

Clatsop Community College Volunteer Literacy Tutor News

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Spring Term Tutor Training Rescheduled

When: Saturday, **June 2**, 2012

What time: 11:00-2:00 PM/RSVP

Where: **Columbia Hall**, room 219

"Recipe for Reading": simple techniques to help your student increase reading comprehension
This training has been offered in the past, but tutors who attended a year ago are welcome to attend for a refresher. Some different materials will be used during this session.



TUTOR TIPS

- Always try to incorporate the 4 language components in your lessons: reading, writing, speaking and listening.
- Just because students can sound out words and sentences doesn't mean that they comprehend the text. Check for comprehension by asking open-ended questions and who/what/where/when/how to get your student to show you that they understand!
- Help students pronounce words correctly by writing words broken into syllables and with bold print or accent marks to show where the stressed syllable is.



NEW TEACHING MATERIALS
AVAILABLE in the LITERACY OFFICE

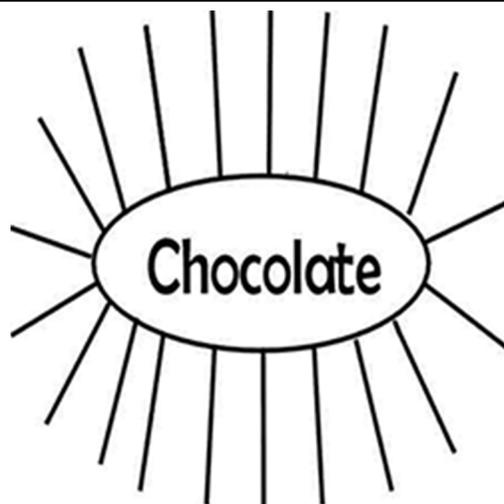
- **Clear Speech from the Start** Student's book with Audio CD: *Basic Pronunciation*: for intermediate and advanced students
- **Practice Makes Perfect/ Basic English**: worksheets on basic grammar constructions
- **Oxford Basics: Presenting New Language and Teaching Grammar**: ideas and activities for tutors to try with their students
- **Active Learning Lessons/ESL**: ideas for thematic vocabulary-building exercises for middle school and elementary teachers, but adaptable to adult learners and tutors
- **The Change Agent**: journal of writings from adult students throughout the US- for high intermediate and advanced readers.
- **Senem's Journey to a New Beginning** and **Flor's Journey to Independence**: short novellas for advanced readers about the immigrant experience in America.
- **Listening Power** (1,2 and 3): text with CDs for students to listen and read along
- More reading and vocabulary development texts for our advanced ESL and ABE/GED students will be here soon.
- Picture prompts for ESL conversation and vocabulary generation are arriving soon.

How wide a variety of literacy activities do your students currently engage in outside the classroom?

Authentic materials are utilitarian study resources that help our students negotiate real-life literacy activities. Here are some questions you can ask to help plan lessons.

- Have you recently read any **ads**- store, classified, coupons or flyers?
- Have you recently read utility **bills**, a **bank statement**, **receipts** or **pay stubs**? Read or written a **check**?
- Have you recently read words on **medicine bottles**, **lotions** or other **personal items**?
- Have you read any **books**, **stories**, or **religious materials**?
- Have you recently read or written in an **appointment book** or **calendar**?
- Have you recently read any **comics** or **cartoons**?
- Have you recently read any documents like **rental agreements**, a **lease** or a **letter from an agency**?
- Have you recently read any **captions** on the TV, **headlines**, **posters**, **graffiti** or **maps**?
- Have you recently read or written any **directions**, like those on **recipes**, **shopping lists**, or **instructions** on how to do something?
- Have you recently read an **essay**, **true story**, **news article** or a **book to your child**?
- Have you had to read something at **work** recently? What was it?
- Have you recently read any **menus**?
- Have you used a **phone book** recently?
- Have you read any **signs** recently: store signs, traffic signs, directional signs, or school signs?
- Have you recently read or written any **messages** or **notes** from your children, their teachers or your boss?
- Have you used the **Internet** recently? Have you received or sent any **email**?

Asking these questions (perhaps not all at once!) and learning where our students are/are not performing literacy activities in English or their native language can be useful to tutors (and the coordinator) in providing targeted study materials. (Available in Spanish- call and ask.)



Use a **Semantic Web** diagram to encourage your student to begin writing. Semantic webs help adult learners break writing into simple steps so the process is not overwhelming. Beginning students can write words and more advanced students can begin to construct sentences and paragraphs.

There are **work sheets** available in the literacy office to help students properly pronounce “-ed” verbs. These are **simple charts** with a list of past tense verbs that the tutor pronounces while the student writes the verb in the “t,” “d,” or “id” columns.

<i>t</i>	<i>d</i>	<i>id</i>
talked	cleaned	wanted
wished	changed	needed

Another useful chart for more advanced students is like the one below- how words can take **different forms/parts of speech**.

<i>noun</i>	<i>adjective</i>	<i>adverb</i>
	peaceful	peacefully
comfort		comfortably
fame		
	political	

