

HANDBOOK FOR TUTORS



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1. WORKING WITH ADULT LEARNERS



ABOUT ADULT LEARNERS

As adult learners, we come to English lessons because we want to improve our skills and make our lives better. We tend to be internally motivated, self-directed, and goal oriented. We prefer instruction that is

- skill or problem based with **lots of practice**, and
- **relevant** to our lives and our goals.

We want to be respected, and we want our life experiences and the knowledge we bring to be recognized and honored. We want to connect new information to our life experiences. We value frequent positive reinforcement. When we find our lessons to be meaningful and related to our goals, we learn better, remember what we were taught longer, and find regular meetings with our tutors to be worth our time.

Because **we learn to do by doing and we learn from what we do**, we prefer instruction that is **practical and functional**. We learn best when our lessons give us lots of “hands on” multisensory experiences.

HOW MUCH DO WE REMEMBER?

20% of what we hear

40% of what we hear and see

80% of what we do

MULTISENSORY INSTRUCTION

Visual: I see

Many individuals learn very well by **seeing** the material they need to recall and retain. **Examples:** maps, charts, graphs, white board and colored markers, note cards or flash cards, pictures, movies, posters, picture dictionaries, or anything else that can be used to visually explain or describe something.

Auditory: I hear

Most often, tutors use auditory methods when they work with students. We naturally associate teaching with speaking and listening, and will most often explain new information or concepts orally. But some other **Examples** that appeal to auditory learners include telling stories and using songs, rhythm, and change in inflection or emphasis.

Tactile/Kinesthetic: I touch ... I move

This is often the most difficult to incorporate into a traditional tutoring setting, but may frequently gain the best results.

Kinesthetic instruction uses **movement**. The use of **touch** is the key part of **tactile** methods which also include using objects that can be manipulated. **Examples:** clapping out syllables, learning to feel for mouth formations of certain sounds, tracing letters of the alphabet on paper or some other medium such as sand, whole body motions or movements associated with a concept, such as is done in the Total Physical Response (TPR) method.

AN EXAMPLE OF MULTISENSORY INSTRUCTION

Find some cartoons and have the learner cut them up (tactile/kinesthetic)

Have the learner read the cartoon captions (visual)

Put them in order (visual)

Discuss possibilities and together make up different captions (auditory)

Add or change the illustrations with the new captions (tactile/kinesthetic)

Create color coded words for the different vocabulary words or parts of speech (visual and tactile/kinesthetic)

Move the order and sequence of words around to make the sentences (tactile/kinesthetic)

BASIC TEACHING METHOD:

I DO...WE DO...YOU DO

- I do** Tutor models how to **do** the work while “thinking out loud” (more **show** than **tell**)
- We do** Student and tutor practice the lesson together
- You do** Student does the work independently

Why teach adults using I DO, WE DO, YOU DO?

I do, We do, You do is effective because you are explaining **by doing** when teaching a concept.

Adults learn best when information is concrete rather than abstract and can be connected to their life experiences.

Adult learners also benefit from working from part to whole with clear demonstrations that are specific to their level of learning.

Two Useful Teaching Techniques

Total Physical Response (TPR) means listening to commands and responding physically. It is an example of **learning to do by doing** which honors the fact that people learn best when they are actively involved, mentally and physically. It is a very empowering activity to use because demonstrating comprehension through actions alleviates the frustration of not being able to put into words what the students understand.

The tutor models the commands (with repetition) until the learner can carry out the command effectively. Speaking is optional for the learner when new vocabulary is first introduced.

For whom is it intended?

TPR works best with beginning learners although it can be used at all levels.

Before the session: Planning your lesson

1. Select the commands and vocabulary that will be taught.
2. Make a list of the commands in the order they will be taught.
3. Gather props or pictures that you will need.

Basic steps in using TPR

1. Do the action as you give the new command.
2. Do the action with the learner several times as you give the command.
3. Give the command. The learner will do the action. The tutor will not.
4. Repeat step 2 if the learner has difficulty.
5. Repeat steps 1 – 4 for each command taught. Before introducing a new command, review the commands already taught.
6. Review the commands in random order.

TPR with written commands

Teach the learner to read the commands just learned.

1. Write each command on a separate card.
2. Show and read the first command as you model the action.
3. Show and read the command as you do the action with the learner.
4. Show the card without reading it or modeling it. Have the learner respond only to the written command.

Suggestions for using TPR

Go slowly: Learners work best when they are relaxed.

Do not teach too many commands. Four to six new commands each session is advised.

Provide support and repeat steps whenever necessary.

TPR lessons can be used to demonstrate the vocabulary associated with familiar tasks such as baking a cake or buying something at a store.

Other uses for TPR

While it is apparent how TPR could be used to teach verbs and nouns, this technique can be used to teach other elements of the language also. For example, use cardstock or construction paper to make 2 circles and 2 squares, a larger and smaller version of each. Use the following series of commands to teach relative size and prepositions of place:

1. Put the small circle on top of the large square.
2. Put the large circle below (or beneath or underneath) the large square.
3. Put the small square on top of the small circle.

Use squares and circles of various colors if you want to check for the student's ability to recognize colors. But, modify the commands so you are not teaching placement actions and relative size at the same time you are teaching recognition of colors.

The **Language Experience Approach (LEA)** can quite literally be described as **“Talk written down”** because learners tell a story based on their experience, and tutors write down the story.

When the tutor and the student read the story together, multiple times if necessary, the student begins to associate the written form of English with the words **they** spoke. Thus, LEA capitalizes on two major resources... language and experience. **LEA is one of the most efficient ways to teach reading and writing.**

Why is LEA such a useful way to teach students how to read?

- The language comes directly from the learners
- It shows students how spoken words look in print
- It uses students’ ideas and their spoken language skills as a starting point for teaching them to read and to write.
- It has been used successfully with students ranging from beginning to intermediate levels.
- It provides the opportunity for identifying areas of strength as well as those that need more work.
- When students generate the text, chances are good that you always will be at the correct level for the student
- LEA can create a natural bridge from **LISTENING to SPEAKING to READING.**
- It empowers students, giving them the self-confidence to know that
What I can think about, I can talk about;
What I say, I can write;
What I can write, I can read.

- Adult learners often are very time conscious and need to leave every lesson with a feeling of accomplishment. Everyone reads at every LEA session.

The LEA Process: How is it done?

Begin with a conversation that might be prompted by a picture, a hobby, a topic the student is interested in, or an experience the student participated in. The student speaks, giving a personal story of his or her experience related to the topic chosen. If you have recently gone on a field trip with your student, the conversation could be about that experience which both of you shared. You may assist the conversation by asking questions to focus or expand the learner's telling of the story. Use your judgment to determine the length of the conversation. Usually, shorter is better...about 3-5 sentences.

- The tutor writes down the learner's story using the exact language spoken by the student without corrections to grammar or vocabulary.
- Read the story aloud to the learner and have the learner make changes, if desired. Repeat reading the story (or amended story) several times until the learner is quite familiar with it. If the student can, have him/her read the story. Reading comprehension is made easier by the fact that the student is reading text that is self-generated.
- The tutor now uses the words in the story and other reading skills to reinforce the relationship between spoken language and language in print.

Finally, re-read the story together one more time. Ask the student to re-read the story to you. We suggest that you keep a copy of the story and give one to the students, then look at it together again in several weeks or a month so students see that they are making progress. It is important to date the work you keep so progress can be noted, especially if students become discouraged about how long it takes to learn English.

Other ideas for using LEA

- PICTURES: Use the LEA process to discuss a picture selected by the learner.
- RECIPES: Record recipes the student knows “by heart” through the LEA process.
- LETTERS: If a student wants to write letters, you can use the LEA process.

VIDEO CLIPS featuring LEA (Language Experience Approach)

LEA MAKING SALAD 6.31 min

<http://esolliteracy.blogspot.com/p/language-experience-approach.html>

LEA SICK CHILD 5.54 min

<http://www.youtube.com/watch?v=PK1PIlg0joQ>

LEA FAMILY – HAITIAN 12:04 min

<http://www.proliteracyednet.org/articles.asp?mcid=2&cid=37&rid=529>

LEA WRITING ABOUT MY DAY 10.01 min

<http://www.youtube.com/watch?v=iYVA5oNgNL8>

LEA HARDWARE STORE 31.17 min (Group class)

<http://www.newamericanhorizons.org/training-videos>

Using “Real Life” Teaching Materials and Visual Aids

Visuals aren’t just for teaching vocabulary. They also can be great for illustrating grammatical patterns. Here are some ideas about how to use “real life” materials and visual aids:

A variety of common household objects. These can be used to teach **there is/there are** or **this/that/these/those**. Example: put two cans of tuna on one desk, a pencil on another, three rubber bands somewhere else. Have students make sentences such as *There is one pencil. There are three rubber bands. Or, These are cans of tuna. That’s a toothbrush.*

- Using the objects you’ve brought in, plus others already found in the classroom, have students name the objects and use **a/an** with each, in a full sentence.
- Use the random objects to practice prepositions of place. For example: *The pencil is under the table.*

Magazine pictures glued to construction paper. These can be used to teach both structures and vocabulary. Gather a variety of types of magazines to make the following sets, which you can use and reuse:

- **Action:** people and animals doing lots of different actions, especially high-frequency verbs like *eat, drink, drive, read, study*. Be sure to have individuals as well as groups so students can practice *he/she/they/it* etc.
- **People:** pictures with lots of things going on are useful for having students describe actions, what led up to the actions, and for practicing different tenses. *What did these people do yesterday? What are they going to do tomorrow? How do you think they feel?*

- **Items you may be teaching as vocabulary units:** furniture, clothing, fruit, vegetables. A catalog is great for this.
- **Weather pictures:** *stormy, snowing, cloudy, raining, sunny.*
- **Comparative pictures** such as illustrations of big, bigger, biggest. Here again a catalog is useful. Look for comparative illustrations of big, small, light, heavy, light-colored, dark-colored, new, old.

Assorted clothing can be used to teach vocabulary about clothing, as props in dialogs such as one about shopping, or to teach colors.

Application forms of different types are useful for teaching basic writing skills and for practicing filling out real applications.

Table settings (knife, fork, spoon, plate, bowl, napkin, glass, cup) are useful for teaching that vocabulary, or teaching **prepositions of place**. For example: *Where is the spoon? It's next to the plate.*

To talk about dates and times, have students make **paper plate "clocks"** with moveable hands. A **calendar** can be used when you are teaching **months, ordinal numbers** (because we say October first not October one), and **time expressions** such as *in a week, a week ago, last month.*

Real Maps are useful when teaching about **directions** or using **public transportation**.

Dialog props: If you're doing a "Dr's Visit" dialog, bring in tongue depressors, bandages, a sling, or a stethoscope. Also, an assortment

of over-the-counter **medicines** is useful when you're teaching common ailments. Bring in bottles of over-the-counter pain killers, cough syrup, a cold pack, a heating pad, mouthwash and related items.

Supermarket ads and coupons are great for teaching **vocabulary, prices, comparatives, and cultural information.**

A bag of **items that have different textures** such as soft, furry, hard, metallic. Teach the adjectives, and then have students put their hands in the bag, feel an object and describe it.

Adapted from:

Stephen Lieb: Principles of Adult Learning
National Institute for Literacy, Partnership for Reading
Malcolm Knowles: The Andragogical Model
Intercambio: Uniting Communities
Literacy Network, (Madison, WI)
Great Start 5
English-as-a-Second Language Tutor Training Kit
Basic Literacy Trainers Guide, LVA, Inc.
Calderón, M.: *Second Language Acquisition: Manual for Teachers and Teacher Trainers*. El Paso, TX
Help! They Don't Speak English Starter Kit for Teachers by Eastern Stream Center on Resources and Training

2. GOAL SETTING

Long term, Short term
First steps



GOALS

Cornerstone of Learner-Centered Instruction

A guiding question for tutors: What do students say they need to know NOW to make everyday life less complicated? Involving the learner in this way establishes an adult to adult partnership between tutors and students. It also honors the fact that students' goals come from their life experiences, concerns, and/or motivations and are connected to them on a personal/emotional level.

How does a tutor know what is currently **relevant** for this student? Beginning at the very first meeting, ask the students what their goals are...and, revisit that question often.

To keep lessons **RELEVANT**,

Choose materials that address the goals of the learner

Always keep goals foremost in tutoring sessions

Relate lessons to the learner's life experiences

Use "real life" materials ("realia")

Situations when "real life" Items could be used to reach a goal:

- Completing an application or registration form
- Taking a trip to the grocery store
- Reading want ads or other kinds of advertisements or working with coupons

- Reading receipts
- Writing resume, cover letter, work memos
- Reading instruction manuals for household items
- Reading menus
- Reading patient education materials
- Using Internet search engine
- Completing voter registration cards
- Naming rooms in a house *or* furniture in a room *or* pieces of clothing
- Reading children's books or adult books for pleasure
- Balancing a checking account or making change
- Reading a road map or a driver's manual
- Using role play and/or scripted dialogues in preparation for a parent-teacher conference or a medical visit

VIDEO CLIPS featuring Dialogues and Role Playing

DIALOGUES INTO ROLE PLAYING

<http://www.proliteracyednet.org/articles.asp?mcid=2&cid=37&rid=524>

Demonstrates how to begin with a scripted dialog and then transition into a more spontaneous conversation through role playing

ROLE PLAY DOCTOR'S APPOINTMENT

http://www.youtube.com/watch?v=vVY3UMu_ys

In a learner-centered instructional approach, the content and format of the lessons are determined by the learner's goals, needs, and personal concerns. Goals need to be

- S Specific
- M Measurable
- A Achievable
- R Realistic
- T Timely

Goals come in many forms, but most of them can be identified as **an action the learner wants to do** outside of the weekly lessons and is chosen because it has an impact on the learners' life. For example: I want to be able to talk to (or write a note to) my boss. Like most goals, this one involves (1) some oral or written communication and (2) a task or action to be accomplished.

Often a tutor needs to ask follow-up questions before beginning to work on a goal with a student to determine the vocabulary and other specific language skills necessary to accomplish the goal. In the example provided above, one **possible follow up question** might be "**What do you want to say to your boss?**" "I want to ask for a day off" requires a very different vocabulary set than "I have a question about how to use this tool". The examples above are relatively concrete and short-term goals.

Sometimes a student may identify a long-term goal such as "I want to speak with my child's teacher without needing an interpreter". This long-term goal needs to be broken down into several short-term goals, and for each, first steps need to be determined. Doing this provides learners with more opportunities for success. It also helps both students and tutors set realistic expectations and time frames for meeting goals.

Tutors begin the goal setting process by asking students what they want from the weekly lessons...what their goals are. Students may not be exact or specific when answering this question. For example, they may say

I want to learn to speak English better

The tutor then needs to follow up on this response with questions that will help the student achieve that general goal. Some **follow up questions** might be: To whom do you want to speak?

What do you want to say to ____?

Where do you speak English now?

Where else might you try to speak English?

Perhaps the student wants to read or write better. Again, here are some possible **follow up questions to help make the goal more specific** and indicate where to start with lessons:

I want to learn to read better

Why is that important to you?

What do you read now?

What else do you want to read?

I want to read to ____

What can't you do because you can't read well?

I want to learn to write

I want to write to ____

What do you want to write?

Do you need to write for your job?

