LITERACY IN LIFE

A Handbook for Volunteer Literacy Tutors

Literacy Network Of Washington
Literacy in Life

A HANDBOOK FOR VOLUNTEER LITERACY TUTORS

Written and designed by

MELODY SCHNEIDER

Illustrated by

JAMIE TREAT

Developed by

TACOMA COMMUNITY HOUSE TRAINING PROJECT

Distributed by

Literacy Network Of Washington
A Division of Tacoma Community House

www.LiteracyNOW.info

This project was funded through Title II Section 223 of the Workforce Investment Act of 1998 administered by the Office of Adult Literacy at the State Board for Community and Technical Colleges.

2003
ACKNOWLEDGEMENTS

This handbook accompanies the Volunteer Literacy Tutor Training Workshop presented by Literacy NOW. The workshop agenda was developed with advice from the following staff members in six volunteer literacy programs in Washington State:

Literacy Source: Anne Helmholz and Eileen Danz
Skagit Literacy: Klara Everson
Literacy Council of Kitsap: Olga Fedorovski
Hopelink/Eastside Literacy: Judy Shaw
Mason County Literacy: Lynn Busacca and Jenny Blumenstein
Columbia Basin College: Cheryl Klym
Snohomish County Literacy Coalition: Karen Davies

We thank them for their time and commitment to this project. We also thank Helen Robinson for all her technical assistance.

The handbook would not be possible without the support, contributions, and advice from Patti McLaughlin and Marilyn Bentson.
## LITERACY IN LIFE

A HANDBOOK FOR LITERACY TUTORS

Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Historical Perspectives on Literacy</td>
<td>6</td>
</tr>
<tr>
<td>The Adult Learner</td>
<td>12</td>
</tr>
<tr>
<td>Learning Styles</td>
<td>23</td>
</tr>
<tr>
<td>Identifying Purposes and Dreams</td>
<td>32</td>
</tr>
<tr>
<td>Teaching Reading</td>
<td>39</td>
</tr>
<tr>
<td>Materials for Reading</td>
<td>52</td>
</tr>
<tr>
<td>Teaching Recognition Strategies</td>
<td>64</td>
</tr>
<tr>
<td>Recognition Strategies</td>
<td>70</td>
</tr>
<tr>
<td>Teaching Writing</td>
<td>97</td>
</tr>
<tr>
<td>Washington State Adult &amp; Family Literacy Competencies</td>
<td>119</td>
</tr>
<tr>
<td>Assessment</td>
<td>124</td>
</tr>
<tr>
<td>Lesson Planning</td>
<td>132</td>
</tr>
<tr>
<td>Resources</td>
<td>138</td>
</tr>
<tr>
<td>Learner Profiles</td>
<td>140</td>
</tr>
<tr>
<td>Notes</td>
<td>157</td>
</tr>
</tbody>
</table>
INTRODUCTION

In 1985 I became an adult literacy tutor. I knew nothing about teaching and little about adult literacy. But twice a week, over a three-year period, I tutored a small group of learners. At first I felt so uncertain, sure I would say the wrong thing or teach the wrong way. As our relationships and trust developed, I realized that we were exploring learning together. I didn’t need to have all the answers. I didn’t need to know everything there was to know about learning to read and write. The learners and I took risks together, investigated, experimented, failed, and succeeded together. We read and we wrote together. Their reading and writing improved and so did my tutoring. In the end, I’m not sure who learned more…

Now, seventeen years and many learners later, those early days of tutoring come to mind as I write this book. No one book, no single training can provide all the answers. Use this book as a tool, one of many, to help you tutor and help the learners learn. Have fun, enjoy the new relationships you’ll form, and remember, you are on the journey together.

Melody Schneider

WHAT’S IN THIS BOOK?

This handbook is designed to support the Literacy NOW’s Volunteer Literacy Tutor Training and act as an ongoing support to adult literacy tutors. The first two chapters provide some background on adult literacy and the adult learner. The remaining chapters present some basic theory on a range of topics that will help you tutor adults in reading and writing. Useful strategies and activities thread throughout the book.

A RESOURCE FOR THE TRAINING AND FOR TUTORING

Throughout the Volunteer Literacy Tutor Training you will work with activities and readings from this book. That firsthand experience will help you as you begin to tutor.
As you tutor, use the activities in this book and refer to the situations to help plan lessons. Feel free to photocopy the masters throughout the book, use, and adapt them to fit your needs.

LEARNER PROFILES

Throughout the book, you will read about the experiences of four learners: Marcella, Sam, Jennifer and Jose and their tutors: Corena, Dave, Shelly and Chris. While the names and descriptions are fictional, the learning situations and experiences are all taken from real tutors and learners. Their backgrounds and stories represent a cross-section of learners and tutors. For the purposes of this book, we created our group to help illustrate different aspects of the learning process. Their stories are scattered throughout the book and complete profiles are located in the last chapter.

GUIDE TO ACTIVITIES

This symbol indicates an activity, and we have numbered them for easy reference. The activities are outlined in steps where appropriate, and words you can use are emphasized in *italics*. We do not take credit for the design or invention of these activities, as they have been used around the country for many years. Because of this, we do not cite any specific source, unless we know for certain the activity originated with them.

ABOUT LITERACY NOW

Literacy NOW is located at the Tacoma Community House, a community based organization in Tacoma that has helped immigrants since 1910. TCH offers employment services, a language bank (translation and interpretation), social services, and a large educational program with classes for 400 ABE and ESL learners.

Literacy NOW has statewide funding from the Office of Adult Literacy and the Refugee and Immigrant Assistance Program.

Started in 1982 as the Tacoma Community House Training Project, Literacy NOW has supported volunteer literacy programs in Washington State with ESL and literacy tutor training, program management consultation, materials development, a statewide directory, and a website with resources for you, including an on-line newsletter.
What is literacy?¹

The Workforce Investment Act of 1998 defines literacy as "an individual's ability to read, write, speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual and in society." This is a broader view of literacy than just an individual's ability to read, the more traditional concept of literacy. As information and technology have increasingly shaped our society, the skills we need to function successfully have gone beyond reading, and literacy has come to include the skills listed in the current definition.

<table>
<thead>
<tr>
<th>Year</th>
<th>CONSIDERED LITERATE IF…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1880’s</td>
<td>you could sign your name</td>
</tr>
<tr>
<td>1930’s</td>
<td>you completed the 4th grade</td>
</tr>
<tr>
<td>1960’s</td>
<td>you completed the 8th grade</td>
</tr>
<tr>
<td>2000</td>
<td>???</td>
</tr>
</tbody>
</table>

How is adult literacy measured?

When literacy was simply a synonym for reading skills, it was typically measured in grade-level equivalents. In other words, an adult's literacy skill was described as equivalent to reading at a grade in the kindergarten-12th grade system.

A more complex, more realistic conception of literacy that emphasizes its uses in adult activities helped create momentum for new forms of literacy measurement. To

¹ Source: National Institute for Literacy website: http://www.nifl.gov

6 Historical Perspectives on Literacy
determine the literacy skills of American adults, the 1992 National Adult Literacy Survey (NALS) used test items that resembled everyday life tasks involving prose, document and quantitative skills. The NALS classified the results into five levels that are now commonly used to describe adults' literacy skills.

**Level 1**: identify the name of a country in a short article; locate one piece of information in a sports article. Some individuals could not perform these types of tasks or could not respond to much of the survey.

**Level 2**: underline the meaning of a term given in a government brochure; locate two features of information in a sports article; interpret instructions from an appliance warranty.

**Level 3**: write a brief letter explaining an error on a credit card bill; read a news article and find a sentence that provides an interpretation of a situation.

**Level 4**: write an explanation of an argument made in a lengthy newspaper article.

**Level 5**: write a summary of two ways that lawyers may challenge prospective jurors.

Almost all adults in Level 1 can read a little but not well enough to fill out an application, read a food label, or read a simple story to a child. Adults in Level 2 usually can perform more complex tasks such as comparing, contrasting, or integrating pieces of information, but usually not higher-level reading and problem-solving skills. Adults in levels 3 through 5 usually can perform the same types of more complex tasks on increasingly lengthy and dense texts and documents.

**How literate is the adult population?**

Very few adults in the US are truly illiterate. Rather, there are many adults with low literacy skills who lack the foundation they need to find and keep decent jobs, support their children's education, and participate actively in civic life.

- 23% of adults were in Level 1 (the lowest level);
- 27% in Level 2;
- 32% in Level 3;
- 17% in Level 4; and
- 3% in Level 5.
Literacy experts believe that adults with skills at Levels 1 and 2 lack a sufficient foundation of basic skills to function successfully in our society.

There are 220 million adults age 16 and over in the United States (U.S. Census Bureau). The National Adult Literacy Survey says that 23% of these adults, or 50 million people, are at the lowest level of literacy. Federal funding for the state grants for adult education program was $575 million in 2002 (NIFL, p.1), which means that $11.50 is spent per adult in need of literacy services.

According to Literacy Volunteers of America, it is estimated that adult reading scores improve approximately one grade level with 35-45 hours of tutoring.

**The changing definitions of literacy**

What is literacy? At first the answer seems simple. Literacy is just the ability to read and write. But when we look at literacy more closely, we find many problems and much disagreement about just who can be called literate.

- Some people define literacy by how many grades a person has completed in school. But many adults graduated from high school without being able to read.

- Often standardized tests similar to the ones given school children are given to adults. The scores are reported as “grade level.” But critics question whether or not these tests really measure how well an adult can use reading and writing to do adult tasks.

- Researchers at the University of Texas developed a set of 65 tasks they believed adults needed to be able to do in order to be “functionally literate” in the United States e.g., reading warnings, writing checks, and addressing envelopes. They tested a large number of people and gave them a score to determine how functionally competent they were. But this test too has been criticized by people who believe the tasks needed to “get along” might be very different for people from various economic and social groups.

- Many people feel that measuring literacy simply by tasks that you can do leaves out hard to measure factors such as feeling better about yourself because you can read and write, and developing an ability to use literacy to think about choices and make decisions.

---

2 From, Many Literacies. Modules for Training Adult Beginning Readers and Tutors. By Marilyn Gillespe and Learners at Read/Write/Now Adult Learning Center Springfield, MA
More recently, definitions of literacy such as the one below have focused more on the need of the learner to make decisions about what literacy means.

To be literate means to be able to fulfill one’s own goals as a family and community member, citizen, worker, and member of churches, clubs and other organizations you choose. This means being able to get information and use it to improve your life, being able to use reading and writing to do the things you decide to do, and being able to use literacy as a tool to solve problems you face in everyday life.

**EQUIPPED FOR THE FUTURE**

Adult literacy learners come to programs with full lives including hopes and dreams. They want to *use* reading and writing to *do* things, to deal with challenges, and to accomplish their dreams. In the past, adult literacy programs have presumed reasons for learners wanting to learn to read better. During this past century, literacy efforts have claimed a variety of purposes: to increase morality, develop patriotism, and boost the economy. None of these took the needs or interests of the learners into account. Historically, literacy education was denied to several groups as a means of regulating their access to information and limiting their participation in the civic life of their community and country. These groups included women, African Americans, and various immigrant groups.

Over the years, in relation to the social and political policies of the day, adult illiterates have been described as diseased, a menace to business and the economy, ignorant, criminal, empty, and hopeless. Adults with low literacy skills were blamed for slums, high crime rates, and a variety of societal ills. Illiteracy was an epidemic we had to eradicate, an enemy we would wage war on, a foe we needed to combat, and a scourge on our nation (Quigley, 1997).

In media campaigns, low literate adults have been portrayed as faceless, empty headed, pathetic, inadequate parents, and dangerous.

---

As a result, instructional practices were based on the idea of rescuing the poor illiterate and making him or her a better human being. Or they were based on the banking method, meaning a teacher or tutor would pour information into the empty head of the learner. Both of these theories came with the best intentions, but all the power and knowledge lay in the teacher or tutor. The learner was never consulted and his motivations, purposes, and life were rarely considered or respected.

In fact, adults bring loads of life experiences, have lots to say, want to participate and be very interactive in their learning...like any of us. In the mid 1990’s, the national perspective shifted. In order to develop a complete picture of literacy learners and their purposes for attending programs, learners were asked why they wanted to learn to read and write better. The National Institute for Literacy surveyed over 1500 adult learners around the country. Adults were asked what they saw as the purposes for learning in an adult literacy program. Their answers fell into four purposes for their learning:

- **Access**

  To gain access to information and resources so they can orient themselves in the world.

- **Voice**

  To be able to express ideas and opinions with the confidence they will be heard and taken into account.

- **Independent Action**

  To solve problems and make decisions on their own, acting independently, as parents, citizens and workers, for the good of their families, their communities and their nation.

- **Bridge to the Future**

  Learning how to learn in order to be prepared to keep up with the world as it changes.
The study found that typically adults used reading and writing in the context of three roles they played in their lives.

In addition, data from the study led researchers to identify sixteen standards. These are broadly drawn descriptors of what adults need to do in order to be successful in their roles and meet their purposes.
CHAPTER 2

THE ADULT LEARNER

Marcella is a 38 year-old married homemaker. She is active in her church, is known for beautiful crochet work, and is raising a nine year-old daughter.

Sam and his wife have three children. They own a successful business, are well known in their community, and love camping and fishing.

Jose works in the local hospital and keeps the books for his uncle’s store. He is fluent in three languages and is a gifted artist.

Jennifer is the mother of two young children. Her family and friends always turn to her for advice or a kind word when they feel down. She has a knack for hair styling and braids hair for all her friends.

Over the past year, each of the people described above has bought a major appliance, each has helped out in his or her community, contributed to the health and well being of his or her family, and each has enrolled in an adult literacy program.
When we talk about the Adult Learner, we are describing all adult learners, not the adult literacy learner alone. What distinguishes adult literacy learners is the content they wish to learn. Other than that, they fit into the following descriptors of any adult who chooses to learn something new.

In this chapter, you’ll learn some characteristics of adult learners and learn how to apply those characteristics to a tutoring session. We’ll explore the learner-tutor relationship and provide some tips for dealing with background differences and the issues they raise.

**Characteristics of Adult Learners Compared with Children**

1. Adults are more realistic. They have lived long and have a different perspective of life. They see life as a set of realities.

2. Adults have had more experiences. They have insights and see relationships not discerned by children. They have a sense of what is likely to work and what is not—a sort of accumulated wisdom.

3. Adults have needs that are more concrete and immediate than those of children. They like to see theory applied to practical problems.

4. Adults are not captive audiences. They attend programs voluntarily, and if interest is lacking, they are inclined to stop attending.

5. Adults are used to being treated as mature persons and resent having teachers talk down to them. They expect respect.

6. Adults enjoy having their talents and information made use of in a teaching situation.

7. Adult groups are likely to be more heterogeneous than youth groups. Differences increase with age and mobility. Therefore, adults come from a wider variety of backgrounds and intelligence levels than youth.

8. Adults through their fifties, and sometimes well beyond that, can learn as well as youths, although because of a slowing up of physical abilities, they may not perform some learning tasks as rapidly as children.

9. Adults are sometimes fatigued when they attend tutoring sessions. They appreciate any teaching devices that add interest and a sense of liveliness i.e., a variety of methods, audio-visual aids, change of pace, and a sense of humor.

---

10. Adults often attend tutoring with a mixed set of motives – educational, social, recreational, and sometimes out of a sense of duty.

Given this, adults learn best when they

- Feel comfortable in the **learning environment**.
- Work at tasks that **allow them to succeed**.
- Engage in learning that fits within the contexts of their limited time and demanding lives.
- Provide **input into the planning** of their own learning goals and processes.
- Have opportunities to **engage in social learning**, such as learning from peers as well as from an instructor.
- Have a **variety of learning options appropriate to their learning styles** (including sensory methods, ways of thinking, and both individual and group learning) and have opportunities to analyze and expand their learning styles.
- Are able to **associate new learning with previous experiences** and to use those experiences while learning.
- Have an opportunity to **apply learning to practical situations** related to their own lives.

**DEVELOPING THE LEARNER – TUTOR RELATIONSHIP**

Whether you are a first time tutor or have experience with teaching, here are some things to keep in mind.

The tutor’s role is

- **To motivate**.

Bringing energy and enthusiasm to each session will help motivate the learner. More than that, helping the learner to understand the connection between any given activity and his purposes, goals, and dreams will help keep him engaged and motivated to learn.

- **To set up the learning environment**.

Does the learner feel recognized and welcomed each time? Does the learner know what to expect? Does the learner have a say in what happens in the lesson? Does the learner choose materials to read and topics for writing? Involving the learner in all aspects of the learning process creates a supportive, interactive learning environment.
To set the tone for learning.

Encourage questioning and interaction. Keep a sense of humor and humanity. Don’t take things personally. As a tutor, your behavior and your responses to events and discussions will guide the learner – telling her what is and isn’t accepted. If you cut off questions or discussion, the learner might feel shut down. If all you do is chat, the learner might lose her sense of purpose for coming. Find a balance, keep to the task at hand, and show the learner her successes.

To monitor the learner’s development.

Is assessment built into every session? Does it inform instruction? Does the learner know the assessment is happening, and is the learner in on planning the assessment activities? Does the learner see and discuss the results? As the tutor, you need to know how the learner is doing in order to provide encouragement and in order to plan instruction. The learner also needs to know how she is doing, and the learner needs to learn how to self-assess.

To identify and use relevant and purposeful materials.

If the learner wants to read bus schedules, are you using bus schedules as reading material? Relevant and purposeful materials are those that directly connect to the learner’s goals and dreams. If all you do is work in a workbook, then a workbook is what will be familiar to the learner. If you use authentic materials, then the learner will develop the familiarity with the real thing and develop the skills and strategies to read the real thing.

To create timely learning experiences connected to what the learner is ready to learn.

The reading and writing lessons you plan should reflect the learner’s progress and goals. Observing the learner’s responses to aspects of the lesson will help you know what to do next. Let the learner be your guide. If the learner asks questions, follow his line of thinking. If the learner experiments with a particular aspect of reading or writing, pay attention; that’s what he is ready to learn. Be flexible, listen to what the learner says, and observe what triggers responses. Be open to surprises; they become teachable moments.

No matter what a tutor does to plan effective instruction, it is the learner who ultimately decides what to take away from the situation. While it might seem that the teaching/learning relationship should be a one-for-one, direct cause and effect relationship, it is not. Learning is a dynamic experience, not a linear one. So many stimuli effect learning that one factor – your lesson - cannot act as the sole stimulus that
triggers learning. Given that, the pressure is off. As a tutor, you provide opportunities for learning, but cannot take on responsibility for all the learning that happens in a learner’s life.

Sam and his tutor Dave recently studied the difference between fact and opinion. During the lesson, Sam read a story that had the word ‘oblivious’ in it. Dave briefly mentioned the meaning and pronunciation of the word and then proceeded with his carefully planned lesson. At the next session, Sam couldn’t recall anything about fact and opinion. Instead he said, “I thought about that word ‘oblivious’ for two days. I looked up the meaning again. Then, this morning, my son was so wrapped up in his computer game he paid no attention to his mother calling him. I looked at my wife and said, ‘He’s oblivious to you.’ She stared at me and we both cracked up.”

Dave thought he was carefully teaching fact and opinion, and what Sam learned immediately was a new word. You just never know. It doesn’t mean Dave’s lesson failed. It means that Sam was ready for that word and it took hold as he needed it.

In addition, learning is a matter of many factors of which the tutoring session is only one. Your voice is only one voice. We receive many other inputs that affect our learning and the timing of our learning. For example, in spite of several years of figuring percents in math classes, I never quite understood them when I needed to in real life. Years later, I had a job in which I had to compile statistics each night. I tried to use my old math learning but again felt stumped. A co-worker wrote down three simple formulas for me and suddenly it all came together. Years after high school math classes, I finally “got it” and was able to apply what I learned.

**SETTING THE TONE**

The first meeting sets the tone for the relationship.

- Smile and introduce yourself, and let the learner introduce herself as well.

- Ask if the learner is comfortable.

- Make adjustments to the environment if necessary.

You will probably have more information about the learner than she will about you. **Share that information with the learner.** Show her the information you were given. Review it for accuracy and as a way to start the conversation. As you review it, talk about yourself. Tell her about your family (children, spouse, and parents), how long you have lived in the area, where you work, and where you went to school. Don’t overwhelm the conversation. Just add one or two facts, equal to those you know about the learner.
By sharing information and letting the learner know what you know about her, you demonstrate an open partnership. If you keep the information you have to yourself, the power in the relationship stays with you.

