



ABE/Literacy 1 Tutor Training

Thursday, September 21

Jamie Kobs

Shannon Mason Young

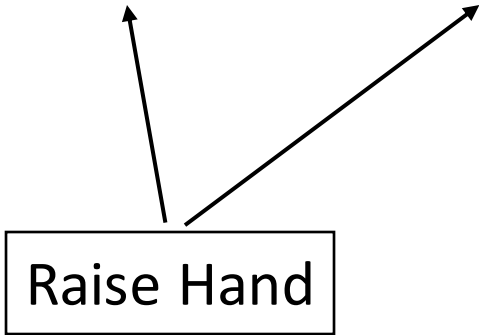
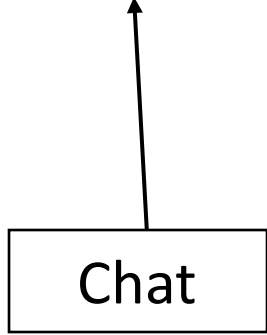
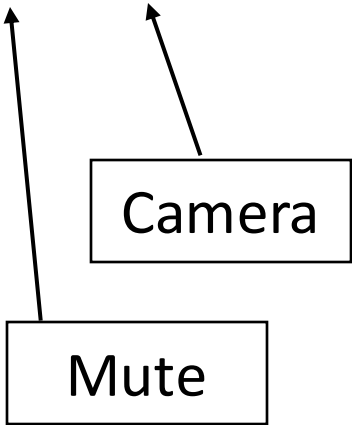
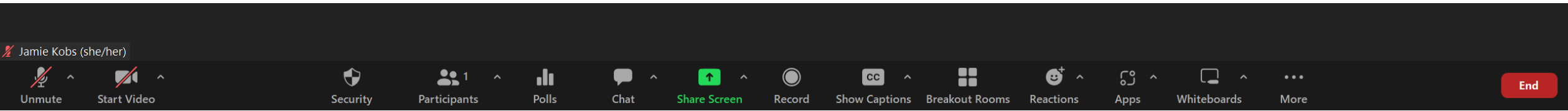
Marsha Connet

Anna Bierer

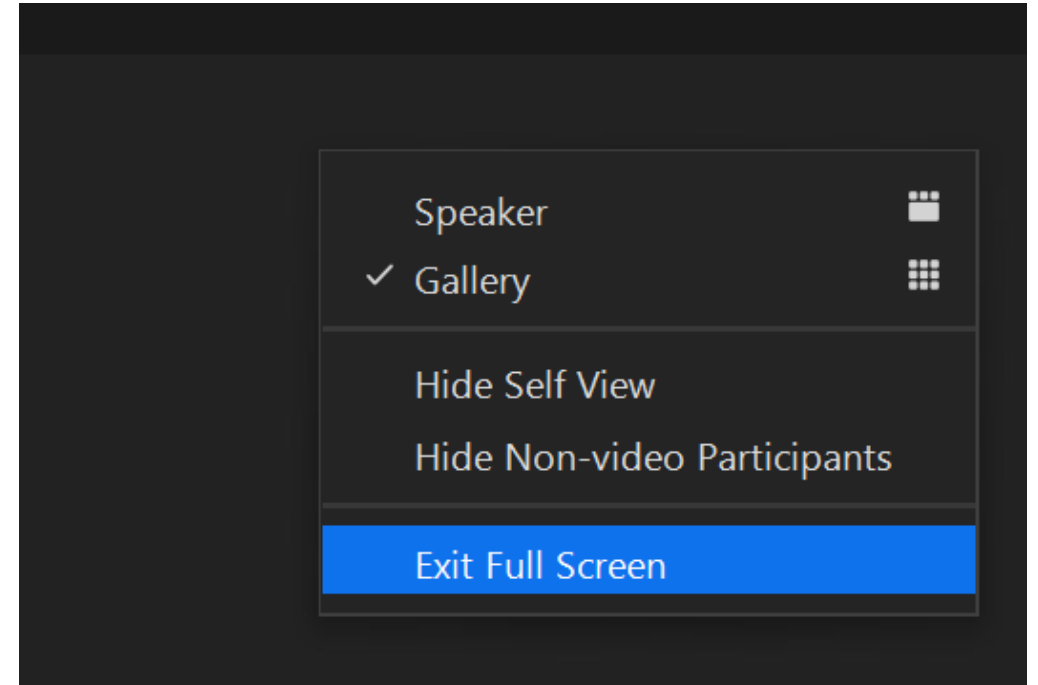
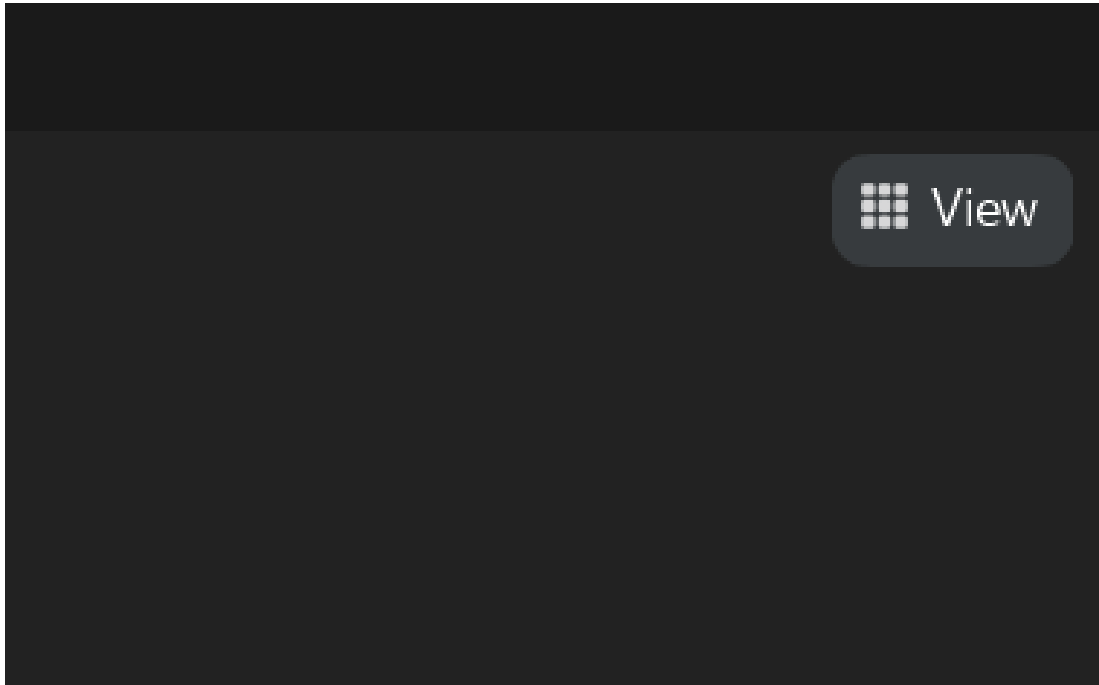
Beth Gaytan

