

LITERACY NOW LITERACY PRESERVICE

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A Division of Tacoma Community House

LITERACY NOW LITERACY PRESERVICE

Day One—

6:00 – 9:00

3 hours

Training room should be set up in a welcoming and accessible manner – we want to model the environment as well as the words. The trainer should greet everyone as they enter. Give nametags, smile warmly, model it all.

Set up: posters up, agenda up (**Day 1:** welcome and intros, what is literacy, effective teaching, adult learners; **Day 2:** welcome and warm-up, learning styles, what is reading, creating materials for very new readers, word recognition strategies, teaching reading comprehension, selecting materials, writing and spelling, lesson planning, workshop evaluations)

Materials:

LiteracyNOW contact information poster	envelope with cooperative group roles at each table
sign-in sheet and name tags	envelopes & index cards for goal items at each table
Literacy handbooks	origami paper
Crayons, markers, and/or colored pencils	timer and small prizes for origami activity
paper at tables: 11x17, 8x11.5	profile strips
Poster-sized Post-its	laminated Planning Pages and Vis a Vis markers
copies of handouts	
copies of pre-printed reflection trees	
Large poster of the tree	

Note—Breaks are not written into this agenda. Take them when they seem to fit. One 15 minute break in the evening, morning and afternoon session will work timing-wise. Or you might want to do a couple of 10 minute breaks eve, morn and afternoon. Take a 45 minute lunch break when it fits as well, around 12:30 or later. Try to fit as much into the morning session as sanely possible.

INTRODUCTION

GROUP SIZE: Large

TIME: 5 Minutes

MATERIALS:

Agenda Overhead or Agenda on Flip Chart
Literacy Network of Washington contact information poster

SCRIPT:

Trainer introduces self and gives some history of her work in adult literacy, points to refreshments, gives directions to restrooms, and says when the break will be tonight, to make sure everyone is comfortable before the workshop starts.

While I teach/work at _____, this literacy tutor training comes from the Literacy Network of Washington (Literacy NOW).

Literacy NOW is a division of the Tacoma Community House, a community-based organization in Tacoma that has helped immigrants and refugees acclimate to the US since 1910.

The Literacy Network of Washington has statewide funding from the SBCTC Office of Adult Literacy and the Refugee and Immigrant Assistance Program.

Since 1982, the Literacy Network Of Washington has supported volunteer literacy programs in Washington State with ESL tutor training and literacy, and program management consultation, materials development, information and referral, and a website with resources for you, including a newsletter on-line.

Draw participants attention to the poster with the contact information.

LiteracyNOW
www.LiteracyNOW.info
888-444-5744

LITERACY AND THE ADULT LEARNER – WHAT IS LITERACY?

GROUP SIZE: Large

TIME: 15 minutes

MATERIALS:

Overheads
Definitions – Old and New
NALS summary info
Survey classifications
White board/ markers

SCRIPT:

Let's get started with a little background information on Adult Literacy.

What is literacy? What does it mean to be literate?

You're all planning to be literacy tutors.

How do you define "literacy"? What should a literate person be able to do?

Take a little time here to get responses on chart paper or the board

The definition of literacy has changed over the years...

Show over head or slide.

Go over the old and introduce the new...

In 1880 you were considered literate if you could ... sign your name

In 1930's completed 4th grade

In 1960's completed 8th grade

In 2000's.... see definition below..

In 1991, Congress, which gives money to the states to provide adult literacy instruction, said that to be literate is **to have the reading, writing, and math skills necessary to function effectively as a worker, family member, and community member.**

Introduce the NALS Overhead. Handout using some or all of the following information:

What does that mean?

In the US, we measure who is eligible for literacy services and the progress they are making in instruction primarily in two ways.

1. A high school diploma. According to the 2000 U.S. Census, 571,000 Washington adults, age 16 and older, do not have a high school diploma and are not enrolled in school.

2. 1992 National Adult Literacy Survey (<http://nces.ed.gov/naal/>), and again the 2003 National Assessment of Adult Literacy, gave thousands of randomly selected US adults aged 16 and older real-life literacy tasks to complete-- (14,000 adults in 1992 and 19,000 adults in 2003). Such real-life tasks included writing in a car maintenance log, reading a bus schedule, and understanding a lease agreement. The 2003 National Adult Literacy Survey classified the results into four levels that are now commonly used to describe adults' literacy skills.

Hand out single-page 2003 NALS survey summary or examine it together on overhead. Note that at least 1/3 of U.S. adults are estimated to have literacy skills in the 2 lowest levels.

Literacy experts believe that adults with skills at the Basic and Below Basic levels lack a sufficient foundation of basic skills to function successfully in our society—find and keep jobs, support children’s education and participate actively in civic life.

WHAT YOU ALREADY KNOW ABOUT ADULT INSTRUCTION

GROUP SIZE: Individual / Pairs / Large Group

TIME: 15 minutes

MATERIALS:

Paper for all
Markers
Overhead of Tree (graphic organizer) with 7 branches
Pre-drawn Tree for each – 11x17

SCRIPT:

You already know some things about how to teach adults and how not to teach adults. We want to help you pull this knowledge to the front of your minds.

Trainer might give a quick example (short story) from own experience, describing the positive and negative aspects of the instruction.

Pass out paper – regular 8 1/2 x 11 – instruct to fold in half length wise and place a + on the top of the left side of the paper and a – on the top of the right side.

I'm going to be asking you to recall a couple of recent learning experiences – one good and one not so good; it can be a formal or informal lesson.

Walk participants through this mental imagery.

First, focus in on a successful adult learning experience. Think of a successful or even great learning experience, something that someone taught you. It might have been in your role as a worker, family member, or community member. The "teacher" here could be your next-door neighbor who taught you how to use a hedge trimmer, a co-worker who taught you how to use the calendar function in Outlook, or a child who taught you how to play a card game. It doesn't have to be a paid teacher in a classroom setting. Think about what the teacher DID to facilitate your learning. Try to think of **verbs**, actions. If your "teacher" was patient, for example, think about what (s)he did that was patient or how (s)he demonstrated patience.

Repeat this for a not so great experience and fill in the negative side.

As you think of words, write them down on the + side of the paper if it's positive and on the – side of the paper if it's negative.

Give participants approximately 5 minutes.

Now in pairs share with one other person what you learned to do and your lists of positive adult educator actions.

Let's go ahead and share some things about your successful adult learning experiences. What did the teacher DO to facilitate your learning? Remember – we are describing what the actions were using verbs if you can.

If your “teacher” was patient maybe she gave you time to think and didn't pressure you when trying a step the first time.

As a large group:

Share and generate a class list on board or overhead, or flip chart paper.

Flip chart paper can be used for the roots of the tree and as a reminder throughout the training of what effective adult education looks like.

PARTICIPANT GOALS

TIME: 15 Minutes

MATERIALS:

Blank Overhead or Board or Flip Chart
Index cards (3x5)
Question/Goal Envelopes
Agenda

SCRIPT:

Pose the question...

We can see what you know already about effective instruction.
The next question is, "What do you want to know?"
In other words, what are your goals for being here today?

List on the overhead or board. (3-5 min)

*Trainer can mention some purposes to help move things along such as:
info about adult learners and literacy teaching theory,
practice using a variety of teaching methods, look at WA Standards for ABE students,
give confidence to use your newly acquired skills in a real setting.*

Present Agenda for Day One and Day Two –

Go over the agenda tying it to the list of goals that participants have created through the sharing process.

Our agenda covers most if not all of the things that you have identified as your goals.
Use the index cards on your table to jot down anything that is not represented here on the agenda. Place it in the envelope on your table and we will get to those things either through discussion as a group toward the end, one on one after the workshop is over, or during lunch. If you want to ask your questions during any of the breaks please feel free. I may direct you to wait as we will be getting to that point, but I am happy to address anything in order to help clarify or help you in any way understand the material.

*Briefly introduce the Handbook and say that it will become a wonderful resource for them.
Trainer should indicate that s/he will indicate if there is a handout or other information that is not also in the handbook, and will try to let the participants know where to find certain information as we go along.*

Go over General Housekeeping stuff...

*Location of bathrooms
Approximate break times
Lunch
Snacks and Expectations of movement....*

INTRODUCE THE TREE GRAPHIC ORGANIZER

GROUP SIZE: Large

TIME: 15 minutes

MATERIALS:

Pre-Printed Graphic of Tree

SCRIPT:

You remember that at the end of our training, you will be creating a lesson plan for your profiled student. We will create and use an organizer that will provide you with a framework of information to complete it. We will also use it to help you reflect on what you are learning as we go along during the training.