Once goals are discussed and set and the teaching-learning process has begun, both tutors and students need to reflect on these goals at least monthly to assess progress or lack of progress toward the goal and to modify and set new goals as needed. Many of the teaching materials and teaching methods tutors use for lessons will be determined by students' wants and needs. Especially when working with adults, learning needs to be relevant: it needs to relate to the experiences of the student's life. In short, **the weekly lessons need to be worth the student's time.** Goal setting is a crucial step in this process.

Adapted from:

Great Start 5

Intercambio: Uniting Communities

Literacy Network (Madison, WI)

Literacy Volunteers of America Training Manual

Wisconsin Literacy, Inc.

STUDENT GOALS

Name- _____

Meta principal # 1 _____

Meta principal # 2 _____

Quiero estudiar inglés para:	
Encontrar un trabajo.	Si No
Encontrar un mejor trabajo, promoción o aumento de salario.	Si No
Comunicarme mejor con mis compañeros de trabajo, supervisores y clientes.	Si No
Hablar con el doctor, el dentista, la enfermera o la farmaceuta sin intérprete.	Si No
Comunicarme en las situaciones de la vida diaria como ir a la tienda, la oficina de correo, el banco u otros lugares en la comunidad.	Si No
Entender mejor la cultura de los Estados Unidos y la gente de diferente origen	Si No
Informarme más de lo que pasa en la comunidad (leer periódicos, radio, internet, etc.)	Si No
Involucrarme más en al educación de mis hijos.	Si No
Prepararme para el exámen de Ciudadanía	Si No
Crear o hacer crecer mi propio negocio	Si No

STUDENT GOALS

Main goal #1 (What do you want to be able to do?)

How will it improve your life?

How long do you think it will take you to reach it?

6 months 1 year 2 years other _____

List three small steps that will help you reach your big goal:

I can do this:	How often
1.	
2.	
3.	

(See Appendix for Sample Goals)

3. LESSON PLANNING

I do, We do, You do

LISTEN→SPEAK→READ→WRITE



LESSON PLANNING: WHY AND HOW?

The purpose of a lesson plan is really quite simple – to communicate. The lesson plans you develop should guide you in organizing your teaching materials so that student goals are kept “front and center”. Some notes to yourself at the end of each lesson can provide a record of the student’s progress and help you plan for the next lesson.

Whether a lesson plan fits a particular format is not as important as whether or not it addresses these questions:

What do you and the learner want to accomplish today?

What materials do you need to teach today’s lesson?

What teaching techniques will you use?

How will you break the lesson you want to teach into small steps?

What homework will you give the student to do or to practice before your next meeting?

Stages of a Lesson

A good lesson focuses on teaching one objective at a time. The objective helps keep both the teacher and the students on track. An objective is a statement of what the students will be able to do at the end of that lesson. It usually involves mastery of a *basic skill* such as a vocabulary unit, a grammatical structure or a particular pronunciation problem or a *life skill* such as reading a menu or interpreting a bus schedule. The objective might be taught in terms of any of the four *language skills* (listening, speaking, reading, writing) depending on the needs of the students and the particular objective being taught.

A single one-and-a-half or two-hour class period is not always limited to just one objective. You may have time to cover one long objective and also a shorter one. For each, you should still take the students through all of the stages.

While a lesson can be broken up into many different parts, an easy way to plan a lesson is to think of it in terms of just four sections:

1. Review

The teacher provides an activity that encourages students to use language previously taught. If the activity requires materials, they are most often ones with which the students are already familiar. The content covered in the review may be from the last class only, or it also can include material from other past classes.

EXAMPLE: At the beginning of each lesson, ask 2 or 3 questions related to the homework. The goal is to have students answer these questions orally or in writing using complete sentences.

2. Present something new

Presentation of the new material begins with the teacher focusing student attention on the lesson (such as by asking questions or using visuals) and establishing the purpose of the lesson (by stating the objective and relating it to the students' own lives).

The presentation can be either inductive (where the teacher gives examples and the students come up with the generalization or rule) or deductive (where the rule comes first, followed by the examples). When there is student output at this stage, it is most often tightly teacher-guided, and its purpose is to relate the students' previous knowledge to the new materials.

In addition to introducing new information, the teacher *checks understanding* and models examples of tasks that the students will be doing at the practice stage.

3. PRACTICE ... first in a structured way such as fill in the blank, and then in a less structured way such as the student talking about real life situations related to the lesson.

Students practice the new knowledge that has been presented. The practice begins with very tightly controlled exercises, and gradually loosens up with less and less teacher control. Activities can be done as a whole group, in small groups, pairs or by individuals. This practice is usually guided through the use of materials such as "real life" materials, visuals, or worksheets. Practice activities should require listening/understanding, speaking, and sometimes reading and writing. Physical movement during some exercises also is helpful. During the practice, the teacher monitors the students and provides feedback. This assessment lets the teacher know if

the students need more practice or if they are ready to move on to the next stage.

4. Application

Students use the language/information/material in a new situation. The situation may require them to apply the learning to their own lives (e.g. give their own telephone number) or to transfer the skills to a new situation (e.g. the skill of reading bus schedules transferred to other types of schedules.)

Application involves the students in real communicative activities. This means that they are using the language to communicate something relevant to another person. Information-gap exercises can be done or homework assignments can be given that require students to apply what was learned outside of class.

Getting students to do their homework isn't a given, yet it is extremely important. The following tips help encourage students to do it:

1. Read directions and do an example for each activity before the end of class.
2. Have your student choose which activities they will complete as a way to encourage them to make the commitment.
3. Check the homework at the beginning of the next class. This implies that attempting to do some homework is an expectation.

Suggested Teaching Strategies & Tips

1. Develop a consistent classroom structure or rhythm.
2. Review homework at the beginning of class.
3. Use the art in the books – ask questions about it to encourage conversation.
4. Have students engage with the material silently (on their own) first before you or they begin the lesson or parts of the lesson out loud.
5. Listening WILL BE challenging – play each track several times.
6. Ask them to keep a journal in a separate notebook – to write down their thoughts, even just a sentence.
7. Use the teacher book to inspire a variety of ways to keep your student engaged and energized. For example, rather than always doing repetition in

- the same way, do speed repetition where the student tries to recall as many words as possible in a short period of time.
8. End each class with encouraging “can do” statements.
 9. Try to incorporate all 4 language skills—listening, speaking, reading and writing—into each lesson.
 10. Provide a review at the end of class – ask your students to say one thing they learned today.

For some practical tips about how to apply these principles, see the last few pages in each Confidence and Connections teacher book beginning with a Welcome to *Confidence and Connections* page. In the Intro to *Confidence and Connections* book, suggestions for lesson planning are in the beginning of the teacher book. Each C&C teacher book also contains some “call outs” associated with specific parts of the lessons.

Remember:

- Always review/summarize what has been covered in the previous lesson before moving on to new concepts.
- Be sure to break concepts and information down into smaller pieces. Always ask yourself this question: “What do students need to know before I can teach them this new concept?”
- Use clearly defined directions and guidance, checking often for comprehension.
- Stress either accuracy or fluency at any one time. You can include both of these in a lesson, but not at the same time. If you are focused on a particular point or skill, then stress accuracy, and gently correct mistakes. If the purpose is to develop confidence and ease in conversation or reading aloud, then stress fluency. Note mistakes, but do not correct at this time. Save making corrections for a later time when you again want to stress accuracy.

- Give some homework or “take-aways” for the student to do or to practice before your next meeting.
- Be flexible. The learner may have a different need than what is on your lesson plan for today.

Keep reminding yourself that students have to **hear** English to be able to **speak** English. That being so, listening skills are a pre-requisite for acquiring speaking skills. Often, students already have the information – they just need to be able to express it in English. Also, they acquire both vocabulary and fluency by **hearing** English.

CONFIDENCE AND CONNECTIONS

The ***Confidence and Connections*** curriculum is divided into 5 levels with 2 books per level: Left and Right. Each book has 16 lessons with 2 review lessons on Day 8 and Day16. At any level, you can begin with either the LEFT or the RIGHT book because the skill sets in both books are similar at that level. However, your student will need to finish **BOTH** books in a level before advancing to the next level with new skill sets. There are 2 booklets which supplement the C&C curriculum: ***Pronunciation Fun with Pictures*** and ***The Immigrant Guide***.

The curriculum also includes an **Introductory level book** of 16 lessons (no LEFT or RIGHT here—just one book) which has review sessions every 4 lessons with more extensive progress checks on Days 8 and 16. It is intended for adults who have virtually no English language skills, but have some proficiency in their native language. These adults may or may not be knowledgeable of the English alphabet. The Introductory Level book can be repeated multiple times until the student is ready for Level 1.

The ***Confidence and Connections*** curriculum also has Listening Tracks in dialogue format. A free App from Intercambio can be downloaded onto tablets and smartphones. To download the free App, visit:

Intercambio.org/AppleCApp (Apple products)

Intercambio.org/AndroidCApp (Android products)

Have your students download the Listening Tracks using the free App so that they can practice listening outside of class. **Note that an internet connection is not needed to play the tracks from the App once it has been downloaded.**

Determining the Level of *Confidence and Connections* to Use

Level 1 is designed for students who are still beginners, but they understand and can respond to simple requests. Although

They may know a few nouns and verbs, they need to increase the number of words in their speaking vocabulary to enhance their conversational skills. In addition to the IE workbooks, we recommend using a picture dictionary.

Level 2 is designed for students who are able to communicate main ideas, but they typically need extensive work on correct English structure and pronunciation.

Level 3 is designed for students who tend to resemble those of level 2, but with a greater degree of fluency and comprehension.

Students at these intermediate levels need to continue developing their conversational skills and learning how to convert spoken words into words they can read. They also need to learn the structure of the language regarding punctuation and spelling so they can read more fluently. You may want to begin using some picture-based readers at this level, and **also consider using the Immigrant Guide and Pronunciation Fun with Pictures.**

Level 4 is designed for students who can make themselves understood in almost all settings, but still make small mistakes.

At this level, begin introducing the pattern of a 5-sentence paragraph. Guide students in writing an introduction of 1 sentence, followed by 3 sentences of detail and finally a 1 sentence conclusion.

Level 5 is designed for students who are working on advanced grammar points and polishing their English skills. Continue the practice of writing a 5-sentence paragraph. Add additional sentences as students are able. You also might consider

teaching materials that focus on idioms commonly used in the US. To integrate all components of literacy into your lessons, try using some of the ideas presented in the LET'S WRITE section of your HANDBOOK FOR TUTORS. If you aren't already doing so, you also might consider adding some "reading for pleasure" easy to intermediate level books which you and your student select.

Once you have a general idea about which level of ***Confidence and Connections*** you might want to use, look over the first review on Day 8 to help confirm your impression. If you think your student could complete this review, duplicate it and use it at your next lesson in a way that seems most comfortable for both of you. You may choose to work on it together, or you may have the student complete it independently.

If this first review turns out to be too easy for your student, move on to the second review on Day 16. The objective is to use the reviews on Days 8 and 16 to determine whether the level you have chosen is, in fact, a good fit. If so, then begin at that level.

Remember **any assessment strategy is only a rough indication** of the student's skill level. Students will feel a sense of accomplishment sooner if you begin at a lower level and then move up rather quickly than if you choose a more difficult level and find that students are having too difficult a time completing the exercises. It is a good rule of thumb to review everything that the student misses in a review lesson. The goal is for students to feel confident as they move through the levels of the curriculum.

Ask Yourself These Questions After Every Class

1. Was the atmosphere of the class friendly/did I give frequent encouragement?
2. Did I begin by reviewing material previously covered/relate material to what student already knows?
3. Was the class well organized with a logical flow from one activity to the next?
4. Did I check for understanding? How?
5. Was the student doing more talking than I was?

6. Did I make corrections effectively? How?
7. Did I keep the class mostly or all in English?
8. Did I use real objects, pictures, or other visuals?
9. Have I used many different types of activities over the past couple weeks?
(listening, speaking, reading, writing, pronunciation, vocabulary, grammar)
10. Did I give concrete positive feedback and encourage the student?
11. Did I read to the student for part of the lesson?
12. How else did I address fluency and vocabulary?
13. Did I assign homework?
14. Did we select something to put into the student's
working portfolio?

Adapted from:

Adult Literacy Resource Institute, Boston, MA
Basic Literacy Trainers Guide, LVA, Inc.
Great Start 5
Intercambio: Uniting Communities
Literacy Network, (Madison, WI)
Wisconsin Literacy, Inc.

4. FIRST FEW MEETINGS



FIRST FEW MEETINGS

The first few meetings include a lot of “getting to know you” -- you getting to know your students, and them getting to know you. Most students are eager to learn and inquisitive, some coming to lessons with questions to ask and specific goals to achieve. Some students have studied English before, while others are English Language Learners for the first time.

Speaking English and understanding spoken English is a major hurdle for most students. Time to study can be a major barrier. Some students may be working more than one job, more than 40 hours per week, or more than 8 hours per day. They may be employed in jobs that are physically demanding, and they often also have family responsibilities. Multiple demands on their time may affect their attention span, energy level, and at times, their motivation. Your student’s strengths and potential will become obvious to you as your relationship unfolds. Students’ limitations may not be quite so obvious initially.

GETTING STARTED

“Where should I begin?” is a common question tutors have at the startup of a new match. Determining students’ goals is the first step. Ask the students what they want to learn. What do they want to be able to do that they can’t do now? Why have they become students with the SPALC? Answers to these questions will help you determine how you will proceed.

The questions and activities described below may help you in that process. They were chosen to aid in assessing your student’s skills with English as you get to know each other. They also will help you identify speech patterns, common errors, and possible areas of confusion or misunderstanding. By asking questions about pictures, or by asking a student to read to you or to provide a writing sample, you can get a basic indication about the student’s level of language skills. In general,

beginning level students may simply point to the object or respond with one or two words. **Intermediate level students** will respond with a phrase or a sentence, and **students with still more advanced skills** may be able to

write about the picture. In summary, notice these three things about the responses from your students:

1. Did the student demonstrate comprehension of the question?
2. Did the students respond fluently to the questions, using complete sentences?
3. Did they elaborate when answering?

Pay attention to the *sections in italics below* to help you determine your student's current level of skill with the English language. The skills addressed in Objectives 1 and 2 complement the ***Confidence and Connections*** Placement Tests by presenting the material in a more conversational format.

OBJECTIVE 1: Getting to know each other by talking about yourselves and your families

Sometime during the first meeting, give some instruction that requires a physical response (TPR) but not necessarily any spoken response.

*(Does student demonstrate understanding of the instruction?
Is the student able to do what is asked?)*

My name is (speak your name). What is your name?

(Did the student reply using a full sentence as you did when you stated your name?)

I spell my name this way: (print your name) _____.

How do you spell your name? _____

*(How familiar with the alphabet is the learner?
Can the student write in English?)*

If you think your student might benefit from more work with the alphabet at future lessons, see Working with the alphabet and the spoken sounds of English at the end of this Objective 1 section.

Take a few minutes to tell your student a few things about yourself, such as where you are from, where you work or have worked, a little bit about your hobbies or favorite things to do. Then, ask your student to do the same.

(You are checking for the level of fluid conversation.)

If the student seems hesitant to speak, you may prompt with questions such as
Where are you from?

In _____, where did you live?

name of country

It might be helpful to have a map of the student's home country with you OR to use mapquest.com to find the student's home of origin on the computer.