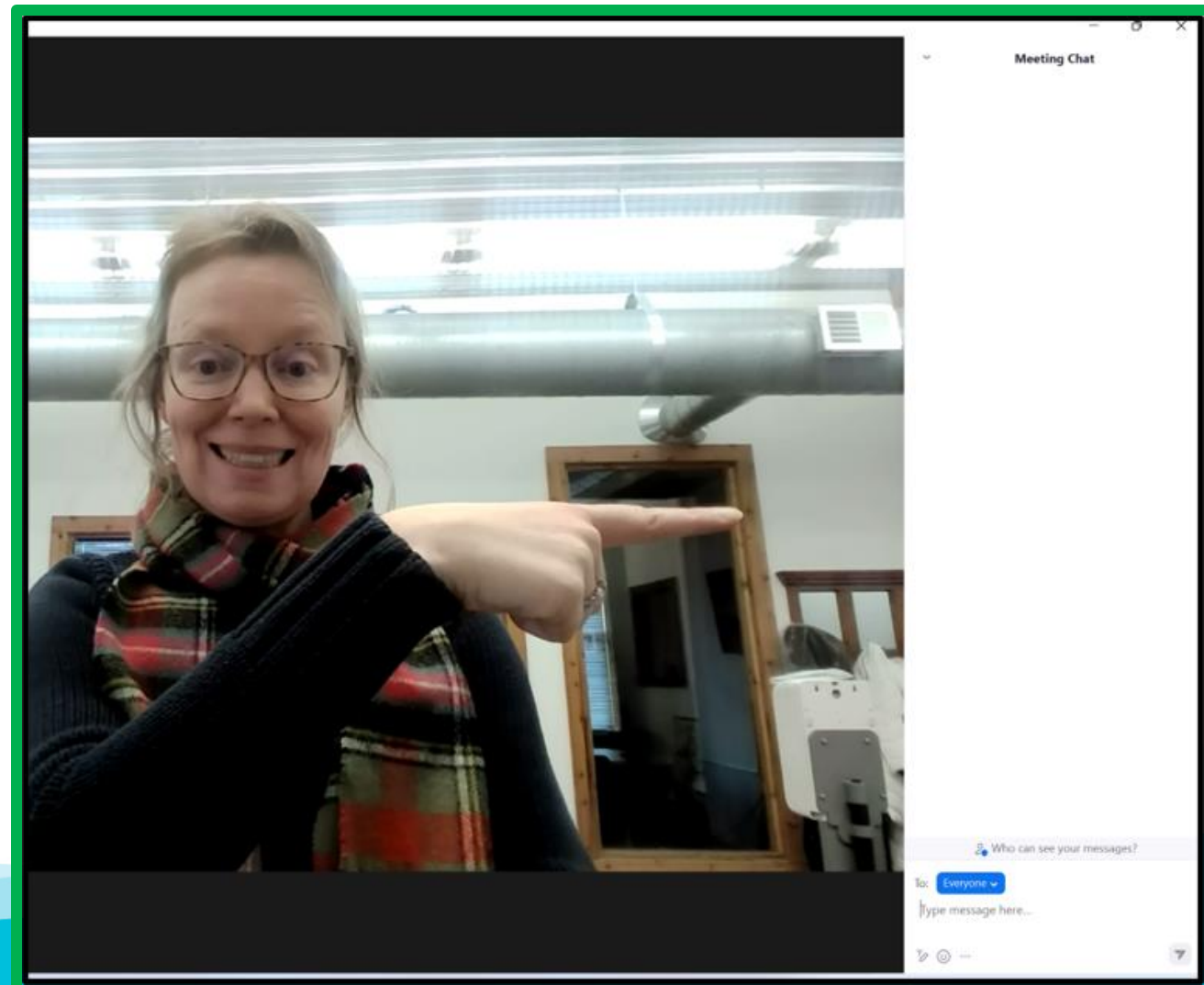
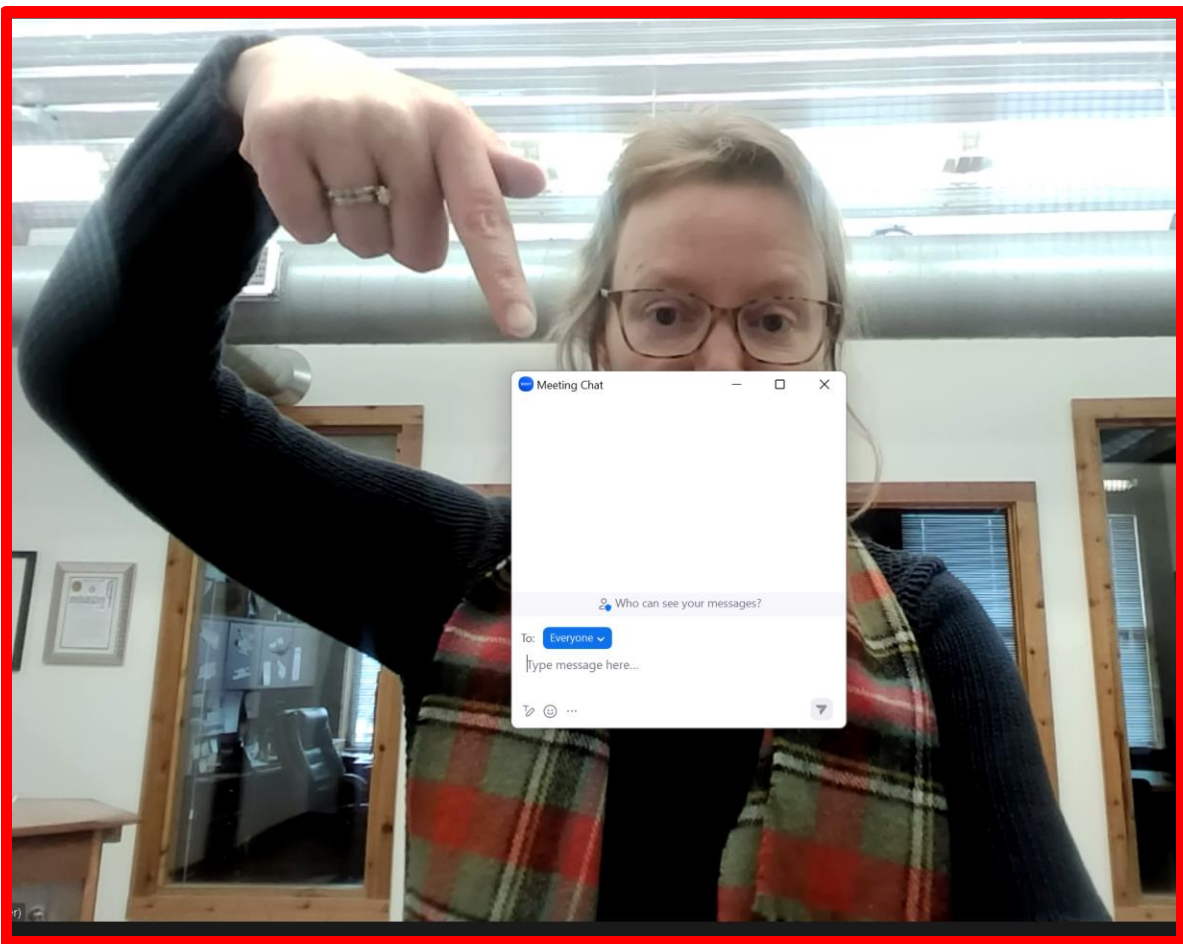
Cassie McLain

