and ask other students to report what was done. For example, "Maria, give Thomas your card with the word 'flower' on it. Thomas, can you put the card with the word 'chair' on the table next to Pedro?" "Who has the word 'vehicle'?"

Picture Dictionaries - Student pastes the pictures he has identified in a composition book and writes the name of the object beside the picture and a description of the object if possible. Encourage the student to also write the word in a few sentences in the Picture Dictionary as well. Pictures can be categorized or alphabetized in their dictionary as well.

Recordings - Pre-recorded stories can be checked out of the library, or made by the tutor, that the student can use while reading. This provides a language model when the tutor is not present and provides the student with opportunities to hear the language.

Early Writing - Discuss a picture with the student(s) and have them cluster words describing the picture or telling what is in the picture. Use this cluster to construct small sentences with the students. If possible, encourage the students to write the sentences on cards. Use this exercise to select sounds, patterns or sight words to learn.

Visual Arts and Crafts/Cooking - On a piece of paper, show the various steps one goes through to make a certain product, such as popcorn or candied apples. Have examples available at various stages of completion. Beside each example, write the instructions in very simple sentences. Those that can't read can follow the visual aids.

Line Out - The tutor writes words on a sheet of paper or the board. Most of the words should be in the same domain, but some should not be related at all. The tutor discusses each of the words and uses them in the discussion in sentences. The students must identify words that don't belong and erase them or put a line through them.

Connecting Words - This is similar to Scrabble. Give a student a sheet of paper with a key word from their vocabulary or discussion and ask the group or student to connect as many vocabulary words to is as they can. See the example, below.

```
    O R A N G E
    R
    E
    G A R A G E
    A
    N C
F O O D
      F
      F
      E
  P E A S
        A
        L A P T O P
        T
```

Context Clues - The tutor invents a nonsense word and continues to add context clues until one of the students identifies what the word should be. For example:

Nerglit
A Nerglit helps
A Nerglit helps people
A Nerglit helps sick people
A Nerglit helps sick people at the hospital.
A Nerglit helps sick people at the hospital by operating.

Students can also construct these for the class once it has been modeled.

Language Experience Mapping or Clustering - The tutor or students write a word on a piece of paper. The students respond with any words or phrases that come to ming. These phrases are attached to the original word. This exercise is great to precede a Language Experience Story.

Minimal Pairs - The activities involved with Minimal Pairs are for use with a student who has two words that are pronounced similarly, but are distinctly different, such as "Body and Buddy". The use of minimal pairs can help students understand the impact of their pronunciation while enhancing comprehension of words.

Have one student draw a picture of a body, and label it "1". Ask another student to draw a picture of a buddy - label it "2".

Develop a sentence that could be used with both words, such as "He has a good....."He has a good body", "He has a good buddy."

Ask the student having difficulty with the words to say one of the sentences. Ask the rest of the students to identify if the number of the picture showing that sentence.

A variation of this activity is to have one student say the sentence, and the other student respond with "because". For example Student 1 says "He has good body." Student 2 responds "Because he lifts weights".

Preposition Games - In order to assist students with prepositions, use a beach ball an ask the students to throw the ball to each other using a sentence such as "I am throwing the ball at Jim." "I am throwing the ball under Sue." "I am throwing the ball over Pedro."

Acting Out/Role Playing - Discuss a situation with the students, such as calling 911, going to a job interview, etc. Develop dialogues and phrases to use during these activities and invent a play or skit with the students.

Statement Discussions - Select statement from the newspaper or magazine article for discussion. As the student become comfortable talking, select statements that the students have to challenge or defend, or statements that they need to investigate in order to decide how they feel about them.

SMALL GROUP INSTRUCTION FOR ADVANCED ESL LEARNERS
Adapted from materials by By C. Ray Graham
Brigham Young University, 1990 Literacy Volunteers of America

TWENTY QUESTIONS

OBJECTIVES: To have students practice asking questions. To practice vocabulary relating to a domain of the teacher's or student's choosing. Level: Intermediate. Materials Needed: A chalkboard or flip chart or Pictures. Begin any exercise with modeling.

Description: This activity is a questioning game in which the group establishes a particular domain or subject area of interest. (e.g. famous people, events in history, living things) and a member of the group who is "it" thinks of a particular member or instances within the established domain and the others try to identify the member or instance by asking yes-no questions or single alternative questions. Members of the group take turns asking questions and the entire group may ask up to twenty questions. The first person to correctly identify the member or instance becomes "it". If no one achieves this goal within the twenty questions, then "it" chooses another item and the game begins again.

(Variations may include having "it" write down the topic s/he has chosen prior to the game starting, or writing brief sentence or two about the topic. After the topic is identified, "it" reads the sentences. A cluster, and collaborative language experience can be developed by each group and read to the class. Encourage a lot of discussion)

FOLLOW MY DIRECTIONS

OBJECTIVES: To be able to give accurate verbal directions. To be able to accurately follow verbal directions. Level: Intermediate to Near Native Fluency levels

Materials: A piece of cardboard, cloth or other material to serve as a screen between students. Pictures, pencils and paper, blocks and other materials to be manipulated. Begin any exercise with modeling. Divide the group into pairs.

Description: One member of each set is given a picture, an object, or configuration of objects to describe. S/he must describe the thing assigned well enough for the other member of the pair to reproduce it without being able to see it. The pair must have their backs to each other, or there must be obstacle high enough between them to conceal the materials being described.

(Variations; Have the instructions written down by one of the partners, then have the other partner try to reproduce the item. The instuctions can not contain any diagrams.)

VOCABULARY BY DOMAIN

OBJECTIVES: To develop vocabulary in a specified domain. Levels: Intermediate to advanced. Materials: flip chart or blackboard. This exercise can be used with a whole class or small group.

Have the group select a topic to discuss, such as family, job, feelings, hobbies, television shows, plants, furniture, transportation, houses, customs, telephones calls, emergencies, relatives, money, shopping, movies, government, police, occupations, health, safety, time, weather, measurements, vegetables, meats, fruits, shopping, clothing, medical, emotions, anger, fear, happiness, actions, traveling or sports.

Have the group suggest words they know in the same domain. Have them use the words in a sentence. Disucss degrees of these words, or sequence, which ones are nouns, verbs, adjectives, adverbs, etc. Make up sample sentences, poems, stories with these words.

What They Need To Know...

Here's a look at the information that needs to be discussed to new members of our community that relate to coping with their environment.

Home and Family Living
Family Descriptions
Customs and Holidays
Dwellings
Household Tasks
Entertainment
Telephone
    Emergency, answering, calling, long distance, directory assistance, pay phones, directories.
Personal and Family Information

Human Relations
Making Introductions
Weather
Feelings
Greetings and Farewell
Time
Someone or something lost
Classroom information

Consumer Education
Money
Days, Months
Measurements
Clothes and furniture shopping
    Finding items, trying them on, paying for them, purchasing by phone or mail, forms.
Food Shopping
    Coupons, comparative shopping.
Post Office

Practical Government
Personal and public transportation
Police Checks, citations
Traffic, parking violations
Traffic Accidents
Traffic emergencies
    call box procedures, procuring help.

Occupational Skills
Looking for work
Applications
Types of Jobs
Personnel
Job habits
Payments
Termination

Health, Education and Safety
Body Functions and descriptions
Warning signs, labels
Home Dangers
Maps
Emergencies; Medical, Work, Home
Doctors, Dentists, Hospitals

Elementary Survival Information
First name, Maiden name, middle name, last name
Address
Phone Number
Height, weight
Birth Date and age
Birthplace and citizenship status
Social Security and alien registration information
Length of time in U.S.
Common Questions
    Where were you born?
    When did you enter the U.S.?
    How long have you been in the U.S.?
    Where does your family live?

Making and responding to introductions
Feelings, greetings, good-bye, small talk

Money Denominations
Making change

Family
Family relationships
Customs and Holidays

Time
At night, in the morning, tonight, one week from today

Weather
Questions
Types of Weather
Small talk

Body
Body parts
Functions (sneezes, etc.)

Descriptions (Tall, Thin)
Medical small talk (Back Pain)

Measurements
Inches, Feet, Yards, Using rulers and yardsticks
Once, pint, quart, gallon
Teaspoon, Tablespoon, cup
Ounce, Pound, using a scale
Dozen, half a dozen
Common abbreviations for these measurements

Housing
Types of housing
Furnishings
Rooms of the house
Household tasks

Emergency Information
Oral Warnings
Using the telephone to dial 9121 or operator
Describing the emergency
Giving location

Personal and Family Information

Vital and Family Information

Home Dangers - Prevention and Procedures
Fires
Utilities
Poisons and Medicines
Robbery
Earthquake
Personal Safety

Reading Signs and Maps
Basic Traffic signs
Warning signs
Labels
Maps

Shopping
Finding items in a store
Asking directions
Types of stores and their departments
Names of clothing, furnishings, foods, drugs
Asking for a price

Buying things in a self-service store
Description of size
Description of color
Asking for a different size, color or type
Reading price tags and labels

Trying on clothes
Finding the dressing room
Limit on the number of items in the dressing room

Buying Food
Reading signs near the products for prices
Questions and answers about quantities, unit prices, bunches, 3/$100, etc.
Reading and understanding labels, measurements and weights.

Paying
Responding to cashier's questions (Cash or Charge, etc.)
Reading and checking the bill
Being Overcharged or undercharged
Use of checks and credit cards

Using a Telephone
Answer the phone
Taking simple messages
Identifying yourself
Responding with necessary information
Calling and asking for someone
Calling Directory Assistance
Long Distance Calling
Pay Phones
Reading directions on the phone, talking to the operator, understanding pay procedures, responding to operator's commands.

Public Transportation
Finding the bus
Identifying the name and number
Locating correct bus stop
Asking directions
Getting information about schedules, routes, prices
Reading schedules and signs
Making transfers
Buying tickets and discount bus passes
Responding to commands and statements on the vehicle (Move to the back, next stop, etc.)

Personal Transportation
Buying gas
Using Self-Service
Requesting Services available
Understanding basic directions

Emergencies
Using a callbox
Following directions
Relating the problem

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Giving locations
Asking for assistance from Highway Patrol or Police.

Police
Right and Obligations
Miranda Warning
Traffic Violations
Obeying Officers
Understanding simple statements concerning the violation.
Parking
Accidents
Simple procedures, rights and obligations.

Doctor's and Dentists's offices and hospitals
Making appointments
Identifying self and status with doctor
Describing the need
Arranging time and date
Understanding payment policy
Medical forms
Seeing the Doctor or Dentist
Explaining the purpose of the visit
Responding to Doctor's commands
Describing simple symptoms
Understanding simple diagnosis
Understanding prescription instructions
Procedures for refills

Postal
Mailing a letter or package
Buying Stamps
Getting information regarding types of services or rates.
Forms

Occupations
Looking for a job in a classified ad
Looking for a job in an agency
Completing applications
Recording references
Types of work
Personnel terminology
Maintaining a job
Good habits, Change of Status, rules, raises, overtime, paycuts.
Paychecks
Understanding deductions, benefits, employee rights, obligations
Termination
Being fired, laid off, quitting.

Family Relationships
Descriptions
Customs
Holidays
Extended family tree
Coping with problems
Seeking help for personal problems

Emotions
Feelings
Greetings
Good-bys
Expressing pleasure and displeasure

Use of leisure time

Practical Government
Understanding basic taxes, such as income and sales tax.
Payroll taxes
Basic responsibilities of residents

Reading Signs
Basic Traffic Signs
Basic Pedestrian Signs
Other signs

Evelyn Renner Literacy Consultant
Providing Innovative Technical Support

That First Meeting

Many tutors are concerned about the very first contact with their student. Here's a list of ideas collected for the survival kit to help with the first meeting between a new student and a new tutor.

For ESL Students - For lower level students you may want to have some of this information translated into your student's primary language and bring the information with you to the first session.

* **The most important thing to do is to have a good time, enjoy yourself and smile!**
* Be sensitive to the student's feelings and interests.
* Let the student talk about their lives, families, etc., and you do the same.
* Review the specifics about the date and time for the meetings.
* Exchange phone numbers and discuss the procedure to use in the event one of you must cancel the meeting.
* Discuss the supplies, such as notebooks and workbooks, that might be needed.
* Discuss the materials and techniques you will be using.
* Ask the student for suggestions on materials or topics they'd like to learn.
* Review the student's responsibilities that were discussed in your tutor training.
* Bring a World Atlas, or map of their country and the U.S. with you to the first class. Let them show you where they lived, and then show them where they are now. This leads to some great discussions!

For Basic Reading or ESL Students

* **The most important thing to do is to have a good time, enjoy yourself and smile!**
* Bring a newspaper or other material to read for fun.
* Be sensitive to the student's feelings and interests.
* Let the student talk about their lives, families, etc., and you do the same.
* Review the specifics about the date and time for the meetings.
* Exchange phone numbers and discuss the procedure to use in the event one of you must cancel the meeting.
* Discuss the student's expectations and goals - what does s/he want to achieve from the tutoring experience?
* Discuss the supplies, such as notebooks and workbooks, that might be needed.
* Discuss the materials and techniques you will be using.
* Write a paragraph about the student's family or goals and read it together.
* Ask the student for suggestions on materials or topics they'd like to learn.
* Review the student's responsibilities that were discussed in your tutor training.
* Read the student something short and funny to show that reading is fun!

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Strategies in Talking about Vocabulary Words

All words should be introduced in context only. Here are the types of context clues and examples to help define words.

Definition
A **wind tunnel** is a machine used to control wind speeds for scientific experiments.

Restatement
The mother kangaroo has a **pouch**, or bag, on the front of her body for carrying a baby kangaroo.

Example
"Go to your room!" is an example of a **command**.

Comparison
A sieve, **like a filter**, can strain liquids.

Contrast
In winter, bears **hibernate**. In summer, they are awake and moving about.

Description
A **raccoon** is a small, furry animal with a striped tail and markings on its face that look like a mask.

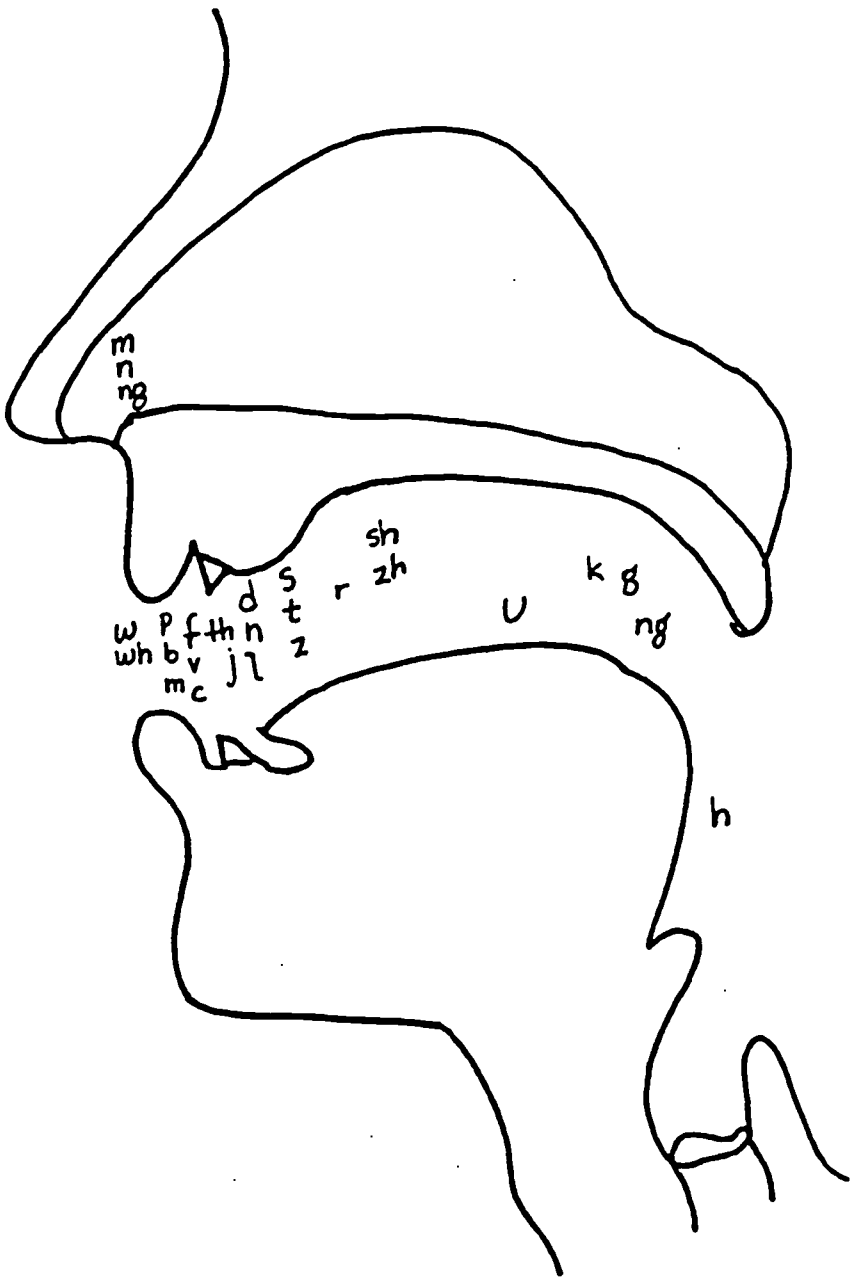
Synonym/Antonym
The trolley, **or streetcar,** carried many passengers in the city.

Association
She was as protective of her children **as a mother tiger is of her cubs.**

Reflection of Mood
Sarah saw the rattlesnake move closer. She knew it was poisonous, and it seemed about ready to attack. Sarah was **terrified**.

Summary
He knew his products well and could talk about them easily. He has many customers and makes many sales. He was a very **capable** salesman.

The Sounds of Speech



23

13

Whole Language Activities
The Language Experience Approach

The stages that add meaning to the language experience approach are those activities that contextualize the language and add process to the activity. They include;

* **Conversation**
  The tutor and student discuss information and topics of interest to the student. The Tutor should take the opportunity to add new words and *concepts* to the conversation.
* **Clustering**
  The tutor never does anything the student can do!
* **Using each clustered word in a sentence**
  The tutor never does anything the student can do!
* **Writing each clustered word in a sentence on a small card**
  The tutor writes the cards only if the student can't.
* **Sequencing these cards into some order the student feels is appropriate**
  The tutor never does anything the student can do!
* **Spell Checking**
  The tutor never does anything the student can do!
* **Writing the Language Experience Story**
  Even if the student's writing skills need improvement, the student can copy the information off the cards.

When writing the language experience, remember to;

1] **Print**
It's easier to convert their activities involved with using the language experience into activities related to reading when the printed words from their story look somewhat like the printed words on the page. Cursive writing is too different for some students to be of much value at this point.

2] **Separate each line** of writing by two or three blank lines.
You'll be using this space in between each line to insert small flash cards in activities later on.

3] Use upper case letters **only when appropriate.**
DoN't PrINt UsiNg DifFerEnt SizEs!

4] Only do what your student can't do. **Don't deny them PROCESS!**

Once the language experience is written, read the story together. Encourage your student(s) to read with you. After the student is familiar with the story, you can use this contextualized story to select sight words, phonics and word patterns to help the student decode the language.

Sight Words

1] Ask your student to **select words** they want to learn.

2] The tutor also selects a few words they feel would be good sight words, or that they want to use later in the session for the word pattern or phonics activities.

3] The student **writes the words** on a card.
If the student can't write, the tutor can print the words on the cards.

4] The student says each word, uses it in a sentence, and then places the card beneath the word in the story.

5] When all the cards are matched, **mix the cards** and repeat the activity once again.

6] As words are learned, they can be removed farther from the context of the story.

7] The student **files words** that are known for future review and use in games.

Establish a system with your student that can be used for these cards. It's the student's system and the student's responsibility to manage the cards.

Phonics

1] Select a **consonant sound** from the language experience that has been identified as a sound the student(s) need to work on.

2] Using a dialogue, **link the word and sound** with the language experience. This dialogue could look something like this:
"From the story, let's take a look at the word 'sink'.
Tutor writes the word and says "This is the word 'sink'." The first sound in this word is s/s/s. This is the letter 's'. What is the sound of this letter?"
The student responds.
"Can you think of any words that you know that begin with the sound s/s/s?"

3] The tutor and student can **collect words** at this point that begin with that sound. When the student suggests a word that doesn't belong in the group, simply tell the student that the word chosen has a similar sound, but English is a bit crazy and that word doesn't start with the letter "s". Then, on a separate sheet of paper, show the student how the word suggested is spelled, and go back to the original activity.

4] When a list of words has been produced, the dialogue could continue with something like:
"From the words you've listed, (say them all), which word would you like to pick as a **key word** to remind you of the sound of the letter 's'?"
Student response.

5] Ask the student to make a card for that **letter and key word.** The card should show **all forms** of the letter, which might include any variations of that letter. Variations, for example for the letter 'g' might include like this 'g'. Variations for a 't' would include the 't' with the little hook, and the 't' without the hook, since the student will see both in the printed form.

6] Always remind your student why he has the key word. Say something like, "Whenever you want to know what the letter 's' sounds like, you can think of your key word."

Word Patterns

In order for words to be in a pattern, they must **sound alike and be spelled alike.** For example, "cloth" and "both" don't belong in the same pattern, but "cloth" and "moth" do! The **phonogram** is spelled the same ("-oth") but they don't sound the same. In a similar manner, "gate" and "eight" do not belong in the same pattern They sound alike, but are spelled differently. But "gate" and "mate' do belong in the same pattern! The words 'eight' and 'sight' don't belong in the same pattern either.

1] Select a **phonogram** from the story.

2] Link the activity you are about to do with the story. Explain that the word you're going to work on was taken from the words and story they wrote.

3] **Write** the word on a piece of paper.

4] Using a column format, **add words** to the pattern by saying something that links the spelling and new word with a word just said by the student. For example;
"If m-a-k-e is make, what is b-a-k-e?"

5] Keep adding words to the list by always linking the word they just said to the new word and spelling.

6] If the student seems unsure, there may be a problem **with rhyming or consonant sounds.**

7] After the pattern has several words, check that the student understands the meaning of each word.

8] Ask the student to add this new pattern to his collection.

Empowering & Disabling Activities

Empowering	Disabling
Teaching Language when:	Teaching Language when:
It is real and natural	It is artificial
It is whole	It is broken into pieces
It is interesting	It is dull
It belongs to the learner	It belongs to someone else
It is part of a real event	It is out of context
It has purpose for the learner	It seems to have no purpose
The learner chooses to use it	Its imposed by someone else
It is accessible to the learner	It is inaccessible to the learner
The learner has power	The learner is powerless
The learner does it for self	Things are done for the learner
Learner feels success	Learner feels helpless
The lessons have humor	The lessons include advising, moralizing, ordering
It is learner-centered	It is tutor-centered
Active learning	**Passive learning**

Student's Responsibilities

Communicate with tutors and students.

Want the skills.

Be **honest** with yourself and your tutor.

Practice

Take the **time** needed to study and learn.

Be on time.

Accept the **consequences.**

Attend regularly.

Participate in the **learning** process.

Participate in the **planning** process.

Call if you can't come.

Be honest about your understanding of the materials.

Say yes, mean **yes!**

Say no, mean **no!**

Don't be afraid or upset about **mistakes.**

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Comprehension

KNOWLEDGE: RECALL
The student reads about a boy making a kite.

COMPREHENSION: INTERPRET
The student draws a picture of the kite described.

APPLICATION: USING THE INFORMATION
The student decides to fly a kite.

ANALYSIS: EXAMINE or HYPOTHESIZE
The student compares his kite to the kite in the story.

SYNTHESIS: ORIGINATE or INTEGRATE IDEAS
The student adds features from the fictitious kite to his kite.

EVALUATION: ASSESSMENT or CRITICISM
The student decides his kite flies better than the kite in the story.

28

Bloom's Taxonomy of Educational Objectives

Here's a list of words you can use to discuss materials with your student that will indicate if the materials have been understood.

KNOWLEDGE

This level of comprehension requires that the information read can be recalled. Use words like:

who	why	where	fill in	find	recognize
how	match	name	recite	define	select
label	when	reproduce	locate	remember	outline
what	state	repeat	complete	point out	
	list	identify	recall	describe	

COMPREHENSION

This level of understanding requires that the information read has lead to an understanding of the intent of the words. Use words like:

explain	define	illustrate	predict	estimate	conclude
review	outline	recognize	identify	match	choose
discuss	relate	rewrite	translate	change	restate
summarize	organize	infer	suggest	extend	defend
describe	associate	distinguish	locate	select	understand
generalize	assume	paraphrase	convert	interpret	

APPLICATION

This level of understanding requires that the information read has lead to the student being able to use the information or idea in an context other than the situation in the story. Use words like:

relate	chart	diagram	prepare	modify	imagine
simulate	categorize	demonstrate	suggest	guess	translate
associate	would	generalize	solve	operate	hypothesize
draw	sort out	apply	assume	convert	create
illustrate	map	show	discover	extend	paraphrase
sketch	should	conceptualize	reorganize	construct	
what if	classify	use	infer	interpret	
could	restructure	employ	compute	estimate	

ANALYSIS

This level of understanding requires that the information read can be broken down by the student and its ideas and elements analyzed. Use words like:

illustrate	differentiate	discriminate	determine	classify	break
simplify	organize	diagram	cart	assume	down
compare	point out	recognize	explain	relate	
separate	distinguish	select	categorize	analyze	
contrast	outline	map	infer	conclude	
subdivide	identify	interpret	discuss	associate	

SYNTHESIS

This level of understanding requires that the information read has lead to an understanding of the material that enables the student to put these newly learned elements together to form a new whole. Use words like:

explain	perform	reorganize	compile	generalize	suggest
compose	generate	assemble	connect	design	categorize
do	tell	incorporate	summarize	relate	join
create	write	revise	plan	conclude	rearrange
perform	produce	collect	combine	propose	predict
generate	prepare	merge	conceptualize	associate	synthesize
tell	put together	rewrite	devise	deduce	reconstruct
			integrate	formulate	imagine

EVALUATION

This level of understanding requires that the information read has lead to a judgment about the information based on the student's opinion and new information learned. Use words like:

explain	advise	rate	document	evaluate	support
select	indicate	reason	compare	distinguish	conclude
discuss	debate	rank	apply	discriminate	deduce
value	respond to	defend	relate	appraise	determine
recognize	refute	judge	interpret	support	conclude
recommend	react to	justify	illustrate	criticize	identify
point out	argue	assess	contrast	differentiate	predict
					analyze

Here are some examples of questions that can be used to assess a student's understanding of materials read. The student has read a story about Billy the Kid. Here are some examples of questions using this expanded form of Bloom's Taxonomy.

Knowledge - "How did Billy the Kid end up in Jail?"

Comprehension - "How did Billy the Kid feel about the handcuffs?"

Application - "How can Billy the Kid be helped to be rehabilitated?"

Analysis - "How does the author develop sympathy for Billy?"

Synthesis - "How would Billy the Kid summarize his life now?"

Evaluation - "How well has the author established Billy's guilt or innocence?"

Information taken from "Preparing Your Own ABE Adult Basic Education Reading Materials", by Gail Rice. Lifelong Learning Books Teacher Resources Series, publisher.

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WAYS TO MOTIVATE A STUDENT
by Lou Sutcliffe, Columnist

The following ideas demonstrate how creativity can help bring success and enjoyment to both tutors and students during the tutoring experience.

Take a look at these ideas and think about selecting a few to use during your next tutoring session! They'll add great fun while motivating both of you!

Devise an incentive plan.

• Use a **credit or point** system that both you and the student devise. Establish exactly when points will be given, perhaps for those skills or tasks that have been a particular challenge to the student.

• Design some type of **competition** to offer more of a challenge.

• Begin the student's introduction to **charts** and **graphs** by making progress charts for their work. Students can check off what consonant sounds or which words from the sight word list they have learned.

• One of the goals set by the tutor and student can be a **subscription** to a magazine that the student wants. Pay for it by giving the student a nickel for each word learned.

• List the words the student wants to learn. When each is learned, transfer it to a **Learned Words** List.

Use a tape recorder

• Encourage the student to **tape whole lessons** to use as review between sessions.

• Ask the student to record his/her progress in **reading aloud**. Remember that when we hear ourselves reading, we can identify areas that need to be addressed.

• **Record directions or lessons** for the student to complete during the week. This encourages the development of good listening skills.

• Ask the student to tape some of his/her **favorite music**. Work on writing down the lyrics together. Use the lyrics as you would other reading material, eventually leading to a Language Experience.

• **Record special reading material**. Perhaps the tutor can read the student's favorite book, and the student can read the book and follow along on the tape between sessions. The student can develop summarizing, critical thinking, and sequencing skills with these activities.

Games

• Together, design **fantasy trips** with the use of pictures, music, travel guides, and magazines. Then the team can develop a budget and schedule or itinerary. Use this information eventually to develop a series of Language Experiences.

• Use games such as **Scrabble, Anagrams, Boggle, Spell n' Spill and Perquackey**. With Anagrams, for example, the student can use his/her name, or a family member's name, and develop other words from it.

• Together, modify existing games like **Wheel of Fortune, Pictionary, Concentration and Trivial Pursuit**. Design activities that integrate current work in class with these games.

• The student and tutor can create **board games** including words/topics currently under study.

• Use **Post It!** notes to identify items around the house, covering a different room in each session. Then, develop sentences together for these words. Integrate the new words into their Language Experience and other related activities. This can be very interactive, and can really involve the student!

• A game of **"Word Dominoes"** could be created using **hand-drawn or cut out pictures on index cards in combination with words**. For example, a picture of a car on one domino would be matched with its written counterpart on another domino.

