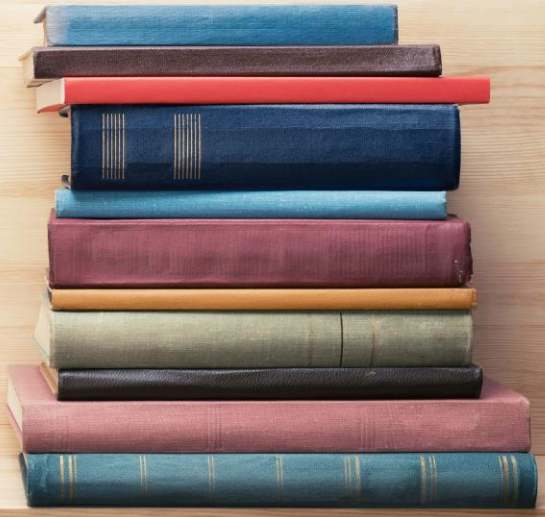
Literacy Action
of Central Arkansas
Educating and Empowering Adults to Read
Stomping Out Stigma One at a Time



Volunteer Tutor Training Handbook

Literacy Action of Central Arkansas
100 Rock Street, Suite 530
Little Rock, Arkansas 72201
501-372-7323
literacylittlerock.org

Hello Tutors!

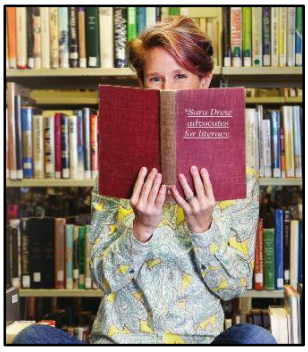
I'm always amazed and humbled by the quantity and quality of people that come to Literacy Action Volunteer Tutor Trainings. Without a doubt, our volunteer tutors are extraordinary and are the foundation of Literacy Action of Central Arkansas. We are grateful, to say the least, for your service to our students and we look forward to working with you this year and in the years to come.

Literacy Action has worked hard since 1986 to teach literacy skills to struggling readers in the Central Arkansas area. We have offices in Little Rock and Conway, but serve students from a seven county area - Pulaski, Faulkner, Jefferson, Grant, Lonoke, Perry, and Saline. In the last 12 months, Literacy Action served over 500 adult students delivering over 7,000 hours of individualized instruction. Learning to read enables our students to get family-supporting jobs, have better access to health information and teach their children the value of literacy. We believe in acknowledging and advocating for the important role adults play in fostering their children's basic literacy skills and attitudes toward learning. Parents are often children's first and most influential teachers. With 145,000 adults in Central Arkansas reading at below basic levels, Literacy Action provides a crucial service that benefits the entire community.

I am so THANKFUL for YOU! I'm thankful for the generosity of hundreds of people, like YOU, who provide support at all levels to keep Literacy Action of Central Arkansas open and serving those who need us.

Those who are interested in donating to Literacy Action can do so at www.literacylittlerock.org/donate or send a donation by mail to:
Literacy Action of Central Arkansas
PO Box 900
Little Rock, AR 72203

Thank you again! YOU are the champions of Literacy in our community.



Sincerely,

Sara Drew
Executive Director

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INTRODUCTION

A. ProLiteracy™ Worldwide
(www.proliteracy.org)

The Beginning
Literacy pioneer and missionary Frank C. Laubach discovered that literacy empowers people to improve and enrich their lives. His work began in the Philippines in 1930 and continued for more than 40 years, touching illiterate and impoverished peoples in 103 countries. Literacy materials developed in the local languages used charts with picture, word, and sound association. They also incorporated vocabulary development and comprehension exercises. Limited resources were overcome as literate adults accepted Dr. Laubach's "Each One Teach One" challenge and took on the responsibility of teaching an illiterate friend or neighbor.

An International Organization
In 1955, Dr. Laubach founded Laubach Literacy International (LLI), which later amalgamated with Literacy Volunteers of America in 2001 to form ProLiteracy Worldwide. ProLiteracy Worldwide specializes in the organization, development and management of educational resources, as well as the development and delivery of training programs for adult literacy.

ProLiteracy's International programs operate in more than 54 countries. These programs combine literacy with economic self-reliance, health, education, peace, human rights, and environmental sustainability projects.

New Readers Press, the U.S. publishing division of ProLiteracy Worldwide, distributes more than 250 English language literacy curriculum publications. It provides many of the materials used by tutors, including the *Laubach Way to Reading* series for basic literacy students, and the *Laubach Way to English* series for students who are learning to speak and read the English language.

ProLiteracy America
Formerly known as Laubach Literacy Action, ProLiteracy America is the U.S. arm of ProLiteracy Worldwide and is devoted to providing literacy services throughout the United States. ProLiteracy America has 1450 affiliates with a presence in all 50 states. It provides accreditation, advocacy, and technical assistance as well as program and professional development services. Affiliates also benefit from an annual conference and regional trainings.

B. United States Facts on Literacy (From ProLiteracy)

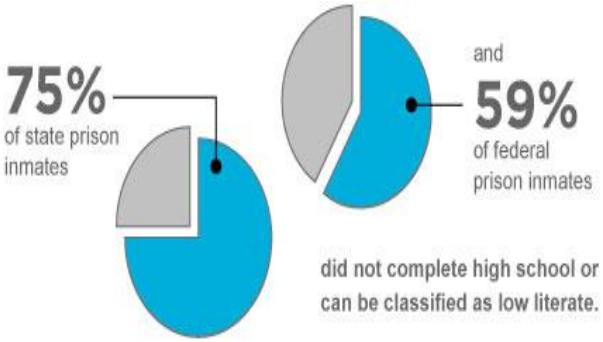
The Numbers Don't Lie:

Low literacy is a global crisis that affects all of us. That's why it's so important to understand the issues and confront the facts head on. Only then can we can stand together to fight for change.

U.S.Facts:

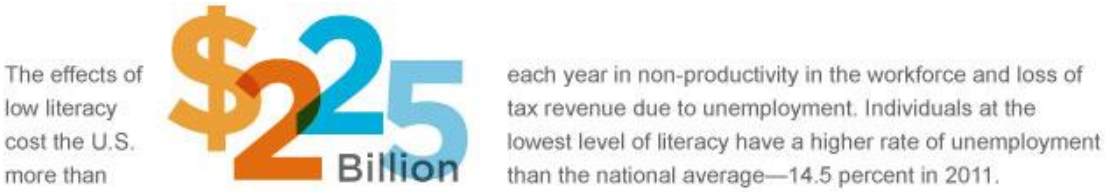
Adults Over 16

Corrections



Health

Workforce



English for Speakers of Other Languages

Statistical analyses have shown that legal immigrants who are English proficient earn between 13 to 24 percent more than immigrants who are not English proficient, which positively impacts the economy given that legal immigrants make up close to 16 percent of the civilian labor force in the United States. When immigrants have access to language and literacy instruction, they assimilate more quickly and effectively into communities and become more engaged in the economy.

Sources: The National Assessment of Adult Literacy (Department of Education); The Bureau of Justice Statistics Special Report; Bureau of Labor Statistics (Department of Labor); The United Nations; USAID 2012; UNESCO.

Source: http://www.proliteracy.org/the-crisis/adultliteracyfacts#sthash.PGinLMPl.dpuf

C. The Literacy Problem

According to the Barbara Bush Foundation for Family Literacy, the United States is falling dramatically behind other countries in literacy skills. One in four American adults cannot read above a 5th grade level. Research shows that the greatest single indicator of a child's future success is the literacy level of his or her parents.

Unbelievably, **36 million adults in America cannot read or write at the most basic level**. A recent study by the Organization for Economic Co-operation and Development concluded that the United States was "very weak in literacy." The group surveyed 24 countries and compared levels of adults' literacy. The results were alarming, revealing this challenge – a larger proportion of American adults have poor literacy skills when compared to other countries.

Illiteracy is one of America's biggest challenges. Low literacy skills are directly linked to greater inequality, higher unemployment, less earned income, and poor health. Sadly, the education and social mobility gap in America continues to grow. This growing education inequality creates less financial opportunity and social mobility for low-income families, resulting in a stagnant U.S. economy. **Investing in literacy is critical to the success of our families and nation.**

With 36 million adults in the U.S. who are illiterate or possess the lowest literacy skills, access to quality literacy programs is essential to achieve an America where every person can read and achieve.

The Literacy Gap in ARKANSAS

Adults 18 and over with less than a high school diploma:

- Total population 18 and over: **2,206,988**
- 17% have less than a high school diploma
- 7% are enrolled in literacy programs

Arkansas enrollment in literacy programs by age:

- 16-18: **2,945**
- 19-24: **5,686**
- 25-44: **9,504**
- 45-59: **3,520**
- 60 and older: **807**

- Percent of children under age 6 whose parents have less than a high school diploma and are economically poor: 61%
- Population of 4th grade students with a below proficient reading level: 68%
- Children of parents with low literacy skills can be 18 months behind by the start of kindergarten.
- If a child is not reading proficiently by 3rd grade, they are four times more likely to drop out of high school.

D. Causes & Effects of Low Literacy

Causes of Low Literacy:

- Illness or absence from school during a critical period in the early years. Skills missed were never made up and compounded later problems.
- The high mobility of many families and constant change of school for the children.
- Poor quality of schools or instructors, or inadequate materials.
- Physical or mental disabilities (poor eyesight, dyslexia, and brain damage.)
- Maturation lag – lack of reading readiness.
- Foreign birth – lack of English education.
- Lack of personal encouragement to read.
- Heavy reliance on television and visual media.
- Lack of personal motivation. Education may have seemed irrelevant to personal goals.
- Generational poverty. Education is important, but a dream, not a realistic goal.

Effects of Low Literacy on Individual & Society

- Development of coping skills (memory, dependence on others, cover-up.)
- Lack of self-esteem or self-worth.
- Tremendous frustration and anger, which may result in criminal behavior. The average reading level of people in correctional facilities is about 3rd grade.
- Increased unemployment and need for public assistance.
- Loss of people's talents in the workforce and in the community.
- Accidents and injury on the job, resulting in increased costs to individuals, businesses, and society.
- High number of school dropouts.
- Inability of parents to reinforce the skills their children are learning in school. This creates a cycle of illiteracy.
- Loss of human rights, (the right to vote, the right of informed consent.)
- Poor health and resulting high health care costs.
- Is a factor that supports individuals living in poverty to stay in poverty. Education is one of the few ways to really help an individual break the generational cycle of poverty

Living in Poverty (Adapted from *Bridges out of Poverty)*
There are two kinds of poverty: situational and generational.

- Situational means the individual has not always lived in poverty and it is only because of certain circumstances (layoff from long-term job with no future job prospects or a health issue) that they find themselves in this situation.
- Generational poverty is the situation we deal with most in tutoring, defined by *Bridges out of Poverty* as having lived in poverty for at least 2 generations.

E. Your Role as a Tutor

Role: To help adults acquire basic reading, writing, English speaking, and/or other life skills needed to function successfully in society. This is usually done through a one-on-one or small group relationship that emphasizes personal attention.

Qualifications: A tutor should be dependable, interested in people, sensitive to others, a good listener, literate (professional training not necessary), flexible, patient, optimistic, friendly, non-judgmental, open-minded, and have a sense of humor.

Benefits:

1. Personal satisfaction in helping someone grow intellectually and emotionally.
2. Deepened understanding of values and lifestyles different from your own.
3. Broadened imagination for creative problem-solving.

Basic Training: Minimum four-hour adult basic literacy tutor training workshop (willingness to keep learning is a plus).

Location of Lessons: Any safe, neutral public location such as the Literacy Action office, a library, or a church may be used. Meeting in private homes is not advised.

Hours: Once or twice weekly, one to two hours each lesson, plus preparation time, which varies depending on the student.

Duration: A minimum one-year commitment is preferred, but not strictly required.

Responsibilities:

- After being matched, contact the student to make arrangements regarding the time and place of lessons.
- Notify the Program Director when the first tutoring session has taken place.
- Meet regularly and punctually with the student.
- Maintain the student's confidentiality at all times.
- Provide encouragement and support, helping the student to develop a positive self-image and an enthusiasm for learning.
- Set goals *with* the student and frequently evaluate progress towards them.
- Prepare lessons to meet the individual needs and interest of the student.
- Inform the Program Director at Literacy Action if any problems arise with the match, such as personality conflicts or absenteeism.
- Keep accurate records of hours tutored and student progress, and report those hours to Literacy Action weekly.
- Notify Literacy Action if tutoring terminates, even for a short time period.
- Contact the Program Director when new books or materials are completed, and let us know about your student's successes!

F. Literacy Action's Responsibility

Responsibility to the Student

Students contact Literacy Action with a desire to improve their reading, writing, and speaking skills in order to become more self-sufficient. They are expecting our best effort to help them help themselves.

As a nonprofit organization that provides literacy and language instruction, Literacy Action's responsibilities to the student include the following:

- Providing the student with a trained volunteer tutor who will be dedicated to helping the student reach goals.
- Making available instructional materials appropriate for the student's goals.
- Maintaining a lending library designed to supplement the basic materials with additional reading and other instructional material.
- Providing a positive atmosphere that will encourage the student.
- Maintaining the confidentiality of the student's learning activities.

Responsibility to the Volunteer Tutor

Volunteers become part of Literacy Action in order to help another person improve their literacy and language skills. As your organization, we have a responsibility to:

- Provide adequate pre-service training to familiarize you with instructional materials and appropriate teaching methods and techniques.
- Screen/test prospective students and provide you with information about the student.
- Assist you in finding a suitable meeting location.
- Make available appropriate materials for your student.
- Provide information about changes and innovations in instructional materials.

G. Basic Philosophy for Tutors

Commitment

The most important part of the volunteer program is your genuine commitment to and concern for your student. Your primary goal as a tutor is to help your student acquire basic literacy skills. To do this, you'll need to build a ladder of successful learning experiences. Success helps to build the self-confidence needed by the student to tackle more difficult material, to be willing to try something new, to risk failure, and to understand that mistakes are part of the learning process.

Before getting started, think carefully - Are you prepared to follow through on this program? Your respect for and commitment to your student are essential ingredients in that success-building process. When a volunteer tutor leaves it can be a tremendous disappointment to the new reader.

Rapport
How you relate to your student as you build this success can be summarized in two words: *rapport* and *patience*.

No learning of any kind can take place unless you interact with your student. To create a climate for learning, tutoring must be a relaxed, friendly experience.

- Be honest and sincere.
- Take the time to be both friendly and warm.

These qualities provide the basis for good student-tutor rapport.

Keep in mind that your student is influenced:
7% by your words
37% by your tone of voice
56% by your body language

Patience
Recognize that the learning will be difficult at times. It is easy to feel discouraged if you do not seem to be making progress. Students have left literacy programs because they sensed the tutor's frustration at their lack of advancement.

Help the student recognize the gains in skills, however small, that are the evidence of growth. These gains will also be important to you as you progress through the tutoring experience.

Be patient and praise your student for what they have learned. Help them to feel that this is a learning partnership and when things get difficult, you will both be there looking for ways to make it easier.

And remember, each session should be a rewarding experience for both of you!

