“I dream to read like you. You have opened the never-ending door of reading for me to a new world I could not see.”

- A Vision Literacy Learner
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Dear Tutors,

Welcome to tutor training and thank you for choosing to give the invaluable gift of reading. We are looking forward to your participation in Vision Literacy. Vision Literacy learners are a special group of people. They have chosen to dedicate the hard work and time necessary to improve their literacy skills in order to enhance their lives at home, at work, and within the community.

Vision Literacy maintains a learner-centered philosophy. We work to ensure that all tutoring sessions are tied to the learners’ specific needs and goals. As they enter the program, we ask each learner to set personally relevant and measurable goals that will make a difference in their life. For adult learners this may include getting a better job, participating in a spiritual community, or having more meaningful interactions with their children’s teachers at school.

Most learners join our program because they were not able to learn through the methods used in a traditional classroom setting. As tutors, you will have the opportunity to use a variety of creative, non-traditional techniques and practices. Your learners will have the benefit of working at a pace best suited to their needs.

As tutors, you will help your learners meet their goals and celebrate their progress along the way. Your ultimate goal will be to put yourself out of a job as your learner gains confidence in his or her new literacy skills, successfully applies those skills in his or her everyday life, and accomplishes these goals.

Again, we thank you for taking the time to work with Vision Literacy. We know that your efforts will be personally rewarding as you share your special skills with others and as you come to know and grow with your learners. We hope you enjoy the tutor training and that it prepares you well for your tutoring experience. If at any time you need more information or assistance, please call us at (408) 262-1349 or email us at info@visionliteracy.org.

Thank you!
Vision Literacy Staff
TUTOR TRAINING AGENDAS

Lesson 1: Saturday Morning
• Review the agenda
• Inspired Learning Model ™
• Guidelines for Accelerated Learning
• Foreign language realia
• Positive learning experiences
• The adult learner and learning environments

Lesson 2: Saturday Afternoon
• Learning differences, difficulties and disabilities
• Learner profiles
• Active listening
• Language experience approach
• Non-traditional materials with roles and goals

Lesson 3: Saturday Morning
• Review
• Basic reading skills
• Phonics
• Syllabication
• The writing process

Lesson 4: Saturday Afternoon
• Guest speaker
• The first meetings
• Guided visualization
• Formal and informal assessments
• Lesson plan
• America Learns
• Evaluate training
VOLUNTEER TUTOR DESCRIPTION

WORK LOCATIONS
• Santa Clara County libraries in Campbell, Cupertino, Gilroy, Los Altos, Milpitas, Morgan Hill, and Saratoga, City of Mountain View Public Library, South County office in Gilroy, North County office in Milpitas, Elmwood Correction Facility in Milpitas, and Community Learning Center at Valley Medical Center in San Jose

PURPOSE
• To tutor English-speaking adults who read or write below the ninth-grade level

RESPONSIBILITIES
• Complete a one-hour orientation and participate successfully in 10 hours of tutor training
• Honor students’ cultural and personal sensitivities
• Select and utilize appropriate tutoring materials
• Submit monthly hours reports to evaluate student progress
• Encourage learners to participate in Vision Literacy activities

TIME COMMITMENT
• Meet for two hours each week for a minimum of six months
• Prepare lessons for tutoring sessions and submit reports

QUALIFICATIONS
• Be at least 18 years of age
• Be able to speak, read, and write in English
• Possess ability to utilize Vision Literacy’s learner-centered approach

BENEFITS
• Receive ongoing professional training and support to provide learner-centered instruction
• Gain personal satisfaction of helping adults improve their literacy skills
• Attend and participate in special events
VOLUNTEER TUTOR AGREEMENT

As a volunteer tutor, you are an important member of our organization, and we value your commitment to enrich the lives of others. To better understand our expectations, please read and sign the following agreement.

As a volunteer tutor for Vision Literacy, I understand that I am expected to:
• Complete 10 hours of tutor training
• Respect the privacy of learners, other tutors, Vision Literacy staff members, and the organization
• Treat my learner or small group of learners with respect and dignity
• Be sensitive to differences in values, beliefs, and cultural diversities
• Meet with my learner or small group of learners at least two hours each week for a minimum of six months
• Meet at scheduled times and promptly communicate any scheduling changes with my learner or group of learners
• Contact my assigned Literacy Specialist regarding any questions or concerns related to my volunteer role
• Submit monthly progress reports in the first week of the following month
• Prepare lesson plans to meet my students’ learning needs
• Notify the organization if I choose to stop tutoring

To ensure the best volunteer experience possible, Vision Literacy will provide:
• Comprehensive training and ongoing support throughout the training and tutoring process
• Access to a Literacy Specialist
• Periodic check-ins via phone and/or email to monitor progress
• Access to relevant tutoring materials and supplies
• Opportunities to interact with learners, volunteer tutors, and Vision Literacy staff members
• A Vision Literacy newsletter
• A certificate upon completion of tutor training

Vision Literacy tries to match every tutor with a learner. Occasionally, it is not possible to make a match. I understand that tutor-learner matches are made at the discretion of Vision Literacy.

Name       Date

INTRODUCTION TO THE INSPIRED LEARNING MODEL (ILM)™
**Rationale**
A new approach to learning is needed for the adult learners who have not been successful in achieving their basic reading and writing goals through approaches to education which focus on the teacher as the primary director of instruction, dispenser of knowledge, and judge of the student's performance. For this reason, many adult literacy programs have adopted a learner-centered approach, which focuses instruction on the learner's stated goals, makes use of the learning styles that best suit the learner, and engages the learner as an active participant in the instructional decision-making and evaluation process. Despite this, learners still may not engage with the learning process to the extent needed to achieve their goals, losing interest or faith in their ability to learn and leaving the program, with yet another experience of failure behind them.

**Approach**
The Inspired Learning Model™ enhances the learner-centered approach by ensuring a safe and fun learning environment, honoring the learner as an equal partner in the learning process, engaging with the content to be learned in a variety of ways to facilitate mastery, and acknowledging the learner's success, rather than pointing out error. Even when delivered with the most constructive intention, corrections are still a form of criticism and can stifle the learning potential. In the ILM™, positive acknowledgement replaces criticism. This can be a major paradigm shift for many of us; we invite you to see how it can inspire the learners you work with as well as engage your own love of learning.

**The Inspired Learning Model**
The underlying principle of the model is that learning takes place when the student is open to learn. For the student to be open to learn, the learning environment needs to be safe. It is primarily the 'teacher' who creates that safety. When it is safe to risk new behaviors, skills or expressions, learning flourishes. Without these safeties, learning stops.

Within every student is a source of inspiration. The student's connection with what most inspires him or her is naturally and easily evoked when he or she perceives the learning environment to be safe. The primary role of the Inspired Learning Model™ facilitator becomes creating the highest quality of safety in the learning environment.

The model is made up of seven elements, each of which focuses on: "How can a totally safe space be created and maintained to effectively support and honor the learner's connection with what most inspires him or her?"

