

Clatsop Community College Volunteer Literacy Tutor News

Volume 4, Issue 12

June 2014

The End of the 2013-2014 School Year!

The school year ends **June 30, 2014** and the new **2014-2015 school year** begins the next day! We will take care of any administrative tasks that transfer your student into the next year. Expect to renew your volunteer services agreement and to receive a short report about the programs' activities in 2013-2014.

READING STRATEGIES TO USE WITH YOUR STUDENT

THE FOLLOWING TECHNIQUES HELP YOUR STUDENT DEVELOP READING COMPREHENSION AND FLUENCY. ESL students need multiple exposures to the same text before attempting to read it independently. Try following the sequences of techniques listed below.

- **Listening and tracking:** Explain to your student that you will read the text while s/he tracks your words with their index finger. At this point, all you want the student to do is listen and track. Later, ask/answer any vocabulary and grammar questions they may have. Read the text fluently, ensuring that s/he tracks your words with their index finger.
- **Building vocabulary:** After listening and tracking, explain to your student that you will read the text again and stop to explain key vocabulary and grammar. Encourage your student to stop you if there is a word, pronunciation, or sentence structure that they do not understand. Read the text, stopping to explain vocabulary and grammar that is crucial for your student to understand so that they may later read it independently.
- **Choral reading** is reading aloud in unison with your student. It provides a model for fluent reading as students listen. It helps improve the ability to read sight words.

- **Echo reading:** After reading chorally, explain to your student that you are going to take turns reading. First you will read, then s/he will read. Read up to a paragraph fluently, then ask the student to read it using the same reading rate and expression. Continue reading the entire text in this manner.
- **Independent reading:** After echo reading, explain to your student that she is ready to read the text independently. You will ask them to read the text 3 times. Let her know that it is okay to stumble and make mistakes the first time, because s/he will have 2 more opportunities to read it and improve.

After the 1st reading, **comment on** your student's successes and **one potential area for improvement**. For example, congratulate them on reading with expression and correctly pronouncing the key vocabulary. If s/he mispronounced some words with the long "a" sound, model how to read these words correctly. If possible, add a very brief explanation to your correction. For example, "sometimes in English when a word ends with an 'e', the 'a' says its name, like in save, brave, crave. Can you think of some other English words that sound that way?" **Explaining to students the reason for their mistakes helps them develop a deeper understanding of the language.**

After the 2nd and 3rd reading, focus only on your student's successes. Do not attempt to make corrections or explanations, since at this point your student has probably reached the peak of their learning curve. S/he needs encouragement and celebration to remain motivated for the rest of the tutoring session. **And feel free to adapt these strategies to your student's particular needs.**

Strategic
READING





Keys to Language Learning

Mángo Language Learning Program

For Spanish-speakers learning English, the instructions are in Spanish. For English-speakers who want to practice Spanish, the instructions are in English. Sandy F., one of our tutors, is helping her student get her smart phone to access the Mángo program available free to Astoria Public Library card holders. She sent us this review of the software:

*"All you need is an **Astoria Library card** and you can have access to an incredible language learning program called Mángo. There are over sixty languages offered. Our public library has subscribed to the program so it is available for all of us with a library card or subscription to use. **The program app is free for iPhone, iPad, and Android models.** You need Java Script and the Adobe Flash Player 130 installed on your computer to access this Rosetta Stone-like program. This is an expensive program that we are fortunate to have free access to from our local library.*

*Mángo is excellent resource for practicing **conversational English and Spanish.** The format is very user friendly. You can sample each of the available languages or move right into the language lessons of your choice. There are **placement tests available.** Each lesson begins with your choice of conversational goals and grammar goals. A phrase is given to you and you will see it in your language and the target language and then hear the audio. At any time, you can place the cursor over the words and see the pronunciation; for example, the Spanish word for "where" is *dónde* (DOHNdeh). There are grammatical notes with repetition and reviews for each lesson, and you can go back to review as often as needed.*

*The program **does not stress long lists of vocabulary or complicated grammatical lessons,** but rather **emphasizes conversation and useful phrases.** You can also go to www.mangolanguages.com for a general overview and sample lesson or simply go to astorialibrary.org to their cover page to find the program in the box entitled "Learn a New Language with Mángo."*

We encourage you all to check it out. Even if our students live outside the service area, the price of a library card is as follows:

3 months: \$18.00

6 months: \$33.00

1 year: \$60.00

Covers the entire family!

This is an inexpensive alternative to Rosetta Stone- a program that many students have good intentions to use and then abandon for various reasons. A library card and access to Mángo on a smart phone or home computer is well worth the out of district fee. If more of you and your students start using it, please let me know your thoughts on its effectiveness and usability.

Cántame Spanish (Sing to Me Spanish)

- 10-week program starting June 24th and ending on August 26th
- 2:30-3:30 pm at the Astoria City Library. \$10 per child per session (children from kindergarten to about 10 yrs.)
- Kids learn through music, TPR (Total Physical Response) and storytelling.
- Latin culture and hand percussion instruments are part of the mix.
- Parents can join in on the fun with the hope that songs and lessons can be reinforced at home.
- Call Dolores at (503) 468-0512.

SPANISH GED SUMMER SCHEDULE

Classes will be offered during the summer.

Call 503-338-2557 or 503-325-4547 for schedule information.

