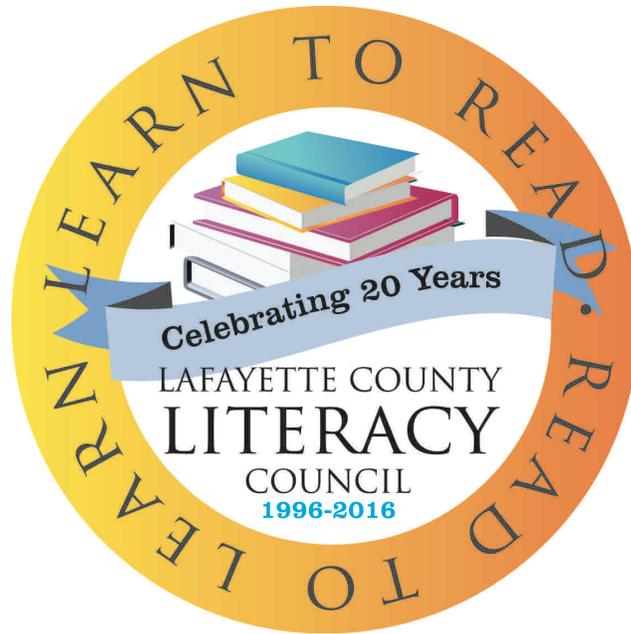


ABLE Volunteer Coach Handbook



Lafayette County Literacy Council

www.lafayetteliteracy.org

662-234-4234

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(Winter 2016 Version)

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Part II

ABLE Volunteer Coach Registration Documents

About Us

Who We Are

The **Lafayette County Literacy Council (LCLC)** has served our community since 1996, starting out as a small community outreach organization providing services in adult basic education. *Today, the mission of LCLC is to improve the quality of life in Oxford and Lafayette County through literacy and reading.* Our programs include:

- A partnership with the **Dolly Parton Imagination Library**, ensuring that an age-appropriate book is mailed to registered children between birth and age five each month.
- An annual **Children's Book Festival**, during which a book is brought to life; the festival shows area first graders that reading is fun and gives them the opportunity to hear from an author or illustrator about how a book is created.
- **LOU Literacy Leaders**, a community-wide training program for those who help kids in grades K-3 learn to read, conducted in partnership with the University of Mississippi's Center for Excellence in Literacy Instruction.
- **LOU Reads Coalition** (LCLC is a co-convenor), a group of local organizations and community leaders dedicated to ensuring that all children can read proficiently by the end of third grade.
- Our **Adult Basic Literacy Education (ABLE)** program.

About Our Adult Basic Literacy Education (ABLE) Program

The **ABLE** program provides one-on-one coaching in basic literacy and GED preparation to Lafayette County residents who are 18 years of age or older and not enrolled in school. *The program's long-term goal is to improve the standard of living and quality of life for adults who struggle because of a lack of basic literacy skills or a high school diploma.* Key features of the ABLE program include:

- Welcome Interviews, where interested learners are assessed and provided orientation into the program. If the learner qualifies for the program, he or she pays a one-time \$15 registration fee.
- Learners are paired with a trained coach and the two are expected to meet at least once a week at a time that is convenient for both.
- All coaching sessions take place at the Lafayette County and Oxford Public Library or at Burns United Methodist Church.
- Learners and coaches also take advantage of library resources such as materials in the ABLE Learning Library (2nd floor, reference section), computers, tablets, books, periodicals and more.
- Drop-in Skills Sessions are offered twice a week at Burns UMC, Tuesday and Thursday, 5-7pm, for learners who want additional instruction and for coaches who wish to provide additional help.
- Literacy learners are assessed after every 30 hours of coaching to see whether they have increased their literacy level. GED learners are assessed after every 30 hours of coaching to gauge their progress and when they take the GED subject-tests (practice and actual). The ABLE Program Coordinator communicates regularly with learners and coaches to monitor progress.

Staff and Contact Information

Barbara Wortham

ABLE Program Coordinator
barbarawortham65@gmail.com
662-607-2636

Kerri J. Hame

AmeriCorps VISTA
ABLE Program Administrator
ablelafayetteliteracy@gmail.com
662-234-4234

Sarah McLellan

Executive Director
Lafayette County Literacy Council
lafayetteliteracy@gmail.com
662-234-4234

Website

<http://lafayetteliteracy.org>

Facebook

<http://www.facebook.com/lafayettecountyliteracycouncil>

Twitter

@LCLitCouncil

Mailing Address

Lafayette County Literacy Council
P.O. Box 3177
Oxford, MS 38655

ABLE Volunteer Program Goals

Volunteers are an *integral part* of the Lafayette County Literacy Council's ABLE program; we depend on volunteers to carry out our mission. The goal of our coaches for basic literacy learners is to help them reach their literacy goals, better navigate their lives with the written word, and become better life-long learners. The goal of our GED trained coaches is to help their learners prepare to pass the GED subject-tests and earn a GED credential. Below are some of the most important activities of our coaches for our adult learners:

- Helping learners achieve goals that are important to them.
- Encouraging and motivating learners to reach their goals.
- Integrating technology into learning.
- Utilizing varied teaching strategies.
- Teaching learners with learning disabilities.
- Maintaining contact with staff at the Literacy Council.

