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Adult Literacy Program

Tutor Handbook

v7-1-12

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Adult Literacy Program

What We Do

The Adult Literacy Program matches volunteer tutors with adult learners in our communities who want to acquire and improve basic reading and writing skills. We strive to provide a relaxed and friendly learning environment that promotes skill-building and provides each Adult Learner with success and a genuine sense of accomplishment as they reach their goals.





Our Adult Learners

Our Adult Learners are as diverse as the communities we serve. They range in age from eighteen to ninety-nine. Although some don't have any formal education, we do have Learners who completed their educations in other countries. All participants in the program must speak enough conversational English to make appointments, exchange basic information, etc.; however, English is a second or even third language for many of our Adult Learners.

The one characteristic all of our Adult Learners share is the desire to improve their literacy skills. Most are motivated and eager to improve their skills because they recognize that improving their reading will improve their lives and their families' lives. Improving their reading helps our Adult Learners to achieve their personal goals.

When someone applies to the Adult Literacy Program, a Literacy Coordinator conducts an interview to see if the program can help. The Literacy Coordinator discusses the Adult Learner's personal goals and records them for future reference. Finally, each Learner completes a reading assessment to determine which textbook series is appropriate. The reading assessment ranges in difficulty from basic, functional literacy skills to more advanced reading comprehension skills.

Thursday			
Mon.	Tues.	Wed.	Thurs.
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Men			
			
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Sample questions from the CASAS 27 Reading Assessment

Adult Literacy Program

DIRECTIONS: Refer to the article on high blood pressure to answer the next two questions.

WHY DOES HIGH BLOOD PRESSURE OCCUR?

Emotional stress can affect blood pressure. When stress is present, body functions speed up to meet real or imagined emergencies. The lungs exchange oxygen at a faster rate, the heart races, and blood pressure builds up. In some individuals, stress raises blood pressure significantly.

Fatty foods, cholesterol, and total calorie intake can also affect blood pressure. Cholesterol, a waxy, fat-like substance, builds up on the inner lining of the arteries, making them narrow. Blood pressure then rises, just to push the blood through the narrowed passages.

Dramatic weight gain increases a person's risk of hypertension, because the heart must work harder to supply the additional body tissue with blood.

Smoking elevates blood pressure. The nicotine in tobacco narrows blood vessels and causes the heart to beat faster. Regular, heavy consumption of alcoholic beverages can also increase blood pressure dramatically.

12. What would likely cause high blood pressure?

- A. Narrow blood vessels
- B. Slow heart rate
- C. Low body weight
- D. Strenuous exercise

13. What is the waxy, fat-like substance that builds up on the inner lining of arteries?




- A. Hypertension
- B. Cholesterol
- C. Nicotine
- D. Blood pressure

Sample question from the CASAS 30 Reading Assessment

Adults as Learners

How Adults Learn

There are three basic learning styles: auditory, visual, and kinesthetic. An Adult Learner may rely heavily on one or may rely on each equally. As you tutor, you will begin to recognize strengths and preferences. Although it is important to engage an Adult Learner through her preferred learning style, it is just as important to include other styles. Also, avoid the temptation to tutor using only the learning styles you prefer. A wide variety of activities help to reinforce the lessons and enhance skill development. Fortunately, the entire ALP curriculum incorporates all five learning styles into lessons and activities.

Learning Style	Symbol	Description	Possible ways to engage it
Auditory		Takes in new information through the ears. Can hear an address and remember it.	Drama, guided imagery, songs, chants, poems, oral presentations.
Visual		Thinks in images. Remembers an address by seeing it in their mind.	Charts, graphics, visual, symbols, colors.
Kinesthetic		Needs to move their body in order to learn. Needs to write down an address and say it over.	Learns best by doing. Involve movement of the body to teach and present concepts.

The Three Learning Styles

Unique Characteristics of Adult Learners

Adult Learners are highly motivated but lead busy, productive lives—their ability to commit to homework may vary based upon the other demands in their lives. Additionally, Adult Learners are generally very opinionated and active participants in the tutoring process. They join the program because they have very specific goals in mind. Discuss their goals and preferences and design your lessons and activities to meet their requests as best you can.

Learning to Read

What it Takes to Improve

There are three key components to increase reading proficiency.

- Having a more advanced reader read to the student, demonstrating good reading.
- Learning reading strategies—building a toolbox of fundamental skills.
- Practicing! Reading books independently reinforces skills and builds confidence.

Elements of Literacy Development

Regardless of an Adult Learner's reading abilities, there are five elements of literacy development. You will often find that an Adult Learner has fairly advanced skills in one particular area of development but struggles in another. Even proficient readers may lack the basic skills of phonemic awareness and phonics, preventing them from successfully tackling more difficult reading.

The five elements of literacy development include:

- **Phonemic Awareness**: the ability to detect the individual sounds within words (e.g., when you hear the word bug, you can identify the sounds /b/ /u/ /g/. Phonemic awareness is essential to developing reading skills.
- **Phonics**: the use of letter-to-sound relationships to identify words while reading or to approximate the spelling of words. To “sound out” a word, you must: recognize each letter; be able to produce the sound each represents; blend those individual sounds together in a sequence; and, ultimately, recognize the word. Phonemic awareness is crucial to recognizing letter-to-sound relationships, and phonics is essential to building fluency.
- **Fluency**: the ability to read the words in a passage accurately, at a natural pace, and with appropriate expression and emotion. A fluent reader knows how to group words into phrases, where to pause, and what to emphasize. Fluent reading sounds like speech. Fluency is required for reading comprehension—comprehension suffers when a reader must focus solely on reading the words off the page.
- **Vocabulary Development**: Most Adult Learners have a more comprehensive oral vocabulary than reading vocabulary. Oral vocabulary is the key to vocabulary development. When learning to read, an Adult Learner must connect printed words with words in her oral vocabulary. Obviously, a broad vocabulary helps a reader to understand a greater variety of reading passages.
- **Reading Comprehension**: Reading comprehension seems like a simple concept because the comprehension process for proficient readers is automatic. Actually, the process is quite complex. Adult Learners must continually interact with a text, actively constructing meaning by using their own prior knowledge to understand the message in the text.

Curriculum

The Laubach Way to Reading

The Laubach Way to Reading is the textbook series we use for beginning readers with little or no reading ability. There are four skill books in this series, each with a corresponding *Teacher's Manual*. The *Teacher's Manual* provides detailed, scripted instructions about each lesson.

In *Skill book 1* the goal for the student is to learn the names of the letters and the sounds they represent. This is done primarily by using visual cues of familiar objects and through repetition.

There's a specific method that *Laubach* uses to teach the first five lessons in *Skill book 1*, and there are two versions (standard and alternative) of that method. Both are clearly explained in the teacher's manual.

