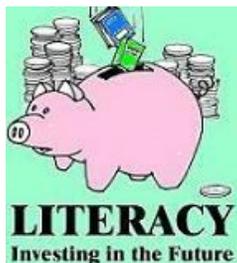


# Clatsop Community College Volunteer Literacy Tutor News

Volume 3, Issue 7

December 2012

## PROFESSIONAL DEVELOPMENT OPPORTUNITY



### Volunteer Literacy Tutor Conference

Saturday, March 16, 2013

Reed College, Portland

*The CCC Volunteer Literacy Program would like to send 3-4 of its tutors. Tuition and transportation is provided by the college. This is an excellent opportunity to attend 3-4 hour-long workshops taught by ESL/Adult Education professionals. First-come, first served. Let us know if you are interested in participating.*

***Lunch provided, too.***

### From the Portland Literacy Council Website:

*"Each year the Portland Literacy Council sponsors the Volunteer Literacy Tutor Conference with the goal of bringing together literacy educators and tutors to exchange ideas, develop new teaching strategies, and hone tutoring skills. Educational presentations and learning workshops address the needs of both GED and ESL tutors and students.*

*Attendees include educators and tutors from across the states of Oregon and Washington, as well as student learners from around the world. The conference features several different educational options and each attendee can choose from a variety of workshop options."*

## TUTOR APPRECIATION LUNCH



RSVP

- When:** Friday, December 7 @ 11:30 – 1:00 PM  
**Where:** Columbia Hall, room 219  
**What:** Catered buffet from **Bravo Taqueria**  
**Who:** You, your fellow tutors, and guest speakers  
**Why:** **It's the least we can do** for all your efforts to make the Volunteer Literacy program a success!

New Worksheets/Materials Available For ESL and other Students:

- **Prepositions** of Time and Place: for practice with **at, in, on, to**
- **Thesauri** for more advanced students
- **Everyday English for Hospitality Professionals:** picture-based scenarios for specific restaurant and hotel situations. Comes with CD-ROM.
- **New Reading and Writing packets** for intermediate ESL/low-level ABE (Adult Basic Education) students. Short passages with comprehension checks.
- **Inglés Hecho Fácil (English Made Easy):** the instructions are in Spanish, bilingual dialogs, bilingual comprehension and grammar checks.

**Do you have books/dictionaries/CDs obtained from the literacy program that you are not using? If you would please return them, I can redistribute to others. Thanks!**



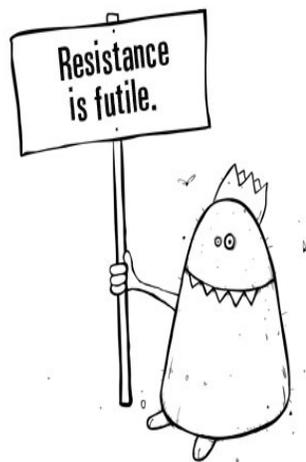
### Notes on: Student Success

- 2 literacy students have **opened businesses** in the last year.
- Another student **passed his citizenship exam** in November.
- One of our literacy students who earned a GED last year was awarded a **\$2000 scholarship** from the CCC Foundation.



### Notes on: Changes to the GED tests

- **Sometime next spring**, the administration of the **GED tests will switch exclusively to computers**. This change means students must have keyboarding skills to complete their essays. Free computer-based tutorials are available.
- About every ten years or so, the GED Testing Service (a national organization) revises the GED tests, and generally they become more complex and difficult to pass. In **January of 2014**, a new GED testing series will be issued. This means that students who have not completed the 5-battery test must begin anew by retaking the subjects they passed in the old series. This sounds like it's a long way into the future, but we want students to plan for the deadline so they don't lose their completed work.



### CASAS ESL TESTS

There will be **changes** in ESL assessment testing in Winter 2013. Those are the pre/post-tests you hear me yammering about so often. We will be **migrating to computer-based tests** next year. How will this work with the literacy program? Not sure yet. Apparently we will still be able to use **paper tests** if necessary.



### 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.



### Notes on: Eliciting information

It's good to keep asking our students about their goals and how they learn best. The following prompts may help your student generate this information.

- **I wish I knew more about . . .**  
Me gustaría saber más acerca de . . .
- **The thing I do best is . . .**  
Lo que mejor hago es . . .
- **When I have extra time, I like to . . .**  
Cuando tengo más tiempo, me gusta . . .
- **I wish I knew how to . . .**  
Me gustaría saber cómo hacerlo . . .
- **I think I learn best when . . .**  
Creo que aprenden mejor cuando . . .