All seven of the model's elements exist in one form or another in every learning environment today. What makes the ILM™ unique and powerful is how each of these elements is employed, as discussed below:

1. **The Facilitator - A facilitator of learning, a subject matter expert, the acknowledger of progressive mastery.** The facilitator's primary focus is asking questions of the learner that evoke self-discovery. The facilitator is
much less the provider of content or fountain of knowledge and much more
the container and guide for the learner's self-discovery.

2. The Subject Matter - The area of focus organized in a manner that
allows constant, positive acknowledgements for observable
components or competencies that are pre-articulated. The subject matter
is what is being explored. The key is that the facilitator has pre-articulated all
the components or competencies of this subject matter's mastery in order to
know when to acknowledge the learner. The learner is acknowledged
whenever he or she demonstrates or even begins to demonstrate an
understanding of one or more of the competencies. The underlying
philosophy of the model that is extremely important here is this: what is
focused on expands! What the facilitator of learning wants to expand is the
inspired learner's abilities, capabilities or understanding of this particular
subject matter. It is therefore vital that facilitators know ahead of time what
they are looking for or listening for so they, in turn, can acknowledge the
inspired learner for getting it right or for being on the road to mastery.

3. The Physical Environment - A safe, comfortable, uninterrupted area
or space in which to learn. A safe and comfortable space supports the
students and facilitator to carry on the exercises necessary for self-discovery.
The environment is free from interruption by all people, media, or events that
could sidetrack the physical, intellectual, or emotional exploration that the
learner is engaged in. When any observer (parent, manager, administrator, or
student-teacher) has a need to observe the class session, a special
permission procedure should be honored.

This special permission procedure will include:

- The entire class gives approval, prior to the admittance of the observer
  or guest.
- The observer agrees to abide by all the guidelines previously agreed
  to by the class. This is done orally and in front of the class.
- The purpose of the observer's presence is clearly stated.
- The period of time the observer will be present is clearly stated.
- The way in which any information that may be collected will be used is
  clearly stated.

When the class does not have the power to deny the special permission,
they need to be told that this observer is mandatory. Modify the above
special 'permission' procedures, as appropriate and then allow each student
to choose to participate, or not participate, in the learning activities while this
observer is present.

4. The Inspired Learner - The student who is innately wise and primarily
responsible for his or her own learning. The inspired learner's role is a
very active one. It is the student who takes responsibility for his or her own
learning process, with all students honoring their own innate authority to
know what interests them and what most serves them to fully express their
life purpose. Do not underestimate the ability of the human spirit, at any age,
to know exactly what best serves it!

5. **The Guidelines for Accelerated Learning - Ten guidelines that create the way students in the learning group, class, workshop, family, etc., agree to conduct themselves while together in the learning environment.** The guidelines help the students and the facilitator understand how they are going to interact during their time together. These guidelines emphasize the honoring of each individual learner to be seen, heard, and acknowledged as magnificent, no matter what! A fundamental guideline primarily established is to have everyone in the class or learning group agree to look for ‘what is right’ as defined by the subject matter's components and competencies. This creates an atmosphere of celebration and joy that consistently invites further discovery and deeper inquiry by all students.

6. **The Integration - A planned and honoring format for experiential repetition of each of the pre-articulated components or competencies of the subject matter until each is learned.** The integration element allows for the repetition of practicing, honing and mastering the new subject matter and puts this new learning into the context of each student's life. Little or nothing is mastered after the first exposure to any subject matter. The entire model and philosophy (i.e., acknowledge that which you want to expand within a specific subject matter) is practiced throughout, from initial subject matter exposure to mastery and certification.

7. **Inspiration - The magic, the unexplained, the spark of genius - for some, the divine! This element allows openness for inspiration to enter the learning environment.** The inspiration element opens the facilitator as well as the student to the unexpected. This element is the unexplained genius that flows through us all, the quiet voice of ancient wisdom. When we are in a safe, quiet and honoring environment, inspiration leaps out of us. Under the conditions of the model, it won't be kept inside.

The components of self-mastery are also explored within this element of the model. Indeed, the model takes a stand for the importance of self-care, self-knowledge and self-love as vital to the facilitators' self-mastery. These components permeate their lives and the learning environments they create. Learners and facilitators alike reap the benefits.

If you would like to learn more about Peter Reding’s approach, visit the website for the Foundation for Inspired Learning at www.inspiredlearning.org.
GUIDELINES FOR ACCELERATED LEARNING

Co-creating a safe environment
All groups come together for the purpose of:
- learning
- creating
- communicating
- living
- celebrating

A safe group environment is the basis for powerful learning. These guidelines will help us create a safe space. The practice starts with the intention to follow the guidelines. Know that everyone is doing their best to learn, grow, respect, and follow these guidelines.

1. It is my intention to maintain confidentiality.
   • What I see and hear that is personal or specific to another within the group will stay here.

2. It is my intention to be open to learn with a beginner’s mind.
   • Give up judging myself, others and comparing.
   • I allow myself to “try on” and wear the information for a while, as it stands.

3. It is my intention to practice a positive focus.
   • Look at what is working and focus on that.
   • Help others learn and grow.

4. It is my intention to connect at a deep level.
   • I practice opening my heart to the essence of what is being taught.
   • I practice being creative and trying new ideas.
   • I practice grounding myself when I feel emotions.

5. It is my intention to be responsible for myself and my experience.
   • I will try to focus on the parts that I am doing well.
   • I speak in “I” statements so I can claim my own experience.
   • I release telling others what they should do, feel, believe, or how they should act, etc.
6. **It is my intention to practice listening deeply and with honor.**
   - I am 100% engaged and focus my positive attention on the presenter or person sharing.
   - I refrain from side talk, cross talk, or interrupting when someone is sharing.
   - I refrain from formulating my response until the person sharing is complete.
   - I refrain from making repetitive comments or drawing attention to myself.

7. **It is my intention to give only authentic and positive acknowledgment and support.**
   - I am my real self while giving only positive feedback.
   - I keep it simple and speak to my experience.
   - I maintain eye contact and/or heart contact with the person to whom I am giving support while remaining fully present.
   - I see each new session as a new experience.

8. **It is my intention to fully receive acknowledgment and support.**
   - I am open to receiving acknowledgment – as the gift it is – and let it sink in.
   - I maintain eye and/or heart contact with the person acknowledging me while remaining fully present in my own body.
   - I respond with a simple “thank you,” and I refrain from “cross talk” or comments back to the person acknowledging me.

9. **It is my intention to practice self care and self responsibility and allow others to do the same.**
   - I ask for what I need.
   - When something feels like a judgment or advice, I can simply ask that it be reframed.
   - I empower others by allowing them to take care of themselves.

10. **It is my intention to be fully present.**
    - I am here on time to start and after all breaks.
    - I stay for the entire course.
    - I wear my nametag in a visible place.
    - I am free from the effects of mind altering substances.
    - I value my intuition and my multiple intelligences to guide me.