The first information that you will use to create that lesson plan are the positive ways to be a tutor who supports your student.

Distribute Pre-printed Tree Organizers to group.

Graphic organizers can be very useful for some learners. The one we'll use tonight is a tree. To save time at this training, we've made up some pre-drawn trees for you. This is an activity you could do with some learners, and in that case you would want to let them (the learner or learners) create their own visual – mapping, a metaphor like the tree, or an outline.

For now, you can see that your tree has a generous root system, 7 branches, and big leaf clumps at the end of each branch.

The trunk is the topic we're exploring this weekend—"teaching adult learners". Let's go ahead and title the trunk "**Teaching Adult Learners**"

The roots are what we already know about what effective adult educators do. They are the foundation that you'll be drawing upon this weekend and in your work as a tutor.

Look at the list we have generated regarding effective adult instruction. Choose the actions that speak to you.

I'll give you a few minutes to write the things that are true for YOU on your own tree roots.

Ask for volunteers to share one action that they chose and why. Help them translate into the verb form that shows specific action.

Review the list on the roots. Ask:

Are there other things you want to add?

You will want to make sure that each activity that you use with your students meets this criteria.

Break for 10 minutes...set the stage for on-time starts after break by beginning on time...

THE ADULT LEARNER: THE ORIGAMI ACTIVITY

GROUP SIZE: Large

TIME: 25 Minutes

MATERIALS:

Printed Box Instructions and Origami Paper

Timer and 3-4 Prizes

Reflection Recording Sheet Overhead and copies for participants

SCRIPT:

Now, this is a fun activity to see how well you read.

Is there anyone in the room that would consider themselves an origami expert?

*If so, ask them to be your **assistant. You will coach them later on how to assist.*

I did this with ten year olds at a birthday party. It can be really fun and I have prizes for the winners of this origami activity. I chose this particular activity because it has very few difficult folds. It's level one of Origami. You will have 10 minutes to complete it which should be plenty of time.

Begin distributing the instructions – face down.

Now, I am passing out the directions face down. Do not turn them over until I ask you to – because peeking would be ...cheating.

Distribute the origami paper.

The first step in the directions tells you to shade one side – but that has already been done for you. You will really start on step two...

Now when I say go, you will turn over your directions and begin. I will be here to help if you get stuck.

When you do complete it – stand up and say loudly – “I’m a winner!” so that I can come check to see that you did it right. That way you can claim your prize.

Any questions?

Set the timer or stop watch for 10 minutes.

Ready, get set, Go!

***At this point, if you have an “assistant” pull them aside and explain the kind of helping they can and can't do. You as the trainer will ‘help’ in the same way.*

You can give the assistant a list of cans and can'ts

Assistants can:

Have them read the step again

Ask if it looks like the picture

Ask if they understand the vocabulary

Check if they need help sounding out the words

Assistants can't:

Read the step for them

Tell them what they are doing wrong

Touch the origami paper

Describe what to do right

As the trainer, you will pressure the participants in many ways that produce stress, anxiety, and distraction. For example:

Count down the time; Tell them fun it was for the 10 year olds and that they could do with minimal help; Say “We want to have a winner” or “the coordinator tells me this is a very bright group”; Tell the group that some are getting really close...keep counting down – act shocked that no one has completed the activity yet; cheer them on by saying “you have one and a half minutes – come on you can do it! Etcetera.

Times up.

After completion of the activity, you may have some winners. Make sure that the origami object is correct...The pressure, the pickiness, and the distractions all work together to mimic what it is like to be the one who doesn't get it in a classroom.

Give the participants a few minutes to privately reflect.

Have the Reflection Response sheets ready

*Walk them through the blank overhead (**see filled out example making highlighted points**) –*

What happened? How did you feel? What did you do to cope?

Make the following points:

*Not all of you showed all of these things – there is not one kind of adult learner
Blamed the trainer or the project to deflect ‘fault’
Few asked for help – why?*

Your learners often experience school and learning situations in the same way that you just experienced this origami exercise. Struggling with print and language is probably not a new thing for them.

They bring shame, disappointment, self-talk, and attitude from past experiences; sometimes very distant past experiences.

It is important for you to realize their unique perspectives.

Make a brief list of positive characteristics as well. Some will be from the overhead above; persistent, use humor, creative, collaborative, etc...

INTRODUCING SAM, MARCELLA, JOSE AND JENNIFER (SECTION A)

GROUP SIZE: Large

TIME: 20 minutes

MATERIALS:

Handbook pages 141-155
Profile Strips for each group (Sam, Jennifer, Jose, or Marcella)
1 sheet chart paper for each table
2 different colored permanent markers for each table
cooperative group role cards at each table

SCRIPT:

LEARNER DEMOGRAPHICS

Throughout the training we will work with these student profiles. To begin, randomly count off and form four groups. The student profiles are representative composites of a number of different adult learners and range in levels. Your group will work with the same profile throughout the training. This will give you a chance to understand one learner and apply what you learn in relationship to a learner.

Participants get into groups. Trainer assigns each group a profile.

Pass out Profile Strip with poster paper.

(In smaller training groups, use fewer profiles).

SAM, MARCELLA, JENNIFER, JOSE (section starts on p. 140).

Go ahead and settle into your new groups, introduce yourselves, and then I'll tell you what to do next.

First, in your group, decide who will take the role of Recorder (note-taker), Reporter (reports out to whole group), Includer (makes sure everyone has a chance to contribute), and Referee (keeps the group on-task).

Note: you might want to ask people to change these roles at some point in the training the next day.

Read the Profile Strip of your learner.

Turn to appropriate page (cited on Profile Strip) and read section A of your assigned learner profile. Then, as a group, make list of facts about your adult learner. Stick to the facts like the 'Profile Strip' does. Don't interpret the facts.

Recorders, you will write the facts on the top third of this chart paper for the Reporters to share with the rest of us.

You have about 5 minutes.

Ask each group to quickly present their facts (or just 5 facts) about their learner.

Once facts have been presented:

ACTIVITY CONTINUED ON THE NEXT PAGE...

Think about your own life. How do you personally relate to your learner?

Point out that there will be commonalities between learners and tutors as well as differences of characteristic or experience.

Talk about how learners WILL have had different experiences than the tutors, but they will also have something in common with them, and identifying those commonalities in early sessions is a great way to build trust and equalize the relationship.

Remind people to start with FACTS about the learner, not their interpretation of the facts.

This is also a great place to have a brief conversation on working with people whose views are completely different than one's own, it's not our place to be judgmental, we're literacy tutors not counselors – and yes, it is, at times, a fine line between the two.

LEARNERS' SECTION B: INTERESTS, PURPOSES, AND GOALS

GROUP SIZE: Profile Groups

TIME: 20 Minutes

MATERIALS:

Handbook
Flip Chart
Marker
Overhead with Question Prompts

SCRIPT:

Write "**DO**" on the overhead—

In this section we will look at the things that people want to be able to **DO**. Reading and writing are skills. What you want to know is – "What does your student want to DO with these skills?" This respects the adult learner by centering attention on the tasks the learner is interested in accomplishing or motivations for coming to the program.

Let's take a look at your learner's motivations.

Typically, your learner will come to you after a match has taken place by your volunteer coordinator. The coordinator will probably give you some information about your learner which may look very similar to the information we have provided about Sam, Jennifer, Jose, and Marcella on the Profile Strip or it may be more detailed and be more like section A. In any event, the two of you will meet in person and be able to get to know each other better.

Turn to page 33 in your handbook. You will practice these kinds of interviews with a partner in just a few minutes.

These next few pages hold tools that can be very helpful in gleaning the kind of information that will identify your learner's MOTIVATION / REASONS FOR COMING / DREAMS / GOALS.

Go over pages 33 – 38. Point out that the conversation can be casual or formal and often takes place on the first meeting. Sometimes the program does intakes that look very similar prior to the match but it is always more personal to have these conversations with the learner yourself.

Now, let's look at your learner profile and what it tells you about Sam, Jennifer, Jose, and Marcella.

In your profile groups, read SECTION B on your learner-- MOTIVATION/REASONS FOR COMING NOW/DREAMS and GOALS.

Then, as a group again, discuss and jot down on the second third of the chart paper what you learn in response to the following questions:

Activity continued on the next page

(Provide on an overhead or PP slide)

- 1) Why has the learner decided to come to this adult learning center?**
- 2) What does the learner want to be able to DO with reading and writing?**
- 3) What are the learner's interests?**

When finished with the questions add the following piece to the assignment.

Now, take a few more minutes in your small groups.

