



# **CORE TUTOR TRAINING**

**Washtenaw Literacy  
Core Tutor Training  
Coursepack**

**Updated 01.25.2021**



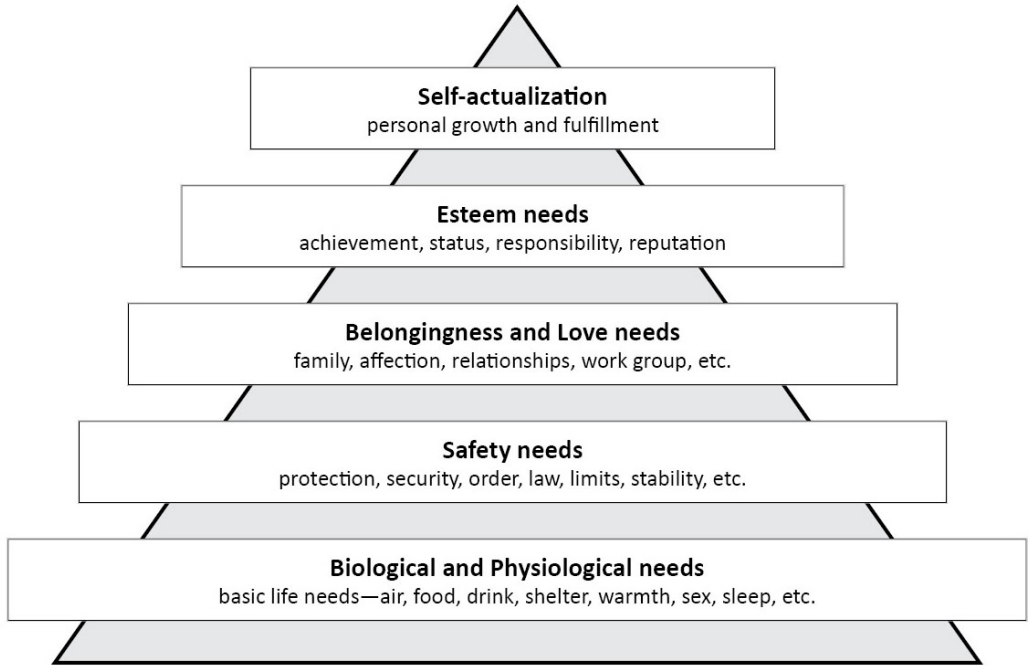
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# Research-Based Evidence for Our Methods & Philosophy

Washtenaw Literacy believes in providing the highest quality instruction possible. This means ensuring that all tutors are highly trained and equipped with research-based best practices in adult education. It also means providing cooperative learning opportunities (clusters) for learners who have similar goals, particularly around speaking and listening.

Throughout the Core Tutor Training and this coursepack, you will be given an opportunity to learn strategies and techniques that are crucial for success. We will begin by offering you the educational theories that are formative in our agency values and philosophy.

## Maslow



Maslow’s Hierarchy of Needs may be familiar to you from Psychology 101 class. It is most often represented as a pyramid and can help us understand the motivation or challenges to motivation that are faced by our learners. Maslow’s theory begins with basic human needs like shelter and food at the bottom. These needs must be met for an individual to engage in the next level, which is about safety. Education and skills like problem solving are at the top of the pyramid with esteem needs and self-actualization.

For tutors, this means that a learner or learners whose lower-order needs are not met will not be able to successfully engage in tutoring. While we can screen out some learners who are “not ready,” others have such chaotic, unpredictable lives that they may be ready on one day and then unready the next. Therefore, patience and persistence are required of every tutor. Be ready when your learners are ready. Understand when they are not.

## Vygotsky

Vygotsky showed how learning is social and relational. It happens with others and through the help of others. Vygotsky’s Zone of Proximal Development explains how optimal learning takes place through practice and repetition.

Sometimes it is easy to forget that learning takes time. People need support through all the stages of the learning process and all new skills require lots and lots of practice. Guided practice (that which engages the tutor as guide and helper) will always be the most effective method for learning. Additionally, we know that most of us learn best when we’re connected with others (through learning groups, discussion, the act of teaching, etc.).



## Piaget

Piaget’s work tells us that learning is an active, not a passive, process. We are constantly taking in information. If it matches our previous knowledge or experience, we accept it. If it does not, then we are perplexed and in a state of disequilibrium. None of us like disequilibrium. Our active process of learning then decides to accept or reject this new information.

Let us try an example; think of an elephant. Picture the elephant in your mind. How many legs does it have? (*You probably said 4.*) How many trunks? (*You said 1.*) What color is it? (*It’s likely you said grey.*) Now, what if I told you a new breed of elephant has been found that is orange. Would you accept this right away? What proof would you want? If I brought an orange elephant in here for you to see, would you believe?

Learning and changing are active processes. They often make us uncomfortable, can be difficult (more difficult for some than others), and take time. Sometimes learners

may be irritable or belligerent and it may take them longer than we expect to engage in learning. It is up to us (the tutors) to realize this is part of the process and our patience and continued provision of practice will be rewarded by progress if we make learning active.

**Kolb**

Kolb’s Experiential Learning Cycle fits into tutoring through both planning and reflection. The “What? So What? Now What?” sequence can be utilized to focus and engage learners.



Planning and reflection are an important part of the cycle. Encourage self-determination in the learning cycle by engaging learners in the process. The “What? So What? Now What?” sequence was developed for experiential learning and has wide application. It is an effective framework for guiding debriefing conversations with adults in a learning situation, particularly after an activity. First ask and consider **what** happened or is being taught. Then ask **so what**: Why did it happen this way? Why does this matter? Finally, ask **now what**: How can we apply this to our life?

## Knowles

Although there are several similarities between the ways adults and young people learn, there are differences as well. Malcolm Knowles is often cited as a central figure in U.S. adult education. He emphasized facilitation over teaching, seeing the job of a facilitator as leading participants in their own learning. His adult learning theory includes the following four assumptions:

<b>Assumption</b>	<b>Description</b>	<b>Some training applications</b>
1. Self-concept	As a person matures, their self-concept goes from being dependent to being self-directed and internally driven.	Adults should be involved in decision making about their learning. They should be free to direct themselves and work autonomously. The goals of a training workshop should be compatible with participants' life goals.
2. Experience	Adults have a wealth of life experience that they bring to any learning situation.	Adults' life experiences should be acknowledged and valued. Adult training participants should not be treated like novices in need of expert-delivered content.
3. Readiness to learn	Adults are interested in learning tasks that are relevant to their jobs or personal lives.	It is critical to make it clear how the theories and techniques presented in training apply to the participants' experiences and needs. Training content and activities must be relevant.
4. Orientation to learning	Adults are more focused on solving problems than learning about subjects. They are less likely to be interested in knowledge for its own sake or knowledge that may someday be of value but has no obvious immediate application.	Adults can solve problems in a training situation. As with assumption #3, the questions "How does this apply to me?" should be prominently addressed. Objectives for any workshop should be identified at the beginning.

Knowles' theory simply promotes self-directed versus "taught" learning. As pedagogies (educational approaches) shift toward more learner-centered frameworks, the above framework becomes less unique to adult learners. Below is another version of Knowles' impact on our understanding of adult education.

The Learning Outcomes Approach focuses on the student; more traditional approaches focus more on the teacher and the content.

<b>Traditional Approaches</b>	<b>Learning Outcomes Approach</b>
<i>Focus:</i> Teaching Content	<i>Focus:</i> Learning Student's goals
<i>Objective:</i> To teach	<i>Objective:</i> Student will use learning in real, everyday life
<i>Environment:</i> Classroom	<i>Environment:</i> One-on-one, informal groups
<i>Emphasis:</i> "Input" (what is deposited into the student's brain)	<i>Emphasis:</i> "Output" (what the student can do with the learning)
<i>Curriculum-based teaching:</i> Curriculum completion is the goal	<i>Goals-based teaching:</i> Lessons are personalized to the achievement of the student's goals
<i>Methods:</i> Textbooks; lecture, "one way" communication	<i>Methods:</i> "Off the page," real-life materials; active discussion
<i>Teacher's role:</i> Presents content; suggests particular views on reality	<i>Tutor's role:</i> Facilitates; creates engaging environment
<i>Student Input:</i> Teacher rarely asks for student input. "Here's what you need, and this is how you do it."	<i>Student Input:</i> Tutor asks for student input: "What do you need?"; "How can I help?"
<i>Knowledge:</i> Teacher is "fountain of knowledge".	<i>Knowledge:</i> Student brings prior learning knowledge and own experience.
<i>Responsibility:</i> Teacher assumes major responsibility for direction of learning	<i>Responsibility:</i> Student shares responsibility – feels in control of own direction/learning.
<i>Planning:</i> Teacher does the lesson planning and evaluation.	<i>Planning:</i> Student is involved in planning and evaluation.
<i>Assessment:</i> Testing/grades Success = 60% Finishing units/texts	<i>Assessment:</i> Real-life skill assessment Success = has goal been met? Ongoing review/portfolios
<i>Time-based:</i> Set time to learn given quantity of material; time is constant – learning mastery is variable from student to student.	<i>Mastery-based:</i> Time is flexible to master needed skills; learning mastery is constant – time is the variable to student's needs.