Zoom Orientation: Menu Bar



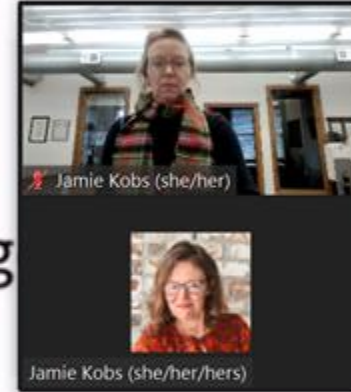
Zoom Orientation: Adjust Your View

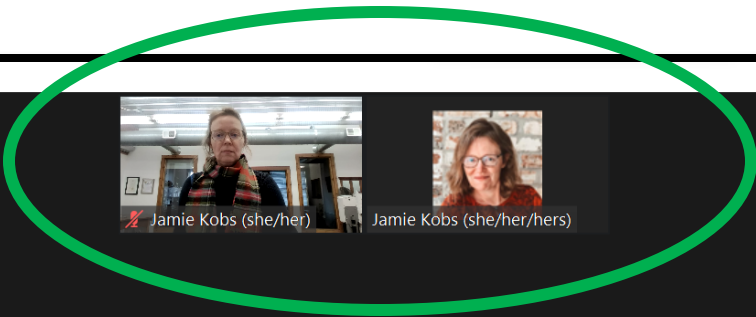




Objectives

- ✓ Introduce a digital skill with a **3-part lesson**
- ✓ **Integrate** digital skills into an English language
- ✓ Use **best practices** for teaching digital literacy





