Tutoring Program

Language ETC Tutoring Program

The goal of tutoring at Language ETC is to provide extra support to the students who are already enrolled in classes, from Basic to Advanced.

Structure

Each tutoring session will be focused on the student's needs as determined through ongoing communication between the tutor and the student. Each tutor is matched with one student and will provide individualized instruction, aimed at helping the student achieve his/her learning needs and goals. Tutoring should be adapted to the individual needs of each student.

The tutor and the student will meet once a week in a classroom for approximately 45 minutes to an hour.

Communication

During the first two weeks of the term, teachers in each class will identify students who might need extra support. The teachers will then communicate with the student about the tutoring program available. (It is entirely the students' decision to get a tutor or not).

Person	Role
Volunteer Coordinator	Facilitate communication between teachers and tutors by providing phone numbers and email addresses and explaining the structure of the program to teachers and tutors. Provide contact information for the teachers, tutors and students.
Teacher	Identify student(s) who need tutor(s) and communicate with the student about tutoring. Complete the tutor request form, including indicating specific areas to focus on.
Tutor	Once the student and tutor have met, they can continue to meet on a weekly basis. The tutor and the student should exchange contact information so that they can communicate directly they will be late or have to miss a session. Keep the volunteer coordinator updated about the student's progress.
Student	Attend the tutoring session as identified. Call or email the tutor directly, 24 hours in advance or as early as possible, to inform the tutor if he or she cannot come to a scheduled tutoring session.

Note: If you need assistance with language, please contact volunteer coordinators.

Tutoring Dates and Times

The registration period for students to enroll ends on the first day of week two. Students can change classes until the end of week two. Thus, tutoring will begin the third week of the term and last until the last week of the term. Tutoring sessions will be in the classroom.

Day	Tutoring Time
Weekday	1-2 pm on Tuesday or Thursday
Weeknight	6-7 pm on Monday, Tuesday, Wednesday or Thursday
Weekend Afternoon	1-2 pm on Saturday

Responsibilities of the Tutor (Adapted from the Literacy Volunteers of America Tutor Handbook)

1) **Model**: Demonstrate for your student each task you want him/her to do. Go through each individual step slowly so he/she is clear on the procedure. Model the task several times and have your student do the task together with you if he/she seems unsure.

2) **Set the tasks:** Have a clear plan for each tutoring session, complete with activities and materials ready to go. Your student is depending on you for structure and guidance, so please come to each session prepared.

3) **Ask questions:** Check in on a regular basis to see if the topics and tasks are of interest, useful, too easy/difficult for your student. Many students do not feel comfortable giving feedback to teachers without first being asked. It is good to have a variety of tasks, materials, and topics in your session so that your students can decide what works or doesn't work for him/her.

4) **Follow up:** When questions are asked or homework is given, make sure to follow up with your student. Don't just give them homework to do "if they feel like it" or "have time". Make it clear that the assignments and suggestions you give are very important to their language learning and will help them progress more quickly. Keep track of your sessions and tasks. This helps you to see progress over time and also helps plan for future lessons.

Checklist for Planning a Lesson

1) **Assess and Review**. As you plan for the next lesson, remember to assess and review your notes from the current lesson plan.

2) **Overplan**. It is better to have too much planned than not enough. The excess goes over to the next lesson, or you may want to skip some planned activities in favor of others.

3) **Overteach**. When your students can retain something for a period of at least three lessons, you may assume that it is learned. Don't panic when what you thought was learned seems to have been forgotten. Re-learning will come faster than the original learning.

4) **Be flexible.** Many good lessons on paper fail to work well because a learner is upset, circumstances intervene, or some part of your plan took longer than you had anticipated.

5) **Be Positive**. Encourage your students, but be honest. Guarantee some success with each lesson.

