



LITERACY VOLUNTEERS OF CHARLOTTESVILLE / ALBEMARLE

Tutor Handbook of Information

418 7th Street NE
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434-977-3838

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Executive Director: Jackie Bright, jbright@literacyforall.org

Program Director: Deanne Foerster, dfoerster@literacyforall.org

Program Assistant: Maureen Overstreet, moverstreet@literacyforall.org

Office Hours:

Monday - Thursday, 9:00 a.m. to 6:00 p.m.

Friday, 9:00 a.m. to 1:00 p.m.

(Tutoring space is also available outside of operating hours.)



Mission Statement

We believe the ability to read, write, and communicate is critical to adults to fully realize their potential as individuals, parents, and citizens.

Literacy Volunteers of Charlottesville/Albemarle, a non-profit organization, offers free, individualized literacy instruction to adults in our community who have limited reading and writing and/or English language skills.

FACT SHEET

Who we are:

Literacy Volunteers of Charlottesville/Albemarle (LVCA) is an independent non-profit organization that offers free, confidential, individualized basic literacy and English language instruction to adults. A board of directors governs the agency and there is one full time and two $\frac{3}{4}$ time employees. We rely upon volunteers to tutor, help in the office and help with major fund-raising projects.

When we started:

LVCA was formed in 1983 to provide supplemental tutoring for adults who were enrolled in Charlottesville City Schools' Adult Basic Education program. At that time, the organization was run entirely by volunteers.

Our funding:

We receive grants from the Virginia Department of Education, the City of Charlottesville, Albemarle County, the United Way, and several other private foundations, congregations, businesses and service groups. We also receive contributions from learners and tutors. Every year our volunteer board raises money through solicitation letters and community wide events such as Wordplay. All donations to LVCA are tax deductible according to IRS regulations.

Who we serve:

We serve adults ages 18 and over who have limited literacy skills. About 15% of Virginians over 25 have limited literacy skills. Many have learning disabilities and are ashamed of their inability to read. Enrolling in a literacy program takes courage. Those who do enroll are usually hard-working, ambitious men and women who want to change their circumstances, and they voluntarily choose to spend time each week doing something they find difficult. Through our volunteer tutors, we provide these adults a second chance to learn.

In addition to those native to this area, over the past 10 years, there has been a 106% increase in the number of people in our area who do not speak English well. Many of these people are immigrants or refugees from war torn or unstable countries who need to improve their English in order to find and keep good jobs, adjust to life in this country and help their children in school. Some are spouses of visiting professors or students who have children in our public school system. Currently, approximately 70% of our learners are nonnative English speakers. This is the normal trend for adult literacy organizations throughout the country.

Most of our students are between the ages of 25 and 59. They are employed, but because jobs for people with poor literacy skills pay very little, they support families on relatively small incomes. They face many poverty-related problems such as frequent job changes, underemployment, inadequate housing and health care, and require more than one job to meet basic needs.

CONFIDENTIALITY of Student and Tutor Records

Literacy Volunteers gives top priority to providing complete confidentiality for its students, tutors and volunteers. Students, tutors and volunteers are welcome to share their experiences either privately or through the media in order to encourage others to become involved and support literacy activities, as long as they do not violate the privacy of anyone else. Literacy Volunteers encourages such sharing of experiences and is most appreciative of the support it brings.

All records pertaining to students, tutors and volunteers involved with this literacy program will be confidential unless prior written consent is obtained. The written consent will include what information can be released and how this information can be used. However, once records are made public, Literacy Volunteers has no control over them. No information pertaining to a student's assessment or progress will be released or transferred to another agency while the student is being tutored or at any other time without the student's permission. General statistical information can be released anonymously.