Possible questions to start a conversation:

- *Tell me about your reading/writing/learning history.*
- *What was school like for you?*
- *What kinds of things do you like to read?*
- *What kinds of things are you good at?*
- *What do you really enjoy doing?*
- *What did you like about school? What didn’t you like?*

**Activities for the First Meeting**

**Names:** Learners and tutor write about or discuss their names. *How did you get your name? Do you have nicknames? Where did they come from? What do you like and not like about your name?*

**Hopes and Fears** (this is better for a small group): Divide participants into pairs. Discuss *what you hope to get out of the program and tell each other your fears about coming to class.* Later, come back into the large group and share hopes and fears.

**Yesterday, Today and Tomorrow:** Student and tutor interview each other or in a small group, students interview each other. *What is one thing you did in your past, one thing you are doing right now, and one thing you hope to do in the future?* These answers don’t have to do with reading and writing. Encourage learners to talk about their hobbies, families, or other things that give them a feeling of accomplishment.

**My Personal Shield:** *Draw a round shield divided into four parts. In each part, make a picture to represent: 1. The best time I ever had. 2. My greatest accomplishment. 3. My most prized possession. 4. Something I would like to happen.* Discuss.
ISSUES OF CULTURE AND CLASS

Backgrounds, cultures, ages, economic situations, race, and religion all play roles in how we relate to others. In a learner-tutor relationship, they play roles as well. Read these scenarios. What do you think is going on? What elements are at play?

Jennifer’s tutor Shelly is much older than Jennifer. She is concerned about all the slang Jennifer uses. She offers Jennifer other ways to say things and is mindful about being gentle in her corrections. Jennifer feels put down by this. She talks the way her family talks and the way her friends talk. During one session she got so mad that she said, “Whatever,” and kept quiet the whole time. Then she said she had to leave early. Shelly thinks Jennifer has a bad attitude. She doesn’t understand why Jennifer gets so moody. Jennifer just wants to read and write well enough to get her GED.

Marcella takes the bus to the tutoring session and, because of this, is often late for tutoring sessions. She knows the timing is out of her control and doesn’t worry about it. Her tutor Corena is bothered that Marcella never apologizes for being late. Corena works hard all day and moved several things around in her busy schedule to get to the session on time. Marcella wonders why Corena is sometimes short tempered with her. She thinks she isn’t learning fast enough to please her. She considers asking for another tutor or dropping out.

Jose works at the hospital and helps out at his family’s store. He works very hard during tutoring sessions, but often he doesn’t do homework. He is eager to please his tutor Chris, who seems to make great efforts to make the lessons interesting and creates fun assignments, but he works long hours and his obligations to his family come first. Chris feels disappointed that Jose isn’t doing the assignments, especially after he asked for them. She thinks Jose would progress much faster if he did the homework. She isn’t sure what to do.

Sam is a heavy smoker. He’s also a very kinesthetic person. He gets restless and easily bored with sitting. His tutor Dave is a student in graduate school. He does research and reads for hours at a time. They like each other and share a love of baseball and fishing. Dave, however, is getting annoyed that Sam takes frequent breaks. He says he’s going to the bathroom, but he’s gone for 10 minutes at a time. Sam always has a smoke when he takes bathroom breaks. It’s been a habit of his for 20 years. Dave doesn’t know this and thinks Sam is ducking out and wasting time. Once he got tired of waiting and started packing up his stuff to go home. Sam was startled when he saw this, but he figured the guy had somewhere important to go. He didn’t feel it was his place to ask, so he said, “Well, I’ll see you next week,” and went home early himself. The next meeting was very edgy and Sam didn’t know why.
Unattended to, each of these tensions could lead to the end of the learner-tutor match and perhaps to the end of education for the learner. If, however, the pair understood each other’s needs and perspectives, their relationship could deepen and the trust needed for effective learning could strengthen.

So much is written about understanding differences and the Resources chapter has some useful references. One method for diffusing difficulties is called the D.I.E. 5 method.

**Describe** – First, recount the incident objectively sticking only to the facts. Take the time to closely examine what happened and what was said.

**Interpret** – Next, try to come up with as many explanations of the incident as possible. The key to this step is getting beyond your immediate perspective and being open-minded. Realize that your first and most obvious interpretations are likely to be limited to your own cultural experience and expectations, and may do little to explain the behavior of someone whose culture or background is different from yours.

**Evaluate** – Finally, notice that your reaction might change as you realize the range of possible interpretations.

Here are some possible solutions to the conflicts in our earlier scenarios. What else could the pairs have done?

Jennifer and Shelly had a discussion about setting boundaries for their tutoring relationship. What is Shelly’s role? What does Jennifer think it is? Defining the role more concretely prevented overstepping into touchy terrain. Shelly’s role was defined as working on reading and writing skills, not as correcting Jennifer’s way of speaking. Having that boundary helps the pair focus on the tasks that are most important to Jennifer.

Dave and Sam talked about Sam’s need to get up during the tutoring session. A kinesthetic learner needs to move around. Dave’s style is different. It’s easier for a teacher to teach in his or her learning style. The coordinator helped Dave find some more tactile strategies that might help keep Sam engaged for longer periods of time so he would take fewer breaks.

Corena and Marcella changed the tutoring time to start 15 minutes later. If the bus comes on time, Marcella can use the time to work on homework, write in her journal or

---

3 D.I.E. Concept credited to Milton and Janet Bennett
talk with other students or read silently. This change eased Corena’s time issues as well.

Once Chris realized that Jose would never be able to do homework on a consistent basis, she stopped giving him assignments with the expectation they’d be done between sessions. Instead they set aside the final 15 minutes of a session for Jose to work on assignments. In addition, Chris creates little packets for Jose that don’t have a deadline but can be done as reinforcement at any time.

In each of these cases, we move away from who is right and who is wrong. Instead, we are looking for simple solutions to issues in tutoring and learning. Clearly the background, habits, and cultures are different, and so the perspectives are different. The point is to find a way to negotiate the issue – need for breaks, bus schedules, work and family life, personal language - not to make one person change.

Here are some other common issues that creep up in tutor-learner relationships and some ideas about how to address them.

**What if these situations arise?**

- *The learner brings her 5 year-old to the session.*
- *The learner doesn’t show up for several sessions, and then three weeks later, I get a call from the center saying he is there for the session.*

In these situations, the program should have guidelines for the tutor and learner to follow. If the program doesn’t have written guidelines, the coordinator can help the tutor and learner create a solution to address the problem. In the first situation, the center might have liability issues about having young children on the premises. The learner and tutor need to be aware of any legal restrictions.

In the second situation, understanding the learner’s reasons for being away and creating a plan for contacting the learning center or the tutor could help. Many people routinely take time off depending on their holidays or vacations. Clearly outlining ways to communicate about this will avoid frustration and confusion.
✧ *The learner tells me her husband hits her sometimes.*

✧ *The learner is about to be evicted.*

In both instances, the tutor should direct her concerns to the program coordinator. In the first example, the coordinator will know what reporting laws apply to the situation. In both situations, the coordinator will be able to direct the learner to helpful resources. The tutor should not act as a social worker, but can express concern and can connect the learner with the coordinator.

✧ *The learner tells me about her religion and asks me about mine.*

✧ *The learner says negative and derogatory things about people of another culture, gender, sexual preference. What if I’m a member of that group?*

How do you respect differences, especially if the differences are between the two of you? In some cases, this conversation is a sign of trust – strange as that might seem. It is natural for learners and tutors to bond and want to share parts of their lives with each other. How much you wish to share about yourself is up to you. However, clear boundaries about personal issues can be very helpful. Because the tutor has so much power in the relationship, setting boundaries can be even trickier. Honesty is always a good place to start.

Words like, “You sound very committed to your religion. Are there materials about it that you’d like to read? Would you like to write about it?” can refocus the conversation back to learning.

In the second situation, again, how much you disclose is up to you. Your role isn’t to change the learners’ beliefs, but to teach them to read and write. However, you don’t have to tolerate derogatory comments. It might be appropriate to discuss how that makes you feel uncomfortable and together create some boundaries about topics for discussion. If you feel too uncomfortable, speak with the coordinator.

✧ *The learner asks me if he can borrow some money.*

Discuss boundaries in regards to money. Lending money is not your role. That kind act can become a reason a learner disappears from tutoring – if they can’t pay it back they might feel ashamed or embarrassed. If they are in financial dire straights, refer them to the coordinator who might know of resources to help them with their problem. If they simply need bus fare or money for a soda, perhaps the center has a fund for this purpose.
The learner falls asleep during the session on a regular basis.

Dozing off could be a symptom of too little sleep or of a medical problem. Discuss this with the learner. Does the learner need to change the time of the session to accommodate her schedule so she can get enough sleep? If it is a medical condition, talk with the coordinator about possible accommodations.

The learner’s breath smells like alcohol.

The learner makes sexual advances towards me.

This is another time to talk with the coordinator. She can help address the situation. If you feel uncomfortable with the learner, it might be better to change. Again, the program should have clearly written guidelines about behavior for all program participants.

5 WAYS TO DEVELOP UNDERSTANDING OF YOUR LEARNER’S LIFE AND CULTURE

If you and your learner do not share backgrounds, you might try the following activities. They will provide tutors with a general idea of what conditions are like in the lives of learners.

1. Ask what music or radio station they listen to and listen to it for 30 minutes a day for a week.
2. Take a bus ride or walk through their neighborhood.
3. Attend services at their place of worship.
4. Check the newspapers to see what the lowest going rate is for a two-bedroom apartment in their area.
5. Read local weekly newspapers from their neighborhood.
Chris likes to talk when she is tutoring Jose. She is articulate and explains everything very well. She also tends to hum under her breath. Jose listens patiently to her, but misses most of what she says. When she physically gives him a book to read or a written activity to practice, he takes it quickly and understands the information well. His eagerness and quick attention pleases Chris and she often hums while he works. This distracts Jose and he gets confused and stops for a minute. Chris is quick to start talking, explaining again. All Jose wants is some quiet time to read the assignment and do the work.

We learn in different ways. Some of us like to have music playing while others need complete quiet. Some learners can read and easily comprehend ideas, others need to talk information through, and others need to demonstrate or see something done. Knowing the learner’s learning style will help you design lessons that best support his learning. Commonly, tutors (and teachers) instruct in the style that is most comfortable for them. This is easiest for the tutor, but not helpful for the learner if the styles don’t match. If Chris (above) knew Jose’s learning style, she would know that too much talking didn’t help him and that the humming would distract him.

Several models exist to describe how we learn. In the Resources chapter you will find suggestions for further reading about learning styles. For the purposes of this book, we are going to look at three categories of learning styles:

- **Auditory** – Learns through hearing and talking.
- **Visual** – Learns through seeing, watching and reading.
- **Kinesthetic/Tactile** – Learns by doing, watching, and touching.

Other factors contribute to support learning i.e., amount of light and noise, opportunities for breaks, and visuals in the room.
To create the most useful learning environment, ask the learner:

- Do you like quiet or music when you read or write?
- Do you like lots of light?
- Do you like dimmer lights?
- What kind of space do you need around you?

If you are tutoring at a center, radically changing the environment might be difficult. However, you can make small changes to help. For example, request a quiet corner, or put the learner’s seat away from the light.

In this chapter, you will find two learning style assessments. The Learning Styles Observation Checklist will be useful for beginning readers who might find the language of the Learning Styles Preference Checklist too difficult.

**TYPES OF LEARNERS**

<table>
<thead>
<tr>
<th>The Auditory Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observations</strong></td>
</tr>
<tr>
<td>Talkative</td>
</tr>
<tr>
<td>Poor handwriting, poor visual memory</td>
</tr>
<tr>
<td>Remembers spoken words, memorizes well, knows lyrics, rhythms to music</td>
</tr>
<tr>
<td>Appears brighter than tests indicate</td>
</tr>
<tr>
<td>Poor space perception</td>
</tr>
<tr>
<td>Poor time perceptions</td>
</tr>
</tbody>
</table>
## The Visual Learner

<table>
<thead>
<tr>
<th>Observations:</th>
<th>Teaching Methods:</th>
<th>Teaching Adjustments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learns better when shown rather than told</td>
<td>Give visual demonstrations</td>
<td>Eliminate visual distractions</td>
</tr>
<tr>
<td>Watches face during contact</td>
<td>Use cards and charts, maps, color coding, etc.</td>
<td>Use lines, boxes, shading to emphasize points</td>
</tr>
<tr>
<td>Looks at books and pictures</td>
<td>Teach diacritical marks</td>
<td>Teach highlighting of important points</td>
</tr>
<tr>
<td>Finds lost things</td>
<td>Use rulers, numbered lines</td>
<td>Teach one step at a time</td>
</tr>
<tr>
<td>Notices details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draws reasonably well</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely talks in class, uses minimal words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May reproduce language sounds poorly, has difficulty learning second language</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## The Tactile/Kinesthetic Learner

<table>
<thead>
<tr>
<th>Observations:</th>
<th>Teaching Methods:</th>
<th>Teaching Adjustments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often active or hyperactive</td>
<td>Use rulers or other objects to teach arithmetic</td>
<td>Use pictures whenever possible</td>
</tr>
<tr>
<td>Wants to touch and feel</td>
<td>Use aids such as felt markers, tracing papers</td>
<td>Use multi-presentation approaches</td>
</tr>
<tr>
<td>Well coordinated</td>
<td>Use concrete manipulative teaching aids</td>
<td>Plan time for movement, breaks, etc.</td>
</tr>
<tr>
<td>Likes to assemble and disassemble objects</td>
<td>Role play</td>
<td></td>
</tr>
<tr>
<td>Writes things down</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses concrete objects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learns by doing, exploring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulty with abstract concepts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often an underachiever</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Styles Observation Checklist

Check the statements that most often describe your learner.

_____ 1. He is very attentive and requires a great deal of eye contact.
_____ 2. He uses his imagination and can visualize well.
_____ 3. He often stares at things.
_____ 4. He loses concentration when you’ve been lecturing.
_____ 5. He wants to study the pictures and diagrams in reading materials.
_____ 6. He often says, “I see...” to indicate understanding.
_____ 7. He does not like to do business or have lengthy conversations on the phone.
_____ 8. He enjoys audio taped lessons.
_____ 9. He is not distracted by, and likes, background music when reading or studying.
_____10. He sometimes hums or talks to himself while working.
_____11. He needs instructions repeated in order to remember.
_____12. He has good recall of verbal directions/can repeat verbatim.
_____13. He indicates understanding by saying, “I hear you” or “It sounds to me like.”
_____14. He likes to carry on long conversations.
_____15. He likes to take notes, learns well by tracing words and letters, and likes puzzles and other hands-on materials?
_____16. He enjoys handiwork e.g., painting, knitting, and drawing.
_____17. He fidgets, taps his foot, drums his fingers, doodles or plays with rubber bands, paper clips.
_____18. He does not want to sit and listen or watch; he does want to be physically involved and often gets up and moves around.
_____19. He uses hands and motions while talking.
_____20. He physically moves to rhythm and music.
_____21. He needs to touch, move, or feel objects. He often moves his finger along the line of text while reading.
HOW TO SCORE THE RESULTS OF THE LEARNING STYLES OBSERVATION CHECKLIST:

More responses between 1 and 7 show a preference for a Visual learning style.
For example, the visual learner would refer to a map in order to reach a destination.

More responses between 8 and 14 show a preference for an Auditory learning style.
The auditory learner would listen to the directions. They might repeat them to themselves, take in one or two key words, and hear them in their heads as they make their way.

More responses between 15 and 21 show a preference for a Tactile/Kinesthetic learning style. They need to hit the road, so to speak. Walking the path, sitting at the computer, or touching the bicycle, the kinesthetic learner learns by doing.
LEARNING STYLES PREFERENCE CHECKLIST

How do you learn best? Similar to fingerprints, each person’s learning style is different. Read each sentence carefully and consider whether it applies to you. On the line, write a 3 if it often applies, 2 if it sometimes applies, and a 1 if it never, or almost never applies.

<table>
<thead>
<tr>
<th>Preferred Style #1</th>
<th>3=Often applies</th>
<th>2=Sometimes applies</th>
<th>1=Never, or almost never applies</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ 1. I enjoy doodling and even my notes have lots of pictures, arrows, etc. in them.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ 2. I remember something better if I write it down.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ 3. When trying to remember a telephone number, or something new like that, it helps me to get a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>picture of it in my head.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ 4. When taking a test, I can “see” the textbook page and the correct answer on it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ 5. Unless I write down directions, I am likely to get lost.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ 6. It helps me to LOOK at a person speaking; it keeps me focused.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ 7. I can clearly picture things in my head.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ 8. It’s hard for me to understand what a person is saying when there is background noise.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ 9. It’s difficult for me to understand a joke when I hear it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ 10. It’s easier for me to get work done in a quiet place.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Style #1 Total: __________ Points

Preferred Style #2

| __ 1. When reading, I listen to the words in my head or read aloud.                                   |                 |                     |                                 |
| ____ 2. To memorize something, it helps me to say it over and over to myself.                          |                 |                     |                                 |
| ____ 3. I need to discuss things to understand them.                                                  |                 |                     |                                 |
| ____ 4. I don’t need to take notes in class.                                                          |                 |                     |                                 |
| ____ 5. I remember what people have said better than what they were wearing.                           |                 |                     |                                 |
| ____ 6. I like to record things and listen to the tapes.                                               |                 |                     |                                 |
| ____ 7. I’d rather hear a lecture on something rather than have to read it in a textbook.            |                 |                     |                                 |
| ____ 8. I can easily follow a speaker even though my head is down on the desk or I’m staring out the window. |                 |                     |                                 |
| ____ 9. I talk to myself when I’m problem solving or writing.                                         |                 |                     |                                 |

6 From: Lynn O’Brien, Specific Diagnostics, Inc., Rockville, MD 1985
10. I prefer to have someone tell me how to do something rather than have to read the directions myself.

Style #2 Total: ___________ Points

Preferred Style #3

1. I don’t like to read or listen to directions; I’d rather just start doing.
2. I learn best when I am shown how to do something and then have the opportunity to do it.
3. I can study better when music is playing.
5. My desk and/or workspace looks disorganized.
6. I need frequent breaks while studying.
7. I take notes but never go back and read them.
8. I do not become easily lost, even in strange surroundings.
9. I think better when I have the freedom to move around; studying at a desk is not for me.
10. When I can’t think of a specific word, I’ll use my hand a lot and call something a “what-cha- ma-call-it” or a “thing-a-ma-jig.”

Style #3 Total: ___________ Points

What Is Your Learning Style?

Fill in the graph to match your total points for each style. For example, if you have 23 points for Style #1, draw a line across the first column (Style #1 Visual) between 20 and 25 and color in the area below the line. Do the same for the other two styles.

What does your graph show about your learning style?
**Recommendations for Visual Learners**

- Make charts, graphs, or tables.
- Take detailed notes and leave space around them for additional thoughts.
- Highlight important information.
- Draw a story before you write it.
- Ask instructors to repeat what they say.
- Sit in the front of the classroom.
- Ask questions, contribute ideas.
- Work in a quiet place.
- Think on paper.
- Work on your own
- Write material over and over to memorize

**Recommendations for Auditory Learners**

- Talk to yourself – think out loud.
- Read aloud when proofreading.
- Use a tape recorder to record your ideas before you write them.
- Discuss ideas with others.
- Work in a group.
- Recite in order to memorize.
- Sit to the back or side of classroom.
- Listen to books on tape.

**Recommendations for Kinesthetic Learners**

- Stand or pace while memorizing.
- Stretch or move around every 20 minutes or so.
- Chew gum or eat crunchy food while reading or writing.
- Highlight reading – use color.
- Vary activities – move between physical and sedentary.
- Play music or the radio in the background.
- Skim long text before reading the whole thing.
LEARNING MODES AND TECHNIQUES

The following is a summary of a number of studies done on the effects of different teaching modes and techniques on the retention of information by mature learners.