Volunteer Coach Qualifications and Requirements

To help learners reach their goals, we ask volunteer coaches to:

1. **Have passion to inspire** others to reach their goals.
2. Be mature and patient when working with learners from diverse backgrounds with varying levels of literary proficiency. Be flexible, friendly, and optimistic with your learner throughout this dynamic process.
3. Have the dedication to show up, on time, for all one-on-one sessions you have agreed to, and commit to at least two hours per week for a minimum of six months.
4. Be 18 years of age or older and have completed high school.
5. Have strong reading and writing skills. In the case of a coach with a GED learner, also have strong skills in at least one GED test-subject (Reasoning Through Language Arts, Mathematical Reasoning, Science, and Social Studies).

Coaching Policies and Information

- Coaches are responsible for scheduling sessions with their learners and are expected to meet once a week with their learners at a time that is convenient to both.
- Coaches and learners may *only* meet at the Lafayette County and Oxford Public Library and Burns United Methodist Church for coaching sessions.
- Coaches are *never* allowed to transport learners.
- Coaches are not allowed to go to the learners' homes, and vice versa.
- Coaches are expected to submit an online monthly coach report for each month of coaching (even if a coach has not met with his or her learner that month); see p.6 for more information.
- Coaches are responsible for updating ABLÉ Program Coordinator Barbara Wortham regarding issues with learner attendance (minimum attendance requirement: 3 out of 4 coaching sessions in a month), conflicts with coaching, learner behavior issues, etc.
- Coaches must immediately report any accidents or safety concerns to ABLÉ staff.
- For program evaluation and grant reports, ABLÉ staff will evaluate learner progress by measuring personal goals, benchmarks, or using the T.A.B.E. assessment. Volunteers are expected to assist with this process.
- Coaches are expected to provide at least two weeks' notice to our organization if they should need to resign from service as a coach.

Finding Resources for Your Coaching

- Learners and coaches may use resources available at the library. ABLÉ has provided the library with resources in the reference section; learners and coaches are encouraged to make use of as many of the library's resources as possible. Some of these resources include but are not limited to: computers, tablets, books, reference materials, newspapers, and magazines.
- If you would like to purchase your own adult literacy education materials for planning purposes, you may buy those through the Literacy Council for a tax write-off. For more information, see "Purchasing Materials Through the Literacy Council" on p.7 of this handbook.
- This handbook also contains additional material covering goal setting, learning styles, teaching strategies, and other topics related to adult literacy.
- Online resources for coaches (e.g., benchmarks, activity manuals, activities, lesson planning, ProLiteracy Educational Network courses) can be found on the LCLC website:
<http://lafayetteliteracy.org/able/resources-for-coaches/>

Understanding Learner Intake

Each prospective ABLE learner attends a Welcome Interview conducted by the ABLE Program Coordinator. In this interview the prospective learner is assessed using the Test of Adult Basic Education (T.A.B.E.) and additional assessments are completed as needed. We need to know where to begin each individual's learning process, so learners are assessed in several skills.

Information on the prospective learner's abilities, experience, and goals is also gathered during the interview; the learner must be able to articulate a few specific goals that will help form a plan for learning. Work/educational experiences, family support, and interests are helpful clues toward making a successful start.

Learners who fit our program criteria receive a New Learner Orientation, during which they learn about the policies and procedures of the program and receive the ABLE Learner Handbook. Learners complete their registration in the ABLE program by paying the \$15 registration fee.

After the learner's registration is completed, the ABLE Program Coordinator works to match the learner with an ABLE coach and the ABLE coach schedules the first one-on-one coaching session at a time convenient to both the coach and the learner.

Getting Ready to Meet with Your Learner

- When meeting a learner for the first time, arrange a specific place to meet (describing a landmark at the location can be helpful, if the learner has trouble reading signs) and tell the learner what you look like.
- Be sure to check the hours of the library before scheduling a coaching session; for scheduling a coaching session at Burns UMC, please contact Barbara Wortham.
Library Hours: Monday-Thursday 10:00am-8:00pm
 Friday & Saturday 10:00am-5:30pm
 Sunday 2:00pm-5:00pm
- We want our learners to feel comfortable at the coaching location. Make sure you do not coach in a crowded or open space at the library. Find a quiet corner or a small study room to use. Library staff can help you find an appropriate coaching location in the library.
- Keep track of goals set, learner accomplishments, resources used, total time spent preparing to coach, the day/time you met with your learner, and the length of any coaching session so that you can readily complete your monthly coach report.
- The staff at the library or Burns UMC do not have access to coaching schedules or contact information for coaches and learners. Please contact ABLE staff for this information.
- First aid kits are available at the circulation desk in the library and in the classroom at Burns United Methodist Church.

Monthly Coach Report

Your completion of the monthly coach report helps LCLC fulfill its mission.

It is your responsibility as an ABLÉ Volunteer Coach to submit a monthly coach report that records your activities as a coach and your learner's progress toward reaching his or her personal learning goals. Not only will the ABLÉ program coordinator use this information to monitor and assess the one-on-one coaching and learning process, but the information in your report plays a fundamental role in how the Lafayette County Literacy Council holds itself accountable to foundations and donors who have provided funding for the program. For example, grant reports may ask for how many total hours of services LCLC and its volunteers provided to the local community; with your monthly coach report LCLC is able to provide an accurate count of hours provided, and so demonstrate that LCLC is serving the local community as promised.

When is the monthly coach report due?

Coach reports are due by the 10th day of the month *after* the coaching has taken place (e.g., the report for coaching completed in January would be submitted by February 10th).

How is the monthly coach report submitted?

The monthly coach report can be submitted online in one of two ways:

Directly by clicking on "Submit monthly reports HERE" on the "Resources for Coaches" webpage on LCLC's website: <http://lafayetteliteracy.org/able/resources-for-coaches/>

OR

Click the link to the monthly coach report in the ABLÉ Cable newsletter.

