# Laubach Literacy of Ontario
## Tutor Workshop Handbook

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the LLO Tutor Workshop Handbook</td>
<td>1</td>
</tr>
<tr>
<td><strong>Section I – Introduction to Laubach</strong></td>
<td></td>
</tr>
<tr>
<td>ProLiteracy Worldwide</td>
<td>2</td>
</tr>
<tr>
<td>Laubach Literacy Ontario</td>
<td>3</td>
</tr>
<tr>
<td>Stages of Certification</td>
<td>5</td>
</tr>
<tr>
<td>A Basic Philosophy for Tutors</td>
<td>6</td>
</tr>
<tr>
<td>EOTO (Each One Teach One)</td>
<td>7</td>
</tr>
<tr>
<td>Tutor Job Description</td>
<td>8</td>
</tr>
<tr>
<td>Preparing for Tutoring</td>
<td>9</td>
</tr>
<tr>
<td>Meeting Your Student</td>
<td>10</td>
</tr>
<tr>
<td>Ending the Partnership</td>
<td>11</td>
</tr>
<tr>
<td>Principles on Which Laubach Lessons are Based</td>
<td>12</td>
</tr>
<tr>
<td><strong>Section II – The Adult Student</strong></td>
<td></td>
</tr>
<tr>
<td>Characteristics of Adults as Learners</td>
<td>13</td>
</tr>
<tr>
<td>The Laws of Learning (DEEP)</td>
<td>14</td>
</tr>
<tr>
<td>Student Focused Learning Outcomes Approach</td>
<td>15</td>
</tr>
<tr>
<td>Causes and Effects of Low Literacy</td>
<td>16</td>
</tr>
<tr>
<td>Characteristics of Adults with Low Literacy Skills and Implications for Tutors</td>
<td>17</td>
</tr>
<tr>
<td>General Tutoring Principles</td>
<td>18</td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>22</td>
</tr>
<tr>
<td>Learning Styles</td>
<td>23</td>
</tr>
<tr>
<td>- Learning Styles Inventories</td>
<td>24</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>28</td>
</tr>
<tr>
<td>- Learning difficulties—Strategies and Accommodations</td>
<td>29</td>
</tr>
<tr>
<td>Developmentally Challenged / Special Needs Students</td>
<td>31</td>
</tr>
<tr>
<td><strong>Section III - Tutoring Strategies, Techniques and Resources</strong></td>
<td></td>
</tr>
<tr>
<td>Reading Process</td>
<td>33</td>
</tr>
<tr>
<td>Skills and Strategies involved in Reading</td>
<td>34</td>
</tr>
<tr>
<td>Other Word Attack Techniques (Word Families)</td>
<td>35</td>
</tr>
<tr>
<td>Teaching Sight Words</td>
<td>37</td>
</tr>
<tr>
<td>- Most Frequently Used Words</td>
<td>39</td>
</tr>
<tr>
<td>- Social Sight Words/Phrases</td>
<td>42</td>
</tr>
<tr>
<td>Cloze</td>
<td>43</td>
</tr>
<tr>
<td>Duet Reading</td>
<td>46</td>
</tr>
</tbody>
</table>
Laubach Literacy Ontario (LLO) has published a Tutor Handbook for a number of years. The LLO Board, in conjunction with a new standing committee of the Board, the Training, Development and Certification Committee (TDAC), decided it was time to introduce a revised version.

We took a “best of the best” approach, using our existing handbook, handbooks developed by LLO member groups, and materials developed by Laubach Literacy of Canada (LLC) before it closed its doors in early 2008. Members of LLO made a significant contribution to the development of these LLC materials.

The result is this Handbook, which we hope tutors, trainers and literacy practitioners in general will find a tremendous resource as we move forward in our mission to support our member agencies in the achievement of higher levels of literacy throughout the province.

Each section is divided according to the Laubach Enhanced Training Guidelines. In each section, there is more than you could possibly include in your own Council’s Tutor Handbook. We hope you will select those materials which will be most useful for your own tutors from the smorgasbord we have provided. Feel free to change or omit sections which are not applicable, and when you have finished your selection, don’t forget to renumber all the handout pages.

This is a living document, and we invite your input and suggestions for additions and improvements.

**Note:** For ease when writing and to avoid him/her, we have chosen to refer to the student as masculine, although we realize that many of our students are female.
The Beginnings

Literacy pioneer and missionary Frank C. Laubach discovered that literacy empowers people to improve and enrich their lives. His work began in the Philippines in 1930 and continued for more than 40 years, touching illiterate and impoverished peoples in 103 countries.

Literacy materials developed in the local languages used charts with picture, word, and sound association. They also incorporated vocabulary development and comprehension exercises. Limited resources were overcome as literate adults accepted Dr. Laubach’s—Ea Each One Teach One—challenge and took on the responsibility of teaching an illiterate friend or neighbour.

An International Organization

In 1955, Dr. Laubach founded Laubach Literacy International (LLI), which later amalgamated with Literacy Volunteers of America in 2001 to form ProLiteracy Worldwide. ProLiteracy Worldwide specializes in the organization, development and management of educational resources, as well as the development and delivery of training programs for adult literacy.

ProLiteracy’s International programs operate in more than 54 countries. These programs combine literacy with economic self-reliance, health, education, peace, human rights, and environmental sustainability projects.

New Readers Press, the U.S. publishing division of ProLiteracy Worldwide, distributes more than 250 English language literacy curriculum publications. It provides many of the materials used by tutors, including the Laubach Way to Reading series for basic literacy students, and the Laubach Way to English series for students who are learning to speak and read the English language.

ProLiteracy America

Formerly known as Laubach Literacy Action, ProLiteracy America is the U.S. arm of ProLiteracy Worldwide and is devoted to providing literacy services throughout the United States. ProLiteracy America has 1450 affiliates with a presence in all 50 states. It provides accreditation, advocacy, and technical assistance as well as program and professional development services. Affiliates also benefit from an annual conference and regional trainings.
Our Mission

Laubach Literacy Ontario supports its member agencies in the achievement of higher levels of literacy throughout the province.

Who We Are

Laubach Literacy Ontario (LLO) is a volunteer-driven, non-profit charitable organization dedicated to increasing literacy in Ontario, guided by the principles of *-Each One Teach One*-.

Laubach Literacy Ontario is

- a Literacy and Basic Skills Agency funded by the Government of Ontario
- a provincial network of over 50 literacy programs, most of which are community-based literacy agencies.
- a member of ProLiteracy Worldwide, Volunteer Canada, CanadaHelps, Ontario Literacy Coalition, Community Literacy of Ontario

Other member programs include school board programs, a local Learning Disabilities Association, an employment agency and a prison literacy program. Members of LLO agree to support the aims and purposes of LLO and provide training primarily to older youth and adults.

Through Laubach-affiliated programs, tutors and literacy practitioners provide one-to-one and small group instruction for more than 4,000 adult students annually. These students want to upgrade their reading, writing, math and other Essential Skills, based on their goals.

LLO supports its member agencies with a training and accreditation system for tutors and tutor-trainers, with training resources, and with annual professional development events. Our Laubach Enhanced Training System ensures wide transferability of learning from program to program for the adult student for most geographic locations in the province.

LLO provides an annual conference with workshops of interest to literacy practitioners, volunteer tutors and literacy students.
SECTION I: Introduction to Laubach

www.laubach-on.ca

LLO’s website provides a wealth of information and ongoing professional development opportunities. Some of these are listed below:

The Laubach Literacy Bookstore-  
http://laubach-on.ca/bookstore

In November 2008, LLO received a full distributorship with New Readers Press, the publishing division of ProLiteracy. If you are interested in ordering from us and/or becoming a member, to receive the fantastic membership discount, please contact us for more information – mabaker@laubach-on.ca.

LLO’s Expressions e-magazine-  
http://laubach-on.ca/emag

LLO publishes a quarterly electronic magazine called —Expressions”, filled with articles of interest to tutors and students, with links to the website, providing an interactive experience.

LLO’s Web Links-  
http://Laubach-on.ca/links

Our Web Links is a collection of websites that provides students, tutors, and all who are interested with a relevant and organized listing of websites. These sites have been found useful to adults who want to improve their reading, writing, math and essential skills and to tutors and trainers who work with these motivated learners. We also provide brief descriptions of each site that is listed. Each site is listed according to the Essential Skill provided.

LLO Training Post-  
http://laubach.alphaplus.ca/login/index.php

This website is on the Moodle platform and is hosted by AlphaPlus Centre. It has been designed to house online courses for practitioners, tutors, trainers and students. Instructions on how to sign up for these online courses are on our website under —Each”.

Laubach Literacy Ontario  
65 Noecker Street, Room 8A  
Waterloo, ON N2J 2R6  
Phone: (519) 743-3309    Toll Free: 1-866-608-2574  
Fax: (519) 743-7520  
Website:  www.laubach-on.ca
Stages of Certification

Laubach Literacy Ontario has developed standards for tutor and trainer certification. This allows volunteers to train other volunteers while maintaining a high quality of training. It also ensures uniformity across the province. As you proceed through the stages of your training, you will gain a sense of the importance of your task.

- All application forms for tutors and trainers are available on LLO’s website at [www.laubach-on.ca](http://www.laubach-on.ca).
- Applications for tutor certification are filled out by the local organization, which tracks tutor hours.
- Applications for trainer certification are filled out by the Apprentice-Trainer and Supervising Trainer.
- All certificates are available through the LLO office.
SECTION I: Introduction to Laubach

A Basic Philosophy for Tutors

Commitment

The most important part of the volunteer program is your genuine commitment to and concern for your student.

Your primary goal as a tutor is to help your student acquire basic literacy skills. To do this, you'll need to build a ladder of successful learning experiences. Success helps to build the self-confidence needed by the student to tackle more difficult material, to be willing to try something new, to risk failure, and to understand that mistakes are part of the learning process.

Before getting started, think carefully. Are you prepared to follow through on this program? Your respect for and commitment to your student are essential ingredients in that success-building process. When a volunteer tutor leaves it can be a tremendous disappointment to the new reader.

How you relate to your student as you build this success can be summarized in two words: rapport and patience.

Rapport

No learning of any kind can take place unless you interact with your student. To create a climate for learning, tutoring must be a relaxed, friendly experience.

- Be honest and sincere.
- Take the time to be both friendly and warm.

These qualities provide the basis for good student-tutor rapport.

Keep in mind that your student is influenced:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>7%</td>
<td>by your words</td>
</tr>
<tr>
<td>37%</td>
<td>by your tone of voice</td>
</tr>
<tr>
<td>56%</td>
<td>by your body language</td>
</tr>
</tbody>
</table>

Patience

Recognize that the learning will be difficult at times. It is easy to feel discouraged if you do not seem to be making progress.

Help the student recognize the gains in skills, however small, that are the evidence of growth. These gains will also be important to you as you progress through the tutoring experience.

Be patient and praise your student for what he has learned. Help him to feel that this is a learning partnership and when things get difficult, you will both be there looking for ways to make it easier.

And remember, each session should be a rewarding experience for both of you!
SECTION I: Introduction to Laubach

The “Each One Teach One” Way

Dr. Frank C. Laubach summarized what he believed were basic teaching principles by talking about compassion:

- Cut —n’bout of your vocabulary.
- Observe what the new reader already knows; respect and build on this knowledge.
- Make certain you respect the time; begin and end promptly.
- Prepare your lessons carefully; confidence begets confidence.
- Allow your student to progress at his own pace and to teach himself as much as possible.
- See that your student gets honest praise and encouragement.
- Save unnecessary chatter until after the lesson.
- Introduce something new in every lesson.
- Offer friendship and understanding; but avoid patronizing.
- Notice and encourage ways in which your student can teach you.

“Each One Teach One” (EOTO) is the motto for all Laubach Literacy organizations.

When Dr. Frank was asked to explain his method, he replied, “We have no final method yet. We expect to be forever dissatisfied, to beware of adhering too closely to any one theory or authority, to study all methods, to try those that look most promising, to adopt what is best, to improve on them where possible, and to throw them away the moment something better appears.”

Taken from Frank C. Laubach India shall be literate
SECTON I: Introduction to Laubach

Tutor Job Description

ROLE: To help adults acquire basic reading, writing, numeracy, and other life skills needed to function successfully in society. This is usually done through a one-to-one relationship which emphasizes personal attention.

QUALIFICATIONS: A tutor should be dependable, interested in people, sensitive to others, a good listener, literate (professional training not necessary), flexible, patient, optimistic, friendly, non-judgmental, open-minded, and have a sense of humour.

BENEFITS:
1. Personal satisfaction in helping someone grow intellectually and emotionally.
2. Deepened understanding of values and lifestyles different from your own.

BASIC TRAINING: a 15-HOUR Laubach-approved basic literacy tutor workshop.

LOCATION OF LESSONS: The Literacy Council office is recommended, but any mutually agreeable public location such as a community centre, library, school or church may be used. Meeting in private homes is not advisable.

HOURS: Once or twice weekly, one to two hours each lesson, plus preparation time, which varies depending on the student.

DURATION: A minimum one-year commitment is preferred.

DUTIES:
1. Contact the student to make arrangements regarding the time and place of the lessons.
2. Notify the Student Tutor Co-ordinator when the first tutoring session has taken place.
3. Meet regularly and punctually with the student.
4. Maintain the student's confidentiality at all times.
5. Provide encouragement and support, helping the student to develop a positive self-image and an enthusiasm for learning.
6. Set goals with the student and frequently evaluate progress towards them.
7. Prepare lessons to meet the individual needs and interests of the student.
8. Inform the Student Tutor Co-ordinator at the office if any problems arise with the match, such as personality conflicts, or absenteeism.
9. Keep accurate records of hours tutored and student progress, including demonstrations.
10. Complete semi-annual written progress reports (enclosed with local newsletter) and send in to the office.
11. Notify the office if tutoring terminates even for a short time period.
12. Keep yourself up-to-date on literacy issues by reading newsletters and attending seminars and meetings held at the Council office and elsewhere.

Being a volunteer tutor is a very rewarding experience that will not only benefit your community, but will provide you with new skills, and a sense of satisfaction in helping the literacy movement.

Thank you for your interest!
SECTION I: Introduction to Laubach

Preparing For Tutoring

Initial Assessment

1. In most literacy councils, the student’s initial assessment has already taken place before the student and tutor are matched. This is done to better match a student with a tutor who may possess the additional training or experience required to meet the student’s needs, e.g., special education training.

2. Some Councils provide the tutor with two or three suitable student files from which to choose a student. This often promotes better compatibility.

3. Assessment forms a basis for the learning plan.

4. On-going assessment includes the assessment students and tutors do as they work together.

5. Both initial and on-going student assessments are important for students and tutors, as well as for program planners.

Why is initial assessment considered to be important?

For the Students:

a) It provides information for matching with a suitable tutor.

b) It provides an opportunity for students to let you know what they hope to learn (goals).

c) It helps them to recognize the skills that will be needed to reach their goals.

d) It allows them to start at an appropriate level.

For the Tutor:

a) It helps the tutor find out how much the student already knows.

b) It helps to identify the student’s learning style.

c) It points to resources which may be helpful in working with the student.

d) It is a basis for on-going assessment of progress.
SECTION I: Introduction to Laubach

Meeting Your Student

Whether or not an initial assessment has already taken place, a tutor still has to make his/her own informal assessment of the student. In other words, you want to learn a little bit about your student before actual tutoring begins.

When you meet your student for the first time, you will want to put your student at ease immediately. In order to avoid embarrassing long silences while you think of something to say, you might want to have some interview questions prepared. For instance,

- Is there essential information you will need to give to the student?
- How will you begin the interview?
- How will you end the interview?

As a general rule, you should try to ask *open-ended questions* to encourage the student to talk about himself, such as:

1. What made you decide to get in touch with the literacy council?
2. Tell me some things you'd like to learn?
3. What does your family think about your being tutored?

However, *closed-ended questions* may be more appropriate for clarifying points or establishing facts, such as:

1. What is the best time for you to come to the sessions?
2. Do you have transportation?
3. Where would you like to meet?
4. Do you work?

LISTENING to the answers is *even more important* than asking questions. You will learn:

1. what the student can do and what he finds difficult
2. what his interests are
3. why he wants to learn and his level of motivation
4. how strong is his self-image and confidence in his ability to learn
5. how he learns best

The answers to these questions can provide a good foundation for a successful tutoring experience.

In your council, the first meeting between student and tutor may include the Co-ordinator, who will be able to help guide the interview and provide results of the initial assessment. The Co-ordinator may have prepared a learning plan for the student that will be the guide for training.
SECTION I: Introduction to Laubach

Ending the Partnership

Ending the tutoring partnership is as important as the beginning. Because you and an adult student will be working closely together and will develop feelings about each other, it is important to prepare for this ending.

The happiest reason for an end to tutoring is a student’s having achieved his goal. If you have both kept that aim in mind as you have progressed, it won’t be hard to see the end approaching. The next important step will be to discuss whether the student intends to look for a job, to continue to study independently or to take further instruction elsewhere. Is there something the two of you can do ahead of time to prepare for it?

There may be other reasons for ending the partnership. The student's progress may be temporarily interrupted by other circumstances. Difficulties at work or at home, or stress related to learning may make studying difficult to cope with.

Accept the fact that some students who discontinue the tutoring sessions will not be returning. Ensure that they understand they can re-enter the program at a later date. Assess your work with them. What activities worked? Which didn’t? Could some aspects of your tutoring be improved? You can’t change the past, but you can influence the future.

You and your student may just not get along. If so, don’t ignore the problem. Talk about it together, openly and honestly. If it can’t be worked out, end the relationship quickly – before the student loses the desire to learn, and you lose the desire to tutor. Conclude on a progressive note: a different tutor or another try at a later date. Keep the door to learning open!

If a partnership ends in this way, keep the door open for yourself too! Evaluate your performance. Keep a positive feeling about tutoring. Whether or not you —lost a student, you have gained from the experience. With your next student, you’ll be back to talking, listening, assessing and learning together once again.
**SECTION I: Introduction to Laubach**

**Principles on Which Laubach Lessons are Based**

For forty years, Dr. Frank Laubach applied research to the preparation of the reading materials and how to teach them. The principles found to be of particular value became the foundation for lessons in many languages. They are characteristic of the *Laubach Way to Reading* series.

<table>
<thead>
<tr>
<th>Establishing letter-sound relationships</th>
<th>Use of meaningful content</th>
</tr>
</thead>
<tbody>
<tr>
<td>The letters of the alphabet and the sounds they stand for are taught in a systematic manner. This series uses existing phonetic regularities, emphasizes regular spellings, and provides aids to irregular spellings.</td>
<td>From the very beginning, reading for meaning is stressed. Each letter-sound relationship is shown in a key word, and the key word is used in meaningful story content in the lesson.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning through association</th>
<th>Something new in each lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults learn better through association than through rote memory. Letters and sounds are presented through key words with picture associations. In early lessons, each picture has a superimposed letter to associate sound with sight.</td>
<td>The students see results from the first lesson. Each lesson teaches them something new in a familiar lesson pattern. At the same time, the lesson reviews previously taught skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Moving from the known to the unknown</th>
<th>Independence in learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students start with the spoken word, which they know, and move in short steps to the written word, which they do not know.</td>
<td>Adults like to be independent. Visual aids, phonic skills, consistent lesson patterns, and the uniformity of format make it easy for them to help themselves.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Familiar vocabulary introduced</th>
<th>Learning reading and writing together</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words are used that are in the spoken vocabulary of the adult. Vocabulary is controlled, with a limited number of new words in each lesson.</td>
<td>Correlation of reading and writing in each lesson helps to reinforce skills. Also, students are highly motivated when they can progress in writing along with reading.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of repetition to strengthen the visual image</th>
<th>Lessons are easy to teach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each word is repeated several times soon after it is introduced. The students may sound out the word the first time they see it, but frequent repetition helps them recognize it by sight. Sentence patterns are also repeated.</td>
<td>The lessons are planned for maximum self-help and minimum teacher help. The detailed manuals for teachers make it possible for inexperienced teachers to use the material successfully.</td>
</tr>
</tbody>
</table>
Characteristics of Adults as Learners

Many new adult readers will be learning the same skills that young children learn in elementary school. But, as tutors, you need to remember that their interests, needs, and experiences are still those of an adult. The lessons you plan and the ways you interact with a student must reflect that.

1. **ADULTS ARE MORE REALISTIC.** They have lived longer and have a different perspective on life. They no longer see life through rose-coloured glasses, but as a set of realities.

2. **ADULTS HAVE HAD MORE EXPERIENCE.** They have insights and see relationships not discerned by children. They have a sense of what is likely to work and what is not – a sort of accumulated wisdom.

3. **ADULTS HAVE NEEDS WHICH ARE MORE CONCRETE AND IMMEDIATE THAN THOSE OF CHILDREN.** They are impatient with long discourses on theory and like to see theory applied to practical problems.

4. **ADULTS DO NOT COMPRISE A CAPTIVE AUDIENCE.** They attend voluntarily and if interest is lacking, they are inclined to stop attending.

5. **ADULTS PREFER BEING TREATED AS MATURE PERSONS.** They resent having teachers talk down to them. They enjoy having their talents and information made use of in a teaching situation.

6. **ADULT GROUPS ARE LIKELY TO BE MORE HETEROGENEOUS THAN YOUTH GROUPS.** Differences increase with age and mobility. Therefore, adults come from a wider variety of backgrounds and ability levels than youths do.

7. **ADULTS CAN LEARN AS WELL AS YOUNG PEOPLE.** However, because of physical limitations, they may not perform some school tasks as rapidly as children may.

8. **ADULTS ATTEND CLASSES OFTEN WITH A MIXED SET OF MOTIVES.** Motives may include educational, social, recreational, and sometimes a strong sense of duty.

9. **ADULTS ARE SOMETIMES FATIGUED WHEN THEY ATTEND CLASSES.** They appreciate any teaching devices which add interest and a sense of liveliness: a variety of methods, audio-visual aids, a change of pace, and a sense of humour.

*Adapted from: A Guide for Teachers and Teacher Trainers: (NAPCAE, 1966) by Robert L. Derbyshire.*
SECTION II: The Adult Student

The Laws of Learning (DEEP)

Introduction

Effective learning experiences have several things in common, whether we are learning to drive a car, make bread, repair a motor, or read a simple sentence. As tutors, you will need to be aware of the Principles of Learning (DEEP) and how you can use these to design successful lessons.

D Doing

Students do not learn as the result of what tutors do, but as a result of what tutors get them to do. This basic principle is equally important for students and tutors to understand.

The student who expects to learn by simply sitting back and listening is likely to be disappointed. The tutor, on the other hand, who relies solely on the ―I’ll lecture, you listen‖ approach, is not likely to see much learning taking place. Why is this?

Learning = change (behaviour change in an individual)

Behavioural changes do not truly become a part of a person until they have been reinforced through use. A student can memorize the operation of a piece of equipment or a new word for their vocabulary, but they do not actually ―learn" those things until they practise operating the equipment or using the new word.

The principle: The student must be involved in the process of learning.

E Effect

People tend to accept and repeat those responses which are pleasant and satisfying and to avoid those which are frustrating.

If an adult finds he is learning to read and is enjoying the process as well, he will tend to want to keep returning to class. In short, ―nothing succeeds like success‖.

The principle: The student should experience personal satisfaction from each learning activity and should achieve some success in each tutoring session.

E Exercise

The more often an act is repeated, the more quickly a habit is established. Practice makes perfect – if the practice is of the right kind. Practising the wrong thing will become a habit – one which is hard to break.

The principle: The student should be given lots of opportunity to practise.

P Primacy

First impressions are the most lasting. This means that those first lessons are all-important.

The principle: The tutor should inspire interest early on and provide subject matter which meets the student’s immediate needs.

SECTION II: The Adult Student

Student Focused Learning Outcomes Approach

Towards a student focus – As a tutor, you must move away from seeing yourself primarily as a presenter of content, and move towards seeing yourself more as a facilitator of student learning.

As you learn to focus on the student rather than the content, you will begin to view yourself, the student, the subject matter, and the learning environment in a different light. Your main role is to create an atmosphere in which the student is *engaged* and where they can learn and attain their goals.

Learning outcomes approach – The learning outcomes approach can help the process of moving from a content focus to a student focus by shifting the focus away from teaching —content” and towards helping students to achieve —learning outcomes”.

The table below presents a detailed comparison between more traditional content-oriented approaches and the learning outcomes approach, and can serve as a guide to becoming more student-focused.

<table>
<thead>
<tr>
<th>Focus</th>
<th>Traditional Approaches</th>
<th>Learning Outcomes Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching. Emphasizes “input” (what is deposited in the student’s brain).</td>
<td>Learning and student performance. Emphasizes “output” (what students can do with the learning).</td>
</tr>
<tr>
<td>Objective</td>
<td>To teach a specific content.</td>
<td>To empower students to use learning in real life.</td>
</tr>
<tr>
<td>Foundation</td>
<td>Lessons are based on a set curriculum. Time-based: Teach as much of curriculum as possible in a set time period. (Time is the constant – learning mastery is the variable.)</td>
<td>Lessons are based on what is needed to achieve the student’s real-life goals. Mastery-based: Time is flexible to master needed skills before moving on. (Learning mastery is the constant – time is the variable.)</td>
</tr>
<tr>
<td>Methods</td>
<td>● Use of textbooks ● Lecture (“one-way”) ● Limited teaching techniques</td>
<td>● Use of real-life materials ● Active discussion (“two-way”) ● Variety of teaching techniques</td>
</tr>
<tr>
<td>Tutor / student role</td>
<td>Tutor presents content and suggests particular views on the subject matter. Tutor is the fountain of knowledge. Tutor rarely asks for student input: “Here’s what you need, and this is how you do it.”</td>
<td>Tutor creates a learning environment by facilitating discussion and encouraging student to develop own view. Student brings prior knowledge and own experience. Tutor asks for student input: “What do you need? How can I help?”</td>
</tr>
<tr>
<td>Lesson planning and evaluation Assessment</td>
<td>Tutor assumes major responsibility for learning; does the lesson planning &amp; evaluation.</td>
<td>Student shares responsibility and is involved in planning and evaluation – feels in control of own learning.</td>
</tr>
<tr>
<td></td>
<td>Testing / grades Success = 60% Finishing units</td>
<td>Real-life skill assessments Success = Has goal been met? On-going review / portfolios</td>
</tr>
</tbody>
</table>
SECTION II: The Adult Student

Causes and Effects of Low Literacy

Causes:

a. Illness or absence from school during a critical period in the early years. Skills missed were never made up and compounded later problems.
b. The high mobility of many families and constant change of school for the children.
c. Poor quality of schools or instructors, or inadequate materials.
d. Physical or mental disabilities: e.g., poor eyesight, dyslexia, and brain damage.
e. Maturation lag – lack of reading readiness.
g. Lack of personal encouragement to read.
h. Heavy reliance on television and visual media.
i. Lack of personal motivation. Education may have seemed irrelevant to personal goals.

Effects of Low Literacy on Individual & Society:

a. Development of coping skills: e.g., memory, dependence on others, cover-up.
b. Lack of self-esteem or self-worth.
c. Tremendous frustration and anger, which may result in criminal behaviour. The average reading level of people in correctional facilities is about third grade.
d. Increased unemployment and need for public assistance.
e. Loss of people’s talents in the workforce and in the community.
f. Accidents and injury on the job, resulting in increased costs to individuals, businesses, and society.
g. High number of school dropouts.
h. Inability of parents to reinforce the skills their children are learning in school. This creates a cycle of illiteracy.
i. Loss of human rights, e.g., the right to vote, the right of informed consent.
j. Poor health and resulting high health care costs.