Learners were found to have the ability to retain:
- 10% of what they read
- 20% of what they heard
- 30% of what they saw
- 50% of what they saw and heard
- 70% of what they heard themselves say as they talked
- 90% of what they heard themselves say as they were doing a thing

Methods of instruction and the ability to recall

<table>
<thead>
<tr>
<th>Method</th>
<th>Recall in 3 hours</th>
<th>Recall in 3 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telling about only</td>
<td>70%</td>
<td>10%</td>
</tr>
<tr>
<td>Showing only</td>
<td>22%</td>
<td>20%</td>
</tr>
<tr>
<td>Telling and Showing</td>
<td>85%</td>
<td>65%</td>
</tr>
</tbody>
</table>

Senses through which we learn basic knowledge
- 83% Seeing
- 11% Hearing
- 3.5% Touching
- 1.5% Smelling
- 1% Tasting
When given the opportunity to talk about their hopes for the future, their interests, passions, and dreams as a child, adults will reveal a lot about themselves. Taking the time to discover the learner’s individual answers will give you the context you need to begin teaching. Together with the learner, identify different purposes for literacy that could relate to her responses. Knowing the learner’s reasons for reading and writing better helps set the framework for tutoring sessions.

Jennifer really wants to learn about her heritage. Her family comes from Sonora, Mexico. Shelly knows how important this is to Jennifer. They were using the computer during one session, and Shelly suggested they search the Internet for information about Sonora. She taught Jennifer how to search, and soon they found dozens of interesting articles to download and use for reading lessons. Then, they got maps of Mexico to locate the cities in which Jennifer’s relatives lived and to use as a reference for the names of places in the readings. Shelly found that by looking at one of Jennifer’s interests, dozens of useful, purposeful lessons could be created that taught Jennifer the skills she needed at her level.

On the following pages are several tools useful in determining the learner’s interests and one chart that is useful in transforming them into teaching content when planning lessons.
DREAMS AND PURPOSES

Name: _____________________________________ Date:________________

1. What do you want to do with reading that you can’t do now?

2. When you were a kid, what were your dreams for the future? What did you want to be? What did you want to do?

3. What are your dreams for the future now? What would you like to be able to do?

4. How might reading and writing fit into the picture?

5. What do you want to be able to read that you can’t read now?

6. What do you want to be able to write that you can’t write now?
7. What have you always wanted to know more about? This could be a place, a time in history, an idea, a “why” question, a “how things work” question, etc.

8. Where have you always wanted to go? Why?

9. What would be your ideal way to spend a day if you could read and write everything?

10. What would you like to read and write related to your work life?

11. What would you like to read and write related to your family/home life?

12. What would you like to read and write related to your community life?
READING AND WRITING PURPOSES

How do you already use reading in your life?
Home
Family
Community
Work
Fun
Other

How would you like to use reading in your life?
Home
Family
Community
Work
Fun
Other
How do you already use writing in your life?
Home

Family

Community

Work

Fun

Other

How would you like to use writing in your life?
Home

Family

Community

Work

Fun

Other
## Check for Yourself

### Reading

<table>
<thead>
<tr>
<th>Activity</th>
<th>Always</th>
<th>Sometimes</th>
<th>Rarely/Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I read the newspaper</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I read flyers and memos at work</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I read to my children</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I read religious books</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I read fiction</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I read magazines</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I read menus</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I read instructional manuals</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I read bills</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I read newspaper ads</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

The two things I most want to read are ____________________________________

### Writing

<table>
<thead>
<tr>
<th>Activity</th>
<th>Always</th>
<th>Sometimes</th>
<th>Rarely/Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I write letters to friends or relatives</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I write notes to my family</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I write in a journal</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I write business letters</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I write messages at work</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I write by hand</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I write on the computer</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I write my resume</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I write checks</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I write reports at work</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I write shopping lists</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

The two things I would most like to write are: ____________________________________
### Planning with Dreams/Interests/Goals

#### Dreams/Interests/Goals

Something the learner wants to be able to do.

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Skills</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>A mini-goal within the</td>
<td>What type of skills does the learner need</td>
<td>Why does the learner want to be able to</td>
</tr>
<tr>
<td>bigger picture. What does</td>
<td>in order to do the task?</td>
<td>do this?</td>
</tr>
<tr>
<td>the learner need to do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in order to reach her</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dream?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Materials

What authentic materials can be used for reading and writing lessons? What materials can help develop the skills?

#### Activities

What activities will help the learner read and understand the materials and be able to do the writing tasks?

---

38  Purposes and Dreams
“What’s this word?” Marcella asked Corena. “What do you think it is?” Corena said encouragingly. “I don’t know. That’s why I’m asking.” “It’s ‘space’,” said Corena. “Do you want to add that to your sight words?” “Can we work on that later?” asked Marcella. “I want to learn that word, but I want to keep reading this story. It’s good.”

Reading is a process that is more than sounding out words or knowing all the words and their meanings. Reading is a process of prediction, selection, confirmation, and self-correction. It involves the reader, his background knowledge and his purpose for reading, along with his knowledge of language and the context in which the reading takes place.

Teaching reading means more than simply teaching sounds of letters and sight words. These are strategies that help the reader to recognize the words, but they don’t always help the reader make meaning out of what he reads.

Teaching reading requires teaching readers how to use background knowledge (what they already know about a topic), how to decode (sound words out and know which recognition strategy to use), how to interact with the text (ask questions, monitor understanding), and how to use their purpose for reading to determine how to read (silently, aloud, skimming, scanning, and taking notes).
The act of reading is an act of making meaning out of text. Whether it is a junk mail circular or a biography of Abraham Lincoln, the reader builds meaning through drawing on prior knowledge and experience and through interacting with the text.

**FLUENCY**

Good readers are also fluent readers. They know how to read the rhythms of the text; they read punctuation and read quickly, emphasizing the right words. New readers lack fluency. They often read one word at a time, stopping to pronounce each word, stumbling over punctuation. Hearing good readers read helps develop fluency as does reading along with good readers. Keep this in mind when you choose methods for reading text.

**WAYS TO READ**

Choose a method for reading that will support the learner, his needs and purposes. If the learner is reading for pleasure and reading material on the independent level, sustained silent reading will be useful. To help develop fluency, the learner could listen to a book on tape and read along. Following are several methods, suggested uses and purposes.

**TUTOR READING OUT LOUD TO STUDENT**

A high school English teacher once told me that the best way to read was to be read to by a good reader while following along in the book. This method helps the reader hear fluency, intonation, and the cadences of sentences as she sees the words in print.

**STUDENT READING ALOUD TO TUTOR**

Tutors often use this method, thinking they can best monitor the learner’s reading – particularly her word recognition – if the reader is reading aloud. This can be useful, but we have some suggestions. It is easy to jump in when a reader stumbles over a word she doesn’t know or says the wrong word, and correct or supply the word. While that might take care of the short term, it doesn’t help the reader develop the inner
critical listening skills that help the reader know if the text is making sense or not. Try this instead:

Use a text that is in the reader’s independent reading level (see page 53).

Review the decoding strategies the reader knows prior to reading.

While the learner is reading, the tutor listens, without a copy of the text. Let the reader read and monitor how he corrects his own mistakes. The reader only reads a short passage or paragraph at a time. If the reader comes to a word he doesn’t know at all, ask him to skip it and continue.

Wait until the reader comes to the end of the passage and discuss it. If the reader is making errors by substituting words that make sense or if he misreads and self-corrects, he is doing what most readers do when they read aloud and it doesn’t need to be addressed. If the reader is making errors in meaning and isn’t catching them, the tutor can say, “I’m not sure I understand that part,” or “Can you clarify this for me? It didn’t make sense.” This will teach the reader that the words together need to make sense. The reader can re-read the sentence, and if needed, you can supply the word. Then, you could teach the word in a mini-lesson using the appropriate strategy (see Chapter 7).

LISTENING TO TAPES

Many programs have books from their collections on tapes. This is another way to listen to cadence and intonation. Learners can listen to a page or a chapter first as a way to get used to the sense of the story and the author’s language. Then, rewind and read along with the tape as a way to practice fluency. They should go through the entire book this way, listening and then reading along. They could read a chapter several times until they are comfortable that they understand it well and then move on.

Tutors often record books or other reading material for the learner. Check with your program coordinator for blank tapes and tape recorders. Practice the mechanics of using the tape recorder with the students so they can do it at home without help.

Listening to books on tape is a good activity that learners can do if they arrive early for a lesson.

SUSTAINED SILENT READING

Reading silently for sustained periods of time is the way most readers read. Typically we don’t read out loud unless we are reading a specific passage we want to share, reading a poem or play, or reading formal material such as in a religious setting. Reading silently for a sustained period of time builds up a learner’s capacity to interact with text. With very beginning readers, start with small chunks like a paragraph or two; then slowly increase the amount of text read during that time.
CHORAL READING OR DUET READING

Choral or duet reading is a way for a pair or group of readers to develop fluency in reading without feeling vulnerable. The duet can be the student and tutor together or two learners, and choral reading can be done by a small group or by a class. This is especially good for difficult reading material. Because they are reading together, this method helps readers move beyond staying stuck on individual letters or words to reading ideas.

READING COMPREHENSION

DEFINING A PURPOSE FOR READING: PRE-READING ACTIVITIES

As a child, did you ever reach for a cup of water only to find after a sip that it was milk? It’s a jarring experience, because the milk does not taste like milk. It tastes just awful, until you tell yourself that it’s only milk and you take another sip. Amazingly, once your mouth is set for the right liquid, what’s in the cup turns back into normal sweet milk. Believe it or not, reading is very similar. We need to have our mouths set for the right sort of thing or our minds just won’t let us perceive it accurately.

If learners are going to make good use of their brains and their life experiences, they need to know the context in which they are operating. They need to know which memory files to open up and in which categories to begin thinking. Teachers provide this context at the start of a reading lesson by doing several things:

First, prepare: Read the selection yourself. Ask yourself:

- What is the author’s message?
- What is the central idea that the learner needs to take away from the reading?
- What words or concepts might give this learner difficulty?

Design activities that will make those concepts accessible.

---

7 From Discovery and Respect A Handbook for Learner-directed Group Learning by Mallory Clarke, Goodwill Literacy, Seattle, WA 1991
Second, activate prior knowledge/learning:

Begin a discussion on the topic that will be covered in the reading. Most literacy learners have highly developed verbal abilities and talking is almost always a good place to begin any lesson. Begin the discussion by asking questions that will elicit the learner's own experiences or ideas on the topic. The best pre-reading discussions are ones that remind the learners what they know about the ideas. In some cases learners will have had no prior experience with the topic of the reading. In this instance, you will need to provide some background information or vocabulary in order to make the reading more accessible.

A useful activity for activating prior learning is to predict the context of the reading from the title, illustrations, subheadings, and whatever other clues are available at a glance. Many predictions will not be accurate - yours included. (Think of all the books you've read that weren't about what you'd thought they'd be about.) That is the nature of predicting the unknown.

Third, establish a purpose for reading. With authentic materials, such as a job application, the purpose could be to develop familiarity with the format and vocabulary. Then, filling out an application becomes easy and changes in applications aren't daunting. With books or articles, ask learners what they think they will find out by reading, or what they want to find out based on their predictions. Teach learners to write questions as they come up and before they start reading.

**EXAMINING THE RESULTS OF READING: COMPREHENSION ACTIVITIES**

Creating questions

One of the most common ways to help readers better understand what they read is to ask them questions afterwards. Unfortunately, in practice the greater part of those questions ask for merely factual detail. Factual questions aren't the most important, but they're certainly not useless questions. They help people remember details, but many people have to take notes if they want to remember anything incidental or concrete. Factual questions are only one level of understanding. Along with factual understanding, readings can be understood on interpretive and critical/creative levels.
Answers to **factual questions**, though not always easy to remember, are usually easy to find. The answer is on the page. Some examples of factual questions include: *What color was the river? What time does the train leave? What is the main character's name?*

Teach your learner that these are factual questions and that the answers are always in the text. Ask them to show in the text where they found the answer. This practice will help them correct the incorrect answers.

The answers to **interpretive questions** are harder. Usually, you must combine some information found on the page with some information in your head. You might have to use some information found in one place on the page in combination with some information found in another. These questions require deductive reasoning. The reader uses pieces of information from the text and from her own knowledge to answer the question. Interpretive questions are: What time did they get home? (If they came home right after watching the sunset, it must have been evening.) How old was the uncle? (If he is two years older than his sister and she is thirty, then he is thirty-two.)

Teach learners to identify interpretive questions. After they answer, ask learners to explain the thinking that got them to the answer. When learners have trouble coming up with accurate interpretive answers, their reasoning will help you see where they took a wrong turn. Walk the learner through a more effective set of reasoning strategies. Model your own reasoning to find the answer.

**Critical/creative questions** are both the easiest and the most challenging. The answer comes from inside the head. These questions require a lot of thinking and decision-making. Rather than being correct or incorrect, answers tend to be a matter of opinion. Some examples are: What do you think the main character should have done? What are the biases of this author? Does this information in this essay match your experiences in this kind of situation?

The types of questions asked will also be based on the purpose for reading and the type of material used. It may seem that reading a bus schedule can only elicit factual responses, but what if you presented a scenario about a real bus schedule situation? Examples could include:

- Is this schedule always consistent with your experience? From your experience, does the bus always come at the times on the bus schedule?
- What things can happen to make the bus late or early?
- In order to get to the corner of State and Main by noon on Tuesday, which bus would you need to take and what time would you take it?
In order to use these ideas to help learners comprehend better what they read, have them practice identifying the types of questions you have written for simple reading passages. Then, have the learners write their own factual, interpretive and critical-creative questions to ask you and each other.

<table>
<thead>
<tr>
<th>Factual Questions</th>
<th>Interpretive Questions</th>
<th>Critical/Creative Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>◇ What</td>
<td>◇ Why</td>
<td>◇ What if</td>
</tr>
<tr>
<td>◇ When</td>
<td>◇ Compare</td>
<td>◇ What feelings</td>
</tr>
<tr>
<td>◇ Who</td>
<td>◇ Contrast</td>
<td>◇ How else</td>
</tr>
<tr>
<td>◇ Where</td>
<td>◇ Predict</td>
<td>◇ What do you think about</td>
</tr>
<tr>
<td>◇ Which</td>
<td>◇ Which part</td>
<td></td>
</tr>
</tbody>
</table>

Actual information that can be found in the text is used to back up the interpretation.

Interaction between learner's lives and text create answers. Perhaps no single “right” answer.

- How much should I use?
- What would happen if I mixed it with ammonia?
- It says ok for woodwork. Can I use it on my table?
**COMPREHENSION ACTIVITIES**

The following strategies will help develop the learners’ comprehension by increasing their interaction with the text and developing their use of background knowledge and strengthening their analytical skills.

**CRITICAL THINKING CHART**

1. Read the selection with the learners and then model filling in the boxes on the chart. Talk in detail about what you’re thinking. Narrate any problems you run into, talking them through to the solutions.

2. After a few reading/modeling sessions with different reading selections, lead the learners in deciding what should be written in each section of the chart as you write it.

3. When the learners have mastered step two, lead the learners to fill in the boxes on their own papers. Have the learners report and discuss each section before moving to the next. If the learners are very beginning readers or writers, you can continue acting as the reader and recorder but begin to shift all the responsibility for deciding what should be written to the learners.

4. Eventually, have the learners fill in the charts themselves, only calling on you when they are stuck and need help. Work with the charts for several months before withdrawing them, but reintroduce them if the learners show signs of losing the skills. The learners will want to be independent of the chart in the end.
## CRITICAL THINKING CHART

### Important Events – Points or Steps

### Main Idea or Lesson

### Other Viewpoints or Opinions

### Reader’s Ideas or Opinions

### Importance to Today
THINKING ABOUT LITERATURE

The Thinking About Literature Chart has the same format as the Critical Thinking Chart, but the headings change:

MAIN Character

Character Clues: What is the main character like?

Reactions: How does the main character react or feel about the important events in the story?

Problems: Name the problems or conflicts. Circle the main problem.

Attempts: How do the characters try to solve the problems?

Resolutions: How does the main problem get solved? Or, is it left unsolved?

Theme: What is the author trying to say?
Making predictions will help the learner prepare her mind for what’s to come. This practice increases comprehension because it calls up the “schema” or learners' understanding of what they might encounter in the text. Learners can respond to the prompts in writing or through a discussion.

Pre-reading prompts:

◊ Based on the title, what do you think this selection will be about?

◊ What do you know about? What experience do you have with this topic?

◊ What types of people / ideas / places do you think will be in this selection?

◊ Read first paragraph (or two). Now what are your thoughts? What new predictions will you make?
Using stick-on notes is a tactile way to respond to reading. As the learner reads the selection, she writes questions and reactions on the notes and sticks them to the margins of the page. After reading, the learner can share her comments or pose questions. Writing on stick-on notes helps the learner recall questions and remember information and impressions when reading a longer text.

**Double Entry Journals**

Another way to slow down reading and develop the practice of interacting with text is through double entry journals. Divide notebook paper into two columns. The first column is titled *Author’s words and page number*. The second column is titled *Reader’s responses, questions, and thoughts*.

During the reading when the learner comes to words or ideas about which he has a comment or question, he writes the author’s words and the page # in column one and the question or comment in column two.
Responsive writing helps strengthen the learners’ connection to ideas or characters or events in the selection. Learners can write responses on their own, in pairs or small groups or create a Language Experience story (page 60).

Response prompts:

- Write a letter of advice to the main character or one of the other characters in the selection.
- Write a letter to the editor of a newspaper expressing your views about this subject.
- Compare and contrast the times described in the selection to the times today.
- Write yourself into the story. What role would you play? How would you impact the events?
- Write the sequel or the next chapter. What happens after the story in the book ends?
- Write your own set of job interview questions. What would you want to know from a prospective employee?
In this chapter we will look at several ways to choose appropriate material for reading, describe how to generate materials with learners, and provide several strategies for using authentic materials.

**LEVELING TEXT**

It’s important, first, to work with material that is appropriate to the learners’ reading level. If the reading text is too difficult, the frustration level will be high and learners won’t experience much success. If the material is too easy, it will be difficult for learners to expand their skills. Learning to read involves taking some risks with language. It is important to find the right level for reading materials that will be used for instructional purposes. Encourage learners, however, to read whatever they want on their own. In my own life, I love reading easy books after a long day of teaching and writing.

If you don’t know how easy or difficult a piece of reading will be for your learner, below are two ways to check. Your program coordinator will give you information about your learner’s literacy level described in Chapter 10. Begin by eyeballing the material yourself. Take your best guess as to its level.
1. **CLOZE FOR READABILITY**

Select only books that you think are near the appropriate level for your learner in order to avoid total frustration for your learner. Use a passage of 250 words from the text. Leave the first and last sentences intact. Then, delete every fifth word, leaving a blank about 1 ½ inches long. Fifty blanks are needed.

Instruct your learner to read the passage and fill in each blank with one word only, using the context to determine the right word. There is no time limit.

Score: 2 points for each word that exactly matches the one in the original text. Don’t give credit for synonyms. Incorrectly spelled words should not be marked wrong since spelling doesn’t count. The score equals the percentage.

- 58-100% **Independent reading level** – material is suitable for independent work.
- 44-57% **Instructional reading level** – material is at a suitable reading level with help from the teacher.
- 0-41% **Frustration level** – the learner will not be able to deal adequately with the material.

Now, check these very low scores for synonyms. If the learner used many acceptable synonyms, he or she may be able to read the material. For those learners who couldn’t achieve a score of at least 44% despite allowances for synonyms, either an easier text or alternative method of instruction should be provided.

2. **5 ERROR RULE**

Display a diverse collection of reading materials at different levels. Ask the learner to select a book or other text that she thinks is about right for her. Then ask the learner to read a paragraph from the material.

- **One error (or less):** The text is good for independent reading.
- **Two – three errors:** The book is at the learner’s instructional level.
- **Four or more errors:** The book is at the learner’s frustration level.
ADAPTING TEXT

Sometimes the learner will want to read a selection that is at his or her frustration level. You can make it easier to read with the support of pre-reading activities such as predicting and vocabulary work. Another way is to adapt the text. Here are some simple tips for making a difficult text more readable for your learner.

- Break long sentences into two or three shorter sentences.
- Substitute short, simple words for long, difficult ones.
- Break long paragraphs into shorter ones.
- Delete less important information so that the entire selection is shorter.
- Use care to avoid changing the basic meaning of the text.
- Print out the text using large, clear type with lots of white space around the words. Double-space the paragraph and use a large font.