TUTOR REQUIREMENTS

❖ Accountable to:

- Your assigned student
- LVCA and its mission; goals and requirements are dictated by the city, county, state and Board of Directors

❖ Qualifications:

- Must have solid reading, writing and oral communication skills
- Be well organized, good at planning and an excellent listener
- Need to be patient, compassionate, non-judgmental and committed

❖ Requirements:

- Provide 8 hours of instruction per month
(2 one-hour sessions per week is recommended)
 - Commit to about one year of service or until student retests
(after 70-90 hours of instruction)
 - **Fill out Progress Reports by the 10th of each month**
 - Be respectful of student's confidentiality
 - Tutor only in a public place
 - Notify the Program Director if student is canceling on short notice, is not attending regularly or personal problems are impeding the learning process
 - Have good communication with student about changes in scheduling
 - Make up missed sessions or have student make up hours on a computer learning program
 - Continue to be informed about new methods and materials by attending workshops, looking at resources recommended through the LVCA website and e-mail newsletters, or asking the Program Director
 - Notify the office of changes in my contact information
 - Reevaluate the tutor/student match if I have tutored more than two years with the same learner
 - Notify and explain to the Program Director if either my student or I wishes to stop sessions
- ❖ LVCA encourages all of its tutors to be active members of the organization by participating in fund raising and social activities. Please encourage your student to be a part of the organization also. Remember you and your student are representatives of LVCA in the Charlottesville community.

STUDENT REQUIREMENTS

Students Will:

- Be tested for your reading or speaking / listening level
- Be retested after about 70-90 hours of instruction
 - 70-80 hours for reading
 - 80-90 hours for speaking / listening
- Have a commitment to study with a tutor for about one year or until you are retested
- Meet an average of eight hours per month (two hours per week)
- Meet at our office or any public place
- Study regularly on a computer learning program for one hour per week for about one month or until matched with a tutor
- Tell the office if you need to cancel a computer session. Three missed sessions will cancel your computer time and could affect you getting a tutor.
- Arrive on time for scheduled tutoring and computer sessions
- Have good communication with your tutor about changes in scheduling, contact information or any cancellations and with the office by returning our calls
- Make up missed tutoring sessions either with your tutor or on a computer learning program in order to average eight hours per month
- Be withdrawn or have your participation in our Program reevaluated after:
 - 1-2 post-tests showing no progress
 - three “no-shows” without contacting your tutor
 - 90 days of inactivity

My signature indicates that the program requirements have been explained to me and I understand that if I am unable to meet these requirements, I may be withdrawn from the program.

Signature of Student: _____

Phone Number: _____

Program Director: Deanne Foerster
Phone Number: (434) 977- 3838
Email address: dfoerster@literacyforall.org

Computer Learning time: _____

TIPS FOR THE TUTOR

- **Review, review, review and repeat, repeat, repeat regularly**
- **BE PATIENT** – give the learner a chance to say the information.
- Take time at the beginning of each session to check in about the learner's day/week in order to create rapport and develop trust; don't necessarily go right into a lesson every time.
- Don't talk so much! Listen and ask clarification questions. Share your stories but don't lecture or counsel. It's best not to talk more than 25% of the sessions.
- Give encouragement like: "Nice going. That's right. Now you've got it." As well as assurances that you are listening.
- Use expressions like: "That's tricky. That's hard. Almost. Try again." Rather than "wrong."
- Speak slower, more softly and simply, especially for low level ESL learners.
- Be culturally sensitive. Space between you and the learner, as well as formality, can be very important to some learners.
- Have appropriate materials. Refer to the tutoring guidelines or in the office about level appropriate materials. If there are too many mistakes, the material may be too hard. If they are speeding through it, it is too easy. Strive for 80% success.
- Have a plan and structure set up for your sessions, but also be flexible to do something else the learner might bring in that needs to be attended to.
- Remind the student that learning is a long process and takes commitment. Keep their goals in mind to help with motivation.
- Turn personal problems into a learning experience to discuss and/or write about while focusing on creating possible solutions for them to act on. Don't fix their problems for them. Use office referral information.
- Set realistic goals for every month and review goals met – ex: read two chapters and understand the spelling, meaning and usage of 15 new words. Have oral or written review (or quiz) to show this goal was met satisfactorily.
- Give homework practice that would be manageable given the learner's other responsibilities with home and work. But **do** give homework and plan that it will be done in order to help with progress and retention of information.
- Feelings of satisfaction, success, setback and frustration are part of the process. Take this process in stride and seek out alternative ways of getting through to the learner by talking to your mentor, other tutors or LVCA staff when you feel stuck.