Levels of Literacy: 1 & 2

Level 1: Very poor skills
- Individual may be unable to determine the right dosage of medicine from printed instructions.

Level 2: Simple material, clearly laid out, tasks are simple
- Individuals can read but test poorly.
- People develop coping skills to manage daily tasks.
- Low literacy levels make it difficult to learn new skills.

Levels of Literacy: 3 & 4

LEVEL 3: Minimum skills needed for coping with daily living demands and work in a complex society
- Skills required for successful secondary school graduation.
- Can integrate information from several sources, and solve more complex problems.

LEVEL 4: Demonstrates a command of higher-order, information-processing skills
### Characteristics of Adults with Low Literacy Skills and Implications for Tutors

<table>
<thead>
<tr>
<th>Possible Characteristic</th>
<th>Implications for Tutors</th>
</tr>
</thead>
</table>
| Lack of self-confidence | • Be assured yourself that your student can learn.  
• Help him to gain confidence by building on small successes.  
• Assure your student that he can learn.  
• Help your student to see how much he has achieved without the basic of basics – a reading ability. |
| Fear of school – past unpleasant experience | • Avoid sarcasm.  
• Never ridicule.  
• Accept the student warmly and uncritically. |
| Unaccustomed to the tedium of long, quiet concentration | • Ensure a variety in your methods.  
• Make use of games. Have fun. |
| May have limited experiences in a different culture | • Be willing to get to know and/or share your student’s culture.  
• Help to introduce your student to your culture by suggesting and/or providing experiences which may include trips to the library or a museum. |
| May have attitudes, values and goals which differ from yours | • Make an honest attempt to see through your student’s eyes. Ask yourself, “What is it like … ?” |
| May be weak motivation which is basic to learning | • Early in your time together, discuss and establish the learning goals with your student. Do not do this for him but rather help him to articulate his own goals.  
• Help to establish sub-goals which are reachable in the not-too-distant future.  
• Let there be plenty of success and opportunities for positive experiences that will boost your student’s confidence! |
| Exceedingly sensitive to non-verbal forms of communication (body language, etc.) | • Watch yourself! Be very sensitive and aware of what you are revealing about your own inner attitudes, not by your words, but by your manner, expressions, etc. |
| May have feelings of powerlessness | • Be a mentor rather than an authority figure.  
• Involve the student in all aspects of his own learning. |
SECTION II: The Adult Student

General Tutoring Principles

The following presents a set of general principles that tutors should keep in mind when interacting with their students. The principles are divided into three categories as shown below:

Rapport and Respect
- Get to know the student
- Build on your student's strengths and interests
- Keep your focus on reading and writing
- Treat the student as your peer and with respect
- Deal with absences right away

Ensuring success
- Set short-term goals
- Set up for success
- Give directions clearly
- Use ordered sequence of steps
- Establish routine
- Prevent strain
- Move at student's pace
- Do not assume that the student knows something
- Provide review

Encouragement
- Have confidence in the student's ability to learn
- Give genuine praise
- Recognize accomplishments
- Be positive
- Present more difficult work relevant to goals

Rapport and Respect: The table below presents the general principles relating to rapport and respect.

<table>
<thead>
<tr>
<th>Principle</th>
<th>Implementation</th>
</tr>
</thead>
</table>
| Get to know the student                       | Learn the student's name, nickname, or both, and how to pronounce and spell them. Ask what he wishes to be called. Be sure your student knows your name. Ask open-ended questions rather than questions which can be answered by “Yes” or “No”.
|                                                 | As the student gets to know and trust you, he will tell you more about himself. Show interest. Gather knowledge that will help you better relate the instruction to his real-life experiences. Remember that there is a fine line between real interest and delving in to private matters. Respect any confidences that may be indicated. |
| Keep the focus on reading and writing         | Your student may have many needs. Remember that you are trained to teach reading and writing. You can be an understanding listener. When the student has serious problems, you should not offer counselling or advice. Instead, refer him to professional help. |
| Build on your student's strengths and interests| Help the student set learning goals which relate to his life. Gather material geared to his interests and needs. Encourage the student to teach you about his special skills and share his experiences.
|                                                 | Find out how your student learns and what strategies work best for him. It is easier for you to adjust your teaching methods than it is for students to change the way they learn. |
SECTION II: The Adult Student

<table>
<thead>
<tr>
<th>General Tutoring Principles, continued</th>
</tr>
</thead>
</table>
| **Treat the student as your peer and with respect** | Sit next to your student so you can work *with* him — not across so that you teach *at* him. Encourage the student to become a partner in setting short-term goals, planning lessons, and evaluating progress.  

Respect the student as a person. Do not criticize or ridicule if your student does not read well. Remember that there are many things he can do well, and build on those strengths. Be careful not to — "parrot" by repeating his answers or to talk down to him.  

Respect the student’s time. Begin and end promptly.  

Respect the student’s knowledge and experience and use it whenever possible. Do not reteach something he already knows. Check each skill and then move on.  

Respect the student’s confidences. Casual talk or gossip can be harmful.  

Respect the student’s cultural background. Do not try to correct the student’s speech patterns unless he asks for help. |
| **Deal with absences right away** | If the student is absent without letting you know in advance, try to find out why by a telephone call.  

Be sure your student knows how to contact you if he is going to be absent. |

**Ensuring Success:** The table below presents the principles of tutoring which promote success.

<table>
<thead>
<tr>
<th>Principle</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set short-term goals</strong></td>
<td>One way to help ensure progress for a student is to establish — <em>short term goals</em>&quot; with him. Help the student see the progress he has made each session. Nothing succeeds like success!</td>
</tr>
<tr>
<td><strong>Set a student up for success</strong></td>
<td>Dr. Laubach counselled, — <em>never try to catch</em> a student by asking what he doesn’t know. Bolster his confidence and ensure a successful experience by testing for what you are sure your student <em>does know.</em>” In other words, constantly — <em>set him up</em>” for successful experiences and see that he experiences these in every lesson.</td>
</tr>
<tr>
<td><strong>Give directions clearly</strong></td>
<td>If your student cannot understand what to do and how to do it, he cannot accomplish the required work.</td>
</tr>
</tbody>
</table>
**SECTION II: The Adult Student**

<table>
<thead>
<tr>
<th>Use an ordered sequence of steps</th>
<th><strong>General Tutoring Principles, continued</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always move from the known to the unknown, using the principle of association. In this way you not only build confidence, but you encourage independence. When the student hits a snag, have him go back to the known. Then he can usually work his way to the solution himself. For example, if your student cannot get the beginning sound of a word, have him go back to the ―ke word‖ from the charts. The success of LWR may be attributed to the fact that it builds skills using a carefully controlled <em>sequential process</em> that allows the student to master each skill before progressing to the next level of difficulty. The teachers’ manuals give specific instructions for keeping the learning steps small and ordered according to difficulty.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Establish a routine</th>
<th>Consistency helps students organize their thinking and predict answers.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Prevent strain</th>
<th>o Check to ensure that the size of the type/font in the materials used by the beginning reader is large enough to prevent eyestrain.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Be sure that there is good lighting in the room where you work.</td>
</tr>
<tr>
<td></td>
<td>• You can prevent ear strain by speaking distinctly and loudly enough to be heard. Eliminate noise interference as much as possible.</td>
</tr>
<tr>
<td></td>
<td>• Use a chair and table or desk of suitable size.</td>
</tr>
<tr>
<td></td>
<td>• Do not over-tire your student with too long a lesson.</td>
</tr>
<tr>
<td></td>
<td>• Check in periodically to determine the student’s comfort level and energy level. Be careful not to overwhelm your student. Resist the tendency to increase the work or lengthen the lessons just because they are doing well or seem eager to make a lot of progress. Your student should leave each lesson with a sense of enjoyment and achievement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Move at your student’s pace</th>
<th>Allow the student time to complete the tasks. Be patient and do not be overly concerned if progress is slow. Remember that you cannot hope to teach something overnight that takes years to learn in school.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Do not assume that the student knows something</th>
<th>Find out for sure. The student will lose out if anything is skipped and not learned. Do not ask: ―Do you understand?‖ or, ―Do you already know this?‖ Your student will answer ―yes‖ to avoid embarrassment. Instead, ask, ―What is this?‖ Make sure they know it.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Provide opportunities for review</th>
<th>Reviewing helps to ensure permanence of learning through added repetition and through forcing recall after a time lapse. It also helps evaluate what the student has learned and what areas require further study. Do not let your review turn into tedious drills. Use different materials and approaches. Remember that the student may not be able to automatically transfer knowledge gained in the lessons to other situations and may need help with this.</th>
</tr>
</thead>
</table>
## General Tutoring Principles, continued

### Encouragement: The following table presents principles related to encouragement.

<table>
<thead>
<tr>
<th>Principle</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Have confidence in the student's ability to learn</strong></td>
<td>The student may have mixed feelings about participating in the tutoring sessions and may need your reassurance and encouragement. You should always appear confident that he will be able to learn.</td>
</tr>
<tr>
<td><strong>Give genuine praise</strong></td>
<td>Another way to help encourage progress is to frequently give praise, but only when it is deserved. A constant mechanical “Good... Good... Good” can sound forced. Find/use a variety of ways to express your praise such as “excellent” or “fine” or a favourable comment. And remember, your tone of voice goes a long way. But be careful not to overdo it, or the message may come across as “What a surprise! I didn't think you were capable of it!”</td>
</tr>
<tr>
<td><strong>Recognize accomplishments</strong></td>
<td>Be sure to give the student the diploma at the end of each LWR skill book. This is a very tangible sign of what he has achieved. Keep a portfolio of the student's work so that the student can see his progress. Or you might suggest you publish a student's story in your local newsletter.</td>
</tr>
<tr>
<td><strong>Be Positive</strong></td>
<td>Cut “No” out of your vocabulary. Focus on the student's strengths, not the weaknesses. Find something good in every effort. Build on what he does know. Work for improvement, not perfection! Decide how to make corrections. The manner in which you react to errors is very important. Mistakes do not indicate failure—they are a sign of risk-taking and can be a tool for further learning. Sometimes when the student makes a mistake, you will want to ask questions to lead him to correct himself. At other times, it may be better to correct it casually yourself. If appropriate, teach and re-teach the point, but do not make an issue of the error itself.</td>
</tr>
<tr>
<td><strong>Present more difficult work that is relevant to the student's goals</strong></td>
<td>By giving the student material at a higher level and relevant to his goals, he will see that he is making progress and he will take pride in his accomplishments.</td>
</tr>
</tbody>
</table>
SECTION II: The Adult Student

Cultural Diversity

Many of our students come from diverse backgrounds and cultures which may be different from our own. They may have lived in Canada for some time or they may be recent immigrants. Often it is these differences between cultures which result in miscommunication and even embarrassment at times.

Culture learning is selective. Eventually, the new Canadian will decide which elements of his native culture to retain and which elements of Canadian culture to adopt. The student’s cultural identity will usually represent a mixture of both.

What do we mean by culture?

Culture represents the ways and means by which human beings deal with universal human situations and problems. These situations may involve social relationships, child rearing, family, education, entertainment, housing, work, food, clothing, beliefs, etc. It is these common “rules” that keep us from having to make certain fundamental decisions anew every day. The behaviours are already mapped out for us in our culture.

Examples of Cultural Differences which may affect teaching/learning:
- Attitudes toward time and punctuality
- Attitudes about personal hygiene, frequency of bathing, etc.
- Attitudes toward teachers (may be revered in some cultures) and the role of students
- Eye Contact

Tips on Being an Effective Culture Guide

- Beware of accepting stereotypes about people or assuming that all people within a country share the same culture.
- Learn as much as you can about the student’s culture.
- Be aware of your own cultural orientation in order to help students see contrasts.
- Examine similarities between cultures as well as differences.
- Explore cultural meanings found in words, phrases, and gestures.
- Train yourself and the student to be prepared for expressions that are not meant to be taken literally, or that have culture-specific meanings.
- Avoid being judgmental of the student, especially of values and beliefs which differ from yours.
- Realize that forming a new identity in a new cultural setting is a matter of choice.
- Be aware that new Canadians often experience major adjustment problems. Tutors need to be sensitive to these adjustments as the students struggle to understand how their new culture “works”.
- Promote discussion about behaviour in made-up situations (“critical incidents”) in order to avoid embarrassment.
- Recognize that there is no “best” or “only” way to do something—others’ ways are just as valid as ours
- Learn from each other! (This takes time because you must first work to gain the student’s trust.)

Adapted from New Readers Press, Training by Design, ESL Workshop Presentations
SECTION II: The Adult Student

Learning Styles

- Learning styles are simply different approaches or ways of learning.
- Learning styles refer to how we take in and process information; in other words, the way we collect, organize and transform information.

If you understand your own learning preferences, you can understand your own strengths and weaknesses as a learner. You know how you best learn. You can use that knowledge to help you learn new skills on the job and in the classroom. As a tutor, it is important to know if your own learning style is the same or different from your student's. That will help you to know if the strategies that work for you might also work for your student.

Laubach Literacy Ontario - Seminar on Learning Styles
### Learning Style Inventory (1)

**BARSCH LEARNING STYLE INVENTORY**

Place a check on the appropriate line after each statement.

<table>
<thead>
<tr>
<th></th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Can remember more about a subject through listening than reading.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Follow written directions better than oral directions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Like to write things down or take notes for visual review.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Bear down extremely hard with pen or pencil when writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Require explanations of diagrams, graphs, or visual directions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Enjoy working with tools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Skilful with and enjoy developing / making graphs and charts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Can tell if sounds match when presented with pairs of sounds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Remember best by writing things down several times.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Can understand and follow directions on maps.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Do better at academic subjects by listening to lectures and tapes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Play with coins or keys in pockets.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Learn to spell better by repeating the letters out loud than by writing the word on paper.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Can better understand a news article by reading about it in the paper than by listening to the radio.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Chew gum, smoke or snack during studies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Feel the best way to remember is to picture it in your head.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Learn spelling by ―finger spelling‖ the words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Would rather listen to a good lecture or speech than read about the same material in a textbook.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Good at working and solving jigsaw puzzles and mazes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Grip objects in hands during learning period.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Prefer listening to the news on the radio rather than reading about it in a newspaper.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Obtain information on an interesting subject by reading relevant materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Feel very comfortable hugging, handshaking, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Follow oral directions better than written ones.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION II: The Adult Student

Scoring Procedures:

Often = 5 points   Sometimes = 3 points   Seldom = 1 point

Place the point value on the line next to its corresponding item number. Next, add the points to obtain the preference scores under each heading.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>5</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>8</td>
<td></td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>11</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>13</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>18</td>
<td></td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>21</td>
<td></td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td>24</td>
<td></td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>

Total =     Total =     Total =

If you are a VISUAL learner, that is have a high visual score, then be sure you see all study materials. Use charts, maps, filmstrips, notes, diagrams and flashcards. Practise visualizing or picturing spelling words in your head. Write out everything for frequent and quick visual review. Colour coding or a highlighter may be helpful. You learn best when you SEE things... so make a point to see or visualize things.

If you are an AUDITORY learner, that is have a high auditory score, then be sure to use tapes or other listening tools. Sit where you can hear the best. Tape your class or lecture notes. After you read something, summarize it on tape or out loud. Think out loud—ie talk through the steps of an activity. Verbally review spelling words, lectures or test material with a friend. Background music may be helpful during studying.

If you are a KINESTHETIC learner, that is have a high kinesthetic score, trace words as you are saying them, for example. Facts that must be learned should be written several times. Keep a supply of scratch paper just for that purpose. Taking lecture notes will be very important for you. Use concrete objects to understand abstract concepts. Games and puzzles will be helpful for review. You may need to take frequent breaks to move around.
SECTION II: The Adult Student

Learning Styles Inventory (2)

Identifying Your Learning Style

Complete the following sentences. In each case, select ONE answer, unless two answers equally pertain to you.

1. In order to keep up with current events, I prefer to
   a. Read the newspaper thoroughly
   b. Listen to the radio and/or watch the TV news
   c. Glance at the paper or watch TV while doing something else

2. In order to learn something, I like
   a. To see demonstrations, diagrams, slides or posters
   b. To listen to lectures and participate in group discussions
   c. To do role-playing, experiments, simulations or make things

3. When I am angry, I
   a. Clam up, seethe, and give others the “silent” treatment
   b. Quickly let others know, and express it in an outburst
   c. Storm off, clench my teeth and/or fists, or hit something

4. When I have free time, I would rather
   a. Watch TV, go to the theatre, or read
   b. Listen to music, go to a concert, or play an instrument
   c. Do something physical, e.g. a sport

5. I tend to forget
   a. Names, but remember faces
   b. Faces, but remember names
   c. Faces and names, but remember what I did on that occasion

6. When I am praised by a “significant other”, I prefer
   a. Written comments such as a letter or card
   b. Spoken words of appreciation
   c. A physical action, such as a pat on the back or a hug

7. When planning a special dessert for guests, I would
   a. Thumb through the cookbook looking for ideas from pictures
   b. Ask friends or family for suggestions
   c. Cook something familiar without need for instructions

8. I remember things best (e.g. phone numbers) by
   a. Seeing them in my mind
   b. Saying them out loud several times
   c. Writing them down

9. When giving directions to someone to my house, I would prefer to
   a. Draw a map and write down the directions
   b. Explain in detail how to get there
   c. Pick the person up and/or lead him to my house

10. If I get lost while driving, I would
    a. Check a map, guide book or written directions
    b. Stop and ask someone for directions
    c. Continue driving, hoping to see something familiar
SECTION II: The Adult Student

Scoring Procedures:

Add up the number of a's, b's and c's selected.

\[
\begin{align*}
a's &= \underline{\phantom{0}} \\
b's &= \underline{\phantom{0}} \\
c's &= \underline{\phantom{0}}
\end{align*}
\]

If you have more a's, you are predominantly a **visual** learner.

If you have more b's, you are predominantly an **auditory** learner.

If you have more c's, you are predominantly a **kinesthetic** learner.
SECTION II: The Adult Student

Learning Disabilities

Learning disabilities affect 10% of the population and 40% of literacy students.

A learning disability involves a problem with processing information within the brain.

Learning disabilities are not due to visual, hearing or motor handicaps, to developmental disabilities, emotional disturbances or to environment disadvantages.

One Definition of a Learning Difficulty

A learning difficulty occurs when there are very large differences between a person’s learning strengths and weaknesses so that the weaknesses seem to continually get in the way and prevent the individual from demonstrating his/her strengths.

The Most Common Signs of a Learning Disability

1. Difficulty reading, writing, spelling and using arithmetic.
2. Often great variations between verbal, reading and writing skills, and from one time to another.
3. Restlessness, short attention span and/or hyperactivity.
4. Poor coordination.
5. Spatial or time disorientation. Increased processing time needed.
6. Anxiety, frustration or anger due to inability to cope with a learning situation.
7. Trouble with auditory and/or visual memory.
8. Lack of organization.
9. Poor or inappropriate social skills and NEGATIVE self-esteem.
10. Difficulty learning incidentally

Suggestions for Coping with a Learning Disability

1. FOCUS on learning strengths and learning styles.
2. HELP the person to understand his/her learning disability.
3. DECREASE anxiety by:
   - Giving the student more time to complete a task
   - Making sure that the student understands each instruction
   - Exercising patience
4. HELP the student find ways to cope with/compensate for their learning disability. Some examples of this are: tape recorders, taped books, calculators, and use of Spell Check on the computer.

(Adapted from: Tutor Handbook, Barrie Literacy Council)
SECTION II: The Adult Student

Learning Difficulties – Strategies and Accommodations

In the Classroom:

- Adjust the lighting: turn off fluorescent lights; install full spectrum light bulbs; put crepe paper over light panels; encourage hats and visors.
- Have tactile enhancers for your students to use.
- Have some of those cheap magnifying glasses available. They work better than magnifying sheets.
- Use multi-sensory instructional techniques.
- Have disposable ear plugs or headphones available during independent tasks to reduce distractions.
- Have multi-coloured highlighters available in your classroom. Some students will use them to organize the information; others may use them to distinguish words that look alike when reading. You can use them on flip charts to help with visual tracking.
- Reduce distractions in the classroom area as much as possible. Keep study area free of clutter; only have out items and information related to the task or project.
- End each session with 3x5 cards. On the card: What I learned today and how I will use this information. One thing that I did well today.

Suggestions for organization:

- Encourage the use of Post-It Notes. Students can use different colours for different subjects; write assignments on these and stick them inside their books or notebooks; write new vocabulary on these and post them for intensive study.
- Encourage students to use highlighters to colour-code their notes and texts. You may have to demonstrate this technique with students.
- Teach students how to use a day timer calendar.

Suggestions for Visual Processing Disabilities:

- Allow students to use tape recorders, videos, readers, taped text books, etc.
- Encourage students to sit in the front of the classroom.
- Present pictures, photographs, graphs, models, transparencies, videos, hands-on activities etc. to create a practical relationship to the printed text. Use colour whenever possible for visual impact.
- Teach students to "self-talk" and to hear and listen to the "mind's voice."
- Encourage them to touch the words as they read.
- A ruler, bookmark, or piece of paper covering everything except the line being read will assist tracking and central vision problems.
- Use coloured paper and tinted transparencies to decrease visual sensitivity to glare.
- Double space exams and written information to be given to students. Also, enlarging print may eliminate some of the discrimination difficulties.
- Paraphrase, paraphrase, paraphrase. Constantly check for comprehension.
Suggestions for Auditory Processing Difficulties:

- Information presented orally should be accompanied by a written outline as well as verbal summarizing of the key points.
- Allow tape recorders for note-taking as an auditory back-up to what they write.
- Be sure student is seated in the front of the classroom.
- When students work in groups, have them form a circle so that they face each other.
- Encourage outlining, underlining and multi-coloured pens to provide additional visual input.
- Use FM Loop for students who have auditory discrimination difficulties. Also works for attention deficit hyperactivity disorder.
- Have disposable ear plugs available during independent tasks to reduce distractions.

Suggestions for Memory Problems:

- Use learning style inventories to help students learn which modalities they prefer for which tasks.
- Encourage visualization; using the "mind's eye," be creative and use a lot of verbal imagery. Have students visualize themselves in the "video."
- Create memory logs with Rolodexes.
- Encourage the use of rhymes, chants, acronyms, pneumonic devices, etc. for memory retention.
- Encourage the use of laminated checklists.

Suggestions for Math Disorders:

- Encourage the use of calculators. Allow extra time on exams.
- Have calculators with tape printouts available.
- Encourage students to use graph paper or turn notebook sideways when working with numbers in columns.
- Colour-code calculator keys, especially "+" and "x."
- Use — manipulatives” whenever possible.

Recommendations from the Learning Disabilities Association

1. Develop an individualized form of instruction. Some students will not do well in small groups—may need individualized attention.
2. Focus on deficient sub-components—it's easy to prepare activities in areas of strength.
3. Use sequenced curriculum.
4. Provide direct teaching and direct feedback.
5. Use both whole language and phonics approach.
6. Use a variety of learning modalities.
7. All materials should be age appropriate.
8. Share responsibilities—enable the individual to be as independent as possible, and be allowed to be part of the planning.
SECTION II: The Adult Student

Developmentally-Challenged / Special Needs Students

Developmentally-challenged students can and do learn. Most can learn to write or at least to read. Developmentally-challenged students are often the most eager to learn, want to please and are very enthusiastic. The single most important element for the developmentally-challenged student is the belief on the tutor’s part that the student can learn. Always display a positive attitude. As with all students, it is important to involve the students in their learning program.

<table>
<thead>
<tr>
<th>As learners, they may:</th>
<th>The Tutor should:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need more time to accomplish tasks. Learn more slowly. Can't process a lot of information at one time.</td>
<td>Have patience—give lots of time to come up with the correct solution.</td>
</tr>
<tr>
<td></td>
<td>Break teaching into small chunks.</td>
</tr>
<tr>
<td></td>
<td>Use lots of repetition and review activities.</td>
</tr>
<tr>
<td></td>
<td>Review at the beginning of each lesson.</td>
</tr>
<tr>
<td>Have a short attention span</td>
<td>Have shorter lessons, more frequently.</td>
</tr>
<tr>
<td></td>
<td>Change activities often.</td>
</tr>
<tr>
<td></td>
<td>Make lessons practical and of high interest.</td>
</tr>
<tr>
<td></td>
<td>If the student is not looking, call him by name to regain lost attention.</td>
</tr>
<tr>
<td>Become frustrated easily.</td>
<td>Ensure tasks are not too challenging.</td>
</tr>
<tr>
<td></td>
<td>Give immediate feedback.</td>
</tr>
<tr>
<td></td>
<td>Give approval/praise when deserved.</td>
</tr>
<tr>
<td></td>
<td>Celebrate successes.</td>
</tr>
<tr>
<td>Be dependent in some areas and independent in others. (Often have become overly dependent on others for decision-making.)</td>
<td>Find out what he has learned in the past and how he learned it (learning style) and use his strengths in other areas of learning. Encourage independence, especially in making simple decisions, planning, etc.</td>
</tr>
<tr>
<td>Show attention-seeking or immature behaviour.</td>
<td>Model correct behaviour.</td>
</tr>
<tr>
<td></td>
<td>Insist on acceptable behaviour during tutoring session (arrive on time, listen, show respect, etc.)</td>
</tr>
<tr>
<td></td>
<td>Teach social skills explicitly.</td>
</tr>
<tr>
<td></td>
<td>Stick to firm guidelines.</td>
</tr>
<tr>
<td>Have difficulty with abstract thinking.</td>
<td>Use concrete activities and language.</td>
</tr>
<tr>
<td>Be very literal in interpretation of colloquial sayings.</td>
<td>Teach practical, useful skills.</td>
</tr>
<tr>
<td></td>
<td>Present the same concept in different situations to help the student generalize.</td>
</tr>
<tr>
<td>Lack some reading readiness skills. (e.g. memory, discriminating, categorizing, etc.)</td>
<td>Plan lessons to include memory games, discrimination exercises, etc.</td>
</tr>
<tr>
<td></td>
<td>Use examples from real life.</td>
</tr>
</tbody>
</table>

(Adapted from: Tutor Handbook, Barrie Literacy Council)
### Comparison of Learning Difficulties and Developmental Difficulties

<table>
<thead>
<tr>
<th>Learning Difficulties</th>
<th>Developmental Difficulties</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Intelligence within normal range or above.</td>
<td>• Intelligence below—&quot;normal&quot; range.</td>
</tr>
<tr>
<td>• Can carry a conversation making choices as to how much depth to go into depending</td>
<td>• Does not elaborate appropriately without prompts.</td>
</tr>
<tr>
<td>on the conversation.</td>
<td>• Tends to repeat well-known phrases.</td>
</tr>
<tr>
<td>• Can talk on a conversational level with tutor on an equal basis.</td>
<td>• Conversations are often on a question/answer basis</td>
</tr>
<tr>
<td>• Can build on information once acquired and learn new skills</td>
<td>• Needs new information for each new learning experience – does not know how to use old knowledge</td>
</tr>
<tr>
<td>• Can transfer old information to new.</td>
<td>• Doesn’t transfer information well.</td>
</tr>
<tr>
<td>• May not have a large vocabulary, but is able to communicate well.</td>
<td>• Has a limited vocabulary which limits communication</td>
</tr>
</tbody>
</table>
SECTION III: Tutoring Strategies, Techniques & Resources

Reading Process

Do you remember how you learned to read? How did you learn to read the Ameruss story? What is your definition of reading?

