

CLATSOP COMMUNITY COLLEGE VOLUNTEER LITERACY TUTOR NEWS

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Expository and Narrative Reading Strategies

Help your student to comprehend more.

There two main sorts of reading materials that we are usually asked to comprehend- documents and narrative/ expository texts. Documents tend to be straightforward with little unnecessary text (excluding financial and legal ones that employ specialized language). Some common documents our students encounter are registrations, banking and utility forms and paperwork from jobs and schools.

Understanding expository writing (textbooks, newspapers, atlases, etc.) and narratives require additional skills, such as deleting redundant and trivial information, locating topic sentences and detecting valid arguments and other critical thinking skills. To push our students past mere functional literacy- defined as a "level of reading and writing sufficient for everyday life but not for completely autonomous activity-" we need to teach higher level skills to those

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TUTOR TIP OF THE MONTH

Help your student learn parts of speech and how to create grammatically correct sentences.

1. Use a chart like the one below (available from the office or through email). The names of the parts of speech have been translated into Spanish.
2. Help the student to generate as many words as possible- don't supply the vocabulary until the student has had ample opportunity to do so.
3. Perhaps the student will think of the words in their native language first. You can use a picture dictionary to generate ideas or translate vocabulary (available to borrow in the literacy office.)
4. This is a good exercise to do after a vocabulary/conversation lesson. Variations include making lists of each type of word before making sentences or creating file cards you can pull out randomly. You can add an adverb column if the student seems ready. Don't over-push the grammar if the student seems unfamiliar with the constructs.

article/ articulo	adjective/ ajectivo	noun/ sustantivo	verb/ verbo	prep. phrase/ frase preposicional
The	black	dog	eats	in the yard.
		book		on the table.
	beautiful			
Many			work	

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students transitioning into pre-GED, GED and other academic work.

You can use the following techniques to help your student increase comprehension.

- Identifying the main idea
- Summarizing
- Drawing inferences
- Generating questions
- Creating visual images
- Looking for clues

Included with this newsletter is a table: “Breaking Down Reading Comprehension Strategies” that lists specifics for each of the above suggestions.

For our ESL students with whom you have limited time, I’d suggest making sure s/he can verbally summarize the reading and identify the main idea. Asking your student to articulate what images the text inspires is another good way to check for comprehension through verbal practice.

Departmental News: 10/09/10 Training Recap

11 tutors attended this session- a big thanks to all who gave up a Saturday morning. We discussed a graphic on how students acquire language, looked at “process charts,” one of which is presented in this month’s tutor tips, and a matrix to help tutors measure their performance as tutors. Some of this material will be presented again because it seemed to give tutors some concrete steps to follow as they negotiate the ins and outs of their student’s unique path to literacy. Also enclosed with your newsletter is a short list of videos (some of which I have reviewed) on YouTube that demonstrate basic reading/ speaking instruction techniques. There are three instructors profiled and they have multiple videos listed. Send me your feedback if you watch something worthy of another’s time.



November Tutor Meetings

In November, we will be holding a new tutor orientation on **Friday 11/12**, from **10:00 to 1:00 PM** in the **Library Conference Room** at the Astoria Campus. This meeting will be reserved for new tutors who started in the last few months and others from the community who are interested in becoming literacy volunteers. On **November 18**, from **1:30-3:00 PM**, we will hold our second informal tutor meeting. There will not be a specific training agenda; rather, tutors can exchange tales from the field and discuss whatever they feel is important. The meeting will be in **Columbia Hall #224**, near the cafeteria in one of the “fishbowls,” small rooms with spectacular views of the Columbia River. Call 503-338-2557 or email epurcell@clatsopcc.edu to sign up.

From the 5/20/10 Sunday NY Times:

According to recent Census Data, **34.5 million people spoke Spanish at home in 2007, up 211% from 1980.**

Of the nation’s 281 million people age 5 and over, about 20% (55.4 million) speak a language other than English at home. The most common languages are:

1. Spanish
2. Chinese
3. Tagalog (Philippines)
4. French
5. Vietnamese
6. German
7. Korean