SOME CHARACTERISTICS OF THE ADULT LEARNER

BL - Basic Literacy

ESL - English as a Second Language

Adults Generally:

- Are embarrassed by their illiteracy (BL)
- Are embarrassed and frustrated by their inability to speak and understand English well (ESL)
- View themselves as responsible, self-directed and independent
- Don't like being treated like children
- Learn best in informal settings
- Want realistic methods and lessons. Clarify goals on a monthly basis.
- Prefer to make their own decisions (BL)
- Are motivated by personal goals. Use their knowledge and experience about life, work, people, music, sports, business, politics and many other things to be a basis for conversation, reading comprehension and writing.
- Are sensitive to criticism and need encouragement to build self-assurance
- Are experienced in various ways and have diverse abilities
- Have uneven skill development
- Feel threatened by formal tests (BL)

**GUIDELINES FOR ENGLISH AS A SECOND LANGUAGE LEARNERS
EMERGENT LEVEL**

<i>Instructional Focus</i>	<i>Objectives</i>	<i>Materials</i>	<i>Strategies</i>
Speaking & Listening	<ul style="list-style-type: none"> • Can talk about very basic information of self and family, as well as: numbers, letters, days, months, time, adjectives, colors, weather, money, food. <i>(Focus on three per session.)</i> • Describe people, places, things, likes/dislikes, daily routines. Learn some present tense verbs, affirmatives and negatives such as: have, need, want, get up, sleep, drink, eat, “to be”, drive, work, study, teach, buy and wash. 	<ul style="list-style-type: none"> • English–No Problem Literacy Level • Picture Dictionary • Objects in the room • Picture cards/magazines • Alphabet/number flash cards 	<ul style="list-style-type: none"> • Have learner say words and simple sentences connected to a picture • Role play • Memorize simple dialogues • Repeat often!
Reading & Comprehension	<ul style="list-style-type: none"> • Knows letters, some 3-5 letter words and simple basic sentences • Recognizes relevant sight words • Learns 5-10 new vocabulary words each week 	<ul style="list-style-type: none"> • English–No Problem Literacy Level • Picture Dictionary • Flash cards of learned words 	<ul style="list-style-type: none"> • Read aloud/ Echo reading • Tutor writes words and sentences connected to pictures for reading • Review flash cards
Word Study & Writing	<ul style="list-style-type: none"> • Can write name, family names, address, phone, numbers and other personal or family information • Can write letters, simple words and basic sentences 	<ul style="list-style-type: none"> • Student book exercises • Pictures or objects to write words and simple sentences about 	<ul style="list-style-type: none"> • Dictation of learned words and sentences • Copy letters and about 5-10 simple words and sentences each week connected to pictures

**GUIDELINES FOR ENGLISH AS A SECOND LANGUAGE LEARNERS
BEGINNING LEVEL**

<i>Instructional Focus</i>	<i>Objectives</i>	<i>Materials</i>	<i>Strategies</i>
Speaking & Listening	<ul style="list-style-type: none"> • Can talk in complete sentences about such things as: days, months, time, weather, colors, descriptions of family, people, places and things, food, work, hobbies, likes/dislikes • Describe daily routines and can talk about experiences happening right now in complete sentences and some in the past and future • Can ask simple questions 	<ul style="list-style-type: none"> • Picture Dictionary • Picture cards & magazines • Objects in the room • Talk of the Block Series 	<ul style="list-style-type: none"> • Repeat and review information talked about & by using pictures • Have simple conversation about daily life regularly • Role playing • Memorizing simple dialogues
Reading & Comprehension	<ul style="list-style-type: none"> • Student can give the main points of a reading about who, where, when, and what happened orally and written in about 4-6 sentences 	<ul style="list-style-type: none"> • English–No Problem 1 • Easy True Stories 1-2 • Talk of the Block Series • Fast Track Phonics 	<ul style="list-style-type: none"> • Read aloud • Q & A orally and from book • Review past chapters
Word Knowledge	<ul style="list-style-type: none"> • Learns 5-10 new vocabulary words each week • Work on grammar / spelling – basic verb tenses of present, past, future and progressives • Pronunciation – is working on difficult letter and vowel sounds 	<ul style="list-style-type: none"> • Student book exercises • English-No Problem 1 • Basic English Grammar • Pronunciation binder 	<ul style="list-style-type: none"> • Make own sentences using new vocabulary words or verb tenses • Spelling /vocabulary quizzes • Make lists of words with similar difficult sounds to pronounce
Writing	<ul style="list-style-type: none"> • Can write simple sentences and notes in present, past, future and progressive tenses • Short paragraph on family and daily life experiences 	<ul style="list-style-type: none"> • Student book exercises • Write It Down 	<ul style="list-style-type: none"> • Copy sentences • Sentence writing created by self or with dictation