Reading is one of the tools we use to communicate. The other 3 are listening, speaking and writing.

Communication skills consist of:

<table>
<thead>
<tr>
<th>Type of Communication</th>
<th>Receptive Language</th>
<th>Expressive Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral</td>
<td>Listening</td>
<td>Speaking</td>
</tr>
<tr>
<td></td>
<td>*Hearing</td>
<td>*Finding Sounds</td>
</tr>
<tr>
<td></td>
<td>*Recognizing</td>
<td>*Motor memory</td>
</tr>
<tr>
<td></td>
<td>*Storing in memory</td>
<td></td>
</tr>
<tr>
<td>Written</td>
<td>Reading</td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>*Recognizing letters</td>
<td>*Visual memory</td>
</tr>
<tr>
<td></td>
<td>*Recognizing words</td>
<td>*Motor memory</td>
</tr>
<tr>
<td></td>
<td>*Storing in memory</td>
<td></td>
</tr>
</tbody>
</table>

Definition of Reading

Reading can be defined simply as an active process of getting meaning from written language. It involves a form of communication. We should not expect a learner to be able to read something that they cannot communicate or understand orally.

Process of Reading

Reading involves 4 stages:

1. Recognition: match printed words with words for which they already know the meaning (letter & word recognition)
2. Understanding: understand the intended message – both what is said and what is inferred (comprehension)
3. Reaction: compare and integrate the information in the text with their own knowledge and prior experience (comprehension)
4. Application: use the new knowledge or skills gained from the reading to meet personal needs in other contexts (real life situations)
### Skills and strategies involved in reading:

<table>
<thead>
<tr>
<th>Skills</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter &amp; Sound Recognition</td>
<td>Visual Puns</td>
</tr>
<tr>
<td></td>
<td>Key Words</td>
</tr>
<tr>
<td>Word Recognition</td>
<td>Sounding out words</td>
</tr>
<tr>
<td></td>
<td>Identifying word patterns and parts</td>
</tr>
<tr>
<td></td>
<td>Developing sight vocabulary using flash cards</td>
</tr>
<tr>
<td></td>
<td>Recognizing shapes of words</td>
</tr>
<tr>
<td></td>
<td>Using context to predict words</td>
</tr>
<tr>
<td>Fluency and Expression</td>
<td>Phrasing</td>
</tr>
<tr>
<td></td>
<td>Using punctuation</td>
</tr>
<tr>
<td></td>
<td>Tutor modeling</td>
</tr>
<tr>
<td></td>
<td>Duet reading</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Directed reading</td>
</tr>
<tr>
<td></td>
<td>Active reading (predicting, visualizing, etc.)</td>
</tr>
<tr>
<td></td>
<td>Questioning</td>
</tr>
<tr>
<td></td>
<td>Relating to experience</td>
</tr>
<tr>
<td></td>
<td>Increasing vocabulary</td>
</tr>
<tr>
<td>Transfer to Real Life Situations</td>
<td>Using everyday materials</td>
</tr>
<tr>
<td></td>
<td>Generalizing</td>
</tr>
<tr>
<td></td>
<td>Scanning/skimming</td>
</tr>
</tbody>
</table>

### Common Decoding Strategies (word recognition)

Even effective readers come across unknown words. When they do, there are several strategies they could use to figure out the word:

- **Graphic strategies**: words are recognized by their length, shape, letter patterns, words within words etc.
- **Phonetic strategies**: words are sounded out by blending sounds together. However, one cannot get meaning using phonics alone.
- **Grammatical strategies**: words are substituted to fit the grammatical structure of the sentence.
- **Meaning strategies**: words are figured out by looking at the meaning of the
Other Word Attack Techniques

When a student encounters a word that he doesn’t already know by sight, he can use basic phonic skills such as those taught in the *Laubach Way to Reading* series to decode the word.

In Skill Book 2, he also begins to work on the two techniques described below.

1. **Context**

   He begins to use the context of a sentence or story to help figure out what the new word is. He can then confirm his guess by applying his phonics skills. For example, the student might be confronted with the following sentence and not recognize the underlined word:

   Mary gives her son some change to buy ice cream.

   The student figures out from the context that the word must be “money” or something like that. He sees that the word begins with the sound /ch/ and realizes that it must be “change”.

   A student can also use context to help him read a word that isn’t part of a sentence. For example, the four-letter word on a red and white six-sided traffic sign is probably going to be

   ![STOP]

2. **Word Families or Word Patterns**

   After developing a basic understanding of phonics, the student goes on to learn that he can make many new words simply by changing the beginning consonant sound in a word. For example, from the –at family he can make bat, chat, brat, or splat.

   He also learns that these words rhyme. Once he has mastered a particular pattern, he’ll be able to read many new words without spending time to blend each individual sound in the word.

   This technique is also valuable with students who have difficulty pronouncing an isolated vowel sound in the middle of a word. For them, it is simply easier to combine the vowel sound with the word ending (-am) and then add the beginning consonant sound (Sam).
Word Families or Word Patterns

If a student is using the LWR series, he is usually ready to begin working with word patterns after Lesson 5 in Skill Book 1. At that point, all the one-letter beginning consonant sounds have been introduced as well as three beginning digraphs. You can include them for practice when making new words in each family.

How to Teach Word Patterns

Your student is introduced to word patterns in Lesson 6 of Skill Book One, when the —an pattern is introduced with —An” “Dan” and —Fan”.

a. Choose known words with rhyming end patterns (example – hand).
b. Write the word at the top of a piece of paper, or put out Scrabble letters for the word.
c. Take off the beginning letter and ask the student to read the ending, e.g., /and/
d. If needed, review the sounds of consonants which could be added.
e. Ask the student to form new words by adding consonants.
f. Say to the student: —f în-a-n-d is hand, what is b-a-n-d?"
g. If the student responds correctly, add another word in the pattern.
h. Put other rhyming words under it, adding digraphs (sh, th, ch).
i. Take care not to confuse students with ending sounds that can be spelled more than one way (example – fix, picks, ox and locks).
j. You might use the —ip-strip” as a visual aid.
SECTION III: Tutoring Strategies, Techniques & Resources
Teaching Sight Words

Why teach words by sight?

As a person becomes a more proficient reader, he begins to recognize more and more words by sight. His reading speed increases since he no longer has to stop and sound out every word or try to figure it out from context. As the speed improves, so will the comprehension.

Which words should be sight words?

The tutor may choose to teach certain words as sight words from the beginning. These could include:

- Words that appear frequently in general writing (the)
- Words in material related to the student’s own life or job situation (inflammable)
- Words that have sounds which the student hasn’t learned yet (such as long vowel sounds if the student is only working in Skill Book 2 of the Laubach Way to Reading series)
- Words that are irregularly spelled and are difficult to sound out phonetically (answer, psychology)
- Words that the student has difficulty remembering from his reading material
- Other words that the student selects to learn. These could come from many sources, including:
  - Language experience stories
  - Functional writing exercises
  - Forms and applications
  - Job-related materials
  - Names of family and friends
  - Road signs
  - Student’s address
  - Children’s stories & poems
  - English word pyramid
  - Social sight words
  - Other public signs

General guidelines for sight words

- Print the words you select on flash cards. Better yet, let the student make the cards with your help.
- Introduce no more than ten new words at each lesson. Do not drill the student for long periods of time.
- To make it easier for the student, introduce short vowel words first. If you are using the Laubach Way to Reading series, wait until the student is in Skill Book 3 before introducing long and irregular vowel sounds.
- Ask the student to use the word in a sentence if he has trouble remembering what the word on the card is. Write that sentence on the back of the flash card as a memory device.
- Encourage the student to practise reviewing the flash cards at home.
- Review often!
SECTION III: Tutoring Strategies, Techniques & Resources

Teaching Sight Words, continued

Word Bank (flash cards)

Keep flash cards used to learn sight words in a “Word Bank” (card file) divided into two sections:
- Words I Know
- Words I’m Working on

Quantity matters

Depending on the student, keep no more than three to ten words in the “Words I’m Working On” section. A few words learned well leads to confidence. Working on too many at once can lead to frustration. The student will feel a sense of accomplishment as the “Words I Know” section becomes larger and larger.

Add a sentence for context

Because words in context are generally remembered more easily than in isolation, it may help to print a sentence on the back of each card.

Outline words

It may be helpful to outline words so that their shape is more obvious.

```
work
restaurant
play
```

Add a shape

For words that look the same, it may be helpful to print them with a coloured marker within a shape.

The student
- Repeats each word after the tutor as the tutor points to it
- Points to the word said by the tutor and then repeats it, then
- Reads each word as the tutor points to it.

Other methods

- Play Bingo or Concentration with sight words.
- Write sentences containing the sight words.
- Fill in blanks in sentences with sight words.

Spelling sight words

88% of all words are spelled accordingly to recognizable patterns. The other 12% are taught as sight words. Flash cards and repetition can help students remember how to spell sight words.
Most Frequently Used Words

Introduction

How should we decide which words to teach as sight words? Studies suggest that — high-frequency words" are the best place to start. Incredibly, the 100 most common words actually make up about 50% of the material we read!

**Fry’s List**

Fry’s list of the 300 most frequently used words presented below can be helpful in selecting words to teach as sight words.

<table>
<thead>
<tr>
<th>First Hundred</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
</tr>
<tr>
<td>about</td>
</tr>
<tr>
<td>after</td>
</tr>
<tr>
<td>again</td>
</tr>
<tr>
<td>all</td>
</tr>
<tr>
<td>am</td>
</tr>
<tr>
<td>and</td>
</tr>
<tr>
<td>any</td>
</tr>
<tr>
<td>are</td>
</tr>
<tr>
<td>as</td>
</tr>
<tr>
<td>at</td>
</tr>
<tr>
<td>be</td>
</tr>
<tr>
<td>been</td>
</tr>
<tr>
<td>before</td>
</tr>
<tr>
<td>boy</td>
</tr>
<tr>
<td>but</td>
</tr>
<tr>
<td>by</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Hundred</th>
</tr>
</thead>
<tbody>
<tr>
<td>also</td>
</tr>
<tr>
<td>am</td>
</tr>
<tr>
<td>another</td>
</tr>
<tr>
<td>away</td>
</tr>
<tr>
<td>back</td>
</tr>
<tr>
<td>ball</td>
</tr>
<tr>
<td>because</td>
</tr>
<tr>
<td>best</td>
</tr>
<tr>
<td>better</td>
</tr>
<tr>
<td>big</td>
</tr>
<tr>
<td>black</td>
</tr>
<tr>
<td>book</td>
</tr>
<tr>
<td>both</td>
</tr>
<tr>
<td>box</td>
</tr>
<tr>
<td>bring</td>
</tr>
<tr>
<td>call</td>
</tr>
<tr>
<td>came</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Hundred</th>
</tr>
</thead>
<tbody>
<tr>
<td>along</td>
</tr>
<tr>
<td>always</td>
</tr>
<tr>
<td>anything</td>
</tr>
<tr>
<td>around</td>
</tr>
<tr>
<td>ask</td>
</tr>
<tr>
<td>ate</td>
</tr>
<tr>
<td>bed</td>
</tr>
<tr>
<td>brown</td>
</tr>
<tr>
<td>buy</td>
</tr>
<tr>
<td>car</td>
</tr>
<tr>
<td>carry</td>
</tr>
<tr>
<td>clean</td>
</tr>
<tr>
<td>close</td>
</tr>
<tr>
<td>clothes</td>
</tr>
<tr>
<td>coat</td>
</tr>
<tr>
<td>cold</td>
</tr>
<tr>
<td>cut</td>
</tr>
</tbody>
</table>

### Nouns

<table>
<thead>
<tr>
<th>Rank</th>
<th>Word</th>
<th>Rank</th>
<th>Word</th>
<th>Rank</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>time</td>
<td>6</td>
<td>thing</td>
<td>11</td>
<td>part</td>
</tr>
<tr>
<td>2</td>
<td>person</td>
<td>7</td>
<td>man</td>
<td>12</td>
<td>child</td>
</tr>
<tr>
<td>3</td>
<td>year</td>
<td>8</td>
<td>world</td>
<td>13</td>
<td>eye</td>
</tr>
<tr>
<td>4</td>
<td>way</td>
<td>9</td>
<td>life</td>
<td>14</td>
<td>woman</td>
</tr>
<tr>
<td>5</td>
<td>day</td>
<td>10</td>
<td>hand</td>
<td>15</td>
<td>place</td>
</tr>
<tr>
<td>16</td>
<td>work</td>
<td>21</td>
<td>company</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>week</td>
<td>22</td>
<td>number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>case</td>
<td>23</td>
<td>group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>point</td>
<td>24</td>
<td>problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>government</td>
<td>25</td>
<td>fact</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Verbs

<table>
<thead>
<tr>
<th>Rank</th>
<th>Word</th>
<th>Rank</th>
<th>Word</th>
<th>Rank</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>be</td>
<td>6</td>
<td>make</td>
<td>11</td>
<td>come</td>
</tr>
<tr>
<td>2</td>
<td>have</td>
<td>7</td>
<td>go</td>
<td>12</td>
<td>think</td>
</tr>
<tr>
<td>3</td>
<td>do</td>
<td>8</td>
<td>know</td>
<td>13</td>
<td>look</td>
</tr>
<tr>
<td>4</td>
<td>say</td>
<td>9</td>
<td>take</td>
<td>14</td>
<td>want</td>
</tr>
<tr>
<td>5</td>
<td>get</td>
<td>10</td>
<td>see</td>
<td>15</td>
<td>give</td>
</tr>
<tr>
<td>16</td>
<td>use</td>
<td>21</td>
<td>seem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>find</td>
<td>22</td>
<td>feel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>tell</td>
<td>23</td>
<td>try</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>ask</td>
<td>24</td>
<td>leave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>work</td>
<td>25</td>
<td>call</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Adjectives

<table>
<thead>
<tr>
<th>Rank</th>
<th>Word</th>
<th>Rank</th>
<th>Word</th>
<th>Rank</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>good</td>
<td>6</td>
<td>great</td>
<td>11</td>
<td>right</td>
</tr>
<tr>
<td>2</td>
<td>new</td>
<td>7</td>
<td>little</td>
<td>12</td>
<td>big</td>
</tr>
<tr>
<td>3</td>
<td>first</td>
<td>8</td>
<td>own</td>
<td>13</td>
<td>high</td>
</tr>
<tr>
<td>4</td>
<td>last</td>
<td>9</td>
<td>other</td>
<td>14</td>
<td>different</td>
</tr>
<tr>
<td>5</td>
<td>long</td>
<td>10</td>
<td>old</td>
<td>15</td>
<td>small</td>
</tr>
<tr>
<td>16</td>
<td>large</td>
<td>21</td>
<td>few</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>next</td>
<td>22</td>
<td>public</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>early</td>
<td>23</td>
<td>bad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>young</td>
<td>24</td>
<td>same</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>important</td>
<td>25</td>
<td>able</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION III: Tutoring Strategies, Techniques & Resources

Social Sight Words/Phrases

<table>
<thead>
<tr>
<th>Adults Only</th>
<th>In</th>
<th>Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask Attendant for Key</td>
<td>Inflammable</td>
<td>Out of Order</td>
</tr>
<tr>
<td>Best Before</td>
<td>Information</td>
<td>Pedestrians Prohibited</td>
</tr>
<tr>
<td>Beware</td>
<td>Instructions</td>
<td>Please Recycle</td>
</tr>
<tr>
<td>Beware of the Dog</td>
<td>Keep Away</td>
<td>Police Station</td>
</tr>
<tr>
<td>Bus Stop</td>
<td>Keep Closed at all Times</td>
<td>Pop Cans Only</td>
</tr>
<tr>
<td>Caution</td>
<td>Keep Off (the Grass)</td>
<td>Post Office</td>
</tr>
<tr>
<td>Closed</td>
<td>Keep Out</td>
<td>Post No Bills</td>
</tr>
<tr>
<td>Condemned</td>
<td>Inflammable</td>
<td>Private</td>
</tr>
<tr>
<td><strong>Danger</strong></td>
<td><strong>Ladies</strong></td>
<td>Private Property</td>
</tr>
<tr>
<td>Dentist</td>
<td>Last Chance for Gas</td>
<td>Pull</td>
</tr>
<tr>
<td>Don't Talk</td>
<td>Live Wires</td>
<td>Push</td>
</tr>
<tr>
<td>Do Not Cross</td>
<td>Look</td>
<td>Rest Rooms</td>
</tr>
<tr>
<td>Do Not Enter</td>
<td>Men</td>
<td>Recyclable</td>
</tr>
<tr>
<td>Do Not Refreeze</td>
<td>Men Working</td>
<td>Smoking Area</td>
</tr>
<tr>
<td>Doctor (Dr.)</td>
<td>Newspapers Only</td>
<td>Smoking Prohibited</td>
</tr>
<tr>
<td><strong>Down</strong></td>
<td>Next Window</td>
<td>Step Down</td>
</tr>
<tr>
<td>Elevator</td>
<td>No Admittance</td>
<td>Stop</td>
</tr>
<tr>
<td>Emergency Exit</td>
<td>No Cheques Cashed</td>
<td>Trespassers will be</td>
</tr>
<tr>
<td>Employees Only</td>
<td>No Credit Cards Accepted</td>
<td>Prosecuted</td>
</tr>
<tr>
<td>Entrance</td>
<td>No Dogs Allowed</td>
<td></td>
</tr>
<tr>
<td>Exit</td>
<td>No Dumping</td>
<td>Use Before (date)</td>
</tr>
<tr>
<td>Exit Only</td>
<td>No Fires</td>
<td>Use Other Door</td>
</tr>
<tr>
<td>Fire Escape</td>
<td>No Fishing</td>
<td></td>
</tr>
<tr>
<td>Fire Extinguisher</td>
<td>No Hunting</td>
<td></td>
</tr>
<tr>
<td>First aid</td>
<td>No Loitering</td>
<td>Violators will be</td>
</tr>
<tr>
<td>Flammable</td>
<td>No Minors</td>
<td>Prosecuted</td>
</tr>
<tr>
<td>Fragile</td>
<td>No Parking</td>
<td></td>
</tr>
<tr>
<td><strong>Gentlemen</strong></td>
<td>No Smoking (area)</td>
<td>Walk</td>
</tr>
<tr>
<td>Glass and Bottles Only</td>
<td>No Spitting</td>
<td>Wanted</td>
</tr>
<tr>
<td>Handle with Care</td>
<td>No Swimming</td>
<td>Warning</td>
</tr>
<tr>
<td>Hands Off</td>
<td>No Trespassing</td>
<td>Washrooms</td>
</tr>
<tr>
<td>Help</td>
<td>Nurse</td>
<td>Watch Your Step</td>
</tr>
<tr>
<td>High Voltage</td>
<td>Office</td>
<td>Wet Paint</td>
</tr>
<tr>
<td></td>
<td>Open</td>
<td>Women</td>
</tr>
</tbody>
</table>
Cloze Procedure —Intelligent Guessing”

What is Cloze?

Cloze is a reading strategy developed in 1953. It is based on the psychological theory of closure. This theory states that a person wants to complete any pattern which is not complete. Cloze is powerful because it forces a reader to derive meaning from what is on the page, and to make logical predictions about what is not there through contextual and grammatical clues.

Uses for Cloze:
- To develop prediction skills
- To teach (and to test) comprehension
- To reinforce grammatical concepts
- To assess the readability of material.

How to set up a Cloze

Follow these steps to set up a Cloze exercise for your student.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
</table>
| 1    | Choose material that is  
- at the student’s reading level  
- geared to the student's interest, and  
- a maximum of 250 words. |
| 2    | If you choose a paragraph, leave the first line and the last line intact.  
If you choose a story, leave the first and the last paragraph intact. |
| 3    | Replace every $x$ number of words with a blank.  
**Note:** “$x$” refers to the number of words between blanks.  
Replacing every 8th word is easier for the student than every 5th. |
| 4    | Do not leave blanks for proper names, colours, or numbers unless this information is available to the student.  
Ensure that each blank is independent from each other one and that sufficient information is provided to the student.  
Do not delete more than 50 words. |

Variations:
- Give the beginning letters of the missing words
- Delete words selectively, depending on the student’s needs
- Provide choices of words for the blanks
- Have the student fill in the blanks orally (if their writing skills are poor).
SECTION III: Tutoring Strategies, Techniques & Resources

Cloze Procedure, continued

Student Instructions

The following table shows what the student should do to complete the Cloze exercise. These instructions should be provided to the student prior to the Cloze exercise.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Read the Cloze passage silently.</td>
</tr>
<tr>
<td>2</td>
<td>Reread the passage, writing in the words which best seem to fit the blanks.</td>
</tr>
<tr>
<td>3</td>
<td>Explain to the tutor why you chose each of the words.</td>
</tr>
<tr>
<td>4</td>
<td>Compare the chosen words with those in the original passage and discuss whether the meaning was changed by the chosen responses.</td>
</tr>
</tbody>
</table>

Note to tutor: Any appropriate words should be accepted.

Cloze is a tool

The Cloze method of teaching reading is useful for teaching and testing comprehension. It uses the student’s own ability in the use of
- background knowledge
- context cues
- semantics (word meanings)
- syntax (structure of English language)
- general understanding of the material
- grammar skills (verb tenses, he/she, singular/plural, etc.)

Using the results of Cloze

In most cases, the student need not use the exact words from the original passage. You can judge whether the chosen word fits the meaning and the sentence structure of the passage. It is more important to see what kind of errors the student is making than to score the passage.

If the word is inappropriate, discuss with the student why they chose that word. Ask them to read aloud to see if it makes sense.

Misspellings, if readable, are usually counted as correct, but other word forms or tenses are counted as errors.

Assessing the readability

When assessing the readability of the material, count only the exact replacements as correct.

A score of 40% - 60% correct would indicate the material is at an appropriate reading level for that student.
CLOZE STORY

Song of the Wolf

Picture yourself sitting by a campfire. The moon is just rising over the trees. Suddenly the silence is broken by the long howl of a wolf. An electrifying tingle runs up your spine. Another answers from farther away. You are listening to the song of the wolf.

We have had many such experiences. __________ early morning we were camped on __________ rocky point in Algonquin Park. The fog was __________ rising from the water. Out of __________ mist came the howls of three __________. We quickly climbed into our canoe __________ paddled in the direction of the __________. Near shore, in the silence, we __________ imitating the wolves, and remained motionless __________ hear a reply. Suddenly three appeared on a rocky cliff above __________. They watched us for a moment __________ then bounded back and disappeared into __________ mist. They had come to our __________ probably thinking we were other wolves. __________ a surprise!

It is exciting to __________ wolves, but if you are really __________ you find yourselves asking many questions. __________ are they saying? Can they recognize __________? Why do they howl?

Many conditions __________ wolf howling. Time of year – wolves __________ more in the late summer and __________. Weather – wolves rarely howl when it __________ raining. The time between howls – after __________ wolf has howled, a few minutes __________ pass before he will answer again. Wolves howl more in __________ summer and fall, probably because the __________ are old enough to move __________ so the pack can travel. On-the-move __________ keeps the wolves in touch with __________ other.

The howl of the wolf is a part of the woods, and can still be heard today. If you are in Algonquin Park during late July or August, go to a wolf listening night that is held by the naturalists. If you are lucky, you will hear the haunting song of the wolf.
Duet Reading
(also called ―Neurological Impress Method‖)

Duet Reading involves reading aloud together with your student.

Why use duet reading?

There may be times when a student needs or wants to read material that is above his present reading level. As a tutor, you can help him to do this by reading it aloud with him. The duet reading method enables the student to:

- increase his vocabulary and fluency of reading;
- gain confidence in his reading ability;
- learn to read with expression;
- begin to discover that reading can be enjoyable.

This method is especially good for students who:

- have a fair-sized sight vocabulary (at least finished Skill Book 3 if using the LWR series)
- read hesitantly or word by word.

It Works!

In a California study, students with severe reading challenges received 7 ½ hours of instruction in this method over a six week period. Their average reading gain was 2.2 levels. The method has also been used with students who have a stuttering problem.

Description of Method

Try to spend at least ten minutes at the end of each tutoring session on this method.

1. **Choose something that’s a little ―too hard‖ for the student:**

   Help the student select something to read that is about 2-3 grade levels above his reading ability. The material should be on a topic of interest to him. It may be a book, a magazine or newspaper article, a pamphlet, or a brochure.

2. **Let the student browse through the article:**

   Give the student an opportunity to read over the material silently. The tutor and student might discuss what the article is about.

3. **Begin reading together:**

   Read the book aloud together. You should read at a normal speed, trying to use expression and following punctuation. The student reads along, trying to keep up with you.
SECTION III: Tutoring Strategies, Techniques & Resources

Duet Reading, continued

4. Use your finger:

Move your finger beneath the lines being read. This helps the student to:

- keep up.
- practise reading from left to right, and
- bring his eye back to the beginning of each new line without losing his place.

5. Keep going:

Continue to read at a normal rate even if the student hesitates over a word or falls slightly behind. After a few sessions using this method, it will become easier for the student to keep up. It will be a challenge, and he will begin to look ahead at coming words to keep from falling behind.

**Note:** If the student stops completely, you should also stop. Rest, offer the student encouragement, and begin again.

6. No questions:

Do not stop to explain the meaning of words unless the student requests it. Do not ask any questions to see if the student understood the story. The material is to be used ONLY as an oral reading exercise.

Is the passage too hard or too easy?

If the student keeps up with little effort, select more difficult material so that it will be a challenge. If the student has a great deal of difficulty keeping up, recognizes few words, and is becoming very frustrated, use easier material.

Keep in mind:

Do not ask the student to read aloud from the material by himself. Since it is above his reading level, it may be a frustrating experience.

Occasionally you may wish to spend a few minutes reading aloud to the student. This should be from material of interest to him; it can be several levels above his reading level. It will help motivate the student to improve his own reading in order to be able to read and enjoy similar material on his own. Many students with reading problems were never read to as children, so this can be a valuable experience in several ways. It can motivate them to practise reading on their own. It can introduce stories that parents tell their children orally.

Variations of Duet Reading

- Tutor reads the paragraph first, followed by the student reading the same paragraph
- Tutor and student take turns reading different paragraphs
SECTION III: Tutoring Strategies, Techniques & Resources
Reading Comprehension Skills

Setting a Purpose for Reading

We always have a purpose for reading, i.e. fun, work, learning, following directions. This purpose determines how we read:

- Skim
- Scan
- In depth

Think about the reading you have done over the last few days. Think about your purpose for reading the material and how you read it. Think of 5 items you read and create a chart like the one below.

<table>
<thead>
<tr>
<th>Reading Material</th>
<th>Purpose</th>
<th>How you read it</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Active Reading

Effective readers realize that reading is more than just being able to read words; it is being able to understand the meaning behind the words.

Active reading involves:

- imagining what is happening
- filling in missing details
- wondering what will happen next
- figuring out why something happened
- comparing to your own experiences
- asking yourself —“Does this make sense?”

To read actively you must use your imagination. Learners may need practice with this. Consider what pictures, sounds and smells come to mind for the following situations?

- A fairground on a weekend
- A hockey arena at 4 a.m.
- A romantic dinner at a restaurant
- A courtroom before a jury verdict is given

Other Ways to Encourage Active Reading:

- Modeling active reading (talking out loud while reading a passage)
- Asking questions before, during and after reading
- Encouraging the student to ask questions about the passage
SECTION III: Tutoring Strategies, Techniques & Resources

Roadblocks to Comprehension

Readers can experience roadblocks to understanding and reacting on occasion. These roadblocks may result from factors in the reader or the text.