LESSON 1 **Skill Book 1**
Pages 2-5

OBJECTIVES

To help your student:

- read the chart words *bird, cup, dish, fish, girl, hand*.
- identify the beginning sound of each chart word:
/b/, /c/, /d/, /f/, /g/, /h/.
- associate each sound with its letter name: *b, c, d, f, g, h*.
- read a simple story using the new chart and story words.
- recognize the new story words *this, is, a, the, has, in, her*.
- recognize a period and its use at the end of a sentence.
- write the letters *b, c, d, f, g, h*.
- read the numbers 1, 2, 3, 4, 5 in titles and page numbers.

INTRODUCTION

T: I'm glad you want to learn to read and write. I'm here to help you. The best way to help you is to show you how to help yourself. You will find that you already know many things that will help you with your reading. I will show you how to start and let you go ahead with your reading.

Give S. his skill book. Look at the cover, and read the series title and book title to him, as below.

T: This book is one of a series of books called the Laubach Way to Reading. (Point to the series title as you read it.) This is the first book in the series. The title of this book is *Skill Book 1*. (Point to the book title as you read it.)













Turn to the title page, and read the series title and the full title of the book to S., as below.

T: Here is the title of the series again—Laubach Way to Reading. (Point to the series title as you read it.) On this page, you see the full title of the book—*Skill Book 1: Sounds and Names of Letters*. (Point to each part of this title as you read it.) The full title tells what *Skill Book 1* is about. Let's begin with the first lesson in *Skill Book 1*. (Help S. find Lesson 1 in the book.)

Note: If you are tutoring one student, have him sit on your left so that your hands do not block his view as you point to things in his book.

If you are teaching a group of students, you may want to use the large Phonics Wall Charts, which show the charts and stories in Lessons 1-5.

Lesson 1
Chart 1

		bird	b	b
		cup	c	c
		dish	d	d
		fish	f	f
		girl	g	g
		hand	h	h

2

Explicit learning objectives →

Sample scripts to introduce each lesson. →

Tips for successful tutoring →

← Sample of the lesson in the student's skill book.

The Laubach Way to Reading-Teacher's Manual, Skill Book 1, Lesson 1, page 16

Curriculum

Sample of the lesson in the student's skill book.

Suggested script to introduce each letter.

Scripts include expected student responses.

	<h2>I. Reading</h2> <h3>CHART 1: Page 2</h3> <p>The pictures below show how to use your hands to teach the chart. Notice which hand you use. Notice if the fingers point or block something out.</p> <p>Teacher: (Point to <i>Lesson 1</i>.) Now we will begin Lesson 1. Read <i>Lesson 1</i>. Student: Lesson 1.</p> <p>Teacher: The lesson begins with a chart. (Point to <i>Chart 1</i>.) Read <i>Chart 1</i>. Student: Chart 1.</p> <p>Note: To follow the instructions below for teaching Lines 1 and 2 of the chart, read <i>across both these pages</i>.</p>		
<p>Line 1</p> <p>Trace the picture and say the word</p> <p>Teacher: This is a <i>bird</i>— (Point to the bird.) —with a long tail— (Move your finger in a straight line down the tail.) —and a round body. (Move your finger in a circle to the right around the body.) Say <i>bird</i>. Student: bird.</p>	<p>Trace the letter and say the word</p> <p>T: (Point to the bottom of the letter <i>b</i>.) This looks like a <i>bird</i>— (Trace the letter slowly.) —with a long tail and a round body. Say <i>bird</i>. S: bird.</p>	<p>Show the key word</p> <p>T: This is the word <i>bird</i>. Read <i>bird</i>. S: bird.</p>	<p>Teach the sound</p> <p>T: <i>Bird</i> begins with the sound /b/. Say /b/. (In making the sound /b/, start to say <i>bird</i>, but give only the first sound. Try not to make any vowel sound.) S: /b/.</p>
<p>Line 2</p> <p>T: Again S: /b/.</p> <p>T: Again S: /b/.</p> <p>T: Again S: /b/.</p>		<p>Teach the name of the letter</p> <p>T: The sound for this letter is /b/. The name of this letter is <i>b</i>. Say <i>b</i>. S: <i>b</i>.</p> <p>T: Again S: <i>b</i>.</p> <p>Review the sound and name of the letter</p> <p>T: What is the sound for this letter? S: /b/.</p> <p>T: What is the name of this letter? S: <i>b</i>.</p>	

General instructions.

Suggested hand placement to isolate each step.

The Laubach Way to Reading-Teacher's Manual, Skill Book 1, Lesson 1, page 17

Many of our Adult Learners have already mastered the alphabet. In this case, it is more appropriate to teach Skill Book 1 using the suggested alternative method. You'll find instructions for the alternative method on page 94 of the Teacher's Manual.

Adult Learners working in *The Laubach Way to Reading* may also benefit from the additional reading, lessons, and activities provided in supplemental materials, including: *Focus on Phonics*, *Correlated Readers*, and *More Stories*. Ask your Literacy Coordinator to help you select the appropriate supplemental, companion materials, and books.

Curriculum

The Challenger Series

The *Challenger* series addresses the needs of our more advanced Adult Learners. This series contains eight books of lessons that focus primarily on reading comprehension; however, each lesson incorporates more basic reading skills as well.

The introductory pages of the *Teacher's Manual* provide extensive and valuable information on teaching the lessons and on tutoring in general. The one-page overview of each lesson in the *Teacher's Manual* provides a guide and specific ideas that can be helpful in planning your lesson.

Lesson
Objectives.

The rules
being
introduced or
reviewed.

Vocabulary
words to
master.

Use these
activities
before you
read the
passage.

Try these
after reading
the passage.