GUIDELINES FOR ENGLISH AS A SECOND LANGUAGE LEARNERS INTERMEDIATE LEVEL

<i>Instructional Focus</i>	<i>Objectives</i>	<i>Materials</i>	<i>Strategies</i>
Speaking & Listening	<ul style="list-style-type: none"> • Can talk about daily life situations, use progressive tenses, past and future • Compare/contrast jobs, culture, living situation, country. Talk about personal interests and give opinions with brief explanations. • Can ask questions to keep a conversation going. • <u>Developing discussion somewhat</u>: describe experiences using idioms and more diverse grammar such as present perfect, modals, adjective clauses, connectors and time clauses 	<ul style="list-style-type: none"> • TV / news / part of a movie • Life experiences in community, family or work 	<ul style="list-style-type: none"> • Have conversations on topics using various tenses • Student makes 1-2 minute presentations on a person, place or thing. Repeat regularly to develop fluency. • Role Playing • Memorizing dialogues
Reading & Comprehension	<ul style="list-style-type: none"> • Can summarize a reading in 7-10 sentences • Can compare/contrast different stories or characters in a reading and give opinion 	<ul style="list-style-type: none"> • True Stories 3-4 • ESL Intermediate Readers • News for You/Local Newspapers • Modern Dramas 1-2 	<ul style="list-style-type: none"> • Student and tutor alternate reading parts and student summarizes orally • Q & A orally and written from book • Review past chapters
Word Knowledge	<ul style="list-style-type: none"> • Learns 5-10 new vocabulary words each week • Grammar - understands present perfect, time clauses, connectors, many prepositions, some modals and gerunds & infinitives • Pronunciation – is improving on difficult letter and vowel sounds, as well as some stress and intonation 	<ul style="list-style-type: none"> • Student book exercises • Fundamentals of English Grammar • Clear Speech • Pronunciation Binder 	<ul style="list-style-type: none"> • Make own sentences using new vocabulary words and verb tenses • Spelling / vocabulary quizzes orally and written • Make lists of words with similar difficult sounds to pronounce, use in a sentence with intonation
Writing (primarily as homework)	<ul style="list-style-type: none"> • Can write some complex sentences and use in a paragraph writing on one topic • Write summaries of stories in 7-10 sentences • Journal writing/creative writing 	<ul style="list-style-type: none"> • Student Book Exercises • Write It Down • Graphic Organizers • Get Ready to Write 	<ul style="list-style-type: none"> • Focus on two areas of mistakes in writings. Circle mistakes, have student correct and rewrite.

**GUIDELINES FOR ENGLISH AS A SECOND LANGUAGE LEARNERS
ADVANCED LEVEL**

<i>Instructional Focus</i>	<i>Objectives</i>	<i>Materials</i>	<i>Strategies</i>
Speaking & Listening	<ul style="list-style-type: none"> Summarize/discuss something seen on TV or experienced, give opinion on current topics, cause/effect, beliefs, idioms, compare/contrast Developing discussion: describe experiences with more grammar using present perfect, modals, adjective clauses and some passive. 	<ul style="list-style-type: none"> TV / News / Movies Life experiences in community, family or work 	<ul style="list-style-type: none"> Student makes 1-2 minute presentations. Repeat regularly using intonation practices
Reading & Comprehension	<ul style="list-style-type: none"> Can summarize articles read in their own words Can do Q & A orally for comprehension 	<ul style="list-style-type: none"> True Stories 5-6 ESL Intermediate Readers News for You/ Newspapers Modern Dramas 3-4 	<ul style="list-style-type: none"> Student and tutor alternate reading parts and student summarizes orally Do student book comprehension exercises & review parts
Word Knowledge	<ul style="list-style-type: none"> Learn 5-10 new vocabulary words each week Grammar - more practice on present perfect, adjective clauses, connectors, prepositions, gerunds & infinitives, modals and some passive Pronunciation – intonation practice 	<ul style="list-style-type: none"> Student book Fundamentals of English Grammar Clear Speech Pronunciation Binder Focus on Pronunciation 	<ul style="list-style-type: none"> Define, explain and use new vocabulary in sentences of their own Conjugate verbs and make sentences with learned grammar Review and quiz vocabulary words orally and in writing
Writing (as homework)	<ul style="list-style-type: none"> Can write some complex sentences and use in a paragraph writing or composition on one topic Journal writing/Creative writing Summaries of things read or viewed in 6-8 sentences 	<ul style="list-style-type: none"> Student Book Graphic Organizers Ready to Write 	<ul style="list-style-type: none"> Focus on 2-3 areas of mistakes in writings. Circle mistakes, student corrects and rewrites.

