

Demonstration and Activity

We will use Collin Collins learner profile to demonstrate the activity which you will complete with your table groups and table coaches.

We will be using a learner profile to identify a learner need then we will match that need to a College and Career Readiness Standard. That standard will then be used to create an activity which could be used in a tutoring session.

The resulting activities will be put on a jump drive then posted to the TLC website.

The first learner profile, Collin Collins, includes the steps that the tutor takes to identify a need, tie it to a standard and create an activity.

The following learner profiles will be used by the tables to complete the activity in their groups.

Example ~ Group Activity/Demonstration Collin Collins

DOB: 1963

TABE Reading 9M = 447 = 3.5

Collin came to the literacy program to improve his reading skills for his job at a plastics manufacturing company. In the last few years he has been given a supervisory job and he needs to be able to read memos and information during staff meetings. He wants to be able to read out loud to his co-workers at their meetings.

He grew up in central PA and was told he was dyslexic when he was in elementary school. He was put into a special class with, as he put it, "kids who didn't want to learn". He said "he wanted to learn" and math was his favorite subject but he "got lost with reading problems." He took vo-tech classes and graduated from high school. Reading is still very difficult for him.

Collin has a family history of reading problems. His father had trouble reading and spelling and his son was diagnosed with reading problems in school. His son received reading interventions in school and now reads without any problems.

Collin is doing well with his tutor. He wears glasses when he reads and he does not read silently. He reported that he reads out loud at home in a room where he has no distractions and doesn't bother anyone. When he is asked to read silently in tutoring sessions he whispers the words to himself or moves his lips. He takes a long time to read a passage, yet he stays focused and rereads the passage frequently to check his understanding. When reading orally, he reads slowly and haltingly and frequently goes back to correct his errors.

Collin is highly motivated to reach his goal. He can stay focused for long periods of time and he remembers phonics rules his tutor has taught him. He also remembers to apply the rules to new words.

Next Steps of Tutor

Collin's tutor gave Collin several tests to learn more about Collin's levels in specific reading components. His scores on the various tests are indicated below:

- Davidson-Bruce word meaning test, https://lincs.ed.gov/readingprofiles/WMT_All_Docs.pdf ~ 8th grade
- Spelling test (tutor created using information at https://lincs.ed.gov/readingprofiles/MC_Spelling.htm) ~ 3rd grade
- Word Recognition Test, https://lincs.ed.gov/readingprofiles/QARI_combined.pdf ~ 3rd grade
- Oral Reading Fluency, https://lincs.ed.gov/readingprofiles/Rate_Formula_Pop.htm, ~ tutor used a passage at Collin's independent reading level ~ 2nd grade, 72 words per minute

These scores were entered in the Assessment Strategies and Reading Profiles (ASRP) website, https://lincs.ed.gov/cgi-bin/readingprofiles/asrp_analysis2.cgi, for an analysis of this profile. The results indicated that learners in this profile will benefit from any kind of practice that involves only the sounds of

letters – not the letters themselves – this practice will help focus learners’ attention toward sounding out a word before spelling it.

Based on this information the tutor looked at the CCRS strand - Reading Standards: Foundational Skills K – 5 (pp 40 – 43), Anchor Standard RF.3. “Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)”. The first level specific standard in Level A, Grade level K – 1, Beginning Adult Basic Education Literacy, seemed like a good place to start. It states, “a. Demonstrate basic knowledge of one-to-one letter-sounds correspondences by producing the primary sound or many of the most frequent sounds for each consonant.”