Objectives

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Agenda

- Culture
- Assessment
- Goal Setting
- Break
- Lesson Planning
- Language Experience Approach

Review of 9/12 training

Warm Up: Bio Poem



Sal's Poem

Sal

Mexican, brave, hardworking, hopeful

Son of Ben and Bella

Brother of Carmen, Victor, and Martin

Who feels glad to be here

Who likes sunny days

Who needs family, friends, and work

Who lives in Dallas, Texas

Castro



My Poem

First name

4 words to describe you

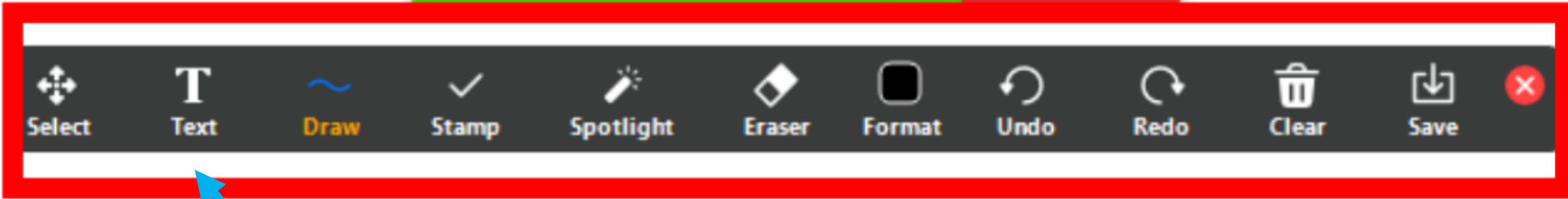
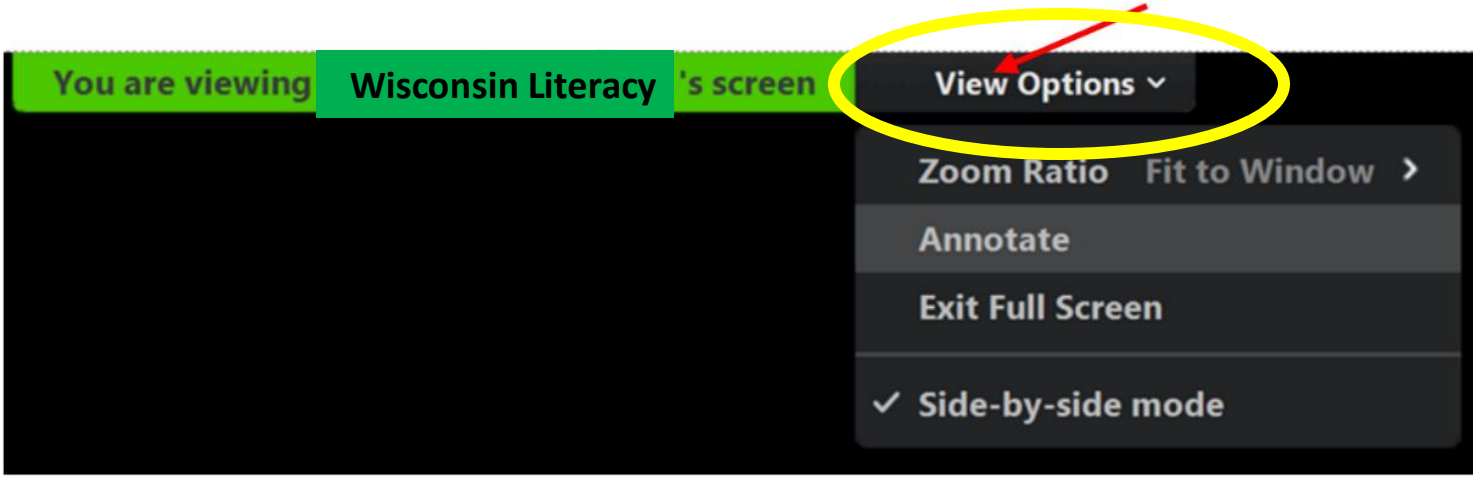
Who feels _____

Who likes _____

Who needs _____

Who lives in _____

Last name



Our Bio Poem

Volunteer

_____, _____, _____, _____

Who feels _____, _____, _____

Who likes _____, _____, _____

Who needs _____, _____, _____

Who lives in _____, _____, _____

Tutor

Culture



Video



Assessment and Goal Setting



Role of Assessment

Initial Assessment

- Identify student's existing abilities and needs
- Learn student's background and goals
- Build rapport and trust
- Establish a baseline to measure progress

Ongoing Evaluation

- Measure and celebrate student's progress
- Evaluate student's goals
 - New short-term goals
 - Modify long-term goals
- Modify instructional approach

Learner Intake

In most programs, a program coordinator (staff or volunteer) will assess new learners and set goals.

When matched, tutors often receive:

- assessment outcomes
- learner goals
- recommended instructional materials
- background information

Ask your program about their intake process and what information you will receive.