## Maintaining Good Tutoring Boundaries

Maintaining boundaries in a tutoring relationship is important. However, depending on learners' life circumstances or a tutor's judgment, it can be difficult. ***Most of the time this is not a problem for tutors, but Washtenaw Literacy encourages tutors to think about these issues when tutoring.***

**1. Are we doing activities that will help my learners reach their goals and improve their speaking, reading, or writing skills?**

- Your mission is to help your learners **pursue** their literacy goal(s) through **improving** their reading, writing, math, or English skills. Keep that in mind.

**2. How much time do we spend problem-solving personal issues?**

- It is natural as pairs get to know each other to chat about their lives. However, if it is taking up a significant amount of tutoring time then it is too much.

If you are concerned about maintaining good boundaries, keep these things in mind:

- Do not allow children, family members, or friends to join you during tutoring sessions. Your learners deserve and were promised your full attention. You deserve to enjoy the tutoring relationship for which you trained.
- It is NEVER a good idea to set a precedence of “picking up the tab” or large gift giving.
- Learners are not going to expect anything from you but your tutoring assistance. Essentially, **learners will follow a tutor's lead!** It is important that you (the tutor) start as you mean to go.
- You are a tutor, not a social worker. As a tutor, you can provide referral information to a learner for a problem they are experiencing. Let WL staff know, and we can pass on the proper information. For example: If learners need health coverage, WL will refer them to the Washtenaw Health Plan. As a tutor, you can assist them in practicing forms, doing dialogues and role plays to schedule appointments, etc. You SHOULD NOT be making those calls, driving them to appointments, or filling out those forms.





## Comparison of Good & Poor Readers

The difference between good and poor readers is not just skills such as phonics or vocabulary. There is also significant difference in behaviors and critical thinking. Consider the chart below. How can you help learners understand and use the behaviors of good readers to their advantage?

### Before Reading...

<b>Good Readers</b>	<b>Poor Readers</b>
<ul style="list-style-type: none"><li>• Activate prior knowledge by thinking about the title and anticipating the subject based on their background knowledge</li><li>• Set a purpose before reading</li><li>• Have a can-do sense of self</li><li>• See reading as a way to gain information or enjoyment</li></ul>	<ul style="list-style-type: none"><li>• Begin reading without any preparation or thought of connecting to prior knowledge</li><li>• Are unaware of the purpose of reading this material</li><li>• Assume failure</li><li>• See reading as a task to complete</li></ul>

### During Reading...

<b>Good Readers</b>	<b>Poor Readers</b>
<ul style="list-style-type: none"><li>• Monitor their understanding as they read</li><li>• Predict what will happen next</li><li>• Can change track if something does not make sense</li><li>• Recognize and use the text structure to support their understanding</li><li>• Organize and integrate new information, adding to what they already know</li></ul>	<ul style="list-style-type: none"><li>• Are easily distracted</li><li>• Are unaware of their lack of comprehension</li><li>• Do not know what to do if they begin to lose track of understanding</li><li>• Do not use text structure to help them understand which new ideas and vocabulary are important</li><li>• See information as independent, not connected</li></ul>

### After Reading...

<b>Good Readers</b>	<b>Poor Readers</b>
<ul style="list-style-type: none"><li>• Summarize main ideas</li><li>• Seek more information from other sources if needed</li><li>• Affirm their success is a result of their effort</li></ul>	<ul style="list-style-type: none"><li>• Stop reading and thinking as soon as the “task” is complete</li><li>• Believe success is a result of luck</li></ul>



## Monitoring Progress

Monitoring progress is an on-going process that the tutor and learner should do together. Review goals and achievements often.

READING	VOCABULARY	WRITING
<p>Keep:</p> <ul style="list-style-type: none"> <li>• Lists of books and articles that the learner read</li> <li>• Tapes of learner reading a passage (be certain the learner is comfortable!)</li> </ul>	<p>Keep:</p> <ul style="list-style-type: none"> <li>• Lists of words, word families, sounds or skills covered</li> <li>• Lists of words, word families, sounds or skills mastered</li> <li>• File box of flashcards</li> </ul>	<p>Keep:</p> <ul style="list-style-type: none"> <li>• Samples of stories written (rough draft to final) and compare</li> <li>• Lists of spelling words practiced</li> </ul>
<p>Watch for:</p> <ul style="list-style-type: none"> <li>• Greater confidence</li> <li>• Emotional reactions to comprehension</li> <li>• Better vocal expression</li> <li>• Greater fluency</li> <li>• Willingness to read longer passages</li> <li>• Fewer errors when reading</li> <li>• Own use of strategies studied during lessons</li> </ul>	<p>Watch for:</p> <ul style="list-style-type: none"> <li>• Greater confidence</li> <li>• Increased ease in recognizing words</li> <li>• Own use of key (word recognition) strategies studied during lessons</li> <li>• Greater facility with flip chart or Boggle cubes</li> <li>• More difficult concepts undertaken</li> </ul>	<p>Watch for:</p> <ul style="list-style-type: none"> <li>• Greater confidence</li> <li>• Longer passages written</li> <li>• More revisions</li> <li>• More self-corrections</li> <li>• Willingness to try new genres</li> <li>• Better organization</li> <li>• Fewer mistakes in the mechanics of writing</li> <li>• Fewer spelling errors</li> <li>• Greater difficulty of tasks attempted</li> </ul>
<p>Ask:</p> <ul style="list-style-type: none"> <li>• What do you like/dislike about your reading of this passage?</li> <li>• Is there anything that would help you read it more easily?</li> <li>• Is there anything I did that you found helpful or unhelpful?</li> <li>• In what way was this too hard (or too easy)?</li> </ul>	<p>Ask:</p> <ul style="list-style-type: none"> <li>• What do you like or not like about these exercises?</li> <li>• Is there anything that would help you more?</li> <li>• Is there anything I did that you found helpful or unhelpful?</li> </ul>	<p>Ask:</p> <ul style="list-style-type: none"> <li>• What do you like or dislike about what you've written?</li> <li>• Is there anything that you would like to change?</li> <li>• What did you find most helpful/unhelpful in writing it?</li> <li>• What words would you like to learn to spell?</li> </ul>



## Tutor Tool Kit

Everyday Materials from Home and Work	Everyday ESL Materials
Dictionary Notebook Index Cards Banana gram or Scrabble Tiles pens and pencils News for You Highlighters Post-it notes Advertisements Bills Books Catalogs Cookbooks Forms Greeting cards Instruction booklets Labels (cleaning, medicine, toiletries ...) Magazines Mail Maps Menus Movie reviews Newspapers Notes from children's school Shopping lists Song lyrics Telephone book TV listings Work-related materials (handouts, memos, policy books...) White board, dry-erase markers	Calendar Cartoons Clock or Watch Color samples (paint chips, paper ...) Items to count (checkers, pennies ...) Money (bills, coins, checks) Office supplies Picture books (art books, children's books, travel books) Pictures (advertisements, catalogs, newspapers ...) Photographs (modes of transportation, people in action, rooms of furniture, learner's family...)

# Language Wheel

**Purpose:** For goal-setting for everyday life.

**Method:**

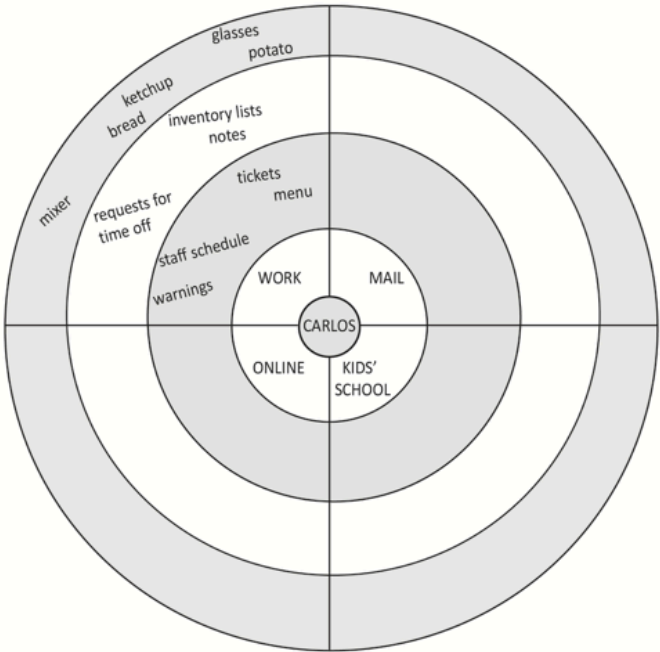
1. Draw a target that fills the whole paper (series of concentric circles).
2. Put the learner’s name in the center.
3. Ask the learner a series of questions, writing their answers in the circles.

Questions for Basic Literacy (partially completed example below)

- When or where do you need better reading skills? (write answers in the first circle outside the center) Example: work, mail, online, kids’ school
- What do you need to read there? (write answers in the second circle out from the center, above the place/time) Example: warnings, staff schedule, tickets, menu
- What do you need to write there? (write answers in the third circle out) Example: requests for time off, notes, inventory lists
- What words do you need there? (write answers in the fourth circle out) Example: mixer, bread, ketchup, glasses, potato

Questions for ESL (follow circle pattern as explained in BL section)

- When/where do you need better English?
- Who do you need to talk to there?
- What do you need to talk about?
- What do you need to read there?
- What words do you need there?



