

# CLATSOP COMMUNITY COLLEGE VOLUNTEER LITERACY NEWS

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MARCH 2010

## ASSESSING YOUR STUDENT'S READING SKILLS/ PROMOTING COMPREHENSION

**March 4, 2010**

THERE ARE OTHER SKILLS GOOD READERS USE TO PROMOTE COMPREHENSION. TUTORS CAN HELP STUDENTS BY ASKING QUESTIONS FROM THE FOLLOWING LIST OF TECHNIQUES.

### **CAN YOUR STUDENT:**

- **FIND THE MAIN IDEA?**  
Can your student verbalize/write what the passage is about?
- **SEQUENCE EVENTS IN THE PASSAGE?**  
What happened first? Second? Last?
- **MAKE INFERENCES?**  
Can your student read between the lines? What ideas does the text leave unsaid? Where has the text led the student's thinking?
- **SUMMARIZE THE TEXT?**  
Can your student verbalize in his/her own words what the text is trying to convey? This is also a good opportunity for the student to write a sentence or two to sum up the reading.

*Continued on p. 2*

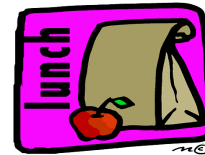
## **INSIDE THIS ISSUE**

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## TUTOR TIP OF THE MONTH

THE CLATSOP COMMUNITY COLLEGE LIBRARY RECEIVES THE EL HISPANIC NEWS, A FREE WEEKLY BILINGUAL NEWSPAPER. EXTRA COPIES ARE AVAILABLE IN THE LITERACY OFFICE OR IN THE LIBRARY. IT CAN ALSO BE ACCESSED ON THE WEB AT [HTTP://WWW.ELHISPANICNEWS.COM/](http://www.elhispanicnews.com/)

NOT EVERY ARTICLE IS TRANSLATED, BUT THE MAJOR STORIES ARE AVAILABLE IN ENGLISH AND SPANISH. MOST OF THE NEWS COMES FROM PORTLAND, BUT NATIONAL AND INTERNATIONAL ITEMS ARE INCLUDED. THE ENGLISH IS FAIRLY ADVANCED, BUT ALL OUR SPANISH-SPEAKING STUDENTS MAY FIND SOMETHING VALUABLE IN IT.



THE NEXT VOLUNTEER LITERACY TUTOR APPRECIATION LUNCH WILL BE HELD ON TUESDAY, APRIL 19 FROM 11:30 – 1:00 IN COLUMBIA HALL, RM. 219. EXPECT A GUEST SPEAKER. LUNCH MENU TO COME.

THE NEXT TUTOR TRAINING IS TENTATIVELY SCHEDULED FOR A DATE IN EARLY MAY. EXPECT MORE INFORMATION LATER.

**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.

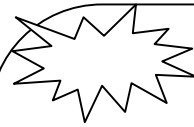
- **READ FLUENTLY?**  
Rereading passages aloud that the student has already worked to understand promotes fluency and rhythmic speech.

***CONTINUED NEXT MONTH . . . WHAT ARE THE COMPONENTS OF READING?***

**ROBERTA MARLOW: PROFILE OF A LITERACY TUTOR**

ORIGINALLY FROM EASTERN OREGON, ROBERTA WAS A TEACHER AND LIBRARIAN BEFORE HER RETIREMENT. DURING THE 1990S, SHE ALSO WORKED AS AN ADJUNCT INSTRUCTOR AT CCC, WHERE SHE TAUGHT COMPUTER APPLICATIONS. ROBERTA BEGAN TUTORING WITH US ALMOST A YEAR AGO, IN APRIL OF 2009. WHEN ASKED WHY, ROBERTA SAID THAT “I’M ALWAYS WILLING TO JUMP IN WHERE THERE’S A NEED.” PLACED IN ONE OF THE MOST CHAOTIC TUTORING SITUATIONS EVER, ROBERTA TEACHES WHILE HER STUDENT CARES FOR HER TODDLER SON AND THE OTHER CHILDREN SHE WATCHES IN A SMALL HOME DAYCARE. SOUND CRAZY? WHAT’S REALLY CRAZY IS THAT HER STUDENT IS MAKING EXCELLENT PROGRESS, DESPITE THE HUBBUB AND INTERRUPTIONS THAT CHARACTERIZE EACH MEETING. THIS VICTORY IS IN LARGE PART DUE TO ROBERTA’S COMMITMENT, TENACITY, AND PATIENCE.

OTHER FACTORS ARE CONTRIBUTING TO THIS SUCCESS. ROBERTA’S STUDENT IS USING ENGLISH-LANGUAGE LEARNER SOFTWARE THAT ROBERTA PAINSTAKINGLY LEARNED HOW TO USE HERSELF BEFORE HELPING HER STUDENT WITH IT. HER STUDENT HAS ACQUIRED A HOME COMPUTER WITH INTERNET SERVICE WHICH MEANS SHE AND ROBERTA CAN COMMUNICATE BILINGUALLY THROUGH EMAIL. ROBERTA HAS TAKEN THE EXTRA STEP OF LEARNING SPANISH. COMBINED WITH THE STUDENT’S HIGH LITERACY SKILLS IN HER NATIVE LANGUAGE, THIS ARRANGEMENT CONTINUES TO BE A GREAT LEARNING EXPERIENCE FOR BOTH ROBERTA AND HER STUDENT. SHE REALLY APPRECIATES HER STUDENT’S DESIRE TO LEARN AND HER STEADY PROGRESS BECAUSE “ANYONE WHO WANTS TO LEARN, I’M READY TO DO IT. THAT’S THE TEACHER IN ME.”



**DEPARTMENTAL NEWS**

IN FEBRUARY, PERCY ATTENDED THE OREGON COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT LIFT (LITERACY TRAINING FOR TUTORS) TRAINING IN CLACKAMAS. WE WERE GIVEN A BASIC OUTLINE ON WHAT TO TACKLE IN OUR VOLUNTEER TUTOR TRAININGS-

- A. UNDERSTANDING ADULTS AS LEARNERS
- B. DEVELOPING GOALS FOR TUTORING
- C. LESSON PLANNING
- D. LEARNING AND TEACHING STYLES
- E. SELECTING AND USING RESOURCES
- F. USING FORMAL AND INFORMAL ASSESSMENT
- G. BUILDING RELATIONSHIPS AND EFFECTIVE COMMUNICATION

AT OUR NEXT TRAINING, WE WILL TAKE A LOOK AT A FEW OF THESE TOPICS. GOAL SETTING, LESSON PLANNING AND SELECTING AND USING RESOURCES ARE IMPORTANT COMPONENTS OF LITERACY TUTORING. THE LIFT MODULES PROVIDE CONCISE ADVICE ON ALL OF THESE TOPICS. IF YOU WOULD LIKE THE NEXT TRAINING TO ADDRESS ANY PARTICULAR TOPIC, CALL US WITH YOUR REQUEST.

THERE HAVE BEEN FRUSTRATIONS TRYING TO COMMUNICATE ACROSS THE LANGUAGE BARRIER, BUT THE COMPUTERS, EMAIL EXCHANGES AND ROBERTA’S TAKING ON THE SPANISH LANGUAGE HAVE “EXPONENTIALLY ENHANCED” BOTH PARTIES’ EXPERIENCE. THANKS, ROBERTA- YOU REALLY DO GO THE EXTRA MILE TO MAKE THIS WORK!



**Two-thirds of the world’s  
illiterate adults are women.**