



Literacy Volunteers
of Rochester



TUTOR IN TOUCH

February/March 2011



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Save-the-Date:
Scrabble Event



Office & Library Hours



Share your love of Scrabble with learners, tutors, and the entire LVR community at our annual spring Scrabble event!

Where: LVR Office (1600 South Ave.)

When: Wednesday, April 27th from 6-8 PM

Who: LVR Community (Volunteers, Learners, Staff)

The event includes many games of Scrabble!

This is an opportunity to get your learners into the new office in an educational and fun-filled way! Tutors can come without learners as well; and you do not have to come in teams. More information will be available as the date draws nearer.

Please call Jennifer Eaton at (585) 473-3030 with any questions related to this event.

Monday:
9am - 8 pm
Tuesday-Friday:
9am - 4pm
***Saturday (11/20, 12/18):**
9am - 12pm

*Office will be open on the third Saturday of every month. Though we are open, outside of our normal business hours (9am - 4pm) the building door may be locked. Please ring bell (at rear entrance) in this event.

Year-End Testing

Reminder to All Tutors: LVR assesses students each year using standardized tools mandated by the State of New York. Annual testing will take place from **April-June**. The results will help: measure the effectiveness and efficiency of LVR's programs; gauge our learners' progress; and identify areas that have improved as well as those with room for further advancement. The Office will contact learners as the time approaches. Please visit the following links for more information & helpful videos (for learners & tutors) to prepare for each assessment:

For **BEST Plus**, visit:
http://www.literacyrochester.org/best_plus.php

For **TABE**, visit:
<http://www.literacyrochester.org/tabe.php>

Mary Sue Schaefer Fund

The purpose of the Mary Sue Schaefer fund is to underwrite the cost of tickets for students and tutors to local cultural and recreational events.

Process: Interested tutors contact Program Coordinator Jennifer Eaton at least 24 hours before tickets are needed to express interest in attending a specific event with a student.

Preference is given to those who have not previously received sponsorship from this fund.

Requirements/Regulations:

Students who attend events are expected to write a short article for LitBits; this write-up may be passed along to the Schaefer family.

Each outing will receive a maximum combined reimbursement of \$35.

Receipts should be submitted to the Office.

Last Chance to “Make Change”



An e-mail reminder was recently sent out about LVR's partnership with CNB entitled "Making Change in Your Community." Just in case you missed that notice, here is the content:

Canandaigua National Bank and Trust (CNB) will enhance its support of the "Make Change in Your Community" program by matching \$1 for \$1 (up to \$25 per transaction) starting on January 10, 2011. The program, which started on November 1, 2010 and continues through January 31, 2011, encourages customers to make a donation when utilizing the new change sorting machines at CNB locations. CNB will be waiving any change sorting fees if the customer makes a donation to Literacy Volunteers of Rochester, with the CNB teller, when cashing in their change voucher.

Participating Monroe County branches are: Brighton, Chili, Greece, Henrietta, Honeoye Falls, and Webster's Bay Towne & Jackson Ridge. You don't need to be a CNB customer to participate.

Tutor Share!



Tutor Share! is a forum for current and past tutors to share "ideas that worked" for our ABE and ESOL learners. These ideas should be unique and creative, with a proven track record of success.

We invite tutors to submit ideas in essay form — please be as concise as possible to ensure the sharing of multiple submissions in future newsletters. Sharing your ideas for instruction can make a profound difference in the relationship another tutor has with his/her learner, so please, don't be shy. Subsequent issues of Tutor-in-Touch will include these submissions in the new Tutor Share! section. Help us help one another!

Please submit your "ideas that worked" to: office@literacyrochester.org, with the subject line, Tutor Share.

Volunteers Needed

LVR is *always* in need of new tutors for our native and non-native English language learners. Please tell your friends and co-workers about our volunteer opportunities! Teaching experience is *not* required. Tutors have to be at least 18 years old and have a high school diploma or equivalent. They will receive comprehensive training including practical and theoretical information.

Volunteers for administrative support in the LVR office are also welcome. If you know someone who is interested, please call (585) 473-3030 for more information.





Math Tutors Needed

Reminder: LVR is working toward offering Math tutoring to interested learners in the near future due to a pressing need voiced by the learner community. If you or anyone you know would like to volunteer for a math tutoring opportunity please contact the Office and your name/s will be placed on a list. Please be on the lookout for more information regarding this topic.



