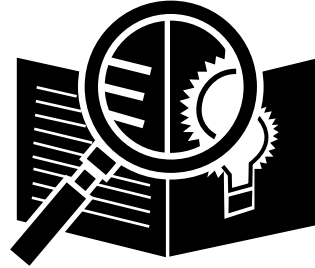


## Welcome!

You are about to embark on a wonderful adventure that will make you see our language through different eyes! You'll throw out some myths you had about people who can't read and write, and learn a lot about yourself and others.



This notebook is a collection of materials to use while working with adults who want to improve their English literacy skills. All of the adult learners in our program must speak English, but they are not all native English speakers. All have a desire to better their reading and writing skills, as well as perhaps their conversational skills. The materials we cover in class will help you get started as you take your journey with an adult learner.

It is important to remember the purpose of the class. During the class, you will become familiar with the materials available to you and to the adult learner, as well as how to select materials based on the adult learner's needs. You will also learn how to encourage active participation in the learning process. This experience is not going to require that you memorize anything. In fact, as you investigate techniques or skills you might want to use in the tutoring sessions, you are modeling the value of reading, writing and learning.

One of the most important elements in learning is a sense of adventure. If, along the way both you and your adult learner have a great time, then your experiences as a tutor will have been a complete success!

So, listen, relax, learn, participate and enjoy. Then, when you are matched with an adult learner, listen, relax, learn, participate and enjoy!

## Cherall Weiss

**Project Adult Literacy**  
literacy@newportbeachca.gov

## Literacy Tutor Job Description

**Accountable to:** Literacy Services Coordinator

**Training:** Satisfactory completion of tutor training program of Project Adult Literacy (PAL), a program of the Newport Beach Public Library

Quarterly tutor workshops for ongoing training

Regional conferences

**Responsibilities:**

- Meet with your assigned adult learner, *in a public place*, at least once/ week for
- Notify the literacy office of your first session *and* your last
- 1 – 1.5 hours per session
- Prepare lessons tailored to the individual adult learner’s needs and interests
- Complete and return monthly hours and progress reports to the PAL office by the 3<sup>rd</sup> of the following month
- Cooperate with the PAL office with updated goal evaluations of your adult learner as requested
- Attend a minimum of one in-service train and one volunteer activity per year to support the program
- Notify the PAL staff of any challenges, questions or situations that could affect tutoring for either you or your learner

**Time Commitment:** Minimum of one year of one-on-one tutoring with the assigned learner

**Time involvement:** Online orientation and 6 hours of tutor training, a minimum one in-service per year, and ongoing lesson planning

**Qualifications:**

- ✓ Be able to speak, read and write English proficiently
- ✓ Have compassion, understanding and sensitivity to the needs of adult learners
- ✓ Be willing to be trained and to keep an open mind to new concepts
- ✓ Be at least 24 years of age

The tutor/learner relationship is the core of our program. Committed tutoring on a one-on-one or small group basis can result in the necessary breakthrough that will open doors to reading, increase confidence and improve writing skills in the adult learner. With your help, your learner will be more fully integrated into the community.

# Steps To Becoming a Tutor

## Learner

- Knowing who a learner is
- Understanding Learning Theory
- Identify Learning style

## Tutor

- What is tutor role?
- How tutor helps guide learning goals
- How to create S.M.A.R.T. goals
- Develop individualized instruction
- Develop lesson plans