H. Meeting Your Student for the First Time

After Literacy Action Matches you with a student, you will want to learn a little bit about them before you actually begin tutoring. The first time you meet, you will want to put your student at ease immediately. In order to avoid long, embarrassing silences, you will want to have some ideas and interview questions prepared. Plan how you will begin and end the session, and think about essential information you need to give to your student. Here are some ideas to help you have a successful first meeting:

- Try to ask open-ended questions to encourage your student to talk about themself, such as: *What made you decide to get in touch with the literacy council? What are some things you'd like to learn?*
- Bring and share pictures of your family or other things about yourself that you want to share. Invite your student to do the same at your second meeting.

- Get to know each other. Discuss hobbies and interests, family, jobs, and daily life.
- Establish a meeting place, day and time, and expectations regarding scheduling and cancellation.
- Exchange contact information and make sure your student has transportation.
- Discuss current reading and writing practices and challenges *(Example: What kinds of things do you read/write during a normal day at home, at work and when you're out? What are some things about reading and writing that are challenging for you?)*
- Ask your student about reading and writing goals *(Example: What would you like to be able to read/write better now/in the future?).* Write down your learner's goals so you can check on progress later.
- Look at your curriculum together and get familiar with what you will be doing together. You may want to try out the first page of the first lesson or have your student practice writing.
- Take turns reflecting on how the session went. *(Example: What did you learn today? Is there anything that needs clarifying? Is there anything that we should do differently next time?)*
- Discuss plans for your second meeting, confirm meeting time and place, and make sure you have correct phone numbers for each other.
- Most importantly, LISTEN to your student. You need to learn about your learner's difficulties, interests, motivations, self-image, confidence, and learning style to provide a good foundation for a successful tutoring experience.
- Some ESL students will experience difficulty with this level of dialog; in such instances, information may be approached incrementally over several sessions.

Your First Contact with your student will usually be by telephone to make arrangements for your weekly tutoring session. Introduce yourself by stating your name and identify yourself as someone "from the library", ask if this is a good time to talk, select days and times convenient to both of you, suggest a location, give directions on how to get there, and leave your telephone number and/or email.

Your First Meeting with your student has both a primary and a secondary objective. The primary one is to encourage and reassure your student about the decision to improve reading or English. The secondary one is to learn as much as you can about your student. Although you cannot learn everything at the first meeting, the more you do know about your student's goals, needs, interests, and abilities, the more effective a tutor you will be. In the references and resources section there is a sample of what important information to record at the first meeting.

Materials for your first meeting include whatever programmed course books that have been chosen (Laubach, Ventures, etc.) including teacher's manual and student book, a notebook, pencils, pens, highlighters, etc., and if you are tutoring ESL, then perhaps the *Oxford Picture Dictionary* too.

Introductions and Names - After introducing yourself, make sure you are pronouncing and spelling the student's name correctly. Ask the student what they wish to be called. Be sure they know your name and contact information.

Purpose - After introductions, explain your purpose, discuss the student's needs, and answer any questions. That is, chat with your student (if this is possible); be interested in your student's life and goals, but do not pry. Do not promise anything that you cannot deliver; you may be joining a long line of others who have broken promises. You must make every effort to show your student that they can have confidence in you, and that your promises mean something.

Before You Leave the first meeting, confirm the time, date, and place for your next meeting. Also discuss what you will be doing in the next meeting. For example starting on the workbook or deciding on vocabulary words to discuss.

The Second Meeting you should be prepared to use almost the whole time on instructional materials. Remember we cannot always predict which materials will work best for you and your student. The best selection may be a combination of materials. Encourage your student to bring, mail or other reading material they need to work on.

Problems - if you experience any problems, contact your Literacy Action office as soon as possible.

I. Setting Goals

Students entering our program are likely to describe goals that are very vague: "I just want to be able to read better" or "I'd like to get a better job" or "I want to improve my English" or "I want to be able to help my kids with school-work." Others identify goals that will take a long time to reach: "I want to get my GED" or "I want to get U.S. citizenship."

Don't discourage a student who expresses goals like these, but do understand that students need to be able to see concrete progress toward a goal. One of the most common reasons for students dropping out of the program is discouragement over not seeing any improvement or progress. Because immediate progress toward a long-term goal will be hard to perceive if the goal is vague or requires skills that are far above the student's current reading and writing level, you will need to demonstrate that there are many short-term goals that the two of you can work on that will help move them closer to the long-range goal. There are many ways to break up a long-term goal into manageable chunks.

You need to be sure that the activities you choose are realistic for the learner's skill level. In addition, be sure the activities are concrete enough to allow the learner to see progress. For example, a student who wants to get a good job will need to know how to read a want ad or how to fill out a job application. Both of these skills, in turn, can be subdivided. In order to read a want ad, a student needs to learn how to locate the employment ads in the classified section of the newspaper. They need to learn alphabetical order and whatever other system the paper uses to categorize jobs and to be able to understand any special vocabulary or abbreviations that are used in these ads.

Work with your student to list the activities you want to work on together. Involve the student in making decisions about what you will do with your time together. But be sure

that the choices are realistic, and never promise more than you can deliver. Also remember that the more concrete and specific the activities are, the easier it will be for the student to judge how much progress is being made.

To give you a starting point, **Adult Learners Section A** has examples of needs and goals. After you have identified some short-term, concrete, and realistic goals, make sure you set aside some time in each tutoring session to work on them. At the same time you need to remind your student that the time spent studying in the programmed course books will also help them progress toward their goals. Together you are developing a foundation of basic skills that will be used in all of the activities you have talked about.

Finally, take the time periodically to discuss and evaluate with the student what progress is being made. You may decide to modify your short-term goals or to set new ones, but make that decision together.

J. Cultural Diversity

Many of our students come from diverse backgrounds and cultures that may be different from our own. They may have lived in the U.S. for some time, or they may be recent immigrants. Often it is these differences between cultures that result in miscommunication and even embarrassment at times.

Culture learning is selective. Eventually, your student will decide which elements of their native culture to retain and which elements of their new culture to adopt. The student's cultural identity will usually represent a mixture of both.

What do we mean by culture?

Culture represents the ways and means by which human beings deal with universal human situations and problems. These situations may involve social relationships, child rearing, family, education, entertainment, housing, work, food, clothing, beliefs, etc. It is these common "rules" that keep us from having to make certain fundamental decisions anew every day. The behaviors are already mapped out for us in our culture.

Examples of Cultural Differences, which may affect teaching/learning:

- Attitudes toward time and punctuality.
- Attitudes about personal hygiene, frequency of bathing, etc.
- Attitudes toward teachers (may be revered in some cultures) & the role of students.
- Eye contact.

Tips on Being an Effective Culture Guide:

- Beware of accepting stereotypes about people or assuming that all people within a country share the same culture.
- Learn as much as you can about the student's culture.
- Be aware of your own cultural orientation in order to help students see contrasts.
- Examine similarities between cultures as well as differences.
- Explore cultural meanings found in words, phrases, and gestures.
- Train yourself and the student to be prepared for expressions that are not meant to be taken literally, or that have culture-specific meanings.
- Avoid being judgmental of the student, especially of values and beliefs which differ from your own.
- Realize that forming a new identity in a new cultural setting is a matter of choice.
- Be aware that new Americans often experience major adjustment problems. Tutors need to be sensitive to these adjustments.
- Promote discussion about behavior in made-up situations (role plays) in order to avoid embarrassment.
- There is no "best" or "only" way to do something. Others' ways are just as valid as yours.
- Learn from each other! (This takes time because you must first work to gain the student's trust.)

(Adapted from New Readers Press, *Training by Design, ESL Workshop Presentations)*

ADULT LEARNERS

A. Characteristics, Needs & Goals of Adult Learners

Adult learners:

- Want to be treated as adults even if they are learning basic skills.
- Are often self-directed and are used to making decisions for themselves or together with peers and family members.
- Have specific and immediate learning needs and goals.
- Are generally very busy and may only have little time to participate in programs or do homework; they may have many barriers to regular attendance.
- Have a wealth of experiences that should be used as a resource in learning.
- May feel insecure about their literacy skills, learning new things, and coming to a program; this may make it difficult for them to ask questions or express opinions about instruction.
- Have values and beliefs based on their cultural and ethnic backgrounds that may be very different from their tutor's.
- Learn best when learning relates to their day-to-day lives.
- Are not a captive audience; they can vote with their feet.

Example Goals for Adult Learners:

***Economic Goals*:**

- Gain employment
- Retain employment
- Get a promotion or better job

***Educational Goals*:**

- Enter post-secondary education
- Obtain a GED or high school diploma
- Enter adult career education or training
- Obtain a license or certificate

***General Goals*:**

- Fill out a form
- Obtain a driver's license

***Community/Citizen/Family Goals*:**

- Register to vote
- Apply for citizenship
- Communicate with school teachers
- Increase involvement in child's education
- Help with child's homework

***Life-long Learner Goals*:**

- Learn to read
- Improve reading skills
- Improve writing skills
- Improve speaking skills
- Improve computer skills

Characteristics of Adults with Low Literacy Skills & Implications for Tutors

Possible Characteristic	Implications for Tutors
Lack of self-confidence	• Help them to gain confidence by building on small successes. • Assure your student that they can learn. • Help your student to see how much they have achieved. • Let your student know the choice of what to learn is theirs.
Fear of school - past unpleasant experience	• Avoid sarcasm and never ridicule. • Accept the student warmly and uncritically.
Unaccustomed to long, quiet concentration	• Ensure a variety in your methods. • Make use of games - Have fun!
May have limited experiences in a different culture	• Be willing to get to know your student's culture. • Help to introduce your student to your culture by suggesting and/or providing experiences, which may include trips to the Arts Center or a museum.
May have attitudes, values and goals which differ from yours	• Make an honest attempt to see through your student's eyes. • If your student is living in poverty, understand the difference between middle class and poverty and the hidden rules that both classes have.
May be weak motivation which is basic to learning	• Early in your time together, discuss and establish the learning goals with your student. Do not do this FOR them but rather help them to articulate their own goals. • Help to establish sub-goals, which are reachable in the not-too-distant future. • Let there be plenty of success and opportunities for positive experiences that will boost your student's confidence! • Your goal is to find that student's motivation.
Exceedingly sensitive to non-verbal forms of communication	• Watch yourself! Be very sensitive and aware of what you are revealing about your own inner attitudes, not only by your words, but by your manner, expressions or body language.
May have feelings of powerlessness	• Be a mentor rather than an authority figure. • Give them choices in learning - let them know that they have the power to choose in their learning.
May have hearing problems	• Speak clearly and look at your student when you speak. • Ask the student to repeat instructions so you can check understanding.
May have vision problems	• Work in well-lit areas. • Ask the student to tell you if the print is too small.
May have learning disabilities	• Present information in small, manageable steps. • Teach new material in concrete ways and give examples. • Relate material to the student's everyday life. • Have lessons away from distractions.

Characteristics of Adult Learners Living in Generational Poverty
Adult students living in generational poverty will usually react differently from those students living in middle class. They may feel like they are being forced to be there. Or they could be dealing with putting out so many immediate fires that they cannot focus on their learning. They may also seem to lack motivation. **It is the role of the tutor to ensure they find the motivation that works for each student.**

Special Characteristics of Adult Non-Readers:

- Are more likely to live in poverty or low income.
- Feel like they lack power.
- May seem to lack motivation.

Treat the Student as Your Peer
Understand the realities for someone living in generational poverty:

- Call to remind them of your tutoring session (be careful to not be patronizing).
- Be patient in the beginning they may miss appointments without notifying you. (They live in the "here and now." Unexpected problems can cause them to forget everything else.)
- They may be dealing with a lack of family support. (While education is a goal for individuals living in poverty it is also seen as an unrealistic goal or a threat to the family unit – they are trying to leave or be better than their family.)
- They may feel forced to be there, but as a tutor if you can find motivation for them, they will then feel like they have chosen to be there.

Dealing with Absences
Be aware that someone living in generational poverty may not understand the problem with absences…this is a middle class expectation. It's okay to explain the "hidden rules" of middle class. Tell them that many employers and caseworkers come from middle class and also expect these "hidden rules" to be met.

**Note: For more information on working with individuals trying to overcome poverty, you may borrow the book Bridges Out of Poverty from the Literacy Action office.*

B. Some of the Hidden Rules of Poverty & Middle Class

Poverty	Middle Class
Time	
• The present is the most important • Decisions made for the moment based on feelings or survival	• Future most important • Decisions made against future ramifications
Money	
• To be used, spent	• To be managed
Social Emphasis	
• Social inclusion of people they like	• Emphasis is on self-governance and self-sufficiency

Personality	
• Is for entertainment • Sense of humor is highly valued	• Is for acquisition and stability • Achievement is highly valued
Destiny	
• Believes in fate • Cannot do much to mitigate chance	• Believes in choice • Can change future with good choices now
Education	
• Valued and revered as abstract but not as reality	• Crucial for climbing success ladder and making money
Language	
• Casual register • Language is about survival	• Formal register • Language is about negotiation
Power	
• Power linked to personal respect • Ability to fight • Can't stop bad things from happening	• Power/respect separated • Responds to position • Power in information and institutions
Driving Forces	
• Survival, relationships, entertainment	• Work, achievement, material security

(Adapted from *Bridges Out of Poverty)*

C. Keys to Success in Tutoring Adults

It is important for all tutors and students to have a pleasant and rewarding tutoring experience. The following Keys to Success can help ensure this.

- Mutual **respect** and **acceptance** are key components of a successful relationship.
- Work as a **partner** with your learner to define and plan the work you do together; when necessary, offer your student choices instead of making decisions for yourself. **Collaborate** to log lesson activities, future plans, and progress.
- **Meet regularly**, be prepared for lessons, and employ a consistent but flexible instructional format.
- Teach by example; **explain** and **model** what skilled readers and writers do to remember new skills and to problem-solve when encountering difficulties.
- Assume your learner is smart and capable of learning; have **high expectations** for success.
- Teach your student what they can do **outside of the tutoring session** to build skills (especially by practicing reading).
- Build instruction on your learner's **strengths**, **experiences**, **needs**, and **interests**; use real-life situations and examples. Encourage your student to bring materials and topics of interest with them to the sessions.
- Treat your student as an **adult**. Adult learners are different from child learners; make adult learning age-appropriate.

- Be **caring**, **positive**, and **encouraging**. Help create a low-key, comfortable atmosphere where your learner feels **safe** taking risks.
- It is important to set appropriate **boundaries** in the relationship with the student. Avoid giving information or advice not related to your literacy work.
- **Confidentiality** is extremely important for many of the students. Students may not want to make public the fact they are receiving help to improve their literacy skills. With family and friends, tutors should refer to their student in such a way that confidentiality and respect are maintained.
- As the relationship develops, tutors may receive personal or private information that they should not reveal (such as information on mental or physical health). An **exception** to this promise of confidentiality would be the legal or moral duty to disclose when there is the potential harm.
- **Communicate** regularly with Literacy Action about your student's successes, challenges, and needs. We're here to help you!

These strategies are useful for ALL learners, including students with learning disabilities or learning difficulties.