Lesson 2: More Work with Long and Short Vowels	
Primary emphasis <ul style="list-style-type: none"> Long and short vowel patterns Single consonant sounds Oral and silent reading comprehension The silent <i>e</i> rule 	Secondary emphasis <ul style="list-style-type: none"> Legible, accurate copying Distinguishing between similar words Context clues Writing and study skills
Word Chart <ol style="list-style-type: none"> Long vowel patterns reviewed: the silent <i>e</i> (VCe), double vowel (CVVC) Short vowel patterns reviewed: closed syllables (VC and CVC) Short vowel pattern introduced: one vowel, two consonants (CVCC): <i>which</i> Special notes: <ul style="list-style-type: none"> Long <i>u</i> is pronounced /oo/ and /yoo/. Help students sound out <i>when</i> and <i>which</i>, since the digraphs <i>wh</i> and <i>ch</i> are new. 	
Words for Study <ol style="list-style-type: none"> Pronounce the words that students don't recognize and can't sound out. Have them repeat each word several times. Point out the <i>-ed</i> ending on <i>relaxed</i> and the apostrophe in <i>let's</i>. Ask if students know what two words make up <i>let's</i>. If they don't, tell them <i>let's</i> is another way to say <i>let us</i>. Have them write <i>let us</i> and compare with <i>let's</i> to find the difference. Explain that the apostrophe stands for the missing <i>u</i> in <i>let's</i>. 	Language Experience or Writing Activities <ol style="list-style-type: none"> Dictate a language experience story about finding a job. Tell about a job you like or do not like.
Pre-reading Activities <p>Ask or say:</p> <ol style="list-style-type: none"> What do you remember about Bob and Eddie from Lesson 1? In this story, Bob has a job interview. Have you ever had a job interview? How did you feel before the interview? Read this story to find out how Bob feels before his interview. 	Additional Activities <ol style="list-style-type: none"> Obtain job application forms for students to practice filling out. Help students to prepare the form and suggest that they keep it for future reference. Discuss what to expect at a typical job interview. Help students prepare answers for the types of questions usually asked at job interviews.
Post-reading Activities <p>Ask or say:</p> <ol style="list-style-type: none"> Tell what happened in this story. Where did Dan Rose live? What did Bob tell his dad he would do if Mr. Rose offered him the job? Do you think Bob and Eddie have been friends for a long time? Why or why not? 	Exercises <p>2 Read and Write (word sounds)</p> <p>During your preview of this exercise, have students read all the words in the column on the left. Some are new words. Review the long vowel silent <i>e</i> rule. Remind students to read the first sentence as, "Mom needed a blank box for the roses."</p>
Summarizing the Lesson <p>Discuss with students what they learned from the lesson. Do a random review of chart words and the Words for Study.</p>	

Supplemental
writing
activities.

Supplemental
goal-related
activities.

Exercises in
the student
workbook.

Challenger Teacher's Manual, Skill Book 1, Lesson 2

Curriculum

The lessons and exercises in the Learner's skill book correspond to the one-page overview in the *Teacher's Manual*.

Lesson 2
More Work with Long and Short Vowels

ā	date	gate	lane	take	ā	man	Dan	Dad	bad
ē	we	keep	meet	week	ē	red	wet	pen	when
ī	mile	bike	five	hire	ī	it	sit	six	fix
ō	home	hole	rose	joke	ō	cop	box	Mom	God
ū	tune	duke	huge	cute	ū	cup	rub	gum	hug

Words for Study

on	work	want	around
from	that	down	very
how	relaxed	okay	by
without	until	let's	or

Bob Meets Dan Rose

Bob had a date to see a man named Dan Rose. Mr. Rose had a home on Red Gate Lane, which was six miles from Bob's home. Dan Rose was a friend of Bob's dad, and he had a job for Bob.

The job was fixing bikes. Bob did not know how to fix bikes, but it was so bad to be without a job that he had said to his dad he would take the job.

Bob said to Eddie, "I hope I feel relaxed when I meet Dan. I do not have to see him until five o'clock."

Eddie did not want to let his friend down, so he said, "Okay, let's ride around until it is time to see him."

Bob was very relaxed by the time he got to Dan's home at five o'clock. Dan said he would hire Bob to fix bikes.

Words that illustrate the rules being introduced or reviewed.

Master these vocabulary words.

Pre-reading and post-reading activities correspond to a brief reading passage.

Challenger, Skill Book 1, Lesson 2

Complete these exercises to reinforce the reading and writing skills from the lesson.

1 Read and Write.

Tim rode five miles on his bike.

2. Eddie and Mike joked with the cop.

3. The duke was quite rude to the man at the gate.

4. Do you know if Mom is feeling okay?

5. Dad said, "You can use the cup if you want to."

6. Bob said that he would be home around six o'clock.

7. The mud was so bad that Mr. Lane did not ride his bike to work.

8. Do you use a pen to do the work?

2 Read and Write. Note the silent *e* rule.

huge or hug	1. Mom needed a _____ box for the roses.
cute or cut	2. Mike had a bad _____ and had to go home.
meet or met	3. Eddie got to the park by six o'clock and _____ his friend.
use or us	4. It was so late that Mr. Jones wanted _____ to go home.
cope or cop	5. Tim knows that he can _____ with his job.
rode or rod	6. We _____ down to Dan's house to see how he was feeling.
hopes or hops	7. Bob _____ he can fix the bikes.
ate or at	8. "If you want to do the work, you have to keep _____ it," said Dan.

You should complete most of the exercises and activities during your tutoring session. Any remaining exercises should be assigned as homework. When assigning homework, be sure to complete one or two examples in each of the written exercises together during the tutoring session to be sure the Adult Learner knows what to do at home.

Curriculum

Families for Literacy (FFL)

The FFL program is available to anyone enrolled in the Adult Literacy Program who is a parent and/or caregiver with a child five years of age or younger. As they learn to read children's books, participants in the FFL program build their own reading skills, learn how to read to their children, and receive encouragement and guidance in making reading a daily family activity. Once the Adult Learner can read the book in a fun and engaging way, she receives a copy of the book to take home for the child.

If you are matched with an Adult Learner who is enrolled as an FFL student, the first step is to have her select one of our children's books. Contact your Coordinator to order the book; a reference copy of the book will be sent to you. Approximately ten to fifteen minutes of each tutoring session should be spent reading the book. Once you have finished the book, return the reference copy to your Literacy Coordinator. A brand new copy of the book will be sent to you as a gift to the Adult Learner.

The following books are available at your Adult Literacy Center:

Board Books

Dear Zoo
Eating the Alphabet
Five Little Monkeys Jumping on the Bed
Humpty Dumpty and Other Rhymes
Peek-A-Who?
The Very Hungry Caterpillar's Finger Puppet Book
Where is Baby's Belly Button?

English/Spanish Bilingual Books

Gathering the Sun
¡Pío Peep!
Siesta
Ten Little Finders and Ten Little Toes/Diez deditos de las manos y Diez deditos de los pies

Pop-up Books

The Wheels on the Bus
The Wide-Mouthed Frog

Picture Books

Bark George!
Brown Bear, Brown Bear, What do you See?
Counting Ovejas
Don't Let the Pigeon Drive the Bus!
Feast for 10
Goodnight Moon
Grasshopper and the Ants
If You Give a Mouse a Cookie
If You're a Monster and You Know It
Llama Llama Red Pajama
Over and Under the Snow
Rah, Rah, Radishes!: A Vegetable Chant

Books for Older Children

Benny and Penny in the Big No-No!
Diary of a Worm
Listen to My Trumpet!

Children are made readers on the laps of their parents.

--Emilie Buchwald

Curriculum

General Tips for Reading to Children

Encourage Reading

- ♣ Read aloud to children every day.
- ♣ Have books in the home.
- ♣ Visit the library together.
- ♣ Go to story time at your local library.
- ♣ Let children see you reading.

