Community Volunteer Training

Basic Reading for Adult Learners

Scott Rice
Goodwill Instructor and Volunteer Supervisor

Sally von Bargen
Goodwill Volunteer Tutor
Welcome and Introduction

What you can expect from today’s workshop

A conversation about teaching adults to read that will give you insight into...

1. the complexities of learning to read as an adult
2. the Five Reading Skills that define reading
3. how to make learning engaging and relevant for your student
4. how to use real world materials and student generated to stories
The Literacy Facts of Life

The Nation
Among ‘high income’ countries; US ranks 12th

The Economy
Between 46 and 51% of American adults have an income well below the poverty level because of their inability to read

Impact on Society
3 out of 5 people in American prisons can’t read
Our class has 20+ students per 8 week session. One teacher and four tutors support the class. Our students lead demanding lives so our challenge is sustaining student attendance. We have learned there is no ideal single method for teaching reading.

**Our students come to us with...**

- a range of English language and reading skill levels
- diverse needs and goals
- varied education experiences and learning abilities
- complex personal situations and educational backgrounds

**In our class we work...**

- as a whole class learning community
- in small groups based on reading level
- one-on-one
Adult Reading Student Characteristics

ESOL

• limited or no reading ability in their first language
• limited education opportunity in native country
• English speaking and listening skills above reading and writing skills
• sight word recognition with limited comprehension of English alphabet, phonics and decoding
• possible background of trauma, violence or upheaval

Native Speaking

• interrupted or ineffective K12 experiences
• possible background of violence, abuse, addiction or incarceration
• may have mild or undiagnosed learning disabilities
Adult students are highly motivated, yet will put family or job related obligations ahead of their educational needs. They will miss class if the demands of the ‘real world’ are too great.

It is essential to establish a meaningful connection and safe environment for students to feel motivated and to return through thick and thin?
Why do we read?

Think back on the last 24 hours. What did you read and why did you read?

The goal of reading is COMPREHENSION FOR SURVIVAL
Jll Jbiut Jdjm

Jdjm qs j studznt jt ‡iidwqll. Hz qs studyqn‡ rzjdqn‡ ti qmprivz hqs rzjdqn‡ skqlls jnd przpjrz fir cillz‡z qn thz Sprqn‡.

Hz qs qntrzrstzd qn Qnfirmjttqin Tzchnili‡y jnd wjnts ti wirks wqth cimputzrs qn thz futurz.

Hqs hibby qs pljyqn‡ sicczr. Hz pljys in j tzjm wqth pljyzrs frim mjny ciuntrqzs, qncludqn‡ Mzxqci, Russqj, Frjncz jnd zvzn Mjlq qn Jfrqcj.


Jdjm jlzs livzs ti rzjd biiks, mj‡jznzs jnd nzwpjpzrs. Hz znjiys rzjdqn‡ jbiut hqs fjvirqtz sicczr tzjm, Mjnhzstzr Unqztzd.

Whjt hjvz yiu Izjrnzd jbiut Jdjm?

Whjt qs hqs hibby? __________________________________________

Whjt dizs Jdjm livzs ti rzjd? __________________________________________

Hiw mjny sqblqn‡s dizs hz hjvz? __________________________________________
All About Adam

Adam is a student at Goodwill. He is studying reading to improve his reading skills and prepare for college in the Spring.

He is interested in Information Technology and wants to work with computers in the future.

His hobby is playing soccer. He plays on a team with players from many countries, including Mexico, Russia, France and even Mali in Africa.

Adam is from Conakig, the capital city of Guinea. He came to the United States in 2014 with his three siblings. The family lives in Seattle, Washington. His big brother, Kanfalie, works at Amazon. His sister, Ansur, and his little brother, Kade, are in high school. Ansur goes to Franklin and Kade goes to Rainer Beach. Adam loves his family; they are always there for each other.

Adam also loves to read books, magazines and newspapers. He enjoys reading about his favorite soccer team, Manchester United.

What have you learned about Adam?
What is his hobby? ________________________________________
What does Adam like to read? ________________________________
How many siblings does he have? ____________________________
What Does It Take to Read?

- **Phonemic Awareness**
  - hears and detects individual sounds within words

- **Decoding**
  - able to apply knowledge of letter-sound relationships to pronounce written words

- **Fluency**
  - reads accurately, at a natural pace and with appropriate expression

- **Vocabulary**
  - knows the meaning of words as they are read

- **Comprehension**
  - uses knowledge to construct meaning
Adult reading students need...


Pre-reading: activate prior knowledge and deduction using titles, pictures, captions to make predictions

Reading: scan, read silently, underline key words, identify unknown vocabulary, mix of silent reading, listening to tutor read, reading aloud, group reading, listening and repeating to emulate fluency

Post-reading: visualize, retell, summarize, identify key learnings
Where to Start? Identify Student Learning Goal

Every student has a unique reason or need for wanting to learn to read.

