

CLATSOP COMMUNITY COLLEGE VOLUNTEER LITERACY NEWS

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ASSESSING YOUR STUDENT'S READING SKILLS

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READING WELL IS A COMPLICATED PROCEDURE. AT ITS SIMPLEST, READING IS PROCESSING TEXT INTO MEANING. GETTING TO THAT POINT, HOWEVER, ISN'T SO EASY. BELOW ARE SOME QUESTIONS THAT YOU CAN ASK YOUR STUDENT TO PROMOTE HIS/HER COMPREHENSION. THESE QUESTIONS ALSO PROVIDE THE TUTOR WITH A WAY TO ASSESS HOW WELL THE STUDENT UNDERSTANDS THE TEXT.

CAN YOUR STUDENT:

- **ACTIVATE AND USE PRIOR KNOWLEDGE TO PROCESS THE TEXT?** Talk before you read! What does the student know about the subject? This is a particularly important step for second-language learners.
- **MAKE PREDICTIONS ABOUT WHAT MAY COME NEXT?** Question your student periodically- what might s/he expect to happen/lead to next in the text?
- **VISUALIZE INFORMATION?** Visualization stems from knowledge of vocabulary- can the student draw a simple sketch of what's occurring in the text? If not, you can draw/help your student draw a picture.

Continued on p. 2

TUTOR TIP OF THE MONTH

SOME OF THE BEST TEACHING TOOLS AREN'T BOOKS, TEXTBOOKS OR WORKBOOKS, BUT RATHER AUTHENTIC (REAL) MATERIALS. RELEVANCY IS OF THE UTMOST IMPORTANCE FOR OUR ADULT STUDENTS, AND BY USING FORMS, BROCHURES, OR COUPONS TO TEACH ENGLISH, TUTORS PERFORM A DOUBLE SERVICE FOR THEIR STUDENTS. USING AUTHENTIC MATERIALS TEACHES ENGLISH AND CONTENT AT THE SAME TIME. LOOK TO THE WEEKLY FOOD ADS, COUPONS, BILLS AND FORMS AS POSSIBILITIES FOR FUTURE LESSONS WITH YOUR ESL STUDENTS.

THE VOLUNTEER LITERACY TUTOR HANDBOOK

IT IS NOW AVAILABLE FROM THE VLT WEBSITE AND AT THE LITERACY OFFICE. ALL NEW TUTORS WILL BE GIVEN A COPY. IF EXPERIENCED TUTORS ARE INTERESTED, PLEASE GO TO OUR WEBSITE OR CALL AND ASK, AND WE'LL SEND YOU A COPY. WE ARE LOOKING FOR INPUT ON THE INFO IT CONTAINS, TOO. IS IT RELEVANT? WILL IT HELP NEW/INTERESTED VOLUNTEERS? IS THERE SOMETHING WE SHOULD ADD OR PERHAPS EMPHASIZE MORE? ALSO IN THE PLANNING STAGES IS A LITERACY STUDENT HANDBOOK, WHICH WILL BE TRANSLATED INTO SPANISH. ANY SUGGESTIONS TO INCLUDE IN THIS ARE GLADLY WELCOMED.

**FOR COPIES OF VOLUNTEER TUTOR PAPER
WORK, GO TO:**

<http://www.clatsopcc.edu/info/volunteerliteracy.html>

NO INTERNET ACCESS? CALL PERCY @
338-2557 OR COME BY THE NEW LITERACY
OFFICE IN COLUMBIA HALL, RM. 111.

INSIDE THIS ISSUE

- 1** ASSESSING YOUR STUDENT'S READING SKILLS
- 1** TUTOR TIP OF THE MONTH
- 1** THE VOLUNTEER LITERACY TUTOR HANDBOOK
- 2** TUTOR PROFILE: LESLIE HAYNER
- 2** DEPARTMENTAL NEWS : AUTZEN GRANT AWARDED
- 2** DEPARTMENTAL NEWS : TUTOR TRAINING UPDATE: 1//27/10

FOR EXAMPLE, BEFORE BEGINNING THE TEXT, LOOK AT THE TITLE, AND ANY ILLUSTRATIONS. ASK THE STUDENT TO TALK ABOUT WHAT S/HE MAY ALREADY KNOW ABOUT THE SUBJECT. THEN THE STUDENT CAN MAKE PREDICTIONS ABOUT WHAT MAY BE COMING NEXT IN THE READING PASSAGE. THIS TECHNIQUE ALLOWS STUDENTS TO INTERACT PERSONALLY WITH WHAT THEY ARE READING. OF COURSE, THE STUDENT'S PREDICTIONS MAY WELL BE ALTERED IN SOME WAY BY THE NEW INFORMATION. COMPREHENSION IS ENCOURAGED, HOWEVER, BY CREATING AN EXPECTATION IN THE STUDENT.