What kind of information is reported?

- Month in which the coaching took place
- Names of the coach and learner
- Learner accomplishments and improvements
- New goals set
- Resources utilized in the month
- Total amount of time you spent preparing for coaching sessions
- Day and time you met with your learner (for each session)
- Length of time you met with your learner (for each session)
- Additional feedback

Purchasing Educational Materials Through the Literacy Council

The Lafayette County Literacy Council has made adult education resources available at the public library. Additionally, if you would like to purchase your own materials to use outside the library for planning coaching sessions, you are welcome to purchase ProLiteracy resources through the Literacy Council at a discounted price for a tax write off.

1. To find materials online, visit the Adult Education section of the ProLiteracy New Readers Press website: <http://www.newreaderspress.com/>.
 2. When you know the items you would like to purchase, email the Literacy Council at ablelafayetteliteracy@gmail.com. **Please include the name of the product and the Product # in your email.** Understand that shipping and handling charges may apply. Check the New Readers Press website for charges that would apply to your order total.
 3. You will have to provide us with a check by either mailing it or bringing it by the Literacy Council office at an arranged time. The Lafayette County Literacy Council's mailing address is:
P.O. Box 3177
Oxford, MS 38655
- The Literacy Council's physical address is:
1003 Jefferson Ave.
Oxford, MS 38655
4. We will notify you when your purchase is ready to be picked up at the Lafayette County and Oxford Public Library. We will provide you with a letter of receipt to help you claim this as a tax-deductible purchase.



Literacy Defined

The Workforce Investment Act defines literacy as: an individual's ability to read, write, speak in English, and compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual and in society. It is important to remember that literacy is not an "all or nothing" quality. There are varying levels of literacy.

The Impact

- While illiterate adults can be found in every sector of society, there is a heavy concentration of low-literate adults among the poor.
- Illiteracy tends to be passed on to the next generation. Low-literate parents are unlikely to read to their pre-school age children, and are often unable to assist their school age children with assignments.
- Reading deficiencies contribute to workplace accidents, errors, and decreased productivity, costing U.S. business hundreds of millions of dollars each year.
- In an economy that demands increasingly higher levels of literacy, millions of Americans need better literacy skills to find employment or to be trained for new jobs.

How Literacy Changes Lives

- With increased levels of literacy, individuals become more self-reliant and more able to fully participate in their community.
- Adult literacy programs help participants achieve higher rates of employment, higher wages, and decreased reliance on public assistance.
- Children whose parents receive literacy instruction improve their grades and test scores and are less likely to drop out of school.

National Scope

- An estimated 23 percent (almost 70 million) of all Americans read at or below a fifth grade level.
- The International Adult Literacy survey found that among adults in Australia, Belgium, the United Kingdom, and the United States, the U.S. has more adults with the lowest levels of literacy skills than any of the other countries except Poland.

Mississippi and Lafayette County

In the 2003 National Assessment of Adult Literacy at least 15 percent of adults in Mississippi were found to be illiterate; in rural and impoverished counties the rates were as high as 30 percent. In Lafayette County, 12 percent of persons 16 years and older lacked basic prose literacy skills (U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics). The percentage of adults in the county who cannot read well enough to fill out a job application has been estimated to be above 25 percent.

Source (except Mississippi and Lafayette County): Literacy Mid-South Volunteer Tutor Handbook <http://www.literacymidsouth.org/resources/practice-forms/volunteer-handbook/>

How Adults Learn Differently From Kids

By Barbara Busey | Submitted On October 12, 2009

When you were in grade school, your learning was essentially a passive process where you had to rely on others - whether that was a teacher or parent or schoolbook.

Fast forward several years to the workplace when you need to acquire new knowledge, skills or attitudes. The old way of learning just isn't going to cut it anymore. Adults have experience to call upon and use as a context in learning. As a result, they learn better when they're actively involved.

These differences are crucial for a trainer in the workplace to understand. The fastest way to fail is to treat adults like they are kids in a classroom. A professional trainer knows how to leverage adult learning principles to make learning/training more productive for adults.

So let's look at the differences between kid learning and adult learning and what that means for a trainer:

~~~~~

**Kids:** rely on others to decide what's to be learned

**Adults:** decide for themselves what they want to learn

**The Trainer** therefore is not responsible for the participant's learning, but rather provides and directs the flow of information, allowing the participants choose what they will learn.

~~~~~

Kids: accept information at face value

Adults: question information, need to validate

The Trainer provides opportunities to test or practice or experience learnings and is prepared to answer questions.

~~~~~

**Kids:** expect learned information will be useful in the future

**Adults:** expect information to be useful now

**The Trainer** shows how the information or skill has relevance and real-world applications for participants.

~~~~~

Kids: are clean slates with little or no experience

Adults: are full slates with lots of experience

The Trainer draws upon and builds on participants' knowledge and experience.

~~~~~  
**Kids:** have limited ability to be a resource to classmates

**Adults:** significant ability to serve as resource to others

**The Trainer** allows, encourages and facilitates break-out sessions and exercises for group discussions, interactions, and team dynamics.

~~~~~  
Kids: are content-centered

Adults: are process- or problem-centered

The Trainer facilitates exercises, games and activities to help participants solve a problem or understand a process.

~~~~~  
**Kids:** are passively involved in learning

**Adults:** are actively involved in learning

**The Trainer** resists "dumping" information on the group, but rather partners with participants in a collaborative effort to achieve desired outcomes.