- **Orient** the student to what they will be doing and why, but reduce orientation and direction to what is essential. Be **specific** about what you are asking the student to do.
- Present information in small, logical **steps**. Build on what they already know. Relate new material to your student's everyday life. Make **connections** to previous lessons.
- Be **concrete** and give examples.
- Asking "Do you understand?" isn't sufficient. Ask the student to **demonstrate understanding**, for example, by using a new word in a sentence.
- Use **organizational aids** such as 3-ring binders, calendars, folders, etc.
- Use various of **tools** to help the student retain information, including flash cards, word games, crossword puzzles, maps and color coding.
- **Slow down**. Reduce stress by setting a relaxed pace.
- Avoid distractions by meeting in a **quiet** place.
- Provide frequent and focused **feedback**.

A Few More Tips from Tutors for Tutors:

- Don't be discouraged by slow progress; it takes time to get to know your learner and establish a good learning routine. Learning takes time.
- Your student is likely to be more nervous than you are. Try to make them feel at ease.
- Relax, have fun, and be creative - don't be afraid to go "off book."
- Don't take poor attendance personally, but do ensure that you are meeting your learner's needs.
- Meet your student where they are, not where you think they should be.
- Find out what your learner wants to learn, and teach that.

Ensuring Success
The table below presents, in more detail, some principles of tutoring which promote success.

Principle	Implementation
Set short-term goals	One way to help ensure progress for a student is to establish "short term goals" with them. Help them see the progress they have made each session. Nothing succeeds like success!
Set a student up for success	"Never try to 'catch' a student by asking what he doesn't know. Bolster his confidence and ensure a successful experience by testing for what you are sure your student *does* know." In other words, "set them up" for successful in every lesson.
Use an ordered sequence of steps	Always move from the known to the unknown, using the principle of association. In this way you not only build confidence, but you encourage independence. When the student hits a snag, have them go back to the known. They can usually work their way to the solution themselves. For example, if your student cannot get the beginning sound of a word, have them go back to the "key word" from the charts. The success of our curriculum may be attributed to the fact that it builds skills using a carefully controlled *sequential process* that allows the student to master each skill before progressing to the next level of difficulty. The teachers' manuals give specific instructions for keeping the learning steps small and ordered according to difficulty.
Establish a routine	Consistency helps students organize their thinking and predict answers.
Prevent strain	• Ensure that the size of the type/font in the materials used by the beginning reader is large enough to prevent eyestrain. • Be sure that there is good lighting in the room where you work. • Speak distinctly and loudly enough to be heard. Eliminate noise interference as much as possible. • Use a chair and table or desk of suitable size. • Do not over-tire your student with too long a lesson. • Determine the student's comfort level and energy level. Be careful not to overwhelm your student. Resist the tendency to increase the work or lengthen the lessons just because they are doing well or seem eager to make a lot of progress. Your student should leave each lesson with a sense of enjoyment and achievement.

Provide opportunities for review	Reviewing helps to ensure permanence of learning through added repetition and through forcing recall after a time lapse. It also helps evaluate what the student has learned and what areas require further study. Do not let your review turn into tedious drills. Use different materials and approaches. Remember that the student may not be able to automatically transfer knowledge gained in the lessons to other situations and may need help with this.
Have confidence in the student's ability to learn	Your student may have mixed feelings about participating in the tutoring sessions and may need your reassurance and encouragement. You should always appear confident that they will be able to learn.
Give genuine praise	Another way to help encourage progress is to frequently give praise. Find/use a variety of ways to express your praise such as a big smile, other words of encouragement such as "excellent" or "fine" or a favorable comment. And remember, your tone of voice goes a long way. But be careful not to overdo it, or the message may come across as "What a surprise! I didn't think you were capable of it!"
Recognize accomplishments	Be sure to give the student the diploma at the end of each skill book (available from Literacy Action). This is a very tangible sign of what they have achieved. Keep a portfolio of the student's work so that they can see their progress. You might suggest you and your student write their story together for the Literacy Action newsletter.
Be Positive	Cut "No" out of your vocabulary. Focus on the student's strengths, not the weaknesses. Find something good in every effort. Build on what they do know. Work for improvement, not perfection! Decide how to make corrections. The manner in which you react to errors is very important. Mistakes do not indicate failure - they are a sign of risk-taking and can be a tool for further learning. Sometimes when the student makes a mistake, you will want to ask questions to lead them to correct themselves. At other times, it may be better to correct it casually yourself. If appropriate, teach and re-teach the point, but do not make an issue of the error itself.
Present more difficult work that is relevant to the student's goals	By giving the student material at a higher level and relevant to his goals, they will see that they are making progress and will take pride in their accomplishments.

D. The Laws of Learning (DEEP)

Introduction

Effective learning experiences have several things in common, whether we are learning to drive a car or read a simple sentence. As tutors, you will need to be aware of the *Principles of Learning (DEEP)* and how you can use these to design successful lessons.

D = Doing

Students do not learn as the result of what tutors do, but as a result of what tutors get them to do. This basic principle is important for students and tutors to understand. The student who expects to learn by simply sitting back and listening is likely to be disappointed. The tutor, on the other hand, who relies solely on the "I'll lecture, you listen" approach, is not likely to see much learning taking place. Why is this?

Learning = change (behavioral change in an individual)

Behavioral changes do not truly become a part of a person until they have been reinforced through use. A student can memorize the operation of a piece of equipment or a new word for their vocabulary, but they do not actually "learn" those things until they practice operating the equipment or using the new word.

The Principle: **The student must be involved in the process of learning.**

E = Effect

People tend to accept and repeat those responses which are pleasant and satisfying and to avoid those which are frustrating. When students find they are learning to read and are enjoying the process as well, they will tend to want to keep returning to class. In short, "nothing succeeds like success".

The Principle: **The student should experience personal satisfaction from each learning activity and should achieve success in each tutoring session.**

E = Exercise

The more often an act is repeated, the more quickly a habit is established. Practice makes perfect - if the practice is of the right kind. Practicing the wrong thing will become a habit - one that is hard to break.

The Principle: **The student should be given lots of opportunity to practice.**

P = Primacy

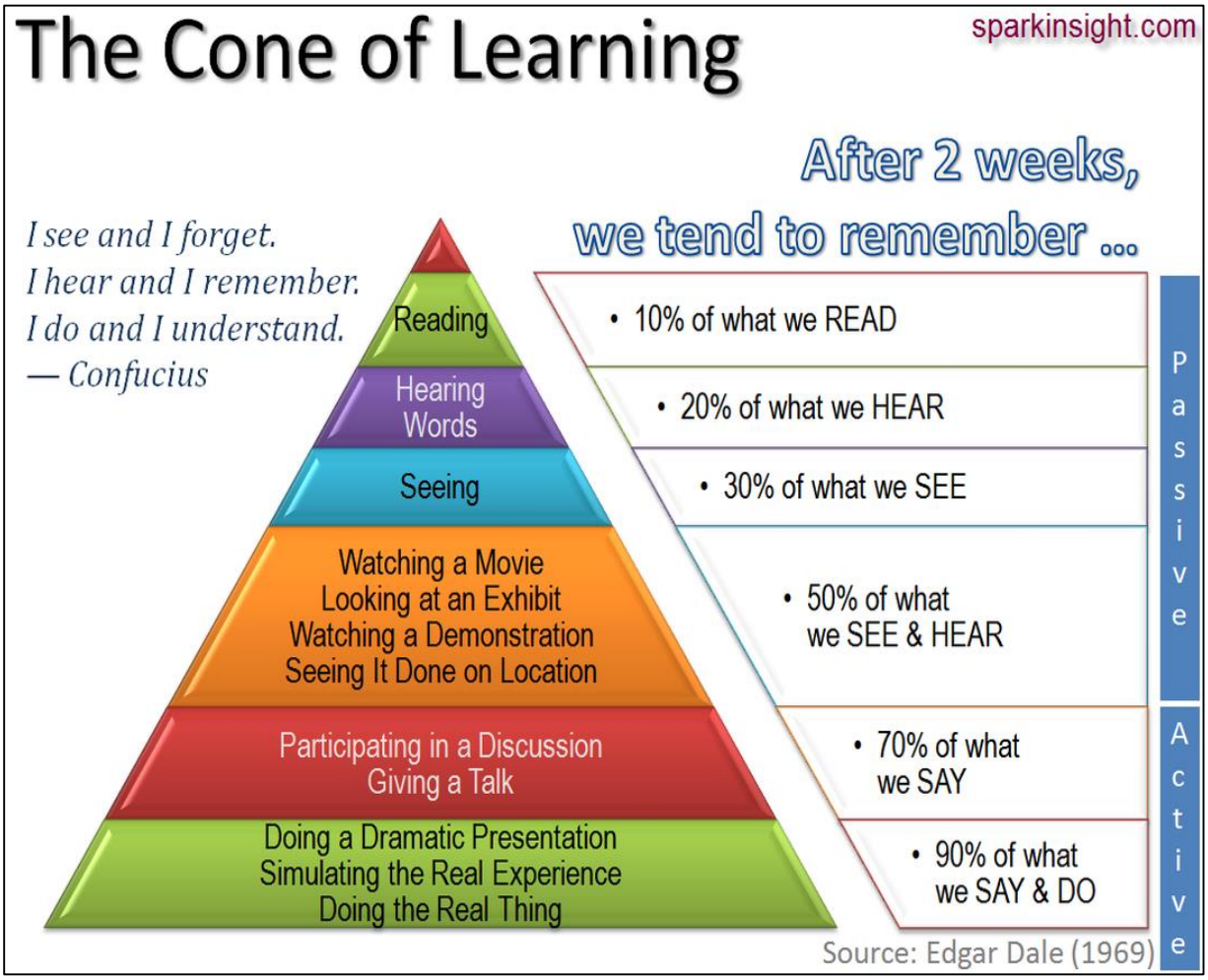
First impressions are the most lasting. This means that those first lessons are important.

The Principle: **The tutor should inspire interest early on and provide subject matter that meets the student's immediate needs.**

*(*Adapted from *A Guide for Teachers and Teacher Trainers, NAPCAE, 1966, by Robert L. Derbyshire.)*

E. The Cone of Learning

For another way of looking at this principle, consider the **Cone of Learning**.



F. Student Focused Learning Outcomes Approach

As a tutor, you must move away from seeing yourself primarily as a presenter of content, and move towards seeing yourself more as a facilitator of student learning.

As you learn to focus on the student rather than the content, you will begin to view yourself, the student, the subject matter, and the learning environment in a different light. Your main role is to create an atmosphere in which the student is *engaged* and where they can learn and attain their goals.

The **learning outcomes approach** can help the process of moving from a content focus to a student focus by shifting the focus away from teaching "content" and towards helping students to achieve "learning outcomes."

The following table presents a detailed comparison between a more traditional content-oriented approach and the learning outcomes approach, and can serve as a guide to becoming more student-focused.

	Traditional Approaches	Learning Outcomes Approach
Focus	Emphasize "input" (what is deposited in the student's brain).	Learning and student performance. Emphasizes "output" (what students can do with the learning).
Objective	To teach a specific content.	To empower students to use learning in real life.
Foundation	Lessons are based on a set curriculum. Time-based: Teach as much of curriculum as possible in a set time period. (Time is the constant - learning mastery is the variable.)	Lessons are based on what is needed to achieve the student's real-life goals. Mastery-based: Time is flexible to master needed skills before moving on. (Learning mastery is the constant - time is the variable.)
Methods	• Use of textbooks • Lecture ("one-way") • Limited teaching techniques	• Use of real-life materials • Active discussion ("two-way") • Variety of teaching techniques
Tutor / student role	Tutor presents content and suggests particular views on the subject matter. Tutor is the fountain of knowledge. Tutor rarely asks for student input: "Here's what you need, and this is how you do it."	Tutor creates a learning environment by facilitating discussion and encouraging student to develop own view. Student brings prior knowledge and own experience. Tutor asks for student input: "What do you need? How can I help?"
Lesson planning & evaluation	Tutor assumes major responsibility for learning; does the lesson planning & evaluation.	Student shares responsibility and is involved in planning and evaluation - feels in control of own learning.
Assessment	Testing / grades Success = 60% Finishing units	Real-life skill assessments Success = Has goal been met? On-going review / portfolios

G. Evaluating Your Student's Progress

Students who come to Literacy Action for help with reading, writing, and speaking participate in an intake interview and placement testing. Literacy students are given a reading evaluation to determine their current reading level, while ESL students are given an English placement test to determine their English level.

When you receive your student's information, a reading or English level will be included. This information is provided to assist you in planning you lessons. A more or less continuous evaluation of your student's progress should be part of your overall

tutoring effort. If mastery of the material is not complete, you should periodically review those items your student seems to be having trouble with. In addition, it is helpful to keep a notebook or notes to yourself, recording points that need to be practiced further. You will want to make an informal evaluation of your student's progress toward their goals and review progress.

It is always helpful and encouraging to show your student the progress they have made. An easy way to accomplish this is to review an early exercise or reading passage. For example, if your student's early goal was to read a book to their child, you might reread a book the student practiced early in your tutoring venture to let them see that what once appeared difficult is now easy. Or for an ESL student, you could review an early vocabulary lesson or a list of vocabulary words to show the progress that has been made.

Please notify Literacy Action when your student is ready to move up to the next level textbook. We will provide you with the new books while also noting your student's progress in our files to report for funding purposes. Our funding depends on accountability - that is, our ability to show that we are doing what we say we are doing by helping our students to improve their skills. So please remember that notifying us of your student's progress is very important to our mission. **When your student finishes an entire series of textbooks (Laubach or Ventures), please contact us to schedule re-testing for your student so that we can determine the best textbook series to continue their progress.**

H. Reporting Your Student's Progress

Reporting your student's progress is simple, every week, Literacy Action will send you a "Weekly Tutor Report" by email to complete and return. We track your student's progress and record your hours from this report.

There are three main things to report:

1. The hours you have spent tutoring, preparing to tutor, and traveling to tutor as well as any other volunteer hours you have given to Literacy Action – i.e., board meetings, workshops, office help, etc.
2. What lesson of what programmed course book you are teaching as you fill out the form, along with any supplementary material you are currently using (spellers, Oxford Picture Dictionary, etc.)
3. Any of your student's accomplishments of goals completed – for example, got a job, got a raise, registered to vote, passed driver's test or citizenship test.

GENERAL TUTORING STRATEGIES & TECHNIQUES

A. Teaching an Adult to Read

Teaching an adult to read can be the most rewarding and challenging experience of your life! Opening the printed page to nonreaders can be like giving sight to the blind. You will share the joy of your students as they enter this new world of books and discover secrets formerly hidden.

You will be doing more than teaching the skills of reading and writing. You will also be helping students to teach themselves, to use their years of experience and powers of reasoning and judgment. In so doing, you will help them to lift themselves out of feelings of inferiority and discouragement to a new plane of confidence.

Ten Tips for Teachers of Adult Literacy Students:

1. Help your students to help themselves.
2. Begin and end on time.
3. Let the student do the work. A good teacher will not talk much.
4. Let students progress at their own pace.
5. Give frequent praise and encouragement.
6. Don't tell students something they already know.
7. Speak clearly, but never scold or shout.
8. Don't ask the students something you know they don't know.
9. Teach something new in each lesson.
10. Be friendly and sympathetic. Don't talk down to students or show off your knowledge.