Where do you work (or where have you worked)? What kind of work do you (did you) do?

What are your hobbies or favorite things to do?

Another activity that can be used to meet this first objective allows the learner to substitute words and create a story.

1. The tutor writes a simple story about him/herself, and reads it to the student, pointing out each word if necessary. Be aware that the student might be able to read the text without this assistance.
2. Then the learner does the same regarding him/herself, using the scripted format used by the tutor.

Tutor:

I am a woman
I was born in Chicago.
I am married.
I have two sisters.
I have no children.

Learner:

I am a man.
I was born in El Salvador.
I am married.
I have four brothers.
I have three children.

Share your family photos if you brought some, or a picture of a family from a magazine. The tutor may come with a short story written out.

Then, ask your student to tell you about her or his family. You may prompt with questions such as

Who are the people in your family?

Where do the children go to school?

What grades are they in?

If you feel comfortable doing so, you may use the LEA technique here. Use the story generated in a future lesson.

(Again, you are checking for the level of fluid conversation noting if the student responds in complete sentences.)

Working with the alphabet and the spoken sounds of English

When you work with the alphabet and the spoken sounds of English, you learn how to recognize the letters of the alphabet

how to “sound out” the letters of the alphabet (the letter s says /s/)

Note: Slash marks on both sides of a letter, for example /s/, are used to indicate the sound a letter makes....it should not be read aloud as the name of the letter.

how the letters of the alphabet are used to represent spoken words

(s is the first letter in stop)

how speech sounds are connected to printed words

(/s/ /t/ /o/ /p/ = stop).

Consider the following activities if you think your student needs work with the alphabet. These suggestions complement some of the activities presented in the Introductory level book of ***Confidence and Connections***.

Review the names and shapes of the letters of the alphabet.

Practice writing the letters in both upper and lower case.

Ask students to pronounce their name. Have them print their name if they can, otherwise, you print it. What are the names of some of their family members? Can they print those names? Otherwise, you print a few

names. Then help students find the letters of the alphabet that are in their name and the names of their family members.

Using the letters in their name or their family members' names, and some text generated by students through an LEA activity, find the letters in the text that correspond to the letters in their name and their family members' names.

Another idea for using LEA text generated by students is to look for all the *a's* or *h's*, etc. in the text.

Here is an example of how a commonly seen object such as a stop sign can help students to see, hear, and read English using the symbols and words that are present in their everyday lives (these are called "environmental texts").

Focus on one or two of these items so you or the student does not become overwhelmed with this kind of activity. Research has shown that item 4 in the list below is a particularly helpful aid to reading words, and item 5 is an aid to spelling.

1. What is the first sound in stop? /s/
2. What sound is the same in tear, two, time? /t/
3. Which word doesn't belong? bus, pat, pin
4. What word is /s/ /t/ /o/ /p/?
Write the word stop
How many sounds are in stop? 4
5. What is stop without the /s/?
What word do you have if you add /s/ to the beginning of pot?

Recognizing the sounds made by the consonants (vowel sounds are addressed in the Pronunciation section of Let's Talk).

ELLs may not hear the exact English sound that corresponds to the English use of the letter. The English sound may not exist in their native language. These activities may help:

When you identify a sound students don't recognize, find a sentence containing a word that begins with the sound.

Identify other words the student knows that begin with that sound.

Ask the student to isolate the beginning sound and say it.

When students have isolated the sound, ask them to pick a key word from the words they've identified. Tell them to use the key word to remind themselves of the sound of that letter.

Alternately, create a section in the student's working portfolio entitled "New Sounds". Write the letter in capital and lower case. Next, add the key word to a page. Review this list frequently at future lessons. Except for not including a key color, this technique is very similar to the Color Vowel Chart technique found in every Confidence and Connections workbook.

OBJECTIVE 2: Determining whether the student can read in English and in their native language, and if they can comprehend what they read.

More than anything else, reading is about how to make meaning out of text. Therefore, the most important question in the whole process is

What does it all mean?

Checking for understanding is crucial! Just asking students "do you understand?" is not adequate. Rather, ask them to SAY or to DO something with the material. The activities described below may help you assess the student's reading and comprehension skills.

Ask students to read one or more of the English language examples of student goals found at the end of the GOAL SETTING section of this Handbook, and to identify one to three goals that they would like to work toward. How much assistance do you have to give?

(Can the student read in English?)

If the student is having quite a difficult time trying to comprehend the English version, try using the Spanish version.

(Can the student read in Spanish?)

Another way to determine if students can read in English and comprehend what was read is to ask them to read one or more of these short stories and then to re-tell the story to you in their own words or answer a few questions about the story.

In a small town not far from here, a young boy and his mother were driving to the store and found a puppy on the road.

We saw a movie on TV last night. We didn't think the movie was very good, but we still had a lot of fun eating popcorn.

I went to a parent-teacher conference yesterday. My daughter is in the third grade. She is doing very well in school.

I work on a farm. My brother works there too. We like to live in the country, but not too far from town.

Now consider the type of responses the students gave when you used activities suggested to address Objectives 1 and 2 above:

Did they understand the question?

Were they able to formulate a response of any kind?

Did they *attempt* to formulate a response that would have been *correct* according to the language skill focus *in italics above*?

Did they give a correct response according to the language skill focus *in italics above*?

OBJECTIVE 3: Making appointments with each other

Activity 1: Talking about how your student will communicate with you

Begin a conversation about your students' usual conversation habits. For example, do they use a regular phone? a cell phone? text messages? e-mail? Do they have voicemail set up? How often do they check voicemail messages? e-mail messages?

Activity 2: Practicing telephone conversations

Read through the phone dialogue with your learner. Choose who will be Sally and who will be Maria. Choose other names if you wish. Check for comprehension as you go along. Take time to go over any vocabulary that is challenging for the learner.

Ring Ring Ring

Sally: Hello?

Maria: Hello. Is Sally there?

Sally: This is Sally.

Maria: This is Maria. I am going to be late for our meeting tonight.

Sally: Oh...OK. What time will you be at the library?

Maria: I'll be at the library by 6:30.

Sally: OK. I'll meet you at 6:30

Maria: Thank you. See you then.

Here are some other situations you may wish to use as practice, or make up some situations based on what you and your student know about each other. For each one you choose, read the scenario through with the student. Then "call" your

student and have an impromptu conversation. You should choose first so you can model for your student. For the next turn, your student should pretend to call you, and so on. This activity is designed to improve confidence and fluency when speaking, so correct only the errors that change the meaning.

1. You are sick. You want to reschedule your lesson.
2. You have to work late. You want to meet 2 hours later.
3. Your work schedule changed. You need to change the day of your lesson.
4. Your car is broken. You need to cancel your lesson.
5. You forgot the day and time of your next lesson.

Activity 3: Leaving a voicemail message

This is best done with a cell phone or other recording device. If you don't have one, you could stand back to back as you role play OR use your fist and fingers to mimic using a phone.

If you have a cell phone or other recording device, step away and record the voicemail message. It is good for students to practice by listening to recordings because they aren't able to use the tutors' lips or gestures to assist in comprehension. Also, students often can correct their own errors when they listen to recordings of themselves. Again, you should choose first so you can model for your student.

Situations:

1. Your student/tutor is late.
2. Your student/tutor missed a lesson
3. You have to work late. You cannot come to the meeting.

4. You want to confirm your next lesson.
5. You want to apologize for missing your lesson.
6. You had a family emergency and need to cancel your lesson.

Activity 4. Listening to a voicemail message

If possible, play a recording of the following phone message which you can pre-record on your cell phone. Or you can simply read it out loud to the student.

For the first time through the message, ask the student to listen only. Then give the student a printed copy of the message to follow along while listening to you read it.

Hi _____ . It's your English tutor, _____ . I am sick today, and cannot meet you for a lesson at 6pm. I am sorry we will not have a lesson on Wednesday night. Please call me so we can make another date for our lesson. My phone number is _____ . Thank you!

After listening the first time, ask your student:

1. What is my name?
2. Why did I call you?
3. When was our lesson scheduled?
4. Should you call me?
5. What will you say?

6. What is my phone number?

Listen again, this time with the student reading the dialog while listening. If the student is not able to read the dialog alone, point out the words as you read them and the student listens. If the student can write out simple answers to questions, have him/her write the answers in the blanks of the dialogue above (or circle the appropriate words):

7. What is my name?

8. On what night do we usually have our lessons?

9. At what time do we usually meet for our lessons?

10. What is my phone number?

Possible Homework: If it is OK with your student, call her or him during the week and/or ask your student to call you so you can practice the dialogues from your lessons above.

When and How to correct errors made by learners

When: One might just as well ask “when not to correct?” Constant correction of errors can quickly deflate a learner’s self-confidence. Try to keep correction focused on the specific task. It is appropriate to correct if the error changes the meaning that the learner intended. If you have any question about whether to correct something right away or wait until later, **wait**. When in doubt, make a mental or a written note, let it slide for the moment, and deal with it in a future lesson. When students make an error, have them repeat the correction, in context, MANY times ... (practice,practice,practice!).

Here are a few more guidelines:

Don't obviously correct when the purpose of the activity is fluency (spontaneously using language for communication, such as conversation).

Do correct if you are working on an activity where the purpose is accuracy, such as in a pronunciation lesson.

Another example: if you are working on past tense and the student says "Yesterday I go to the store".

Do correct if the learner's error is a frequent and important mistake or if it is accidentally vulgar.

Do correct if the learner's error is so serious that a dangerous misunderstanding might occur.

Do correct if the learner feels secure enough to work on corrections.

How: Use an understanding response. This means responding to the learner in a way that incorporates the correct form of the learner's error, provides positive reinforcement without requiring the learners to correct themselves, and continues the conversation in a natural way.

For example, if the learner says, "I go store yesterday", you could reply, "Oh, you went to the store yesterday? What did you buy?" If the learner says, "My brother have 5 childrens", you could respond, "Oh, your brother has 5 children. How old are they? How many of them are in school?"

This technique keeps the conversation moving without drawing attention to the learner's error. It shows the learners that you understood what they said, and **models the correct form of the language back to the learner**. Learners get the chance to correct themselves. This method is so subtle that you can use it almost any time.

How often: If the learner makes many errors while speaking, you may choose to work on only one or two to avoid overload. If the material is new and learners do not yet have the understanding necessary to handle the correction, you can use this “error” to plan future lessons rather than try to get learners to correct something of which they have no prior knowledge.

For more information about challenges for many ELLs and tips for correcting mistakes for specific language skills, see the following pages:

Pronunciation: pages 89-90

Grammar: page 114

Writing: page 131

How can I motivate and reinforce learners?

- Set realistic short-term goals to help achieve immediate successes.
- Plan for success. Use materials that learners are interested in, and plan for activities that build on what they already know.
- Be positive about a learner's ability to learn. Try to build confidence in the learner by providing enough information so the learner can make the correct response.
- Make sure learners know the meaning of new words they learn. Unless learners understand the words and the meaning of the text, they are not reading.
- Ask who, what, when, where, why and how questions as appropriate to the topic. The purpose is to determine how well learners understand what they are reading, not to see how well learners can guess the intent of "trick" questions.

- Read for enjoyment during each session. Find something learners are interested in. If they are unable to read it easily and for enjoyment, you read it to them. If they have the skill, but do not read for enjoyment, read some of the material to the student. Stop at an exciting part so the learner will be interested in reading the rest to find out what happens.
- Encourage risk taking. Assure the learner that it is acceptable to make mistakes and encourage taking chances, explaining that is how we learn.
- Get the learners reading independently as soon as possible so they know they can. Have them read with book/tape sets, encouraging independent reading at a higher level and increasing vocabulary.
- Be a resource person. Your own ability as a learner can be utilized to check out something when you are not sure of it.
- Vary tutoring techniques to keep the learner engaged, to make learning fun, and to help the learner understand there are many ways of learning that don't have to be boring or painful.
- Help the learners recognize how much they are learning and how much progress they have made by:

Keeping a progress chart of new words learned.

Creating a portfolio of their work, dating each piece to show progress over time.

Reminding them of the gains they have made.

Giving them an opportunity to practice their new skills in meaningful situations (i.e. practicing alphabetizing by looking things up in a phone book, index, dictionary, encyclopedia).

Having them read to children, elders or others as they can.

Rewarding them with a certificate of achievement periodically, especially when specific goals have been achieved.

Keeping a dialogue journal in which they reflect upon their learning experiences. You respond by affirming their feelings, praising their progress, and encouraging them. The fact that you can dialogue with each other in writing will be rewarding in itself.

- Model how you learn, and help the learner become aware of how they learn. Developing an awareness of how one learns allows one to have greater control over the learning process and develop greater independence.

Interpersonal Communication Skills

Interpersonal communication is a skill that requires conscious practice. Communicating effectively through speaking requires making sure that the message is clear, specific and complete. A tutor providing information or instructions to a learner should speak in short sentences using simple vocabulary. Initially, avoid using contractions. Speak slowly enough for the information to be absorbed before moving on. Pause between sentences. And ask for feedback to see if the listener interpreted the message the way it was intended.

Since much of interpersonal communication is non-verbal, it is important to be aware of how you communicate non-verbally. This includes gestures, facial expressions, body language and the amount of space we put between ourselves and others. It is important for effective communication that our words and our non-verbal communication match, otherwise we may be sending very mixed messages.

It also is important to be aware that different forms of body language and nonverbal communication can mean different things in various cultures. Be aware that differences may exist, and observe the learner's non-verbal communication

to see if you can familiarize yourself with some of the differences to avoid sending unintended negative messages.

Another key to effective communication is **active listening**, which helps to ensure that a message is received correctly. Active listening involves several components:

- **Listen attentively.** Don't interrupt or judge what is being said. Concentrate solely on getting the message straight.
- **Check understanding.** When the speaker is finished, rephrase or paraphrase the message (put it into your own words) and ask if you have it right.
- **Clarify.** If you don't quite understand, ask questions to clarify the meaning only, not to question the sentiments expressed.
- **Summarize the message.** Reflect back the main points of the message.
- **Reflect upon the message.** Think about what has been said.

To listen effectively:

- Show interest through encouragement (make eye contact, nod your head, lean forward) or interested silence, allowing the learner time to think about what he or she is saying.
- Try to understand the other person's point of view.
- Express support or empathy.
- Provide door openers, cues that invite the learner to speak. (You seem quiet today. You look excited! How did it go?)
- Ask open-ended questions to encourage the learner to elaborate. (Can you tell me a little more about that? How did that make you feel? What is it that you don't understand?)

- Help learners understand their own problem by re-stating it.
- Encourage them to solve the problem.
- Ask follow-up questions for clarification.
- Be non-judgmental.

To listen effectively, avoid:

- interrupting,
- arguing or reacting aggressively,
- closing your mind to points of view different from your own,
- jumping to conclusions,
- giving too much advice,
- making assumptions, and
- letting your own thoughts interfere.

Adapted from:

Great Start 5
Intercambio: Uniting Communities
Literacy Network, (Madison, WI)
Wisconsin Literacy, Inc.

5. LET'S TALK

Vocabulary Pronunciation Conversation



Listening to the language is the first step in SPEAKING the language

Listening, speaking, reading, and writing are the four basic components of literacy. Students also need to learn about the structure of the English language and related skills such as grammar, spelling, and punctuation. The remaining sections of this **Handbook for Tutors** address each of these topics, beginning with listening and speaking in this “Let’s Talk” section.