~~~~~  
Kids: learn best in an authoritative environment

Adults: learn best in a collaborative environment

The Trainer is responsible for the best environment for learning.

~~~~~  
**Kids:** are motivated by external rewards: grades, advancement, avoidance of punishment

**Adults:** are motivated internally: self-esteem, curiosity, love of learning, self-improvement

**The Trainer** employs active, participative methods to engage the participants, keep their interest, and enhance the likelihood that they will learn, retain, and use new information and skills.

Article Source: [http://EzineArticles.com/expert/Barbara\\_Busey/302456](http://EzineArticles.com/expert/Barbara_Busey/302456)

# Goal Setting

As a coach, helping learners set goals will keep everyone focused on a mutual purpose and guide the direction of individual coaching sessions.

## Steps to Goal Setting:

1. Define success; what is valuable and important?
2. Define the goal; what do you want to accomplish?
3. Identify your support system for accomplishing the goal.
4. Develop an action plan; how will you accomplish the goal?
  - a. Outline specific steps.
  - b. Identify possible obstacles and how to deal with them.
  - c. Consider resources to help accomplish the goal.
  - d. Establish a timeline.
5. Implement the plan.
6. Monitor and reflect on how the plan is going.
7. Evaluate progress and change plans as necessary.
8. **CELEBRATE success!**

**Remember to make S.M.A.R.T. goals!**

Specific

Measurable

Attainable

Results Oriented

Time Bound

Source: Literacy Mid-South Volunteer Tutor Handbook  
<http://www.literacymidsouth.org/resources/practice-forms/volunteer-handbook/>

# Things to Keep in Mind

Remember that learning is centered around the learner's goals. Develop your plans based on his or her interests in order to keep them motivated. Old lesson plans can be kept in a folder or binder as a log of the learner's progress. Refer to your log as you fill in information on your monthly report.

In your **first session**, and maybe even your second and third, you'll be getting to know your learner. They may not be very open with their interests, so you can do different get to know you activities that incorporate reading/writing to get them started and get them comfortable with you. Use the scavenger hunt provided at training (also available on our website under resources). The benchmarks are also pre-made lesson plans, so you can tailor them to the learner's interests. You can also use the resources provided in the introductory email you receive from Literacy Mid-South staff. It will tell about your learner, some interests if available and some resources to get you started.

Use all four modalities of learning in each lesson plan: **Reading, Writing, Speaking, and Listening**. Also, use materials and activities that utilize as many of the senses as possible (cross-categorical learning). Be creative and fun.

Always **plan your lessons in advance**. You will find that with time it becomes easier and easier. Try different formats for lesson plans until you find the one which is just right for you, and be very specific- list exercises and skills. Also, be sure to refer to the last lesson when planning the new one. **Reinforce** some of the skills and concepts you worked on previously.

**Watch for "learning moments"** when something really "clicks" and the learner suddenly achieves a new understanding of a subject and begins to respond. Be flexible in your planning so that you can expound on these moments. Also, **have a backup plan** in case the prepared lesson doesn't seem to work very well.

It will be more pleasant for the learner if you leave a little time at the beginning to just talk with the learner and ask how their week has been. Take a break if you plan to work for more than an hour.

Always **ask for feedback** from the learner on how things are going, especially when you try something new.

Generally, it is better to prepare too much than too little. And until you become familiar with the learner's capabilities, it is better to prepare material which is a little too easy than a little too hard. Use real life materials, literature, and activities to help keep your lessons learner-centered.

Source: Literacy Mid-South Volunteer Tutor Handbook  
<http://www.literacymidsouth.org/resources/practice-forms/volunteer-handbook/>

# Incorporating Technology into Coaching Sessions

Many people who work toward improving their reading skills do so to become more self-reliant. In this modern world, it is very difficult to be independent if one lacks working knowledge of basic computer programs and does not know how to navigate the Internet. More and more, important forms and job applications are accessible exclusively through the Internet. Here are some tips on incorporating technology into your coaching sessions.

- Utilize the “Resources for Coaches” page on the Literacy Council website. In the “Other Activities” section of the website, there are several online resources that have interactive games and activities. There are descriptions below each website that will help you locate the sites with interactive activities.
- Tablets with literacy apps are available at the library for use in the building. You can use these to incorporate literacy education into sessions while simultaneously helping your learner become familiar with tablets.
- Try to include basic computer programs (e.g., Microsoft Word) into coaching sessions. Familiarity with these programs can build confidence as well as skills that improve employment prospects.
- Ask your learner about his or her interests and demonstrate how to use the Internet to find information about them.
  - This can also be a great opportunity to teach your learner how to share information. Does your learner have an email account? If so, show him or her different ways to pass on information – for example, how to copy and paste a paragraph or web address into the body of an email or how to forward an email to another person.
- Be creative! Align your learner’s goals with activities involving technology. As mentioned in “How Adults Learn Differently From Kids” (p.9 in the Coach Handbook), adults expect information to be useful now. He or she will get more satisfaction out of learning different ways to use technology, if it is relevant to self-identified goals.

# Identifying Learning Styles

## Visual Learners

- Rely on material that is visual in nature
- Use visual clues to construct meaning
- Write down things to remember them
- Would rather see a process than just be told
- Create a mental picture when receiving information

## Auditory Learners

- Would rather hear information than read it
