

New Tutor Training



ROWAN COUNTY LITERACY COUNCIL

UPDATED 7/10/2024

Course Content

- ▶ The Rowan County Literacy Council (RCLC) course consists of 13 lessons. Material included is a condensation of ProLiteracy's Tutor Training + RCLC-generated content.
- ▶ Lessons will cover literacy topics such as Alphabetics, Fluency, Vocabulary, Comprehension, and Writing.
- ▶ There will also be information on student evaluations, goal setting, lesson planning, and various instructional techniques.
- ▶ Links to videos are embedded and you should have received a supplemental handout packet with additional resources.
- ▶ At the end of the course there will be a quiz. You may take the quiz more than once.

Lesson 1: Overview

In this lesson you will learn:

- ▶ Definition of Literacy
- ▶ RCLC Mission and Vision
- ▶ Rowan County Statistics
- ▶ National Statistics
- ▶ RCLC programs



UNESCO Literacy Definition

- ▶ United Nations Educational, Scientific and Cultural Organization (UNESCO) defines literacy as “the ability to identify, understand, interpret, create, communicate and compute, using printed and written (and visual) materials associated with varying contexts.
- ▶ Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential and to participate fully in the wider society.

RCLC Mission & Vision



A literate community prospers. RCLC is dedicated to improving the lives of adults, youth and families by enhancing literacy and life skills.



A literate community where all individuals lead a healthy, fulfilled life of self-reliance and dignity.

Rowan County Statistics

- ▶ The estimated population of Rowan County is **146,875**.
- ▶ **16%** of county residents live below the poverty line.
- ▶ **22%** of Black or African-American and **37%** of Hispanic/Latino residents live in poverty.
- ▶ Approximately **12.3%** of Rowan County residents have not graduated from high school.
- ▶ **10.3%** of Salisbury residents speak a language other than English at home.

--SOURCES: 2020 US CENSUS BUREAU & 2021 ROWAN COUNTY NEEDS ASSESSMENT

National Statistics

- ▶ USA ranks 16th out of 24 countries surveyed in literacy.
- ▶ More than 36 million adults cannot read, write or perform mathematical operations above a 3rd grade level.
- ▶ Of adults with lowest literacy levels, 43% live in poverty.
- ▶ Children of parents with low literacy skills have a 72 percent chance of being at the lowest reading levels themselves.
- ▶ An excess of \$230 billion a year in health care costs is linked to low adult literacy.
- ▶ Low literacy costs the U.S. at least \$225 billion each year in non-productivity in the workforce, crime, and loss of tax revenue due to unemployment.

--SOURCES: PIACC STUDY & PROLITERACY.ORG

Benefits of Literacy

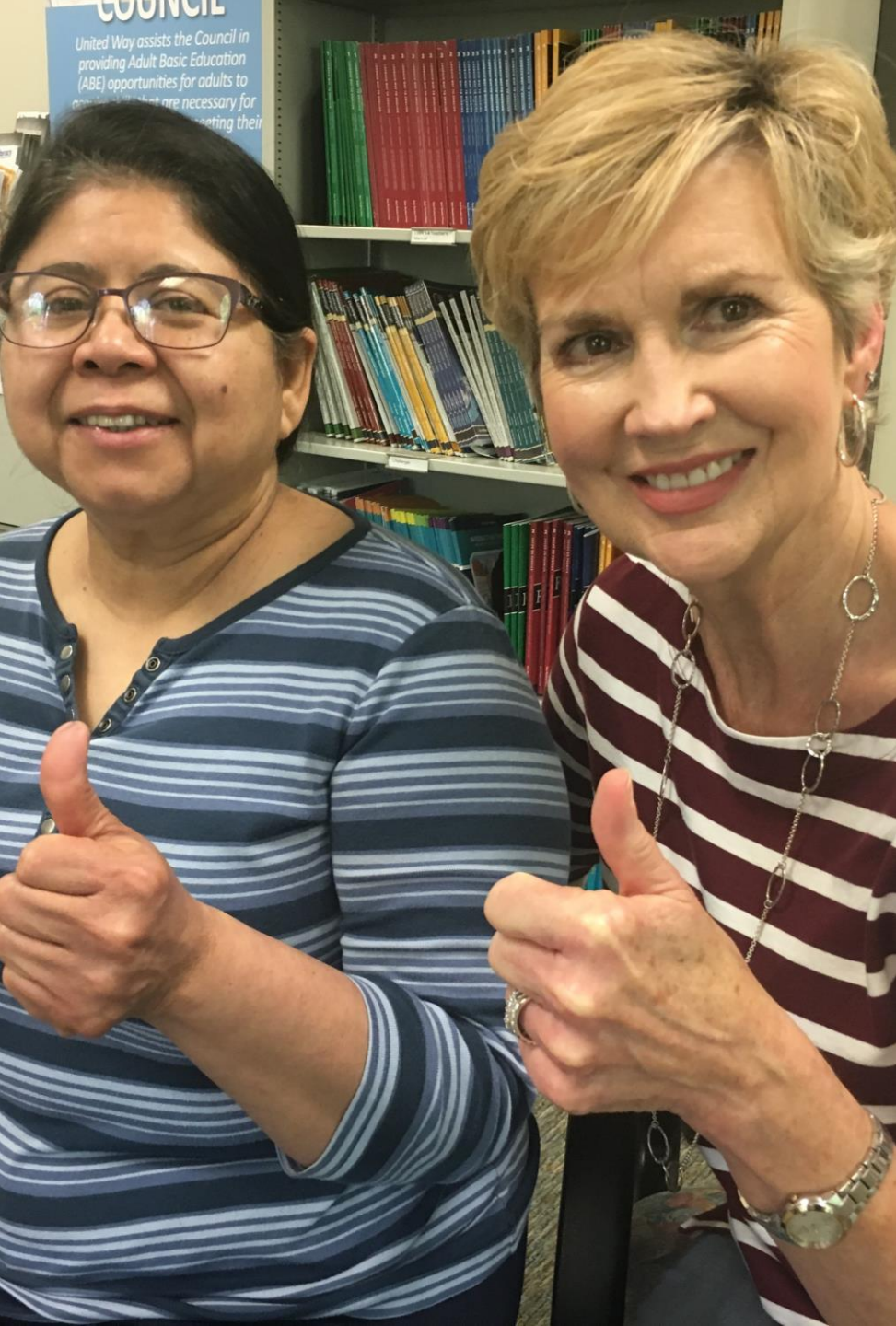
- ▶ Those who undertake 100 hours of literacy instruction average \$10,000 more in income.
- ▶ People with a High School diploma make \$280,000 more over the course of a lifetime.
- ▶ Children of low-literate parents enter kindergarten having been exposed to 30 million fewer words than children of literate parents.

--SOURCES: 2017 PROLITERACY REPORT, 2002 US CENSUS, 1995 MIKULECKY & LLOYD STUDY

RCLC Programs

The Rowan County Literacy Council has several different programs:

- ▶ One-on-one tutoring for Adult Basic Education (ABE) students
- ▶ One-on-one tutoring for English as a Second Language (ESL) students
- ▶ One-on-one tutoring for students working toward High School Equivalency/General Equivalency Degree (GED)
- ▶ One-on-one tutoring for students who are preparing for the US Citizenship Interview and Exam
- ▶ One-on-one or small group tutoring for Rowan-Salisbury School System students in conjunction with the Communities in Schools (CIS) organization



Our tutors say...

- ▶ *I am happy and honored to help others learn to read and write. They are the heroes to me.* –**Tutor Deb C.**
- ▶ *“I am volunteering as a literacy tutor because I know how important and enjoyable it is to read well. I am grateful for the opportunity to make a difference in people’s lives.”* –**Tutor Ed T.**
- ▶ *“Strong literacy skills are a passport to navigating the world.”* –**Tutor Carolyn B.**
- ▶ *“Becoming a tutor provides me with a rewarding opportunity to contribute in a meaningful way to the community.”* –**Tutor Dan D.**

Lesson 2: Working with Adults

In this lesson you will learn about:

- ▶ Adult learning principles
- ▶ Learning differences, difficulties, disabilities
- ▶ Different learning styles
- ▶ Learner persistence
- ▶ Positive tutor skills & attitudes

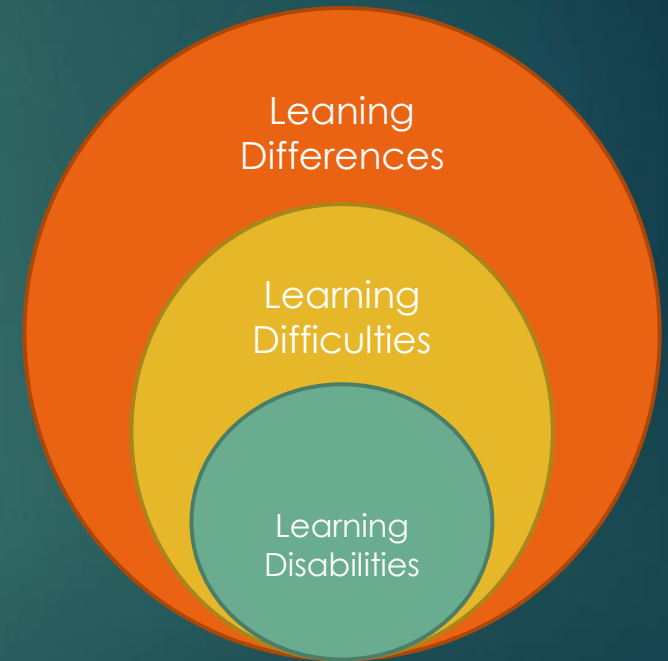


Adult Learning Principles

- ▶ **Relevance**-Adults need to see a connection to “real-world” needs and want to make progress toward specific goals
- ▶ **Applicability**-Adults need to be able to apply new knowledge in their daily lives
- ▶ **Respect**-Adults need to feel respected and listened to; they need to have input into instruction and feel comfortable making mistakes without losing face
- ▶ **Skills/Experience**-Adults have a lifetime of skills and experience to draw on; tutors can draw on this experience to enhance instruction
- ▶ **Barriers**-Many adults have barriers to overcome (busy/changing schedules, lack of support, learning differences, fear of failure); it's important to discuss any barriers and work together to address them

Learning Differences, Difficulties, Disabilities

- ▶ **Learning Differences** are different ways people learn. For example, some learn by reading instructions, some by watching someone else, others by trial and error. Some people like silence when they learn, others like to listen to music. These differences do not prevent learning. Being aware of them helps guide instruction.
- ▶ **Learning Difficulties** can make it harder to learn. Some difficulties are physical (poor eyesight/hearing) others are educational, personal, situational, or cultural.
- ▶ **Learning Disabilities** are issues with the way the brain processes information. Dyslexia is one example. Learning disabilities do not go away, but students can learn techniques to lessen their effects.



Recognizing Learning Disabilities

Below are some signs that a student might have a learning disability:

- ▶ Significant difficulty decoding words when reading
- ▶ Inability to recognize the same word in different parts of the text
- ▶ Significant inability to read fluently
- ▶ Difficulty distinguishing sounds
- ▶ Difficulty concentrating/paying attention
- ▶ Difficulty with motor coordination

Ways to help

Students with learning difficulties and disabilities may benefit from:

- ▶ **More Time**—Give additional time to complete tasks and give answers. Spend longer on each text and review frequently
- ▶ **Repetition**—Go over passages several times using different approaches (tutor reads, student reads, reading together, taking turns, making/reviewing flashcards, etc.)
- ▶ **Chunking**—Break lessons/tasks into smaller pieces
- ▶ **Modeling**—Demonstrate how to do a task or read a passage before asking the student to do so
- ▶ **Encouragement**—Point out successes and work together to find techniques that work
- ▶ **Structure**—Tell the student how the lesson will be organized and stick with the plan

Learning Styles



- ▶ Visual Learners--Students who learn best by seeing
- ▶ Auditory Learners-Students who learn best by hearing
- ▶ Kinesthetic/Tactile Learners—Students who learn best by touching/doing/manipulating objects

Most students learn in one or more ways. Try different techniques to determine which styles are best for your student.