One variation is to use jigsaw puzzle pieces of word/picture pairs. It's great fun to make them!

• Use **repetition of words** to draw its picture with letters. For example:

lit	lit	lit lit lit lit lit
lit	lit	lit lit lit lit lit
lit	lit	lit
lit	lit	lit
lit lit lit	lit	lit
lit lit lit	lit	lit

• Demonstrate how a student can **finger an alphabet** so that spelling becomes a physical experience.

Reading Activities

• Work with the student to **rewrite** materials to a more comfortable level for the learner.

• Between sessions, encourage the student to find a **"Word of the Week"** in the materials he uses at work and at home.

• Plan **Field Trips** to places of interest or importance to the student, like the grocery store, child's school, movie theater, etc.

When new words are encountered, ask the student to write them down for follow-up study and activities.

• Together, go to a **bookstore** and buy a book the student has selected.

• Watch a **movie** together as basis for language experience.

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• Work regularly with a **comic strip** the student enjoys. Cut up frames for sequencing practice. **"White Out"** the dialogue and work together on new dialogue for the strip.

• From a rented movie or taped TV show, write a **transcript** of some of the favorite scenes or dialogue. Replay the tape and work on a "read and watch/watch and read" activities.

• Go to local **sports event** while taping it at home. Use the experience as the basis for Language Experience.

• Follow a **sports team** in the paper together. Use the information in the papers about the team to chart their progress and plot their trips on a map.

Maps

• Plan a **trip**, whether it's real or imaginary, using tour brochures from a travel agency. Find out about the countries or states included in the trip, and plot the route on a map. Discuss how to calculate the miles involved.

• Plot specific **locations** in the city or neighborhood on a local map. Discuss the legend or key, and how to estimate the distances involved.

• Encourage the student to learn the names of all the **streets** on the way to work, to the doctor, the library, etc. Find them on the map.

Use a camera

• Ask the student to take pictures during the coming week, including warning signs, street signs, places visited often, and signs of special importance to the student. Use these pictures for discussion and activities leading to sight words, word patterns and consonant sounds. Discuss whether the pictures can be developed into a story that can be written as a language experience.

• Plan a **field trip** of the student's neighborhood, and take pictures of items of interest to the student. Together, make notes on their locations an importance, and review/integrate this information and the pictures during the lesson.

Writing Activities

• Encourage the student to keep a **daily journal** of student's thoughts. This can be either a private journal, or one that is shared with the tutor. Encourage the student to review the journal to see the progress made. It can provide an avenue for self-expression not available to the student until now.

• Begin to exchange **notes and messages**. Encourage the student to write notes to himself.

• **List** the names of the TV programs the student has watched in the past week. Make a chart of these programs by day and time. Review the charts in the TV guide and other TV logs.

• Write **letters, send post cards** to one another on trips.

• Together, complete a **charge card application or order form**. Discuss credit buying and its implications.

• Together, prepare a **card**, such as a Christmas Card, that can be sent to family and friends.

• Work together to **write a story** that the student can read to a child or grandchild.

• Together, **develop a play** and write down the dialogue that can be read aloud. Perhaps the student and tutor could write their own parts.

• Put words in **"Thought Balloons"** over photos.

• Together discuss and then list several things the student plans **to do** in the coming week. At the session a week later, go over them together to see which ones were accomplished.

• Together, **write a poem** using known vocabulary, possibly from word patterns. Encourage the student to begin doing this as an independent activity.

Writing Activities

• Give the student a **pocket calendar** to help keep track of tutoring sessions and other important dates.

• Have student write a hard-to-remember word on something unusual, such as a **banana or orange**.

• Introduce and encourage the use of **electronic equipment**, such as typewriters, computers or word processors.

• If the student has young children, plan a **birthday party** including recipes, a shopping list, the games planned, a guest list, invitations, a time line, calendar, and budget.

Using Real Life Materials

• Using the **menu** from a local restaurant, plan a meal together and then go to the restaurant to order it and enjoy!

• Ask the student to bring some kind of **reading materials** that is regularly found around his house. Discuss the information and scan the materials together. As soon as possible, begin reading the material together.

• Use materials related to the **student's interests**, such as an auto repair manual, cookbook, appliance manual, hobby text, etc., as the basis of the phonics, sight words and patterning.

• Find out a student's **life involvements**, job, hobby, past experiences, and incorporate them into the lesson plan.

Word Construction

• Spell out words using a **tactile** method such as:

Mix 1/4 cup liquid laundry starch and 3 Tablespoons powdered tempera paint in a large resealable plastic bag. Squeeze out air and seal. Put bag on table and spell out words on plastic bag using a finger. Erase by smoothing out bag.

Use pieces of felt or a stack of old buttons to construct letters for spelling.

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Word Machines

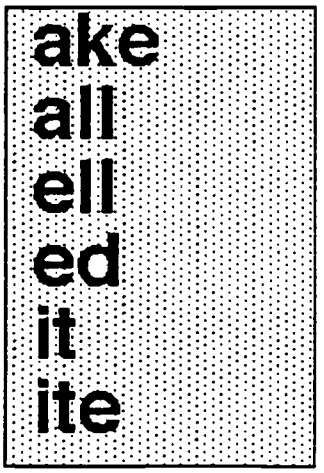


Figure 1

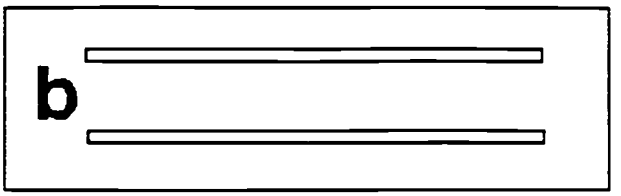


Figure 2

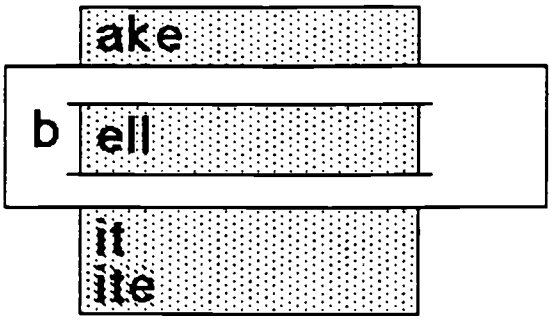


Figure 3

1. Make two cuts in one card. See Figure 2.

2. Determine what part ot the machine will include the consistent sound(s) and place the letter(s) on the card with the two cuts.

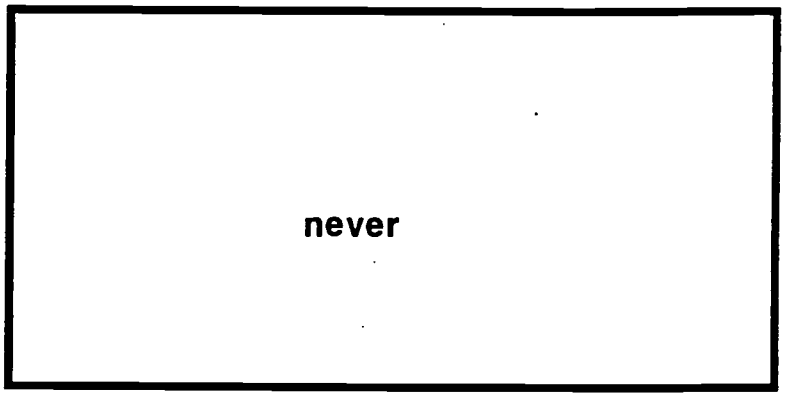
3. Determine the part(s) of the word(s) that should be placed on the second card. These sounds or word parts will create new words once the second card is placed properly in the card with the two cuts. See Figure 1

4. When inserted properly, the word machine makes new words. See Figure 3

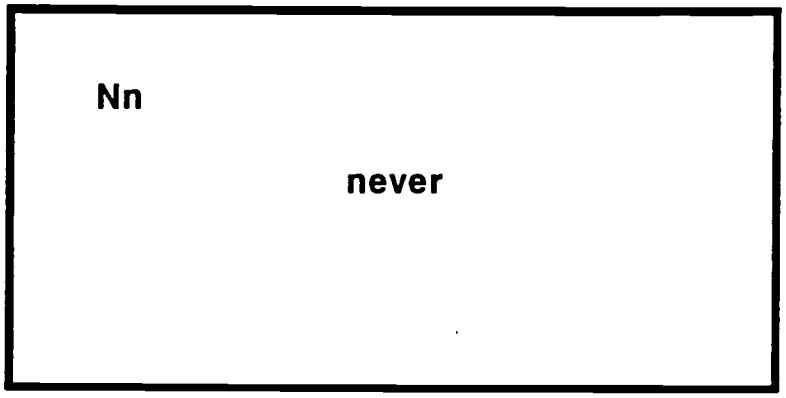
5. The word machine can be used with prefixes, suffixes, blends, word patterns, and other combinations too! Use your imagination!

Let's Compare

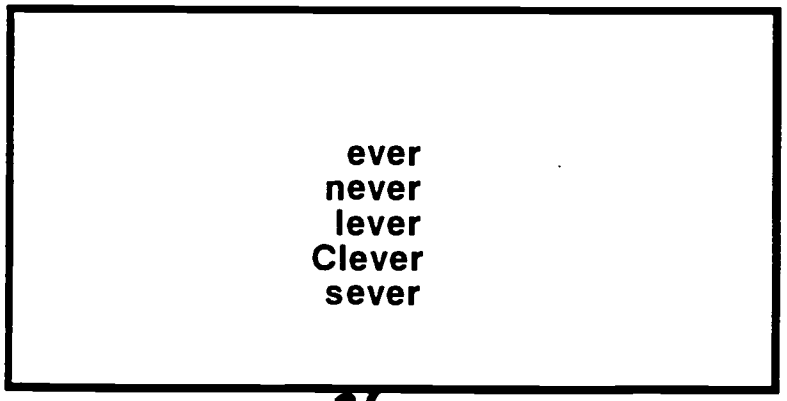
Sight Words



Phonics (For Consistent Sounds)



Word Patterns (For Inconsistent Sounds)

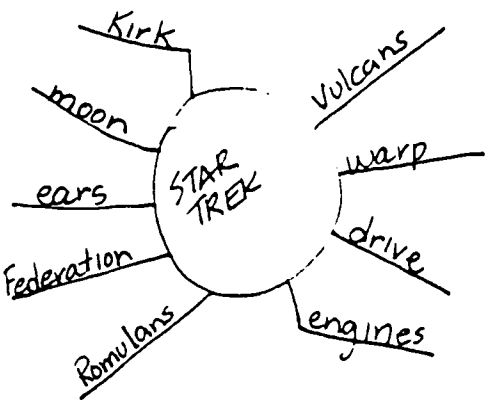


Graphic Organizers

Analyzing and evaluating contents provide visual, concrete images to connect with the written words or conversation.

Story Ladder
1. Little Red RidingHood lived near forest.
2. Mother gave her basket for grandmother.
3. She walked to grandmon's home.

Clustering



Matrix Demonstration

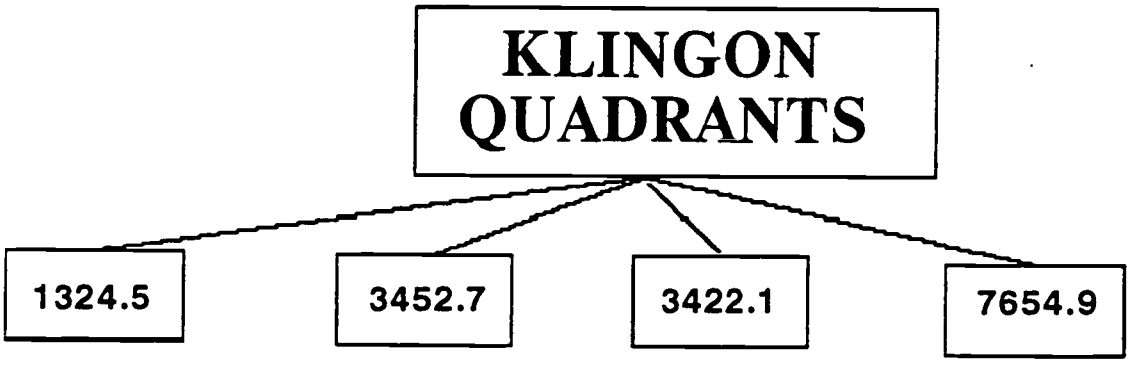
Character	*Appearance*	*Personality*	*Actions*
Kirk *Spock* *Scotty* *Chekov*			

"T" Graphs

After reading about a Star Trek adventure, the student compares what a character said in the story to what inferences he can make.

What I Read	*What I Can Infer*
THE KLINGON SAID THAT THE ENTERPRISE WAS SAFE.	THE KLINGONS CAN'T BE TRUSTED BASED ON THEIR PAST BEHAVIOR.
MR. SPOCK SAID THAT THE COMPUTER CAN'T BE WRONG.	MR. SPOCK SOMETIMES GETS TOO INVOLVED WITH THE COMPUTER! HE COULD BE WRONG!
CAPTAIN KIRK SAID THAT BONES WAS BEING IMPOSSIBLE.	CAPTAIN KIRK IS ALWAYS KIDDING AROUND WITH BONES, SO HE MAY NOT REALLY MEAN THIS!

SEMANTIC WEBS



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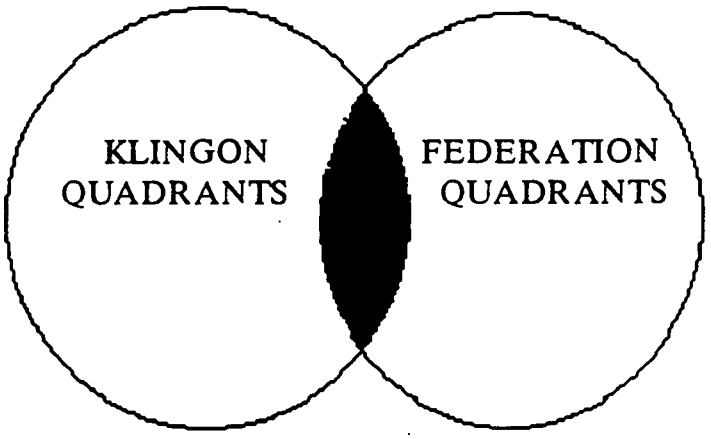
VENN DIAGRAMS



LINES

BEFORE NOW LATER

It is raining

MAD HAPPY

I am really mad!

Spelling Activities

Spell and Record
Word Families/Patterns
Word Wheels
Word Machines
Tracing large print
Cloze
Clustering
Scrabble
Journals
Blank Comics
Post It! Notes
Michael's Book

A NEW DEFINITION OF READING

READING IS

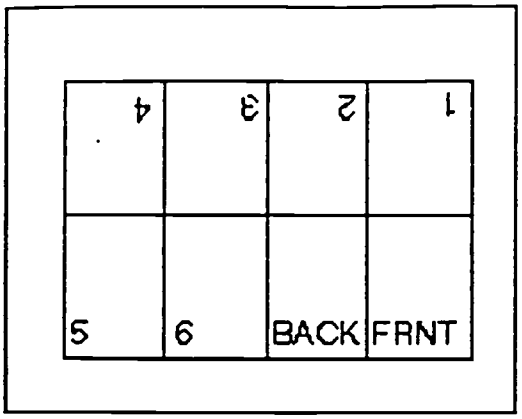
THE PROCESS OF CONSTRUCTING MEANING

THROUGH THE DYNAMIC INTERACTION AMONG THE READER'S EXISTING KNOWLEDGE

THE INFORMATION SUGGESTED BY THE WRITTEN LANGUAGE

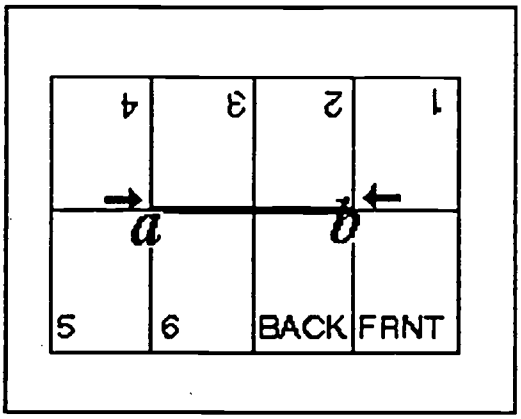
AND THE CONTEXT OF THE READING SITUATION

READER + TEXT + CONTEXT = READING

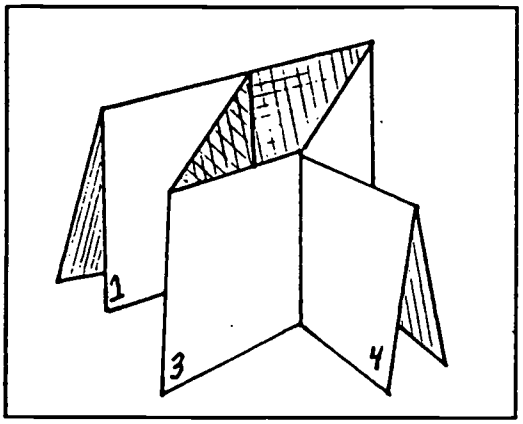


STORY CARD STORY BOARD

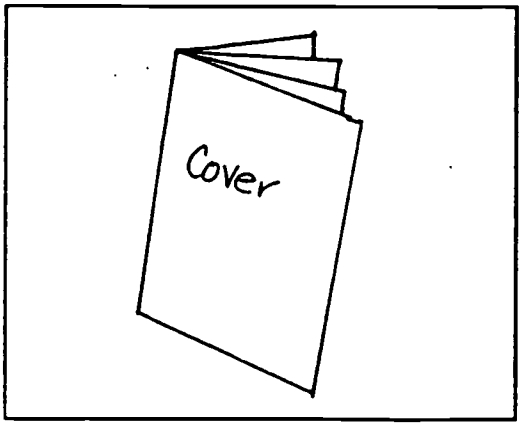
CAREFULLY FOLD AN 81/2 X 11 SHEET OF PAPER INTO EIGHTHS AND CREASE. MARK PAGES LIGHTLY IN PENCIL AS SHOWN, AS A GUIDE. TYPE OR DESIGN EVERYTHING ON ONE SIDE OF THE PAPER ACCORDING TO THE SEQUENCE OF NUMBERED PAGES.



CREASE PAPER IN OPPOSITE DIRECTIONS SO THAT FOLDS ARE FREE TO BEND EITHER WAY. MAKE A CUT ALONG THE CENTER FOLD FROM POINT "A" TO "B" WITH A SHARP RAZOR BLADE.



RE-FOLD SHEET INTO BOOKLET FORM. THE KEY IS THE CENTER OPENING, WHICH ALLOWS THE NEW FORMATION.



NOW THE SHEET HAS BECOME A HANDY BOOKLET, WHICH CAN BE USED IN A VARIETY OF WAYS - SUCH AS A REFERENCE TOOL, SMALL WORKBOOK, SING-ALONG HANDOUT, OR WHEREVER YOUR IMAGINATION LEADS!

Compliments of Linda Gunderson, LVA-NJ

42

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ERIC

Pre-Speech or Speech Emergence

Domain Books

Each student has a notebook that they'll use to collect or draw pictures for different domains, such as for colors, shapes, food groups, clothing articles, street names they need, emergency procedures or articles, family names, etc.

The items should reviewed frequently. It can also be helpful if they write the words of the items in their language by the illustration. Refer to the book frequently.

Domain Cards

Using card stock, the student can glue pictures on the cards and punch holes in the corner of the cards to hang on a ring. The cards can have the picture and the word in their language on them, but they should be encouraged to begin saying the English word corresponding to the picture as soon as they can.

Card Games

Using the Domain Cards, the student can select three or four cards and put them on the table. The tutor talks about the cards and uses the names of the objects on the table. The student is asked to point to the objects on the cards, or the student is asked to pick up a specific card. As the student becomes proficient at identifying the objects, the tutor can point to, for example, the apple and ask the student "Is this a banana?". The tutor can model a positive and\or negative response.

Object Games

The tutor and student can select objects from the domain to use in this adventure. The objects are placed on the table, or on the floor. The tutor discusses each item and uses the names of the items as often as possible. Then, the tutor moves/removes one of the object and asks the student which object has been moved/removed or is missing. Additional objects can be added as the student masters their names.

Simon Sez

The tutor can point to particular objects or parts of the body and discuss them, saying things like "This is my nose" or "This is my ring". The tutor then asks the student to point to his/her nose, or ring. If the student is hesitant to use parts of his/her body, you can use a puppet or picture.

Intermediate Fluency/Near Native Fluency

Cutting Parts

The student can cut out parts of pictures from various pages of a magazines that are related, like bumpers, windshields, wheels, etc., and reconstruct the item by cutting and pasting on blank paper. This gets to be great fun when the parts are all different sizes, and the reconstructed object has an amusing look to it.

Parts can also be collected on separate sheets of paper, such as a page for bumpers, wheels, etc. Label the pages. Individual bumpers can also be labeled as the smaller bumper, the Ford bumper, the dented bumper, etc. Be sure student can talk about the object and what it represents. The student should be able to discuss how he/she made the object.

BINGO!

You and your student can make a grid on a piece of construction paper large enough to hold small pictures from your collection. The student pastes the pictures on the grid. The tutor is discussing and pointing to the items describing what the items are and what they are used for. The student can then cover the picture with a blank card when that item is named. If the student can, he should be encouraged to say the name of the item in order for him/her to cover the item with the blank card. Continue until all the pictures ar covered. This is also great with numbers, different domains, etc. Encourage the student to find and collect pictures for this game.

Numbers and Symbols

Work with your student to identify pictures of items that represent numbers, such as THREE people, 25 Cents, One car, Five dollars, etc. Paste the pictures on one half of a 3 x 5 card. On the other half of the card, write the words or number that represents the picture. Cut the card in half using a jagged uneven pattern to make puzzle pieces out of the two halves.

Mix up the collection of cards halves. Depending on the level of the students, the tutor can have the students point to the correct pictures, say the correct word, develop a sentence, or even play card games with the halves.

Simon Says

The tutor or student plays the role of the leader. Simon gives all directions verbally while modeling them (TPR). Students are out of the game if they do not point or say the correct word. This game is great only when students feel very comfortable with using the TPR format. This works well to identify body parts, parts of machines, houses, cars, etc., and math, such as "Here are four fingers", "Let's take two steps forward".

Domain Pictures

As a class activity, collect pictures of a kitchen, bathroom, tools used at work, or other relevant domain. Students complete collages with these domain oriented pictures while the tutor is discussing the items. Students can label the items in the collages. Tutors and students can ask "Where is the...." " How many ...", "What color is...". In a work oriented environment, the collage should also include supervisors, bosses, company logos, safety signs, etc., even if these pictures are hand drawn by the students.

Concentration

The student names the pictures on the cards he has made that represent objects at work, home, etc. The cards are laid face down in some sort of grid, such as 4 across and 4 down. The students turn over two cards. If they can use the words in sentences, they keep the cards. If they can not, another student can offer a sentence for the word. Students keep score by how many cards they have at the end of the game.

Tell Me a Picture

The tutor or student selects a picture to describe to the group. The group can not see the picture, but must draw a picture of what the tutor or student describes. After they have drawn the picture, the student or tutor shows the original picture to the class. The class should compare their picture to the original. Remember, there is no right or wrong here, just differences. It can also help the tutor understand what kinds of words need to be used more in class.

What I Like

Using a blank piece of paper, ask each student to fold the paper in quarters. Ask the student to draw a picture of something they want to buy in the first quarter. In the second quarter, ask them do draw a picture of someplace they want to go. In the third quarter, ask them to draw a picture of something they have that they like, and in the forth quarter, a picture of an animal they like. Give them plenty of time. Ask them to label each quarter if they can.

In small groups, they can then share their pictures and explain each of them. Ask for a volunteer to explain the pictures he drew. This can also be adapted to work oriented domains, such as tools used; machines used; the largest machine, the noisiest machine; items made, etc.

A variation of this is have them complete the sentence "I like..." for Food, clothing, movies, television, movie stars, desserts, sports, colors, cars, etc., and draw pictures for each.

Do I Have Enough??

Ask the student to make a list of things he wants to buy, and if the student doesn't know how much the items cost, develop activities to assist him with the process to find out. Then, using monopoly money or pictures of money, give the student amounts of money that may or may not be enough to buy a certain item. Ask the student if he has enough to buy the item, and discuss his responses. Discuss how much change the student would receive if he has enough money to buy the item, or how much more money the student will need to obtain the item.

My Very Own Calendar

Using a current calendar, discuss such things as "the second Tuesday" or "every other Wednesday." Ask about their schedules and have them put their activities on the calendar. Ask questions such as "What will you be doing on the 2nd?", or "Are you free on the 24th?"

Polaroid Please

When students are from a common area of a plant or workplace, use polaroid pictures of the equipment to make games, discussions, and other activities. Convert some of the activities described in these handouts to activities that can be used with the polaroid pictures. Many times, the polaroid, or other types of snapshots, can be duplicated on a Xerox machine and used in these games. Whenever possible, duplicate several pictures so games like concentration can be played.

So, Your Student Wants a Workbook???

If your group of students has notebooks, you can make worksheets that are context based for them to use as homework. In many instances they don't feel like they are learning without a workbook. Remember to use this only as one of many activities, and that this is not the way people acquire language.

If they have a section of new sounds, like "l" and "k", then you could have worksheets that have:

1] Find six words in your work area that begin with the letter "l".
2] Use each of these words in two sentences.
3] Find a picture or illustration of five words that begin with the letter "k".

If they have a section of new words they have learned, like "acid" and "truck", then you could have worksheets that have:

1] Can you find the word "acid" on three things in your kitchen?
2] Do any of your cleaning supplies contain an ingredient that is an acid?
3] List three things to do if you have spilled acid on your arm.
4] Find a picture of an acid in an advertisement in the newspaper.
5] Can you find any larger words that have the word "acid" in it?
6] Can you use these new words in a sentence?
7] Find a picture in a newspaper or magazine that illustrate a word from your list. Use that word in a sentence that describes the picture.

If they have a section with new verbs, you could have worksheets with questions like:

1] How many definitions does that verb have in the dictionary?
2] Can you use the verb in a sentence if the event happened yesterday?
3] Can you use the verb in a sentence if the event will happen tomorrow?
4] Can you list five verbs that describe actions at work?
5] Can you use these five verbs in sentences?
6] (If "talk" is one of the verbs....) Find pictures in a newspaper or magazine that illustrate the verb "talk".
7] (If "hold" is one of the verbs....) Find pictures in a newspaper or magazine that illustrate the verb "hold".
8] Find a picture in a newspaper or magazine that illustrate a verb.

If they have a section on Idioms, you could have worksheets with questions like:

1] Use the idiom "caught cold" in two different sentences.
2] Can you define the idiom "That's OK".
3] Can you find a picture in a newspaper or magazine that has an idiom in the caption?

The Larger Template

Lesson Planning is a process that begins with sharing information and skills, and ultimately concludes with the transfer of ownership of the information and skills from the tutor to the student.

The process includes:

Review of information they already own.

Survey of new information they have identified as a priority.

Develop an understanding of new information.

Transfer ownership of the new information to the student.

Restate the information to insure understanding.

Confirm the information is now part of the student's environment.

Plan as a team for the next session.

Here's a description of each of these elements of the process:

Review of information they already own.

This can be a variety of activities including discussions, demonstrations, illustrations, outlines, quizzes, questions and answers, graphs, charts, etc., that indicate the student has received the information and skills contained in previous lessons.

Survey of new information they have identified as a priority.

In a student-centered approach, the student is empowered with control over much of the information being discussed and learned.

This information is the vehicle for the tutor to enhance the student's skills and enable the student to leave with vital information and skills that can be applied immediately to the student's life. The skills and information learned using the student's own questions and issues is retained by the student because of its relevance to the student's life.

Develop an understanding of new information.

The tutor combines his or her own experiences, skills, and information with the materials available through the library, bringing in other resources and activities as necessary, first to **model** and then to encourage the student to **interact** and **interpret** the information and skills for themselves. The tutor continuously checks for understanding and accuracy during this development stage.

Transfer ownership of the new information to the student.

A person retains only 20% of what they see and hear, but 90% of what they teach. By developing activities that ask the student to interact and interpret the information and skills in the form of a report, diagram, demonstration or other activity that changes the role of the student to one who can report and interpret what he/she has learned.

Restate the information to insure understanding.

The tutor restates the information, reviews key points, key skills learned to correct any misinformation or weaknesses. Throughout this activity, the tutor is continually encouraging the student to interpret the information and skills for their own use. The student can then transfer the information and skills to their own notebooks for future reference.

Confirm the information is now part of the student's environment.

Ownership can be considered transferred if the student can discuss the information, their opinion of the information, and explain the skills learned. The team may, for example, discuss the student's notes to confirm the information and skill transfer has been complete.

Plan as a team for the next session.

Cooperative planning of the next session can help the student and tutor focus on what pieces need to be reviewed or further developed.

ESL Lesson Plans

I believe that the tutor must be very flexible in their planning. One way to accomplish this is to provide the tutor with a series of frameworks to guide them, but not provide such specific information that they tutor is too focused on the specific information to adjust to the student's needs. The time frames are shown as a percentage of the whole, since I have found that lessons can be anywhere from 1 hour to 2 1/2 hours.

In light of this, I usually use a lesson plan framework for ESL that looks something like this:

Review - 15%
The tutor should review, model and restate words, concepts and activities from the last session. The tutor could use pictures, objects, or props from the previous lesson to remind students of words or concepts. Once this is modeled the tutor could encourage the students to respond/interact and review this information. This could be a clustering activity with small groups clustering key words that describe what they did during the last lesson, and ultimately an outline or narrative that is presented to the class by someone from the small group.