Begin by considering the various styles of English we native speakers use and how this may complicate learning English for non-native speakers. Most often the things that give your students the hardest time are things that come so naturally to a native speaker. Many people think there is a very definite style of English that is “proper”. But the reality is that the choice of “appropriate” English really depends on many things:

1. The relationship of the speakers. Good friends speak to each other differently than an employee speaks to an employer.
2. The situation in which the communication takes place. People have to provide different kinds of information when talking over the telephone than when talking face-to-face.
3. The topic of the communication. You speak differently in telling a joke than you would when explaining a math principle.

Very important point: Generally, tutors have a tendency to try to teach styles of English that are too formal for most of the situations their students will encounter. For example, contractions (I’m, he’s, they’ll) are generally used except in formal situations.

Aim to teach your students language that will help them achieve their goals.

For example, if they may want to be able to go to a parent-teacher conference without needing an interpreter, you would have a sense of the vocabulary they would need. The sample dialogues/role plays on the following pages illustrate how some tutors have addressed this aspect of working with ELLs.

Remember that **LISTENING** to the language is the first step in **SPEAKING** the language because students acquire both vocabulary and fluency by *hearing* English. When you use the Listening Tracks in each **Confidence and Connections** lesson, students hear English spoken by a variety of English speakers.

- Teach students that an effective listener doesn't have to understand every word, but rather does a lot of predicting and educated guessing, using the context of the conversation.
- **Recognition first, then production.**
Students should be able to recognize various ways of saying different things, but they don't have to be able to produce all of them. For example, instead of using class time to get students to learn how to say the different expressions for "I'll call you later," ("I'll catch you later", "Call ya back", "Let me get back to you"), just make sure that they recognize the meaning common to all these phrases. Being able to produce various comparable responses will generally just come with time. **At this point, recognition is most important.**

SUGGESTED LISTENING ACTIVITIES

- Encourage students to listen to or watch English language radio and TV for a certain amount of time (15 minutes). At first, ask them to try to write down 3 things they understood. This can be as simple as particular words. Gradually, challenge them to write down more.
- Give number or sentence dictations, where students listen to the numbers or sentences you read and write them down, then correct them against a list you provide. Start with very easy dictations and progress to longer, harder ones. For numbers, be sure to include years, street addresses, and birthdays – all of which use different forms than simply listing digit by digit.
- Play a portion of a movie without looking at it, and have them describe what they think is going on - Who is there? Where are they? How do you think they feel?

- Suggest that, when students are in a public place, they try to listen in on conversations in English and try to understand what is being said. Remind them that the context and nonverbal clues will help them make good guesses about what’s being said.

- Use Information Gap Activities. This is when one person has certain information that the other one needs, and vice versa. They **must** communicate in order to complete the task.

- Using their library card, have students borrow a recorded book from the public library and a print copy of the same book. Have students listen to the recording as they follow along in the book. This will enable them to hear the rhythm, intonation and stress of the language.

- Show the importance of intonation by saying a simple sentence like “It’s raining” so that it has different meanings, and have students try to interpret the meaning. For example, pronounce it to mean
 1. A simple statement of fact.
 2. A question.
 3. Amazement that it’s raining and not snowing.
 4. A statement of disbelief that it could possibly be raining now.

- Story Re-tells: Tell students a brief story, using pictures as a guide. Have them arrange the pictures in order as they hear it. Then have them re-tell the story, using the pictures as a guide.

- Ask students to interview three people outside of class. Practice the questions beforehand. Questions should be at an appropriate challenge level for the students, and should be based on themes you are working on. For example, beginning students may ask basic questions about people’s families; advanced students would ask more complex, open-ended questions.

VOCABULARY

For beginning level ELLs, learning vocabulary is especially important. Those who are unable to construct complete sentences still can get their message across if they know some key, high frequency vocabulary. Using the Total Physical Response (TPR) teaching technique can help students demonstrate their comprehension of some of the vocabulary you've chosen to work on.

A first task in teaching vocabulary is to select the words to teach and to decide how you are going to introduce these words. Using students' goals to guide this decision will help you choose vocabulary that meets students' immediate needs and interests. For example, someone wanting to talk with a doctor directly will need to know a different vocabulary set than a parent who wants to be able to attend a parent-teacher conference without needing an interpreter.

While honoring the need to teach students vocabulary related to their immediate needs is crucial, teaching a set of English words used frequently also is recommended. This vocabulary set builds a basis for understanding English and assists in teaching students to read. **See the following pages for the 300 most commonly used words in English.** These words should be taught as **sight words**.

Sight words are words "learned by heart"words that are immediately recognized and understood by the learner. **Sight words are learned as whole words.** By recognizing many words on sight, a learner often can begin to understand the meaning of entire sentences. Learning words "by heart" also helps students focus more on reading for meaning right from the start rather than first sounding out the word and then, maybe, figuring out the meaning. **Most proficient readers read almost entirely by recognizing sight words.**

Knowing **some common prefixes and suffixes** also can help students learn the meaning of many new words. For example, if students learn just the 4 most common prefixes in English (un-, dis-, re-, in-), they will have important clues about the meaning of about 2/3 of all English words with prefixes.

Always teach new words in context. It's best to teach vocabulary in sentences, not word by word, and to use actual objects when you name them. Next best is to use a picture. Try not to introduce sets of new words using only translation. Students need visual reinforcement. "Real life" teaching materials work well, especially for beginning learners. Other forms of multi-sensory instruction also can be helpful: Verbs? Act them out. Prepositions? Demonstrate, or draw a simple picture.

Always teach new grammatical structures using known vocabulary, and teach new vocabulary using known structures. Introducing new structures and vocabulary at the same time is distracting. You want students to focus their attention on one new thing at a time.

Provide practice. Students need to *use* the new words in meaningful contexts many times before they learn them. Just as in teaching a new structure, start with tightly controlled exercises and gradually loosen up until you are doing communicative activities in which they actually use the new words to express themselves meaningfully.

Review the new vocabulary during the next class meeting and periodically after that since Regular review will help students remember the new words.

Introduce new vocabulary in sets whenever possible. The human brain naturally wants to make order out of new information. By introducing words in a set, the brain doesn't have to go through the process of categorizing individual words. Also, **don't introduce too many new words at a time.** A good rule of thumb is to introduce 7-10 words in a lesson since the human brain learns random bits of information in sets of that size.

Build a word bank, especially from student generated text (LEA), and create games using that vocabulary.

Another helpful tool is **cognate awareness.** Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. Cognate awareness is the ability to use cognates in a primary language as a tool for understanding a second language. **30-40% of all words in English have a related word in Spanish.** For Spanish-speaking ELLs, cognates are an obvious bridge to the English language. **See the following pages for lists of some Spanish-English cognates.**

PRONUNCIATION

Good pronunciation is key to being understood and building confidence in using the English language in daily life. It's about **listening** and **speaking** – two key language acquisition skills often underemphasized.

Many ELLs hesitate to speak even when they do understand spoken and written English and can read and write in English. This is because they are not sure of the pronunciation of the English words and do not have enough confidence to try.

Why are the sounds of English so difficult for English language learners (ELLs)?

Students may not HEAR the sound because it is not part of their native language. As a result, they aren't able to SPEAK the sound.

Spoken English has a rhythmic pattern of stressed and unstressed words. Learning this pattern is fundamental to speaking clearly and to understanding spoken English. Perhaps most important is that this rhythmic pattern tells the listener what to pay attention to in a conversation.

Each language has its particular set or pattern of sounds. In English, the vowel sound is emphasized. In Spanish, there are 5-6 common vowel sounds. In English, there are about 15 commonly stressed vowel sounds made up of a single letter or a combination of letters. Therefore, each letter (or combination of letters) can represent more than one vowel sound. As a result, it can be difficult to know how to pronounce a word based on its spelling.

EXAMPLE: Consider the different sounds of the letter "o" in each of these words:

to so of on woman women work

Now, consider the following words where five different spelling patterns are used for the same vowel sound:

dress bread friend any said

Teaching pronunciation is about helping students recognize the sound of the stressed syllable

Where the *primary emphasis* is in each word, and

Finding a key word associated with the sound of that stressed syllable.

EXAMPLE: The word *potato* has three syllables, but it's the second syllable that receives the primary stress (has a strong, lengthened vowel sound): potato.
One possible key word is DAY.

Once learners are comfortable focusing on the vowel sounds of the stressed vowel, they can begin to notice which spelling patterns produce each sound.

Tips for Teaching Pronunciation

1. Syllables

Familiarize your students with what syllables are, and help them learn how to count them. This skill aids in learning pronunciation guidelines. Practice first by having them tap their leg to each exaggerated (stressed or accented) syllable. Simple “-ed” past tense words are where they often have the most difficulty.

Activity: Say the following words and ask students how many syllables they hear:

Worked	Planted	Counted	Recorded	Added
Played	Laughed	Waited	Washed	Landed
Watched	Cooked	Lived	Cleaned	Closed

Notice that the only time we added an extra syllable when we used the past tense was for words that ended with “t” or “d”. Similar rules apply when adding “s” or “es” to make words plural, possessive or 3rd person singular. If the word ends with the following sounds we add an extra syllable, for example – Class -> classes, Dance -> dances, relax -> relaxes, sandwich -> sandwiches, watch -> watches. All others should not add a syllable, for example: Live -> lives, work -> works, pen -> pens, etc.

2. Silent letters and syllables

There are many sounds and syllables in English that we don't pronounce. Make sure your students know when to omit these. Some common examples:

receipt- receit calf-calf plumber-plumber Wednesday-Wensday

every-evry honest-onest two-to listen-lisen

Activity: Say the words naturally and ask students to cross out the letters that you do not say. You can also ask them the number of syllables they hear. After they cross out the silent letters have them read the words back to you.

3. Word Stress

Help students understand how words are stressed. If they stress the wrong part of a word they are much less likely be understood. For practice have them listen and underline the part of the word with the stress. Then have them say the words back to you, exaggerating the underlined part.

<u>Arr</u> ange	<u>Paint</u> ing	<u>Pol</u> itics	<u>Ov</u> en	<u>Ta</u> ble
<u>Train</u> ing	Attr <u>act</u> ive	<u>Sen</u> sitive	Poll <u>u</u> tion	<u>Sci</u> ssors
<u>Rea</u> son	<u>Elec</u> tric	<u>Sof</u> a	<u>Ene</u> rgy	<u>Spea</u> ker

Some words change meaning depending on where you put the emphasis. For example: Object/object, record/record, produce/produce. For two syllable words, when the emphasis is on the first syllable it's usually a noun, and when it's on the second half it's usually a verb. We also have words like *graduate*, where the meaning changes depending on where the emphasis is and how the last vowel is pronounced. *Separate*, *estimate*, *moderate*, and *duplicate* are other examples.

Helpful Rules:

- For two-syllable nouns the stress generally is on the first syllable.
- For words that end with the following suffixes (ial, tion, ical, ic, ity, ious) the stress is usually on the syllable before the suffix:

<u>Edu</u> cation	<u>Econ</u> omical	<u>Elect</u> ricity	<u>Orga</u> nic
<u>Demon</u> stration	<u>Psycho</u> logical	<u>Poss</u> ibility	<u>Mech</u> anic
<u>Deter</u> mination	<u>Pol</u> itical	<u>Oppor</u> tunity	<u>Aller</u> gic
<u>Perfe</u> ction	<u>Crit</u> ical	<u>Person</u> ality	<u>Artis</u> tic

Activity: Have students listen and underline the stressed part of the word and then read them back to you.

4. Relaxed speech

Make sure that your students can recognize relaxed speech because that is what they will hear in public. It may be better for them to *produce* the slowly pronounced version (*recognition first, then production*). Here are a few examples, but start to pay attention for others.

Slow pronunciation

Can I get you some chicken soup?
No, I don't want to eat anything.
My stomach is really hurting.
When did he get it?
I'm going to go to Mexico

Relaxed pronunciation

*Kin I *git *ya some chicken soup?
No, I don't *wanna eat anything.
My stomach is really *hurtin.
When did *e get it?
I'm *gonna go *da (*ta) Mexico

5. Focus Words

The meaning of a sentence can change depending on which word we emphasize. Look at the following examples:

I asked for three **salads**. I thought you asked for three sandwiches.
I asked for **three** salads. I thought you asked for two salads.

Did you get a **new** shirt?
Did you get a new **shirt**?

No, I got a used one.
No I got a new skirt.

Activity: Create two sets of responses as in the exercise above. Ask your students to read one questions in each pair and respond according to which word the focus is on (as shown by **bold** type).

The ***Pronunciation Fun with Pictures*** booklet includes teaching activities and teacher tips for presenting many common sounds that are particularly challenging to ELLs. The Intercambio website (intercambio.org) contains video supplements for ***Pronunciation Fun with Pictures***. These are particularly helpful because they clearly demonstrate how the entire mouth and throat are used in pronunciation. Get in the habit of thinking about the *function* of your mouth when saying English sounds. Being able to recognize the changes in its form will help you work effectively with your student. This booklet also is a helpful teaching aid when working with Minimal Pairs.

Using Minimal Pairs to Teach Pronunciation

Minimal pairs are two words that differ in only one sound. Examples: *ship/sheep* (only the vowel is different) or *cry/cried* (the two words differ only in that the latter has an additional /d/ sound at the end). The difference in sound can appear anywhere in the word. It is important that students learn to hear and distinguish between two words that sound nearly alike before you expect them to say the words themselves correctly. Remember: **recognition first, then production.**

The following series of steps using minimal pairs may help your students learn to hear the critical differences:

1. You say a combination and have the student identify whether the words are the same or different. Example: You say *ship, ship* and they say same. You say *ship, sheep* and they say different.
2. Label the two sounds as #1 (*ship*) and #2 (*sheep*). You say the words and ask them to identify whether you are saying a #1 word or a #2 word.
3. Repeat the exercise, but this time use one of the words in a sentence and ask them to identify whether you said a #1 word or a #2 word.
Example: You say, "She drew a sheep on the blackboard." They say # 2.
4. Only **after** they can recognize the two sounds regularly, have them practice saying the words (production).
 - Do "repeat after me" drills." Listen to this sentence which has a contrast, and then repeat. *There's a sheep on the deck of the ship*".
 - Have them say one of the words in a minimal pair; you tell them which you heard, and they say whether that was what they meant.
 - Have them make sentences (or you provide them) using words with "difficult sounds" and then practice saying the sentences.
 - Have them select a couple of high frequency useful words with difficult sounds and then use them a given number of times as homework: Say them once an hour, out loud. Create opportunities to use them in conversation daily.
 - Write three sentences with each of them and practice reading the sentence several times.

When should errors in pronunciation be corrected?

Constant correction of errors can quickly deflate a learner's self-confidence. Try to keep correction focused on the specific task. It is appropriate to correct if

- ✓ the focus of the lesson is a pronunciation activity
- ✓ new vocabulary words are being introduced.
- ✓ mispronunciation changes the meaning of what the student wants to say

Stress either accuracy or fluency at any one time. You can include both of these in a lesson, but not at the same time.

If you are focused on a particular point or skill, then stress accuracy, and gently correct mistakes.