Student Motivation/Persistence

Tutors can help motivate students to continue their studies using:

- ▶ **Encouragement**--Tutors should provide encouragement and help students plan to overcome negative forces they encounter (personal setbacks, family/work issues)
- ▶ **Goals**--Students should have long- and short-term goals and the tutor should keep these in mind during lesson planning
- ▶ **Progress**--Tutors should commend student progress and provide opportunities to measure progress (check-ups, periodic reassessments)
- ▶ **Recognition**—Tutors should recognize achievements such as completing a workbook, getting a promotion, increasing family literacy focus, or other specific milestones.

What Makes a Good Tutor?

- ▶ Knowledge—Is well-trained, works with RCLC staff to find resources & techniques that will suit each student's needs
- ▶ Experience—Is well-prepared, flexible, responsive to student input
- ▶ Attitude—Is patient, empathetic, creative, kind, and not too serious



Lesson 3: Instruction Basics

In this lesson you will learn about:

- ▶ The four components of language
- ▶ The four components of reading instruction

Components of Language

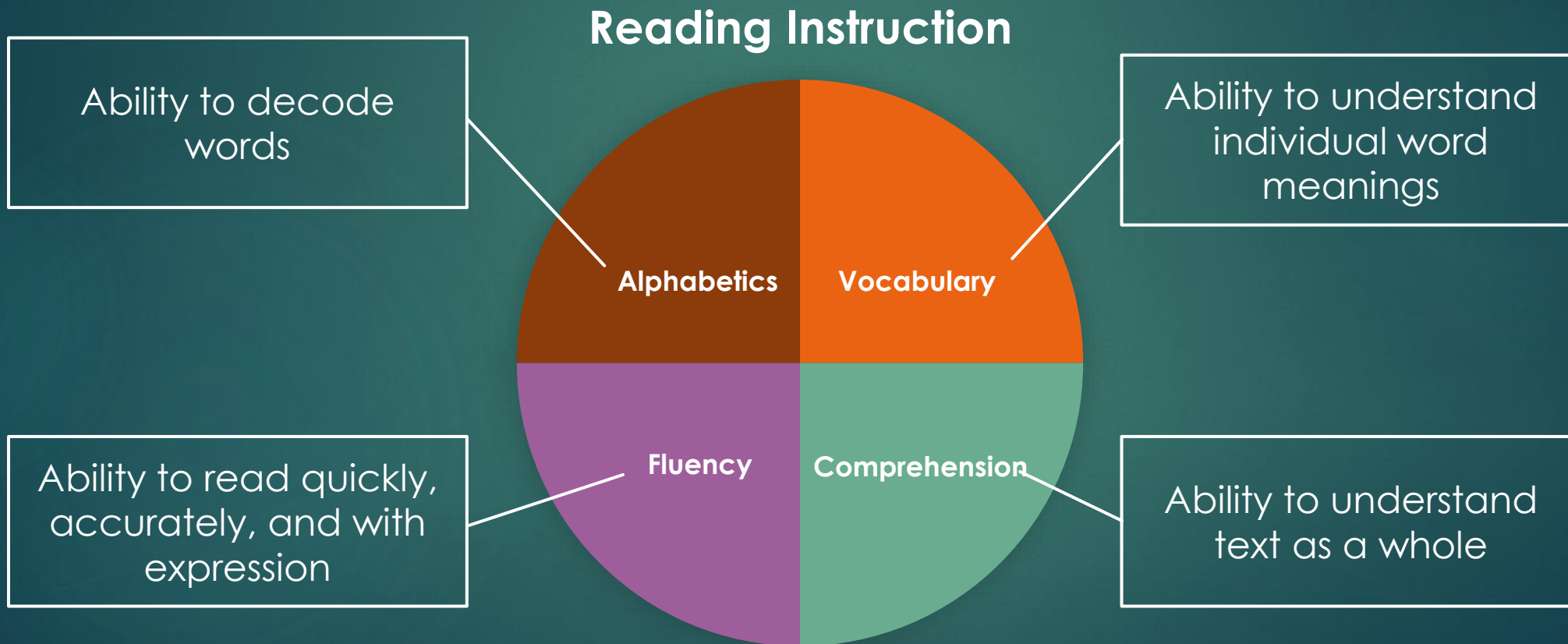


- Listening and Speaking are oral skills.
- Reading and writing are print skills.
- When we listen or read, we are receiving language.
- When we speak and write, we are expressing ourselves in language.

Incorporating all 4 Components

- ▶ When working with adult literacy students (both ABE and ESL), it is important for each lesson to include practice on all four components of language: listening, speaking, reading, and writing.
- ▶ Instruction in all four areas will help students become good readers and good communicators.
- ▶ Lesson 9 on Lesson Planning will address methods to incorporate all four components of language into each class.
- ▶ Next, we will look at the four facets of Reading Instruction: Alphabetics, Fluency, Vocabulary, and Comprehension...

Components of Reading Instruction



A Closer Look...

- ▶ In the following lessons, we will take a closer look at each of the four facets of reading instruction: Alphabets, Fluency, Vocabulary, and Comprehension.
- ▶ We will introduce important concepts and terms to help you be an effective tutor.
- ▶ We will include sample texts and refer you to additional materials in your training packet that will reinforce concepts.
- ▶ You will be able to watch videos of tutors working with students to demonstrate key techniques.
- ▶ Here we go...

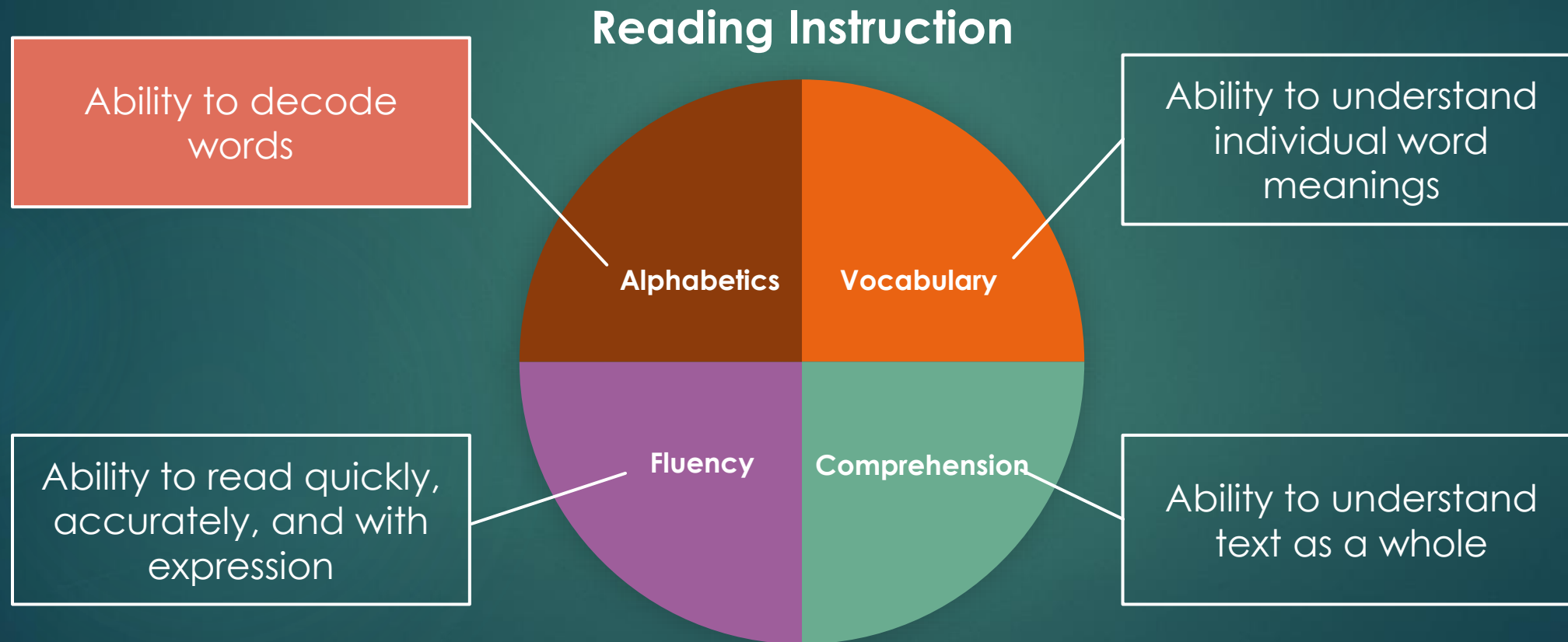
Lesson 4: Alphabetics

In this lesson you will learn about:

- ▶ Key Alphabetics concepts such as Phonemic Awareness, Phonics, Word Families, Word Parts, and Decoding
- ▶ You will watch several videos demonstrating Alphabetics instructional principles
- ▶ You will be referred to additional material in your training packet for extra support and guidance

Component 1: Alphabets

The first instruction component we will look at is Alphabets...



Component 1: Alphabets

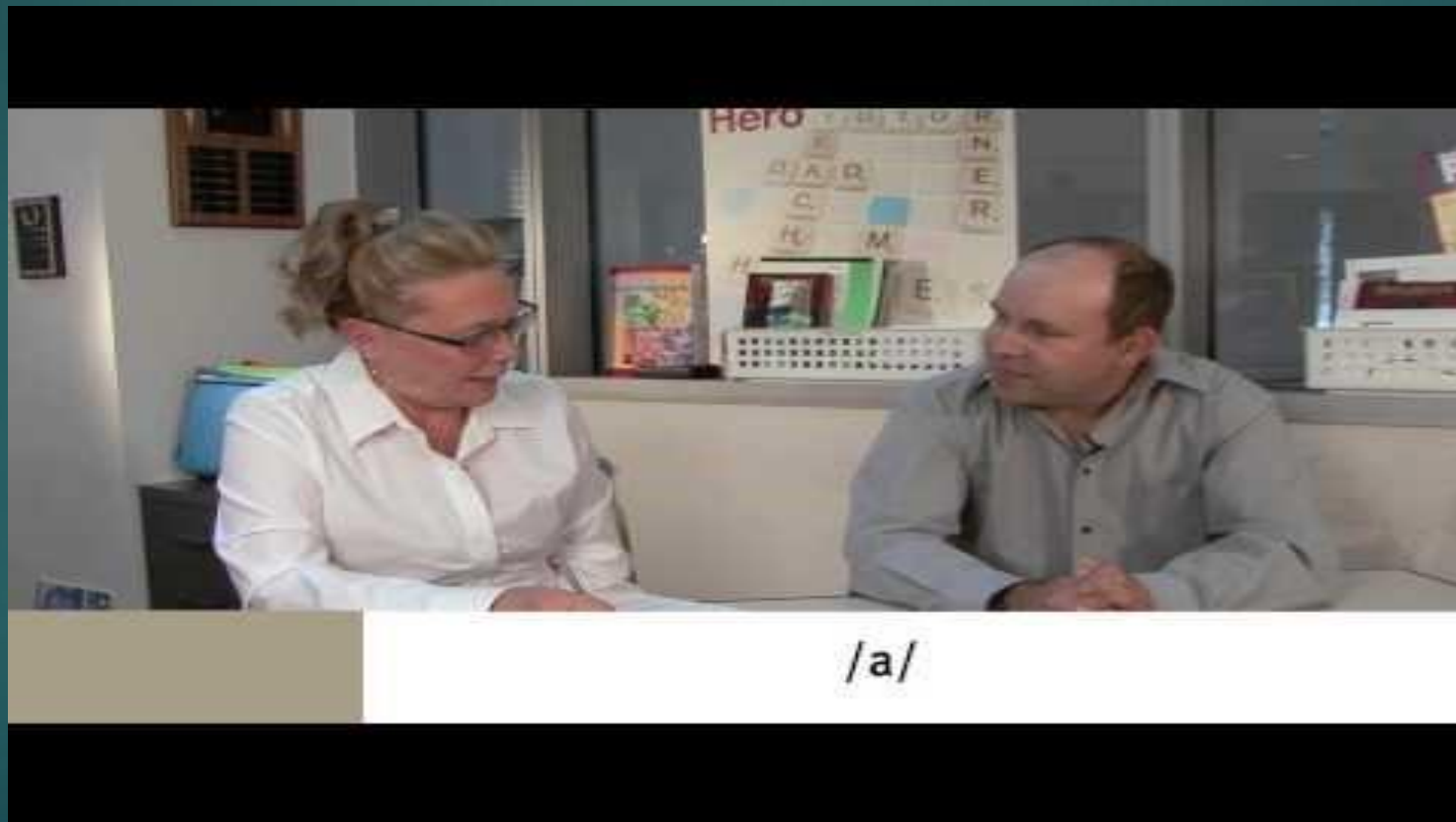
Let's take a closer look at Alphabets. Alphabets consists of:

Alphabets Skill	Definition
Phonemic Awareness	Recognizing and manipulating speech sounds
Phonics	Recognizing the way letters and letter combinations connect to language sounds
Word Families	Understanding word patterns such as wing, sing, king
Word Parts	Breaking words into smaller pieces (syllables, prefixes, suffixes) to aid decoding
Decoding	Readers use some or all of the skills above to understand a written word

Next, we will watch videos of tutors teaching each of these skills

Alphabetics: Phonemic Awareness

[Click here to launch Phonemic Awareness Video](#)

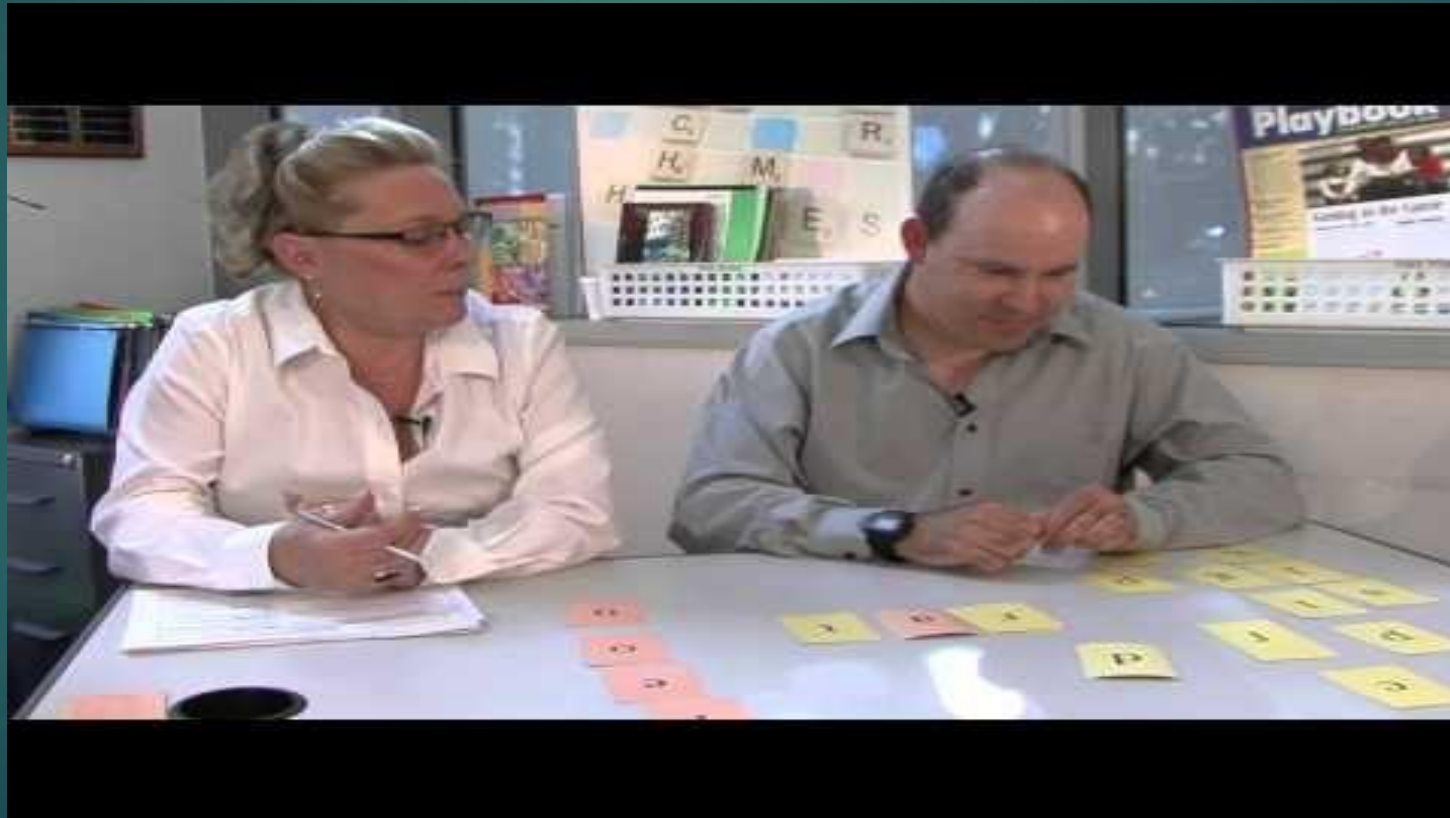


Phonemic Awareness

- ▶ Phonemic Awareness is the ability to distinguish and manipulate speech sounds.
- ▶ For example, **bat** has three letters and three sounds: /b/ /a/ /t/
- ▶ **Batch** has five letters but still has three sounds: /b/ /a/ /tch/
- ▶ Ask your student what is the first sound in **fog** ? /f/ What is the final sound in **pig** ? /g/
- ▶ What sound do you hear in **make, mop, mitten** ? /m/
- ▶ How many sounds do you hear in **ship** ? Three: /sh/ /i/ /p/
- ▶ How does a word change if you change a letter ? **let** vs. **lot**

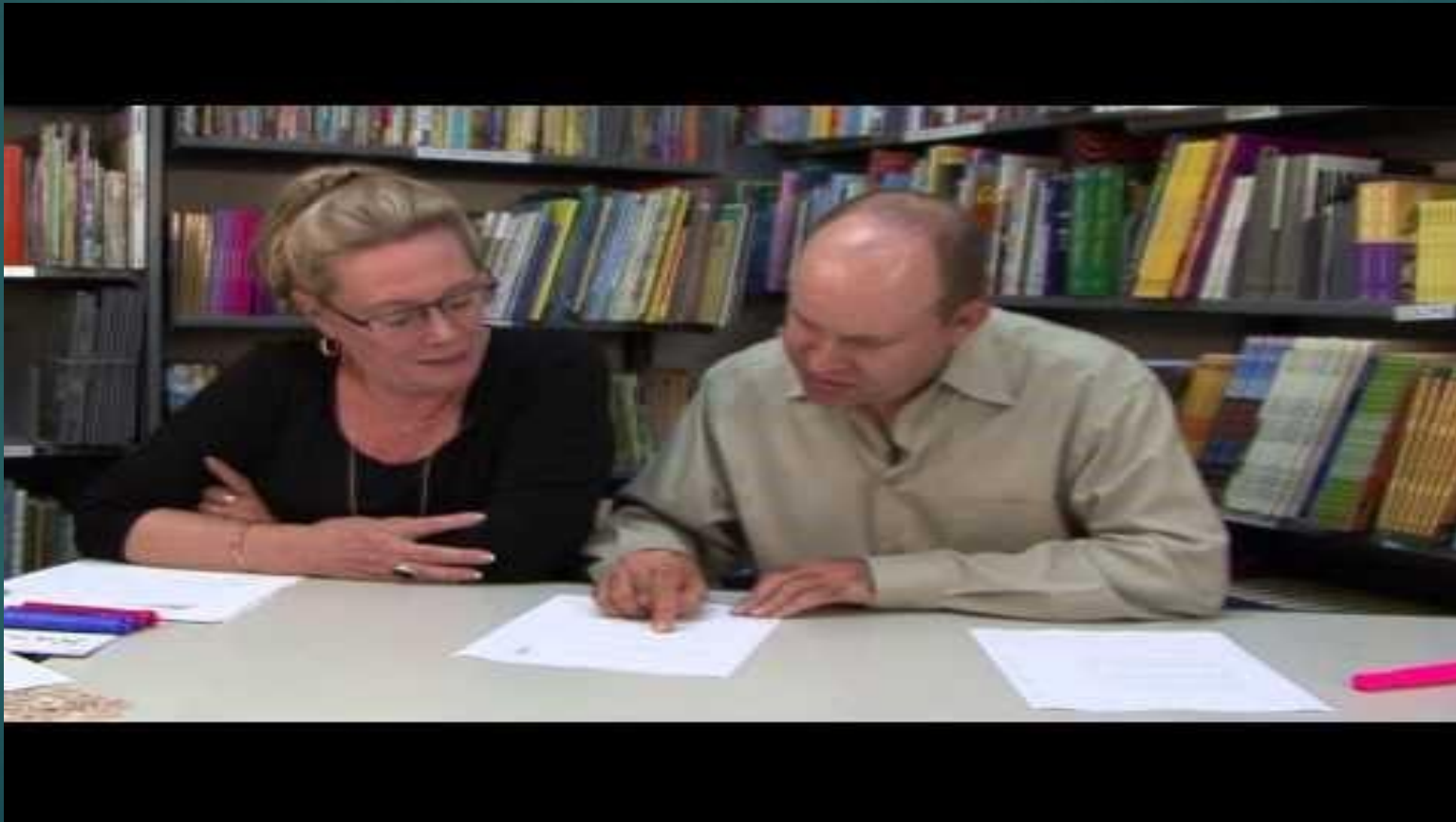
Alphabetics: Phonics

[Click here to launch Phonics video](#)



Alphabetics: Word Families

[Click here to launch Word Families video](#)



Word Parts

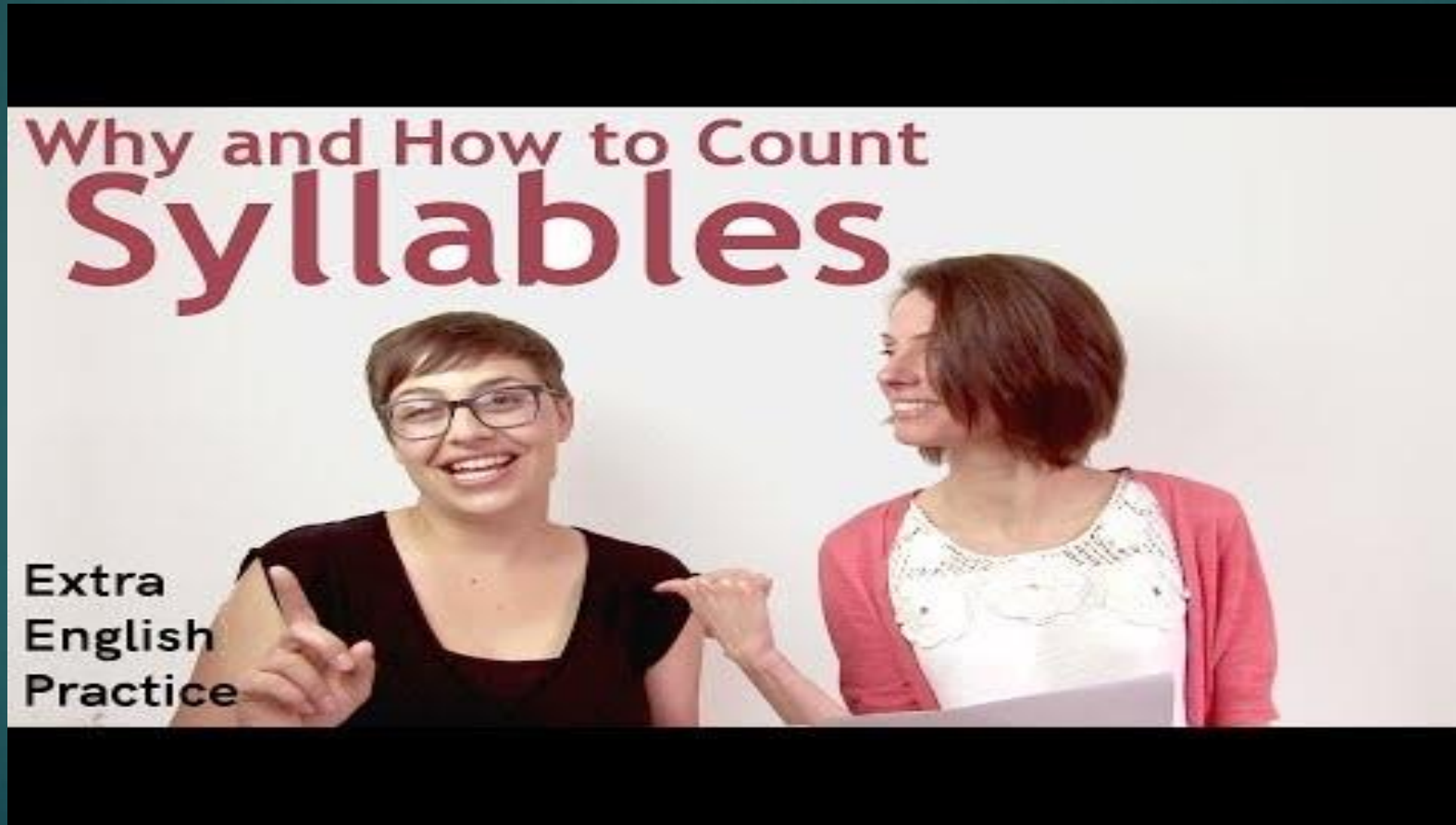
Word parts to be aware of:

- ▶ Syllables (example: computer = com/pu/ter)
- ▶ Root Words (example: “dict” as in dictator, dictionary, unpredictable, dictate, benediction, verdict)
- ▶ Prefixes (example: “dis” as in disagree, disqualify, dislike, disobey)
- ▶ Suffixes (example: “ful” as in wonderful, deceitful, beautiful, awful)
- ▶ Compound words (examples: basketball, airplane, daydream, suitcase, backyard, kickoff)
- ▶ Contractions (examples: isn't, aren't, won't, wasn't, haven't)
- ▶ Plurals (examples: socks, shoes, bunnies, children)
- ▶ Possessives (examples: Maria's car, the girls' teacher)

Students will need specific instruction on each of these, especially contractions and possessives. Recognizing these word parts will make decoding easier.

Alphabetics: Syllables

[Chere to launch Syllable Counting video](#)



Alphabetics: Decoding

[Click here to launch the Decoding video](#)







Additional Alphabetic Activities

- ▶ For activities you can use with students to practice phonemic awareness, phonics, word families, syllables, and strategic decoding, refer to “**Handout 1: Alphabetic Practice Activities**” in the training supplement packet.

5. Explain to students that they are to identify the word, identify the individual sounds in the word, then spell the word in the boxes provided. Each box represents one sound.

Examples

 <input type="text"/> <input type="text"/> <input type="text"/>	 <input type="text"/> <input type="text"/> <input type="text"/>
 <input type="text"/> <input type="text"/> <input type="text"/>	 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

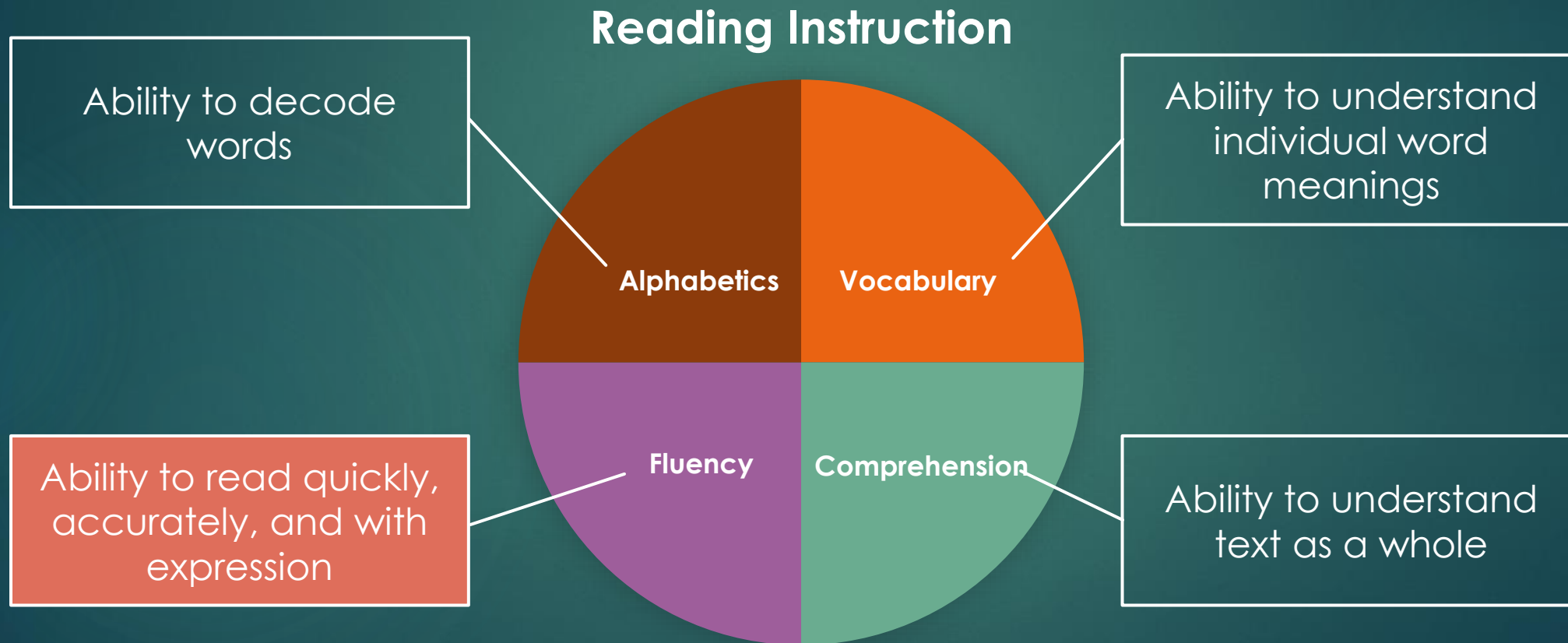
Lesson 5: Fluency

In this lesson you will learn about:

- ▶ Key Fluency concepts such as speed, accuracy, prosody, and sight words
- ▶ You will learn about activities you can use to help students improve fluency
- ▶ You will watch a video demonstrating Fluency instructional principles
- ▶ You will be referred to additional material in your training packet for extra support and guidance

Component 2: Fluency

Remember, there are four components of reading instruction. We just learned about Alphabetic. Now let's take a look at fluency...



Defining Fluency

- ▶ Fluency is reading with speed and ease
- ▶ Fluent readers do not have to slow down to decode most words
- ▶ Fluency involves speed, accuracy, and expression (also called prosody)

Fluency and Sight Words

- ▶ When readers recognize words immediately without having to decode them letter by letter, those words become “sight words.”
- ▶ The more sight words a reader masters, the less time must be devoted to decoding individual words. This allows the reader to focus more on overall meaning, which improves comprehension.

Fluency Activities

Echo Reading

Tutor reads sentence or passage aloud, then student reads same sentence or passage aloud.

Modeled Reading

Tutor reads aloud from text while student follows along silently.

Choral Reading

Tutor and student read text aloud simultaneously.

Note: For more in-depth descriptions of these and other fluency activities, refer to **“Handout: 2 Fluency Activities”** in your supplemental materials packet.

Fluency activity, Explicit Instruction

[Click here to launch the video on Fluency](#)



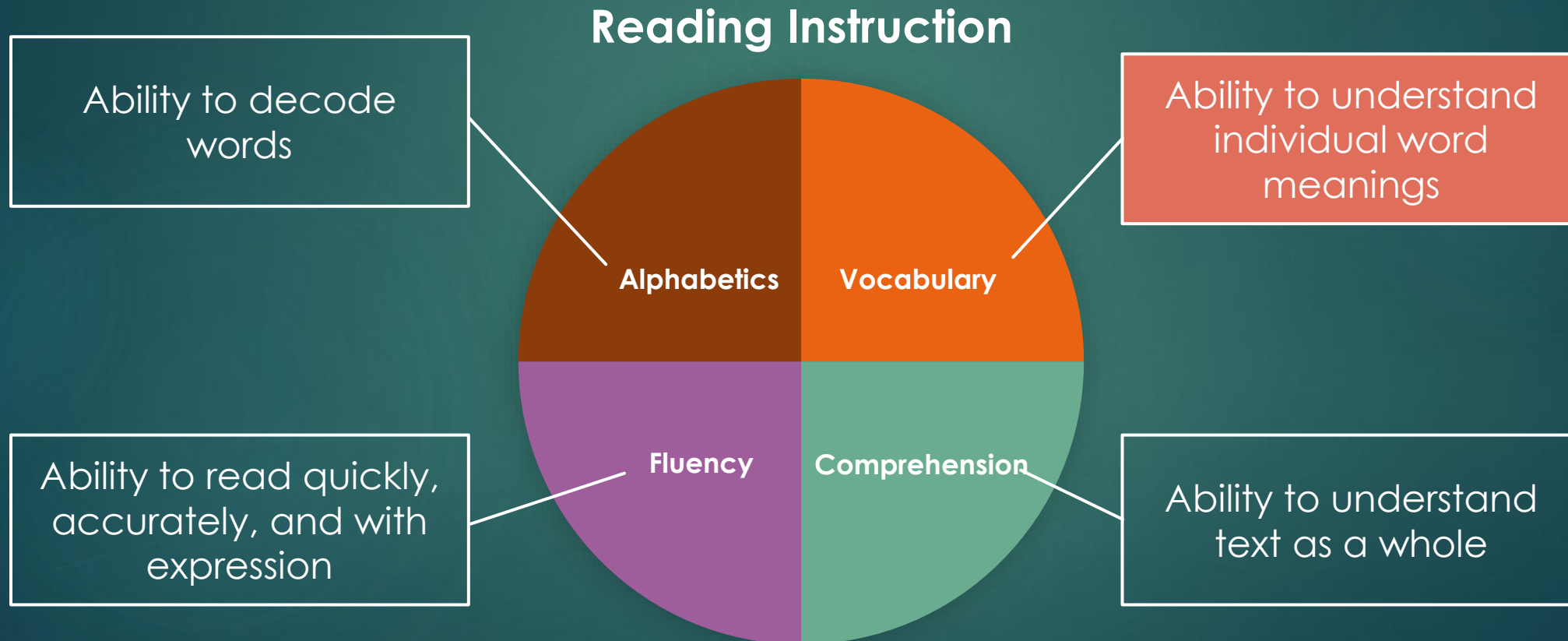
Lesson 6: Vocabulary

In this lesson you will learn about:

- ▶ Key Vocabulary concepts such as high-frequency words, sight words, and tiers of vocabulary
- ▶ You will learn about activities you can use to help students improve vocabulary
- ▶ You will be referred to additional material in your training packet for extra support and guidance

Component 3: Vocabulary

Remember, there are four components of reading instruction. We just learned about Alphabetic and Fluency. Now let's take a look at Vocabulary...



Teaching Vocabulary

1. **Pre-teach**

- ▶ Review new words that will appear in a passage before starting to read with student.

2. **Focus on depth and breadth**

- ▶ Regularly introduce new words to expand student's vocabulary, but also work on depth of understanding of each word (different usages, shades of meaning, etc.)

3. **Use Strategies**

- ▶ Teach student to identify common prefixes and suffixes, teach them to seek context clues to help identify meaning, encourage dictionary usage.

4. **Review**

- ▶ After introducing new words, review them in subsequent lessons. Use words in different contexts and have students practice words in writing and speech as well as reading.