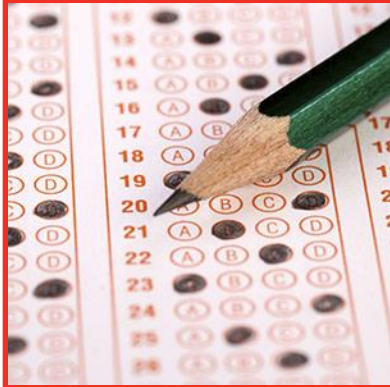
Digital Literacy Connection: Assessment

- Assess student's digital readiness
 - Access
 - Skills
 - Attitudes
- Understand that digital proficiency \neq language or literacy proficiency

Types of Assessment

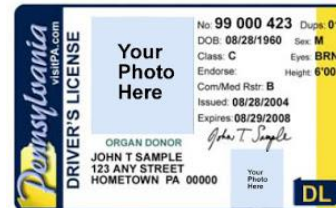
What does your program do?

Standardized Tests



- Snapshot
- Grade level or diagnostic
- Student can read or write as well as the average student in grade _____

Competency



- Apply skills in functional context
- Checklists
- Student can use reading and writing to do _____

Materials

Endeavor[®]



- Diagnostic related to skills taught in materials
- Assessment before moving forward
- Student has mastered skills taught in _____

Performance



- Use of skills in life
- Changes in literacy behavior
- Student has used skills in following ways _____

Portfolio Assessment



The collage illustrates various literacy-related activities and documents. It includes a woman in a grocery store, a man and woman reading together, a Pennsylvania driver's license for John T. Sample, a hand writing on a document, and a blue folder labeled 'PORTFOLIO' with a bar chart icon.

Endeavor

Pennsylvania DRIVER'S LICENSE

PORTFOLIO

eBook

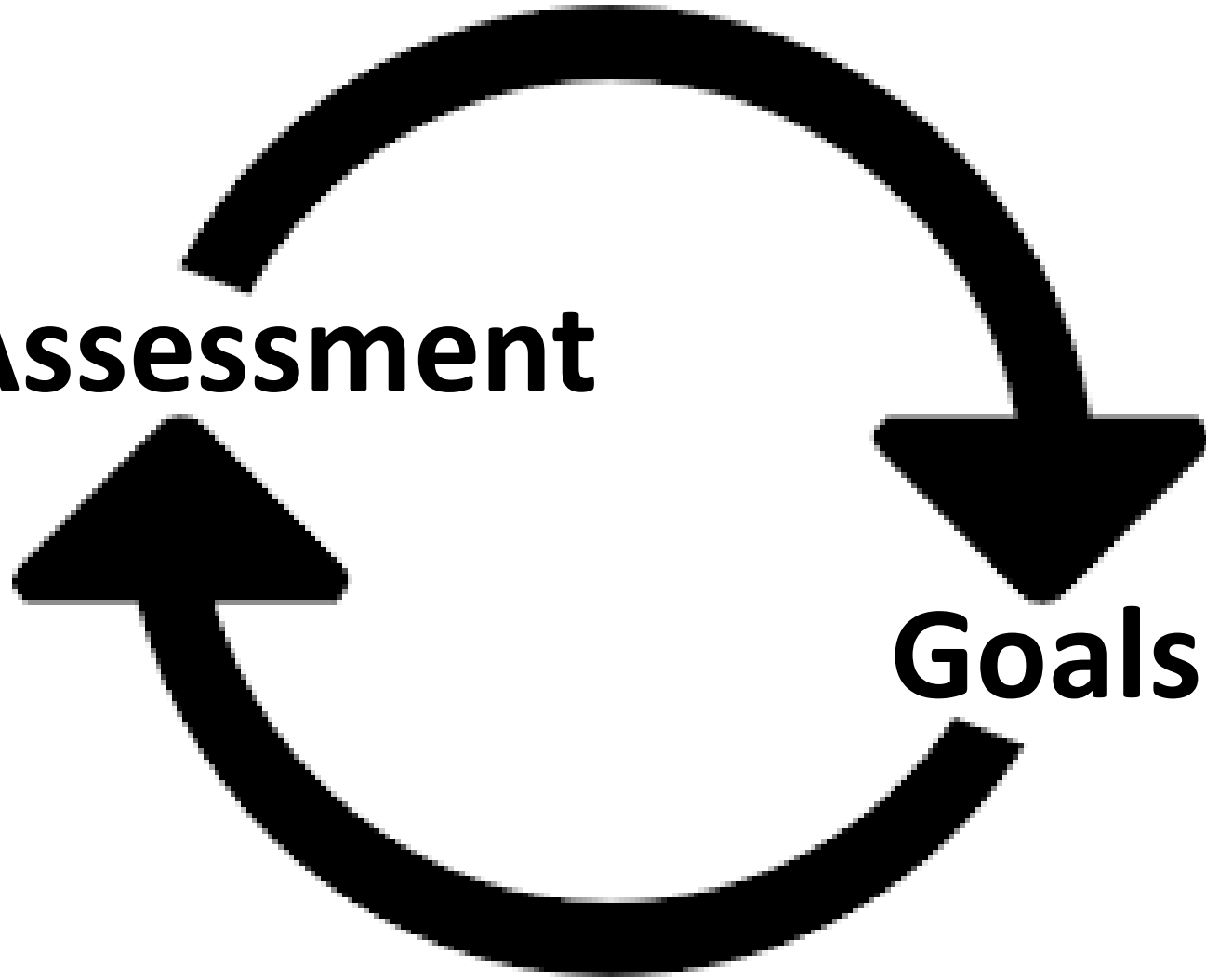
Chapter 1:
Summer Holidays

Self-Assessment

- tells us about our students' learning preferences and perceived abilities/skills.
- done before, during, and after work with your learner has begun
- can support persistence and motivation