- Follow directions after hearing them once or twice
- Enjoy telling stories or experiences
- Enjoy musical experiences
- Recall details heard during discussions
- Rely on meaning of context during reading rather than visual cues

## Tactile/ Kinesthetic Learners

- Learn by doing or making things
- Like to be shown and allowed to “do” at the same time
- Enjoy manipulating objects while learning (i.e. letter or number cards)
- Rely on memory developed through sense of touch or movement
- May prefer frequent change in activities
- Understand the process by repeated performance

## Other Learning Preferences

- Getting the whole picture first
- Going step-by-step in a sequential process
- Relying on repetition to learn facts
- Needing to see how ideas fit together (searching for patterns)
- Tying new language to previous knowledge
- Asking questions
- Needing time to reflect or imagine
- Learning a little at a time and practicing in between
- Needing long, quiet periods for learning
- Enjoying opportunities to brainstorm and use divergent thinking
- Relying on mental images for remembering facts

Source: Literacy Mid-South Volunteer Tutor Handbook  
<http://www.literacymidsouth.org/resources/practice-forms/volunteer-handbook/>

# Varied Teaching Strategies

Multi-Sensory (or Cross-Categorical) Strategies can help all learners, but especially those with learning disabilities, learn and retain information-even difficult concepts. Once you know if your learner is a visual, auditory, or tactile learner, you can plan your coaching sessions using strategies incorporating their strongest abilities. Think of each category as a pathway to the brain-the more paths, the more he or she will learn.

- Make large visual cues (like flashcards) with large, bold letters, etc.
- Use pictures and words together.
- Create visual anchors, e.g., use a card to cover words in a sentence until it is time to read that word.
- Write on graph paper to help distinguish between letters.
- Use colors to differentiate between words, letters, numbers, kinds of words, e.g. always write “was” in blue and “were” in red.
- Tape record instructions or use audio books.
- Repetition: restate information and instructions often and have learners repeat instructions.
- Practice finger tracing letters or drawing letters in the air.
- Use a physical anchor, e.g., combine a hand sign or motion with a difficult letter, word, or concept.
- Use transparencies as an overlay and have learner trace words in colored pen.

**Always practice all four modalities in every exercise: see, say, hear, and write.**

Source: Literacy Mid-South Volunteer Tutor Handbook  
<http://www.literacymidsouth.org/resources/practice-forms/volunteer-handbook/>

# Decoding

Below are specialized activities that may assist learners who need additional help to progress with their decoding skills.

## **Learners at the 1st step of the Decoding progression**

Use important key words for the learner (possibly taken from a key word list plus those identified by the learner and the tutor). Make lists for each learner because every person will have a different list according to their needs and interests.

### **Sight Words**

- Highlight own name, street, town or other key words from a list.
- Play games like Snap to match key words.
- Highlight days of week and other key words in familiar material, for example, newspapers, TV listings, magazines.
- Encourage the use of strategies for remembering key words, for example, put word cards on the fridge.

### **Decoding**

- Develop phonemic awareness, for example, by listening to, learning and reciting the words of raps, jingles or sound poems and exploring rhyme, alliteration and other sounds.
- Insert vowels into gaps at the beginning or middle of words for example, bet, in, at, set.
- Say words without certain sounds, for example, say pit but don't say p (use sounds not names of letters).
- Play missing vowel sound or initial/final consonant cluster bingo.
- Highlight consonant clusters in a short text.
- Practice reading some simple, illustrated customized texts made up of sentences, based on simple, regular words and familiar sight words.
- Play games that require distinguishing words by their shapes or length or by a specific phonemic difference for example, cat/cot.
- Sort letters into alphabetical order.
- Use the keypad of a mobile phone to find and input first and second names.
- Arrange key words in alphabetical order.
- Match words in different fonts and styles, for example, NO PARKING and No Parking.

## **Learners at the 2nd step of the Decoding progression**

### **Sight Words**

- Play Snap with high-frequency words.
- Insert high-frequency words or the learner's own familiar words into gaps in sentences.
- Identify what personal information is asked for on a variety of forms relevant to their situation, for example, a prescription, car registration renewal, mail-order form, enrolment form.

### **Decoding**

- Sort lists of words on cards into groups according to common roots (word families), for example, walk, walking, walked.
- Sort words on cards with common prefixes, for example, unfit, unwell, and unable. Divide the words into syllables.
- Find words in a text that have the same letter pattern, for example, and, band, sand.
- Underline in different colors (on paper or using the word processor) words with one syllable, two syllables, three syllables, four syllables.
- Use a space bar on a computer to insert a space between syllables. Read the syllables.
- Rejoin common compound words from a list with the first half of the word in one column and the second half in the next.

## **Learners at the 3rd step of the Decoding progression**

### **Sight Words and Decoding**

- In pairs, practice reading skills on a selection of short extracts from texts with different purposes (for example, from a letter, an advertisement, a notice, a story) highlighting any unknown words.
- Match lists of words with the same spelling pattern to their meanings.
- Play games such as Snap to identify words with same sound but different spelling, for example, lie, bite, high, fly.
- Play games to identify different sounds made by the same spelling patterns, for example, boy and boil.

## **Learners at the 4th step of the Decoding progression**

### **Sight Words**

- Identify and read personal lists of key specialized words.
- Read and complete a more complex form.

### **Decoding**

- Identify any words from own key specialized words that have shared roots and discuss structure and origin, for example, danger, dangerous; electricity, electric, electrician; produce, producer, product, production.
