

Community Volunteer Training

Basic Reading for Adult Learners

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Goodwill
Because jobs change lives



Welcome and Introduction

What you can expect from today's workshop

A conversation about teaching adults to read that will give you insight into...

1. the complexities of learning to read as an adult
2. the Five Reading Skills that define reading
3. how to make learning engaging and relevant for your student
4. how to use real world materials and student generated to stories

The Literacy Facts of Life

The Nation

Among 'high income' countries; US ranks 12th

The Economy

Between 46 and 51% of American adults have an income well below the poverty level because of their inability to read

Impact on Society

3 out of 5 people in American prisons can't read

Goodwill Reading Skills Lab



Goodwill Reading Skills Lab

Our class has 20+ students per 8 week session. One teacher and four tutors support the class. Our students lead demanding lives so our challenge is sustaining student attendance. We have learned there is no ideal single method for teaching reading.

Our students come to us with...

- a range of English language and reading skill levels
- diverse needs and goals
- varied education experiences and learning abilities
- complex personal situations and educational backgrounds

In our class we work...

- as a whole class learning community
- in small groups based on reading level
- one-on-one

Adult Reading Student Characteristics

ESOL

- limited or no reading ability in their first language
- limited education opportunity in native country
- English speaking and listening skills above reading and writing skills
- sight word recognition with limited comprehension of English alphabet, phonics and decoding
- possible background of trauma, violence or upheaval

Native Speaking

- interrupted or ineffective K12 experiences
- possible background of violence, abuse, addiction or incarceration
- may have mild or undiagnosed learning disabilities

Students Lead Demanding Lives

Adult students are highly motivated, yet will put family or job related obligations ahead of their educational needs. They will miss class if the demands of the 'real world' are too great.

It is essential to establish a meaningful connection and safe environment for students to feel motivated and to return through thick and thin?

Why do we read?

Think back on the last 24 hours. What did you read and why did you read?

The goal of reading is
COMPREHENSION FOR SURVIVAL

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Whjt hjvz yiu lzjrnzd jbiut Jdjm?

Whjt qs hqs hibby? _____

Whjt dizz Jdjm livz ti rzjd? _____

Hiw mjny sqblqn#s dizz hz hjvz? _____

All About Adam



Adam is a student at Goodwill. He is studying reading to improve his reading skills and prepare for college in the Spring.

He is interested in Information Technology and wants to work with computers in the future.

His hobby is playing soccer. He plays on a team with players from many countries, including Mexico, Russia, France and even Mali in Africa.

Adam is from Conakry, the capital city of Guinea. He came to the United States in 2014 with his three siblings. The family lives in Seattle, Washington. His big brother, Kanfalie, works at Amazon. His sister, Ansur, and his little brother, Kade, are in high school. Ansur goes to Franklin and Kade goes to Rainier Beach. Adam loves his family; they are always there for each other.

Adam also loves to read books, magazines and newspapers. He enjoys reading about his favorite soccer team, Manchester United.

What have you learned about Adam?

