



ABE/Literacy 3 Tutor Training

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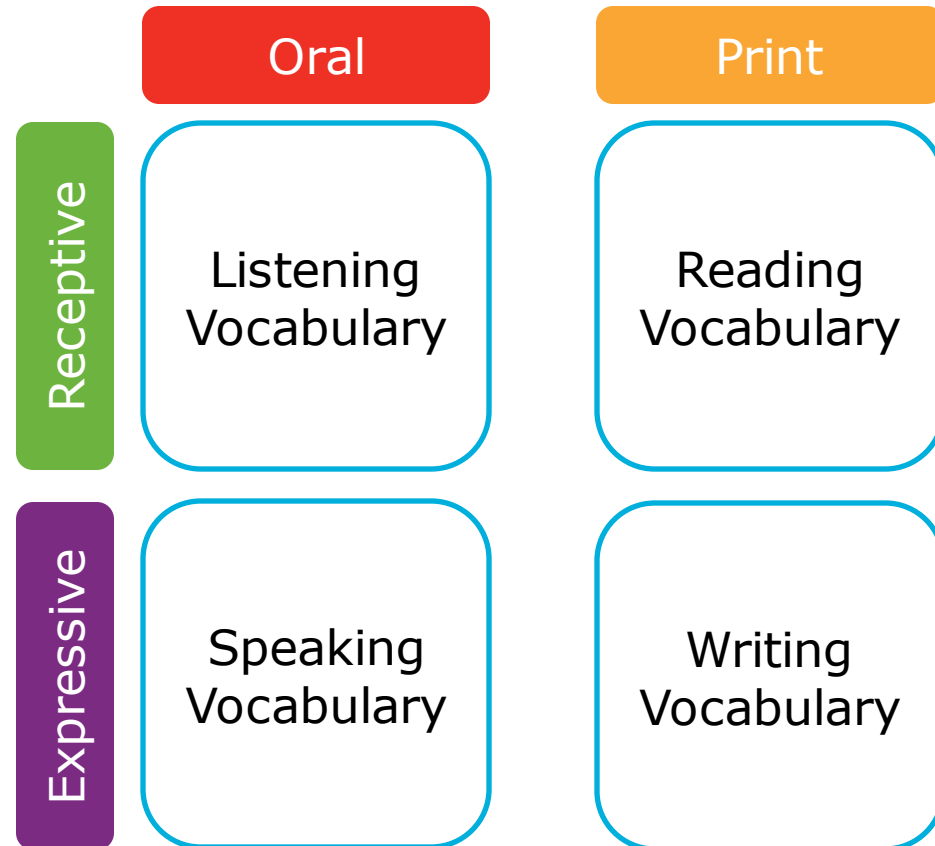
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Agenda

- Vocabulary
- Reading Comprehension
- Break
- Writing
- Grammar
- Financial Literacy

Vocabulary

Thinking About Vocabulary





What is Vocabulary?

Words we know the meaning of when we

- hear them
- say them
- read them
- write them

Why is Vocabulary Important?

When learners increase their vocabulary, they:

- understand what they are reading.
- can read different types of texts.
- know if they have decoded words correctly.
- read more fluently and quickly.



Three Tiers of Vocabulary

- Tier 1: Basic/concrete words
 - *shoe, paper, sad*
 - already part of student's oral vocabulary
- Tier 2: Sophisticated/abstract words
 - *exertion, unanimous, rickety*
 - found in more sophisticated texts and across a variety of content and genres
- Tier 3: Specialized vocabulary
 - *pedometer, creditor, prosecution*
 - infrequent, related to specific topics

Identifying Vocabulary Words

Read the article.

Select

- 2 Tier 2 words
- 3 Tier 3 words

https://files.consumerfinance.gov/f/documents/cfpb_checklist_opening_bank_account_web.pdf



Checking account checklists

Ensure you have what you need to open an account at a bank or credit union. Below are the items many banks and credit unions ask for.