Best Tutoring Ideas and Practices

Adult Literacy

Best Tutoring Ideas and Practices

Philosophy 1: Adult learners want to be able to apply their learning to their real lives. Tutors use everyday materials relevant to their learner's needs and the tutor's abilities to teach reading skills

Catalogues:

- Teach **new vocabulary** by creating own picture dictionary by cutting out objects.
- Teach **alphabet** by creating an ABC book by pasting objects that begin with a certain letter on corresponding page.
- Teach **categorizing** by cutting out various objects and having learner sort by color, function, size, etc.
- Teach **budgeting** by having learner "shop" for items in catalogue, not to exceed a certain dollar amount (i. e. $100).
- Teach **adjectives** by having learners describe different items from the catalogue. (i. e., the red sweater, the tallest man, the cheapest drill).
- Use the order form in catalogue to teach filling out forms.

Maps:

- Teach **reading of directions** by having learners locate places on a map by reading written directions.
- Teach **listening skills** by orally giving directions and having learners trace a path to a destination.
- Teach **geography** by locating states, cities, and rivers on a map.
- Teach **routing** by having learner determine the shortest or easiest route to a certain destination.
- Play **"Where Am I?"** by giving clues to learner and having him/her/her determine where someone is.
- Teach **math** by calculating mileage between destinations.

Advertisements:

- Teach **comparison-shopping** by having learner determine which stores have the best prices for certain objects.
- Teach **alphabetical order** by having learners cut out words from ads and place in alphabetical order.
- Teach **parts of speech** by having learners cut out words and sort into verbs, adjectives, nouns, etc.
- Teach **writing** by having learner write text for an ad for a particular

object.
- Make a picture version of a food pyramid by cutting out food in ads and placing in appropriate category.

Recipes/cookbooks:

- Teach measurement using tablespoons, teaspoons, cups, pounds, ounces, liters, etc when reading recipes/cookbooks.
- Teach **nutrition** by planning meals using the food pyramid guidelines.
- Teach **fractions** by doubling or halving a recipe.
- Teach **math concepts** by calculating caloric intake of meals.
- **Plan a complete meal** with appetizer, soup, salad, entrée, vegetable dish, and dessert.
- Teach how to **follow directions** by reading and preparing a recipe.
- Teach **sequencing** by cutting recipe directions a part, scrambling them, and having learner put in correct sequence again.

Forms:

- Teach **legible printing** by having learner complete forms in which information needs to be written in small boxes.
- Teach **personal identification** information by completing various forms.
- Teach **word recognition/meaning** of pertinent vocabulary found on most forms and applications.
- Compile a **cheat sheet** with information on past employers, specific dates, reference addresses and telephone numbers, etc. to for learner to use when filling out applications elsewhere.

Newspapers:

- Teach **parts of speech** by having learner choose a short article and highlight in different colors the nouns, adjectives, verbs, prepositions, pronouns, etc.
- Teach **comprehension** of an article by charting the 5 W's (Who, What, Where, When and Why).
- Teach **locating specific information** by having learner highlight in different colors the 5 W's in an article.
- Teach **math** by calculating baseball averages or other sports statistics.
- Teach **geography** by locating on a world map or globe the places that different stories took place.
- Teach **map reading** by making a personal weather map, illustrating where it rained, snowed, was sunny, etc.
- Teach **subtraction** by calculating the difference between the weather's high and low.
- Make a **bar graph** showing the number of boy vs. girl babies that were born.
- Teach **author's point of view** by having learner read and discuss an editorial.
- Teach **persuasive writing** by having the learner respond to a letter to the editor.
- Cut out headlines and associated pictures, and have learner match them

together.

- Have learner **create own headline** or topic sentence for interesting pictures cut from the newspaper.
- Have learner **create own dialogues** for comic strip characters. Whiteout the dialogues in the bubbles, and have learner supply new dialogues.
- Teach **skimming** by having learner locate specific information found throughout the headlines.
- Teach **sequencing** by cutting apart comic strips and having learner put in order.
- Teach **summarizing** by reading an article and orally re-tell it.
- Teach **fact or opinion** by selecting statements from different articles, and having learner make the determination.
- Teach **writing skills** by having learner write an article using the 5 W's format.
- Use **classified ads** to locate apartments, used vehicles, jobs, rummage sales, etc.
- **Write own classified ad** for a rummage sale or to sell a used car.
- Read and discuss the newspaper together teaching **current events**.
- Select an article of interest and have learner **write a summary** or reaction to it.

