10 min. Allowance for starting late. As people arrive, have everyone fill out Tutor Data Sheet, City volunteer application, name tag and sign in. Hand out Night 1 Review Questions worksheet (answer throughout evening)

15 min. **Introductions**: staff, volunteers (what brought you here tonight? Why literacy?)
- Intro Library Director
- History of Literacy Services in SFS
- What our program is (literacy) What it isn't (ESL) Talk about difference
- Bigger Literacy Picture (State Library Stats)
- Where to tutor
- Making use of library resources

20 min. **Assessment, Placement and Tutoring Schedule**
- Student-Centered Tutoring
- Go over sample assessment – how to read data
- All students assessed and placed in a Step (1 – 4)

20 min. **Step Overview & Lesson Plan Samples**

<table>
<thead>
<tr>
<th>Learning Words &amp; Sight Word Spelling</th>
<th>Connected Reading</th>
<th>Word-Attack Skills</th>
<th>Listening/Reading Comprehension</th>
<th>Writing</th>
<th>Reading Aloud</th>
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(approx. 20 min/section. Allow 10 min for Review at beg. of lesson)

10 min. **Equip volunteers with the essentials to begin tutoring**
- Student Data Sheet
- Student Notebook (incl. writing journal)
- Dialog Journal
- Portfolio
- “Starter” packet of tutoring materials

10 min. **BREAK**

10 min. **Group Discussion** – Causes of illiteracy, What is functional literacy, Characteristics of a good tutor

20 min. **Reading Strategies**
- Read “In the Darkness of the Night” and discuss techniques used to figure out unknown words. Show 3-legged stool diagram intersecting Meaning, Word Order & Grammar, and Phonics. Discuss diagram.

50 min. **Basic Skill Good Readers Know**
- Consonant, vowel (long and short), blend (2 letters, 2 sounds) , digraph (2 letters, 1 sound), diphthong (vowel digraph), voiced and unvoiced sounds, continuant, stop (handout), tapping out sounds, scooping syllables, and clapping out groups of sounds versus tapping out individual sounds. Go over Letters, Sounds & Beats handout. Do 2 - 3 together. Assign for homework.

15 min. **Show Enrique’s Story**
- Discuss story and what questions about literacy/tutoring were raised/answered
Adult Tutor Training
Night 2

15 min. **Review**
- Night One Review Questions worksheet
- Basic Skills from Night One
- Hand out Night Two Questions

10 min. **Hand Out Adult Tutor Manuals**
Walk through Table of Contents and show chapter headings in manual

60 min. **Six Syllable Types** (Show Word Attack section in manual. Ask how many skills in manual – 16)
- Closed Syllables
  - What is the sound of the “a” in t-a-p? Why is the vowel sound short?
  - Dictate nonsense words – say only once
  - (gup, reb, sprad, twib, prub, gand, fosp, quaz, phom, thep, hisk, spug)
  - Discuss variations
- Silent e Rule
- Open Syllable
- R-Controlled Sounds
- Consonant –le Sounds
- Vowel Digraphs (2 letters, 1 sound)

5 min. **Lesson Plan**
Hand out blank lesson plans to be filled out after each section is practiced

30 min. **Learning Words**
1. Sight Words
   - boy
   - füßgängerunterführung
   - Demonstrate how to teach new sight words (group practice)
   - Demonstrate how to review sight words -- yellow/white/green cards (group practice)

2. Sight Word Spelling
   - Demonstrate how to teach sight word spelling, student notebook entry (group practice)
   - Demonstrate how to review sight words spelling (group practice)
   - Watch *Literacy Solutions* segments on sight words for beginning and advanced students

3. Lesson Plan entry for Learning Words

10 min **BREAK**

40 min. **Connected Reading**
- Demonstrate and practice using word cards for beginning readers
- **READING A TEXT**
  - Show *Literacy Solutions* segments with beginning and advanced students
  - Discuss interaction between tutor (Meg) and students
- Variations on Connected Reading:
  - ECHO READING – demonstrate and group practice
  - DUET READING – demonstrate and group practice

10 min. **Reading Aloud**
Model for group, discuss section in training manual, lesson plan entry
Adult Tutor Training  
Night 3

35 min  Review  
Review Questions worksheet  
Open Forum  
Quick review of Word Attack  

60 min  Comprehension  
Why do we read?  
Vocabulary development, student dictionary, student journal (personal dictionary section)  
Planck’s Constant exercise (knowledge vs. memorization)  
Adopt Puddles exercise (source, mood, and purpose of written material)  
Strategic Reader’s Plan (Discussion, model, group practice)  
Listening Comprehension  
Discuss recall, translation & order, summary, vocabulary, inference & other critical thinking questions. Have volunteers read short passages and write questions. Discuss.  
Reading Comprehension  
Review 6 exercises  
Lesson Plan Entry  

10 min.  BREAK  

60 min.  Writing  
Discuss Writing Process in Training Manual  
Model Clustering as sample brainstorming activity, group practice  
Language Experience Story  
Story Starters (demonstrate and group practice using jars of objects)  
Lesson Plan entry  

15 min.  Tour of Library and Reading Lab  
Choose Word Attack Skill to teach Night 4  

Adult Tutor Training  
Night 4

30 min.  Review  
Review Questions worksheet  
Open Forum  
Q & A on different comprehension questions and difference between Connected Reading and Comp.  

90 min.  Manipulatives and Multi-sensory approach to teach Word Attack Skills  
Different colored letter and word cards, letter and word tiles  
Reminder about using green cards for unknown words and recording them in manual  
Rhyming  
Auditory Discrimination cards  

10 min.  BREAK  

Continue teaching Word Attack Skills  
Volunteers to teach their word attack skill to their group (discussion at end with all volunteers)  
Discuss difficulties, successes  
Review any WA skill and exercise volunteers find difficult  

15 min.  Overview Only (See Training Manual)  
Prefixes & Suffixes  
Working with Syllables  
Contractions  
Mechanics Chapter  

10 min.  Roles and Goals (show form, go over in detail with student/tutor at first meeting)  
What’s Next?  
3 hours independent study in Reading Lab  
Hand out tutor bags, certificates