Tutor Training Companion

Pennsylvania
Adult Education
Resources

Tutors of Literacy in the Commonwealth

This manual was created by Tutors of Literacy in the Commonwealth under PDE Grant # 064-15-0000. The development of this resource was supported in part by the U.S. Department of Education. However, it does not necessarily reflect the position or policy of the U.S. Department of Education or the Pennsylvania Department of Education and no official endorsement by these agencies should be inferred.

The chapter and section titles below are interactive. Clicking on a title will take you directly to that section in this document.

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Tutor Training Handouts

Please note, the handouts in this companion guide are designed to accompany TLC's basic tutor training. Copies of these handouts may be made to distribute to tutor training participants.

Handout 1: Agenda

The following are recommended sample topics for an agenda for a basic tutor training for new tutors. This sample agenda does not include tutor orientation to the program; orientation is covered separately.

- Introductions and Overview
- Your Questions and Concerns
- Successful Tutoring
    - Role of a tutor
    - Tips for tutors
    - Ground rules
    - First meeting
- Basics for Teaching Adults
    - Teaching adult learners –characteristics and needs
    - Goal setting
    - Learning styles
    - Direct instruction and lesson planning
    - Effective instruction
- Reading and Writing Instruction
- Tutoring Resources
- Reflections, Questions and Evaluations
- Contact Information

Handout 2: Your Role as Tutor

This document can be used as a start for a tutor agreement with the program. Program details can be added, as well as specific duties for the tutor (from the tutor job description). A copy can be made for the tutor and program.

- Identify the needs of the learner:

    - Formally

    - Informally

- Determine the best way to address those needs.

- Incorporate identified strategies into your instruction.

- Determine effectiveness of the strategies.

- Share the techniques with others.

- Document the process. (See Handout 5 for an example.) Documentation can be in the form of:

    - Monthly report

    - Journal, portfolio, etc.

    - Newsletter articles

Some programs choose to use the following statement as a general professional development plan for tutors. It is completely optional and can be used to help tutors to understand the need to participate in ongoing professional development.

Tutor Professional Development Plan (**optional**)

 "As a volunteer instructor, I will continually strive to identify and meet the needs of the learner(s) I tutor by learning about and applying new techniques during my instruction. To demonstrate the effectiveness of the tutoring sessions, I will document the instructional strategies I apply and how the learner is affected. Whenever possible, I will share my tutoring experiences with my peers so we can all learn and grow together."

Signature of Tutor: _____ Date: _____

Handout 3: Your Role as a Tutor

This information about the tutor's role is important to review during an initial tutor training. Emphasize that tutoring adults is not the same as tutoring children and that instruction should be approached differently.

Your role is to:

- Treat the learner as an adult and as an equal.

- Work as a partner with the learner to define and plan the work you do together; when necessary, offer the student choices instead of making all the instructional decisions yourself.

- Meet regularly with the learner, be prepared for lessons, and employ a consistent but flexible instructional format.

- Teach by example; explain and model what skilled readers and writers do to remember new skills and to problem solve when encountering difficulty.

- Assume the learner is smart and capable of learning; have high expectations for success.

- Teach the learner what s/he can do outside of the tutoring session (and how to do it) to build skill (especially by practicing reading).

- Build instruction on the learner's strengths, experiences, needs, and interests; use real life situations and examples.

- Encourage the learner to bring materials and topics of interest with him/her to the sessions.

- Be caring, positive and encouraging.

- Collaborate with the learner to log lesson activities, future plans, and progress.

- Communicate regularly with the program about successes, challenges, and needs.

- Help to create a safe, comfortable atmosphere.

Be an agent of change.

Help ≠ Doing

Help = Empowering

Help = Providing Tools & Support

Handout 4: Some Tips from Tutors for Tutors

These tips come from veteran tutors who share what they wish they had known when they first started tutoring adults.

- Don't be discouraged by slow progress; it takes time to get to know the learner and establish a good learning routine; learning takes time.

- The learner is likely to be more nervous than you.

- Relax, have fun, be creative.

- Don't take poor attendance personally, but do ensure that you're meeting the learner's needs.

- Meet the student where s/he is; not where you think s/he should be.

- Find out what the learner wants to learn and teach him/her that.

- Adult learners are different from child learners; make adult learning different from school.

Handout 5: Tutor Report

This tutor report form is an example of an online report that can be customized for your agency. It can also be used as a paper form.

Program Name: _____

1) Tutor First Name: * _____

2) Tutor Last Name: * _____

3) Month of Report: * _____

* indicates required information

	0-3	3-6	6-9	9-12	>12
4) How many hours did you spend tutoring this month? *Please indicate only the time that you were in actual tutoring sessions with the learner.* *					

5) What did you do in preparation for your tutoring time this month? *Please select any activities you did to help to guide your instruction and lesson planning. Choose all that apply; if you choose "Other," please specify. Remember, this question applies to tutors working with one learner or multiple learners.*

Independent research, online	
Independent research, library, journals, etc., NOT online	
Meeting with group of peers	
Online course	
Face-to-face training	
Meeting with supervisor, peer and/or mentor	
NA	
Other, please specify:	

6) If applicable, why did you choose to participate in the activity(ies) identified above? *Choose all that apply. Remember, this question applies to tutors working with one learner or multiple learners.*

I identified a need of student or the student told me of a need, e.g., student told me words moved on page when reading	
Results of standardized test	
Results of informal assessments	
Student indicated interest in a new or emerging goal	
Conversation with peer	
Significant change in life/lives circumstances of learner(s)	
Other, please specify:	

7) If applicable, what did you do differently as a result of activity(ies) you completed? *Choose all that apply. Remember, this question applies to tutors working with one learner or multiple learners.*

Implemented a new instructional technique or strategy	
Stopped using an instructional technique or strategy	
Started using new material(s)	
Stopped using material(s)	

NA	
Other, please specify:	

8) If applicable, please indicate how you shared your experience with others. *Choose all that apply. Remember, this question applies to tutors working with one learner or multiple learners.*

Conversation	
Wrote an article for a newsletter	
Posted a comment on a blog or other online forum	
Shared with a small group of peers	
Presented a workshop	
NA	
Other, please specify:	

9) Please take a moment to share your reflections on the tutoring sessions for this month. *This can include highlights, low points, challenges, successes, etc. that occurred during your tutoring sessions.*

10) If there is a topic or tutoring situation about which you would like further information, please provide details below. *For example, you would like to learn more about providing reading instruction to an ESL learner who is not literate in his/her native language.*

11) If you indicated you would like further information please respond to this question and provide your email address.

I would like to be contacted by my program. _____

I am not requesting any follow up at this time. _____

Email address: _____

12) Are you completing this form for more than one learner?

Yes

No

Answer questions 1-1 through 1-5 for each learner.