B. Reading Process

Do you remember how you learned to read? What is your definition of reading? Reading is one of the tools we use to communicate. The other three main ways are listening, speaking, and writing. **Communication skills consist of:**

Type of Communication	Receptive Language	Expressive Language
Oral	**Listening** *Hearing *Recognizing *Storing in memory	**Speaking** *Finding Sounds *Motor memory
Written	**Reading** *Recognizing letters *Recognizing words *Storing in memory	**Writing** *Visual memory *Motor memory

Definition of Reading
Reading can be defined simply as **an active process of getting meaning from written language.** It involves a form of communication. We should not expect a learner to be able to read something that they cannot communicate or understand orally.

Reading involves 4 stages:

1. **Recognition:** match printed words with words for which they already know the meaning (letter & word recognition0
2. **Understanding:** understand the intended message – both what is said and what is inferred (comprehension)
3. **Reaction:** compare and integrate the information in the text with their own knowledge and prior experience (comprehension)
4. **Application:** use the new knowledge or skills gained from the reading to meet personal needs in other contexts (real life situations)

C. Skills & Strategies Involved in Reading

Skills	Strategies
Letter & Sound Recognition	Visual Puns Key Words
Word Recognition	Sounding out words Identifying word patterns and parts Developing sight vocabulary using flash cards Recognizing shapes of words Using context to predict words
Fluency & Expression	Phrasing Using punctuation Tutor modeling Duet reading
Comprehension	Directed reading Active reading (predicting, visualizing, etc.) Questioning Relating to experience Increasing vocabulary
Transfer to Real Life Situations	Using everyday materials Generalizing Scanning/skimming

Common Decoding Strategies (word recognition)
Even effective readers come across unknown words. When they do, there are several strategies they could use to figure out the word:

- **Graphic strategies:** words are recognized by their length, shape, letter patterns, words within words, etc.
- **Phonetic strategies:** words are sounded out by blending sounds together. However, one cannot get meaning using phonics alone.
- **Grammatical strategies:** words are substituted to fit the grammatical structure of the sentence.
- Meaning strategies: words are figured out by looking at the meaning of the sentence.

D. Helpful Strategies for Teaching Beginning Readers

Ways to Read a Text:

1. Tutor reads aloud as student listens and follows along in text
2. Tutor reads aloud, and then student reads aloud
3. Tutor and student read together. Student will likely trail slightly behind. Read at a normal rate and point to words as you read them.
4. Student reads silently and then aloud.
5. Student reads aloud.

What to do when your student gets stuck on a word:

1. Assess the nature of the difficulty: If the word is phonetically regular and your student has the knowledge to do so, encourage them to sound it out. As appropriate, direct student's attention to root words, prefixes, suffixes, compound words, or familiar word patterns. If the word is phonetically irregular, but the context makes its meaning clear, encourage the student to skip it, read to the end of the sentence and try again. If the word is not critical to the comprehensibility of the text, encourage the student to skip it. If the student using the above techniques cannot determine the word and it is critical to the meaning of the text, supply the word.

   *DO NOT allow the student too much time to decode a word because this will interfere with comprehension; but DO allow time for your student to analyze a difficult word and figure it out.

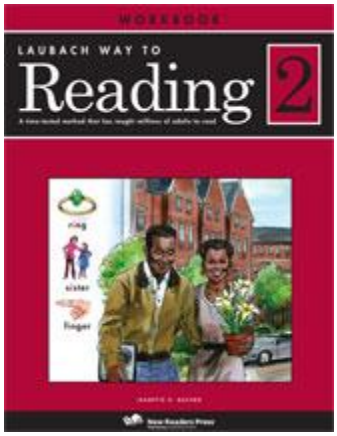
   *DO NOT correct errors that do not alter the meaning if the text.
2. Make a note of word difficulties while the student is reading.
3. Conduct a work attack mini-lesson:

   When the student is done reading and you have talked about the text, conduct a mini-lesson on 3-5 of the words that gave the student difficulty. Use these mini-lessons to review or introduce new sounds, blends, word families, suffixes, and prefixes.
4. Review previous mini-lessons.
5. Develop sight word recognition:

   Use a sight word list to develop fluency with common words using flash cards. Review these for a few minutes, but keep in mind that every time your student reads, he or she is practicing them in context.
6. Do not spend more than 20 minutes on post-reading word skills. Monitor comprehension; if the meaning is lost, reread with purpose; read ahead with purpose.

E. Curriculum

The Laubach Way to Reading Series



Introduction
The Laubach Way to Reading series is a basic reading and writing program developed to teach adults with little or no reading skills. It is designed to teach the language the student speaks, as quickly and enjoyably as possible.

Structured Format: A volunteer with no teacher training can be a successful tutor.

One-to-One: Individual attention can tailor the program for need and pace.

Usage Approach: The student masters concepts by usage, before learning rules.

Reading Level: The four-book series teaches 260 basic reading skills in a structured, sequential manner bringing the student to a Grade 5-6 reading level.

Usage
A student reading at less than a Grade 3 level needs to go back to the basics (Books 1-2) to master the phonics system.

After Book 4, the student has all of the skills required to upgrade their reading and writing skills independently. However, there are supplemental materials available in the Literacy Action office which go up to Grade 8.

Controlled vocabulary builds confidence

- Colorful skill books engage students
- Illustrations help students better understand the vocabulary and stories
- Guided skills practice includes vocabulary review and writing activities
- Sound-symbol relationships are taught in charts with key words for sound and spelling

Step-by-step, scripted Teacher's Edition is ideal for:

- Small group
- One-on-one instruction
- Peer tutoring

Laubach Way to Reading series also includes student books, workbooks, crossword puzzles, story book readers, and Focus on Phonics workbooks for each level.

Principles on Which Laubach Lessons are based

For forty years, Dr. Frank Laubach applied research to the preparation of the reading materials and how to teach them. The principles found to be of particular value became the foundation for lessons in many languages. They are characteristic of the *Laubach Way to Reading* series.

Establishing letter-sound relationships

The letters of the alphabet and the sounds they stand for are taught in a systematic manner. This series uses existing phonetic regularities, emphasizes regular spellings, and provides aids to irregular spellings.

Use of meaningful content

From the very beginning, reading for meaning is stressed. Each letter-sound relationship is shown in a key word, and the key word is used in meaningful story content in the lesson.

Learning through association

Adults learn better through association than through rote memory. Letters and sounds are presented through key words with picture associations. In early lessons, each picture has a superimposed letter to associate sound with sight.

Use of repetition to strengthen the visual image

Each word is repeated several times soon after it is introduced. The students may sound out the word the first time they see it, but frequent repetition helps them recognize it by sight. Sentence patterns are also repeated.

Moving from the known to the unknown

The students start with the spoken word, which they know, and move in short steps to the written word, which they do not know.

Independence in learning

Adults like to be independent. Visual aids, phonic skills, consistent lesson patterns, and the uniformity of format make it easy for them to help themselves.

Familiar vocabulary introduced

Words are used that are in the spoken vocabulary of the adult. Vocabulary is controlled, with a limited number of new words in each lesson.

Learning reading and writing together

Correlation of reading and writing in each lesson helps to reinforce skills. Also, students are highly motivated when they can progress in writing along with reading.

Something new in each lesson

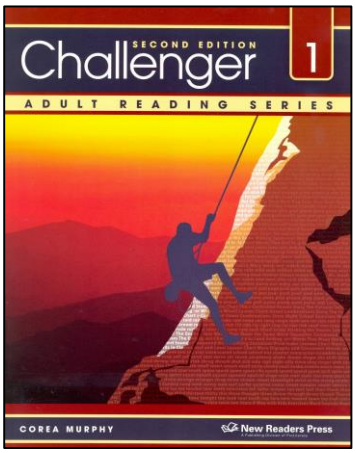
The students see results from the first lesson. Each lesson teaches them something new in a familiar lesson pattern. At the same time, the lesson reviews previously taught skills.

Lessons are easy to teach

The lessons are planned for maximum self-help and minimum teacher help. The detailed manuals for teachers make it possible for inexperienced teachers to use the material successfully.

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 sixth grade level. Each book in this controlled vocabulary program consists of 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 lists of words the students have studied previously, and periodic reviews. The last review in each book can be used as a diagnostic tool to determine the appropriate placement for students using the program.

Significant Features:

1. High degree of responsibility for their learning assumed by students.
2. Suitable for tutorial, individualized, and small group sessions.
3. Exceptionally motivating reading selections.
4. Mature presentation and diversity of material.
5. Challenge of increasingly difficult materials.
6. Requires students to use their powers of reason.
7. Emphasis on integrating phonics, word analysis, vocabulary, reading comprehension, literacy understanding writing, reasoning, and study skills.
8. Emphasis on building background in basic knowledge necessary for comprehension.
9. Comprehensive teacher's manual which only guides teachers and permits flexibility in executing the lessons.
10. Increased preparation time for individual lessons is needed.
11. Answer key under separate cover which allows students as well as teachers to check homework.
12. Generates success and confidence.
13. By book 8, if working independently, the student has a good grounding for university English.

Supplementary Materials

We have a wide variety of materials in the Literacy Action library including books on:

- Driver education
- Health
- Citizenship
- Fiction
- Survival English
- Grammar, spelling, and writing

*Please visit our office if you are in need of any supplementary materials.

F. Teaching Sight Words

Why teach words by sight?

As a student becomes a more proficient reader, they begin to recognize more and more words by sight. His reading speed increases since they no longer have to stop and sound out every word or try to figure it out from context. As the speed improves, so will comprehension.

Which words should be sight words?

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

- Words that appear frequently in general writing (the)
- Words in material related to the student's own life or job situation (inflammable)
- Words that have sounds which the student hasn't learned yet (such as long vowel)
- Words that are irregularly spelled and are difficult to sound out phonetically (answer, psychology)
- Words that the student has difficulty remembering from his reading material
- Other words that the student selects to learn. These could come from many sources, including:

• Language experience stories	• Student's address
• Functional writing exercises	• Children's stories & poems
• Forms and applications	• English word pyramid
• Job-related materials	• Social sight words
• Names of family and friends	• Other public signs
• Road signs	

General guidelines for sight words:

- Print the words you select on flash cards. Better yet, let the student make the cards with your help.
- Introduce no more than ten new words at each lesson. Do not drill the student for long periods of time.
- To make it easier for the student, introduce short vowel words first, before introducing long and irregular vowel sounds.
- Ask the student to use the word in a sentence if they have trouble remembering what the word on the card is. Write that sentence on the back of the flash card as a memory device.
- Encourage the student to practice reviewing the flash cards at home.
- Review often!

Word Bank (flash cards)
Keep flash cards used to learn sight words in a "*Word Bank*" (card file) divided into two sections: **1. Words I Know & 2. Words I'm Working On**

Quantity matters
Depending on the student, keep no more than three to ten words in the "Words I'm Working On" section. A few words learned well leads to confidence. Working on too many at once can lead to frustration. The student will feel a sense of accomplishment as the "Words I Know" section becomes larger and larger.

Add a sentence for context
Because words in context are generally remembered more easily than in isolation, it may help to print a sentence on the back of each card.

Outline words
It may be helpful to outline words so that their shape is more obvious.

Add a shape
For words that look the same, it may be helpful to print them with a colored marker within a shape.

The student
- Repeats each word after the tutor as the tutor points to it
- Points to the word said by the tutor and then repeats it, then
- Reads each word as the tutor points to it.

Other methods
- Play Scrabble, Bingo or Concentration with sight words.
- Write sentences containing the sight words.
- Fill in blanks in sentences with sight words.

Spelling sight words
88% of all words are spelled according to recognizable patterns. The other 12% are taught as sight words. Flash cards and repetition can help students remember how to spell sight words.

G. Word Patterns and Phonics

These serve to represent, and to call to your attention, the more than 60 easy-to-read, easy-to-use tutoring strategies found in *Teaching Adults: A Literacy Resource Book*. This extremely useful book is available in the Literacy Action library.

Word Parts: Changing Root Words

Purpose
To help your student understand how adding a prefix or suffix to a root word can change its meaning.

How

1. Select five or six words that have both a prefix and a suffix.
2. Ask your student to underline each prefix and circle each suffix. Examples:
    a. Uninterested
    b. Nontraditional
    c. Mismanagement
3. Ask your student to use the root word in a sentence. Write the sentence, or ask the student to write it.
4. Ask your student to use the root word with the suffix in a sentence. Write the sentence, or ask the student to write it.
5. Ask you student to use the word with both the prefix and the suffix in a sentence. Write the sentence, or ask the student to write it.
6. Discuss how adding the prefix changed the meaning of the word.
7. Discuss how adding the suffix changed the meaning of the word.
8. Do the same for each word.

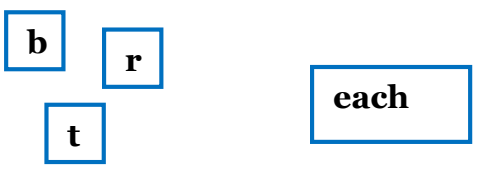
Word Patterns for Kinesthetic/Tactile Learners

Purpose
To involve your student in physical activities that teaches the concept of word patterns.

How
Using flash cards: Select the word endings you want to work on. Ask your student to write each ending on a separate index card. Examples: -ash, -act, -ent, -each.

Make a list of each of the consonants, digraphs, and consonant blends you want to work with. Ask your student to copy each of these on a separate index card. Ask your student to place one of the consonant cards in front of a word pattern card and read the new word. (Nonsense words are allowed. The emphasis is on recognition, but you may want to discuss whether or not the new word is a real word.)

Repeat with each consonant card, digraph card, or consonant blend card.



Teaching Phonics: Start with the Vowel Sound

Purpose
To encourage more careful reading by a student who tends to look only at the first letter in a word and the guess the rest of the word.

How

1. Cover all the letters in a word except the vowel.
2. Give the vowel sound and ask your student to repeat it.
3. Uncover the letters in the following order and ask your student to add each new sound as you uncover the letters:

Example 1: a, ab, grab

Example 2: ou, ous, hous, house

Example 3: a, ad, rad, rade, parade

Teaching Phonics: Decoding with Consonants

Purpose

To reduce the frustration created when your student is unsure of the correct vowel sound.

How

1. If your student comes to a word they can't read, ask them to underline each consonant and make the sound for each one.
2. Then ask your student to blend the sounds together and try to figure out the word.

   Examples: **t u r t l e** **c a b i n e t**
3. Ask your student to read the sentence using that word and to check if it makes sense in context.

Word Attack Techniques

Context

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

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

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

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

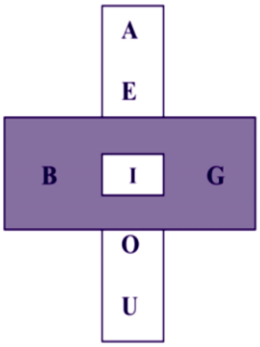
Word Families or Word Patterns

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

They also learn that these words rhyme. Once the particular pattern is mastered, they are able to read many new words without spending time to blend each individual sound.