Sight Words

- ▶ Sight words are words that the reader recognizes instantly.
- ▶ Sight words do not have to be decoded in order to be understood.
- ▶ Good readers draw on a very large catalog of sight words. For advanced readers, almost all words eventually become sight words.
- ▶ The more sight words a reader knows, the better his or her fluency will be. The better a reader's fluency, the better his or her comprehension will be.
- ▶ Practicing new words or problem words will help convert them into sight words.
- ▶ Repetition is key in mastering sight words.

Building Vocabulary

- ▶ Student vocabulary will expand over time and with exposure to new texts.
- ▶ **Beginning** students should focus on mastering high-frequency words, especially the 300 most common words in English. (See Handout 3 in the Supplemental Training Materials packet.)
- ▶ **Intermediate** students will gradually add more sophisticated words to their vocabulary (wonderful/terrible vs. good/bad).
- ▶ **Advanced** students will continue adding upper-level vocabulary that they encounter in more advanced texts (including academic, financial, medical, and legal terms).

Top 300 Most Common English Words

These are the most common words in English, ranked in frequency order. The first 100 make up about half of all written material.

1	the	76	more	151	sentence	226	between
2	of	77	day	152	set	227	city
3	to	78	could	153	three	228	tree
4	and	79	go	154	want	229	cross
5	a	80	come	155	air	230	since
6	in	81	did	156	well	231	hard
7	is	82	my	157	also	232	start
8	it	83	sound	158	play	233	might
9	you	84	no	159	small	234	story
10	that	85	most	160	end	235	saw
11	he	86	number	161	put	236	far
12	was	87	who	162	home	237	sea
13	for	88	over	163	read	238	draw
14	on	89	know	164	hand	239	left
15	are	90	water	165	port	240	late
16	with	91	than	166	large	241	run
17	as	92	call	167	spell	242	don't
18	I	93	first	168	add	243	while
19	his	94	people	169	even	244	press
20	they	95	may	170	land	245	close
21	be	96	down	171	here	246	night
22	at	97	side	172	must	247	real
23	one	98	been	173	big	248	life
24	have	99	now	174	high	249	few
25	this	100	find	175	such	250	stop
26	from	101	any	176	follow	251	open
27	or	102	new	177	act	252	seem
28	had	103	work	178	why	253	together
29	by	104	part	179	ask	254	next
30	hot	105	take	180	men	255	white
31	but	106	get	181	change	256	children
32	some	107	place	182	went	257	begin
33	what	108	made	183	light	258	got
34	there	109	live	184	kind	259	walk
35	we	110	where	185	off	260	example
36	can	111	after	186	need	261	ease

Vocabulary Activity 1:

Cloze Exercises

Fill-in-the-blanks (“cloze”) exercises using word banks help students learn new vocabulary in context.

Repaired Covered Underneath Cracked Expensive

A tree branch fell on my car and _____ the windshield. I had to take it to the shop to be _____. It cost \$400 to replace the windshield which is very _____. Luckily, my insurance _____ the cost of the repair. I don't park _____ that tree anymore!

Vocabulary Activity 2: Flash Cards

- ▶ Make a deck of flashcards of new vocabulary words or words the student struggles with.
- ▶ Write the word on one side and the definition and a sentence on the other side. (ESL students may include a translation of the word).
- ▶ Review the cards before class until the student masters the words. You can add and remove cards as necessary.

Paw

Animal's foot (la pata)

The cat cried when I stepped on its paw.

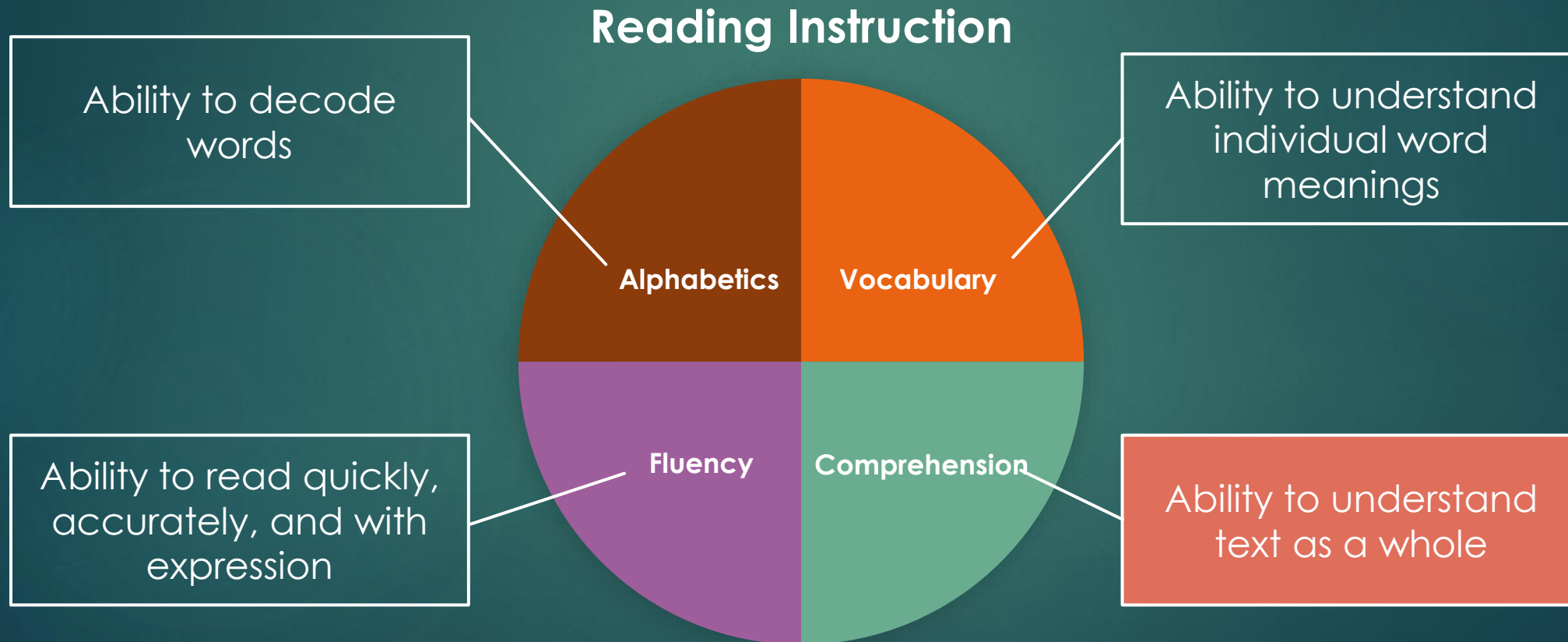
Lesson 7: Comprehension

In this lesson you will:

- ▶ Learn about Key Reading Comprehension skills and strategies new readers can employ to improve their understanding of what they read.
- ▶ Learn about classroom activities you can use to help students improve comprehension.
- ▶ Watch a video of a tutor incorporating several of the techniques discussed in a classroom setting.

Component 4: Comprehension

We have looked at Alphabetics, Fluency, Vocabulary. Lastly, let's focus on Comprehension...



Putting it all Together

- ▶ Comprehension is the ultimate goal of reading. Good readers use many skills and strategies to gain understanding.
- ▶ Reading is enjoyable when we understand what we are reading and frustrating when we don't.
- ▶ Comprehension is “putting it all together.” Sometimes we can read every word on a page and still not understand what we've read. For complicated texts, background knowledge is key to understanding. For simpler texts, we use a series of skills to make sense of what we are reading.

Comprehension Skills & Strategies

Skills:

- ▶ Main idea and details
- ▶ Cause and effect
- ▶ Fact and opinion
- ▶ Sequencing
- ▶ Compare and contrast

Strategies:

- ▶ Using prior knowledge
- ▶ Asking questions
- ▶ Setting a purpose for reading
- ▶ Skimming and making predictions
- ▶ Summarizing

Comprehension Activities

- ▶ Many of our RCLC workbooks contain comprehension questions that reinforce understanding of the lesson.
- ▶ If you are working with stand-alone materials (newspaper article, recipe, restaurant menu, etc.) then discuss the reading with the student and ask LOTS of questions, before, during, and after reading.
- ▶ Ask student to summarize or restate what they just read
- ▶ Ask student if they have had similar/related experiences
- ▶ See Handouts 4 & 5 for more on reading comprehension

Moving toward Critical Thinking

Literal Meaning →

Inference →

Critical Thinking

Literal Meaning—what does the text say? Check understanding by asking student to tell what happened, recap order of events, recall specific details

Inference—what does the text imply? Check understanding by asking how things happened or why they happened

Critical Thinking—What does the reader take away from the text? How does the text apply to other situations? What is your opinion about the text? Are there parts of the text that you agree or disagree with? What is the author's purpose or motivation?

Asking Comprehension Questions

Sample Text:

Pam woke up at six o'clock. It was the first day of her new job. She hoped Ms. Jones would be a good boss. Pam got a ride with a friend named Monica. Her friend Monica did not have a job.

Monica asked Pam, "Does Ms. Jones need more help?"

"I don't know," said Pam, "but I will ask her if I get a chance."

"If she is hiring, let me know," said Monica. "It would be nice to work at the same place and drive together."

Two weeks later, Ms. Jones hired Monica. Pam and Monica were happy because now they could carpool to work.

▶ **Literal Questions:**

What time did Pam wake up?

Who drove Pam to work?

What is the name of Pam's boss?

▶ **Inferential Question:**

Why do you think Pam needed a ride to work?

Do you think Pam talked to Ms. Jones about Monica?

▶ **Critical Thinking Questions:**

In your opinion, do you think Monica will be a good employee? Why or why not?

Why do you think Pam and Monica want to carpool? Is carpooling a good idea?

Comprehension Strategies

Strategy	Implementation
Read in chunks	Teach students to read in chunks (sentences, paragraphs, sections, chapters). Pausing helps students monitor comprehension. Note: new readers sometimes stop at the end of a line (mid-sentence) or end of a page (mid-paragraph), even if these are not logical stopping points. Help guide your student to an appropriate stopping point.
Summarize	Teach students to periodically summarize what they've read before continuing. The goal is comprehension, not the act of reading the individual words on the page.
Re-read	If the student is unable to summarize a chunk effectively, then have them reread the passage. Break text into smaller chunks if necessary.
Make connections	Pause to help students make connections to text. They can connect to personal experiences or to previously read texts.
Mark text and take notes	Underline/highlight important details or new vocabulary. Make notes to aid comprehension.
Ask Questions	Ask questions such as the literal, inferential, and critical thinking questions previously discussed. As students gain reading experience, they will begin ask themselves questions about what they read automatically.

Comprehension Activity

[Click here to launch a video on Comprehension activities](#)



Becoming Independent

The goal of tutoring is to create independent readers. Students can use the following checklists to improve their independent reading comprehension.

Before I Read

What is this going to be about?
(Make predictions)

What do I already know about this topic? (Draw on experience, prior knowledge)

What is my purpose for reading this? (Education, information, amusement)

While I Read

What is the next part going to be about? (Make new predictions)

Was I right or wrong about my initial predictions? (Assess initial predictions)

What else do I want to know about this topic? (Identify unanswered questions or new topics of interest)

Is the author stating facts or opinions? (Grass is green vs. grass is beautiful)

After I Read

What did the text tell me?
(Identify what was learned)

Did it answer my questions?
(Reread if necessary or find more information on this topic)

What else do I want/need to know about this topic? (Identify new texts on this subject or related subjects)

How does this relate to other similar texts?
(Compare/contrast, draw parallels)

Can I explain text to someone else? (Summarize, internalize)

Lesson 8: Writing/Composition

In this lesson, you will learn:

- ▶ Why writing is an important part of literacy instruction
- ▶ Steps in the writing process
- ▶ Why some students are reluctant to write
- ▶ Strategies students can use to improve writing
- ▶ Activities to help students become more confident writers

Why is Writing Important?

Think back to the components of language graphic from the beginning of the course.

- ▶ Writing is one of the four components of language.
- ▶ Literacy instruction should touch on all four areas.
- ▶ Students who learn to write will feel more confident in their literacy abilities and be empowered to express themselves in their own words.