Adult Literacy

Best Tutoring Ideas and Practices

Philosophy 2: Adult learners have different learning styles. Tutors can vary their teaching style and method of presentation to incorporate learner's preferred learning styles.

Auditory learners:

- Read to the learner.
- Alternate reading out loud together, stopping at times to recall out loud what the other person previously read.
- Ask learner to repeat directions.
- Tape-record some stories for learner to follow with when reading at home.
- Teach new vocabulary or spelling of new words to a rhythm.
- Discuss, discuss, discuss!

Visual Learners:

- Use illustrations and pictures to relay meaning of stories.
- Use charts, diagrams, numbered steps when presenting new information.
- Teach new vocabulary with flashcards.
- Teach learner to use a highlighter when reading.
- Teach learner to "visualize" a story's plot in his/her mind.
- Have learner take notes, use a graphic organizer or draw pictures when reading.

Kinesthetic Learners:

- Have learner manipulate scrabble letters or magnetic letters when practicing spelling.
- Play games to reinforce new concepts.
- Play charades or pictionary.
- Have learner trace letters in sand, or in pudding, to learn to spell.
- Build models, take field trips, use actual objects whenever possible.
- Use computers and calculators.

To read more about Learning Styles, click here.

Adult Literacy

Learning Styles

In Help Yourself: How to Take Advantage of Your Learning Styles, Sonbuchner suggests the following ways to take advantage various learning styles:

Reading:

- Read a chapter before you listen to the lecture on it.
- Read a book or article about a topic instead of attending a lecture.
- Read your notes, study guides, and flashcards over and over again.
- When you watch demonstrations, or listen to lectures, take good written notes. Later, you can refresh your memory by reading the notes.
- Read information or directions yourself instead of having someone read it to you.

Writing:

- "Pencil read" by reading with a pencil/highlighter in your hand. Underline and take notes as you read.
- Take good lecture notes.
- Choose to give written reports instead of oral reports whenever possible.
- Write lists of things you need to do.
- Write down the steps you need to follow in order to complete a project.
- Recopy your lecture notes in your own handwriting when studying them.

Listening:

- Never miss a class. Listening to information you have read about will help you understand it better.
- Tape a lecture so that you can listen to it again.
- Read aloud the information that you are studying.
- Study with other people. Discuss ideas and quiz each other.
- Have someone read your tests to you or read them out loud to yourself.
- Repeat information out loud after hearing it.

- Listen to information on videotape, TV, or audiotape.

Speaking:

- Ask yourself questions aloud while you are studying.
- Don't miss classes. You can ask questions about what is said.
- Choose to give a speech rather than do a written report whenever possible.
- Study for a quiz by asking questions out loud and answering them.
- Study with other people so you can discuss the information.
- Repeat things right after you hear them to help you remember them.
- Calm your nerves by saying positive things to yourself.

Visualizing:

- Close your eyes and practice "seeing" what you need to remember.
- Watch movies or videos on a subject, so you will have an easier time "seeing" the information again.
- As you study diagrams and maps, close your eyes and "see" them again.
- Watch demonstrations of things you need to do instead of reading about them, so you will be able to visualize them later.
- Close your eyes and "see" a word you need to spell before you write it.As you read, take time to picture how it would look if you were seeing it in a movie.

Manipulating:

- Experiment by doing things you read about.
- Build models of hard-to-understand concepts.
- Type a research paper on a typewriter or computer.
- Visit places that you are learning about.
- Given a choice, build a project rather than write a report about it.
- Do math problems using manipulatives, like coins, counters, an abacus, or a calculator.
- Move around while you are studying.