Read Aloud

- ♣ Get comfortable!
- ♣ Sit so the child can see the book.
- ♣ Use different voices for characters.
- ♣ Vary pace based upon action.
- ♣ Use sound effects.

Reading Tips

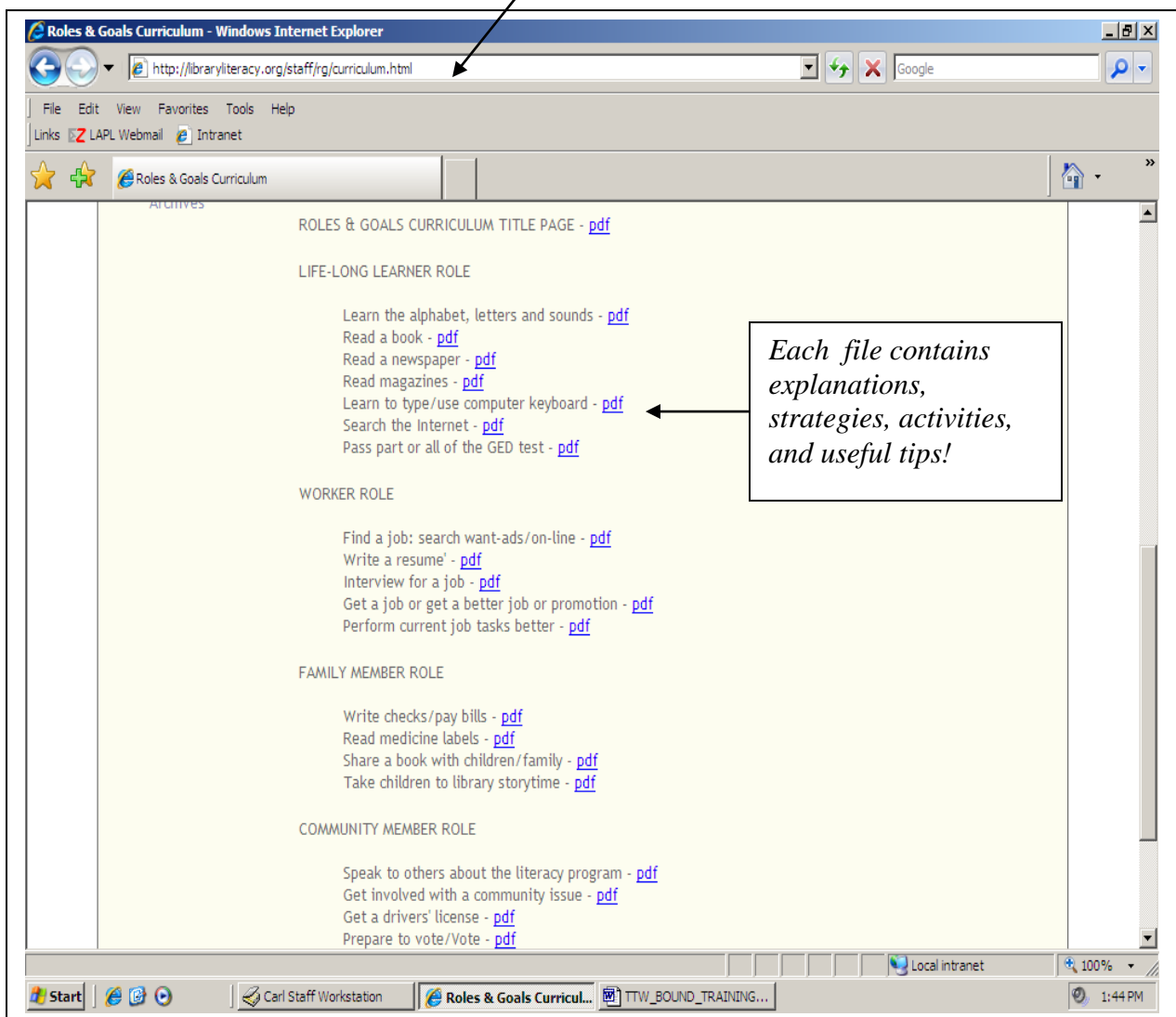
	<i>Infant/Toddler</i>	<i>Preschool</i>	<i>Kindergarten</i>
BEFORE	Look at the cover. Touch the cover. Say the title.	Look at the cover. Read title, author's name. Predict the story's plot. Preview key vocabulary.	Discuss the previous chapter.
DURING	Child turns the pages. Play with the words. Rhyme. Sing. Ask questions: "Where is the --?" "What's the --?" "Which -- is red?" Child creates sounds: "Moo like the cow" "What sound does the dog make?"	Move your finger underneath the words. Show and talk about the pictures. Use the pictures to make predictions. Child helps with key words, rhymes, repeated phrases. Discuss what happens first, next, and last. Ask questions: "What might happen?" "Where did he go?" "Why did she do that?"	Take turns reading. Summarize action. Make predictions. Ask questions: "What would you do if that happened to you?" "Which is your favorite part? Why?"
AFTER	Cuddle and coo.	Talk about the story. Teach life lessons. Draw a picture. Pretend to be a character from the story. Play games with words from the story.	Relate this story to other stories. Connect the story to personal experiences. Retell the story through pictures, acting, or puppets.

Curriculum

Roles and Goals

Adult Learners often express that they want to improve their reading and writing skills so that they can achieve a specific goal—reading and writing is a means to an end. Part of each tutoring session should be devoted to working on the Learner’s personal goals. Each time you are matched with a Learner, you will receive a Roles and Goals form, indicating which goals the Learner would like to work toward. Refer to this form often as you plan your sessions.

California Library Literacy Services of the California State Library has created a website with resources to help you. Literacy volunteers and staff from across the state have contributed to this effort bringing together activities, ideas, games, materials, websites, tips, insider information, and sound advice for accomplishing many of the goals you find on the Roles and Goals form. It's all there, ready for you to download, at <http://libraryliteracy.org/staff/rg/curriculum.html>



Curriculum

Supplemental Materials

All students are expected to work in *The Laubach Way to Reading* or *Challenger* books during each tutoring session. These lessons contain invaluable review and instruction. As you get to know your Adult Learner, you will recognize the need for supplemental review and practice in some areas of reading development.

Each Adult Literacy Center has a variety of supplemental materials available to you. You may consult with your Coordinator to determine which supplemental materials will best meet an Adult Learner's specific needs. Many of these materials can be ordered directly using the Materials Request form; other items must be checked out with an LAPL library card. Please, do not check out materials on behalf of your Adult Learner – let her take responsibility for checking out and returning the materials.