If the purpose is to develop confidence and ease in conversation or reading aloud, then stress fluency. Note mistakes, but let the students complete their thoughts, then go back and address the pronunciation problem.

Model the correct pronunciation, and try to coach the student to get closer to the target sound(s). It may be helpful to record the word or phrase on a voice recorder or smart phone so that the student can review and practice between sessions.

Using the Listening Tracks portion of the ***Confidence and Connections*** curriculum also helps to build confidence.

On the following page, note common challenges Spanish speakers have regarding pronunciation.

CONVERSATION

Initially, you may be doing more of the talking, especially with a beginning level student. But even in this situation, be aware of your teacher-talk to student-talk ratio. Over time, and as soon as possible, get them talking in English. If you monopolize a large percentage of the “airtime” in class, students are likely to be learning about English rather than learning to speak English. To involve the student more,

- Keep the conversation open-ended and let it flow. After the first few months of lessons, when you and your student have begun to know each other better, you might consider the following topics for conversation as an aid to “fine tuning” your initial assessment and determine which language skills might need to be addressed and practiced:

Can you give me directions from here to the grocery store?

(Checking ability to use phrases like straight ahead, right, left)

Yesterday, I washed my clothes and went to the store. What did you do yesterday? *(Checking ability to use past tense)*

Look at my clothes. Please describe my clothes.

(Checking ability to identify pieces of clothing and color)

How is the weather today? *(Checking ability to describe a current occurrence such as the weather)*

Act out walking, running, writing, and ask “What am I doing?”

(Checking ability to use verb+ing)

Before we started this lesson I was grocery shopping. What were you doing before our lesson?

(Checking ability to use past progressive tense: be+verb+ing)

This weekend I am going to clean my house. What are you going to do? *(Checking ability to use future tense: I am going to...)*

- Keep the conversation short (no more than 2 or 3 minutes). If they don't understand, say it again more slowly, using gestures or substituting simpler words. It is helpful to consistently use the same gestures to indicate the same meanings.
- Use props such as pictures, readings, appropriate questions.
- Plan a little. It's easy to fall into habits of talking about the weekend and family. That may be fine for the first few lessons, but if that is what most of the conversation continues to be about, the learner will not be able to stretch and grow as well as if the conversational topics were varied.

A good practice when starting a conversation is to begin with concrete ideas and then advance, as skills allow, to broader, more descriptive conversation.

For example: Let's say the picture is of people picking or otherwise working with apples. If you want to go from easy questions to ones that require more advanced skills, you might ask:

Describe:	What is this?
Narrate/explain:	Where is it? What is it for?
Compare/contrast:	Do you eat apples? Do you like them as much as you like bananas?
Analyze:	What do you make with apples? Whose apple is this?
Speculate:	Do you think it is sweet? What do you think they are going to do with it?

To help with conversation, you might want to use pictures, photographs, maps, or artwork. The learners also can serve as the teacher if they are describing topics that are of interest to them. You can use pictures with people, activities, or something that depicts moods. Avoid using pictures that reflect only middle-class Americans. On the flip side, don't assume that the learner is lower class since many learners have come from middle class backgrounds and, due to political or personal reasons, they are living in a different situation than they are used to living in.

Conversation Tips

1. *Speak clearly.*

What does that mean? For starters, **it means slowing down your speech** and pronouncing the individual words more distinctly (instead of slurring them together as we sometimes do). **It doesn't mean shouting**, or baby-talk. It helps to be conscious about your use of vocabulary, idioms, slang, and complex sentence structures--try to gauge your speech according to what your student is already likely to be familiar with.

2. *Check frequently to make sure that your meaning was understood.*

Rather than ask "do you understand?" which students tend to respond to with a "yes" every time, ask questions that require the students to rephrase information in their responses. Or simply ask the students to mirror back to you what they understood ("Can you say that back to me?").

3. *Be conscious about references* to things like pop culture or religious terms that the student may not be familiar with. And be aware that irony, sarcasm and humor in general do not easily translate across cultures, even when the student understands the literal meaning of your words.

4. *Give students a little "space"*

It's hard to process what someone is saying to you, think of how to respond, and construct a sentence correctly—all at the same time (especially in a new language). **Resist the urge to fill in the silence with additional conversation.** Wait a few more seconds than you normally do so the student has time to think. This may feel a little uncomfortable at first, but if you avoid rushing in with words of your own, the student will eventually think of what to say and how to say it. **Developing confidence in**

speaking is crucial for students, and giving them this little bit of “space” is the best way to help that along.

5. Try to make sure that the conversation is evenly balanced.

If you are doing all of the talking, how will the student get enough practice to become confident about speaking? If students are reluctant speakers, encourage elaboration. Ask questions, get examples and details. Assure them that you will wait as long as necessary for them to come up with a response. If the students are overly conscious of errors, try to shift their focus to expressing ideas (even if the sentences are not constructed perfectly.)

6. Clarifying meaning

If a student says something that isn't very clear, try “recasting” it. For example, the student says, “In my country, they pay tax only the selling things, not the paycheck.” You can take a guess, and respond with, “So there are *sales* taxes, but no *payroll* taxes—is that what you're saying?” Or, “I understand that there are no *sales* taxes, but what was the other part of that?” This strategy puts the emphasis on fostering *communication*, rather than on the errors themselves. If you don't understand any part of what the student is saying, you can respond with, “I don't understand what you mean. Can you try saying that another way?” Or “I don't understand the word you are using. Can you write it down for me?” (This works both ways—there may be times when a student doesn't understand a word or phrase you are using in speech, but recognizes it when you write it down.)

7. Idioms/slang

Idioms and slang will come up in the course of ordinary conversation. It's always a good idea to check and see if students are familiar with a particular word/idiom when it comes up. **This is one of the areas of conversation that can be troublesome for higher level students.** If a student wants to do a more systematic study of idioms, there are plenty of websites for learning idioms. For example: idiomconnection.com, ezslang.com, and eslgold.com.

Advanced-level students may have the vocabulary and knowledge of language structures to get most of their ideas across, but they often want to know how to convey shades of meaning or social complexities. You can discuss these challenges as they come up in conversation, or use a textbook. Here are several textbooks that offer practice with specific kinds of communication (for example, inviting, apologizing, expressing sympathy, disagreeing politely, hedging, interrupting):

- *Essential Functions of Conversation
- *Power English: Obtaining Information, Goods and Services and Resolving Problems and Emergencies
- *Communication Strategies
- *Speaking of Values
- *Fitting In

What do we talk about?

Before you come in for a session, you should have at least a rough idea of what you want to talk about—a topic and some discussion questions to get the ball rolling. The pair of you may go off on a tangent and end up discussing a completely different topic, but at least you'll have had a plan.

Here are some **common topics**:

- Favorite/least favorite foods, movies, TV shows, books, celebrities, music, sports, hobbies, places to visit, people, technology.
- A time when you...(changed your mind, broke the rules, had a big scare or major surprise, won a prize, lost a bet, made a big mistake, got lost)
- A time when you were... (proud, angry, happy, discouraged, embarrassed, scared, sad, etc.)
- Places you've traveled to, or would like to visit
- Things you're good at/not good at

- Things you like best/least about your hometown/country/school/job
- Childhood memories, family histories
- Differences between the US and your native country (e.g. weather, government, health care, work, customs, dress, foods, money, laws, transportation, etc.)
- Holidays and special events
- Particular movies or TV shows you've both seen recently, or books you've read

You can spark a discussion using a magazine or newspaper article, a YouTube video, a book of photographs, a Wordless Book or just a few questions about a particular topic. Try to select a topic the student is interested in and would feel comfortable talking about. At some point, the student may want to take a turn at determining topics for discussion, too.

Ideas for Lessons focusing on Conversation

Picture sequencing

This activity provides learners with a context. From the context, they will be able to verbalize and then write a story (or you write it), and both of you know what is being described. If you just give learners a verbal topic, they might not have guidance regarding what the name of an object is. If a picture is in front of them, they can point and ask, "What is this?" When the story is written down, they know what the reading material is all about because they formulated their own story using the pictures as a guide. This technique is an example of the Language Experience Approach (LEA).

Answering questions

Encourage students to bring in a list of questions to ask you at each session, and make time to answer them. For example:

- things they heard but didn't understand
- things they want to say but aren't sure how to phrase

- examples of text they don't understand (letters, signs, messages, headlines, instructions)
- "Why do American people (do something that seems puzzling to the student)?"

Ideas for role playing

If you ask, students can probably name a variety of situations in daily life that present communication challenges. Re-enacting these situations with the student is an excellent way to boost conversation skills. Make sure you both agree on the parameters of the situation (who is playing which role, what the circumstances are) and then improvise a conversation. As you go along, you will find many instances in which you could suggest a better word choice, sentence structure, or pronunciation to facilitate communication. Keep notes on these suggestions, and when the role play is finished go over them with students to make sure they understand what you mean. Encourage students to incorporate these suggestions in successive re-plays of the conversation.

Sharing hobbies/interests

Do you enjoy a particular craft or sport? If the student is interested, give a demonstration. Or invite the student to demonstrate something to you. Do you both like to cook? Exchange recipes and explain how to make something. If you have a collection of some kind, offer a "show and tell" session.

Field trips

There is no rule that says you have to hold your sessions in the library. Students can learn a lot about their new environment by visiting other **public places**. For example:

- Go to ordinary public places that you would visit in the course of daily life, and demonstrate (or encourage students to engage in) some type of practical communication—applying for a membership card, mailing a package at the post office, visiting a relative in a nursing home, shopping at a farmer's market, asking about a job opportunity, signing up a child for a recreational activity, opening a checking account.

- See if the student would like to visit sites of cultural interest such as a museum, park, or gallery. Talk about what you see there, and ask students to compare it to similar sites in their home country.
- Look for free or low-cost community events, such as a craft fair, flower show, a home show, a performance or lecture, an open house, a cultural festival. See if the student would be interested in attending with you (or just describe the event if the student is looking for something to do with family members later on).

VIDEO CLIP: Follow up after a field trip

HARDWARE STORE 31.17 min (Group class)

<http://www.newamericanhorizons.org/training-videos>

Every chance you get, encourage students to speak in English as often as possible while they live their lives every day. You may find the **I Spoke English Today** worksheet helpful and may want to review it with them at the beginning of each lesson. Customize that sheet to the “real life” experience of your students.

Adapted from:

Conversation Partner Guide: Jones Library ESL Center, Amherst, MA
Great Start 5; Literacy Network (Madison, WI); Wisconsin Literacy, Inc.
Intercambio: Uniting Communities

ORDERING AT A FAST FOOD RESTAURANT

Worker: Hello, what would you like?

Alma: I would like to order 6 sub sandwiches.

Worker: Would you like chips, drinks, or cookies with the sandwiches?

Alma: I would like chips and drinks, but no cookies.

Worker: What size sandwiches would you like? six inch or twelve inch?

Alma: I would like the six-inch size, please.

Worker: What kind of sandwiches do you want?

Alma: I would like 6 cold cut combos on Italian bread, please.

Worker: What do you want on each of them?

Alma: The same for all of them: lettuce, tomatoes, onions, green peppers,
But no pickles, please.

Worker: Do you want cheese on them?

Alma: Yes, white cheese.

Worker: Large or small drink glasses?

Alma: Small.

Worker: Is this for here or to go?

Alma: We will eat them here.

Worker: That will be \$35.47, please.

Alma: Okay, thank you for your help.

FIELD TRIP TO A PHARMACY

Pharmacist: "Can I help you? What's wrong?"

Student: "I have a headache."

Pharmacist: "Here is some aspirin. It will help your headache."

Student: "Thank you."

Pharmacist: "Is there something else wrong?"

Student: "I have a sore throat."

Pharmacist: "Here is some throat medicine. It will help your sore throat."

Student: "Thank you."

Pharmacist: "Is there something else wrong?"

Student: "I have a cold."

Pharmacist: "Here is some cold medicine. It will help your cold."

Student: "Thank you. It was kind of you to help me practice my English!

Good-bye!"

SURVIVAL VOCABULARY

How do you say _____?

What does _____ mean?

I don't understand.

How do you spell _____?

Speak slowly, please.

Help me, please.

6. LET'S READ



WHAT IS READING ALL ABOUT?

More than anything else, reading is about **how to make meaning out of text**. Learners use their own strategies to get meaning from what they read. Here are some examples of the most common ones:

Using what they already know to make sense of what they read

Making predictions (I see where this plot or story is going)

Paying attention to how a reading selection is organized

Creating mental pictures

Asking questions

Summarizing

Focus on SIGHT WORDS as you begin to teach reading

ELLs need support with the spoken sounds of English, and it can take them quite some time to catch on to sounding out words. But, when students learn words by sight, they can focus on reading for meaning right from the start. **Literate readers read almost entirely through recognizing sight words.**

Tips:

Start with words from learners' experiences (name, brand names, and signs)

- ✓ First, work on letter recognition. Have students pick out words from flyers.
- ✓ Create sight word flashcards for learners to use in class and at home.
- ✓ Check that learners have an accurate concept of a word's meaning.
- ✓ **Do not** decode words phonetically right from the start. Rather, work on building up sight word vocabulary while introducing the use of phonetic clues for word recognition.

Building a Word Bank and Simple Sentences

ELLs usually hear language holistically, focusing on meaning, not analyzing individual words. Learners may not be aware that oral phrases are comprised of individual words. "Whasyunname" might seem like one discrete language item, not a structure of four individual words, "What is your name?"

- Introduce phrases and short sentences right from the beginning.
- Encourage learners to read phrase by phrase, not word by word.
- Use Language Experience Approach stories (LEA) as first texts.
- Ask the student to select meaningful words and copy them into a notebook or onto individual word cards. This is called building a **Word Bank**. (You may want to make 2 sets of word cards so you each have a set).
- Shuffle the cards and see if the learner can read the words.
- Refer to the story if necessary.
- When you scramble the cards or the word list, try to start and end with familiar words so the learner will have a feeling of success.

Word Bank Activities

1. Ask questions that allow learners to find appropriate responses from their work bank.
2. Play a game, such as "concentration", and have the student match the words in the card pack with pictures or definitions.
3. Have the student create new sentences with the word bank cards by interchanging them. For example, replace noun, verb, or objects in the sentence.

The dog barked. The dog ran.

The cat jumped. The boy jumped.

4. Either find or write a simple story containing the words in the card pack or

- word list. You read the story to the learners. Have them find and underline the words that are in their card packs or word lists.
5. Take turns selecting a word and challenging each other to find a matching or opposite word.
 6. Have learners select two or three words from their word bank which they can discuss, stating the meaning of the word and any personal associations with the word.
 7. Give students a picture or illustration. Have them find words in their word bank that go with the picture. (For example, colors, descriptive words, nouns, verbs).
 8. Have the student arrange the word cards in various categories. (For example, all the words beginning with a particular letter).
 9. Have learners search for words based on how they look (patterns), how they sound, or what they mean. For example, words that end with *ment*, with *tion*, or that begin with *pre*.

Building Simple Sentences

Select cards that are nouns and verbs. Place the noun cards in one stack, and the verb cards in another stack.

Students draw a noun card and a verb card.

To demonstrate the lesson, draw one card from each stack and design a simple sentence.

Write the sentence and then read the sentence together.

Ask the student to draw cards and design a sentence.

Write down the student's sentence. Be sure not to add anything to the sentence, but since the student will be reading this sentence, write a simple, complete sentence. Use correct verb tense and word usage.