The **Reader** may:

- Have a lack of background information or experience with the topic
- Have no interest in the topic
- Be unfamiliar with the vocabulary
- Find it difficult to change initial assumptions, biases etc.
- Have poor sight word recognition skills (therefore reading is slow)
- Overlook details or miss a key sentence
- Get lost in detail and miss the main ideas
- Have a processing disability, poor memory retention or difficulty concentrating
- Be an inactive reader

The **text** may confuse the reader because of:

- the page layout ("crammed")
- the length of sentences
- unfamiliar graphic elements – diagrams, charts, maps
- lack of or too much detail
- an unfamiliar typeface or handwriting
- an unfamiliar style of writing or genre

**Anticipating and Avoiding Roadblocks**

For an inexperienced reader, these roadblocks can be overwhelming, so it is important for you as a tutor to try to anticipate when these roadblocks might occur. You should either avoid them or teach the skills necessary to get beyond them. This should be addressed during the planning of the lesson. For many of the students that you will be tutoring, the skills and strategies, and the tools necessary to overcome the roadblocks are not ingrained and will need to be taught.

- Anticipate the potential roadblocks for each lesson
- Plan to overcome them before starting your lesson
- Make sure your lessons are well planned in advance
SECTION III: Tutoring Strategies, Techniques & Resources

An Approach to Reading

1. Student tries to predict what the reading passage is about:
   - Read the title
   - Look at any pictures
   - Look for known words
   Discuss the subject with the student to introduce and reinforce subject vocabulary.

2. If possible, student tries to sound out unknown words which have been identified (either at the top of the page or by the student).
   Ensure the student knows the meaning of all words.

** Until the student develops some sight vocabulary and some phonics skills, it may be necessary to model words or lines.

3. Direct the student’s reading:
   - Line by line at first
   - Then, paragraph by paragraph
   - For the whole passage

In time, the student will learn to direct his own reading.

4. If the student makes a mistake when reading:
   - Decide if the mistake will affect the meaning
   - Encourage the student to self-correct. Ask, “Does that make sense?”

5. If the student does not recognize a word:
   - Ask what word would make sense.
   - Direct the student’s attention to beginning letter(s), or familiar word parts.
   - Suggest sounding out the word.

6. Ask comprehension questions about what was read:
   - Simple facts
   - Inferences, conclusions
   - Relate to own experiences
   - Summary, main points

7. Review:
   - Any new words
   - New punctuation
   - Reread the whole story
SECTION III: Tutoring Strategies, Techniques & Resources

Questioning Techniques

This chart will help you to compose questions that can improve reading comprehension.

Narrow Questions

<table>
<thead>
<tr>
<th>Kind of Thinking</th>
<th>Purpose (first words)</th>
<th>Examples of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on ideas</td>
<td>Recall / Name</td>
<td>Who…</td>
</tr>
<tr>
<td></td>
<td>Identify</td>
<td>What …</td>
</tr>
<tr>
<td></td>
<td>Yes / No answer</td>
<td>When…</td>
</tr>
<tr>
<td></td>
<td>Define</td>
<td>Where…</td>
</tr>
<tr>
<td>Relate ideas</td>
<td>State relationships</td>
<td>Why…</td>
</tr>
<tr>
<td></td>
<td>Compare</td>
<td>Explain…</td>
</tr>
<tr>
<td></td>
<td>Contrast</td>
<td>Compare…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contrast…</td>
</tr>
</tbody>
</table>

These questions help with:

- Acquiring specific facts, information or ideas
- Relating these facts to prior knowledge or to each other

Broad Questions

<table>
<thead>
<tr>
<th>Kind of Thinking</th>
<th>Purpose (first words)</th>
<th>Examples of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think beyond ideas</td>
<td>Predict</td>
<td>What if…</td>
</tr>
<tr>
<td></td>
<td>Speculate / Guess</td>
<td>Suppose…</td>
</tr>
<tr>
<td></td>
<td>Infer</td>
<td>How do you know…</td>
</tr>
<tr>
<td></td>
<td>Find alternatives</td>
<td>How many ways…</td>
</tr>
<tr>
<td>Evaluate ideas</td>
<td>Judge</td>
<td>Predict that…</td>
</tr>
<tr>
<td></td>
<td>Give an opinion</td>
<td>What is the author's bias?</td>
</tr>
<tr>
<td></td>
<td>Choose / decide</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Place a value on</td>
<td></td>
</tr>
</tbody>
</table>

These questions help with:

- Predicting, speculating or inferring beyond the facts
- Reacting to the information and evaluating it
- Applying the information to other contexts.

Adapted from: Barbara Swaby, Teaching and Learning Reading: A Pragmatic Approach. Based on John Gallagher, Productive Thinking with Gifted Children.
Improving Reading Comprehension

**Before Reading:** Help the learner to:

- Overcome/Avoid potential roadblocks
- Preview text (Notice titles, headings, subheadings)
- Access prior knowledge/experiences What do you already know about this topic?
- Set a purpose for reading What do you want to find out? How will you read it?
- Make predictions about text What might this passage tell you?
- Review vocabulary

**While Reading:** Help the learner to:

- Self monitor understanding of text, as well as self correct
- Imagine what is happening
- Fill in missing details
- Make assumptions/conclusions
- Compare prior knowledge and experience
- Predict what will happen next
- Highlight main points/summarize plot
- Guess meaning of unknown words
- Vary/adjust rate of reading
- Skip unimportant parts
- Make connections to relate parts

**After Reading:** Help the learner to:

- Ask and answer questions (narrow and broad)
- Respond personally- journals, learning logs etc
- Create new texts- songs, poems, maps etc.
- Continue the story
- Determine importance and significance of information
- Record information
- Respond critically- summarize

**Critical reading skills** should be developed and used even with basic reading material.

For instance:
- When reading a stop sign, ask:
  - Why was it put there?
  - What are your previous experiences with stop signs?
  - What might happen if you do not obey the sign?
  - Is that a good place for a stop sign?
SECTION III: Tutoring Strategies, Techniques & Resources

Developing Specific Comprehension Skills

Finding the Main Idea

Help the student to identify the main idea in a text by:

- using the title
- looking at the opening paragraph or the topic sentence of each paragraph
- looking for a common thread throughout the passage - what is the story about?
- listing all the details and generalizing

Learning activities which may help a student to find main ideas include:

- grouping pictures according to a common element.
- generalizing categories for groups of words.
- mapping while reading (joining related ideas).
- reducing sentences to "bare bones" (taking away all the adjectives and adverbs to find the subject and the verb).

Sequencing Events

Sequence can be based on time or a cause and effect relationship. Students can practise sequencing by:

- putting steps of a daily routine or comic strip in order
- placing actual or story events on a time line
- recognizing time cue words: first, next, then, later, before, previously, following

Making Inferences

Inferences involve determining deeper meaning by drawing conclusions based on personal experience, previous knowledge and individual bias.

Help students develop inference skills by:

- using pictures
- using oral scenarios

Predictions

The best predictions are usually based on both:

- the reader's personal background knowledge and experience
- information provided in the text.

Students can learn to make predictions by:

- listing information from the text and their own knowledge about a subject
- learning to generalize before making predictions
### COPING WITH COMMON READING PROBLEMS

<table>
<thead>
<tr>
<th>Reading Problems</th>
<th>Possible Strategies</th>
</tr>
</thead>
</table>
| Reversals of letters or words          | Attach a visual image to letter  
Emphasize left to right  
Use colour clues to identify first letter (green for "go" for first letter, etc.)  
Trace with finger while sounding out word  
Cover end of word – reveal one letter at a time |
| Confusion of sounds                    | Use key words – associations  
Practise with minimal pairs (same words except for one sound)  
Practise word families – slip strip  
Speak clearly and distinctly  
Say tongue twisters, make rhymes  
Categorize pictures or objects according to sounds  
Play sound games – bingo, rummy |
| Jerky reading                          | Use Duet Reading  
Practise phrasing using a slip strip with phrases  
Increase sight vocabulary  
Guess at words – use Cloze exercise  
Tape reading and play back  
Repeat reading of passage |
| Frequent pauses and hesitation         | Increase sight vocabulary (flash cards)  
Read for meaning  
Ask “What would make sense?” or question to elicit the word  
Use easier reading material or a language experience story |
| Substitutions of words which:          | Use Cloze exercise  
Ask: “Does that make sense?”  
Use phonic word attack skills  
Use easier reading materials |
| don’t fit the meaning                  | Finish reading the passage and then go back to look at word |
| do make sense                          |                                                                                                                                                                                                                  |
| Omission/addition of small words       | Highlight words with colour  
Duet reading  
Cloze method leaving out frequently missed words  
Understand role of small words  
Slip strips of phrases |

---

54
### Common Reading Problems continued

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Omission of endings</strong></td>
<td>Highlight endings with colour. Use a wheel with root words on the inside and endings on outer rim. Compare word with ending to root word. Understand use of endings. Exercises to fill in endings.</td>
</tr>
<tr>
<td><strong>Losing place when reading (or skipping lines)</strong></td>
<td>Use double-spaced, large print. Make sure there are only a few sentences on a page. Use a ruler to underline. Use finger to underline. Use coloured transparencies.</td>
</tr>
<tr>
<td><strong>Excessive vocalizing when reading silently</strong></td>
<td>Increase amounts of silent reading. Discourage lip movement by putting pencil between lips. Increase sight vocabulary.</td>
</tr>
<tr>
<td><strong>Hesitancy to read orally</strong></td>
<td>Use Duet reading. Read silently and discuss the content.</td>
</tr>
<tr>
<td><strong>Never finishing a book or story</strong></td>
<td>Use short materials—poems, songs, newspaper articles etc. Use high interest materials. Skim to find parts of book which are of interest.</td>
</tr>
</tbody>
</table>
**Voyager series:** eight books which work on developing active reading skills. There are prompts and questions for the student before he starts to read, during reading and after reading. The Voyager series also teaches comprehension skills explicitly e.g. learning to imagine, picking out details, making predictions and inferences, finding the main idea. Although there is some work on phonics, it concentrates more heavily on comprehension and writing skills.

**Endeavor Series:** books 3-8. The Endeavor series also encourages active reading before, during and after reading, but works mainly on increasing vocabulary in order to read higher-level materials. It presumes that the student has already developed good decoding skills. The exercises encourage the student to use the new vocabulary learned in writing.

**Challenger series:** books 1-8. While the Challenger series presents stories and questions to the student, it doesn’t explicitly teach active reading. It does work heavily on vocabulary—the meanings of words—and includes exercises on words that mean the same, words that mean the opposite, categorizing words by meaning, etc. It also helps to develop thinking skills through the use of puzzles.

**Cliffhangers:** a collection of interesting newspaper stories. The student reads the story and answers questions, and then is given the opportunity to finish the story. It is wonderful for helping the student to make predictions. The student then reads the true end of the story and can compare what he wrote to the actual ending.

**Reading Wise:** an 8 level series. Each book teaches comprehensions skills such as using prior knowledge, sequencing, finding details and previewing, by using everyday materials and short articles of interest.

Other Possible Comprehension Resources:

**Passageway Series:** (available from Curriculum Associates) Books A-E. Each lesson presents a short story and gives the student the opportunity to practise comprehension skills, such as sequencing, drawing conclusions, finding cause and effect.

**Critical Thinking:** (available from Walsh Publishers) This is a book that helps to develop higher level comprehension and thinking skills while reading. Several short stories are presented with exercises to practise each element of comprehension—e.g. finding the main idea or finding evidence in the story to support a particular point of view.
The Laubach Way to Reading Series

Introduction

The Laubach Way to Reading series is a basic reading and writing program developed to teach adults with little or no reading skills. It is designed to teach the language the student speaks, as quickly and enjoyably as possible.

**Structured Format:** A volunteer with no teacher training can be a successful tutor.

**One-to-One:** Individual attention can tailor the program for need and pace.

**Usage Approach:** The student masters concepts by *usage*, before learning *rules*.

**Reading Level:** The four-book series teaches 260 basic reading skills in a structured, sequential manner bringing the student to a Grade 5-6 reading level. Note: An adult student’s vocabulary is well beyond a Grade 6 level.

Usage

A student reading at less than a Grade 3 level needs to go back to the basics (Books 1-2) to master the phonics system.

After Book 4, the student has all of the skills required to upgrade their reading and writing skills independently. However, there are supplemental materials available through New Readers Press, which go beyond Grade 8.
SECTION III: Tutoring Strategies, Techniques & Resources

The Laubach Way to Reading Series, continued

Materials correlated to LWR Skills Books

- Crossword Puzzles for Skill Book 4
- Focus on Phonics 4: Other vowel sounds and consonant spellings
- Workbook for Skill Book 4

- Crossword Puzzles for Skill Book 3
- Focus on Phonics 3: Long vowel sounds
- Five Dog Night
- Workbook for Skill Book 3

- Focus on Phonics 2a: Short vowel sounds
- Focus on Phonics 2b: Consonant Blends
- Two for the Road
- Pat King’s Family
- Workbook for Skill Book 2

- Crossword Puzzles for Skill Books 1&2
- Focus on Phonics 1: Sounds and names of letters
- Workbook for Skill Book 1
- LWR Diagnostic Inventory

A Laubach Ladder of Literacy

- Skill Book 4
- Readers: People and Places More

- Skill Book 3
- Laubach Way to Cursive Writing
- Readers: Changes More Stories 3

- Skill Book 2
- Readers: City Living More Stories 2

- Skill Book 1
- Readers: In the Valley More Stories 1

Supplementary Materials

New Readers Bookstore publishes a variety of materials in the categories below:

- Some Canadian material including “Canada at a Glance”, “Canadian Forms Made Easy”, “Winners” and “Windows”.
- Reading skill development
- Writing skill development
- Driver education
- Health
- Social studies and government
- Fiction
- Money management / economics
- Practical communication skills
- Science
- Religious heritage
- Mathematics
- Other life skills

Note: The vocabulary in these supplementary materials is not correlated to the Skill Books, and students can read most material independently after completing Skill Book 4.

Students in the lower level skill books may need assistance from teachers or tutors.

The reading levels of these materials range from 1.0 to 7.0.
SECTION III: Tutoring Strategies, Techniques & Resources

The Laubach Way to Reading Series, continued

Overview of Basic Series

Each level has a

- Skill Book for the student
- Corresponding Teacher’s Manual for the tutor, and
- Correlated Reader

The material is colour-coded by level and includes a Check-up and Diploma for each level.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book 1 (green)</td>
<td></td>
</tr>
</tbody>
</table>
  - Lays foundation for reading. Teaches ONE sound for each letter.  
  - Introduces capitals, blending of sounds, comprehension, and punctuation.  
  - Printing of small and capital letters.  
  - Printing of words.  
  - Teacher’s manual has alternative method for use when needed.  
  - SHORT vowels only.  
  - Vocabulary: 132 words. |
| Book 2 (red)      |  
  - Lays foundation for spelling. Sorts out difficult sound system of the English language. 88% of common words have regular spelling.  
  - Regular sounds introduced first to avoid confusion.  
  - Irregular spellings are respelled phonetically when introduced.  
  - Writing of sentences.  
  - SHORT vowels only. Easy to spell, hard to say vowels.  
  - Vocabulary: 192 words. |
| Book 3 (blue)     |  
  - LONG vowels introduced. Different ways to spell each sound.  
  - Cursive Writing taught. (Separate student’s and teacher’s books).  
  - Reading for Living sections – practical life skills.  
  - Dictation in separate notebook.  
  - Designed to encourage independent study.  
  - Vocabulary: 426 words (plus instruction words) |
| Book 4 (gold)     |  
  - Introduces difficult vowel sounds (oo, aw, oi) and irregular consonant sounds (ch for child, Christmas, machine).  
  - Irregular spellings (phone, cough).  
  - Student depends on learned phonics skills rather than visual aids.  
  - Dictionary skills learned to encourage independent study.  
  - Vocabulary: 708 words. |

Note: For ease of reading throughout LWR, students are male, tutors are female.
SECTION III: Tutoring Strategies, Techniques & Resources

Speech Sounds

Introduction

Since the *Laubach Way to Reading* series emphasizes the teaching of phonics, it is important for tutors to be able to model each of the sounds in the English language. You should also be prepared to describe how a particular sound is made in case a student seems to be having trouble producing it. The following information can help you do that.

How the sound is articulated

There are four stages in the articulation of a speech sound:

1. Get the lips and tongue into position
2. Produce the sound
3. Stop the sound
4. Relax the position

Definitions

The following table provides definitions and examples of terms used in describing speech sounds.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagraph</td>
<td>A group of two successive consonants that together make a new single sound.</td>
<td>“ch”</td>
</tr>
<tr>
<td>Diphthong</td>
<td>Two vowel sounds joined in one syllable to form one speech sound.</td>
<td>—oil</td>
</tr>
<tr>
<td>Consonant blend</td>
<td>Two or more consonants that together make a blended sound where each sound is heard.</td>
<td>—str</td>
</tr>
<tr>
<td>Voiced</td>
<td>A sound made with the vocal cords. (You can feel the vibration.)</td>
<td>“v”</td>
</tr>
<tr>
<td>Unvoiced</td>
<td>A sound made without using the vocal cords. (No vibration.)</td>
<td>“f”</td>
</tr>
<tr>
<td>Nasal-voiced</td>
<td>A sound that comes through the nose.</td>
<td>—n</td>
</tr>
<tr>
<td>Continuant</td>
<td>A sound that can be held. All vowels are continuants.</td>
<td>—“r” voiced) “s” (unvoiced)</td>
</tr>
<tr>
<td>Stop</td>
<td>A sound that cannot be held.</td>
<td>“b” (voiced) “p” (unvoiced)</td>
</tr>
</tbody>
</table>
SECTION III: Tutoring Strategies, Techniques & Resources

Speech Sounds, continued

Sounds by type

The following table shows each of the speech sounds, categorized by type, that are introduced in the Laubach Way to Reading Skill Books.

<table>
<thead>
<tr>
<th>Vocalization</th>
<th>Voiced</th>
<th>Unvoiced</th>
<th>Nasal (voiced)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop (equivalents)</td>
<td>b, g, d, j</td>
<td>p, c, k, t, ch</td>
<td></td>
</tr>
<tr>
<td>Continuant (equivalents)</td>
<td>v, w, z, th², zh</td>
<td>f, wh, s, th¹, sh</td>
<td></td>
</tr>
<tr>
<td>Do not have equivalents</td>
<td>l, r, y</td>
<td>a, e, i, o, u, ar, er, or, oo¹, oo², aw, ou, oi</td>
<td>h, m, n, ng</td>
</tr>
</tbody>
</table>

Articulatory Position

The following tables describe the articulatory position for each of the sounds, presented in the order in which they are introduced in the Laubach Way to Reading series.

Vocalization code: v = voiced  un = unvoiced  n = nasal  c = continuant  s = stop

IPA: International Phonetic Alphabet

<table>
<thead>
<tr>
<th>Spelling (other spellings)</th>
<th>Example</th>
<th>Code (IPA)</th>
<th>Articulatory Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Book 1 Lesson 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>bird</td>
<td>v, s [b]</td>
<td>Stop air with lips together; open with a small puff of breath. Voiced equivalent of /p/.</td>
</tr>
<tr>
<td>c</td>
<td>cup</td>
<td>un, s [k]</td>
<td>Tongue tip down, back of tongue touching lower teeth. Stop air with hump or arch of the tongue and emit breath from back of the throat. Unvoiced equivalent of /g/.</td>
</tr>
<tr>
<td></td>
<td>duck</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>dish</td>
<td>v, s [d]</td>
<td>Lips and teeth slightly parted. Stop air with tongue tip touching roof of mouth just behind upper teeth. See lower surface of tongue. Tongue is dropped as breath is expelled. Voiced equivalent of /t/.</td>
</tr>
</tbody>
</table>
### Articulatory Position (continued)

<table>
<thead>
<tr>
<th>Spelling (other spellings)</th>
<th>Example</th>
<th>Code (IPA)</th>
<th>Articulatory Position</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skill Book 1 Lesson 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>fish</td>
<td>un, c [f]</td>
<td>Lower lip touching upper teeth lightly. Breath sound, continuant. Unvoiced equivalent of /v/.</td>
</tr>
<tr>
<td>ph</td>
<td>phone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gh</td>
<td>laugh</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>girl</td>
<td>v, s [g]</td>
<td>Tongue tip down, touching back of lower teeth. Stop air with hump or arch of the tongue and emit breath from back of the throat. Voiced equivalent of /k/ or /g/.</td>
</tr>
<tr>
<td>h</td>
<td>hand</td>
<td>un, c [h]</td>
<td>Has no position of its own. Position the tongue for the vowel following it and give a breath sound. A continuant.</td>
</tr>
<tr>
<td><strong>Skill Book 1 Lesson 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j</td>
<td>jumping</td>
<td>v [dʒ]</td>
<td>A combination of /d/ and /zh/. Lips forward. Start with tongue tip up; lower as breath is expelled. Voiced equivalent of /ch/.</td>
</tr>
<tr>
<td>g (e)</td>
<td>gentle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g (i)</td>
<td>ginger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g (y)</td>
<td>gypsy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dge</td>
<td>badge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k</td>
<td>kicking</td>
<td>un, s [k]</td>
<td>Tongue tip down touching back of lower teeth. Stop air with hump or arch of tongue and emit breath from back of throat. Unvoiced equivalent of /g/. Same as /ç/.</td>
</tr>
<tr>
<td>l</td>
<td>leg</td>
<td>v, c [l]</td>
<td>Tongue tip touches just behind the upper teeth. Air comes out along the side(s) of the tongue.</td>
</tr>
<tr>
<td>m</td>
<td>man</td>
<td>v, n, c [m]</td>
<td>Lips together. It is made with the same lip position as /b/ and /p/, but /b/ and /p/ are stop sounds. It is a nasal sound and a continuant.</td>
</tr>
<tr>
<td>n</td>
<td>neck</td>
<td>v, n, c [n]</td>
<td>Lips and teeth slightly parted. Tongue tip up touching roof of mouth just behind upper teeth. Lower surface of tongue shows. It touches the gum ridge with the tongue position like /t/ and /d/, but /t/ and /d/ are stop sounds. It is a continuant and a nasal sound.</td>
</tr>
<tr>
<td>kn</td>
<td>know</td>
<td></td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>pan</td>
<td>un, s [p]</td>
<td>Stop air with lips together; open with a big puff of breath. Unvoiced equivalent of /b/.</td>
</tr>
</tbody>
</table>
### Articulatory Position (continued)

<table>
<thead>
<tr>
<th>Spelling (other spellings)</th>
<th>Example</th>
<th>Code (IPA)</th>
<th>Articulatory Position</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skill Book 1 Lesson 3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s</td>
<td>c (e)</td>
<td>snake cent</td>
<td>un, c [s]</td>
</tr>
<tr>
<td></td>
<td>c (i)</td>
<td>city icy</td>
<td></td>
</tr>
<tr>
<td>t</td>
<td></td>
<td>tent</td>
<td>un, s [t]</td>
</tr>
<tr>
<td>w</td>
<td>woman</td>
<td>v, c [w]</td>
<td>Lips forward and rounded, with &quot;a finger&quot; opening. As /oo/. A continuant.</td>
</tr>
<tr>
<td>y</td>
<td>yells</td>
<td>v, c [i]</td>
<td>Lips drawn back, teeth close together. As /ee/. A continuant.</td>
</tr>
<tr>
<td><strong>Skill Book 1 Lesson 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>ea</td>
<td>Ed head</td>
<td>v, c [e]</td>
</tr>
<tr>
<td>i</td>
<td>y</td>
<td>in bicycle</td>
<td>v, c [i]</td>
</tr>
</tbody>
</table>
### SECTION III: Tutoring Strategies, Techniques & Resources

#### Speech Sounds, continued

**Articulatory Position** (continued)

<table>
<thead>
<tr>
<th>Spelling (other spellings)</th>
<th>Example</th>
<th>Code (IPA)</th>
<th>Articulatory Position</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skill Book 1 Lesson 5</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>box</td>
<td>un</td>
<td>Teach as /ks/.</td>
</tr>
<tr>
<td>z s</td>
<td>zipper eggs</td>
<td>v, c [z]</td>
<td>Teeth close but not touching. Tongue tip down. A continuant. Voiced equivalent of /s/.</td>
</tr>
<tr>
<td>qu</td>
<td>quarter</td>
<td>un</td>
<td>Teach as /kw/. Lips rounded like /oo/.</td>
</tr>
<tr>
<td>th¹</td>
<td>thanks</td>
<td>un, c [θ]</td>
<td>Tongue touches both upper and lower teeth. A continuant breath sound. Unvoiced of /th²/. A consonant digraph.</td>
</tr>
<tr>
<td><strong>Skill Book 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wh</td>
<td>whistle</td>
<td>un, c</td>
<td>Teach as /hw/. A continuant and a consonant digraph.</td>
</tr>
<tr>
<td>th²</td>
<td>mother</td>
<td>v, c [ð]</td>
<td>Voiced sound of /th¹/. A continuant and a consonant digraph.</td>
</tr>
<tr>
<td>ar</td>
<td>arms</td>
<td>v, c [aːɹ]</td>
<td>Teach according to person’s local pronunciation.</td>
</tr>
<tr>
<td>er ur ir</td>
<td>her burn girl</td>
<td>v, c [ɹ]</td>
<td>Tongue tip down. Lips forward, almost squared, more relaxed than for /r/.</td>
</tr>
<tr>
<td>ng</td>
<td>ring</td>
<td>v, n, c [n]</td>
<td>Tongue tip down behind lower teeth. Hump or arch tongue. Nasal equivalent of /k/ or /g/. A nasal and continuant sound and a consonant digraph.</td>
</tr>
</tbody>
</table>
Speech Sounds, continued

Articulatory Position (continued)

<table>
<thead>
<tr>
<th>Spelling (other spellings)</th>
<th>Example</th>
<th>Code (IPA)</th>
<th>Articulatory Position</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skill Book 3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a-e</td>
<td>cake</td>
<td>v, c [eə]</td>
<td><em>Do not teach as a diphthong.</em> Teeth about a half inch apart. Hold twice as long as /e/. Tongue down.</td>
</tr>
<tr>
<td>ai</td>
<td>paint</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ay</td>
<td>day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i-e</td>
<td>time</td>
<td>v, c [ai]</td>
<td>A diphthong combination of /oi/ and /ee/. Jaw wide at start, then move to a narrow opening.</td>
</tr>
<tr>
<td>igh</td>
<td>night</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ie</td>
<td>tie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>y</td>
<td>my</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ee</td>
<td>three</td>
<td>v, c [i:]</td>
<td>Lips drawn back, teeth close together. A continuant. Hold twice as long as /i/.</td>
</tr>
<tr>
<td>ea</td>
<td>eat</td>
<td>v, c [i:]</td>
<td></td>
</tr>
<tr>
<td>o-e</td>
<td>home</td>
<td>v, c [oʊ əʊ]</td>
<td>Lips forward and rounded, with a —f v e finger wide” opening. A continuant.</td>
</tr>
<tr>
<td>oe1</td>
<td>boat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ow1</td>
<td>snow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>horn</td>
<td>v, c [aːr]</td>
<td>Lips forward with a —f v e finger wide” opening.</td>
</tr>
<tr>
<td><strong>Skill Book 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>oo1</td>
<td>room</td>
<td>v, c [uː]</td>
<td>Lips forward and rounded, with a —f v e finger” opening. Prolong the sound. A continuant. Tongue is more tense than /oo/.</td>
</tr>
<tr>
<td>oo2</td>
<td>wood</td>
<td>v, c [u]</td>
<td>Lips forward, almost squared. A continuant. Tongue more lax than for /oo/.</td>
</tr>
<tr>
<td>au</td>
<td>Paul</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>u-e</td>
<td>cure</td>
<td>v, c [iː] + [uː]</td>
<td>Teach as /ee/ plus /oo/. A diphthong. A continuant.</td>
</tr>
<tr>
<td>ea</td>
<td>few</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ou</td>
<td>mountain</td>
<td>v, c [oʊ] + [u]</td>
<td>A diphthong. Combination of /oʊ/ plus /ou/. Start with wide jaw opening; move lips forward with a small opening. A continuant.</td>
</tr>
<tr>
<td>ow2</td>
<td>town</td>
<td></td>
<td></td>
</tr>
<tr>
<td>oi</td>
<td>oil</td>
<td>v, c [aɪ]</td>
<td>A diphthong. Combination of /aw/ plus /i/. Start with lips forward for /aw/, then draw back for /i/.</td>
</tr>
<tr>
<td>oy</td>
<td>boy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>su</td>
<td>measure</td>
<td>v, c [Z]</td>
<td>/zh/. Same as /sh/, but voiced.</td>
</tr>
<tr>
<td>si</td>
<td>vision</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Speech Patterns

Introduction

Language is a system of sounds people make with their vocal cords. These systematic sounds carry meaning. They communicate.