Questions/Priorities of Student - 10%
It is important that the tutor take the time to discover any 'hidden agendas' or issues that any of the students may have, such as a bill received in the mail, something that happened at work, or a question about a sign or advertisement someone observed. The students should be encouraged to make a note of any questions they have between classes, and these questions should be addressed at this time, too.

This activity serves several purposes:

1] It provides the tutor with the opportunity to identify topics of high interest or high priority that could be further explored as the context for future lessons.

2] It provides the students with informal conversation to practice their skills and listen to the tutor's use of/modeling of English.

3] It demonstrates to the students that their questions and needs are being addressed by the tutor.

4] It provides them with information that is relevant and important to the learner and therefore, easily retained.

Modeling - 15%
The tutor utilizes the Context/Level/Method/Activity framework previously discussed. The tutor models the information or the activity to be done by the students, providing the most language rich environment possible to for the students to hear.

Activity - 15%

The class breaks into smaller groups and conducts the activity modeled. Higher level students can be asked to work with lower level students, but English must be the language spoken.

Reports/Demonstrations - 15%

The class reconvenes and each group reports its findings, shows its activities, and/or generally reports their activities to the group. The tutor encourages and supports these reports, and continuously restates the information in the report before the next report is given.

Review/Summarize - 10%

The tutor continues to model the language by restating what was done today, what the key concepts were, and what was accomplished.

Students Individually Review - 10%

Each student is given a few minutes to enter some of this information in their notebooks. Notebooks could include sections on:

- New Words
- New Sounds
- Idioms
- Stories (LEA)
- Word Patterns Learned
- Calendar of Events
- Handouts provided by Tutor

Next Week's Activities - 10%

Based on what the lesson accomplished, the tutor could discuss with the students what the next week's context may be. It may include:

a] Continuation of today's context and activities, or
b] A new topic chosen by the students and tutor.

In either case, the group should discuss what they need to bring to the next meeting, such as supplies, magazines, photographs, etc., in preparation for the activities. The tutor should delegate as much of this as possible to get the students involved, and enable the students to 'own' the lesson. (It also improves attendance!)

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50

Tutor's Instructions

Here's a look at the tutor's responsibilities. Remember-it's not going to work unless we accept all the responsibilities involved. These responsibilities will help both the tutor and student have a successful experience.

YOUR Class - During the tutor training, your responsibilities include:

1] *Participating* at all sessions.

2] *Completing* the homework and class work assignments successfully.

3] *Agreeing* to actively comply with the responsibilities of being a tutor as outlined in the materials presented to the tutor by the program.

4] *Asking* questions whenever you need clarification.

YOUR Match - During the work with the student, the responsibilities include:

1] *Planning* for quality lessons.

2] *Addressing* the student's needs.

3] *Using* approved student-centered, context-based tutor training techniques.

4] *Attending* any required follow-up sessions, continuing education classes, or support meetings.

5] *Keeping* accurate records, including the tutor's and student's hours.

6] *Reporting* any changes in the status of the match; changes in any addresses or phone numbers.

7] *Reporting* the hours for the tutor and the student at least quarterly using the post cards or sheets in the newsletter.

8] *Returning* the student records to the program in the event the tutor and the student are no longer meeting.

9] *Asking* questions whenever necessary to insure success for you and the student.

YOUR Program - During your volunteer work with the program, your responsibilities include:

1] *Attending* any required follow-up sessions, continuing education classes, or support meetings.

2] *Keeping* accurate records, including the tutor's and the student's hours.

3] *Reporting* any changes in the status of the match; changes in any addresses or phone numbers.

4] *Reporting* the tutor's and student's hours at least quarterly using the reporting forms from your program.

5] *Returning* the student records to the program in the event the tutor and student are no longer meeting.

6] *Attending* our program's activities, and encouraging the student to also attend program activities that 'connect' the tutor and student with their peers.

7] *Responding* to the program's phone calls.

8] *Asking* questions whenever you feel you need clarification.

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A. Trafford Templeton/North County News

Iona Waller tutors a student in the Taft Library's Adult Literacy Program.

EDUCATION

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Library offers steps to literacy

By Anne M. Peterson
North County News

Some people escape to the library to enjoy a little peace and quiet.

But for 32-year-old Ken Camarena, his weekly visits to the Taft Library mean he's one step closer to being able to read more than he could the day before.

As a member of the Orange Public Library's adult literacy program, Camarena is able to receive free tutoring from volunteers who donate time to teach adults how to read.

Camarena said learning to read means he'll be able to earn more

Please see LITERACY/14

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If our time be as

Marine Pvt. **Randy S. Hill**, son of Jane and stepson of Howard Brubaker of Orange, recently completed recruit training. Hill joined the Marine Corps in August 1992.

Navy Chief Petty Officer **Timothy J. Formolo**, a 1974 graduate of St. Michael's Prepartory High School of Orange, recently deployed aboard the attack subma-

ator Course at Engineer School Base, Camp Le joined the Marin ary 1987.

LITERACY:

FROM 6

money driving big rigs.

"I had to prove to myself that I could do it," he said. "Other people give up. If you have a negative attitude, you can't do it. It's helping me a lot."

The program began in September 1991 and more than a year later, it's flourishing with approximately 70 students. Students' ages range from 19 to 70.

"I was a teacher in New Zealand so I naturally want to teach people to read," said Iona Waller, Camarena's tutor. "I have that natural link between books and the library."

As of Jan. 1, the program, which began through a federal grant, will run on state grant dollars for the next five years.

Kerry Duff, literacy program assistant, said the grant's intent is to eventually wean the program of all state funding.

"The intent is to make it such a necessary program for the city that one day it'll be taken over by the city," she said.

Duff said the program begins at a very elementary level so someone who doesn't know how to read doesn't get frustrated.

"They've been dealing with lying their whole lives," she said. "They're very clever and have amazing ways to get around reading and writing."

Tutors receive a one-hour orientation before working in pairs or one-on-one with their students.

Camarena said working with Waller is helpful.

"It's like in school, one-on-one is better than teaching a whole class," he said.

Waller teaches according to the student's needs.

"It's best to go with what they're interested in," she said. "If they're interested in football, you don't mess around with growing roses."

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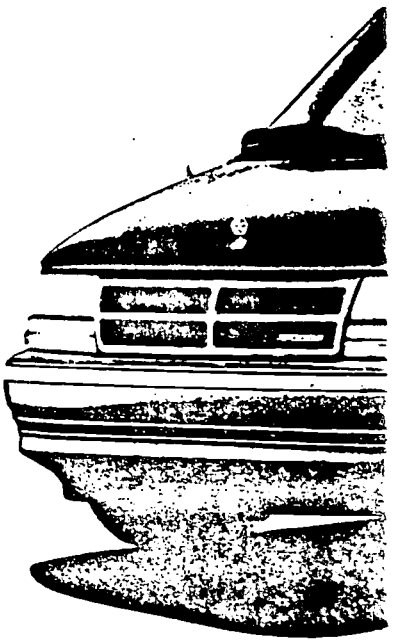

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Vol. I, No. 2, 1992

Partners In Reading
Orange Public Library
Literacy Program

NEWSFLASH...

International Literacy Day

On September 8 Partners In Reading celebrated International Literacy Day. A proclamation in honor of literacy was read at the City Council Chambers, and student Crystal Husband read an essay that she had written. The Mayor recognized all those involved in the literacy program.

A reception and open-house followed on the literacy office lawn. Students, tutors, librarians, members of the community, and interested bystanders attracted by the balloons, music, and food had a chance to mingle and find out more about the program. Those present also had a chance to see the first edition of *Voices*, a book of student stories. These books are available at the literacy office.

International Literacy Day was proclaimed by UNESCO and is celebrated around the world.

Literacy Program Re-funded!

The Orange Public Library is extremely happy to announce that the U.S. Department of Education has awarded a $35,000 grant to continue Partners In Reading for another year. Congratulations to those who worked on the grant application.

"Hooked on Phonics"

Reading Educators Question Program's Advertising

The International Reading Association is voicing concern about the marketing and advertising of "Hooked on Phonics," a reading instruction program published by Gateway Educational Products, Inc. of Orange, California.

Reading educators are concerned that advertising for the program makes unreasonable promises that no single reading program can keep.

Continued on Pg. 4

Publication made possible by a grant from the U.S. Department of Education

EDITORS: Valerie Stadelbacher, Literacy Coordinator
Kerry Duff, Literacy Program Assistant

BULLETIN BOARD

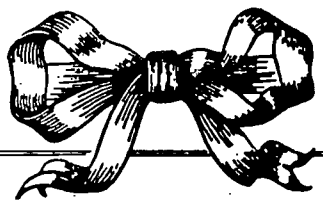
Congrats to our new tutors!

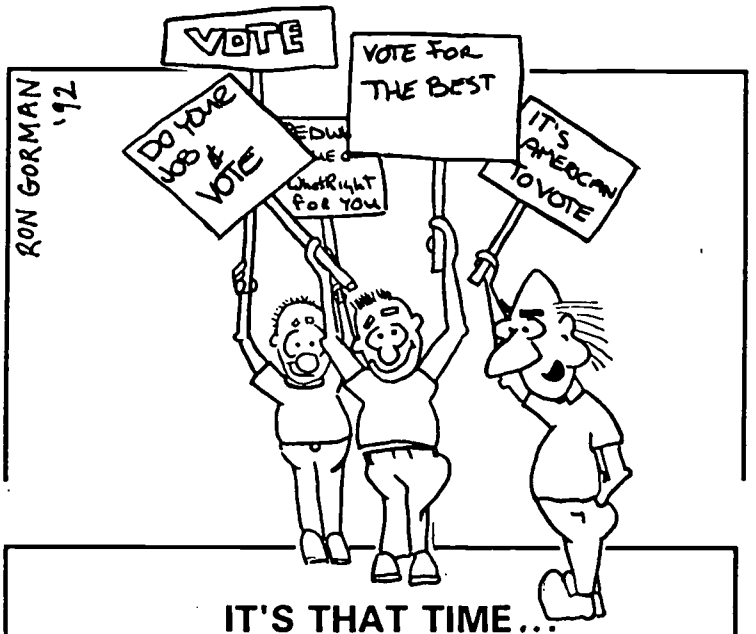
June Orientation

Sheryl Area, Bonnie Blair, Sue Burns, Peggy L. Calvert, Stacey Crosser, Kimberleigh Duff, Patty Harp, Diane Herriges, Rose Kortright, Marie Lindberg, Lisa Maddox, Sherry Murray & LeAnne Pleasant.

August Orientation

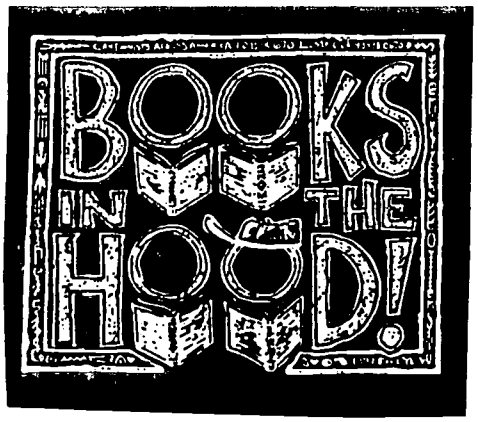
Shirley Ainley, Elaine Archer, Robin Baerg, Jane Bailey, Linda Bergman, Pam Criss, Ruth Duff, Jayne Ginsburg, Carol Heath, Marjorie Kauth, Kristin Martinique, Linda Ogata, Gary Rainville, Wendy Seyler, Hardeep Singh, Rita Strawn & Robin Waller.





IT'S THAT TIME...
HERE'S HOW TO VOTE!

1. Call (714) 567-7600 for an absentee ballot.
2. Call by October 27th.
3. Have someone help you read the ballot or read it to you.
4. Mark your choices.
5. Mail the finished ballot.



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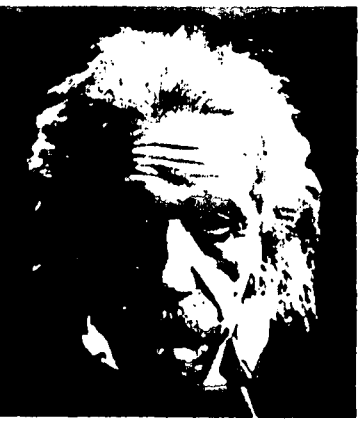
How can I improve my spelling?

Mistakes A. Plenty, Orange

Dear Mistakes,



Remember even the most educated people have problems spelling. As for me, I keep a dictionary nearby so I can check the words I'm not sure about.

However, spelling problems can also be related to a weakness in phonics--the sounds each letter of the alphabet makes. If you know the sounds of each letter, when you hear a strange word you can "sound it out."

There are some words that defy being sounded out. For some of these you just have to rely on memory.

In short, to improve your spelling:

1) Review your phonics,
2) Know how to use a dictionary,
3) See the book reviews of Patterns In Spelling.

Maybe this workbook will give you the practice you need.

Good Luck Luck (oops),
Al

PUZZLES

by Emma Iulo

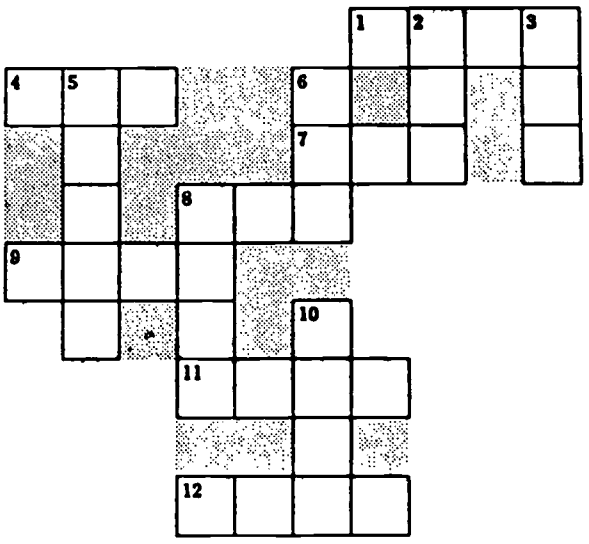
Move the letters of the underlined word around, and you'll have the answer.

ACROSS CLUES

1. Joan did not ____ to say my name wrong.
4. Sue likes to ____ big words.
7. ____ said he saw a rat down by the dock.
8. Who knows ____ to fix this television set?
9. How long did it ____ Kate to paint that picture?
11. The robber took Dave's ____ box as well as other loot.
12. We ____ sad when all the kids left.

DOWN CLUES

2. Let's have a cup of tea after we ____ dinner.
3. Our team has ____ won six games.
5. I ____ that he always wears the same pants.
6. I ____ that the house was dark, so I knew no one was home.
8. I really hate to work outside during this ____.
10. It knocked me for a loop when Dad jumped into the ____.



Hooked On Phonics

(continued from p.1)

Various ads for the product suggest that "Hooked on Phonics" can successfully teach reading to adult learners, young children, people with reading problems, and people learning English.

Here's what an expert, Dr. Jean Osborn has to say:

"So what does 'Hooked on Phonics' offer its students (we are told it doesn't matter if these students are children or adults) who sit down and plug into the tapes? How does the program move through 10 years of reading instruction, practice, and experience in a mere two hours?...

If children and adults can learn to read using 'Hooked on Phonics' it would seem a wonderful thing. That they can learn to read with such a program seems unlikely."

Both the International Reading Association and the Center for the Study of Reading have requested data on the program's success and information about its authors.
"We have not been successful in acquiring this information...," says Dr. Osborn.

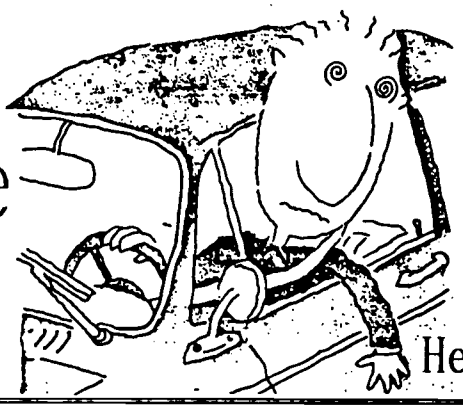
Excerpts reprinted from the San Jose Library Literacy Program's Winter 1992 newsletter, and from a news release distributed by the International Reading Association, an educational organization committed to improving reading instruction and promoting literacy worldwide.

The Very Cool Pool Party

Those who attended the student/tutor pool and barbecue party on July 18th kept cool during the 90 degree plus weather by lounging around (and in) the pool, drinking June's amazing homemade lemon-limeade, and eating barbecue chicken and other picnic goodies.

A million thanks go out to June, Super Tutor of the Month, for hosting the party.

Creative Corner



Henry's Bad Weekend at the Races

Lori and I left from home to have a good and fun weekend. We arrived in Bakersfield at three a.m. Saturday morning, and went to bed. We woke up at eight a.m. Saturday morning and got ready to go to the race track. We realized that I forgot my helmet. After Lori bought me a new one we went on to the track. When I got to the track I had a flat tire and had to switch the spare tire which was in good shape. My trouble started when I pulled the car off.the trailer and it ran out of gas. I put some gas in the car and again trouble struck--it wouldn't start! I finally got it started and drove it over for our tech check. The car was still not running right, so I worked on it to get it to run better. The fuel dampened the engine and it caught fire. Somebody put it out.

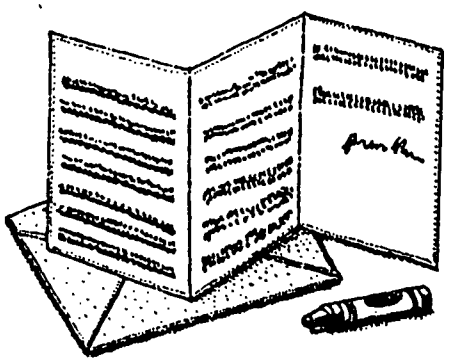
I made one pass down the track, but the car was still not running well. I worked on it again and took the carburetor apart. But I had a tricky time finding gaskets to fit it. We decided to pack up and go home. On the way going up the "grapevine", there were a lot of cars running hot! And so was I! Our good weekend turned into a bad weekend.

My Mother-in-law came from Guadalajara, Mexico, Sunday night at 9:00 p.m. My wife was so happy. She telephoned her sister Maria and brother Tino. By 9:30 p.m. all the family was together. My mother-in-law was so happy to be with us.

--Salvador Ponce

Sunday morning the traffic was speeding too fast. One car I saw went out of control. It was on the 22 Freeway. It was approaching the on ramp to the 5 and 57 freeway. When he started the turn, his car went out of control and went into a spin. The driver was able to control the car.

--Fernando Quintanilla



Workshop Generates Ideas

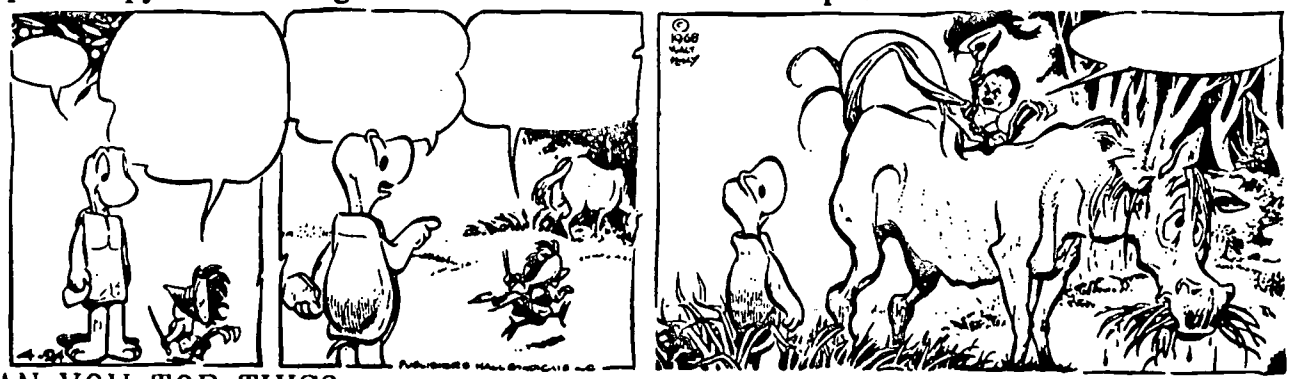
The continuing education workshop on "Encouraging Writing in the Tutoring Session" proved fun and informative. Special thanks to the following tutors in attendance for their extra measure of dedication: Sue Burns, Stephanie Files,Rosalind Gardner, Patty Harp, Jim Macon, LeAnne Pleasant, Miriam Rosen, and Janet Templeton. Guest speaker Jerry Edwards, the Santa Fe Springs Literacy Specialist, suggested many creative activities for tutors and students to use together:

FILL IN THE BLANK -- the tutor writes out a sentence with a key word missing. The student then supplies a word of his/her own choice to the sentence. (There are no right or wrong answers)

Ex. **I feel _____ on Monday morning.**

The student might say "grumpy" or "cheerful" or whatever comes to mind. Reverse roles and have the student dictate a sentence with a blank for the tutor to fill in.

COMIC STRIP CAPERS -- white out the words of your favorite comic strip. You may also want to photo-copy and/or enlarge it. Have the student create the captions.

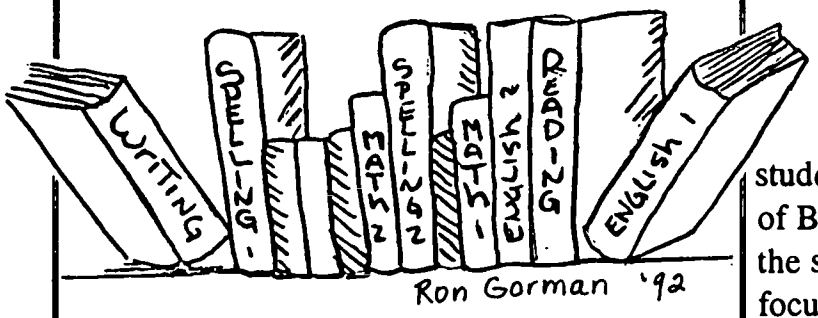


CAN YOU TOP THIS? -- Together think of a noun and write it down. Build a sentence by adding words or phrases. Continue as far as you can.

EX.	Student:	Let's do a sentence about a horse.
	Tutor:	The fat horse.
	Student:	The fat horse hates to gallop.
	Tutor:	The fat horse that eats too much hates to gallop.
	Student:	The fat horse that eats too much hates to gallop during feeding time.

The sillier the better! Run-on sentences are okay.

CHECK OUT THESE BOOKS



Last Chance for Freedom

This was a great book. I would recommend everyone to read it! It is very easy to understand and read. If you hate to read baby books because you do not think you can read a book about something that really happened, I am telling you, read this book!

The author of the book is Marcie Miller Standelhoten. I would also recommend you read The Freedom Side. It is the first story about Last Chance For Freedom.

These books are located on the first time reader shelf of the library (the New Reader Collection). I hope you will enjoy these books as much as I did. Remember, we can all read, so do not give up on yourself if you think these books are too hard.

Reviewed by Marna Lee Galvez

Patterns In Spelling

Since choosing to use this series, my student and I have completed three lessons of Book 3. In general, my impressions of the series are quite favorable. The series focuses on the patterns of words in an effort to aid in spelling. The idea of finding and learning patterns seems to be a logical way to improve spelling abilities.

Breaking down words into sections and patterns enables the student to see the correctly spelled portions of a word that he or she has written. Thus, the learning process is more positive, focusing on what the student has spelled correctly, rather than what is wrong. When certain patterns are learned, the student realizes that he or she is able to spell many more words, all of which use that same pattern.

My one objection so far involves the use of lengthy and complex rules to determine whether or not a final consonant is doubled when adding an ending. These rules seem too lengthy and confusing to be especially useful.

Overall I am quite pleased with the "Patterns In Spelling" series and I hope that my student and I will have continued success.

Reviewed by Zita Szabo

Partners In Reading
Orange Public Library
Literacy Program
1672 N. Cambridge
Orange, CA 92665

Share the pleasure of reading...

If you are interested in volunteer tutoring, please call:

(714) 282-8916

FRIENDS
of the
Orange Public Library

101 N. Center St., Orange, CA 92666 | Fall, 1993

"The Range of Light"

Multi-Media Presentation Featured at Friends' Semi-Annual Meeting Nov. 3

"The Range of Light," a musical and photographic interpretation of the Sierra Nevada, will be the featured program at the Friends' semi-annual meeting Wednesday evening, Nov. 3. The program begins at 7:00 p.m. in the Main Library Community Room, 101 N. Center St.

Admission is free, and the public is welcome.

Presented by Ranger Jim Long, "The Range of Light" portrays the spirit of California's mighty mountain range as reflected in the writings and philosophy of John Muir. This professional four-projector multi-image program was photographed throughout the Sierra Nevada wilderness over a 30-year time span by Ranger Long, who grew up there and has combined his love of the mountains with his love for classical music and knowledge of computers in creating this work.

The program brings to life the mountains in all their glory, depicting sequences of natural cycles: dawn to dusk; the meadows and flowers; a Sierra river from its birth as a single drop of melting snow, passing in turn through forest glade, rapid waterfall, moonlit canyon, and underwater grotto, before disappearing in a cloud of mist in Yosemite's falls; and the cycle of the seasons amidst the red fir forests and quaking aspen groves.

With an introduction in Muir's own words, spoken by naturalist Carl Sharsmith and accompanied by musical selections from the works of Greig, Smetana, Dvorak and others, "The Range of Light" offers a moving and inspirational portrait of what John Muir called "... the most divinely beautiful of all the mountain chains I have ever seen."

Since 1980, "The Range of Light" has been seen by more than 100,000 people, including groups from the Sierra Club, parks, schools, churches, libraries, governmental organizations and, in 1989, the House Appropriations Committee in Washington, D.C.

Mark your calendar now for this exciting program -- and join the Friends on Nov. 3 for a most enjoyable evening high in the Sierras.

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President's Message ..... page 2
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Focus on Friends ..... page 3
Calendar of Events ..... page 4

Help Wanted

Volunteer needed to typeset our Friends Newsletter. Should have access to a computer. Please phone Sherry at 637-6736 or Ruth at 637-2408

These Are The Folks Who Helped Make OPL's 108th Birthday Party A Success

We want to thank those individuals and groups who donated their time and talents to entertain at our party:

1. The Orange Senior Center
   "Orange Twig" singers and Hawaiian Dancer
   "The Tune Twisters" band
2. Orange Symphonic Band
   "Dixie Delegation" jazz band
   "Waverly Woodwinds" clarinets
3. "The Recyclers" - country and western trio
4. "Opal the Clown" from Orange Historical Society
5. "Bo the Clown and A Friend" who entertained the children
6. Jan Harrison, Library Staff
   Story Time read "Wizard of Oz" with: "The Tinman"
   ("The Tinman" costume supplied by Wells Fargo Bank)
7. Orange Police Department's Explorer Post #266 provided Officer McGruff, Crime Dog.

A BIG thank you to our local businesses that donated raffle prizes:

1. Apollo Stationers
2. Bakers Square
3. Marie Callendars
4. Collectibles II
5. Cocos Restaurant

continued on page 2

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President's Message

Dear Friends,

Were you at OPL's Birthday Party? If not, you missed a real whiz-bang affair! Arline Minor outdid herself this time. She had help from a lot of truly wonderful Friends members of course, but it surely wouldn't have all come together so spectacularly without Arline's direction. Way to go, Arline!

Sadly, the Board has decided to discontinue Silent Auctions at El Modena and Taft Branch Libraries. Shorter hours and fewer days open have made auctions at the branches not only far less profitable, but also much more difficult for those in charge to service. The Silent Auction at Main Library will continue, however, and we hope you will find time to check it out each month. The crew has lots of incredible and facinating offerings for you.

Hope to see you at our Fall General Meeting on Wednesday, November 3. Other than at book sales, there aren't too many opportunities to meet other Friends members --and OUR Friends are definitely worth knowing.

In Friendship,
Sherry Cooper

Booksale Center News

OPL Birthday Party Report

What a time we had at the Library Birthday Party on August 14th. Never have we had so many people at a book sale. There must have been 2500 there as people kept coming and going all day.

We do appreciate our Seniors who are always supportive of our community...their band played, they sang and danced for us, and everyone enjoyed them. "Bo the Clown" entertained the big people and the little ones with bubbles and balloons. "Opal the Clown" gave out lots of hugs...there is a four year old who is still talking about you. She was out there waving the cars in from Chapman. The Tinman and Officer McGruff were a big hit. Jan Harrison had an adoring group of little people listening to stories.

Our City Council showed they had that volunteer spirit. Mayor Beyer and his wife welcomed people. Councilman Mike Spurgeon sold books and popcorn. Councilwoman Joanne Coontz sold books, and then turned into an ardent shopper. Councilman Fred Barrera and Councilman Mark Murphy also sold books. They all worked hard all day.

All the heavy work of hauling boxes of books, setting up tables, and getting a piano out to the driveway was accomplished by: Robert Buchtel, Rudy Estrada, Manny Puentes, Bill Hagblum, Richard Jefts, Alberto Vaca, and Luther Broome. I hope they are still talking to me. Thanks fellows.

We had some new helpers that we hope will work another time: Helen Viviano, Jean Amos, Helene Taylor, and Marjorie Rice.

Our community joined together in friendship, we had fun, and made $1,660.00, which will buy books and magazines for everyone to enjoy.

-- Arline Minor,
Booksale Center Director

Other Good Stuff

Those nice plastic boxes in our libraries were made by Plastic Plus, 704 W. Katella, Orange and given to the libraries for donations. We do appreciate their gift and the generosity of our community. The box at Main Library received $178.50 in the first two weeks.