Taking into account what you have just written about your learner's interests and goals, and without worrying about reading level--what reading materials might you use with your learner? What kinds of real-life reading materials would be of interest to him/her?

For example, what reading materials might we use for *(choose Sam, Marcella, Jose or Jennifer)* that would take into account his/her interests and goals?

Allow a short discussion and brain storm a couple of ideas.

Now, working in your small groups, come up with some ideas for your learner and jot them down on your flipchart paper.

Each group works and then shares with whole group as with Section A.

Next you are going to get some practice with interviewing an adult learner...

Practice with Interviewing

GROUP SIZE: Pairs and Profile Groups

TIME: 30 Minutes

MATERIALS:

Interview materials (from pages 33-34)

Reading and Writing Purposes (from pages 35-36)

Laminated Planning Pages (from pages 37 and 38)

Vis-a-Vis Markers

SCRIPT:

Choose a partner that has the same profiled learner.

Distribute the 'Interview Forms' to each table (one per partner group).

You will be taking turns completing the interview on page 33-34.

One of you will ask the first six questions and jot down the pertinent information. Then, the other will ask the second six questions and do the same.

The most important thing is that you are answering from the perspective of your profiled learner (Sam, Jennifer, Jose, or Marcella).

Go ahead and begin.

Trainer will move through the room and observe participants, answer questions, etc.

When most participants are done with the activity, or at least have experienced questioning, move on to part 2; the purposes.

Distribute the Reading and Writing Purposes sheet.

Instruct one partner to question regarding Reading (side one) and the other to question regarding writing (side two).

Bring participants back together and debrief the process of interviewing.

Discuss the following (can record or just keep it oral):

What kinds of things did you learn about your learner?

How would this be helpful for you as the tutor?

Come back together with your profile group.

ACTIVITY CONTINUES ON THE NEXT PAGE

Distribute laminated Planning Pages from pgs 37 & 38 in handbook and Vis a Vis markers

For the next 10 minutes, as a group, take the knowledge of your learner which you just acquired through the interview activity and fill in the 'Check for Yourself' (side A) that indicates the types of reading and writing your learner would be most interested in.

Show the laminated sheet and instruct to use just the vis-à-vis markers.

Then turn it over and fill in the first 3 sections of the dreams interests and goals (side B). One thing we mentioned was that you didn't always agree on the pertinent information. If you run into a snag or disagreement, work it out through discussion with your group the best you can.

Bring group together when they finish and go over briefly.

We accomplished the same goal with discussion in small groups with less paperwork and less confusion for participants.

Goal setting and "getting to know you" discussions are particularly helpful when you first meet a student, but it is also very important to use abbreviated versions when the goals or interests change as well as when a student returns after an extended absence.

Tomorrow we will be adding to this information as you learn about the activities and strategies involved in helping your learner attain their goals.

WRAP UP DAY 1 AND GIVE HOMEWORK ASSIGNMENT

TIME: 10 minutes

SCRIPT:

We've covered some things tonight which will act as a foundation for tomorrow. Thank you all for your great participation and attention on a Friday night. I will be asking you to do two more things that will take only a few minutes tonight or in the morning as you enjoy your coffee.

1) **Reflection:**

Let's take a couple of minutes to reflect on a couple of important areas we covered: Effective Teaching, and Adult Learners.

You've already filled in the roots of your Tree with the thoughts about Effective Teaching, now I want you to label one of the branches: Getting to Know Your Learner. Use the space on the leaf clump attached to this branch of your tree to jot notes about this area that you would like to keep in mind as we go forward.

Think about the characteristics, motivations, purposes, and goals that you have learned about your profiled learners.

Reflect on what you know about good teaching and bad teaching and we will apply what you learned today in the activities we cover tomorrow.

First thing tomorrow –

2) **Learning Styles** *give as homework* – *let some do it in the morning*

Tomorrow we'll do a short learning styles survey to gain more insight into our preferred way of learning.

The Learning Styles Survey will be on your table. Please make sure that you do that as soon as you get here. It takes about 5-10 minutes to complete. That will be one of the first things we explore tomorrow morning.

The day will be a frenzy of new information so be ready to go – eat well, get caffeine, and tie on your thinking cap.

Thank the participants for coming and tell them you look forward to spending tomorrow with them.

Remind of start time and any special "lunch" arrangements.



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LITERACY NOW LITERACY PRESERVICE

Day 2

9:00-4:30

7 hours plus lunch

Set up and materials:

- 1) Graph on board for warm up (or do it as a line-up activity instead).
- 2) Learning Styles Surveys
- 3) *Reading Practice table materials grouped by strategy*
Include real-life stuff so that tutors get a good sense of the variety of reading materials they can use—maps, brochures flyers, etc; adult-like non-fiction young adult books; newspapers—NW News, Real Change, USA Today
Chunking needs dense reading material.
- 4) *Work Areas - Locate some areas where people can spread out and work when they break into pairs to try out the reading and writing strategies.*
- 5) *Sample lesson plan format plain and with examples,*
- 6) *copies of all handouts – comprehension and standards*
- 8) *Evaluations*

Welcome participants to the second day.

WARM UP, CHECKING IN

GROUP SIZE: Large Group

TIME: 5 minutes

MATERIALS:

white board and a bunch of markers

Note: Do the following activity as a line-up OR do the following activity as people filter in and wrap up with when whole group has arrived

SCRIPT:

Draw participant's attention to 2 line graphs posted on the board:

Line graph: How you feel this morning (from, "Where's my bed?" to "jazzed")

Line graph: Your confidence to tutor (from, "Maybe I'm not cut out for this" to "Ready to meet my learner!")

Ask tutors as they come in to mark an "x" on each of the line graphs on the board, both for how they feel this morning and how confident they are to tutor at this point.

Look at the graphs, thinking out loud.

Explain the importance of checking in with their learners each session. Talk about how the way their learners feel may change how they teach, the pace of their instruction, or how long they meet for that session. And just as each volunteer has a goal (to become a confident tutor), their students will have goals, and it is important that they be asked from time to time whether they think they are making progress toward them.

REFLECT ON DAY ONE AND REVIEW DAY TWO AGENDA

GROUP SIZE: Individually

TIME: 5 minutes

SCRIPT:

REFLECTION/ADDING TO THE “TREE”–

Most adult learners need some time to quietly reflect on what they’re learning. Sometimes as tutors we just need to be quiet and offer some space for the learner to think. I want to do that now with you.

Let’s take a few minutes to reflect on what you’ve learned about adult literacy and adult learners.

Let’s look at what we covered last night. Remember that the roots of your tree are your background knowledge, what you knew before we even started, about what good adult educators do.

If we didn’t get to it at the end of day one... say

Now I want you to label one branch on your tree “getting to know the learner.”

Trainer models, labeling one branch on her big tree.

Take a few minutes to jot down your thoughts, things you want to remember.

Review Day Two Agenda

GROUP SIZE: Large Group

TIME: 5 minutes

MATERIALS:

*Agenda poster
tree poster*

SCRIPT:

The other thing that’s important, besides checking in, is setting and sharing the agenda for the session.

Trainer points to the agenda posted on the wall and reviews the items for the day.

Announces that lunch will be around 12:00.

LEARNING STYLES

GROUP SIZE: Large group, individually

TIME: 15 minutes

MATERIALS:

Learning Styles Inventories
Strategy Sheets – overhead / PP
Learner Profiles

The inventories will be on the tables when participants arrive. Hopefully some participants will have done them for homework. Encourage participants to complete the inventories prior to or in the first few minutes of the beginning of the workshop.

SCRIPT:

We have looked at several ways to get to know a student throughout tutoring. This knowledge helps you provide appropriate direction, materials, and instruction.

Another way to get to know your student is through understanding the way they process information best. We refer to this as their Learning Style.

The idea of Learning Styles has been developing in the last 20 years or so. There are many perspectives and theories out there.

For the purposes of this workshop we will concentrate on the main three – Visual, Auditory, and Kinesthetic.

Visual = Learns by seeing
Auditory = Learns by hearing
Kinesthetic = Learns by doing (feeling, experiencing)

You completed the inventories at home or when you first stepped in today.

It is important to note that each of us – unless impaired – uses all three ways to learn, BUT we tend to favor or prefer one style over the others.

Go over the results showing the recommendations for each style on pages 24, 25, and 30 of the handbook.

How many of you had the highest score for Visual? – *continue debriefing – surprises? Did they learn new information about themselves?*

Ask for volunteers to share their own learning profile.

Why do you think it's important to know your own learning style and preferences?