4. Explain that you will be using this information to plan for your sessions together. Ask the learner where they would like to start.

*(Teaching Adults: An ESL Resource Book, 2013)*

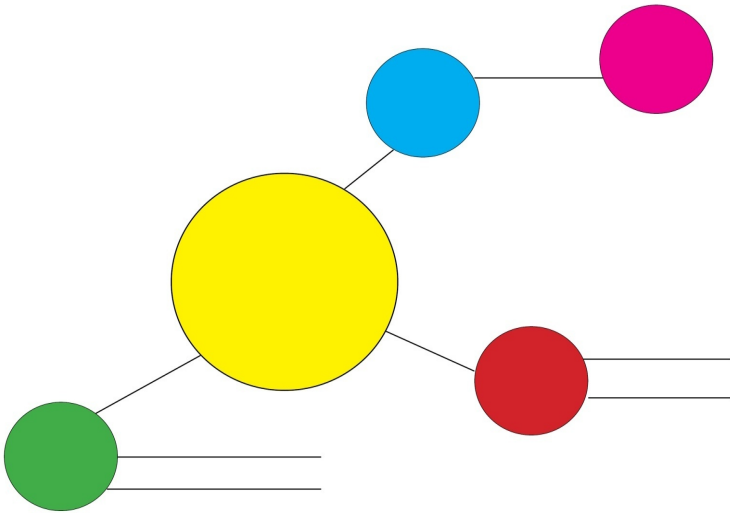
# Mapping

**Purpose:** For non-linear goal-setting.

**Method:**

Depending on the level of detail you are seeking to achieve, you may want to make more than one map. The procedure below is written to achieve a great level of detail. After the procedure, you will find a second example of a broader map.

1. Draw a circle in the center of a page (yellow).
2. In the circle write one of the learner’s goals.
3. Ask the learner for examples of things they are going to **do** or need to **learn** to accomplish the goal.
4. Write each new idea in a new circle radiating from the center (blue, red, green, pink).
5. Write details associated with one circle on lines around the circle (see green or red).



**Example of a Broader Map:**

Put learner’s name in center circle. Ask them what their goals are. For each new goal, add a circle. For details on a goal, list on lines around the circle.

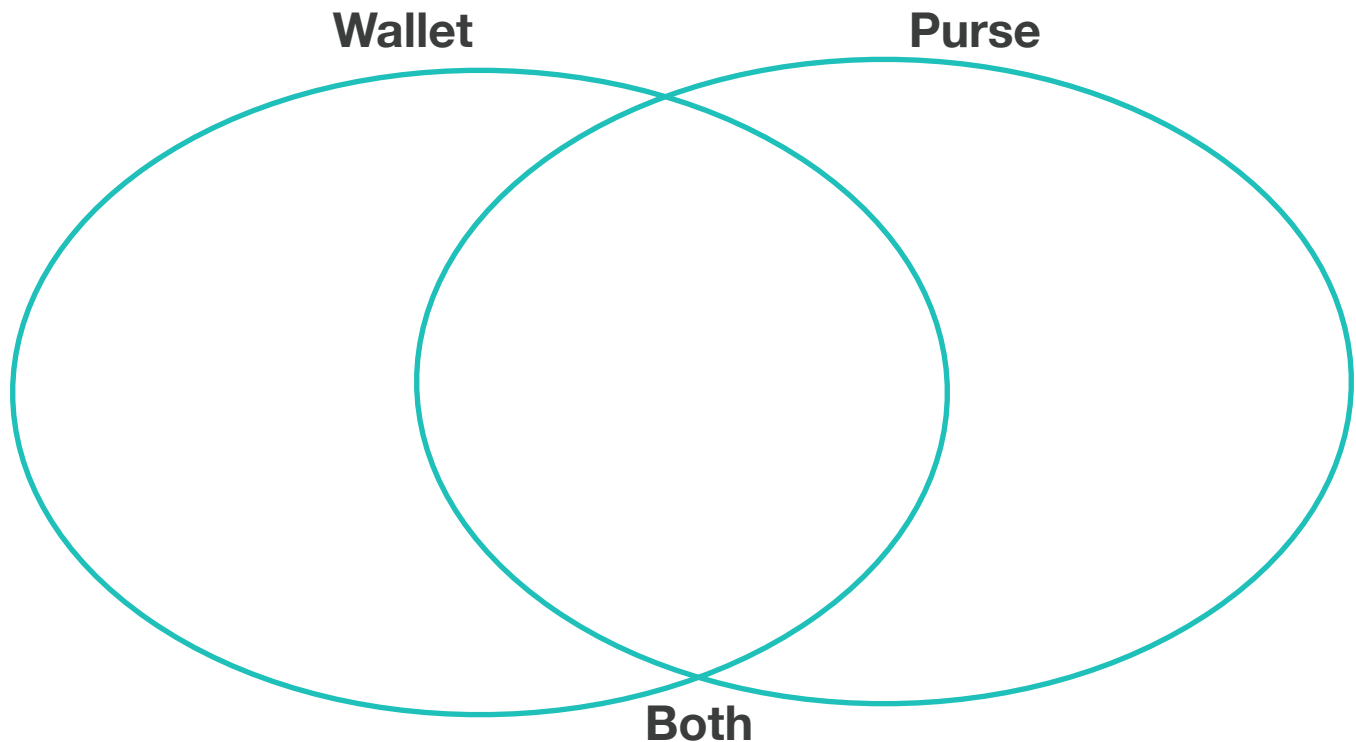
*(Adapted from LITSTART: Strategies for Adult Literacy and ESL Tutors, 1999)*



## Venn Diagram

**Purpose:** A Venn Diagram is a *graphic organizer* used to compare and contrast two items or two sets of information where some aspects may be in common. This can help stimulate conversation, increase vocabulary, or develop critical thinking skills.

**For instance:**



### Suggestions:

- grocery shopping in the United States vs. home country
- women vs. men
- writing vs. speaking
- two articles on the same topic
- New Year's in the United States vs. home country
- tutor vs. teacher
- pop vs. orange juice
- shopping in the mall vs. online

### Tip:

Look online for other examples of helpful *graphic organizers*.

*(Teaching Adults: An ESL Resource Book, 2013)*



## Daily Routine

**Skills:** Writing, Speaking, Listening, Vocabulary

**Level:** Beginning, Intermediate

**Purpose:** To encourage learners to write and talk about their daily routines.

### Method:

1. Show the learner a picture story of someone's routine. (This could be your own routine or a fictional character's routine.) Explain that a routine is a set of tasks or activities that people complete every day. Have the learner look at the pictures and tell you what the person in the picture story does every day. Encourage the learner to come up with their own explanations for the pictures. There are no right or wrong answers, but you can help as needed with the vocabulary, pronunciation, or phrasing.
2. Help the learner to construct a sentence about each picture. The sentences can begin, "Every morning, he/she..." or "At (time), he/she...". If the learner makes errors in phrasing sentences, suggest improvements.
3. Have the learner put the sentences together in a paragraph that begins, "Every morning, he/she...".
4. Once the learner has completed the paragraph, have him or her read the paragraph to you. Make revisions as needed.

*(Teaching Adults: An ESL Resource Book, 2013)*

## This Must Be New York

**Skills:** Speaking, Listening, Writing, Grammar, Vocabulary

**Level:** Intermediate

**Purpose:** To practice the modal auxiliaries *must*, *should*, *might*, and *could*.

**Method:**

1. Select several pictures appropriate for reinforcing the use of modal auxiliaries.
2. Show one of the pictures. Then say one of the modals and call on a learner to make a sentence using that particular modal. Give a couple of examples yourself before the learner begins. Examples:

Picture	Modal Auxiliary	Sentence
the Statue of Liberty	<i>must</i>	This must be New York.
a person waiting in line	<i>might</i>	She might have to wait a long time.
a wrapped gift box	<i>could</i>	It could be a shirt.
a boy coming into the house with muddy shoes	<i>should</i>	He should wipe his feet first.

**Suggestions:**

- Look for pictures that show people involved in doing things.
- Ask the learners to look for pictures in magazines.
- Note: *Must* is used here to express probability. The Statue of Liberty indicates that this is probably a picture of New York. This is different from the other meaning of *must*, which expresses necessity. Example: Everyone must get permission first.
- You can also use pictures to introduce the other modals (*can*, *would*, *may*, *shall*).
- If learners have difficulty coming up with a sentence, help by asking leading questions. Examples:
  - What city must this be?
  - What should the boy do before he comes in the house?
  - How long might the person have to wait in line?
  - What could be in the box?





## Substitution Drills

**Skills:** Writing, Speaking, Vocabulary, Grammar

**Level:** Beginning, Intermediate, Advanced

**Purpose:** To provide practice using personal pronouns in prepositional phrases.

**Method:**

Use this substitution drill only after you have already taught the target grammar or vocabulary (e.g., object pronouns: me, you, him, her, it). If you find the learner is having difficulty using the target language during any activity, stop and do this substitution drill. Then, return to the activity and give the learner another chance.