- Sort a list of words with the same initial letter into alphabetical order.
- Put own key specialized words into alphabetical order.
- Add prefixes to a list of words to create new ones and explain their meaning.
- Raise awareness of word structure by:
  - matching words with common prefixes to create opposite meaning, for example, appear/disappear, tidy/untidy
  - underlining words with suffixes whilst reading
  - identifying groups of words with shared roots
  - underlining root words in words with prefixes and suffixes
  - splitting words into two to discuss their likely origins
  - joining words to make known compound words
  - experimenting with coining some useful new compound words.

## **Learners at the 5th step of the Decoding progression**

### **Sight Words and Decoding**

- Read an advertisement for a service in a directory: decode some unfamiliar words then decide which company to choose (for example, for car accident insurance repairs).
- In pairs, read short texts from daily life or dense material (for example, Yellow Pages, appliance instructions) that have been photocopied. Read the text once for general sense, circling any unfamiliar words. Read again and draw a line from each circled word out to the margin; copy out the word in large print in the margin. Discuss everything that can be worked out about the word, annotating it to demonstrate points, for example, underline familiar parts, divide into root and suffix/prefix or compound parts, and underline a plural or verb ending. Re-read the word in the context of its sentence or position. Decide on the most likely meaning, using a dictionary to help if needed.

Source: Literacy Mid-South Volunteer Tutor Handbook  
<http://www.literacymidsouth.org/resources/practice-forms/volunteer-handbook/>

# Coach Toolbox

You may use this Coach Toolbox to help guide your lessons. Contact the ABLÉ program coordinator if you have any further questions about how to use this document in your private coaching sessions.

Learner: \_\_\_\_\_ Coach: \_\_\_\_\_

Lesson for: \_\_\_/\_\_\_/\_\_\_

Reading Activities: \_\_\_\_\_ Materials: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Areas of special focus: comprehension phonics spelling pronunciation sight words

\_\_\_\_\_  
\_\_\_\_\_

Writing Activities: \_\_\_\_\_

\_\_\_\_\_

Skill Book Exercises- Series: \_\_\_\_\_ Level: \_\_\_\_\_

\_\_\_\_\_

Applied Life Skills/Other: \_\_\_\_\_

\_\_\_\_\_

Backup Plans: \_\_\_\_\_

\_\_\_\_\_

Homework: \_\_\_\_\_

If your learner needs to develop more specific goals, this inventory may be helpful in starting a discussion about what is most important for him/her to learn.

| <b>Do you ever read...</b>             | <b>Yes</b> | <b>No</b> | <b>Some</b> |
|----------------------------------------|------------|-----------|-------------|
| your personal mail                     |            |           |             |
| business agreements/leases, etc.       |            |           |             |
| newspapers                             |            |           |             |
| memos/notices at work                  |            |           |             |
| medical directions/food labels         |            |           |             |
| books/magazines                        |            |           |             |
| bible/hymnal/church materials          |            |           |             |
| to your children at home               |            |           |             |
| <b>Do you ever write...</b>            |            |           |             |
| letters to family and friends          |            |           |             |
| lists/reminders for yourself or others |            |           |             |
| in a diary or personal journal         |            |           |             |
| reports at work                        |            |           |             |
| notes during a class/meeting           |            |           |             |
| <b>Do you know how to...</b>           |            |           |             |
| use a dictionary                       |            |           |             |
| find names and numbers in a phone book |            |           |             |
| use a calculator                       |            |           |             |
| read maps                              |            |           |             |
| fill out forms/applications            |            |           |             |
| get a library card                     |            |           |             |

Source: Literacy Mid-South Volunteer Tutor Handbook  
<http://www.literacymidsouth.org/resources/practice-forms/volunteer-handbook/>

# General Information about the GED Test

The GED test is computer-based and covers four content areas. You can only access the real GED test by going to a testing center. Test-takers register for the test at [www.ged.com](http://www.ged.com). On this website you will find a free practice test and a test tutorial. You can take one subject test at a time in any order.

## Scores and Performance Levels on the GED test:

- 145-164 => Pass/High School Equivalency
- 165-174 => GED College Ready
- 175-200 => GED College Ready + Credit

## Helpful GED websites:

- [www.gedtestingservice.com](http://www.gedtestingservice.com)
- [www.chompchomp.com](http://www.chompchomp.com) (grammar bytes) (English)
- [www.gedforfree.com](http://www.gedforfree.com) (reviews all subjects)
- [www.khanacademy.org](http://www.khanacademy.org) Khan Academy (Math)

## The GED Test consists of four content areas:

### 1. Reasoning Through Language Arts (150 minutes)

- Section 1: Reading (40 questions/35 minutes)
- Section 2: Language (50 questions/60 minutes)
- 10-minute break
- Section 3: Extended response essay (45 minutes)

### 2. Science (90 minutes)

- 50 questions/ 90 minutes includes 2 short answer questions dealing with an article or an experiment; can use on-screen TI-30XS calculator

### 3. Social Studies (90 minutes)

- Section 1: 50 questions/ 65 minutes
- Section 2: Extended response essay / 25 minutes

*Beginning March 1, 2016, the Social Studies extended response will be eliminated. Therefore, the time and amount of questions on the test might change.*

### 4. Mathematical Reasoning (115 minutes)

- Part 1: 5 questions/ 14 minutes- no calculator
- Part 2: 41 questions/ 98 minutes- can use on-screen TI-30XS calculator

## What types of questions are on the test?

- |                           |                   |
|---------------------------|-------------------|
| Multiple choice           | Fill in the blank |
| Drag and drop             | Short Answer      |
| Hot spot (select an area) | Extended Response |