UNDERSTANDING YOUR LEARNER'S STYLE

GROUP SIZE: Large Group, profile groups

TIME: 10 minutes

SCRIPT:

Now let's get back to our assigned learners. We are going to start by looking at their learning styles.

Point out how the tutors can learn their learners' learning styles preferences by:

- *using the preference checklist aloud to their learners (they can read it if the learner can't yet)*
- *observing their learners following the learning styles observation checklist on p. 26–27*
- *asking their learners questions about what they like to do and how they have learned best in the past.*

Now, in your groups, read section C of your learner profiles—Learner's strengths and barriers. Based on what you read, what is the likely combination of learning styles preferences that your student has?

In your small group, discuss your conclusion and record this on your large paper.

Participants read and discuss. [Jennifer (A/K), Sam (V,K) Jose (V) Marcella (V)]

Let's brainstorm some things that we might do with Sam, Jose, Jennifer and Marcella to address each of their preferred learning styles, while taking into account their purposes too. Again you can refer to pages 24, 25, and 30 for ideas.

Go ahead and add information about their styles to the poster you are creating for your learner.

Participants discuss and then present out to the rest of the group.

Point out that they'll want to give adults opportunities to learn in several different ways.

REFLECTION USING THE TREE

GROUP SIZE: Individually

TIME: 5 minutes

SCRIPT:

Take a moment to jot down a few things about learning styles on your tree. This will be important information to take into consideration when you plan your instruction and choose activities.

WHAT IS READING?

GROUP SIZE: Large Group, Small Group

TIME: 15 minutes

MATERIALS:

- Overheads -*
 - Reading Diagram*
 - Levels Charts (posters)*
- Handouts –*
 - Decoding Activities*
 - Alphabetics Activities*
- Supplies*

SCRIPT:

Often, the adult learner has goals that are directly or indirectly dependent on improving their reading skills.

Understanding what reading entails can help you provide the correct instruction for the adult learner's purposes and goals.

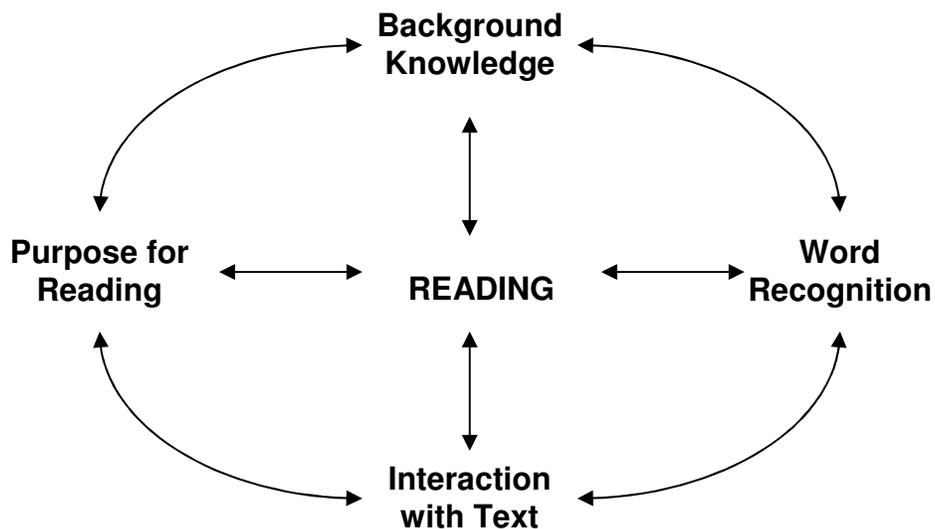
So – What is Reading?

*Discuss the Origami exercise from Day one –
Ask the following questions:*

- Did you struggle with the vocabulary?
- Were there words that you needed help reading?
- Why were the directions challenging?

Show READING diagram overhead (based on page 39).

READING includes (diagram)



Word
recognition
Background knowledge

Purpose
Interaction with text

A student can have a challenge in any of these areas. Where was the challenge for you with the origami exercise?

We will examine and practice strategies and activities that address all of the areas on this diagram in the next couple of hours.

While most of your students will struggle with the interactions they must have with text some of your students will need significant help with word recognition.

WORD RECOGNITION STRATEGIES AND MINI LESSONS

GROUP SIZE: Large GROUP

TIME: 5 minutes

SCRIPT:

Trainer will explain decoding and alphabets, and model a couple of Phonemic Awareness activities such as beginning consonants (pgs 82 & 83), and word families. S/he will also point out the Phonics Checklist on pg 91.

The trainer will then do the LEA activity and explain that it is a way of generating material for very new readers. After the LEA activity, the trainer will go over mini-lessons and model a couple more word recognition strategies – such as sight words, and cloze. Participants will have the opportunity to practice a decoding strategy as part of a jigsaw exercise. In this way participants will know that although LEA is a valuable tool to use with very new readers, other types of materials can be used for decoding mini-lessons.

Activity – Phonemic awareness activity

GROUP SIZE: Large Group

TIME: 15 minutes

SCRIPT:

When a learner needs significant help with the sounds of letters or word parts, that is when we teach “Alphabets and Decoding” What many of you will recognize as Phonics.

Alphabets and decoding are the ability to associate a particular sound with a particular visual cue – a letter or a group of letters (phonemes).

While you will probably be give some information from your program about where the learner needs to start, it is also a good idea to do some investigating on your own. Listen to your learner while they read, or to what words they ask for help with. You can also do the Phonics Checklist on page 91 of the handbook. Some programs will have professionally published reading program materials that will help you and your learner know where to start.

Point out the phonics checklist on pg 91

Pages 70 through 96 of your handbook are devoted to different Decoding and Word Recognition activities.

Today we will try to look at a few of them together.

Trainer chooses how many depending on time

Select 2

Phonics – first letter sounds pgs 82 & 83

Word patterns or families pg 78

Word parts pgs 79 & 80

Sight Words pgs 70 & 71 (a good one to save for LEA)

Cloze pgs 76 & 75 (a good one to save for LEA)

MINI LESSONS / DIRECT INSTRUCTION

GROUP SIZE: Large Group

TIME: 10 Minutes

MATERIALS:

Handbook
Overheads

SCRIPT:

Next we will be providing direct instruction on the specific skills of teaching decoding strategies. As you know from the reading lesson, decoding is only one part of the entire reading process. Keeping decoding work limited to a mini lesson within a larger reading lesson promotes learning. Teaching small sections of skills at a time as related to a larger text helps ensure interest, relevance and promotes success.

Keep two things in mind when choosing which strategies to use/teach students. First consider their learning style. Think of the learning styles we just explored. If your learner is an active, hands-on person and not very auditory, using phonics might not be the best approach. Instead, you could use Sight words and teach context strategies. Teaching some basics can help, but it won't be their easiest way to learn.

Next, **consider their mistakes.** 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.**

You'll find guidance for **direct instruction** steps on pages **66-69** in the handbook.

POINT OUT HOW WE'RE LOOKING AT JUST ONE PIECE OF WHAT READING IS NOW - , and how we'd normally only do one mini-lesson in a tutoring session, not all of these at the same time!

PHONICS

GROUP SIZE: Large Group

TIME: 5 Minutes

MATERIALS:

Pre Printed Material or Language Experience story
Markers
Flipchart paper

SCRIPT:

Another set of decoding skills centers around phonics. Lots of phonics rules are not useful, since English is very inconsistent. Check out page 89 in your handbook. Only 18 rules are true at least 90% of the time.

Knowing the letter/sound relationships can help students recognize new or difficult words. This strategy is especially useful for auditory learners. Show learners how to use this as a strategy when they struggle with a real word rather than as an abstract drill.

The Handbook has several suggestions for doing this at different levels.

Today we are going to work on one strategy--teaching beginning consonants.

If students know the sounds, you don't have to do direct instruction to teach the sound, rather, you can model using sounds as a way to decode words they don't know.

For levels one and two, try using the phonics checklist as an assessment.

Another strategy is to pay attention to the miscues (mistakes) they make. When you are teaching new sounds, teach contrasting sounds together, not m and n at the same time.

BEGINNING SOUNDS

SCRIPT:

Use this strategy especially with beginning sound miscues from the learner's reading.

Procedure:

- *Ask "students" to identify a word in the story whose beginning sound they'd like to study.*
- *Underline the word.*
- *Identify the sound.*
- *Then, find additional words in the story and underline those.*
- *Think of your own words that start with that sound.*
- *Make a card that has the letter on it—*
 - *"What's your own word you want to use to help you remember the sound of this letter?"—*
- *Write the word or draw a picture on the card.*

WORD PATTERNS/FAMILIES – VOWELS

GROUP SIZE: Large Group/Pairs

TIME: 5 Minutes

MATERIALS:

Printed story or LEA

SCRIPT:

A good way to teach vowel sounds is through word patterns.
Teaching word patterns also helps develop a visual memory of spelling patterns.

