

Literacy Volunteers of Wayne County, Inc.

Session II
Basic Literacy Tutor Training
Self-Study

Contents:

I. What is Literacy?

- How has the definition of literacy changed? What does that mean for today's adult learners? Look at how different language components produce communication.

II. What is Reading?

- Examine three definitions of reading and apply them through exercises.

III. Reading Comprehension Strategies

- Learn strategies to use before, during, and after reading to improve reading comprehension.

IV. Language Experience Approach

- Learn a technique to teach reading and writing using the student's own words.

V. The Writing Process

- **Analyze the steps of the writing process in order to help your student write better.**

VI. More Modeled Reading

- Take another look at this important tool for learning to read.

I. What is Literacy?

A. The Changing Definitions of Literacy

- 1.) Read the “Changing Definitions of Literacy” Handout on the following page.
- 2.) Name two reasons you think the definition of literacy has changed so drastically:

- 3.) What implications does this have for the literacy student and tutor?

B. Integration of the Four Language Components

- 1.) Watch “The Tools of Communication”, Part One of “Training by Design – The Literacy Challenge” video (5 m)
 - *This video introduces different communication skills and how they are used.*

- 2.) Read TUTOR p. 5-9, and complete exercise 1 on p. 9
 - *This section defines literacy and introduces you to the four language components. It also enlightens you to every day uses of literacy.*

- 3.) Based on what you learned above, why is it important to incorporate all facets of communication when teaching literacy skills?

- 4.) What role does “Thinking” play in the communication process, and therefore to tutoring?

II. What is Reading?

Three Views of Reading

- 1.) Read TUTOR p. 9-11 and complete the exercise on page 10.
 - This section introduces you to three definitions of reading.

View One: Pronouncing Words

This view focuses on the being able to recall the names of letters and the sounds they make. It is assumed that comprehension will happen because the reader can “say” the words.

- 2.) Read TUTOR p. 11-13 and complete the exercise on page 13.

What did you learn from doing the exercise?

What are some of the advantages and limitations of View One?

View Two: Identifying and Defining Words

This view focuses on recognizing individual words and their meaning. Note that this view incorporates View One since knowing letter-sound relationships is useful in identifying words.

- 3.) Read TUTOR p. 14 through the top of page 16, and complete the exercise on page 15.

What did you learn from doing the exercise?

What are some of the advantages and limitations of View Two?

View Three: Bringing Meaning/Constructing Meaning

In this view, learning to read means bringing one's own knowledge and understanding *to* a text in order to get meaning *from* the text. View Three incorporates Views One and Two.

4.) Read TUTOR p. 16-17.

5.) Practice an example of this view, by picking **one** of the following:

Complete the View Three Exercise, "Sentence Meaning" computer program.

Watch "View Three Exercise", from our own "LV Wayne Tutor Training" video (? m)

– ***This video was taken during a Tutor Training. (to be developed)***

Complete the View Three Exercise with a trainer.

What did you learn from doing the exercise?

What are some of the advantages and limitations of View Three?

Conclusion

Look back at your personal definition of reading on page 10 of TUTOR. How would you modify your definition based on what you have learned of the three views of reading?

III. Reading Comprehension Strategies

Step One: Get a copy of the “Cow Chip” article and analyze the strategies you use to read it.

1.) Before Reading

Before you read the article, answer the following questions:

- a. What clues does the article give you about the topic?

- b. Why might someone choose to read this article?

- c. What do you expect to learn when you read this article?

- d. What other things do you look for and what thoughts go through your mind as prepare to read something new, such as this article?

Before you even started to read the article, you used several skills to process information about the article. By doing so, you started to make connections to your own experience and created expectations for what you would read. In other words, you started to develop context so that you could get meaning from the article. These strategies may be unfamiliar to a new reader.

2.) During Reading

Begin reading the “Cow Chip” article. As you read, take note of the things you do in order to help yourself...

- a. remember important items

- b. identify and understand new words and information

- c. make connections from one passage to another

- d. predict what will come next

Once again, these are strategies that experienced readers often use unconsciously and may need to be taught to new readers.

3.) After Reading

Answer the following questions about your reading:

- a. What are your thoughts and feelings about the article?
- b. What in the article can you relate to personally?
- c. How accurate were your 'before' predictions? Did your understanding of the article change as you read it?
- d. What new questions might this article lead you to?

Experienced readers reflect on what they have read, sometimes responding to or summarizing what they have read. They may go back to the reading to find a specific piece of information. They might use the reading as a connection to something else they want to know.

Step Two: Read TUTOR p. 38-45

- This section goes over the different reading strategies and discusses various levels of reading comprehension.

Step Three: Study demonstrations of this technique by completing **one** of the following:

- 1.) Complete the course at Verizon Thinkfinity – “Before, During, After – A Reading Comprehension Technique” and the course review at the end. – (60 minutes)

- In this course participants will learn about the process of reading comprehension and techniques to instruct their student to improve before, during, and after reading skills needed for comprehension.

- 2.) Watch the video “Reading for Meaning” from “Training by Design” – (26 minutes)

- This video reviews group tutoring examples of the three strategies of reading: before during and after, as well as the components of comprehension such as recognizing words, understanding words, reacting to what you read and applying it to your life.