1. Say the following sentence, and ask the learner to repeat it: “Throw the ball to me.”
2. Say the pronoun and repeat the sentence: “Me. Throw the ball to me.” Ask the learner(s) to say the sentence again.
3. Say another pronoun and substitute it in the same sentence: “Him. Throw the ball to him”. Ask the learner(s) to repeat the new sentence.
4. Say another pronoun as a cue word: “Her”. Ask (or gesture for) the learner(s) to say the same sentence, substituting the new pronoun: “Throw the ball to her.”
5. Substitution drills can be spoken or written. You can use them to practice pronouns, prepositions, verb forms, groups of vocabulary (e.g., family members, days of the week, etc.), and more.

*(Teaching Adults: An ESL Resource Book, 2013)*

## Dialogues

**Skills:** Speaking, Listening

**Level:** Beginning, Intermediate, Advanced

**Purpose:** To give learners initial practice speaking in situations similar to those they will encounter in daily life.

**Method:**

1. Work with the learner to identify a setting or situation in which they need to be able to verbally communicate (e.g., a post office), one activity that commonly takes place there (buying stamps), and who the two people in the dialogue will be (postal clerk and customer).
2. Decide how long the dialogue will be. Three complete exchanges is good for beginners. At this level, dialogues should be simple and brief.
3. Write the dialogue. Depending on the learner level, you can work with them to create it or you can write it in advance.
4. Decide what props or pictures you may need (e.g., pictures of the inside and outside of a post office, forever stamps, several one-dollar bills, and change). Props and pictures are especially important to help beginning learners!
5. Pre-teach any new vocabulary words (next, stamps, forever) and grammar (I'd like...) the learner will need to know.
6. By yourself, recite the whole dialogue (both parts) two to three times. As you say each part, provide visual cues to differentiate between the two roles.
7. Take the first role; have the learner take the second. Then switch roles.

**Suggestions:**

- You can “recycle” dialogues you have already taught by rewriting them to add more detail. For example, in the case of the post office dialogue, the customer could buy international stamps in addition to the forever stamps or could mail a package.
- You can work with learners to write dialogues on topics that you are studying. It's a great way to measure the language they already know and build on it.
- Telephone conversations are a great practice for dialogues. You can practice how to handle wrong number calls, telemarketers, and more.

*(Teaching Adults: An ESL Resource Book, 2013)*



## Role-Plays

**Skills:** Speaking, Listening

**Level:** Beginning, Intermediate, Advanced

**Purpose:** To give learners an opportunity to use newly learned words and expressions in conversation in a nonthreatening environment. To increase learners' confidence in their ability to use English to meet their needs in the outside world.

### Method:

1. Teach a basic dialogue related to a specific situation (see previous page).
2. Explain that you'll practice the dialogue in a setting a little more like real life. Include any props needed for the role play.
3. Take the role of the first speaker. Say the same line you practiced in the dialogue. Then beckon the learner to give the next line.
4. Modify your second line of the dialogue slightly to see how the learner responds.
5. Practice again, modifying the dialogue even more.
6. If the learners seem comfortable with role plays, practice again, but have them modify what they say. Encourage them to be creative.
7. More advanced learners can do role plays without the preliminary dialogue. Simply pre-teach any vocabulary words or grammar you think are necessary and ask them to incorporate those words into the role play.

*(Teaching Adults: An ESL Resource Book, 2013)*

## Total Physical Response (TPR)

**Skills:** Listening, Vocabulary, Grammar

**Level:** Beginning

**Purpose:** To teach new vocabulary and processes in a way that allows learners to show they understand without requiring them to produce new words from memory.

**Method:**

1. Select five to seven new commands (and any related vocabulary) to teach.
2. Before the session, make a list of all the commands in the order you plan to teach them. (The list will both serve as a record and help you plan later review.)
3. Gather any equipment, props or pictures you will need to set the context or illustrate the meaning of the commands. For example, if you are teaching *stand up, sit down, pick it up, and put it down*, you would list those commands and make sure you have a chair and some objects to use for demonstration.
4. If you are working with a group, select two or three learners for the demonstration. (Teaching more than one learner at the same time takes the pressure off any individual learner. The other learners in the class will also be learning as they watch. When you finish the demonstration, you can invite others to carry out the commands they saw you teach.)
5. Teach the commands.
  - a. Model the action as you give the first command. Speak slowly and clearly. As you do this, try using gestures and facial expressions to help learners understand what you want them to do.
  - b. Perform the action several times, giving the command each time.
  - c. Give the command without performing the action yourself. Encourage the learner to indicate comprehension by performing the action.
  - d. If the learner has difficulty carrying out the command, model the action again as you say it. Always be ready to help out if necessary.
  - e. Repeat steps a-d for each command you plan to teach. Before introducing each new command, review the commands you have already taught. Review them in the same order that you taught them.
  - f. Finally, review all the commands in random order.
  - g. If working with a group, have select learners practice giving commands.

(Teaching Adults: An ESL Resource Book, 2013)



### Focused Listening

**Skills:** Listening

**Level:** Beginning, Intermediate, Advanced

**Purpose:** To practice listening comprehension and speaking skills in the context of a story.

**Method:**

1. Use a story that you would like to introduce to the learner. Tell the learner that you will complete a listening exercise related to the story.
2. Share the title of the story with the learner and any pictures that are part of the story. Ask the learner to predict what the story will be about.
3. Identify any vocabulary from the story that might be unfamiliar, and pre-teach it.
4. Tell the learner to listen carefully while you read the story. Ask them to listen for the general idea of the story—details will come later. Without showing the text, read the story aloud at a moderate to slow pace.
5. Ask the learner to retell the story. Ask: “What do you remember?”
6. Read the story aloud a second time. This time, pause occasionally in your reading to ask comprehension questions. Alternatively, you can predetermine with the learner some types of information and questions they should listen for.

*(Teaching Adults: An ESL Resource Book, 2013)*

## Chunking

**Skills:** Reading (Word Study)

**Level:** Beginning, Intermediate

**Purpose:** To show the learner how to tackle unknown words during reading. To supply support during the reading process.

**Method:**

1. Use this strategy with a text at instructional level (not too hard, but not too easy). Ask the learner to read aloud to you.
2. If the learner has trouble with a word, wait a few moments to give the learner a chance. Then, depending on the difficulty of the word and on the learner's skills, confidence, and level of fatigue, try one of the methods below, but do not prolong the process to the point where the flow of the story is jeopardized:
  - When in doubt, just tell the learner the word (sight word), or . . .
  - Say the first syllable or first sounds, or . . .
  - Skip the word, finish the sentence, then guess the meaning of the word from the context, or . . .
  - Chunk the word into recognizable syllables, or . . .
  - Remind the learner of a rhyming word and change the initial sound, or . . .
  - Help the learner sound out the word.
3. If the meaning has been lost, ask the learner to reread the sentence.
4. React aloud to the content and encourage your learner to do the same. Express surprise, empathy, agreement, disagreement, mental images, skepticism, puzzlement, and other reactions (but do not criticize or belittle material; your learner may find it interesting).



# Cover It Up

**Skills:** Reading (Word Study)

**Level:** Beginning, Intermediate

**Purpose:** To provide an alternative method for sounding out words during reading.

**Method:**

1. With a card or a finger, cover the initial consonant(s) and expose the vowel and the end of the word or syllable (a word family pattern).
2. Ask the learner to read the exposed part, or help them think of one or more words with the same letters (rhyming words), whichever method works best for your learner.
3. Uncover one consonant and ask the learner to read the “new word”. If there are other consonants, add them one at a time from right to left.
4. If a list of words is being practiced, review the list, repeating Steps 1-3 when necessary.

**Note:**

For more advanced learners, cover prefixes, suffixes, or extra syllables.

at	ell	ash	ten
mat	pell	lash	tention
	spell	plash	intention
		splash	intentional
			intentionally

*(LITSTART: Strategies for Adult Literacy and ESL Tutors, 1999)*



### Just Say Blank

**Skills:** Reading (Word Study), Reading (Context)

**Level:** Beginning, Intermediate

**Purpose:** To encourage the learner who comes to an unfamiliar word to continue reading and then return to it later and use context information to figure it out.

**Method:**

1. When the learner comes to a word they don't recognize, tell them to just say “blank” and keep reading.
2. Encourage the learner to use the rest of the sentence or paragraph to try to think of a word that would make sense (is logical, has meaning, and is grammatically appropriate) in place of the unknown word.
3. If there is more than one possibility, ask the learner to see if the first sound in the word helps narrow down the choices.
4. Ask the learner to read the sentence with the word selected to be sure it fits the context.
5. If the word fits the context but is not the written word, then reinforce that the choice makes sense. Then read the written word aloud, and have the learner add it to their list of new vocabulary words. The new word can be reviewed again later during tutoring.

*(Teaching Adults: A Literacy Resource Book, 2013)*



## Word Patterns

**Skills:** Reading (Word Study)

**Level:** Beginning

**Purpose:** To help the learner recognize new words more quickly without having to sound out and blend each individual sound in the word.