## Learner/ Tutor

- Technology
- Reading/ Writing
- Strategies
- Filters/ Diversity

## Work the Plan

- Technology
- Reading/ Writing
- Strategies
- Filters/ Diversity








**Tutor/ Learner Success**


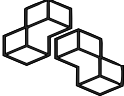





*You don't have to  
know it...*

*You just have to  
know  
where it is!*

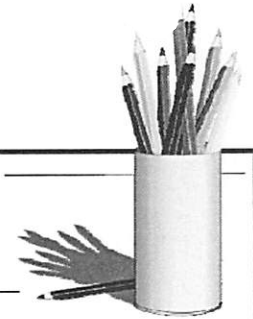
## Learning Styles - Quick Reference

STYLE	SYMBOL	DESCRIPTION	HOW TO ENGAGE
<b>AUDITORY</b>		Takes in information through ears. Hears an address and remembers it.	Drama, guided imagery, songs chants, poems, oral presentations.
<b>VISUAL</b>		Thinks in images. Remembers an address by seeing it in the mind.	Charts, graphics, visual symbols, color.
<b>KINESTHETIC</b>		Moves the body to learn. Writes down an address and repeats it.	Learns best by doing. Involve body movement to teach and present concepts.
<b>PRINT-ORIENTED</b>		Takes in new information by reading it. Reads an address and remembers it.	Worksheets, crossword puzzles, newspapers, novels.
<b>INTERACTIVE</b>		Needs to discuss new information. Remembers it by saying it to someone.	Brainstorming, mind maps, discussions, plays.

## The Seven Intelligence's - Quick Reference

INTELLIGENCE	SYMBOL	DESCRIPTION	HOW TO ENGAGE
<b>LANGUAGE</b>		Sensitive to language, meanings, and the relationships of words.	Vocabulary activities, grammar, poetry, essays, plays.
<b>SPATIAL</b>		Keen observation, able to think visually. Uses metaphors.	Graphs, charts, color codes, guided imagery, pictures, posters, mind maps.
<b>LOGIC/ MATH</b>		Abstract thought, counting, organization, logical structure.	Critical thinking activities, breaking words into smaller parts and reassembling them.
<b>BODY MOVEMENT</b>		Control of one's body and objects. Good sense of timing.	Needs "hands -on" learning opportunities like games, skits, and plays.
<b>MUSICAL</b>		Sensitive to rhythm, pitch, intonation, music.	Likes poems, plays, jazz chants, rap music, songs, and musically guided imagery.
<b>SOCIAL</b>		Sensitive to others' moods, feelings, and motivations. Outgoing.	Likes to talk with people, enjoys discussion groups, good at problem solving.
<b>SELF</b>		Has a sense of self, able to understand and access own feelings.	Likes poetry, meditation, guided imagery, journal writing.

Name \_\_\_\_\_ SMART Goals



# Setting SMART Goals

My goal is to: \_\_\_\_\_

**S.M.A.R.T. stands for:**

**Are your goals S.M.A.R.T.? Answer these questions to find out!**

**Specific**

Have you clearly and specifically stated what you want to accomplish? If you have a particularly big goal, or if it is too vague, try breaking it down into smaller, more specific SMART goals.

**Measurable**

How will you measure the progress that you are making in achieving your goal? Can your goal be measured with numbers? Or are there specific, smaller steps that you can check off as you complete them?

**Attainable**

Is it within your power to achieve your goal? Are there any factors that might prevent you from achieving your goal?

**Relevant**

Why is achieving this goal important to you? How will achieving this goal fit in with who you believe that you are, and how you see your life?

**Time-bound**

Set a date for when your goal will be achieved. If it is a large goal, set incremental deadlines for the steps you have identified.

# Setting Goals

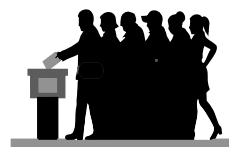
<b>For Learners:</b>	Consider yourself within each of the following four roles: Worker, Family Member, Community Member/ Citizen, and Lifelong Learner. List the kinds of things you would like to accomplish in each role as you improve your literacy skills.
<b>For Staff and Tutors:</b>	Record the goals listed by the learner in each category. Transfer this information to the Roles and Goals form. You can also use the Roles and Goals form for suggestions for specific goals.



**Worker**



**Family Member**



**Community Member/Citizen**





**Lifelong Learner**

# ROLES & GOALS

Learner Name \_\_\_\_\_



- The Roles & Goals form is not a checklist. Instead, use it to begin a conversation with the adult learner concerning what they would like to accomplish through their efforts in the program.
- Use this sheet to set learner goals initially, to update the status of previously set goals, or to set new goals to be worked on over the next few months.
- When updating previously set goals, use this form to indicate whether the learner is making progress, has met, or is no longer interested in a particular goal.
- You may also report additional information about unanticipated achievements by the learner.
- Use dates (month/year) to indicate date goals were set or updated. Previous goals may be reset by updating the “Date Making Progress” column.
- Also on a separate worksheet, please share what you and the learner have seen as real-life indicators (evidence) of goal achievement.
- For additional information, please see *Roles & Goals Instructions* and *FAQ* sheets.