Can you agree to practice these standards to the best of your ability?
## The Adult Learner

### Common Characteristics of Adult Learners

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<tr>
<th>Adult Basic Education (ABE)</th>
<th>English Language Learners (ELL)</th>
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<tbody>
<tr>
<td><strong>Native English speaker</strong></td>
<td><strong>Non-native English speaker and may be multilingual</strong></td>
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<tr>
<td>Likely to have strong speaking and listening skills</td>
<td>May need some help with speaking and listening skills</td>
</tr>
<tr>
<td>Will understand America idioms, customs, and sentence structure</td>
<td>May need help with American idioms, customs, and sentence structure</td>
</tr>
<tr>
<td>Tends to prefer more informal setting with personalized instructional methods</td>
<td>Tends to prefer a more traditional setting with conventional materials</td>
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<tr>
<td>May have sophisticated verbal vocabulary</td>
<td>May need help with basic vocabulary</td>
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<td>Shies away from multiple-choice tests and exams</td>
<td>May value tests and exams</td>
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<td>May be working on these types of goals: GED, work-related materials or employment objectives, certifications or specializations, driver’s license, parenting/family member and personal growth</td>
<td>May be working on these types of goals: citizenship, work-related materials or employment objectives, certifications or specializations, driver’s license, parenting/family member, community and personal growth</td>
</tr>
<tr>
<td>May want to find GED and reference materials, personal interest and development sections, adult new reader collection, and biographies</td>
<td>May want to find audio and video materials, ESL and international collections, American culture/custom materials, citizenship and community resources</td>
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<tr>
<td>May learn best by speaking, listening, seeing and touching versus reading and writing</td>
<td>May use any combination of the six learning styles</td>
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<td>May possess highly-specialized skills, certifications and degrees; may have sophisticated hobbies and interests</td>
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<td>Wants to improve skills as a caregivers and/or parents; wants to improve employment skills</td>
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<td>May need help navigating the library to find useful and pleasurable materials</td>
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<td>May or may not have support within family and may or may not have support in the workplace</td>
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<tr>
<td>Wants to learn for increased independence and confidence</td>
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<td>May feel isolated and frustrated</td>
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For more information, see pages 15 & 17 in LitStart.
LEARNING STYLES

What are learning styles?

Not everyone learns well in the same way. Some learn best by reading. Others learn best by listening. Still others learn best when they watch demonstrations or do projects. Learning styles refers to the variety of ways people take in information. Your learning styles can give you clues about how to best approach a particular task.

In order to take advantage of your learning styles, you need to determine what they are. The learning styles inventory on the next page will help you figure out what learning styles you use most often.

Instructions

Each group of five statements on the next page represents a different learning style. Read each statement. If you think the statement describes you, put a check mark on the line to the left. If you think the statement does not describe you, leave the line blank. Don't think about each statement too long; your first response is likely to be the most accurate.

After you have read all the statements and checked the ones that apply to you, count the number of check marks in each group and write the number in the space provided. The groups that have the most check marks represent your best learning styles. The section called "Interpreting the Inventory" on page 8 will show you how to use the results and make the most of your learning styles.

LEARNING STYLES INVENTORY

Group 1: Reading
_____ I like to read when I have free time.
_____ I prefer to read a report than be told what is in it.
_____ I understand something best when I read it.
_____ I remember what I read better than I remember what I hear.
_____ I prefer to read a newspaper than watch the news on TV.
_____ Total number of check marks in Group 1.

Group 2: Writing
_____ I take notes when I read to better understand the meaning.
_____ I take notes to help me remember.
_____ I like to recopy my notes to better understand the material.
_____ I make fewer mistakes when I write than when I speak.
_____ I find the best way to remember my schedule is to write it down.
_____ Total number of check marks in Group 2.

Group 3: Hearing
_____ I like to listen to people talk about things.
_____ I learn more when I watch the news than when I read about it.
_____ I usually remember what I hear.
_____ I prefer to watch a movie based on a book than read the book.
_____ I learn better by listening than by taking notes.
_____ Total number of check marks in Group 3.

Group 4: Speaking
_____ I remember things better when I say them out loud.
_____ I talk to myself when I try to solve problems.
_____ I prefer to talk on the telephone than write a letter.
_____ I learn best when I study with other people.
_____ I understand a book better when I read it out loud.
_____ Total number of check marks in Group 4.

Group 5: Seeing
_____ I can “see” words in my mind’s eye when I need to spell them.
_____ I picture what I read.
_____ I can remember something by “seeing” it in my mind.
_____ I remember what the pages look like in books I have read.
_____ I remember people’s faces better than I remember their names.
_____ Total number of check marks in Group 5.

Group 6: Touching
_____ I like to make models of things
_____ I would rather do experiments than read about them.
_____ I learn better by handling objects.
_____ I find it hard to sit still when I study.
_____ I move around a lot when I am trying to think through a problem.
_____ Total number of check marks in Group 6.
INTERPRETING THE INVENTORY

Look over the inventory you took. In which groups do you have the most check marks? You probably use a combination of several learning styles as you go about your work. The learning styles inventory is designed to point out your strongest learning styles.

This material deals with six basic learning styles: reading, writing, hearing, speaking, seeing, and touching.

- If you had three or more check marks in Group 1, **reading** is one of your preferred learning styles. You find it easier to learn information by reading printed words.

- If you had three or more check marks in Group 2, **writing** is one of your preferred learning styles. You learn information more easily when you express it in written form.

- If you had three or more check marks in Group 3, **hearing** is one of your preferred styles. You find it easy to learn information that you hear.

- If you had three or more check marks in Group 4, **speaking** is one of your preferred learning styles. You are best able to learn when you express yourself out loud.

- If you had three or more check marks in Group 5, **seeing** is one of your preferred learning styles. Your mind's eye is a very powerful learning tool for you. You learn well when you use your brain to "photograph" information.

- If you had three or more check marks in Group 6, **touching** is one of your preferred learning styles. You learn well when you are able to handle objects you are learning about. Manipulating situations by changing your location, moving around, etc., also helps you to learn.

The next three pages focus on different learning styles. Turn to the pages that feature your preferred learning styles to find general suggestions for taking advantage of the ways you learn best. Read about any learning style in which you had three or more check marks. These are your strongest learning styles and you should use them whenever you can.
Reading

If reading is one of your preferred learning styles, you take in, store, and retrieve information more easily when you can see it and read it yourself. Below are general suggestions for how to take advantage of this style.

• Read a chapter before you listen to the lecture on it.
• Read a book or an article about a topic instead of attending a lecture.
• When you watch demonstrations, take good written notes. Later, you can refresh your memory by reading your notes.
• Get information for reports by reading instead of watching videos or listening to speeches.
• Read your notes, study guides, and flash cards over and over again.
• Back up what you hear by taking notes that you can refer to again.
• Read directions instead of having someone tell you how to do something.
• Read information yourself instead of having someone read it to you.
• Look up words you do not know the meaning of in a dictionary instead of asking someone for the definition. You will be more likely to remember the meanings.
• Make travel plans by reading maps and travel guides.
• Choose a job that requires more reading than listening.