Writing Roadblocks

Students may be reluctant to write for a variety of reasons. They may feel they:

- ▶ Don't understand grammar rules
- ▶ Can't spell well
- ▶ Don't know what to write about
- ▶ Don't want to be embarrassed or critiqued
- ▶ Won't be able to express themselves adequately

Elements of Composition

The process of composing or writing has several steps

- ▶ Brainstorming
- ▶ Organizing ideas
- ▶ Creating and revising drafts

Students can start with composing simple sentences and move on to creating more complex texts over time.

Targeted Writing Instruction

- ▶ Many of the workbooks available at RCLC have a writing component. Encourage students to complete the writing exercises in each lesson.
- ▶ You may also include extra writing practice as necessary. For example, you might include a writing activity about breakfast where the student composes simple sentences about what they make or eat for breakfast. “I make toast.” “I eat bacon and eggs.”
- ▶ Based on the results, you may want to add a supplemental workbook on grammar or spelling (available in office).
- ▶ More advanced students may need to work on the finer points of grammar or specific topics such as persuasive essay writing (materials available in office).

Teaching Approach: Language Experience Approach

The Language Experience Approach is a great way to teach writing and connect with students because:

- ▶ It works with both ESL and ABE students
- ▶ It works with students of all levels
- ▶ It uses the student's own experiences and words
- ▶ Student and tutor collaborate on editing
- ▶ It generates authentic written material

Language Experience Activity (LEA)

Follow the steps below to work on a Language Experience Activity with your student:

- ▶ Chat to identify a topic (examples: Your first car, Your first pet, A family tradition). Make sure the topic is not too broad.
- ▶ Ask the student to dictate the story to you slowly.
- ▶ Write it down exactly as they say it, but spell words correctly even if they don't pronounce them correctly. (For example, write "supposedly" even if they say "supposably.")
- ▶ Read it back to the student.
- ▶ Make any corrections they suggest.
- ▶ Have the student read the text to you.
- ▶ Again, make any corrections they suggest.

It's important to preserve the tone and phrasing of the student, so only make corrections that are necessary to make the story understandable.

Language Experience Example

Original Version

A long time ago, when I have 21, is when I decide to get my license. First of all, I went to the DMV to ask what requiste I need to complete, and they say I has to have my ID, and complete a test, and then I applied the test and get my license. After that, I bought my first car. It was Japanese car. I had my first bad experience with my first car, because when my car broke down, I took the car to the mechanic and this guy recommend me to buy gallons and gallons of oil. And they car never have oil! After that, when I returned to the Auto Parts to get more oil, the guy who attended the store say, "Why you buy too much oil?" I explain him what they mechanic say. This guy told me I better stop to buy oil because he say this mechanic was not good. I pay and pay to the mechanic, maybe 3, 4 times, and the car stayed in the same way. I took the car home and looking for someone to buy it for junk. This experience makes me stop my happiness to have car. I wanted to never buy a car again.

Edited Version

A long time ago, when I was 21, I decided to get my license. First of all, I went to the DMV to ask what prerequisites I needed to complete, and they said I had to have my ID, and complete a test. Then I took the test and got my license. After that, I bought my first car. It was a Japanese car. I had my first bad experience with my first car, because when my car broke down, I took the car to the mechanic and this guy recommended that I buy gallons and gallons of oil. The car never had oil! After that, when I returned to the Auto Parts to get more oil, the guy who attended the store said, "Why do you buy so much oil?" I explained to him what the mechanic said. This guy told me I better stop buying oil because he said this mechanic was not good. I paid and paid the mechanic, maybe 3, 4 times, and the car stayed the same. I took the car home and looked for someone to buy it for junk. This experience made me lose my happiness in having a car. I never wanted to buy a car again.

*Note: This LEA text was produced by an advanced ESL student. Lower-level students might produce simpler/shorter texts.

Benefits of Language Experience Activity (LEA)



The student produces authentic material in his or her own words



In some cases, the text might be the first written material the student has ever produced



The tutor can use the results to guide future instruction. For example, the text might indicate that the student needs more practice with irregular verbs, possessives, or subject-verb agreement.

Lesson 9: Lesson Planning

In this lesson you will learn about:

- ▶ Using RCLC materials to create a lesson
- ▶ Incorporating outside materials that are relevant to your student's interests
- ▶ Creating lesson plans that answer three questions:
 - ▶ What does the student want to know?
 - ▶ How will I teach it?
 - ▶ How will I measure it?

Lesson Planning

- ▶ Creating lesson plans that answer three questions:
 - ▶ **What does the student want to know?**
(Determine a topic, Create specific objectives)
 - ▶ **How will I teach it?**
(Decide lesson parts, Determine activities, Obtain or create special materials or props)
 - ▶ **How will I measure it?**
(Check to make sure student understands and can demonstrate the skill taught)

Sample Lesson Plan

Guiding Questions	Lesson Plan Steps	Lesson Example
What does the student want to know?	<ol style="list-style-type: none">1. Determine a topic2. Create specific objectives	<ul style="list-style-type: none">• Lesson Topic: Giving directions• Use North, South, East, West and related action verbs
How will I teach it?	<ol style="list-style-type: none">3. Decide lesson parts4. Determine activities5. Obtain or create special materials or props	<ul style="list-style-type: none">• Introduce new vocab, model new skill, lead guided practice, direct independent practice• Practice asking and giving directions to locales on a printed street map
How will I measure it?	<ol style="list-style-type: none">6. Check to make sure student understands and can demonstrate the skill taught	<ul style="list-style-type: none">• Ensure that student can demonstrate the skill independently

Teaching Approach: Explicit Instruction

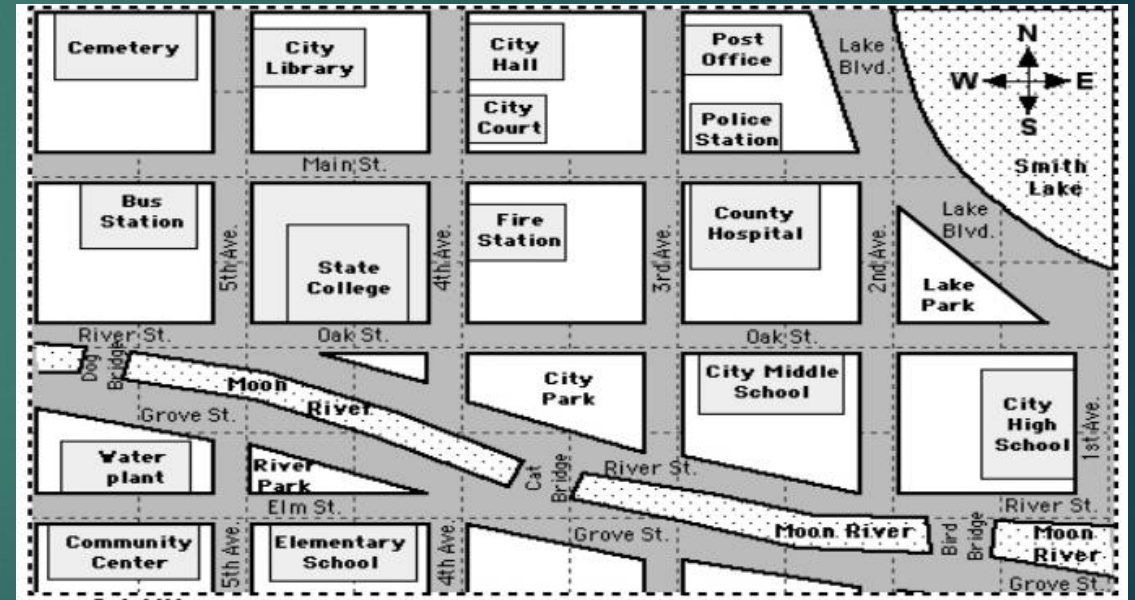
Explicit Instruction = “I do, we do, you do” method

- ▶ Explanation (“at the end of this lesson you will be able to...”)
- ▶ Modeling (tutor will demonstrate the skill)
- ▶ Guided Practice (tutor supports student during practice, gradually reducing the level of support as student gains confidence)
- ▶ Application (student is able to use the skill independently in class and outside of class)

Sample Lesson: Giving Directions

Explicit Instruction Example for ESL

- ▶ **Explanation** (“at the end of this lesson you will be able to give directions using North, South, East, and West”)
- ▶ **Modeling** (Tutor will use a simple map and demonstrate the skill. “The Fire station is one block east of the Bus Station” “To get to the Post Office from the Middle School, go two blocks north on 3rd Ave.”)
- ▶ **Guided Practice** (tutor supports student during practice, gradually reducing the level of support as student gains confidence. “Is the Fire Station east or west of the Hospital?” “How do you get from the High School to the Library?”)
- ▶ **Application** (student is able to use the skill independently in real-life situations)



RCLC and Outside Materials

- ▶ A full list of tutoring materials is available in the office and is provided in your new tutor packet.
- ▶ Office staff will help you select appropriate materials based on your student's level and goals.
- ▶ Some workbooks contain complete lessons with reading, writing, speaking, and listening components.
- ▶ Lessons created from outside materials (newspaper article, menu, recipe) may lack one or more components.
- ▶ Always try to include activities for the four components of language (reading, writing, listening, and speaking) in each lesson.

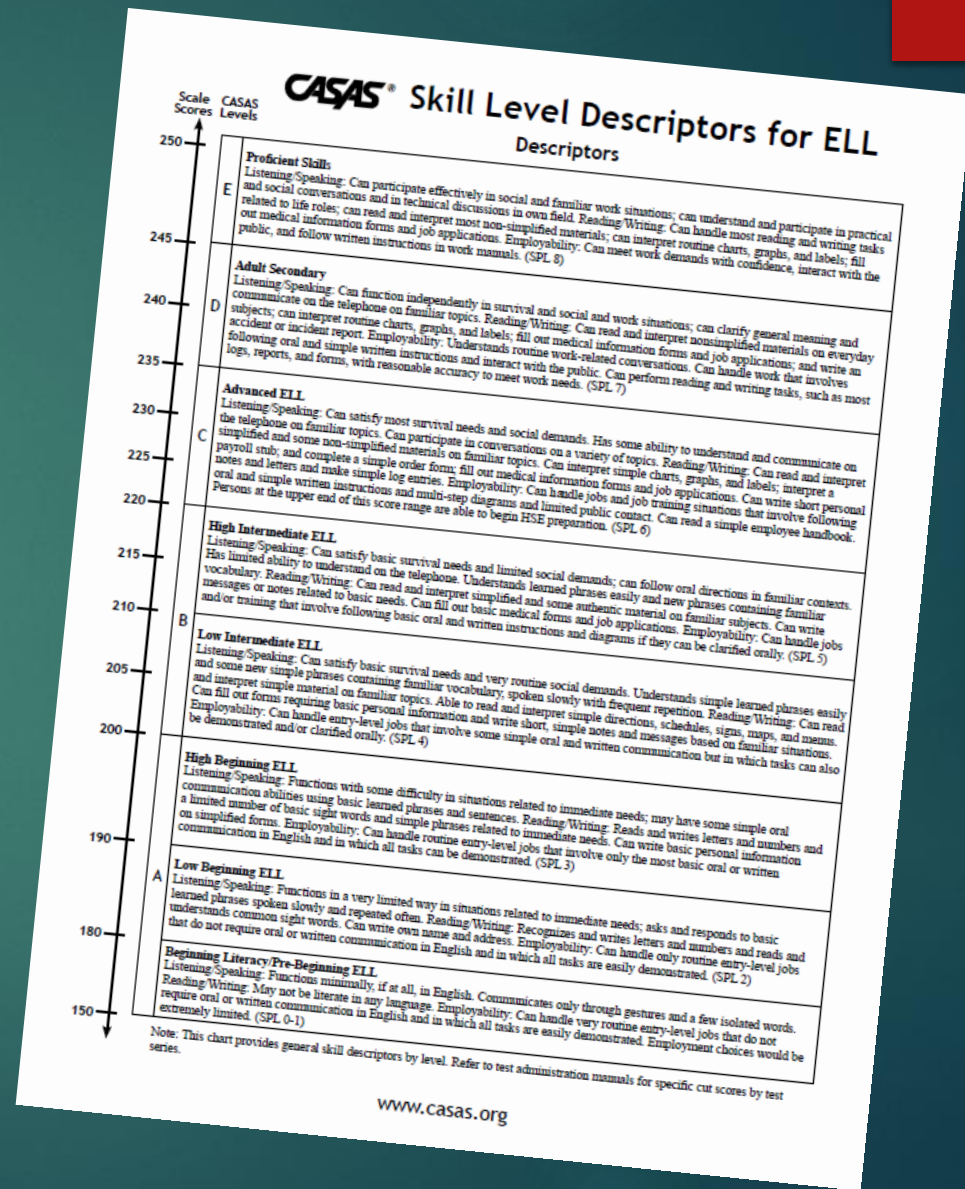
Lesson 10: Assessments & Tracking

In this lesson you will learn about:

- ▶ How students are assessed when they register with RCLC
- ▶ How students are assessed informally during tutoring
- ▶ How students are re-assessed periodically
- ▶ How RCLC tracks student and tutor hours

CASAS Assessments

- ▶ Upon registration, all RCLC students are given an assessment using the Comprehensive Adult Student Assessment System (CASAS)
- ▶ CASAS tests provide us with a numerical score
- ▶ The score falls on a scale of skill level descriptors for English Language Learners (ELL) or Adult Basic Education (ABE) students
- ▶ These assessments help us determine a student's starting point for instruction



Ongoing Informal Assessment

- ▶ Students are assessed by their tutors on an ongoing basis.
- ▶ Some workbooks have check-ups at the end.
- ▶ Tutors provide monthly feedback on student progress and milestones.