 <b>My Goals as a Lifelong Learner</b>	<b>Date Goal Set</b>	<b>Date Making Progress</b>	<b>Date Goal Met</b>	 <b>My Goals as a Worker</b>	<b>Date Goal Set</b>	<b>Date Making Progress</b>	<b>Date Goal Met</b>
Learn the alphabet, letters, and sounds				Search for a job			
Learn math skills				Apply for a job			
Read a book				Interview for a job			
Read a more difficult book				Get a job or a better job			
Read news or a magazine				Perform current job tasks better			
Write a note, message, or text				Use work related technology			
Write a letter, poem, story, or essay				Read work-related material			
Fill out a form or application				Write work-related material			
Use new technology skills				Obtain a license or certificate			
Use the library							
Get a diploma							
<b>Other Goals in the Lifelong Learner Role</b>				<b>Other Goals in the Worker Role</b>			

Don't forget page 2





# ROLES & GOALS

Continued

Tutor Name: \_\_\_\_\_



 <b>My Goals at Home and as a Family Member</b>	Date Goal Set	Date Making Progress	Date Goal Met	 <b>My Goals as a Community Member and Citizen</b>	Date Goal Set	Date Making Progress	Date Goal Met
Share a book with a family member				Access community resources			
Take a family member to a library program				Get involved in the community			
Help a family member with homework and studying				Speak to others about the library literacy program			
Read a medicine label				Get a driver license			
Pay my bills				Become a citizen			
Access help with family legal documents				Prepare to vote			
Communicate effectively with educators				Vote			
Communicate effectively with medical professionals							
Communicate effectively with family members							
Navigate systems and services							
<b>Other Goals in the Home and Family Member Role</b>				<b>Other Goals in the Community Member and Citizen Role</b>			

Unanticipated Achievements (other things I have accomplished since the last Roles & Goals review).

2-8 B

NCSSFL-ACTFL Global Can-Do Benchmarks adapted for NMPL May 2014

	Novice Low	Novice High	Intermediate Low	Intermediate High	Advanced Low
<b>Interpersonal Communication/ Presentational Speaking</b>	<b>I CAN</b> communicate/ present on some very familiar topics using simple words and phrases that I have practiced and memorized	<b>I CAN</b> communicate/ present and exchange information about familiar topics using simple sentences, usually memorized. <b>I CAN</b> usually handle short social interaction in every day life.	<b>I CAN</b> participate in conversations on a number of familiar topics using simple sentences. <b>I CAN</b> handle short social interactions in everyday situations by asking /answering simple questions. <b>I CAN</b> present information on most familiar topics using a series of simple sentences	<b>I CAN</b> participate with ease in conversations on familiar topics and usually talk about experiences in various time frames. <b>I CAN</b> usually describe people, places and things and handle social interactions in everyday situations even when there is a complication. <b>I CAN</b> make presentations in a generally organized way on some topics I have researched even if they are in various time frames.	<b>I CAN</b> participate in conversations on familiar topics that go beyond my everyday life. <b>I CAN</b> talk in an organized way with detail about events /experiences in various time frames. <b>I CAN</b> describe people, places, and things in some detail. <b>I CAN</b> handle a familiar situation with an unexpected complication. <b>I CAN</b> deliver organized presentations appropriate to my audience on a variety of topics. <b>I CAN</b> present information about events/experiences in various time frames
<b>Presentational Writing</b>	<b>I CAN</b> copy some familiar words, characters, or phrases	<b>I CAN</b> write short messages and notes on familiar topics related to everyday life	<b>I CAN</b> write briefly about most familiar topics and present information using a series of simple sentences	<b>I CAN</b> write on general topics. <b>I CAN</b> write organized paragraphs about some experiences in various time frames	<b>I CAN</b> write on general interest topics. <b>I CAN</b> write organized paragraphs about events and experience in various time frames
<b>Interpretive Listening</b>	<b>I CAN</b> recognize a few memorized words and phrases when I hear them spoken	<b>I CAN</b> often understand words, phrases, and simple sentences related to everyday life. <b>I can</b> recognize pieces of information and sometime understand the main topic.	<b>I CAN</b> understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations I overhear.	<b>I CAN</b> easily understand the main idea in message and presentation on a variety of topics related to life and interests. I can usually understand a few details of what I hear in conversation even when something unexpected is expressed.	<b>I CAN</b> understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. <b>I CAN</b> follow stories and descriptions of some length and I various time frames. <b>I CAN</b> understand information presented in a variety of genres on familiar topics even when something unexpected is expressed.