**Method:**

1. Make sure the learner understands the concept of rhyming. Say several pairs of words, and ask if they rhyme.
2. Then choose a word pattern with which you can create several rhyming words.  
Example: *-it*
3. Write the word pattern at the top of a piece of paper, and ask the learner to say the sound. If the learner doesn't know, say it yourself.
4. Write a rhyming word under the word pattern. Example: *sit*. Ask the learner what the word is. If the learner doesn't know, read it yourself.
5. Write another word by changing the initial consonant. Example: *bit*. Ask the learner to read it. If the learner has difficulty, give a hint: "if s-i-t is sit, then what is b-i-t?"
6. Keep adding words and asking the learner to read them. Ask the learner to add other words using the same pattern.
7. Ask the learner to read through the entire list.

*(Teaching Adults: A Literacy Resource Book, 2013)*



## Sight Words

**Skills:** Reading (Word Study), Vocabulary

**Level:** Beginning

**Purpose:** To help the learner recognize as many words as possible by sight in order to improve reading speed and comprehension.

### Method:

1. Work with the learner to choose words they want to learn. Examples:
  - Words that the learner uses often in daily life or words that are found in the learner's language experience stories.
  - Words that appear often in print (high frequency words) such as the, there, this, and was.
  - Words with irregular spellings that are difficult to sound out phonetically, such as height, though and beautiful.
  - Everyday words and family names that appear on forms and applications, on job-related materials, on road signs, or in public places.
2. Ask the learner to print the selected words on index cards.
3. If the learner has trouble remembering the word, ask the learner to use it in a sentence. Write the sentence. Ask the learner to copy the sentence on the back of the flashcard. You can also ask the learner to draw a picture of the word on the back.
4. Ask the learner to look at each card and read it. Review the words often. Encourage the learner to review the flashcards at home.

*(Teaching Adults: A Literacy Resource Book, 2013)*



## Prefixes

**Skills:** Reading (Word Study)

**Level:** Beginning, Intermediate, Advanced

**Purpose:** To help the learner recognize how adding a prefix changes the meaning of a word.

**Method:**

1. Select the prefix you want to work on, and discuss its meaning.
2. Make a two-column chart. List words that begin with that prefix in the first column. Help the learner read them.
3. In the second column, write sentences using words the learner already knows. Leave a blank for the missing word.
4. Ask the learner to select the correct word from the first column to complete each sentence. Example:

unhappy	I left in a hurry with the beds _____.
uncomfortable	I found two _____ bills on the table.
unmade	She seemed _____ in the movie.
unpaid	The chair was hard and _____.
uninterested	He looked tired and _____.

*(Teaching Adults: A Literacy Resource Book, 2013)*

## Language Experience Approach (LEA)

**Skills:** Reading, Writing, Speaking, Listening

**Level:** Beginning, Intermediate

**Purpose:** To show the learner how his or her experience and speaking ability link to the written word even when the learner has little or no writing abilities.

**Method:**

1. Ask the learner to tell a story about an experience.
2. Print exactly what the learner says.  
Use correct spelling and punctuation, but do not change any words. Leave a blank line between each printed line in case you must make changes. For beginning readers, you don't need to write the whole story—three to five sentences is long enough.
3. Ask the learner to suggest a title for the story.
4. Read the story back to the learner, and ask for any corrections or changes.
5. Read each sentence aloud, tracking the words with your fingers, while the learner watches and listens.
6. Ask the learner to read each sentence after you.
7. Ask the learner to read the entire story.
8. Review the story at the next session. Type it, if possible, and print one copy for you and one for the learner. Place your copy in a binder or folder as part of a permanent collection of the learner's writing.

*(Teaching Adults: A Literacy Resource Book, 2013)*

**Other Prompt Ideas:**

- Pictures, photos, videos, songs
- Family, school, work, daily routine
- Concerns about health, finances, insurance
- Favorite recipes, letters to a friend, memories, biographies of family
- Be creative! Check out the 101 LEA Ideas on the WL website.



## Suggestions:

Skill	Activity
Word study	Use for phonics/phonemic awareness; have learners identify the initial letter sounds and/or have the learners find words with specific sounds
Vocabulary	Use for vocabulary expansion; antonyms, synonyms, word parts
Editing	Use more complex vocabulary words to make the passage more powerful or interesting. Tell learners there are X number of errors and have them try to find and fix.
Sequencing	Practice putting the words and/or sentences in different orders to see how the meaning changes. Put individual words from a sentence on flashcards and have learners recreate.



## Echo Reading

**Skills:** Reading (Fluency)

**Level:** Beginning, Intermediate, Advanced

**Purpose:** To provide support by modeling the reading before asking the learner to read it aloud independently.

**Method:**

1. Select material that is somewhat above the learner's independent reading level.
2. For a beginning reader, read each sentence aloud, and then ask the learner to read it aloud. For a more advanced reader, model each paragraph instead of each sentence.
3. Encourage the learner to try reading independently as soon as he or she is comfortable doing so.

**Suggestions:**

- After you both have read several sentences (or paragraphs), you might ask the learner to read the entire section again.
- You can also use this strategy with materials at the learner's reading level if the learner needs help reading fluently.
- You can make recordings of the reading selections so the learner can practice reading aloud at home. You can also use audio e-book, available for free or for purchase online, or books with read-along recordings, available from various publishers. Also, many public libraries offer free audiobooks for download.

*(Teaching Adults: A Literacy Resource Book, 2013)*



## WWWWWH

**Skills:** Reading (Comprehension), Writing, Speaking

**Level:** Beginning, Intermediate, Advanced

**Purpose:** To enable the learner to understand and discuss character development, setting, and plot when reading fiction.

**Method:**

1. Introduce the five Ws and H, and explain that the learner should be able to answer questions about each story he or she reads.
  - Who are the characters?
  - Where does the story take place?
  - When does the story take place?
  - What happened in the story?
  - Why did the character do that?
  - How did they solve the problem?
2. Use some of the questions or activities below to help the learner to ask and answer W and H questions.
  - What kind of person was \_\_\_\_\_?
  - Locate the place(s) on the map.
  - Make a timeline for the story. Put the earliest event on the left.
  - Why did the events in the story happen? List reasons.
  - Summarize the story in your own words.
  - How does your experience compare with the story?

*(Teaching Adults: A Literacy Resource Book, 2013)*



## Pre-Reading Survey

**Skills:** Reading (Comprehension), Writing, Speaking

**Level:** Beginning, Intermediate, Advanced

**Purpose:** To improve comprehension by previewing items such as pictures, captions, vocabulary, graphs, or headlines that are included in a reading.

**Method:**

1. Before reading, look at the article or story with the learner. Examine and discuss:
  - a. Title
  - b. Subtitles
  - c. Pictures
  - d. Captions
  - e. Excerpts
  - f. Graphs, maps, or diagrams
  - g. Any other material that previews the actual text
2. If nonfiction, discuss the topic, ask questions, and fill in missing background information. Use diagrams, maps, or examples. Talk about what you might learn.
3. Preview and discuss any words you expect the learner may not know.
4. During reading, point out when information in the reading connects back to what you discussed in Step 1.
5. After reading, ask how ideas generated in Step 1 were reflected in the reading.

*(Adapted from LITSTART: Strategies for Adult Literacy and ESL Tutors, 1999)*





## Let's Find Out (KWL)

**Skills:** Reading (Comprehension), Writing

**Level:** Beginning, Intermediate, Advanced

**Purpose:** To help the learner to understand and learn from nonfiction readings by setting goals for and keeping track of what they learn from a reading.

**Method:**

1. Prepare a *graphic organizer* similar to the sample below.

<b>K = Know</b> What do you <i>know</i> about...?	<b>W = Want</b> What do you <i>want</i> to know...?	<b>L = Learn</b> What did you <i>learn</i> ...?

2. Ask what the learner already knows about the topic. With a beginning reader, write ideas in the first column as the learner talks.
3. Review the titles, subtitles, photos, and other graphics with the learner.
4. Ask what the learner wants to find out by reading this text. You or the learner then records these questions in the second column.
5. Have the learner refer to the K-W-L chart while reading. As questions are answered, you or the learner writes the answers in the third column.
6. Have the learner add any information they still want to know about the topic. Discuss where/how the learner can find that information.

*(Teaching Adults: A Literacy Resource Book, 2013)*



# Making Predictions

**Skills:** Reading (Comprehension), Speaking

**Level:** Beginning, Intermediate, Advanced

**Purpose:** To improve comprehension and increase interests by predicting what you are going to read.

**Method:**

1. Ask the learner to make predictions at the following points:
  - a. Before reading — “Read the title. What do you think the story will be about?”, “What do you know about this story?”, “What people do you think will be in this story?”
  - b. During reading — “Do you think Sue will decide to sell her house?”, “Do you think the war will end after this battle?”, “Do you think the laws will change because of Rosa Parks?”
  - c. Near the end — “How do you think this will end?”, “Who do you think the murderer was?”, “What do you think will happen to the President?”
2. Write the learner’s predictions in a chart like the one below.

My prediction	Correct?	Incorrect? (What really happened?)	No evidence or not addressed

3. Ask the learner to compare their predictions with what the text says. Ask, “Was your prediction correct?” or “Did what you predicted happen?”