Example:

*People learn culture. That, we suggest, is culture’s essential feature. Many qualities of human life are transmitted genetically – an infant’s desire for food, for example, is triggered by physiological characteristics determined within the human genetic code. An adult’s specific desire for milk and cereal in the morning, on the other hand, cannot be explained genetically; rather, it is a learned (cultural) response to morning hunger.*

Adaptation:

People learn culture. That is culture’s main feature. Many qualities of human life come from our genes. The basic need for food, for example, comes from our genetic makeup. The need for a type of food, like cereal and milk for breakfast, is learned. It comes from our culture.
TEACHING SELF SELECTION

When you are looking for books to read, look together. Model your own process as you look at books.

Dave noticed that Sam was looking at the books without handling them. He approached Sam. "How have you chosen books in the past?" "Well, really," said Sam, "My wife picks them or I just pick up what's around." "Let me give you some suggestions," offered Dave. "When I choose a book, first I look at the title and I start predicting what the book might be about. If I like the cover art, I'll look closer. I read the 'blurb' or the summary on the back or inside cover. Then, if it looks good, I'll read the first paragraph. I'll also look at the type. If it is too small, I might not read it. I like a lot of space on the page. When I read the first paragraph or first page, I ask myself, is this easy? Is it too hard? What kind of time will this book take to read? I ask myself all those questions before I decide to read." Sam reached for a book. "So, the picture on this cover looks like a lonely guy." "Yeah," said Dave. "Let's read the first paragraph."

Another way to encourage independent selection is to spread a range of reading materials on a table and ask the learner to choose. Talk about the various types of materials, what he might find in them and then model the same inner voice as above. The learner gets to be in charge of choosing reading material. The more he practices that early on, the more independent he can be about choosing when the tutor isn't around.
USING AUTHENTIC MATERIALS

Along with newspapers, use “real life” materials for reading texts.

Examples of authentic materials:

- menus
- maps
- recipes
- bus schedules
- report cards
- children’s books
- instructional manuals
- novels
- crossword puzzle books
- job applications
- driver’s license book
- instructions
- memos
- flyers
- mail
- bills
- newspaper circulars
- campaign or voter information
- neighborhood bulletin board postings
- song lyrics

As with any reading text, introduce the format with pre-reading activities such as searching, making predictions, skimming and scanning, and introducing vocabulary.

With authentic materials, teaching the format is probably a good place to start. Reading a bill is very different from reading a circular from a grocery store or reading a schedule.
**Prediction Activities**

1. This is a ______________. (bus schedule, job application, etc.)

2. Based on what you know about ____________, what types of information do you expect to find here?

3. Make a list of everything you think you will find.

4. Let’s try to find those things on this.

or

1. Point out headings and vocabulary of headings e.g., departure and arrival.

2. Teach reading in columns or whatever the layout is.

3. Provide follow-up activities – create a schedule using a similar format.
NEWSPAPERS

Newspapers are useful for finding local and national news and community information, seeking data for research projects, skimming classified ads, and reading advice columns, horoscopes, editorials and essays.

FEATURES OF A NEWSPAPER

1. Ask learners what items they think they would find in a newspaper. Record the list. This could include headlines, stories formatted in columns, finding the story continued on another page, cartoons, pictures with captions, letters to the editor, sports, and weather. Add items to fill out the list. Ask the learner to copy the complete list.

2. Ask the learners how they think newspapers might be divided. Discuss the sections, what typically goes where, and why that might be done.

3. Hand out newspapers. Model for the learners the process of finding one of the items on the list. Once the learners understand the process, have them work in pairs or alone to find examples of the items on the list. Have the learners record the section and the page number for each example.

4. Have learners share their lists. Ask them to discuss what they found, what they learned about the items, what they are located near, and how items are grouped.
1. Ask learners what they remember about newspapers. Hand out one article of high interest. Point out that newspapers are laid out in columns. Model how to read in columns. Point out how the text flows and how to find the article if it continues on another page.

2. Read the headline and look at any accompanying picture. Ask learners what they think the article is about. Ask learners what they want to know and what they think they will learn.

3. Introduce the concept of W questions: who, what, when, where, why and how. Point out how newspaper articles are written to answer those questions.

4. Introduce any vocabulary needed to read the article.

5. Read silently or orally, as appropriate.

6. Discuss what they learned, what they thought. Return to the five W questions. Have learners copy the questions and return to the newspaper article to find the answers, then share with the group.

**Tips**

- New Reader’s Press publishes a newspaper for adult new readers called “News for You.”
- Most local newspapers are written on a 5th grade level.
- The New York Times is written on an 11th grade level.
A Language Experience Approach (LEA) story is generated from the learner’s discussion about a topic or about a stimulus such as a photograph, video or even cartoons with or without captions. The tutor writes down the text exactly as said by the student. Once the text is recorded, it can be used for reading and can provide sight words, guides to word patterns and word families, spelling and phonics lessons. Primarily, the text becomes an easy-to-read text, connecting the learner’s ideas and oral vocabulary with written words.

1. Introduce a stimulus for a discussion. The stimulus can be a discussion about a topic of interest to the learners, a picture or photograph, a reading that generates discussion, the learner’s goals, or a story from the learner’s life. “I’m going to write down the words you say as you say them. We’ll use these for reading.”

2. Record the exact words – uncorrected for grammar, syntax, etc.

3. Slowly read the words back to the learner.

4. “Is this what you said? Do you want to add or change anything?”

5. Revise as dictated.

6. “I’m going to read this back to you first, and my hand will follow each word as I read.”

7. Read normally, using your hand under each word as you read.

8. “Now, let’s read it together.”

9. With the learner, read together following the same method.

10. Check in with the learner. “Do you want to try that together again?” If so, repeat.

11. If the learner is ready, ask if she wants to switch off - you read a line and then she reads a line.

12. If learner gets stuck on a word, simply supply the word. If the reading appears too difficult to do alone, read with the learner again or read alone to the learner again.

Don’t belabor the point, but give the learner opportunities to read what she can on her own.
Language Experience Variations

◊ Omitted endings: Read a story to the learner. As the story unfolds, periodically ask the learner to predict what will happen next. Ask, “Why do you think so?” Do not read the ending; instead, have the learner dictate or write an ending.

◊ Sequencing: Find pictures or photographs that portray a sequence of events. Have the learner put them in the correct sequence and dictate a story.

◊ Have the learner describe an activity, such as cooking or fixing a flat tire that is done in a sequence. Use these steps for a LE story.

◊ Use multi-sensory stimuli: Play a musical selection and encourage the learner to use imagery to create a story. (Instrumental music is recommended over music with lyrics).

◊ Provide an aromatic food or scent and ask the learner to tell about a memory associated with the smell.

◊ Ask the learner to describe how it feels to engage in a favorite physical activity such as dancing or jogging.

◊ Go outside or to a new environment. Have the learner close her eyes and tell about what she hears and smells.
Ideas for Teaching Specific Materials

Bus Schedules

- Read columns and rows
- Learn street names as sight words
- Follow the bus map
- Write schedules
- Find time language: am, pm, etc.

Maps

- Use directional vocabulary e.g., right, left, over, next to, miles, about, etc.
- Read directions e.g.: north, south, east and west
- Read directions of streets and avenues
- Write directions
- Capitalize names of streets, cities, etc.
- Find common abbreviations associated with maps e.g., St., Rd, Rte, etc.

Mail

- Read return addresses
- Write addresses and address abbreviations
- Recognize different types of mail
- Skim circulars for useful information
- Read fine print
**BILLS**
- Find the features of the bill
- Figure out how to determine errors
- Find customer service information

**MENUS**
- Read food vocabulary
- Make categories of food and predict what to expect in each category
- Skim and scan for particular food
- Read prices

**RECIPEs**
- Match pictures with recipes
- Learn vocabulary related to cooking
- Understand recipe abbreviations: tbs, tlbs, etc.
- Follow directions

**EMPLOYMENT RELATED MATERIALS**
- Read job applications
- Write a resume
- Read want ads
- Find information about a company.
CHAPTER 7

TEACHING RECOGNITION STRATEGIES

“P-a-r-t-i-c-i-p-l-e” read Jose. “What is that word?” “Participle” said Chris. “Yes, but what does it mean?” Chris gave the definition. “I’ve heard that word before, but I don’t remember it. Can you give me an example?” Chris did and said, “Do you want to add that to the word study list?” “Yes. Would you say it again?” Chris repeated the word and Jose said it after her. “If you look at it, the beginning is the word ‘part’. Do you see that?” “Yes, p-a-r-t is part. I see p-l-e too, like at the end of people.” “Yes,” Chris agreed. “p-l-e sounds this way.” She made the sound and Jose repeated it. “Here are other words with that ending: principle, apple, simple, staple.” Jose repeated them. Then, he read the word again and they discussed the meaning. Chris used it in a sentence and Jose added it to his list of words to study for the week.

Recognizing words and knowing the patterns of construction of words is another part of the reading process. The more tools at the reader’s disposal, the easier it will be when he comes to a word he doesn’t know.

In some cases, a learner will be familiar with words that are in his spoken vocabulary, but he won’t know them in their written form. The learner can apply a recognition strategy to read these words.

In other instances, the learner may have heard words, but he doesn’t use them and maybe doesn’t know the meaning of them. For these words, examples and perhaps definitions are needed along with a recognition strategy.

Finally, there will be some words he’s never heard before and doesn’t know at all. These words need more explicit examples and definitions along with pronunciation and recognition strategies.

In this chapter, you will learn how to teach recognition strategies through the direct instruction model. In Chapter 8, you will find the directions for teaching several strategies.
Keep two things in mind when choosing which strategies to use to teach students. First consider their learning style. For example: If your learners are kinesthetic and not very auditory, using phonics might not be the best approach. Instead, you could use sight words or teach context strategies. Teaching some phonics can help, but it won’t be their easiest way to learn.

Next, consider their miscues. What types of errors are they making when they read? Do they make errors in letter/sound cues? Do they make errors in the syntax (grammar)? Or, do they make errors in the semantics (meaning)? If their errors are consistently one type or another, teach the strategy that will help address the error. For example, use phonics or word patterns for letter/sound relationships, context clues or close for semantic errors, and word structures can address syntactic errors. You will find a miscue analysis assessment in Chapter 11.

**MINI-LESSONS: THE DIRECT TEACHING METHOD**

The best way to teach decoding skills is in a mini-lesson embedded in the larger reading or writing lesson. If the entire tutoring session is spent on drilling sounds, the learner will get burned out pretty fast. Mini-lessons can be

a. Part of a pre-reading or pre-writing activity before a learner reads or writes.

b. After the reading or writing to support what was learned

c. Anytime during the lesson as a teachable moment.

Teach skills using the direct instruction method below. This can happen in one lesson or over several lessons depending on the learner and the skill.

---

### Teach

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Introduce</td>
<td>Explain what and why.</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Model</td>
<td>Show how you do it</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Teach</td>
<td>Teach how you do it</td>
</tr>
</tbody>
</table>

### Practice

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; Guided Practice</td>
<td>Teacher or other learner helps. Arrange it so there are very few ways to make errors.</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; Independent Practice</td>
<td>Learners work alone. Allow them to practice with very little help from you. Check to see that they are ready for the next step. If they aren’t ready, re-teach the skill.</td>
</tr>
</tbody>
</table>

### Apply

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt; Return to the real life purpose for reading/writing</td>
<td>Learners apply skill “for real.” This is where the teacher backs off and stays out of the way.</td>
</tr>
</tbody>
</table>

---

**First step: Introduce**

Begin by explaining what you will be teaching and how it is needed in order to help with their reading/writing.

Marcella was working on writing a letter to her daughter’s school. Her tutor, Corena said: “You seem pretty happy with the letter you’ve written. Now it’s time to apply some of the editing things we’ve talked about. In your letter, I notice you use capital letters sometimes and not others. We’re going to look at how to use capital letters in writing. This will make your letter more formal. First, tell me everything you know about capitalization.” Corena wrote down everything she said.
Second Step: Model

Show the learners how it goes. Give them an opportunity to watch you perform the skill, whether it is looking up a number in a phone book or proofreading a letter you have written for punctuation errors. Narrate your actions with a running commentary, letting them in on what you’re thinking. Mention when you have encountered a problem and let them watch you think it through. They will be learning how to perform this specific skill and how to think about solving reading and writing problems in general.

Corena and Marcella reviewed what Marcella knew. Corena said: “You know a lot about using capital letters. Here’s one more rule.” Corena provided one additional rule and showed her several examples. “Now, let me show you how to apply what you know about capital letters to your letter.” Corena showed Marcella a page of writing with some letters capitalized and others not. “First, I’m going through and underlining all the capital letters. Next, I’m going to underline all the letters that I think should be capitalized, but I’m not sure. Now, let’s look at the rules you know about capitalizing.” Together they reviewed the rules. “I’m going to apply these rules now. I’ll go through, one by one, all the letters I’ve underlined and decide which rule, if any, applies. Here is the letter ‘A’ and it is someone’s name, so the rule says capitalize names. So that is right – it should be capitalized. Next, the letter ‘T’ is at the beginning of the word Tuesday. I don’t have it capitalized, but the rules say capitalize the days of the week, so that should be changed.” Corena made the correction and then went through her writing model asking the questions for each letter underlined. She narrated her thinking and actions for the entire page.

Third Step: Teach

Directly teach the skill to the learners. There are many ways to accomplish this. You can ask the learners to look at correct and incorrect examples and guess the rules to follow to create correct examples. You can copy teaching pages from workbooks. You can walk them through the steps. Your learner’s learning styles and the requirements of the skill to be learned will dictate how it should be taught.

Corena wrote a sentence from Marcella’s letter on paper. “Now, Marcella, you try it with this sentence. Underline all the letters you have capitalized.” Marcella did so. “Now, underline all the letters you think might need to be capitalized.” After Marcella did this, Corena said, “Let’s look at the first letter you underlined. What rule does it fit?” Marcella looked at the letter and then at the rules. “It fits the first letter of the sentence rule,” she said. “Great,” said Corena. “Now, let’s continue through the sentence and check the letters against
the rules”. And they proceeded to go through each letter, naming the rule that applied. After Marcella successfully completed that sentence, Corena wrote down another one, and Marcella worked through that one as well. When Marcella became comfortable with the process, Corena made up some sentences and Marcella tried those.

Fourth Step: Guided Practice

Once the learners have the general idea, they will need to practice. During this step, pay close attention to the time your learners need to be successful. Some skills and learners need more practice than others. Repeated drill is deadly, but plenty of practice means the difference between temporary memorization and real learning. Create opportunities for practice that allow very few opportunities for errors. Some examples include providing options, working in groups, and guiding to the correct answer. You might begin by guiding the learner to the answer several times. Next, have the learners work together in a group. And finally, have each learner do it alone in a controlled situation.

In their next tutoring session, Corena and Marcella reviewed the capitalization rules. Next, they created a Language Experience story about a recent holiday. Corena said, “I’m not going to use any capital letters in the story. We can practice applying the rules to the first sentence or two together and then you can practice on your own.” They did the first sentence together. They underlined letters that they thought should be capitalized and read through the rules to find what applied. Marcella copied the story, and once again with the rules, practiced on her own. When she got stuck, Marcella helped her, reinforcing the practice of applying the rules to the letter. Corena watched as Marcella gained some ease in the practice of applying the rules. She noticed that Marcella had trouble with one particular rule. Once Marcella had completed the practice, Corena congratulated her.

Fifth Step: Independent Practice

During this step, the teacher sets it up for the learners to practice with very little assistance. They work on worksheets that do not make the right answer obvious or they respond to questions orally. At this stage, learners are gaining confidence in the new skill, and the teacher is checking to see that the learners are ready for the next step. If the learners are not able to use the skill independently, the teacher needs to return to step three and find a way to re-teach the skill. The best place to start in re-teaching is
to investigate. Ask the learners what they think about the skill and how to use it. Their misconceptions are usually logical and based on previous learning. Knowing what they think will help clean up errors. If you are working in small groups, let other learners try teaching the skill.

Before moving on, Corena returned to one rule and taught it separately. “I noticed one rule seemed a bit trickier than the others. That’s often the case. Let’s look at the rule and see what we can do with it.” Corena read the rule and then Marcella read the rule. There was one word she stumbled on. Corena realized that the word “proper” was giving Marcella trouble. She taught Marcella how to say it and they discussed the meaning. “That’s what I didn’t understand,” Marcella said. “I think I can do it now.” They returned to her Language Experience story and Marcella found examples of that rule and made the corrections herself.

Once this was completed, Corena gave Marcella a worksheet with several sentences that needed capitalization. “This practice sheet has a mixture of capitalization rules for you to apply. Try these on your own. If you need help, let me know.”

Sixth Step Application

Now is the time for learners to apply the skill to their larger purpose. If they want to fill out a job application, and they’ve been practicing spelling employers’ names, now is the time for them to fill out the application without the support of the teacher.

“I think you are ready to practice on your own. It’s time to apply what you learned about using capitals letters to writing your letter.” Corena read through a new book while Marcella worked on her letter. Once she finished, she and Corena read through it.
CHAPTER 8

RECOGNITION STRATEGIES

SIGHT WORDS

To learn words as a single unit, teach them as sight words. Good sight words include:

- High interest words chosen by the learner: divorce, neighborhood, engine, formula
- Words from language experience stories or other texts: exciting, fabulous, mountains, reunion
- Words for survival, job, or family: dangerous, previous employment, vacation
- Words that are phonetically irregular or that do not follow a rhyme pattern: their, have
1. Ask the learner which words in the story he thinks he knows already.
2. Underline those.
3. Ask the learner which words he’d like to learn.
4. Underline those.
5. On index cards, write one word per card. Write large so the word takes up most of the card.
6. Say the word.
7. Ask the learner to say the word with you.
8. Say the word.
9. Ask the learner to say the word alone.
10. Say the letters of the word and then say the word.
11. Ask the learner to say the letters of the word with you and then say the word.
12. Ask the learner to say the letters of the word alone and then say the word.
13. Say the word.
14. Ask the learner to say the word.
15. Ask the learner if he has an image (picture) or sentence for the word that will help him remember it.
16. Draw or write that on the back of the card.

Do this with a selection of the words, not more than five at a time. Combine words he knows and feels confident about with words that are new to him.
**Mixed up sentences**

Use a language experience story or other brief text that your learner is familiar with and can read fairly easily. Select one sentence at a time.

Write each word on an index card or on heavy paper. Have a copy of the original text available for the learner’s reference.

1. Ask the learner to read the original text. Review the sight words. Say the word. Ask him to say the word. Ask him to read the word in the context of the sentence. Have him read the entire original text again.

2. Shuffle the words. Give the stack to the learner. Ask him to put the words in the order of the sentence. If he needs help, he can refer to the original text, but have him try to do it on his own first.

3. When the learner is ready, he can read the sentence(s) he created. Listen for sense and rearrange the sentences as needed.

4. Compare the results with the original text.

Alternative strategy.

**Sequence story strips.** Cut up a passage, short newspaper article, LEA or learner writing into sections or type them in large print and cut up the section into sentences. Have the learner arrange them in sequence.
VAKT (Visual, Auditory, Kinesthetic, Tactile) Approach

Visual

1. Look at the word.
2. Say the word.
3. Close your eyes and try to see the word.

Auditory

1. Tutor says the word.
2. Close your eyes and listen to the word.

Kinesthetic

1. Open your eyes and trace the word in the air while saying the word.

Tactile

1. The learner traces the word on a desk or other surface while saying the word.
2. Write the word on paper.
CONCENTRATION

This game can be played between two or more learners or as solitaire. The card pairs can contain two identical words, a word and definition or picture cue, or a word printed and written in cursive.

1. Write sight words on index cards or on 3x5 heavy paper. Make two cards for each word.

2. Review the sight words with the learner. Use words that are a mix of very familiar/easy words and others that are less familiar.

3. Shuffle the cards. Place them face down in a square shape.

4. Ask the learner to turn over two at a time.

5. Have the learner read the two words. If they match, the learner can keep the words face up. If they don’t match, he puts them face down again and chooses two new cards.

6. Continue this until all cards are face up.

7. Review all the words again.
**USING CONTEXT**

Good readers use context more than any other strategy. Words are easier to identify in context than in isolation. That is why teaching learners to use context is critical. We use context in three ways when we read:

1. Context within the sentence.
2. Context beyond the sentence but within the selection.
3. Our entire personal context of knowledge and experience.