Writing

If writing is one of your preferred learning styles, you take in, store, and retrieve information more easily when you write it down. Below are general suggestions for how to take advantage of this style.

• “Pencil read” by reading with a pen/pencil in your hand. Underline and take notes as you read.
• Take good lecture notes.
• Recopy your lecture notes over and over in your own handwriting.
• Choose to do written reports instead of giving speeches whenever possible.
• Write down the steps you need to follow in order to complete a project.
• Keep track of your schedule with a calendar system and write down commitments.
• Write lists of things you need to do.
• Carry a small notebook with you, so you can take notes to remember what you have read or heard.
• Write people letters instead of calling them on the telephone.
• Choose a job that involves more writing than listening or speaking.
Hearing

If hearing is one of your preferred learning styles, you take in, store, and retrieve information more easily when you hear it. Below are general suggestions for how to take advantage of this learning style.

- Never miss a class. Listening to the information you have read about will help you to understand it better.
- Listen to information about a topic on videotape, TV, or an audiotape.
- Tape a lecture, so you can listen to it again.
- Read out loud the information on the subject you are studying.
- Interview people about the subject you are studying.
- Have another student read his notes to you.
- Study with other people. Discuss ideas and give each other oral tests.
- Discuss your notes, directions, or manuals aloud with yourself.
- Use a tape recorder to quiz yourself.
- Repeat information out loud after hearing it.
- Have someone read your tests to you, or read them out loud to yourself.
- Call people on the telephone instead of writing to them.
- Choose a job in which listening plays an important part.

Speaking

If speaking is one of your preferred learning styles, you take in, store, and retrieve information more easily when you talk about it. Below are general suggestions for how to take advantage of this style.

- Don't miss classes. You can ask questions about what is said.
- Dictate into a tape recorder the topics you need to write or study.
- Ask yourself questions out loud while you are studying.
- Study information by saying it out loud and discussing it with yourself.
- Study with other people, so you can discuss the information.
- Study for a quiz by asking questions out loud and answering them.
- Choose to give a speech rather than do a written report whenever possible.
- Repeat things right after you hear them to help you remember them.
- Calm your nerves by saying positive things to yourself.
- Call people on the telephone instead of writing to them.
- If you are having trouble spelling a word, spell it out loud before you write it.
- Choose a job that requires speaking rather than writing.
Seeing

If seeing is one of your preferred learning styles, you take in, store, and retrieve information more if you can picture something in your mind’s eye. Below are general suggestions for how to take advantage of this style.

• Close your eyes and practice seeing what you need to remember.
• Watch movies or videos on a subject, so you will have an easier time seeing the information again.
• As you read something, picture how it would look if you were seeing it in a movie.
• Watch demonstrations of things you need to do instead of reading about them, so you will be able to visualize them later.
• As you study diagrams and maps, close your eyes and see them again.
• Take special note of the shape of things you want to remember.
• Solve simple math problems by visualizing the numerals.
• Close your eyes and see a word you need to spell before you write it.
• Calm your nerves by picturing yourself calm and in control in that particular situation.
• Remember telephone numbers by studying them until you can “see” them in your mind's eye.
• Visualize your task on the job to more clearly understand what you need to do.

Touching

If touching is one of your preferred learning styles, you take in, store, and retrieve information more easily if you can handle things and/or change your environment. Below are general suggestions for how to take advantage of this style.

• Build models of hard-to-understand concepts.
• Experiment by doing things you read about.
• Watch someone do what you need to learn before trying it.
• Watch demonstrations instead of reading or hearing about them.
• Visit a place you are learning about.
• Given a choice, build a project rather than write a report about it.
• Do math problems with an abacus or with objects you can move.
• Make sure your work area allows you to move around while you study.
• Be flexible with your time schedule, so you can change plans and expectations when you need to.
• Choose a job that allows you to work with your hands and to move around.

SETTING A POSITIVE LEARNING ENVIRONMENT
Malcolm Knowles (1913-1997) was Professor Emeritus of Adult and Community College Education at North Carolina State University, where he served from 1974 to 1979. Previously he was Professor of Education at Boston University from 1960 to 1974. He wrote more than 230 articles and many books on the subject of adult education. Malcolm Knowles identified several key factors in adult learning.

- **Respect**: tutor’s attitudes and behaviors honor learner as an equal partner
- **Relevance**: lessons based on needs, interests, goals of learner
- **Experience-based**: lessons can be applied to learner’s real life needs

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**THE 20-40-80 RULE**

We remember…

- 20% of what we hear,
- 40% of what we hear and see,
- 80% of what we discover for ourselves by doing.
- Most people will remember 90% - 95% of what they TEACH!

---

**SHORT VOWEL SOUNDS**
<table>
<thead>
<tr>
<th>ã</th>
<th>apple</th>
</tr>
</thead>
<tbody>
<tr>
<td>ē</td>
<td>elephant</td>
</tr>
<tr>
<td>ī</td>
<td>igloo</td>
</tr>
<tr>
<td>ō</td>
<td>octopus</td>
</tr>
<tr>
<td>ū</td>
<td>umbrella</td>
</tr>
</tbody>
</table>

Note: This page and the next page have been designed to function as flashcards if your student would benefit from this activity. See page 133 in LitStart for more information about this topic.

**LONG VOWEL SOUNDS**
<table>
<thead>
<tr>
<th>ū</th>
<th>unicycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>ā</td>
<td>angel</td>
</tr>
<tr>
<td>ē</td>
<td>eagle</td>
</tr>
<tr>
<td>ī</td>
<td>ice</td>
</tr>
<tr>
<td>ō</td>
<td>ocean</td>
</tr>
</tbody>
</table>
SYLLABICATION RULES

The teaching of syllabication rules is somewhat controversial, because some learners find this approach confusing. Talk with your student first before incorporating this information into lessons. For more information, we recommend using The Reading Teacher’s Book of Lists, Fifth Edition (Edward Fry and Jacqueline Kress, 2006).