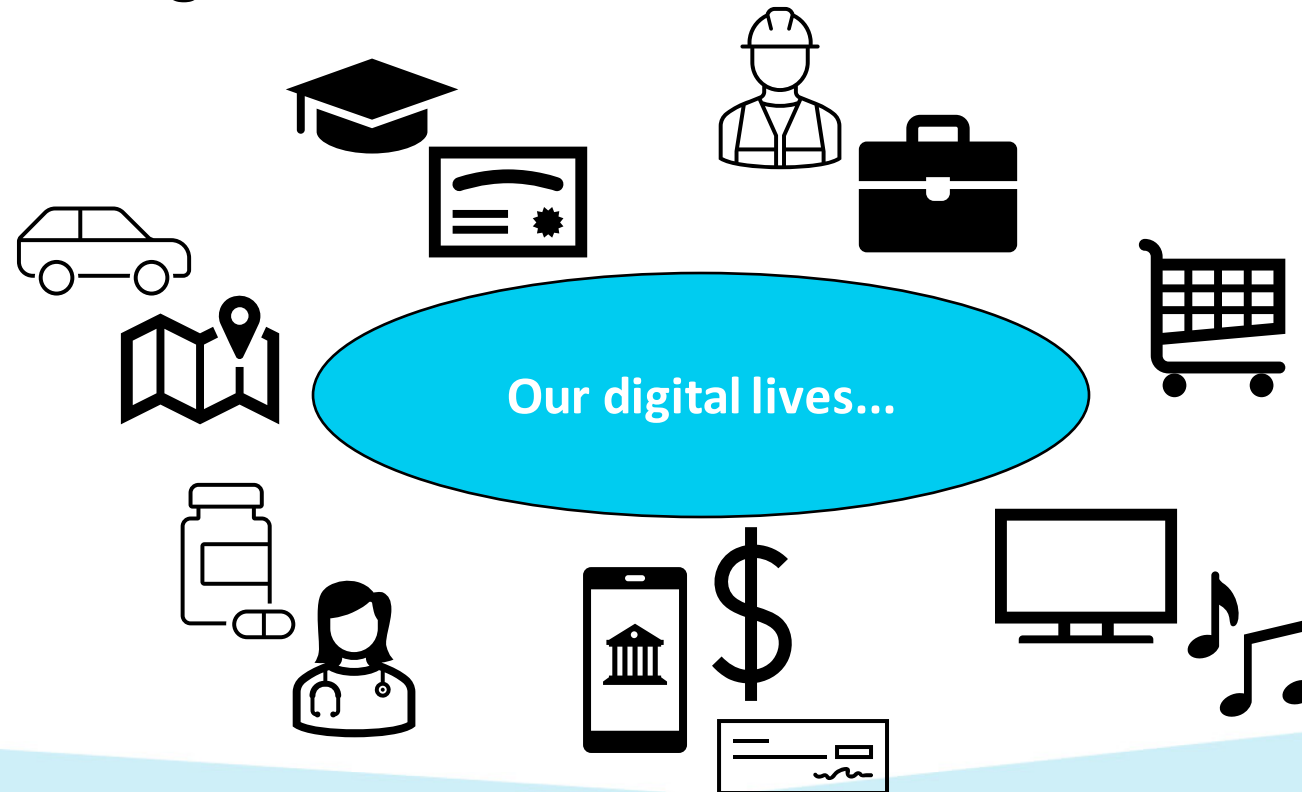
Assessment

Goals



Digital Literacy Connection: Goal Setting

- Recognize the digital skills and vocabulary required to achieve student's goals



Goal Setting Practice

Read the student scenario

In breakout rooms, we will complete goal setting form



Page 5-42
Handout: Student Profiles
© 2018 ProLiteracy



Student 1: Liz

Liz is a young woman, married with two children, ages seven and five. She dropped out of school in the ninth grade and reads at about a 5th grade level. She works as an aide in a local nursing home. She likes working at the nursing home and working in health care. She wants to get a job as a Licensed Practical Nurse and perhaps someday a Registered Nurse. The work is easier and the pay is better. She knows she needs to go to school for that.

Her two children enjoy school and are doing very well. She is very proud of them. She chaperones field trips with her kids when she doesn't have to work, and she enjoys learning new things when she goes on the field trips. Her husband is in construction and sometimes works on sites that are out of town. Because of that, she has the primary responsibility for managing the home and paying the bills. In addition to taking care of her family, she likes to garden and is involved in her church.