To identify words, 1. We use preceding meaning and grammar clues to predict what might be coming next, 2. We sample letter/sound clues to make tentative identification of words, and 3. We use the context and grammar and meaning clues to confirm or correct these tentative word identifications.

**CONTEXT CLUES**

1. Before reading, ask the learner to name the strategies she has learned.
2. Tell her to skip the word and finish reading the sentence.
3. Ask if she knows the word.
4. If not, ask her to re-read the sentence, skipping the word.
5. Ask if she knows it now.
6. If not, ask her to re-read the sentence, sounding out the consonants of the troublesome word and finishing the sentence. It might be helpful for the learner to lightly underline the consonants in the word with a pencil before she begins.
7. When this task is completed, ask if she knows the word now.
8. If not, read the sentence yourself, sounding out the consonants of the word. The learner is free to concentrate on simply listening.
9. Ask if she knows it now.
10. If she still does not know the word, the word is probably not in the learner’s vocabulary and should be explained.
CREATING CLOZE ACTIVITIES

CLOZE teaches new readers to guess from semantic (meaning), syntactic (grammar) and phonics (sound) clues, depending on how the exercise is set up. Below are examples of exercises that use each type of clue.

Semantic/meaning
She was so pregnant that by the time she had climbed five ______________________ her breath was gone. mountains/steps

Syntactic/Grammar
Ponce de Leon was ______________ for the fountain of youth. look/looked/looking

Phonic/Sound
The priest retired to a sp_t under a dead tree to sm_k_ and meditate.

Designing your own CLOZE

○ Use a reading at the learner's instructional level or a learner's language experience story.

○ Write it out, 1. leaving every seventh word blank, 2. leaving blanks (well spaced) for the learner's sight words, or 3. leaving blanks for words having a phonetic pattern the learner is practicing.

○ You can offer choices under the blank if the learner is confusing sounds or having trouble with grammatical choices.
COOL IDEAS

- Write white letters on black construction paper. This eases perception for some learners. Use chalk, silver markers, or white crayon.

- Hangman: Draw a hangman’s stand. Beside the stand, draw one short line for each letter of the word to be guessed. Have the learner guess different letters. If correct, write the letter in the correct line. If incorrect, draw a body part of the hanged man starting with the head. Keep going until the word is correctly spelled or the hanged man is complete.

- Match captions with cartoons.

- Encourage learners to use a black strip of paper under each line of text to act as a marker while they read.

- Write in red ink on yellow paper. For some learners this supports their visual processing.

- To reinforce spelling, have the learner first LOOK, then TRACE, and finally SPELL the words.
**WORD PATTERNS**

Sometimes it helps to see that there are patterns in English words and that the patterns can help us read as well as spell many words. Word patterns can be useful in helping learners to see that they can use what they know about one word to help them learn other words.

The learner can read the words as you write them or you can ask the learner to complete the words in the pattern once she understands what the pattern is. Don’t overdo it or use too many words that are part of a pattern that is rarely used by the learner.

**INTRODUCING WORD PATTERNS**

1. Start with a word the learner knows the meaning of or can read.
2. Write the word on paper or flip chart.
3. Ask the learner to read the word.
4. Write the short vowel pattern in the word e.g., *ow* for *how*, *at* for *hat*.
5. Ask the learner to say the sound.
6. Ask the learner for other words that follow the same pattern.
7. Write one word at a time and be sure each one is understood. Ask the learner to read each word. If needed, talk about the differences in the beginning consonant sounds.
8. Ask the learner to point out what is the same and what is different in the words - both in the sounds and in the way the words look.

Word patterns can be reinforced with crossword puzzles, word bingo, and card games such as Concentration.
GLASS WORD ANALYSIS TECHNIQUE

Identify a pattern such as double consonants in two-syllable words.

1. Start with a word the learner knows the meaning of or can read. Ask the learner to tell you the word.

   This is the word happen. What is the word?

   The learner says the word.

2. Point to the letters that go with a particular sound in the word, but don’t say the letters. Tell the learner the sound that goes with the letters.

   These letters go with the sound hap. (point to hap)
   These letters go with the sound pen. (point to pen)

3. Ask the learner to point to the letters that go with the particular sound. The learner shouldn’t say the names of the letters.

   What letters go with the sound hap?
   What letters go with the sound pen?

4. Point to the group or cluster of letters and ask the learner to say the sounds that go with them again.

5. Ask the learner to read the whole word.

6. Ask the learner to write the whole word.

7. Review again if the learner cannot read or write the word.

8. Go on to the next word in the pattern if the learner seems to understand the first one.

9. See the lists for word patterns. Limit the number of words to five or six.

Always:

◊ Start with a word the learner knows the meaning of or can read.
Start with the whole word and be sure to have the learner repeat the whole word.

Don’t separate blended consonants (like st in stop).

Don’t cover up parts of the words while taking the learner through the word analysis. Point to the cluster of letters within the whole word.

In clusters ending in e, (like ake in rake and ike in like) don’t separate the e. Teach the cluster as one sound.
### Word Patterns

<table>
<thead>
<tr>
<th>a</th>
<th>e</th>
<th>i</th>
<th>o</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>ab</td>
<td>eb</td>
<td>ib</td>
<td>ob</td>
<td>ub</td>
</tr>
<tr>
<td>ac</td>
<td>ed</td>
<td>ic</td>
<td>oc</td>
<td>uc</td>
</tr>
<tr>
<td>ad</td>
<td>ed</td>
<td>if</td>
<td>of</td>
<td>uf</td>
</tr>
<tr>
<td>ag</td>
<td>eg</td>
<td>ig</td>
<td>og</td>
<td>ug</td>
</tr>
<tr>
<td>ak</td>
<td>ek</td>
<td>ik</td>
<td>ok</td>
<td>uk</td>
</tr>
<tr>
<td>al</td>
<td>el</td>
<td>il</td>
<td>ol</td>
<td>ul</td>
</tr>
<tr>
<td>am</td>
<td>em</td>
<td>im</td>
<td>om</td>
<td>um</td>
</tr>
<tr>
<td>an</td>
<td>en</td>
<td>in</td>
<td>on</td>
<td>un</td>
</tr>
<tr>
<td>ap</td>
<td>ep</td>
<td>ip</td>
<td>op</td>
<td>up</td>
</tr>
<tr>
<td>as</td>
<td>es</td>
<td>is</td>
<td>os</td>
<td>us</td>
</tr>
<tr>
<td>at</td>
<td>et</td>
<td>it</td>
<td>ot</td>
<td>ut</td>
</tr>
</tbody>
</table>

### Beginning Consonants:

<table>
<thead>
<tr>
<th>b</th>
<th>bl</th>
<th>br</th>
<th>n</th>
<th>sc</th>
<th>ch</th>
</tr>
</thead>
<tbody>
<tr>
<td>c</td>
<td>cl</td>
<td></td>
<td>p</td>
<td>pl</td>
<td>pr</td>
</tr>
<tr>
<td>d</td>
<td>dr</td>
<td></td>
<td>r</td>
<td>sm</td>
<td>th</td>
</tr>
<tr>
<td>f</td>
<td>fl</td>
<td>fr</td>
<td>s</td>
<td>sl</td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>gl</td>
<td>gr</td>
<td>t</td>
<td>tr</td>
<td></td>
</tr>
<tr>
<td>h</td>
<td></td>
<td></td>
<td>v</td>
<td></td>
<td>st</td>
</tr>
<tr>
<td>j</td>
<td></td>
<td></td>
<td>w</td>
<td></td>
<td>sw</td>
</tr>
<tr>
<td>k</td>
<td>cr</td>
<td></td>
<td>y</td>
<td></td>
<td>qu</td>
</tr>
<tr>
<td>l</td>
<td></td>
<td></td>
<td>z</td>
<td></td>
<td>scr</td>
</tr>
<tr>
<td>m</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>tw</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>spl</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>thr</td>
</tr>
</tbody>
</table>
PHONICS

Knowing the sounds made by letters, individually and in combination, helps readers pronounce unfamiliar words. Some people may have difficulty reading because they don’t know how to look at different parts of the words. Teach not only letter-sound relationships but also how to use that information to look at the parts of a word e.g., syllables, prefixes and suffixes, word patterns, and beginning letters. This will help the learner use phonics to her full advantage.

Like other decoding strategies, phonics doesn’t help a learner know the meaning of the word or make sense of the reading. Like all decoding strategies, use phonics as only one tool for reading.

Thoughts on phonics:

- The sounds of consonants are more important than vowels when determining a word.
- Beginnings of words are more important than middles and ends, and ends are more important than middles.
- If your learner can read simple words by sight or other methods, build on those first and don’t over do phonics.
- Teach vowels through word patterns. See page 77.
- Teach easy sounds first and teach no more than three sounds at a time.

Suggested order:

1. b s j
2. l m p
3. r f h
4. g w ph
5. n qu z
6. c t sh
7. k d th
8. ch y v
**BEGINNING CONSONANT SOUNDS**

Use this strategy especially with beginning sound miscues that you hear when the learner reads.

1. Underline or point out two or three words from the reading with the same beginning letter and sound.

2. Write down these words. *What do they have in common?*

3. Now, underline the beginning consonant.

4. *What letter is that?*

5. If the learner doesn’t know the letter, teach it to him.


7. Say the sound and ask the learner to repeat.

8. *Can you think of other words that begin with that sound?*

9. Write the words on paper. Say the sound and underline the letter.

10. *Now read the list.*

11. *Say the sound again.*

12. *Can you think of other words in your life that begin with this sound?*

13. Record those words and add to it. Be sure all the words actually begin with the same letter/ sound such as city and sand.

You can also use this strategy to teach the sound at the end and then in the middle of the words.
1. The learner makes letter cards for each sound he knows well or somewhat. Don’t make cards for letter/sounds he doesn’t know.

2. *Write the letter on one side of the card.*

3. *Think of some words that begin with this letter.*

4. Review the words.

5. *Which one of these words will help you remember the sound of the letter?*

6. On the back of the card, write the word.

7. *Is there a picture or image you associate with this word?*

8. *Draw the picture on the back of the card next to the word.*

9. Letters at the beginning of the words are typically easier to remember, but if the learner has his own connections with a letter / sound in other words, such as his child’s name, use them.
VISUAL DRILL

1. Go through the card pack holding up one card at a time. Ask the learner to say the letter and the sound. If the learner says the sound easily, lay the card aside. If the learner has difficulty, prompt the learner with the key word and then have the learner write the letter and say the sound several times.

2. Place the difficult cards back in the pack. With those cards, go through this procedure:

3. Turn over a card.

4. Ask the learner to say the sound of the letter.

5. As you go through the deck, continue to lay aside those that come easily.

6. Run through the pack several times.

AUDITORY DRILL

1. Say the sounds of the letters on the learner’s cards

2. The learner writes the letter that spells the sound.

3. Choose only 8-10 cards at a time for this drill. Use a mix of easy and challenging cards. Say only the sounds for the letters, not the word or the name of the letter. If the learner is stuck, then use the key word. If the key word does not help, show the card and repeat.
MORE ORAL PHONICS STRATEGIES

Select a list of 5 – 10 words from your learner that contains a certain sound or sounds. Choose to focus on sounds she knows or has some familiarity with, for example, the sounds of letters M and B.

- **I will say a word that might begin with the letter “m” sound. If you hear the sound “m”, write “M” at the beginning of the word or say “M” or “yes.” If you do not hear it, say “no.”** (After success, change letters)

- **I will say a word that begins with either an “m” sound or a “b” sound. Write M or B at the beginning of the words and say the letter.** (After success, change letters.)

- **I will say a word. You say the sound and the letter you hear at the beginning of the words.**

- **I will say a letter. You say the sound or the key word and the sound.**

- **I will say a sound. You say the letter.**

- **I will say a word. You say the sound at the end (or beginning and end) of the word.**

<table>
<thead>
<tr>
<th>M or B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tip</td>
</tr>
<tr>
<td>Met</td>
</tr>
<tr>
<td>Mit</td>
</tr>
<tr>
<td>Not</td>
</tr>
<tr>
<td>Mud</td>
</tr>
<tr>
<td>Ran</td>
</tr>
</tbody>
</table>

For visual learners, associate pictures with the sounds. Show the picture and the letter together with the sound.

Have tactile, kinesthetic learners trace the letters’ shapes made from sand paper or other textured surfaces. Also have them notice the placement of their lips, teeth and tongue when they say the sound and the letter.
1. Decide what you would like to focus on e.g., letters, consonant blends, diagraphs, suffixes, prefixes, phonics, or word parts.

2. For example, make a list of the letters you want to use and write a word for each letter on an index card.

3. Create bingo cards by dividing paper into five by five squares.

4. On the first bingo card, write a letter in each space.

5. On the other cards, mix up the letters in different spaces.

6. Give yourself and each learner a card.

7. Have a learner pick the first card, read the word aloud, and say the sound of the letter, blend, etc.

8. Each player then covers that letter with a marker, blank paper, etc.

9. The first person to cover five in a row horizontally, vertically, or diagonally is the winner.
**Usable Phonics Rules (90+% Utility)**

<table>
<thead>
<tr>
<th>Generalization</th>
<th>Number of Words Conforming</th>
<th>Number of Exemptions</th>
<th>Percent of Utility</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first vowel is usually long and second silent in the diagraph <em>oa</em></td>
<td>34 (boat)</td>
<td>1 (cupboard)</td>
<td>97</td>
</tr>
<tr>
<td>Words having double <em>e</em> usually have the long <em>e</em> sound.</td>
<td>85 (seem)</td>
<td>2 (been)</td>
<td>98</td>
</tr>
<tr>
<td>When <em>a</em> is followed by <em>r</em> and final <em>e</em>, we expect to hear the sound heard in <em>care</em>.</td>
<td>9 (dare)</td>
<td>1 (are)</td>
<td>90</td>
</tr>
<tr>
<td>When <em>e</em> and <em>h</em> are next to each other, they make only one sound.</td>
<td>103 (peach)</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td><em>Ch</em> is usually pronounced as it is in kitchen, catch and chair, not like <em>sh</em>.</td>
<td>99 (catch)</td>
<td>5 (machine)</td>
<td>95</td>
</tr>
<tr>
<td>When <em>c</em> is followed by <em>e</em> or <em>i</em>, the sound of <em>s</em> is likely to be heard.</td>
<td>66 (cent)</td>
<td>3 (ocean)</td>
<td>96</td>
</tr>
<tr>
<td>When the letter <em>c</em> is followed by <em>o</em> or <em>a</em>, the sound if <em>k</em> is likely to be heard.</td>
<td>143 (camp)</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>When <em>ght</em> is seen in a word, <em>gh</em> is silent.</td>
<td>30 (flight)</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>When a word begins with <em>kn</em>, the <em>k</em> is silent.</td>
<td>10 (knife)</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>When a word begins with <em>wr</em>, the <em>w</em> is silent.</td>
<td>8 (write)</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>When two of the same consonants are side by side, only one is heard.</td>
<td>334 (carry)</td>
<td>3 (suggest)</td>
<td>99</td>
</tr>
<tr>
<td>When a word ends in <em>ck</em>, it has the same last sound as in <em>look</em>.</td>
<td>48 (brick)</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

*From: “Reading Process and Practice. Weaver, Constance Heinemann, Portsmouth, NH 1988*
<table>
<thead>
<tr>
<th>Generalization</th>
<th>Number of Words Conforming</th>
<th>Number of Exemptions</th>
<th>Percent of Utility</th>
</tr>
</thead>
<tbody>
<tr>
<td>In most two-syllable words that end in a consonant followed by ( y ), the first syllable is accented and the last is unaccented.</td>
<td>101 (baby)</td>
<td>4 (supply)</td>
<td>85</td>
</tr>
<tr>
<td>When ( ture ) is the final syllable in a word, it is unaccented.</td>
<td>4 (picture)</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>When ( tion ) is the final syllable in a word, it is unaccented.</td>
<td>5 (station)</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>If the last syllable of a word ends in ( le ), the consonant preceding the le usually begins the last syllable.</td>
<td>62 (tumble)</td>
<td>2 (buckle)</td>
<td>97</td>
</tr>
<tr>
<td>When the first vowel element in a word is followed by ( th, ch, or she ), these symbols are not broken when the word is divided into syllables and my go with either the first or second syllable.</td>
<td>20 (dishes)</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>When the last syllable is the sound ( r ), it is unaccented.</td>
<td>188 (butter)</td>
<td>9 (appear)</td>
<td>95</td>
</tr>
</tbody>
</table>
**PHONICS CHECKLIST**

Directions
1. Read the letters below.
2. Check the letters whose sounds you know automatically (without thinking).
3. Circle the letters whose sounds you are learning, but don’t know automatically.
4. If you need help, read the sample word next to the letter(s) and then say the sound of the letter(s).
5. Don’t mark any letter whose sound you don’t know.

<table>
<thead>
<tr>
<th>Consonants</th>
<th>Short Vowels</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____b (bat)</td>
<td>_____x (tax)</td>
</tr>
<tr>
<td>_____j (jam)</td>
<td>_____a (at)</td>
</tr>
<tr>
<td>_____qu (quit)</td>
<td>_____e (Ed)</td>
</tr>
<tr>
<td>_____c (car)</td>
<td>_____k (kiss)</td>
</tr>
<tr>
<td>_____r (run)</td>
<td>_____y (yes)</td>
</tr>
<tr>
<td>_____d (dog)</td>
<td>_____l (lake)</td>
</tr>
<tr>
<td>_____s (sun)</td>
<td>_____z (zoo)</td>
</tr>
<tr>
<td>_____f (fun)</td>
<td>_____m (moon)</td>
</tr>
<tr>
<td>_____t (take)</td>
<td>_____i (it)</td>
</tr>
<tr>
<td>_____g (go)</td>
<td>_____n (no)</td>
</tr>
<tr>
<td>_____v (van)</td>
<td>_____o (on)</td>
</tr>
<tr>
<td>_____h (happy)</td>
<td>_____p (pill)</td>
</tr>
<tr>
<td>_____w (water)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Diagraphs</th>
<th>Second Consonant Sounds</th>
<th>R-controlled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vowels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____sh (she)</td>
<td>_____c (city)</td>
<td>_____er (her)</td>
</tr>
<tr>
<td>_____ch (chair)</td>
<td>_____g (gin)</td>
<td>_____ar (car)</td>
</tr>
<tr>
<td>_____th (thin)</td>
<td>_____s (is)</td>
<td>_____or (corn)</td>
</tr>
<tr>
<td>_____th (then)</td>
<td></td>
<td>_____ir (bird)</td>
</tr>
<tr>
<td>_____wh (when)</td>
<td></td>
<td>_____ur (fur)</td>
</tr>
<tr>
<td>_____ph (phone)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Silent – e</th>
<th>Open Syllables</th>
<th>Vowel pairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ate (date)</td>
<td>_____a (ba/con)</td>
<td>_____ea (eat)</td>
</tr>
<tr>
<td>_____ete (Pete)</td>
<td>_____e (me)</td>
<td>_____oa (boat)</td>
</tr>
<tr>
<td>_____ife (life)</td>
<td>_____I (pilot)</td>
<td>_____ea (head)</td>
</tr>
<tr>
<td>_____ome (home)</td>
<td>_____o (o/pen)</td>
<td>_____ay (day)</td>
</tr>
<tr>
<td>_____ute (cute)</td>
<td>_____u (hu/man)</td>
<td>_____oo (food)</td>
</tr>
<tr>
<td>_____ype (type)</td>
<td>_____y (cry)</td>
<td>_____ai (wait)</td>
</tr>
<tr>
<td>_____y (baby)</td>
<td>_____aw (saw)</td>
<td>_____oo (book)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PHONICS CHECKLIST

Say the sound each letter stands for. If the learner cannot say the sound, suggest that he think of a word that contains or begins with the letter. Don’t prompt too much. The assessment should indicate which ones he knows well, which somewhat, and which he doesn’t know at all. The phonics checklist shouldn’t be used as the sole tool to show progress or to determine instruction. The application of phonics into reading and writing is more important than how the learner does on this list.
**Word Structures**

When learners can recognize prefixes and suffixes, they are able to cut off the familiar, stable parts of a word. Words are shortened and easier to spell and read. Knowing the meanings of prefixes, suffixes, and root words helps learners define unknown words.

<table>
<thead>
<tr>
<th></th>
<th>auto</th>
<th>crat</th>
</tr>
</thead>
<tbody>
<tr>
<td>people</td>
<td>demo</td>
<td>cracy</td>
</tr>
</tbody>
</table>

**Word Structure Puzzles**

Refer to lists of suffixes, prefixes and root words or use your own.