1-1)Learner Name: First Name, Last Initial) *

_____

1-2) How many hours did you spend preparing for tutoring this month? *

≤1	Btn 1-2	Btn 2-3	>3	NA	Other (specify)

1-3) What is/are the long-term goals of the student whom you tutor? Choose all that apply. *

Obtain a GED or HiSET	
Get a driver's license	
Read a book to a child	
Get a job	
Get a better job	
Attain postsecondary degree	
Attain certificate	
Other, please specify:	

1-4) What is/are the short-term goals of the student whom you tutor? *Choose all that apply.* *

Independently fill out a job application	
Complete application form for driver's permit	
Write a letter	
Write a shopping list	
Retain employment	
Obtain job promotion	
Enter GED program	
Achieve citizenship	
Register to vote	
Vote for the first time	
Help child with homework	
Increase contact with child's teacher	
Read more to child	
Obtain a library card	
Attend classes regularly	
Complete homework regularly	
Pass the CDL test	
Read a newspaper article	
Make a budget	
Learn basic computer skills	
Write a thank you note	
Consistently notify tutor of absences	
Other, please specify:	

1-5) If applicable please indicate the impact that your change in instruction (potentially) had on the learner whom you tutor. *Choose all that apply. Please note, learner achievements may not occur every month; goals may range from writing a name to obtaining a GED. Please state achievements of all goals, short- or long-term.*

Achieved short-term personal goal	
Achieved short-term educational goal	
Achieved long-term personal goal	
Achieved long-term educational goal	
Achieved short-term employment goal	
Achieved long-term employment goal	
Gained employment	
Maintained employment	
Entered post-secondary education or training	
Obtained a secondary diploma or GED	
Increase within an EFL (educational functioning level)	
Increase an EFL (educational functioning level)	
Continued attending tutoring sessions – demonstrated persistence	
Maintained focus and/or interest during tutoring sessions	
NA	
Other, please specify:	

Handout 6: Some Advice to Tutors from Adult Learners

(The following quotes are from Clarke, Mallory, 1991, Goodwill Literacy Tutor Handbook, with the names of the speakers indicated.)

"Kindness covers a whole lot of territory and talking, like getting used to each other. I was a little shy. Try to be wide open. We sit up and talk, and it stretches your mind. Good tutors give a person a chance to ask questions about different things. Then you get the answer, and it sticks there. It is not helpful when a tutor has something on the blackboard and erases it off before you write it down. I like to be able to go over things at least twice." (Robert Easterling)

"My advice to tutors is to be very patient with their students. To help the students turn their failures into victories." (Carl Furioso)

"Someone at my job told me about this project at the Goodwill Center a while ago. When I called, I didn't know what they were going to do. First thing I said was "I know I'm too old. I'm kind of ashamed." She said, "You're never too old." (Prentis H. Wiley)

"Be prepared; have a lesson plan in mind each session. Let students make suggestions, then try to incorporate them into your lesson." (Kimberly Stern)

"The main thing is to go back over what you learn with your student; otherwise, they'll probably get lost, because I'm getting lost myself. There are so many words, so it's best to go back and review all the things we worked on." (Tim Hicks)

"A really good tutor is very sincere in what they are doing or they would not be here." (Berwick Jones)

"A tutor should just work on what a person needs. A tutor shouldn't teach grown-ups like kids. Just because a grown-up don't know how to read that well doesn't mean that they're a child, like they was coming in and it was their first time learning, like little kids. You don't have to do that. You treat them like a grown-up, they learn more. You treat them like an adult, they talk to you. You treat them like a kid … hmph … they're not going to want to talk to you." (Shawn Bradford)

"It can take years of nurturing to restore someone's confidence and motivation to risk new learning." (literacy worker, NAPO, 1992: p.57)

"A tutor should teach with kindness and consideration. Don't scold. Respect your student and encourage her." (Bertha Bames)

"I want a tutor to be patient with me when he finds out how low my reading level is. I want my tutor to be committed and show up on time or at least let me know ahead of time that he isn't going to show up." (Lee White)

"The tutor should know themselves. They also should know a little about the person they'll be tutoring. They should be patient and understanding and should listen. (These aren't the same.) They should also be assertive. Also, don't be phony - don't put on airs; like you care when you don't care. It's too important to the student. Don't make light of it. Another thing to remember: be honest with yourself and the student. If you don't agree, let them know because you're here to help them and they are here to help themselves. The student will respect you and you'll respect yourself. We don't want it to be the way it was in school because in school some teachers were phonies and that's why we were allowed to jump from grade to grade." (Cleo Coleman)

"If the tutor has patience with their student, the student will feel more comfortable with you and both will be able to go further in their studies. I also suggest that learning should not be all work and no play. There should be some learning games so that the student doesn't get too stressed out. You need these games so that they know learning can be fun. I think you should let the student suggest ideas for work so they feel good about themselves and you can get to know them better and you can see where their learning ability is." (JoeAnn Knowlton)

Handout 7: Sample Tutor/Learner Agreement

Tutors should be encouraged to develop tutor/learner agreements with the individual they are tutoring. This is an example of some of the topics that could be addressed in this agreement.

As a learner, I can expect my tutor to:

- Plan lessons that the two of us will work through together.

- Show up prepared and on time.

- Meet with me regularly.

- Devote time outside of lessons to prepare for sessions.

- Act as a tutor, not a therapist or a support worker.

- Communicate regularly with the coordinator on my progress.

- Tell me when unable to attend a session.

- Listen to my ideas and suggestions for future lesson plans.

- Keep our conversations confidential.

- Be patient, respectful and supportive.

- Design learning activities with my interests, strengths and goals in mind.

As a tutor, I can expect the learner to:

- Show up on time, prepared to focus on and work through lessons.

- Recognize that I am here to help him/her to learn, not to learn for him/her.

- Complete the homework assigned.

- Take responsibility for his/her own learning.

- Let me know when unable to attend a session.

- Stop me when he/she doesn't understand something or when I'm moving through a topic too fast.

- Recognize that I am a tutor, not a counselor or support worker.

Signature of Tutor: _____Date: _____

Signature of Learner: _____ Date: _____

Handout FM1: First Meeting Scenario

Narrator: After you complete tutor training and program orientation you are matched with a learner, and the literacy program sets up your first meeting. Feeling a bit excited and nervous, you not only repeatedly go over the questions you will ask, you also go to the meeting place the day before your scheduled meeting to make sure you know where it is and how long it will take to get there. On the day of the meeting, you arrive 15 minutes early so that you have a few minutes to prepare yourself and the area. You have paper and pencils for yourself and the learner, Tracy, so that you can take notes and so that Tracy can write things down, too. You've brought a newspaper that you plan to look through during the session if you have time, and you've brought a list of questions you plan to ask. Ten minutes after the scheduled meeting time, you check your watch with the clock on the wall and decide that your watch is correct and that Tracy must be running a bit late. No problem - happens to the best of us sometimes. Thirty minutes later you aren't feeling quite as hospitable, but you think that maybe there was an accident or the bus wasn't on schedule. Forty-five minutes later you call the literacy program to confirm the date, time and location of the session. You find that you are correct with the time and location and the program suggests that you reschedule the tutoring session. You decide to wait 15 more minutes - since you've already wasted three quarters of an hour – but Tracy still doesn't show up.

1) What are some strategies (critical thinking skills) that you have used up to this point that the learner most likely did not even consider?

2) Why would the learner benefit from instruction on the use of these strategies?

3) When you do meet with your learner what do you think would be the best way to handle the first missed meeting?

Narrator: Your second meeting has been scheduled and, being the optimist that you are, you arrive 20 minutes early so you can be prepared and settle in. Thirty-five minutes later Tracy walks in. You introduce yourself and welcome Tracy. Just as you are preparing to discuss timeliness, a cell phone rings. Tracy immediately answers and delves into an emotional conversation that provides more details than you are comfortable hearing. You do your best to tune out the conversation and wait patiently, but there are no indications of the call ending. You subtly look at your watch, then the papers you brought, but Tracy pays no attention. You try a more obvious hint – you get out your cell phone and confirm that it is turned off. Tracy is so wrapped up in the call that you are wondering if the battery on the phone will die before the conversation ends. One more hint,: you pointedly look at Tracy, tap your watch and point to the cell phone, motioning how to snap it shut. Tracy seems to

understand this and attempts to end the call. Several attempts later the conversation finally ends.