<table>
<thead>
<tr>
<th>Patterns</th>
<th>Rule</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCV</td>
<td>A consonant between two vowels tends to go with the second vowel unless the first vowel is accented and short.</td>
<td>bro’-ken wag’-on e-vent’</td>
</tr>
<tr>
<td>VCCV</td>
<td>Divide two consonants between vowels unless they are a blend or digraph.</td>
<td>pic-ture ush-er</td>
</tr>
<tr>
<td>VCCCCV</td>
<td>When there are three consonants between two vowels, divide between the blend or the digraph and the other consonant.</td>
<td>an-gler</td>
</tr>
<tr>
<td>Affixes</td>
<td>Prefixes always form separate syllables.</td>
<td>un-hap-py re-act</td>
</tr>
<tr>
<td></td>
<td>Suffixes form separate syllables if they contain a vowel sound.</td>
<td>friend-ship, good-ness</td>
</tr>
<tr>
<td></td>
<td>The suffix -y tends to pick up the preceding consonant to form a separate syllable.</td>
<td>fligh-ty</td>
</tr>
<tr>
<td></td>
<td>The suffix -ed tends to form a separate syllable only when it follows a root that ends in d or t.</td>
<td>plant-ed, but not in stopped</td>
</tr>
<tr>
<td></td>
<td>The suffix -s rarely forms a syllable except sometimes when it follows an e.</td>
<td>at-oms cours-es</td>
</tr>
<tr>
<td>Compounds</td>
<td>Always divide compound words.</td>
<td>black-bird</td>
</tr>
<tr>
<td>Final -le</td>
<td>Final -le picks up the preceding consonant to form a syllable.</td>
<td>ta-ble</td>
</tr>
<tr>
<td>Vowel Clusters: Do not split common vowel clusters</td>
<td>R-controlled vowels (ar, er, ir, or, ur).</td>
<td>ar-ti-cle</td>
</tr>
<tr>
<td></td>
<td>Long vowel digraphs (ea, ee, ai, oa, ow)</td>
<td>fea-ture</td>
</tr>
<tr>
<td></td>
<td>Broad o clusters (au, aw, al).</td>
<td>au-di-ence</td>
</tr>
<tr>
<td></td>
<td>Diphthongs (oi, oy, ou, ow).</td>
<td>thou-sand</td>
</tr>
<tr>
<td></td>
<td>Double o like oo.</td>
<td>moon look</td>
</tr>
<tr>
<td>Vowel Problems: Every syllable must have one and only one vowel sound.</td>
<td>The letter e at the end of a word is usually silent.</td>
<td>come</td>
</tr>
<tr>
<td></td>
<td>The letter y at the end or in the middle of a word operates as a vowel. At the beginning of the word it is a consonant.</td>
<td>ver-y cy-cle yes</td>
</tr>
<tr>
<td></td>
<td>Two vowels together with separate sounds form separate syllables.</td>
<td>po-li-o</td>
</tr>
</tbody>
</table>
ACTIVITY: BUILDING COMPREHENSION SKILLS

The procedure is actually quite simple. First you arrange the things in different groups. Of course, one pile may be sufficient, depending on how much there is to do. If you have to go somewhere else due to lack of facilities, that is the next step; otherwise you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many. In the short run this may not seem important, but complications may arise. A mistake can be very expensive as well.

At first the whole procedure will seem complicated. Soon, however, it will become just another fact of life. It is difficult to foresee any end of the necessity for this task in the immediate future, but then one can never tell.

After the procedure is completed, one arranges the materials in different groups again. Then they can be put in their appropriate places. Eventually they will be used once more and the whole procedure will have to be repeated. However, that is a part of life.

What is this passage about? What would have been helpful to know before reading the passage?
**Activity: Practicing Assisted Reading Techniques**

Assisted reading is one strategy to help the student practice reading aloud, and this method helps build comprehension skills. The following samples were captured during actual tutoring sessions. Part A reflects common mistakes made by many new readers. Part B is an accurate copy of the text. Note: ( ) represents a missed word.

**Part A. Learner**

When I was young my family was very close. We visited each other often. Today my kids and grandkids are all over the count- count... Back then, everyone sat down together to eat ( ) at 5 p.m. every night. Today people eat at different times or send ( ) for fast food. Sunday was always a day for church, rest, and vi- vi seeing family. Now people clean house, shop, or go to the movies.

Rose said, “I drew a pic-pic of the big home Daddy is living in, and he’s looking out the window and waving to us. He’s a little sad be- be he has to live in the ( ) house, but he’s smiling because he knows we’re coming to see him again. Mommy smiled at both of them. “You’re nine children,” she said. “It won’t be easy for the two years, but we’ll manage until Daddy comes back ( ) again.”

**Part B. Tutor**

When I was young, my family was very close. We visited each other often. Today my children and grandchildren are all over the country. Back then, everyone sat down together to eat dinner at 5 p.m. every night. Today people eat at different times or send out for fast food. Sunday was always a day for church, rest, and visiting family. Now people clean house, shop, or go to the movies.

Rose said, “I drew a picture of the big house Daddy is living in, and he’s looking out the window and waving to us. He’s a little sad because he has to live in the big house, but he’s smiling because he knows we’re coming to visit him again. Mother smiled at both of them. “You’re nice children,” she said. “It won’t be easy for these two years, but we’ll manage until Daddy comes back to us again.”

As the learner reads, if he/she stumbles over a word, supply it quickly without comment. If the learner misreads a word, quietly supply the correct word so as not to lose the meaning. If the learner simply substitutes one word for another without changing the meaning (mommy for mother), do not correct.
W R I T I N G

**Controlled Writing/Language Patterns** *(LitStart page 90)*
Definition: Controlled writing is a technique commonly used with ESL students to reinforce a specific concept. After reading a paragraph together, you may ask the student to change all of the verbs from singular to plural or change all of the pronouns from feminine to masculine.

*Example:* Singular - *The car is moving quickly.*  
Plural - *The cars are moving quickly.*

**Dialogue Journal/Written Conversation** *(LitStart page 178)*
Definition: This is a journal that is shared between the learner and the tutor. The tutor writes a sentence or paragraph to the student, and the student responds in writing. You should not worry about making corrections.

*Example:* The student wrote, “Bobby is 5 yrs ol and wer having a parte.” The tutor wrote back to say, “My son Mark is 29 years old. Will you get Bobby a present for his party?”

**Guided Writing/Sentence Completion** *(LitStart pages 180-181)*
Definition: The tutor prepares open-ended sentences for the student to complete.

*Example:* If I won the lottery, I would…

**Functional/Assisted Writing** *(LitStart page 185)*
Definition: This type of writing allows us to meet practical everyday needs.

*Example:* shopping lists, to do lists, forms, notes, messages, instructions

**Personal Journal/Free Writing** *(LitStart page 187)*
Definition: A personal journal can be a record of day-to-day events or a collection of thoughts and ideas about any topic. A journal should never be corrected, and the student may choose to share it with others or not. Students should also be encouraged to reflect on their progress or frustrations while journaling.

*Example:* “Today I buy a card for my suster for her berfday. I think she will like it. I got a card I cood read.”

**Process Writing** *(LitStart page 189)*
Definition: Process writing is any type of formal writing with a thoughtful purpose.

*Examples:* essays, family history, letters, poetry, assignments

**Cloze Writing**
Definition: This type of writing omits key words for the student to fill in the blank with the correct response. The student should already be familiar with the text or writing sample before working on this exercise.