Tips for Teaching Verbs

With many non-native English language learners – the ESOL subset – verbs prove to be a difficult area of mastery. Here are some helpful and refreshingly simple tips to convey the grammatical usage of verbs, and specifically of the three most common verb tenses. Below are two examples of how teaching verbs can be made easier.

Tense of Verbs

(English Daily @ <http://www.englishdaily626.com>)

1. Tense denotes the **time** of an action or its **completeness**
2. There are three tenses: **Past**
Present
Future

The **Present Tense** denotes: **present time**.

I walk
You walk
He walks

We walk
You walk
They walk

The **Past Tense** denotes: **past time**.

I walked
You walked
He walked

We walked
You walked
They walked

The **Future Tense** denotes: **future time**.

I shall walk
You will walk
He will walk

We shall walk
You will walk
They will walk

****Substitute the verb “walk” for common regular and irregular verbs using the exercise’s subject order, and perhaps create worksheets using this easy-to-learn idea.**



Tips for Teaching Verbs Cont.

Form and Function of Verb Tenses

(<http://www.teaching-esl-to-adults.com/esl-verb-tenses.html>)

When teaching ESL verb tenses to students of English as a Second Language or English as a Foreign Language, verb conjugation is only one part of verb tense lesson plans. Students can often easily memorize the conjugation for all tenses, but the more difficult part of verb usage is knowing *which* verb tense to use *when*.

In addition to *conjugation*, the two main things an ESL teacher has to teach about verb tenses are *form* and *function*. Here's an overview of these two elements.

Five Forms of ESL Verb Tenses (using the Present Progressive/Present Continuous, for example.) Here are the five forms students of English need to learn for every verb tense.

Affirmative Usage (e.g., She is eating dinner.)
Negative Usage (e.g., She is not eating dinner.)
Yes/No Questions (e.g., Is she eating dinner?)
Short Answers (e.g., Yes, she is. No, she isn't.)
WH- Questions (e.g., Where is she eating dinner?)

Of course, in addition to the five forms, you should teach the conjugation of the verb (based on the subject pronouns I, you, he/she/it, they, and we). Here's an example of the verb "dance" conjugated in the Present Progressive.

I am dancing in the street.
You are dancing in the street.
He/She/It is dancing in the street.
They are dancing in the street.
We are dancing in the street.

Function/s of the ESL Verb Tenses

The next important thing to teach English learners is the "function" of a particular verb tense. Knowing the function/s of a tense helps the student determine which is the correct verb tense to use.

Let's continue to use the Present Progressive for our example. The main function of the Present Progressive is to describe something that is in process at this very moment (e.g., Right now, I am writing about ESL verb tenses and verb tense lesson plans. You are reading this page.)

We also use the Present Progressive (or Present Continuous) to talk about things that are happening "these days" or at this time in our lives or in history. For example:

Q: So, what are you doing these days?
A: I am teaching ESL to adults.

And the last function (an often ignored function of the Present Continuous, but very commonly used by native English speakers) is to talk about future plans. For example:

Q: What are you doing tonight?
A: I'm cooking dinner for some friends.

I've picked the easier Present Progressive to illustrate what must be taught for each of the ESL verb tenses. It becomes a little more complicated to teach the functions for something like the Present Perfect, but the basics are still the same. For each verb tense, verb tense lesson plans should include the following: Conjugation; Forms; Function/s. When a student learns these three elements of a verb, he or she will have mastered the main elements of all tenses on the verb tense list.

Computer Programs & Lab



The new office is equipped with onsite laptops for in-house borrow/use to facilitate the tutoring and learning processes. All laptops are equipped with internet access. We also provide access to our new Computer Lab, in which tutors and learners can work together on any of the computer programs currently available. Here is an updated list of our current Programs:

‘RAPS’ (Reading Analysis Prescription System) systematically tests and diagnoses each learner’s reading skills. The reports generated from RAPS 360 show error patterns and enable proper intervention in phonemic awareness and phonics skills. RAPS 360 tests the following critical reading components: reading comprehension, vocabulary/word meaning, reading connected text/fluency, phonemic awareness/phonics, proper pausing/chunking, and eye tracking. **(Web based, must be registered through LVR)**

‘My Reading Coach’ presents learners with a self-paced, individualized reading instruction that provides encouragement and focus on specific needs. The system instructs in the skills of phonics, vocabulary, reading comprehension and fluency. The technology combines video and audio with one on one lessons. This is an excellent program for learners with low reading ability or learners with special needs and bilingual students. ‘My Reading Coach’ is designed to coordinate the skill of reading while developing a successful computer user foundation. **(Only in LVR office)**