Ed and Pat Thomas, owners of the Book Carnival at 348 S. Tustin St., Orange are promoting library use and also have a donation box in their store. Our libraries need everyone's support.

BUY ORANGE!

Silent Auctions

Main Library Silent Auctions will continue as usual, but auctions will no longer be held at the branch libraries.

However, there will still be special books available for sale on the Friends Ongoing Booksale Shelves at Main, El Modena and Taft. Prices for these special books start at one dollar.

Look for the Friends' Main Library Ongoing Booksale Shelves in their new location--just east of the circulation desk, in the reading area.

"Thank You" continued from page 1

6. Expressly Portraits
7. Housewares Stop
8. Kits Cameras
9. The Knife Gallery
10. Lamppost Pizza - Tustin/Katella
11. Northwood Pizza
12. Office Depot - Tustin/Chapman
13. Ozzies Restaurant
14. Raffaello Restaurant
15. Red Eye Clothes
16. Rio of Southern California
17. Thrifty Drug Store - Tustin/Chapman
18. Tulsa Rib Company
19. Watson Drugs
20. Regal Florist
21. Santiago Nursery

Also, a special thanks to:

* Army-Navy Store for donating popcorn and balloons
* Wells Fargo donation for the Tinman costume
* RWB Party Supplies - popcorn machine

Be sure to patronize these Orange merchants who have helped us. Any time a purchase of any kind is made in Orange it will ultimately help us.

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FOCUS on FRIENDS

Welcome to the following people who have joined the Friends since our last newsletter:

The Anderson family, Maureen Ault; Berry Bennett; Leon Boone; Kevin Brewer; Mike Collins; Pat Hamilton; Margaret Kelley; the Laguna family; Ruth Landis; Cyrus Parker-Jeannette; Manuel Puentes; Marjorie Rice; Rebecca Slater; Nancy Thomson; Roberto Torres; the Tucker family; Mark & Marilyn Ureda; Isobel Utsler; Helen Viviano; Victor Wells; and Martha Winslow.

Orange Public Library
Adult Literacy Program

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Help someone improve their reading and writing skills -- **Become a Tutor**

Free Tutor Training workshops provided

SPECIAL FUND DONATIONS

Thank you to the following people who have donated to the special funds since our last newsletter.

Homebound Delivery Service Fund

Kevin Brewer; Barbara Bunke; Joan Campbell; Carol Carson; Walter Crail; Enid Frohmberg; Sheila Gannon; Sheila & Dan Harlow; Helen Mallard; Doris Osborn; Cyrus Parker-Jeannette; Marian Pendleton; Betty Pinkston; Marjorie Rice; Rebecca Slater; Norma Slick; Dorothy Stewart; Joan Todd; the Way family; Diane Wells; Jeanne Williamson; and Martha Winslow.

And a VERY SPECIAL THANK YOU to Marjorie Kauth for her especially generous donation.

Children's Programs

John & Ruth Anderson; Kevin Brewer; Barbara Bunke; Joan Campbell; Carol Carson; Walter Crail; Sheila Gannon; Sheila & Dan Harlow; William Harvey; Cyrus Parker-Jeannette; Marian Pendleton; Marjorie Rice; Isobel Utsler; Frances Sellers; Zef & Annbeth Shanfield; Pamela Shararian; Norma Slick; Joan Todd; the Way family; and Jeanne Williamson.

New Policy in Effect Now

We truly appreciate your renewal, but...money is tight these days and we feel you would rather have the funds used to mail a separate "thank you" go to help the library. Your renewal is being acknowledged in the newsletter and your new renewal date will appear on the address label. Please change your renewal date on your membership card.

Thank you to the following for renewing Friends membership:

John & Ruth Anderson; Luther Broome; Barbara Bunke; Joan Campbell; Carol Carson; Inez Fallis; Enid Frohmberg; Sheila Gannon; Sheila & Dan Harlow; William Harvey; Anna M. Jardini; Patricia S. Jong; Marjorie Kauth; Irene Leiby; David Link; James Lowerre; Helen Mallard; Jan McGovney & children; Barbara Moore; Doris Osborn; Marian Pendleton; Betty Pinkston; Racheel Price; Rhonda & Don Raymond; Frances Sellers; Zef & Annbeth Shanfield; Pamela Shararian; Norma Slick; Dorothy Stewart; Joan Todd; Deborah Violette; Diane Wells; and the Woman's Club of Orange.

MEMBERSHIP FORM / Friends of the Orange Public Library

Membership dues and other contributions are tax deductible to the extent allowed by law.

Make checks payable to:
FRIENDS of OPL
101 N. Center St.
Orange, CA 92666

For more information call: 288-2400 (Main), 288-2450 (El Modena), 288-2430 (Taft)

Renewal/New Membership (circle one)

(Name) _____

(Address) _____ (Phone) _____

- ☐ Individual - $3.00
- ☐ Student (through 12th grade) - $2.00
- ☐ Family - $10.00
- ☐ Senior Citizen - $2.00
- ☐ Sustaining - $15.00
- ☐ Corporate - $20.00
- ☐ Life - $100.00 (or more)

YES, I HAVE ADDED $1 ___, $5 ___, $10 ___, or more ___

- ☐ TO HELP BUY BOOKS FOR THE HOMEBOUND DELIVERY SERVICE
- ☐ TO BE USED FOR CHILDREN'S PROGRAMS

I wish to help with:

- ☐ Booksales
- ☐ Book sorting
- ☐ Homebound Delivery Service
- ☐ Legislative action
- ☐ Publicity
- ☐ Children's Programs
- ☐ Telephoning
- ☐ Fund raising

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Calendar of Events

Oct. 4 Friends Board meeting
7:00 p.m.
Main Library

Oct. 9 2nd Saturday Book Sale
10:00 a.m. - 4:00 p.m.
Friends Booksale Center
(Edwards House garage,
just east of Main Library)

Nov. 3 Friends Fall General
meeting/Special program
see story on front page
7:00 p.m.
Main Library

Nov. 13 2nd Saturday Book Sale
10:00 a.m. - 4:00 p.m.
Friends Booksale Center
(Edwards House garage,
just east of Main Library)

Dec. 6 Friends Board meeting
7:00 p.m.
Main Library

Dec. 11 2nd Saturday Book Sale
10:00 a.m. - 4:00 p.m.
Friends Booksale Center
(Edwards House garage,
just east of Main Library)

Jan. 8 2nd Saturday Book Sale
10:00 a.m. - 4:00 p.m.
Friends Booksale Center
(Edwards House garage,
just east of Main Library)

New Library Hours
(as of Oct. 4)

Main Library:
Mon. - Wed., 12 noon - 8 p.m.
Thursday, 10 a.m. - 6 p.m.
Saturday, 1 - 6 p.m.
El Modena Branch Library:
Monday & Wednesday, 1 - 8 p.m.
Taft Branch Library:
Tuesday, 1 - 8 p.m.
Thursday, 1 - 6 p.m.
The Friendly Stop:
Monday - Thursday, 2 - 5:30 p.m.

Booksale Center Hours:

Tuesday, 11 a.m. - 3 p.m.
Wednesday, 9 a.m. - 12 noon
2nd Saturday, 10 a.m. - 4 p.m.

Friends of the Orange Public Library
101 N. Center St., Orange, CA 92666

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Arline Minor, Director

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PARTNERS IN READING

Orange Public Library Adult Literacy Program

1672 NORTH CAMBRIDGE STREET ORANGE, CALIFORNIA 92665 (714) 282-8916 FAX (714) 282-8663

MAILING ADDRESS: 740 EAST TAFT AVENUE ORANGE, CALIFORNIA 92665

August, 1993

Dear Business Leader,

Thank you for taking the time to review our newsletter!

Let me just highlight the fact that there are several ways your business can make use of the free literacy services offered by Orange Public Library.

- You may want to refer employees who need help with their reading and writing as the need arises. Keep our phone number (714) 282-8916 in a convenient place. We will set up an appointment to meet and assess each student.

- You may have space at your work-site - a conference room or meeting place - which could be set aside for your employees to receive their one-on-one tutoring.

- You may want to set up incentives for your employees to participate in the program and improve their literacy skills. Perhaps you could underwrite the cost of their workbooks (about $6 each) or give them compensated time.

- You may want to encourage your employees to become tutors.

Our tutors are trained to be "student oriented" and this often means concentrating on work-related materials. If your employees wish to sharpen their reading and writing as it pertains to work, this can be an emphasis in the one-to-one tutoring sessions.

Please call if you have any questions. Library literacy programs exist to serve the community so we want to make sure you are well informed about what we can offer.

Sincerely,

Rosanne Miller

Rosanne Miller
Literacy Services Coordinator

Partners in Reading is supported in part by by the State of California under the provisions of the California Library Services Act, administered by the California Library Services Board.

RM:cyw
b:lit BUSLTTR

LA BIBLIOTECA PÚBLICA DE ORANGE
PROGRAMA DE LECTURA PARA ADULTOS

xxxxxxxxxxxxxxxxxxxxxxxx

ACESORIA GRATIS PERSONA A PERSONA ESTÁ AHORA DISPONIBLE ATRAVES DEL NUEVO PROGRAMA DE LECTURA DE LA BIBLIOTECA PÚBLICA DE ORANGE.

SI ESTÁ INTERESADO EN SER VOLUNTARIO PARA ACESORAR, POR FAVOR LLAME AL:

282-8916

¿ Necistas ser un maestro adecuado para ayudar?

No, no necesitas ningun entrenamiento para ayudar! El único requisto es que te guste la lectura, una actitud amistosa y ser paciente por naturaleza. Hay una orientación para los tutores para aprender varios metodos para poder ayudar a las personas adultas que no saben leer.

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PARTNERS IN READING

Orange Public Library
Literacy Program

"STRATEGIES OFFERING SUCCESS"

James M. Macon
Educational Consultant
1581 W. Pacific Place
Anaheim, CA 92802
(714) 956-1246

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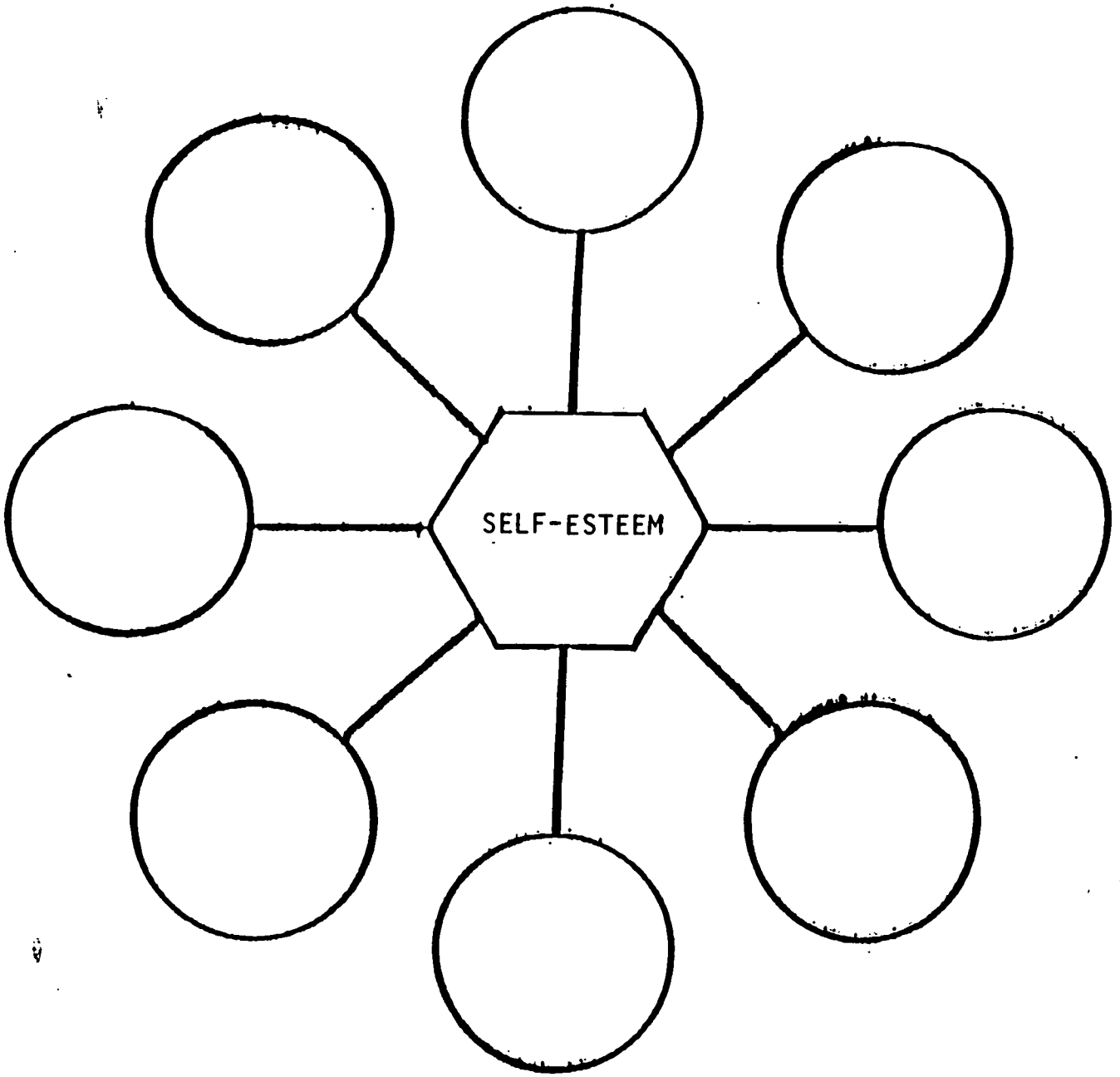
GUIDELINES FOR SUCCESSFUL TUTORING



California State University, Long Beach
Department of Teacher Education

EDSE 457 REFLECTION LOGS

Date	Plan (Include Strategy)	Reflection

Date	Plan (Include Strategy)	Reflection
12/15	1. Journal. 2. Chart Dirty Bird story 3. Trelease tickets all set. 4. Spelling in context. 5. Courage - finish by 12/22 if possible. 6. Read to Karen?	1. Good journal entry. 2. Read 20 pages in Dirty Bird story. 3. Had 91% correct in spelling - missed where, struck, helmet, because, friends. 4. Read 10 pages in Courage - will finish it next time. 5. Said he read to Karen (The Snowy Day); she liked the story.
12/22	1. Journal. 2. Dirty Bird - how much read? 3. Spelling in context. 4. Finish Courage & have him do the Story Frame.	1. Brief journal entry. 2. Read 20 more pages in Dirty Bird - said he likes it and it's getting better - more action. 3. Finished Courage, and had him complete the Story Frame. Had some trouble with it to start with, but got into it as we went alon 4. Spelling in context - 93% correct - missed question, because, right, pieces. 5. Won't meet again until 1/5/93
1/5	1. Journal. 2. Spelling in context. 3. Select new story from Superstars 4. Read aloud the 1st ch. or so from Alcatraz Island. 5. Selected Owl Moon for him to read to Karen. He will read it first.	1. Good journal entry. 2. Had 100% in spelling! He was really please Spelled such words as because, friends, engine, question, etc. which have been hard for him. 3. Selected the story on A. J. Foyt from Superstars. 4. Began reading Alcatraz Is. to him. Since it starts with lots of action and has lots of humor, he really liked it. Said it went much faster than Courage. Didn't really care for Courage, but we finished it. 4. Practiced reading Owl Moon, but will check it out of the library next time. 5. Finished Dirty Bird! His reading chart look good.

GETTING TO KNOW YOU

1. What is your name? _____
2. When were you born? _____ Where? _____
3. What school subject do you like best? _____
   Why? _____
4. What subject do you like least? _____
   Why? _____
5. If you were granted three wishes, what would you wish for?
   a. _____ b. _____ c. _____
6. What do you like to do in your free time? _____
7. Do you have any hobbies? _____ What? _____
8. Do you belong to any clubs or organizations? _____ What are they? _____
9. Who is your best friend? _____ Why? _____
   _____
10. Brothers? _____ Sisters? _____
11. What is your favorite sport? _____
12. Do you have a hero? _____ Who? _____
    Why? _____
13. In what other state or country have you lived? _____
14. What do you want to do when you have finished school? _____
    _____
15. What is your favorite TV program? _____
16. What is your favorite movie? _____
17. What is your favorite singer or group? _____
18. Do you or your parents speak any other language than English? _____, If so, what language? _____
19. What do you usually eat for breakfast? _____

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20. Have you ever been on a boat? _____ plane? _____ train?_____

21. Do you play a musical instrument? _____ What? _____

22. What is your father's work? _____

23. What is your mother's work? _____

24. What kind of books or stories do you enjoy best? _____

_____

25. Can you name a book you have read that you really enjoyed?

_____

26. How many hours a day do you usually watch TV? _____

27. Which magazines or newspapers do you get at home regularly?

_____

28. Do you have a library card? _____ When were you last at the library? _____

29. Do you wear glasses or contact lenses? _____

30. Have you ever had your eyes tested by an optometrist? ____

31. Put a check next to any of the areas below that you may think you need help in:

_____ reading faster

_____ understanding what you read

_____ remembering details

_____ remembering the main idea of material

_____ learning to read more words

_____ following directions

_____ concentrating on what you are reading

_____ reading out loud

THE GRADED WORD LIST: QUICK GAUGE OF READING ABILITY

Margaret LaPray and Ramon Ross

ADMINSTRATION

1. Type out each list of ten words on an index card.

2. Begin with a card that is at least two years below the student's grade level assignment.

3. Ask the student to read the words aloud to you. If he misreads any on the list, drop to easier lists until he makes no errors. This indicated the base level.

4. Write down all correct and incorrect responses, or use diacritical marks on your copy of the test. For example, lonely might be read and recorded as lovely. Apparatus might be recorded as a per' a tus.

5. Encourage the student to read words he does not know so that you can identify the techniques he uses for word identification.

6. Have the students read from increasingly difficult lists until he misses at least three words.

pp	primer	1	2	3	4
see	you	road	our	city	decided
play	come	live	please	middle	served
me	not	thank	myself	moment	amazed
at	with	when	town	frightened	silent
run	jump	bigger	early	exclaimed	wrecked
go	help	how	send	several	improved
and	is	always	wide	lonely	certainly
look	work	night	believe	drew	entered
can	are	spring	quietly	since	realized
here	this	today	carefully	straight	interrupted

5	6	7	8	9
scanty	bridge	amber	capacious	conscienti
certainly	commercial	dominion	limitation	isolation
develop	abolish	sundry	pretext	molecule
considered	trucker	capillary	intrigue	ritual
discussed	apparatus	impetuous	delusion	momentou
behaved	elementary	blight	immaculate	vulnerable
splendid	comment	wrest	ascent	kinship
acquainted	necessity	emunerate	acrid	conservat
escaped	gallery	daunted	binocular	jaunty
grim	relativity	condescend	embankment	inventive

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10	11
zany	galore
jerkin	rotunda
nausea	capitalism
gratuitous	prevaricate
linear	risible
inept	exonerate
legality	superannuate
aspen	luxuriate
amnesty	piebald
barometer	crunch

ANALYSIS

1. The list in which a student misses no more than one of the ten words is the level at which he can read independently. Two errors indicate his instructional level. Three or more errors identify the level at which reading material will be too difficult for him.

2. An analysis of a student's errors is useful. Among those which occur with greatest frequency are the following:

Error	Example
reversal	ton for not
consonant	now for how
consonant clusters	state for straight
short vowel	cane for can
long vowel	wid for wide
prefix	inproved for improved
suffix	improve for improved
miscellaneous	(accent, omission of syllables, etc.)

3. As with other reading tasks, teacher observation of student behavior is essential. Such things as posture, facial expression, and voice quality may signal restlessness, lack of assurance, or frustration while reading.

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FIVE WAYS TO FIGURE OUT A WORD

1. Phonics
2. Break into syllables, root word, base word
3. Context - how it is used in a sentence
4. Dictionary
5. Ask someone

* * * *

SAMPLE GRADE LEVEL LISTS

CORE LITERATURE

KINDERGARTEN

Anno's Counting Book--Anno

1, 2, 3 to the Zoo--Carle

The Very Hungry Caterpillar--Carle

Ask Mr. Bear--Flack

The Snowy Day--Keats

The Carrot Seed--Krauss

Brown Bear, Brown Bear--Martin

Rosie's Walk--Hutchins

Mother Goose--de Paola

Corduroy--Freeman

Happy Birthday Moon--Asch

The Cake that Mack Ate--Robart

I Know a Lady--Zolotow

Hattie & the Fox--Fox

Emma's Pet--McPhail

FIRST GRADE

Strega Nona--de Paola

Bread & Jam for Frances--Hoban

Make Way for Ducklings--McCloskey

Deep in the Forest--Turkle

A Chair for My Mother--Williams

The Napping House--Wood

Where the Wild Things Are--Sendak

Leo the Late Bloomer--Kraus

Hot Hippo--Hadithi

William's Doll--Zolotow

The Story About Ping--Flack

Aaron's Shirt--Gould

Piggybook--Browne

Gorilla--Browne

Could Be Worse!--Stevenson

My Grandson Lew--Zolotow

SAMPLE GRADE LEVEL LISTS

CORE LITEREATURE

SECOND GRADE

The Little House--Burton

Miss Rumphius--Cooney

Ox-Cart Man--Hall

Frog and Toad Together--Lobel

The Tale of Peter Rabbit--Potter

The Tale of Benjamin Bunny--Potter

Sylvester and the Magic Pebble--Stieg

Alexander and the Terrible, Horrible, No Good, Very Bad Day--Viorst

Ira Sleeps Over--Waber

Big Bad Bruce--Peet

Do Not Open--Turkle

The Little Red Lighthouse & the Great Gray Bridge--Swift

Emma--Kesselman

Herbie's Troubles--Chapman

Today Was a Terrible Day--Giff

Mike Mulligan & His Steam Shovel--Burton

The Wednesday Surprise--Bunting

Now One Foot, Now the Other--de Paola

The Two of Them--Aliki

Hailstones & Halibut Bones--O'Neill

THIRD GRADE

Stone Soup--Brown

Winnie the Pooh--Milne

Annie and the Old One--Miles

The Long Way to a New Land--Sandin

The 500 Hats of Bartholomew Cubbins--Seuss

Through Grandpa's Eyes--MacLachlan

The Velveteen Rabbit--Williams

Knots on a Counting Rope--Martin & Archambault

Liza Lou & the Yeller Belly Swamp--Mayer

Ming Lo Moves the Mountain--Lobel

Molly's Pilgrim--Cohen

My Dad is Really Something--Osborn

How Many Days to America?--Bunting

Georgia Music--Griffith

Wilfrid Gordon McDonald Partridge--Fox

A New Coat for Anna--Ziefert

The Quilt Story--Johnston

Crow Boy--Yashima

Owl Moon--Yolen

Six Crows--Lionni

The Keeping Quilt--Polacco

The Glorious Flight--Provensen

SAMPLE GRADE LEVEL LISTS

CORE LITERATURE

FOURTH GRADE

Stone Fox--Gardiner

Charlotte's Web--White

Little House in the Big Woods--Wilder

Yeh Shen--Louie

The War with Grandpa--Smith

Dear Mr. Henshaw--Cleary

James & the Giant Peach--Dahl

Stuart Little--White

The Hundred Penny Box--Mathis

Rechenka's Eggs--Polacco

Mufaro's Beautiful Daughters--Steptoe

The Mud Pony--Cohen

The Patchwork Quilt--Flournoy

Island Boy--Cooney

Laura Ingalls Wilder--Blair

Blackberries in the Dark--Jukes

Just Like Max--Ackerman

The Most Beautiful Place in the World--Cameron

The Remembering Box--Clifford

Amigo--Baylor

Nettie's Trip South--Turner

The Boy and the Ghost--San Souci

FIFTH GRADE

The Black Stallion--Farley

Call It Courage--Sperry

The Trouble with Tuck--Taylor

Little House on the Prairie--Wilder

The Wizard of Oz--Baum

Thank You, Jackie Robinson--Cohen

Caddie Woodlawn--Brink

Blue Willow--Gates

Rabbit Hill--Lawson

All-of-a-Kind Family--Taylor

Farmer Boy--Wilder

Sarah, Plain and Tall--MacLachlan

Misty of Chincoteague--Henry

Just So Stories--Kipling

Black Star, Bright Dawn--O'Dell

Sing Down the Moon--O'Dell

Just Like a Real Family--Holl

Strider--Cleary

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SAMPLE GRADE LEVEL LISTS

CORE LITERATURE

SIXTH GRADE

Indian in the Cupboard--Banks

Island of the Blue Dolphins--O'Dell

Sign of the Beaver--Speare

The Cay--Taylor

On the Banks of Plum Creek--Wilder

The Long Winter--Wilder

Journey Home--Uchida

The Pinballs--Byars

The Jungle Book--Kipling

Racing the Sun--Pitts

Where the Lillies Bloom--Cleaver

Sadako & the Thousand Paper Cranes--Coerr

A Taste of Blackberries--Smith

Moss Gown--Hooks

Zia--O'Dell

The Castle in the Attic--Winthrop

The Big Wave--Buck

SEVENTH GRADE

Sounder--Armstrong

Summer of the Swans--Byars

Julie of the Wolves--George

The Story of My Life--Keller

Bridge to Terabithia--Paterson

Where the Red Fern Grows--Rawls

Summer of the Monkeys--Rawls

Tuck Everlasting--Babbitt

The Outsiders--Hinton

Old Yeller--Gipson

Wrinkle in Time--L'Engle

The Black Pearl--O'Dell

Someone Is Hiding on Alcatraz Island--Bunting

I Heard the Owl Call My Name--Craven

Hatchet--Paulsen

One-Eyed Cat--Fox

SAMPLE GRADE LEVEL LISTS

CORE LITERATURE

EIGHTH GRADE

Johnny Tremain--Forbes

Across Five Aprils--Hunt

Call of the Wild--London

Witch of Blackbird Pond--Speare

The Bronze Bow--Speare

Roll of Thunder, Hear My Cry--Taylor

Dogsong--Paulsen

Treasure Island--Stevenson

April Morning--Fast

Taking Terri Mueller--N. Mazer

Diary of a Young Girl--Frank

Up From Slavery--Washington

Robinson Crusoe--Defoe

After the Dancing Days--Rostowski

The Red Pony--Steinbeck

Queenie Peavy--Burch

Light in the Forest--Richter

Playing Beatie Bow--Park

Story Frame
by G.L. Fowler

Purpose To focus the reader on basic story content, including the setting and the main characters.
Grade Levels Regular students in primary grades; less able readers in middle and upper grades.
Description The Story Frame requires that a student focus on the main characters, the setting, the major events, and the conclusion in a story. Enough information is given in the frame to enable students to put together the basic information required. In primary grades, the teacher will want to work with students as a class or in smaller groups and develop the Story Frame with student input. In middle and upper grades, less prepared readers can complete the activity on their own, filling in the essential information. *The Story Frame may be simplified or made more complex by reducing or increasing the number of main events in the story that are to be included.* It is an excellent device to use with students who need to work with basic information in a story in order to comprehend the idea of story grammar and to apply this concept to an appropriate literature selection.

Sample Story Frame for *Cinderella*, by Charles Perrault

The story takes place in a make believe kingdom where Cinderella lives with her stepmother and sisters in a nice house.

Cinderella, a stepsister, is a character in the story who has to do all the chores around the house like a servant.

The fairy godmother is another character in the story who does magic and helps Cinderella go the to ball.

A problem occurs when Cinderella is hurrying home at midnight and drops one of her glass slippers at the ball.

After that, the handsome prince searches in the kingdom for a young lady who can put on the glass slipper and have it fit, and the shoe doesn't fit any of the young ladies who try it on.

The problem is solved when Cinderella tries on the glass slipper, and it fits perfectly.

The story ends with the handsome prince and Cinderella getting married right away, and they live happily ever after.

Story Frame

The story takes place _____

_____ .

_____ is a character in the story

who _____ .

_____ is another character in the

story who _____ .

A problem occurs when _____

_____ .

After that, _____

_____

and _____ .

The problem is solved when _____

_____ .

The story ends with _____

_____ .

The teacher may wish to make the Story Frame simpler by providing space for only one character and fewer major events in the story. On the other hand, the teacher may desire to make the outline more complicated by adding more spaces for additional characters and events. Also, the teacher may want to vary the space provided for the various entries. He or she no doubt will want to tailor the Story Frame to fit a specific title, thereby providing a more prescriptive outline, once he or she becomes more familiar with the activity.

Plot Chart
by Barbara Schmidt

Purpose To focus the reader on basic story content, including the setting and the main characters, while requiring students to supply more verbal or written information on their own.

Grade Levels Regular students in primary grades; less prepared readers in middle and upper grades.

Description The Plot Chart requires that students focus on the main characters, the setting, the major events, and the conclusion in a story. However, it asks students to use more verbal and written skills in recording this information. The four guide words Somebody, Wanted, But, and So provide enough structure to enable students to work through the task. In primary grades, the teacher will want to work closely with students in class groups or smaller groups, eliciting from them the necessary information. Generating this data as well as refining it through discussion provides a productive learning action. In middle and upper grades, less able readers may meet with the teacher to discuss various possibilities for completion of the Plot Chart, but will work on their own (possibly with partners or in cooperative groups as determined by the teacher) to complete the task. The chart gives enough guidance for students, yet provides some open endedness to accommodate lengthier responses. The Plot Chart is a step up in difficulty from the Story Frame and is designed to give the reader an opportunity to use his or her own language and ideas.