As the student masters the activity, or for more advanced students, adjective and adverb cards can be added. Place the noun cards next to the adjective cards, and the verb cards next to the adverb cards.

Expanding Simple Sentences

You and your student take turns adding a word or a phrase to a sentence. Eventually, you may write the sentence down and read it with the student.

1. You begin by saying something quite simple such as: The boy kicked the ball.
2. Your student adds one or more words to the sentence: The small boy kicked the ball.
3. You might continue: The small boy kicked the red ball.

Keep adding more words to the sentence, or add additional sentences to make a story. When the activity is finished, ask the student to write the sentences. Assist as needed. After you and the student have read the sentences/story several times, have the student write the sentences in his/her student working portfolio.

What is Fluency and why is it important?

Fluency is the ability to read quickly and accurately, smoothly and with expression. This is a very important component of the reading process because “rapid and accurate reading frees learners to be able to focus their attention on the **meaning** of what they read.” (National Institute for Literacy, Partnership for Reading program)

Fluent reading is smooth and fluid, where the words are read accurately with appropriate phrasing, intonation, emphasis and breathing. Comprehension suffers when poor readers must focus on “getting the words off the page” and therefore aren’t able to give much attention to the meaning of what they are reading. For many years it was thought that simply decoding, phonics and vocabulary development would lead to successful comprehension. However, research in the last two decades has shown that reading fluency is a key piece necessary to achieve comprehension.

How can I help students become fluent readers?

Model fluency by reading to students for part of every lesson.

Work on **increasing recognition of sight words**.

Use **guided, repeated oral reading**, such as:

Echo reading: Tutor reads Page 1; Student reads Page 1

Partner reading: Tutor reads Page 1; Student reads Page 2

Choral reading: Tutor and student read simultaneously

Performance reading: Student reads aloud to an audience

Using materials with an appropriate reading level is essential to being able to read fluently. Newspaper articles can be great for higher level adult readers, but a beginning reader would struggle with this high content. Materials should be chosen at a learner's instructional reading level and remain consistent.

The *RULE OF 5* can help students select material at their reading level

Ask students to begin to read **1 page** of the material selected and to count the number of unfamiliar words. Stop when 5 unfamiliar words are encountered.

When materials are found that have fewer than 5 unfamiliar words **on 1 page**, the material might be at an appropriate level for the student to use for reading at home or in the lessons.

After using the material, if the student finds it too easy, increase the number of unfamiliar words per page to 6 or 7. If the material is too hard, decrease the number of unfamiliar words per page to 4 or 3.

Comprehension: the point of it all

More than anything else, reading is about how to make meaning out of text. Therefore, the most important question in the whole process is

What does it all mean?

Checking for understanding is crucial! Just asking students “do you understand?” is not adequate. Rather, ask them to SAY or to DO something with the material.

What are some ways to determine if students comprehended what they read?

- Ask students to tell you about what they just read in their own words.
- Ask students questions about the text they are reading. You might ask **“What does the author mean when she says...?”**
- Ask students to predict what might happen next in the story.

How can I help students who have difficulty making meaning out of the text?

- Check the level of the reading materials using the Rule of 5.
- Clarify the words and sentences they do not understand.
- Try using a graphic way of telling the story, such as a timeline of events or organizing a set of pictures related to the text in sequence. (see Use a Story Ladder, below).
- Identify where the difficulty occurs, for example **“I don’t understand the second paragraph”**
- Look back through the text or forward in the text for information that might help them resolve the problem.

Other ways to aid comprehension:

- Use pictures, drawings, and real objects
- Define the troublesome words
- Give examples of “same” and “opposite” words
- Provide an open-ended sentence for the student to complete

Scramble Sentences or Stories

Write a sentence (appropriate for your student’s level, and related to your current theme). Cut up the sentence word by word. Have students organize the pieces into the correct order and read it aloud. Do this with several different

sentences. You can also do the same thing with a paragraph—cut a paragraph up into sentences and have students put the paragraph back together.

Questions and Answers

How Question-Answer strategy aids Comprehension

- Gives learners a purpose for reading
- Focuses learner’s attention on what they are to learn
- Helps learners think actively as they read
- Encourages learners to monitor their comprehension
- Helps learners review content and relate what they have learned to what they already know

EXAMPLE: Text: (from The Skirt by Gary Soto)

After stepping off the bus, Miata Ramirez turned around and gasped, “Ay!” The school bus lurched, coughed a puff of stinky exhaust, and made a wide turn at the corner. The driver strained as he worked the steering wheel like the horns of a bull. Miata yelled for the driver to stop. She started running after the bus. Her hair whipped against her shoulders. A large book bag tugged at her arm with each running step, and bead earrings jingled as they banged against her neck. “My skirt!” she cried loudly. “Stop!”

Four types of questions to check comprehension

“Right There” – Answers are found right in the text. Learners are asked to find the one right answer located in one place as a word or sentence in the passage.

Example: **Question:** Did Miata try to get the driver to stop?

Answer: Yes.

“Think and Search” – Questions are based on the recall of facts that can be found directly in the text. Answers are typically found in more than one place, thus requiring readers to “think” and “search” through the passage to find the answer.

Example: **Question:** Why did Miata want the driver to stop?

Answer: She suddenly remembered that she had left a skirt on the bus.

“Author and You” – Questions require readers to use what they already know as well as what they have learned from reading the text. Learners must understand the text and relate it to their prior knowledge before answering the question.

Example: **Question:** How do you think Miata felt when she realized that she left her skirt on the bus?

One possible answer: I think she felt bad because the skirt was important to her.

“On Your Own” – Questions are answered based on a learner’s prior knowledge and experiences. Reading the text may not be helpful to them when answering this type of question.

Example: **One possible question:** How would you feel and what would you do if you left something important to you on a bus?

One possible answer: I would feel upset and I would try very hard to get the driver to stop so I could get it back.

Use a Story Ladder

A story ladder is a sequential list of events which makes sense only if the items are in order. It is very much like a timeline.

1. The students identify the events that occur in the story and then list the order in which the events occurred.
2. If they are unable to do this, they may not have understood some of the story. Or, maybe using a timeline or another type of graphic organizer would be better suited to their learning style.
3. If they still cannot demonstrate comprehension, work together to clarify what was read and the meaning.

4. When they can write the story ladder or complete the timeline, there's a good chance they have understood what was read.

Listen and discuss a passage

Select a short article, textbook passage, folktale/story, or newspaper article, and read it aloud to students, while they take notes (it may help to read it twice—first to get the general “gist” and a second time to capture more of the details). Ask questions about the article, and/or have the student summarize the article.

With a computer or tablet, play a short YouTube video, TV show, movie or lecture segment, and process it the same way. You may find it easier to have the student read an article or view a video ahead of time, and come in prepared to do an oral summary. Choose material related to topics that your student is interested in. Students also can suggest articles or videos that they would like to discuss. If the passage is long, you may need to break it into segments and discuss one segment at a time.

Recorded Books

Have students use their library card to borrow books on CDs or Play-aways. Have them check out the print version of the book also. Then have them read along as they listen to the story.

Song Lyrics

Type up the lyrics to a song (choose a song that is clear and not too fast). Read the lyrics together and discuss the meaning. Listen to the song together. Next, cut up the lyrics into many sections. Have the student arrange the strips in order as they listen to the song again. Be patient and let the students listen to the song several times.

Adapted from:

Adler, C.R. (Ed). Put Reading First.
Great Start 5
Intercambio: Uniting Communities
National Institute for Literacy

COMPREHENSION

What	\$2.00
Who	yogurt
Where	Maria
How much	at a restaurant

Maria bought yogurt at a restaurant. It cost \$2.00.

7. GRAMMAR AND SPELLING



GRAMMAR AND SPELLING: STRUCTURAL PARTS OF THE ENGLISH LANGUAGE

When students have learned a number of the words used most often in spoken and written English, and after they have gained confidence that they can pronounce them, recognize them in print, and use them in conversational English, it is time for to consider how the language is put together—how it functions. Learning simple grammar and spelling can aid in comprehension which is the goal of both spoken and written communication in any language.

Grammar and Parts of Speech

Native speakers of any language have a set of internalized rules for using that language. This is grammar, and the vast majority of the information is acquired—at least in the case of one's native language—not by conscious study or instruction, but by observing other speakers. Much of this work is done during infancy.

Consider how children acquire language:

- * They HEAR the world around them.
- * They use what they HEAR to connect people, activities, and objects to what they sense.
- * Without speaking, they DEMONSTRATE comprehension. For example, they play peek-a-boo or point to their nose when asked where it is. This is Total Physical Response.
- * Eventually, they imitate what they HEAR and begin to SPEAK.
- * As they are ready, they connect what they HEAR and SPEAK to printed words. This step is the beginning of moving from LISTENING to SPEAKING to READING and WRITING.

Learning a language later in life usually involves a greater degree of explicit instruction.

Some things to remember about teaching grammar:

- The answer to “why” questions about grammar are simply “because that’s the way English is.” Regarding the rules of grammar, we can say how structures are formed and when they are used, but there is really no meaningful why.
- Be sure not to make teaching objectives too broad. “Chunk” the material in easy-to digest sized pieces. For example, when introducing the past tense, teach regular and irregular verbs in separate lessons, first focusing on regular verbs. Once students understand those, add irregular verbs. Only combine the two in the same lesson once students have a strong grasp of each category separately. This may take several class sessions.
- When teaching a new structure, you are teaching:
 1. **Form:** How is the structure put together?
Example: The written form of regular past tense verbs is to add “-ed” to the simple form.
 2. **Meaning:** When do we use it?
Example: When talking about things that happened in the past, we use an “-ed” form which indicates that we are talking about something that happened yesterday, last week, etc.
 3. **Use:** How can we put this new information together into real communication?
Example: Yesterday I walked the dog. Last year I finished school.
Give students real examples and real practice.
- When teaching a new structure, provide **examples** and the **rule**. Teach either inductively (give examples first and let students draw the generalization from those examples) or deductively (give the rule first and finish with examples to illustrate).

- It's important to put a visual, graphic illustration of the structure on the board or in a handout. Slot charts, such as those used in the ***Confidence and Connections*** workbooks, do this very well for most structures. This helps students generalize the new form. The examples that you give should be realistic, conversational, relevant, and provided in context. Use real items or visuals such as pictures.
- Parts of speech are often quite difficult to teach, especially to ELLs. Avoid using grammatical terminology with students who have not at least completed high school. Examples:

Instead of:

pronouns

third person singular verbs

present continuous tense

simple present tense

Try saying:

substitute words

she/he/it verbs

“now” verbs

“everyday” verbs

- **You do not have to give students the grammar rule, especially if it is very complex or there are many exceptions. Instead, direct students to learn the individual examples. This is also true of most spelling and pronunciation rules.**
- Once you have presented the new structure, it is important to provide plenty of practice with it. Start with exercises that are tightly controlled (only one right answer, sometimes only a single word) and then gradually loosen up.
- During practice, be sure to **check for understanding** by listening carefully to students and re-teaching or correcting when necessary.

Common Grammatical Challenges for Spanish Speakers

Persons	Vs	People
Childs	Vs	Children
I have 30 years old	Vs	I am 30 years old
Put attention	Vs	Pay attention
Make a party	Vs	Have a party
You have reason	Vs	You are right
I take coffee daily	Vs	I have coffee daily
\$10 for hour	Vs	\$10 an/per hour
I no like	Vs	I don't like
I like it too much	Vs	I like it a lot
Written: day/month/year	Vs	Month/day/year
It was confused	Vs	It was confusing
She don't know	Vs	She doesn't know
She'll call to him later	Vs	She'll call him later
I live near to library	Vs	I live near the library
He told to me that ____	Vs	He told me that ____
They said me a joke	Vs	They told me a joke
He forgot lock the door	Vs	He forgot to lock the door
I'm going to talk him	Vs	I'm going to talk to him
What he does?	Vs	What does he do?
How I can get to the library?	Vs	How can I get to the library?

SPELLING

What are some principles regarding spelling?

- Spelling is learned as we use it. Encourage learners' attempts to spell words. Let them approximate, especially when they are trying to use new words. Point out the parts they have spelled correctly. Use the parts they have misspelled as a focus for teaching spelling.
- Determine what learners already know about spelling so they can then build on that knowledge.
- Teaching spelling is an ongoing activity. Whenever learners come across new words, they should be encouraged to analyze them, look at their structure and review word meanings.
- Self-evaluation is essential in spelling. Have learners underline words they think might not be correct, even when they don't know how to correct the words. Knowing when a word *looks* wrong is the first step toward learning how to spell it correctly.

What are some strategies for teaching spelling?

These basic procedures provide learners with a way to approach any new word they are trying to learn to spell.

To begin with, have learners:

- look at the word
- listen to the beginning sound
- write it
- identify and listen to rhyming words

- write rhyming words
- say the word slowly and then fast (to teach segmentation and blending)
- write the word again

Then have learners:

- think about meaning. (Does it give any clues to spelling patterns?)
- say the word slowly and listen carefully.
- write the word syllable-by-syllable and make sure that each sound is represented with a letter or letters.
- look carefully to see if the pattern looks right.
- try different patterns that might be right.
- try to think of another word that is similar.

Sounding Out

Sounding out words as a spelling strategy works only with certain words. Learners who try to rely too completely on the sound of a word for hints on how to spell it often have trouble with some of the peculiar sound-spell combinations in the English language. Unfortunately, the ability to sound things out correctly doesn't help much with some words.

For example:

- Wednesday, which puts an nz sound before the d.
- Words like listen and handsome, in which the t and d sounds have disappeared.

Trace, Copy and Recall Strategy

- List three or four new spelling words in a column.
- Have learners say the first word, trace it saying the letters as they trace, and then say the word again.
- Ask them to copy the word next to the original word.
- Flip the paper over and ask learners to say the word and then spell it.

- If it's a difficult word, you can put it on the list more than once.
- After they've done all the words this way a few times, start doing the words two or three at a time. When they feel they know them, ask learners to do the list again, but skip the tracing or skip both the tracing and the copying.

Highlighting the Hard Parts as a Spelling Technique

This is a very good technique for learning any kind of rules and patterns.

- Use different color pens, pencils (or markers) and index cards.
- Have learners write the words vividly and boldly on the cards, making the hard part a different color than the rest.
- Ask learners to make a mental picture of that card by reading the word aloud, spelling it aloud, and then changing the way they say the hard part, maybe by saying it louder. Have them think about the hard part and what it looks like or sounds like.
- Turn the card over and have them write the whole word.
- Don't let learners try to learn more than one or two words at a time.

Popcorn Spelling (for group instruction)

Place learners in teams and give them cards with letters.

Have each team, one at a time, decide how to spell a word and put their letter cards on the board accordingly.

The other teams can challenge if they feel the word is spelled incorrectly.

If the word is spelled correctly, the team receives a point. If not, the challenging team receives a point.

Words within Words

Words within words are when little words can be found inside big words. Remembering the little words may help students remember the big words.

For example:

- Father – fat, he, her
- Believe - be, lie, eve
- Football - foot, all, ball
- Forget - for, or, get, forge
- Hotdog - hot, do, dog

Have learners see how many new words they can find within the word

INFORMATION.

