



ABE/Literacy 2 Tutor Training

Thursday, September 28th

Marsha Connet

Shannon Mason Young

Jamie Kobs

Agenda

- Review
- Alphabetics and Word Study
- Break
- Fluency
- Integrating Health Literacy

Review from ABE 1

- [Open vocab sort](#)

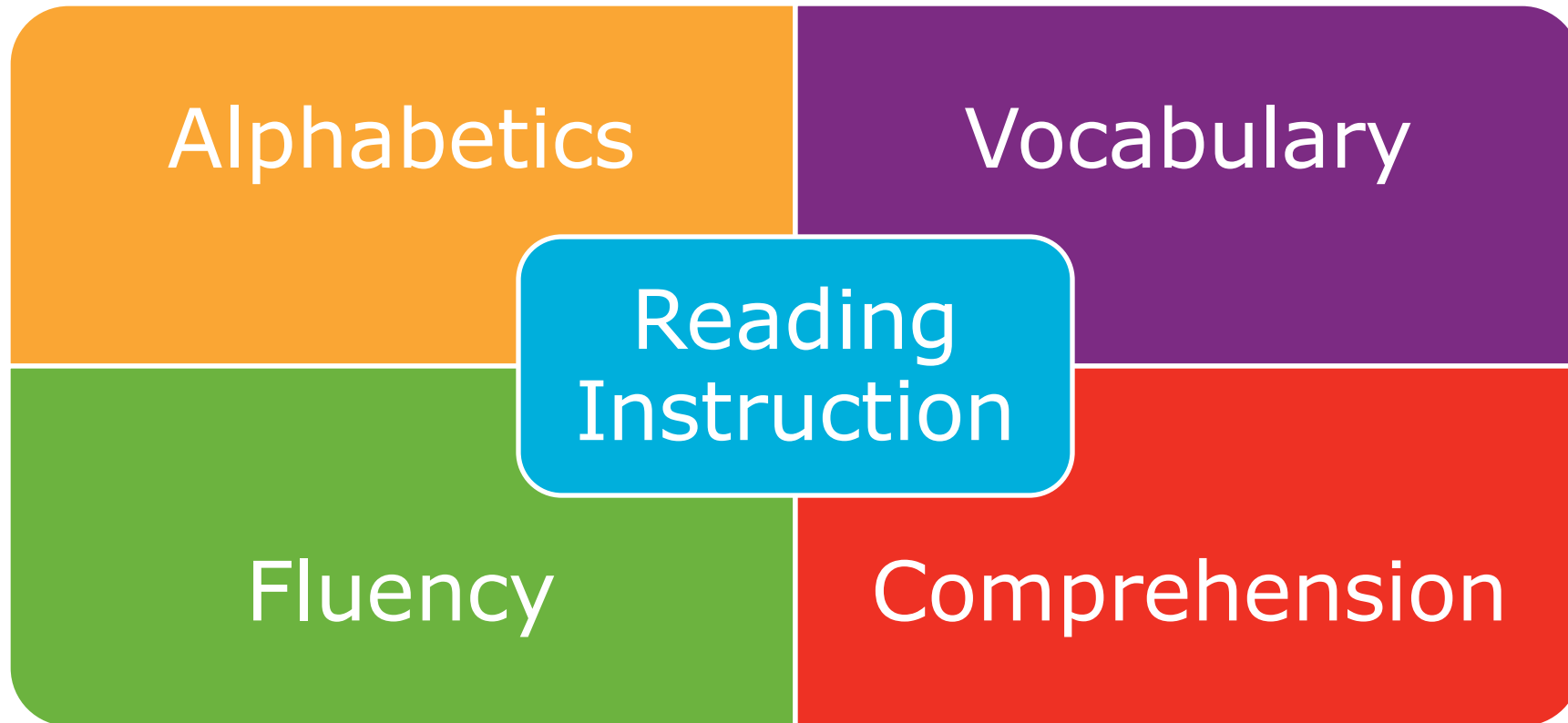
Manipulatives



flippity.net



Four Components of Reading





Alphabetics and Word Study

- Phonemic awareness
- Phonics
- Word patterns
- Word parts
- Sight words
- Context clues



Phonemic Awareness

Phoneme Isolation	recognize individual sounds in a word
Phoneme Identity	recognize the same sound in different words
Phoneme Categorization	group like sounds together and recognize when one sound is different
Phoneme Blending	hear individual sounds, then combine them to form a recognizable word
Phoneme Segmentation	recognize separate sounds within a word
Phoneme Deletion	remove a sound from a word and recognize what is left
Phoneme Addition	make a new word by adding a sound to an existing word
Phoneme Substitution	substitute one sound for another to form a new word



Who Needs Instruction in Alphabets and Word Study?