Page 5-28

Handout: Goal Setting Activity
© 2018 ProLiteracy



Exit Ticket & Break

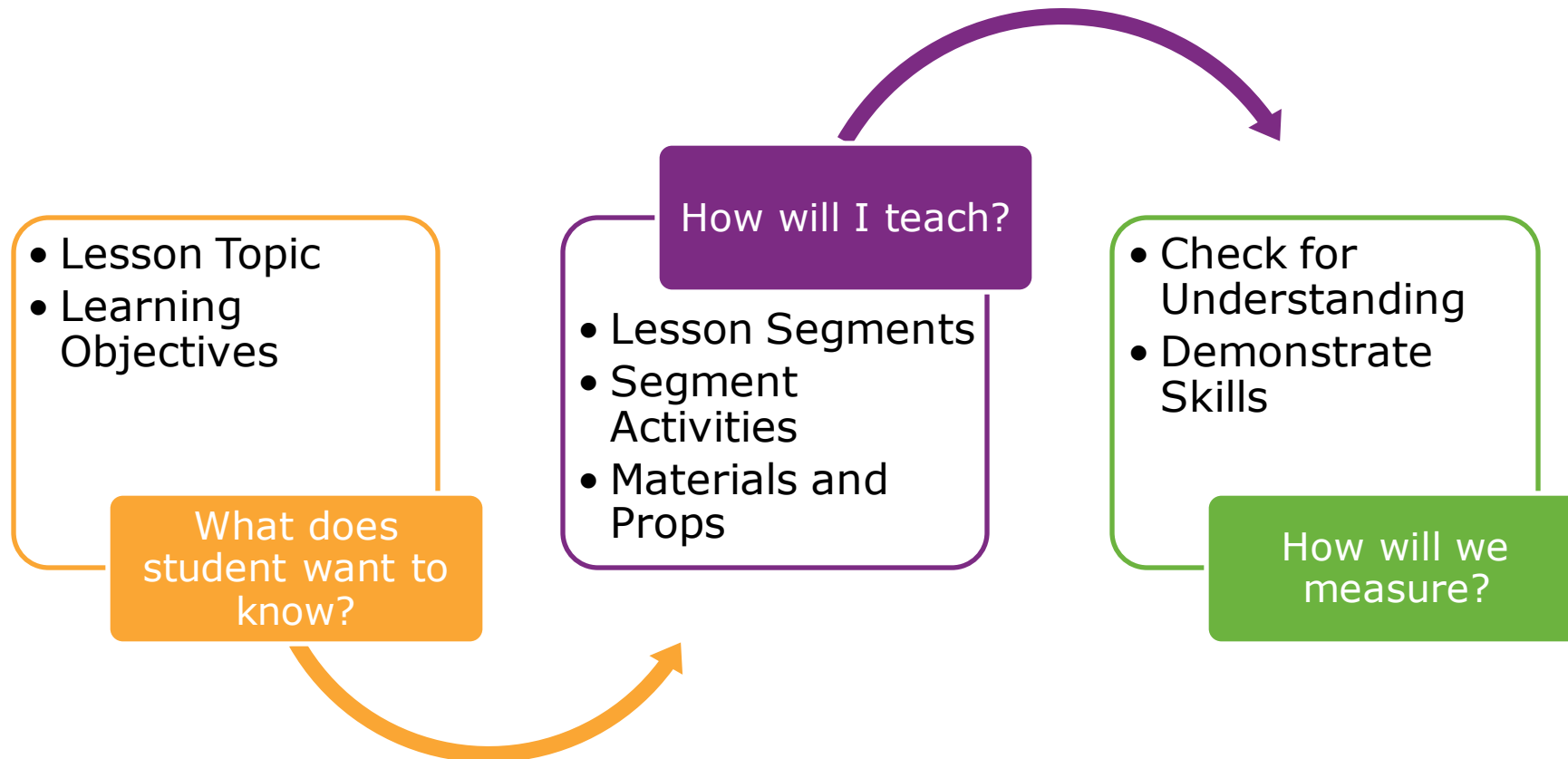
Lesson Planning



Learning Objectives

- Describe a three-part planning process.
- Identify what happens in each segment of a lesson plan.
- Understand how to use lesson segments and components of reading to plan a lesson.
- Understand how lesson plans differ for beginning and advanced students.

Lesson Planning



Lesson Segments

Before

- Review lesson topic and learning objectives
- Introduce new vocabulary
- Present comprehension strategy

During

- Use comprehension strategies
- Interact with text

After

- Check for comprehension
- Develop/reinforce comprehension skills
- Practice vocabulary
- Write
- Read for fluency

eBook

Chapter 1:

Summer Holidays

*T*oday it's a beautiful day, too nice to stay at home, so I went down to the beach. The sun was shining, the gentle wind was caressing my face and the delightful waves were singing for me. The sand was so hot that I could barely walk on, but I managed to get to the sea. There, some guys were having fun in the water while others were kiting. When I walked back to my parasol I remembered that I have my eBook with me, so, accompanied by the cosy shade I started to read my favorite novel, the one where a boy falls in love with a girl on a sunny beach in a hot summer day, while both in vacation...

Digital Literacy Connection: Lesson Planning

- Use technology to engage and extend learning
- Plan authentic digital tasks that reinforce learning
 - Digital reading
 - Digital listening
 - Digital writing
 - Digital speaking
- Anticipate digital skills that need direct instruction

Putting it into Context

As we look at lesson plan segments, consider the competency:
writing a resume

Lesson plan objectives:

- Learn common action words found on a resume
- Describe and use proper formatting for the experience section
- Make a list of action words to use on your own resume

1. Before Reading

- Warm-up with prior knowledge
 - Review last lesson
 - Make personal connection
- [Introduce new vocabulary](#)
- Preview and predict

JOSEPH RAMIREZ

Resourceful and quick-thinking student at Carver High School with previous experience in an office environment. Skilled in working independently or in a team. Fluent in English and Tagalog. Looking to develop my skills and provide excellent customer service to Grand Central Library as an administrative assistant.