The tutor now used the online Standards Aligned System (SAS), <http://www.pdesas.org/>, to get some ideas for activities to do with Collin in tutoring sessions. The tutor viewed the materials and resources, did a keyword search for “sounds”, selected the K – 2 band, left the subject area blank, selected Lesson/Unit Plan and Instructional Content and did a search. A quick review of the results, looking for something age appropriate, led the tutor to pick a lesson plan titled “Beginning and ending sounds – Lesson 1 of 2”. This leads the tutor to a [read*write*think](#) website called [picture match](#) which is an interactive website where different sounds can be chosen and then the learner listens to a word and picks the appropriate sound. The tutor plans to do this activity with the learner for about 10 minutes and will either try all the games (beginning-letter sounds, short-vowel sounds, and long-vowel sounds) or focus on one or two depending on how Collin does. Then the SAS site provides a link to work sheets and work cards which can be printed out. (The tutor is going to adapt this activity because it involves a group and some chanting which won’t be appropriate for the tutoring session.) The cards have pictures of various objects which the tutor and Collin will identify and then sound out the individual sounds in the word. This activity will move on to identifying beginning and ending sounds, if Collin is ready for that. The tutor plans to spend about 15 minutes with this activity, unless Collin shows signs of frustration or fatigue.

Simon Simons

DOB: 1990

TABE Scores: Reading 9A = 676 = 12.9+, Math 9E = 473 = 5.0, Language = 583 = 10.7.

Goals: to improve basic skills, fill out a job application, complete a job interview, get a job, and obtain his GED. He is interested in healthcare. He is an auditory learner. This young man will use public transportation to get to and from class.

Simon is particularly interested in working on his writing skills so he can complete a solid essay for the GED. He also recognizes that he needs to build his vocabulary knowledge, especially in the field of healthcare, and he would like to start now. He is not comfortable using dictionaries, thesauruses or other reference materials and he would like to be able to use these resources, especially digital versions, so he doesn't have to ask other people the meanings or pronunciations of new words.

Samantha Samuels

DOB: 1989

TABE 9L = 360 = 1.9.

She has 3 children ages 8, 6 & 4. She had no specific interests. Her goal is to learn so that she can help her children with their school work. Her other goals: improve basic literacy skills, increase involvement in child(ren)'s literacy activities, purchase books or magazines, visit library with children, get a driver's license and improve health literacy.

She was placed with a tutor 2 mornings a week for 1.5 hours each time. She was scheduled to begin at 10:30. She was working on reading only. It was mutually decided to improve reading first.

To learn more about Samantha's skill level with each reading component, the tutor administered the following tests (results follow).

- Davidson-Bruce word meaning test, https://lincs.ed.gov/readingprofiles/WMT_All_Docs.pdf ~ 4th grade
- Spelling test (tutor created using information at https://lincs.ed.gov/readingprofiles/MC_Spelling.htm) ~ 2nd grade
- Word Recognition Test, https://lincs.ed.gov/readingprofiles/QARI_combined.pdf ~ 2nd grade
- Oral Reading Fluency, https://lincs.ed.gov/readingprofiles/Rate_Formula_Pop.htm, ~ tutor used a passage at Collin's independent reading level ~ 1st grade, 47 words per minute

These scores were entered in to Assessment Strategies & Reading Profiles site, <https://lincs.ed.gov/readingprofiles/index.htm>, and the results indicated that Samantha's word recognition could benefit from working on high frequency word lists such as Fry or Dolch. Her fluency will improve with more oral reading practice using texts that are at or slightly below her word recognition grade equivalent. She could work on spelling rules to improve her spelling.

Katie Katelyn

DOB: 1981

TABE Reading = 520 = 6, TABE Math = 10D = 12.9

8th grade education

Married, 3 children

Employed: part time, seasonal work

No computer

Goal: GED

Katie would like to work toward taking the official practice tests for the GED®, however, she has no computer skills. Her tutor recently received his master's degree, is young and has excellent computer skills.

They will meet at a local library and work together on a library computer. They will be guided by a website: typingweb.com.

The tutor feels that Katie also needs to improve her grammar and writing skills. While working on the computer, the volunteer will tutor her in writing according to the CCRS Standards. He will assist her in creating sentences and paragraphs using the language necessary to maintain a formal writing style.