‘Access to English’ caters to the needs of the beginning English learner from the ground up to the secondary level. This Program integrates content-area material with language development area such as math, biology and multiple other subjects. Access to English uses an entertaining interactive approach of videos pictures and audio clips. This software is a straightforward flexible and comprehensive tool. The simplicity of the program is designed for both the experienced and novice computer user to ensure a successful working foundation of English. **(Only in LVR office)**

‘Math Media’ offers a series of math lessons and activities that provide a proper sequencing to assist the student in a solid math foundation. The programs stimulate learning with ample interactive practice reinforcing basic knowledge in addition, subtraction, multiplication and fractions along with other more advanced programs. ‘Math Media’ imparts an individualized attention availability and skill level. As the student moves easily through the exercises their math abilities and proficiency improve. **(Only in LVR office)**

USALearns is an easily accessible internet learning tool that contains instructional materials, developed primarily with public funds, to teach basic English skills and help adults improve their English proficiency. The Web site is designed to allow learners with low-level literacy skills to use the tool independently, but it can also be used with a teacher or tutor. *USALearns* contains easy-to-understand directions and free instructional materials for independent study by these adults, and it can be used inside or outside the traditional classroom environment. **(Free, on internet)**

We ask that borrowers call ahead to reserve a laptop and/or use of the Computer Lab. Tutors, this is an opportunity to hold lessons onsite, with the unlimited resources provided by our library and computer programs.

Education for Adult English Language Learners in the United States: Trends, Research, and Promising Practices (“Overview” Excerpt)

“Education for Adult English Language Learners in the United States: Trends, Research, and Promising Practices.” CAELA Network.
<<http://www.cal.org/caelanetwork/resources/adultELLs/overview.html>>

Written by staff of the Center of Applied Linguistics, this paper – in its full version – discusses the adult learner population in the United States in great detail. It delves into the various education programs funded by public and private entities, and explores the advantages gained by promoting adult literacy. I found the paper’s overview – below – alone to be quite informative, especially from the tutoring perspective.

****To view more sections of the paper, or to read it in its entirety, visit:**

<http://www.cal.org/caelanetwork/resources/adultELLs/index.html>.

Part I. Overview

Adult English language learners comprise a substantial proportion of the adult education population in the United States. According to recent statistics, 46% of all participants (1,101,082 out of 2,408,525) in state-administered adult education programs during 2006 –2007 were enrolled in English as a second language (ESL) classes (U.S. Department of Education, 2008b). This percentage does not include English language learners served in other sectors of the U.S. education system, such as those enrolled in adult basic education (ABE) or adult secondary education (ASE) classes.

Adult English language learners seek to improve their lives as individuals, community and family members, and workers. Many are settling into communities that have never had large populations of immigrants. To meet the increasing demand for English language instruction, existing adult education programs are expanding, and new programs are being established. Goal 5 of the strategic goals and objectives of the U.S. Department of Education (2002) mandates enhancing the quality of and access to postsecondary and adult education, and federal policy requires accountability for reporting program outcomes.

The Economic Opportunity Act of 1964 launched adult basic education programs and authorized instruction “toward the elimination of the inability of all adults to read and write English,” thus establishing services for English language learners within the federally funded adult education system. Subsequent legislation continued to support language instruction for immigrants and refugees, sometimes setting aside discretionary monies for services for specific populations (e.g., Cuban, Haitian, and Southeast Asian refugees) or for the development and teaching of specific content, such as citizenship and civics (U.S. Department of Education, 1991). Adult education classes for English language learners are offered through agencies that are eligible to receive federal adult education funds through the state delivery systems. In 2003–2004, ABE, ASE, and ESL programs were administered through local school districts (54%), community-based organizations (24%), community colleges (17%), and correctional and other institutions (5%) (U.S. Department of Education, 2005a).

Adult ESL services are also provided through other organizations that may or may not receive federal funding. These include faith- and volunteer-based organizations, museums, libraries, private language schools, workplace-based programs, and academic institutions that are financed through means other than federal funds (e.g., some community colleges). Significant numbers of adult English language learners are served in programs sponsored by community-based organizations and large national volunteer literacy organizations such as ProLiteracy, but reliable data are limited on the number of English language learners served through these organizations.