For Students

We have useful items for students in all formats: books, DVDs and CDs. Areas include:

Easy Readers for all levels:

- ❖ Nonfiction, including biographies
- ❖ Fiction, including mysteries and easy versions of classics
- ❖ Many of these come with CDs so your learner can read and listen at the same time

Many other topics such as:

- ❖ Grammar
- ❖ Life Skills (How to fill out forms, etc)
- ❖ History
- ❖ Geography
- ❖ Math, etc.
- ❖ News For You
- ❖ Parenting materials for FFL participants
- ❖ Pre-GED books and DVDs
- ❖ Citizenship

For Tutors

Reference materials for tutoring, such as *Litstart* and *Tutor*.

Teacher's guides that accompany many of the materials we have—look for them in the collection.

For Both

The ALP newsletter, *Look at Us!*

Online

The adult literacy web site provides a great deal of information, about our program. See www.lapl.org/literacy.

The Roles and Goals curriculum site will help you as you help your learner attain her goals.

The “learn online” page offers many interesting items for adult learners, especially the literacy links at the bottom of the page.

Strategies for Reading

All of our Adult Learners should be working through *The Laubach Way to Reading* or *Challenger* series. You may supplement those lessons by reading through other materials. Suggested supplemental reading includes:

- newspapers
- *News for You*
- brochures
- labels
- flyers
- catalogs
- summons
- food labels
- medicine labels

The Laubach Way to Reading and *Challenger Teacher's Manuals* suggest appropriate strategies for each lesson. Additionally, these basic strategies may be used for any Learner who needs reinforcement.

Phonemic Awareness

Phonemic awareness (the ability to hear the speech sounds) is an essential skill in reading. Be sure your student gets practice if she needs it from:

- *The Laubach Way to Reading*, Skill Book 1 - Skills Practice exercises
- the *Focus on Phonics* workbook series
- *Patterns in Spelling*
- *Structures in Spelling*

You may choose to create customized exercises using *Challenger* Word Charts or other sources. Customized exercises could include:

- **Isolation-Identifying a single sound in a word:**
 - What sound does pan begin with? (/p/)
 - What sound does pan end with? (/n/)
 - What sound is in the middle of pan? (/a/)
- **Identity-Identifying the common sound in a group of words:**
 - What sound is the same in boy, bag and bill? (/b/)
- **Categorization-Identifying the word that differs from the others with respect to its sounds:**
 - Which word does not begin with the same sound as the others: boy, bat, dog? (dog)

Strategies for Reading

- **Blending-Combining sounds to make a word:**
 - What word is /h/ /a/ /t/ ? (hat)
- **Segmentation-Breaking a word apart and counting or identifying the sounds:**
 - How many sounds in get? (3)
 - What are they? (/g/ /e/ /t/)
- **Deletion-Identifying what is left when a sound is deleted:**
 - What is page without the /p/? (age)

Additionally, knowing how to correctly say each of the speech sounds helps build phonemic awareness. Refer to the materials in the Appendix for an explanation of how each sound is produced or consult our online resources at <http://www.lapl.org/literacy/lo.html>.

Phonics

Phonics (the ability to sound out letters and words) is covered in *The Laubach Way to Reading*, Skill Book 2 and in the *Challenger Teacher's Manual*. Adult Learners can practice phonics in the course of the reading lessons. You can reinforce these skills using:

- *Focus on Phonics*
- *Scrabble* tiles
- Flash cards

When reading a new passage, it is not necessary to sound out every word phonetically. If a word is difficult, simply tell the student how to pronounce it. Be aware that some words are not spelled phonetically—these words must be learned as sight words, words you learn to recognize through repetition and memorization.

A sight word is any word that a person recognizes, reads, and understands in a flash of a moment. Sight words are helpful because they reduce the burden of unknown words that confront an Adult Learner.

You can create flashcards for any of the words that a Learner is encountering. Simple rote memorization and repetition will help the Learner to master the words. If you are tutoring a Learner who is less proficient, it **may** help to work with the 300 most frequently used words in the English language first as they make up 65% of all written materials.

Strategies for Reading

Most Frequently Used Words

The first 100 words on this list (from *3000 Instant Words* by Elizabeth Sakiey and Edward Fry) with their common variants (-s, -ing) make up 50% of all written material. The 300 words together make up 65% of all written material. The words are listed in their order of frequency.

1 the	51 will	101 over	151 set	201 still	251 life
2 of	52 up	102 new	152 put	202 learn	252 always
3 and	53 other	103 sound	153 end	203 should	253 those
4 a	54 about	104 take	154 does	204 American	254 both
5 to	55 out	105 only	155 another	205 world	255 paper
6 in	56 many	106 little	156 well	206 high	256 together
7 is	57 then	107 work	157 large	207 every	257 got
8 you	58 them	108 know	158 must	208 near	258 group
9 that	59 these	109 place	159 big	209 add	259 often
10 it	60 so	110 years	160 even	210 food	260 run
11 he	61 some	111 live	161 such	211 between	261 important
12 was	62 her	112 me	162 because	212 own	262 until
13 for	63 would	113 back	163 turned	213 below	263 children
14 on	64 make	114 give	164 here	214 country	264 side
15 are	65 like	115 most	165 why	215 plants	265 feet
16 as	66 him	116 very	166 asked	216 last	266 car
17 with	67 intro	117 after	167 went	217 school	267 miles
18 his	68 time	118 things	168 men	218 father	268 night
19 they	69 has	119 our	169 read	219 keep	269 walked
20 I	70 look	120 just	170 need	220 trees	270 white
21 at	71 two	121 name	171 land	221 never	271 sea
22 be	72 more	122 good	172 different	222 started	272 began
23 this	73 write	123 sentence	173 home	223 city	273 grow
24 have	74 go	124 man	174 us	224 earth	274 took
25 from	75 see	125 think	175 move	225 eyes	275 river
26 or	76 number	126 say	176 try	226 light	276 four
27 one	77 no	127 great	177 kind	227 thought	277 carry
28 had	78 way	128 where	178 hand	228 head	278 state
29 by	79 could	129 help	179 picture	229 under	279 once
30 words	80 people	130 through	180 again	230 story	280 book
31 but	81 may	131 much	181 change	231 saw	281 hear
32 not	82 than	132 before	182 off	232 left	282 stop
33 what	83 first	133 line	183 play	233 don't	283 without
34 all	84 water	134 right	184 spell	234 few	284 second
35 were	85 been	135 too	185 air	235 while	285 later
36 we	86 called	136 means	186 away	236 along	286 Miss
37 when	87 who	137 old	187 animals	237 might	287 idea
38 your	88 oil	138 any	188 house	238 close	288 enough
39 can	89 its	139 same	189 point	239 something	289 eat
40 said	90 now	140 tell	190 let	240 seemed	290 face
41 there	91 find	141 boy	191 above	241 next	291 watch
42 use	92 long	142 following	192 girl	242 hard	292 far
43 an	93 down	143 came	193 sometimes	243 cut	293 Indians
44 each	94 day	144 want	194 mountains	244 young	294 really
45 which	95 did	145 show	195 page	245 talk	295 almost
46 she	96 get	146 also	196 letters	246 soon	296 song
47 do	97 come	147 around	197 mother	247 list	297 being
48 how	98 made	148 form	198 answer	248 open	298 leave
49 their	99 may	149 three	199 found	249 example	299 family
50 if	100 part	150 small	200 study	250 beginning	300 it's

Strategies for Reading

Social Sight Words

If you are tutoring a less proficient Adult Learner, you may want to begin by learning these common words and phrases.