## NCSSFL-ACTFL Global Can-Do Benchmarks adapted for NMPL May 2014

<b>Interpretive Reading</b>	<b>I CAN</b> recognize a few letters of characters. <b>I CAN</b> identify a few memorized phrases when I read.	<b>I CAN</b> understand familiar words, phrases, and sentences within simple texts and can sometimes understand the main idea of what I read.	<b>I CAN</b> understand the main idea of short and simple texts when topic is familiar.	<b>I CAN</b> easily understand the main idea of texts related to everyday life, personal interest, and studies. <b>I CAN</b> sometimes follow storied and descriptions about events and experiences in different time frames.	<b>I CAN</b> understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames and genres.
<b>MATERIALS to engage learner:</b>					

### How can tutors use the Can-Do Statements?

Using the Can-Do benchmarks is a great way to set long-term learning goals. Ask yourself what you expect the learner to be able to do with language after a set period of time (perhaps 3 month, 6 months, etc.) and re-evaluate your goals on a regular basis. Have them develop more specific Can-Do statements. These will help them to establish learning targets. These targets can help drive your instruction to be more performance oriented and provide more opportunities for your learner to produce language goals.

Share the Can-Do Statements you are targeting for each session and show them how those targets relate to the goals. Encourage learners to set their own goals and provide the guidance for self-assessment and reflection. When talking about or assessing goals with the learner, use wording from the Can-Do statements so that everyone knows exact expectations.

Finally, help learners to understand how what they write or say actually demonstrates that they have or have not met the goals of the Can-Do Statements. In this way, you can help them become independent learners who are able to set their own goals. Learning that is guided by Can-Do statements enables one to become an autonomous and lifelong learner.

You and your group will be discussing a lesson plan for a fictitious student. Be prepared to report to the entire class the ideas and activities your group develops to use in the lesson.

You have met with Michael only once, so your group *is* planning the second meeting. What will you plan to do? Please role play and make assumptions of things Michael told you during your first meeting. Based on what you heard, from him, what will you plan to do? What are your recommendations? Be prepared to make a brief report to the class.

\*\*\*\*\*

Michael  
Caucasian  
Age 45

Michael *is* a 45-year-old man who needs basic literacy skills. He is married with three children. Two of his children are in elementary school and the third is three years of age.

Michael works as a custodian at a resort hotel near Disneyland. He wants to get a promotion at the hotel, but knows that he can't get one until he has developed his reading skills beyond his current third grade reading level. He knows the letters of the alphabet but has trouble sounding out the letters. His handwriting is poor.

Michael also has problems at home with his children. They are constantly asking him to help with their homework or read notes from their teachers. He is very uncomfortable with trying to do these tasks in front of his children.

Michael has tried to work on his literacy skills off and on for more than 14 years, but finds classes intimidating. He usually drops out because he feels embarrassed and unable to do the work. He told you that his wife is a little nervous - perhaps about his new project with a tutor at the library. You noticed that he loves math and that he is a math whiz. Michael has been driving on a suspended license for about three months and is embarrassed to take the test again.

## Teaching Strategies

- Orient the learner to what they he/she be doing (and why). Reduce directions to what is essential. Be specific about what you are asking the learner to do.
- Present information in small, logical steps. Build on what is already known, Relate new material to everyday life. Make connections to previous lessons
- Be concrete - give examples.
- Instead of "Do you understand?" - ask learners to demonstrate understanding by asking specific, topical questions. What did Suzie just ask for? What happened in this paragraph? Go for questions that do not have "Yes or No" answers.
- Use organizational aids such as 3 ring binders, calendars, and folders
- Use aids to help learner retain information including flash cards., word and number games, crossword puzzles, maps, and color-coding.
- Slow down. Reduce stress by setting a slower pace
- Avoid distractions. Meet in a quiet place.
- Provide frequent and focused feedback.