Nonreaders/Beginning Readers

Will have limited decoding skills
Use decoding to recognize words whose meaning they already know



Some Intermediate Readers

Will have gaps in their decoding skills
Unable to recognize familiar words in unfamiliar context
Unable to decode unfamiliar words

Phonemic Awareness Activities

Listening

Speaking

Reading

Writing

- Rhyme Volley
- Songs
 - The Name Game
 - I like to eat apples and bananas
- I Spy



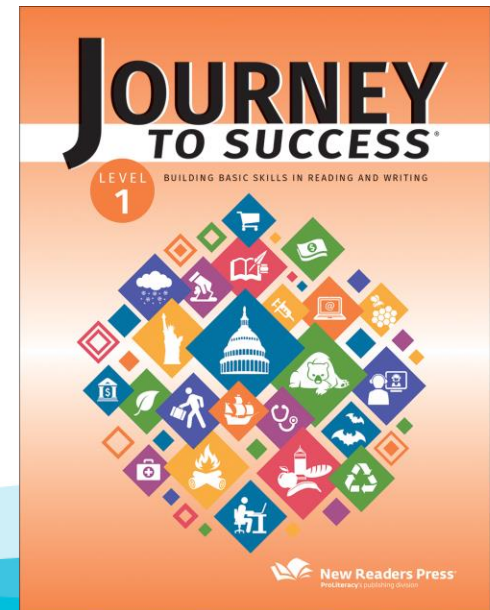
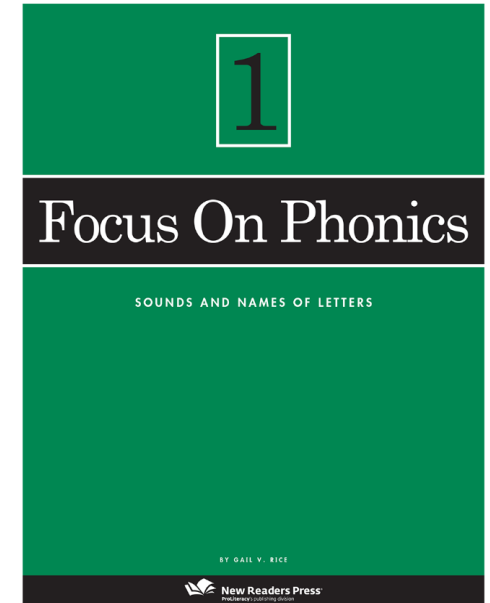
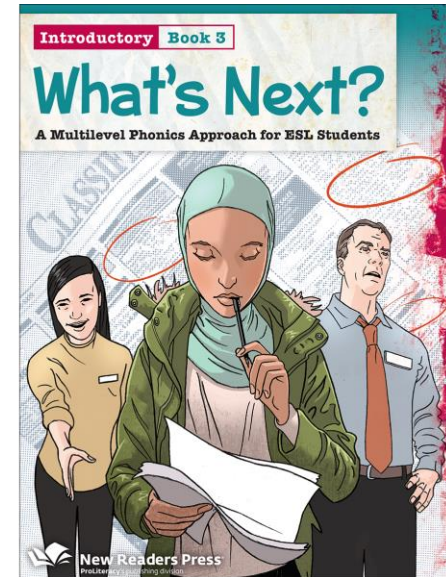
Making Sounds Correctly

b d l r

literacy

Teaching Phonics





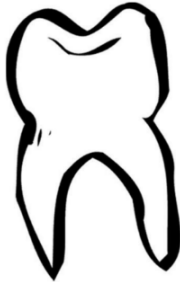



- Phonics = Connecting sounds to letters
- Instructional materials
 - Published phonics texts
 - Student-generated texts
 - Pictures