Sample Plot Chart for *Stone Fox*, by John Reynolds Gardiner

Somebody	Little Willy
Wanted	to win the dogsled race and earn the first prize of $500 so he could pay off the back taxes on Grandpa's farm.
But	Stone Fox, a Shoshone Indian, enters the race with his dog team of Samoyeds so he can win the $500 prize and buy back lands his tribe has lost.
So	Little Willy and Stone Fox race, and close to the finish line when they are neck-and-neck, Willy's dog, Searchlight, drops dead from exhaustion. Stone Fox lets Willy carry Searchlight across the finish line and win the $500 prize.

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Plot Chart

Somebody	
Wanted	
But	
So	

Story Chart
by Sally Haskell

Purpose To make readers focus on the essentials in the story, thereby increasing their comprehension and analysis of the story.

Grade Levels Useful with primary and less prepared students with teacher help and guidance. In grades 4-8, students may complete the chart on their own or in cooperative learning groups.

Description The teacher uses the basic design in the Story Chart and gives each square a title. Titles are selected by the teacher because of their importance in the story, and because the teacher wants students to focus on these areas and generate full comprehension of each one. Titles will vary with each story, although some of them will remain the same, e.g., main characters, setting, the problem, resolution of the problem, and theme. Students read a chapter or segment of a story, then begin filling in the chart. By the end of the story they should have completed the chart and made the necessary conclusions. In class or small group discussions, students share their chart or part of it, depending on the teacher's purpose or the time available. In another strategy the teacher puts the basic design, including titles for a specific book, on large pieces of butcher paper and has students add their information (no duplications). When this task is completed, the possibilities for discussion and writing are virtually limitless. This is one of the most comprehensive and challenging Engagement Activities available to students, and is invaluable in developing a high level of story comprehension.

Sample Story Chart for *The Tale of Peter Rabbit*, by Beatrix Potter

<table>
<tr>
<td rowspan="2">Peter
• very naughty
• disobedient
• irresponsible
• ate forbidden vegetables – got sick
• cautious when in trouble
• good thinker on his feet</td>
<td rowspan="2">Mr. McGregor
• did not like rabbits in garden
• had eaten rabbit pie recently
• had a green thumb
• handy (tool shed)</td>
<td>Mrs. Rabbit
• dedicated, concerned mother
• raised four rabbits by herself
• busy</td>
<td>Flopsy, Mopsy, Cottontail
• good little bunnies
• dependable</td>
</tr>
<tr>
<td>Mr. Rabbit
• had an "accident" in Mr. McGregor's garden</td>
<td>Old mouse, cat
• found a pea in garden
• lazy
• no help to Peter</td>
</tr>
<tr>
<td>Setting
• sandbank, Mr. McGregor's garden</td>
<td>Problem
• How was Peter to get out of the garden safely?</td>
<td>Problem solution
• slipped under the gate when Mr. McGregor wasn't looking</td>
<td>What is this story really about?
• doing what your mother tells you to do</td>
</tr>
<tr>
<td>Values brought out in the story
• obedience
• responsibility</td>
<td>Expressive language
• "lippity, lippity"
• "implored him to exert himself"
• "scritch, scratch"</td>
<td>Good read-aloud parts
• "Stop thief!"
• when Peter has to drink camomile tea and others get bread, milk, berries</td>
<td></td>
</tr>
</table>

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Story Chart

Knowledge Chart
by Jim and Joan Macon

Purpose To enable the reader to activate prior knowledge concerning a specific topic, then listen to or read about that topic, and finally list new knowledge gained.

Grade Levels Regular students in primary, middle, and upper grades; less prepared readers in the middle and upper grades.

Description The Knowledge Chart is a very versatile Engagement Activity that can be used in a variety of settings. A good strategy is to have students pool their information about a certain topic, clustering it on the chalkboard, a transparency, or on paper, thereby making it available to all students. However, encouraging individual students to access their own prior knowledge is also an effective practice. You may wish to vary the procedure. After a plan is adopted, students read or listen to a selection on the same topic, with students listing new knowledge gained individually or in a group, or with the teacher doing so. The Knowledge Chart works best if students have some knowledge about the topic but don't know a great deal. If no prior knowledge exists, the teacher must build a knowledge bridge by discussing similar topics or information. This activity is also very effective with nonfiction materials. After the prior knowledge and new knowledge have been recorded and discussed, the teacher may move into the scheduled lesson, since a knowledge bridge now exists.

Sample Knowledge Chart for *Strega Nona*, by Tomie dePaola

Prior knowledge about witches	New knowledge about witches
1. wear pointy black hats	1. do good things (cure headaches, etc.)
2. ride a broom	2. sing to a pot
3. stir a witch's pot	3. blow kisses
4. cast magic spells	4. give out fair punishment
5. have a black cat	5. have friends
6. wear pointy shoes	
7. have an ugly face	

Knowledge Chart

Prior knowledge about _____	New knowledge about _____
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
etc.	etc.

Tell me,
I forget.
Show me,
I remember.
Involve me,
I understand.

Ancient Chinese Proverb

Vol. I, No. 2, 1992

Partners In Reading
Orange Public Library
Literacy Program

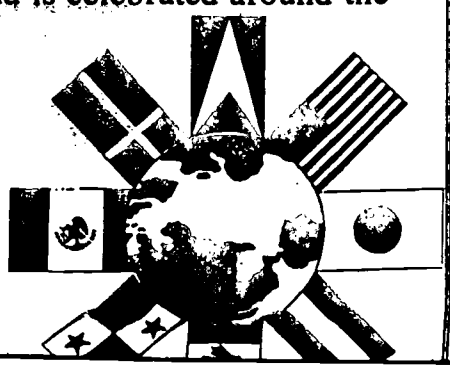
NEWSFLASH...

International Literacy Day

On September 8 Partners In Reading celebrated International Literacy Day. A proclamation in honor of literacy was read at the City Council Chambers, and student Crystal Husband read an essay that she had written. The Mayor recognized all those involved in the literacy program.

A reception and open-house followed on the literacy office lawn. Students, tutors, librarians, members of the community, and interested bystanders attracted by the balloons, music, and food had a chance to mingle and find out more about the program. Those present also had a chance to see the first edition of *Voices*, a book of student stories. These books are available at the literacy office.

International Literacy Day was proclaimed by UNESCO and is celebrated around the world.



Literacy Program Re-funded!

The Orange Public Library is extremely happy to announce that the U.S. Department of Education has awarded a $35,000 grant to continue Partners In Reading for another year. Congratulations to those who worked on the grant application.

"Hooked on Phonics"

Reading Educators Question Program's Advertising

The International Reading Association is voicing concern about the marketing and advertising of "Hooked on Phonics," a reading instruction program published by Gateway Educational Products, Inc. of Orange, California.

Reading educators are concerned that advertising for the program makes unreasonable promises that no single reading program can keep.

Continued on Pg. 4

This Publication made possible by a grant from the U.S. Department of Education

EDITORS: Valerie Stadelbacher, Literacy Coordinator
Kerry Duff, Literacy Program Assistant

BULLETIN BOARD

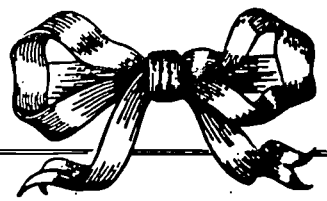
Congrats to our new tutors!

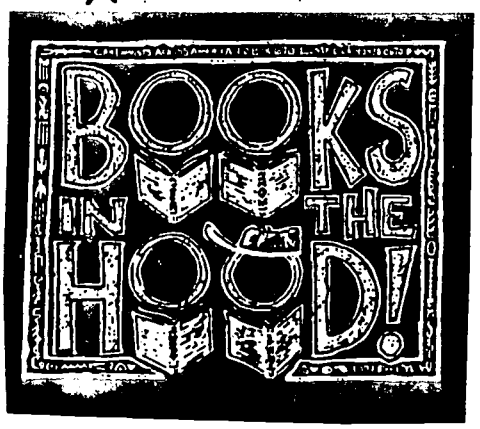
June Orientation

Sheryl Area, Bonnie Blair, Sue Burns, Peggy L. Calvert, Stacey Crosser, Kimberleigh Duff, Patty Harp, Diane Herriges, Rose Kortright, Marie Lindberg, Lisa Maddox, Sherry Murray & LeAnne Pleasant.

August Orientation

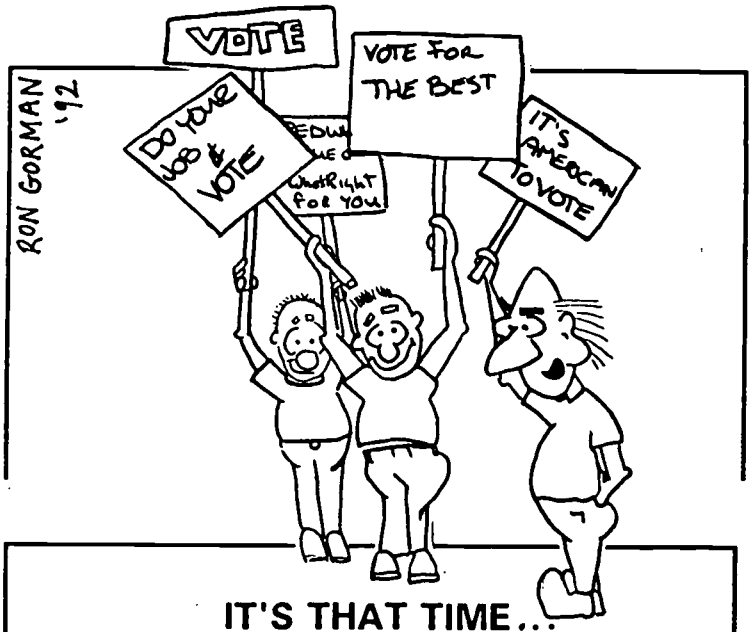
Shirley Ainley, Elaine Archer, Robin Baerg, Jane Bailey, Linda Bergman, Pam Criss, Ruth Duff, Jayne Ginsburg, Carol Heath, Marjorie Kauth, Kristin Martinique, Linda Ogata, Gary Rainville, Wendy Seyler, Hardeep Singh, Rita Strawn & Robin Waller.





a FREE book faire to promote the joy of reading and literacy

- Guest Authors & Celebrities



IT'S THAT TIME...
HERE'S HOW TO VOTE!

1. Call (714) 567-7600 for an absentee ballot.
2. Call by October 27th.
3. Have someone help you read the ballot or read it to you.
4. Mark your choices.
5. Mail the finished ballot.

SATURDAY
NOV. 21
11-5

ORANGE PUBLIC LIBRARY

101 N. Center Street
Orange, CA

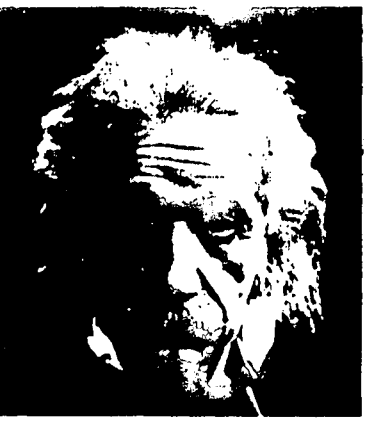
DEAR AL...

Dear Al,

How can I improve my spelling?

Mistakes A. Plenty, Orange

Dear Mistakes,



Remember even the most educated people have problems spelling. As for me, I keep a dictionary nearby so I can check the words I'm not sure about.

However, spelling problems can also be related to a weakness in phonics--the sounds each letter of the alphabet makes. If you know the sounds of each letter, when you hear a strange word you can "sound it out."

There are some words that defy being sounded out. For some of these you just have to rely on memory.

In short, to improve your spelling:

1) Review your phonics,
2) Know how to use a dictionary,
3) See the book reviews of Patterns In Spelling.

Maybe this workbook will give you the practice you need.

Good Luck Luck (oops),
Al

PUZZLES

by Emma Iulo

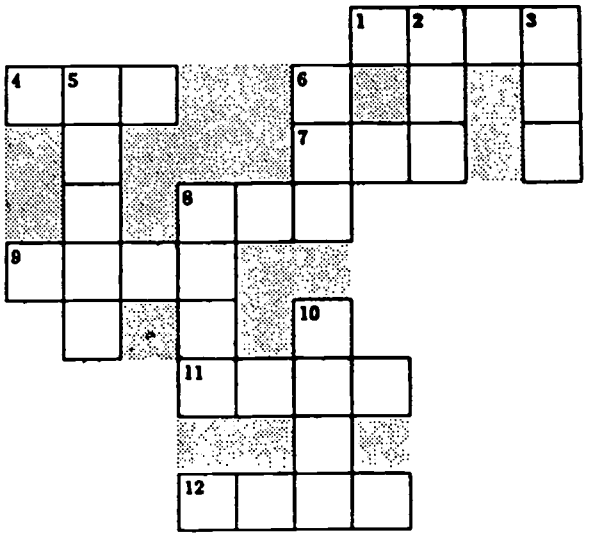
Move the letters of the underlined word around, and you'll have the answer.

ACROSS CLUES

1. Joan did not ____ to say my name wrong.
4. Sue likes to ____ big words.
7. ____ said he saw a rat down by the dock.
8. Who knows ____ to fix this television set?
9. How long did it ____ Kate to paint that picture?
11. The robber took Dave's ____ box as well as other loot.
12. We ____ sad when all the kids left.

DOWN CLUES

2. Let's have a cup of tea after we ____ dinner.
3. Our team has ____ won six games.
5. I ____ that he always wears the same pants.
6. I ____ that the house was dark, so I knew no one was home.
8. I really hate to work outside during this ____.
10. It knocked me for a loop when Dad jumped into the ____.



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Hooked On Phonics

(continued from p. 1)

Various ads for the product suggest that "Hooked on Phonics" can successfully teach reading to adult learners, young children, people with reading problems, and people learning English.

Here's what an expert, Dr. Jean Osborn has to say:

"So what does 'Hooked on Phonics' offer its students (we are told it doesn't matter if these students are children or adults) who sit down and plug into the tapes? How does the program move through 10 years of reading instruction, practice, and experience in a mere two hours?...

If children and adults can learn to read using 'Hooked on Phonics' it would seem a wonderful thing. That they can learn to read with such a program seems unlikely."

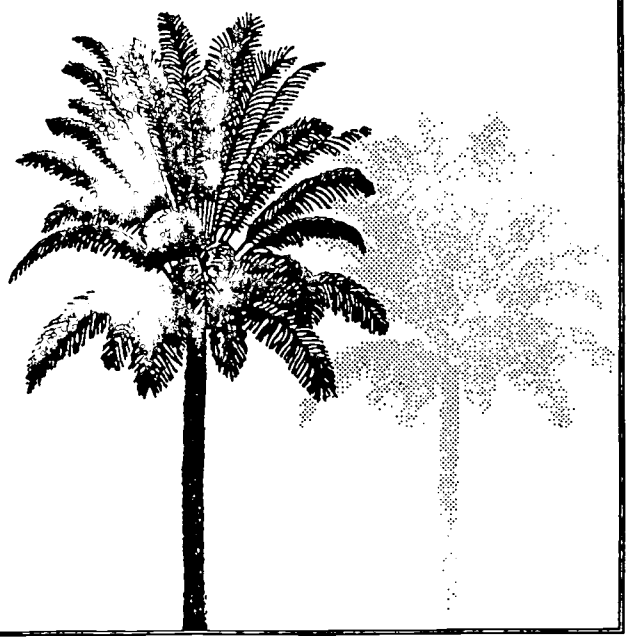
Both the International Reading Association and the Center for the Study of Reading have requested data on the program's success and information about its authors.
"We have not been successful in acquiring this information...," says Dr. Osborn.

Excerpts reprinted from the San Jose Library Literacy Program's Winter 1992 newsletter, and from a news release distributed by the International Reading Association, an educational organization committed to improving reading instruction and promoting literacy worldwide.

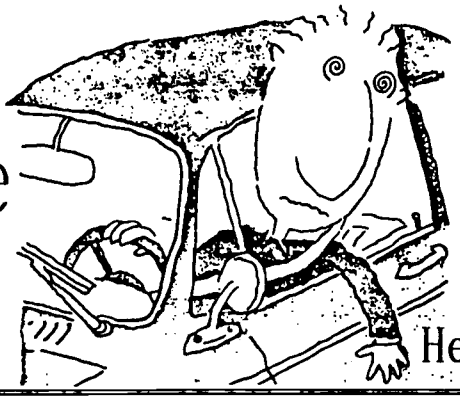
The Very Cool Pool Party

Those who attended the student/tutor pool and barbecue party on July 18th kept cool during the 90 degree plus weather by lounging around (and in) the pool, drinking June's amazing homemade lemon-limeade, and eating barbecue chicken and other picnic goodies.

A million thanks go out to June, Super Tutor of the Month, for hosting the party.



Creative Corner



Henry's Bad Weekend at the Races

Lori and I left from home to have a good and fun weekend. We arrived in Bakersfield at three a.m. Saturday morning, and went to bed. We woke up at eight a.m. Saturday morning and got ready to go to the race track. We realized that I forgot my helmet. After Lori bought me a new one we went on to the track. When I got to the track I had a flat tire and had to switch the spare tire which was in good shape. My trouble started when I pulled the car off the trailer and it ran out of gas. I put some gas in the car and again trouble struck--it wouldn't start! I finally got it started and drove it over for our tech check. The car was still not running right, so I worked on it to get it to run better. The fuel dampened the engine and it caught fire. Somebody put it out.

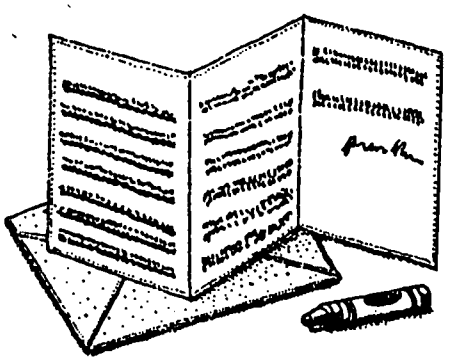
I made one pass down the track, but the car was still not running well. I worked on it again and took the carburetor apart. But I had a tricky time finding gaskets to fit it. We decided to pack up and go home. On the way going up the "grapevine", there were a lot of cars running hot! And so was I! Our good weekend turned into a bad weekend.

My Mother-in-law came from Guadalajara, Mexico, Sunday night at 9:00 p.m. My wife was so happy. She telephoned her sister Maria and brother Tino. By 9:30 p.m. all the family was together. My mother-in-law was so happy to be with us.

--Salvador Ponce

Sunday morning the traffic was speeding too fast. One car I saw went out of control. It was on the 22 Freeway. It was approaching the on ramp to the 5 and 57 freeway. When he started the turn, his car went out of control and went into a spin. The driver was able to control the car.

--Fernando Quintanilla



Workshop Generates Ideas

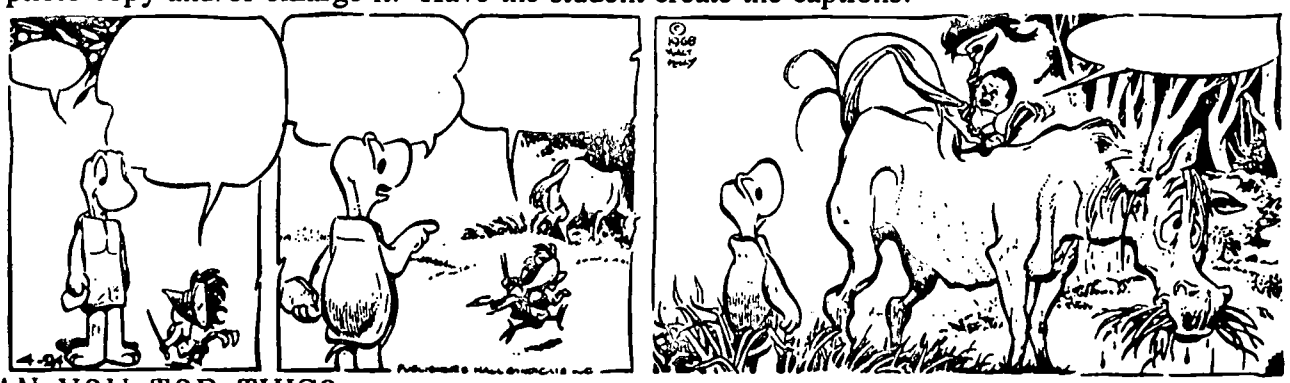
The continuing education workshop on "Encouraging Writing in the Tutoring Session" proved fun and informative. Special thanks to the following tutors in attendance for their extra measure of dedication: Sue Burns, Stephanie Files,Rosalind Gardner, Patty Harp, Jim Macon, LeAnne Pleasant, Miriam Rosen, and Janet Templeton. Guest speaker Jerry Edwards, the Santa Fe Springs Literacy Specialist, suggested many creative activities for tutors and students to use together:

FILL IN THE BLANK -- the tutor writes out a sentence with a key word missing. The student then supplies a word of his/her own choice to the sentence. (There are no right or wrong answers)

Ex. **I feel _____ on Monday morning.**

The student might say "grumpy" or "cheerful" or whatever comes to mind. Reverse roles and have the student dictate a sentence with a blank for the tutor to fill in.

COMIC STRIP CAPERS -- white out the words of your favorite comic strip. You may also want to photo-copy and/or enlarge it. Have the student create the captions.

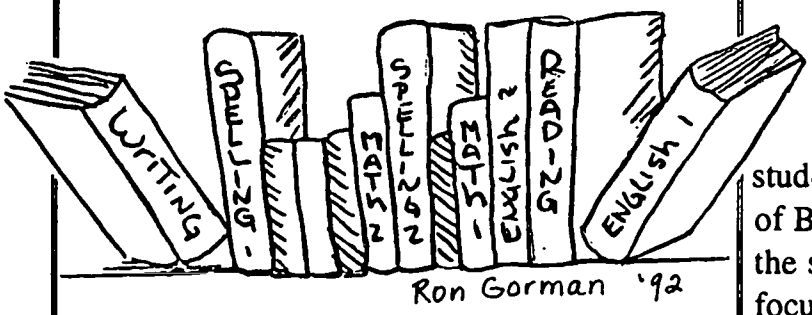


CAN YOU TOP THIS? -- Together think of a noun and write it down. Build a sentence by adding words or phrases. Continue as far as you can.

EX.	Student:	Let's do a sentence about a horse.
	Tutor:	The fat horse.
	Student:	The fat horse hates to gallop.
	Tutor:	The fat horse that eats too much hates to gallop.
	Student:	The fat horse that eats too much hates to gallop during feeding time.

The sillier the better! Run-on sentences are okay.

CHECK OUT THESE BOOKS



Last Chance for Freedom

This was a great book. I would recommend everyone to read it! It is very easy to understand and read. If you hate to read baby books because you do not think you can read a book about something that really happened, I am telling you, read this book!

The author of the book is Marcie Miller Standelhoten. I would also recommend you read The Freedom Side. It is the first story about Last Chance For Freedom.

These books are located on the first time reader shelf of the library (the New Reader Collection). I hope you will enjoy these books as much as I did. Remember, we can all read, so do not give up on yourself if you think these books are too hard.

Reviewed by Marna Lee Galvez

Patterns In Spelling

Since choosing to use this series, my student and I have completed three lessons of Book 3. In general, my impressions of the series are quite favorable. The series focuses on the patterns of words in an effort to aid in spelling. The idea of finding and learning patterns seems to be a logical way to improve spelling abilities.

Breaking down words into sections and patterns enables the student to see the correctly spelled portions of a word that he or she has written. Thus, the learning process is more positive, focusing on what the student has spelled correctly, rather than what is wrong. When certain patterns are learned, the student realizes that he or she is able to spell many more words, all of which use that same pattern.

My one objection so far involves the use of lengthy and complex rules to determine whether or not a final consonant is doubled when adding an ending. These rules seem too lengthy and confusing to be especially useful.

Overall I am quite pleased with the "Patterns In Spelling" series and I hope that my student and I will have continued success.

Reviewed by Zita Szabo

Partners In Reading
Orange Public Library
Literacy Program
1672 N. Cambridge
Orange, CA 92665

Share the pleasure of reading...

If you are interested in volunteer tutoring, please call:

(714) 282-8916

LITERACY PROGRAM News

PARTNERS IN READING

VOL.I NO. 1 ORANGE PUBLIC LIBRARY • ORANGE, CALIFORNIA WINTER 1992/93

NATION

LITERACY ACT BECOMES LAW

It was a historic moment for the literacy community when the National Literacy Act was signed into law (Public Law 102-73). In the committee report accompanying the Act, Congress had this to say about its overall intent:

The National Literacy Act 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. All sectors including public, community-based volunteer, business, and industry programs should be in the provision 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...is severely hampered without an all-out attack on these problems....

> "***Adults who can't read cost America an estimated $225 billion each year in lost wages, lost taxes, basic skills training, unemployment compensation, prison and law enforcement.***"
>
> ***--Senator Paul Simon***

STATE

LEGISLATION TARGETS EMPLOYERS

The Governor has signed into law a bill based upon the findings of the California Workforce Literacy Task Force. The new law, SB 647, requires firms with 25 or more employees to assist the employee in locating local literacy education programs, should the need arise. For a copy of SB 647, please call the ***Partners In Reading*** Office at 282-8916.

LOCAL

PROGRAM FOCUSES ON WORKPLACE LITERACY

With renewed funding from the U.S. Department of Education for 1992-93, Partners In Reading, the literacy program of Orange Public Library, will focus primarily on workplace literacy.

Employee literacy is critical for increased productivity, job advancement and adaptability to the changing needs of the workplace. An educated workforce is an asset to any company.

Partners In Reading offers free consultation

(see next page)

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and service in setting up literacy programs in the workplace.

Services can include:

- Workplace presentations
- Skills assessment
- On-site tutoring tailored to workplace needs
- Curriculum and materials

Partners In Reading Presents First-Year Results

Partners In Reading, the literacy program of Orange Public Library, opened its doors in October, 1991 with funding from the U.S. Department of Education. Highlights of the first year, which ended September 30, 1992, are as follows:

SIGN UPS/ STATISTICS

Tutors	**185**
Students	**99**
Tutor/Student Matches	**97**
Tutor/Student Hours	**3,079**

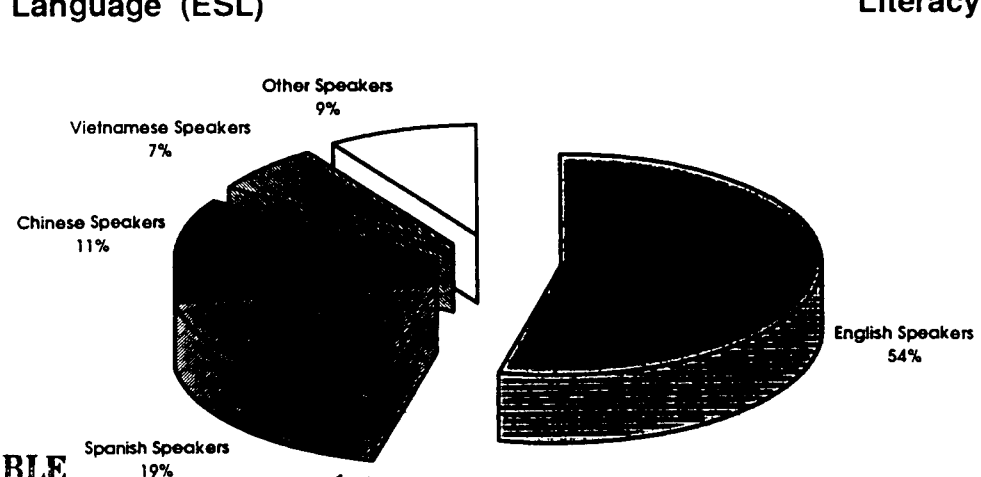
Student Success Story

In January of this year, *Partners In Reading* participant Ken Camerena was faced with the frightening prospect of losing his job. A truck driver for a number of years, he was now required by law to take the new Commercial Driver's License Examination. Ken was an experienced and professional truck driver, but he lacked one thing: good reading skills.

Ken was able to pass this test with the help of *Partners In Reading* tutor Iona Waller. Knowing that this test meant the difference between employment or unemployment, the pair worked many long hours studying test questions and practicing reading.

Encouraged by this success, Ken is now ready to forge ahead and study for the Air Brakes Examination. Harold A. Haase, with Career Publishing Incorporated in Orange, had supplied the pair with study material for the CDL examination and was generous enough to donate the air brakes workbook to Ken in celebration of his accomplishment.

Literacy Need & Native Language of Adult Student Population



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Saint Joseph Hospital and Literacy

Janice Tully, Employee Assistance Counselor in Personnel at Saint Joseph Hospital, regularly refers low literacy employees to ***Partners In Reading***. Ms. Tully believes that the continued education of employees is a priority implied by the hospital's official Values: service, justice, dignity and excellence.

She says "The ability to read is a gift of freedom and ***Partners In Reading*** fits exactly our Values at Saint Joseph Hospital." Ms. Tully has referred several low literacy and English as a Second Language (ESL) adults to the literacy program. She has made space available on the hospital grounds for employees to meet with their tutors.

LITERACY STAFF

Valerie Stadelbacher,
Literacy Program Coordinator

Valerie earned a B.A. in English with a business emphasis from UCLA and an M.A. in English from UCR. She worked for three years as the Family Literacy Coordinator at Riverside City and County Public Library before coming to the City of Orange.

Kerry Duff,
Literacy Program Assistant

Kerry graduated from the University of Michigan with a B.A. in honors English. She worked in advertising and publishing, and as a tutor at Saddleback Community College before joining the ...cy program.