What is his hobby? _____

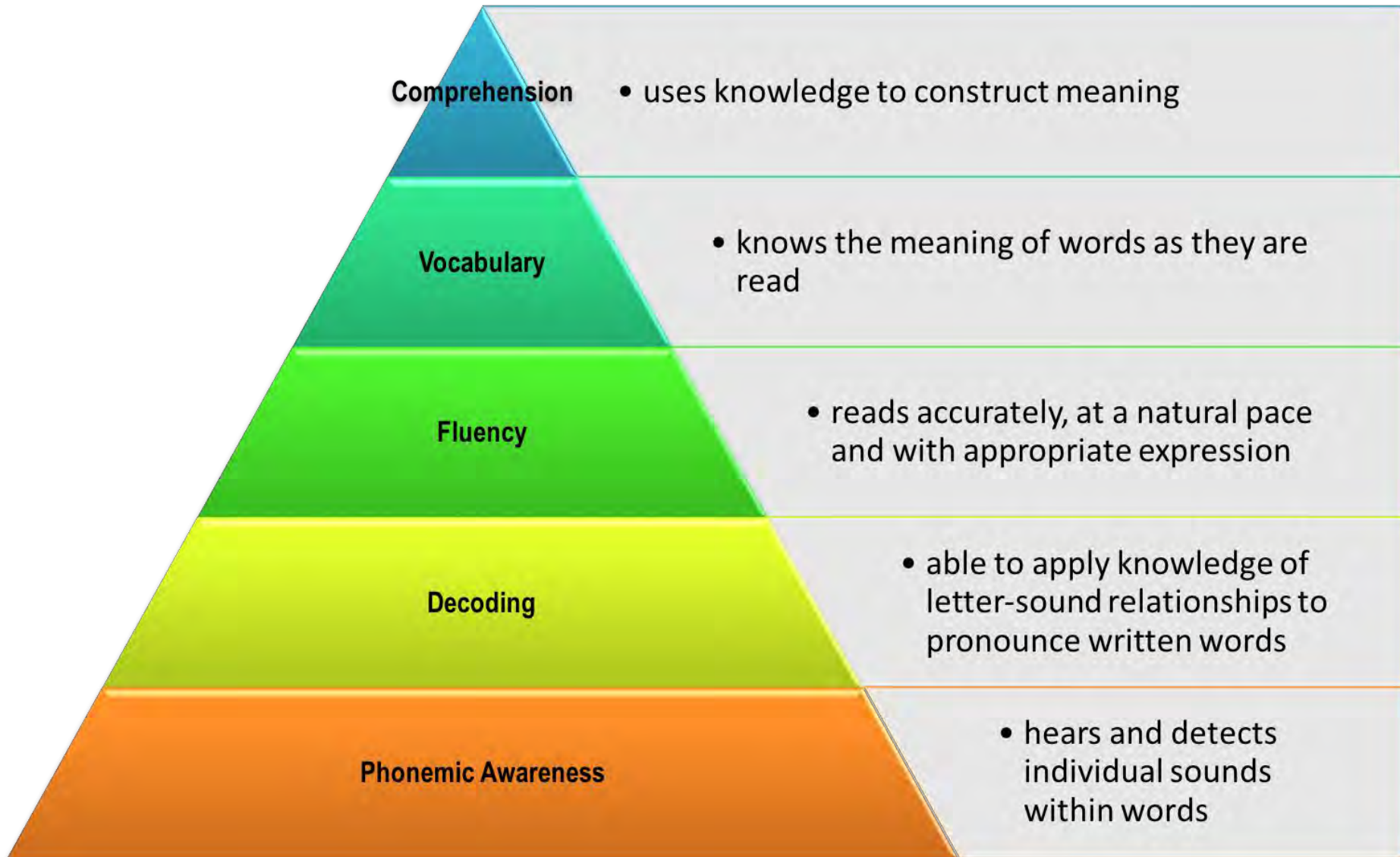
What does Adam like to read? _____

How many siblings does he have? _____



**Reading is
complicated!**

What Does It Take Read?



Reading Comprehension Strategies



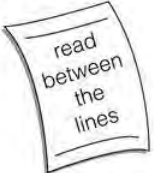



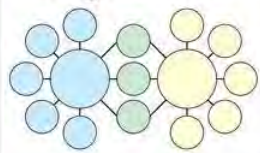

Adult reading students need..

Comprehension Strategies -- Who? What? Where? When? Why?

Pre-reading: activate prior knowledge and deduction using titles, pictures, captions to make predictions

Reading: scan, read silently, underline key words, identify unknown vocabulary, mix of silent reading, listening to tutor read, reading aloud, group reading, listening and repeating to emulate fluency

Post-reading: visualize, retell, summarize, identify key learnings

<p>Re-read the Text</p> <p>more information = more understanding</p>	<p>Activate Prior Knowledge</p> 	<p>Use Context Clues</p> 
<p>Infer Meaning</p> 	<p>Think Aloud</p> 	<p>Summarize the Story</p> <p>Characters</p> <pre> graph TD Characters --> Setting Setting --> Problem Problem --> Solution </pre>
<p>Locate Key Words</p> 	<p>Make Predictions</p> <pre> graph TD think --> pair pair --> share </pre>	<p>Use Word Attack Strategies</p> <p>rereading</p> <p>re · read · ing</p> <p>prefix root suffix</p>
<p>Visualize</p> 	<p>Use Graphic Organizers</p> 	<p>Evaluate Understanding</p> <p>what did I learn?</p> 

Where to Start?