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

Strategies for Reading

Word Families

Many Learners have difficulty isolating the vowel sound in the middle of the word. Using the vowel sound with the word ending will make sounding out words much easier. If they know the rhyming pattern, all they have to do is know the different beginning consonant sounds and they can read the words. This practice is good for all Learners as it helps them apply their skills to many new words.

- Choose known words with rhyming end patterns (e.g. “hand”).
- Put the word on a card.
- Put rhyming words under it.
- Say to the Learner: “If h-a-n-d is hand, what is b-a-n-d?”
- If she responds correctly, add another word in the pattern. Change the beginning consonant sounds in alphabetical order (e.g. hand: band, land, sand).
- If she cannot give the correct response, review the beginning consonant sound and the rhyming ending (/b/-and).

Fluency

Increase the Learner’s fluency of reading and vocabulary by reading aloud. There are several ways to approach this, depending upon the Learner’s confidence and ability.

Strategy	Process	Difficulty of Text
<i>Reading Aloud</i>	Tutor reads, Learner listens.	Any
<i>Duet Reading</i>	Tutor and Learner read aloud simultaneously.	Slightly above the Learner’s reading level.
<i>Echo Reading</i>	Tutor reads, Learner repeats.	Slightly above the Learner’s reading level.
<i>Alternate Reading</i>	Tutor and Learner read alternate sentences.	At or below the Learner’s reading level.

Strategies for Reading

Comprehension

It may help to consider what proficient readers do as compared to emerging readers.

	Proficient Readers	Emerging Readers
<i>Before Reading</i>	<ul style="list-style-type: none"> *Think about what they already know about the topic. *Use this background knowledge as they read. *Strive for fluency. 	<ul style="list-style-type: none"> *Think of reading only as speaking the words—reading one word at a time. *Do not expect the reading to make sense. *Start reading without thinking about the topic, the language, or the structure of the text. *Do not know what they are reading.
<i>During Reading</i>	<ul style="list-style-type: none"> *Give their complete attention to the reading task. *Keep a constant check on their own understanding. *Adjust their reading rate to match the material's purpose. *Know which reading strategies apply to different kinds of reading materials. *Stop to use a fix-up strategy when they do not understand—reread a passage, consult a dictionary, etc. 	<ul style="list-style-type: none"> *Do not know whether they understand or not. *Do not monitor their own comprehension. *Lose their place often. *Seldom use any fix-up strategies.
<i>After Reading</i>	<ul style="list-style-type: none"> *Respond personally and critically to what they read by making text-to-self, text-to-text, and text-to-world connections. *Evaluate their own comprehension of what they read. *Summarize the major ideas. *Ask questions. 	<ul style="list-style-type: none"> *Do not know what they have read. *Are unable to respond critically to what they read. *May have only a limited personal response to what they read. *Do not follow reading with a comprehension self-check.

Strategies for Writing

Writing

Writing should be a part of each and every session because improvement in a Learner's reading ability is directly correlated to her writing ability.

The Laubach Way to Reading incorporates writing in each lesson, beginning with learning to form each letter of the alphabet.

The *Challenger Teacher's Manual* provides suggested writing activities for each individual lesson. Chapter 3 of the *Teacher's Manual* is solely dedicated to writing. Additionally, there are two supplemental books for writing that accompany the Challenger series: *Writing for Challenger*, *Structures in Spelling*, and *Patterns in Spelling*.

Learning to write includes a wide range of activities:

- learning to form each letter
- learning to print
- spelling
- writing simple lists, e.g. a grocery list
- composing an email message
- writing in a personal journal
- language experience (see below)

Proceed with care: The mechanical aspects of writing such as capitalization, grammar, and punctuation are important, but if tutors become too focused on these mechanics, Adult Learners may avoid writing or become afraid to write. Remember that writing is a process!

The Language Experience approach helps an Adult Learner to understand the connection between the spoken and written word. It is a great way to motivate a Learner and develop confidence. In this activity, the Learner dictates a sentence or tells a story which the Tutor prints exactly as dictated. The newly recorded narrative can then be used for word study, reading practice, and writing practice. The Learner may copy the passage, and as she develops more confidence will begin to create and write passages herself.

Strategies for Writing

Tasks on the Way to Writing Fluency

There are many different skills a Learner must acquire to become a fluent writer. This chart (adapted from "Reading Teacher," February 1997) outlines how a Learner will progress from skill-to-skill through the various aspects of writing.

Conventions of Printing / Handwriting	
Level 1	Can form letters correctly: Trace letters. Do repetitive exercises.
Level 2	Can space words correctly: Everything does not have to be written on one line.
Level 3	Can write so others can read and understand: Practice writing. Skip lines.
Level 4	*Can join letters correctly in cursive writing: See <i>American Handwriting Slow and Easy</i> .
Conventions of Punctuation	
Level 1	Can use capital letters at the right time: Use at the start of a sentence, not in the middle. Use for the first letter of the name of a person, place, or thing.
Level 2	Can use periods at the right time: At the end of complete sentences.
Level 3	Can use commas at the right time: See <i>Safari Punctuation</i> .
Level 4	Can use question marks at the right time: Practice.
Level 5	Can use exclamation marks at the right time: Practice and see punctuation book.
Level 6	Can use quotation marks at the right time: See punctuation book, and practice.
Conventions of Spelling	
Level 1	Can follow phonetic rules when they work: Use phonics books for reference.
Level 2	Can use basic sight words: Sight word section in folder and vocabulary books.
Level 3	Can use a dictionary or spell check: See spelling books.
Creative Writing	
Level 1	Can plan writing tasks: Have a pad of paper, pencil, eraser, comfortable place to work.
Level 2	Can sequence ideas logically: Reading Skills tutorial online -- LAPL website
Level 3	Can form paragraphs with main ideas: Reading Skills tutorial online -- LAPL website
Level 4	Can use interesting and colorful words: Use dictionary and/or thesaurus for synonyms/antonyms.
Level 5	Can proofread and edit first drafts: With tutor's help.
Level 6	Can write a short story: About a trip, vacation, or other event.

Strategies for Writing

Suggested Writing Activities

As you select topics to write about, keep it relevant and simple. Here are suggested approaches for beginning, intermediate, and advanced writers.