Another approach to this strategy emphasizes both working with the alphabet and multi-sensory instruction. (The “mystery” word is SEPTEMBER):

- Give students a strip with the lower-case letters of the “mystery” word jumbled.
- Have students cut the letters apart.
- Then have them write the matching capital letter on the back of each lower-case letter.
- Once they are ready, ask them to manipulate the pieces of paper according to the following verbal instructions:
 - Spell ‘bet’ with 3 of the letters
 - Change one letter to spell ‘set’
 - Change one letter to spell ‘pet’
 - Add one letter to spell the plural of ‘pet’
 - Use the same 4 letters to spell ‘pest’
 - Rearrange the same 4 letters to spell ‘step’
 - Add one letter to spell ‘steep’
 - Ask the students to use all of the letters to spell the “mystery” word. You may give the hint that it is one of the months of the year.

Spelling Journals and Individual Spelling Lists

Use spelling journals or spelling lists as a way of organizing how to learn about words. Words are added on an ongoing basis. The journal page provides a space for writing words in syllables, highlighting letter patterns or features, and identifying base words. Learners can group words:

- according to sounds: or, oor, ore, au, aw
- according to visual patterns: ea – bread, great, seam
- in alphabetical order
- according to syllables, letters, prefixes, suffixes
- by words with short vowel sounds or long vowel sounds

Words that are consistently spelled incorrectly can be marked. These words are written at the bottom of the list to be included for further practice.

Practice

Tell learners that practice makes spelling correctly permanent, if they're practicing it right. Each time they spell a word wrong, they're practicing the wrong spelling. So, if they're not sure how to spell the word, they need to find out and then practice the correct spelling.

- Have learners keep an ongoing notebook of words so they've got their own personal dictionary and they can see their progress.
- Warn learners not to try to learn all the words at once. Have learners practice words a few at a time. Find out what works best for them. It may be one or two words or as many as three or four. Then, add another word to their list, or start on different ones. Each time they learn another word, have them go back and practice the ones they learned before it.
- Encourage learners to use the words they've practiced, which is the point to learning them. Have learners keep a list of words they're learning in a notebook where they can look them up to make sure they're spelling them correctly.

Using a Dictionary

Dictionaries are available online, as well as in various print formats. There are also digital dictionaries. Some dictionaries have nothing but spelling, while others offer much more information about words. Remind learners that the important thing about owning any kind of dictionary is that they must have it immediately at hand when they are writing or reading.

- Write the alphabet down the side of the page and have learners find a word for each letter, as well as the meaning.
- Say aloud a letter and have the learner see how quickly he or she can find it in the dictionary.

Adapted from:

Intercambio: Uniting Communities
Wisconsin Literacy, Inc.

8. LET'S WRITE



WRITING REINFORCES READING SKILLS

As students develop listening, speaking, and reading skills, they undoubtedly will be introduced to some basic writing skills. Be sure to continue including vocabulary, pronunciation and conversation skills in the weekly lessons even when your main focus is on writing skills. Use the work you have done with LEA to assist students to become more fluent writers. At this stage, the student is learning across the major components of literacy:

LISTEN—>SPEAK—>READ—>WRITE

Before beginning a lesson on writing, it is important to make sure that students have a basic understanding of the topic they are going to write about. Then, after students have finished writing, check for comprehension of what has been written using the techniques described in the **Comprehension: the point of it all** portion of the **Let's Read** section of this handbook.

What are some simple writing activities?

Make a list for grocery shopping or some other activity of daily living such as a “to do” list.

Address an envelope to the student's landlord

Make a simple family tree. For more advanced students, this could be part of the “getting to know you” activities during the first few lessons.

Tutor-Student Pairing techniques are effective ways to help students become independent writers:

Together we build

The tutor begins the sentence with 3 words. The student adds a word. The tutor adds a word, etc. until a sentence (or paragraph) is completed.

Half completed sentences

- The tutor begins a sentence and models how the student might complete it I DO.
 - The tutor and the student decide how to begin a second sentence and then complete it together WE DO.
 - The tutor begins a sentence and the student completes it YOU DO.
- When the student can do step 3, reverse roles.

Fortunately...Unfortunately/I used to But now I

This strategy involves alternating phrases or sentences. The tutor begins a sentence with the word “Fortunately. Then the student either continues the sentence or begins another sentence using “Unfortunately” as the next word.

The same strategy can be used for **I used to _____, but now I _____**

Biopoem

A biopoem describes a person in 10 lines. There is a specific formula to use when writing a biopoem:

- (First name)
- (Four adjectives that describe the person)
- Son or Daughter of (your parents' names)
- Lover of (three things that the person loves)
- Who feels (three feelings and when or where they are felt)
- Who gives (three things the person gives)
- Who fears (three fears the person has)
- Who would like to see (three things the person would like to see)
- Who lives (a brief description of where the person lives)
- (last name)

When you sense that the student is ready for **independent writing assignments**, you might want to try some of these ideas:

- Have students describe their neighborhood or workplace in writing.
- Using cartoons, remove the captions so students can rewrite them.
- Have the students keep a journal, writing a few sentences in it every day. Tutors review the journals each week and write comments back to the students. They can create a written dialog with you in this way.
- After a field trip, have the students write a thank-you letter to the manager of the place you visited. Correct the letter in class. Have the student re-write the letter as homework and then mail it.
- Dictations are good writing practice at any level. Simply adjust the difficulty of the sentences based on the students' proficiency. Read it aloud, section by section, and have the students copy what they hear. Then let them check their work and make corrections. This is also a good chance to revisit vocabulary or grammar structures you've worked on recently.

Story Ladder

1. Select a topic and ask learners to make a list of items to include in the material to be written.
2. Together, decide if the items should be discussed in some particular order so the message is as clear as possible.
3. If the learner doesn't understand how to put the items in order, discuss a story the student knows, perhaps from a TV series, a book, a fairy tale, or some LEA material. Write down the basic events of the story, but be sure they are not in sequential order—scramble them.

4. Ask the learner to read the sentences that describe the story. If it doesn't make sense, ask what needs to be done to the story so it will make sense. The student will begin to see that the order of the sentences is important for the message of the story.
5. Ask the learner to look at the sentences written about the topic chosen in step 1 above, and to put them in order.
6. Encourage the learner to write additional sentences to clarify points.
7. When the learner is satisfied, check for spelling and basic grammar. Then, ask the learner to write the story.
8. Ask the student if the story makes sense now. Explain how the story ladder can help organize thoughts before writing.
9. Be sure to save this work in the student's working portfolio.

My Story

This activity is really a variation of LEA, except the more advanced student is doing more of the writing while the tutor guides the process given below:

1. Select a topic to write about. Review materials from the student's working portfolio or consider topics of conversation you and the student have covered in the past.
2. Engage in a brief discussion to make sure that the student understands the topic.
3. Write down key words about the topic as the student is talking. Use a separate index card for each key word. Some students may be able to write the words themselves while speaking.
4. Now, on each index card, write a sentence related to the topic using the key word on that card.

5. Arrange the sentences in a way that seems logical.
6. Check the spelling of suspect words on each card.
7. Edit for capitalization and simple punctuation.
8. Once the students are satisfied with the sentences on the cards, ask them to write the sentences in paragraph form.
9. Words from the story could be used to introduce additional sight words, word patterns, consonants, and blends.
10. The story can be used to introduce some basic grammar and punctuation, such as when to capitalize, when to use a period, and proper verb tenses.

Story from a picture

This strategy is a good way to engage the students in imaginative creative writing. Several approaches are described below:

Show the student a picture and, together, write a caption for the picture. Next, talk with the student about the picture and, together, create and write a story. Ask the student to put themselves, you, or someone they know into the picture.

Show the students several pictures and ask them to pick one that stimulates their imagination. Write one paragraph from the perspective of either a person or animal in the picture.

Select a picture that could provoke a story. Have students tell a story about the picture and then write a 3-sentence paragraph. Give the picture a written name. This, essentially, is giving the paragraph a title.

5 paragraph essay with at least 3 sentences per paragraph.

This is a valuable technique for showing students how to write longer fact or opinion-based pieces. It fosters the development of critical thinking skills that might be required of them if, for example, they choose to work toward getting a GED. The parts of the essay include:

Introduction

Brainstorm 4 ideas that address the topic

Topic sentence: introduce what the topic is

Introduce each of the 3 best ideas that develop the topic

Body

Develop each idea from the introduction into a paragraph

Each paragraph has a topic sentence

Each paragraph explains the idea

Conclusion

Re-state the introduction

Sum up the ideas and thoughts

Be sure not to introduce any new ideas that are not in the introduction or that are unsupported by what was written in the previous parts of the essay.

To “polish” the essay, do a final check on the grammar and punctuation, and work on the transition sentences that link the introduction to the body and the body to the conclusion.

For essays and other similar pieces of writing, it is best if the writer

- works from an outline of main ideas,
- prepares an initial rough draft, and
- revises the essay one or more times before writing the final draft.

A brief word about Punctuation

Punctuation is used to mark the cadence, pauses, and tone in written English. In other words, punctuation helps us to understand when to pause between fully formed ideas when speaking, as well as to organize our thoughts in writing.

Basic punctuation marks tutors need to focus on when working with ELLs include the period, comma, question mark, exclamation mark, colon and semi-colon.

Beginning students should focus on understanding the period, comma and question mark. **Intermediate to advanced students** should also learn how to use colons and semi colons, as well as an occasional exclamation mark.

Punctuation in Spanish is identical to that in English with respect to the period, comma, colon, and semicolon. However, there are 2 significant differences which tutors need to be aware of and which may be challenging for Spanish speaking ELLs who are able to read and write in Spanish:

¿ ? — question marks ¡ !— exclamation points

Question marks: In Spanish, question marks are used at the beginning and the end of a question. If a sentence contains more than a question, the question marks frame the question only.

Si no te gusta la comida, ¿por qué la comes?
If you don't like the food, why are you eating it?

Exclamation points: Exclamation points are used in the same way that question marks are except to indicate exclamations instead of questions. Exclamation marks are also sometimes used for direct commands. If a sentence contains a question **and** an exclamation, it is acceptable to use one of the marks at the beginning of the sentence and the other at the end.

Vi la película la noche pasada. ¡Qué susto!
I saw the movie last night. What a fright!

¡Qué lástima, estás bien? What a pity, are you all right?

Guideline for correcting students' writing:

Ask yourself *“what’s the one thing we can focus on right now that will improve this student’s writing the most?”* Focus on that one thing until it is learned, and then ask the question once again. By focusing on only one thing at a time, the information is learned more easily, the experience is more positive, and the student isn’t as discouraged.

EXAMPLE:

Your student has been assigned the following homework: Write 3 sentences using this verb pattern: to be + verb+ing (such as, is going). What would you correct in the following homework?

1. The boy is playing.
2. The lady is coking up some diner.
3. My doter is asleping now.

When you correct original written work, comment on the content and not just on the correctness of the grammar, spelling, and punctuation. This reinforces the idea that writing is for communication. Get students accustomed to writing two drafts of any original work. One draft is for you to make comments and corrections; the other should incorporate those changes. Keep a copy of this corrected draft in the student’s working portfolio.

EXAMPLE:

Your student is asked to write about what she likes to do in the summer because you are working on using like and an infinitive (for example, like to garden).

In the summer, I like to run. I like read books in the beach. My family we like to cooking because in El Salvador all the peoples makes realy good fesh. I like to eat fesh.

Adapted from:

Colorin Colorado: www.colorincolorado.org

Great Start 5

Intercambio: Uniting Communities

Wisconsin Literacy, Inc.

9. APPENDIX

Examples of Student Goals

Family/Self

1. Read to child/grandchild
2. Identify strengths and use these strengths to learn
3. Improve English
4. Help child with homework
5. Communicate with teachers/school staff
6. Converse with family/friends in English
7. Ask for adaptations/ accommodations
8. Attend parent-teacher conferences/school-related meeting
9. Improve basic literacy skills
10. Volunteer in child's school
11. Read/write cards/letters
12. Read newspapers/magazines
13. Read or write poems or stories
14. Call ~~SPALC~~ in English
SPALC

Consumer skills

15. Open/use checking/savings account
16. Interpret and pay bills
17. Fill out insurance forms
18. Count and use coins and currency
19. Compare price/quality to find best buys for goods and services
20. Complete credit/loan application
21. Apply for unemployment insurance
22. Read/use recipes
23. Read cooking directions/food labels
24. Write shopping lists
25. Read lease/rental agreement
26. Understand directions for use of household products/appliances
27. Develop personal/or family budget
28. Read car repair invoices

Wellness and healthy lifestyle

29. Plan nutritious meals for a day
30. Implement an exercise routine
31. Make dr. appointment in English
32. Write down appointments
33. Read product label directions and safety warnings
34. Go to dr. alone (without interpreter)
35. Read medication labels/prescriptions
36. Apply for Medicare/Medicaid/HMO
37. Understand medical and dental forms

Attain employability skills

1. Demonstrate basic computer skills
2. Use standard keyboarding techniques
3. Use common software programs
4. Arrive at appointments consistently and on time
5. Communicate with peers, supervisors, and/or customers
6. Take test for a job
7. Write report
8. Fill out application
9. Complete job interview
10. Read classified ads
11. Read work-related information
12. Demonstrate improved conversational skills in social/work settings
13. Fill out orders/requisitions

Improve employment

14. Gain employment
15. Retain employment
16. Obtain job advancement
17. Complete GED/HSED

Community

1. Apply for library card
2. Locate books using the computer
3. Check out books
4. Receive driver's license
5. Read bus/airline/train schedules
6. Use postal services
7. Use the telephone and/or telephone book

Citizenship

1. Apply for citizenship
2. Pass citizenship test
3. Register to vote
4. Read for religious activities (Bible, Talmud, etc.)
5. Increase involvement in civic/community activities

19. Enter training program
20. Enter GED/HSED classes
21. Pass GED/HSED component
22. Apply for college

8. Use reference materials
9. Check out A/V materials
10. Look up information on the Internet
11. Read travel guides/maps
12. Read road/street signs
13. Locate/use community services
14. Order at a restaurant in English

6. Understand legal rights/legal advice
7. Apply for Armed Services
8. Read ballot and vote
9. Participate in neighborhood watch activities
10. Other not listed

Ejemplos de Metas para Estudiantes

Yo quisiera ...