Identify Student Learning Goal

Every student has a unique reason or need for wanting to learn to read.

1. Discover why your student wants to read?
2. Tailor and sequence your lessons into small components to achieve your student's goals.

Student Goal & Learning Plan

Eduardo wants to get a painting job

Eduardo grew up in a troubled family, dropped out of school at 15 and never learned how to read well. He can sight read a lot of everyday words but struggles to read. He knows the alphabet and some letter sounds, but does not understand phonics. He wants a painting job, he knows he can do the work, but he also knows his prospects are limited because he is a poor reader. He collaborated with his tutor to develop his sequential Learning Plan.

read labels
and
directions

read and
prepare a
resume

read and
practice
answering
interview
questions

read online
want ads

read and
fill out a
job
application

get a
painting
job



SKILL FOCUS - Phonics and Decoding Practice

Relevant and Flexible Learning

Know where you're going and be flexible.

1. **Connect** to build up trust and respect
2. **Respect** prior learning experience and knowledge
3. **Review** past shared learning experiences
4. **Expand** on work-in-progress or introduce new work
5. **Practice** targeted learning
6. **Read** for purpose and pleasure
7. **Extend** learning into 'real world'

Use Real World Material

Use reading material that your student wants and needs to read.



bus schedules

newspapers

school communications

children's books

mail

maps

flyers

applications

sports pages

grocery ads

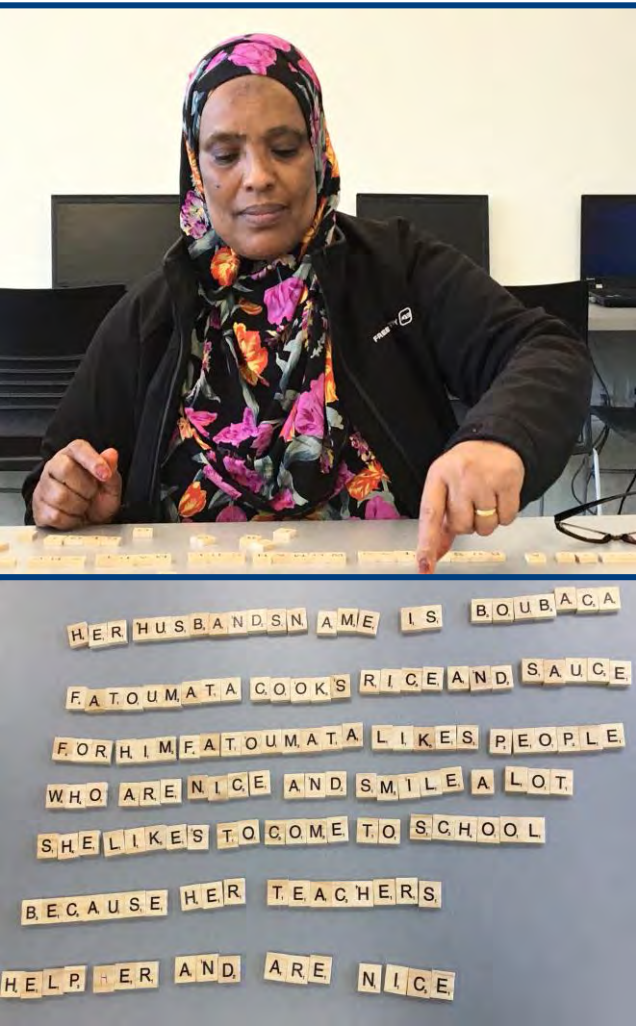
online classified ads

recipes

street signs

Student Stories

No books? No problem, write a story.



Language Experience Approach

- student speaks and teacher writes, or class brainstorms, or students talk about each other
- student's spoken vocabulary is always used
- student reads, revises and expands
 1. vocabulary reviewed
 2. teacher reads aloud, as student reads silently
 3. student edits and expands
 4. student reads and rereads for fluency
 5. story can be expanded as student progresses
- collaborative proofing and editing by other students

Student Stories

All About Adam



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All About Yodit



Yodit is a happy girl and she likes to go to school. She studying English and Reading and she is also a teacher's helper.

Yodit is married. Her husband's name is Stephen. They met in Africa in the country of Djibouti. Stephen was working on an American military base as a contractor.