*(Teaching Adults: A Literacy Resource Book, 2013)*



### Cloze Sentences

**Skills:** Vocabulary, Grammar, Writing, Reading (Comprehension)

**Level:** Beginning, Intermediate, Advanced

**Purpose:** To help a learner who can copy words and sentences begin to use writing to communicate meaning. To help a learner practice using context to fill in missing words in a sentence or paragraph.

**Methods:**

1. To practice writing —
  - Ask the learner to complete sentences by selecting missing words from a set of choices. Example:

I asked \_\_\_\_\_ to get \_\_\_\_\_ from the store. (*bread, Fred*)

- Write a list of words and a sentence. Ask the learner to write the sentence several times, using a different word each time. Example:

*brother      sister      father      mother      mechanic*

My \_\_\_\_\_ fixed the brakes on the car.

My mother fixed the brakes on the car.

- Ask the learner to dictate a description of an experience, a person, or instructions for doing something. For example, ask the learner to give you directions from their home to the nearest post office. Then rewrite those directions as a cloze exercise. You may include word choices. Example:

Turn \_\_\_\_\_ (*right, left*) at the light at the corner of Maple and \_\_\_\_\_ (*Grant, Oak*). Walk three \_\_\_\_\_ (*blocks, streets*). The post office is just past the \_\_\_\_\_ (*laundromat, hardware store*).

- Select a paragraph from a passage the learner has read. Rewrite or type it as a cloze exercise. If necessary, provide a list of words.

*(Teaching Adults: A Literacy Resource Book, 2013)*



2. To practice reading with cloze sentences —
  - Select a passage that is at or below the learner's reading level. Leave the first sentence intact. For beginning readers, delete approximately every tenth word. (You can make this exercise more challenging for a higher-level reader by deleting more words.)
  - Have the learner read the sentences and fill in the missing words.
  - This exercise works well as review for vocabulary and grammar, as well.

*(Teaching Adults: An ESL Resource Book, 2013)*

# Continuums for Vocabulary

**Skills:** Vocabulary

**Level:** Beginning, Intermediate, Advanced

**Purpose:** To learn new vocabulary and their nuances in sets.

**Method:**

It is easiest to learn and remember new vocabulary by learning them in sets (“all these words are items found in a grocery store”). Then what do you think is the hardest part of vocabulary development? Idioms? Nope. Homophones? Nope. The trickiest part is understanding the nuance of synonyms. This nuance is determined by culture (including place, time, and audience) and therefore is not found in any dictionary, thesaurus, or study guide.

Here’s an example that explores synonyms:

*The learner wants to describe a woman who weighs 300 pounds. Their instinct may be to use “fat” because that’s the word they know how to spell. However, we know this would never be used in polite conversation.*

To help the learner, draw a continuum, place synonyms along the continuum from “polite” to “impolite” to help them determine the appropriate adjective (obviously, there is some wiggle room for personal taste). This also gives you space to explain special vocabulary like “chubby,” which we only use for children.

<b>Polite</b>					<b>Impolite</b>
large/big	heavy	obese			fat

Here is another example that explores degrees: The continuum is “good to bad.” The words are the answers to the question “How are you?”

<b>Good</b>						<b>Bad</b>
fantastic	great	not bad	ok	not good	terrible	“like death”

**Suggestions:**

- formal to informal
- positive to negative
- temporary to permanent
- strong to weak



## Building Vocabulary with Multiple Meanings

**Skills:** Vocabulary, Listening, Reading (Comprehension)

**Level:** Beginning, Intermediate, Advanced

**Purpose:** To teach the learner the breadth and depth of meanings of words so that they can improve their listening and reading comprehension.

**Method:**

1. Start with a common word like *cold*, and ask learners what it means and to use it in a sentence, or have learners read the word in sentence and talk about the meaning.
2. Explain that many words have more than one meaning. Use *cold* as an example. Add a second meaning to the word *cold*. The two most common meanings of the word *cold* are “*less warm*” and “*a common illness*.”
3. When the learners know the most common meanings, introduce another meaning. Over time, you can help learners understand and comprehend the depth of the meaning of the word. Other examples of how *cold* is used are *cold shoulder*, *cold war*, *cold cuts*, *cold fusion*, *cold personality*, *cold call*, *he nailed it cold*, *out in the cold*, *brought in from the cold*, *cold cream*.
4. Repeat the steps with more vocabulary words, starting with the most common meaning and then adding multiple meanings.

*(Teaching Adults: A Literacy Resource Book, 2013)*

## Semantic Web / Word Bug

**Skills:** Vocabulary, Writing

**Level:** Beginning, Intermediate, Advanced

**Purpose:** To learn new vocabulary in related sets. To enable writers to organize their thoughts about a topic before they begin to write

### Method:

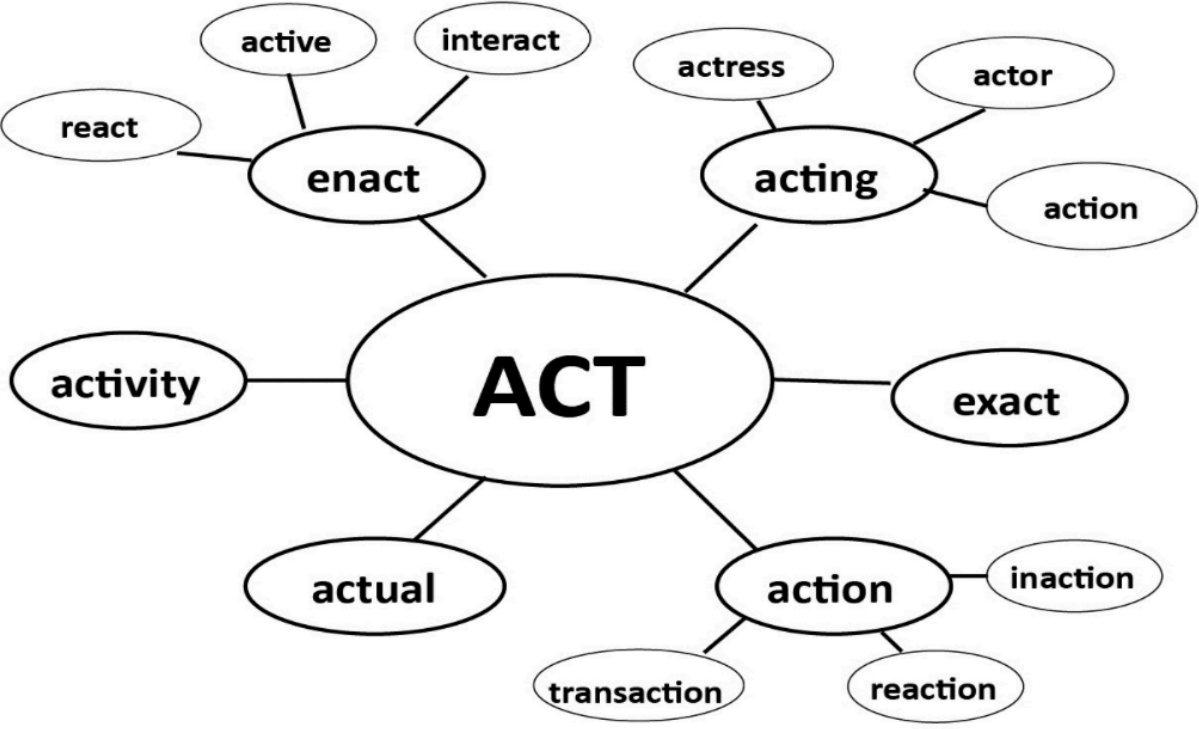
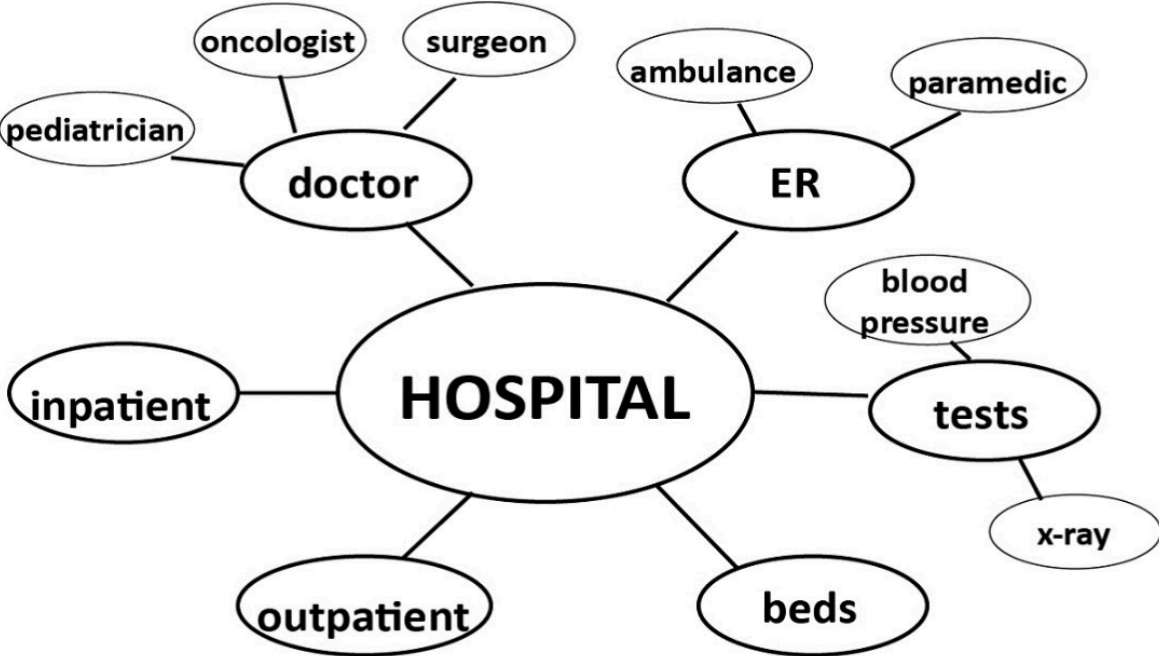
1. Tell the learner you are going to show them something that will help them build useful vocabulary related to their goals/interests or to help them get started with writing. (Think back to our mapping for goal-setting!)
2. To start with an example, tell the learner that you want to write something about riding in a car. You have lots of ideas but do not know where to start.
3. Write the words *driving in a car* in a circle in the middle of a piece of paper.
4. Ask the learner what they think of driving in a car (if they don't drive, what is it like to ride in a car?). Develop a map or web using the learner's ideas.
5. When the web is complete, ask the learner to pick portions of the web and use those to make up some sentences about driving in a car. Provide help as necessary.
6. Write the sentences in the sequence that the learner says them. Do not be concerned if the sentences don't seem to relate to each other. Point out any errors in the learner's sentences.