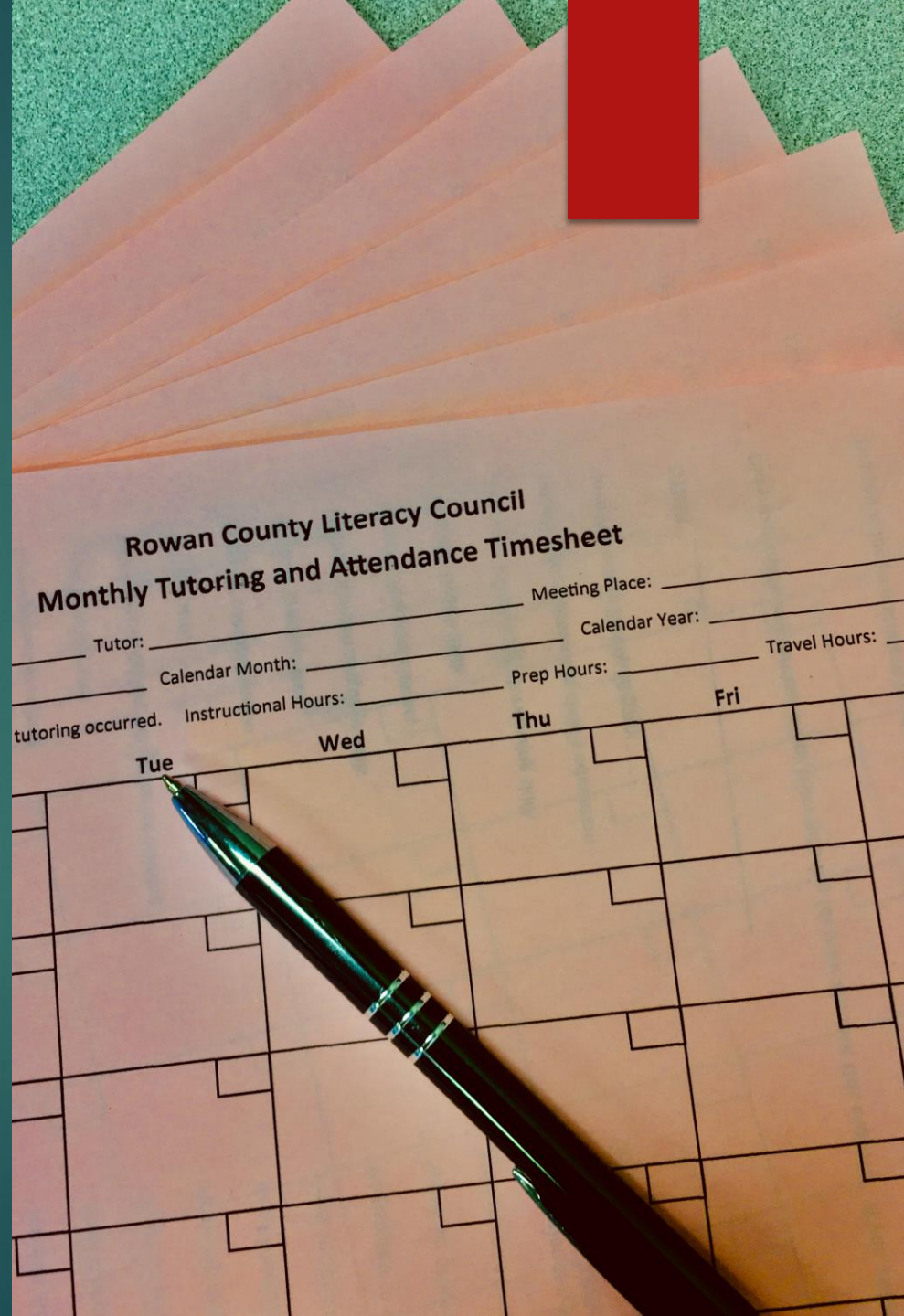
Periodic CASAS Reassessment



- ▶ RCLC reassesses all students periodically.
- ▶ Students are retested after approximately every 50 instructional hours.
- ▶ These reassessments measure progress and identify any gaps in knowledge that need to be addressed.

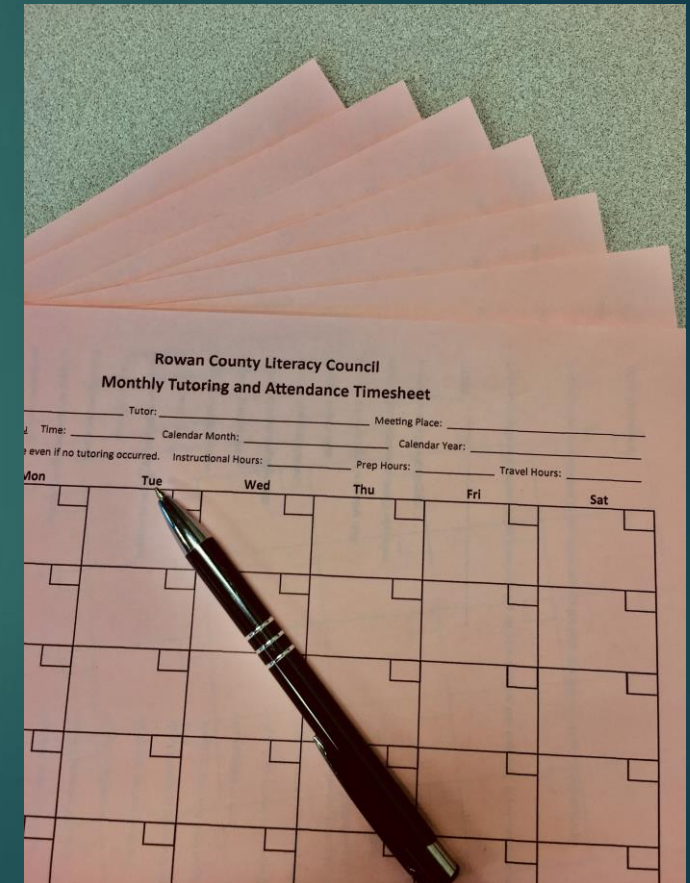
Tracking Student and Tutor Hours

- ▶ RCLC's programs are funded by grants from local agencies and foundations, individuals, and annual fundraisers.
- ▶ Our grant-funders require us to keep track of the hours that our students and tutors log.
- ▶ Tracking hours helps us ensure that students are attending regularly and making expected gains.
- ▶ Tracking hours also helps us log the number of hours our amazing volunteers donate annually.



Timesheet Reporting

- ▶ Timesheets are due on the 5th of each month for the previous month.
- ▶ Tutors should complete one timesheet per student.
- ▶ Tutors should complete all fields, most importantly instructional hours, prep hours, and travel hours.
- ▶ Times should be rounded to the nearest quarter-hour.
- ▶ Timesheets may be submitted on paper, via our website (rcliteracy.org), or via our Smartphone app (more on this later).
- ▶ A sample timesheet, Handout 6, is included in your training packet.
- ▶ If you forget, we will hunt you down and remind you!



The image shows a stack of pink timesheet forms. The top form is titled "Rowan County Literacy Council Monthly Tutoring and Attendance Timesheet". It includes fields for Tutor, Meeting Place, Time, Calendar Month, Calendar Year, Instructional Hours, Prep Hours, and Travel Hours. Below these fields is a grid for recording hours, with columns labeled Mon, Tue, Wed, Thu, Fri, and Sat. A dark pen is resting on the grid.

	Mon	Tue	Wed	Thu	Fri	Sat

Lesson 11: Student Goals

In this lesson you will learn about:

- ▶ Discussing Goal Setting with students
- ▶ Setting Long-term goals
- ▶ Setting Short-term goals
- ▶ Monitoring and celebrating progress toward goals

Sample Goals

- ▶ Get a GED/High-School Equivalency degree
- ▶ Become a U.S. Citizen
- ▶ Get a driver's license
- ▶ Read to children
- ▶ Get a new/better job
- ▶ Manage finances better
- ▶ Read the newspaper
- ▶ Write a memoir
- ▶ Join the military





Long Term vs. Short Term Goals

- ▶ Long-term goals can be broken down into sets of short-term goals
- ▶ For example, for a long-term goal of passing the GED, a student must work on specific short-term goals such as:
 - ▶ improving vocabulary by learning prefixes and suffixes
 - ▶ Studying irregular verbs
 - ▶ learning to use standard punctuation
 - ▶ learning proper essay format

Goal Setting and Evaluating Progress

- ▶ Some students have very clear goals while others have only vague goals or no specific goals at all.
- ▶ Discussing goal-setting with your student will help you clarify their motivations for attending classes.
- ▶ Having short- and long-term goals in mind will help direct the course of instruction.
- ▶ Frequent conversations between student and tutor (to assess progress toward goal, changes in goals, and new goals) will keep instruction moving in the right direction.

Lesson 12: Getting Started

In this lesson you will learn about:

- ▶ Steps to take before, during, and after the first meeting
- ▶ Breaking the ice
- ▶ Establishing good communication practices

Before, During, and After

There are several steps to take before, during, and after the first meeting with your new student

Before

RCLC Staff will pair you with a new student

You will be shown the student's CASAS results

You will be assisted in selecting appropriate materials for the first class (Handout 7 lists all materials available in the office)

You will know the date/time of your first class and have a study room reserved for the first meeting

Bring blank paper or notebook and several pencils

During

Introduce yourself and make sure your student knows your name

Spend time getting to know your student

Discuss the student's goals and reasons for enrolling

Confirm that the weekly class day/time will work for the student

Write your name/number down for the student and establish ground rules for contact

Review the materials you brought and start a lesson

Build trust and rapport

After

Assess the student's performance on the chosen materials. If they seemed too hard or too easy, see RCLC staff to adjust level

Send a follow-up text or email thanking the student for coming and reminding them of the next scheduled meeting time

Prepare a lesson plan for the next class.

Breaking the Ice

It's important to set the right tone during the first class.

Put your student at ease by being relaxed and cheerful.

Ask general questions, but don't ask too many personal questions during the first class.

Offer information about yourself during the conversation.

Check for understanding. Students may be hesitant to admit that they don't understand something.