4) What do you do?

5) What topics do you feel you should address as soon as possible?

6) What seems like an appropriate, professional way to handle these topics?

> **Narrator:** Tracy is now off of the phone. Before it rings again, you want to talk about respect and the nature of your tutoring sessions. You explain to Tracy that this meeting is similar to a doctor's appointment. It is important to be on time, be prepared, and be respectful of the purpose of the meeting. You decide that now would be a good time to develop some ground rules for the sessions. It seems obvious to you what the two first topics should be, so you discuss being on time and being prepared. You ask Tracy for input on some ground rules, the reply:
>
> **Tracy:** You just don't understand – I've got so much going on right now...

7) What would you consider to be an appropriate response at this point?

> **Narrator:** You and Tracy have gotten back on track and are working on more ground rules. You provide a few prompts.
>
> **Tutor:** When you are trying to focus on something, like your favorite tv show, what can interrupt you that is really annoying? When you are talking to someone, is there something that the other person can do that really bugs you?
>
> **Tracy:** Well – I hate it when someone interrupts me.
>
> **Tutor:** OK, so we will add 'no interrupting' to our ground rules.
>
> **Narrator:** Tracy seems surprised that you took the comment seriously and added it to the list. You explain that you want to make the most of your tutoring time and that you want Tracy to be part of the process. To avoid wasting Tracy's time or yours, you want to develop some guidelines so that you both know what to expect from each other and from the sessions. Tracy likes this idea, and the two of you build a list of ground rules - agreeing that items can be added to the list at any time.

8) List at least five things you could see being on a mutually developed ground rules list.

> **Narrator:** Now that your ground rules are developed, you start to ask Tracy some questions about goals.
>
> **Tutor:** "Tracy, what goals do you have for your participation in this program?"
>
> **Tracy:** I want to get my GED.

Tutor: Why do you want to get your GED?

Tracy: 'Cause I want a better job.

Tutor: What would you like to change about the job that you have now?

Tracy: Well, my boss told me the other day that if I am late for work one more time, I am going to lose my job. I want to work someplace that isn't so fussy.

9) Where do you go from here? How would you respond to this comment?

Narrator: You've moved on from the job situation and are back to learning more about Tracy. Your next question takes a slightly different approach.

Tutor: Tracy, what made you decide to come to the literacy program?

Tracy: Well, my mom threatened to throw me out again if I lost another job, and she said if I didn't soon get my GED, she wasn't going to keep watching my kid. I just don't see what the big deal is.

Tutor: So, is getting a better job the only reason you want to get your GED?

Tracy: Well, I want my mom to quit telling me what I need to do and how I need to spend my money. I want to move out on my own and make my own decisions.

Tutor: Do you ever look in the newspaper for job postings or places for rent?

Tracy: Ah, well, no – I never have my glasses when I have a paper.

Tutor: Do you have your glasses today? I brought a newspaper that we could look through later, if we have the time.

Tracy: No – I'm always forgetting them.

10) Could this be a red flag? What could the glasses excuse really mean?

Narrator: The two of you have decided that if you have time, you will look through the paper together. For now, you would like to learn a bit more about Tracy.

Tutor: So, you live with your mom and child. Does anyone else live there?

Tracy: Yeah, well, my sister and her kids are there when her boyfriend kicks her out, and my grandmother lives with us, but that's usually it.

Tutor: Do you have anything that you like to do in your free time? Any hobbies or anything?

Tracy: I like to watch sports and car racing but that's about it. Oh yeah, well, I like to work in the yard and garden too sometimes.

Narrator: You continue with some small talk about the interests and things that you may have in common then you continue with questions.

Tutor: Can you tell me a bit about what school was like for you when you were a kid?

Tracy: School was dumb; it just wasn't for me. They sent me off with the special ed kids, but that didn't help either. I finally quit in 10th grade. School was just a waste of time.

Tutor: Did you have any favorite classes or teachers?

Tracy: Yeah, actually, I did. I had an art teacher that seemed to understand me. She seemed to know that I needed to draw things or do something with my hands before I could start to learn about it.

Tutor: Is there anything now that you like to read?

Tracy: Nah, sometimes my kid wants me to read stories, but I usually tell her to ask her grandma or aunt.

Tutor: Would you like to read stories with her?

Tracy: Well, yeah, I guess sometimes it would be nice.

Tutor: What about writing? Is there anything that you have to write at home or at work or any writing that you do for fun?

Tracy: Sometimes I have to send a note to school, but my mom usually does that. At work I usually don't have my glasses, so I bring papers home to fill in.

Tutor: OK, thanks for answering all of those questions. Your answers will help me to decide what and how we are going to study. Do you have any questions for me before we move on?

Tracy: Um, yeah – will I have to do homework?

Tutor: Tracy, if you really want to reach your goals and improve your reading then you should practice every day. You know the athletes that you like to watch on TV? How often do you think they practice the sport? The ones that are really good play almost every day, for several hours a day. That is what it takes to get good at something, so if you really want to make progress, we will come up with ways you can work on skills every day. Do you have any more questions?

Tracy: Nah, I don't think so ...

Tutor: OK, I'm going to suggest two things that we could do for the next 20 minutes, and I want you to tell me which you would prefer. We could go through the newspaper together and look for job postings and apartment listings or you could tell me a story about a special day or time in your life. As you tell me the story, I would write it down, and then we would be able to use the story in future lessons. Which would you like to do?

Tracy: I'll tell you a story.

Tutor: OK, when you are ready, you may start. Please tell me the story slowly so that I have time to write it down.

Narrator: You've spent 20 minutes on the language experience approach (LEA) story, and now it is time to wrap up. You have left the last ten minutes of the session to make plans for the next meeting and to go over today's lesson.

11) What are some questions you could ask Tracy at this point? Are there any points that you would like to reiterate about the next session? If so, what are they? What plans will you make together for the next session?

Narrator: Your time is up, and together you have reflected on the lesson and made plans for your next session. You have confirmed contact information and agreed on what you will both do if you are not able to make it to the next meeting. You feel a bit overwhelmed, but confident that the first meeting went well. You say your goodbyes and move on to your next activity.

Congratulations! Your first session went very well and you handled unexpected situations in a professional manner. New adult learners need your support, and they also need consistent structure so that they know the boundaries of the sessions. Well done!

Handout FM2: Sample Initial Interview Questions

(Ennis and Woodrow, 1992: p. 132-3)

Ideas about Reading

- What do you like to read? (Comics, TV guide, information pamphlets, obituaries, etc.)

- What kinds of reading do you not like?

- What kinds of material would you like to read that you are not reading now?

- How were you taught to read?

- When you are reading and come to something you don't know, what do you do? (Skip the hard parts, sound it out, give up, etc.)

- Who do you know that is a good reader? What makes them good?

Ideas about Writing

- What kinds of writing do you do? (Letters to family, grocery lists, notes to teacher, etc.)

- What would you like to be able to write?

- Do you ever run into problems writing things down? What kind of problems?

- Who is a good writer that you know? What makes them good at writing?

Past Learning Experiences

- What kind of memories do you have of school?

- When you were in school, did you ever receive any extra help in reading? What did the teacher do?

- When did you leave school?

- How do you think you learn best? (By experience, demonstration, trial and error, etc.)

- Have you attended any other adult upgrading or literacy programs? How were they?

Concerns about this Program

- Do you have any questions about this program?

- Do you have any medical problems that might affect your work in the program? (This would be the time to find out about problems with vision and hearing.)

- What do you hope to get out of this program?