1. Teach the meanings of common prefixes or suffixes.
2. Create a list of words the learner knows that begin with one of the prefixes.
3. Read over the list of words. Have the learner say what each word means.
4. Write each prefix on an index card. Write its root word on another card. Keep them in two separate stacks.
5. Shuffle the cards in each stack. Place them face down, next to each other.
6. Have the learner turn over one card from the root words stack and then another card from the prefix stack.
7. Have her read the parts separately and then together.
8. If they match the word on the list, the two cards get put aside. If they don’t match, the prefix goes on the bottom of the prefix pile and the next prefix card is turned over. Continue this until every match is made.
## Prefixes

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>dis-</td>
<td>not, opposite of</td>
<td>dislike</td>
</tr>
<tr>
<td>non-</td>
<td>not</td>
<td>nonsense</td>
</tr>
<tr>
<td>super-</td>
<td>above</td>
<td>superimpose</td>
</tr>
<tr>
<td>ab-</td>
<td>from, without, way</td>
<td>absent</td>
</tr>
<tr>
<td>inter-</td>
<td>between</td>
<td>interstate</td>
</tr>
<tr>
<td>in-</td>
<td>in, into, not</td>
<td>inaccurate</td>
</tr>
<tr>
<td>com-</td>
<td>together, with</td>
<td>complete</td>
</tr>
<tr>
<td>tri-</td>
<td>three</td>
<td>triangle</td>
</tr>
<tr>
<td>trans-</td>
<td>across</td>
<td>transfer</td>
</tr>
<tr>
<td>pro-</td>
<td>forward</td>
<td>proceed</td>
</tr>
<tr>
<td>per-</td>
<td>through</td>
<td>perceive</td>
</tr>
<tr>
<td>mis-</td>
<td>wrongly</td>
<td>misquote</td>
</tr>
<tr>
<td>con-</td>
<td>together, with</td>
<td>concurrent</td>
</tr>
<tr>
<td>sub-</td>
<td>under, below</td>
<td>subway</td>
</tr>
<tr>
<td>em-</td>
<td>in, into</td>
<td>emigrate</td>
</tr>
<tr>
<td>ex-</td>
<td>out, from, away</td>
<td>exit</td>
</tr>
<tr>
<td>anti-</td>
<td>against, opposed</td>
<td>antisocial</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>prefix</td>
</tr>
<tr>
<td>post-</td>
<td>after</td>
<td>postscript</td>
</tr>
<tr>
<td>de-</td>
<td>down, from</td>
<td>decrease</td>
</tr>
<tr>
<td>en-</td>
<td>in, into</td>
<td>engross</td>
</tr>
</tbody>
</table>
## Suffixes

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ness</td>
<td>state or quality of being</td>
<td>sharpness</td>
</tr>
<tr>
<td>-ist</td>
<td>one who</td>
<td>scientist</td>
</tr>
<tr>
<td>-ish</td>
<td>resembling, like</td>
<td>stylish</td>
</tr>
<tr>
<td>-ance</td>
<td>act, fact of</td>
<td>guidance</td>
</tr>
<tr>
<td>-ty</td>
<td>state of, act of</td>
<td>certainty</td>
</tr>
<tr>
<td>-ment</td>
<td>state of, act of</td>
<td>employment</td>
</tr>
<tr>
<td>-er</td>
<td>one who, that which</td>
<td>teacher</td>
</tr>
<tr>
<td>-er</td>
<td>more</td>
<td>higher</td>
</tr>
<tr>
<td>-est</td>
<td>most</td>
<td>highest</td>
</tr>
<tr>
<td>-ant</td>
<td>being, one who</td>
<td>assistant</td>
</tr>
<tr>
<td>-ence</td>
<td>state of, act of</td>
<td>confidence</td>
</tr>
<tr>
<td>-ure</td>
<td>one who, result of</td>
<td>failure</td>
</tr>
<tr>
<td>-ward</td>
<td>in direction of, toward</td>
<td>homeward</td>
</tr>
<tr>
<td>-able</td>
<td>possible to</td>
<td>likable</td>
</tr>
<tr>
<td>-ent</td>
<td>one who, that which</td>
<td>correspondent</td>
</tr>
<tr>
<td>-ion</td>
<td>act of doing</td>
<td>confession</td>
</tr>
<tr>
<td>-ous</td>
<td>full of</td>
<td>dangerous</td>
</tr>
<tr>
<td>-ly</td>
<td>matter of acting, like</td>
<td>quickly</td>
</tr>
<tr>
<td>-age</td>
<td>act of, state of, place</td>
<td>homage</td>
</tr>
<tr>
<td>-less</td>
<td>without</td>
<td>harmless</td>
</tr>
</tbody>
</table>
COMPOUND WORD MATCH

Two words are joined together to make a new word with its own meaning such as baseball, sunshine, and barnyard.

1. Together with your learner, identify some compound words. Write the first part of the word on one card and the second part on another.

2. Separate them into two decks.

3. Shuffle each deck.

4. Pull up one card from each deck. Ask the learner to read each word separately and then together. The learner may have to try both ways. Then ask the learner if it is a match.

5. If she gets it right, put the pair aside. If not, return them to the deck.

6. Repeat as needed.

7. For a variation, you could select words that make compound words in different ways e.g., wall, flower, paper, time, day, story, book, store, cow, boy, hand, held, lone, and some. See how many words you can make: storybook, bookstore, cowboy, cowhand, storytime, lonesome, sometime, wallflower, and wallpaper.
“I hate the writing. I never know what to say,” groaned Sam. “I hate it too,” said Dave. “Only I have too much to say, and I don’t know where to start. You said earlier that there were several things you wanted to be able to write. Let’s make a list, that might be a good place to start.” Sam thought and said, “I need to write business letters and a letter to my uncle. I’d like to write my ideas about gardening. Also, don’t I have to write a resume? Then, I’d really like to learn how to take notes for when I go back to school and take college classes.” Dave wrote Sam’s thoughts on flip chart paper and Sam copied them. “Now what?” he said. “Well,” said Dave, “One theme I see here is letters.” “Yeah, I should learn to do that first. Which one should I write?” “It will probably be easier to get ideas for writing to your uncle because he is close to you. From there we can talk about business letters. Do you want to try that?” asked Dave. “Yeah, I really owe my uncle a letter. I have a lot to tell him.”

We write to communicate for different purposes. We write for a variety of audiences and in a variety of mediums. Depending on our purpose, our audience, and our medium, we employ different levels of conventions such as standard grammar or correct punctuation. If, for example, I’m writing in my journal, expressing feelings or describing experiences of the day, I might not use any punctuation, and I’m not going to worry about spelling or about using perfect grammar. The audience is myself; the purpose is self-expression, and the medium is my journal. However, if I’m writing a letter to the editor of the New York Times, I’m going to be sure that my grammar is perfect, my spelling checked, and my punctuation is in place. In that case, I’m publishing – the purpose is self-expression and to engage in a larger dialogue, and the audience is global. The medium is a newspaper that holds to standard conventions of language.
When you teach writing, keep in mind that, like reading, the process is multifaceted. This is true for all types of writing you do. When you create a resume, jot down a shopping list, write an autobiography, or compose a letter, you use a process.

Writing process:

- Gather ideas
- Draft them out
- Read and revise
- Share for feedback and revise as necessary
- Edit if appropriate

In these chapters, you’ll find tips and strategies for working with new writers through the process, and we offer some activities for teaching specific conventions of writing.
New writers typically have even less confidence in their writing skills than in their reading. Often, they carry memories from school about penmanship, messiness, and papers returned with red ink corrections all over them. Rarely in school do we get the chance to actually write and spend time with the writing process, so this could be a very new experience for the learner. The tutor can ease the learner’s transition to writing by doing some of the following:

Make time for writing in each session. This could be through a journal or dialogue journal, working on a piece of writing, copying a language experience story, writing in response to some reading material, or writing to reflect on learning.

Model writing by writing yourself. Often, tutors have more confidence in themselves as readers than they do as writers. When tutors write along with their students, they give credibility to the process. They themselves become vulnerable to the ins and outs of writing.

Many years ago at a large, urban literacy program, a well-known author, whose books were on our program’s shelves, gave several writing workshops to the learners and tutors in our program. During one session, he brought in the drafts from one of his books. We had the book in our collection and most of the students were familiar with it. They looked at his early drafts; the messy, handwritten notes, the words he’d crossed out, and the arrows he’d used to move text around. As they handled his work, over and over they said, “This looks like my writing.” “So, even famous writers write like me.” For many learners, seeing and handling his work broke down their barriers to writing. They saw that all writers pre-write and draft and revise and edit. That day, they connected the writing process to a real book and felt a kinship with the author as a fellow writer.

Encourage legibility, not correctness. Penmanship should be for legibility, not correctness. Not one book editor has ever corrected my penmanship. Learners develop legibility as the amount of writing they do increases.
Some learners will be very new to writing. For them, forming the letters of the alphabet will be a starting place. If that is the case, they can follow some basic steps given here: Start with words such as family names and addresses or words from a language experience story.

1. Let’s start with a word you’d like to write on your own. Where would you like to start?
2. The learner chooses a word.
3. The tutor draws the first shape, a straight vertical line, of the printed capital letter “L”.
4. Since your word is Larry, we’ll start with the first letter. This is the first shape of the letter “L”. Now, you copy it.
5. The learner copies the shape.
6. This is the second part of the letter “L.” Now copy that.
7. The learner copies the shape.
8. This is how they look together
9. Now, write the letter.
10. The learner writes the letter.
11. The learner then repeats writing the letter several times until she feels comfortable making the shape.
12. Once each letter of the word is formed, the tutor writes the entire word and the learner copies it several times until she is comfortable forming it.
13. Track the letters learned and only repeat as necessary.

For tactile learners, tracing the shape on textured paper with their finger will support their ability to remember the shape.

Use the computer. For some learners, typing is easier than writing by hand and easier to correct. If you have a computer available, teach basic word processing, keyboarding and using the mouse. Check with your program for available software.
GENERATING IDEAS FOR WRITING TOPICS

*What am I going to write about?* This will be a pretty common question. A blank piece of white paper can intimidate anyone. So, where do you begin? Like the familiar adage, “write what you know,” it’s often easier to start with what is personal - topics that are close to the learner’s experience and those topics that serve the learner’s immediate purposes. Over time, learners can create a list of possible topics (see Ideas for Writing form) and refer to them for writing. As a new writer develops comfort, he can move to writing about topics outside his personal realm.
### Ideas for Writing

<table>
<thead>
<tr>
<th>Interesting People</th>
<th>Interesting Places</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Images: Things I’ve Seen*  
*Words: Things I’ve Heard or Read*

<table>
<thead>
<tr>
<th>Events: Things That Have Happened</th>
<th>Ideas; Things I’ve Thought About</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Questions: Things I Want to Know*  
*Problems: Things I Want to Change*
TYPES OF WRITING

Below are some types of writing that focus on a variety of purposes.

39 JOURNALS AND DIALOGUE JOURNALS

Journal writing helps develop reflective writing skills. Learners can use journals to express their personal feelings, responses to nature, or thoughts on learning. These journals are not corrected and only shared if the learner desires.

Dialogue journals are written conversations. Often they are a way for tutors to connect to individual learners in a class. However, they can be used in any situation. Either the learner or the tutor can write first. For example, the learner can comment on a lesson or write about something that happened at home or work with reading and writing. The learner gives the journal to the tutor and the tutor reads it and writes a response. The response to the writing is never a place to correct spelling, grammar, and punctuation. The response is just that - a response. Offer comments, your own experiences, or ask a question, in the same way you would respond to a letter from a friend.

40 TIMED WRITES

For this activity, keep a list of possible topics in your teaching journal. This is a good activity for both the learner and the tutor. The point of this activity is to get past our internal “censor” who tells us we have nothing to say or who knocks down every idea. Bring a timer or use a nearby clock or watch.

1. Take out a blank piece of paper and a pen or pencil.

2. For the next ____ minutes, we will write non-stop about this topic. Never put down the pen. If you can’t think of anything to say, write down, “I can’t think of anything to say.” If that is all you have to say, just keep writing that until something comes to mind. Don’t even think about spelling. If you can’t spell a word, either make it up or draw a blank line. We can fill it in later.

3. The topic is:_____.

4. Ready? Go!
Encourage learner to keep writing.
When the time is up, share your writing with each other.

Possible topics:
◇ I once was… Now I am…
◇ I remember…
◇ My favorite place is…
◇ The house I dream about is…
◇ When I think of home, I think…

“I REMEMBER” POEMS

“Recall poetry seems overwhelming, but simple poems can come from using phrases that begin with words like “I remember” or “I miss.”

1. We’re going to create some poems out of our experiences and ideas.
2. Let’s start with our memories.
3. On a piece of paper, write down the words “I remember” on five lines.
4. Now, next to each one, write down a memory.
5. For example, I remember a deep red sunset.
6. The learner writes.
7. Now, cover all but the very first “I remember.”
8. Now, read the poem.

Inspired by Kenneth Koch
**GROUP STORIES**

This is a great way to get a story going without the burden resting on one person. This is one example of many variations.

1. On a chalkboard or on flip chart paper, write these headings:

2. **People**  **Places**  **Things**  **Events**

3. Ask the group to generate a list of at least five in each category.

4. Write the list on the board.

5. *We will be writing a story together. Each learner will get to write at least one line. Each line should have one of the items from the list. Each line should connect to the line before it. We should try to have a beginning, a middle, and an end.*

6. One learner can start the story. From there, pass it around so each learner has at least one chance to write. Remind the learners that spelling isn’t important. They can ask for a word or they can guess the spelling.

7. When the story has gone around the group enough times to give the story some substance, the tutor or one of the learner’s can read the story out loud.

8. Later, the tutor can type up copies and use the text for all sorts of lessons.

**SENSORY RESPONSE**

Write in response to music, photos, artwork, scents, tastes, etc.

**Music** Learners can describe how they feel as they listen to different types of music or write lyrics to different tunes or let their imaginations wander as they listen.

**Scents or tastes** Learners can write a story about a time when they smelled this or tasted this. They can write a memory or a poem about the smell or taste. They can write a letter complaining about the smell or praising the taste.

**Photos or artwork** Learners can become one of the characters in a photo and write his story. They can write about what just happened in a photo or what will happen next. They can write about the person who made the art and what were they thinking?
STAGES OF WRITING

**PRE WRITING**

During this stage the writer plans, generates ideas, and looks for connections between ideas. The writer is not concerned with the conventions of writing, only with exploring their ideas.

Here are some questions to prompt writing.

- Do you have a purpose in mind?
- Who are you writing to/for? Who do you want to tell?
- What do you want to include in the writing?
- What is most important? What other ideas do you want to include?

Strategies for pre-writing include brainstorming

- mind mapping
- free writing
- thinking
- daydreaming
- doodling
- drawing ideas
- outlining.
CREATING A MIND MAP

Mind maps help to chunk ideas together and create a graphic image for the writer. This is particularly good for visual learners.

1. Draw a circle in the middle of a page.
2. Write the main topic in the circle.
3. Draw three or four lines from the main circle outward and draw circles at the ends of those lines.
4. In each circle, write one idea connected to the topic.
5. From those outer circles, draw extending lines. On those lines write additional ideas connected to the outer circles.
Drafting

Sam scratched his head, he shifted in his seat, and he stared at the paper in front of him. Dave watched him and said, “Are you stuck?” Sam laughed. “I just don’t know where to begin.” Dave said, “You have some interesting ideas. Let’s look at them. Maybe we can find a starting place.” Sam and Dave read over Sam’s brainstorm list for the letter to his uncle. “Where do you think you should start?” asked Dave. “Well, don’t most letters start with ‘Dear so and so’?” Sam asked. “Yeah,” said Dave. “That’s a good place to start. After that, what do you want to tell him first?” “I guess that everyone is fine.” Sam looked over the list. It seemed like too much work. “I have a suggestion,” said Dave. “Why don’t we number the ideas? That way you’ll know what order to write them in and you can do them one at a time.” “I like that,” said Sam. “Ok, ‘we are fine’ is number one, and number two is ‘Josh is going nuts on the computer.’ I like this,” said Sam. “It gives this writing thing some order. Makes it easier to do.”

In the drafting stage, the writer puts ideas on paper in sentence form. This is a difficult transition for most new writers. To make it smooth, teach the writer how to use the pre-writing activities to create an order out of the seeming chaos of ideas. The learner can also use the words from the mind map or brainstorm list as a reference if he gets stuck with spelling. During the drafting stage, writers need lots of time. Work that into your lesson plan.

Strategies for Drafting

❖ Write on one side of the paper.
❖ Cross out instead of erase.
❖ Put your name and date on everything as a way to track changes.
❖ Double-space your drafts so there is room to make changes later.
❖ If you get stuck, read it over or share it with me or another learner.
❖ To avoid getting stuck on spelling, decide on a strategy beforehand (see page 113).
**SHARING**

Sharing writing lets the writer hear the words out loud and get feedback that will help her know the impact of her writing. Sharing can happen during any stage and is particularly helpful once a draft is written.

It is often uncomfortable for new writers to share their writing. Writing is personal and it is easy to hurt feelings when giving feedback. Feedback like “that’s good” or “I like that” or “You should...” isn’t very helpful. The process outlined in the Writer’s Feedback Guide will help make the feedback useful and leaves control of the sharing process in the hands of the writer where it belongs.
WRITER’S FEEDBACK GUIDE

For the Author:

_____ Tell the audience what you want them to listen for.

_____ Does this sound better than this?

_____ What else do you want to hear?

_____ Take notes on what the audience says.

_____ Take notes on what you wanted to fix as you read to the audience.

Notes:

For the Audience:

_____ Retell the piece in your own words.

_____ Respond to what the author asked you to listen to.

_____ Is everything clear? If not, say what isn’t.

_____ Tell what parts you liked best and why.

_____ Tell what you’d like to hear more about.

Notes:
**REVISING:**

During the revising stage, writers read their draft, consider any feedback, and decide what to do next. Revising strategies include changing word or sentence order, adding or deleting content, clarifying ideas, and finding the right words among others.

Teach the learner ways to move writing around.

Jennifer read her story to Shelly. At one point, she stopped reading and noted, “You know, that part shouldn’t go there. Maybe it would go better at the beginning. I hate rewriting this all the time – I forget what I want to do.” Shelly said, “Let me show you one way to remind yourself what changes you want to make.” They looked over Jennifer’s story. “First, draw brackets around the part you want to move. Then number it or letter it. Now, find the place in the story where you want it. Write in that spot, Move A here. Then, when you rewrite it, you’ll have a note and know what to do.”

Here are some common questions to ask during the revision stage:

- Do the ideas follow each other well?
- Is each word the right word?
- Am I missing words?
- Do I have too many words?
- Is each idea clear?
- Am I missing ideas?
- What words can bring out more detail?

**EDITING:**

When we edit our writing, the focus is on being read. We use conventions like punctuation and correct spelling, so others can read our writing. Not all writing needs to be edited. As the learner learns specific editing skills, she can add them to her editing checklist (see page 111). Then, whenever she edits a piece of writing, she can use the list to help her remember what to look for.
**Writing you correct**

- Writing for an audience: letters, instructions, memos, directions, essays, and resumes

**Writing you don’t correct**

- Writing for yourself - shopping lists and notes to self
- Writing in response to reading
- Discovery writing – free writing
- Dialogue journals

**How do I know what writing skills to teach?**

Here is a simple way to determine what skills to teach first.
Look at a sample of the learner’s writing. Ask yourself:

- What skills does this student use well?
- What skills are completely missing?
- What skills are in transition – used in some places and not in others?

The skills in transition are the skills to teach.

Follow the direct instruction method to teach the skill. Avoid teaching grammar except with very high-level learners.
EDITING CHECKLIST

On the lines below, list the editing skills you know. When you are ready to edit your writing, check your work for the skills on your list. When you learn new editing skills, either about punctuation, grammar or spelling, add them to the list.