# Lesson Plan

Student's Name \_\_\_\_\_

Tutor's Name \_\_\_\_\_

Date of Lesson \_\_\_\_\_ Objective \_\_\_\_\_

Review homework assigned last time

This  
Session

Next  
Session

LANGUAGE APPROACH

Sight Words \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Phonics \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Word Patterns \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Writing/ Spelling \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

READING FOR FUN (Name of Book/Article)

Page \_\_\_\_\_

Discussion Notes \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Suggestions \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Games, Puzzles \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Homework Assignment \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Tutor's comments after this lesson \_\_\_\_\_

\_\_\_\_\_

## RULES AND TIPS TO REMEMBER

<p><b>i</b> before <b>e</b> except after <b>c</b> (except <i>weird, neighbor, weigh</i>),</p>
<p><b>g</b> sounds like a <b>j</b> when it comes before <b>e, i, or y</b>. For example, <i>gym, gesture, giant</i></p>
<p><b>g</b> sounds like a hard <b>g</b> when it comes before <b>a, o, or u</b>. For example <i>gum, go, game</i></p>
<p><b>c</b> sounds like <b>s</b> when it comes before <b>e, i, or y</b>. For example <i>city, cycle, ceiling</i></p>
<p><b>c</b> sounds like a <b>k</b> when it comes before <b>a, o, or u</b>. For example, <i>candy, coke, cup</i></p>
<p>...tion    ...cian    ...sion    (shun sound)          ...tion = Most common ending for words          ...cian = If the word is a profession or person; <i>physician, magician, politician, technician</i>          ...sion = Use for root words that end in the sound of <b>s</b>          ex. <i>tense = tension    depress = depression</i>          or if the <b>s</b> sounds like a <b>z</b> ex. <i>division, vision, version</i></p>
<p><b>C V C Consonant-Vowel-Consonant</b>          When a vowel is "boxed in" by 2 consonant, then the vowel is short          Ex. <i>mat, rat, can</i></p>
<p><b>C V C + SILENT E</b>          When a word ends in a silent <b>e</b>, then the preceding vowel says its name (long)          Ex. <i>mate, rate, cane</i></p>
<p><b>C V V</b> If two vowels are together, the second is silent and the first vowel says its name (long)          Ex. <i>seat, freak, male</i></p>
<p><b>C V Consonant - Vowel</b>          When a word or syllable ends in a vowel, it is often long - but not always          Ex. <i>me, mo-tor, Pe-ter, ra-zor</i></p>
<p><b>SYLLABLES: V I C V</b>          If there is a consonant between two vowels, then divide before the consonant          Ex <i>hu-mor, li-bel, ra-dio, ca-pa-ble</i></p>
<p><b>SYLLABLES</b>          Each part must have at least one vowel    Ex, <i>pic-nic</i></p>
<p><b>SYLLABLES: V C I C V</b>          Divide between two consonants when there are vowels on either side          Ex <i>pop-corn, pep-per</i></p>

Marco  
Assessment by Margi Williams  
April 27,2018

Marco moved to Irvine, with his wife and two sons, in June of 2017 from Shenzhen, China. His English vocabulary is quite limited, so he used a translation program several times to understand simple questions and had difficulty replying in English. He was unable to fill out the learner intake form, we completed it together, however, he struggled to form his responses. He speaks only Mandarin at work, at the Chinese finance company where he works, and at home. He says his elementary school-aged son's English is good and his wife speaks much better than he does. The family plans to make California their permanent home and Marco realizes that he must improve his English to become part of the community in Irvine and to better help his sons in school.

I started Marco on the first story and based on our initial conversation I was surprised at his fluency and comprehension. We finished at story 4, both his comprehension and fluency are at a second grade level. His word attack skills tested at a 6th grade level, WRAT was at 3rd grade and spelling grade 4.7. He worked very conscientiously on his writing sample and again I was surprised at the coherence of his writing, there were obvious grammatical errors and the structure of his writing is simple but he was much better able to express himself in writing than in speaking.