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

How to Teach Word Patterns



When you introduce your student to word patterns like the "an" pattern:

a. Choose known words with rhyming end patterns (example -**hand**).
b. Write the word at the top of a piece of paper or use Scrabble letters.
c. Take off the beginning letter and ask the student to read the ending, e.g., /**and**/
d. If needed, review the sounds of consonants that could be added.
e. Ask the student to form new words by adding consonants. Say to the student: "If h-a-n-d is hand, what is b-a-n-d?"
f. If the student responds correctly, add another word in the pattern.
g. Put other rhyming words under it, adding digraphs (sh, th, ch).
h. Take care not to confuse students with ending sounds that can be spelled more than one way (example -f**ix**, p**icks**, o**x** and l**ocks**).
i. You might use the "slip-strip" as a visual aid.

H. An Approach to Reading

1. Student tries to predict what the reading passage is about:
   - Read the title
   - Look at any pictures
   - Look for known words

Discuss the subject with the student to introduce and reinforce **subject vocabulary**.

2. If possible, student tries to sound out **unknown words** that have been identified (either at the top of the page or by the student). Ensure the student knows the meaning of all words.

*Until the student develops some sight vocabulary and some phonics skills, it may be necessary to model words or lines.

3. Direct the student's reading:
   - Line by line at first
   - Then, paragraph by paragraph
   - For the whole passage

In time, students will learn to direct their own reading.

4. If the student makes a mistake when reading:
   - Decide if the mistake will affect the meaning
   - Encourage the student to self-correct. Ask, "Does that make sense?"

5. If the student does not recognize a word:
    - Ask what word would make sense.
    - Direct the student's attention to beginning letter(s), or familiar word parts.
    - Suggest sounding out the word.

6. Ask comprehension questions about what was read:
    - Simple facts
    - Inferences, conclusions
    - Relate to own experiences
    - Summary, main points

7. Review:
    - Any new words
    - New punctuation
    - Reread the whole story

I. Duet Reading

Purpose
To give practice in fluent reading without putting your student on the spot to read difficult material alone. Duet reading also helps the new reader learn to:

- Pay attention to punctuation marks
- Develop good eye movement to keep their place
- Increase the number of sight words
- Read with expression
- Read for enjoyment

How

1. Choose material that is a little too hard for your student. Select something that is somewhat above their independent reading level. The material should be on a topic of interest to your student. It may be a magazine, book, pamphlet, newspaper article, or brochure.
2. Begin reading together. Sit next to your student and read aloud together from the same selection. Read at your normal speed, using expression and observing all punctuation. Your student reads along, trying to keep up with you.
3. Use your finger and keep going. Move your finger beneath the line as you read to help your student keep up. Continue to read at a normal rate even if your student hesitates or falls behind. Stop if your student stops reading completely.
4. Don't ask questions. Do not stop to explain the meaning of a word unless your student asks you to. Do not ask any questions to check your student's understands. This is ONLY an oral reading exercise.
5. Decide if the reading material is too hard or too easy. If your student keeps up easily, select more challenging material. If the material is too difficult, use something that is easier because it is written more simply or because your student knows more about the subject.

Suggestions

- Use duet reading only for brief periods (7-10 minutes) during your lessons.
- Don't ask your student to read aloud from the material alone, since it is above their independent reading level, which could be a frustrating experience.
- If you use duet reading at the beginning of a lesson, reread part of the same selection with your student before the end of the lesson. Then they can see how much easier it gets with practice.
- You can also use this technique with your student's own writing or with stories at their level to practice fluent reading.

J. Reading Comprehension Skills for More Advanced Readers

Setting a Purpose for Reading
We always have a purpose for reading, i.e. fun, work, learning, following directions. This purpose determines how we read:

Skim **Scan** **In depth**

Think about the reading you have done over the last few days. Think about your purpose for reading the material and how you read it. Think of 5 items you read and create a chart like the one below.

Reading Material	Purpose	How you read it

Active Reading
Effective readers realize that reading is more than just being able to read words; it is being able to understand the meaning behind the words.

Active reading involves:

- imagining what is happening
- filling in missing details
- wondering what will happen next
- figuring out why something happened
- comparing to your own experiences
- asking yourself "Does this make sense?"

To read actively you must use your imagination. Learners may need practice with this. Consider what pictures, sounds, and smells come to mind for the following situations?

- A fairground on a weekend
- A hockey arena at 4 a.m.
- A romantic dinner at a restaurant
- A courtroom before a jury verdict is given

Other ways to encourage active reading:

- Modeling active reading (talking out loud while reading a passage)
- Asking questions before, during and after reading
- Encouraging the student to ask questions about the passage

Improving Reading Comprehension

Before Reading: Help the learner to overcome or avoid potential roadblocks.

Preview text	Notice titles, headings, subheadings
Access prior knowledge/experiences	What do you already know about this topic?
Set a purpose for reading	What do you want to find out?
Make predictions about the text	What might this passage tell you?

While reading, help the learner to:

- Self-monitor understanding of text, as well as self-correct
- Imagine what is happening
- Fill in missing details
- Make assumptions/conclusions
- Compare prior knowledge and experience
- Predict what will happen next
- Highlight main points/summarize plot
- Guess meaning of unknown words
- Vary/adjust rate of reading
- Make connections to relate parts

After reading, help the learner to:

- Ask and answer questions (narrow and broad)
- Respond personally- journals, learning logs etc.
- Create new texts- songs, poems, maps etc.
- Continue the story
- Determine importance and significance of information
- Record information
- Respond critically- summarize

Critical reading skills should be developed and used even with basic reading material.

Questioning Techniques

This chart will help you to compose questions that can improve reading comprehension.

Narrow Questions

Kind of Thinking	Purpose (first words)	Examples of Questions
Focus on ideas	Recall/Name, Identify, Yes/No answer, Define	Who…What …When… Where…
Relate ideas	State relationships, Compare, Contrast	Why…Explain…Compare… Contrast…

These questions help with:

- Acquiring specific facts, information or ideas
- Relating these facts to prior knowledge or to each other

Broad Questions

Kind of Thinking	Purpose (first words)	Examples of Questions
Think beyond ideas	Predict , Speculate/Guess, Infer Find alternatives	What if…Suppose…How do you know…How many ways…Predict that… What is the author's bias?
Evaluate ideas	Judge, Give an opinion, Choose/decide, Place a value on	What do you think…Do you agree…How do you feel about…

These questions help with:

- Predicting, speculating or inferring beyond the facts
- Reacting to the information and evaluating it
- Applying the information to other contexts.

Roadblocks to Comprehension

Readers can experience roadblocks to understanding and reacting on occasion. These roadblocks may result from factors in the reader or the text.

The reader may:

- Have a lack of background information or experience with the topic
- Have no interest in the topic
- Be unfamiliar with the vocabulary
- Find it difficult to change initial assumptions, biases etc.
- Have poor sight word recognition skills (therefore reading is slow)
- Overlook details or miss a key sentence
- Get lost in detail and miss the main ideas
- Have a processing disability, poor memory retention or difficulty concentrating
- Be an inactive reader

The text may confuse the reader because of:

- the page layout ("crammed")
- the length of sentences
- unfamiliar graphic elements – diagrams, charts, maps
- lack of or too much detail
- an unfamiliar typeface or handwriting
- an unfamiliar style of writing or genre

Anticipating and Avoiding Roadblocks
For an inexperienced reader, these roadblocks can be overwhelming, so it is important for you as a tutor to try to anticipate when these roadblocks might occur. You should either avoid them or teach the skills necessary to get beyond them. This should be addressed during the planning of the lesson. For many of the students that you will be tutoring, the skills and strategies, and the tools necessary to overcome the roadblocks are not ingrained and will need to be taught.

- Anticipate the potential roadblocks for each lesson
- Plan to overcome them before starting your lesson
- Make sure your lessons are well planned in advance

Developing Specific Comprehension Skills

Finding the Main Idea
Help the student to identify the main idea in a text by:

- using the title
- looking at the opening paragraph or the topic sentence of each paragraph
- looking for a common thread throughout the passage - what is the story about?
- listing all the details and generalizing

Learning activities which may help a student to find main ideas include:

- grouping pictures according to a common element.
- generalizing categories for groups of words.
- mapping while reading (joining related ideas).
- reducing sentences to "bare bones" (taking away all the adjectives and adverbs to find the subject and the verb).

Sequencing Events
Sequence can be based on time or a cause and effect relationship. Students can practise sequencing by:

- putting steps of a daily routine or comic strip in order
- placing actual or story events on a time line
- recognizing time cue words: first, next, then, later, before, previously, following

Making Inferences
Inferences involve determining deeper meaning by drawing conclusions based on personal experience, previous knowledge and individual bias. Help students develop inference skills by:

- using pictures
- using oral scenarios

Predictions
The best predictions are usually based on both:

- the reader's personal background knowledge and experience
- information provided in the text.

Students can learn to make predictions by:

- listing information from the text and their own knowledge about a subject
- learning to generalize before making predictions
- completing Cloze exercises

K. Coping with Common Reading Problems

Reading Problems	Possible Strategies
Reversals of letters or words	Attach a visual image to letter Emphasize left to right Use color clues to identify first letter (green for "go" for first letter) Trace with finger while sounding out word Cover end of word – reveal one letter at a time
Confusion of sounds	Use key words – associations Practice with minimal pairs (same words except for one sound) Practice word families – slip strip Speak clearly and distinctly Say tongue twisters, make rhymes Categorize pictures or objects according to sounds Play sound games – bingo, rummy
Jerky reading	Use Duet Reading Practice phrasing using a slip strip with phrases Increase sight vocabulary Guess at words – use Cloze exercise (see Activities section) Tape reading and play back Repeat reading of passage
Frequent pauses and hesitation	Increase sight vocabulary (flash cards) Read for meaning Ask "what would make sense?" or question to elicit the word Use easier reading material or a language experience story

Substitutions of words which do not fit the meaning or do not make sense	Use Cloze exercise (see Activities section) Ask: "Does that make sense?" Use phonic word attack skills Use easier reading materials Finish reading the passage and then go back to look at word
Omission/addition of small words	Highlight words with color Duet reading Cloze method leaving out frequently missed words Understand role of small words Slip strips of phrases
Omission of endings	Highlight endings with color Use a wheel with root words on the inside & endings on outer rim Compare word with ending to root word Understand use of endings Exercises to fill in endings
Losing place when reading (or skipping lines)	Use double-spaced, large print Make sure there are only a few sentences on a page Use a ruler to underline Use finger to underline Use colored transparencies
Excessive vocalizing when reading silently	Increase amounts of silent reading Discourage lip movement by putting pencil between lips Increase sight vocabulary
Reading without understanding	Prepare for reading—anticipate what text is about; identify purpose for reading Direct own reading—ask questions Predict what comes next Use Cloze exercises (see Activities section) Make margin notes (?, !. ✔) Highlight /underline important points Enlarge vocabulary meanings Read high interest material Use easier materials Practice paraphrasing material
Difficulty in noting details	Visualize while reading Ask five w's: who, what , when, where, why Use Cloze exercises (see Activities section) Draw picture after reading Map out main ideas and details Skim for details
Hesitancy to read orally	Use Duet reading Read silently and discuss the content
Never finishing a book or story	Use short materials—poems, songs, newspaper articles, etc. Use high interest materials Skim to find parts of a book which are of interest

ENGLISH-AS-A-SECOND LANGUAGE INTRODUCTION

A. Characteristics of ESL Students

The adult English as a Second Language, or ESL, students, who come to Literacy Action for help are a diverse group. Some English learners may have never been to school, even in their own country, and have no literacy at all. Other ESL students may have gone to third or sixth grade in their own country before joining the working world, and now that they are here, they need to speak English to get a job or to get a better job. Some of our ESL students studied English in school in their home country, and others are completely new to our language. Still others have advanced degrees from their home countries, and now that they are here, they can't get back to their chosen profession until they improve their English writing, pass an English test, and/or attend college or professional training here in the U.S. Some can read and write in English but not speak it, others can speak it almost fluently but can't read or write in English.

Never make assumptions about an ESL student's background or abilities. Instead, be open to learning slowly about their life, skills, and needs.

Being an Effective Culture Guide
In your role of culture guide, you will be helping your student(s) to discover how U.S. culture "works." Together, you and your student will be developing an awareness of each other's culture, both the differences and the similarities. This process can be one of the most rewarding parts of your tutoring experience.

Cultural Awareness
It is vital to your success as a tutor that you understand the ways in which cultural attitudes differ from one population to another. It is even more important that you understand that cultural differences between you and your student can and will affect the way you work together.

When your student reacts differently from the way you expected them to, examining your own behavior and your expectations can lead you to a better understanding of the situation. It is also helpful to do some reading about the student's country and culture.

Teaching involves two-way communication. Your student will understand that you will do some things differently from the way they are done in their culture, but if you behave in a caring manner, they will realize that you do not intend to be insulting when you do something that would be insulting in the student's culture. Your student lives in the United States now, and will also need to understand cultural expectations and differences here; an inevitable part of your job is to help the student adjust to this new culture.

If you are aware of some of the differences between cultures, you will be in better position to help your student. While it is impossible to know in advance what all of the cultural differences will be, be aware that some possibly awkward situations can occur when people have different attitudes about things like time, space, or even gender roles.

B. Second Language Acquisition

Remember, no two learners are exactly alike. In your work as an ESL tutor, you will want to keep in mind the following differences:

Language skill level

- Some learners will speak some English, but not be able to read or write it.
- Some will be able to read and write English, but not speak it.
- Some will not be able to read or write in their first language.
- Some will have a first language that does not use the Roman alphabet

Degree of comfort when trying to speak a new language

- Some learners are not at all shy about "blurting out" something in English, and they are not overly concerned about perfect grammar or pronunciation.
- Some become embarrassed if they think they are making too many mistake.
- Some think they shouldn't say anything at all unless their English is perfect.

Learning rate

- Some people can learn a language quickly; others simply don't.
- Learners who have a lot of contact with English speakers usually progress faster.

Language Learning

One definition of "language" is *a system of symbols that permit people to communicate or interact*. These symbols can include vocal and written forms, gestures, and body language.

Another way to describe language is in terms of the four basic language skills, generally acquired in the following order:

- **Listening:** When people are learning a new language (or, in the case of children, their first language,) they first hear it spoken.
- **Speaking:** Eventually, they try to repeat what they hear.
- **Reading:** Later, they see the spoken language depicted symbolically in print.
- **Writing:** Finally, they reproduce these symbols on paper.

Implications for Teaching

- Understand that a person first learns to speak by listening. Make sure that learners have opportunities to listen to and understand the spoken language.
- Set up activities in which learners practice speaking by using language they have already heard and understood. Always introduce something new orally before asking learners to read it. For example, if you are teaching the sentence "He is running," don't just say it and ask the learner to repeat. Provide a context by running across the room or showing a picture of a person running. This is especially important for learners who may be able to repeat words and sentences they hear without actually understanding anything the speaker is saying.
- Try to relate the new language to the individual learner's current language ability as well as to their previous knowledge and experience. That is, try to put new vocabulary and sentence structure into contexts that are likely to be familiar. If your student plays baseball, a picture of a player running the bases would help.

Four Principles of Second Language Acquisition

Principle 1: Meaningful Communication

Language learners are more highly motivated when the communication in which they are involved is meaningful to them.