<table>
<thead>
<tr>
<th>EDITING SKILL</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Jose stared for a long time at the page in front of him. “My spelling is so bad,” he said. “I shouldn’t write until it is better.” Chris thought about this. “There are a couple of things you can do about spelling when you write. First, when you want to write a word you can’t spell at all, put a blank line, like this __________. Then, when we go back and read it, we can fill it in. Second, if you think you know how part of the word is spelled, put down the letters you know. Like I know school starts with an ‘s’ and ends with an ‘l’, so I would write it this way - ‘s----l’ That will help me know what the word is. Again, later I can go back and fix it. We can learn the words as spelling words next time. If you stop and look up every word, you’ll forget what it was you wanted to say.” Jose looked skeptical, but he agreed to try it. A little while later, Jose showed Chris what he had written. “I tried what you said.” He read the piece aloud and reflected, “I guess it’s ok. I used the blank lines, but I know what should go there. Will you tell me the spelling now?”

Not being able to spell well holds many learners back from attempting to write. We want to change the notion that you have to be a good speller in order to write or that spelling is writing. Stress that good spelling and good writing are not the same thing. Many good writers were/are not good spellers. Many people in all kinds of professions have trouble with spelling. Encourage your learner to write and to use spelling strategies. In addition, provide mini-lessons on spelling. The more actual reading and writing we do, the better we get at spelling. We become more familiar with the spelling of words the more we see and use them.

In this section, you will learn two ways to approach spelling - one, strategies for dealing with spelling while writing, and two, strategies for teaching spelling.
**SPELLING WHILE WRITING**

1. **Draw a blank line.** When you want to use a word you don’t know how to spell at all, draw a blank line, like this _______. This way you will know a word should be there. When you have finished writing that section, we can go back to it and fill in the word.

2. **Make up the spelling.** When you want to write a word that you know some of, or you think you know, write down the parts you know. Write down the letters you think you know. For example, if I want to write “doctor” but can’t remember the exact spelling, I can write “dakter” because I know there’s a “d” at the beginning and I think the “k” sound is in there and a “ter” like “water” which I know how to spell. Then, once again, when I’m done getting my thoughts on paper, I can go back and check the spelling.

3. **Ask.** If there’s a word you want to spell and don’t know at all, ask. This isn’t a good strategy if you have several words you don’t know, because it can interrupt your thoughts, and you might lose track of what you are trying to say if you ask too many times. But if you have one or two words, just ask.

4. **Use key words to help.** (Especially good for beginning level 1 & 2 writers.) Before you start writing, let’s talk about what you want to say. If you think of words you will want to spell that you don’t know, tell me and I’ll write them on cards for you and you can copy those when you need them.
TEACHING SPELLING

The English language is so inconsistent. As you saw in the chapter about word recognition strategies, most “phonics” rules don’t apply enough to be useful. The same is true with spelling rules – the exceptions cause so much confusion! Since reading and writing connect, all the work you and the learner do with word recognition strategies will reinforce spelling. Point this out. If a learner is trying to spell words that have been part of a word pattern you’ve been learning, show them that.

Look for these types of errors in the learner’s spelling:

- Omissions
- Additions
- Reversals
- Phonetic substitution
- Non-phonetic substitution
- Confusion caused by mispronunciation

Address the actual errors rather than randomly teaching spelling words through memorization. For example, I tutored one learner who always wrote “and” for “an.” During one writing conference, I asked her about that. She didn’t know what I was talking about, and I realized that she didn’t know that “an” was a word. Once I knew what the error was, I could teach her the new word, it’s meaning and use rather than teaching it as though it were a spelling error.

Observe the following about how a learner approaches spelling as a means of understanding her strengths and needs:

Does the learner

- Seem to have a workable system of spelling a word.
- Know when the word looks right.
- Produce words of about the same length as the word she wants to spell.
- Spell at least some words automatically.
- Use a method of breaking down a word into parts.
- Use “visualizing” as an aid (closing the eyes to recall spelling).
Use writing and rewriting as an aid to recall.
Write illegibly to cover up spelling uncertainty.
Recognize and use spelling patterns.
Seem to associate a pattern of letters with sound.
Spell better “out loud” than in writing.
Pronounce words correctly.
Have difficulty remembering things.
Show anxiety about spelling.

STRATEGIES FOR LEARNING SPELLING

Students who are good visual learners or auditory learners will probably have an easier time with traditional memory strategies. Kinesthetic learners need other strategies. Try the “create-a-beat” strategy or tracing the word in the air or on a rough surface.

1. Read frequently.
2. Say the word, write the word, say the letters of the word, write the word, cover the word and try to “see” it, and then write it again.
3. Create a picture association. Say the word, choose a picture or image, and draw it or paste a picture next to the written word. See the picture, spell the letters of the word, say the word, and then write the word.
4. Write frequently.
5. Check the word to see if it “looks right.” Compare it to the correct spelling. Circle the parts that are different. Write the word again.
6. Create a beat. Say the word or letters out loud and create a rhythm or beat for the letters and the word.

7. Spell word by tracing the letters in the air or on a rough surface like sand or rough paper.

8. Use Scrabble tiles or other tactile aides with letters to spell the words. Moving letters around, changing letters physically, helps the kinesthetic learner.

9. Look the word up in a book you saw it in.

10. Look the word up in a dictionary.

11. Look the word up on the computer spell check.

12. Look for the word on a list of common words.
Chris and Jose had just completed a series of lessons on reading signs and symbols so he could pass the safety test at work. Jose was really happy, but Chris sensed he was tired of the same old thing. She wanted to do something new but something that would be relevant. Jose had recently shown her some of his drawings for animation comics. She asked him if he’d like to write captions for them. “Yes, but my writing isn’t good.” Jose said uncertainly. Chris smiled. “This will be a great chance for us to work on some of those writing skills.” So they agreed. Chris looked over the competencies for level 2 and reviewed some of Jose’s earlier writing. “I think we can work on capital letters and complete sentences. What do you think, Jose?” “I think complete sentences—I really need that.”

On the following pages are the Washington State Competencies for Reading and Writing. The competencies include discrete skills readers and writers use to accomplish their tasks. Teach the discrete skills during mini-lessons and in the context of a larger reading or writing lesson. Lessons should always be based on a learner’s purposes for literacy, and the competencies that get taught should be those that fit into the goal. Competencies are a guide. Some learners at level one will be able to do competencies in levels 2–4, similarly learners at level 4 might need to review competencies at level one. It’s important to think of competencies as a guide, not a linear list of things to teach in a specific order.
# ABE Reading and Writing Competencies

<table>
<thead>
<tr>
<th>Level 1 Exit Criteria</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The adult learner can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary.</td>
<td>The adult learner can write simple notes and messages on familiar situations, but lacks clarity and focus. Sentence structure shows some control of basic grammar (e.g.: present and past tense), and consistent use of punctuation, (e.g.: periods, capitalization).</td>
</tr>
<tr>
<td><strong>The adult learner can</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State kind of materials to be read (i.e.: notes from teachers, want ads, phone messages, community flyers, etc.)</td>
<td>Identify letters of the alphabet, know their order, and write upper and lower case letters and numbers legibly from memory.</td>
<td></td>
</tr>
<tr>
<td>Explain expected outcome from reading the material (i.e.: enjoyment, information).</td>
<td>Capitalize the word ‘I.’.</td>
<td></td>
</tr>
<tr>
<td>Know symbol/sound correspondence for the letters of the alphabet.</td>
<td>Copy information correctly.</td>
<td></td>
</tr>
<tr>
<td>Use a combination of contextual clues and “sounding out” to read.</td>
<td>Write words that are pronounced and spelled orally.</td>
<td></td>
</tr>
<tr>
<td>With some assistance, make corrections when errors are made during oral reading.</td>
<td>Write own name, address – using appropriate abbreviations and punctuation – and telephone number correctly from memory.</td>
<td></td>
</tr>
<tr>
<td>Recognize common survival words by sight (i.e.: hospital, police, name).</td>
<td>Complete short forms.</td>
<td></td>
</tr>
<tr>
<td>Restates story and some details of text orally read (i.e.: read by teacher or learner).</td>
<td>Write a simple sentence.</td>
<td></td>
</tr>
<tr>
<td>Apply ideas from reading to personal experience or goals.</td>
<td>Write simple phone messages</td>
<td></td>
</tr>
<tr>
<td>Make comparisons using what was read and personal experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2 Exit Criteria:</td>
<td>The adult learner can read simple material on familiar subjects that have a simple and clear underlying structure (e.g.: clear main ideas, chronological order); can use context to determine meaning, can interpret actions required in specific written directions.</td>
<td>The adult learner can write simple paragraphs with main idea and supporting detail on familiar topics (e.g.: daily activities, personal issues) by recombining learned vocabulary and structures, can self and peer edit for spelling and punctuation errors.</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>With some assistance, select books that support a personal reading purpose.</td>
<td>Use capital letters correctly.</td>
<td></td>
</tr>
<tr>
<td>With some assistance, choose reading materials from a familiar set of resources (i.e.: school, home, bookstore, library, etc.)</td>
<td>Use resources to locate and copy information (i.e.: dictionary, phone book, encyclopedia).</td>
<td></td>
</tr>
<tr>
<td>Applies reading strategies when prompted.</td>
<td>Write a variety of complete sentences including statements, questions and commands using correct end punctuation.</td>
<td></td>
</tr>
<tr>
<td>Find information in an efficient amount of time in an alphabetical format (i.e.: dictionary, phone book, classified ad, etc.)</td>
<td>Identify, write, and correctly use a comma in addresses and dates.</td>
<td></td>
</tr>
<tr>
<td>Begin to use previewing, scanning, and skimming to find specific information (in short stories, flyers, menus, signs, recipes, medicine labels, job announcements).</td>
<td>Correctly use a period with initials and abbreviations.</td>
<td></td>
</tr>
<tr>
<td>Begin to use decoding strategies by analyzing word parts and using context clues to increase vocabulary for comprehension.</td>
<td>Identify, write and correctly use an apostrophe in contractions.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate a literal comprehension of a text by retelling it.</td>
<td>Write names, addresses, and phone numbers with correct spacing, spelling, and punctuation.</td>
<td></td>
</tr>
<tr>
<td>Read a simple paragraph and identify the main idea.</td>
<td>Address an envelope for work, community or family needs.</td>
<td></td>
</tr>
<tr>
<td>Apply fix-up strategies when comprehension is lost (i.e.: read ahead, reread, apply context clues, ask for vocabulary help),</td>
<td>Use prewriting techniques to generate ideas.</td>
<td></td>
</tr>
<tr>
<td>Understand and identify cause and effect relationships and chronological sequence in level appropriate material or familiar subjects,</td>
<td>Write three sentences on the same topic.</td>
<td></td>
</tr>
<tr>
<td>Identify author’s purpose in level appropriate material.</td>
<td>Write notes and messages in familiar situations.</td>
<td></td>
</tr>
<tr>
<td>Read, and interpret simple signs, symbols, and abbreviations (i.e.: menus, road signs, recipes, instructions or medicine bottles, etc.).</td>
<td>Use and identify basic grammar correctly, such as present/past tense and subject/verb agreement.</td>
<td></td>
</tr>
<tr>
<td>Compare and contrast new information with prior knowledge.</td>
<td>Accurately complete a variety of forms and applications.</td>
<td></td>
</tr>
<tr>
<td>Articulate reasons why the reading purpose was or was not met.</td>
<td>Write for personal expression.</td>
<td></td>
</tr>
<tr>
<td>Level 3 Exit Criteria:</td>
<td>The adult learner is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context: can make some minimal sentences about familiar texts and begin to compare and contrast information from such texts.</td>
<td>The adult learner can write simple narrative descriptions and short essays on familiar topics such as customs in native country; has consistent use of basic punctuation, but makes grammatical errors with complex structures.</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>The adult learner Can...</strong></td>
<td>Independently select reading materials that are appropriate to the reading purpose</td>
<td>List short and long-term goals for the role as a family member, worker, learner and/or community member.</td>
</tr>
<tr>
<td></td>
<td>Independently select appropriate reading strategies for effective comprehension in a variety of situations.</td>
<td>Use commas, apostrophes, and colons appropriately.</td>
</tr>
<tr>
<td></td>
<td>Use strategies such as previewing, scanning and skimming to find specific information.</td>
<td>Expand simple sentences to reflect more complex ideas using adjectives, adverbs, prepositional phrases, compound subjects, verbs and objects.</td>
</tr>
<tr>
<td></td>
<td>Read independently on a regular basis.</td>
<td>Combine two simple sentences into a compound sentence.</td>
</tr>
<tr>
<td></td>
<td>Use context clues and word parts to determine meaning of complex vocabulary.</td>
<td>Recognize and correct fragments and run-on sentences.</td>
</tr>
<tr>
<td></td>
<td>Understand format (paragraph, introduction, conclusion, chapter, titles, subtitles) as an aid to comprehension.</td>
<td>Use correct subject-verb agreement in sentences with simple and compound subjects.</td>
</tr>
<tr>
<td></td>
<td>Use the dictionary as a tool for pronunciation for oral reading and to find word meanings to assist comprehension.</td>
<td>Use proofreading skills to edit errors in capitalization, punctuation, and spelling.</td>
</tr>
<tr>
<td></td>
<td>Adjust reading rate to suit purpose and increase comprehension.</td>
<td>Compose an informal letter using appropriate format for a specific audience.</td>
</tr>
<tr>
<td></td>
<td>Identify the main idea and supporting details in a multi-paragraph selection.</td>
<td>Use prewriting techniques to generate and organize ideas.</td>
</tr>
<tr>
<td></td>
<td>Distinguish between face and opinions.</td>
<td>Write a simple paragraph that contains a topic sentence and at least three supporting sentences.</td>
</tr>
<tr>
<td></td>
<td>Understand purpose in writing (i.e.: persuasive, narrative, descriptive, or expository)</td>
<td>Write for personal expression, e.g.: journal writing, poetry, narrative, or lyrics.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate understanding of different types of reading materials by discussion and answering comprehension questions.</td>
<td>Listen to a telephone message and write down important information.</td>
</tr>
<tr>
<td></td>
<td>Interpret written information found in everyday life situations such as written directions, maps, forms, and schedules.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>With assistance, plan next direction in reading based on conclusions from current reading.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide evidence of application of knowledge to life roles as family member, worker and citizen.</td>
<td></td>
</tr>
<tr>
<td>Level 4 Exit Criteria:</td>
<td>The adult learner can comprehend expository writing and a variety of materials such as periodicals and non-technical journals on common topics, can comprehend library reference materials; can identify the main idea in reading selections and sue a variety of context issues to determine meaning.</td>
<td>The adult learner can compose multi-paragraph essays, can listen to oral instructions and write an accurate synthesis of them; identify spelling, punctuation and grammatical errors. The adult learner’s writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; can write personal notes and letters that accurately reflect thoughts.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>The adult learner can…</td>
<td>Independently use library, internet, and other information resources to fulfill the reading purpose.</td>
<td>Write and revise short and long term goals for role as family member, worker, learner and/or community member.</td>
</tr>
<tr>
<td></td>
<td>Select the most appropriate materials to meet the reading purpose.</td>
<td>Combine ideas through the use of complex sentence structure.</td>
</tr>
<tr>
<td></td>
<td>Read materials for multiple purposes: gain skills, pleasure, informational.</td>
<td>Recognize and use parallel structure.</td>
</tr>
<tr>
<td></td>
<td>Persevere to read text of limited personal interest for long-term goals</td>
<td>Use correct verb tense, adjective/adverb forms, and pronoun references.</td>
</tr>
<tr>
<td></td>
<td>Apply reading strategies to increasingly difficult materials and complex tasks (i.e.: adjusting rate, determining purpose, previewing, skimming).</td>
<td>Write an accurate summary of oral instructions and give an oral summary.</td>
</tr>
<tr>
<td></td>
<td>Use context clues and word parts to determine meaning of complex vocabulary in a wide range of reading materials.</td>
<td>Utilize the writing process. Write a first draft, revise, peer and self-edit, and write a final draft.</td>
</tr>
<tr>
<td></td>
<td>Use appropriate approaches (skimming, scanning, transition words) to retrieve information quickly.</td>
<td>Write a short report on material read or observed.</td>
</tr>
<tr>
<td></td>
<td>Understand format, organization, and structure of a text (non-fiction, essays, poetry, paragraphs, chapters) as an aid to the reading purpose.</td>
<td>Organize personal information and compose a resume.</td>
</tr>
<tr>
<td></td>
<td>Provide an in-depth oral or written summary of non-fiction selections, the plot and theme of fiction selections.</td>
<td>Write a variety of formal letters (e.g.: cover letter, a letter to an elected official, an editor, business, an agency, or an institution).</td>
</tr>
<tr>
<td></td>
<td>Generalize the main idea when it is unstated.</td>
<td>Use desktop reference.</td>
</tr>
<tr>
<td></td>
<td>Identify transition words, sentences, and paragraphs that indicate a new idea.</td>
<td>Write a multiple paragraph composition in an organized and cohesive format with few mechanical errors.</td>
</tr>
<tr>
<td></td>
<td>Select important details that aid in defining key concepts that further comprehension.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify inference and apply to reading comprehension.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify the author’s point of view.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide evidence of application of knowledge to life roles.</td>
<td></td>
</tr>
</tbody>
</table>
Jennifer ran into the session breathless. “Guess what!” She dropped into her chair. Shelly shook her head. “What?” she laughed. “I did it! I used those maps skills you taught me! I didn’t think I would, but today I was at my friend Lupe’s house. Her mom needed to get to some little town over the mountains to see her cousin. She didn’t know how to go. I looked at the map and found the roads and figured out the directions! I wrote them down for her. Lupe couldn’t believe it! I told her, go east, then north, you know, all the directions, and I figured out miles and what route numbers to take and to turn right and left – all that stuff.” “Wow!” Shelly said. “You really do know it!” “Yeah” Jennifer smiled. “I really do.”

Think back to a time when you know you learned something. What was it that told you? Was it the first time you drove the car without making any mistakes? Was it the time you shared what you had learned about refinishing furniture, so your friend would know what to do? What about the moment you said, “Hey, I get it!” After struggling with understanding fractions for so long, you were able to do the next three problems without a hitch.

How do you know when the learner has learned? And how does the learner know? Those are the questions behind assessment. In some programs, formal, standardized tests of some sort are given to learners upon entry. The test results simply place the learner into one of the literacy competency levels. Knowing the level of skills to teach and understanding the learner’s purposes for literacy gives you a good place to start teaching. But ongoing assessment happens during every lesson. In this chapter, you’ll learn a few simple ways to monitor the learner’s progress through the skills and toward her purposes. And you will learn some ways to help the learner monitor her own progress as well.
WAYS TO ASSESS

OBSERVATION

Tutors and learners observe all the time. Tutors “see” a learner’s eyes light up, learners watch each other solve a problem. Recording what we see strengthens our observation skills, and helps us notice patterns in our learner’s behavior and in our own. Earlier in this book are observation forms about learning styles and spelling. At the end of this chapter, you will find two additional observation forms. One form will help you observe miscues and one will help you keep general observations.

Keep observation forms in an accessible place. Use them to log changes you note at the time of direct instructions, during reading or writing. Many tutors find it easier to record their observations after the session.

TRACKING CHANGES

Lists and Checklists are quick and easy ways to give tutors and learners snapshots. They are visually easy to compare and simple to fill out. This book offers you checklists of learning styles or preferences, goals, skills learners want to learn, ways learners are currently using reading and writing, and ways they’d like to use it as well as an editing checklist. At the end of this chapter, you’ll find a reading list and a writing sample comparison.
**REFLECTIVE/Critical Writing**

Journals are one place that learners can reflect on their learning. Providing the learner with prompts for reflection can also help. Below are some possible prompts for reflective writing.

- What did I learn while doing this?
- What do I know now that I didn’t know a week ago?
- What do I do now when I come across a word I don’t know?
- Look at an early piece of writing and a more recent one. What changes do you see? What is different in your writing now?
- Today I learned…
- What is getting easier for you as a reader? What is still hard?
- What is most helpful to you in the reading/writing instruction?

**Application**

When learners actually use reading and writing for real purposes in their daily lives, then you know they’ve succeeded. Capturing this information isn’t always easy. Equipped for the Future is currently developing an assessment process that attempts to capture application of learning through structured performance tasks. For the tutor and learner, there are other strategies.

Use checklists at regular intervals to check in on what learners are doing with reading and writing that they might not report.

Keep a log each time learners do something new with reading and writing in their lives.
<table>
<thead>
<tr>
<th>DATE</th>
<th>MATERIAL READ</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Teacher Observation Form

**Learner Name:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A miscue analysis helps tutors and learners understand the kinds of strategies learners use when they read.