	Tutor	Adult Learner	Example
<i>Beginning</i>	<p>Supply a prompt.</p> <p>Create the text.</p> <p>Read it to the Learner.</p>	<p>Supply words related to the topic.</p> <p>Copy the text.</p> <p>Repeat what is read.</p>	<p>I like to eat . . .</p> <p>I like to eat pizza.</p> <p>I like to eat hamburgers.</p> <p>I like to eat turkey.</p> <p>I like to eat strawberries.</p> <p>I like to eat corn.</p>
<i>Intermediate</i>	<p>Supply a topic.</p> <p>Organize the words into a logical sequence.</p>	<p>Supply words related to the topic.</p> <p>Use the words to write a story.</p> <p>Read it to the Tutor.</p>	<p>Christmas</p> <p>At Christmas time my brother and I like to go shopping for presents. We buy a turkey for Christmas dinner. The whole family goes to church on Christmas.</p>
<i>Advanced</i>	<p>Discuss possible topics.</p> <p>Discuss words and organize them in a logical sequence.</p>	<p>Select one topic.</p> <p>Supply words related to the topic.</p> <p>Help to organize the words into a logical sequence.</p> <p>Use the words to write a story.</p> <p>Read it to the Tutor.</p>	<p>Maria</p> <p>I'd like to tell you about myself. My name is Maria and I am 54 years old. I worked at a Ford factory and I just retired. I've been divorced for the last 15 years and have raised a wonderful son all by myself. He is a college graduate and he has a wife and three children. I love to have them over and cook. My son says I am the best cook in the world. I also like to grow and can my own vegetables. After I learn to read better, I want to get my driver's license.</p>

Getting Started

The process is the same each time you are assigned a new Adult Learner. In short, you should: contact the Adult Learner to arrange the first meeting and then have an informal first meeting to get to know each other, discuss goals for your tutoring sessions, and establish a tutoring schedule.

First Contact

- **Call soon.** Please, make contact at your earliest convenience; many of our Adult Learners have been waiting for a tutor and are anxious and excited to begin.
- **Be discreet.** Some Adult Learners do not want family members and friends to know about the tutoring so be discreet.
- **Identify yourself.** When you speak to the Adult Learner, it is appropriate to identify yourself as “from the library.”
- **Arrange the first meeting.** Be very specific about the day, time, and place you will meet. It may be helpful to exchange information about personal appearance.
- **Exchange contact information.** As Adult Learners may not record your contact information accurately, please prepare a card with this information to give at the first meeting.
- **Order Materials.** This is the appropriate time to order either the Laubach or Challenger books. Do NOT order any supplemental materials until you have met with the Adult Learner and assessed the Learner’s goals and needs.
- **Contact your coordinator.** If you have any difficulty reaching an Adult Learner, please notify your Literacy Coordinator.

First Meeting

- **First impressions count.** The first meeting is primarily a social one. Introduce yourself and spend some time getting to know the Adult Learner. This is an appropriate time to discuss a Learner’s interests and goals. Develop a relaxed, friendly, supportive rapport.
- **Exchange contact information.** Verify the contact information you were provided on the telephone. You may want to write your contact information inside the Learner’s skill book.
- **Roles and Goals.** Adult Learners identify goals as part of the application process. You should receive a Roles and Goals form each time you receive a tutoring assignment. Review and discuss the goals, determining which goals are most important.
- **Establish a Schedule.** It may help to provide a simple calendar of meeting dates.
- **Order Materials.** If you haven’t done so already, order the *Laubach* or *Challenger* books. You may also order supplemental materials to support a Learner’s goals.

Planning the Tutoring Session

Lesson Planning Guide

Each tutoring session consists of lessons and activities in three areas: Reading & Writing, Families for Literacy, and Roles and Goals. Plan carefully for each lesson but remain flexible, taking your cues from the Adult Learner. Be careful not to overwhelm or overburden her. She must leave each lesson with a real sense of enjoyment and achievement.

What is the main objective of this lesson?

Select one skill to focus on each lesson.

Reinforce skills through the FFL program.

Plan specific activities to meet short-term goals.

Lesson Planning Guide																										
Student _____ Date: _____																										
Today's tutoring session will include:																										
<u>READING & WRITING</u>																										
Laubach	1	2	3	4	- or -	Challenger	1	2	3	4	5	6	7	8	Lesson # _____											
What do you want to accomplish in this lesson? _____																										
Strategies: <table border="0"> <tr> <td>Read Aloud</td> <td>Alternate Reading</td> <td>Crossword Puzzle</td> <td>Journal Writing</td> </tr> <tr> <td>Duet Reading</td> <td>Flashcards</td> <td>Make a List</td> <td>Language Experience</td> </tr> <tr> <td>Echo Reading</td> <td>Word Sort</td> <td>Write what you hear</td> <td>Other: _____</td> </tr> </table>															Read Aloud	Alternate Reading	Crossword Puzzle	Journal Writing	Duet Reading	Flashcards	Make a List	Language Experience	Echo Reading	Word Sort	Write what you hear	Other: _____
Read Aloud	Alternate Reading	Crossword Puzzle	Journal Writing																							
Duet Reading	Flashcards	Make a List	Language Experience																							
Echo Reading	Word Sort	Write what you hear	Other: _____																							
What skill do you want to reinforce? _____																										
Supplemental Materials: <table border="0"> <tr> <td>Focus on Phonics Workbook</td> <td>Writing for Challenger</td> <td>Patterns in Spelling</td> <td>Easy Reader</td> </tr> <tr> <td>Laubach-Correlated Reader</td> <td>Cursive Writing Workbook</td> <td>Structures in Spelling</td> <td>News for You</td> </tr> <tr> <td>Laubach-More Stories</td> <td></td> <td>Crossword Puzzle</td> <td>Other: _____</td> </tr> </table>															Focus on Phonics Workbook	Writing for Challenger	Patterns in Spelling	Easy Reader	Laubach-Correlated Reader	Cursive Writing Workbook	Structures in Spelling	News for You	Laubach-More Stories		Crossword Puzzle	Other: _____
Focus on Phonics Workbook	Writing for Challenger	Patterns in Spelling	Easy Reader																							
Laubach-Correlated Reader	Cursive Writing Workbook	Structures in Spelling	News for You																							
Laubach-More Stories		Crossword Puzzle	Other: _____																							
What is today's at-home assignment? _____																										
<u>FAMILIES FOR LITERACY</u>																										
Which children's book are you reading? _____																										
What is the focus of today's practice? _____																										
<u>ROLES & GOALS</u>																										
Which goal are you working toward? _____																										
What activity will you use today? _____																										
Notes <table border="0"> <tr> <td>Today, I noticed: _____</td> </tr> <tr> <td>Next time, I will: _____</td> </tr> </table>															Today, I noticed: _____	Next time, I will: _____										
Today, I noticed: _____																										
Next time, I will: _____																										

Incorporate strategies that meet the Learner's needs.