Phonics Practice Activities

- Word Toss
- Phonics Bingo
- Same or Different
- Sound Boxes
- Word Find

Examples

Word Patterns

- at
 - bat
 - cat
 - fat
 - hat
 - mat
 - pat
 - rat
- Tim
 - time
 - mad
 - made
 - cap
 - cape
- mad
 - med
 - mid
 - mod
 - mud





Word Pattern Practice Activities

Word Slides

Randomizer



flippity.net

Concentration

Matching Game



flippity.net

Brainstorm: Matching Game

- Brainstorm a list of word pairs for this word pattern:
 - Long a (ai, a_e, ay, ei)



Word Parts

- Word roots, prefixes, and suffixes
- Syllables
- Compound words
- Contractions
- Plurals and possessives



Teaching Syllables

1. Two consonant rule:

- If there are two consonants between the vowel sounds, divide the word between the consonants. Do not divide blends or digraphs.

into	lesson	traffic	lesson	fender	bashful	emblem
------	--------	---------	--------	--------	---------	--------

Teaching Syllables

2. One consonant rule:

- If the word has only one consonant sound between two vowel sounds, divide the word before the consonant. If the vowel is at the end of a syllable, it will usually have a long sound. The letter y in the middle or at the end of the word acts as a vowel.

bacon	female	syphon	lady
-------	--------	--------	------



Teaching Syllables

3. One consonant oops rule:

- Sometimes the one consonant rule doesn't work. If the word doesn't sound like a word you recognize, divide the word after the consonant. The vowel will have a short sound.