**GUIDELINES FOR BASIC LITERACY INSTRUCTION
EMERGENT LEVELS (1ST - 2ND)**

<i>Instructional Goal</i>	<i>Objectives</i>	<i>Materials</i>	<i>Strategies</i>
Reading Fluency & Comprehension	<ul style="list-style-type: none"> • Read letters, numbers and simple 3-5 letter words • Read simple Experience Stories the student helps to create with relevant sight words • Can understand some details and main idea in a reading 	<ul style="list-style-type: none"> • Laubach Way to Reading 1-3 • Grade Level Readers • <u>Litstart</u> Chapter 6 • <u>Primary Phonics</u> books 1-6 	<ul style="list-style-type: none"> • Read aloud/Echo reading • Review and reread regularly • Q & A - before, during and after reading
Word Study [decoding sounds & words]	<ul style="list-style-type: none"> • Phonics – know sounds of consonants short / long vowels and some blends • Learn basic spelling rules and 3-5 letter word patterns • Recognize commonly used sight words 	<ul style="list-style-type: none"> • Laubach 1-3 • <u>Fast Track Phonics</u> • <u>Litstart</u> Chapter 7 & Appendices A-D 	<ul style="list-style-type: none"> • Use and review flashcards • Create word lists • Spell words with finger on desk or sandpaper • Make lists of various words for student to match similar sounding ones
Writing	<ul style="list-style-type: none"> • Can write alphabet, numbers and many 3-5 letter words • Write personal information and family names • Can write simple sentences • Has some understanding of periods, commas, question marks, contractions and possessives 	<ul style="list-style-type: none"> • <u>Litstart</u> Chapter 8 	<ul style="list-style-type: none"> • Visualize words to write before writing • Copy letters and 5-10 simple words and sentences weekly • Dictation • <u>Litstart</u> strategies p.178-181

**GUIDELINES FOR BASIC LITERACY INSTRUCTION
BEGINNING LEVELS (3RD - 4TH)**

<i>Instructional Goal</i>	<i>Objectives</i>	<i>Materials</i>	<i>Strategies</i>
<p style="text-align: center;">Reading Fluency</p>	<ul style="list-style-type: none"> • Can read simple and compound sentences in single or linked paragraphs with growing independence • Read simple Experience Stories the student helps to create with relevant sight words • Can read commonly used sight words 	<ul style="list-style-type: none"> • Laubach 3-4 • Voyager 1-3 • American Lives 1 • Grade Level Readers • <u>Litstart</u> Chapter 6 	<ul style="list-style-type: none"> • Read aloud • Reread regularly to develop fluency • Experience Story
<p style="text-align: center;">Comprehension</p>	<ul style="list-style-type: none"> • Can understand details of a reading: who, where, when, why and how • Can relay the main idea 	<ul style="list-style-type: none"> • Laubach 3-4 • Voyager 1-3 • Graphic Organizers 	<ul style="list-style-type: none"> • Q & A - before, during and after readings • Student summarizes readings • Use Graphic Organizers
<p style="text-align: center;">Word Study [decoding words]</p>	<ul style="list-style-type: none"> • Phonics – review sounds of consonants and vowels, and know many blends, digraphs, diphthongs • Can understand more spelling rules • Understands alphabetizing and can look up new vocabulary in a dictionary 	<ul style="list-style-type: none"> • Laubach 3-4 • <u>Fast Track Phonics</u> • <u>Litstart</u> Chapter 7 & Appendix E-F 	<ul style="list-style-type: none"> • Use flash cards • Reviews word lists • Spell words with finger on desk or sandpaper • Make lists of various words for student to match similar sounding ones
<p style="text-align: center;">Writing</p>	<ul style="list-style-type: none"> • Can write basic notes • Write complete sentences on one topic with minimal mistakes in grammar, spelling and punctuation • Can write simple Experience Story 	<ul style="list-style-type: none"> • <u>Writing It Down</u> • <u>Litstart</u> Chapter 8 	<ul style="list-style-type: none"> • Visualize words to write before writing • <u>Litstart</u> Strategies p.186 • <u>Litstart</u> p. 178-181 • Chain Story Writing