*Example:* When I took the ____ off of the stove, the lid was very ____ (pot/hot).
JOURNAL PROMPTS AND SENTENCE STARTERS

- I like…
- I don’t like…
- I am…
- I think…
- I want…
- I dream about…
- I worry about…
- In ten years…
- I remember…
- I wish…
- I hate…
- I miss…
- I believe…
- I went…
- I would like to…
- I found…
- My perfect day is…
- If I won the lottery…
- I am sorry because…
- I feel bad/good when…
- I love…
- My favorite TV program is…
- My family is…
- My favorite holiday is…
- My favorite day is…
- I would like…
- My first job was…
- My favorite person is…
- My favorite food is…
- My pet is…
- I want to learn…
- My life is…
- My first car was…
- My children are…
- I watched…
- California is…
- If I was President…
- If I was Governor…
- Learning is…
- Working is…
- My childhood was…
- I think discipline is…
- I am afraid of…
- When I was younger…
- My first kiss was…
- Our world today is…
- I want to plan…
- My heroes are…
- My brother and/or sisters…
- My husband or wife…
- I believe in…
- My best feature is…
- I was proud when…
- I am good at…
- I have a hard time with…
- I collect…
- My favorite movie is…
- My favorite song is…
- I can’t live without…
- I learn best by…
THE WRITING PROCESS

Many students may be nervous about putting pen (or pencil) to paper for fear of making mistakes, especially spelling mistakes. It may help them to know that even professional writers make mistakes when they begin to put their ideas on paper. But they know that the most important thing is to get their ideas down on paper, and they can edit their mistakes later. Here is an informal step-by-step writing process that can be followed by even the newest writer.

1. **Brainstorm.** What shall I write?

2. **Pre-write.** Put your ideas on paper by making mind map or list.

3. **Create the first draft.** The idea is the important thing. Don’t worry about spelling or grammar yet.

4. **Share your writing.** Read what you have written to someone else. Talk about changes or new ideas.

5. **Rewrite.** Make any changes. You may repeat steps 4 and 5 several times. Don’t worry about spelling or grammar yet.

6. **Edit.** Now is the time to make your spelling and grammar corrections.

7. **Congrats!**
TIPS FOR SPELLING

1. Say the word. (Look at the phonetic spelling in the bottom left-hand corner if that will help you.)

2. Trace each letter in the word with a pen (leave the cap on), and say each letter's name out loud as you trace it, then say the whole word. With your voice, stress the letter(s) that tend to trip you up. Do this 3 times.

3. Flip the card over. Print the word on the table using two fingers. Say each letter out loud as you print it, then say the whole word. Do this 3 times. (If you get stuck or make a mistake, go back to step number 2.)

4. Extend your arm and two fingers. Pretend to spray paint the word on the wall, saying each letter out loud as you spray it. Then say the word. Imagine that you can actually see the word on the wall. Do this 3 times.

5. Write the word on paper, saying each letter aloud as you write it. Do this 2 times.

Adapted from Tutoring Techniques For Adults and Older Students (Meg Schofield, San Diego: Literacy Solutions, 1997).
ACTIVITY: UNDERSTANDING THE WRITING PROCESS

Step 1 – Brainstorm
As a tutor and learner, talk about Thanksgiving memories. The tutor will write down words that describe those memories.

Step 2 – Pre-write
Organize the words into units starting with Thanksgiving as the center of the mind map.

Step 3 – Create the first draft
The learner will dictate 2-3 sentences to summarize his or her memories. The tutor will write these sentences on a piece of paper.

Step 4 – Share your writing
Read the draft together to see if the learner wants to make any changes. Ask the learner to read the text quietly to him or herself. Ask the learner to read the text aloud. Reflect on the content together. Ask questions. Talk about any changes or new ideas.

Step 5 – Rewrite
Make changes.

Step 6 – Edit
Repeat process as needed.

Step 7 – Congratulations!
TIPS FOR TEACHING WRITING

• Relate writing to an idea or theme from that day’s reading selection, or to special needs or interests of students.

• Always begin by thinking aloud and discussing what your students are going to write. Writing should always begin with talking, talking, talking.

• “Pre-write” by getting down mind maps or outlines of what students plan to write; in some cases this will just mean helping them with vocabulary or difficult spellings before they write. In other cases it might mean showing them how to organize their ideas into categories (e.g. before and after, pros and cons, sequence of events, causes vs. solutions to a problem, what I think versus what my son thinks…).

• Tell your students not to worry about spelling. Give them highlighters and tell them to highlight any words that they think are incorrect. Tell them that “knowing a word is incorrectly spelled and highlighting it will get you off the hook. Recognizing your own mistakes is half the battle.”

• Always have your students reread their writing aloud to catch their own mistakes. Tell them to listen for the places where they stop, then check for a “stop sign” (a period).

• Always reflect on the content of the students’ writing first, and encourage further writing by asking questions.

• Select only 1-2 teaching points to focus on which derive from the students’ errors. Whenever possible, tie these to points discussed in other sections of the lesson for reinforcement. Let other mistakes go.

• Let your students select pieces they want to revise and edit; not all pieces merit this much attention. Some, such as letters to be mailed, require it.

• Follow through to the “sharing” step of the writing process wherever appropriate. Mail that postcard, turn in that completed application, write a check to pay that bill and mail it, or share that story with someone.

• Refer to published texts to see how authors use capitals, periods, paragraph breaks, apostrophes, or anything else you’re working on. This could be referred to as language scouting.

• Keep a record of all of your students’ writing in a notebook. Your teaching points should be on the facing page so you can continue to refer back to them (and you’ll need to!).

• Praise, coax, encourage, suggest, laugh, write, and share.

More information about this process can be found in LitStart on page 189.

THE FIRST MEETING
Before the meeting
You will have been given information about your learner including a telephone number. Your learner will be expecting your phone call. When you call your learner, be careful how you introduce yourself. If someone else answers the phone, say that you are from the library. Your new learner may not have told anyone about tutoring.

Read all the information on “The First Meeting” and create a tentative and loose plan for the meeting. Let it be okay if you don’t follow all the guidelines to the letter. Be present with your learner and listen to what they have to share.

Arranging to meet
When you and your learner decide on a time and place to meet, be specific. Specify which library you plan to meet at and agree to meet outside the front door of the library. Always meet in a public place. Identify yourself clearly: "I'll carry a blue backpack, and I have gray hair." Also, tell the learner, "If we miss each other, I'll call you the next day." If you both have cell phones, you may want to exchange numbers.

At the meeting
The main goal of your first session is to get to know each other and set the foundation for your partnership. This is an opportunity to establish a comfortable, relaxed atmosphere, and begin to build trust between you. Let it be okay if you don’t complete everything you planned for this meeting. There’s always the next meeting.

You may want to share with your learner your enthusiasm about the Inspired Learning Model™ approach to learning. In many cases, the ILM™ approach will be new to your learner. If he or she is unfamiliar with it, take this opportunity to share your knowledge of and enthusiasm for this exciting approach to learning.