Adult Literacy

Best Tutoring Practices

Philosophy 3: Adult learners enter programs with mixed feelings. Many need constant reinforcing, due to slow progress, poor retention, lack of self-confidence, and learning difficulties. To keep the learner motivated, the tutors works to make learning FUN!

Manufactured Games:

- Scrabble/Scrabble Jr.----for spelling and vocabulary.
- Password----for vocabulary, antonyms, synonyms, and word

associations.

- Boggle----for spelling and word recognition.
- Up-Words----for spelling and vocabulary.
- Hangman----for spelling and word recognition.
- Wheel of Fortune----for spelling and word recognition.
- Where in the World is Carmen San Diego?----for geography.
- Trivia Pursuit----for general knowledge of current events, history, and culture.

Teacher-created Games:

- Forms of BINGO----create bingo cards with consonants, blends, word families, states, etc. in the squares.
- Forms of Memory/Concentration----match states with capitals, present and past tense of verbs, English with native language vocabulary, new vocabulary with pictures, numbers with words, etc.
- Crosswords----computer software created puzzles with clues and vocabulary provided.
- Verbal Memory Games----"I am going on a vacation, and I am packing an "item beginning with A, an item beginning with B, etc."
- Charades----act out verbs, stories, famous people, or events, etc.
- 20 Questions----pick a famous person, place, event, and have the learner discover who/what it is by asking yes/no questions.

Activities:

- Take field trips to the post office, grocery store, museum, library, zoo, cultural center, fire station, hospital, city hall, etc.
- Use flashcards ----- to reinforce new vocabulary, math facts, states/capitals, etc.Use story starters----the tutor starts a story, the learner adds the next one or two sentences, and this pattern is repeated until one person ends the story.
- Write in Dialogue Journals----the tutor and learner write back and forth to each other in a journal, discussing different topics, just like a verbal dialogue.
- Participate in a book discussion group.
- Find another tutor/learner and become pen pals or e-mail pals
- Implement the Word of the Day----the tutor chooses a new vocabulary word and incorporates it in the session in as many ways as possible.
- Use the Joke of the Day/Trivia Fact of the Day to lighten the mood or to share new knowledge.

Use of multi-media:

- Videotapes----watch a movie based on a book and discuss differences and reactions to the movie or the book.
- TV----Videotape, view, and discuss interesting documentaries or features that may relate to the subject matter being taught or to the learner's expressed interests.
- TV news----involve the learner in current events by asking him/her to give reports on current events; ask the learner to match a newspaper

article to a TV news segment.

- Audiotapes----practice oral reading with expression into the tape recorder and then play the tape back; practice pronunciation drills into audiotapes; assign the student to listen to books on tape.
- Computer---- teach basic keyboarding skills; teach the learner to use the computer to write stories; use educational software when possible.

Adult Literacy

Best Tutoring Practices

Philosophy 4: Every tutoring situation is unique; yet, the following common tips will assist tutors in being prepared for their lessons and build a rapport with the learner.