Step Four: Fill in your thoughts on the following table:

| What are some strategies for... | How could you help a student develop this strategy? |
|--|--|
| <i>Before Reading</i> | |
| <i>During Reading</i> | |
| <i>After Reading</i> | |

IV. Language Experience Approach

Step One: Read TUTOR p. 47 – 53

- This goes over a collaborative approach to reading/learning and explains the Language Experience Approach.

Step Two: Pick one of the following:

- 1.) Watch the LVA Training Video #2, “Language Experience” (25 m)
- 2.) Watch “Language Experience”, part 2 of the “Training By Design - Speech Sounds/Language Experience” video. (11 m)

Step Three: Practice the Language Experience Approach with a partner following the checklist on page 53 of TUTOR.

Step Four: Answer the following questions:

What are some of the benefits of the Language Experience Approach?

How might you use Language Experience with a beginning student?

How might you use Language Experience with an advanced student?

During your practice with Language Experience, what did you learn that might also be helpful to your student?

Step Five: Connect the Language Experience Approach with earlier lessons.

1.) How does Language Experience relate to...

- How adults learn (respect, immediacy, relevance, doing)?

- The four language components?

- View Three of reading?

2.) Think of ways in which you could use Language Experience with...

- Real-Life Materials

- Sight Words

- Cloze Activities

- Consonants

- Word Patterns

- Teaching Writing

V. The Writing Process

Step One: Stop and Reflect

Answer the following questions:

- 1.) Why might it be important to teach writing, even to a beginning reader?

- 2.) What kinds of activities connect writing to reading? to speaking? to listening?

Step Two: Explore your own attitudes about writing

Complete the following questions:

- 1.) Describe how you feel about writing. Do you like to write? Do you see yourself as a writer?

- 2.) What experiences do you think led you to feel this way about writing?

- 3.) How does understanding your own attitude towards writing help you as you prepare to become a tutor?

Step Three: Pick two of the following to complete:

1.) Read TUTOR p. 77-97 (25 m)

- This section introduces writing and a six step writing process and takes the reader through different examples of how it might be used.

2.) Watch the video “Training by Design – Writing Process” (25 m)

- This video explains a five step writing process and details the use of skills like brainstorming and mapping/clustering.

3.) Complete the Verizon Thinkfinity course “Writing Without Fear” and the course review section at the end. (30 m)

- In this on-line course, participants learn a five step process to teach writing in a way that minimizes a student's anxiety. Participants apply the writing process in a creative writing example and a real-life example.

Step Four: Summarize what you have learned.

Although the options in Step Four explain the writing process in a slightly different way, they all have something in common. Like the Reading Strategies you studied earlier, each approach focuses on activities that take place *before*, *during*, and *after* writing a first draft.

As with reading, many new writers may think that writing happens all at once and must be perfect the first time. As a tutor, you will be helping your student to understand that writing is a process and helping to develop strategies for each step.

Write your thoughts in the table on the next page.

| What are some strategies for... | How could you help your student apply this strategy to writing a shopping list? | How could you apply this strategy to writing an essay for the GED? |
|---------------------------------|---|--|
| <i>Before Writing</i> | | |
| <i>During Writing</i> | | |
| <i>After Writing</i> | | |

Step Five: Take a closer look at Revising and Editing

1.) Read TUTOR p. 184-187

- This section is about spelling and strategies to help adult learners improve their writing.

2.) Read the handout “Error Analysis”

- This article encourages tutors to concentrate on correcting only one category of errors at a time.

3.) Practice your Revising and Editing skills by thinking about how you, as a tutor, would approach the writing samples on the next two pages.

Sample 1:

Sample 2:

4.) How would your approach to the samples be different if you had just recently met your student versus a student you had worked with for a long time?

A note about keeping and organizing student writing: You will want to keep portfolios of student writing. Student-written pieces are a valuable resource for evaluation of progress and for planning instruction. It is valuable to the student to reread and observe their progress. Work with your student to decide which pieces to keep.

Step Six: Answer the following thought questions.

How have these sections (Steps 1-5) helped you better understand the writing process?

What parts of the writing process do you think would be most difficult for a student, and how could a tutor help?

What writing strategies would you like to learn more about?

VI. *More Modeled Reading*

Last time, you read to someone else. This time let someone read to you or listen to a book on tape.

Describe your experience:

One of the benefits of modeled reading is that it integrates the four language components you learned about earlier in this session. Allowing your student to hear you read is useful to increase reading fluency because it helps your student hear how reading flows in phrases like spoken language. It can also give your student a chance to “stretch” by hearing a passage beyond their current reading level or by exposing them to different varieties of reading, like poetry. A reading that your student finds interesting might lead to new lessons and opportunities.

Once again, we encourage you to take time at the end of your sessions to read just for pleasure. There are many ways to use this technique. You might have your student simply listen or read along silently. Alternatively, you can read aloud together in a “duet”, or the student can echo the tutor by re-reading the passage, or you can alternate sentences between the tutor and the student. Let this be a fun time for both you and your student.

Checkpoint:

At this point, please make an appointment to come in to the office to review your progress and to demonstrate the specific techniques from this session.

Consider the following questions as you review what you learned in Session II.

- What did you learn that was new?
- What more do you feel you need to learn?
- What part of this session did you like? dislike?
- What thoughts and ideas came to you during this session?

Homework: When you come to the office, wear shoes with laces that tie. Important!