Within every language, there are many variations in the pronunciation of words and how they are used. These variations, or patterns, may be particular to certain geographical areas or ethnic or social groups. Some of them are not unique to any special group but are used at some time by most of the people.

Interference

Because people use language in so many different ways, tutors need to be aware of the many variant forms. Some of these may cause interference with learning to read English since the written form may differ greatly from the spoken form.

Interference is the key word because mistakes made by the student may be based on this conflict between written and spoken English – they are not necessarily reading errors.

For example: Saying "dis" for "this" is a speech pattern.

Saying "dis" for "that" is a reading error.

Implications for Tutors

Never put down or try to change a student’s way of speaking. However, do explain to the student how the written and spoken forms of English often differ.

Describe situations in which we might hear or want to use a spoken form that is close to the written or —standard— form: newscasters, government officials, classroom teachers, job interview situations, etc. Try always to be a model of —standard— English during your tutoring sessions. If the student sees an advantage to acquiring —standard— English as another way of speaking, he will do so.

Remember that the student's own style of speaking is still acceptable and should not be replaced by —standard— English. Rather, he will need both, one for use in informal relationships and with peers, and the other for social, economic and educational achievement.
Teaching Standard English

Procedure

Follow the steps below to teach lessons on Standard English.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Select one sound or grammatical item to work on (i.e. /th/).</td>
</tr>
<tr>
<td>2</td>
<td>Help the student to hear the sound or recognize the grammatical structure.</td>
</tr>
<tr>
<td>3</td>
<td>Help the student to reproduce the “standard” item (this).</td>
</tr>
<tr>
<td>4</td>
<td>Help the student to hear or recognize the difference between the “standard” item and the spoken equivalent (this, dis).</td>
</tr>
<tr>
<td>5</td>
<td>Read a list of words which include the item or sound to be worked on (/th/) and the item or sound substituted in the student’s speech (/d/). Ask the student to select the words that have the sound to be worked on (/th/). Select the word(s) that begin(s) with the sound represented in writing by the letters th: than, Dan, dish, this, those.</td>
</tr>
<tr>
<td>6</td>
<td>Put these words (and others like them that the student has learned to read) on flash cards for practice and review.</td>
</tr>
<tr>
<td>7</td>
<td>Do a role-play with the student (example: a job interview). This can help the student practise the use of the “standard” item in a controlled, less daunting environment.</td>
</tr>
</tbody>
</table>

How to study a word

The box below presents a series of possible questions to ask when working on a particular word.

<table>
<thead>
<tr>
<th>How to Study a Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is special about the word?</td>
</tr>
<tr>
<td>2. How many sounds do you hear?</td>
</tr>
<tr>
<td>3. How many letters do you write?</td>
</tr>
<tr>
<td>4. What is the vowel sound(s)?</td>
</tr>
<tr>
<td>5. What letter(s) make(s) up the vowel sound(s)?</td>
</tr>
</tbody>
</table>
**Challenger Adult Reading Series**

*Challenger* is an eight book program of reading, writing and reasoning skills designed to meet the needs of adults and adolescents reading below sixth grade level. This program is also a step-by-step method. For this reason, tutors should take a 3 hour workshop before tutoring in this series. Each book in this controlled vocabulary program consists of twenty lessons. Each lesson includes a reading selection and a variety of exercises and activities. Preceding each lesson in the odd-numbered books is a word chart that introduces new words according to a specific phonics principle.

The books also include lists of words the students have studied to-date, and periodic reviews. The last review in each book can be used as a diagnostic tool to determine the appropriate placement for students using the program.

<table>
<thead>
<tr>
<th>Books 1 and 3</th>
<th>Books 2 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>contain light-hearted stories about adults caught up in a variety of situations.</td>
<td>contain engaging non-fiction pieces which enable students to broaden the scope of their knowledge.</td>
</tr>
<tr>
<td>Book 5 offers adaptations of widely acclaimed literature.</td>
<td><strong>Books 6 and 8</strong> contain more advanced non-fiction (history, science, etc.)</td>
</tr>
<tr>
<td><strong>Book 7</strong> contains more advanced classical and modern fiction.</td>
<td></td>
</tr>
</tbody>
</table>

**Significant Features:**

1. High degree of responsibility for their learning assumed by students.
2. Suitable for tutorial, individualized, and small group sessions.
3. Exceptionally motivating reading selections.
4. Mature presentation and diversity of material.
5. Challenge of increasingly difficult materials.
6. Requires students to use their powers of reason.
7. Emphasis on integrating phonics, word analysis, vocabulary, reading comprehension, literacy understanding writing, reasoning, and study skills.
8. Emphasis on building background in basic knowledge necessary for comprehension.
9. Comprehensive teacher's manual which only guides teachers and permits flexibility in executing the lessons.
10. Increased preparation time for individual lessons is needed.
11. Answer key under separate cover which allows students as well as teachers to check homework.
13. By book 8, if working independently, the student has a good grounding for university English.
Comparison with LWR

The table below provides a brief comparison of the *Laubach Way to Reading* and the *Challenger* series.

<table>
<thead>
<tr>
<th>Element</th>
<th>Laubach Way To Reading</th>
<th>Challenger</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>- skills development</td>
<td>- information and knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- enjoyment of literature</td>
</tr>
<tr>
<td><strong>Philosophy</strong></td>
<td>- success-oriented lessons</td>
<td>- challenging lessons</td>
</tr>
<tr>
<td></td>
<td>- student protected from failure</td>
<td>- mistakes used as a learning tool</td>
</tr>
<tr>
<td><strong>Characteristics</strong></td>
<td>- step-by-step lessons</td>
<td>- many words and sounds introduced</td>
</tr>
<tr>
<td></td>
<td>- sequential skill-building</td>
<td>at once</td>
</tr>
<tr>
<td></td>
<td>- structured format</td>
<td>- review and reinforcement in areas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>of weakness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- flexible lesson pattern</td>
</tr>
<tr>
<td><strong>Strengths</strong></td>
<td>- skills practice</td>
<td>- interesting stories</td>
</tr>
<tr>
<td></td>
<td>- spelling helps</td>
<td>- emphasis on vocabulary</td>
</tr>
<tr>
<td></td>
<td>- reading for living sections</td>
<td>- focus on reasoning skills and critical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>thinking</td>
</tr>
<tr>
<td><strong>For a Student</strong></td>
<td>- lacks self-confidence</td>
<td>- likes a quicker pace and a</td>
</tr>
<tr>
<td>who...</td>
<td>- has a fear of failure</td>
<td>challenge</td>
</tr>
<tr>
<td></td>
<td>- lacks basic skills</td>
<td>- is not afraid of making mistakes</td>
</tr>
<tr>
<td></td>
<td>- is a slower learner</td>
<td>- has some basic skills</td>
</tr>
<tr>
<td></td>
<td>- may have problems working independently</td>
<td>- enjoys working independently</td>
</tr>
<tr>
<td></td>
<td>- needs teacher direction/support</td>
<td>- doesn’t need constant teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- is able to assume responsibility for</td>
</tr>
<tr>
<td></td>
<td></td>
<td>completion of own work</td>
</tr>
<tr>
<td><strong>For a Tutor</strong></td>
<td>- has no prior teaching experience</td>
<td>- has previous teaching or tutoring</td>
</tr>
<tr>
<td>who...</td>
<td>- appreciates security of step-by-step</td>
<td>experience</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Manual</td>
<td>- feels confident in teaching ability</td>
</tr>
<tr>
<td></td>
<td>- may feel insecure with tutoring</td>
<td>- likes to be creative</td>
</tr>
<tr>
<td></td>
<td>- prefers to work with a beginning student</td>
<td>- may see the structured method as</td>
</tr>
<tr>
<td></td>
<td>- lacks resources to develop lessons</td>
<td>too restrictive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- has access to teaching resources</td>
</tr>
</tbody>
</table>
Voyager Reading Series

Key Features of Voyager

1. **Voyager** respects the student. Lessons build on the student's prior knowledge, experience, and skills.
2. **Voyager** can be used in a variety of instructional settings, including classes and small groups as well as one-on-one tutorial settings.
3. **Voyager** is easy to use and enjoyable for both the students and their tutors.
4. **Voyager** is theme-based.
5. Reading selections are varied in content and format.
6. **Voyager** uses an integrated approach to teach reading, writing, listening, and speaking.
7. **Voyager** emphasizes writing as a process and links writing activities to the reading selections.
8. **Voyager** combines the best elements of traditional instruction and contemporary approaches.
SECTION III: Tutoring Strategies, Techniques & Resources

Voyager Reading Series, continued

Foundation Book Prerequisites

Students should

✦ be able to copy and to print capital and lower case letters of the alphabet
✦ be able to identify when two letters or two words are the same or different
✦ understand that a letter has a name and a sound
✦ be able to say the names of the letters
✦ understand that words are made up of sounds
✦ understand that a written or spoken thought is made up of individual words
✦ have some sight vocabulary

Voyager Components

Voyager Basic Materials

Stage 1: Learning to Read
2 Student Books: Foundation and Voyager 1
Teacher’s Resource Guide Foundation – 1

Stage 2: The Emerging Reader
2 Student Books: Voyager 2 and Voyager 3
Teacher’s Resource Guide 2-3

Stage 3: Reading to Learn
3 Student Books: Voyager 4, Voyager 5, Voyager 6
Teacher’s Resource Guide 4-6

Stage 4: Reading for Work and Life
2 Student Books: Voyager 7 and Voyager 8
Teacher’s Resource Guide 7-8

Voyager Placement Tool

Voyager Supplementary Materials

9 Workbooks (Foundation 1, 2, 3, 4, 5, 6, 7, and 8)

9 Vocabulary Workbooks (Foundation, 1, 2, 3, 4, 5, 6, 7, and 8)

9 Puzzle Booklets (Foundation, 1, 2, 3, 4, 5, 6, 7, and 8)

9 Diplomas (Foundation, 1, 2, 3, 4, 5, 6, 7, and 8)
SECTION III: Tutoring Strategies, Techniques & Resources

**Voyager Reading Series**, continued

**Comprehension Strategies and Skills Taught**

**Comprehension Strategies**

Students apply strategies before, during, and after the reading.

Comprehension strategies include:

- setting a purpose for reading
- using prior experience and knowledge
- predicting what the story will be about
- visualizing or imagining what is read
- summarizing/retelling what is read
- making sense of what is read
- filling in missing details
- asking questions
- understanding others’ feelings and ideas

**Comprehension Skills**

Students receive direct instruction and additional practice with the skills. In the Scope and Sequence charts, these are listed under the heading: *Reading and Thinking*.

Comprehension skills in **Book 1** include:
- sequence of events (pp. 14-15, 74-75)
- identifying cause and effect (pp. 22-23, 66-67)
- making predictions (pp. 40-41, 106-107)

Skills in **Book 2** include:
- understanding the main idea (pp. 26-27)
- finding details to support the main idea (pp. 76-77)
- making inferences (pp. 58-59, 84-85)

Skills in **Book 3** include:
- identifying the setting (pp. 68-69)
- understanding characters (pp. 56-57)
- identifying viewpoint (pp. 94-95)
### Comparison of LWR, Challenger and Voyager

<table>
<thead>
<tr>
<th>Category</th>
<th>LWR</th>
<th>Challenger</th>
<th>Voyager</th>
</tr>
</thead>
</table>
| **Instructional Emphasis** | - Heavy emphasis on skill development  
- Heavy emphasis on phonics and structural analysis  
- Direct skills instruction  
  - phonics  
  - word recognition  
  - comprehension  
  - writing and spelling | - Heavy emphasis on skill development  
- Heavy emphasis on comprehension & vocabulary  
- Indirect skills instruction  
  - phonics  
  - word analysis  
  - vocabulary  
  - comprehension  
  - literary understanding  
  - writing  
  - study skills | - Students experience, knowledge and opinions are integral part of learning  
- Strong emphasis on strategic learning  
- Balanced instruction:  
  - contemporary and traditional  
  - skills and meaning  
  - direct and indirect instruction in skills, strategies & processes  
  - literature and informational readings  
  - reading, writing, thinking, listening and speaking integrated |
| **Books/Levels**       | 4 books  
0-4 reading level                                                   | 8 books  
1-4 Learning to read  
5-8 Reading to learn  
1-8 reading level       | 9 books  
F-1 Learning to read  
2-3 Emerging reader  
4-6 Reading to learn  
7-8 Reading for work & life  
0-8 reading level       |
| **Reading Selections** | Stories with adult themes written for Skill Books 1-3  
Stories written to introduce sounds & words (especially in Skill Books 1-2)  
Informational readings in Skill Book 4 | Light-hearted stories in Books 1 and 3  
Short informational readings in Books 2 and 4  
Classical literature and informational selections in Books 5-8  
Thematic units in Books 6-8 | Stories with adult themes F-2  
Contemporary literature in books 3-8  
Informational selections in books 4-8  
Student writing  
Documents such as charts & graphs in books 4-8 |
### SECTION III: Tutoring Strategies, Techniques & Resources

<table>
<thead>
<tr>
<th>Category</th>
<th>LWR</th>
<th>Challenger</th>
<th>Voyager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of New Vocabulary</td>
<td>Controlled vocabulary 1,600 words in series  Lots of repetition</td>
<td>Controlled vocabulary 1,500 words in Challenger 1</td>
<td>Not a controlled vocabulary 400 words in Foundation level 800 new words in Voyager 1 Students generate words</td>
</tr>
<tr>
<td>Placement</td>
<td>Diagnostic Inventory</td>
<td>Placement Tool with word lists and reading selections</td>
<td>Placement Tool with word lists and reading selections</td>
</tr>
<tr>
<td>Assessment</td>
<td>Checkups in each lesson  Checkups at end of each book</td>
<td>Unit and end-of-book reviews</td>
<td>Student Interest Inventory  Skills Preview in each book  Student Progress Tracking Sheet  Unit and end-of-book reviews  Portfolio assessment</td>
</tr>
<tr>
<td>Audience: Students</td>
<td>Starts at level 0 Good for students who like or need:  • new information in small chunks  • lots of reinforcement  • consistency  • teacher direction</td>
<td>Starts at level 1 Good for students who:  • like to be involved in what they read  • like variety  • like short answer/fill in the blank exercises  • enjoy solving puzzles  • can work independently</td>
<td>Starts at level 0 Good for students who:  • want meaning when reading or writing  • want to apply learning to own lives  • want to interact with and expand upon what is in book  • prefer group instruction</td>
</tr>
<tr>
<td>Audience: Tutors</td>
<td>Good for tutors/teachers who:  • like structure/support  • may be new to teaching 4 teacher's manuals with individual lesson notes, including dialogues, provide extensive support</td>
<td>Good for tutors/teachers who:  • like structure/support  • want to be creative 5 teacher's manuals with individual lesson notes</td>
<td>Good for tutors/teachers who:  • want some structure  • are confident and flexible  • enjoy helping students explore ideas 4 teacher's resource guides with individual lesson notes &amp; photocopy masters</td>
</tr>
</tbody>
</table>
SECTION III: Tutoring Strategies, Techniques & Resources

How do I know which series to use—LWR, Challenger or Voyager?

You can give very beginning readers the LWR Diagnostic Inventory and the Alphabet and Skills Preview material at the beginning of Voyager Foundation Book. If students have considerable difficulty with both tools, they should probably start with LWR Skill Book 1. If students do fairly well with the preliminary material in Voyager Foundation Book, consider starting them in Voyager.

You can also show a student the appropriate level book from each series you are considering. For example, you might show a student both LWR Skill Book 1 and Voyager Foundation Book. Let the student look through each one. Discuss the major differences.

LWR, Challenger, and Voyager each emphasize different things. Which series is most appropriate will depend on what the tutor and the student are comfortable with, the students’ goals, and the student’s particular needs, learning style, strengths and weaknesses.

Laubach Way to Reading (LWR)

• is particularly good for students who like or need:
  † new information introduced in small chunks
  † a lot of reinforcement
  † a lot of teacher direction
  † one-on-one tutoring
• is strong in teaching phonics
• strictly controls the amount of vocabulary presented. Skill Book 1 introduces 132 words. There are about 1,600 different words in the four-book series.
• is good for tutors who like or need a lot of structure. The teacher’s manuals, with their teacher/student scripts, give the tutors extensive support.

Challenger

• is particularly good for students who:
  † have a very basic sight vocabulary and some knowledge of phonics
  † enjoy stories and informational readings with a classical flavour
  † find short answer exercises effective in improving basic skills
• is particularly strong in vocabulary development and literal-level comprehension exercises
• is a controlled vocabulary series, but each book introduces more words than LWR. Challenger 1 contains about 1,500 words
• is good for tutors who like support and structure while having the opportunity to be creative

Voyager

• is particularly good for students who:
  † are eager to interact with and expand upon what is in the book
  † want to read contemporary literature and informational selections
  † enjoy discussing questions as well as answering multiple choice questions
• has a strong balanced approach. In each lesson, students engage in reading, writing, listening, speaking and critical thinking in meaningful ways.
• is not a controlled vocabulary series. Foundation Book introduces about 400 words and Voyager 1 introduces about 800 words. But students generate additional words in each level.
• is good for tutors who want some structure and assistance but who are confident and flexible and enjoy helping students explore ideas.
SECTION III: Tutoring Strategies, Techniques & Resources

The Language Experience Approach

Introduction

“To see one’s own words written down provides the best of all possible motivations for learning to read, for it is an individual’s own story. It also gives the tutor insights into the student’s world that can be a guide in selecting other materials.”
From Tutor, Literacy Volunteers of America

Other Advantages

Language Experience
- helps the student see that reading and writing are not isolated skills and that they can have a direct connection to his personal experiences.
- adds interest and variety to a lesson.

When to use

Although a Language Experience story can be used at any time, it may be easier for the student if you begin using these stories after Lesson 5 in Skill Book 1. At that point the student has learned all the beginning sounds and one sound for each vowel.

Using Language Experience

What topic?

The student can talk about anything that interests them. Often he will come to class wanting to share something that happened since the last tutoring session. You can use this as the basis for a language experience story.

If a topic doesn't readily come to mind or the student seems shy or hesitant, try using one of the following topic starters.

<table>
<thead>
<tr>
<th>Possible Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ His family when he was growing up.</td>
</tr>
<tr>
<td>✓ What he most likes to do on his day off.</td>
</tr>
<tr>
<td>✓ The worst day of his life.</td>
</tr>
<tr>
<td>✓ His ideal vacation.</td>
</tr>
<tr>
<td>✓ How he feels about learning to read.</td>
</tr>
<tr>
<td>✓ What he likes to cook and how to make it.</td>
</tr>
<tr>
<td>✓ What he would say to the Mayor if he could meet with him / her.</td>
</tr>
<tr>
<td>✓ His favourite television show.</td>
</tr>
<tr>
<td>✓ What he would like his children to have in the future.</td>
</tr>
<tr>
<td>✓ The job he would most like to have.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities to Generate Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Ask him to describe a picture that you bring to class or to tell how he feels about it.</td>
</tr>
<tr>
<td>✓ Invite him to talk about a photo he brings to class.</td>
</tr>
<tr>
<td>✓ Read a story or magazine article to him. Have him retell it in his own words.</td>
</tr>
<tr>
<td>✓ Read a letter from a personal advice column in the newspaper. Let him tell how he would answer it.</td>
</tr>
<tr>
<td>✓ Give sentence starters (I can..., I want..., I don't ever...) which the student completes. Let him explain his answers.</td>
</tr>
</tbody>
</table>
SECTION III: Tutoring Strategies, Techniques & Resources

Language Experience Approach continued

Hints and suggestions
- In the beginning, keep the story short, no more than four or five sentences.
- Do not correct the student’s English in early lessons.
  - If the dictation is “me and my wife...” or “I-sure does...”, write it that way.
  - If it is simply a mispronunciation, such as “ax” for “ask” or “dat” for “that”, spell the word correctly.
  - If it is a grammatical error, do not correct it at this time. Later, you can help to correct grammar by simply saying, “there’s another way to say it.”

Steps in Using Language Experience

1. Invite the student to tell a story or personal experience.

2. Write down the story exactly as the student tells it.
   - Use printing and correct spelling and punctuation
   - Say each word as you write it. Make sure the student can see the words.
   - Leave space between each line
   - Make two copies

3. Reading the Story
   - Read the entire story aloud to the student while you draw your finger under each line. Ask the student to correct any part that he would like to change.
   - Read one sentence at a time and ask the student to read each sentence after you. Again use your finger.
   - Read the whole passage aloud together and give help where needed.

4. Building Sight Vocabulary
   - Have the student select 3-5 words he would like to learn to sight read. You might select other words that you think are important for the student.
   - Print the words onto flash cards, or have the student do this.
   - Have the student match the cards to the words in the story.
   - Put additional words on cards, and have the student form sentences.
   - Mix up the cards and have the student read each one.

5. Have the student read the whole story independently.

6. Reading Skills Reinforcement
   - Select additional exercises to reinforce skills being learned, using the words from the student’s story.

7. Review and Followup
   - Encourage the student to:
     - make up a title for the story
     - rewrite or type out the story
     - take the word cards home to study
     - add this story to a collection of the student’s stories in a — personal reader”
SECTION III: Tutoring Strategies, Techniques & Resources

Language Experience Approach continued

If you are using the Laubach Way to Reading series as your core teaching materials, select activities that reinforce skills the student has been working on in his skill books.

A few possible activities are listed by skill book.

**LWR Skill Book 1:**

* Pick out words beginning with particular letters.
* Underline capital letters.
* Count the number of sentences
* Answer factual comprehension questions.
* Write the beginning letter of dictated story words.

**LWR Skill Book 2:**

* Pick out words with short vowel sounds.
* Form words in the same word family as a story word.
* Select a word that begins with a consonant blend. Think of other words that begin with the same blend.
* Add or subtract endings from story words.

**LWR Skill Book 3:**

* Select long vowel sound words.
* Change the long sound to a short sound, e.g., made/mad.
* Change short vowel sound words into long vowel sound words.
* Select contractions from the story. Tell what words they stand for.

**LWR Skill Book 4:**

* Select all the descriptive words (adjectives) in the story.
* Add prefixes or suffixes to selected words.
* Select a word that has one of the vowel sounds taught in Skill Book 4. Make up other words with the same vowel sound.
* Locate places mentioned in the story on a map.
* Think up words that mean the same as words in the story.

**Adapting the Language Experience Approach**

**For beginning students:** Ask the student to complete a sentence, rather than create and read a whole paragraph. For example: My favourite day of the week is ________________. I think I am ________________________.

**If speaking slowly inhibits the student:** Some students feel awkward or lose their train of thought if they have to speak slowly enough for the tutor to print each word. Try taping the student's thoughts and transcribing his sentences later.
SECTION III: Tutoring Strategies, Techniques & Resources

Encouraging Student Writing

Why is writing important?
Adults view language as a functional skill – a useful means of satisfying their basic needs. When students are able to communicate personal messages and other information from early on, it is a source of motivation. It allows them to feel in control of their own learning. Writing can also enhance reading comprehension.

When should students write?
Students can begin the process of learning to write as soon as they recognize the letters of the alphabet by sound and name.

Since students learn to write by writing, they should be encouraged to write early and often – when they need to, or simply when they want to.

Approach

Teaching adults to write requires a holistic approach. Help the student to determine personal writing needs and to develop a solid understanding of the steps to writing (see —Steps to writing— later in this document).

Writing “right”
Many students, because of past experiences, believe that they should not write because they cannot write without error. Changing this attitude is the first step in helping students learn to write. They should be encouraged to take risks and to learn from mistakes.

A functional approach
Tutors must focus on expanding the student’s awareness of the personal and social functions written language has for them. The best teacher is not the technician, sequentially teaching and testing mechanical skills, but rather one who encourages the student to express meaning through written language and monitors their progress towards identified goals.

Reasons for Writing:
- to convey a message (note, letter)
- for enjoyment and self-awareness (journal)
- to join activities (registration form)
- to aid memory (lists, calendar appointments)
- to accomplish a specific goal (application)

Personal and real
Tutors should encourage students to write about personally chosen experiences and topics, and their writing should be seen by real and varied audiences – such as a message on the refrigerator or an email to a friend.
Encouraging Students to Write continued

Steps to writing

Learning to write can be very intimidating for a new reader. By breaking the process down into smaller steps, tutors can help students to start writing early and to continue to write frequently.

Have students follow these steps when writing.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
</table>
| 1    | Decide what to say.  
     | Start by expressing ideas orally. One way is to answer an implied question:  
     | - Why I want a job  
     | - How to do something that I know well  
     | - What happened when I was on vacation  
     | - What I need to buy at the store  
     | Outline your ideas in mapping format or in a list. |
| 2    | Draft the first copy.  
     | Let ideas flow with little concern for correct spelling or grammar. Remember, the draft need not be shown to anyone.  
     | **Suggestions:** Write on every other line so any changes can be added later. The use of a word processor with a computer can reduce barriers to writing, since corrections can be made easily. |
| 3    | Revise the draft copy.  
     | Read the draft copy to decide if the message is  
     | - clear and not open to misunderstanding  
     | - in logical order  
     | - complete, and  
     | - has the correct tone  
     | **Suggestion:** Read the text aloud to get another person's reaction to it. |
| 4    | Edit the work.  
     | Some ways to edit your work include:  
     | - asking someone else to look it over  
     | - using the spell-checker in your word processing application  
     | - picking out words that you are unsure about in terms of spelling or that don't look right and using a dictionary to look these up.  
     | - using a personal editing checklist  
     | - reading the work backwards, word by word, so that you are less likely to miss any mistakes. |
SECTION III: Tutoring Strategies, Techniques & Resources

Writing, continued

Other ways to encourage writing

Written conversations
Occasionally, instead of talking, the tutor and the student can communicate on paper. There should be no correction of errors.

