

# Thinkfinity Literacy Network Course Catalog

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If you are reading a previously printed version of this catalog, please check <http://literacynetwork.verizon.org/fileadmin/download/VLNCourseCatalog.pdf> to ensure that you have the most current version of this document.

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The following icons identify use of video and audio in courses. Transcripts are provided for those who are unable to access these media.

## Welcome to Thinkfinity Literacy Network

Thinkfinity Literacy Network connects literacy organizations, volunteers and people who want to learn more about supporting literacy - and to provide online information to these audiences. Thinkfinity Literacy Network is funded through a generous grant from Verizon Communications.

Thinkfinity Literacy Network encourages multiple approaches to meeting the literacy challenge. It does not endorse a specific approach, method or material. Thinkfinity Literacy Network is simply here for anyone who wants to learn more about supporting literacy through courses, tools, advice and links to organizations in need of volunteers.

### About Thinkfinity Literacy Network

Thinkfinity Literacy Network is a collaboration of leading literacy organizations. Its mission is to be a resource for all literacy-related information, linking literacy providers to the general public online and providing valuable information while encouraging collaboration and resource sharing. The network plans to use technology to expand the reach of literacy information for increased awareness and understanding.

### About the National Center for Family Literacy (NCFL)

[www.familit.org](http://www.familit.org)

The National Center for Family Literacy (NCFL) is recognized nationally and internationally as the leader in family literacy. The intergenerational approach pioneered by NCFL has received critical acclaim and has helped hundreds of thousands of families start on a path to success. By providing professional development services, research and policy analysis, NCFL annually trains more than 5,000 practitioners and reaches thousands more through its advocacy efforts, working to expand the literacy opportunities for all families nationwide.

### About ProLiteracy Worldwide

[www.proliteracy.org](http://www.proliteracy.org)

ProLiteracy Worldwide (formerly Laubach Literacy and Literacy Volunteers of America, Inc.) is the largest volunteer-based literacy organization in the United States, providing a full range of literacy services to approximately 235,000 new readers annually through its 1,420 affiliates and a national network of more than 130,000 volunteer trainers and tutors. ProLiteracy Worldwide is the world's oldest and largest literacy organization.

# Technical Requirements for Thinkfinity Literacy Network Courses

## Minimum (and Optimal) System Requirements

### PC

- Windows 98 (or higher)
- 100 Mhz Pentium (or equivalent processor)
- 32 Mb free RAM
- 200 Mb free hard drive space
- 16 bit sound card
- speakers or headphones
- modem connection of 28.8 (Cable Modem, ISDN, or T1/LAN connection)
- MS Internet Explorer 5.0 (or higher) web browser
- monitor display set to 1024x768

### Mac

- Mac OS 8.6 (Mac OS X)
- G3 processor (G4)
- 32 Mb free RAM
- 200 Mb free hard drive space
- 16 bit sound card
- speakers or headphones
- modem connection of 28.8 (Cable Modem, ISDN, or T1/LAN connection)
- MS Internet Explorer 5.0 (or higher) web browser
- monitor display set to 1024x768

## Required software plug-ins

Some courses on Thinkfinity Literacy Network use audio and video. Any time audio or video are used, you will have the option to view a written transcript of the media. If you wish to view these media, and if the computer you are using doesn't already have them, you will need to download the following free plug-ins prior to taking Thinkfinity Literacy Network courses.

Macromedia Flash

[http://www.macromedia.com/shockwave/download/download.cgi?P1\\_Prod\\_Version=ShockwaveFlash/](http://www.macromedia.com/shockwave/download/download.cgi?P1_Prod_Version=ShockwaveFlash/)

Quicktime

<http://www.apple.com/quicktime/download/>

Windows Media Player for PC

<http://www.microsoft.com/windows/windowsmedia/9series/player.aspx>

Windows Media Player for Mac

<http://www.microsoft.com/windows/windowsmedia/software/Macintosh/osx/default.aspx>

Many courses on Thinkfinity Literacy Network allow you to download forms and activities that you can print for your own use. To view these, you need to have Adobe Acrobat Reader on the computer you are using. If you do not have it, you can download it at <http://www.adobe.com/products/acrobat/readstep2.html>.

# How to Register for Thinkfinity Literacy Network Courses

## Enrolling In a New Course

1. Click on a course title to view the course description.
2. To enroll in the course, close the Course Description window and return to the Online Courses page.
3. Click on the "*Enroll Now*" link to the right of the course title.
4. Click on the **Confirm** button to enroll in the course.
  - ***If you are new to Thinkfinity Literacy Network***, click on the "*Register Now*" link and complete the form as indicated. You will create your own unique username and password as part of the registration process.
  - ***If you have already taken a Thinkfinity Literacy Network course and want to enroll in a new course***, type in your already established username and password and click the **Log On** button.
5. A Registration Statement will appear. Print it out for your records.
6. Click on the **Begin** button at the bottom of the page.
7. Click on the title of the course.
8. Click on the **Begin** button.