- Do you have any special interests that we could explore in our sessions?

- Do you have any other concerns?

Handout AL1: Characteristics of Adult Learners

Adult learners:

- Want to be treated as adults, even if they are learning basic skills.

- Have specific and immediate learning needs and goals.

- Have less time for learning. They are generally very busy and may only have limited time to participate in programs or do homework; they may also have barriers to regular attendance.

- Have personal responsibilities that limit their attention span.

- Have a wealth of experiences that should be used as a resource in learning.

- May feel insecure about their literacy skills, learning new things, and coming to a program; this may make it difficult for them to ask questions or to express opinions about instruction.

- Have values and beliefs based on their cultural and ethnic backgrounds that may be very different from their tutor's.

- Are not a captive audience and can vote with their feet.

Adults learn best when:

- The time is right for them to learn.

- They understand why something is important to know or do; they want to learn or feel a need to learn.

- Tutoring activities relate to their day-to-day lives.

- Instruction connects to their background and experiences.

- They are given an opportunity to learn in their own way.

- Learning is experiential; in other words, when they can learn by doing.

- The process of learning is positive and encouraging.

- They receive ongoing feedback and support.

Handout GS1: Goal Setting

Developing Goals

A relatively simple model can be used to ascertain your student's goals or elicit a more detailed response in answer to the question, "Why did you come to the program?" Asking "why" at least three times will get to the true answer to the question. For example, if you ask why he/she came to the program and the response is, "to get my GED," you could follow up with, "Why do you want to get your GED?" A response could be, "Because I want to get a better job." "Why do you want to get a better job?" "Because I want to get a place of my own." Once you have this level of information, you know what will truly motivate the learner. Tie instruction to these true life motivators.

Learner Name: _____ Tutor Name: _____ Date: _____

What would you like to be able to read?

1. _____ Why?

2. _____ Why?

3. _____ Why?

What would you like to be able to write?

1. _____ Why?

2. _____ Why?

3. _____ Why?

What would you like to be able to do?

1. _____ Why?

2. _____ Why?

3. _____ Why?

Handout GS2: SMART Goals

SMART goals are:

Specific: *What do I want to accomplish? How? By when?*

Measureable: *How will I know when it is accomplished?*

Attainable: *Can I reach this goal?*

Realistic: *Am I both willing and able to do the work needed to attain this goal?*

Time-specific: *What is my timeframe to accomplish this goal?*

Handout GS3: SMART Goal Worksheet

MY SMART GOAL

Name: _____

Today's date: _____

Target date for goal to be achieved: _____

Start date: _____

Actual date achieved: _____

Goal: _____

_____

_____

Verify that your goal is SMART by considering the following questions. *Note – your goal should be a sentence that answers all of the following questions.*

- **S**pecific: What exactly will you accomplish? (Think narrow, not broad.)

- **M**easurable: How will you know when you have reached this goal? (What is the proof?)

- **A**ttainable: Is achieving this goal realistic with effort and commitment? Do you have the resources to achieve this goal? If not, how will you get them?

- **R**esults-oriented **(R**elevant): What are the concrete results which you will achieve? Why is this goal significant to your life?

- **T**ime-bound: When will you achieve this goal? Set flexible but specific target dates.

SMART Goal Worksheet (completed sample)

MY SMART GOAL

Name: __Mary ABC_____

Today's date: _2/2/2017_____

Target date for goal to be achieved: _9/18/2017_____

Start date: 2/2/2017_____

Actual date achieved: _____

Goal: <u>By September 18, 2017, I will be able to complete a job application by myself with no errors.</u>

Verify that your goal is SMART by considering the following questions. *Note – your goal should be a sentence that answers all of the following questions.*

- **S**pecific: What exactly will you accomplish? (Think narrow, not broad.)

- **M**easurable: How will you know when you have reached this goal? (What is the proof?)

- **A**ttainable: Is achieving this goal realistic with effort and commitment? Do you have the resources to achieve this goal? If not, how will you get them?

- **R**esults-oriented **(R**elevant): What are the concrete results which you will achieve? Why is this goal significant to your life?

- **T**ime-bound: When will you achieve this goal? Set flexible but specific target dates.

Handout LS1: Learning Styles

In addition to auditory, visual, and kinesthetic/tactile learning styles, some researchers include reading/writing as a separate learning style. The following information incorporates preferences for reading and writing with characteristics of visual learners.

Visual Learners:

- Prefer to read information instead of having someone read it to them. (Reading)

- Prefer to take good written notes while watching a demonstration so they can refresh their memory later by reading their notes. (Writing)

- Prefer to look up unfamiliar words in a dictionary instead of asking someone what they mean. (Reading)

- Prefer to make travel plans by reading maps and travel guides. (Reading)

- Tend to choose a job that requires more reading than listening. (Reading)

- Back up what they hear by taking notes that they can refer to again. (Writing)

- Prefer to read directions instead of having someone tell them how to do something. (Reading)

- Prefer to write down the steps they need to follow in order to complete a project. (Writing)

- Like to keep track of their schedule with a calendar and write down commitments. (Writing)

- Write lists of things they need to do. (Writing)

- Like to carry a small notebook with them so they can take notes to remember what they have read or heard. (Writing)

- Picture what they read as if they were seeing it in a movie.

- Prefer to watch demonstrations of things they need to do so they will be able to visualize them later.

- Prefer to watch someone do what they need to learn before trying it.

- Close their eyes and "see" diagrams and maps after studying them.

- Take special note of the shape of things they want to remember.

- Calm their nerves by picturing themselves calm and in control in that particular situation.

- Remember telephone numbers by studying them until they can "see" them in their mind's eye.

- Visualize their tasks on the job to more clearly understand what they need to do.

Auditory Learners:

- Prefer to call people on the telephone instead of writing to them.

- Calm their nerves by saying positive things to themselves.

- Spell troublesome words out loud before they write them.

- Study information by saying it out loud and discussing it with themselves.

- Discuss their notes, directions, or manuals out loud with themselves.

- Use a tape recorder to quiz themselves.

- Repeat information out loud after hearing it.

- Tend to choose a job in which listening plays an important part.

Kinesthetic/Tactile Learners:

- Prefer to do things rather than to read about them.

- Prefer a work area that allows them to move around.

- Prefer a flexible time schedule so they can change plans when they need to.

- Tend to choose a job that allows them to work with their hands and move around.

Handout LS2: Learning Styles Inventory

This learning styles inventory can be done by tutors and/or adult learners.

How you answer the following questions will show you how you like to learn. Please place a check mark on the line before each statement you feel describes you. Answer honestly. There are no right or wrong answers.