Use whatever approach you are most comfortable with. Some of the concepts you may want to include are:

- ILM™ is built on the premise that we are all inspired learners.
- ILM™ supports, encourages and acknowledges the process of learning.
- ILM™ has a positive focus which doesn’t point out mistakes.
- ILM™ uses specific guidelines to create a safe, supportive learning environment.
- ILM™ encourages fun and celebration as part of learning.

Spend some time talking with your learner about the model sharing some of your thoughts on how it will help make your time together relaxed and fun as well as being a productive learning environment. Explain that this model sees all the steps from introduction of new material to its mastery as part of the learning process. Engage your learner in exploring how the ILM™ supports him or her as
an adult learner who brings years of life experience to the partnership. If your learner needs some prompting pick one or two of the questions below to move the conversation along.

- What would you like to ask me about tutoring?
- What is something you learned as an adult that you really enjoyed?
- What made the learning enjoyable or fun?
- Who were your best teachers?
- What did they do that made them so good?
- Who is the teacher you remember most? Why?
- Did your family members read to you when you were growing up?
- What are some of the best experiences you had in school?
- What do you read now? At home? At work?

As you listen to your learner, you will learn about his/her interests, goals, and reasons for wanting to improve his/her literacy skills. Pay special attention to any ideas, stories or memories that appear to make your learner happy or excited. All of this information will help you and your learner plan future sessions.

**At the end of the meeting**
Determine together the day(s), time, and place you will continue to meet. Exchange phone numbers and agree to let each other know if a session needs to be cancelled. In case you are unable to reach the learner directly, ask if it is okay to leave a message on his or her phone or with a family member. Talk about what topics and activities you will explore at the next session.
THE SECOND MEETING

The second meeting is an opportunity to continue establishing the relationship. It is also a good time to begin or continue a conversation around what the learner(s) want(s) to get from the tutoring experience. If roles and goals were not discussed during the first meeting, the second meeting may serve well for their introduction.

Since you and your partner(s) have already had one meeting, the second meeting can build on that one. Continue in a relaxed manner. Ask the learner(s) if they had any questions come up since the last meeting that they want to discuss. Ask any questions you may have had come up for you since the first meeting.

Once any questions or loose ends have been taken care of, ask the learner(s) if he/she/they would like to do a visualization exercise that will help them get in touch with some of their goals. Explain that it’s also possible to explore goals through conversations and a series of questions. Let the learner(s) decide which option they are most comfortable with. Depending on your learner’s response, choose option 1 or option 2 below.

Option 1: Introduce Fast Forward exercise

Preparation: This experience works best in a quiet place without interruption. Take a few minutes to explain to your learner(s) that visualization is the act of using your imagination to create a mental picture or mental motion picture of something you want to do, be, have or experience. During the visualization experience, you give yourself permission to live the experience in your mind as if it were actually happening in the present moment.

Explain that visualization can be thought of as a focused, conscious dreaming process. Athletes visualizing successful outcomes are good examples of how the visualization process has been used for years. Remind your learner that the key ingredients for enjoyable visualizations are:

1. See the event as if it is happening in the present moment.
2. Use rich details of color, location, climate, people present, sounds you hear, etc.
3. Connect with how it feels to be successful in reaching your goal or having what you desire. Tap into that feeling and let it be in your body. Experience the feelings.
4. Accept that you are doing this thing in the now moment and that you deserve the success.
5. Be grateful to yourself for the work you did to make it possible.
6. Be grateful to all those who helped you succeed.
After explaining the process, say the following or something similar:

Now we’re ready to begin. I want you to get as comfortable as you can. We will begin by relaxing. Let this be a very special time for you. It can be a time for you to connect with your inner wisdom.

Let your shoulders relax. Feel them drop just a little. Now put your attention on your breathing. Breathe naturally and normally. Just begin to pay attention to the rhythm of your breath. Notice the rise and fall of your chest as each breath enters and leaves your body. Allow the breath to find its own natural rhythm. All you need do is pay attention to it. Let yourself feel the flow.

If you’re comfortable with the idea, let your eyes close. Continue to focus on your breath and allow it to relax you even more. There is nothing for you to do but sink into the relaxation and comfort that is at the center of you. Feel the breath. Feel the relaxation. There is nothing for you to do.

With each breath feel yourself become more and more relaxed. It feels good. Enjoy the feeling. Let this feeling flow easily throughout your body. Enjoy. Be totally in the place of relaxation. It’s a safe and fun place. Allow yourself the pleasure. Sit in this space for a moment or two (pause for 15 – 20 seconds).

Continue to breathe – easily, naturally. Give yourself permission to remain in this calm, centered safe place and prepare for a journey to your future. You get to choose how many years into the future you want to go. Remember you’re going on a journey of fun and fantastic possibilities. You’re going to connect with your inner wisdom somewhere in the future.

Continue to breathe – easily, naturally. Now I want you to move forward 3, 5, 10 or 15 years. Your life has been amazingly wonderful, and you are going to receive an award for your many successes. People are gathered in a large auditorium and cheering for you. Take a look around the auditorium. What do you see? Is it brightly lit or softly lit? Are there windows all around the building or just on one side? Can you see the seats? What color are they? Focus on as many details as you can. How many people are there? 300, 700, 1000 or more? They are all there to cheer you on. See them smiling at you as you enter the room. Return their smiles.

Take a moment to look down at yourself. What are you wearing? How do you feel? Is there anything different about your appearance on this day? Did anyone enter the room with you? If so, who is with you? How big is your smile? What are you feeling right now? I’m going to be quiet for a while so you can really take in the scene (pause for 15 – 20 seconds).

Now I want you to continue to the front of the auditorium and take your seat on the stage. How are you feeling? Let that sensation course throughout your body.
Enjoy the feelings. Once you’ve settled into your seat, give your attention to the master of ceremonies. Who is it? Male or female? Is it someone close to you or a business acquaintance? What is this person wearing? Continue this wonderful, relaxed yet excited feeling. This is your day. Breathe in the excitement. Breathe in the joy. You deserve this. Continue to breathe easily and naturally.

In your mind’s eye, see the master of ceremonies, step up to the microphone and begin to speak. As you listen to the master of ceremonies talk about you and your successes, what do you hear? What are some of the goals you set for yourself and have reached? What are some of the main things you are doing now that you couldn’t do when you joined the literacy program?

I’m going to be quiet for a while so you can feel the joy and pride of what you’ve accomplished. Take it all in to the core of your being. Also make a mental note of some of your many successes. (pause for 15 – 20 seconds)

Isn’t this delicious? Let this marvelous sense of accomplishment and success ooze all around you. Allow yourself to be wrapped in the amazing blanket of happiness, amazement and ease. This is your moment. Bask in it. (pause for 15 – 20 seconds)

Now that you’ve experienced yourself in the future begin to think about what you learned about yourself and your road to success. I’m going to ask you some questions that I think will help you get some important details. You don’t need to answer aloud. We can talk about it when we’re complete. The questions I ask may help you pick up some more details.