Procedure:

*Start with a word they know from the story that has the pattern in it. **COAT**
Then think of other words that fit the pattern. **BOAT**
What's the same? **OAT**
What's different? **The first letter***

Explain that this is a strategy that they can use when they get stuck on a word, along with thinking about what word would make sense in the sentence.

WORD PARTS/PHONEMES

GROUP SIZE: Large Group / Pairs

TIME: 5 minutes

MATERIALS:

Printed story, LEA, or word list

SCRIPT:

On pages 79 & 80 is an explanation for teaching a learner to look at the parts of words in order to “sound out” the word.

Trainer can talk the group through the procedure

CREATING MATERIALS FOR NEW READERS: Language Experience Approach

GROUP SIZE: Large Group/Role Play

TIME: 15 minutes

MATERIALS:

Flipchart paper
Index cards

SCRIPT:

Earlier we explored some decoding strategies and activities.

This next approach allows you to create materials for students and use that material to expand work on decoding and sight words.

First I will model a way to create interesting adult material for the very new reader, like Marcella.

Turn to pages 60-61 in your handbook.

Adults will learn decoding skills best if they learn these skills in the context of real life reading material. One really good way to develop a simple, but meaningful and interesting reading text for very beginning readers is the Language Experience Approach (LEA).

Check out the very first paragraph on page 60.

Give people a chance to read this.

Role Play

Ask for volunteer to role-play being a learner. Explain what you are going to be doing, as if this person is indeed the adult learner:

We are going to use this story to learn some new words. We need something to talk about.

Ask something like:

“How do you like to spend Saturday mornings?” Or “Tell me about your worst job” or “Tell me about your best trip,” etc.

Volunteer Student: Answers the question verbally

Trainer Tutor: Writes down 3 or 4 sentences of what the volunteer says verbatim on the overhead.

Explain to the rest of the group that in a real tutoring situation you would be writing the learner’s full story. You’d also be sitting with the learner and not at a board.

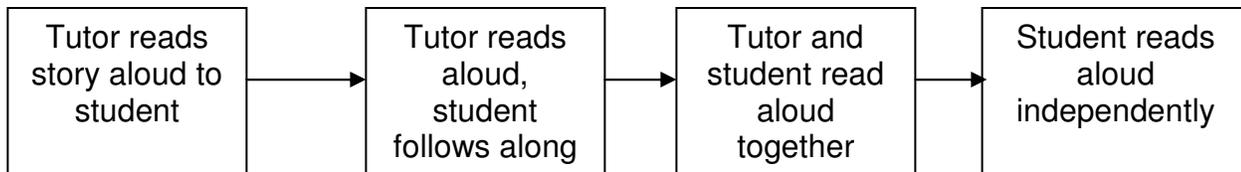
We have a text now. By the end of this session you’ll be able to read it.

Go through each of the steps below:

- 1) I want to read it back to you to make sure I’ve got it right.
Any changes that you would like to make?

- 2) I'll read it to you and you can follow along
as trainer/tutor reads s/he points to each word in the story.
- 3) We'll read together *continue pointing to words.*
- 4) Eventually I back off and you'll read independently

Show LEA flow chart.



Discuss LEA with the group.

SIGHT WORDS

GROUP SIZE: Large Group

TIME: 5 Minutes

MATERIALS:

Language Experience story
Index cards or large paper
Markers

SCRIPT:

Again with a volunteer –
Read the Language Experience Story one more time.
Ask “learner” to identify three words s/he would like to know by sight.

These aren't new vocabulary words—they're words you know the meaning of—but they're words you'd like to be able to read when you come across them anywhere.

Underline those words.

Follow the steps:

- *I read them,*
- *you read them,*
- *when I say your word, hold it up*
- *I mix up the words and hold them up and you say them*
- *we'll go through these again before the session is over—and the next time too, 'til you know them by heart. We'll start looking for them in other things we read too.*

What are some ways that learners with different learning styles / strengths could learn individual sight words?

Brainstorm together.

Some ideas are:

Ask learner to copy them as trainer spells them out.
Ask learner to trace shape of words with finger.
Ask learner to draw picture association of word on back
Ask learner to flash words as trainer says them. Then flash for learner.
Ask learner to trace letters in the words in the air.

The types of words that make good Sight Words are important vocabulary, high interest words, words chosen by students, phonetically irregular words, etc.

Keep an index card file of new sight words the learner has learned, to bring out for review or play games with like concentration.

Context clues (CLOZE)

GROUP SIZE: Large Group

TIME: 5 Minutes

MATERIALS:

Language experience story

Markers

Flipchart paper

SCRIPT:

One way to practice using Sight Words and teach learners to use context clues is to create a CLOZE activity.

CLOZE activities reinforce that reading is about making meaning, not just calling out the words on a page. It also teaches new readers the strategy of thinking about what word would make sense in a sentence when they get stuck on a word—it reinforces the use of context clues. Experienced readers use context clues all the time—this is one reason we can read so quickly.

Again with a volunteer –

Procedure:

Explain to the “learner” what we’ll be doing.

Erase the sight words in the Language Experience story (or cover them up).

Review sight words.

Read the Language Experience story together.

Students choose which words fit into the blanks.

Tutor (or student) write the words in the blank spaces.

Read the story again.

WORD STRATEGIES PRACTICE

GROUP SIZE: PAIRS

TIME: 15 Minutes

MATERIALS:

Handbooks
Index cards
Paper

SCRIPT:

Now you will take a little time to practice one of these strategies.

Chose a partner to work with.

Direct participants select one strategy to practice together
Sight words pgs 70 & 71
Word families pg 78
Mixed up sentences pg 72
Cloze (missing word) pg 76

You will have 10 minutes to practice your activity. Remember to take turns being the tutor.

Ask each pair to present their activity to the group or to the pairs surrounding them.

Trainer goes among the groups, helps, encourages, answers questions

REFLECTION/ADDING TO THE “TREE”

GROUP SIZE: Individually

TIME: 5 minutes

SCRIPT:

Before we take our morning break, I'd like you to spend about 5 minutes adding to your Tree. You will need branches titled WORD RECOGNITION STRATEGIES, and CREATING MATERIAL FOR VERY NEW READERS. Jot notes about this piece of how reading happens.

When 5 minutes is up, announce the 10 minute break. During the break make sure materials are handy for the reading comprehension activities.

BREAK

10 minutes

What is Reading Cont. (Nuts & Bolts, Standards, Levels, Reading Comprehension)

GROUP SIZE: Large

TIME: 75 minutes

MATERIALS:

Post It Notes (2x3) & Lg Post it Poster per table
RWU standard poster / overhead

POST-IT ACTIVITY

GROUP: Individually, then large group

TIME: 15 minutes

SCRIPT:

We're going to be learning a bit about reading comprehension today. We'll start by examining some of what you already know about this from your own personal experience as a reader.

Reading is a process that expands as skills expand.

Let's examine for a few minutes what reading is for us as experienced and expert readers.

Distribute a plentiful amount of post it notes to each table.

For this activity, each of you will need 8-10 post-it notes and a pen to write with. You will be answering a question with simple phrases or words that describe what you do; one idea per post-it.

Jot down the idea and then place it on the large post-it poster provided for your table.

So first you are working independently...

After making sure all supplies are on table and the process is clear, go ahead with activity.

Okay, here is your question: What do you do when you read in order to understand it?

Participants will jot down answers and place on larger post-it poster.

Keep encouraging participants to think about all that they do...give about 5-7 minutes

When chatting begins and writing slows, direct participants to classify the post-its into like categories.

When the grouping seems to be complete, and only after that is done, direct participants to label the categories and write them on poster above the grouping.

Have each group share the categories they have created.

Discuss the activity.

How did it feel at first? (*didn't know what to write, it wasn't in any order, etc*)

How did it feel once you got going? (*started to think of all sorts of things...*)

What do you notice about your posters? Are there any similarities?

Note the similarities through discussion.

WHAT IS READING CONT. (Standards)

GROUP SIZE: Large

TIME: 5 minutes

MATERIAL:

RWU poster & overhead

SCRIPT:

Post the Reading With Understanding Standard and show it on the overhead/PP.

This is the Washington State Learning Standard for Adult Education for Reading with Understanding.

Developed based on research of adult reading, it broadly represents what any adult needs to be able to do in order to be a successful worker, family member, and community member when reading.