SCAN THE TEXT AND CHOOSE WORDS THAT MAY BE NEW TO YOUR STUDENT. ALWAYS DISCUSS NEW VOCABULARY BEFORE STARTING TO READ OR BEFORE ASKING COMPREHENSION QUESTIONS. (REMEMBER- IF THERE ARE TOO MANY NEW WORDS, THE TEXT IS PROBABLY TOO DIFFICULT FOR THE STUDENT.) MAKE LISTS AND SPEAK ABOUT THE NEW WORDS. HAS THE STUDENT CREATED A PERSONAL DICTIONARY OR FLASHCARDS? HAVE THE STUDENT GENERATE ORIGINAL SENTENCES WITH THE NEW VOCABULARY.

ASK YOUR STUDENT QUESTIONS THAT FORCES THEM BACK TO THE TEXT. MANY POOR/BEGINNING READERS THINK THAT REFERRING BACK IS A POINT OF WEAKNESS, NOT STRENGTH.

CONTINUED NEXT MONTH

LESLIE HAYNER: PROFILE OF A LITERACY TUTOR

THIS MONTH'S TUTOR PROFILE FEATURES LESLIE HAYNER. SHE HAS BEEN TUTORING FOR ABOUT SIX MONTHS, AND UNFORTUNATELY (FOR US AND HER STUDENT), SHE IS SOON MOVING OUT OF STATE. IT'S OREGON'S LOSS, AND CALIFORNIA'S GAIN. LESLIE HAS ALREADY LOCATED A LITERACY PROGRAM AT HER NEW HOME AND WILL BE SEEKING A NEW STUDENT. "I'M SO THRILLED THAT I FOUND THE LITERACY PROGRAM EVEN IF IT HAS BEEN FOR A SHORT TIME. I REALLY CARE ABOUT IT SO I'VE GOT TO STAY INVOLVED WHEREVER I AM." SHE HAS BEEN MEETING HER STUDENT IN SEASIDE AT THE LIBRARY. THEY HAVE PUT IN A LOT OF PRACTICE WITH VERB TENSES, PRONUNCIATION, CONVERSATION, AND OTHER PRACTICAL INFORMATION. LESLIE'S STUDENT IS AWAITING WORD THAT HE HAS BEEN ACCEPTED TO RECEIVE HIS FIRST CREDIT CARD WHICH HE APPLIED FOR UNDER LESLIE'S TUTELAGE.

LESLIE IS WORRIED ABOUT LEAVING ADAN WITHOUT A TUTOR. SHE WISHES SHE HAD ANOTHER SIX MONTHS WITH HIM BECAUSE "HE'D PROBABLY BE READY TO LEAVE THE NEST AT THAT POINT," SHE SAYS.



DEPARTMENTAL NEWS

LAST MONTH, THE VOLUNTEER LITERACY PROGRAM RECEIVED A \$3800 GRANT FROM THE AUTZEN FOUNDATION TO PURCHASE ENGLISH-LANGUAGE LEARNER SOFTWARE FOR THE LITERACY PROGRAM! THE AUTZEN FOUNDATION HAS PROVIDED FUNDING TO PURCHASE 14 ROSETTA STONE LICENSES, INCLUDING ONE LICENSE EACH FOR LEVELS 4 AND 5, SOMETHING CCC DOESN'T YET HAVE. NOW WE ARE LOOKING FOR FUNDING TO PURCHASE 5 ADDITIONAL LAPTOPS ON WHICH TO LOAD THE SOFTWARE. WISH US LUCK. WE WILL BE APPROACHING THE TECHNOLOGY COMMITTEE HERE AT THE COLLEGE TO ASK FOR FUNDING.

THIRTEEN TUTORS (BOTH NEW AND PRACTICING) ATTENDED THE 1/27/10 TUTOR TRAINING. IN THE LAST MONTH 5 NEW VOLUNTEERS HAVE SIGNED UP! LOOK FOR THE NEXT TRAINING TO BE HELD SOMETIME IN APRIL. ALSO STAY TUNED FOR NOTICE OF THE NEXT TUTOR APPRECIATION LUNCH, PERHAPS IN MARCH BEFORE SPRING BREAK.

ADAN WAS VERY NERVOUS AND SHY WHEN HE FIRST ENTERED THE PROGRAM, BUT NOW HIS GREAT SENSE OF HUMOR AND WINNING PERSONALITY HAVE EMERGED BECAUSE HE HAS RELAXED SO MUCH WITH HIS TUTOR. LESLIE'S OWN SENSE OF HUMOR AND DEDICATION TO HER STUDENT HAS BROUGHT ABOUT MANY POSITIVE CHANGES FOR ADAN. WE ARE ACTIVELY LOOKING FOR HIS NEXT TUTOR TO CONTINUE HER GREAT WORK. IF YOU KNOW OF ANYONE WHO CAN MEET THURSDAY NIGHTS IN SEASIDE, LET US KNOW. WE CAN'T THANK YOU ENOUGH, LESLIE, AND IF YOU EVER COME BACK TO THE NORTH COAST, WE'VE GOT WORK FOR YOU!