People learning a second language want and need to learn to say, understand, read, and write those things that are of immediate use to them. Therefore, you should teach learners the things they want to learn. Find out what their goals are and teach the skills they need to meet them.

Principle 2: Success, Not Perfection

The ESL learner is usually more concerned about being able to communicate successfully than about being correct.

Tutors need to celebrate the beginning learners' successes and not focus on their failures. Understand that a beginning ESL learner moves from zero ability to near-native fluency in stages clearly marked by a gradual progression from imprecise to accurate levels of English. Encourage the learner to try to communicate in English at every stage. Recognize that comprehension always precedes production. Beginning language learners understand much more of the new language than they are able to speak. Don't think that simply because a learner makes a lot of errors when speaking that he won't be able to understand you.

Resist the temptation to correct learners constantly when they make mistakes. Follow these guidelines:

- Correct learners if you really do not understand what they are saying.
- Correct learners when you are trying to teach a specific way of saying something, as in "Structure Focus" exercises or substitution drills.
- Do not correct learners during activities (such as role playing) that are designed to encourage the learner to concentrate on communicating for meaning. In these situations, let learners use whatever English they have at their disposal to get ideas across.

Principle 3: Anxiety

Learners are more successful at acquiring language when their anxiety level is low. People seem to learn best when they are relaxed, when they know it's okay to make mistakes, and when they are reassured that, overall, they are doing well.

Never trivialize your student or the learning activities, but do try to have fun and to let your student enjoy learning. Select activities that will allow your student to feel some degree of success. Begin each lesson with something the learner can do well. Don't test learners or put them on the spot during the course of conversation or oral activities. Risk is already involved when people are trying out new language forms, so the learner's anxiety level should be kept to a minimum wherever possible.

Principle 4: Exposure

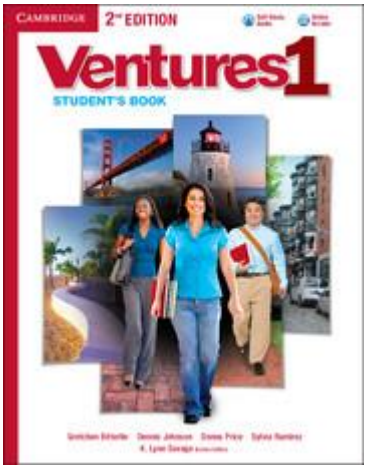
Progress in a second language depends in part on the amount of exposure to speakers of that language.

In order to move beyond very basic language ability, people must have an immediate opportunity to use the language they are studying and must be in a position where they won't get some of their basic needs met unless they can communicate in the new language.

Some ESL learners have little contact with speakers of English apart from their tutors; understandably, they will use their first language to communicate on important things with family members. Their only practice in speaking English will therefore be limited to a few hours a week.

Tutors will need to encourage and motivate their students to have more contact with other speakers of English. They will also need to help students identify specific things they want to be able to say or do, that require better English skills. The tutor should also organize role-playing activities and field trips that prepare learners to be "out there" on their own with English speakers.

C. *Ventures* Curriculum



Literacy Action uses the *Ventures* series of books with our English-as-a-Second-Language (ESL) students. Each ESL student receives a student book and workbook (both with audio CDs) to keep. The tutor receives a comprehensive teacher's edition to guide and prepare for the lessons. **Please return the teacher's editions to Literacy Action when you are finished with them.**

Key features:

- Each unit has six **skill-focused lessons**: 1) listening, 2) grammar focus, 3) practice and communication, 4) reading, 5) writing, and 6) life skills reading and grammar connections.
- Traditional and online workbooks keep students learning outside the classroom. Literacy Action recommends that you use the workbook for homework.
- Audio CDs in both the Student's Book and Workbook offer abundant listening practice.
- A free online Teacher's Resource Room provides thousands of reproducible worksheets and activities.

Literacy Action performs an English assessment with our ESL students along with their intake. This assessment tells us which book level to use with the student. When you are matched with a student, we will provide you this information and give you the teacher's edition of the book to use. Some more advanced ESL students may test out of *Ventures*, in which case we will find other materials for them to use in their tutoring sessions. The *Ventures* series also includes an online resource called **Student Arcade**, which helps students practice the skills they learn in each chapter, as well as providing a different and fun approach to reviewing the content.

ACTIVITIES FOR ABL AND ESL

A. Encouraging Student Writing

Why is writing important?
Adults view language as a *functional* skill – a useful means of satisfying their basic needs. When students are able to communicate personal messages and other information from early on, it is a source of motivation. It allows them to feel in control of their own learning. Writing can also enhance reading comprehension.

When should students write?
Students can begin the process of learning to write as soon as they recognize the letters of the alphabet by sound and name. Since students learn to write by writing, they should be encouraged to write early and often - when they need to or when they want to.

Approach
Teaching adults to write requires a holistic approach. Help the student to determine personal writing needs and to develop a solid understanding of the steps to writing (see "Steps to Writing" later in this document).

Writing "Right"
Many students, because of past experiences, believe that they should not write because they cannot write without error. Changing this attitude is the first step in helping students learn to write. They should be encouraged to take risks and to learn from mistakes.

A functional approach
Tutors must focus on expanding the student's awareness of the personal and social functions written language has for them. The best teacher is not the technician, but the one who encourages the student to express meaning through written language and monitors their progress towards identified goals.

Reasons for Writing:

- to convey a message (note, letter)
- for enjoyment and self-awareness (journal)
- to join activities (registration form)
- to aid memory (lists, calendar appointments)
- to accomplish a specific goal (application)

Personal and real
Tutors should encourage students to write about personally chosen experiences and topics, and their writing should be seen by real and varied audiences - such as a message on the refrigerator or an email to a friend.

Written conversations
Occasionally, instead of talking, the tutor and the student can communicate on paper. There should be no correction of errors.

Free Writing
In free writing, the writer records his thoughts without stopping to correct any errors or to worry about spelling or grammar. For unknown words, he may use a dash or just write the first letter. The purpose is to encourage the free flow of ideas, and so errors should not be corrected by the tutor. The student may just read the piece aloud to the tutor if he doesn't want to show it to anyone.

Daily journals
Encourage the student to keep a diary or journal of daily activities including reactions to the day's events.

Sentence completion
Give the student sentences to complete. For example:

- I wish…
- I can…
- I never…
- I'm glad I'm not…
- I feel happy when…
- I used to want…

Write a description
Ask the student to write a description of "How to" or a favorite food. Make sure there is no title on the description. Have the student read aloud the description and the tutor will try to guess what it is.

Write a story together
Write a story with the student, with each of you taking turns writing a sentence.

B. Cloze Procedure

Cloze is a powerful reading strategy because it forces a reader to derive meaning from what is on the page, and to make logical predictions about what is not there through contextual and grammatical clues. It is based on the theory of closure, or the desire to complete a pattern which is incomplete.

Uses for Cloze*:*

- To develop prediction skills.
- To teach (and to test) comprehension.
- To reinforce grammatical concepts.
- To assess the readability of material.

How to set up a *Cloze*
Follow these steps to set up a *Cloze* exercise for your student:

Step	Action
1	Choose material that is at the student's reading level, geared to the student's interest and a maximum of 250 words.
2	If you choose a *paragraph*, leave the first line and the last line intact. If you choose a *story*, leave the first and the last paragraph intact.

3	Replace every "x" number of words with a blank. *Note:* "x" refers to the number of words between blanks. Replacing every 8th word is easier for the student than every 5th.
4	Do not leave blanks for proper names, colors, or numbers unless this information is available to the student. Ensure that each blank is independent from each other one and that sufficient information is provided to the student. Do not delete more than 50 words.

Variations:

- Give the beginning letters of the missing words.
- Delete words selectively, depending on the student's needs.
- Provide choices of words for the blanks (word bank).
- Have the student fill in the blanks orally (if their writing skills are poor).

Using Cloze With Songs
Cloze works great with popular songs. Check the Internet for ready-made C*loze* song exercises. You can also create your own by looking up lyrics to any song and removing some of the words and replacing them with blanks. This technique is fun and also improves listening skills.

Examples of an online *Cloze* generator:
http://zander.io/cloze-test/worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/
http://l.georges.online.fr/tools/cloze.html

C. Creating a Survival English Lesson

It is a good idea to include some survival English activities with your ESL or inexperienced ABL student. By doing so, you are helping your student feel a closer connection between what they do while being tutored and what they do in daily life. This support can help to keep your student highly motivated.

There are eight basic steps in developing a survival English lesson plan.

1. Select the topic
This is not as easy as it might seem. For example, it is not enough just to select a topic such as "going to the doctor." You will have to narrow this down to a more focused topic. "Going to the doctor" might really mean a lesson constructed around telephoning for an appointment, giving a case history to a nurse, or the actual conversation the student might have with the doctor.

Determining the specific topic you will use in your survival English lesson will be based on several considerations: Your student's language ability, what they actually need to know, and how much time you will have to work with them before they really need to use this skill.

If time permits and your student's language ability is not yet well-developed, select several subtopics and construct a lesson around each one.

2. Brainstorm to create a vocabulary list
Although you will not actually teach the vocabulary to the student until after you have taught them the dialog, you will want to start here when you are planning the lesson. Just start writing out as many words as you can think of that relate to the topic.

Do not consider which vocabulary words your student needs most or which words are the most important for them to learn from this topic. Do not be at all concerned about whether each word is appropriate to teach. You will decide these things later, for now, you are trying to be imaginative and creative.

3. Create the dialog
When deciding what to include in the dialog, keep one very important thing in mind. You are not trying to create a dialog that will provide everything your student could possibly need for this particular situation.

For one thing, it is impossible to know in advance what will transpire in an actual conversation between your student and someone else. Also, a dialog that tries to be all-inclusive will be too long to teach and to learn.

The real intent of this exercise is to teach a simple dialog to your student so that the two of you will then be able to do a role play on the selected topic. The dialog is really just a springboard to help your student develop a conversational ability during the role play.

Dialog should be limited to three or four exchanges, for example:
Tutor: Can I help you?
Student: Yes, I would like to see the doctor.

Tutor: Have you been here before?
Student: No, I am a new patient.

Tutor: Please fill out this form.
Student: Thank you.

4. Select the vocabulary you will teach
Go back now and look at the list of vocabulary words you generated in step 2. Choose six to eight words to teach in the survival English lesson.
There are three categories of vocabulary words that you will teach your student:

- Words they will have today, such as *patient*
- Words someone else may say to them, such as *fever*
- Words they will have to know in order for you to explain the survival English setting, even if the words are not spoken aloud, such as *thermometer* (you can use a picture dictionary for this)

5. Decide what visual aids you will need
Make a list of things that will help you teach the lesson. This includes pictures as well as actual objects.

6. Select two or three structural patterns to focus on
You might construct exercises on have/has (I have a fever, she has a fever) or need/needs (I need, he needs)

7. Decide what sounds or pronunciation you will work on
Choose sounds that your student might have difficulty producing and which might appear in the words he will need to say. An example or a sound to work on would be the final /s/ in nurse.

8. Determine what your student might have to read
Choose words or phrases that your student might encounter in the survival English setting. For a beginning student who does not read English, this might be as simple as learning to read "in" and "out" at the entrance to the post office or supermarket. For a more advanced student, it might involve reading a job application, an application for a driver's license, or a sample medical information form that you have secured from your or their doctor's office.

D. The Language Experience Approach (for ABL or ESL students)

Steps in Using the Language Experience Approach:

1. Invite the student to tell a story or personal experience.

2. Write down the story exactly as the student tells it.

- Use printing and correct spelling and punctuation
- Say each word as you write it. Make sure the student can see the words.
- Leave space between each line
- Make two copies

3. Reading the story

- Read the entire story aloud to the student while you draw your finger under each line. Ask the student to correct any part that he would like to change.
- Read one sentence at a time and ask the student to read each sentence after you. Again use your finger.
- Read the whole passage aloud together and give help where needed.

4. Building sight vocabulary

- Have the student select 3-5 words he would like to learn to sight read. You might select other words that you think are important for the student.
- Print the words onto flash cards, or have the student do this.
- Have the student match the cards to the words in the story.
- Put additional words on cards, and have the student form sentences.
- Mix up the cards and have the student read each one.

5. Have the student read the whole story independently.

6. Reading skills reinforcement

- Select additional exercises to reinforce skills being learned, using the words from the student's story.

7. Review and follow-up. Encourage the student to:

- make up a title for the story
- rewrite or type out the story
- take the word cards home to study
- add this story to a collection of the student's stories in a "personal reader"

Advantages of the Language Experience Approach:

- helps the student see that reading and writing are not isolated skills and that they can have a direct connection to his personal experiences.
- adds interest and variety to a lesson.

If a topic doesn't readily come to mind or the student seems shy or hesitant, try using one of the following topic starters.

Possible Topics	
✓Their family when growing up ✓What they most like to do on their day off ✓The worst day of their life ✓Their ideal vacation ✓How they feel about learning to read ✓What they like to cook or how to make it	✓What they would say to the mayor if they could meet with them ✓Their favorite television show ✓What they would like their children to have in the future ✓The job they would most like to have

Activities to Generate Discussion	
✓Ask them to describe a picture that you bring to class or to tell how they feel about it. ✓Invite them to talk about a photo they bring to class. ✓Read a story or magazine article to them. Have them retell it in their own words.	✓Read a letter from a personal advice column in the newspaper. Let them tell how they would answer it. ✓Give sentence starters (I can…, I want…, I don't ever…) which the student completes. Let them explain their answers.

Hints and suggestions

- In the beginning, keep the story short, no more than four or five sentences.
- Do not correct the student's English in early lessons.
  - If the dictation is "me and my wife…" or "I sure does…" write it that way.
  - If it is simply a mispronunciation, spell the word correctly.
  - If it is a grammatical error, do not correct it at this time. Later, you can help to correct grammar by simply saying, "Here's another way to say it."

E. Post-Reading Conversation Activity: Prompts & Questions

As students become more advanced, we want to let them choose something they want to read and help them learn to read for pleasure and with fluency. After reading part or all of a book with your student, you can use the following strategies to help them understand, remember and relate to the story.

Help your student summarize the text. Ask:

- Who?
- What?
- When?
- Where?
- Why?
- How?
- Did you like it?

Comprehension Strategies

a) Text-to-Self (personal connections, personal opinions)

Prompts: "This reminds me of my ..."
"This reminds me of the time I ..."
"I think ..."

Questions: "How was it the same?"
"How was it different?"
"What would you do if ...?"

b) Text-to-World (world connections, cultural connections)

Prompts: "This reminds me of ..."
"In my country ..."

Questions: "How was it the same?"
"How was it different?"

c) Text-to-Text (connections to other books, articles, movies)

Prompts: "I read a book (saw a movie, etc.) like this ..."

Questions: "How was it the same?"
"How was it different?"

d) Sensory Images (what you see, hear, smell, taste, and/or feel in your mind as you read)

Prompts: "I see (smell, hear, taste) ..."
"I think (character) is ..."