1. Discover **why** your student wants to read?

2. Tailor and sequence your lessons into small components to achieve your student’s goals.
Eduardo wants to get a painting job

Eduardo grew up in a troubled family, dropped out of school at 15 and never learned how to read well. He can sight read a lot of everyday words but struggles to read. He knows the alphabet and some letter sounds, but does not understand phonics. He wants a painting job, he knows he can do the work, but he also knows his prospects are limited because he is a poor reader. He collaborated with his tutor to develop his **sequential Learning Plan**.

**SKILL FOCUS - Phonics and Decoding Practice**
Relevant and Flexible Learning

Know where you’re going and be flexible.

1. **Connect** to build up trust and respect
2. **Respect** prior learning experience and knowledge
3. **Review** past shared learning experiences
4. **Expand** on work-in-progress or introduce new work
5. **Practice** targeted learning
6. **Read** for purpose and pleasure
7. **Extend** learning into ‘real world’
Use Real World Material

Use reading material that your student wants and needs to read.

Examples:
- Newspapers
- School communications
- Bus schedules
- Children’s books
- Applications
- Mail
- Sports pages
- Recipes
- Maps
- Grocery ads
- Flyers
- Online classified ads
- Street signs
Student Stories

No books? No problem, write a story.

Language Experience Approach
- student speaks and teacher writes, or class brainstorms, or students talk about each other
- student’s spoken vocabulary is always used
- student reads, revises and expands
  1. vocabulary reviewed
  2. teacher reads aloud, as student reads silently
  3. student edits and expands
  4. student reads and rereads for fluency
  5. story can be expanded as student progresses
- collaborative proofing and editing by other students
All About Adam

Adam is a student at Goodwill. He is studying Reading to improve his reading skills and prepare for college in the Spring. He is interested in Information Technology and wants to work with computers in the future.

His hobby is playing soccer. He plays on a team with players from many countries, including Mexico, Russia, France and even Mali in Africa.

Adam is from Conakry, the capital city of Guinea. He came to the United States in 2014 with his three siblings. The family lives in Seattle. His big brother, Karlafe, works at Washington. His sister, Ansar, and his little brother, Kade, are in high school. Ansar goes to Franklin and Kade goes to Rainer Beach. Adam loves his family; they are always there for each other.

Adam also loves to read books, magazines and newspapers. He enjoys reading about his favorite soccer team, Manchester United.

All About Yodit

Yodit is a happy girl and she likes to go to school. She studying English and Reading and she is also a teacher's helper.

Yodit is married. Her husband’s name is Stephen. They met in Africa in the country of Djibouti. Stephen was working on an American military base as a contractor.

Sally is a reading class tutor. She likes how Yodit changes her hair. She has had pink hair, purple hair, brown hair, straight hair and curly hair.

Four things we like about Yodit are that she is a hard worker, a good dresser, a good communicator and very friendly.

All About James

James is a Goodwill student. He lives with his wife Patience. James and Patience have been married for over a year. Patience is from Nigeria. They live in Seattle. His mother’s name is Minnie and his father’s name is Harry.

James likes soul food. His favorite foods are fried chicken, greens and cornbread.

James is a busy man! He goes to school at Goodwill on Monday, Tuesday, Wednesday and Thursday. And, he goes to many appointments at Harborview. He moved to a new house and has not been able to come to school much.

Here are some nice things to know about James. His nickname is Sir James. He likes to dress nice. He has two cell phones. James is a nice guy.
Benefits Of Being a Volunteer Tutor

In addition to meetings lots of interesting people, getting a glimpse into the teaching and helping professions, and gaining personal satisfaction from helping others, tutoring also provides the following benefits to the tutor:

- You help a person get a better job or go on to pursue higher education or technical training.
- You make a difference in the lives of the students you work with and our community.
- Encourages higher levels of thinking, yours and your students.
- Increases your understanding of the challenges faced by others.
- Increases your understanding of teaching and learning.
- In working closely with your student, you will build up trust and mutual respect.
- You will empower your student by being a lifelong learner.
- You will learn as much from your students as your student learns from you.
**Select Tutor Resources pg 1**

**Websites** (reading resources and lesson plans)
- Minnesota Literacy Council, [https://mnliteracy.org/curriculum-lesson-plans](https://mnliteracy.org/curriculum-lesson-plans)
- English for Everyone, [http://www/englishforeveryone.org](http://www/englishforeveryone.org)

**Publishers**

**Books** (shop around, many can be purchased used)
- *Litstart: Strategies for Adult Literacy and ESL Tutors*, Patricia Fry, Michigan Literacy, Inc.
- *You Can Teach Someone to Read*, Lorraine Peoples, GLoBooks Publishing LLC
Online Resources (Tutor support, adult learning, literacy facts, lessons plans, learning activities)

1. PDF Understanding What Reading Is All About, Ashley Hager et al, National Center of Study of Adult Learning and Literacy  http://files.eric.ed.gov/fulltext/ED508600.pdf