VOLUNTEER EXPERIENCE

CARVER HIGH SCHOOL
Student Receptionist

Philadelphia, PA
September 2020–March 2021

EDUCATION

CARVER HIGH SCHOOL

Philadelphia, PA

2. During Reading

Direct

Tutor **presents** information

The rule is...

Teacher-centered

We retain 20% of what we hear

Discovery

Tutor **elicits** info from student

Can you see a pattern?

Student-centered

We retain 80% of what we do

Discovery

- Let's read the experience section of this resume.
- **Highlight** the beginning word in each bulleted line.
- **What do you notice?**

JOSEPH RAMIREZ

VOLUNTEER EXPERIENCE

CARVER HIGH SCHOOL
Student Receptionist

Philadelphia
September 2020–M

- Managed a phone switchboard and directed 20–60 phone calls per day from parents and outside personnel to the school administrative staff
- Completed 80+ hours of data entry by creating field trip notices and media release forms with 100% accuracy
- Organized 800+ different pamphlets within 3 days by sorting papers by date and classroom number and distributing them to each grade's student leader
- Checked paper amounts for the staff photocopy rooms and refilled if necessary in addition to filing, labelling, printing, and faxing 150+ papers per day with no errors

EDUCATION

CARVER HIGH SCHOOL

Philadelphia

3. After Reading

- Check comprehension:
 - In your own words, what did he do as a receptionist?
- Review vocabulary in context
- Analyze style and sentence structure
- Practice writing the experience section of a resume
 - Apply new vocabulary
 - Use scaffolding!

Structured Writing Practice

- Structured Practice
- Semi-structured Practice



Structured Practice

- _____ a forklift.
- _____ with safety rules.
- _____ a clean and organized warehouse floor.



Choose the best word:

- Complete
- Comply
- Maintain
- Operate

Digital Literacy Integration:
Type your completed sentences on a Word document.
*Teach bullet point formatting!

Semi-structured Practice

- What does she do at her job?
- Use these words to answer:
 - Assist
 - Complete
 - Manage
 - Provide



Free Practice

- Make a list of action words you could use on your own resume
- Write 3 bulleted lines for a job you've had



Assessment

- Did the student demonstrate lesson objectives?
 - Learn common action words found on a resume
 - Describe and use proper formatting for the experience section of a resume
 - Make a list of action words to use on your own resume

Beginning Students

Before

- Review lesson topic and learning objectives
- Work on alphabets and decoding
- Introduce sight words
- Guide to help with comprehension

During

- Guide student through short reading
- Repeat reading

After

- Check for comprehension
- Practice alphabets and decoding
- Practice phonemic awareness
- Write to reinforce alphabets and decoding
- Read for fluency

eBook

Chapter 1:

Summer Holidays

*T*oday it's a beautiful day, too nice to stay at home, so I went down to the beach. The sun was shining, the gentle wind was caressing my face and the delightful waves were singing for me. The sand was so hot that I could barely walk on, but I managed to get to the sea. There, some guys were having fun in the water while others were kiting. When I walked back to my parasol I remembered that I have my eBook with me, so, accompanied by the cosy shade I started to read my favorite novel, the one where a boy falls in love with a girl on a sunny beach in a hot summer day, while both in vacation...

Beginning Learner Objectives

Lesson plan objectives:

- Read the text "A Job" independently and with fluency.
- Apply vocab from the text to a personal job search

1. Before Reading

- Warm-up with prior knowledge
 - Review last lesson
 - Make personal connection
- Word work
 - Alphabetics
 - Decoding
 - Sight words
- Preview and predict

A Job



Source: [ABC English](#)

Language Experience Approach



Language Experience Approach

1. Converse with students to identify an experience or topic
2. Focus the conversation and ask the student to tell you a story
3. Print exactly what the student says
4. Read and verify the story
5. Read the story to the student
6. Ask the student to read the story
7. Identify reading and writing skills
8. Student copy the story



Benefits of LEA

- Empowering when students see their own words in print
- Emphasizes the connection between oral and written language
- Gives insight into the student's vocabulary and language structure
- Allows beginning students to produce sophisticated writing
- Works well for individual or groups
- Works well with new students



Creating a Language Experience Story

- Listen to the story
- Copy the story
- Read and verify story with partner
- Ask for corrections



Activities to Interact with LEA stories

- Grammar corrections
- Grammar practice
- Cloze activities
- Make flash cards for words they want to learn
- Rearrange order with sentence strips or word flash cards
- Expressive reading
- Create comprehension questions
- Find on a map
- Identify cause and effect relationships in the story

LEA Practice in Breakouts

- Choose who is the tutor and who is the student
- Tutor bring up a Word document or Google Doc and share your screen

Can do List

- Example of a self-assessment
- Complete the can-do poll

Next steps

- Ask your program about:
 - goal setting
 - assessment processes
- Read the post-training packet (coming via email)
- Register for ABE 2 and 3

Success story- Meet Matt from Shawano County Literacy Council

- Matt (student)
- Gini (tutor)
- Learner goals: GED, business classes

“I have to tell you in all honesty Matt is my hero. I adore him,” shares Gini.

The boost to Matt’s self-confidence is immeasurable.

“Gini has just been awesome to work with and getting me the help I need. I want to keep going. That’s my plan even after I get my GED. I want to keep taking classes. You can’t go wrong with an education.”



[Success Stories Archive \(wisconsinliteracy.org\)](https://www.wisconsinliteracy.org)