lemon	second	visit	travel
-------	--------	-------	--------



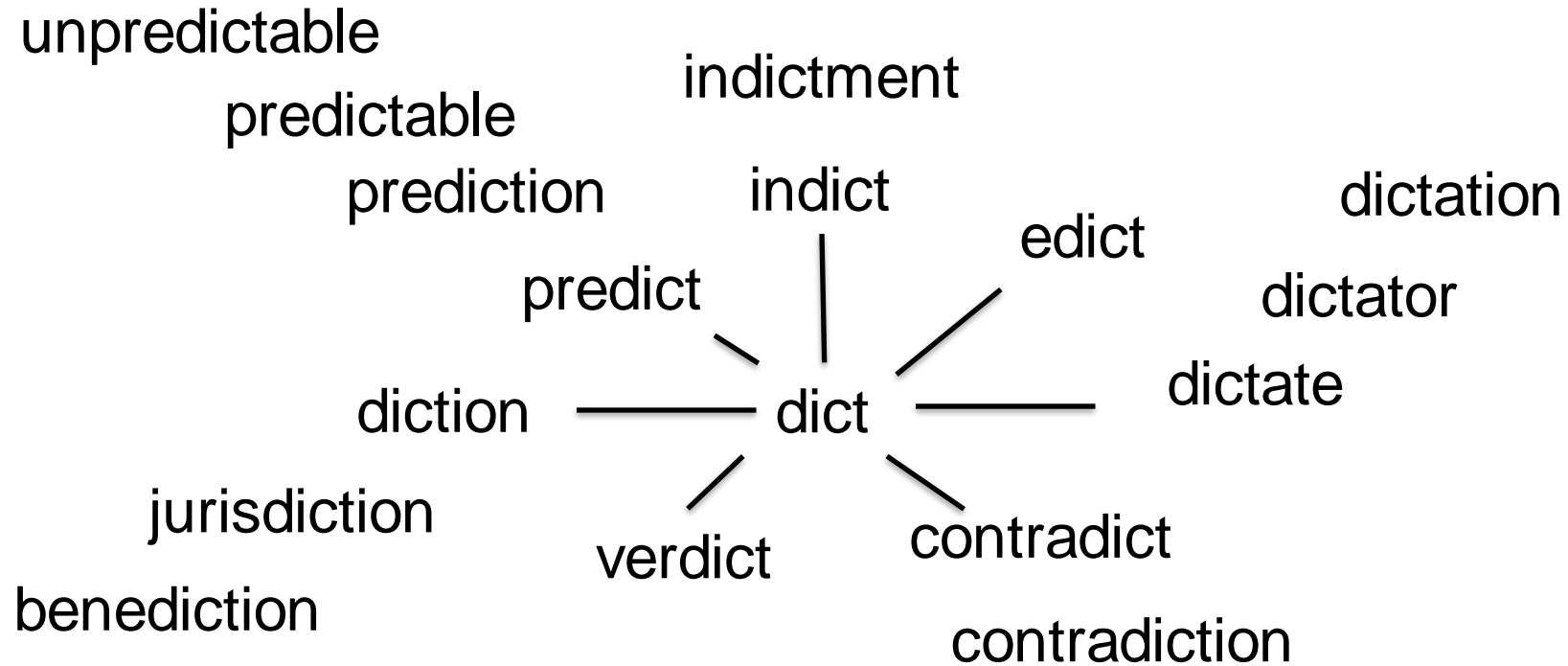
Teaching Syllables

agency

invested

submit

Word Maps



Break

<https://www.youtube.com/watch?v=9cvSwKKsXac>





Sight Words

- Immediately recognized and understood
- Practiced as complete units
- Recognized by shape, length, or letter combinations
- Aid fluency and comprehension

Use flashcards to practice sight words.



Context Clues

Using the meaning of one or a group of sentences to decode words

Cindy wants to grow v_____ in her garden.

With the _____ of _____ going _____, people are trying to _____ their own _____.



Cloze Activities

_____ did not have _____ to go to the grocery.
(Tim/Time) (Tim/time)

Ted used a _____ to take his dog for
a walk. The cook used _____ to
make the stew taste better. Luke
used _____ to keep his hands warm.

gloves
spices
leash



Strategic Decoding

1. Use context and visual clues.
2. Try to sound out the word.
3. Try different vowel sounds.
4. Think of a word that makes sense.

Reading Levels

- **Independent Level**

- about 1 in 20 words is difficult for the reader (95-100% accuracy)
- almost 100% comprehension
- used to build fluency and confidence

- **Instructional Level**

- about 1 in 10 words is difficult for the reader (90-94% accuracy)
- 80% comprehension
- used to move the student forward with tutor support

- **Frustration Level**

- more than 1-10 words is difficult for the reader (less than 90% accuracy)
- less than 80% comprehension
- requires extensive tutor support

Fluency



What is Fluency?

- It is the speed and ease with which we read.
- It has three components:
 - speed
 - accuracy
 - Expressiveness (prosody)
- Fluent reading sounds like speech.



Why is Fluency Important?

- It improves comprehension
 - more effort can go to comprehension
 - emphasis, rhythm, and inflection add meaning
- It increases self-confidence
- It makes reading enjoyable



Assessing Fluency

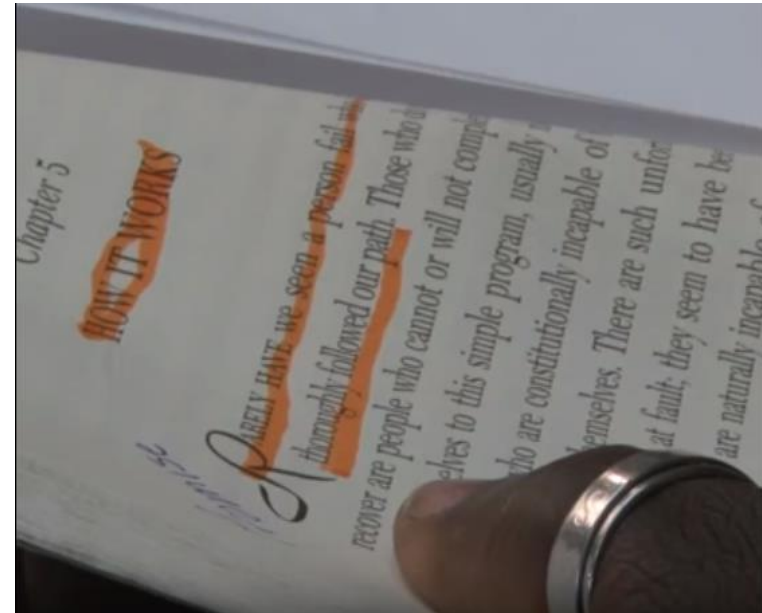
- Measured in Words Per Minute (WPM)
- Informal Assessment
 - Select passage at student's **independent** reading level
 - Passage should take 1–2 minutes to read
 - Ask student to read passage
 - Cross out words the student skips or decodes incorrectly
 - Calculate WPM
 - Repeat 2–3 times
 - Date passage and record fluency rates
- Eighth grade fluency levels
 - 204 WPM for silent reading
 - 151 WPM for oral reading