Marco is clearly intelligent, educated and motivated. I question whether or not our program may be the best alternative for him at the present time. I believe he will become a capable and disciplined learner, however, conversations with the a tutor, at least at the beginning, will be difficult. An ESL class might be more beneficial for him at the present time. On the other hand, one on one tutoring might make the process go more quickly. He appears to be someone who will take full advantage for the opportunity to improve his English

# Test Summary Report

Learner Name Marco

Assessor Margi Williams Date 4-27-18

Enter Grade Levels from Test  
Sheets and record any Comments  
and Observations



## GORT

Comprehension 2nd gr

Fluency 2nd gr

WRAT Reading 3rd gr

Word Attack 6th gr

Spelling 4.7 gr

Writing Sample 2

### Comments and Recommendations:

- very limited English - needed my help to complete the intake form
- eager to learn
- has 2 children in school in Irvine
- very friendly
- did not appear to be frustrated

Office use only. Do not include  
unless specifically instructed.

LAC \_\_\_\_\_

**LEARNER INTAKE INFORMATION**

Page 1 of 2

Assessor: Margi Williams Date: April 29, 2018

Full Name Marco Last Name \_\_\_\_\_  Male  Female

E-mail address marco@google.com

Phone Numbers where you prefer to be called

Home ( ) \_\_\_\_\_ - \_\_\_\_\_ Hours \_\_\_\_\_ Message O.K.? \_\_\_\_\_

Cell (949) 999 - 9999 Hours \_\_\_\_\_ Message O.K.? yes

Other ( ) \_\_\_\_\_ - \_\_\_\_\_ Hours \_\_\_\_\_ Message O.K.? \_\_\_\_\_

How did you hear about the Literacy program? family friend

Tell us about your experiences in school finance degree

Are you or have you been in any other adult reading programs? no If yes, tell us about them.

Why did you leave those programs? \_\_\_\_\_

Do you need to improve your reading for your job? yes If yes, explain \_\_\_\_\_

to speak better with people

Why did you decide to improve your reading and writing skills now? to live better in the USA

What do you want to read and write that you can't read or write now? \_\_\_\_\_

read news and help my children

What would you like to work on during your tutoring sessions? reading and speaking

Is there anything that could cause a problem with the tutoring sessions? no

Do you speak, read, or write any languages other than English? Mandarin If yes, which languages?

Primary language spoken in the home: Mandarin

## LEARNER INTAKE INFORMATION

Page 2 of 2

What are your hobbies? What do you like to do? badminton - watch sports

Do you have any special talents that you might like to share with us? painting

**Times of availability for tutoring sessions.** Please list your times of availability in the form below. Please use **Check Marks (and not X's)** to indicate times of availability. Please refer to the example shown. Remember that the more flexible your hours are, the easier it will be to find you a tutor.

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
Morning 8 am - 12 noon		✓	Example		✓		

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
Morning 8 am - 12 noon		✓		✓		✓	
Afternoon 12 noon - 6pm							
Evening 6 pm - 9 pm							

Gender Preference of Tutor:       Male       Female       No Preference

Other preferences: Knows about business

\_\_\_\_\_

Where can you meet for tutoring? NBPL

Where is your nearest library? \_\_\_\_\_

Do you have transportation? Yes      What/How? My car

### Release of Liability

*I agree not to bring any claim, and waive, release and forever discharge Project Adult Literacy (PAL) the Newport Beach Public Library (NBPL), and the City of Newport, and all of their officers, agents, and employees from any and all duty to me and/or liability for damages arising out of or in the course of my participation in the Program, including all liability for any active or passive negligence by the PAL, NBPL and the City of Newport Beach or their officers, agents, and employees. I also agree to abide by all the policies of "PAL" including assuring that tutor/ learner meetings are to be held in a public place.*

Marco Last Name  
Adult Learner Signature

4-27-2018  
Date

# Questionnaire

Page 1 of 2

Marco Last Name  
Name:

4-27-2018  
Date:

YES NO

1. Do people seem to talk too fast? If yes, explain: \_\_\_\_\_  YES  NO
2. Do you have trouble:
  - a. Understanding what is said to you? If yes, explain: \_\_\_\_\_  YES  NO  
\_\_\_\_\_
  - b. Saying what you mean or putting your thoughts into words  
When speaking? If yes, explain: Don't know words  YES  NO  
\_\_\_\_\_
  - c. With reading? If yes, explain: \_\_\_\_\_  YES  NO  
\_\_\_\_\_
  - d. With spelling? If yes, explain: with hard words  YES  NO  
\_\_\_\_\_
  - e. With math? If yes, explain: word problems  YES  NO  
\_\_\_\_\_
  - f. With your handwriting? (Physical element) If yes, explain: \_\_\_\_\_  YES  NO  
\_\_\_\_\_
  - g. Putting your thoughts into words when writing? (expression) If  
yes, explain: need more vocabulary  YES  NO
  - h. With remembering things? If yes, explain: \_\_\_\_\_  YES  NO  
\_\_\_\_\_
  - i. With organizing, planning or keeping track of things? If yes,  
explain: \_\_\_\_\_  YES  NO
  - j. With paying attention or concentration? If yes, explain: \_\_\_\_\_  YES  NO  
\_\_\_\_\_



I was born in a city "ShenZhen" in China

When I was forty years old, I leaved it and moved in Irvine in United States with my family. Fast time.

I've been here one year ago. I like city of Irvine very much. There are many parks you can use when you want to exercise. and people they are very nice.

I have two sons. I'm glad to they so happy study at school in Irvine. My wife and I learning English every day. We're look forward to live here to better.

## Adult Learner Agreement

Project Adult Literacy agrees to provide me with a trained volunteer tutor. In order for my tutor to help me learn and accomplish my goals, books and other materials may be used.

### I agree to:

- Be courteous to my tutor
- Meet with my tutor at least one hour per week, for at least one year.
- Meet with my tutor in a public place.
- Complete outside work as assigned by my tutor.
- Arrive at my tutoring sessions on time and prepared with supplies.
- **Call my tutor** if I will be late or cannot come to a lesson.
- Return phone calls and messages promptly.
- Inform the Literacy Office Staff if I change my address, telephone number, or email address.
- Ask my tutor questions when I don't understand what is being taught.
- Set goals for myself with my tutor.
- Let the Literacy Office staff know immediately if problems occur.

I understand that tutors are volunteers. I also understand that if I miss two (2) tutoring sessions or if I am more than 15 minutes late without contacting my tutor prior to the tutoring session, my tutor may be assigned to a new student, at which time the Literacy Coordinator can place me on hold until further notice.

\_\_\_\_\_  
Adult Learner Agreement

\_\_\_\_\_  
Project Adult Literacy Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## **MAINTAINING BOUNDARIES IN THE TUTOR/ LEARNER RELATIONSHIP**

The following guidelines have been developed regarding how to maintain boundaries with your tutor so that you both can get the most from your sessions together.

You may ask your tutor for limited help and advice with issues, but your tutor can only provide general guidance. Your tutor cannot become directly involved in your personal difficulties. Never give your tutor access to your credit card information, Social Security number, or other personal financial information.

Going for lunch or coffee with your tutor can be a valuable learning experience. Activities like reading a menu, discussion of various foods and ordering offer practical experience and build fluency. When paying for meals and coffee, the policy of our program is that you and your tutor each pay for your own items.

Everyone loves receiving presents and tutors and learners are no different. However, if you and your tutor choose to exchange presents, please make sure they are "token" gifts of limited cost. Your tutor's main interest is helping you grow and succeed. You are under no obligation to reward your tutor with material gifts.

Tutoring sessions can only be in public places. You and your tutor should not provide transportation for each other.

Learners should not ask tutors to provide personal services such as babysitting or house painting. Likewise, learners should not be hired to perform tasks for tutors.

***Be friendly, not friends***

This is intended to be a living document including new content and guidelines when appropriate.

## Newport Beach Library - Literacy Services Links

Numerous resources are available through the Newport Beach Public library website. Paste the url below into your browser to access the links shown below.

*<https://www.newportbeachlibrary.org/about/literacy-services/literacy-services-links>*

These links are periodically updated.

Please note that many of these links will take you to commercial websites that require payment for service. Be aware of possible fees before you proceed with any transactions.