**GUIDELINES FOR BASIC LITERACY INSTRUCTION
INTERMEDIATE LEVELS (5TH - 6TH)**

<i>Instructional Goal</i>	<i>Objectives</i>	<i>Materials</i>	<i>Strategies</i>
Reading Fluency	<ul style="list-style-type: none"> • Read chapter and text books independently with developing fluency and occasional stops • Developing understanding of vocabulary from context 	<ul style="list-style-type: none"> • American Lives 2-3 • Voyager 4-6 • Newspapers, magazines • Grade Level Readers 	<ul style="list-style-type: none"> • Read assignments at home and some parts with tutor
Comprehension	<ul style="list-style-type: none"> • Understand main idea, details, compare /contrast, sequencing and sharing opinions • Developing understanding of facts vs. opinions and predicting outcomes 	<ul style="list-style-type: none"> • Exercises in book • Graphic organizers 	<ul style="list-style-type: none"> • Student orally summarizes all or parts of assignments
Word Study [decoding words]	<ul style="list-style-type: none"> • Phonics and spelling study as needed • Can break down complex words • Can give opposite meaning of new vocabulary words 	<ul style="list-style-type: none"> • <u>Litstart Appendix G-H</u> • <u>Megawords</u> 1-2 	<ul style="list-style-type: none"> • Litstart Strategies p. 159-167 • Use Graphic Organizers
Writing (as homework)	<ul style="list-style-type: none"> • Can do simple journal entries and free writing • Can understand how to write simple poems • Write a paragraph with simple topic sentence, transitions and some details with minimal mistakes in grammar, punctuation and spelling • Write a summary in a paragraph with minimal mistakes 	<ul style="list-style-type: none"> • <u>Writing It Down</u> • <u>Get Ready to Write</u> • <u>Litstart Chapter 8</u> 	<ul style="list-style-type: none"> • <u>Litstart Strategies</u> p.187-188 • <u>Litstart</u> p.182-183 Mapping • Summary Graphic Organizer • Focus on two areas of mistakes in writing. Tutor circles, student corrects and rewrites.

**GUIDELINES FOR BASIC LITERACY INSTRUCTION
HIGH INTERMEDIATE / ADVANCED LEVELS (UP TO ABOUT 9TH)**

<i>Instructional Goal</i>	<i>Objectives</i>	<i>Materials</i>	<i>Strategies</i>
Reading Fluency	<ul style="list-style-type: none"> • Read chapter books independently with fluency • Has increased understanding of vocabulary from context 	<ul style="list-style-type: none"> • Voyager 7-8 • Developing Reading Strategies • Newspapers, magazines, mail 	<ul style="list-style-type: none"> • Read assignments at home and some parts with tutor
Comprehension	<ul style="list-style-type: none"> • Has the ability to: articulate the main idea, details, compare/contrast, sequencing and sharing opinions related to readings • Facts vs. opinions and predicting outcomes • Developing the ability of inference 	<ul style="list-style-type: none"> • Exercises from book • Graphic Organizers 	<ul style="list-style-type: none"> • Student orally summarizes all or parts of assignments • Use graphic organizers
Word Study	<ul style="list-style-type: none"> • Phonics and spelling review as needed • Vocabulary development and opposite meaning 	<ul style="list-style-type: none"> • <u>Megawords</u> 3-4 	<ul style="list-style-type: none"> • <u>Litstart</u> Strategies p. 159-167 • Use graphic organizers
Writing (as homework)	<ul style="list-style-type: none"> • Can do simple journal entries and free writing • Can understand how to write simple poems • Write a well-developed paragraph with topic sentence, transitions and details • Summaries in organized paragraph • Narrative descriptions and short simple essays 	<ul style="list-style-type: none"> • <u>Ready to Write</u> or <u>Get Ready to Write</u> • <u>Litstart</u> Chapter 8 	<ul style="list-style-type: none"> • <u>Litstart</u> p.187-188 • <u>Litstart</u> p.182-183 Mapping • Graphic Organizer for summaries • Focus on 2-3 areas of mistakes in writing. Tutor circles, student corrects and rewrites.