- Sit next to the learner rather than across from the learner to create an atmosphere of equals.
- Keep a journal/notebook, summarizing the highlights of your lesson, including what pages were covered, what questions were asked, what to review for next time, what homework was assigned, etc.
- Bring along a calendar when arranging your tutoring schedule. Mark days, dates, and times on the calendar, and give a copy to the learner.
- Give the learner a business card with the literacy organization's information on one side and your name and telephone number on the other.
- Designate a bag or portfolio to keep your teacher materials for tutoring in. Have extra pencils/paper/necessary supplies available.
- Have a watch/clock available. Set aside a designated amount of time for visiting or casual conversation. Then be prepared to begin lessons when that time has elapsed.
- If the learner has difficulty ending a lesson, give cues that the lesson has ended by closing books, standing up, assigning homework, saying good-bye to other tutors/learners, etc.If the learner has attention problems, try some of the following:
- work in stretch breaks; get a drink of water; shorten session time; change activity or subject matter every 10 – 20 minutes; have the learner sit facing away from windows or doorways, other people, distracting displays or bulletin boards.
- Show interest in the learner by knowing the names of the learner's family members, the type of employment of the learner,
- and his/her interests and hobbies.
- If the learner is unfamiliar or uncomfortable using voice mail or leaving messages, practice these skills during lesson time.
- Keep answering machine messages simple and clear.
- Set up weekly, monthly, or quarterly times to discuss with the learner his/her progress, goals, and feelings about the sessions. If the learner has any dissatisfaction in these areas, discuss or make changes.
- Admit your mistakes or when you do not know the answer to a learner's question.
- Model thinking processes for the learner, like narrowing down a list of multiple choice answers from 4 to 2 or by thinking aloud when solving problems.
- Praise the learner for his/her successful attempts at reading new and difficult

words or solving problems.

- Listen to, observe, question, and use lesson modeling from other tutors you admire or who have more experience.

Adult Literacy

Portrait of a Good Literacy Tutor

The volunteers who become literacy tutors play an extremely important role in the adult learner's life. Many novice tutors, or those considering becoming tutors, may feel that they lack the education or expertise to be an effective tutor. Often, they will question if they have the necessary qualifications to tutor an adult learner. They may believe that a tutor needs to have had prior teaching experience or a background in education. However, the reality is that the majority of literacy volunteers are not professional educators. And despite of their backgrounds, they have been quite successful with their adult learners.

The Qualities of a Good Tutor

Ruth J. Colvin and Jane H. Root of Literacy Volunteers of America describe the qualities of a good tutor.

Patience: This is the greatest requirement of a tutor. Often much repetition is required for a learner to acquire a new skill. Progress may be slow. Learners may seem to know certain words one day, but forget them the next day. Patience is a necessity.

Understanding: Adult learners often have many other problems. They may lack self-confidence, have difficult times maintaining employment, or have made poor decisions in their lives, in many cases due to their inability to read. A tutor is not a social worker, but will need to sometimes listen and empathize with the learner's problems.

Concentration: Since the goal of the tutor is to teach, it is imperative for the tutor to concentrate on the lesson to be taught because often the learner will steer the tutor into another direction.

Adaptability: The tutor must be adaptable during his/her lessons. Some techniques may be more successful than others with a particular learner. The tutor's job is to adapt his/her teaching style and the subject matter to the learner's interests and abilities.

Kindness: Many learners have low self-esteem and feelings of failure as results of previous attempts in learning and schooling. The tutor needs to be kind to the learner when s/he makes an error, and correct him/her in a way that will not discourage his/her further attempts to learn.

Enthusiasm and Encouragement: A tutor should be enthusiastic during the sessions, and offer genuine encouragement to the learner to keep his/her motivation to learn strong.

Sense of Humor: Laughter can reduce tension during a session and make the lesson time seem shorter. Sharing a joke builds a rapport between the tutor and learner. However, a tutor should never be sarcastic with the learner or laugh at the learner's mistakes.

Dedication and Influence: A tutor should never under-estimate that his/her influence and dedication may bring changes to the learner's life. The lessons learned by the adult learner during his/her time in a literacy program also include those modeled by the tutor, such as, organization skills, problem-solving skills, importance of reading and lifelong learning, and dedication. These fundamental lessons will influence the learner's life, and possibly his/her family's lives, way beyond his/her time spent in the literacy program.

Creativity: A tutor will need to be creative to adapt lessons to fit the needs and interests of the learner, to avoid becoming stagnant, and to explain difficult concepts in a variety of ways.

Perseverance: There will be challenging times ahead for a tutor. A learner may not have regular attendance, s/he may lack motivation, have outside issues, or slow progress. Since this is most likely the learner's last resort for seeking help, tutors are advised to not give up easily.