_____ I like to read when I have free time. ★ R

_____ I remember more when I listen to the news on TV than when I read about it. ✍

_____ I like to make things with my hands. ☺

_____ I remember things best when I say them out loud. ✍

_____ I usually remember what I hear. ✍

_____ I remember what I read better than I remember what I hear. ★ R

_____ I learn best by handling objects. ☺

_____ I find it hard to sit still when I study. ☺

_____ I can "see" words in my mind when I need to spell them. ★

_____ I communicate better when I write than when I speak. ★ W

_____ I remember people's faces better than I remember their names. ★

_____ It is hard for me to picture things in my head. ✍

_____ I enjoy doodling, and my notes have lots of pictures, arrows, etc. in them. ★

_____ I would rather listen to a tape of a lecture than read the same information in a book. ✍

_____ I picture what I read. ★

_____ I take notes when I read to better understand material. ★ W

_____ I move my lips when reading and count with my fingers. ☺

_____ Unless I write down the directions to a place, I'm likely to get lost or arrive late. ★ W

_____ I communicate better on the telephone than I do in writing. ✍

_____ I can study better with music playing in the background. ☺

_____ I can remember something by "seeing" it in my mind. ★

_____ I learn better by having someone explain something to me than by reading about it. ✍

_____ It is hard for me to remember jokes I've heard. ★

_____ I pace and move around a lot when I'm trying to think through a problem. ☺

_____ I understand material best when I read it out loud. ✍

_____ When I can't think of a word, I use my hands a lot and call something a "whatchamacallit" or a "thingamajig." ☺

_____ I talk to myself when I try to solve problems. ✍

_____ I remember what the pages look like in books I've read. ★

_____ I don't like to read or listen to directions; I'd rather just start doing the work. ☺

_____ I would rather turn in a tape-recorded report than a written report. ✍

_____ During class, I can listen better if I look at the person speaking. ★

_____ I like to recopy my notes to better understand the material. ★ W

_____ I prefer to have someone tell me how to do something rather than to have to read the directions. ✍

_____ It is hard for me to concentrate on what a person is saying if there is background noise. It is easier for me to get work done in a quiet place. ★

_____ I think better when I have the freedom to move around. I get fidgety, feel trapped, and daydream when I have to sit still. ☺

_____ I can easily follow what a teacher is saying even though my eyes are closed or I'm staring out the window. ✍

Summary

Look at your answers. Total the number of check marks by each symbol. Write the total number of check marks for each symbol on the line. The symbol group with the highest total shows your preferred learning style. You might also look at answers that refer to reading (R) and writing (W), as some researchers consider reading/writing a separate type of learning style.

Group 1 (★) Visual Total _____

Group 2 (✍) Auditory Total _____

Group 3 (☺) Kinesthetic/Tactile Total _____

This information is confidential and will be used to help plan lessons based on your learning strengths.

Handout LS3: Techniques for Building on Learners' Strengths

The following techniques are meant to help instructors to tailor lessons to students' individual learning styles.

For Visual Learners:

- Have students preview and read texts.

- Write directions/assignments.

- Use lists.

- Have students take notes.

- Have students reword main ideas to get a deeper understanding.

- Use color coding.

- Use a highlighter to call attention to key words or phrases.

- Teach the use of alternative note-taking systems (such as outlining, charting, or diagramming).

- Ask students to form a mental picture of words or assignments.

- Use graphics to reinforce learning.

For Auditory Learners:

- Encourage students to read along with taped texts.

- Use books on tape or talking books.

- Use oral as well as written directions.

- Ask students to read out loud or subvocalize.

- Ask students to repeat directions orally.

- Use music and rhythms to reinforce learning.

For Tactile/Kinesthetic Learners:

- Use hands-on activities.

- Use board games to reinforce concepts.

- Allow frequent breaks.

- Touch students on the arm or shoulder (if appropriate) to re-focus attention.

- Trace letters and words to teach spelling.

- Memorize or drill for rote learning while walking or exercising.

- Use manipulatives.

General Techniques:

- Present information in small, manageable steps.

- Provide frequent feedback.

- Give examples.

- Relate new material to the learner's everyday life.

- Experiment with the use of large print.

- Use graph paper to help with letter spacing in writing.

- Provide a distraction-free environment.

- Use a colored transparency to introduce contrast between ink and paper on handouts.

- Teach and encourage the use of mnemonics (techniques for memorizing information).

Handout LP1: Direct Instruction and Lesson Plans

The components of direct instruction provide a good framework for a lesson plan.

Pre-lesson activities:

- Focus on the student.

- Review past lesson.

- State the learning objectives and explain why they are important steps toward attaining student goals.

- Connect new content to students' past learning and experiences–activate their prior knowledge.

- Preview texts and new vocabulary to be used in lesson.

Presenting/modeling new concepts and skills:

- Introduce new concept or skill.

  - What it is, and why it is important.

  - How it is done.

- Think aloud while modeling the new concept or skill.

- Teach first, ask a question, listen to the response, and provide feedback.

  - Feedback:

    - *Echo* when a student responds correctly.

    - *Elaborate* in your own words when a student is partially correct to make sure the correct response is understood.

    - *Explain* when the response is incorrect.

Guided practice:

- Lead the activity and gradually release responsibility to the student.

- Provide feedback.

Independent practice:

- Clearly state expectations for how the activity should be done.

- Provide opportunities for extending learning to real-life situations.

- Provide feedback.

Handout LP2: Sample Lesson Plan Templates

These are two examples of lesson plan templates. You can design your own form as long as it includes the essential parts of a lesson.

Tutor:	Subject:	Date:
Learner:	Length of Session:	

Learning Objectives (at the end of the session the learner will be able to …)
Rationale (why you feel it is important to teach this topic; how it is related to student goals)
Lesson Content (what is to be taught)
Materials Needed
Pre-lesson Activities
Presentation and Modeling of New Concepts and Skills (descriptions of learning activities)
Guided Practice
Independent Practice
Evaluation Method (how you will determine if material has been learned, is being retained, and can be transferred)
Lesson Closing
Tutor's notes on session
Learner's comments on session

College and Career Readiness Standard Addressed ~ English Language Arts (ELA) OR Math	
ELA	**Math**

Circle ELA Strand that is addressed.
 	
     Reading
       Foundational Skills
     Writing
     Speaking and Listening
     Language
	Circle Math Practice (MP) that is addressed.
	
	     Make sense of problems and persevere in solving them. (MP.1)
	     Reason abstractly and quantitatively. (MP.2)
	     Construct viable arguments and critique the reasoning of others. (MP.3)
	     Model with mathematics. (MP.4)
	     Use appropriate tools strategically. (MP.5)
	     Attend to precision. (MP.6)
	     Look for and make use of structure. (MP.7)
	     Look for and express regularity in repeated reasoning. (MP.8)

Anchor Standard(s):	Domain:
Level Specific Standard(s):	Overarching Standard(s):
	Specific Standard(s):

Lesson Components	Time	Materials	Description
Objective(s) • Steps toward attainment of learners' goals • States desired knowledge or skill that learners should be able to demonstrate by end of lesson • Guides learning/teaching activity • Forms the basis for formative assessment • Specific • Outcome-based • Measurable			
Anticipatory set/Warm up • Review of last session • Warm up activity • Preview of topic with motivation/hook to engage • New vocabulary • Connection to prior knowledge			
Presentation/modeling • Description of new skill • Modeling and "think aloud' of new skill/concept • Description of steps necessary to acquire new skill or concept			

Lesson Components	Time	Materials	Description
Guided practice • Description of activities learners will complete • Informal assessment of learner understanding			
Independent practice • Description of independent practice activities • Clear expectations (rubric/checklist) • Feedback			
Lesson closing • Summary of key points • Q & A to enhance and check for understanding • Preview of next lesson			
General points to consider • Is the lesson plan flexible? • Does learner know what he/she will learn? • Does learner know how goals will be assessed? • Is there a change of pace every 10 minutes? • Is multi-sensory instruction included? • How will you check for learner understanding? • How will you reinforce wait time? • How will you use questions?			

Handout LP3: Principles for Planning Lessons

Five general principles to keep in mind as you plan your lessons:

1. Lessons should be based on learning objectives that are steps toward attaining the learner's goals.

2. Lessons should build on each other.

3. Each lesson should include time for review and reinforcement.

4. Each lesson should integrate all four communication tools: listening, reading, writing, and speaking.

5. The learner should learn something new in each lesson.

Every lesson should:

- Begin with a short discussion of what is new for each of you (new developments for the learner could lead to work on goals).