### Suggestions:

- During your initial demonstration, you will have to help the learner draw connections and see possible subtopics. As they see the relationships, they may decide to add more examples.
- You can help a learner who is struggling with the words they need to express their ideas. Be prepared to stop and teach new vocabulary that comes up.
- You can vary the activity by using two webs to generate sentences that compare and contrast. For example: You might want the learner to write a report about a field trip you took together. You can make the task easier by asking them to first create two webs: "What I liked" and "What I did not like".

*(Teaching Adults: An ESL Resource Book, 2013)*

Examples of Word Bugs / Semantic Webs:





## Concentration (Memory Game)

**Skills:** Vocabulary, Reading, Speaking

**Level:** Beginning, Intermediate, Advanced

**Purpose:** To practice and review vocabulary.

**Method:**

1. Provide double set of flashcards and review words before beginning.
2. Shuffle deck and place all cards face down on the table in an imaginary grid.
3. Take turns flipping over two cards at a time and reading them aloud.
4. If your two cards match, you keep them and get another turn.
5. If your two cards don't match, you flip them back over in the same place on the grid where they originally resided.
6. The winner is the person who finds the most matches by the time all cards are matched.

How would you adjust these directions for a beginner? For someone more advanced? What could you add to the activity?

**Ideas for Cards:**

- Picture on one card, corresponding word on the other
- Idioms and their meanings
- Grocery items and their containers/units
- Check out <https://matchthememory.com> for free sets and to create your own!

**Other Ideas for Ways to Use Decks of Matched Cards:**

- Play “go fish”.
- Randomly draw 4 cards and tell a story.



## Dictated Sentences

**Skills:** Writing, Listening

**Level:** Beginning, Intermediate, Advanced

**Purpose:** To reinforce spelling skills; to teach basic capitalization and punctuation.

**Method:**

1. After the learner practices spelling words, ask the learner to write the sentences that you will dictate.
2. Make up a few sentences (just 3 or 4 at first) that:
  - are short and simple;
  - use words from the spelling list of the day;
  - often relate to the learner's life and include the names of the learner's family or friends;
  - sound conversational, not contrived, even if the sentence includes difficult words.
3. Repeat the sentence and help the learner with spelling, capitalization, and punctuation as needed.

*(Teaching Adults: A Literacy Resource Book, 2013)*

**Suggestions:**

- For more advanced learners, try this activity to practice new vocabulary and/or to improve writing speed.
- For learners who struggle with listening or pronunciation, use this activity to practice listening with vocabulary and grammar they already know.
- With groups, have learners take turns dictating sentences for one another.



## Making Lists

**Skills:** Writing, Vocabulary

**Level:** Beginning, Intermediate, Advanced

**Purpose:** To help the learner write lists both to use as a simple writing activity and to organize ideas or remember important information.

**Method:**

1. Ask a question or set a task related to a reading or the learner's life. Examples:
  - List the names of people in your family.
  - List the jobs you have held and the dates you worked in them.
  - Make a list of chores for family members.
  - Make a list for chores to do inside and chores to do outside.
  - Make a list of items you need at the grocery store.
  - Name the tools you need to fix a flat tire.
  - Make a list of what you have to do this week. Include days/times.
  
2. Discuss the list with the learner. Is the list complete? Has anything been left out that should be added? Could the list be organized in a way that would make it more useful?

*(Teaching Adults: A Literacy Resource Book, 2013)*

## Writing Instructions

**Skills:** Writing

**Level:** Beginning, Intermediate, Advanced

**Purpose:** To connect writer's thinking skills and writing skills in a practical activity.

**Method:**

1. Show the learner a simple set of instructions, such as a basic recipe. Read the instructions together. Explain that this is an example of written instructions.
2. Explain that when writing instructions, it is important not to leave out any steps. It is also important to list the steps in the correct order.
3. Help the learner choose a familiar topic to write about, such as getting his or her children ready for school, preparing to go to a job interview, feeding a pet, or making a pot of coffee.
4. Ask the learner to write the first step in the activity, then the other steps in order.
5. Read the instructions with the learner, and mimic doing each step. Are the instructions correct? Ask the learner if he or she follows the steps whether the activity will be completed correctly.
6. Have the learner add any missing steps or rearrange the steps, if needed.

*(Teaching Adults: A Literacy Resource Book, 2013)*



## Writing Memos

**Skills:** Writing

**Level:** Beginning, Intermediate, Advanced

**Purpose:** To connect writing to a practical work-related skill.

**Method:**

1. Provide the learner with an example of a memo written at a comfortable reading level, or ask the learner to bring in a non-confidential memo from work.
2. Read the memo together, and point out the headings (To, From, Date, Subject) and other features.
3. Create a memo together using a scenario that the learner can relate to.

### Sample Scenarios

- **The office will be closed for summer break. To prepare for the office to be closed, please clean up your workspace, empty the trash, and make sure your office windows are closed and locked.**
- **Parents: If you pick up your children after school, please park in the back of the school near the gym doors. Buses will be out front, and parents are no longer allowed to park in front of the school at dismissal time.**

4. Reread the memo together, and ask the learner to make any changes.

*(Teaching Adults: A Literacy Resource Book, 2013)*

## Written Conversation

**Skills:** Writing, Reading (Comprehension), Vocabulary

**Level:** Beginning, Intermediate

**Purpose:** To provide writing practice in a casual framework as well as an opportunity for the learner to learn from the tutor's model.

**Method:**

1. Explain to the learner that you will try to have a conversation on paper. Explain that spelling will not matter for this exercise. The learner should just spell the words the way they sound.
2. Begin by writing a question or comment. Pass the note to your learner and ask your learner to respond in writing and pass the note back to you.
3. Respond only to the content, as you would in a conversation. Do not correct spelling or other errors unless your learner asks a specific question.
4. When possible, incorporate in your responses words that your learner has misspelled. Your learner might use some of your words as models.
5. Silently note patterns in the learner's errors. Use these patterns to determine future spelling exercises.

*(LITSTART: Strategies for Adult Literacy and ESL Tutors, 1999)*

The **Training Handouts** section includes additional materials to be used in training and to support your tutoring experience once you begin your learner placement.

## Reflection Questions

We will not have time during training to cover these reflection questions, but you are encouraged to take some time on your own to consider your responses.

### Before Session Two:

- Why is goal setting so important when tutoring adults?
- What is the most difficult part about goal setting for you personally? How do you think this will be the same or different for the learner when they set goals?
- What role does goal-setting and session planning play in success and progress?

### Before Session Three:

- What am I most excited about? What am I most nervous about?
- Who do I think my learner will be? What do I imagine they are like?
- What am I going to ask my learner in our first meeting? What am I going to share about myself?
- What materials and pictures will I use? How can I build rapport?

### Before Session Four:

- What has been the hardest part of session planning for you so far?
- “Tell me and I forget. Teach me and I remember. Involve me and I learn.” – A Chinese proverb. How can you involve your learners?
- What did you think session planning would be like before you started training? How did you confirm or change your perspective?

## Case Study Learners

**Adam** is 41 and twice divorced. He has two sons, not living with him. He is reading at a beginning level, and his goals are to be able to read labels, books, and mail for his job. He works in a pet store and breeds dogs. He is anxious to make fast progress. Adam graduated with a certificate from a special education program. His immediate need is to be able to write his address from memory and to find stock on the store's shelves. Adam is also enrolled in an adult basic education class.