Commitment: Most literacy programs ask for a big time commitment from their tutors. Prospective tutors should seriously think over the commitment before agreeing to be someone's tutor. It is very discouraging to a learner if his/her tutor quits after a few weeks.

Awareness of Special Needs: Many adult learners have special needs, such as, learning disabilities, physical or sensory disabilities, or emotional/psychological problems. A tutor should be aware of any possible difficulties or disabilities that her/his student may have and ask for assistance from programming staff when needed.

Adult Literacy

The Adult Learner

Recognizing that adult English Language Learners come from diverse backgrounds, the Program Standard for Adult Education ESOL Programs, published by TESOL, Teachers of English to Speakers of Other Languages notes the following general characteristics:

General Characteristics:

- Adult English Language Learners are at least 16 years old or more. Ages may range from 16 to 95.
- Adult ESOL learners mainly include permanent residents of the United States, immigrants, refugees, and migrant workers coming from a variety of linguistic and cultural backgrounds. As many as 15 different language backgrounds may be represented in one ESOL classroom.
- Adult English Language Learners have a variety of educational backgrounds and

literacy levels, from no education at all to a PhD degree. Most of ESOL literacy learners had only a few years of schooling, whether they came from literate societies, or from preliterate societies. Whatever their educational backgrounds, all bring to the classroom a great deal of experience and background knowledge from which to draw in their learning.

- Adult English Language Learners are generally highly motivated and voluntarily enroll in ESOL classes. They desire to:
  - o Learn English to communicate better in their everyday lives
  - o Get a job or improve their job status
  - o Become a citizen of the United States
  - o Get a high school diploma or GED Certificate
  - o Acquire skills needed to advance to higher education programs (e.g., vocational training, college, university)
  - o Acquire skills to help their children succeed in school
  - o Some adults also attend in order to fulfill specially funded program requirements as a result of legislations, such as the Personal
  - o Responsibility and Work Opportunity Reconciliation Act of 1996.

Common Goal:

- The overriding common goal of all adult ESOL learners is to
- Make immediate use of their classroom learning to communicate with English speakers
- Learn about the culture and customs of the United States
- Function effectively as individuals, family members, workers, community participants, and lifelong learners in the United States.

Long Term Change: Optimum Adult Learning Environment:
The National Reporting System lists the following conditions as an optimum adult learning environment. Long-term change is likely to occur when all of the above conditions are met.

- The environment is non-threatening: the student is both physically and psychologically comfortable enough to try new tasks.
- The environment provides opportunity for social learning, that is, learning from one's peers.
- A variety of learning options are available to accommodate the student's learning style.
- Students are encouraged to draw on their personal background in order to learn new concepts.
- The student has an opportunity to apply what s/he has learned to practical, everyday situations.

Adult ESL Learners

Adult second language learners share many of the same learning characteristics as native English speakers with the following exceptions:

- Adult ESL learners often experience low literacy due to lack of primary or

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secondary education in their own language.
- Research shows that continuous exposure to the English language is necessary to advance language proficiency in adult ESL learners.
- Accurate assessment is necessary for proper placement in ESL programming.
- ESL materials used with adult ESL learners must be geared toward adult themes, and must be pertinent to the student's immediate language needs.
- Cultural values and beliefs often inhibit adult ESL learning objectives; for example, women who are not expected or allowed to attend ESL classes.
- Adult ESL learners are often proud of their classes, compared with native language learners, who are often reluctant for others to know of their language difficulties.
- Adult ESL learners need a substantial amount of conversation in the target language in order to ensure retention and production.
- Adult ESL learners can have learning disabilities, which makes it harder to diagnose. For example, an ESL learner can be experiencing difficulties simply because of an inability to understand the language rather than because of a learning disability.

English Language Learners: Factors Contributing to Success

Many people do not realize the amount of time it takes to acquire a second language and the factors that contribute to its success or failure.