- Relate instruction and activities to student goals.

- Build on the previous lesson.

- Move from the simple to the complex and from the concrete to the abstract.

- Make clear what will be taught, how, and why.

- Introduce something new; leave time for practice, review, and reinforcement; provide opportunities to apply and transfer skill(s) to real life; include adult reading and writing tasks.

- Make sure the student is doing the activity - not only watching the tutor do it.

- Use real-life materials related to student goals as much as possible.

- Vary the activities and the pace, and have breaks; work no more than 30 minutes on any one activity.

- Have a record of successes and difficulties to be used as the basis of future lessons.

- Include time at the end of the lesson for the student and tutor to discuss progress, to evaluate the session, and to plan for the future (what worked, what was less successful, what could be tried, what progress was made). This can include a written note of agreed-upon plans for next time.

- End with encouragement by pointing to concrete evidence of improvement and growth; involve the learner in identifying examples.

Handout IT1: Instructional Techniques

Adapted from information from Dr. Richard Cooper:

1) Clearly explain to students what they will be doing and why.

2) Reduce directions to only what is essential; be very specific about what you are asking the student to do.

3) Break tasks into small parts or pieces; in other words, present information in small, logical steps and build on what is already known.

4) Be concrete; give examples.

5) Relate new material to students' everyday lives and make connections to previous lessons.

6) SLOW DOWN. Reduce stress by setting a slower pace.

7) Establish concrete goals; use the SMART goal format.

8) Enable and expect success.

9) Give appropriate praise; provide frequent and focused feedback. (Instead of "Good job" say "That is a very well-written sentence. You used very descriptive words.")

10) Encourage repetition and review to increase retention. Practice, practice, practice!

11) Fill in information gaps (you must be sure the foundation is strong). For example, does the learner have a clear understanding of ways to decode words?

12) Provide high-interest material.

13) Relate activities to real-life situations.

14) Establish a safe environment; avoid distractions and meet in a quiet place.

15) Teach organization. Use organizational aids such as three-ring binders, calendars, folders, etc.

16) Teach memory clues.

17) Teach study and test-taking skills.

18) Illustrate with analogies, examples, diagrams, pictures, and graphic organizers.

19) Use technology.

20) Use alternative instructional techniques.

21) Use a variety of aids that help learners to retain information; these might include flash cards, word and number games, crossword puzzles, maps, color-coding, etc.

22) Have students demonstrate understanding instead of asking, "Do you understand?"

Handout IT2: Teaching SMARTER (Lenz & Scanlon, 1998)

S: Shape the critical question.

- What is critical for the student to learn?

M: Map the critical content.

- Organize content into manageable pieces.
- Create a map that shows the connections between the whole and its parts.
- Use graphic organizers to show relationships.

A: Analyze for difficulties.

What makes it hard to understand and learn?

- What prior knowledge is needed in order to understand what you are presenting?
- Is it relevant to students?
- Is it too abstract?

R: Reach instructional decisions.

- Decide what to teach and how to sequence the lesson; figure out what piece to teach first.
- Decide what the best materials are to use.

T: Teach effectively.

- Tell students what they are going to learn and why.
- Teach steps of the lesson through direct instruction and then model the learning task while thinking aloud.
- Provide guided and independent practice opportunities.

E: Evaluate progress.

- How is the lesson working?
- Do you need to step back, go more slowly, or repeat anything?

R: Revisit outcomes and goals.

- Reflect, reconsider, react.

Reference

Lenz, B.K., & Scanlon, D. (1998). SMARTER teaching: Developing accommodations to reduce cognitive barriers for individuals with learning disabilities. Perspectives, 24 (3), 16–19.

Handout GO1: Graphic Organizers: Web

Webs

A web is a good way to connect ideas and concepts.
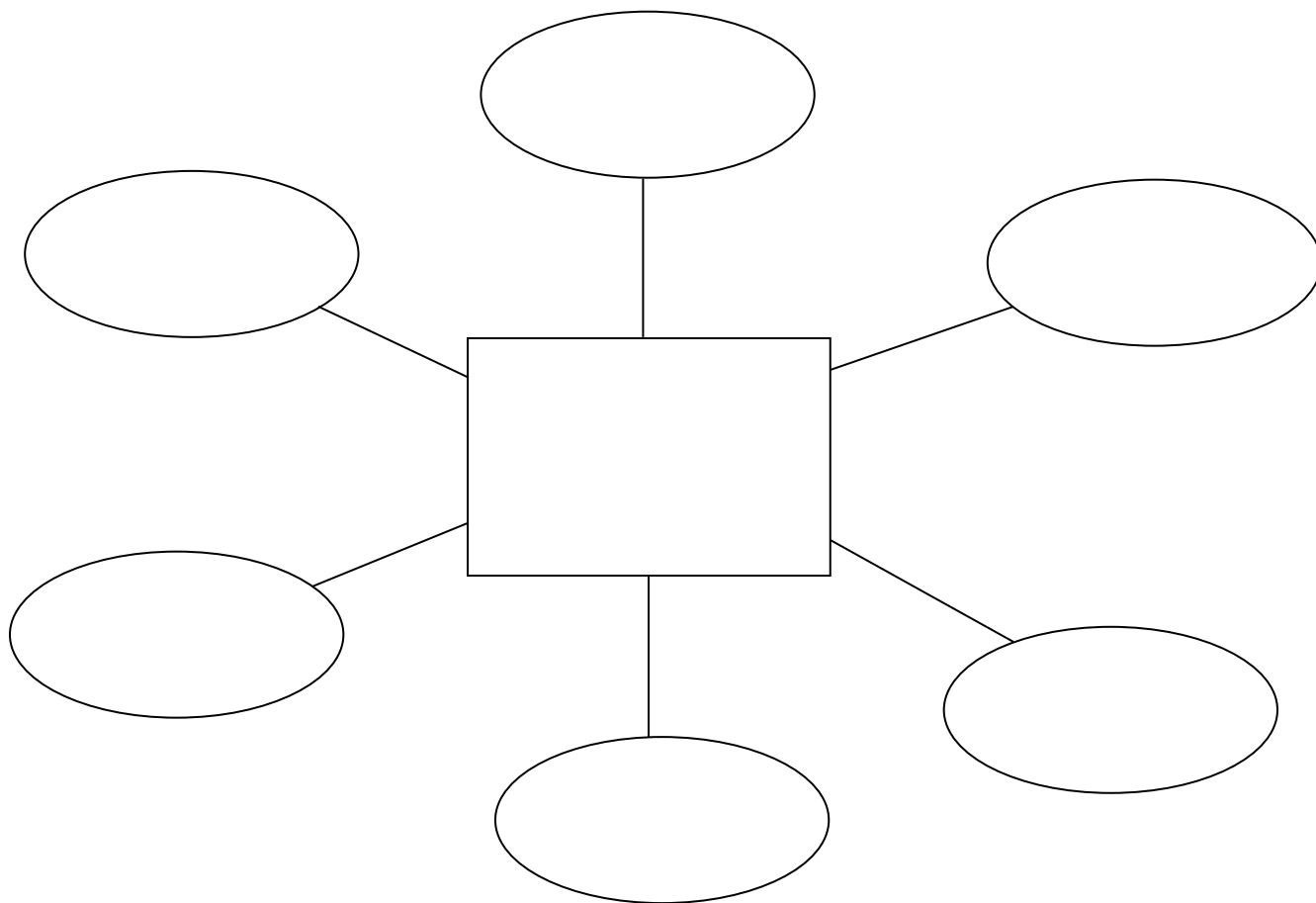
Handout GO2: Graphic Organizers: Story Map

Story Map

A story map helps students analyze the elements of a narrative.