Free Writing
In free writing, the writer records his thoughts without stopping to correct any errors or to worry about spelling or grammar. For unknown words, he may use a dash or just write the first letter. The purpose is to encourage the free flow of ideas, and so errors should not be corrected by the tutor. The student may just read the piece aloud to the tutor if he doesn't want to show it to anyone.

Daily journals
Encourage the student to keep a diary or journal of daily activities including reactions to the day's events.

Sentence completion
Give the student sentences to complete. For example:

- I wish…
- I can…
- I never…

- I'm glad I'm not…
- I feel happy when…
- I used to want…

Write a description
Ask the student to write a description of
- How to do something or
- A favourite food, etc.

Make sure there is no title on the description. Have the student read aloud the description and the tutor will try to guess what it is.

Write a story together
Write a story with the student, with each of you taking turns writing a sentence.

Books about writing

Some books that can help students with the writing process include the following. Check with your local Council to see which ones they have available.

- Writing it Down
- Easing into Essays
- Writing Me
- Write All About It
- Writing to Others
- I Wish I Could Write
- Branching Out
- Writing Well
- Survival Writing Skills
<table>
<thead>
<tr>
<th>WRITING PROBLEMS</th>
<th>POSSIBLE STRATEGIES</th>
</tr>
</thead>
</table>
| Hesitancy to start to write | Try a language experience story  
Understand the writing process  
Try free writing (don't worry about writing mechanics)  
Use written conversation for support  
Brainstorm ideas  
Use pictures to start a story  
Complete a story  
Write a journal for self only |
| Difficulty expressing self | Find topics of interest  
Develop lists of words relevant to interests and needs  
Begin with single sentences  
Try a language experience story |
| Difficulty organizing ideas | Map out ideas before writing  
Use written conversation to develop sequence of ideas  
Use “hamburger method” (opening, main text, closing) |
| Reversals of letters/ words | Use continuous flow printing and/or cursive writing  
Emphasize left to right (use lingo as in descriptive key words)  
Use left to right arrows on the page  
Sound out words for spelling  
Use visual memory devices |
| Phonetic spellings        | Try to visualize words  
Say words as they are spelled  
Pay attention to spelling rules/patterns  
Keep lists of spelling demons  
Use mnemonic devices  
Use rhyming patterns |
| Writing incomplete sentences | Understand what is needed for a complete sentence  
Practise identifying incomplete and complete sentences |
### OTHER PROBLEMS | POSSIBLE STRATEGIES
---|---
**Poor memory** | Identify what helps memory (visual, auditory, kinesthetic or multisensory devices).  
Intend to remember.  
Make up associations.  
Use acronyms (first letters form a word); analogies, acrostics (form a sentence with words beginning with the letters in the word); rhymes or jingles.  
Practise memory (Kim’s game etc.).  
Short repetitions, small quantities to remember at a time.  
**Canceling first lesson** | Keep trying—show interest!  
Discuss date, time, place again—be flexible.  
**Unrealistic goals** | Explore ways to make the goals achievable—many aids and services.  
Break goal into mini goals.  
Take one step at a time.  
Review goals and revise frequently.  
**Dislike of tutor/Incompatibility** | Immediately inform co-ordinator.  
Rematch tutor and student.  
**Not completing homework** | Do homework as part of lesson.  
Discuss reasons and explore solutions.  
**Overdependence i.e., involving tutor in personal life** | Do not get involved.  
Emphasize tutor's role.  
Contact co-ordinator.  
Refer student to appropriate agency.  
**Student is depressed, quiet or passive** | Encourage active participation in lessons.  
Guide and facilitate; don’t direct.  
Give choices about activities, order of activities.  
Ask lots of open ended questions.  
Ask for feedback.  
Ask student to bring in own materials.  
Get student to help plan next session.
SECTION III: Tutoring Strategies, Techniques & Resources

Spelling Strategies

This handout provides an overview of the spelling rules presented in the Laubach Way to Reading skill books, as well as a listing of spelling aids and resources available to help a new reader with spelling.

Spelling Rules in Skill Book 2

General rule for keeping vowels short
The short vowel must be distanced from the following vowel or vowel sound by at least two consonants.

Examples:
- hop/hopped
- permit/permitted
- brittle (/ul/)
- commit/committee

Exceptions: two-syllable words with stress on the first syllable, e.g. visit/visited credit/credited

When to use k, c, or ck

- The letter k is used for the /k/ sound before e and i (e.g. kit, kettle)
- The letter c is used for the /k/ sound before a, o, u (e.g. cat, cot, cut) or before a consonant (e.g. pact, acne, correct).
- The letter c is used for the /s/ sound before e or i (e.g. cell, city).
- The letters ck are used at the end of a word immediately after a short vowel (e.g. back, truck).
- The letter k is used at the end of a word after a consonant (e.g. bank, walk).

Other rules

- A silent e on the end of a word is dropped before adding the ending –ing or –y.
- To make words plural that end in s, sh, ch or x, add – es (e.g. dresses, wishes, matches, boxes).
- The letters s, l, or f are usually doubled at the end of a short vowel word (e.g. miss, well, cuff).
- Use a y for the short vowel sound (/i/ or /ee/) at the end of a multi-syllable word where the ending is unstressed (e.g. city, university)
- Change y to i before adding endings –es, -ed, or –er, but only when a consonant comes before the y. (carry → carries but play → plays)
- Write –dge for the sound /j/ when it follows a short vowel at the end of a word, and the last syllable is stressed Examples: edge, bridge but rage, large, manage
- Write tch for the sound /ch/ when it follows a short vowel at the end of a word Examples: match, itch, blotch
SECTION III: Tutoring Strategies, Techniques & Resources

Spelling Rules in Skill Book 3

- **Silent e** at the end of a one-syllable word makes the vowel long.
- Two vowels together usually make the first vowel long.
  - "When 2 vowels go walking the first one does the talking (and it says its own name)."
- A vowel at the end of a syllable (followed by only one consonant) is usually long.
- The letter **y** at the end of a one-syllable or three-syllable word has the long /i/ sound if that last syllable is stressed. (e.g. fly, multiply)
- Put **i** before **e**, except after **c** or when the vowel sound is a long /a/ (e.g. niece, but receive and weigh)

Spelling aids and resources

- Word games (Scrabble, Probe, Spill and Spell, Hangman)
- Puzzles (simple crosswords, anagrams, word search)
- Use of a dictionary
- Filling in letter blanks (flash cards, tachistoscope or slide strip)
- Manipulating letter cards or tiles to form a word
- Keeping personal lists of spelling challenges
- More skills practice exercises
- Lots of dictation practice
- Use of mental associations (*Demonic Mnemonics* is a helpful little book)
- Pronouncing silent letters in words

Patterns in Spelling

There are 4 books which roughly correspond to the *Laubach Way to Reading* series.

A systematic method of learning to spell by stressing patterns found regularly in English words using word families, consonant blends and digraphs is used throughout the books.

It can be used with the student after they have completed the LWR Skill Books 1 & 2 or with a student who can read but not spell.
SECTION III: Tutoring Strategies, Techniques & Resources

Review and Reinforcement Ideas

Introduction

The *Laubach Way to Reading* series is designed to serve as the core instruction in an adult basic literacy program. It is not designed to meet all the needs of every student. As tutors, you will want to understand how to select materials or develop teaching aids that can help you reinforce those areas in which your student needs extra help.

Laubach Literacy of Ontario conferences and other training opportunities are held yearly (depending upon funding) and provide excellent opportunities to learn about new materials for tutors and students.

Using Reinforcement Aids

The purposes for using reinforcement aids include the following:

- To change the pace of a lesson for a student who needs to develop confidence and security.
- To reinforce a particular skill if the student is having difficulty.
- To help a student transfer skills learned in the skill book to other areas of reading.
- To provide an interesting change of pace during each lesson.
- To reinforce areas in which the student has scored poorly in reviews or check-ups.

*Note:* Do not use supplementary materials to unnecessarily prolong the study of Skill Book 1. A student should move through this book as quickly as possible to achieve a sense of progress.

Criteria for Materials

When selecting or developing reinforcement material, consider whether it meets the following criteria:

- It is compatible with the Laubach philosophy
- It uses only the vocabulary and structures the student has already learned
- It helps the student to meet his goals, and feel successful
- It has a practical application
- It stimulates and holds the student’s attention
- It is on an adult level
- It can be used for fun or a change of pace
- It is easily taught and understood
- It is clearly related to the reading experience and not just an isolated or tedious drill, and
- It allows for physical involvement and manipulation.
GENERAL REINFORCEMENT ACTIVITIES

Introduction

Reinforcement is the Key

A characteristic of a good reader is not what they choose to read, but how much they read. To acquire and maintain any skill (driving, typing, etc.) repeated use is necessary. This is especially true for a new reader.

A person with good literacy skills is continuously reinforcing these skills by reading the words they see all around them, on billboards, headlines, labels, etc. A non-reader does not have this opportunity. Until the adult has seen a word in print – several times and in combination with other words – it is still a new word.

The general reinforcement activities provided here are meant to provide tutors with an overview and are by no means exhaustive.

Where to get reinforcement materials

All items marked with this symbol ♻ are available through your local council office, or through the Laubach Literacy Bookstore.

For reading

Here are some supplemental materials that can help reinforce reading:

- Published books with a controlled vocabulary such as
  - More Stories series ♻
  - Focus on Phonics series ♻

- Materials you have written, such as stories, simplified factual paragraphs, or an informational item appropriate to each lesson or current happening (this allows tutors to select words and structures to reinforce a specific skill)

- A student’s story that you have written down as part of a Language Experience activity (see page 54 - The Language Experience Approach)

- Newspapers
  - Circle the known words for a beginning student to read
  - Help the student discover new words and ideas by using ads and announcements for entertainment, educational activities and special events
  - Have the student find words that describe himself, his friends, etc.
  - Have the student find answers to “who, what, when” questions
  - Cut headlines from articles and have the student match them with the correct article

- Anything with words – brochures, labels, flyers, catalogues and cartoons.

- Encourage the student to bring in items of interest.
SECTION III: Tutoring Strategies, Techniques & Resources

General Reinforcement Activities, continued

For writing

Writing and reading reinforce each other. The student may write in any form that interests him such as stories, prose, poems, or a journal.

The following activities can help a student develop or improve writing skills:

- Taping his own dictation – then writing it down
- Writing a letter
- Writing a sentence or paragraph about a word or picture
- Reading a story or an article and writing questions about it
- Filling in cartoon bubbles with own words
- Rewriting his own story as part of a Language Experience activity (see page 54 - The Language Experience Approach)
- Doing free writing (writing about experiences, thoughts or feelings).

References: For a handy source of ideas on how to encourage students to write creatively see I Wish I Could Write by Joan Barasovska.

Other Ideas, Aids, and Devices

- Guidelines to Teaching Remedial Reading by Lillie Pope gives suggestions for additional games and motivational approaches, procedures, word lists, guides to inexpensive instructional materials, and techniques for teaching word attack skills
- The Crossword Puzzles for Skill Books series
- LWR Phonics Mini Charts are reproductions of the first five charts in Skill Book 1 (which can be cut apart like a puzzle)
- Online resources such as www.puzzlemaker.com (to create word puzzles)
- The Workbook for Skill Books series
- Recycle Skill Books 1 and 2 for students working in Skill Books 3 or 4 by:
  - Rewriting sentences, adding adjectives and adverbs
  - Substituting pronouns for nouns
  - Making “who, what, why” questions, and
  - Changing present verb tenses to past or future

- Use a computer, a tape recorder, or role-playing

- Games can be adapted for reading practice:
  - Anagrams
  - Bingo
  - Lotto
  - Map-type games
  - Quiz games
SECTION III: Tutoring Strategies, Techniques & Resources

Specific Reinforcement Activities by LWR Skill Book

Skill Book 1

*Cut out pictures from catalogues*
Each picture should be a “one word only” picture. Pick items of interest to your student. Use these to make one of the following:

- **A bingo type game** with consonant sounds. The student matches pictures with the beginning or ending sound. Be careful not to choose a picture that can be described in more than one way (such as a picture of a young dog that could be a “dog” or a “puppy”).

<table>
<thead>
<tr>
<th>M</th>
<th>r</th>
<th>w</th>
</tr>
</thead>
<tbody>
<tr>
<td>c</td>
<td>t</td>
<td>s</td>
</tr>
<tr>
<td>p</td>
<td>n</td>
<td>t</td>
</tr>
</tbody>
</table>

- **Flash cards.** Put the picture on one side of the card and the word on the reverse side. Also make a separate card with just the word. The student matches the picture card with the word card. The student may take them home and use them for homework.

*Make a bingo game* using flash cards with sight words from Book 1: this, is, a, in, her, the.

Skill Book 2

*Play “Magic Squares” with short vowel sounds*
Prepare a square divided into nine sections as below. Insert a letter in each section of the square making sure that two or three are vowels. Fill in the other sections with consonants.

Student selects one square. He combines the letter in this square along with any of the letters in the touching squares to make as many real words as possible. All the touching letters need not be used.

<table>
<thead>
<tr>
<th>g</th>
<th>a</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>h</td>
<td>e</td>
<td>m</td>
</tr>
<tr>
<td>t</td>
<td>f</td>
<td>b</td>
</tr>
</tbody>
</table>
SECTION III: Tutoring Strategies, Techniques & Resources

Example: If a student chooses the square containing the letter “a”, they may make words using the “a” and any of the other touching letters: g, h, e, m, p. These might include: gap, ham, map.

Practice on –k and –ck endings

Write the unfinished words below on flash cards or in a well-spaced list of words.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>k</td>
<td>k</td>
<td>ck</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tru___</td>
<td>par___</td>
<td>lo___</td>
<td>mas___</td>
<td>ris___</td>
<td>bu___</td>
</tr>
<tr>
<td>sil___</td>
<td>ja___</td>
<td>mar___</td>
<td>dar___</td>
<td>mil___</td>
<td>si___</td>
</tr>
<tr>
<td>stu___</td>
<td>bri___</td>
<td>ba___</td>
<td>du___</td>
<td>clo___</td>
<td>ro___</td>
</tr>
</tbody>
</table>

Ask the student to tell you whether k or ck (show flash cards of each) should be used to end the word. Add the endings the student selects, putting one flash card atop the other, and help the student determine whether or not it is correct.

If the student can’t read the word, supply the ending and ask him to sound the word out.

Practice short vowel sounds with a tachistoscope (slide strip)

Show a student how to make a new word by changing one letter in a word they already know.

You must first prepare a tachistoscope (slip-strip) by following these steps.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fold an index card in half and tape the sides</td>
</tr>
<tr>
<td>2</td>
<td>Print on one side the beginning and ending of a word which could be completed by several of the short vowel sounds.</td>
</tr>
<tr>
<td>3</td>
<td>Cut a hold for the missing vowel.</td>
</tr>
<tr>
<td>4</td>
<td>Print the five vowels on a card and insert it in the folded index card.</td>
</tr>
</tbody>
</table>

Result: As this card is pulled through, a new letter appears in the window and the student must read each new word – except any nonsense words.
SECTION III: Tutoring Strategies, Techniques & Resources
Specific Reinforcement Activities by LWR Skill Book, continued

Skill Book 2 (continued)

*Practice whole phrases with a tachistoscope*

Practice reading whole phrases (instead of isolated words) using a tachistoscope like the one shown below. Show only one phrase at a time.

*Use Sound Substitution Exercises*

These two exercises have the best results when used after Skill Book 2, Lesson 10.

**Exercise A: Substituting final sound:** Print on 3x5 index cards the following parts of words. Have the student complete by substituting different ending sounds to make new words. (You can do a similar exercise with beginning and middle sounds).

<table>
<thead>
<tr>
<th>Hi___</th>
<th>sto___</th>
<th>cu___</th>
<th>spi___</th>
<th>mi___</th>
<th>ca___</th>
</tr>
</thead>
<tbody>
<tr>
<td>gri___</td>
<td>bi___</td>
<td>sto___</td>
<td>ha___</td>
<td>bu___</td>
<td>ta___</td>
</tr>
</tbody>
</table>

Print these letters on individual cards to be used with each word: *n, sh, t, ck, m, p, d.*

All vowels are short. If the student cannot give the beginning of the word, help him and let the student add the ending sound.

**Exercise B: Substituting Vowels:** Print on 3x5 index cards the following parts of words.

<table>
<thead>
<tr>
<th>ch___p</th>
<th>s___p</th>
<th>d___n</th>
<th>h___p</th>
</tr>
</thead>
<tbody>
<tr>
<td>m___t</td>
<td>h___t</td>
<td>ch___c</td>
<td>sh___p</td>
</tr>
</tbody>
</table>

Have the student complete by substituting all five vowels (unless you wish to avoid nonsense words).
SECTION III: Tutoring Strategies, Techniques & Resources

Specific Reinforcement Activities by LWR Skill Book, continued

Skill Books 3 and 4

Use magazine pictures to teach the following comprehension and vocabulary development skills.

**Sequence**

- Show a picture and ask the student to tell what came before or what might happen next.
- Give the student several related pictures and have him arrange the pictures in a logical sequence and tell you a story.
- Tell the student a story and have him arrange the pictures in the sequence of the story.

**Main Idea**

- Choose a picture, which has several activities but one main idea. Have the student state what the main idea of the picture is.

**Inference**

- Have the student make inferences from the picture or you make inferences and have the student tell why such an inference could be made.

**Predicting Outcomes**

- What might happen because ________ is happening in the picture?

**Emotional Reactions**

- The student can describe how the person in the picture might feel.

**Relate the picture to the student’s own experience.**

**Classification**

- Have the student classify the pictures from catalogues: clothing, kitchen, utensils, etc. There may also be sub-groupings such as "gardening" and "construction" under "tools".

**Identification of Descriptive Words (adjectives)**

- Introduce new adjectives and then practise with those words. Or ask the student to describe things in the picture using adjectives.
SECTION III: Tutoring Strategies, Techniques & Resources

Writing For Your Student

The New Readers Press publishes extra reading materials related to the different levels of the *Laubach Way to Reading* series. However, if tutors don’t have these available, or if they don’t meet their needs, tutors can write their own materials.

The guidelines below will help tutors to do this.

**General writing guidelines**

- Choose a subject of interest to an adult or to your individual student
- Write in concrete form – not abstract ideas.
- Write on an adult level. Keep the material simple but not childish.
- Put human interest in your writing by giving names to the people and having them speak.
- Check to make sure of your facts, spelling, grammar, and punctuation.
- Make an outline for the story.
- Develop a plot which includes:
  * setting
  * people involved
  * what happens
- Try to give your story a title that will encourage your student’s interest.
- Rewrite! Rewrite! Rewrite!
- Document the story by putting the following information in the top right hand corner for future reference: skill book level, lesson number, and new words (if any).

**Sentence structure**

- Use the active voice (Example: “Pull the lever” instead of “The lever is pulled”).
- Use simple sentences with the subject–verb-object word order. Adhere closely to the sentence structure taught at the reading level of your writing.
- Keep the average sentence length consistent with the format of the Skill Book level. If a sentence is too long, break it into two sentences. It is acceptable to begin a sentence with “and” or “but”, provided such usage is not overdone. (To find the average sentence length, use a sample of 100 words. Divide the number of words by the number of sentences in the sample.).
- Use only one thought in each sentence. Develop only one idea in each paragraph.
- Relate each sentence and each paragraph to the preceding ones to give continuity to your writing.
- Remember that present tense verbs are simplest and that the past tense of regular verbs is easier than irregular verbs, the hardest forms of all to learn.
- Avoid abrupt changes of tense. Use clear signals of a change in tense, such as “yesterday”, “before”, “then”, etc.
- Whenever a pronoun is used, be sure it is clear to whom it refers. Try to keep the antecedents close to the pronouns, and repeat the antecedents frequently.
Writing For Your Student, continued

Use of new words

- Use a controlled vocabulary.
  - For Skill Book 1 level: use the word list at the end of the book
  - For Skill Book 2 level: use the word list at the end of the book

- One new word may be used for every 20 words in the story. Use each new word at least five times as soon as possible.

- List vocabulary words that relate to the subject. Select possible verbs.

- Generally avoid compound words for Skill Books 1-3.

- Avoid introducing new words that contain vowel or consonant sounds which have not yet been taught at the selected reading level.
  ***Exceptions:** When the story depends on proper nouns, such as Halloween or Wayne Gretzky, or technical words necessary to the subject.

- Add endings to root words only after they are introduced in the skill books

<table>
<thead>
<tr>
<th>Skill Book</th>
<th>Lesson</th>
<th>Endings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lesson 7</td>
<td>plural -s</td>
</tr>
<tr>
<td></td>
<td>Lesson 8</td>
<td>possessive -s</td>
</tr>
<tr>
<td>2</td>
<td>Lesson 2</td>
<td>plural possessive –s’ and -ing</td>
</tr>
<tr>
<td></td>
<td>Lesson 6</td>
<td>verb ending -s</td>
</tr>
<tr>
<td></td>
<td>Lesson 11</td>
<td>-ed</td>
</tr>
<tr>
<td></td>
<td>Lesson 12</td>
<td>-r and –er</td>
</tr>
<tr>
<td></td>
<td>Lesson 14</td>
<td>-es</td>
</tr>
<tr>
<td></td>
<td>Lesson 15</td>
<td>verb ending -d</td>
</tr>
</tbody>
</table>

- Avoid using a word in a different context which changes its meaning (unless the new meaning is pre-taught and listed as a new word).

Format and Length

- Follow the format of sentences, paragraphs, and listing of new words used at the Skill Book level of your writing.
- Keep paragraphs short – about 25 words for Skill Book 1 level and up to 50 words for Skill Book 4 level
- Keep stories short. If the material is too long, break it into chapters.
Simplifying Existing Material

1. Decide whether the material you have chosen can be simplified and still be effective. Some technical material may require too many words.

2. Read the original all the way through for a general understanding of the material.

3. Re-read a small section at a time, until you are certain you understand what the author is really trying to say.

4. Make an outline. List the main ideas. Then list the subordinate ideas.

5. If using LWR, refer to the word list at the end of the skill book you are working with. Can you substitute these words for some of the language in the original? If not using LWR, review the vocabulary in whatever books your student is using for possible words to use as substitutes.

6. If a technical word is needed that may not be understood, explain its meaning in a sentence or phrase at the head of the story. Try to use the new word more than once.

7. Try to use the same sentence structure as the skill book you are in. If this is not possible, perhaps the article can be written in point form similar to a report.

8. Apply the “Gunning Fog” method or other readability scale to your first version. Consider that if the reading level is too high, either the sentences are too long, or the words too difficult.

9. Underline words that are not in the word selection list but that have to be used. List these words separately. Use your dictionary to explain the meaning. Have the student study these words before reading the material.

10. When typing the final version
   - double-space the article
   - list new words under the title
   - don’t hyphenate a word at the end of the line.

Simplified stories, articles or technical reports can be used to inform, entertain or reinforce. You can use these for duet reading, cloze, silent reading or oral reading. Flash cards can be made using words the student needs to know, or wants to know. Your student can copy the article as extra reinforcement.
SECTION III: Tutoring Strategies, Techniques & Resources

Assessing Readability Levels of Material

1. Definitions of Readability

- The readability of a piece of writing refers to qualities that make it easy or hard for a person with a certain level of reading skill.
- You practise the art of readability when you identify and measure some of those qualities to help you match the writing to the reader. Of course, you must know the reader's level of skill.
- Two significant factors that are used in many readability formulas are the length of sentences and the difficulty of the vocabulary.

2. Why do you want to know the readability level of materials?

- Assessing the grade level of books is helpful when selecting appropriate reading materials for your student, or when you are writing for your student. Materials your student reads independently should be at the student's reading level to avoid frustration.
- Some tutoring techniques such as Duet Reading recommend that the tutor should select printed material that is 2-3 grade levels above the student's current reading ability.

Readability Formulas

- A mathematical formula used to determine the grade level of reading materials.
- There are several methods of determining readability. All methods are based on some form of mathematical calculation.

The Gunning Fog Index

- The Gunning Fog Index is relatively easy to calculate and accurate within one grade level.
- Gunning formula is used by New Readers Press because it was developed for use with adult materials and gives scores that are the equivalent of grade levels.

**SMOG**—(Simple Measure of Gobbledygook) the best and most consistently used test of readability for medical literature

- Count 10 consecutive sentences at the beginning, 10 in the middle and 10 at the end of the document for a total of 30.
- Count the polysyllabic words in those 30 sentences
- Take the square root of the total # of polysyllabic words (or nearest perfect square), then add 3 to get the grade or reading level.
- Usually needs 100% comprehension rate  

(excerpt from North Bay Literacy Council’s Literacy and Health Project)
SECTION III: Tutoring Strategies, Techniques & Resources

**Fry Readability Graph**—Most widely used in general
- Similar to Gunning Fog—The FOG uses 100 successive words and uses sentence length and word difference and the Fry uses three passages rather than 100 successive words.
- Plot on graph from grade 1 through college
- Underestimates after grade 8

**Flesh-Kincaid**—is in the grammar check of Microsoft
- Utilizes word, syllable and sentence length counts to get a score from zero (practically unreadable) to 100 (easy for a literate person)
- Reads only physical characteristics of text—Xxxx xxx xxxxxx!
- Also uses a ratio of definite (concrete) words to total number of words
- Operates on the premise that increased abstraction is harder to read.

**The Five-Finger Reading Difficulty Test**

The Five-Finger Reading Difficulty test is a simple and quick way to check your student’s readiness for reading a specific book. Find out if it is too easy, too difficult, or just right! The method is adapted from Mrs. Pancake’s website at: [http://mrspancake.com/index.php/doodads/show_one_doodad/5_finger_book_test](http://mrspancake.com/index.php/doodads/show_one_doodad/5_finger_book_test).

This method is an easy replacement for other more complex methods of determining the difficulty of a passage, such as the Gunning Fog method, although not as accurate.

Essentially, each time your student encounters a tricky word he doesn’t know on a single page, count it quietly on the fingers of one hand:

- one finger: easy
- two fingers: just right
- three fingers: a little hard, but could be fun to try
- four fingers: too difficult to read, but might be fine working along with the tutor
- five fingers: too hard for right now. Save the story for when the student has made more progress
Gunning Fog Method of Determining Readability

A. Taking Samples
   1. Count off about 100 words. Count to the end of the sentence that ends nearest the 100th word. Note total number of words.
   2. Try to take your samples from continuous material – i.e. not lists, headings, etc.
   3. If piece is long, take several samples.

B. Figuring Sentence Length
   1. Divide the total number of words in the sample by the number of sentences. Round off to the nearest tenth.

   Number of words
   ___________________________ = Average sentence length
   Number of sentences

   e.g. Suppose your sample had 107 words and 11 sentences. 107 words = 9.72 (round off to 9.7 words/sentences)

C. Counting Hard Words
   1. A hard word is usually any word of three or more syllables. There is a syllable for every vowel sound.
   2. If a hard word appears in different forms with different meanings, count each form separately, e.g. – satisfy and satisfaction should be counted separately. –s, -ed, or –ing forms are not counted separately. Thus, company and companies add up to just one word in a sample.