Questions: "What does (character) look like?"
"What do you see in this chapter?"
"What does it (sound, taste, feel, smell) like?"

e) Predictions and Inferences (based on what you know, make a guess)

Prompts: "I think … will happen because …"

Questions: "What do you think will happen to …?"
"What do you think will happen next? Why?"

f) Questions and Inferences

- "What does … mean?"
- "What did the author mean by …?"
- "I wonder why …"
- "I wonder how …"
- "I wonder about …"

Related ideas:

- Listen to an audio version of the book, if available.
- Have your student write a book review.
- Have your student write down new vocabulary as they read.

Book suggestions:

- Penguin readers (Pearson)
- Bookworms and Dominoes (Oxford)
- Activist series (Grass Roots Press)
- Check out the readers we have available in the Literacy Action office library

F. Sample ESL Conversation Log

Date	Person I Talked To	Where We Talked	What We Talked About

REFERENCES & RESOURCES

A. Tutor Agreement

Volunteer Tutor Agreement

As a volunteer tutor for Literacy Action of Central Arkansas, I understand and agree to the following:

1. **Confidentiality**
   I understand that Literacy Action's services to its students are provided in confidence. Therefore, I will maintain the confidentiality of my student's information at all times.
2. **Commitment**
   I will make every effort to fulfill my commitment to Literacy Action and my student. If I find that I am unable to do so, I will notify the Literacy Action office as soon as possible, so that a replacement tutor may be found.
3. **Non-Discrimination**
   I accept Literacy Action's policy to provide services without regard to race, religion, sex, national origin, age, disability, or sexual orientation.
4. **Tutoring Sites**
   I agree to conduct my tutoring sessions in a safe, neutral, and public location, such as the Literacy Action offices, a library, or place of worship. I further understand that home tutoring is not encouraged.
5. **Tutoring Sessions**
   I understand that it is best if I meet with my student twice per week for 60-90 minutes per session. I will contact my student directly in advance of planned absences or if I expect to be late. I will also notify the Literacy Action office when my student and I will not be able to meet for a long period of time (i.e. for extended vacations, surgeries, or family issues).
6. **Record Keeping**
   I agree to complete a weekly online report detailing my preparation time, mileage, and my student's instructional hours, progress, and goals met. I agree not to unsubscribe from Literacy Action's emails. I will also let the Literacy Action Office know of any difficulties I encounter in this process.
7. **Termination**
   I understand that Literacy Action reserves the right to terminate my volunteer status as a result of inappropriate behavior, which may include but is not limited to the following: harassment of students, staff, or volunteers; being under the influence of alcohol or illegal drugs; disruptive behaviors; possession of a weapon or threatening behavior; conviction for any crime of violence; or use of offensive language. I may also be terminated as a tutor for non-compliance with the above guidelines.

B. Student Agreement

STUDENT AGREEMENT

1. I will do all I can to improve my reading or English skills including:
    - Attend all lessons for at least one year or until I achieve my goals
    - Arrive on time for all lessons
    - Work on homework assignments in between lessons
    - Not bring other people (including children) to lessons unless my tutor approves
    - Not be under the influence of any substance that impairs my ability to learn
2. If I am unable to attend a lesson, I will contact my tutor at least 2 hours in advance or as soon as possible. Lessons may be stopped if I do not attend and do not call two times in a row.
3. I agree to meet in a public place like the Literacy Action office, a library, or place of worship.
    - Literacy Action prefers that students and tutors do not meet in homes.
4. I am responsible for my transportation to and from my lessons.
    - Literacy Action prefers that students and tutors do not give each other rides. If you choose to ride in each other's vehicles, the driver is responsible for any liability.
5. I will return to the Literacy Action office for follow-up test when requested.
6. If my contact information changes, I will notify my tutor and the Literacy Action office.
7. If I decide to quit, I will tell my tutor and the Literacy Action office.
8. Literacy Action reserves the right to discontinue tutoring for inappropriate behavior.

STUDENT GUIDELINES AND INFORMATION

- Students will arrange lesson times and locations with their tutor. Ideally, students meet with their tutor twice a week for 60-90 minutes each time.
- Students will talk to their tutor about what is working and what is not working during the lessons. The tutors want to help the student reach their goals.
- Literacy Action attempts to match a student with a tutor as soon as possible. Please note that sometimes it may take a few weeks to find a good match.

C. Sample Literacy Action Tutoring Lesson Plan

Lesson Plan

Tutor:_____**Session number:** _____

Student:_____**Date:** _____

Lesson Objectives/Goals:

1. _____ The student will develop word knowledge/dialogue/conversation.
2. _____ The student will learn composition skills (reading/writing connection)
3. _____ The student will develop deeper reading comprehension.
4. _____ The student will improve fluency.
5. _____ Other. The student will:_____

Materials:

_____

_____

Activities:

I. Rereading familiar material (previously read successfully with tutor)

II. Developing word knowledge/phonics skills and vocabulary strategies with the text

III. Writing/language experience activity (connecting reading and writing)

IV. Read aloud to student (model fluency)

V. Reading new material (directly teaching new strategies with text and time for practice, review and support—using real-life materials and actual reading/writing)

VI. Self-evaluation by the student (The student and tutor will discuss the answers to (some) of these questions: What makes a good reader? How do you feel about yourself as a reader? What was successful in this session? What did you do well? What do we need to work on?

(This lesson plan is a revision of research-based plan developed by Dr. Mary H. Mosley for UCA Reading Center and Faulkner County Literacy Council)

D. Example of Information to be collected at First Meeting

(Some of this information will be filled in and given to you by Literacy Action)

First Meeting Information Form

First Name _____Last _____

Date of Birth: _____/_____/_____ (MM/DD/YYYY) Gender: Female Male

Address:_____

City: _____State: _____ ZIP code: _____

Home/Cell Phone: (____) _____ *Emergency Phone: (_____)_____

Emergency Contact: _____ Relation: _____

Employment:_____ Work Hours:_____

Education Level/ School: _____

Assessed Level: _____

Recommended Curriculum:_____

Additional Resources: _____

Student's Goals (for examples see Adult Learners Section A)

Daily living:_____

Community:_____

Finances:_____

Health: _____

Employment:_____

Education:_____

Family: _____

E. Common Phonics Element

The English phonics system includes the sound-symbol relationships for various vowels, consonants, consonant blends, and digraphs in English, plus the letter sequences and syllable patterns that indicate how words are most commonly pronounced. This chart lists single letters and common letter combinations together with key words that indicate how the letter or letters usually sound. When letters represent more than one sound, example words are given for each common sound. In addition, common short- and long-vowel syllable patterns are listed.

Consonants:

Consonant Letters that Represent One Sound

b	bed		**l**	lake		**t**	ten
d	dime		**m**	man		**v**	vase
f	feet		**n**	name		**w**	woman
h	hat		**p**	pen		**y**	you
j	job		**qu**	queen		**z**	zoo
k	kite		**r**	rope			

Consonant Letters with More than One Sound

s	sun, rose	**Note:**	*s* can sound like /s/ or /z/
x	six, example, xylophone		*x* can sound like /ks/, /gz/, or /z/
c	can, cop, cup, cent, city, icy		*c* followed by *a, o,* or *u* sounds like /k/ *c* followed by *e, i,* or *y* sounds like /s/
g	gas, got, gum, ginger, germ, gym, get give, fogy		*g* followed by *a, o,* or *u* sounds like /g/ *g* followed by *e, i,* or *y* sounds like /j/ *g* followed by *e, i,* or *y* can also sound like /g/
gu	guard, guess, guilt, guy		*gu* followed by a vowel sounds like /g/ The *u* is normally silent.

Consonant Blends

Consonant blends are two or three consonants (or a consonant and digraph) that commonly occur together. Each sound can be heard.

Initial Blends	**bl**	blue		**pl**	plate		**sp**	spoon
	br	bride		**pr**	price		**spl**	split
	chr	Chris		**sc**	scar		**spr**	spring
	cl	clock		**sch**	school		**squ**	square
	cr	cry		**scr**	scream		**st**	step
	dr	drop		**shr**	shrunk		**str**	street
	fl	flame		**sk**	skate		**sw**	swim
	fr	friend		**sl**	sleep		**thr**	throw
	gl	glass		**sm**	smart		**tr**	track
	gr	groom		**sn**	snow		**tw**	twin

Final Blends	**ct**	act		**nd**	hand		**rm**	farm
	ft	left		**nge**	range		**rn**	corn
	ld	gold		**nse**	sense		**rp**	burp
	lf	self		**nt**	front		**rse**	course
	lk	milk		**pt**	kept		**rt**	smart
	lm	film		**rb**	curb		**sk**	ask
	lp	help		**rce**	force		**sp**	clasp
	lt	melt		**rd**	card		**st**	last
	mp	lamp		**rf**	scarf		**xt**	next
	nce	chance		**rk**	bark			
	nch	lunch		**rl**	girl			

Consonant Digraphs
Consonant diagraphs are two consonants that represent one sound.

ch	chair, machine		**nk**	bank		**th**	thing, the
ng	ring		**ph**	phone		**wh**	whale
			sh	she			

Silent Consonant Combinations
These are common consonant combinations that contain one or more silent letters.

ck	clock		**lk**	talk		**th**	thyme
gh	high, ghost		**lm**	calm		**sc**	scent
ght	sight, thought		**mb**	climb		**tch**	catch
gn	sign, gnat		**mn**	autumn		**wr**	wrong
kn	know						

Vowels:

Vowel Letters and the Sounds they represent
Each vowel letter represents several vowel sounds. The most common sounds are represented in the words listed below. All vowels can represent the *schwa* sound in unstressed syllables.

	Short Sound		Long Sounds		Other Sounds		Schwa Sound
a	man		name		all, father		**a**bout
e	bed		me		cafe		op**e**n
i	six		time		ski		Apr**i**l
o	job		go		son, do, dog		sec**o**nd
u	but		rule, fuse		put		awf**u**l
y	gym		fly		any		

Vowel Combinations and the Sounds they represent
Listed below are common vowel diagraphs or vowel-consonant combinations. Many of these combinations produce long vowel sounds. If a combination represents more than one sound, a key word is given for each common sound.

Long Vowel Sounds										
ai	rain		**eigh**	eight		**igh**	high		**oo**	food
ay	day		**eu**	feud		**ind**	find		**ue**	due
ea	meat, great		**ew**	blew, flew		**oa**	soap		**ui**	fruit
ee	feet		**ey**	key, they		**oe**	toe			
ei	either, vein		**ie**	field						
Other Vowel Sounds										
ai	against		**ea**	head		**ou**	should, could		**ow**	own
au	auto		**oi**	boil			you, out		**ui**	build
aw	saw		**oy**	boy		**ough**	though, cough			
augh	laugh		**oo**	book, blood			through, drought			
							thought, enough			

R - Controlled and L - Controlled Vowels
When vowels are followed by "r" or "l", the pronunciation of the vowel is usually affected.

air	fair		**err**	berry		**urr**	purr
ar	car, dollar, warm		**ir**	girl		**al**	pal, bald
arr	carry		**irr**	mirror		**all**	ball
are	care		**oar**	roar		**ild**	mild
ear	ear, earth, bear		**oor**	door		**ol**	old, roll, solve
eer	deer		**or**	horse, word			
er	very, her		**our**	hour, journal			
ere	here, were, there		**ur**	fur, fury			

Other Vowel-Consonant Combinations and the Sounds They Represent

-dge	badge	**-ci-**	magician, social
-ed	hated, rubbed, fixed	**-si-**	session, television, Asian
-gue	league	**-ti-**	caution, question, initial
-que	antique	**su**	sugar, measure
-stle	whistle	**-tu-**	picture

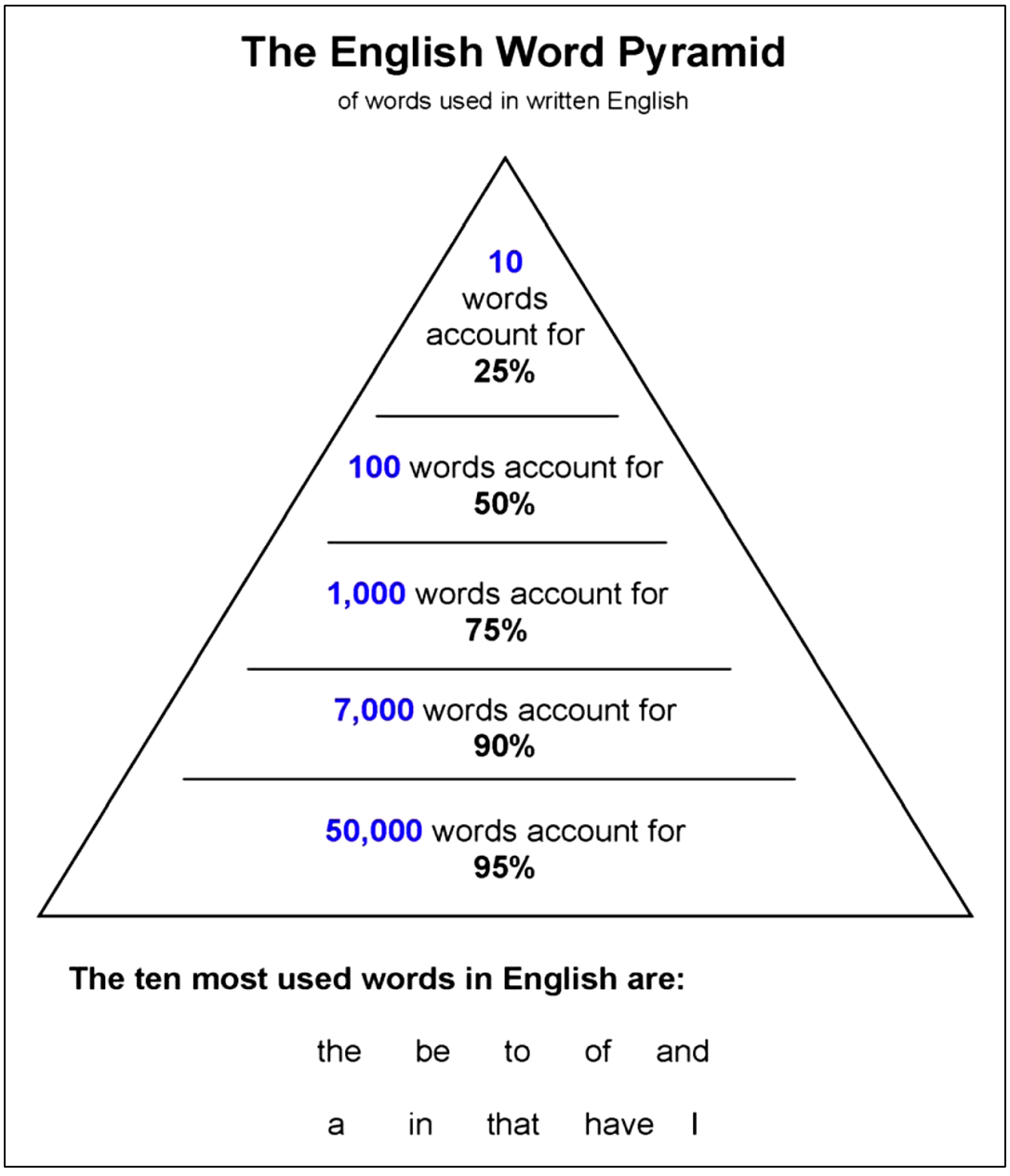
F. Vocabulary Word Chart

New Word	Meaning	Use it in a sentence	Picture or notes to help me remember

G. English Word Pyramid: Most Frequently Used Words

Introduction

How should we decide which words to teach as sight words? Studies suggest that "high-frequency words" are the best place to start. Incredibly, the 100 most common words actually make up about 50% of the material we read!