## What does each section test?

### Reasoning Through Language Arts:

- Reading: 75% informational text (non-fiction), 25% literature (fiction)
- Writing: An extended response question examines two articles. The examinee must decide which argument is the better supported argument based on the evidence presented in the articles.
- Language: fragments, sentences, comma splices, fused sentences, dangling and misplaced modifiers, parallel structure, commas
- Measures: ability to read closely, write clearly, and edit and understand written English; ability to understand, interpret, and answer questions based on text; ability to use evidence to support an argument; understanding of basic English skills at a level needed to succeed in college or a job.

### Science:

- 40% Life Science, 40% Physical Science, 20% Earth and Space Science
- Measures: knowledge of life science (40%), physical science (40%), and Earth and space science (20%); ability to read, understand, and interpret science-related texts; problem-solving abilities in science-related situations.
- Science Topics:
  - Photosynthesis
  - The carbon cycle, water cycle, nitrogen cycle, phosphorous cycle
  - The steps in conducting an experiment
  - Punnett squares- genetics
  - Knowledge of the periodic table and its basic components
  - The systems of the human body- respiratory, circulatory, etc.
  - Food webs
  - Theory of evolution
  - Types of waves
  - Work, motion, and forces
  - Chemical reactions and equations
  - Renewable and nonrenewable resources
  - Layers of the Earth
  - Knowledge of the major planets

### Social Studies:

- 50% Civics and Government, 20% U.S. History, 15% Economics, 15% Geography and World History
- Measures: knowledge of civics and government (50%), U.S. history (20%), economics (15%), and geography and the world (15%); ability to read, understand, and interpret social studies-related texts; problem-solving abilities in social studies-related situations.
- Social Studies Topics:
  - Major wars
  - Types of Government
  - Three branches of the U.S. government and how they work together
  - Knowledge of the U.S. Constitution and its Amendments
  - U.S. political parties

- Historical documents: Magna Carta, Mayflower Compact, Declaration of Independence, Articles of Confederation, Monroe Doctrine, Emancipation Proclamation
- Supreme Court Cases: Marbury v. Madison, McCulloch v. Maryland, Dred Scott Decision, Plessy v. Ferguson, Schenck v. United States, Brown v. Board of Education, Miranda v. Arizona
- Types of economic systems: socialism, communism, capitalism
- The concept of supply and demand
- Definition of inflation, deflation, recession, and depression
- Basic knowledge of types of maps and location of states, countries, and continents

**Mathematical Reasoning:**

- Math formulas are provided
- Measures: quantitative problem-solving abilities (45%); algebraic problem-solving abilities (55%).
- Mathematical Skills Needed for Standardized Tests:
  - Know place value for whole numbers-ones, tens, hundreds, etc.
  - Know place value for decimals-tenths, hundredths, thousandths, etc.
  - Understand the concept of rounding
  - Compare numbers using symbols and words- greater than, less than, equal to,  $>$ ,  $<$ ,  $=$
  - Know how to add, multiply, subtract, and divide the basic four types of numbers-whole numbers, decimals, fractions, and integers
  - Know how to do the basic operations on the calculator
  - Know how to use the coordinate grid
  - Be aware of the proportion method of solving word problems
  - Chose a method for solving percent problems-rules or proportion?
  - Be able to convert numbers from one type to another-fractions, decimals, and percents
  - Know how to convert between standard measurements-ounces, pounds, feet, inches, etc.
  - Know how to convert metric units-grams, meters, liters, etc.
  - Know basic formulas that are not on the formula page-perimeter, area of a square, rectangle, triangle, etc.
  - Understand how to use the formula page
  - Understand mean, median, and mode
  - Be able to interpret graphs, charts, and tables
  - Know the rules and vocabulary for geometry problems
  - Know the order of operations



**Lafayette County Literacy Council**

P.O. Box 3177  
Oxford, MS 38655  
lafayetteliteracy.org  
662-234-4234

## **Lafayette County Literacy Council (LCLC) Volunteer Service Agreement**

As a volunteer at the **Lafayette County Literacy Council (LCLC)** you are an important member and representative of our organization. For a better understanding of what you can expect as a volunteer and what is expected of you by our organization, we ask that you read and abide by this Volunteer Service Agreement.

**The LCLC will provide for you:**

- Beneficial and life-enriching experiences.
- Comprehensive orientation and training for your volunteer position.
- Opportunities for professional development and social interaction with other volunteers.
- An opportunity to learn about tutoring strategies, learning difference and styles, and methods of measuring learner progress.
- A specific job description detailing duties and responsibilities.

**The LCLC asks that you:**

- Work an agreed number of hours on a scheduled basis acceptable to you and LCLC.
- Take full advantage of the thirty-day trial period to assess satisfaction with this volunteer assignment.
- Indemnify and hold harmless LCLC of and from all claims, demands, losses, causes of action, damage lawsuits, and judgments, including attorneys' fees and costs, arising out of and related to the work of your volunteer assignment.
- Choose an assignment within your abilities, interests, and time.
- Attend a scheduled orientation and training.
- Notify the organization beforehand if you will be absent or if you have arranged a substitute.
- Conduct yourself in an appropriate and ethical manner at all times when dealing with learners, other volunteers, board members, and staff.
- Maintain the confidential information of LCLC's learners.
- Have fun and agree to ask questions if needed. Remember we are here for you!



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## **Coaching Policies**

- Coaches are responsible for scheduling sessions with their learners and are expected to meet once a week with their learners at a time that is convenient to both.
- Coaches and learners may *only* meet at the Lafayette County and Oxford Public Library and Burns United Methodist Church for coaching sessions.
- Coaches are *never* allowed to transport learners.
- Coaches are not allowed to go to the learners' homes, and vice versa.
- Coaches are expected to submit an online monthly coach report for each month of coaching (even if a coach has not met with his or her learner that month).