DO NOT COUNT AS A HARD WORD ANY TWO SYLLABLE WORD WITH ONE OF THE FOLLOWING ENDINGS:
   -s, -es, -ed, -er, -s, -",s, -ing, -est, -or, -ier, -iest,

DO NOT COUNT ANY CLOSED COMPOUND WORD OF THREE SYLLABLES:
   EASY: bookkeeper, afternoon, another, everything, anyone
   HARD: undercover, overreact, everybody, anybody

DO NOT COUNT A PROPER NAME
DO NOT COUNT ANY STRING OF NUMERALS WITH LETTERS OR COMMON SYMBOLS.
DO NOT COUNT ANY CLUSTER OF INITIALS, ACRONYMS, OR ABBREVIATIONS
SECTION III: Tutoring Strategies, Techniques & Resources

Gunning Fog Method of Determining Readability, continued

D. Finding the percentage of hard words

Now that you have the number of hard words, find the percentage of hard words. Use the formula below, rounding off your answer to the nearest tenth.

\[
\frac{100 \times \text{Number of hard words}}{\text{Total number of words}} = \text{Percentage of hard words}
\]

e.g. Suppose your sample of 107 words has 2 hard words in it.

\[
\frac{100 \times 2}{107} = 1.86 \text{ (rounded off to 1.9% of 107 total words)}
\]

E. Finding the Grade Level

Add the two factors – average sentence length and percentage of hard words. Multiply their sum by the constant .4. Round off the answer to the nearest tenth. The result is the Fog Index, the equivalent of a grade level.

\[
\text{Percentage of hard words} + \text{Average sentence length} \times .4 = \text{(Fog Index or Grade Level)}
\]

Using our example:

\[
1.9\% \text{ hard words} + 9.7 \text{ words/sentence} = 11.6 \times .4 = 4.64 \text{ (round off to 4.6)}
\]

NOTE:

1. Be careful with words like business, every. We only hear 2 syllables so they are not counted as hard words.
2. Count a hard word only once in each sample.
3. Beware of newspaper articles – hyphenation at the end of the line creates difficulty.

TEST SAMPLE USING GUNNING FOG INDEX

<table>
<thead>
<tr>
<th></th>
<th>Sample #1</th>
<th>Sample #2</th>
<th>Sample #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Of words</td>
<td>114</td>
<td>108</td>
<td>101</td>
</tr>
<tr>
<td>No. Of sentences</td>
<td>11</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Average words/sentences</td>
<td>114/11 = 10.4</td>
<td>108/10 = 10.8</td>
<td>101/12 = 8.4</td>
</tr>
<tr>
<td>No. Of hard words</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>% of hard words</td>
<td>(\frac{4 \times 100}{114} = 3.5)</td>
<td>(\frac{1 \times 100}{108} = .9)</td>
<td>(\frac{2 \times 100}{101} = 1.9)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>10.4+ 3.5 = 5.6</td>
<td>10.8+ .9 = 4.7</td>
<td>8.4+ 1.9 = 4.1</td>
</tr>
</tbody>
</table>

Average score for several samples from the same piece of writing:

\[
\frac{5.6 + 4.7 + 4.1}{3} = 4.8
\]
SECTION III: Tutoring Strategies, Techniques & Resources

Numeracy

Math Strategies for Students

Many people (including tutors and students) dislike math and feel that they are not capable of doing it.

Some of the reasons for this are:
- Bad experience in school, including competition and speed tests
- Lack of relevance of math concepts to their lives
- Problems with sequencing, rote memory or understanding concepts (as may occur in learning disabled students)
- Belief that math is only for very bright students.

What can we do about it?

Ways that math anxiety can be reduced include the following:
- Math skills should be broken down into small, ordered steps.
- The emphasis should be on understanding concepts, not on speed.
- Use everyday materials which make math seem relevant to students.
- Tailor teaching techniques and math strategies to the individual student's learning style.
- Have confidence in the student's ability to master the concepts.

Remember math facts

These tricks and devices can help your student remember basic math facts:
- Flash cards
- Finger tricks
  For example: When multiplying nine by a number less than 10, count fingers to the left of that number (or finger) for the tens column, and fingers to the right for the ones.
- Mnemonic devices
  For example: For 6 x 7 = 42, the student might remember "sticks in heaven make a warty shoe".
  Match a difficult multiplication fact with a —key
  For example: someone's age
- Repeated practice.
SECTION III: Tutoring Strategies, Techniques & Resources

Numeracy, continued

How to solve a math problem

Have your student follow these steps to solve basic math problems.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Read the problem all the way through.</td>
</tr>
</tbody>
</table>
| 2    | • Decide what is being asked.  
      |      • Look for clue words.  
      |      • Put the question in your own words. |
| 3    | Get all the known facts given in the problem. |
| 4    | Decide how you will solve the problem.  
      |      • What operations (+, -, x or /) to use?  
      |      • Is more than one step needed?  
      |      • Which step comes first? |
| 5    | Estimate an answer. |
| 6    | Solve the problem. |
| 7    | Check the solution – does it make sense? |

Other strategies

Other strategies that students can use when doing math include the following:

- Using concrete objects
- Drawing pictures or graphs
- Looking for patterns
- Writing equations or number sentences with blanks (e.g. 34 + _ ? _ = 72)
- Taking out loud
- Simplifying the numbers
- Working backwards
- Guessing based on what would make sense (estimating)
- Relating the problem to something known.
### Numeracy, continued

#### Math resources

The table below provides a brief description of the various resources available through Laubach for teaching math concepts to students.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Description</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakthrough to Math</td>
<td>An excellent series to help students work fairly independently through all the math basics. This series would prepare a student to take Grade 12 math in order to acquire a high-school diploma.</td>
<td>This series has a teacher’s guide and a workbook with extra practice questions for each level:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Level 1: basic operations with whole numbers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Level 2: fractions, decimals and percents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Level 3: algebra</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Level 4: geometry</td>
</tr>
<tr>
<td></td>
<td>Note: The first two levels contain six books, including a book on word problems.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math for the Real World</td>
<td>Provides a practical way to learn and use math skills for students who are not looking for a high-school diploma. It teaches &quot;survivalist math&quot; or &quot;lifeskills math&quot;.</td>
<td>This series consists of two books and a teacher’s guide.</td>
</tr>
<tr>
<td></td>
<td>For example: How to go shopping with $30 and estimate the cost of the purchases so as not to come up short of money.</td>
<td>- Book 1: basic operations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Book 2: decimals, measurement, fractions and percents.</td>
</tr>
<tr>
<td>Math Stories</td>
<td>The goal of this series is to improve comprehension of written math problems using step-by-step guidance. Math problems are introduced within a story format, and in order to understand the story, the problems must be solved. Emphasis is placed on determining the correct operation(s) to use.</td>
<td>This series consists of three books and a teacher’s guide.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Book 1: addition and subtraction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Book 2: multiplication and division</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Book 3: fractions, decimals and percents</td>
</tr>
<tr>
<td></td>
<td>The answers to the questions are found in the back of each workbook. Students may self-check their own answers.</td>
<td></td>
</tr>
<tr>
<td>Smart Solutions</td>
<td>A comprehensive, clearly-written series which helps students think critically and make judgements to meet everyday math needs. Every unit presents skills instruction and practice, insight into how to use tools (calculators, rulers, etc.), strategies for problem solving and real-life applications.</td>
<td>There are five books in the series and a teacher’s resource guide for each:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Whole Numbers and Money</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Decimals, Fractions, Ratios and Percents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Measurement and Data Analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Algebra and Geometry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Comprehensive Math Review.</td>
</tr>
</tbody>
</table>
**Numeracy, Math Resources:** continued

**Using Everyday materials**

Tutors can use everyday materials to create fun math activities. The table below presents some materials and possible math activities for each.

<table>
<thead>
<tr>
<th>Material</th>
<th>Math Activities</th>
</tr>
</thead>
</table>
| abacus         | - number concepts  
                | - subtracting  
                | - dividing  
                | - adding  
                | - multiplying |
| grocery flyer  | - reading numbers  
                | - decimals  
                | - adding  
                | - comparing number values  
                | - multiplying or dividing  
                | - estimating |
| dice           | - number concepts  
                | - multiplying by 2  
                | - adding  
                | - probability |
| measuring cup  | - fractions  
                | - metric vs. imperial measurement  
                | - comparing fractions  
                | - multiplication  
                | - division |
| playmoney      | - counting by 1’s, 5’s, 10’s  
                | - equivalent values  
                | - subtracting  
                | - dividing  
                | - place value  
                | - adding  
                | - multiplying  
                | - decimals |
| playing cards  | - number concepts  
                | - adding  
                | - subtracting  
                | - ordering numbers (as in solitaire)  
                | - probability |
| sports standing| - adding & dividing (averages)  
                | - decimals  
                | - percentages  
                | - comparing numbers |
| clock          | - reading numbers  
                | - fractions (1/4, ½)  
                | - multiplying  
                | - dividing  
                | - counting by 5’s, 10’s or 15’s  
                | - adding & subtraction  
                | - measuring time |
| menu           | - reading numbers  
                | - decimals  
                | - percent (tip)  
                | - comparing number values  
                | - adding  
                | - estimating |
| tape measure   | - reading numbers  
                | - decimals  
                | - adding  
                | - fractions  
                | - measuring length  
                | - subtracting |
| deposit slip   | - writing numbers  
                | - adding  
                | - subtracting (change)  
                | - decimals  
                | - place value |
| recipe         | - whole numbers and fractions  
                | - measuring time  
                | - estimating amounts  
                | - multiplying or dividing whole numbers & fractions  
                | - measuring temperature |
| invoice        | - reading numbers  
                | - adding  
                | - decimals  
                | - percent (taxes) |
Math Games

Ninety-nine  This game requires addition and subtraction.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dealer gives three cards to each player; places the other cards in a pile in the centre.</td>
</tr>
</tbody>
</table>
| 2 | The first player  
- throws down a card and says the number of that card out loud  
- picks up another card.  |
| 3 | The next player  
- throws a card on top, but must say the sum of the first and second card  
- picks up another card |
| 4 | Players keep adding their card value to the total.  
*Note:* A king will take you right to 99.  
- A nine will hold you where you are.  
- A ten means you must subtract ten from the total.  
- A four means you must reverse the direction of play. |
| 5 | When a player cannot play without going over 99, he is out. The game continues until there is only one person left. |

Black Jack  This game requires addition.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The dealer deals two cards to himself; then turns one of his own cards face up.</td>
</tr>
<tr>
<td>2</td>
<td>The dealer then deals cards one by one face up to the other player until the player says to stop.</td>
</tr>
<tr>
<td>3</td>
<td>The player who has the total closest to 21 without going over 21 wins. (Face cards count for 10; an ace counts for 11).</td>
</tr>
</tbody>
</table>

Other Card Games

These games involve ordering of numbers, and comparing values:

- Solitaire
- Hearts
- Rummoli
- Cribbage (pairs of numbers, adding to 15)

Buzz

Players take turns counting by 1’s. However, every time the player comes to a number which contains a 7 or is a multiple of 7, the player says —Buzz”. This can become a lot of fun when the higher numbers (i.e. the 70's) are reached.

Rummikub

This boxed game contains tiles which bear numbers 1 through 13 and different colours. The object of the game is to be the first player to get rid of all of the tiles by forming runs (a sequence of at least 3 tiles of the same colour) or groups of tiles (at least 3 tiles of the same value but different colours). The game is made interesting by being able to —manipulate” the tiles already on the table according to set rules. At the end of each round, the —losers” add up their tiles and this score is credited to the winner.
Numeracy, continued

Math Puzzles

How Many Squares?

How many squares are there on a standard checkerboard? Be sure to look for squares of different sizes.

Letter Addition:

Complete the six-letter words by identifying their missing letters. Each letter has been given a numerical value. If you subtract the sum of the given letters from the word’s total, you will find the sum of the missing letters. No letter is repeated in a word.

<table>
<thead>
<tr>
<th>A</th>
<th>J</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B</th>
<th>K</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>11</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C</th>
<th>L</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>12</td>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D</th>
<th>M</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>13</td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E</th>
<th>N</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>14</td>
<td>23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F</th>
<th>O</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>15</td>
<td>24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G</th>
<th>P</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>16</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>H</th>
<th>Q</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>17</td>
<td>26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>18</td>
</tr>
</tbody>
</table>

1. ___ar__on = 70
2. M__t__er = 79
3. ___ri__nd = 56
SECTION III: Tutoring Strategies, Techniques & Resources

Using Computers to Teach Literacy

Computers can be found almost everywhere, from schools, libraries and restaurants, to the workplace. Many students who come to literacy programs would like to be able to use the computer.

Benefits of Using a Computer

- Many jobs require the use of a computer - it is less stressful to learn to use one in a safe environment.
- Computers are infinitely patient - students can work at their own pace and repeat operations as many times as they need without embarrassment.
- Students can work independently.
- Work can be easily corrected by students – nobody else sees the mistakes.
- It builds confidence in writing and communicating.
- Students feel proud to be working with modern technology.
- Students may feel more comfortable saying that they are going to classes to learn to use the computer than to learn to read.
- Stories written on the computer look more professional.
- Computers can be adapted for people with disabilities - students who have problems with the physical act of writing can often use a keyboard more easily.
- Software can be adapted to meet the needs of learners.

Learning to Use a Computer

When students come to a literacy program wanting to learn how to use a computer, the most important software you can provide them with is a word processing program. Microsoft Word and Corel Word Perfect are currently the most commonly used word processing programs in the workplace.

Games are a great way to develop the hand-eye coordination required for "mousing" — skills. An example of this is "Solitaire", which is usually pre-loaded. Learning this skill becomes fun and non-threatening.

When using a software program, make sure your student understands why it will help him achieve his literacy goals. Choose suitable software and explain how to use it. Don’t forget to monitor and recognize progress.

Reading and Writing Activities Using a Word Processor

It is important to take time at the beginning to let your student practise using a keyboard. The word processor can be used to:

- learn how to recognize upper and lower case letters
- put in capitals and end punctuation, etc.
- practise independently with a computer; e.g., spelling skills
- do custom made crosswords and wordfind puzzles
- correct spelling more easily
SECTION IV: Lesson Planning and Ongoing Student Assessment

Essential Skills

Essential Skills are Everyday Skills.

We use Essential Skills every day without even thinking about them, to take part in activities of daily living and to do the tasks required in our jobs. Essential Skills are common to virtually all occupations and workplaces. They are the basic building blocks we use to learn other, more complicated skills. Having a grounding in Essential Skills helps us to adapt to life and workplace changes. That is why they are called ESSENTIAL Skills:

- Reading Text
- Document Use
- Writing
- Numeracy
- Oral Communication
- Thinking skills
- Working with others
- Computer use
- Continuous learning

Without adequate Essential Skills, people may miss out on opportunities to advance in the workforce, take an active role in their community, or successfully deal with daily tasks.

Why Essential Skills?

While Essential Skills development is important for work-skills training, students who do not have immediate work-related goals also benefit from developing their Essential Skills, since these are the foundation skills that people need to deal with the demands of everyday life. It is also important to note that Essential Skills lay dormant until applied to a task, and research has shown that skills weaken, or are lost, if they are never used. It is important for adult students to use authentic tasks and materials to practise their Essential Skills, and build on strengths they may not realize they already have.

Essential Skills development is associated with:
- Greater independence
- Increased self-respect
- Effective problem solving and communication
- Better overall health and well-being
- Higher learning and earning potential
- An increased ability to use technology
- Flexibility and the capacity to adapt to change

Even formal education does not guarantee adequate essential skill development, as many high school and post-secondary graduates do not demonstrate the necessary Essential Skills to reach their full potential.
Essential Skills, continued

Essential Skills are needed in virtually all daily activities and occupations - however, they may not all be used at the same time. They are different from technical skills because they are transferable from job to job, from home to school to work, and from one task or situation to another.

As an example, both a computer programmer and a child care worker need and use writing skills, and if they change jobs they do not have to relearn how to write. The skill itself does not change - however, the complexity and how often the skill is used may vary. The child care worker may fill out attendance forms every day, while the computer programmer may be expected to update technical manuals.

Just as this Essential Skill - writing - is adaptable to many different situations, so too are all the other Essential Skills. Those who understand and possess Essential Skills have a better chance of succeeding at any endeavour they undertake.

How do we describe the difference between simple and complex tasks? What do these skills look like in different jobs? How do people know if they have the skills they need to do the job they want? Those were the questions the Essential Skills Research Project (ESRP) set out to answer in 1994. Research continues to be done and many job postings now include the Essential Skills involved and the skill level needed in each to successfully perform the tasks involved in the position.

For information on Essential Skills and Occupational Profiles listing sample job tasks, please visit the Essential Skills Website: http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml

The Ontario Skills Passport website is a somewhat more user-friendly Essential Skills site and has more information and self-assessment tools: http://skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp

(Sources: Literacy Basics, Community Literacy Ontario; QUILL Network website)
SECTION IV: Lesson Planning and Ongoing Student Assessment

Essential Skills

Essential Skills are the skills people need for work, learning and life. *

They are considered essential because:
- they are the foundation for developing other skills.
- they are common or generic to most tasks.
- they are transferable.

<table>
<thead>
<tr>
<th>Essential Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Text</td>
<td>Reading material that is in the form of sentences or paragraphs eg. notes, letters, memos, manuals, specifications, regulations, books, reports or journals</td>
</tr>
<tr>
<td>Document use</td>
<td>Involving a variety of information displays in which words, numbers, symbols and other visual characteristics (e.g. line, colour, shape) are given meaning by their special arrangement. (graphs, lists, tables, blueprints, schematics, drawings, signs, labels)</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Using numbers and thinking in quantitative terms to complete tasks.</td>
</tr>
<tr>
<td>Writing</td>
<td>Writing texts and writing in documents, such as filling in forms, and non-paper-based writing such as typing on a computer.</td>
</tr>
<tr>
<td>Oral communication</td>
<td>Using speech to give and exchange thoughts and information. (also links with non-verbal communication)</td>
</tr>
<tr>
<td>Working with others</td>
<td>Working with others co-operatively to carry out tasks. Do they have to have the self-discipline to meet work targets while working alone?</td>
</tr>
<tr>
<td>Thinking Skills</td>
<td>Evaluating ideas or information to reach a rational decision.</td>
</tr>
<tr>
<td></td>
<td>- Problem Solving</td>
</tr>
<tr>
<td></td>
<td>- Decision Making</td>
</tr>
<tr>
<td></td>
<td>- Job Task Planning and Organizing</td>
</tr>
<tr>
<td></td>
<td>- Significant Use of Memory</td>
</tr>
<tr>
<td></td>
<td>- Finding Information</td>
</tr>
<tr>
<td>Computer use</td>
<td>Using different kinds and complexity of computer applications and other related technical tools.</td>
</tr>
<tr>
<td>Continuous learning</td>
<td>Participating in an ongoing process of acquiring skills and knowledge.</td>
</tr>
</tbody>
</table>

* As identified by Service Canada – HRSD
SECTION IV: Lesson Planning and Ongoing Student Assessment

Goal Setting

“A goal is a dream with a deadline.”

Why set goals? Setting goals helps the student and tutor to

- determine what learning is needed.
- remain focused on what is important to the student.
- maximize limited time.
- make decisions about methods and materials to be used.
- measure progress.
- maintain high levels of motivation.

Types and Characteristics

<table>
<thead>
<tr>
<th>Types of goals</th>
<th>Characteristics of a goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Educational (high school/college credits)</td>
<td>• S.M.A.R.T.</td>
</tr>
<tr>
<td>• Vocational (job-related/skills training)</td>
<td>o Specific and clearly stated</td>
</tr>
<tr>
<td>• Personal</td>
<td>o Measurable</td>
</tr>
<tr>
<td>o Increased independence/life skills</td>
<td>o Attainable</td>
</tr>
<tr>
<td>o Family-related</td>
<td>o Realistic and meaningful</td>
</tr>
<tr>
<td>o Health and safety related</td>
<td>o Time-limited</td>
</tr>
<tr>
<td>o Mobility and transportation related</td>
<td>• Flexible (goals may change)</td>
</tr>
<tr>
<td>o Financial</td>
<td></td>
</tr>
<tr>
<td>o Leisure activities</td>
<td></td>
</tr>
</tbody>
</table>

Long-range / short-term

Many of the goals that students identify are truly —long-range”. A common example is the very beginning student who wants to get their high school equivalency diploma or gain meaningful employment.

Do not discourage a student who expresses goals like these. Instead, help them to understand that there are many short-term goals the two of you can work on to reach the long-range goal.

For example, the student who wants to gain meaningful employment might need to learn how to read a job advertisement, search for a job on-line or fill out a job application form. Each of these skills can in turn be sub-divided into smaller activities. In order to read a job advertisement a student needs to learn how to locate the employment ads in the classified section of the newspaper, understand the alphabetical order and any other system the paper uses to categorize and list jobs, and they must also understand any special vocabulary or abbreviations that are used.
SECTION IV: Lesson Planning and Ongoing Student Assessment

Developing a Learning Plan, continued

Steps to develop a Learning Plan  These are the steps from goal-setting to a learning plan.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
</table>
| 1    | **Determine the student’s long-range and short-term goals.**  
Useful questions to begin discussion include:  
- What brought you to the literacy council?  
- What skills do you feel you need?  
- What dreams do you have for your future?  

In order to help students form more **specific** goals, ask:  
- What would you like to be able to read or write?  
- Why do you want to improve your reading or writing?  

**Note:** To guide students during the goal-setting process, use checklists or inventories of goals or work preparation skills. |
| 2    | **Determine the requirements of the goal.**  
Together identify:  
- the required preparation in order to meet the goal.  
- the skills and expectations of the goal.  
- specific learning outcomes required.  
- potential obstacles to reaching the goal.  

**Note:** It may be necessary to do goal-related research. Completing the research could become one of the learning outcomes and part of the student’s learning plan. |
| 3    | **Assess the student’s current abilities.**  
- Do a formal and informal assessment using real-life tasks or simulated tasks where possible.  
- Relate the assessment results to the required learning outcomes and demonstrations. |
| 4    | **Develop a learning/training plan with the student.**  
- Identify the skill gaps between what the student knows now and what he needs to learn to achieve his long-range goals. These will become his short-term learning goals.  
- Determine what you will work on first.  
- Identify activities and learning materials which help the student develop the needed skills.  
- Identify the evidence which will demonstrate achievement of the learning outcomes.  
- Set timelines for achieving the short-term goals.  
- Identify any supports the student may need in order to overcome potential obstacles and achieve the learning goals.  
- Review progress and revise goals as needed. |
SECTION IV: Lesson Planning and Ongoing Student Assessment

Goal Setting and the Learning Plan, continued

Resources

Below is a list of possible resources for researching vocational goals:

- Community colleges, high school credit programs/calendars
- Vocational or career counselling centers
- GED high school equivalency manual
- HRSDC Essential Skills and Workplace Literacy Initiative
  ([http://srv108.services.gc.ca/english/general/home_e.shtml](http://srv108.services.gc.ca/english/general/home_e.shtml))

Sample scenario

The following is a sample scenario where a student and the tutor have worked through the goal-setting process.

The student is a young mother with two children (ages 3 and 5). She dropped out of school in Grade 9 and now works evenings as an aide in a local nursing home. Although she has some sight vocabulary, she is a poor reader.

**Long-Range Goal:** To help my children learn to read.

<table>
<thead>
<tr>
<th>Short-Term Goal #1: Spend 10 minutes a day reading to them.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities:</strong></td>
</tr>
<tr>
<td>- Get a library card</td>
</tr>
<tr>
<td>- Learn to read a simple children's book</td>
</tr>
<tr>
<td>- Learn 10 new words from the book.</td>
</tr>
<tr>
<td><strong>Methods / Materials:</strong></td>
</tr>
<tr>
<td>- Application form</td>
</tr>
<tr>
<td>- Duet reading</td>
</tr>
<tr>
<td>- Orientation to library</td>
</tr>
<tr>
<td>- Tutor-made read-along tape with flash cards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Short-Term Goal #2: Make an alphabet picture book.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities:</strong></td>
</tr>
<tr>
<td>- Select pictures together.</td>
</tr>
<tr>
<td>- Set up album with one letter on each page.</td>
</tr>
<tr>
<td>- Paste pictures according to initial letter.</td>
</tr>
<tr>
<td>- Label the pictures.</td>
</tr>
<tr>
<td>- Learn the words without the pictures.</td>
</tr>
<tr>
<td><strong>Methods / Materials:</strong></td>
</tr>
<tr>
<td>- Catalogues</td>
</tr>
<tr>
<td>- Marking pen</td>
</tr>
<tr>
<td>- Magazines</td>
</tr>
<tr>
<td>- Chart showing alphabet</td>
</tr>
<tr>
<td>- Photo album</td>
</tr>
<tr>
<td>- Flash cards</td>
</tr>
</tbody>
</table>
SECTION IV: Lesson Planning and Ongoing Student Assessment

Goal Setting and the Learning Plan, continued

Learning Outcomes

Learning outcomes describe what students should know and be able to do in order to achieve their goals, as well as how and at what level students must demonstrate this knowledge and skill.

Learning outcomes
• help identify skills (embedded in demonstrated tasks), record achievements, demonstrate successes, and measure progress in a common way.
• are results based, focused on demonstrable skills, and a commonly understood language for measuring and documenting milestones.
• are neither a curriculum nor literacy materials. They demonstrate learning achievements, regardless of curriculum, delivery method or approach used.

Demonstrations of learning outcomes

Students demonstrate their learning by using it to do something significantly related to their functioning as an adult, and to perform the demonstration in a real life setting. The skills are “embedded” in the tasks that they perform to demonstrate the learning outcome rather than being the primary focus of the task.

Portfolio

A portfolio is a record of learning. It may contain a variety of information and “evidence” of learning such as:
• demonstrations (real life activities) of learning outcomes that the student has completed.
• an individual learning or training plan.
• skill book certificates.
• anecdotal evidence.

Learning Plan

The learning plan is a tool for the tutor and student to use to assist them in achieving the student's goals. The learning plan is based on learning skills that interest the student and can help the tutor and student stay focused on the goals.

Sections of the learning plan

• Background information: May include educational and volunteer experience and work history as they relate to the student's goals.
• Goal information: Both long and short term goals which may include
  • academic goals
  • employment goals
  • skills training goals
  • personal/independence goals
• Entry levels: The student's present skills and abilities.
• Literacy program: Outlines the skills the student must work on and timeframes.
• Goal requirements: The literacy skills needed by the student to achieve the stated goal.
Goal Setting and the Learning Plan, continued

Sample Learning Plan

A sample learning plan format is shown below:

<table>
<thead>
<tr>
<th>Background Information</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education:</td>
<td>Long Term:</td>
</tr>
<tr>
<td>Volunteer work:</td>
<td>Short Term:</td>
</tr>
<tr>
<td>Work Experience:</td>
<td></td>
</tr>
<tr>
<td>Notes:</td>
<td>Training Dates/Schedule:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENTRY LEVELS</th>
<th>LITERACY PROGRAM</th>
<th>GOAL REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline of student’s present skills</td>
<td>Skills student must work on. Materials/strategies to be used.</td>
<td>Skills student needs to know</td>
</tr>
<tr>
<td>Oral Communication:</td>
<td>Oral Communication:</td>
<td>Oral Communication:</td>
</tr>
<tr>
<td>Reading:</td>
<td>Reading:</td>
<td>Reading:</td>
</tr>
<tr>
<td>Writing:</td>
<td>Writing:</td>
<td>Writing:</td>
</tr>
<tr>
<td>Math:</td>
<td>Math:</td>
<td>Math:</td>
</tr>
<tr>
<td>Self-Direction and Self-Management:</td>
<td>Self-Direction and Self-Management:</td>
<td>Self-Direction and Self-Management:</td>
</tr>
</tbody>
</table>
Lesson Planning

When planning a lesson, you should generally allow time for work on both basic reading and writing skills as well as on activities that directly relate to the student’s personal goals. It may be helpful to think of each lesson as having the following three parts:

1. **Learning Basic Skills** (new)
   - Reading
   - Writing
   - Skills Practice (listening)

2. **Reinforcing Skills** (review)

3. **Meeting Individual Needs**

**1. Learning Basic Skills**

The three types of skills listed under this section are always included when you teach a lesson in the *Laubach Way to Reading* series.