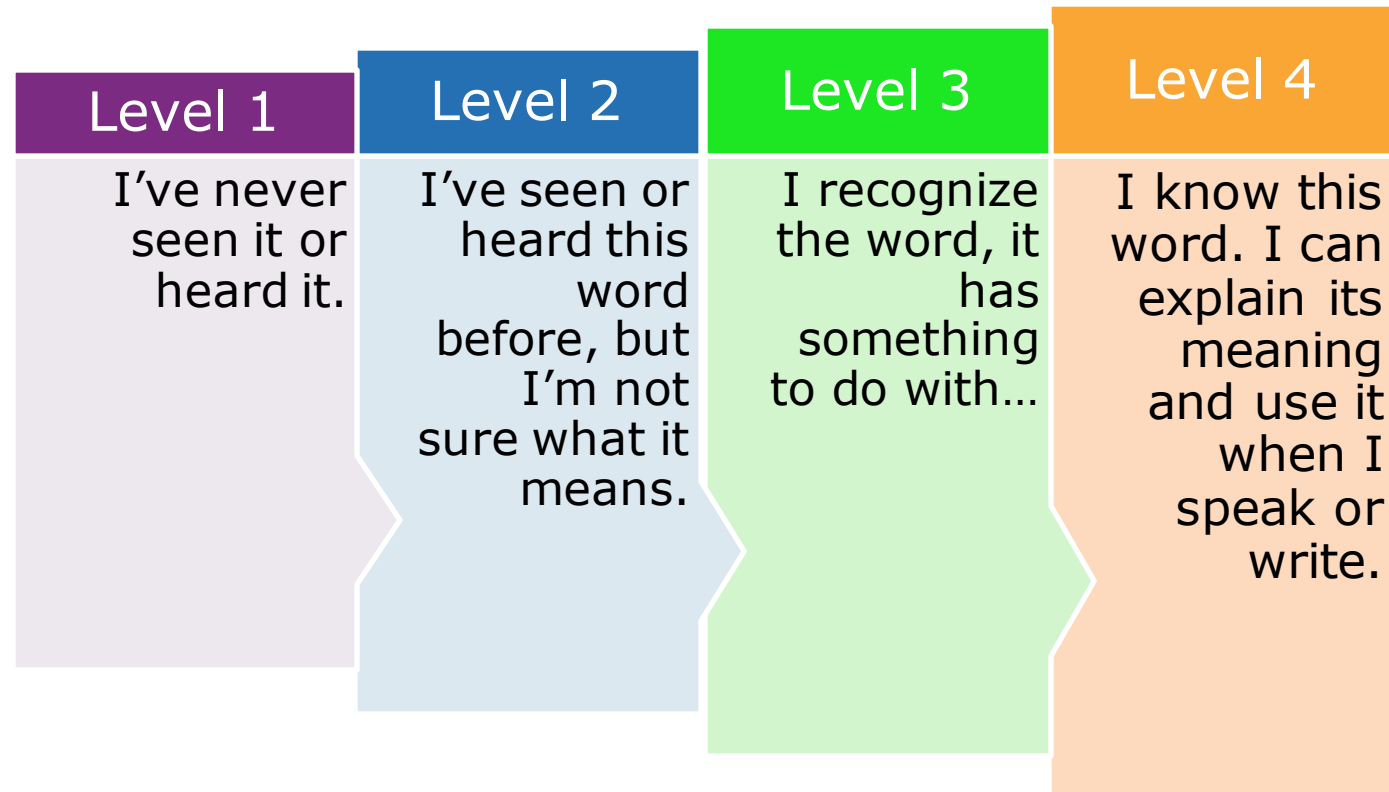
Items needed to open a checking account

Information needed	Additional questions
<input type="checkbox"/> A form of identification with your picture, issued by the U.S. government or a foreign government (each bank or credit union has its own policy on what foreign IDs it accepts)	
<input type="checkbox"/> A second form of identification: Your Social Security card, a bill with your name and address on it, or your birth certificate	
<input type="checkbox"/> A Social Security number or ITIN; without this, you may only be able to open a no-interest account	
<input type="checkbox"/> Money to open the account	

Questions to ask your representative

Ask your representative about:	Notes
<input type="checkbox"/> Minimum balance required to avoid monthly service fees	
<input type="checkbox"/> Monthly service fees	
<input type="checkbox"/> Direct deposit and whether it eliminates the monthly fee	
<input type="checkbox"/> Per-check or transaction fees	
<input type="checkbox"/> Fees associated with use of automated teller machines (ATMs)	
<input type="checkbox"/> Online and mobile banking access and any costs	
<input type="checkbox"/> Online and mobile bill pay access and any costs	
<input type="checkbox"/> How to avoid overdraft fees	
<input type="checkbox"/> Low balance alert notifications	

Degrees of Word Knowledge



Teaching relevant vocabulary

- Workplace specific
- Medical/ Doctor's office
- School
- Personal finance



Principles of Vocabulary Instruction

- Pre-teach words before reading.
- Ensure multiple exposures.
- Focus on breadth and depth.
- Teach word-learning strategies.