**Alice** is 24, single, and lives with her 8 year old daughter. She left school during ninth grade because she hated it. Alice has a learning disability and suffers from depression and anxiety. She is an intermediate reader with intermediate math skills who hopes to earn her GED and attend college. She's interested in music, fashion and loves watching movies but admits it's hard to be interested in anything because she's so tired all the time.

**Bernice** is 21 and the single mother of a five-year-old son. She works part-time at a daycare center. Bernice enjoys music and watching movies. She graduated high school but says that she was just passed through. Bernice reads at an intermediate level and wants to improve her skills to help her son with his homework and read with him. She also wants to be able to fill out and understand forms for the school and doctors. She worries about her spelling when she writes notes as well. Her long-term goal is to go to college and study early childhood development.

**Mala** arrived from India 6 months ago with her family. She is in her early-forties and was a bookkeeper at home. She is struggling with depression and anxiety since being in the US and is increasingly reclusive out of fear of getting lost, being misunderstood, etc. (although this is not who she wants to be). She knows enough English to get around on her own, but finds it frustrating not to be understood. Her speaking is slow and labored with poor pronunciation. Mala hopes to find a job where she can use her skills. She'd like to be able to help her middle school aged children with their homework. She worries about her speaking and wants to learn vocabulary she can use in talking with her children about school. Mala also hopes to someday be able to travel and see more of the U.S. She's very interested in U.S. culture and history.

**Sasha** is from Senegal. Single, in her mid-twenties and only in the US for 2 weeks, she is staying with a religious family who brought her to the US to help her escape poverty and oppression. In her culture, women are rarely educated. She never attended school but speaks 4 languages fluently (not including her broken English) but does not write or read any of them. Sasha wants to meet people her own age, learn everything about America, become a citizen, and study nursing. She loves watching TV and movies in English, especially old musicals and romantic comedies. One day, Sasha hopes to learn how to use a computer and wants to write a book about her experiences in Senegal. She would also like to be able to stand up in church and tell her story to encourage others.

**Tanya** is from Russia. She is in her seventies with four children and 10 grandchildren, all living in the United States. She's been here 20 years and has a PhD in Chemistry from Russia. She speaks broken English but barely understands anything that is said to her. A recent stroke has left her with few basic skills (reading, writing, math, etc.). Tanya would like to learn to speak and listen better so that she can do errands and go shopping by herself, communicate with neighbors, and use public transportation and the health clinic more easily. She has limited time to study because she is the child care provider for her youngest grandchildren. She's most interested in learning some words for food items she might want to buy and really wants to get to know her neighbors so she doesn't feel so isolated. Tanya also enjoys art and is an amateur painter/sculptor who dreams of passing this passion on to her grandkids.





## Session Planning Format

Please use this **Session Planning Format** in training and later on to guide you as you create session plans for your learner.

**Learner:**

**Date:**

**Goal(s) we're working toward:**

**Today's focus (mini goal):**

**What will the learner be able to do upon successful completion?**

**Strategies/activities**

**Materials/props**

**Additional Notes**



**Learner:**

**Date:**

**Goal(s) we're working toward:**

**Today's focus (mini goal):**

Purpose of this activity: "learner will be able to..."	Strategy/ activity ( <i>from Coursepack</i> )	Stage	Props and materials
		<b>WARM-UP</b>	
		Introduce – Model - Practice	
		Introduce – Model - Practice	
		Introduce – Model - Practice	
		Introduce – Model - Practice	

**Evidence (demonstration) of progress and engagement:**

**Practice work for home:**

**Notes for next time:**

## Session Planning Review

Please use this **Session Planning Review** in training and later on for tutor self-evaluation. Place a checkmark for each statement that is true. Every session may not include every element.

### PLANNING -- GOALS & SKILLS

- The plan is clearly relevant to the learner's goal.
- The plan prioritizes your time to best support the learner's goal.
- The goal is broken down into smaller bits, which are broken down into specific skills.
- The plan balances the skills areas needed, appropriate to the learner's goal.
  - Literacy (reading comprehension, word attack, vocabulary, writing, math, technology)
  - Language/ESL (reading, writing, speaking, listening, culture, vocabulary)
  - Life (independence, goal-setting, self-determination, planning, reflection, self-advocacy)

### PLANNING -- STRATEGIES & ACTIVITIES

- The plan uses research-based strategies from the Teaching Adults book.
- The plan begins with a warm-up activity and ends with a wrap-up activity.
- The plan includes activities for both learning and skills practice.
  - Activities are logically sequenced.
  - Activities consider the interests, needs and level of the learner.
  - Activities are multi-sensory (e.g., images, videos, game pieces) to keep engagement.
  - Activities include a clear way to evaluate progress through the demonstration of skills.

### PLANNING -- SCAFFOLDING

- The plan builds on and reviews prior learning.
- The plan includes modeling and/or explicit instruction.
- The plan includes props, materials, and/or visuals connected to the learner's interests and goals.

**What is going well in planning? What aspect of your planning would you like to improve? Are you keeping the Tutor Objective in mind when planning (pursue learner goals, improve learner skills)?**



## IMPLEMENTATION -- COMMUNICATION

- You clearly connected the session's focus with the learner's larger goal.
- You gave clear instruction while maintaining a balance of talk time between tutor and learner.
- You addressed the learner's questions and offered constructive feedback throughout.
- You asked the learner for feedback about the activities and included them in decision-making.

## IMPLEMENTATION -- STRATEGIES & ACTIVITIES

- The session included activities for both learning and skills practice.
  - Activities were connected by smooth transitions.
  - Activities encouraged higher-order thinking (implicit, not just explicit, comprehension).
  - Activities encouraged learner to reflect and vocalize how they think and learn.
  - Each activity's purpose was explicitly stated, clear, and connected to the learner's goal.
- Adjustments were made to the plan during implementation (e.g., accommodating learner interests, questions, unexpected vocabulary work, need for a break).
- Homework reinforced learning and offered practice that the learner could achieve independently.

## IMPLEMENTATION -- SCAFFOLDING

- Skills practiced in the previous session were reviewed and reinforced.
- The connection between new learning and prior knowledge was clearly explained.
- Technology was used strategically to support learning and engagement.
- Modeling and/or explicit instruction was used throughout the session.
- New key concepts and vocabulary were reviewed throughout and at the end of the session.

## IMPLEMENTATION -- ASSESSMENT

- You found ways for the learner to demonstrate learning that didn't feel like a test.
- You took notes on what progress was demonstrated.
- You promoted mutual respect by engaging the learner in the evaluation process.

**Consider what worked well and what didn't: Was this about planning or implementation? Reflect on what you do best and what you could improve about your session planning and implementation.**

## General Tutor Review

Please use this **General Tutor Review** in training and later on for tutor self-evaluation, for setting expected norms, and for providing shared terminology when discussing tutoring.

*Place a checkmark by things you do:*

<p><b>Warm welcome</b></p> <ul style="list-style-type: none"> <li>• greeting learner by name</li> <li>• using warm, conversational tones</li> <li>• smiling</li> <li>• making eye contact</li> </ul> <p><b>Appropriate physical location</b></p> <ul style="list-style-type: none"> <li>• enough lighting</li> <li>• comfortable seating with table space</li> <li>• confidentiality/privacy</li> <li>• limited distractions</li> </ul> <p><b>Engaging in community</b> -characterized by</p> <ul style="list-style-type: none"> <li>• sharing information about events such as tax help, Parkridge Summer Festival, etc.</li> <li>• encouraging and helping learners engage in these events</li> </ul>	<p><b>Following WL policy</b></p> <ul style="list-style-type: none"> <li>• meeting in a public place</li> <li>• not sharing rides</li> <li>• submitting reports in a timely fashion</li> <li>• only meeting with assigned learners</li> <li>• maintaining boundaries and scope of a literacy tutor (not a friend or social worker)</li> </ul> <p><b>Engaging in WL</b></p> <ul style="list-style-type: none"> <li>• sharing information about other WL opportunities like the Computer Lab</li> <li>• inviting learners to join you at events like Celebration of Learning</li> <li>• helping learners to prepare for these opportunities</li> </ul>
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***On a scale of 1-4 (with 1 being not meeting expectation, and 4 being outstanding or ideal), please indicate how well you do each item. Take note of areas where you can celebrate and areas where you could improve.***

### Providing a positive learning environment

- including learner in reflection of time, activities, & progress
- asking relevant, open-ended questions
- making adjustments based on your learner's input and changing needs
- affirming progress, time spent and/or work done along with information on changes needed
- initiating opportunities for the learner to participate in planning and goal-setting
- working toward increased learner independence and success in everyday life

### Modeling

- modeling socially expected norms, such as being on time or excusing yourself for a break
- explicitly discussing expectations and being honest about your needs
- communicating directly when challenges arise
- saying hello, goodbye, thank-you and "how was your week"?



**Personal Reflection:**

**What do you do well? What are you most proud of?**

**What would you like to improve? List *one thing* you will work toward this week.**

**Who would you like to contact to help you plan and improve your tutoring practice?**

- Staff
- Mentor
- "Ask a Mentor" button from website
- Other tutor

**What would you like to discuss with them?**



Please use this **index** to search the coursepack for adult literacy concepts and tutoring strategies.

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