**What you need:**

- A complete text that is slightly challenging to the reader.
- A copy of the text to write on.
- A tape recorder and tape (optional).

**Steps:**

1. Learner reads the text out loud.
2. Tutor marks miscues on her copy.
3. Learner retells the piece in his own words.
4. Tutor records what he says.
5. Together they analyze the miscues to understand what strategies the learner is using and which he needs to learn.

Use the tape recorder to review the reading with the learner. Let his listen to the reading and analyze his own miscues.

**Markings:**

1. The reader guesses phonetically, but there is no such word.
   *Write the phonetic representation above the word.*

2. The reader substitutes a word in context.
   *Write in the word replacement.*

3. The reader leaves out a word.
   *Circle the omitted word.*

4. The reader inserts a word.
   *Insert the word with a carat.*

5. The reader corrects a miscue.
   *Underline the miscue.*
Count the number of types of miscues and decide which strategies would help the learner become a more efficient reader.

**WRITING SAMPLE COMPARISON**

Work with two samples approximately 30 hours of tutoring apart. Look at all stages of writing including pre-writing, drafts, revisions, and edits.

Do this with the learner. It is important that the learner begins to recognize changes in her work. Keep this as a dialogue rather than focusing on correcting her work.

Look at the first piece. Make notes on the items listed. Then, look at the second piece and do the same. Review the similarities and the differences. Note what has changed. Ask the learner to describe her feelings and experiences writing the two different pieces. Ask her what she will do differently next time.

Use this to help you determine what to teach next.
<table>
<thead>
<tr>
<th>Items</th>
<th>Sample One</th>
<th>DATE:</th>
<th>Sample Two</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Length: how many sentences, paragraphs, ideas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flow of piece</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of pre-writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of revisions before final draft</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capitalization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Corena and Marcella were thinking about what to do next. “Let’s look at your dreams and goals,” said Corena. They reviewed the list they had made in their early sessions. “My sister gave me a crafts catalogue the other day,” said Marcella. “Maybe we could work on that. I see some things I’d like to get, but I don’t understand what all those numbers mean, and I can’t really read the descriptions.” Corena wrote that down and thought about the tasks involved in reading and ordering from catalogues. She reviewed the competencies for some ideas about discreet skills she could teach to support Marcella’s purpose and then, considering Marcella’s learning style and level, she began to plan.

Some tutors plan each lesson carefully, naming objectives, planning each step of the activity, and monitoring the learning through formal assessment measures. Others come to the session with a general idea of the learner’s dreams and goals, knowledge of teaching strategies, and an ability to create a lesson on the spot. In the end, no one way is the “right” way. You’ll find you can plan lessons in a variety of ways. Use the Lesson Planning Checklist to help you plan.

Lesson Planning Checklist:

_____ Do the activities directly relate to the learner’s stated goals or dreams and am I making that connection clear?
_____ Do the types of activities reflect the learner’s learning style?
_____ Have I included opportunities for practice?
_____ How will the learner and I know progress has been made, both incrementally and overall?
_____ Is the material at the learner’s level?
Am I building on the learner's knowledge and experience?

Do the activities give the learner chances for success? And to see success?

Have I identified which competencies fit the task?

Have I built in opportunities for the learner and myself to reflect?

The illustration below shows the learning-assessment cycle. This is another perspective on lesson planning. On the pages that follow, you’ll find models, guides, and forms to help you plan effective lessons.
To help you gain a sense of the parts of a lesson, we’re chunking lesson plans into four sections.

1. Pre-reading/Writing
2. Reading/Writing
3. Post Reading/Writing
4. Assessment

We use this model, because it closely reflects what we do when we read or write. We prepare ourselves for reading by calling up our knowledge about the material, determining strategies, and determining how to read to suit our purpose. Then, we read and, depending on our purpose and the material, we read to ourselves, we read aloud, we skim or scan. After we finish reading for that time period, we reflect, thinking over what we’ve read, we do things with what we’ve read, and we plan what’s next.

While we’ve placed assessment as fourth on the list, it isn’t relegated to the end of the lesson. Assessment occurs constantly and naturally throughout the session. Placing it after is, in this case, a way to remind you to make it explicit, sharing assessment with the learner.

We’ve included a Lesson Planning Form on page 134 for you to use as a model.

Below, are some ideas for possible activities in each section of a reading and a writing lesson.

**Types of pre-reading activities**
- Review of past reading (if applicable)
- Predictions
- Prior knowledge
- Questions
- Review of reading strategies to use
- Vocabulary – words in the reading
- Formats of materials
TYPES OF READING ACTIVITIES

Choose the appropriate method, depending on the purpose and the material.

- Learner reads aloud to tutor
- Sustained Silent Reading
- Choral reading
- Tutor reads aloud to student

Comprehension activities during reading

- Double entry journals
- Stick-on notes

- Write in margins
- Highlight text

TYPES OF POST READING ACTIVITIES

- Comprehension activities
- Mini-lesson on a new reading strategy or to learn difficult words
- Vocabulary
- Writing in response to reading
- Application opportunities

WRITING LESSON

PRE-WRITING ACTIVITIES

- Purpose for writing – define objectives
- Prior knowledge
- Brainstorms, cluster, etc
- Review of writing strategies
- Mini-lesson (as appropriate)
- Formats for writing

WRITING TIME

- Types of writing
- Writing conferences

POST-WRITING

- Share writing
- Revision activities
- Mini-lessons as appropriate
CONSIDERING EQUIPPED FOR THE FUTURE IN TUTORING ADULTS

When you plan lessons, think about the following questions. Use them to help you incorporate your learner’s life into each lesson.

✧ Consider how the learner’s dreams and interests fit into a purpose. How is that expressed in the lesson?

✧ Consider the role(s) in which the reading or writing will be used. How can those roles be used to establish a context for learning?

✧ Consider standards that surround the tasks and skills. Is it possible that standards other than reading/writing are involved? If so, how can you make those explicit? How can you help the learner master these as well?
**LESSON PLANNING FORM**

**Purpose:**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Activity</th>
<th>Materials Needed</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Reading</td>
<td>Review past lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mini-lessons in preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prior knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Predictions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Necessary vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Determine best way to read material (see purpose)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide ample time for reading.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Remind learners of strategies they can use in reading.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Reading</td>
<td>Revisit predictions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehension activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skill building in mini-lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection/Assessment</td>
<td>How will you know what the learner has learned?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER 13

RESOURCES

BOOKS


PULL, Project for Unique Learners in Literacy, LVA – Illinois, Chicago, IL 1994


WEB SITES

ERIC – A national online clearinghouse and resource for teachers.

http://www.askeric.org/

NIFL Resources— from the National Institute for Literacy. This site links teachers and tutors to lesson plans and other websites for teaching adults.

http://www.nifl.gov/cgi-bin/lincs/search/resource/teacher.cgi
Northwest LINCS – At this site you will find resources for adult literacy teachers and tutors in the Northwestern United States.

http://www.nwlincs.org/

Washington LINCS - Much like the Northwest LINCS site, this is specific to teachers and tutors in Washington State.

http://www.nwlincs.org/walincs/index.htm

VALUE (Voice for Adult Literacy United for Education) – An organization created for and by adult literacy learners.

www.literacynet.org/value

National Institute for Literacy - All things related to adult literacy including information about Equipped for the Future and the NALS survey.

www.nifl.gov

TV 411- The website for the television series. Features lesson plans, interviews, and other resources.

http://www.tv411.org/site_map

AN EXPLANATION OF LEARNING STYLES AND MULTIPLE INTELLIGENCE (MI) - Find out what learning styles are all about and assess your own learning style/MI. Learning Styles & Multiple Intelligence. ...

www.ldpride.net/learningstyles.MI.htm

Learning Styles Resource Page - links to various tests and analyses.

www.oswego.edu/~shindler/lstyle.htm

Multiple Intelligences and Learning Styles - Multiple Intelligences and Learning Styles. ...

How can exploration of the Internet support a variety of learning styles and multiple intelligences? ... www.bham.wednet.edu/mod9rsrch.htm
CHAPTER 14

LEARNER PROFILES

The Learners described in the profiles are fictional characters. However, their experiences are drawn from our interactions with hundreds of adult literacy learners throughout the United States. The following are the types of questions that could be used to elicit the responses in each section.

DEMOGRAPHICS

Tell me about yourself and your family, work, and background. Tell me anything you want.

EDUCATIONAL BACKGROUND

What was school like for you? Tell me about your experiences. What did you like? What did you not like? What do you read now? What do you write now?

MOTIVATION / REASONS FOR COMING NOW

Why did you decide to come to get help with your reading and writing now? What’s happening in your life now that got you to come here?

DREAMS / INTERESTS

What are your dreams for yourself and your future? What do you like to do? What are you interested in doing in your spare time?

LEARNING STRENGTHS / BARRIERS

How do you learn how to do new things? What helps you learn? What might get in the way of your learning here? Think about your time, transportation, health, family responsibilities, feelings about school, and other problems that might get in the way.
PROFILE ONE

Learner name: Sam
Reading Level: 3

SECTION A

Demographics

I grew up in a small town not far from here. My wife and I have 3 children, two are teenagers and they are a handful and we have one toddler – he has asthma so we really need the insurance and that costs a lot. My oldest boy is having trouble in school – he’s like me I guess. I’m making him stick it out, but I don’t know that he will. He’s really good with computers so he likes computer classes, and he shows me stuff on our computer at home. I think I’d like to get into that maybe.

I do some construction work at sites, and I have a little repair/carpentry business. My wife is the smart one and she does the paperwork. We do pretty well, but about a year ago, I hurt my back and it’s just getting too hard. I’m getting old ya know. I’m 48. I need to find something else that won’t hurt so much! I know I need my GED to take college classes or whatever.

Educational Background

My last complete grade was the 9th. I sometimes went to high school, but not all the time. I had a tough time with some of the teachers there. I was so bored and didn’t like to just sit and read, and so, I’d skip school or talk or just fall asleep. I had one great teacher – my shop teacher, Mr. Grant. He was good. I like the hands-on stuff. He let me help him do projects and sometimes in class I’d help him teach or help out some of the students. Once when I got in trouble with my history teacher, he really came through and stood up for me. I guess sitting around in school wasn’t my thing.
My father worked in construction and he let me do some work with him. Finally, I got offered a job and took it. I tried night school, but really, it just wasn’t for me.

I’m reading this western book right now – not that I get very far. I seem to read the same chapter over and over. Every time I get into it, something comes up and I stop and then can’t remember what happened. Really, most reading bores me. I just don’t like it. I can read, I know the words, but making it come together… If I’m gonna sit, I’d rather watch football or do something.

I don’t really do any writing. I write some notes at work and sometimes help my kids with homework, but their homework is harder than mine ever was. My wife and I leave notes for each other. As I said – she does the paper work. I always hated writing cause I’m not good with the spelling.
SECTION B

Motivations/Reasons for Coming Now

Like I said, I hurt my back a while ago, and then, the construction business slowed – at least for me. It’s just time to try something else while I still can. I need to provide for my family and construction won’t last forever. I got a young son now and I want to be sure he doesn’t have hardships coming up.

Student’s Dreams and Goals

My wife really encourages me. She makes me study. She will help me do homework or whatever. I really need to find other work. I like my work, but my body just can’t take it. I like computers, and I’ve been hearing about some new gardening thing – hydroponic gardening. A cousin of mine is into it and he’s making some money. I really like the outdoors. Every summer we go camping and I take my boys hunting. I’d love to do work that takes me outside and keeps me moving. I really want to get this done. I’m ready for new things.

NOTES:
SECTION C

Learning strengths and barriers

I always learned by doing things. Or, by people showing me and then, I could do it. I never read instructions, but sometimes my wife reads them to me and then I can kinda get it. My wife got a computer for the business and she showed me how to use it. Then one night I sat down and tinkered with it and I liked it. My son and I do stuff on it. I can't read those manuals though, so I'll have a tough time taking classes. Maybe I could learn that – how to read the manuals.

I tried to take GED classes at the community college, but those young high school kids were too much. They really put me off – all that mouthin' off. Plus, the class just went too fast and it was three hours with no breaks. I needed a cigarette so bad! So, my wife found this place. At first, I didn't want to come. No one knows I'm doing this. People might not hire me if they think I can't read. I can read, but not everything, and I can't write. So, I carry around this GED book so people think I'm just studying for the test.

NOTES:
PROFILE TWO

Learner name Jennifer
Reading level: 4

SECTION A

Demographics

I worked at a fast food place but that job didn’t work out. I missed a couple of times and they let me go. Then, my baby was born and I tried again, but it’s hard with a baby. I couldn’t always get childcare. I helped out at my aunt’s beauty shop cause I’m good at hair. But she got mad at me and told me not to come back. Then, I got pregnant again and I just stopped looking for work. I didn’t feel good and had a hard birth.

My son is four now and my daughter is 6 months. My babies’ father and I aren’t married. We lived together for a while but we just fought. Then, my girlfriend and I shared an apartment but that didn’t work out. Now I live with my mother and her new husband. That’s not too good. I really need my own place, but who will take care of my kids? I used to do drugs and party, and got into trouble with it. I’m clean and sober one year and I’m very proud of that.

EDUCATIONAL BACKGROUND

I’m 19 now and I dropped out when I was 15. I got pregnant and I just didn’t want to go back after I had my son. I really liked school – for the most part. In grade school I was pretty good. But then my family had some stuff and some issues and I started hanging out with the wrong crowd and I skipped school a lot. I got into fights with other girls and I hated the teachers’ attitude – they just looked down on me. I was always in trouble – I got suspended and I was behind and then, when I got pregnant, I just dropped out.
I can read, but I don’t remember all of it. I like romances and crime stories - but other stuff, I don’t really like. I was good in elementary school. I liked to read and I liked math and I liked school. I had trouble with spelling.

I want to write my life story. I think it would help other people like me. I love to tell stories, but I didn’t like writing - my teachers marked up my papers, so I guess they weren’t very good.

NOTES:
SECTION B

Motivations/Reasons for Coming Now

I’m on welfare and I have to find a job but I can’t get a good job without getting my education. I want my GED and I want to do better for my kids.

Dreams and Goals

I want a job in a bank – like a bank teller- because I’m good with math and I could do that.

I’m doing my program and I want my kids to have it better. I like to read biographies of stars – of famous people who’ve made it. I want to be famous someday. Maybe a designer- but I’d really like to help people like me- maybe I’ll be a counselor. Everyone comes to me with their problems and I always seem to help them. I haven’t really been anywhere – I want to know about other places – and travel maybe or meet people from other places. I could read about things that really happened. Like I don’t know anything about my culture – except some stuff. I’d really like to know more about my heritage.

NOTES:
SECTION C

Learning strengths and barriers

If you explain it to me, I understand it. I have trouble if I read it. If you show me and tell me I get it. I’m good at teaching stuff to others. I’m good at showing – telling someone how to do things. I’m pretty good with numbers

My children are not in school and I can’t get daycare unless I’m in school – my mom works so she can’t take care of my kids. I have so many things I have to do. I have to see my social worker and I have to take care of my business and I don’t really have time for a lot of homework. I have to get a job and do this and take care of my kids, it’s a lot of things to do. I get into fights at home with my mom – she thinks I need a job more than school.

NOTES:
PROFILE THREE

Learner name: Jose

Reading level: Level 2 literacy – fluent in oral English. Literate in his native language

SECTION A

Demographics

I am 25 and I came to this country 5 years ago from the Philippines.

I’m not married yet. When I can read and write good English and get a good job, then I want to have a family of my own. I live with my uncle and aunt and a brother and two cousins.

My job is in the hospital in the laundry. Also, I help my family, my uncle owns a store and I am good with math so I help them whenever I can.

Educational Background

I studied English in Philippines. I graduated from high school. I took one year of college studying business. My family lives in the countryside, in a small place. I spoke English in the Philippines both in school and when I work in my family’s store. Here, I study English speaking but my reading and writing isn’t so good. I finished ESL classes and still I want to better read and write.

I read comics Asian - but some are in English, and I read Asian novels – like stories with pictures, graphic novels. I don’t really read English except at work. I have to read the instructions and my friend Michele helps me with the words if I don’t know them.
I don’t like to write in English - my words aren’t good. The spelling is too hard and it is so difficult. I write letters to my parents in my own language. I never write in English. It isn’t good.

NOTES:
SECTION B

Motivations/Reasons for Coming Now

I must pass the test – the safety test - soon. I need to read to pass the test. Also, I want to go to college soon and study business and I want to read well to do that.

Student’s Dreams and Goals

If I do well at work, I can get a better job and earn more money to help my family. I like the United States and I want to live here and go to college and get a degree in business or accounting. Then I can start a family.

I like to draw comic type characters. I like to look at animation books and pictures. Maybe I could do that, but it would be hard on my family. I need to help them first.

NOTES:
SECTION C

Learning strengths and barriers

I learn best in the quiet. When too much talking, I cannot concentrate. I read instructions or I see the pictures. It’s hard if someone tells me. I forget. It is better if I read.

I work in the hospital and my work changes. Each week I work different times. Then I help my family in their business here. I have to help because they take care of me. I do not have a lot of time to study. Also, I must be careful at the hospital. I don’t want them to know that I can’t read or write English well. I get help, but other people there don’t like me so I could get into trouble.

NOTES:
PROFILE FOUR

Learner name Marcella

Reading level 1

SECTION A

Demographics

I am 40 years old and am African American. I have a nine year-old little girl. She has some learning disabilities too. I’m worried about her. I want to help her not be like me. We go to church and I help out in the day care sometimes. My husband and I met in the church. I lived with my parents until I met my husband and got married.

I did some child care work – babysitting and then helping out in a home day care. My husband works in a factory so we do ok. I don’t really work since my daughter was born. My husband doesn’t really want me to.

Educational Background

I was in some special ed. classes in school. I have learning disabilities they said. I didn’t like school - other kids made fun of me and I was slow. A couple of teachers were nice, but I guess I didn’t really listen. I got held back a couple of times in grade school, but then I passed on each year, barely. I did the work I had to do and I graduated - barely.

I started a couple of other programs. I didn’t like them. One was a class and it was too loud and too many people.

I read some children’s books to my daughter, but she is getting older and doesn’t like the baby books as she calls them. I like to read the same book over and over. My daughter is getting older and needs help with school and I can’t help her.
I can write my name and address – that’s about all. It feels funny holding a pencil. My husband takes care of the writing. I take the newspaper ads with me to shop and look at the pictures to remember what I have to buy.

NOTES:
SECTION B

Motivations/Reasons for Coming Now

My daughter needs help in school – my husband works hard and then he is very tired when he comes home. He feels it is my job to help her. I feel bad that I can’t keep up. I don’t want her to fall back like I did.

Student’s Dreams and Goals

I want to help out at my daughter’s school and stick up for her. I didn’t like her teacher last year and I had to go to school and talk to her. The teacher didn’t help my daughter and I didn’t know what to do. I talked to her, but I couldn’t really do anything.

I can crochet and sew and I like to make craft projects for gifts. Following the written directions is hard, but if I can see how to do it, I can learn it. I would like to be able to read craft books and learn more. I could order things from catalogues and maybe sell my crafts at the church bazaar.

I want to teach crafts to my daughter – I already taught her to crochet.

NOTES:
SECTION C

Learning strengths and barriers

I learn by someone showing me. If you show me pictures or show me how, I can do it.

I’m slow and it’s hard for me to learn things. I have to take the bus – I don’t drive and my husband can’t take me everywhere. I don’t always know the schedule.

School was hard and I didn’t really like it. My husband doesn’t know why I want to go through all that school stuff again. He doesn’t read too good either. I got to help my daughter.

NOTES:
**TUTOR SELF-ASSESSMENT**

Assess your ability to do each skill at this time. Write one of the following:

1 = sure, no problem  2 = maybe, with some help  3 = not yet  4 = huh, no way

<table>
<thead>
<tr>
<th>Skills</th>
<th>Initial assessment</th>
<th>2nd assessment</th>
<th>3rd assessment</th>
<th>After first month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine the needs, strengths, and dreams of the learner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan a mini-lesson to teach the appropriate reading or writing strategy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan a lesson using the learner’s purposes for reading and writing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan a lesson using a variety of methods for teaching to different learning styles.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use different ways to assess / measure what students can do.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>