While this standard is very broad, individual proficiency looks different based on the degree and complexity to which a student can perform.

Trainer can have participants put their post-its on the standards poster in the categories they feel they belong in. This really connects them to the standard language.

This is what we expert and experienced readers do without thinking about it consciously.

Many of our students on the other hand, aren't aware of the process or don't employ these skills when they read. We must teach them and to do that we need to become aware of the things we do automatically.

LEARNER LEVELS

GROUP SIZE: Large

TIME: 5-7 minutes

MATERIAL:

Proficiency Statement copies & overhead

SCRIPT:

You will notice that your profiled student is described in terms of a reading 'level'. Let's explore what that means based on the RWU standard.

Handout the 'Proficiency Statement'. Put copy on overhead. Go over each level – making clear that the descriptions are only slightly different. Clarify the purpose of the statement is to inform the teacher as to the goal of instruction – this states what the student will be able to do at the end of the level.

Example:

Level one says, "Can read and comprehend words in small blocks of simple text, slowly but easily with few errors, to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings."

If a student is level one, this is the goal of his/her instruction.

This statement helps inform you, the tutor, where instruction is going.

You know that your energy is going toward small simple words and those that help the student accomplish simple activities in comfortable settings. Depending on the program and the student's goals, the instruction could look very different.

Look at student profiles.

Draw attention to the reading level.

Direct groups to use the proficiency statements to answer what their student will be working on – what skills are the goal in reading for their level... add to the groups student poster.

Compare the statements at different levels and note the small changes that occur from one to the next.

Then compare Level one to Level four or six.

READING ACTIVITIES – INTERACTING WITH TEXT: INTRO

GROUP SIZE: Large

TIME: 5 Minutes

MATERIALS:

Text Interactions handout / overhead

SCRIPT:

Interacting with text is essential to understanding it. Interactions can be categorized in the following ways:

Predicting	Picturing
Making Connections	Identifying a Problem
Using fix up strategies	

(Handout from [Reading for Understanding: A Guide to Improving Reading in Middle and High School Grades](#))

As an experienced reader, there are things you do before, during, and after reading that create comprehension of the material for yourself.

Point out examples from their post it activity and the origami activity. Say “you already do these things unconsciously”.

As a tutor, you will be responsible for creating activities that support the comprehension of the material for the student.

We will be looking at the different components of the RWU standard by examining what students can do before they read, what they can do while they are reading, and what they can do after reading to create comprehension of the reading material.

We have grouped reading activities into the following categories:

Pre-reading During Reading Post-reading

Looking at the standard...which of the components deal with Pre-reading or what we do before we read?

Allow participants to answer.

(They should answer with ‘Determine the Purpose and Select appropriate strategies’)

PRE-READING ACTIVITIES

GROUP SIZE: Large

Defining the Reading Purpose
Vocabulary Preview – explain/show
Skimming and Scanning – explain/show
Formats of material
KWL - model
Questions - model

SCRIPT:

Pre-reading strategies are used to create a context for the reading. We'll look at some key ideas as a whole group, and then you'll have a chance to actually work with a partner and try out some different strategies for supporting reading and reading comprehension.

DEFINING THE READING PURPOSE

GROUP SIZE: Large

TIME: 10 Minutes

SCRIPT:

Have you ever taken a sip of a water only to find out that it's 7-Up?
If your mind is ready for water the 7-up is shocking to say the least; it really tastes different than when you are actually expecting soda. We need to have our mouths set for the right thing or our brains just can't perceive it correctly.

The same is true when we are reading; we need to make sure our brains are expecting the right kind of information or it just won't be perceived correctly.

Defining the purpose can be a very informal activity or it can be very structured.

Ask Questions:

- What do you want to know?
- What will you do with the information?
- What do you need to take away from the reading experience and material?

Usually asking questions about the material will allow both you and the learner decide what parts of the material gets the most attention and the kind of attention the material gets.

Demonstrate the difference in the way that you would approach the following:

- | | |
|---|---|
| 1) A Bleach Bottle – cleaning a stain
<i>Look for use directions</i>
<i>Safety precautions</i> | 2) A Recipe – going to store
<i>the ingredients</i>
<i>amount to buy</i> |
| 3) A Disconnection Notice – | 4) A School Newsletter – to be informed |

Why it's being disconnected
When it will be disconnected
What will be disconnected
How to avoid disconnection

Look for important dates and activities
Look for child's room news
Read all of it in general

So, identifying the purpose for reading helps determine how you will read the material.

Conduct brainstorming activity with participants on different ways to read for different purposes. Make sure to cover info on pages 62 and 63.

After deciding how you will read the material, you the tutor will want to help identify words that may cause a problem in comprehension.

VOCABULARLY PREVIEW

GROUP SIZE: Large

TIME: 5 Minutes

SCRIPT:

An example of a pre-reading activity is Vocabulary Preview. It will be important as a tutor to go over any vocabulary that might be new or difficult for the learner; vocabulary that might help the learner comprehend what s/he is about to read.

Choose a real life prop – a page from a driver's manual for instance or a page from a GED practice test – and show how a vocabulary preview activity would work. Use an overhead so that the participants can follow along. Allow participants to share ideas of words that students may struggle with and work with those words.

AND

ACTIVATING PRIOR KNOWLEDGE

GROUP SIZE: Large

TIME: 5 Minutes

SCRIPT:

Another example of a pre-reading activity is checking for background knowledge, this is also known as 'activating prior knowledge'.

Turn to page 43 in your handbooks. Activating prior knowledge can be as simple as just chatting about the topic before reading or as involved as researching on the internet to gain some background knowledge prior to reading more. This will be a skill that will be worth the effort because it can inform your instruction in so many ways.

KWL

GROUP SIZE: Large

TIME: 10 Minutes

MATERIALS:

Blank sheet of paper

Blank overhead or chart paper

SCRIPT:

Provide a blank sheet of 8 1/2 X 11 paper. Then direct participants to fold the paper into thirds landscape – demonstrate.

Label the tops of each section like this...

What I Know -

What I Want to Know -

What I Learned –

There are different methods of reading that will support you individual learner to meet their needs and goals. We will be reading about some of those ways. Let's get prepared for some new information.

Provide sample text (page 40-42 – Ways to Read) and walk through a KWL approach

What do you already know about different methods of reading?

Trainer models by writing what the participants know under "What I Know".

What do you want to know about different methods of reading?

Trainer models, writing what the participants want to know under "What I Want to Know"

This is a good time to point out the different types of questions that have been generated.

Distribute the sample text "Ways to Read" – excerpt from the handbook.

Trainer reads first 2 paragraphs out loud to participants.

Trainer asks for 3 volunteers to take turns reading the next 3 paragraphs.

Trainer asks for participants to read the rest silently.

When participants are finished reading:

What did you learn about methods of reading?

As the participants share the trainer fills in the third section under "Want to Learn".

Let's go back and look at our "Want to Know" questions. Which of these did we answer? Go through and check off the ones we learned new information about. Where might you/we go to get information about the one's that weren't answered?

This is KWL. It works well for certain kinds of reading; particularly when reading to learn new information. We'll talk more about that later.

PREDICTION AND PRE-READING QUESTIONS

GROUP SIZE: Large

TIME: 5 Minutes

MATERIALS:

Blank overhead or flip chart

SCRIPT:

Pre reading questions differ slightly.
Look at the 'Ways to Read' section that we just did KWL on.

The pre reading questions would look like this:

Predict what the reading includes based on the clues available.

What is the title?
What do you think it's about?
Why would you want to read this?
Write down responses on overhead.

Make questions from the headings and subheadings.

What do you think the author means by "Tutor reading out loud to student"?
Have you ever heard of 'Sustained Silent Reading'?
What was that like for you?
What do you think choral reading means?

Allow students to have new questions of their own.

Just from skimming the headings a little, do you have any questions about this topic?

With pre-reading questions you are priming the pump in the brain to match new information to the information that the reader thinks will be included. Even if the student is wrong in their predictions, they will have already made room for it and therefore will be attaching the information in a more efficient way.

DURING AND AFTER READING QUESTIONS

GROUP SIZE: Large

TIME: 10 Minutes

MATERIALS:

Handbook

Overhead with types of questions (pg 45)

SCRIPT:

Metacognition is the act of understanding one's own thought processes; thinking about thinking.

One of the best ways to help students understand their thought processes is to help them tune into what they know and when they know it. Many of our students are passive readers. For them, metacognitive strategies need to be directly taught.

