Welcome to the Toolkit for the Literacy Road Trip!

This series of toolkits is designed to help you and your student navigate your way to success. Each toolkit is designed to help students strengthen skills at their current literacy levels and build a foundation to successfully take the next road trip at a higher literacy level. There are five toolkits – each one is organized in the same manner with three important points.

1. Your toolkit contains a framework for teaching to which you add real world materials that reflect the learning goals and interests of your student. *Please see page iii for the use of authentic materials.*

2. Your toolkit contains a checklist that you and your student use together to mark checkpoints along the way. As a skill is learned, check it off and move forward. Once most of these skills are checked, it is time for an assessment of progress. This assessment is conducted by your **Pit Crew**. *Please see page iv for assessments.*

3. On each checklist you and your student create life goals that keep you on course while completing the checklist. *Please see page v for setting SMART goals.*

Overview of Levels and Lessons

There is a toolkit for phonemic awareness and four literacy levels. Begin with the literacy level determined through the results of a standardized assessment given by the Pit Crew at our office. Supplement those skills with the phonemic awareness kit if your student has difficulty hearing sounds that make up words. Your student's ability to discern discrete sounds can be quickly and easily assessed with a pre-test included in the toolkit.

Phonemic Awareness

Phonemes are the smallest unit of speech. Without the ability to distinguish between phonemes, a reader may confuse words such as *pass* and *past*, resulting in difficulty with comprehension. Since the inability to distinguish between phonemes can be evident at any reading level, the phonemic awareness kit may be used in conjunction with any other toolkit.

Level 1A: Foundations of Beginning Literacy

This toolkit includes practice activities for letter recognition and letter/sound correspondence. Also included are lessons to develop sight word recognition, comprehension, fluency, and writing skills.

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Level 1B: Beginning Literacy

At this level, students continue to learn about letter/sound correspondence and further develop fluency and vocabulary. Comprehension and writing skills are also practiced.

Level 2: Beginning Education

In Level 2, students learn about contractions, affixes, and syllabication, and they read for specific information. More advanced letter combinations are introduced along with more sight words. Lessons to develop new skills in writing are included.

Level 3: Low Intermediate

In Level 3, students learn to read for more complex information, including main idea and conclusions. Common roots are introduced with further study in prefixes and suffixes. Writing exercises include writing complex sentences, assigned topics, and more.

Level 4: High Intermediate

In Level 4, students read fiction, nonfiction, drama and poetry. They learn to use a graphic organizer and study idioms. Writing exercises help students learn to express themselves and write for a variety of purposes.

Pit Crew

If you have any questions, please do not hesitate to call the literacy office for help along the way. We are your Pit Crew – our job is to help you navigate and talk through any issues that may arise. Your trip will be more rewarding if you use your Pit Crew along the way!

Credits

Reading Connections, Inc. would like to acknowledge the work of the Massachusetts Department of Education Adult and Community Learning Services. Checklists were adapted from their January 2007 framework which is in the public domain. Checklists were also adapted from the North Carolina Adult Basic Education Reading and Writing Content Standards, March 2008.

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Best Practice
- Collect materials
- Use in lesson planning

Authentic Materials

Authentic materials are those items found in the real world that have meaning to adult students. By using authentic materials to teach, we are using print that adults might encounter each day. These materials will be used in your lesson plans to help students accomplish their personal goals. *Does your student want to obtain a driver's license? Get the driver's manual. Does your student want to help his child at school? Go over the papers sent home in his child's folder each week.* Some lesson plans using authentic materials can be found on the Internet at **http://www.lmp.ucla.edu**.

The Literacy Practices of Adult Learners Study (LPALS), sponsored by The National Center for the Study of Adult Learning and Literacy (NCSALL), found that adult students who were taught using authentic materials and activities were more likely to report beginning new literacy practices or increasing time spent in literacy activities. Some good examples of authentic materials you can collect and put in your kit include:

- Magazines
- Maps
- Health history forms
- Prescription labels
- Menus
- Recipes
- Advertisements for events, sales
- Comic strips
- Newspaper articles/headlines
- Pictures/captions
- Housing rental applications/contracts
- Employment applications

UCLA Language Materials Project
TEACHING RESOURCES FOR LESS COMMONLY TAUGHT LANGUAGES

Creating Authentic Materials and Activities for the Adult Literacy Classroom, A Handbook for Practitioners, a book designed to help teachers turn these findings into action in the classroom, by the LPALS research team of Erik Jacobson, Sophie Degener, and Victoria Purcell-Gates, is available from NCSALL.

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- Bus schedules
- Credit card applications
- TV schedules & movie listings

Assessment

There are many assessments that can be used to help determine the literacy level of your student. For purposes of our program, we use the Comprehensive Adult Student Assessment System (CASAS) and the Test of Adult Basic Education (TABE). Your student is assigned a checklist based on his score on one of these tests.

As you move forward, it is important for you to assess your student's progress as all instruction should follow assessment. This means you present a new skill, check for understanding, re-teach if needed, and assess again.

Your checklist also serves as a measure of progress. You and your student can watch the list of mastered skills grow as they are checked off.

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Best Practice

- **Set goals**
- **Celebrate progress**

After a predetermined number of hours of instruction, your student will take a standardized re-assessment. Check with your Pit Crew to find out when your student is due for the re-assessment.

SMART Goals

Specific **M**easurable **A**chievable **R**elevant **T**ime-Bound

Specific – Be clear about how the goal is stated – include who is involved, what is to be done, where it will happen, and within what time frame. Also add what is the benefit of accomplishing this goal.

> Sample: A general goal would be, "Read better." A specific goal would be, "Work with my tutor on reading at the library one day a week for two hours."

Measurable – When will you know that the goal has been met? Your checklist will help mark progress!

Achievable – Students will be better able to make their dreams a reality when they identify goals that are achievable for them. Goals that seem far away may also seem out of reach. We want to help our students feel that they have the capacity to learn and grow so that their goals become closer to reality. This also builds their self-esteem around learning and helps them feel and believe that they deserve to accomplish their dreams.

Relevant – A relevant goal is one that the student sees as important in helping him accomplish his goals. Your Pit Crew can be helpful to you here.

Time-Bound - A goal should be grounded within a time frame. It is not helpful to set a goal "I want to get my GED." It is more helpful to set a goal that understands the starting point. For some, the goal may be "I want to get my GED in the next five years."

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