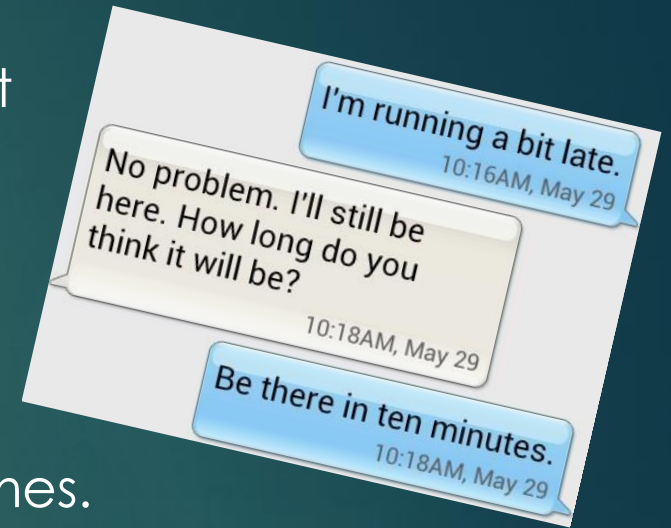
Let them know how to contact you and emphasize that they should call/text/email you if they can't come to class.

Many students are nervous or apprehensive during their first class. Be sure to commend them for enrolling and let them know it will be fun!



Communication is Key

- ▶ Good communication is critical to a successful tutor/student relationship.
- ▶ Both parties can get frustrated if communication isn't clear.
- ▶ Students are busy and sometimes forget to communicate with their tutors.
- ▶ Students may also be shy about clarifying meeting dates/times.
- ▶ Tutors should take the lead on communicating with the student.
- ▶ It is a good idea to TEXT or call your student a few hours before class to remind them.
- ▶ Encourage your student to text or call if they have a conflict or will be late.
- ▶ Good communication reduces misunderstandings and is good writing practice!



Lesson 13: Staying Connected

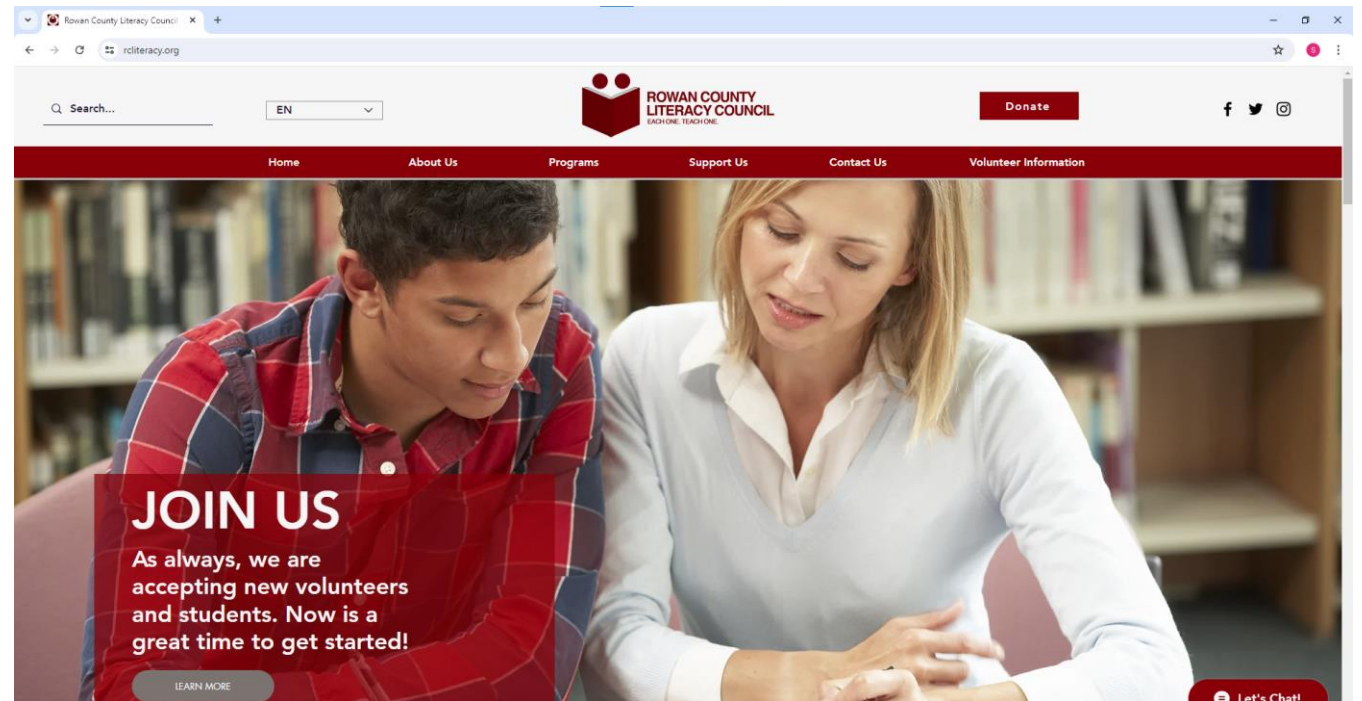
In this lesson you will learn about the various ways that the Literacy Council supports its tutors:

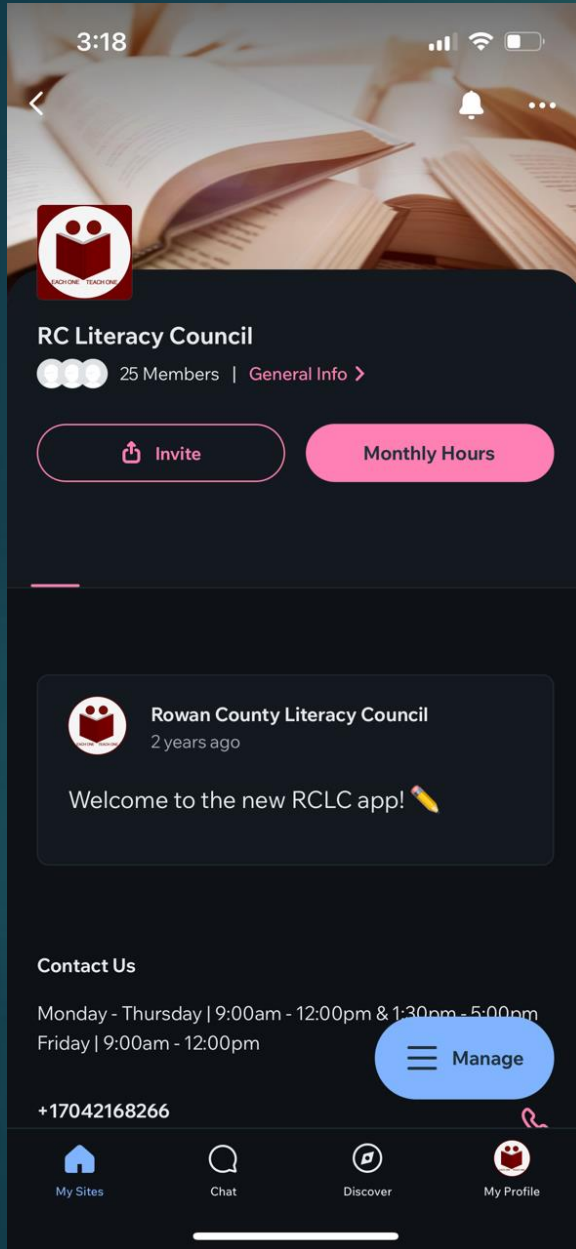
- ▶ Website
- ▶ Smartphone app
- ▶ Quarterly newsletter
- ▶ Facebook
- ▶ Annual Tutor Appreciation Event
- ▶ Office hours

Website

Visit rcliteracy.org for information about our mission and history, adult and youth programs, upcoming events, and much more...

Tutors can submit their timesheets using a form on the website (under Volunteer Information tab)





Smartphone App

- ▶ RCLC is now on the Spaces by Wix app. Follow us to get alerts about library closings, submit your tutoring hours, and receive other Literacy Council related news.
- ▶ Visit our website (www.rcliteracy.org) on your mobile device. When the homepage opens up, a banner will display on the top of the screen. Tap the "Go to App" button and follow the prompts to download the Spaces app.
- ▶ More detailed instructions can be [found here](#).

Newsletter

- ▶ RCLC publishes a quarterly newsletter highlighting student and tutor success stories, events and fundraisers, tutor resources and tips, and other important announcements.
- ▶ Newsletters are emailed to tutors and are also posted on the website and smartphone app.



Rowan County
Literacy Council

April 2019
Volume 3, Issue 2

Hivemind

SPRINGTIME ACTIVITY

Springtime in Salisbury means the pollen falls, the nectar flows, and the Scrabble boards come out! This year, the Rowan County Literacy Council, along with Event Sponsor Trinity Oaks, hosted the sixteenth annual **Scrabble Scramble** on April 5. As usual, the food was wonderful, the atmosphere convivial, and the competition lively (see p. 5 for photos). Thanks to all who participated, donated, and volunteered. This year, we are taking our mad Scrabble skills into the cyber realm, by creating an **Online Words With Friends Tournament** for serious-minded wordsmiths everywhere. See p. 3 for more information!



All business: Players at the table sponsored by Ting Hao Restaurant are in it to win it.

MILESTONES

Completed workbook level: One of Ray Castella's students, one of Dan Daering's students.

Read a book for pleasure: Donna Preslar's student, Carolyn Brown's student.

Became a U.S. Citizen: See p.2!

Obtained a driver's license: Two of Dan Daering's Students.

Used technology to improve skills: Tammy Fisher's student, one of Deb Chirica's students, Irene Stewart's student.

Obtained a library card: Tammy Fisher's student.

Obtained High School Diploma: Matilde Mendez (on left) passed the fourth and final portion of the GED test and is now a high school graduate! Matilde has been working with tutor Carolyn Brown for about 14 months. Matilde has a soft voice and an iron will. We are so proud of her achievement!



Two thumbs up for two smart ladies!



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Social Media

- ▶ Follow Rowan County Literacy Council on Facebook and Instagram to keep abreast of student milestones, awards, grant news, fundraisers & events, office closures, and obligatory cat memes.

The screenshot shows the Facebook page for Rowan County Literacy Council, Inc. The page header includes the name, search bar, and navigation links like Home, Create, and Notifications. The main content area features a post from the organization, dated November 21 at 2:57 PM, celebrating a student named Faby who has become a Licensed Practical Nurse (LPN). The post includes a photo of Faby and her tutor, Don, with balloons and flowers. The post has 105 people reached, 31 engagements, and 23 likes. The right sidebar contains a rating of 5.0 out of 5, a 'Send Message' button, and several tips for managing the page.

Rowan County Literacy Council, Inc.

Rowan County Literacy Council, Inc. is with Donald Doering. Published by Laurel Gray Harry (P) · November 21 at 2:57 PM

She did it! Our student Faby has passed the state board exam to become a Licensed Practical Nurse (LPN). Congratulations to Faby and her tutor Don (a retired nurse himself) on this huge achievement!

105 People Reached, 31 Engagements, 23 Likes, 1 Comment

100% response rate, 14 hours response time. Respond faster to turn on the badge.

260 follows, 2 were here 0 this week



Tutor Appreciation!

We appreciate the heck out of our volunteers and so we get together annually to recognize our tutors and thank them for their amazing work. Date will be announced by email. Go team!

Office Hours

- ▶ Our office is located in the main branch of the Rowan County Library on 201 W. Fisher St., Salisbury, NC (on the second floor)
- ▶ We are open from 9-5 Monday-Thursday, closed for lunch/errands from 12-1:30.
- ▶ We are open from 9-12 on Fridays.
- ▶ Handout 8 in your packet contains contact information, hours and social media
- ▶ We love to hear from our tutors, so please stop by anytime you are in the library to pick up materials, brag about your student, or get a motivational piece of candy.



Whew... You Made It!

Thank you for completing the RCLC New Tutor Training Program!

Please press CTRL key and then click the link below to take a quick quiz on the material presented. You may take the quiz more than once.

[New Tutor Certification Quiz](#)

When you have completed the quiz, contact the office (info@rcliteracy.org) to arrange your background check and...drumroll please.....be paired with your new student!