Recorded Reading: Another Way to Assess Fluency



Guided Repeated Oral Reading

- Most effective way to improve fluency
- Characteristics
 - Tutor models fluent reading
 - Tutor and student read together
 - Tutor provides guidance and correction
 - Student repeats reading until fluent



Choosing the Right Text for Fluency Activities

sick



I am very sick
he is sick
she is sick
very, very, very sick

Clean with Soap



Clean your hands with soap. Clean hands can help you to not get sick.

Clean your hands with soap before cooking. Clean your hands before eating. Clean your hands after the bathroom.

Don't get sick. Clean with soap!

Germs



Germs make you sick. Germs are so tiny that you can't see them. You can wash germs away with soap and water. It's important to clean your hands to keep germs away. If you get germs on your hands, you might get sick when you touch your eyes or face. It's no fun to be sick.

Everyone gets sick sometimes. Anytime you get sick, you can go to a pharmacy to get medicine. You don't need a doctor to get over-the-counter medicine. You can ask the pharmacist to help you choose something good.



Modeled Reading

1. Choose materials of interest to students.
2. Provide students with a copy of the passage.
3. Ask students to relax, listen, and follow along.
4. Read aloud, modeling fluent and expressive reading.
5. Read for 5 minutes.



Echo Reading

1. Select material that is short and at student's **instructional** reading level.
2. Read first sentence aloud, modeling proper pace and phrasing.
3. Ask student to read the same sentence aloud after you.
4. Continue to end of passage.
5. Go back to beginning and follow the same pattern. As student improves, expand amount of text you model.



Duet Reading at Independent Reading Level

1. Select a short passage at students' **independent** reading level.
2. Read aloud with students.
3. Stop reading aloud as students read comfortably.
4. Provide difficult words quickly so pace is not disrupted.
5. If students struggle, resume reading with them.
6. Ask 1–2 factual comprehension questions.
7. Repeat process.
8. Ask comprehension questions each time.



Duet Reading at Instructional Reading Level

1. Select short passage on high end of **instructional** reading level.
2. Explain:
 - You are going to read the article out loud.
 - You want the students to read aloud with you.
 - The article will be difficult.
 - There will be places where they may not be able to keep up.
 - This is OK.
 - They will not be asked questions about what they are reading.
3. Read aloud at normal pace with appropriate pauses and inflection.



Additional Fluency Activities

Say It Like You Mean It

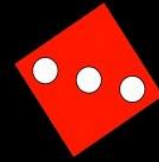
- Choose a sentence.
- Student reads the sentence, emphasizing first word.
- Discuss meaning.
- Student reads sentence, emphasizing 2nd, 3rd, 4th word, etc.
- Discuss meaning each time.

Roll It!

- Select six sentences.
- Roll die to identify sentence to read.
- Roll die to identify emotion.
- Read sentence with emotion.
- Repeat.

Roll It!

Virtually
roll a die



1. I don't know what I am going to do.
2. You're kidding me.
3. Oh my goodness.
4. Have a great day.
5. What are you doing?
6. I don't know what happened.

1. Excited
2. Sad
3. Angry
4. Shocked
5. Irritated
6. Tired

Health Literacy

- Integrate texts throughout
- Use realia (prescription medication labels, doctor's visit summaries/directions)
- Consider community health resources
- Your role is not to advise

Check Your Understanding

Next steps

- Read the post-training packet (coming via email)
- Register for ABE 3

You Make an Impact!

Wisconsin Literacy 2022-2023 Member Survey

Member agencies reported that with:

- 1,970 volunteer tutors and
- 125,263 volunteer tutor hours
- Programs reached 11,138 adult learners and their families with one-on-one, small group and classroom instruction.

