

Clatsop Community College Volunteer Literacy Tutor News

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VOLUNTEER LITERACY AND LOCAL BUSINESS

We have several excellent examples of students who have taken the skills and assistance received in the literacy program and put them to use running local businesses. This month we take a look at:

Sara Maya and Juan Jimenez

Monte Alban Authentic Oaxacan Restaurant

2975 Marine Dr, Astoria, OR 97103 (503) 741-3013

Sara and Juan hail from Oaxaca, Mexico. Both Sara and Juan have participated in the literacy program and, at one point, their tutors were actually meeting them for lessons in the restaurant. Sara says that their tutors helped them a lot- especially in developing their abilities to speak with customers and reading business regulations and communications. Being able to communicate in English has also helped them develop positive relations with the community. Tutors helped Sara and Juan obtain their license to serve alcohol, from filling out and submitting the lengthy paperwork needed to apply for the license to passing their alcohol seller and server licenses. Sara said she now can read recipes in English and has learned to prepare other types of foods. Go check out the menu- it's extensive, authentic and tasty!



We are fortunate to welcome a few new tutors to the group.

Maritza B.

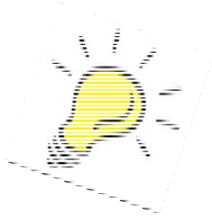
Anita T.

Lee T.

NEW MATERIALS:

A recent grant from the Autzen Foundation has given us the means to purchase lots of new materials and more copies of our favorite titles. Some of the new texts:

- **Vocabulary Power**: 3 levels/ intermediate and up- the academic word lists students need to read a variety of materials
- **English Made Easy**: 2 volumes/ beginning ESL to high Beginning/ text-light, illustration-heavy, teaches vocabulary and phrases
- **The Cake Tastes Great**: dialogues, stories and vocabulary-building exercises for lower level ESL students.
- **ESL Classroom Activities For Teens and Adults**: for instructors- games and quizzes that you can use in groups or with an individual student
- **Practice Makes Perfect**: several different volumes with grammar, vocabulary, and readings for ESL and ABE (Adult Basic Skills).



READING COMPREHENSION STRATEGIES

- **Identifying the Main Idea**
- **Summarizing/Paraphrasing**
- **Creating Visual Images from the Text**
- **Sequencing: What Happened First? Next? Last?**
- **Chunking: thoroughly doing small bits of the text**
- **Generating Questions from the Text**
- **Inferences: Where does the Information Lead the Reader?**

Creative Writing for Remedial Adult Students Formula for BIOGRAPHY POEM

- Line 1:** first name
Line 2: 4 adjectives describing self in a positive way
Line 3: Mother (father, son or daughter of . . .)
Line 4: Love of (list 3 items)
Line 5: Who feels (list 3 things)
Line 6: Who fears (list 3 things)
Line 7: Who wants to (list 3 things)
Line 8: Last Name

Try demonstrating this with your student by writing about yourself first. If your student prefers, s/he can write it in the home language and translate it. This exercise provides an opportunity to discuss adjectives, nouns and verbs if appropriate.

Websites for materials:

<http://www.readinghelp.com/>

Phonics and explanations- designed and published by out new tutors Lee and Anita)



SUMMER TUTOR TRAINING/SATURDAY AUGUST 1, 2015/RECAP

During our summer training last week, we discussed the differences between **functional**, **conventional** and **critical** literacy. Functional literacy is what I generally call survival English for our ESL students and basic document literacy for our native English speakers. Conventional literacy is aligned with the term academic English- vocabulary and written conventions necessary to rise through the US educational system. Then there is critical literacy- a perspective that shows how knowledge and power are interrelated. This theory addresses political and economic discrimination based on race, ethnicity, gender, and social class. Critical literacy is the capacity to think and act reflectively, not just how to read lines on a page. An example- a few years ago a prize-winning UN literacy program for illiterate women in Bangladesh started the lessons with a poster of an empty bowl with one word- "hunger." The students began to speak of what this meant for them and their families.

Because we live in a text-based society, where there are very few students who are completely illiterate, we strive to address the functional and conventional literacy needs of our students. Hopefully we are also empowering them to think critically by always encouraging them to incorporate their experiences and prior knowledge, especially about how the world works, into the lessons. We also put into practice the New Literacy Studies (NLS) paradigm, which advocates a "constructivist model" of literacy education. With this approach, the instructor scaffolds instruction to address students' real English learning needs while being sensitive to intercultural differences and sociocultural settings. Instruction may span from helping learners find a job or information on the Internet to helping parents read books to their children. Our tutors have helped with passports, identity theft paperwork, getting jobs, licenses of all types, etc . . I'd venture to say we have a mixed-model literacy program.