For example, according to Program Standards for Adult Education ESOL Programs, it takes a beginning language learner approximately 105 to 235 hours of continuous study to progress from one level to the next. Affecting this progress are the following indicators:

- Previous levels of study in the students' native language
- Exposure to the target language
- Age
- Cultural values and beliefs
- Motivation
- Socioeconomic influences

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DCSP Practical Tutoring Ideas on the Web

General tutoring strategies

Grades K-3
· http://www.nwrel.org/learns/tutor/win2002/win2002.html

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[1] Information gathered from: http://wilearns.state.wi.us/apps/default.asp

- http://www.ed.gov/pubs/CompactforReading/
- http://www.colorincolorado.org/tips/

Grades K-6
- http://www.udel.edu/ETL/RWN/Activities.html#contents
- http://www.ed.gov/Family/RWN/Activ97/

College Prep/High School Resources
- http://www.collegeispossible.org/
- http://www.thebeehive.org/school/high/
- http://cctc2.commnet.edu/grammar

All levels
- http://www.abcteach.com/
- http://www.sitesforteachers.com/
- http://www.siu.edu/~arc/
- http://bob.nap.edu/readingroom/books/s/or
- http://www.ed.gov/inits/americareads/Pubs/Tutorman.html
- http://www.eslcafe.com/
- http://www.readwritethink.org
- http://www.thebeehive.org/school/
- http://owl.english.purdue.edu/handouts/esl/index.html
- http://getreadytoread.org/
- http://www.meddybemps.com/letterary/index.html
- http://www.bbc.co.uk/schools/wordsandpictures/index.shtml
- http://www.canteach.ca/index.html
- http://www.kidport.com/
- http://www.ipl.org/kidspace/browse/rzn0000

Reading and Comprehension
- http://www.readingatoz.com/newfiles/preview.html
- http://www.eduplace.com/graphicorganizer/index.html
- http://www.longman.com/ae/marketing/sfesl/

Phonics
- http://atozteacherstuff.com/themes/alphabets.html
- http://www.sdcoe.k12.ca.us/score/Phonics_Link/classroom.html
- http://members.tripod.com/%7eESL4Kids/phonics.html
- http://www.mcedservices.com/ESL/ESL.html

Sight Words
- http://www.theschoolbell.com/Links/Dolch/Contents.html

Writing
- http://www.bnkst.edu/americareads/write.html
- http://216.90.96.108/worksheets/practice2.html (alphabets)

- http://216.90.96.108/worksheets/practice3.html (cursive)
- http://www.bbc.co.uk/education/listenandwrite/home.htm
- http://www.angelfire.com/wi/writingprocess/
- http://cctc2.commnet.edu/grammar/

Vocabulary
- http://www.vocabulary.com/ (or http://www.vocabulary.com/VUcampus.html)
- http://www.eduplace.com/fakeout/index.html
- http://cctc2.commnet.edu/grammar
- http://www.syndicate.com/

Grammar
- http://www.eduplace.com/tales/index.html (like MadLibs)
- http://owl.english.purdue.edu/handouts/grammar/index.html
- http://www.edufind.com/english/grammar/index.cfm
- http://aliscot.com/bigdog/
- http://www.uottawa.ca/academic/arts/writcent/hypergrammar/
- http://www.dailygrammar.com/
- http://cctc2.commnet.edu/grammar

Motivating adolescent readers
- http://www.nwrel.org/learns/tutor/win2000/index.html

Reading games
- http://puzzlemaker.school.discovery.com/
- http://www.nwrel.org/learns/trainingopps/games/index.html
- http://www.bankstreet.edu/literacyguide/games.html
- http://www.surfnetkids.com/games/Word_Games/
- http://pbskids.org/lions/printables/
- http://www.theschoolbell.com/