How to Recognize an Employee Who Needs Reading and Writing Assistance:

- Employee may become very aggressive when a form appears.
- Employee may walk out when a form or other reading materials appear.
- Employee may show signs of tension when confronted with reading or writing tasks.
- Forms may come back filled out the same way or filled out incorrectly.
- Employee may not respond to things sent throught the mail.
- Employee may ask for directions when they are clearly written on a sign or on a form.
- Employee may show no interest in reading important information.
- The Employee may observe others before proceeding.
- The Employee may seem to lack motivation, desire or curiosity.
- The Employee may take written forms home to complete.
- In general, the Employee may appear to be uncooperative.

Remember: Any of these signs might mean a literacy deficiency or they might mean nothing at all.

Source: the San Diego County Literacy Network.

The **Partners In Reading Newsletter** is published quarterly. This publication is made possible in part by a grant from the U.S. Department of Education.

Literacy Coordinator	Valerie Stadelbacher
Literacy Assistant	Kerry Duff
Branch Services Manager	Hazel Ho Wang
Senior Administrative Clerk	Connie Westrick
Library Staff Artist	Rosemarie Williams
City of Orange Print Shop	Carmen Frisbee
City of Orange Print Shop	Summer Corson

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PARTNERS IN READING
Orange Public Library Literacy Program
740 East Taft Avenue
Orange, CA 92665

Do you know anyone who needs reading and writing assistance?

It's free.

It's confidential.

It's effective.

Call

Partners In Reading

at 282-8916.

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PARTNERS IN READING
Orange Public Library Adult Literacy Program
NEWSLETTER

VOL.I NO. 3 ORANGE PUBLIC LIBRARY • ORANGE, CALIFORNIA MAY 1993

TUTOR TRAINING WORKSHOPS

SESSION 1

Tuesday, May 4	9:00 a.m.-1:00 p.m.
Wednesday, May 5	9:00 a.m.-1:00 p.m.
Thursday, May 6	9:00 a.m.-1:00 p.m.

Orange City Hall
Conference Room C
300 East Chapman Avenue
Orange, CA

SESSION 2

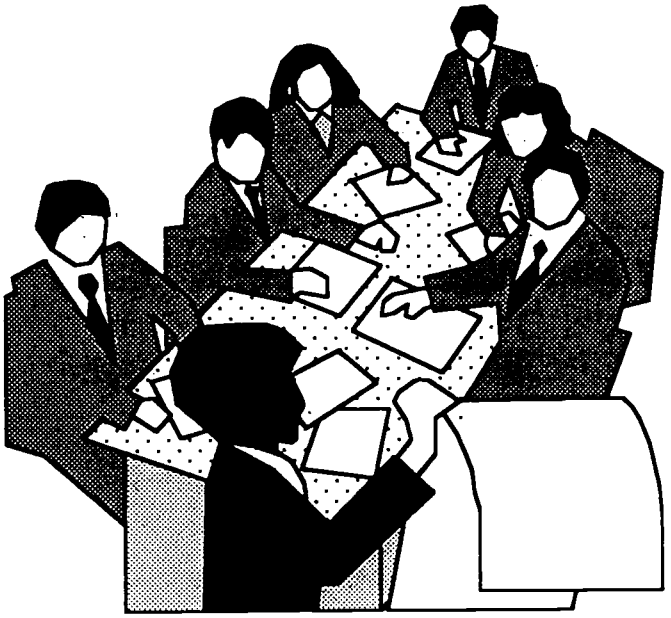
Saturday, May 22	9:00 a.m.-4:00 p.m.
Wednesday, May 26	6:00 p.m.-9:00 p.m.
Thursday, May 27	6:00 p.m.-9:00 p.m.

El Modena Branch Library
Community Room
380 South Hewes Street
Orange, CA

If you are interested in helping an adult improve their reading by becoming a tutor you need to attend a free 12 hour Tutor Training Workshop. All volunteers who successfully complete the tutor training will be certified as **Basic Literacy Tutors** by *Partners in Reading, Orange Public Library Literacy Program.*

Space is limited so please sign up for either session 1 or 2 as soon as possible. To receive a free Tutor handbook and packet you must register in advance. There is no fee for this training.

Please call **(714) 282-8916** to reserve a place or more information.



TUTOR ROUNDTABLE

Tuesday, May 11, 1993
7:00 - 8:30 p.m.

Main Library Community Room
101 North Center Street
Orange, CA

Tutors--share ideas, ask questions--this time is especially for you! Lietta will be talking about learning disabilities for part of the roundtable but we'll be happy to discuss any items of concern. Please call (714) 282-8916 if you're planning on attending so we'll have enough materials for each person.

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SPRING FUN – FREE BOOKS EACH WEEK!

Families for Literacy

Wednesdays
May 12 - June 9
4:15 - 5:15 p.m.

El Modena Branch Library
Community Room
380 South Hewes Street
Orange, CA

YES *Are you an adult learner in the literacy program or would you like to be?*

YES *Do you have a child under the age of 5?*

YES *Would you and your family join us for stories, songs, crafts and fun?*

If you answered **YES** to each of these questions please call (714) 282-8916 to sign up or for more information.

Literacy Staff

Literacy Staff

Literacy Services Coordinator	*Rosanne Miller*
Literacy Services Assistant	*Paula Shepherd*
Literacy Services Clerk	*Cynthia Torres*

Literacy Consultant

Lietta Wood

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"TALES WITH TAILS" PUPPET SHOW

Presented by
Jeanine Jacobs, puppeteer

Sponsored by
Families for Literacy

Saturday, June 12
10:00 - 11:00 a.m.
All Ages

El Modena Branch Library
Community Room
380 South Hewes Street
Orange, CA

FREE!

FOOD!

FUN!

A LEARNER SHARES

I did not think someone like me could ever be so important like a C.N.A. I felt so good about myself. I was so happy at graduation. I really believe I can be more than just a C.N.A. I want to continue school and work hard with June to become an R.N. I want to work with handicapped children, and I want to be the best at it. I know it will take a lot of schooling, but I have come this far and I know I can make it.

Marna Lee Galvez

Partners in Reading congratulates Marna Lee on becoming a certified nurses assistant! You're doing great! Many thanks to June Albano Williams for being such a super tutor!

Tutors--If your learner likes to write and would like to have their writings published in this newsletter or if you want to share any milestones or achievements your learner reaches, please send the information to the Literacy Office.

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Partners in Reading is supported in part by the State of California under the provisions of the California Library Services Act, administered by California Library Services Board.

PARTNERS IN READING
Orange Public Library Literacy Program
740 East Taft Avenue
Orange, CA 92665

Do you know anyone who needs reading and writing assistance?
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It's confidential.
It's effective.

Call
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at 282-8916.

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PARTNERS IN READING
Orange Public Library Adult Literacy Program
NEWSLETTER

VOL.I NO. 5 | ORANGE PUBLIC LIBRARY • ORANGE, CALIFORNIA | SEPTEMBER 1993

TUTOR TRAINING WORKSHOP

Tuesday, October 12	**6:00 - 9:00 p.m.**
Saturday, October 16	**9:00 a.m. - 4:00 p.m.**
Tuesday, October 19	**6:00 - 9:00 p.m.**

MAIN LIBRARY
Community Room
101 North Center Street
Orange, CA

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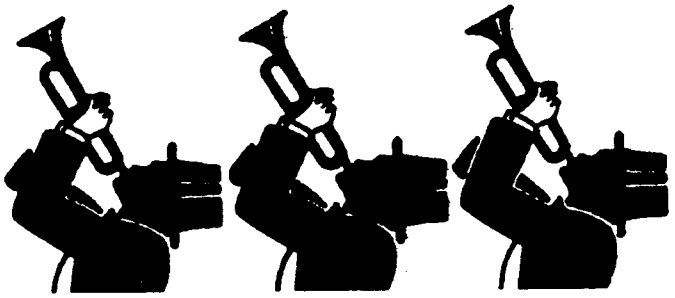

READING CELEBRATION

Thursday, September 30, 1993
7:00 - 8:00 p.m.

MAIN LIBRARY
Community Room
101 North Center Street
Orange, CA

Partners in Reading invites all tutors, learners and their families to attend this special celebration of reading and the difference it makes in our lives.

A puppet show, **"Favorite Stories Old and New,"** will be presented in the Children's Room to entertain children while adults are recognized for their literacy program participation in the Community Room. Each child and literacy program participant in attendance will receive a free gift. Refreshments will be served. Please call the Literacy Office at 282-8916 if you plan to attend.

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TO PURCHASE LITERACY MATERIALS...

New literacy materials have been ordered and will be processed soon for checkout from the library. If you wish to purchase your own literacy materials or workbooks you may call the following phone numbers to request catalogs and ordering information.

New Readers Press
800-448-8878

Literacy Volunteers of America, Inc.
315-445-8000

Literacy Staff

Literacy Staff

Literacy Services Coordinator	*Rosanne Miller*
Literacy Services Assistant	*Paula Shepherd*
Literacy Services Clerk	*Cynthia Torres*

Literacy Consultant

Lietta Wood

The Literacy Office is located next door to the Taft Branch Library

ORANGE PUBLIC LIBRARY

SERVICE HOURS

Effective August 2, 1993

MAIN LIBRARY
101 N. CENTER ST.
ORANGE, CA 92666
(714) 288-2400

Monday & Tuesday, 12 noon - 8 p.m.
Wednesday & Thurs., 10:00 a.m. - 6:00 p.m.
Saturday , 1:00 - 6:00 p.m.

EL MODENA
BRANCH LIBRARY
380 S. HEWES ST.
ORANGE, CA 92669
(714) 288-2450

Monday & Wednesday, 1:00 - 6:00 - p.m.

TAFT BRANCH LIBRARY
740 E. TAFT AVE.
ORANGE, CA 92665
(714) 288-2430

Tuesday & Thursday, 1:00 - 6:00 - p.m.

THE FRIENDLY STOP
LA PARADA DE AMISTAD
615-A N. LEMON ST.
ORANGE, CA 92667
(714) 997-8260

Monday - Thursday, 2:00 - 5:30 p.m.

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TUTORING SITE AVAILABILITY

Partners in Reading has arranged for tutoring space in the following libraries at the times indicated below. The branch libraries will be closed during the times listed; however, library staff have been alerted to these new arrangements and will be ready to let in tutoring pairs. Materials may not be checked out when the libraries are closed.

Main Library Community Room

Tuesdays	4:00-9:00 p.m.*
Saturdays *(beginning Sept. 4)*	1:00-6:00 p.m.

El Modena Branch Library

Mondays	9:30-11:30 a.m.
Wednesdays	9:30-11:30 a.m.
	5:00-9:00 p.m.**

Taft Branch Library

Tuesdays	9:30-11:30 a.m.
Thursdays	9:30-11:30 a.m.

** As long as you arrive before 8:00 p.m. (Main's Library's closing time) you may use the Community Room until 9:00 p.m.*

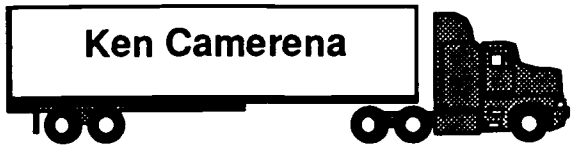
***As long as you arrive before 6:00 p.m. (El Modena's closing time) you may use the Community Room until 9:00 p.m.*

It is quite possible that you may be sharing tutoring space with other tutors and learners but the rooms/areas provided will be large enough to accomodate several pairs. If you're using the Community Room after the library closes please be sure to pull the door completely shut when you leave. You are still welcome to meet in the public areas and areas set aside for tutoring of each library during their open hours.

St. Joseph's Hospital also has rooms where tutors/learners can meet. Please call Janice Tully, Employee Assistance Counselor, at (714) 771-8122 to book a meeting room at St. Joseph's.

If you have any questions, concerns or ideas for additional tutoring sites please give us a call at the racy Office at (714) 282-8916.

Student Success Story



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She says "The ability to read is a gift of freedom and Partners in Reading fits exactly our Values at Saint Joseph Hospital." Ms. Tully has has made space available on the hospital grounds for employees to meet with their tutors. To book a meeting room, call her at (714)771-8122.

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PARTNERS IN READING
Orange Public Library Literacy Program
740 East Taft Avenue
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It's effective.

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Partners In Reading

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LITERACY PROGRAM News

PARTNERS IN READING

VOL.I NO. 2 ORANGE PUBLIC LIBRARY • ORANGE, CALIFORNIA MARCH 1993

CREATIVE IDEAS FOR TUTORS

Tuesday, March 30th
7:00 - 8:30 p.m.
El Modena Community Room
380 S. Hewes Street, Orange

Tutor (and students) are urged to attend this special meeting. Meet the new literacy staff and learn some creative ideas to make tutoring sessions more exciting. We'd also like feedback from you on what you'd like to see in the literacy program. Refreshments will be served. Please call **(714) 282-8916** if you're planning on attending so we'll have enough materials for each person.

TUTOR TRAINING WORKSHOP

Saturdays, April 3rd & April 10th
9:00 a.m. - 4:00 p.m.
Main Library Community Room
101 N. Center Street, Orange

Tutors who have attended a previous orientation but would like more training, as well as new tutors, are invited to attend this free workshop. All volunteers who successfully complete the 12 hour Tutor Training will be certified as Basic Literacy Tutors by *Partners in Reading, Orange Public Library.*

Space is limited so please sign up as soon as possible. To receive a free tutor handbook and packet you **must** register in advance! There is no fee for this training.

Please call **(714) 282-8916** to reserve a place or for more information.

NEW STAFF

Rosanne Miller
Literacy Services Coordinator

Rosanne joined the literacy staff February 1st. She has worked as a librarian for the City of Orange for almost 12 years. Rosanne and her husband, John, met while working at a bookstore and are both avid readers. Their two daughters, Jessica, 8, and Caitlin, 5, also love books. Rosanne earned a B.A. degree in English from Cal Poly, Pomona and a M.L.S. (Master of Library Science) degree from Indiana University, Bloomington.

LITERACY STAFF

Rosanne Miller, Literacy Services Coordinator
Cynthia Torres, Literacy Clerk

JUST A REMINDER FOR TUTORS

Your monthly reports are due to the office by the 25th of each month. Please be prompt as we need those statistics for our monthly reports. You may mail it to the office, put it into the inter-library delivery, or FAX it to **(714) 282-8663.**

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PARTNERS IN READING

Orange Public Library Adult Literacy Program

NEWSLETTER

VOL.I NO. 4 ORANGE PUBLIC LIBRARY • ORANGE, CALIFORNIA JULY 1993

TUTOR TRAINING WORKSHOP

Saturdays
August 21 & 28
9:00 a.m. - 4:00 p.m.

Main Library
Community Room
101 North Center Street
Orange, CA

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Literacy Staff

Literacy Staff

Literacy Services Coordinator	*Rosanne Miller*
Literacy Services Assistant	*Paula Shepherd*
Literacy Services Clerk	*Cynthia Torres*

Literacy Consultant

Lietta Wood

TALK BACK!

Tuesdays
August 3, 10, 17, 24 & 31
6:30 - 8:00 p.m.

El Modena Branch Library
Community Room
380 South Hewes Street
Orange California

Learners, practice your English conversation skills in a relaxed atmosphere. Tutors are encouraged to come with your learner and participate in this support group especially designed for those wishing to practice speaking English. All tutors and learners are welcome to attend!

S.O.S. (Strategies Offering Success)

Tuesday, June 29
6:30 - 8:00 p.m.

Main Library
Community Room
101 North Center Street
Orange, CA

Jim Macon, literacy tutor and teacher trainer at Cal State Long Beach will present strategies that work in a real tutor session. Jim and his learner, Henry, will conduct a mock tutoring session and will also discuss tutoring materials. Please call 282-8916 to register for this free tutor in-service workshop!

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Partners in Reading is supported in whole or in part by the State of California under the provisions of the California Library Services Act, administered by California Library Services Board.

PARTNERS IN READING
Orange Public Library Literacy Program
740 East Taft Avenue
Orange, CA 92665

Do you know anyone who needs reading and writing assistance?

It's free.

It's confidential.

It's effective.

Call

Partners In Reading

at 282-8916.

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The Orange PROGRESS

FALL 1993

Community Services Bulletin

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Main Library
101 N. Center Street
Orange, CA 92666
288-2420

El Modena Branch
380 S. Hewes Street
Orange, CA 92669
288-2450

Friendly Stop
615-A N. Lemon Street
Orange, CA 92667
997-8260

Taft Branch
740 E. Taft Ave.
Orange, CA 92665
288-2430

MAIN LIBRARY EVENTS

Lap Storytime
Age 2 with Adult
Sept. 30-Nov. 4
Thursday, 10:30 a.m.
Required pre-registration begins Monday, Sept. 20

Preschool Storytime
Ages 3-6
Sept. 29-Nov. 17
Wednesdays, 10:30 a.m.
No registration required

Family Storytime
All ages
Focus: Pre-Grade 2
Every Saturday, 4:00 p.m.
No registration required

Pajama Storytime
All ages
2nd Monday of every month, 7:00 p.m.
No registration required and children may bring their favorite stuffed animal or blanket

Children's Book Week
Hamster Race
Saturday, Nov. 13, 2:30 p.m.
Signs ups start Nov. 1

Children's Holiday Program
Saturday, Dec. 18 2:30 p.m.
Program is free but tickets are required and will be available in the Children's Room from Dec. 8

EL MODENA BRANCH EVENTS

Fall Storytime
Ages 2-5
Sept. 22-Oct 20
Wednesdays, 10:00 a.m.
Required pre-registration begins Wednesday, Sept. 8

Halloween Puppet Show
Preschool-Grade 6
Wednesday, Oct. 27
4:00 p.m.
No registration required

Winter Storytime
Ages 2-5
Wednesdays, 10:00 a.m.
Dec. 1-15
Required pre-registration begins Wednesday, Nov 17

TAFT BRANCH EVENTS

Fall Storytime
Ages 2-5
Sept. 23-Oct. 21
Thursdays, 10:00 a.m.
Required pre-registration begins Tuesday, Sept. 7

Halloween Puppet Show
Preschool-Grade 6
Thursday, Oct. 28
4:00 p.m.
No registration required

Winter Storytime
Ages 2-5
Thursday, 10:00 a.m.
Dec. 2-Dec. 16
Required pre-registration begins Tuesday, Nov. 16

Orange Public Library
Adult Literacy Program
Partners in Reading

Improve your reading and writing skills - Free

(714) 282-8916

Department of Community Services

Recreation Programs, Reservations	744-7272
Adult Sport Leagues	744-7265
Graffiti	744-7279
Park Maintenance	744-7274
Landscape Inspection	744-7264
Resource Center	633-2753

Orange County Service Organizations / Sports

Orange Youth Football, Bill Leming	639-8253
Orange Junior Soccer Club, Bob Middlebrook	771-6572
Orange Soccer Club, Sandy Oakley	637-1083
Central Orange Bobby Sox (Girls Softball) Al Pollack	558-2624
Villa Park Little League (recorded message)	744-7758

Special Interest Groups

Adult Day Care Center	921-0619
A.F.S. (Student Exchange Program)	974-4390
Boy Scouts of America	546-4990
Christian Temporary Housing Facilities	771-2969
Cocaine Anonymous	650-1011
El Modena Community Center	532-3452
4-H Youth Program	447-7171
Friendly Center	771-5300
Girl Scouts of America	979-7900
Jr. Women's Club	771-2066
North Orange Senior Center	998-4010
Orange Co. Council of Camp Fire, Inc.	838-9991
Orange Community Historical Society	532-5635
Orange Horseshoe Club	527-5477
Orange International Street Fair, Inc.	532-6260
Arts and Crafts	532-4173
Orange Senior Citizens Center	538-9633
Orange Tot Lot	953-8478
Orange-Villa Park Christian Women's Club	532-1807
Retired Senior Volunteer's Program (RSVP)	953-5757
TOPS - Take Off Pounds Sensibly)	633-6855
Womens Club of Orange	538-3043
Womens Club of Orange (Rental)	637-3036
Y.M.C.A.	633-9622
Y.M.C.A. Day Care Center	633-9625
Y.W.C.A.	633-4950
XTRA Years of Zest Club Methodist Church	532-6363

City Hall Directory

Mayor's Office	744-2200
City Attorney	744-5800
City Council	744-2211
City Manager	744-2222
City Clerk	744-5500
City Engineer	744-5544
City Treasurer	744-5590
City Personnel	744-7255
Mayor's Hotline (24 hours)	744-5511

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ORANGE PROGRESS

Community Services Bulletin

SUMMER '93

32 Library Services

Main Library
101 N. Center Street
Orange, CA 92666
288-2420

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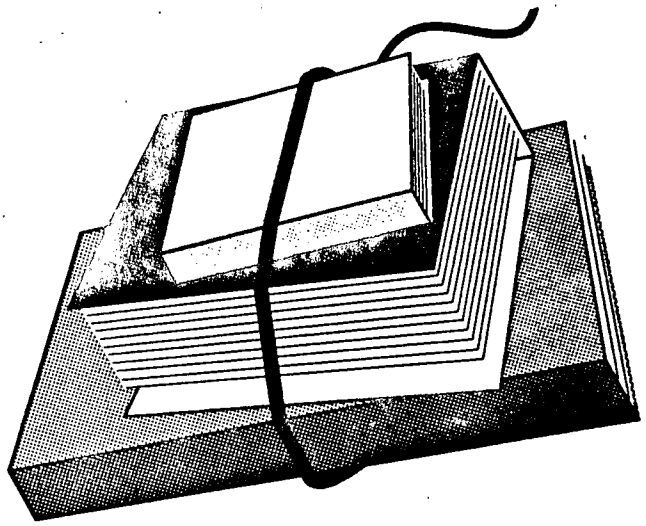


SUMMER PROGRAMS AT MAIN LIBRARY

Lap Storytime
Age 2 with Adult
June 24 - July 29
Thursdays, 10:15 a.m.
Required pre-registration
begins Monday, June 14.

Preschool Storytime
Ages 3 - 6
June 23 - July 28
Weds., 10:30-11:00 a.m.
Required pre-registration
begins Monday, June 14.

Family Storytime
All Ages
Focus: Pre-Grade 2
Every Saturday,10:30 a.m.
No registration required.

Pajama Storytime
All Ages
2nd Monday of every month, 7:00 p.m.
No registration required.
Children may bring their favorite stuffed animal or blanket.

Enjoy Our Summer Classes!

REGISTRATION ON PAGE 34

Summer Reading Club
June 21 - July 31
Preschool - Grade 8
Registration begins
Saturday, June 19

Programs
Grades K - 8
Tuesdays, 2:00 p.m.
June 22, July 6,
July 20, August 3

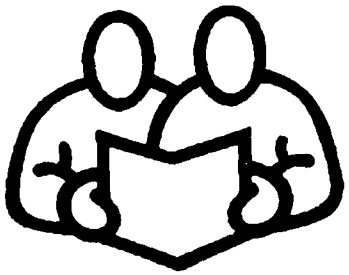
Contact the El Monda Branch Library, Friendly Stop or Taft Branch Library for individual storytime and program dates and registration information.

TEEN VOLUNTEERS

Teen Volunteers, grade 7 and up, are needed to help with Summer Reading Club activities from June 19 - July 31. Contact the Main Library, El Modena Branch Library, Friendly Stop or the Taft Branch Library for individual dates, information and applications.

ADULT LITERACY PROGRAM

Are you an adult who needs free reading help or would you like to be a volunteer tutor? If so, call (714) 282-8916, Partners in Reading, Orange Public Library Adult Literacy Program.



Orange Public Library
Partners in Reading
Adult Literacy Program

THIS IS TO CERTIFY THAT

_____

HAS COMPLETED
ORANGE PUBLIC LIBRARY'S PARTNERS IN READING
BASIC LITERACY TUTOR TRAINING

_____ _____ _____ _____

Literacy Services Coordinator Date Tutor Trainer Date

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PARTNERS IN READING
MISSION STATEMENT

Partners in Reading, Orange Public Library Adult Literacy Services, is committed to enhancing the lives of adults in Orange through improved literacy skills. It's purpose is to:

Provide individualized literacy assistance and other educational services through the use of trained volunteers;

Participate in and create partnerships and networks dedicated to improving literacy skills in our communities;

Serve as a resource to organizations seeking literacy support by providing tutors, tutor training, and/or support services; and

Increase public awareness and public support for the cause of literacy.

11/93

LEARNER'S RESPONSIBILITIES

* Communicate with tutors
* Want the skills
* Be honest with yourself and your tutor
* Practice
* Take the time needed to study and learn
* Be on time
* Accept the consequences
* Attend regularly
* Participate in the learning process
* Participate in the planning process
* Call if you can't come
* Be honest about your understanding of the materials
* Say yes - mean yes!
* Say no - mean no!
* Don't be afraid or upset about mistakes

LITERACY PROGRAM

ORANGE PUBLIC LIBRARY

PARTNERS IN READING

1672 NORTH CAMBRIDGE STREET ORANGE, CALIFORNIA 92665 (714)282-8916 FAX (714) 282-8663

MAILING ADDRESS: 740 EAST TAFT AVENUE ORANGE, CALIFORNIA 92665

_____
DATE

TUTOR NAME: _____

Thank you for completing the Tutor Training Workshop and agreeing to work with an adult learner. Your time and effort are greatly appreciated.

Along with this letter you will receive copies of tests, "After You Accept A Learner," "Monthly Report" forms, and other information about the learner. Please let us know if you have any questions about this information.

Please contact your learner as soon as possible to set an appointment for your first meeting. If you are unable to contact your learner within the next week, please contact the Literacy Office at 714/282-8916.

Also, once you have met with the learner, please contact the office to let us know how your meeting went, when and where you will be meeting, and whether or not you have any questions.

Learner Name: _____

Phone (day): _____

Phone (eve): _____

Comments: _____

Thank you, again.

Sincerely,
PARTNERS IN READING
Orange Public Library Literacy Program

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MATCHLTR

LITERACY PROGRAM
ORANGE PUBLIC LIBRARY
PARTNERS IN READING
1672 NORTH CAMBRIDGE STREET ORANGE, CALIFORNIA 92665 (714)282-8916 FAX (714) 282-8663
MAILING ADDRESS: 740 EAST TAFT AVENUE ORANGE, CALIFORNIA 92665

AFTER YOU ACCEPT A LEARNER

1. Contact him or her at once. Make an appointment for the first session, stating clearly the day, time and location. Let them know exactly where you will meet, and how to recognize you. Also, let them know that the first session can be a chance to just get to know each other.

2. During your first meeting, give your name and phone number in writing, and consider establishing a tutor/student agreement, preferably in writing.

3. Notify the Literacy Office, that you have met your learner and are starting to tutor. If you will not be able to tutor this student, also contact the office.

4. Keep a file, including lesson plans and activities, for the learner. This will help you review and plan, as well as helping a new tutor should you be unable to continue with this learner.

5. KEEP AN ACCURATE RECORD OF HOURS SPENT TUTORING AND PREPARING LESSONS. WE CANNOT OVEREMPHASIZE THE IMPORTANCE OF RECEIVING YOUR REPORTS EVERY MONTH.

6. If at any time during your tutoring, your learner becomes interested and able to return to a classroom environment, please contact the office and assist the learner with finding an appropriate class and school.

7. Please plan to attend at least 2 inservices and/or support services each year. These can be offered either by Partners in Reading or other literacy programs in the area. Lists of upcoming inservices will be available in the Literacy Office and listed in the newsletter.

8. Please spread the word about Partners in Reading. You can be our best public awareness and recruitment source.

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THANK YOU FOR HELPING!

ACCEPT

'artners in Reading
)range Public Library
Adult Literacy Program

MONTHLY REPORT

TODAY'S DATE:_____ THIS REPORT IS FOR THE MONTH OF:_____

TUTOR'S NAME:_____ LEARNER'S NAME:_____

TOTAL NO. HOURS - PREPARATION ..... _____
TOTAL NO. HOURS - LESSONS ..... _____
TOTAL NO. HOURS - TRAVEL ..... _____
TOTAL NO. HOURS - INSERVICE WORKSHOPS ..... _____
GRAND TOTAL NO. HOURS ..... _____

CURRENT GOALS	OBJECTIVES	TECHNIQUES	MATERIALS	EVALUATIONS

PLEASE NOTE ANY SUCCESSES, FAILURES, CONCERNS, NEEDS, OR SUGGESTIONS. ALSO NOTE ANY CHANGE OF ADDRESS OR PHONE NUMBER.

If the learner has exited the program, please notify the Partners in Reading Office. Also, please complete a *where we finished* report. Thank you.

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FROM:

_____

_____

_____

Partners in Reading
Orange Public Library
740 East Taft Avenue
Orange, CA 92665

MONTHLY REPORT

- PLEASE COMPLETE THIS FORM WITH INFORMATION FROM THE PRECEDING MONTH
- PLEASE COMPLETE ONE REPORT FOR EACH LEARNER
- YOUR HELP IN GETTING THIS FORM TURNED IN PROMPTLY IS GREATLY APPRECIATED. IF YOU HAVE QUESTIONS, PLEASE CALL US.
- JUST FOLD THIS FORM, STAPLE OR TAPE IT CLOSED, ADD POSTAGE, AND MAIL IT IN.
  OR YOU MAY FAX IT TO US AT 714/282-8663.
  OR YOU MAY TURN IT IN AT ONE OF THE ORANGE PUBLIC LIBRARIES.

Reminder: Report due by the 25th of each month.

THANK YOU!!!