Consult your coordinator for assistance.

Homework reinforces reading skills.

Your observations may guide the next objective.

Ordering Materials

Request for Materials

Order your materials through your Coordinator, who will sign and submit the order to Central. Keep in mind that there's approximately 7-10 day turn around for orders, so place your order a couple weeks before you need new materials.

Students' skill books are theirs to keep.

Order both the skill book and Teacher's Manual.

Include the branch # to expedite your request.

Adult Literacy Program - Request for Materials										
Give this form to your Literacy Coordinator; fax it to the Singleton Adult Literacy Center at 213-228-7138; or send it in a gray, inter-library transmittal envelope to # 87 ALCEN.										
Tutor _____					Phone _____					
Student _____										
Students may keep the workbooks. Please, return Teacher's Manuals to your Coordinator.										
Laubach Skillbook	1	2	3	4						
Laubach Teacher's Manual	1	2	3	4						
Correlated Reader	1	2	3	4						
More Stories	1	2	3	4						
Puzzles	1	2	3	4						
Check Ups and Diplomas	1	2	3	4						
Focus on Phonics (letter-to-sound relationships)	1	2a	2b	3	4					
Focus on Phonics-Teacher's Manual	1	2a	2b	3	4					
Patterns in Spelling (basic spelling rules)	1	2	3	4						
Patterns in Spelling-Teacher's Manual	1	2	3	4						
Structures in Spelling (prefix-root-suffix)	1									
Structures in Spelling-Teacher's Manual	1									
Challenger	1	2	3	4	5	6	7	8		
Challenger-Teacher's Manual	1-				5	6	7	8		
	4									
Puzzles	1	2	3	4	5	6	7	8		
Diplomas	1	2	3	4	5	6	7	8		
Writing for Challenger	1	2	3	4	5	6	7	8		
Writing for Challenger-Teacher's Manual	1-				5	6	7	8		
	4									
Cursive Writing	1									
Cursive Writing-Teacher's Manual	1									
Other materials (including FFL books, blank monthly calendars) _____										
Please deliver these materials to _____										
Branch # (see back)					Branch Name					

Tutors' books are loaned.

Consult your Coordinator about supplemental materials..

Materials can be delivered to any branch.

Accountability and Reporting

Tutoring Expectations

You should meet the Adult Learner twice weekly. Each session lasts between 60 and 90 minutes. You can meet at the library or any other convenient, public space – do not meet in a private residence. Each session should include work in the *Laubach* or *Challenger* skill books as well as other activities toward the Learner's goals.

Tutor Monthly Report

Please submit your report to your Literacy Coordinator by the first day of the following month – the continuity and continuation of our program is contingent upon your reports! Frankly, your statistics generate dollars for the program.

Every
hour
counts! →

We track
each
student's
progress. →

ALP Tutor Monthly Report For Month _____ Year _____ <small>This report is due after your last meeting of each month, no later than the first day of the following month.</small>	
Tutor _____	
Total hours volunteered _____ <small>(Include all prep time, commute time, and workshops.)</small>	
When and where do you meet? _____	
Student _____	
Total hours meeting with tutor _____	
Total homework hours _____ <small>(Include time reading, writing or watching our videos.)</small>	
Total Families for Literacy (FFL) hours _____ <small>(Include time reading the children's books.)</small>	
Curriculum:	Laubach Book # _____ Ch.# _____ or Challenger Book # _____ Ch.# _____
*** Please return Teacher Manuals & Laubach Readers to your coordinator. ***	
Other books, videos, materials _____	
Which goals did you work on? <small>(Please complete the checklist on the reverse side.)</small>	
Did your student leave the program? _____ If yes, why? _____	
Tutor/Student Changes (address, telephone, family news, achievements, etc.) _____	
Comments (suggestions, requests, problems) _____	

← Report
student's
hours with
tutor and
everything
else.

← Help us
maintain
accurate
records.

Accountability and Reporting

Roles and Goals

The Roles and Goals report must be submitted to your Literacy Coordinator twice yearly – at the end of June and at the end of December. This report tracks a Learner's progress toward and completion of personal goals. The Adult Literacy Program must demonstrate that it is, in fact, helping Adult Learners to achieve their goals.

Although you should review a Learner's goals monthly as you complete the Tutor Monthly Report, the reporting process is a great time to reassess tutoring priorities and celebrate successes. If you need help to complete the Roles and Goals form, please consult with your Literacy Coordinator.

Please print legibly.

ROLES and GOALS

Student _____ Tutor _____

Review Date: _____ ALP • LEP • FFL Literacy Center _____

Challenger Book # _____ Chapter # _____ or Laubach Skillbook # _____ Chapter # _____ Tutor or Interviewer _____

Is the student meeting his/her goals? Yes No

Review Date: _____ ALP • LEP • FFL Literacy Center _____

Challenger Book # _____ Chapter # _____ or Laubach Skillbook # _____ Chapter # _____ Tutor or Interviewer _____

Is the student meeting his/her goals? Yes No

Roles and Goals	Date Goal Set	Progress Checks					
		(A checkmark indicates progress has been made; write "goal met" where applicable)					
		Dec	/Jun	/Dec	/Jun	/Dec	/Jun
My goals as a life-long learner:							
Learn the alphabet, letters and sounds	08/10	X					
Read a book, newspaper or magazine							
Write a letter to:							
Learn to type/use computer keyboard							
Write, send and receive e-mail							
Search the Internet							
Get a library card	08/10	GOAL MET					
Check out or use library items regularly							
Pass part or all of the GED test							
Other:							

Indicate which book you are currently using.

Include a check for the goals you worked on.

A checkmark indicates that progress is being made.

Write "goal met" to show the goal has been reached.

Add new goals.

Tips for Tutors

- Prepare your lesson carefully: confidence begets confidence.
- Make certain you respect the Learner's time: begin and end promptly.
- Sit to the Learner's right so you can point to items with minimal interference.
- Observe what the Learner already knows: respect and build on this.
- Be patient. Progress can be very slow and incremental.
- Allow the Learner to progress at her own pace.
- Although Learners will do some of the lessons with ease and struggle with others, do all of the lessons in sequence.
- Be mindful of learning gaps—skills that are missing or inadequately developed—and provide reinforcement activities.
- Provide frequent praise and encouragement for genuine success.
- Do not correct a Learner's dialect or accent. Limit your corrections to those that affect the meaning of words.
- Notice and encourage ways in which your student can teach you.
- Avoid the temptation to tutor using only your own preferred learning styles. Use a variety of activities and materials to meet the Learner's needs.
- Give a diploma at the successful completion of each book.

Notes