One way to model and teach metacognition is to pose questions before, during, and after reading a selection. This allows the reader to have an active thought process around the content; they are actively seeking out the answers to questions or they are evaluating the answers they find. In some cases, they are creating new questions as they read on. There are 3 main types of questions.

Trainer shows the three columns of questions words without the headings on an overhead or PP (page 45). Ask participants to match the column with the headings that follow:

Factual Questions

Interpretive Questions

Critical/ Creative Questions

Trainer labels the appropriate columns. Go over the definitions below.

Factual Q's/"right there questions" – The answer is right in the text

Interpretive Q's/ "pulling it together questions" and "author and me questions"

The answer is in the text, but the reader has to pull it together from different parts of the text,
OR

The answer is not in the text. The reader has to pull together info in the text with his/her own outside knowledge (example of identifying the bottle on page 45).

Critical/Creative Q's: "on my own questions"

The reader doesn't even have to read the text to answer the question; although the text might inform his/her answer.

Questioning goes along with the KWL approach where the student and tutor make questions prior to reading based on what the student wants to know. This plays a large role in making the self questioning during reading more explicit to the student and they will begin to approach certain kinds of reading in the same way. It can also be a great way to explain the different levels of comprehension to a student so that they can learn to think about thinking in those ways.

POST READING ACTIVITIES

GROUP SIZE: Large

TIME: 10 Minutes

SCRIPT:

- ** Trainer chooses most appropriate
- Questions - explain
- Reflection Journal - sample
- KWL - model
- Application – explain

There are a few other during reading activities that you will have the chance to practice together. We'll look at them in a moment.

First let's take a look at a few Post Reading Activities

- The KWL activity that we did – L column
- Having students keep a reflection journal – similar to the reflection/response sheets you did with the Origami activity yesterday.

Questioning continues to be important as a comprehension tool. For the next 5 minutes, In your groups, write two of each type of question regarding the “Ways to Read” article.

- Come back together and discuss the importance of teaching ‘question writing’ skills to students.*
- Ask for input on what it teaches students record on board or overhead.*

THIS IS A GOOD LOCATION FOR LUNCH BREAK 40 MINUTES FOR LUNCH IF YOU HAVEN'T ALREADY TAKEN IT.

During lunch, set up comprehension stations.

PRACTICE STATIONS

GROUP SIZE: Large

TIME: 30 minutes

MATERIALS:

A variety of reading materials set aside in labeled boxes for the different strategies, Instructions for each person:

“Think Alouds” (need multiple copies of the same reading material)

Written Record of Interaction with Text (need post-its and copies of same reading material)

Chunking (need a driver’s manual or something dense—suggest what people should use for chunking)

Fluency Practice (need a variety of reading material)

Making Up Questions (a variety of reading material)

SCRIPT:

Scattered about the room are stations where you’ll have an opportunity to try out the activities we just covered to facilitate comprehension.

You’ll be able to choose from a variety of reading materials as well.

Write up on flip chart paper the 5 activities (see preceding paragraph).

Go over any vocabulary that seems appropriate at this time – fluency, background information, prior knowledge, chunking, etc.

You will be partnering up with one other person and trying each of the strategies.

Pass out the strategies handouts “

Think Alouds Modeling

2 MINUTES

(Walk Through)

Please turn to page ____ . Go ahead and find the “think aloud” page in your packet. In a think aloud the tutor models the variety of interactions with text that expert readers engage in and the learner learns to experience this too.

Model doing a “think aloud” with a section from their handbook, so all can follow along (maybe page 15 or 17?).

Briefly explain the other strategies.

ACTIVITY CONTINUES ON NEXT PAGE

First, I'll give you a couple of minutes to find a partner, preferably someone you haven't worked with so far. After we split into pairs, discuss which comprehension strategy you'd like to try first together. For some of the strategies, one of you will role-play being a tutor and the other a learner.

Then, get up and choose a piece of reading material from the appropriate box/pile (or the whole box if it is a small enough group).

Point to boxes/piles of materials and model returning materials or boxes and choosing new ones.

Plan to take about 5 -10 minutes per strategy. You will probably have time to practice 3 strategies.

Before we break into pairs, are there any questions? OK, go ahead and find someone at a new table to work with—someone whom you haven't worked with yet and begin. Sit anywhere you'd like—but be sure there's space between pairs so everyone can read and talk.

As pairs try out the different strategies, walk around and offer help, monitor time, listen for new learning/insights that pairs could share with the whole group later. Different strategies will require different amounts of time. Be conscious of noise level and space so that everyone can think!

REFLECTION / ADDING TO THE "TREE"

GROUP SIZE: Large Group, Individually

TIME: 5-7 Minutes

SCRIPT:

Debrief whole activity: So, what did you think? What questions do you have?

Take around 5 minutes now to add to leaves of the **Reading Comprehension** branches of your tree. What are some key things you want to remember about how to teaching reading?

Give people time - about 5 minutes – to write and think.

CHOOSING MATERIALS FOR READING

GROUP SIZE: Large Group, Small groups

TIME: 15 Minutes

MATERIALS:

Flip Chart
Markers
Sample Text List Overhead
Sample Text List Copies

SCRIPT:

So, now that you have some ideas of activities and strategies to use when working with a student, what materials does your student read?

First off, what were some of the materials that were out at your comprehension stations?

Point out the options of young adult non-fiction and lots of real-life materials.

Think about your life last week. Consider yourself as an adult with a full life as a Family member / Worker/ Citizen. Look at the purposes in terms of the literacy skills you use everyday—not just novels and newspapers, but labels on medicine, flyers, phone messages, etc.—think of the little things as well as the big things. List all the things that you read or wrote this week.

On board or flip chart trainer write READING over one section and WRITING over another and collect people's ideas after they've had a few minutes to think. Alternatively, get people to do this brainstorm in new groups, each group focused around a piece of flipchart paper. (This is useful if people are tired and need to move around). Then all float around to the different groups and people present their lists.

When everyone finishes –

With the exception of direct instruction reading program material which you may be using - these are your materials for reading.

From all of these possible real-life reading materials, how will you choose materials for your students?

Go over the 4 Error Rule for leveling text – page 53.

In general, as an experienced reader, how do YOU choose for yourself what you are going to read?

Discuss as whole group, and write ideas up on board.

This is something to teach to your learner as well—since s/he may not have had the experience of choosing materials for him/herself. As we've been discussing, part of teaching reading is making explicit what happens naturally for us.

Think about your learner, Sam, Marcella, Jose, or Jennifer, which of the above materials do you think would be of interest?

Introduce the Sample Text list of materials from the TLO's for each level on an overhead transparency.

Instruct participants to take a minute with their group to make note of the level and goals of their student according to the profile. List a couple of materials which may be appropriate based on these two criteria.

Once reading materials have been identified that would meet learner's goals and be of interest to the learner, there are a variety of strategies for identifying if text is appropriate for learner:

- Have learner select material from collection you or s/he brings in
- Apply the 4 error rule (have people to turn to **p 53** and read it)

How could you adapt texts that are at your student's frustration level? *Brainstorm.*

- Record it on tape and have learner follow along
- Enlarge it
- Cut it into smaller pieces
- Re-write it into simpler language
- Add pictures

What might you do if the material your learner wants to read is at his/her frustration level?
How might you make the material more accessible?

(rewrite, tape the text, or get the text on tape if possible)

In the Handbook are resources for finding and developing materials and texts
Model leveling text briefly with 2 sample materials

- Leveling text
- Newspapers
- Teaching self selection
- Resources for books, etc.
- Adapting texts
- Resources on computer
- Listening to tapes

Reflection time – choosing materials

TIME: 2 minutes

WRITING: INTRO

GROUP SIZE: Large Group

TIME: 5-7 Minutes

MATERIALS:

Paper
Flip chart
Markers
Writing poster

SCRIPT:

Reading is often a key component to the needs of our adult learners.

Writing is equally as important.

We are going to learn a bit about the writing process and some activities to help teach writing to your students.

Let's begin by reflecting on our own experiences with writing.

Writing Reflection

Take the next two minutes and write about a time when you felt like a good writer or about a time when you felt like you were not a good writer.

The catch is, please use your non-dominant hand to write. You have two minutes. Don't start until I say to start.

In Pairs, Participants share their writing

Ask:

How did it feel when you were writing?

How did it feel to share that?

Were you still able to express yourself?

Is every word spelled correctly?

Was it easier to print or write cursive?, etc.

As participants respond, trainer records responses on overhead, flipchart or white board.

Many adult learners will experience what you just experienced when asked to write with your non-dominant hand. Many people will resist writing because of this.