Familia/uno mismo

1. Leerles a mis hijos / nietos
2. Identificar mis capacidades y úsela para aprender
3. Mejorar mi inglés
4. Ayudar a mis hijos / nietos con las tareas de escuela
5. Tener comunicación con maestros y directores
6. Conversar con la familia y amigos en inglés

Habilidades del consumidor

Habilidades del consumidor

15. Abrir y usar cheques y cuentas de ahorro
16. Interpretar y pagar cuentas
17. Llenar formatos de seguros
18. Contar monedas y billetes
19. Comparar precios y calidad para encontrar los mejores productos y servicios
20. Llenar aplicaciones para crédito préstamo
21. Aplicar para seguro de desempleo

Vida saludable

29. Elaborar (desarrollar) un plan nutritivo de alimentos diarios
30. Implementar una rutina de ejercicios
31. Hacer citas con el doctor en inglés
32. Escribir las citas y contradicciones

Obtener trabajo

1. Demostrar habilidad básica en computadores
2. Usar técnicas estándar para escribir en computadores
3. Usar programas comunes de software
4. Asistir a las citas constantemente
5. Comunicarse con compañeros, supervisores y clientes
6. Presentar examen para trabajo

7. Preguntar por adaptaciones y nuevas formas de enseñanza
8. Atender conferencia de padres y maestros en la escuela
9. Mejorar mis principios básicos de aprendizaje
10. Ser voluntario en la escuela
11. Leer escriba postales y cartas
12. Leer el periódico y revistas en inglés
13. Leer y escribir poemas títulos libros, historias y novelas
14. Llamar al ~~RTE~~ en inglés
SPALC

22. Leer y use recetas
23. Leer instrucciones para cocinar y etiqueta del contenido
24. Escribir lista de compras
25. Leer contrato y acuerdo de renta
26. Entender instrucciones de como usar s producto de casa y electro-domésticos
27. Elaborar (desarrollar) presupuesto personal y familiar
28. Leer facturas

33. Leer las etiquetas de los productos
34. Ir al médico (sin traductor)
35. Leer la receta de medicamentos y prescripción
36. Aplicar para sacar tarjeta de Medicare, Medicaid, HMO, y otras
37. Entender las instrucciones de las formas de médicos y odontólogos

7. Escribir reporte
8. Llenar una aplicación
9. Completar entrevista de trabajo
10. Leer y entienda los clasificados
11. Leer y entienda información relacionada con el trabajo
12. Demostrar mejoramiento en la habilidad de conversación en trabajo/social
13. Llenar órdenes y requisitos

Mejorar mi empleo

14. Obtener nuevo empleo
15. Mantener mi empleo
16. Obtener ascenso en mi empleo
17. Obtener el certificado GED / HSED

Comunidad

1. Aplicar para tarjeta de biblioteca
2. Localizar libros con la ayuda del computador
3. Sacar libros
4. Recibir licencia de manejo
5. Leer horario de bus líneas aéreas y tren
6. Usar servicio de correo
7. Usar el teléfono y guía telefónica

Ciudadanía

16. Pasar examen de ciudadanía
17. Registrarse para votar
18. Leer actividades religiosas (Biblia, Corán, etc.)
19. Aumentar mis actividades cívicas y comunitarias

18. Obtener licencia y certificado relacionado con mi trabajo
19. Entrar a un programa a de entrenamiento
20. Entrar a clases de GED / HSED
21. Pasar una sección de GED / HSED
22. Aplicar para la universidad

8. Usar material de referencia
9. Sacar A/V materiales
10. Mirar información en el Internet
11. Leer guía de viajes y mapas
12. Leer guía de carreteras y calles
13. Localizar y use agencias de servicios para la comunidad
14. Ordenar en los restaurantes en inglés

20. Entender los derechos legales y obtenga consejos
21. Aplicar para las fuerzas armadas
22. Leer el folleto y vote
23. Participar en las actividades de mi vecindario
24. Otros que no están en la lista

Strategy: Word Patterns

Description:

In word patterns, one figures out words through rhyming patterns, rather than by sounding out and figuring out each individual sound in a word. This method enables the learner to notice more readily the relationships between clusters of letters and the sounds they represent. The most prevalent letter cluster is the consonant-vowel-consonant (c-v-c).

When to use:

This strategy could be used for prereading, during reading, or after the reading is completed. As a prereading exercise, you would preteach the word pattern(s) and then look for those patterns in the reading itself. This could also be used during the reading where you look for a familiar pattern while reading and then think of other words that might fit that pattern. As a post reading exercise, you could have the learner look for familiar word patterns following the reading experience, then build out from those selected words to expand your list.

Objectives:

- Learner will learn to quickly recognize new words by recognizing rhyming patterns.
- Learner will be provided with a method for figuring out words. This will prove beneficial to those learners who struggle with vowel sounds.
- Learners will improve reading fluency.

Materials Needed:

- Pen or pencil
- Paper

Procedure:

1. First, you must be sure that your learner understands the concept of rhyming. Write a list of words on paper (3 words should be enough). For the 4th word, just write the beginning sound and see if the learner can tell you the word after attaching the rhyming ending. For example:

Colder
Bolder
Holder
F_____

Hopefully, the learner will reply “Folder”. If not, supply the word and repeat the series. Then give another example such as:

Jacket
Packet
R_____

Supply the answer again if necessary; “racket”. Continue to give such models until the learner understands rhyming.

2. Once you know the learner understand rhyming, choose a simple word family pattern such as “_ap”. Write the pattern down on paper.
3. Ask your learner to read the pattern. If the learner hesitates, say “a,p says ap”.
4. Point to or write a rhyming word underneath the pattern (Example: cap). Ask the learner to read the word. If the learner cannot read it, supply if for him/her.
5. Continue adding and reading rhyming words. (Example: cap, map, rap, lap, nap, tap).
6. Ask the learner to reread the list once or twice.
7. For extra review, point to the words in random order on the list.
8. Practice only two or three rhyming pattern at each lesson, but practice a little during each lesson.

Homework Possibilities:

- Select 3 word patterns that have been studied. Give the learner an article from the newspaper and see if the learner can identify any words in it that have one of the three word patterns. Have them highlight or mark these words in the article and bring the article into look at with you at the next lesson.
- Write 5 word patterns on paper. For example:

-at -elt -it -eat -ap

Ask the learner to write at least 3 words for each pattern beneath that pattern and bring back at your next session. For example:

-at	-elt	-it	-eat	-ap
hat	belt	bit	seat	cap
bat	melt	sit	beat	tap
cat	felt	fit	heat	gap

Adapted from: *Tutor: A Collaborative Approach to Literacy Instruction* by Cheatham, Colvin & Laminack, New Reader’s Press, 1993,. *Teaching Adults: A literacy Resource Book*, by Laubach Literacy Action, New Readers Press, 1994. *Litstart: Literacy Strategies for Adult Reading Tutors*, by Robson, DeVergilio, and DeButts, p. 114, Michigan Literacy, Inc., 1990

Written by Literacy Volunteers of Chippewa Valley and updated by Wisconsin Literacy.

The 300 Most Common Words

These are the words that are the most common words students find in reading, and writing, and need to learn how to spell. The first 100 words make up 50% of all written material. All 300 common words make up 65% of all written material. These words are listed, going down, according to frequency of use. Children see them over and over again in their beginning stories and they learn them using "beginning sounds" and simple phonetic clues along with context. Students should be able to recognize these words instantly for reading fluency and be able to spell them rapidly and correctly for writing fluency by the third grade.

Keep in mind that there are common suffixes for many of the words. Such as: y, ed, ly, er, ing, est, es, and s.

First 100 Common Words

the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	word	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	call
was	when	her	who
for	your	would	oil
on	can	make	now
are	said	like	find
as	there	him	long
with	use	into	down
his	an	time	day
they	each	has	did
I	which	look	get
at	she	two	come
be	do	more	made
this	how	write	may
have	their	go	part
from	if	see	over

2nd 100 Common Words

new	great	put	kind
sound	where	and	hand
take	help	does	picture
only	through	another	again
little	much	well	change
work	before	large	off
know	line	must	play
place	right	big	spell
year	too	even	air
live	mean	such	away
me	old	because	animal
back	any	turn	house
give	same	here	point
most	tell	why	page
very	boy	ask	letter
after	follow	went	mother
thing	came	men	answer
our	want	read	found
just	show	need	study
name	also	land	still
good	around	different	learn
sentence	form	home	should
man	three	us	America
think	small	move	world
say	set	try	high

3rd 100 Common Words

every	left	until	idea
near	don't	children	enough
add	few	side	eat
food	while	feet	face
between	along	car	watch
own	might	mile	far
below	close	night	Indian
country	something	walk	real
plant	seem	white	almost
last	next	sea	let
school	hard	began	above
father	open	grow	girl
keep	example	took	sometimes
tree	begin	river	mountain
never	life	four	cut
start	always	carry	young
city	those	state	talk
earth	both	once	soon
eye	paper	book	list
light	together	hear	song
thought	got	stop	leave
head	group	without	family
under	often	second	body
story	run	late	music
saw	important	miss	color

Adapted from http://www.tooter4kids.com/classroom/Most_Common_Words.htm

Also see: http://esl.about.com/library/vocabulary/bl1000_list1.htm This site lists AND pronounces the 1000 most common words, plus tells which part of speech they are with a link to an explanation of parts of speech.

USEFUL WORDS FOR FILLING OUT FORMS

date	zip code	divorced	weekly
month	city	widowed	part-time
year	state	single	full-time
name	telephone number	occupation	temporary work
Mr.	business telephone	employer	sex
Mrs.	home telephone	firm	male
Miss	citizen	place of employment	female
Ms.	citizenship status	self-employed	health plan coverage
first name	birthdate	length of service	medical history
last name	date of birth	references	physical impairment
maiden name	place of birth	in case of emergency	driver's license number
middle name	age	education	signature
middle initial	height	years of schooling	residence
address	weight	last school attended	insurance
street	Social Security number	degrees held	dependents
permanent address	marital status	diplomas held	
mailing address	married	salary	
present address	separated	hourly	

English

Spanish

A

accident	accidente
accidental	accidental
accompany (to)	acompañar
acrobatic	acrobático(a)
active	activo (a)
activities	actividades
admire (to)	admirar
admit (to)	admitir
adult	adulto
adventure	aventura
adopt (to)	adoptar
adoption	adopción
African	africano
agent	agente
air	aire
alarm	alarma
allergic	alérgico (a)
anaconda	anaconda
animal	animal
announce (to)	anunciar
appear (to)	aparecer
appetite	apetito
area	área
arithmetic	aritmética
artist	artista
association	asociación
astronomer	astrónomo
atmosphere	atmósfera
attention	atención
August	agosto
autograph	autógrafo
automobile	automóvil

English

Spanish

B

banana	banana
banjo	banjo
bicycle	bicicleta
biography	biografía
blouse	blusa
brilliant	brillante

C

cabin	cabina (de teléfono, avión, etc.)
cable	cable
cafeteria	cafetería
camera	cámara
camouflage	camuflaje
canyon	cañón
captain	capitán
capture (to)	capturar
catastrophe	catástrofe
cause	causa
celebrate (to)	celebrar
cement	cemento
center	centro
ceramic	cerámica
cereal	cereal
ceremony	ceremonia
chimney	chimenea
chimpanzee	chimpancé
cholera	cólera
circle	círculo
circular	circular
class	clase
coast	costa
colony	colonia
color	color

English	Spanish	English	Spanish
committee	comité	dinosaur	dinosaurio
common	común	direction	dirección
complete	completo(a)	directions	direcciones
completely	completamente	directly	directamente
company	compañía	director	director
concert	concierto	disappear (to)	desaparecer
confetti	confeti	disaster	desastre
confusing	confuso	discrimination	discriminación
confusion	confusión	discuss (to)	discutir
constellation	constelación	disgrace	desgracia
construction	construcción	distance	distancia
contagious	contagioso(a)	distribute (to)	distribuir
continent	continente	dollar	dólar
continue (to)	continuar	double	doble
contract	contrato	dragon	dragón
contribution	contribución	dynamite	dinamita
coyote	coyote		
crocodile	cocodrilo	E	
curious	curioso(a)	electric	eléctrico(a)
		elephant	elefante
D		enormous	enorme
December	diciembre	energy	energía
decide (to)	decidir	enter (to)	entrar
decoration	decoración, adorno	escape (to)	escapar
delicate	delicado(a)	especially	especialmente
depend (to)	depender	examine (to)	examinar
deport (to)	deportar	exclaim	exclamar
describe (to)	describir	explosion	explosión
desert	desierto	exotic	exótico(a)
destroy (to)	destruir	extra	extra
detain (to)	detener	extraordinary	extraordinario(a)
determine (to)	determinar		
diamond	diamante		
dictator	dictador		
different	diferente		

English

Spanish

F

family	familia
famous	famoso(a)
fascinate (to)	fascinar
favorite	favorito(a)
ferocious	feroz
finally	finalmente
firm	firme
flexible	flexible
flower	flor
fortunately	afortunadamente
fruit	fruta
funeral	funeral
furious	furioso(a)

G

galaxy	galaxia
gallon	galón
garden	jardín
gas	gas
giraffe	jirafa
golf	golf
glorious	glorioso(a)
gorilla	gorila
group	grupo
guide	guía

H

helicopter	helicóptero
hippopotamus	hipopótamo
history	historia
honor	honor
hospital	hospital
hotel	hotel

English

Spanish

hour	hora
human	humano(a)

I

idea	idea
identification	identificación
imagine (to)	imaginar
immediately	inmediatamente
immigrants	inmigrantes
importance	importancia
important	importante
impressed	impresionando(a)
impression	impresión
incredible	increíble
incurable	incurable
independence	independencia
information	información
insects	insectos
inseparable	inseparable
insist (to)	insistir
inspection	inspección
intelligence	inteligencia
interesting	interesante
interrupt (to)	interrumpir
introduce (to)	introducir
introduction	introducción
invent (to)	inventar
investigate (to)	investigar
invitation	invitación
invite (to)	invitar
island	isla

English

Spanish

L

leader	líder
lemon	limón
lens	lente
leopard	leopardo
lesson	lección
lessons	lecciones
line	línea
lion	león
list	lista
locate (to)	localizar

M

machine	máquina
magic	magia
magician	mago
magnificent	magnífico(a)
manner	manera
map	mapa
March	marzo
march (to)	marchar, caminar
marionettes	marionetas, títeres
medal	medalla
memory	memoria
metal	metal
microscope	microscopio
million	millón
miniature	miniatura
minute	minuto
minutes	minutos
moment	momento
monument	monumento
much	mucho
music	música

English

Spanish

N

natural	natural
necessity	necesidad
nectar	néctar
nervous	nervioso(a)
notice	noticia

O

obedience	obediencia
object	objeto
observatory	observatorio
occasion	ocasión
ocean	océano
October	octubre
office	oficina
operation	operación
ordinary	ordinario

P

palace	palacio
panic	pánico
paper	papel
park	parque
part	parte
patience	paciencia
penguin	pingüino
perfect	perfecto (a)
perfume	perfume
permanent	permanente
photo	foto
photograph	fotografía
photographer	fotógrafo(a)
piano	piano

English Spanish

pioneer	pionero
pirate	pirata
planet	planeta
planetarium	planetario
plans	planes
plants	plantas
plates	platos
police	policía
practice	práctica
practice (to)	practicar
prepare (to)	preparar
present (to)	presentar
problem	problema
professional	profesional

R

radio	radio
ranch	rancho
really	realmente
restaurant	restaurante
retire (to)	retirar
reunion	reunión
rich	rico(a)
rock	roca
route	ruta

S

secret	secreto
September	septiembre
series	serie
sofa	sofá
special	especial

English Spanish

splendid	espléndido(a)
statistics	estadística
stomach	estómago
study (to)	estudiar
surprise	sorpresa

T

telephone	teléfono
telescope	telescopio
television	televisión
terrible	terrible
tomato	tomate
totally	totalmente
tourist	turista
traffic	tráfico
trap (to)	atrapar
triple	triple
trumpet	trompeta
tube	tubo

U

uniform	uniforme
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V

vegetables	vegetales
version	versión
visit (to)	visitar
volleyball	voleibol
vote (to)	votar

Adapted from: Calderón, M., August, D., Durán, D., Madden, N., R. Slavin & M. Gil (2003). *Spanish to English Transitional Reading: Teacher's Manual*. Baltimore, MD: The Success for All Foundation.