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RETENTION VARIABLES

HOW WE LEARN

We retain: 10% of what we READ
20% of what we HEAR
30% of what we SEE
50% of what we SEE AND HEAR
70% of what we SAY
90% of what we SAY AND DO

*** This means that in order to maximize learning, the student should be "saying" and "doing."**

TRAINING STRATEGIES FOR INCREASING RETENTION

EXPERIENCE	TRAINING STRATEGY	RETENTION
Read	Give printed material	10% of what is read
Listen	Lecture	20% of what is heard
Look at picture	Use charts, graphs	30% of what is seen
Watch film	Show film/video	50% of what is seen & heard
Observe	Demonstrate	50% of what is seen & heard
Write	Student writes ideas & responses	70% of what is written or said
Tell	Student explains what s/he has learned	70% of what is written or said
Simulate	Practice	90% of what is said while doing
Perform skill	Practice with feedback	90% of what is said while doing

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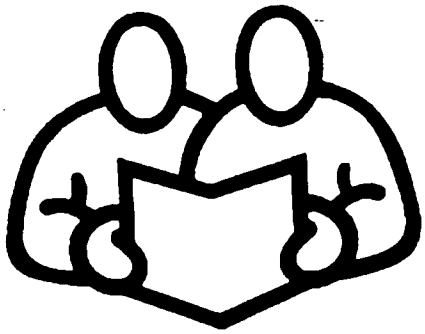
PARTNERS IN READING
ADULT LITERACY PROGRAM
TUTORING SESSION SIGN-IN

Please sign-in anytime you come to the library for a tutoring session. Learners and their tutors are to use the same line on the sign-in sheet. ***Please print.*** Also indicate which library and/or room you met in. Thank you!!

DATE	LEARNER'S NAME	TUTOR'S NAME	LIBRARY AND/OR ROOM MET IN	TIME-IN	TIME OUT



Partners in Reading

Orange Public Library

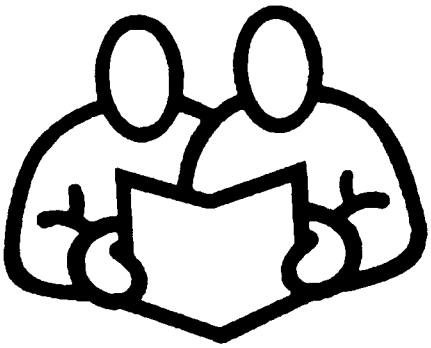
Adult Literacy Program

Help someone improve
their reading and
writing skills--

Become a Tutor

Free Tutor Training
workshops provided.

(714) 282-8916



Partners in Reading

Orange Public Library

Adult Literacy Program

Improve your reading and writing skills - Free

or

Help someone improve their reading and writing skills--

Become a Tutor

(714) 282-8916

158

Partners in Reading

ORANGE PUBLIC LIBRARY LITERACY PROGRAM

CREATIVE GAMES FOR TUTORING

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WHAT CAN I USE??

Worksheets TV Programs ***Songs***

BOOKLETS **Charts** **POSTERS**

POEMS MAPS ***STORIES***

Drawings PHOTOGRAPHS

VIDEOTAPES

PICTURES ***Television Documentaries***

STORE CATALOGS **NEWSLETTERS**

MATERIALS FROM THEIR HOME

Pamphlets

CARTOONS **DIAGRAMS**

Library materials THEIR CHILDREN'S BOOKS

Letters games COMPUTER SOFTWARE

audiotapes

APPLICATION FORMS

Books they've selected

MATERIALS FROM THEIR JOB

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WAYS TO MOTIVATE A STUDENT

By Lou Sutcliffe

Devise an incentive plan:

*Use a credit/point system.

*Some type of competition might offer a challenge.

* Make progress charts.

* When the student has learned to read the driver's manual and passes the written test, the tutor provides a complimentary car wash.

* When student reaches a pre-determined spelling goal, (s)he is rewarded with a dictionary.

*Set a goal--subscription to a magazine of student's choice. Pay for it with 5 cents per word learned.

*List 300 words most often used. When each is learned transfer it to a "Learned Spelling List".

Use a tape recorder:

- Tape whole lessons for review or evaluation.

- Tape music for the lyrics.

- Provide a record of student progress in reading aloud.

- Tape READ Test as a record.

- Tape so student can answer tutor-recorded questions.

- Allow student to record own reading.

- Work from pre-taped drills.

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- Record special reading materials.

- For homework, use excerpts from book tapes - could be used for summarizing critical thinking and sequencing.

Games:

* Make fantasy trips with the use of pictures or music.

* Use games such as Scrabble, Anagrams, Boggle, Spill 'n' Spell, and Perquackey. Using anagrams, have student use his name or that of a family member and spell out words from it.

* Modify existing games like Wheel of Fortune, Pictionary, Concentration, and Trivial Pursuit to student reading level.

*Buy or create board-style games using words and topics currently under study.

* Use Post-It notes to identify items around the tutoring area.

* A game of "Word Dominoes" could be created using hand-drawn or cut out pictures on index cards in combination with words. A domino with a picture of a car, for example, would be matched with its written counterpart on another domino. A variation--use jigsaw puzzle pieces of word/picture pairs. Make them or buy blanks at a teacher's supply store.

* Make a picture of the way a word is written, using the word itself:

lit lit	lit lit	lit lit lit lit lit lit
lit lit	lit lit	lit lit lit lit lit lit
lit lit	lit lit	lit
lit lit	lit lit	lit
lit lit lit lit lit	lit lit	lit
lit lit lit lit lit	lit lit	lit

* Teach student a finger alphabet (signing), so that spelling becomes a physical experience.

Reading activities:

* Re-write/simplify materials to reader's level.

* Finding a "Word For the Week" could be a student's homework.

* Go to the library and chose and check-out a book.

* Watch a movie together as a basis for language experience. Read reviews of the movie prior to seeing it, and discuss student's opinion.

* Follow a sports team in the paper together.

Maps:

* Plan an imaginary trip using tour brochures from travel agencies.

* Find the way around the city or neighborhood.

* Learn the names of all the streets on the way to work, to the doctor, to the library, etc.

Use a Camera:

* Take a roll of 12 pictures during the week, including warning signs, street name signs, places visited often, and signs of special importance to the student.

* Take a field trip to the student's neighborhood; take pictures of items of interest to the student; make notes on their location and importance; review and integrate during lesson.

Writing Activities:

* A daily journal of student's thoughts records progress and provides an avenue for self-expression.

* A dialog journal provides a chance for give and take with the tutor through both reading and writing.

* Exchange notes/messages.

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* Have a penny-saver sale. List all the items to sell, design an ad.

* Write letters/ cards to one another on trips.

* Fill out a charge card application and discuss credit buying.

* With tutor's help, prepare a card such as a Christmas card to be sent to family and friends.

* Student writes a story to read to a child or grandchild.

* Plan and write down a play to read aloud. Perhaps the student and tutor could write their own parts.

* Write names of TV programs watched in past week (copied from *TV Guide*)

* Put words in thought balloons over photos.

* List several things the student plans to do in the up-coming week. At the session a week later, go over them to see which ones were .

* Have a student write a poem using known vocabulary (possibly from word patterns).

* Give the student a pocket calendar to keep track of tutoring sessions and other important dates.

* Have student write a hard-to-remember word on something unusual, such as a banana or orange.

* Use a typewriter, computer, or word processor.

* If the student has a young child, plan a birthday party, including recipes, shopping list, planned games, guest list, invitations, time line, and calendar.

Using Real-Life Materials:

* Have the student bring some kind of reading material that is regularly found around his/her house.

* Use materials related to student's interests: auto repair manual, cookbook, appliance manual, hobby text.

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* Find out student's life involvements (job, hobby, past experiences) and incorporate them into lesson plan.

* Using a menu from a local restaurant, plan a meal together and then go to the restaurant--order it and eat it!

Constructions:

* Spell out words using tactile methods:

1. Mix 1/4 cup liquid laundry detergent and 3 tablespoons powdered paint in a large plastic bag that can be re-sealed. Squeeze out air and seal. Put bag on table and spell out words on plastic bag using a finger. Erase by smoothing out bag.

2. Use pieces of felt or a stack of old buttons to construct letters for spelling.

3. Make "word machines" pin wheels, to show prefixes, suffixes, and compound words (see next page).

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English as a Second Language

Language acquisition Activities

Cut and Paste
Students make collages around a topic, such as transportation, food, clothing, etc. Categorize the items. Introduce an item and ask the student to find any representative picture they can of that item. Have the student cut the items out and paste them on papers. Discuss these findings.

Picture Matching
The teacher displays a drawing, photo, etc., and the student selects words from a vocabulary list which can apply to that visual.

Following Directions on Tape
Make your own audiotapes of commands, such as, "Draw a large blue triangle at the top of the paper. Then draw a red square inside the triangle." Students do the work at home.

Board Games
Make up games. Use any path-type game board with vocabulary cards that are slightly modified to include a number from one to six on the same side of the card as the word. The student rolls the die, draws a vocabulary card, and identifies it. If the student is correct, he can move forward the number of squares indicated on the card. If the student is incorrect, he has to move backwards.

Picture Dictionaries

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Student pastes the pictures he has identified in a composition book, and writes the name of the object beside the picture. Student then writes one or two sentences using the word.
Pictures can be categorized or alphabetized in their dictionary.

Recordings
Pre-recorded stories that the student is reading or going to read will provide a language model when the tutor is not present

Picture Descriptions
Provide a picture and have the student cluster words describing the picture.

Visual Arts and Crafts/ Cooking
On a piece of paper, show the various steps one goes through to make a certain product, such as popcorn, candied apples, or a basket, by having examples at various stages of completion. Besides each example, write the instructions in very simple sentences.

Connecting Words
Give students a sheet of paper with a key word from their vocabulary or discussion and ask the student to connect as many vocabulary words to it as possible.

Ex:
```
   O
   R
   E
   G
   A
   N C
 F O O D
     F
     F
     E
     P E A S
```

Line-out
The tutor writes words on a sheet of paper. Most of the words should be related somehow, but some should not be. The tutor provides a definition in context. The student lines out or erases any words that don't belong on the list.

Context Clues

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The tutor invents a nonsense word and continues to add context clues until the student determines what the word should be.

Nerglit
A Nerglit helps people
A Nerglit helps sick people
A Nerglit helps sick people at a hospital
A Nerglit helps sick people at a hospital by operating
(answer = doctor or surgeon)

Language Experience Mapping or Clustering
The tutor or student writes a word on a piece of paper. The student responds with any word or phrase that comes to mind. These phrases are attached to the original word.

WORD MACHINES

Figure #1

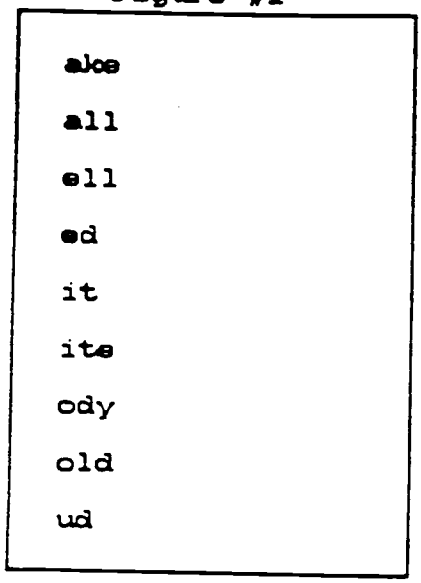


Figure #2

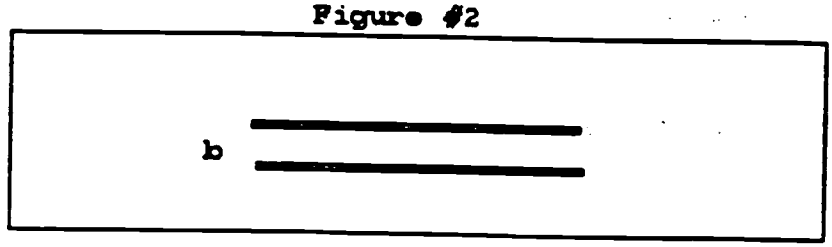
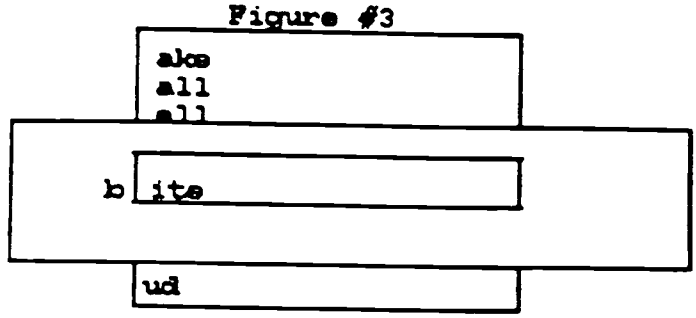


Figure #3



1. Make two cuts in one card. See Figure #2.
2. Determine what part of the machine will include the consistent sound(s) and place the letter(s) on the card with the two cuts.
3. Determine the part of the word(s) that should be placed on the second card. These sounds or word parts will create new words once the second card is placed properly in the card with the two cuts. See Figure #1.
4. When inserted properly, the word machine makes new words. See figure #3.
5. The word machine can be used with prefixes, suffixes, blends, word patterns, and other combinations too! Use your imagination!

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Partners In Reading

ORANGE PUBLIC LIBRARY LITERACY PROGRAM

MATCHING SHEET FOR TUTORS

(Please answer the following questions to help us match you with a learner.)

What is your name?_____

What is your address?

_____
Number Street Apt.#

_____
City State ZIP

Phone number where you prefer to be called?

Home: ( ) _____ - _____ Hours:
Friend:( ) _____ - _____ Hours:
Work: ( ) _____ - _____ Hours:

Any special phone instructions?

_____
_____

How did you hear about our program?

___ other tutors ___ family or friends
___ library ___ radio or TV ad
___ people at work ___ newspaper/magazine
___ church or community organization
other_____

How much schooling have you had?

_____
Highest grade completed?_____

Have you tutored adult students in the past?

___ No ___ Yes (please explain)_____
_____
_____
_____

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What kind of work do you do?

What company do you work for?

What experiences or interests do you have that might relate to tutoring?

Please write a brief paragraph on why you made the decision to help someone improve their reading and writing skills.

Are you a member of any community groups or civic clubs?

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Partners In Reading Tutor Info./3

Could you volunteer in other areas of the program?

___ office help
___ newsletter
___ art
___ community PR
other_____

Please indicate your sex:

___ Female
___ Male

In which age group are you?

___ 16-19
___ 20-29
___ 30-39
___ 40-49
___ 50-59
___ 60-69
___ 70-79
___ 80+

In which racial/ethnic group?

___ African-American
___ Asian
___ Caucasian
___ Hispanic
___ Native American-Alaskan Native
___ Pacific Islander
___ Other (specify)_____

What is your date of birth?

___ Mo. ___ Day ___ Yr.

Do you speak, read, or write any other languages?

___ No
___ Yes

Speaking: _____
Reading: _____
Writing: _____

Would you be interested in tutoring a student with limited English-speaking skills?

___ yes ___ no

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Would you be interested in tutoring basic math? ____ yes ____ no

Where is the nearest library?_____

Would you prefer a student who is...?

____ a smoker
____ a non-smoker
____ it does not matter

When would you be available for tutoring?

	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	Sun.
8-9AM							
9-10							
10-11							
11-12							
12-1 PM							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							

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****

STUDENT ASSIGNMENTS

1. **Student's name:** _____ **Phone:** _____

   Days & Times: _____ **Location:** _____

   Comments:

2. **Student's name:** _____ **Phone:** _____

   Days & Times: _____ **Location:** _____

   Comments:

3. **Student's name:** _____ **Phone:** _____

   Days & Times: _____ **Location:** _____

   Comments:

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CALIFORNIA ADULT LEARNER PROGRESS EVALUATION PROCESS
(*CALPEP*)

Introduction

CALPEP (California Adult Learner Progress Evaluation Process) asks learners to assess their own progress using the following learner outcome measures:

1. *Progress learners make toward achieving their reading and writing goals;*
2. *Changes in learners' literacy practices;*
3. *Improvements in learners' perceptions of their literacy progress; and,*
4. *The impact that literacy improvement has made on learners' lives.*

In this way, CALPEP is not "tied" to any particular curriculum, but is truly ***learner-centered***. That is, literacy progress is determined by improvements made by learners in the above CALPEP outcome areas -- which, in turn, are based on materials related to their reading and writing goals.

Information about progress in these CALPEP outcome areas is gathered primarily from the form which follows. Tutors collect this information from learners during the first month, and again during the subsequent CALPEP reporting cycles -- usually occurring at six-month intervals.

Progress is determined by comparing changes in the CALPEP items made by learners over time (e.g., 6 months, 12 months, etc.). For this reason, it is important that tutors be specific about learner goals and provide accurate information on the CALPEP form about changes in these goals and other CALPEP areas. With this in mind, it is important for the tutor and learner to maintain copies of the completed CALPEP form and review progress during each semiannual reporting period.

TUTOR: *Please discuss the CALPEP outcome areas with the adult learner when using this form as an Initial Report or if using it for the Semiannual Report, and return the form to the office. Please keep copies for yourself and the learner. Thank You!*

Learner Name: _____

Tutor Name: _____

Library Name: _____ Tutoring Location: _____

Date: _____

How many months has the learner been in the program? _____

Please check one ...

☐ Initial Report

☐ Semiannual Report

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1. Identifying Learner's Reading Goals

An important aspect of learner progress is attainment of specific reading goals. In this section, the tutor and learner identify at least one specific reading goal – then use materials related to the goal to determine the learner's progress towards being able to read the goal-related materials; or if the learner has achieved the goal, determining whether the learner can apply this new knowledge to other situations. (Only one Reading Goal will be used for CALPEP analysis. You may duplicate this page for other reading goals if you wish to set additional goals not to be included in the statewide analysis.)

PART A:

Setting Reading Goal

Tutor: Ask the learner to complete the following sentence orally regarding **READING GOAL:**

"I want to read better so that I can read ...

_____

(Tutor: ask learner to identify material s/he wants to be able to read)

... and be able to ...

_____"

(Tutor: ask learner what s/he wants to be able to do with this ability)

PART B:

Determining Progress Towards Reaching Reading Goal

Tutor: Mark only <u>one</u> box ...

a) *With regard to the <u>materials</u> selected for the above goal, the learner ...*

- ☐ *Reads very little or not at all ... has problems understanding text*
- ☐ *Is beginning to understand the selected materials*
- ☐ *Can understand most of what's read, yet still needs assistance with certain concepts related to goal*
- ☐ *Can understand all of the selected material content*
- ☐ *Can understand all selected material and can apply this knowledge to other areas*

b) *With regard to the above <u>goal</u>, the learner ...*

- ☐ is just beginning
- ☐ is continuing to make progress
- ☐ has achieved goal

c) *Total number of months we have been working on this goal:* _____

Learner Name: _____

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2. Identifying Learner's Writing Goals

Another important aspect of learner progress is attainment of specific writing goals. In this section, the tutor and learner identify at least one specific writing goal – then use materials related to the goal to determine if the learner can write goal-related topics; or if the learner has achieved the goal, determining whether the learner can apply this new knowledge to other situations. (Only one Writing Goal will be used for CALPEP analysis. You may duplicate this page for other writing goals if you wish to set additional goals not to be included in the statewide analysis.)

PART A:

Setting Writing Goal

Tutor: Ask the learner to complete the following sentence orally regarding WRITING GOAL:

"I want to write better so that I can write ...

_____

(Tutor: ask learner to identify material s/he wants to be able to write)

... and be able to ...

_____

(Tutor: ask learner what s/he wants to be able to do with this ability)

PART B:

Progress Towards Reaching Writing Goal

Tutor: Mark only <u>one</u> box ...

a) *With regard to above goal topic, the learner ...*

- ☐ *Writes very little or not at all, has difficulty communicating ideas in writing*
- ☐ *Is beginning to write more ... beginning to communicate ideas in writing*
- ☐ *Can write well enough to communicate ideas, yet still needs assistance expressing some ideas in writing*
- ☐ *Writes well enough to communicate ideas; needs little – if any – assistance*
- ☐ *Writes well enough to communicate ideas in writing and can use these skills in other contexts*

b) *With regard to the above goal, the learner ...*

- ☐ is just beginning
- ☐ is continuing to make progress
- ☐ has achieved goal

c) *Total number of months we have been working on this goal:* _____

Learner Name: _____

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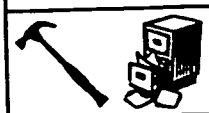
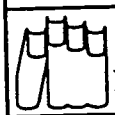
3. Learner's Reading Practices

Tutor: Show the learner the list of reading materials and ask the following THREE QUESTIONS:

1. *"Here is a list of some reading materials that adults read from time to time. Which of these materials do you read - in addition to those you read for this program?"*
2. *"How often do you read each one per week?" (e.g., Not at all [0]; 1 or 2 days; 3 or 4 days; etc...)*
3. *"How difficult is it for you to read each one?" (e.g., Easy; A Little Hard; Very Hard)*

Tutor: Mark the appropriate boxes as the learner responds. Remember, learners can say they don't read the material because they are not interested in reading it. Also the learner can add other materials that are not on the list. You can say:

"Have we left out anything you read?" and mark in the appropriate section.

1. Which do you read...	2. How often per week... Does Not Apply / Not at all 0 / 1-2 / 3-4 / 5-6 / 7	3. How difficult... Easy to Read / A Little Hard / Very Hard
Reading books to child		
Labels/instructions		
Street names/traffic signs		
Bank ATM's, etc...		
Mail/bills/letters		
Notes from school		
Religious materials		
Comics		
Newspapers		
 Work materials		
 Books		
Menus		
Magazines		
Other _____		

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4. Learner's Writing Practices

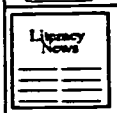
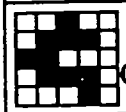
Tutor: Show the learner the list of writing materials and ask the following THREE QUESTIONS:

1. *"Here is a list of some materials that adults write from time to time. Which of these materials do you write - in addition to those you write for this program?"*
2. *"How often do you write per week?" (e.g., Not at all [0]; 1 or 2 days; 3 or 4 days; etc...)*
3. *"How difficult is it for you to write each one?" (e.g., Easy; A Little Hard; Very Hard)*

Tutor: Mark the appropriate boxes as the learner responds. Remember, learners can say they don't write the material because they are not interested in writing it.

Also, the learner can add other materials that are not on the list. You can say:

"Have we left out anything you write?" and mark the appropriate section.

1. Which do you write...	2. How often per week...	3. How difficult...
	Does Not Apply / Not at all / 0 / 1-2 / 3-4 / 5-6 / 7	Easy to Write / A Little Hard / Very Hard
Checks	☐ ☐ ☐ ☐ ☐ ☐ ☐	○ ○ ○
Reports	☐ ☐ ☐ ☐ ☐ ☐ ☐	○ ○ ○
Recipes	☐ ☐ ☐ ☐ ☐ ☐ ☐	○ ○ ○
Notes/memos	☐ ☐ ☐ ☐ ☐ ☐ ☐	○ ○ ○
Greeting cards	☐ ☐ ☐ ☐ ☐ ☐ ☐	○ ○ ○
Letters	☐ ☐ ☐ ☐ ☐ ☐ ☐	○ ○ ○
Orders	☐ ☐ ☐ ☐ ☐ ☐ ☐	○ ○ ○
 Articles	☐ ☐ ☐ ☐ ☐ ☐ ☐	○ ○ ○
Stories/Poems	☐ ☐ ☐ ☐ ☐ ☐ ☐	○ ○ ○
Forms/Applications	☐ ☐ ☐ ☐ ☐ ☐ ☐	○ ○ ○
 Crossword Puzzles	☐ ☐ ☐ ☐ ☐ ☐ ☐	○ ○ ○
Other _____	☐ ☐ ☐ ☐ ☐ ☐ ☐	○ ○ ○

Learner Name: _____

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5. Overall Reading Practices

When learners begin to improve their reading skills, they may begin to read more often on their own. In this section, we want to know in a general sense how much time the learner spends reading any materials when s/he is not being tutored, based on a typical week.

Tutor: begin by saying:

"About how much time do you usually spend reading? This includes the materials you read at home, work, in your community, and during your leisure time." Would you say that you usually read... (Please mark only one box!)

- ☐ Not at all
- ☐ A few minutes a week
- ☐ About an hour a week
- ☐ Two to three hours a week
- ☐ Four or more hours a week

6. Overall Writing Practices

Similarly, when learners begin to improve their writing skills, they may begin to write more often on their own. In this section, we want to know in a general sense how much time the learner spends writing when s/he is not being tutored, based on a typical week.

Tutor: begin by saying:

"About how much time do you usually spend writing? This includes the writing you do at home, work, in your community, and during your leisure time." Would you say that you usually write... (Please mark only one box!)

- ☐ Not at all
- ☐ A few minutes a week
- ☐ About an hour a week
- ☐ Two to three hours a week
- ☐ Four or more hours a week

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7. Reading Practices With Children

Improving adults' literacy levels can have a positive effect on their children's literacy progress in that adults might begin to read more often to them. This question asks adults to comment on the extent that they read to their children.

Tutor: Ask learner, *"If you have any children under six years of age living with you now, how often do you read to or with them?"*

- *Every day* ☐
- *A few times a week* ☐
- *About once a week* ☐
- *About once or twice a month* ☐
- *Almost never* ☐
- *Learner has no children under six years of age in the household* ☐

8. Library Use

Increased library usage is one goal of the CLC. As learners become more familiar with the library setting and improve their literacy skills, they might begin to use the services of the library more often. This question asks how often learners use the library services outside of the tutoring sessions.

Tutor: Ask learner, *"Aside from the tutoring sessions, how often do you use the services of a library, for any reason? Would you say daily, weekly, monthly, once or twice a year, or never?"*

- *Daily* ☐
- *Weekly* ☐
- *Monthly* ☐
- *Once or twice a year* ☐
- *Never* ☐

Learner Name: _____

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9. Learner's Perception of Reading Progress

Another important learner outcome in adult literacy programs is increase in self-esteem and self-confidence as learners begin to improve their literacy skills. In this section we ask learners to comment on their reading progress.

Tutor: Ask the learner: *"Which of the following phrases best describes your feelings about reading?"* (Please choose only one!)

- ☐ *"I am just starting to learn to read"*
- ☐ *"I can read some things, but I need to improve my reading"*
- ☐ *"I can read most of what I need to read, but I have trouble understanding"*
- ☐ *"I can read what I need to read, but would like to be able to read other materials"*
- ☐ *"I can read in all of the areas that I want and need to read"*

10. Learner's Perception of Writing Progress

Learner's perceptions of their writing progress is another important learner outcome in adult literacy programs. Again, improvements in self-esteem and self-confidence are sometimes evident as learners begin to improve their literacy skills. In this section we ask learners to comment on their writing progress.

Tutor: Ask the learner: *"Which of the following phrases best describes your feelings about writing?"* (Please choose only one!)

- ☐ *"I am just learning to write"*
- ☐ *"I can write some things, but I need to improve my writing"*
- ☐ *"I can write most of what I need to write, but I have trouble spelling"*
- ☐ *"I can write what I need to write, but I would like to be able to write in other areas"*
- ☐ *"I can write in all of the areas that I want and need to write"*

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11. Impact of Literacy Program on Learners' Lives

The literacy program can positively affect learners in many ways. CALPEP tries to capture the different ways that the program has helped learners in their jobs or in their daily lives.

Tutor: Ask learner the following ... *"Has being in this program the past six months ...*

Please Explain Your Answer:

☐ *helped you find a job,* ☐ *Yes* ☐ *No* _____

_____

_____

☐ *helped you in your work, or* ☐ *Yes* ☐ *No* _____

_____

_____

☐ *helped you in your personal life* ☐ *Yes* ☐ *No* _____

_____

_____

12. Additional Comments:

Learner Name: _____

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Partners In Reading

ORANGE PUBLIC LIBRARY LITERACY PROGRAM

THE LANGUAGE EXPERIENCE APPROACH

CONVERSE -- to identify an experience; use your imagination! Suggestions:

* what did you do over the weekend?
* something that happened in the past
* something that might happen in the future
* imagine you have won the lottery
* think of something you know how to do and explain it clearly (a recipe, how to fix a flat tire, the latest dance)
* sentence completions:

I never...	I hope...
I remember...	I hate...
I can...	I miss...
I wish...	I believe...

RECORD the student's words; write neatly and try to get every word down just as it is spoken.

READ the story back to your student, pointing to each word. Then ask the student to read it with you, one sentence at a time if necessary.

SELECT target words and make them into flash cards. Have the student select 3 - 4 words from the story, then you choose 3 - 4 words. As the tutor, select words that tie in with what you are teaching. For example:

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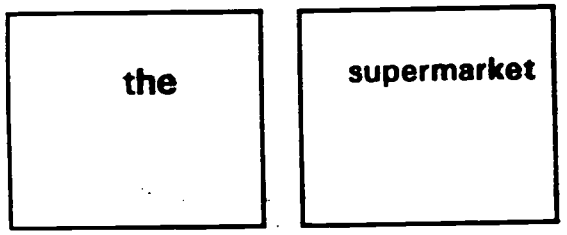
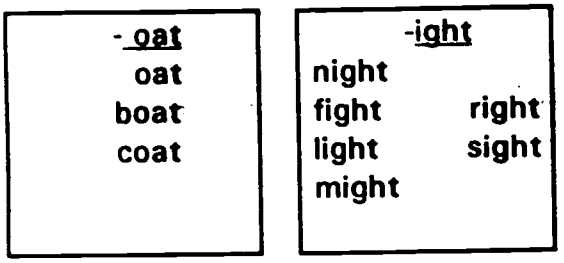
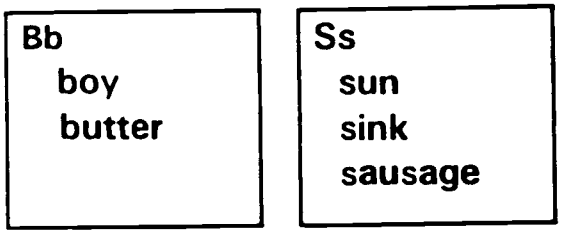


Sight Words - those words immediately recognized and understood by the reader without breaking down the word phonetically. Could be as small as "the" or "is", or as big as "supermarket" or "danger."