Education for Adult English Language Learners

Continued from Page 5

This paper describes education for adult English language learners in the United States. It gives an overview of the foreign-born population in the United States and provides a closer examination of those enrolled in adult ESL programs, including their access to and participation in these programs and the factors that affect their participation and success. Also discussed are the types of instructional programs that serve adult English language learners, professional development for teachers of this population, teacher quality, the adult education assessment and accountability system, and future directions in English literacy education and lifelong learning for adults learning English. Each section discusses the state of the field, research, and promising practices.

The goal of this paper is to provide adult education practitioners (teachers, teacher trainers, curriculum developers, volunteers, and administrators), researchers, and policymakers with a thorough overview of the field of adult education for English language learners and a clear understanding of what is needed to ensure a quality education for and the ultimate success of this population.

**** Continue reading here:** <http://www.cal.org/caelanetwork/resources/adultELLs/index.html>



News from the Library



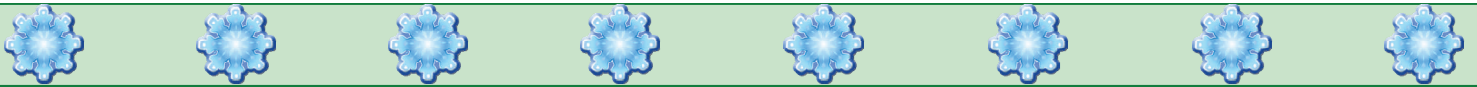
Endeavor

**** Notice:** The **Voyager** series has changed. Voyager 4, 5, 6, 7, and 8 will no longer be published. Instead, when learners complete Voyager 3, they will begin Endeavor 3, and continue through Endeavor 4, 5, 6, 7, and 8.

Endeavor is an easy-to-use program that caters to the specifications of adult learners using research-based reading series. The program helps improve learners' reading and writing skills. Emphasis is placed on: Fluency; Vocabulary; and Comprehension.

Mellissa Woodhams, LVR's Student Services Coordinator, finds the Endeavor books and Teacher's Guides superior in these areas: Each lesson includes a reading strategy and reading skill; Questions are posed in the middle of the reading versus the Voyager's "What to Think" concept; Fluency activities are suggested for each lesson in the series' Teacher's Guide.

Tutors unfamiliar with either reading series should visit the library to learn more about the benefits of each.



News from the Library

Continued



Visit our online inventory to easily browse the vast collection for resources to engage and educate learners. There is also a great amount of material that will provide strategies and tools to help improve lessons from the tutoring perspective. Visit, <http://literacyrochester.org/library.php>, and follow the “search our library online” link to browse the stacks.

The location of many library items has changed as a result of the LVR move. A quick overview follows:

Case 1, 2, 3 – Adult Basic Education. Includes reading instruction, spelling, grammar, writing, etc.

Case 4, 5, 6, and Shelf 1 and 2 of Case 7 – English as a Second Language.

Case 7 – Test of English as a Foreign Language, Pre-GED, GED.

Case 8 – Life Skills, Tutor Reference.

Case 9, 10 – Readers at reading levels 1 to 8. Reading levels are color coded. Look on the spine of each book.

Case 11 – Reference. Unlike most libraries, most of our reference materials may be borrowed. If an item has green and white cards, it may be signed out.

Case 12 – Parenting, Family Literacy, Games.

Look for the updated Library Map and Library Guide at the entrance to the library and also on the sign-out desk in the Library Office.

As always, we encourage tutors to make learners part of the borrowing process. Bring learners in, show them how to locate and take out material. You’ll be providing them with an invaluable skill, transferable to many parts of the adult learning process.

Off the Shelf



Review of LVR Library Book: *Reading Reflex*



Do you have a student with dyslexia? Do you know how to help him/her?

Reading Reflex employs Phono-Graphix, a method researchers have proven to be effective for learners, age 4 to adults, in word and sound recognition and ultimately reading instruction.

Criticism: Most of the handouts use the word “child.” If your student is sensitive to this word simply cross it off and put in “adult.”

Reviewed by Mary Ellen Gaynor, library staff member. Some handouts are available, this book can be found on Case 8, Shelf 4 in the LVR Library.

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MISSION STATEMENT

Literacy Volunteers of Rochester, Inc. is an organization of trained volunteers, dedicated to providing one-to-one or small group tutoring to functionally illiterate adults, and to others lacking English language skills and to fostering literacy in the greater Rochester, New York