Did you notice any repeating theme or qualities in all your successes? Examples might be your giving spirit, your innovative ideas, service to community, serene approach to challenges, leadership abilities or organizational skills. What goals had you made for yourself that helped you become so successful? Do any specific goals come to mind? What about you most helped you reach your goals? Who or what supported your efforts? Continue to breathe – easily, naturally.

It’s almost time to return your attention to today, to this room and to this time. Take one last look around the auditorium. See if there is anything more you want to be sure to remember about this wonderful day. This is your day! Breathe it in!

Take your time. Scan the room. Open your mind to receive whatever gift this time and future vision has for you. Breathe easily and naturally. (pause for 15 – 20 seconds)

When you’re ready – there is no hurry – begin to bring your attention back to the present time and this room. Let your breathing bring you back energized, yet
peaceful and serene. Take your time. Would you like to talk about your journey to the future? Or would you like to make some notes? Or both?

From this discussion make notes and use them to match with roles and goals forms.

**Option 2: Powerful Roles and Goals Related Questions**

Below are some powerful questions that may assist you in conversation(s) with your learner(s) about their goals.

**Community Member**

- When I speak of community member, what comes to mind for you?
- For you, what makes a good community member?
- What are some ways you can see yourself giving to your community?
- What do you want to learn that will help you become a good citizen?
- Which of the following are important to you? And would you like to be able to do them? [Select some items from your current 'roles and goals' forms]

**Family member, Life Long Learner and Worker Roles**

Modify the above process to fit the role. Since roles overlap feel free to move from one category to another. Let the conversation, lead by the learner(s), be your guide.
<table>
<thead>
<tr>
<th>Adult Basic Education</th>
<th>Level</th>
<th>English as a Second Language (ESL)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Basic Skills</strong></td>
<td></td>
<td>Advanced ESL</td>
</tr>
<tr>
<td>Can meet most routine reading and writing tasks, interpret charts and graphs, and fill out applications and forms. Can begin working towards GED-related materials.</td>
<td>Level C 220-235</td>
<td>Can meet most survival and social demands. Can participate in conversations on a variety of topics. Can begin working towards GED-related materials.</td>
</tr>
<tr>
<td><strong>Intermediate Basic Skills</strong></td>
<td></td>
<td>High Intermediate ESL</td>
</tr>
<tr>
<td>Can complete basic reading and writing tasks on familiar topics. Can follow basic written instructions.</td>
<td>Level B 200-220</td>
<td>Can follow directions in context. Can interpret materials with some independence. Write messages, take notes, complete job applications.</td>
</tr>
<tr>
<td><strong>Beginning Basic Skills</strong></td>
<td></td>
<td>Low Intermediate ESL</td>
</tr>
<tr>
<td>Can fill out simple forms with basic personal information, write a simple list or take a phone message. Can read sort sentences.</td>
<td>Level A 150-200</td>
<td>Can meet basic survival needs and routine social demands. Can read and interpret simple materials related to directions, schedules, signs, maps and menus.</td>
</tr>
<tr>
<td><strong>Beginning Literacy &amp; Pre-Beginning Literacy</strong></td>
<td></td>
<td>High Beginning ESL</td>
</tr>
<tr>
<td>Very limited ability to read and write. May be able to identify letters and simple words.</td>
<td>Level A 150-200</td>
<td>May have simple oral communication abilities with learned phrases and sentences. Can write basic personal information on simplified forms</td>
</tr>
<tr>
<td><strong>Beginning Literacy/Pre-Beginning ESL</strong></td>
<td></td>
<td>Low Beginning ESL</td>
</tr>
<tr>
<td>Functions minimally in English. Communicates through gestures.</td>
<td></td>
<td>Asks and responds to basic learned phrases spoken slowly. Recognizes letters and understands sight words.</td>
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</tbody>
</table>
Lesson Plan Outline

Student’s name: ______________________
Tutor’s name: _______________________
Lesson date: ________________________
Materials/resources needed: ______________________________________________________
What is the goal for the lesson? __________________________________________________

<table>
<thead>
<tr>
<th>Warm-up/review</th>
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<tr>
<th>Activities/techniques</th>
<th>role playing</th>
<th>assisted reading</th>
<th>word patterns</th>
<th>phonics</th>
<th>language experience story</th>
<th>sight words</th>
<th>reading comprehension</th>
<th>listening comprehension</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>Independent study/homework</th>
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<table>
<thead>
<tr>
<th>Evaluation</th>
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</table>
LITERACY WEBSITES

Here is a list of helpful websites to use for lesson ideas, student activities, and other helpful tutoring tips. Be sure to look for other helpful resource links for each website as they often link to other supporting materials.

Adult Basic Education

www.thestudyplace.org
Create your own lessons using simple forms and find ready-made online lessons.

www.tv411.org
This link presents lessons in reading, writing, math and more.

ESL

www.eslcafe.com/
Under the “Stuff for Students” section, the idioms, quizzes and slang sections are really great.

www.englishpage.com
Offers weekly lessons on various topics especially for ESL students. Great lessons on prepositions and verb tenses.

http://a4esl.org/
This fun interactive Web site offers resources for students at every level.

www.manythings.org
This site features numerous activities including word puzzles, vocabulary games, and quizzes.

www.english-zone.com/
Students can learn idioms, practice with English verbs, test their grammar and write silly stories.

www.esl-lab.com/
This site offers a variety of listening exercises varying in difficulty

Job Skills

http://litlink.ket.org/
This site includes information on job skills and GED.

www.rlscareercenter.org/page5.htm
This resource has great tips to help apply, interview, and get a better job.
Math and money
www.aaamath.com/
This website offers hundreds of practice exercises to improve math skills.

www.practicalmoneyskills.com/index.php
This resource includes lesson plans and games to improve practical money skills.

Consumer Literacy
www.aaamath.com/mny.html
This website offers information about good consumer skills.

www.consumerjungle.org
The student section is a great resource to learn about credit, financing, and basic budgeting skills.

Health Literacy Websites
http://www.nlm.nih.gov/medlineplus/
This link offers tutorials pertaining to health issues.

www.fda.gov/opacom/lowlit/7lowlit.html
This Web site offers brochures and information on health written for low-level readers. Offered in both English and Spanish versions.

www.niddk.nih.gov/health/eztoread.htm
This link offers easy to read information covering a variety of health-related topics.

www.4woman.gov/faq/
This website includes information about women’s and children’s health issues.

Writing
http://owl.english.purdue.edu/
This resource provides free tutors to review writing samples.

www.wordsmyth.net/
This tool includes an online dictionary and thesaurus.

Learning Disabilities
http://www.lindamoodbell.com/
Includes a variety of tools to help adults with learning disabilities.

Other sites
www.easyvoter.org
This resource includes non-partisan information for new voters.

www.gedonline.org
This adult education website is dedicated to helping you prepare online for the GED.