Word Patterns - words which have multiple rhyming possibilities: "coat" or "might," for example.



Phonics Examples - if you are working with your student on the sounds of the alphabet, select a word which illustrates the phonics you are teaching. "Boy" would make a good example word for the sound "b," or "sun" might work for "s." Add new words to these phonics flash cards periodically.

Hot tip: you might want to make duplicate sets of flash cards. One set for the student to take home and use, the other for you to keep so you always have a set for review in the tutoring session.

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What's so great about the Language Experience Approach?

The Language Experience Story is automatically at the student's level because the student has dictated it.

Using a story created by your student as the basis for learning is more meaningful than using the words of a text book.

When his/her words are central to the lesson plan, the student gains self-esteem and validation.

You can observe the student's progress by keeping a journal of Language Experience stories.

You learn about the life and experiences of your student.

Language Experience Stories for Newsletter!

You may want to consider submitting your student's story, recipe, etc., to the *Partners In Reading* newsletter. Just get your student's permission first. This is a great way to reinforce the importance and value of your student's work!

Please see Tutor by Literacy Volunteers of America for more thorough coverage of the Language Experience Approach.

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INTRODUCING CHALLENGER ADULT READING SERIES

Challenger is an eight-book program of reading, writing, and reasoning skills designed to meet the needs of adults and adolescents reading below the sixth grade level. There is one teacher's manual and one answer key to assist tutors using books one through five. Books six, seven and eight have individual teacher's manuals per level. Learners should be able to recognize and write most letters of the alphabet before starting the Challenger series; they should also have at least a tenth grade education; and they should know the sounds of the letters of the alphabet.

Each book in this controlled vocabulary program contains twenty lessons. Each lesson includes a reading selection and a variety of exercises and activities. Preceding each lesson in the odd-numbered books is a word chart that introduces new words according to a specific phonics principle.

The books also include indexes of the words students have studied to date and periodic reviews. The last review in each book can be used as a diagnostic tool to determine the appropriate placement for students using this program.

Books 1 and 3 contain light-hearted stories about adults caught up in a variety of situations. Books 2 and 4 contain engaging non-fiction pieces which enable students to broaden the scope of their knowledge. Book 5 offers adaptations of widely-acclaimed literature.

Significant Features

- -- exceptionally motivating reading selections
- -- mature presentation and diversity of material
- -- challenge of increasingly difficult materials
- -- requires students to use their powers of reason
- -- students assume a high degree of responsibility for their learning
- -- emphasis on integrating phonics, word analysis, vocabulary, reading comprehension, literary understanding, writing, reasoning, and study skills
- -- emphasis on building background in basic knowledge necessary for comprehension
- -- comprehensive teacher's manual which guides teachers but permits flexibility in executing the lessons
- -- answer key under separate cover which allows students as well as teachers to check homework

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THE LAUBACH WAY TO READING

The Laubach Way to Reading is a basic reading and writing series developed primarily for adults with very little, or no reading ability. The four books provide a systematic development of basic reading and writing skills. The lessons progress from sounds and regular spellings of basic consonants to those of the short vowels, the long vowels, and finally to irregular spellings. Reading, writing and grammar skills become progressively more difficult. Classroom teachers, teacher aides, and volunteer tutors may all use the books effectively.

SKILLBOOK ONE

The first book lays the foundation for reading. A sound for each letter of the alphabet is presented, as well as certain consonant combinations. The initial approach is visual, followed by auditory discrimination. Simple comprehension and punctuation are also included. Supplements are: Focus on Phonics 1 (teachers and students), In the Valley and More Stories #1.

SKILLBOOK TWO

The lessons in Skillbook Two are structured around the short vowel sounds introduced in book one. Variant spellings of consonant sounds, along with consonant blends are added at this level. The approach is visual followed by listening exercises. Simple structural analysis is introduced and comprehension skills are slightly more difficult. Supplements are: Focus on Phonics 2A and 2B, City Living and More Stories #2.

SKILLBOOK THREE

The long vowel sounds are introduced in Skillbook Three. Comprehension exercises are expanded to lead to developing independent opinion on the part of the learner. There is much more variety in the subject matter, particularly in the use of functional materials. Cursive writing is introduced near the end of the book. Supplements are: Focus on Phonics 3, Changes, and More Stories #3.

SKILLBOOK FOUR

This book completes the spiral for phonic-based reading. The remaining variant spellings for the long vowel sounds and consonants are covered. Comprehension skills emphasized include making inferences and interpreting the author's purpose. With the skills gained in these four books, the learner is ready for independent work. Supplements are: Focus on Phonics 4, People and Places, and More Stories #4.

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TUTOR: Techniques Used in the Teaching of Reading

TUTOR is a manual which is used without a correlated text book series for the student. It provides guidance for the tutor in evaluating the basic skill levels of students and in diagnosing reading problems.

The book also outlines four instructional methods which can be adapted for use with any student: an English-as-a-Second-Language (ESL) student or a native speaker of English. These methods can be illustrated with any reading materials and are applicable to any resources of interest to the student: newspapers, driver's manual, children's books, etc.

The methods include:

1. The Language Experience Story or Approach (LEA)
2. The use of Sight Words and Context Clues
3. Phonics
4. Word Patterns

The book covers such diverse topics as goal-setting; student motivation and reinforcement; and creating a lesson plan.

Perhaps the most useful part of the book for tutors is the appendix which lists:

-- the 300 most frequently used words
-- a functional reading word list for adults
-- useful words for filling out forms
-- word patterns, for example:

-and	-en
and	den
band	hen
hand	men
land	pen
sand	ten
gland	glen
grand	then
stand	when

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Partners In Reading

ORANGE PUBLIC LIBRARY LITERACY PROGRAM

ENGLISH AS A SECOND LANGUAGE

WORKING WITH THE ENGLISH AS A SECOND LANGUAGE (ESL) STUDENT

Simplify the input

- slower speech rate
- clear enunciation
- longer pauses between phrases
- controlled vocabulary (limit idioms)
- controlled sentence length

Check frequently for understanding

- pay more attention to the meaning of the student's response, less attention to the form
- repeat, repeat, repeat
- give examples to explain what you are saying
- frequently review what has been taught

Facilitate genuine communication

- meet students' needs and interests
- build comprehension skills
- allow for students to go through a listening phase, "the mute period"
- use personalized conversation starters, such as, "Let's say Anna needs to buy a new video player..."
- avoid drills and rote exercises

Contextualize Language

- vocabulary in context; not lists
- try to make abstract concepts more concrete
- provide visual reinforcement
  mimic, gestures, facial expressions, props, models, pictures, black board sketches, videos, demonstrations, hands-on and interactive tasks.

Minimize Stress

- do not require oral production too early, let it emerge on its own
- do not require correctness too early (language errors are a necessary part of language acquisition)
- instead of error correction, use indirect modeling, for instance:
  Student: I don't got a pencil.
  Tutor: Oh, you don't have a pencil? Here's one.
- remember a smile goes a long way!
- praise, praise, and more praise

DIALOGUE

Here are some suggestions for dialogue. You may want to build an entire lesson around a few short phrases, which is a very good ideas if your student has very limited English. Remain flexible enough to change your lesson plan mid-stream! In order to keep your teaching "student centered" you will have to adapt as you go.

Hello.
How are you?
I am fine, thank you.

Hello.
My name is _____.
What is your name?

Classroom Objects

This is a	book.	window.
	pen.	door.
	pencil.	eraser.
	table.	desk.
	chair.	blackboard.
	clock.	paper.
	woman.	man.

What do you have in your hand?
I have a (use objects above) in my hand.

Is this your (use objects above)?
Yes, this is my _____.
No, this is not my _____.

Colors

This is	red.	blue.
	brown.	green.
	yellow.	white.
	black.	orange.

What is your address?
My address is _____.

What is your telephone number?
My telephone number is _____.

Where are you from?
I am from Mexico China

	Korea.	Poland.
	Germany.	the United States.

Parts of the Body

This is a	woman.	man.
	head.	arm.
	eye.	hand.
	nose.	finger.
	mouth.	leg.
	ear.	foot.

Concepts

-- singular/plural

-- verb "to be" in all its many forms:

	singular	plural
1st person	I am	we are
2nd person	you (s.) are	you (pl.) are
3rd person	he/she/it is	they are

-- count nouns

Count Nouns	Non-Count Nouns
This is an apple.	This is milk.
This is an orange.	This is bread.
This is a banana.	This is butter.
This is an egg.	This is sugar.
This is a lemon.	This is water.
This a pen.	This is paper.

-- action verbs:

reading	writing	teaching	studying
going	coming	buying	selling
shopping	walking	smiling	frowning
asking	giving	cleaning	painting
washing	drying	planting	building
running	jumping	laughing	gardening

Days of the Week

Months of the Year

Telling Time

Numbers -- try ten numbers at one time.

Appendix C -- Possible Offensive Gestures

It's important for health care providers to be aware of gestures, body language and nonverbal communication. Many body movements and gestures can be potentially offensive to Asians, Arabs and Latin Americans, for example:

hands on hips
slouching
sitting on a desk
yawning
stretching
counting people with the index finger and wide arm movements
beckoning with the index finger
pointing to a person with the index finger
using index finger movement for emphasis
giving with the left hand

In particular, be careful of these gestures:

To East Asians:

touching person of the opposite sex
touching person on head
hugging
passing something over a person's head
pointing or pushing with the foot

To Arabs:

touching person of opposite sex
hugging person of opposite sex
showing someone the sole of your foot
handing someone something (especially food) with the left hand
turning your back on someone during a conversation

Information to be taught to new members of our country related to coping skill areas:

Home and Family Living

Family Descriptions
Customs and Holidays
Dwellings
Household Tasks
Entertainment
Telephone
- Emergency
- Answering
- Calling
- Long distance calling
- Directory assistance
- Pay phones
- Directories

Personal and family information

Human Relations

Making introductions
Weather
Feelings
Greetings and farewells
Time
Someone or something lost
Classroom information

Consumer Education

Money
Days, Months
Measurements
Clothes and furniture shopping
- Finding items
- Trying on
- Paying
- By phone or mail
- Forms

Food shopping
- Coupons
- Comparative shopping

Post Office

Practical Government

Personal and public transportation
Police checks, citations
Traffic, parking violations
Traffic accidents
Traffic emergencies
- Call box procedure
- Procuring help

Occupational Skills

Looking for work
Applications
Types of jobs
Personnel
Job habits
Payments
Termination

Health, Education and Safety

Body
Functions and descriptions
Warnings, signs, labels
Home Dangers
Maps
Emergencies
- Medical
- Work
- Home

Doctors, dentists, hospitals

Elementary Survival Information

Personal

First, maiden, middle, last name
Address
Phone number
Height and weight
Birth date and age
Birthplace and citizenship status
Social Security and alien registration information
Length of time in U.S.
Common Questions
- Where were you born?
- When did you enter the U.S.?
- How long have you been

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the U.S.?
Where does your family live?

Making and Responding to Introductions

Feelings, greetings, good-byes (How's it going? What's New? Take it easy!)

Money

Denominations
Making change

Family

Family relationships
Customs and holidays

Days, Months

Ordinal numbers with dates

Time

At night, in the morning, tonight, one week from today

Weather

Questions
Small talk

Body

Body parts
Functions (sneeze, etc.)
Descriptions (tall, thin, etc.)
Medical small talk (pain in the back, etc.)

Measurements

Inches/Feet/Yard
    Using rulers and yardsticks
Ounce/Pint/Quart/Gallon
Teaspoon/Tablespoon/Cup
Ounce/Pound
    Using a scale
Dozen/Half a dozen
Common abbreviations for these measurements

Housing

Types of housing
Rooms of the house
Furnishings
Household tasks

Emergency Information

Oral warnings
Using telephones
    Dialing 9-1-1 or "O"
    Describing Emergency
    Giving locations

Personal and Family Information

Vital Addresses and Phone Numbers

Home Dangers - Prevention and Procedures

    Fires
    Utilities
    Poisons and Medicines
    Robbery
    Earthquakes

Reading Signs and Maps

Basic traffic signs
Warning Signs
Labels
Maps

Shopping

Finding Items in a store
    Asking directions
    Types of stores and their departments
    Names of clothing, furnishings, foods, drugs
    Asking prices

Buying Things in a Self-Service Store

Description of size/color

Asking for a different size/color/style
Reading price tags and labels

Trying on Clothes

Finding the dressing room
Limit on number of items in dressing room

Buying Food

Reading signs above products
Questions and answers about quantities, unit prices
    bunches, 3 for $1.00, etc.

Reading and understanding labels, measurements and weights

Paying

Responding to cashier's questions
    (Cash or charge???)
Reading and checking the bill
    Over charged
    Under charged
Use of checks and credit cards

Using a Telephone

Answering the Phone
    Taking simple messages
    Identifying yourself
    Responding with necessary information
    ("He's not here; Can I take a message?")

Calling and asking for someone

Calling Directory Assistance

Long distance calling

Pay phones
    Reading directions on phone
    Talking to the operator
    Understanding pay procedures
    Responding to Operator's commands

Public Transportation

Find proper bus
    Identifying name and number
    Locating correct bus stop, gate, etc.
    Asking Directions

Getting information
    Asking about schedules, routes, prices
    Reading transportation schedules and signs
    Making transfers

Buying tickets and discount bus passes

Responding to commands and statements while on vehicle
    Move to back of the bus, etc.

Personal Transportation

Buying gas
    Using self-service
    Requesting services available

Understanding Basic Directions

Emergencies
    Using a call box or phone
    Following directions
    Relating the problem
    Giving locations

Asking for help
    From passers-by or highway patrolman

Police
    Rights and obligations
        Miranda Warning
    Traffic Violations
    Obeying Officers
    Understanding simple statements concerning the violation ("You ran a red light")
    Parking

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Accident
- Simple procedures
- Rights and obligations

Doctor's and Dentist's Offices and Hospitals

Making Appointments
- Identifying self and status with doctor
- Describing need
- Arranging time and date
- Understanding payment policy

Medical Forms

Seeing the Doctor or Dentist
- Explaining purpose of appointment
- Responding to doctor's commands
- Describing simple symptoms
- Understanding simple diagnosis
- Understanding prescription instructions and procedures for refills

Postal

- Mailing a letter or package
- Buying stamps
- Getting information regarding types of service and rates

Forms
- Change of Address
- Registered or certified mail
- Customs declaration forms
- Money orders

Occupations

Looking for a Job
- Advertisements and Agencies
- Filling out applications
- Maintaining employment records and references
- Types of work
- Names and brief descriptions
- Personnel Terminology

Maintaining a job
- Good Habits
- Change of status
- Raises, overtime, paycuts

Paychecks
- Understanding deductions
- Benefits
- Employee rights
- Obligations

Termination
- Being fired
- Laid off
- Quitting

Familial Relationships

Descriptions
Customs
Holidays
Extended family tree
Coping with problems
Seeking help for personal problems

Emotions

Feelings
Greetings
Good-bys
Expressing pleasure and displeasure
Use of leisure time

Practical Government

Understanding basic taxes
- Sales tax, income tax, payroll taxes

Basic responsibilities of residents

Reading Signs

Basic Traffic Signs
- Walk
- Don't Walk
- No Left Turn

One Way
Do Not Enter
No Parking

Warning Signs
Don't Touch
No Smoking
Poison
Danger
High Voltage
Wet Paint
Beware of Dog
Emergency Exit
Guard Dog
No Trespassing

Labels - Directions on Medicines
Shake well before using
Close tightly
Keep away from children

Maps
World map
U.S. map
County map

Celebrate International Literacy Day

September 8th is International Literacy Day, as proclaimed by UNESCO (United Nations Educational, Scientific and Cultural Organization). This day will be celebrated all around the world.

You've no doubt heard about the many activities to increase literacy in the **United States**, but are you aware of what's happening on the international scene? Many nations throughout the world have literacy programs. Many of them use volunteers. In **Ghana**, government officials go into villages to train volunteers to teach reading. In 1961, **Cuba** closed its schools for most of the year to send teachers to rural areas to teach reading. During the 1970's, **Great Britain** broadcast a television series to teach reading during prime time. Other countries that have made strides in literacy include **Brazil, Mexico, Tanzania, Turkey**, and **Venezuela**.

Last year at the International Literacy Conference in **Thailand**, leaders from all over the world met to join forces in addressing literacy issues. One outcome was to encourage literacy programs to incorporate lessons on environmental issues and saving the earth into reading instruction.

The leaders of this conference also decided to focus attention on literacy needs for women. World-wide illiteracy is especially high among women. Over 60% of the total non-reading population is women.

If you are interested in becoming a tutor or getting some help with your English reading and writing skills, please call Partners In Reading, the Orange Public Library Literacy Program, at 282-8916

Information reprinted from the Commerce Public Library Literacy Program newsletter.

LITERACY PROGRAM
ORANGE PUBLIC LIBRARY
PARTNERS IN READING
1672 NORTH CAMBRIDGE STREET ORANGE, CALIFORNIA 92665 (714)282-8916 FAX (714) 282-8663
MAILING ADDRESS: 740 EAST TAFT AVENUE ORANGE, CALIFORNIA 92665

TUTOR-PARTNERS IN READING AGREEMENT

Partners in Reading agrees to provide the undersigned Volunteer with professional training in techniques for tutoring low-level or non-reading adults. It further agrees to provide continuing training by offering In-Service Trainings and Support Meetings. Additionally, Partners in Reading will provide on-going technical and moral support, and materials to assist the tutor in teaching the adult learner.

The undersigned Volunteer agrees to complete the Tutor Training Workshop and to complete the homework and other assignments as required during the workshop. Also, the Volunteer agrees to attend a minimum of two (2) In-Service meetings per calendar year.

After certification, the Volunteer agrees to work with an adult learner for a minimum of fifty (50) hours and to report hours, progress and concerns to the Partners in Reading, Orange Public Library Literacy office monthly (report forms will be furnished).

_____

Literacy Services Coordinator
PARTNERS IN READING
Orange Public Library Literacy Program

_____

Volunteer

_____

Date

TUTORAGR

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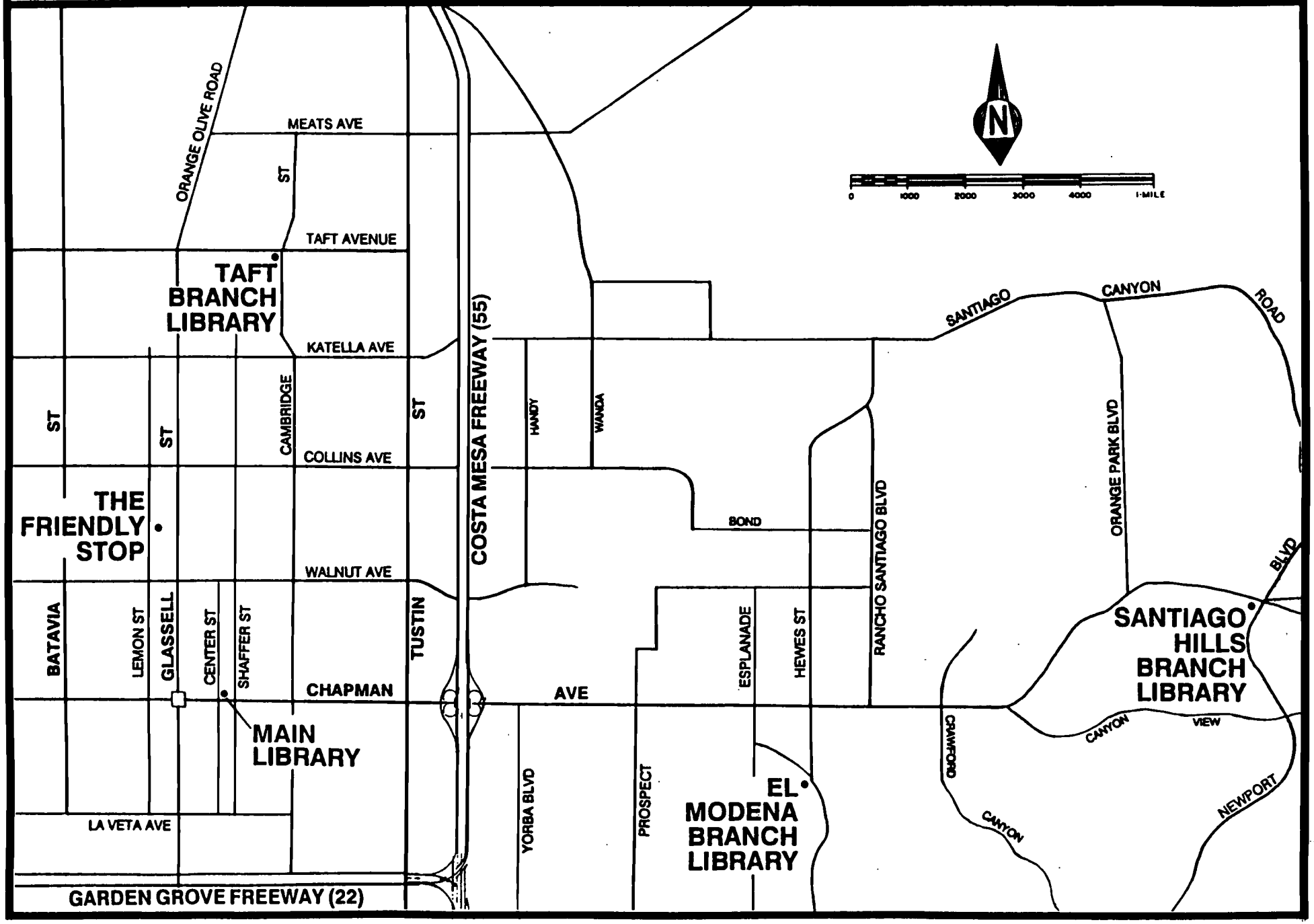

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ORANGE PUBLIC LIBRARY

MAIN LIBRARY
101 N. CENTER ST.
ORANGE, CA 92666
(714) 288-2400

MONDAY	10 AM-9 PM
TUESDAY	12-9 PM
WEDNESDAY	10 AM-9 PM
THURSDAY	10 AM-6 PM
FRIDAY	CLOSED
SATURDAY	10 AM-6 PM
SUNDAY	CLOSED

SANTIAGO HILLS BRANCH
7522 E. CHAPMAN AVE.
ORANGE, CA 92669
(714) 288-2460

MONDAY	12-9 PM
TUESDAY	12-9 PM
WEDNESDAY	1-6 PM
THURSDAY	CLOSED
FRIDAY	CLOSED
SATURDAY	9 AM-12 PM
SUNDAY	CLOSED

FRIENDLY STOP
LA PARADA DE AMISTAD
615-A N. LEMON ST
ORANGE, CA 92667
(714) 997-8260

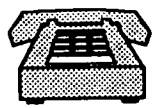
MONDAY	1-6 PM
TUESDAY	1-6 PM
WEDNESDAY	1-6 PM
THURSDAY	1-6 PM
FRIDAY	CLOSED
SATURDAY	CLOSED
SUNDAY	CLOSED

EL MODENA BRANCH
380 S. HEWES ST.
ORANGE, CA 92669
(714) 288-2450

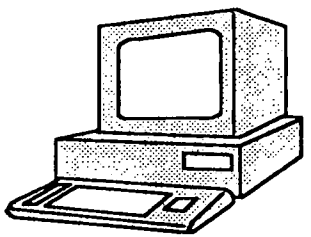
MONDAY	12-9 PM
TUESDAY	12-9 PM
WEDNESDAY	1-6 PM
THURSDAY	CLOSED
FRIDAY	CLOSED
SATURDAY	1-5 PM
SUNDAY	CLOSED

TAFT BRANCH
740 E. TAFT AVE.
ORANGE, CA 92665
(714) 288-2430

MONDAY	12-9 PM
TUESDAY	12-9 PM
WEDNESDAY	1-6 PM
THURSDAY	CLOSED
FRIDAY	CLOSED
SATURDAY	1-5 PM
SUNDAY	CLOSED



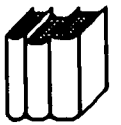
TDD (Telecommunication Device for the Deaf)
(714) 997-2241



Dial access by modem to OPALS

Orange Public Automated Library System online catalog

(714) 771-4935



USE YOUR PUBLIC LIBRARY

INFORMATIONAL QUESTIONS ANSWERED

- BOOKS
- MAGAZINES
- NEWSPAPERS
- VIDEOCASSETTES
- AUDIOCASSETTES
- COMPACT DISCS
- SPECIAL PROGRAMS
- STORYHOURS

LITERACY PROGRAM

ORANGE PUBLIC LIBRARY

PARTNERS IN READING

1672 NORTH CAMBRIDGE STREET ORANGE, CALIFORNIA 92665 (714)282-8916 FAX (714) 282-8663

MAILING ADDRESS: 740 EAST TAFT AVENUE ORANGE, CALIFORNIA 92665

TUTOR/LEARNER SURVEY

1. **Are you currently tutoring?** ___ Yes ____ No
   Are you currently a learner? ____ Yes ____ No

2. **Do you currently need any assistance or guidance from the literacy staff?**
   ____ Yes ____ No
   If yes, please call 282-8916 to make an appointment.

3. **What kind or services would you like to see the literacy program provide? (ie, tutor or learner support groups, workshops, literacy office hours, social get togethers.)**_____

4. **What topics would you like to see at future workshops?**_____

5. **Learners with preschool children are eligible to be in our Families for Literacy Program. Families for Literacy will have programs for the family, part of which involves children receiving free books. What day of the week would be best for these programs?**_____
   What time?_____

6. **If you're interested in helping out in other areas besides tutoring either on a regular or limited basis please indicate below.**_____

7. **Comments or Suggestions**_____

Name_____ **Phone number**_____

Thank you

SRVY3-29

LEARNER'S RESPONSIBILITIES

* Communicate with tutors
* Want the skills
* Be honest with yourself and your tutor
* Practice
* Take the time needed to study and learn
* Be on time
* Accept the consequences
* Attend regularly
* Participate in the learning process
* Participate in the planning process
* Call if you can't come
* Be honest about your understanding of the materials
* Say yes - mean yes!
* Say no - mean no!
* Don't be afraid or upset about mistakes

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LESSON PLAN FOR:

Review ***(5-10 min.)***

New Material ***(15-20 min.)***

Fun/Variety ***(15 min.)***

Read Aloud ***(10 min.)***

Homework ***(5 min.)***

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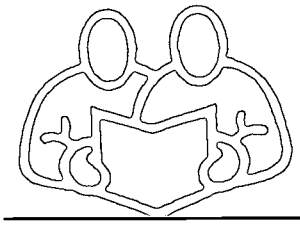

PARTNERS IN READING

Orange Public Library Adult Literacy Program

1672 NORTH CAMBRIDGE STREET ORANGE, CALIFORNIA 92665 (714) 282-8916 FAX (714) 282-8663
MAILING ADDRESS: 740 EAST TAFT AVENUE ORANGE, CALIFORNIA 92665

Thank you for your interest in becoming a Partners in Reading Orange Public Library Literacy Services Volunteer Tutor. We are enclosing information about our program and upcoming training workshops. Literacy tutors learn how to teach reading, writing and verbal communication skills during the workshop. The only skills you need to become a tutor are patience, caring and the ability to speak, read and write English. We show you how to look at your abilities with a new twist that enables you to teach others.

As a tutor, you will meet with your learner one hour twice a week at a mutually convenient time and place and spend one to two hours per week preparing lessons. Learners are adults who wish to improve their reading, writing and/or English speaking skills.

Partners in Reading Orange Public Library Literacy Services conducts tutor training workshops as needed. The basic workshop is 12 hours in length and must be completed before you can be matched with an adult learner.

Advance registration is required for all workshops. The training is free of charge to volunteers making a minimum commitment of 6 months to Partners in Reading. Enrollment is limited to ensure the best possible training experience.

Please contact the Partners in Reading Orange Public Library Literacy Office at (714) 282-8916 if you have any questions.

Sincerely,

Rosanne Miller
Literacy Services Coordinator

208

RM:cyw

Partners in Reading is supported in part by by the State of California under the provisions of the California Library Services Act, administered by the California Library Services Board.

Orange

22.1 square miles

	1980	1990	% Chg 80-90	2000	% Chg 90-2000
POPULATION	91,788	110,658	20.6%	122,498	10.7%
Race/Ethnicity					
White		75,033			
Black		1,367			
Asian		8,477			
Hispanic		25,278			
Other		503			
Total Households		27,958			
Households with Income < $15,000		2,883 (10.3%)			
AFDC Recipients		2,742			

SCHOOL DISTRICT INFORMATION

Name of primary school district:	Orange Unified
Student Enrollment:	24,620
Parent Education Level:	3.61
Students with LEP:	
Hispanic	2,490
Asian	750
Other	0
Total	3,240
12th Grade CAP Reading Score:	294 (10/15)
High School Dropout Count (Rate):	347 (6.3%)
Other school districts for this city:	None

SPECIAL POPULATIONS

Selected Group Quarters	
Shelters	159
On Street	11
Other	772
Total	942

From Adult Literacy Needs in Orange County, May 1, 1992

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

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