

Clatsop Community College Volunteer Literacy Tutor News

Volume 4, Issue 11

May 2014

The Dolch Word List/Sight Words

These are common, high-frequency core words that readers need to know "on sight," meaning they can read and understand them automatically to achieve reading fluency. There are differing lists, but they hold about 300 – 400 words that make up perhaps 50% (depending on the level) of text students are expected to read. Interested in using these with your student? Let me know.

There are **bilingual goal-setting sheets** available for tutors to use with their English language learners in the literacy office. These worksheets are a good way to assess what your student knows, wants to learn and that will provide a road map to the tutor on what to address in lessons.



CINCO de MAYO FESTIVAL

Saturday: May 3, 2014

12:00-5:00 PM

**Free Admission/Astoria Event Center/9th
Street Downtown Astoria**

**FOOD, BUOY BEER, MARIACHI, MARGARITAS,
DANCE PERFORMANCES**

Put on by the Lower Columbia Hispanic Council

**Sponsored by the City of Astoria, Coastal Family
Health and the Northwest Health Foundation**



To Melissa S.

We are still recruiting *If you have friends or family who would like to learn about the program, please call me.*

TESTING SEASON HAS ARRIVED

It's that time of the year! **Post-testing** begins any time after **April 1** and lasts through **6/13**. These post tests will carry into the new school year. Does your student have 40 hours of study time? Homework hours count, too. I will be checking in with you all at some point in the near future.

NEW STUDY MATERIALS

Read Works Leveled Passages: short, interesting passages with comprehension checks. Good for beginning readers and up to students preparing to transition into GED materials. (Level K-8, more academic than life skills materials)

WEBSITE <http://www.languageguide.org/> with **Pictures and Pronunciation:** Look, listen and repeat to practice vocabulary that is presented by topic, in several languages. Good for English learners and those of you studying Spanish.

English for Everyone:

<http://www.englishforeveryone.org/>
Leveled worksheets to develop vocabulary, phonetic skills, spelling, etc.

Call me for copies of worksheets.



Keys to Language Learning

From the Illinois State Library:

The importance of writing to literacy development:

- Writing cannot be separated from reading
- Writing is a vital form of communication.
- Writing requires thinking and self-expression.
- Writing improves through practice.
- Writing is a reflective tool through which we can explore our experiences, our lives and our problems.
- Writing development has a direct impact on reading development.

Below are descriptions of various types of writing that are practical for beginners:

- **Copying** is the simplest form of writing, but it makes the learner pay more attention to individual letters and their shape than reading usually does. More than a simple introduction to writing, copying is a form of writing that adults use every day. We copy names, phone numbers, information from newspapers, recipes, and the list goes on. Have the adult learner copy lists of items related to their lives such as a grocery list, things to do, or a list of contact numbers for their volunteer tutor.
- **Taking Dictation** is a useful way to build spelling skills. This will help learners focus on encoding the sounds of words. Dictation builds awareness of phonics. The learners should be taking dictation of information that they want for future reference. It is also a good way to review what occurred in the lesson.
- **Controlled Writing** is a technique where the tutor limits the number of possible responses a learner can write. Cloze (fill in the blank) activities, word pattern practices, formulas for paragraphs or for poems are all examples of controlled writing. (Call me for worksheets.) Sentence completion is an example of controlled writing. The tutor gives the learner a predictable and repetitious sentence to complete, such as, "I like _____, but I don't like _____." Using controlled writing can help learners avoid "writer's block" by limiting the number of answers and thus the possible number of mistakes. The structure provides a good way to practice certain sentence constructions.

Writing from a Trigger Event

What is a **trigger event**? A trigger event can be anything at all. A trigger event could be a recent story that you read together, a picture, a movie, a piece of artwork, the local news, a problem, or a meaningful experience. Whatever the trigger event is, it must be interesting to the adult learner and be something in which they have experience.

The tutor should discuss the selected trigger event with the adult learner. (Talking first is especially important for ESL students.) The tutor works together with the learner to brainstorm topics, think of logical ways to present the topic, and narrow the topic into manageable tasks. Before beginning to write, the learner needs to decide why they are writing (purpose) and for whom (audience).

As a tutor, your role is to ask questions about the trigger event to start a conversation along these lines. Ask the learner "why" and "how" questions and then ask them to tell you more. To help the learner move from discussing the topic to a specific writing task, ask, for example, "Shall we write a letter, story, or a description?" Most of us tend to write much richer pieces when we have been given a chance to think things through, talk about it, and get a good idea of what we want to say and how we want to say it.



Of the 143 native languages in Mexico, 60 are at risk of being silenced forever.

<http://news.nationalgeographic.com/news/2014/04/140410-mexico-languages-speaking-cultures-world-zapotec/>