Interactive online reading games and activities
- http://www.ash.udel.edu/ash/
- http://www.BookAdventure.org/
- http://www.kidsdomain.com/games/read2.html
- http://www.funschool.com/
- http://www.funbrain.com/
- http://www.tv411.org/
- http://www.randomhouse.com/words/
- http://www.manythings.org/
- http://www.cogcon.com/gamegoo/gooeyhome.html
- http://pbskids.org/lions/games/
- http://teacher.scholastic.com/activities/
- http://www.paragraphpunch.com/cgi-bin/pp1.pl?step=1
- http://www.essaypunch.com/cgi-bin/ep1.pl?step=1

· http://www.angelfire.com/pq/pic/index.html
· http://www.bbc.co.uk/education/lookandread/

Recommended Books

Award-winning books
· http://www.ucalgary.ca/~dkbrown/usawards.html

Grades K-3
· http://www.bnkst.edu/americareads/books.html

Adolescents
· http://www.srv.net/%7egale/worth.html
· http://falcon.jmu.edu/%7eramseyil/yapictind.htm
· http://www.provlib.org/teachers/bookcafe/picbooks.htm

By subject
· http://www.nancykeane.com/rl/

By grade level
· http://www.carolhurst.com/titles/gradetitles.html

Database
· http://www.dawcl.com/

More lists
· http://www.educationworld.com/a_curr/curr244.shtml
· http://www.aadl.org/kidspg/recommends.htm
· http://curry.edschool.virginia.edu/go/wil/Best_Books.pdf
· http://www.teachingbooks.net/vl.cgi?type=booklists
· http://latino.sscnet.ucla.edu/Latino_Bibliography.html (Latino cultures)

Adult ESL

General
· http://www.literacynet.org/esl/teachertutor.html
· http://www.adultedteachers.org/content/browselessonplans.taf?function=list&from=OTAN&doccatid=13
· http://www.nwlincs.org/NWLINCSWEB/Lessons.htm
· http://www.tv411.org/
· http://aeonline.coe.utk.edu/esolcrg.pdf
· http://www.eslcafe.com/
· http://humanities.byu.edu/elc/teacher/teacherguidemain.html
· http://www.arlington.k12.va.us/instruct/ctae/adult_ed/REEP/reepcurriculum/sitemap.html
· http://www.arlington.k12.va.us/instruct/ctae/adult_ed/REEP/reepcurriculum/lessonplani

ndex.html
- http://www.arlington.k12.va.us/instruct/ctae/adult_ed/REEP/reepcurriculum/bow.htm
- http://www.onestopenglish.com/
- http://www.alri.org/litlist/esolwebsites.html
- http://www.brown.edu/Departments/Swearer_Center/Literacy_Resources/esol.html

Health
- http://www.cal.org/ncle/digests/healthlitQA.htm
- http://www.cal.org/ncle/health/
- http://www.usp.org/frameset.htm
- http://www.usp.org/information/programs/pgrams/index.htm
- http://www.worlded.org/us/health/docs/elpaso/index.htm#introduction

Civics
- http://www.nelrc.org/cpcc/elcivics.htm#teacher
- http://www.civnet.org/resources/res_teach_frameset.htm
- http://www.cal.org/ncle/REScit.htm
- http://www.cal.org/ncle/REScivics.htm
- http://www.mcae.net/curriculum/

Economics
- http://www.nelrc.org/changeagent/economy/begin.htm

Education
- http://www.pta.org/parentinvolvement/spanish/index.asp
- http://www.cde.state.co.us/cdeadult/ELCivics.htm#nass

Employment
- http://209.121.217.200/manuals.html

News
- http://espanol.news.yahoo.com/
- http://www.handsonenglish.com/currentevents.html
- http://www.cityfamily.org/v2/cicityFamily.asp
- http://www.keynews.org/

Projects
- http://hub1.worlded.org/nelrctech/projects/examples.html
- http://www.otan.us/webfarm/emailproject/email.htm

Literacy/Basic Level
- http://www.mcedservices.com/ESL/ESL.html

Quizzes
- http://www.ompersonal.com.ar/omexam/contenidotematico.htm