Title

Setting (Where, When, Time, Place)

Characters

Plot/Problem

Event	Event	Event

Solution

Handout R1: Reading Process

The Reading Process
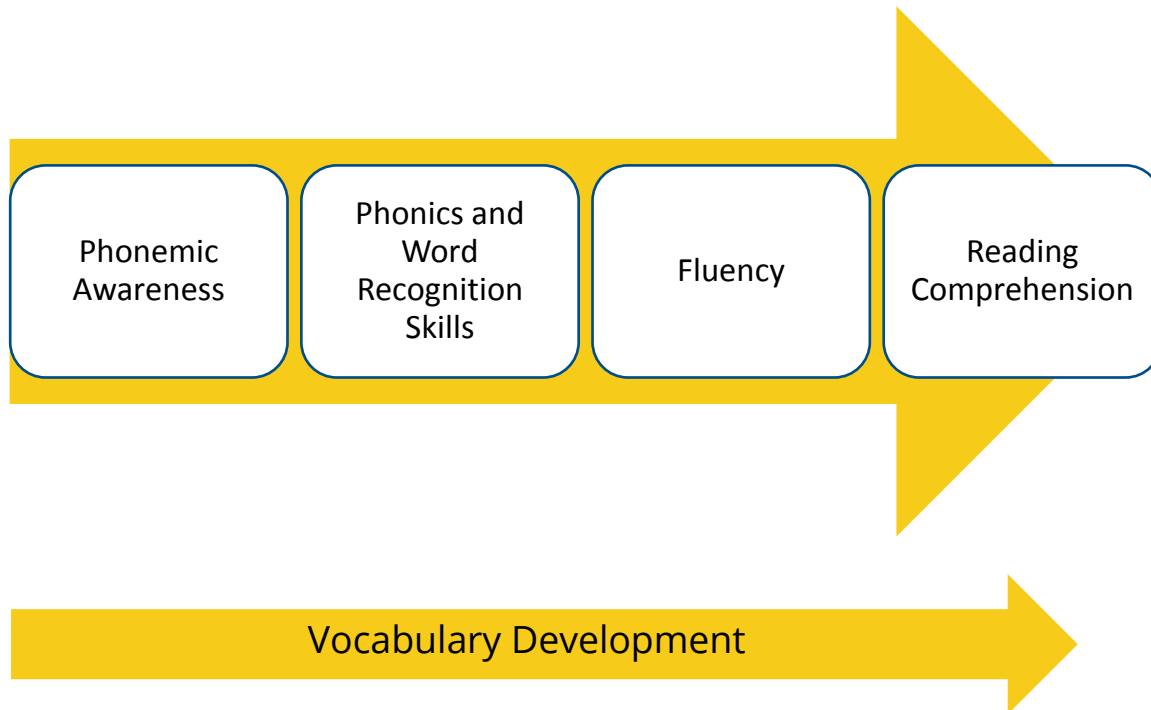
Phonemic Awareness
- Hearing and manipulating spoken sounds.

Phonics Instruction and Word Recognition Skills
- Letter-sound relationships
- Sight words
- Context clues
- Word relationships
- Syllables
- Inflectional endings

Fluency
- Reading with expression, phrasing, accuracy, and comprehension.

Reading Comprehension
- Strategies to obtain meaning from text.

Vocabulary Development
- Begins with phonics and word recognition skills and continues throughout the reading process.

Handout R2: Phonemic Awareness

Phonemic Awareness

Phonemic awareness is the ability to hear sounds in spoken language.

- It improves students' word recognition and comprehension.

- It helps students learn to spell.

It involves being able to:

- Hear rhymes.

- Identify beginning, middle, and ending sounds of words.

- Combine or blend sounds.

- Break up or segment sounds.

- Manipulate sounds to make new words.

To help students to develop phonemic awareness, work on:

- Identifying and categorizing sounds.

- Blending sounds to form words.

- Segmenting sounds in words.

- Deleting or adding sounds to form new words.

- Substituting sounds to make new words.

Handout R3: Phonics and Word Recognition Skills

Phonics Instruction and Word Recognition Skills

Phonics

- Phonics is the system of relationships between letters and sounds in a language.

- Phonics instruction helps students to learn the relationships between the letters of written language and the sounds of spoken language. For example, the letter m represents the sound /m/, and it is the first letter in words such as mouse.

- Phonics relies heavily on a reader's phonemic awareness. The reader must be able to hear, identify, and manipulate sounds in order to understand phonics.

- The goal of phonics instruction is to help readers to quickly determine the sounds in unfamiliar written words.

- When readers encounter new words in texts, they can use phonics to decode and understand them.

Word Recognition Skills

Because English is a language made up of many other languages, some words are exceptions to phonics rules. There are word recognition skills that students can use to figure out those words. Some common skills include:

- High-frequency/sight words: words that are commonly encountered and should be recognized automatically when reading.

- Context clues: figuring out unknown words from clues in the text.

- Word relationships: such as synonyms and antonyms.

- Affixes: using root words, prefixes, and suffixes to figure out unknown words.

- Inflectional endings: when one or more letters are added to the end of a word to change its meaning, such as the letter s and the letters ing, ed, and es.

Handout R4: Fluency

Fluency

Fluency is the ability to read a text at an appropriate pace, with accuracy and expression.

- Fluency provides a bridge between word recognition and comprehension of a text.

- Readers who have not yet developed fluency read slowly, word by word. Because they have to concentrate on decoding words, they cannot focus their attention on what the text means.

- Fluent readers can recognize most words and comprehend the meaning of the text at the same time.

To help students to become fluent readers, you can work on:

- Reading in phrases.

- Reading with expression.

- Reading with accuracy.

- Reading rate.

Handout R5: Comprehension

Reading Comprehension

Reading comprehension strategies range from simple recall from a text to analyzing, evaluating, and synthesizing ideas from multiple texts.

- Reading comprehension strategies can be used before, during, and after reading.

- Students should know how to monitor their comprehension and use fix-it strategies when they don't understand.

- When teaching comprehension strategies, it is a good idea to name each strategy and to refer to it by name, as this increases the likelihood that students will use it on their own. Encourage students to use strategies in a way that makes sense to them.

The following are research-based reading comprehension strategies:

- Establishing a purpose for reading

- Previewing a text

- Activating prior knowledge

- Identifying the main idea

- Determining the author's purpose and point of view

- Making inferences

- Asking and answering questions

- Summarizing

- Identifying text structures

- Close reading

- Synthesizing ideas

- Analyzing individuals, events, and ideas in a text

- Comparing and contrasting texts

Handout R6: Vocabulary Development

Vocabulary Development

Vocabulary development begins with phonics and word recognition skills, and continues throughout the reading process as students read more complex texts and encounter new words.
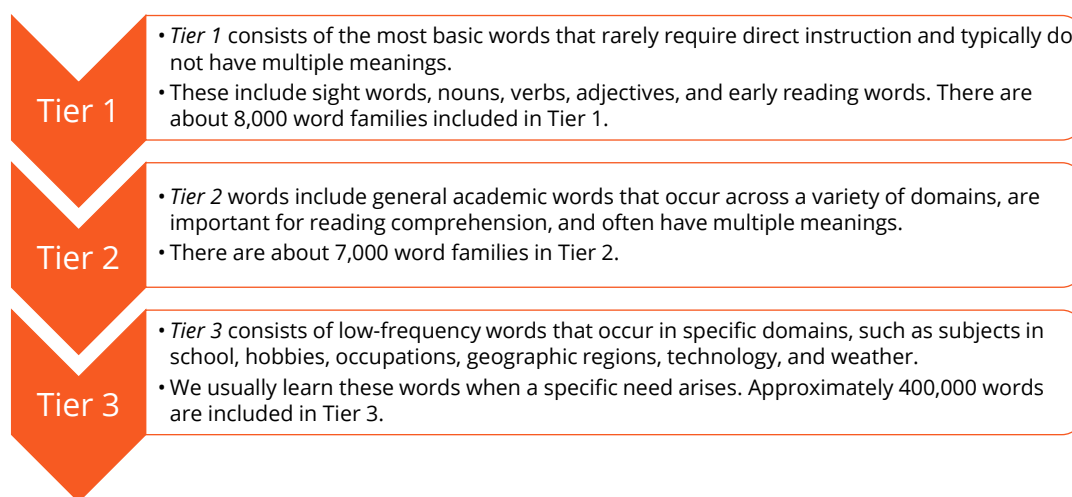
Word recognition skills include:

- Context clues

- Word relationships

- Word parts

- Inflectional endings

- High-frequency and sight words

Tier 1, 2, and 3 Words

Beginning level readers will most often encounter Tier I words.

Intermediate level readers should focus on Tier 2 words, which are considered general academic words.

Advanced level readers can focus on Tier 3 words.

Tier 1
- *Tier 1* consists of the most basic words that rarely require direct instruction and typically do not have multiple meanings.
- These include sight words, nouns, verbs, adjectives, and early reading words. There are about 8,000 word families included in Tier 1.

Tier 2
- *Tier 2* words include general academic words that occur across a variety of domains, are important for reading comprehension, and often have multiple meanings.
- There are about 7,000 word families in Tier 2.

Tier 3
- *Tier 3* consists of low-frequency words that occur in specific domains, such as subjects in school, hobbies, occupations, geographic regions, technology, and weather.
- We usually learn these words when a specific need arises. Approximately 400,000 words are included in Tier 3.

(Source: Beck, Isabel L., McKeown, Margaret G., and Kucan, Linda. (2002). Bringing words to life. New York, NY: The Guilford Press)

Handout W1: Process Approach to Writing

The Writing Process

Pre-writing or planning: Includes brainstorming, listing ideas, outlining key points, and conducting research.

Drafting: Involves the development of a first or rough draft.

Revising: Focuses on revising the first draft with regard to its meaning, organization, tone, and style.

Editing: Involves proofreading to check grammar, spelling, punctuation, capitalization, and other language conventions.

Publishing: the final draft

Handout W2: Arguments

Argument Rubric

Use this rubric to identify students' strengths and areas needing work. Give students a copy of the rubric before they write so they can see what is important and do a self-assessment before handing in their writing.

Below Basic (1 point)	Basic (2 points)	Proficient (3 points)	Score
No claim	Statement of the claim is weak	Claim is clearly stated	
No topic sentence	Weak topic sentence	Strong topic sentence	
Information missing	Some information	Sufficient information	
No data	Some data	Sufficient data	
Counter-arguments missing	Counter-arguments not fully addressed, or not relevant to topic	Counter-arguments addressed and relevant	
Incomplete sentences	Weak sentences	Well-structured and varied sentences	
No paragraphs	Weak paragraphs	Well-organized paragraphs	
No organization structure	Weak organization structure	Organization structure presents clear relationships among claims and evidence	
No links among sections, claims, and evidence	Some links among sections, claims, and evidence	Links among sections, claims, and evidence create cohesion and clarify relationships	
Many capitalization errors	Few capitalization errors	No capitalization errors	
Many punctuation errors	Few punctuation errors	No punctuation errors	
Many spelling errors	Few spelling errors	No spelling errors	
Many grammar errors	Few grammar errors	No grammar errors	
No concluding statement or section	Weak concluding statement or section	Concluding statement or section supports information presented and significance of topic	

Handout W3: Informative Writing

Informative Writing Rubric

Use this rubric to identify students' strengths and areas needing work. Give students a copy of the rubric before they write so they can see what is important and do a self-assessment before handing in their writing.

Below Basic (1 point)	Basic (2 points)	Proficient (3 points)	Score
No purpose for writing	Purpose weak	Purpose clearly stated	
No topic sentence	Weak topic sentence	Strong topic sentence	
Information missing	Some information	Sufficient information	
No description	Some description	Sufficient description	
Facts, definitions, and details missing	Some facts, definitions, and details Facts, definitions, and details not relevant to issue	Sufficient and relevant facts, definitions, and details	
Incomplete sentences	Weak sentences	Well-structured and varied sentences	
No relationships explained among ideas	Some relationships explained among ideas	Relationships explained among ideas	
No paragraphs	Weak paragraphs	Well-organized paragraphs	
No transitions between sections	Some transitions between sections	Appropriate and varied transitions between sections	
Many capitalization errors	Few capitalization errors	No capitalization errors	
Many punctuation errors	Few punctuation errors	No punctuation errors	
Many spelling errors	Few spelling errors	No spelling errors	
Many grammar errors	Few grammar errors	No grammar errors	
Language vague	Some precise language	Precise language and domain-specific vocabulary	
No concluding statement or section	Weak concluding statement or section	Concluding statement or section supports information presented and significance of topic	

Handout W4: Narratives

Narrative Writing Rubric

Use this rubric to identify students' strengths and areas needing work. Give students a copy of the rubric before they write so they can see what is important and do a self-assessment before handing in their writing.

Below Basic (1 point)	Basic (2 points)	Proficient (3 points)	Score
No clear introduction	Introduction weak	Introduction presents the theme	
No beginning, middle, and end	Weak beginning, middle, and end	Strong beginning, middle, and end	
Information missing	Some information	Sufficient information	
No description of characters, setting, and events	Some description of characters, setting, and events	Good description of characters, setting, and events	
No resolution	Weak resolution	Strong resolution	
Facts and details missing	Inadequate facts and details, or not relevant to topic	Sufficient and relevant facts and details	
Incomplete sentences	Weak sentences	Well-structured and varied sentences	
No paragraphs	Weak paragraphs	Well-organized paragraphs	
Many capitalization errors	Few capitalization errors	No capitalization errors	
Many punctuation errors	Few punctuation errors	No punctuation errors	
Many spelling errors	Few spelling errors	No spelling errors	
Many grammar errors	Few grammar errors	No grammar errors	

Tutoring Resources

- American English as a Second Pronunciation: An Online Learning Program for ESL Students and ESL Teachers - http://www.aeasp.com/

- Clarke, Mallory. Goodwill Literacy Tutor Handbook. Fifth edition. Goodwill Literacy. Seattle, WA, 1991.

- Instant Online Puzzle-Maker - http://www.puzzle-maker.com/

- Pennsylvania Adult Education Resources - http://www.paadultedresources.org/

- Schwarz, Judy. Another Door to Learning: True Stories of Learning Disabled Children & Adults, and the Keys to Their Success. New York, NY: Crossroads Publishing Company, 1994.

- A Summary of Scientifically Based Research Principles: Teaching Adults to Read - https://lincs.ed.gov/publications/pdf/teach_adults.pdf

- Tate, Marcia. "Sit and Get" Won't Grow Dendrites: 20 Professional Learning Strategies that Engage the Adult Brain. Corwin, 2004.

- Teaching Adults: A Literacy Resource Book. Syracuse, NY: New Reader's Press, 2003.

- Tutoring Adult Learners Using the Internet - https://sites.google.com/site/tutoringandtheinternet/home