What could you do to help your learner feel more comfortable about writing?

Some possibilities:

Tell him or her it is a skill, like athletic skill, that takes time to learn

Offer alternative methods, talking into a tape recorder and writing from that

Use keyboard

Practice writing by making shapes

Trace

Short writing sessions, instead of small talk

THE WRITING PROCESS

GROUP SIZE: Large Group/Individual

TIME: 10 Minutes

MATERIALS:

Paper
Flip chart
Markers

SCRIPT:

We won't be able to do writing justice, but we will touch on some main ideas. First think about how reading is a process – well writing is a process as well.

Flyer/Article Activity

Let's start a brief writing activity together. _____ has asked to help recruit other tutors for this program. You have graciously agreed to write a flyer or an article for a local community paper. You choose which you want to work on. Go ahead and begin writing this—and then we'll reflect on the process you walk through as a writer.

Participants write and trainer observes the process.

Ask participants to share as a group what they would do first, next, next, etc...

When finished, ask participants to think about the steps they would have took from the moment they received the assignment.

What did you do first?

*Record responses and then begin creating the chart of the Convey Ideas in Writing Standard combined with or alongside the writing process graphic (see below) by writing **Pre Write or Plan and Set Purpose** on the board*

What did you do next?

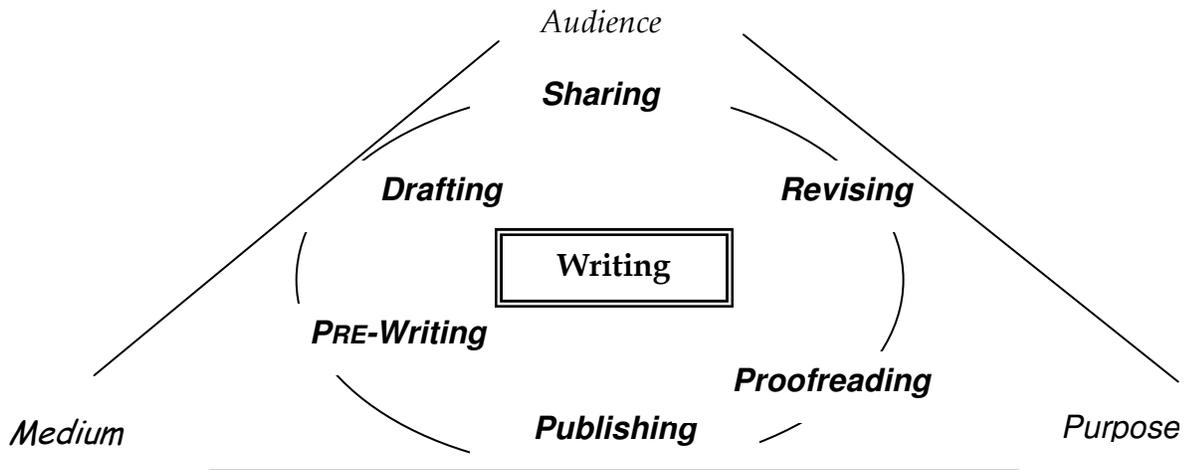
*Record responses and write Draft and **Select writing strategies** as shown on the graphic below.*

Did you read it over at any point? Then what did you do?

*Record responses and write **Revise and Review writing & seek feedback** on the graphic.*

When we write we use a process. We use this process no matter what we write. Whether it is a grocery list or our life story or a letter to the editor, this process applies:

Trainer reviews the stages and adds **edit** and **Pay attention to conventions of English....**
As the trainer names the stages, she gives examples of the activities done in each step.



New writers often don't understand that writing happens in stages like this—that planning, rehearsing, is part of the process—that it doesn't come out perfect the first time around. Make these steps explicit with the learners you're working with.

Discuss the purposes for editing.

Think of the types of writing you proofread and types of writing you don't.

Discuss.

Like your writing, not all of the learner's writing needs to be proofread. When you are proofreading, teach only one skill at a time and give the learners a chance to apply it, following the Direct Instruction steps you learned earlier.

Point out the components of the Convey Ideas in Writing Standard – they are a process just like the reading standard we have already looked at.

If time, take people through the writer's feedback guide instructions in the handbook (page 110). Either model this with one person, or ask people to do it in pairs, following the steps. Then debrief.

What is the value of sharing your own writing with adult learners?

Point out all the great ideas in the book for working on writing together.

Go over selections on page 103

- 1. Dialogue Journals**
- 2. Free Writes/Timed**

SPELLING

GROUP SIZE: Large Group

TIME: 10 Minutes

MATERIALS:

Flip Chart
Markers

SCRIPT:

Within the framework of this training we are going to talk about spelling briefly. There are two ways to categorize spelling:

- A) teaching strategies to use while writing
- B) teaching learners how to spell.

When your learners are writing, they shouldn't be concentrating on spelling. However, spelling is a big problem for many new writers. These are some strategies that you can teach learners for spelling while writing.

Trainer writes on flip chart

1) _____ **draw a blank line.**

2) **envnt it – invent it – make it up.**

Their invented spellings will tell you a lot about what they know about spelling.

3) **Ask.**

I usually give the learner four asks at a time. If they ask too many times, then they don't have a chance to practice the other strategies.

Let's look at page 117-118 in your handbook.

Of the 12 strategies, which do you think are good for visual learners?

Discuss

Repeat for Auditory and Kinesthetic styles.

Always keep the learner's style in mind when choosing a strategy – but don't limit yourself to just those strategies.

Teach the learner the strategy and then only apply it to five words at a time.

Keep in mind that the more the learner reads and interacts with text, the more words in general will become familiar and their spelling will improve. (Note: Einstein couldn't spell well, nor could Benjamin Franklin)

REFLECTION/ADDING TO THE "TREE"

GROUP SIZE: Individually

TIME: 5 minutes

Take 5 minutes now to add ideas you want to remember to the "writing" branch of your tree.

IT'S PROBABLY TIME FOR YOUR LAST BREAK HERE...

LESSON PLANNING: PROCESS OVERVIEW

GROUP SIZE: Large Group

TIME: 10 Minutes

MATERIALS:

Lesson plan handouts (one with examples, one blank)

Markers

Level indicators – reading and writing

Complete RWU and CIW standards posters

SCRIPT:

Explain the lesson plan process, using the lesson plan handout

The trainer might want to do a think- aloud of the planning process for Sam, Marcella, Jose or Jennifer. It might be a good time to distinguish between the learner’s long-term goals and the short-term goals that s/he will need to accomplish to reach her/his larger goals.

Introduce the level indicators as learning goals for the learners they are planning for.

These are lists of GOALS that can help guide you in considering mini lessons or areas of instruction that will probably be useful for your learner. The levels aren’t written in stone, of course. No one fits neatly into one level.

Consider that it might take your learner 6 months, or longer to reach some of these goals. Rates of progress depend on the learner, frequency of study, and many other factors.

Model the process of planning a lesson using a goal for one of the profiled students. Brainstorm together some activities they might do with one of the learners that would point them toward those goals (indicators).

Guide individual groups through them as needed as they begin the planning process together.

PARTICIPANTS PLAN AND PRESENT

GROUP SIZE: Profile groups **TIME:** 50 Minutes (30 planning, 20 reporting and feedback)

MATERIALS:

Profiles and profile posters
Tree organizer
Lesson planning template
Learning standard posters

SCRIPT:

In your profile groups, you can now create a lesson for the learner. Plan a one and a half to two hour lesson. Use everything you've learned so far. Imagine that this is not the first time you are meeting with Sam, Marcella, Jose or Jennifer.

***Remind everyone of the great ideas that they have on their flipchart paper that they can draw from! Tell them how long they'll have.

While groups are planning, trainer drops in offering suggestions as needed.
As each group nears completion, ask them to think about the components of the standard and discuss/decide if the lesson they have planned addresses them. IF NOT, what might they do to change that?

When finished, each group presents their lesson. Participants comment and trainer offers other suggestions and comments as appropriate.

WRAP UP AND EVALUATION

GROUP SIZE: Large Group

TIME: 15 Minutes

MATERIALS:

Training evaluation

SCRIPT:

What are some things you have learned today that you walk away with?

What are some things that are still questions for you?

Your coordinators will be a vital asset to you. They have skills, knowledge, and materials to make your job as a tutor memorable and comfortable. This is not job to do alone; remember to ask for what you need.

The handbook has numerous resources for you.

The Literacy NOW website will continue to provide resources and materials through the 2010 year.

Thank participants for attending. Remind them of resources in the handbook. Wish them good luck.

Ask participants to complete evaluation form.