- Coaches are responsible for updating ABLÉ Program Coordinator Barbara Wortham regarding issues with learner attendance (minimum attendance requirement: 3 out of 4 coaching sessions in a month), conflicts with coaching, learner behavior issues, etc.
- Coaches must immediately report any accidents or safety concerns to ABLÉ staff.
- For program evaluation and grant reports, ABLÉ staff will evaluate learner progress by measuring personal goals, benchmarks, or using the T.A.B.E. assessment. Volunteers are expected to assist with this process.
- Coaches are expected to provide at least two weeks' notice to our organization if they should need to resign from service as a coach.



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## **Safe Coaching and Learning Environment Agreement**

The ABLE program aims to build a community and space safe for coaches and learners. We prohibit violence of any kind where a coaching session is taking place (e.g., at the public library and on its premises).

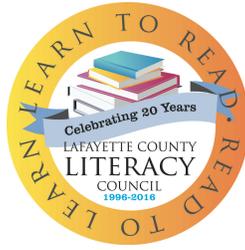
### **1. Ground Rules**

To help make a safe environment, all learners and coaches are expected to follow these rules:

- No drugs or alcohol.
- Be respectful of one another.
- No language or behavior that puts down other groups.
- No one may physically, verbally or emotionally abuse another person.

### **2. The Bottom Line**

You will be asked to leave the premises if you threaten or harm another person, carry a weapon, or come under the influence of alcohol or drugs. If you are asked to leave for one of these reasons, you must meet with LCLC staff before returning.



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## **Drug-Free Workplace Policy**

The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited on or in any property owned by or while acting in a capacity as an employee, trainee, client or volunteer with this agency. **Violation of the above is considered a major offense and as such may be cause of immediate termination without notice.**

In an effort to maintain a drug-free workplace, the **Lafayette County Literacy Council** will provide information to all client and staff regarding the dangers of substance abuse. Client and Staff are encouraged to discuss this with their superior or other designee. Such requests will be held in strict confidence. Requests for information or counseling will in no way jeopardize an employee's or a client's position with the agency. However, failure to follow recommendation may lead to disciplinary action or dismissal.

I understand that as a condition of my employment or enrollment in the program I agree to abide by the terms of this statement.

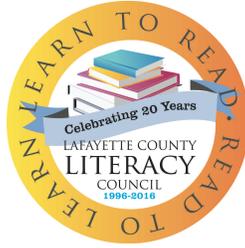
# Equal Employment Opportunity Is The Law

(Title VI of the Civil Rights Act of 1964)

No person in the United States shall on the grounds of race, color, religion, national origin, age, disability, or sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving funds in whole or in part with Housing and Urban Development Funds made available pursuant to the Act.

For purposes of this section “program or activity” is defined as any function conducted by an identifiable administrative unit, or by any unit of government, subrecipient, or private contractor receiving Housing and Urban Development Funds.





**Lafayette County Literacy Council**

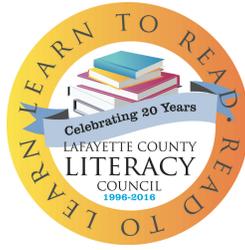
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## **Grievance Procedure**

ABLE Volunteer Coaches of Lafayette County Literacy Council will make use of the following grievance procedures:

**Step 1:** Coaches who have a grievance shall submit the complaint to the Executive Director. The Executive Director has fourteen (14) days to respond to the written complaint.

**Step 2:** If the grievance cannot be resolved at step 1, the written grievance will be forwarded to the Program Committee. Upon receipt, the Program Committee will schedule a meeting with the coach within forty-five (45) calendar days from the receipt of the letter. The decision of the Program Committee shall be final.



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## Information Release Form

I hereby consent to the use of sharing of my personal information for the following purposes:

For use by a government agency, including any court of law, enforcement agency, or any private person or entity acting on behalf of a government, in carrying out its functions (Section 305 (b)(1)).

For use in the normal course of business by a legitimate business or its agents, employers or contractors, but only

- To verify the accuracy of personal information submitted by the individual to the business or its agents, employers or contractors; and
- If such information as so submitted is not correct or is no longer correct, to obtain the correct information, but only for the purposes of preventing fraud by pursuing legal remedies against or recovering on a debt or security interest against the individual.

For use in connection with any civil, criminal, administrative or arbitration proceeding or pursuant to any court order.

I have read, understand and fully agree to the terms of this RELEASE. I understand and confirm that by signing this RELEASE I have given up considerable future legal rights. I have signed this Agreement freely, voluntarily, under no duress or threat of duress, without inducement, promise or guarantee being communicated to me. I am 18 year of age or older and mentally competent to enter into this waiver.



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## Photograph Release Form

I, for good and valuable consideration, the receipt of which is hereby acknowledged, hereby irrevocably authorize the **Lafayette County Literacy Council** to use photographs of me and or my property and authorize him (/her/their and his/her/their assignees), licenses, legal representatives and transferees to use and publish (with or without my name, company name, or with a fictitious name) photographs, pictures, portraits or images herein described in any and all forms and media and in all manners including composite images or distorted representation, and the purposes of publicity, illustration, commercial art, advertising, publishing (including publishing in electric form on CDs or internet websites), for any product or services, or other lawful uses a may be determined by the photographer or studio name here.

I further waive any and all rights to review any uses of the images, any written copy or finished product. I am full legal age and have read and fully understand the terms of the release.