**Citizenship - ESL Resources - General Resources - Grammar -Job Career Help - News Pronunciation - Reading - Spelling - Vocabulary**

### **Citizenship**

Citizenship Study Guide

US Citizenship and Immigration

US Citizenship Info

Civic Lessons Audio Files

### **ESL Resources**

A 4 ESL

About ESL

Daily ESL

English as a Second Language

ESL Cafe

ESL Civics Crossword Puzzles

ESL Gold

ESL Teacher Resources

USA Learns - learn English on-line

### **General Resources**

News for You Online

The Times In Plain English

## Newport Beach Library - Literacy Services Links (contd)

### **Pronunciation**

Accent Reduction and Communication Skills Workshop

English Zone Pronunciation

Sounds of English

Civic Lessons Audio Files

### **Reading**

Read Works - Reading Comprehension

Reading Association - Teaching Tools

Literacy Tools - Skill Worksheets

Reading Rockets

Starfall

Scholastics - phonics

Practice worksheets Pre-K - 5th Grade

Free Phonics Worksheets

ESL Gold

Unite for Literacy

### **Spelling**

Spelling Ideas and Rules

Spelling City

ESL Gold

# Affective Filters A Closer Look

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All information shared between people is filtered through and affected by the following elements:

Personality

Feelings

Security

Motivation

Anxiety Level

Self-Esteem

Culture



## Final Assignment

Design lesson plans for the next tutoring session for Gloria. You will work in small groups and present your lesson plans to the class.

Background information. You have been meeting with Gloria for a few months now (this is not one of the first few lessons together) Make assumptions within your group on where she is in the process (i.e., she has been reading aloud for 5 minutes each session and has completed a simple book; or that she is working on sight words). You may decide to teach anything you think Gloria wants and needs based on her profile, her goals, and your assumptions.

The elements of your lesson plan should include the following:

- Goals - Make a decision with your partners on which goals to work on first—no more than two goals.
- Review - Give us a background of the work you have been doing up to this point.
- Vocabulary - List the specific words or word patterns and why you are teaching them. Also, describe the multi-sensory activities you are using in the exercises.
- Reading - If time allows, bring books back to the room and write out the questions that you will ask Gloria during the reading portion of the lesson, A minimum of three different materials (i.e., books, newspapers, magazines, pictures, brochures, flyers, directions, maps, etc.) should be used.
- Writing - Describe what you will ask her to do in the writing exercise.
- Homework - Describe in detail what Gloria should do during the week. Be sure to assign both reading and writing. Tell us the goals you wish Gloria to achieve by having her do this homework.

- Feel free to use either of the lesson plan formats you have seen
- Ask questions
- Report back on time
- Be prepared to share your lesson plans
- Be creative and have fun

Gloria

Caucasian, Age 26

Children: 1 daughter, age 3

Gloria is a 26-year-old woman who is trying to straighten out her life. She is articulate and up-front about her past and her problems. She dropped out of high school after her freshman year and worked part-time as a waitress for many years. She is not working at the present time. She is the single mother of a three-year-old daughter. When she has time, Gloria likes to take her daughter to the park to play, as they both enjoy being outdoors. Gloria does not own a car and does not have a driver's license. She prefers to be tutored at Mariners branch on Dover so she can ride her bicycle to the Library.

Gloria is involved in a counseling program because of previous drug related problems. As a result of the counseling she has participated in, she feels that a lot of her problems arise from her poor writing and spelling abilities. She reads at a basic/beginning level. Gloria thinks that improvement in these skills would help her get a better paying job, help her do more with her life, be a better mother for her daughter and feel better about herself.

Gloria does have some good reading skills. She tries to sound out words using syllables and phonics. She is a hesitant, deliberate reader fearful of making mistakes, but she does try to figure out each word. She has no knowledge of silent letters and sounds out each letter when reading. She needs work with word patterns, phonics, silent letters, etc. Her writing is legible and her sentence structure fair, but her spelling is poor. Every word is spelled phonetically. Most of the sentences are not punctuated correctly.

At the present time, Gloria seems very motivated and anxious to obtain help in learning and to read and write better. I believe she will be an eager student and a quick learner.

Our tutors are the key to the  
success of the program.

*Remember...have fun and you will be great!*

THANK YOU

**p**roject  
**a**dult  
**l**iteracy

*A program of the  
Newport Beach Public Library*