Source: Statistics derived from base-word frequencies in the billion-word Oxford English Corpus, Oxford University Press, 2007 (http://www.askoxford.com/oec/mainpage/oec02/).

H. Sight Words Common Phonics Element

Fry's List

Fry's list of the 200 most frequently used words presented below can be helpful in selecting words to teach as sight words.

Fry's First 100 Words

1. the	21. at	41. there	61. some	81. my
2. of	22. be	42. use	62. her	82. than
3. and	23. this	43. an	63. would	83. first
4. a	24. have	44. each	64. make	84. water
5. to	25. from	45. which	65. like	85. been
6. in	26. or	46. she	66. him	86. called
7. is	27. one	47. do	67. into	87. who
8. you	28. had	48. how	68. time	88. am
9. that	29. by	49. their	69. has	89. its
10. it	30. words	50. if	70. look	90. now
11. he	31. but	51. will	71. two	91. find
12. was	32. not	52. up	72. more	92. long
13. for	33. what	53. other	73. write	93. down
14. on	34. all	54. about	74. go	94. day
15. are	35. were	55. out	75. see	95. did
16. as	36. we	56. many	76. number	96. get
17. with	37. when	57. then	77. no	97. come
18. his	38. your	58. them	78. way	98. made
19. they	39. can	59. these	79. could	99. may
20. I	40. said	60. so	80. people	100. part

Fry's Second 100 Words

101. over	121. name	141. boy	161. such	181. change
102. new	122. good	142. following	162. because	182. off
103. sound	123. sentence	143. came	163. turn	183. play
104. take	124. man	144. want	164. here	184. spell
105. only	125. think	145. show	165. why	185. air
106. little	126. say	146. also	166. asked	186. away
107. work	127. great	147. around	167. went	187. animals
108. know	128. where	148. farm	168. men	188. house
109. place	129. help	149. three	169. read	189. point
110. years	130. through	150. small	170. need	190. page
111. live	131. much	151. set	171. land	191. letters
112. me	132. before	152. put	172. different	192. mother
113. back	133. line	153. end	173. home	193. answer
114. give	134. right	154. does	174. us	194. found
115. most	135. too	155. another	175. move	195. study
116. very	136. means	156. well	176. try	196. still
117. after	137. old	157. large	177. kind	197. learn
118. thing	138. any	158. must	178. hand	198. should
119. our	139. same	159. big	179. picture	199. America
120. just	140. tell	160. even	180. again	200. world

Nouns, Verbs and Adjectives

The following lists show, in order of frequency, the 25 most commonly used nouns, verbs and adjectives in written English.

Nouns				
1. time	6. thing	11. part	16. work	21. company
2. person	7. man	12. child	17. week	22. number
3. year	8. world	13. eye	18. case	23. group
4. way	9. life	14. woman	19. point	24. problem
5. day	10. hand	15. place	20. government	25. fact
Verbs				
1. be	6. make	11. come	16. use	21. seem
2. have	7. go	12. think	17. find	22. feel
3. do	8. know	13. look	18. tell	23. try
4. say	9. take	14. want	19. ask	24. leave
5. get	10. see	15. give	20. work	25. call
Adjectives				
1. good	6. great	11. right	16. large	21. few
2. new	7. little	12. big	17. next	22. public
3. first	8. own	13. high	18. early	23. bad
4. last	9. other	14. different	19. young	24. same
5. long	10. old	15. small	20. important	25. able

Social Sight Words/Phrases

Adults Only
Ask Attendant for Key
Avenue (Ave.)

Best Before
Beware
Beware of the Dog
Bus Stop

Caution
Closed
Condemned

Danger
Dentist
Don't Talk
Do Not Cross
Do Not Enter
Do Not Refreeze
Doctor (Dr.)
Down
Drive (Dr.)

In
Inflammable
Information
Instructions
Inside

Keep Away
Keep Closed at all Times
Keep Off (the Grass)
Keep Out

Ladies
Last Chance for Gas
Listen
Live Wires
Look

Men
Men Working
Mister (Mr.)
Mistress (Mrs.)

Out
Out of Order

Pedestrians Prohibited
Please Recycle
Police Station
Pop Cans Only
Post Office
Post No Bills
Private
Private Property
Pull
Push

Rest Rooms
Recyclable
Smoking Area
Smoking Prohibited
Step Down
Stop

Elevator
Emergency Exit
Employees Only
Entrance
Exit
Exit Only

Fire Escape
Fire Extinguisher
First aid
Flammable
Fragile

Gentlemen
Glass and Bottles Only

Handle with Care
Hands Off
Help
High Voltage

Newspapers Only
Next Window
No Admittance
No Cheques Cashed
No Credit Cards Accepted
No Dogs Allowed
No Dumping
No Fires
No Fishing
No Hunting
No Loitering
No Minors
No Parking
No Smoking (area)
No Spitting
No Swimming
No Trespassing
Nurse

Office
Open

This End Up
This Side Up
Trespassers will be Prosecuted

Use Before (date)
Use Other Door

Violators will be Prosecuted

Walk
Wanted
Warning
Washrooms
Watch Your Step
Wet Paint
Women

I. Website for Tutors of ESL & Basic Literacy

Always go to the Resources page on **LiteracyLittleRock.org** for the most up-to-date resources!

ESL Specific

1. **Pronunciation:** www.evaeaston.com
   Wonderful rules, pronunciation rules; you can hear the words being said
2. **Dave's ESL Café:** www.eslcafe.com
   Business English, idioms, phrasal verbs, quizzes, idea "cookbook," etc. Many sections are devoted to practice opportunities for students.
3. **Teaching Ideas & Links:** http://iteslj.org/
   Articles, Research Papers, Lesson Plans, Classroom Handouts, Teaching Ideas & Links. This is a monthly web journal.
4. **An assortment of tools:** www.english-zone.com
   Lessons, worksheets, games, class materials and more. Great pronunciation worksheets. Many on-line lessons your student can use alone.
5. **Pronunciation:** www.soundsofenglish.org
   Site helps with pronunciation by giving written instructions, a video and audio blip making the sound.
6. **Online:** http://a4esl.org
   Quizzes, exercises, and puzzles to help ESL students. Good for ABL students too.

Basic Literacy

1. **Dictionary:** http://nhd.heinle.com/
   Look up word meanings; there are crossword puzzles and an activity guide.
2. **Guide to Grammar:** http://grammar.ccc.comment.edu/grammar
   Wonderful tutor resource for grammar and writing that provides rules of grammar and examples.
3. **Newspaper articles:** www.keynews.org
   Online monthly newspaper with articles written specifically for new readers.
4. **Easy to read:** www.plainlanguage.gov
   "Improving communication from the Federal government to the public."
5. **Online, news-related topics:** www.cdlponline.org
   News-related topics to help build reading and life skills for adults. Read and listen to a short article then continue on to various exercises.

Tutor/Teacher Resources

1. **Free online courses for tutors:** http://www.thinkfinity.org
   Free online courses and information concerning literacy. New classes often.
2. **Ideas for ESL classroom teachers:** http://www.literacy.edu/index.htm

J. Speech Sounds by Type

The following table shows each of the speech sounds, categorized by type, that are introduced in the *Laubach Way to Reading* Skill Books.

<table>
<tr><th>Vocalization</th><th colspan="2">Voiced</th><th>Unvoiced</th><th>Nasal (voiced)</th></tr>
<tr><td>Stop
(equivalents)</td><td colspan="2">• b
• g
• d
• j</td><td>• p
• c, k
• t
• ch</td><td></td></tr>
<tr><td rowspan="2">Continuant
(equivalents)</td><td colspan="2">• v
• w
• z
• th[2]
• zh</td><td>• f
• wh
• s
• th[1]
• sh</td><td rowspan="2"></td></tr>
<tr><td>• l
• r
• y</td><td>• a,e,i,o,u
• ar, er, or
• oo[1], oo[2],
• aw, ou, oi</td><td>• h</td></tr>
<tr><td>Do not have
equivalents</td><td colspan="2"></td><td></td><td>• m
• n
• ng</td></tr>
</table>

Articulatory Position
The following tables describe the articulatory position for each of the sounds, presented in the order in which they are introduced in the *Laubach Way to Reading* series.

Vocalization code:
v = voiced **un** = unvoiced **n** = nasal **c** = continuant **s** = stop

IPA: International Phonetic Alphabet

Spelling (other spellings)	**Example**	**Code** (IPA)	**Articulatory Position**
b	bird	v, s [b]	Stop air with lips together; open with a small puff of breath. Voiced equivalent of /p/.
c ck ch	cup duck school	un, s [k]	Tongue tip down, back of tongue touching lower teeth. Stop air with hump or arch of the tongue and emit breath from back of the throat. Unvoiced equivalent of /g/.
d	dish	v, s [d]	Lips and teeth slightly parted. Stop air with tongue tip touching roof of mouth just behind upper teeth. See lower surface of tongue. Tongue is dropped as breath is expelled. Voiced equivalent of /t/.
f ph gh	fish phone laugh	un, c [f]	Lower lip touching upper teeth lightly. Breath sound, continuant. Unvoiced equivalent of /v/.
g	girl	v, s [g]	Tongue tip down, touching back of lower teeth. Stop air with hump or arch of the tongue and emit breath from back of the throat. Voiced equivalent of /k/ or /c/.
h	hand	un, c [h]	Has no position of its own. Position the tongue for the vowel following it and give a breath sound. A continuant.
j g (e) g (i) g (y) dge	jumping gentle ginger gypsy badge	v [dʒ]	A combination of /d/ and /zh/. Lips forward. Start with tongue tip up; lower as breath is expelled. Voiced equivalent of /ch/.
k ck	kicking	un, s [k]	Tongue tip down touching back of lower teeth. Stop air with hump or arch of tongue and emit breath from back of throat. Unvoiced equivalent of /g/. Same as /c/.
l	leg	v, c [l]	Tongue tip touches just behind the upper teeth. Air comes out along the side(s) of the tongue.
m	man	v, n, c [m]	Lips together. It is made with the same lip position as /b/ and /p/, but /b/ and /p/ are stop sounds. It is a nasal sound and a continuant.
n kn	neck know	v, n, c [n]	Lips and teeth slightly parted. Tongue tip up touching roof of mouth just behind upper teeth. Lower surface of tongue shows. It touches the gum ridge with the tongue position like /t/ and /d/, but /t/ and /d/ are stop sounds. It is a continuant and a nasal sound.
p	pan	un, s [p]	Stop air with lips together; open with a big puff of breath. Unvoiced equivalent of /b/.

r wr	river white	v, c [r]	Tongue tip down. Lips forward and almost squared. Round lips before voicing. A continuant.
s c (e) c (i) c (y)	snake cent city icy	un, c [s]	Teeth close but not touching. Tongue tip down. A continuant and a breath sound. Unvoiced equivalent of /z/.
t	tent	un, s [t]	Lips and teeth slightly parted. Stop air with tongue tip touching roof of mouth just behind upper teeth. Lower surface of tongue shows. Tongue is dropped as breath is expelled. Unvoiced equivalent of /d/.
v	valley	v, c [v]	Lower lip touching upper teeth lightly. A continuant. Voiced equivalent of /f/.
w	woman	v, c [w]	Lips forward and rounded, with "one finger" opening. As /oo/. A continuant.
y	yells	v, c [j]	Lips drawn back, teeth close together. As /ee/. A continuant.

a	apple	v, c [æ]	Wide jaw opening. Tongue down. A continuant.
e ea	Ed head	v, c [e]	Lips and teeth slightly closer together than for /a/. For better use with students, compare only with sound already learned not long vowels.
i y	in bicycle	v, c [i]	Lips and teeth slightly closer together than for /e/.
o	olive	v, c [ɒ]	Wide jaw opening. Prolong the sound. A continuant.
u	up	v, c [ʌ]	Medium jaw opening. Relaxed lips. Prolong slightly. A continuant.

x	box	un	Teach as /ks/.
z s	zipper eggs	v, c [z]	Teeth close but not touching. Tongue tip down. A continuant. Voiced equivalent of /s/.
qu	quarter	un	Teach as /kw/. Lips rounded like /oo./
sh ch	shop machine	un, c [ʃ]	Lips forward and squared. Teeth close but not touching. Tongue down. Tongue has wider groove than in /s/ sound. Continuant breath sound. Unvoiced equivalent of /zh/. A consonant digraph.
ch tch	children match	un [tʃ]	A combination of /t/ and /sh/. Lips forward. Start with tongue tip up; lower as breath is expelled. Unvoiced equivalent of /j/. A consonant digraph.
th[1]	thanks	un, c [θ]	Tongue touches both upper and lower teeth. A continuant breath sound. Unvoiced of /th/[2]. A consonant digraph.

wh	whistle	un, c	Teach as /hw/. A continuant and a consonant digraph.
th[2]	mother	v, c [ó]	Voiced sound of /th/[1]. A continuant and a consonant digraph.
ar	arms	v, c [a:r]	Teach according to person's local pronunciation.
er ur ir	her burn girl	v, c [ɜ:r]	Tongue tip down. Lips forward, almost squared, more relaxed than for /r/.
ng	ring	v, n, c [ŋ]	Tongue tip down behind lower teeth. Hump or arch tongue. Nasal equivalent of /k/ or /g/. A nasal and continuant sound and a consonant digraph.

a-e ai ay	cake paint day	v, c [*e*◤]	*Do not teach as a diphthong*. Teeth about a half inch apart. Hold twice as long as /e/. Tongue down.
i-e igh ie y	time night tie my	v, c [al]	A diphthong combination of /o/ and /ee/. Jaw wide at start, then move to a narrow opening.
ee ea	three eat	v, c [i:]	Lips drawn back, teeth close together. A continuant. Hold twice as long as /i/.
o-e oa ow[1]	home boat snow	v, c [ou əu]	Lips forward and rounded, with a "two finger wide" opening. A continuant.
or	horn	v, c [a:r]	Lips forward with a "three finger wide" opening.
oo[1]	room	v, c [u:]	Lips forward and rounded, with a "one finger" opening. Prolong the sound. A continuant. Tongue is more tense than /oo/[2].
oo[2]	wood	v, c [u]	Lips forward, almost squared. A continuant. Tongue more lax than for /oo/.
aw au a	law Paul all	v, c [a:]	Lips forward, wide jaw opening. A "three finger" opening. A continuant.
u-e ew	cure few	v, c [i:] + [u:]	Teach as /ee/ plus /oo/. A diphthong. A continuant.
ou ow[2]	mountain town	v, c [o] +[u]	A diphthong. Combination of /o/ plus /oo/. Start with wide jaw opening; move lips forward with a small opening. A continuant.
oi oy	oil boy	v, c [al]	A diphthong. Combination of /aw/ plus /i/. Start with lips forward for /aw/, then draw back for /i/.
su si	measure vision	v, c [ʒ]	/zh/. Same as /sh/, but voiced.