Introducing Words

1. Write and read word.
2. Student divides word into syllables, writes word.
3. Ask, "Do you know what this word means?"
4. Give student definition, examples, sentence.
5. Student gives definition in own words, examples.
6. Student uses word in sentence.



Word Charts

Word

Definition	Antonym
Sentence	

interest: noun

1. money paid regularly at a particular rate for the use of money lent, or for delaying the repayment of a debt

Vocabulary Game: Pictionary

1. Choose a vocab word.
2. Draw it.
3. The other person tries to guess the word.
4. Take turns drawing and guessing.





When to Do Vocabulary Instruction

- Before reading
 - Pre-teach Tier 2 and Tier 3 words using direct instruction
 - Limit to 10 words
- During reading
 - Provide meaning when needed
- After reading
 - Return to text
 - Provide reinforcement activities
 - Present word-learning strategies

Reading Comprehension



Levels of Comprehension

- Literal
- Inferential
- Critical Thinking



Creating Independent Readers

Before I Read

1. What is this going to be about?
2. What do I already know about the topic?
3. What's my purpose for reading this?

While I Read

4. What do I think the next part is going to be about?
5. Was I right or wrong?
6. What else do I want to know about this topic?

After I Read

7. What did the article tell me?
8. What did I have to figure out?
9. What else do I want to know about this topic?



Applying Comprehension Strategies Before Reading

- Preview the text
- Set the purpose for reading
- Activate background knowledge and prior experience
- Make predictions
- Introduce vocabulary





Applying Comprehension Strategies During Reading

- Read in chunks
- Summarize
- Reread
- Make connections
- Mark text and take notes
- Ask questions





Applying Comprehension Strategies After Reading

- Restating
- Asking questions
- Graphic organizers
 - <https://www.hmhco.com/blog/free-graphic-organizer-templates>
- Writing



Break



Planning for Reading Comprehension

- Read the text
- Brainstorm before, during, and after reading activities

Writing





What challenges do we have when asked to write?



Two Components of Writing

Composition

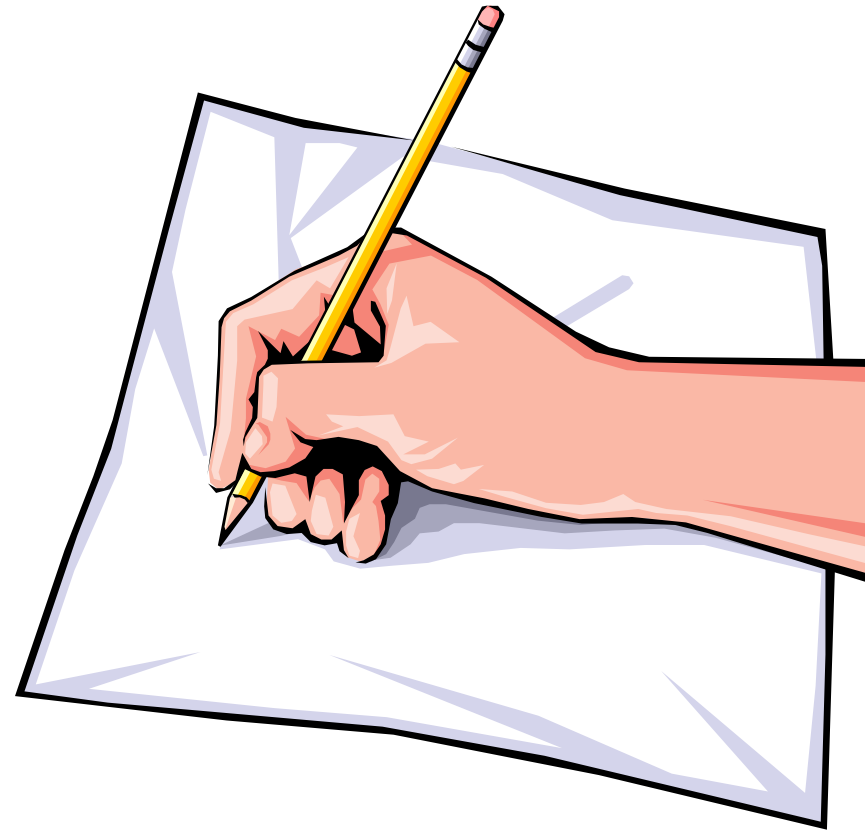
- Putting ideas in print
- Brainstorming
- Organizing ideas
- Drafting and revising
- Choosing words
- Providing details