Useful Tutor Information

The following is a sampling of the resources available to aid in your success. We welcome your suggestions to improve our tutor resources. If you encounter techniques that have helped you and/or your student, please forward them to us via info@literacyforall.org.

Getting Started: LVCA will provide lesson plan suggestions and one free book to use with your student. (Additional books are available for a donation of \$20 from the student.) Tutoring space is available seven days a week, before, during, or after office hours on a first come, first served basis. To reserve space at LVCA, please sign your name on the posted calendars. Water, coffee and tea are available.

LVCA Communications: To provide you with the most up-to-date information on best tutoring practices, LVCA sends a monthly email newsletter and a quarterly mailed newsletter. Please review these newsletters for workshop information, training opportunities, relevant articles and website links, training tips, upcoming events, etc. Check out www.literacyforall.org for additional information and tutor resources.

Progress Reports: In order for us to continue receiving funding that allows us to offer our services for free, we must send our tutors' monthly progress reports to the State, City, and County. **Reports are due to LVCA by the 10th of each month** and are available in our office or by visiting www.literacyforall.org/tutorreports.

Tutor Library: We offer an assortment of books to aid in your tutoring efforts and are continually updating our selections. Books are available to check out for a one-month period or as indicated on the book. The following is a sampling of our collection:

Picture Dictionaries	Fundamentals of English Grammar
Primary Phonics booklets	Developing Basic Writing Skills
Health Literacy Materials	Workplace Learning
Pronunciation guides	Reading and Comprehension series

Useful Websites to Consider:

For ESL (English as a Second Language) Tutors:

<http://www.manythings.org/>

<http://a4esl.org/>

www.valrc.org/content/esol/esol_resources.html

For Basic Literacy Tutors:

www.readinghorizons.com/method/index.aspx

<http://candohelperpage.com/> (useful in learning basic phonics)

www.nifl.gov/nifl/ld/bridges/materials/materials.html (info pertaining to learning disabilities)

Computer Software Programs for Learners to Use Independently

- Rosetta Stone Levels 1 & 2 – English speaking, listening, reading and writing
- Start-to-Finish books – reading and comprehension for readers at 2nd through 6th grade levels. Learn about history, famous people and events, mysteries and science.
- Simon Sounds It Out - phonics and spelling
- Easy ESOL – Interactive media learning the basics of English
- Wordmaker – spelling and word development
- Language Clues – spelling and vocabulary exercises
- Pronunciation Power
- New Reader’s Bookstore – reading and word study
- Mavis Beacon – keyboard practice

TESTING:

BEST Plus Speaking and Listening

BEST Literacy – reading and writing for nonnative English speakers

TABE (Tests of Adult Basic Education) – reading for native English speakers

Other Places for Adult Learners to Study English and GED Preparation in Our Community

Adult Learning Center, Charlottesville Adult Education - 24 hours/month

Albemarle County Adult Education – 20 hours/month

International Rescue Committee (low level survival English classes for refugees) – about 24 hours/month

UVA International Center (intermediate and advanced only) – about 6 hours/month

University of Virginia employee classes for English and GED – about 12 hours/month

Maintaining Motivation

Everyone has a bad day now and then, but if your student seems to be getting genuinely discouraged, try to tune in to the problem and look for a solution:

- Try more praise.
- Try easier work for a while.
- Try fewer corrections.
- Keep a positive attitude yourself.
- Add humor.
- Suggest that the student either try a computer learning program or take a class in the community.
- Look for inspirational models, perhaps another student who has succeeded or a story about a person who has overcome hardships.
- Have a candid talk with the student. Ask for the source of the discouragement. Talk together about how to correct it.
- If the student is experiencing problems at home or work, use the problem for conversation (ESL), for an Experience Story, or for cathartic writing. Look for reading material related to the problem.
- Ask other tutors or your Program Director for suggestions.
- Try some different strategies or a different book.
- Take a fun day. Play some word games or go on a field trip.
- Bring in a treat.
- Help the student start a list of accomplishments.
- Give the student a certificate.
- Build up that portfolio.

*Adapted from LitStart Tutor Manual