Sally is a reading class tutor. She likes how Yodit changes her hair. She has had pink hair, purple hair, brown hair, straight hair and curly hair.

Four things we like about Yodit are that she is a hard worker, a good dresser, a good communicator and very friendly.

All About James



James is a Goodwill student. He lives with his wife Patience. James and Patience have been married for over a year. Patience is from Nigeria. They live in Seattle. His mother's name is Minnie and his father's name is Hardy.

James likes soul food. His favorite foods are fried chicken, greens and cornbread.

James is a busy man! He goes to school at Goodwill on Monday, Tuesday, Wednesday and Thursday. And, he goes to many appointments at Harborview. He moved to a new house and has not been able to come to school much.

Here are some nice things to know about James. His nickname is Sir James. He likes to dress up. And, James has two cell phones! James is a nice guy.

Benefits Of Being a Volunteer Tutor

In addition to meetings lots of interesting people, getting a glimpse into the teaching and helping professions, and gaining personal satisfaction from helping others, tutoring also provides the following benefits to the tutor:

- You help a person get a better job or go on to pursue higher education or technical training.
- You make a difference in the lives of the students you work with and our community
- Encourages higher levels of thinking, yours and your students
- Increases your understanding of the challenges faced by others
- Increases your understanding of teaching and learning
- In working closely with your student, you will build up trust and mutual respect
- You will empower your student by being a lifelong learner
- You will learn as much from your students as your student learns from you

Wrap Up

Q & A

Evaluation

Contact Us

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Select Tutor Resources pg 1

Websites (reading resources and lesson plans)

Minnesota Literacy Council, <https://mnliteracy.org/curriculum-lesson-plans>

EL Civics for ESL Students, <http://www.elcivics.com/worksheets/reading.html>

Literacy Information and Communication System, <https://lincs.ed.gov>

English for Everyone, <http://www.englishforeveryone.org>

Publishers

Grass Roots Press, <http://www.grassrootsbooks.net/us/>

New Readers Press, <http://www.newreaderspress.com>

Books (shop around, many can be purchased used)

Litstart: Strategies for Adult Literacy and ESL Tutors, Patricia Fry, Michigan Literacy, Inc.

Teaching Adults: An ESL Resource Book, New Readers Press

Teaching Adults: A Literacy Resource Book, New Readers Press

Tutor: A Collaborative Learner-Centered Approach to Literacy Instruction For Teens and Adults, Ruth Johnson Colvin, New Readers Press

You Can Teach Someone to Read, Lorraine Peoples, GLoBooks Publishing LLC

Select Tutor Resources pg 2

Online Resources (Tutor support, adult learning, literacy facts, lessons plans, learning activities)

1. PDF **Understanding What Reading Is All About**, Ashley Hager et al, National Center of Study of Adult Learning and Literacy <http://files.eric.ed.gov/fulltext/ED508600.pdf>
2. PDF **Reading for Life, Pre Literacy Activities Volume 1**, Linda Strand, https://mnliteracy.org/sites/default/files/reading_for_life_volume_one.pdf
3. PDF **Reading for Life, Pre Literacy Activities Volume 2**, Linda Strand, https://mnliteracy.org/sites/default/files/reading_for_life_volume_two.pdf
4. PDF “Making It Real: Teaching Pre-Literate Adult Refugee Students” <http://www.tacomacommunityhouse.org/wp-content/uploads/2014/08/Making-it-Real.pdf>
5. PDF **Demystifying Adult Literacy for Volunteer Tutors**, Charlene L. Bell https://www.cyberdriveillinois.com/departments/library/literacy/oltt/pdfs/demystifying_adult_literacy.pdf
6. PDF **Tutor Handbook LA Public Library** https://www.lapl.org/sites/default/files/media/pdf/Tutor_Handbook.pdf
7. PDF **ABE New Teacher Resource Guide** <http://www.calpro-online.org/documents/resourceguides/ABE%20Resource%20Guide%20Revised%2009242008.pdf>
8. PDF **Making It Real: Teaching Pre-Literate Adult Refugee Students**, Alysian Croydon, Tacoma Community House Training Project <http://www.tacomacommunityhouse.org/wp-content/uploads/2014/08/Making-it-Real.pdf>