Mechanics

- Handwriting
- Spelling
- Grammar
 - Capitalization
 - Punctuation
 - Parts of speech
 - Noun/verb agreement
 - Apostrophes

The Writing Process

- Prewriting
- First draft
- Revising
- Editing
- Final draft



Making writing relevant

Ask your learner for situations where they might have to write:

- a message to their doctor in MyChart
- a note to their child's teacher
- an email to ask off work
- maintenance request at work or home
- incident report at work
- checklist for multi-step process (ex: opening a checking account)



Instructional Strategies for Writing

- Process writing
- Strategy instruction
- Summarization
- Collaborative writing
- Setting specific product goals
- Word processing
- Sentence combining
- Prewriting
- Inquiry activities
- Models
- **Grammar**



The Unnamed Food: Description and Detail

- Think of a food (don't tell anyone what it is).
- Think of the ingredients.
- Think of how it is prepared.
- Think of how it looks, smells, sounds, feels and tastes.
- Think of why you enjoy this food.



Activity: Bag of Writing

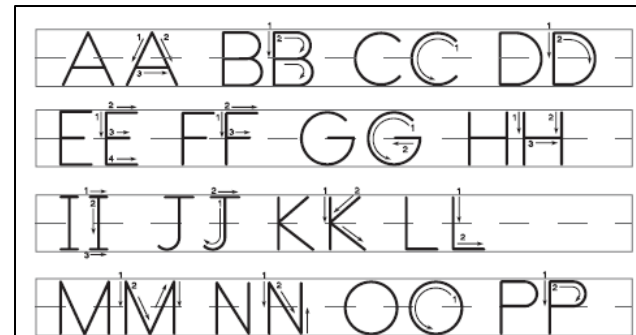
Bag of Sentences

- Open the bag.
- Create a story by putting the sentences in order.



Letter Formation

- Provide a handwriting chart
- Progress from large motor to small motor skills
- Focus on printing
- Start with the letters the student needs or wants to learn
- Copy



Digital Literacy Connection: Typing



Spelling: A Multisensory Approach

Visual

- Boxing
- Chunking
- Writing in different colors

Auditory

- Rhymes/songs/mnemonic devices

Kinesthetic/Tactile

- Tracing
- Syllable tapping
- Letter tiles
- Games: [Snowman](#), word searches and scrambles, crossword puzzles

separate

What is a Sentence?

- Subject
- Verb
- Complete thought



Sentence Building

- The boy threw the ball.
- The tall boy threw the red ball.
- The tall boy lightly threw the red ball.
- The tall boy lightly threw the red ball to the girl.
- The tall blonde boy lightly threw the soft red ball to the smiling girl.



Correcting Grammar

- Base grammar lessons on student's gaps in knowledge.
- Use direct instruction.
- Simplify grammar rules.
- Model common errors and show how to fix them.
- Apply the grammar rule during editing process.

Error Correction

	Correct now.	Don't correct. Review in a future lesson.
Error relates to the lesson objective	X	
Error does not relate to the lesson objective		X
Writing is in the editing/final draft stage.	X	
Writing is in the prewriting/first draft/revision stages.		X
You can understand despite the error.		X
Error causes confusion .	X	
Error could be inappropriate or embarrassing .	X	

Financial Literacy

- How to Talk About Money

- Money is personal and the way you interact with money depends on a lot of factors
- Incorporate financial education if it is in the student's goals
- Choose relevant materials to meet student's needs
- Check with your local banks and credit unions for resources
- Check with your program if they offer any financial education programs
- [Literacy Programming \(wisconsinliteracy.org\)](http://wisconsinliteracy.org)

Success stories

GED/HSED = **\$5500** increase in annual income

943 students complete their GED or HSED with the help of WL members

\$5500 x 943 = \$5,190,272 per year

Think of what that means to each of those students and their families!

It is because of tutors like you that they are successful. Thank you!