But sometimes you’ll want a change of pace – a chance for the student to learn skills in a setting other than the LWR skill books. The following are examples of other activities or materials you can use to work on the three key skills:

- **Reading**: - language experience story
- **Writing**: - spelling some words from the language experience story
  - writing the words that are taught as word patterns in Focus on Phonics
  - free writing activity – a letter, story, poem
- **Skills Practice**:
  - **(listening)** - Focus on Phonics series

**2. Reinforcing Skills**

a. The amount of time you spend on this section depends on the student.

b. If he needs extra reading practice, you could use:
   - the *More Stories* readers
   - materials you have written yourself
   - something you read together using duet reading.

c. You might use the time to review word patterns or the sight words the student has been learning.

d. You do something just for fun such as a crossword puzzle or a bingo game.
SECTION IV: Lesson Planning and Ongoing Student Assessment

Lesson Planning, continued

3. Meeting Individual Needs

For this section, plan activities that relate directly to the goals identified by the student. Examples include:

- using flash cards to learn important words on road signs or menus
- practice filling out job application forms;
- practice reading a children’s storybook using duet reading;
- work on basic math in preparation for opening a chequing account;
- helping the student write a letter to a relative.

Principles of Lesson Planning

1. Involve the student in all aspects of lesson planning – determining the learning activities, preparing learning materials, etc.
2. Include both reading and writing in each lesson, since these skills reinforce each other.
3. Include something new in each lesson. Introduce new material first, followed by review and reinforcement activities.
4. Review is an essential part of each lesson:
   - Repetition and forced recall after a time lapse ensures permanence of learning.
   - Review serves as a means of evaluating what the student has learned and what work is still needed.
   - Check homework.
5. Individualize the lesson plan to the student’s goals, needs, interests and learning style.
6. Plan how skills learned will be transferred to the student’s life situation.
7. Use a variety of activities and materials for a change of pace and fun!
8. Assign homework.
9. Consider the student’s fatigue threshold when planning the length of the lesson. Include a break if needed.
10. Include lots of time to practise new skills.
11. “Be prepared – then be flexible.”

Things to do at the end of the lesson (with the student):

- Keep a record of goals and lesson plans.
  - Encourage the student to keep records too, such as a journal about the lesson – he can look back and see the progress he has made.
- Make notes on what went well in the lesson and note any difficulties.
- Review what to do next time.
- Ask yourself:
  - Did we achieve the outcomes we were working on?
  - Was the lesson interesting?
  - Were we relaxed? If not, why not?
- Evaluate your performance. Were you an effective tutor? Keep a log.
SECTION IV: Lesson Planning and Ongoing Student Assessment

Lesson Planning, continued

Key Elements and Recommended Sequence of a Lesson Plan

Not every element has to be included in every lesson but try to consistently follow a standard pattern.

Hello: watch body language

New: variety of activities should be used. Every lesson cannot contain everything, but spice it up and use some of the following:

- Laubach Way to Reading
- Writing
- Sight Words
- Math
- More Stories
- Challenger
- Language Experience

Review: valuable time for reinforcement of student's weak areas and to cement newly learned material:

- Focus on Phonics
- Cloze
- Duet Reading
- Sight Words
- Word Patterns
- Cards
- Check Homework

Student’s Choice: Keeping a student's need and goals in mind is key.

- Read Stories
- Banking
- Job Applications (Resume)
- Read Recipes
- Computer
- Driver’s Ed
- Fill Out Forms
- Fill Out Forms

Fun:

- Puzzles
- Games
- Comics
- Outings
- Being Read To

Assign Homework – even if a bit of homework has been assigned in one or each of the other segments, it is a good idea to go over any or all homework as a last step. Be realistic when assigning homework! Your student may be one of those who can't get enough, or one who can't do homework for fear of being discovered.

The most important part of a lesson plan is that it be flexible because stuff happens! Make a note of it, and make a new plan for the next lesson.
## SAMPLE LESSON PLAN OUTLINE

**DATE:**

**LENGTH OF SESSION:**

**OUTCOME / DEMONSTRATION(S):**

Specific Objectives of Lesson:

**MATERIALS:** (Include book and lesson)

<table>
<thead>
<tr>
<th>LEARNING ACTIVITIES:</th>
<th>NEW</th>
<th>REVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SKILLS PRACTICE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRITING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOMEWORK ASSIGNMENT:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Areas of Strength:

Areas Needing Improvement:
SECTION IV: Lesson Planning and Ongoing Student Assessment

Assessment

There are three different stages in the assessment process: initial, ongoing and exit.

Initial assessment is usually done by council staff and evaluates the student’s skill levels at the time they enter the program. Most often it covers reading, writing, math and some self management skills. It also gives information regarding the student’s family, educational and employment background.

The Exit Assessment is done prior to the student leaving the program. This assessment will show the student’s skill levels on exit and form part of his portfolio, both for personal use and for going on to another program.

Ongoing assessment is where you, the tutor, and your student are involved in determining your student’s progress throughout your time together.

Ongoing Assessment of Progress

Introduction

Assessment of the student’s progress should be ongoing and collaborative. It should involve both the student and the tutor.

Outcomes

The purposes of ongoing student assessment include the following:

- To help the student and tutor develop insight into the student's learning strategies and styles.
- To evaluate what works well and what does not work.
- To determine the next steps towards a goal.
- To determine when a goal has been met.
- To build self-confidence as the student and tutor see progress.
- To reset goals and change direction if necessary.
- To demonstrate the effectiveness of a literacy program.

Indicators of progress

Complexity of task

- Level of reading material
- Task requires writing simple sentences or sentences with phrases and clauses
- Adding one digit or two digit numbers

Quality of work

- Number and type of errors
- Omissions or additions
- Fluency and expression of ideas
- Ability to correct/edit own work
SECTION IV: Lesson Planning and Ongoing Student Assessment

Assessment, continued

**Quantity of work** (amount of work completed in a given time period)

**Independence of student** (amount and type of help required)

**Attitude/behaviour**

- Eagerness/hesitancy to try task
- Perseverance at task
- Amount of negativity
- Attendance, preparation, readiness
- Body language during lesson

**Methods of assessment**

The table below shows some of the different ways that student progress can be assessed. A thorough assessment will include a combination of methods.

<table>
<thead>
<tr>
<th>Method</th>
<th>How it Works</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct observation</td>
<td>The tutor observes the student and the student’s work before, during and after a task on a daily basis.</td>
</tr>
<tr>
<td>Note: It is important to record and date these daily observations.</td>
<td></td>
</tr>
<tr>
<td>Discussion with the student</td>
<td>The tutor discusses progress with the student, making notes and checking with the student to ensure accuracy. Possible questions to prompt discussion include the following:</td>
</tr>
<tr>
<td></td>
<td>- How do you feel you’re getting on?</td>
</tr>
<tr>
<td></td>
<td>- How did you figure that out?</td>
</tr>
<tr>
<td></td>
<td>- What do you like doing…? What do you find most useful?</td>
</tr>
<tr>
<td></td>
<td>- What don’t you like? What isn’t helpful?</td>
</tr>
<tr>
<td>Student Journals</td>
<td>Students create a journal to write down:</td>
</tr>
<tr>
<td></td>
<td>- what they are learning</td>
</tr>
<tr>
<td></td>
<td>- how they are learning (methods used)</td>
</tr>
<tr>
<td></td>
<td>- how they feel about what they are learning</td>
</tr>
<tr>
<td></td>
<td>- suggestions for future lessons, and</td>
</tr>
<tr>
<td></td>
<td>- date of each journal entry.</td>
</tr>
<tr>
<td>Reviews/Checkups</td>
<td>Tutor should build review into every lesson. Periodically, the tutor and student may want to review a whole unit of work to assess progress.</td>
</tr>
<tr>
<td>Portfolios</td>
<td>A portfolio is a purposeful collection of the student’s work over time. The portfolio could include:</td>
</tr>
<tr>
<td></td>
<td>- samples of reading material which have been mastered or recordings of reading aloud or speaking</td>
</tr>
<tr>
<td></td>
<td>- samples with reading errors marked</td>
</tr>
<tr>
<td></td>
<td>- samples of writing</td>
</tr>
<tr>
<td></td>
<td>- completed math or reading comprehension exercises</td>
</tr>
<tr>
<td></td>
<td>- conversation anecdotes.</td>
</tr>
<tr>
<td></td>
<td>Choose samples with the student which demonstrate progress, date and include reasons.</td>
</tr>
</tbody>
</table>
### Sample of Tutor Notes

<table>
<thead>
<tr>
<th>Name of Client:</th>
<th>Work Done</th>
<th>Observations and Items for Future Lessons</th>
<th>Other thoughts/ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri, Nov 21/08 10-11:00am</td>
<td>Introductions</td>
<td>Hockey is of interest – particularly the Canadians</td>
<td>What computer technology can help?</td>
</tr>
<tr>
<td>Tues, Nov 25/08 4-5pm</td>
<td>Reviewed letter &amp; number recognition. Read news article on Mtl Cdn's.</td>
<td>Work on vowel sounds and letter combinations. Expand math world into simple multiplication.</td>
<td>Develop an interest in local hockey? Can he use a squeeze ball to exercise his left hand?</td>
</tr>
<tr>
<td>Thurs, Nov 27/08 9:30-11:30am</td>
<td>Computer – “Spelling and Math Made Easy”</td>
<td>Needs work on written math questions that need reading &amp; comprehension. Start a book that can be read to him, Treasure Island, Call of the Wild? Inventory sight words he knows.</td>
<td>What kind of physical exercise does he get, can he do?</td>
</tr>
<tr>
<td>Wed, Dec 3/08 4-5pm</td>
<td>Flash cards – started evaluating &amp; measuring sight words he knows. Also tried addition flash cards – simple addition up to about 20, quite good. Subtraction much weaker. Tried some written math problems, but the reading comprehension not there yet. Read a dinosaur story. Very interested.</td>
<td>Needs a lot of work to get his sight word vocabulary up to about 200 words. Needs a lot more repetitive work on simple subtraction. Try much simpler written problems.</td>
<td>Met with family/support person. His disability came from a brain tumour in his late teens.</td>
</tr>
<tr>
<td>Thurs, Dec 4/08 9:30-11:30am</td>
<td>Worked with spelling and math made easy on computer</td>
<td>Has short term memory. Has significant coping skills. Repetition seems to be the most effective strategy.</td>
<td>I wonder if working with sets of numbers rather than just rote memory would help. Need to do some more research.</td>
</tr>
<tr>
<td>Thurs, Dec 11/08 9:30-11:30am</td>
<td>Worked with spelling and math made easy on computer.</td>
<td>Subtraction much better today than at any other time I’ve worked with him. I am beginning to suspect the way I initiate a task with him has a great deal to do with his success. His reactions to new or different instructions seem quite delayed. I need to do more careful observation.</td>
<td>Work with money. He has some knowledge and seems willing.</td>
</tr>
</tbody>
</table>
Employment Ontario was launched in January 2007 and is a network of training and employment programs and services offered by the Ontario government (including programs previously offered by the federal government). Employment Ontario programs and services focus on training and skills development, labour market and community needs, and employment. Employment Ontario is designed to help people upgrade their skills, find work, start a career, or make a career change. It can also assist employers to find and hire people with the skills employers need.

Employment Ontario has been established to meet the needs of people, employers, industries and communities in Ontario by streamlining and improving access to employment and training services.

The Employment Ontario website at www.edu.gov.on.ca/eng/tcu/ is one effective way to find information about all aspects of Employment Ontario. The Employment Ontario Partners' Gateway website www.eopg.ca is another valuable source of information, particularly for agencies.

Service Categories, Programs and Services

There are four main service categories within the Employment Ontario framework:

1. Services for Apprenticeship
2. Services for Job Seekers
3. Services for Employers
4. Services for Employees

The Literacy and Basic Skills (LBS) program is listed under all but one of the service categories. It is not currently listed under Services for Employers.

Employment Ontario programs offering training and skills development include:

- Literacy and Basic Skills
- Job Connect
- Apprenticeship
- Pre-Apprenticeship
- Ontario Youth Apprenticeship Program
- Adjustment Advisory Program
- Services for New Canadians
Employment Ontario, continued

Literacy within the Employment Ontario Network

The provincial government has stated that … without strong literacy skills, people have fewer possibilities of sustainable employment and less access to further education or training that leads to better opportunities. The government of Ontario has demonstrated its support for literacy as part of the integrated Employment Ontario network by investing over $74 million annually in LBS and Academic Upgrading programs. *(Source: Presentation by Kevin French, MTCU Assistant Deputy Minister, April 2008, Pan-Canadian Literacy Conference)*

Literacy and Basic Skills (LBS) and Academic Upgrading are considered areas of ‘skills enhancement’ and ‘on-the-job training/workplace skills’ in the Employment Ontario system. LBS is promoted as a program that helps adults whose skills fall below the Grade 9 level; while Academic Upgrading is a program that helps people prepare for college or technical training, and serves adults who do not have a high school diploma but whose skills are above the Grade 9 level. For both programs, adults need to speak English or French to take part. *(See [www.edu.gov.on.ca/eng/tcu/adultlearning](http://www.edu.gov.on.ca/eng/tcu/adultlearning))*

Potential or existing adult learners do not need to understand the organizational structure of Employment Ontario or the Labour Market Training Division to access services. Through developing agencies’ awareness of the system, staff can provide better information, clear pathways, and easier navigation among the full range of training and employment services.

Enhanced Information Resource and Referral Services

Providing enhanced information resources and referral services is at the foundation of the Employment Ontario network. It is important for all Employment Ontario agencies, including Literacy and Basic Skills, to develop or continue to foster strong partnerships with each other. As well, some agencies that are not funded through the Employment Ontario system still continue to be important partners, such as Ontario Works and Ontario Disability Support Program (ODSP).

Adapted from Community Literacy of Ontario, Literacy Basics, Employment Ontario: [http://www.nald.ca/literacybasics/employ-o/intro/01.htm](http://www.nald.ca/literacybasics/employ-o/intro/01.htm)
Other Literacy Organizations / Affiliations

Ontario Literacy Coalition (OLC)
65 Wellesley Street East
Suite 503
Toronto, ON M4Y 1G7
Phone: 416-963-5787
Fax: 416-963-8102
Email: olc@on.literacy.ca
Web site: www.on.literacy.ca

The Ontario Literacy Coalition (OLC) initiates, facilitates and supports collaboration between literacy groups across the province. OLC’s research and development activity is aimed at identifying and promoting better policies and practices to improve literacy. OLC represents us to government and maintains effective working relationships with both provincial and federal officials. They are also actively involved in promoting awareness about literacy issues directly to the public and through the media.

Movement for Canadian Literacy (MCL)
180 Metcalfe Street
Suite 300
Ottawa, ON K1R 1P5
Phone: 613-563-2464
Fax: 613-563-2504
Email: mcl@literacy.ca
Web site: www.literacy.ca

The Movement for Canadian Literacy (MCL) is a national, non-profit charitable organization representing literacy coalitions, organizations and individuals in every province and territory. For over 20 years MCL has been working towards the goal of a literate Canada through public awareness, research and political lobbying.

ABC Canada Literacy Foundation
4211 Yonge Street
Suite 235
Toronto, ON M2P 2A9
Phone: 416-218-0010
Fax: 416-218-0457
Email: info@abc-canada.org
Web site: www.abc-canada.org

ABC Canada is a joint initiative of business and labour which supports the development of an educated workforce. It raises awareness of literacy issues in the general public and in the private sector through media advertising. ABC also provides support to literacy organizations.
SECTION V: Appendices

Community Literacy of Ontario (CLO)
80 Bradford Street, Suite 508
Barrie, ON L4N 7P2
Phone: 705-733-2312
Fax: 705-733-6197
Email: clo@bellnet.ca
Web site: www.nald.ca/clo

Community Literacy of Ontario (CLO) supports English language community-based literacy programs in the province through consultation, information sharing and advocacy. CLO will provide a united voice for community-based literacy programs.

National Adult Literacy Database Inc. (NALD)
Scovil House
703 Brunswick Street
Fredericton, NB E3B 1H8
Phone: 506-457-6900
Fax: 506-457-6910
Email: contactnald@nald.ca
Web site: www.nald.ca

NALD is the National Adult Literacy Database. The website - http://www.nald.ca/index.htm - is just jam-packed with information for literacy practitioners. The NALD site features an extensive library with research and learning materials, literacy newsletters, plain language summaries of Statistics Canada reports and resources for purchase. The NALD Story of the Week provides regular examples of student writing, an inspiration for other adult literacy students. NALD's principal funder is the Office of Literacy and Essential Skills (OLES), Human Resources and Social Development Canada, and is supported by a significant in-kind contribution from the Government of New Brunswick.

E-Channel Literacy

E-Channel Literacy provides adult learners with the opportunity to upgrade their reading, writing, math, computer and other essential skills in a flexible, supported online learning environment. E-Channel Literacy is a free for eligible adult learners and is funded by the Ministry of Training, Colleges and Universities. MTCU has appointed a lead E-Channel literacy organization for each delivery stream as follows:

- Native: Sioux Hudson Literacy Council: www.siouxhudsonliteracy.com
- Francophone: Centra d’apprentissage et de formation PLUS (CAF): www.cfplus.ca

AlphaPlus www.alphaplus.ca

AlphaPlus actively supports research, and promotes best practices in adult basic education for practitioners and programs that work with adult learners in the Deaf, Aboriginal, Francophone and Anglophone communities through:

- innovative use of technology,
- research, and
- the design, development and dissemination of information and resources
SECTION V: Appendices

AlphaRoute  www.resources.alpharoute.org

AlphaRoute is an adult literacy online learning environment developed for the Deaf, Native, Francophone, and Anglophone streams of the Literacy and Basic Skills (LBS) program, and the publicly funded Adult Basic Education (ABE) program of the province of Ontario.

AlphaRoute is unique in Canada because it does all of the following:

- Targets adult literacy students who want to learn online.
- Offers adult literacy students ongoing mentor support from trained LBS and ABE program practitioners.
- Offers ongoing learning opportunities which complement and reflect learning goal areas expressed by adult literacy students.
- Offers an online community for adult literacy students to learn online together within a password-protected learning environment.
- Provides opportunities for adult literacy students to develop leadership skills within a pan-Canadian community.
- Provides Canadian online content.
- Provides AlphaPlus with research data about the state of e-learning in Canada.

Demonstrations Ontario  http://demonstrations.alphaplus.ca/

Demonstrations are real life tasks that a learner can perform which integrate, measure and verify acquired skills, knowledge and behaviours essential to the learner's goals. There are five essential elements to a quality demonstration.

1. It relates to the learner's goals.
2. The instructor knows the embedded skills and success markers.
3. It is not a copy of a learning activity.
4. It closely resembles real life.
5. It is culturally sensitive/realistic.

Moodle  www.moodle.org

The focus of the Moodle project is always on giving educators the best tools to manage and promote learning, but there are many ways to use Moodle:

- Moodle has features that allow it to scale to very large deployments and hundreds of thousands of students, yet it can also be used for a primary school or an education hobbyist.
- Many institutions use it as their platform to conduct fully online courses, while some use it simply to augment face-to-face courses (known as blended learning).
- Many of our users love to use the many activity modules (such as Forums, Wikis, Databases and so on) to build richly collaborative communities of learning around their subject matter (in the social constructionist tradition), while others prefer to use Moodle as a way to deliver content to students (such as standard SCORM packages) and assess learning using assignments or quizzes.
## SECTION V: Appendices

### Literacy Acronyms

**CURRENT General:**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Centre AlphaPlus Centre</td>
</tr>
<tr>
<td>ABC</td>
<td>ABC Canada Literacy Foundation</td>
</tr>
<tr>
<td>ACAATO</td>
<td>Association of Colleges of Applied Arts &amp; Technology of Ontario (now Colleges Ontario)</td>
</tr>
<tr>
<td>ACE</td>
<td>Academic and Career Entrance / Access Carrieres Etudes Certificate</td>
</tr>
<tr>
<td>AFLO</td>
<td>Action for Family Literacy Ontario</td>
</tr>
<tr>
<td>AFLO</td>
<td>Basic Training for Skills Development</td>
</tr>
<tr>
<td>ASP</td>
<td>Articulation Standards Project (College version of CQS &amp; LO)</td>
</tr>
<tr>
<td>AU</td>
<td>Academic Upgrading</td>
</tr>
<tr>
<td>CAAE</td>
<td>Canadian Association for Adult Education</td>
</tr>
<tr>
<td>CESBA</td>
<td>Ontario Association of Adult and Continuing Education School Board Administrators</td>
</tr>
<tr>
<td>CGGLF</td>
<td>Canadian Give the Gift of Literacy Foundation</td>
</tr>
<tr>
<td>CIPMS</td>
<td>Continuous Improvement Performance Management System</td>
</tr>
<tr>
<td>CLASS</td>
<td>Community Living Association of South Simcoe</td>
</tr>
<tr>
<td>CLO</td>
<td>Community Literacy of Ontario</td>
</tr>
<tr>
<td>CQS</td>
<td>Core Quality Standards</td>
</tr>
<tr>
<td>CSC</td>
<td>College Sector Committee for Adult Upgrading</td>
</tr>
<tr>
<td>CST</td>
<td>Canadian Scholarship Trust Foundation</td>
</tr>
<tr>
<td>DLI</td>
<td>Deaf Literacy Initiative</td>
</tr>
<tr>
<td>EAL</td>
<td>English as an Additional Language</td>
</tr>
<tr>
<td>EDU</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>EI</td>
<td>Employment Insurance</td>
</tr>
<tr>
<td>EO</td>
<td>Employment Ontario</td>
</tr>
<tr>
<td>EOTO</td>
<td>Each One Teach One</td>
</tr>
<tr>
<td>ERC</td>
<td>Employment Resource Centre</td>
</tr>
<tr>
<td>ES / FS</td>
<td>Literacy English Second / French Second Literacy</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>ESOL</td>
<td>English for Speakers of Other Languages</td>
</tr>
<tr>
<td>FAL</td>
<td>French as an Additional Language</td>
</tr>
<tr>
<td>FLD</td>
<td>Family Literacy Day (January 27th)</td>
</tr>
<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
</tr>
<tr>
<td>GED</td>
<td>General Education Development</td>
</tr>
<tr>
<td>HRSDC</td>
<td>Human Resources Skills Development Canada (Service Canada)</td>
</tr>
<tr>
<td>IALS</td>
<td>International Adults Literacy Survey</td>
</tr>
<tr>
<td>IALSS</td>
<td>International Adult Literacy and Skills Survey</td>
</tr>
<tr>
<td>ILD</td>
<td>International Literacy Day (September 8th)</td>
</tr>
<tr>
<td>IMS</td>
<td>Information Management System</td>
</tr>
<tr>
<td>JC</td>
<td>JobConnect</td>
</tr>
<tr>
<td>LBS</td>
<td>Literacy &amp; Basic Skills</td>
</tr>
<tr>
<td>LCPP</td>
<td>Local Community Planning Process (also see CSP or LSP)</td>
</tr>
<tr>
<td>LDAO</td>
<td>Learning Disabilities Association of Ontario</td>
</tr>
<tr>
<td>LDASC</td>
<td>Learning Disabilities Association of Simcoe County</td>
</tr>
<tr>
<td>LETS</td>
<td>Laubach Enhanced Training System</td>
</tr>
<tr>
<td>LINC</td>
<td>Language Instruction for Newcomers to Canada</td>
</tr>
</tbody>
</table>
SECTION V: Appendices

Literacy Acronyms, continued

LLA  Laubach Literacy Action (USA)
LLC  Laubach Literacy of Canada
LLEO Literacy Link Eastern Ontario
LLI Laubach Literacy International – now ProLiteracy Worldwide (USA)
LLSC Literacy Link South Central
LLO  Laubach Literacy Ontario
LO   Learning Outcomes
LOCS Literacy Ontario Central South
LMDA Labour Market Development Agreement
LMPA Labour Market Partnership Agreement
LSP  Literacy Service Plan or Literacy Services Planning
LSUDA Literacy Skills Used in Daily Activities
LLO  Laubach Literacy Ontario
LTM  Literacy Trainers Manual
LVA  Literacy Volunteers of America – now ProLiteracy Worldwide (USA)
LWR  Laubach Way to Reading (series)
MCI  Ministry of Citizenship and Immigration
MCL  Movement for Canadian Literacy
MCSS Ministry of Community and Social Services
MCYS Ministry of Children and Youth Services
MTCU Ministry of Training, Colleges and Universities
MTML Metro Toronto Movement for Literacy
MWP  Multicultural Workplace Program
NALA National Affiliation for Literacy Advance
NALD National Adult Literacy Database
NGO  Non-Governmental Organizations
NLS  National Literacy Secretariat
NOC  National Occupational Classification
OBS  Ontario Basic Skills
OBSW Ontario Basic Skills in the Workplace
ODSP Ontario Disability Support Program
OLC  Ontario Literacy Coalition
OLES Office of Literacy and Essential Skills
ONTESSTEP Ontario Network of Employment Skills Training Projects
ONLC Ontario Native Literacy Coalition
OTAB Ontario Training and Adjustment Board
OW   Ontario Works
PAPAL Parents as Partners as Learners
PRLN Project READ Literacy Network
PYT  Peer Youth Tutoring
QRC  Quick Reference Card
QUILL QUILL Learning Network
R4L  Ride for Literacy
RALS Recognition of Adult Learning System
SMLN Simcoe/Muskoka Literacy Network
TESOL Teachers of English to Speakers of Other Languages
SECTION V: Appendices

Literacy Acronyms, continued

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TM</td>
<td>Teacher's Manual</td>
</tr>
<tr>
<td>TOB</td>
<td>Trends, Opportunities and Priorities</td>
</tr>
<tr>
<td>TUB</td>
<td>Technical Upgrading Program</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Education, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>WHMIS</td>
<td>Workplace Hazardous Material Information Systems</td>
</tr>
<tr>
<td>WLC</td>
<td>World Literacy of Canada</td>
</tr>
<tr>
<td>WM</td>
<td>Workshop Module</td>
</tr>
<tr>
<td>WSIB</td>
<td>Workplace Safety and Insurance Board</td>
</tr>
<tr>
<td>W/WEBS</td>
<td>Workplace/Workforce Employment and Basic Skills</td>
</tr>
</tbody>
</table>

SELDOM USED but found in older documents:

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABLE</td>
<td>Adult Basic and Literacy Education</td>
</tr>
<tr>
<td>CAPABLE</td>
<td>Canadian Project for Adult Basic and Literacy/Education</td>
</tr>
<tr>
<td>CEIC</td>
<td>Canada Employment and Immigration Commission</td>
</tr>
<tr>
<td>CSP</td>
<td>Community Service Plan (also see LSP or LCPP)</td>
</tr>
<tr>
<td>HRDC</td>
<td>Human Resources Development Canada (now HRSDC)</td>
</tr>
<tr>
<td>MET</td>
<td>Ministry of Education and Training (now MTCU)</td>
</tr>
<tr>
<td>VRAs</td>
<td>Volunteer Reading Aides</td>
</tr>
</tbody>
</table>