## Re-entering a Course

1. To the right of the title of the course to which you wish to return, click on the "*Return to Course*" link.
2. Enter your previously established username and password, and click the **Log On** button.
3. A list of all the courses for which you have enrolled will be displayed. Click on the title of the course you wish to re-enter.

## Content Clusters of Related Courses on Thinkfinity Literacy Network

Below are some suggested sequences of courses that relate to various topic areas in adult and family literacy. They could be included in a program's orientation or pre-service training programs, offered as in-service training opportunities, or used in a blended learning approach to professional development, combining online and face-to-face sessions.

### Adult Literacy Program Foundation Courses

- Succeeding as an Online Learner
- Orientation to Volunteering in Literacy
- Working With Adult Literacy Learners
- Principles of Adult Learning

### Research-Based Reading Instruction for Adult Learners

- Understanding the Reading Process
- Phonemic Awareness For Adult Literacy Learners
- A Way With Words: Strategies for Strengthening Adult Learners' Vocabularies
- Developing Reading Fluency
- Before During and After – A Reading Comprehension Technique

### Courses to Support In-service Training for Literacy Instructors

- Making Math Manageable
- Let's Read Math
- Using A Problem Posing Approach to Authentic Language Learning
- Using the Newspaper in Adult and ESL Instruction
- Unleashing Potential through Multi-Intelligent Literacy Instruction
- Graphic Organizers: Tools For Instructors and Students
- Connecting Families and Computers, Parts I & II
- Making Evaluation Work for Your Program

### Family Literacy Foundation Courses

- Succeeding as an Online Learner
- Orientation to Volunteering in Literacy
- Family Literacy: The Intergenerational Approach to Learning
- Parents and Children: Natural Learning Partners
- Component Integration
- Volunteers in Parent Education
- Reaching Out to Homeless and Migrant Families, Parts I & II

### Children's Literacy

- Supporting Children's Education
- Building Readers: A Guide for Child Care Providers
- Selecting and Sharing Books With Young Children, Parts I & II
- Talking About Stories: A Technique to Build Young Children's Language and Literacy
- Let's Read Math
- Engaging Hispanic Parents in Their Children's Education

### ESL

- Volunteering in English Language Learner Literacy Classes
- Culture and English Language Learners
- Engaging Hispanic Parents in their Children's Education
- Working With Refugee Families
- Using the Newspaper in Adult and ESL Instruction
- Reaching Out to Homeless and Migrant Families I & II

### Citizenship

- Citizenship: What Volunteers Need to Know
- Citizenship: Teaching US Civics for the Exam
- Citizenship: Preparing For the Interview

### Parent Involvement

- Connecting Families and Computers, Part I
- Engaging Hispanic Parents in Their Children's Education
- Parents and Children: Natural Learning Partners
- Selecting and Sharing Books with Young Children, Parts I & II
- Talking About Stories: A Technique to Build Young Children's Language and Literacy
- Volunteers in Parent Education

### Courses for Parents

- Selecting and Sharing Books with Young Children, Parts I & II
- Talking About Stories: A Technique to Build Young Children's Language and Literacy
- Teach Me Technology

### Literacy Program Management

- Valuing Volunteers
- Volunteers are Vital
- Creating Community Linkages
- Reducing Student Waiting Lists
- Making Evaluation Work For Your Program
- Improving Learning Gains Through Increasing Intensity of Instruction
- Take Action for Family Literacy

### Developing Literate Communities

- Creating Community Linkages
- How Can My Organization Get Involved In Literacy? (For community organizations)

### Technology

- Succeeding As An Online Learner
- Connecting Families and Computers Parts I & II
- Teach Me Technology

### Courses For Adult Learners

- Teach Me Technology
- Reading Process (coming soon)

### ***Adult Literacy***

These courses describe how adults learn and how others can assist in this process. This category of courses focuses on adult basic education (ABE), GED preparation, English-language learning, reading, writing, numeracy, learning disabilities, assessment, goals setting, lesson planning, and parent education.



**Description:** This course will enable you to gain insights into adult learning in general, as well as some of the physical, sociological, and physiological issues that adult literacy and English-as-a-second-language (ESL) learners face. You will begin to think about the things that you might do and the attitudes that you might develop that will enable you to better work with adult students.

**Objective:** In this course you will:

- Reflect on how the literacy or ESL student's life experiences and challenges affect their learning process.
- Recognize how students' challenges can result in other strengths and skills Identify and learn about several principles of adult learning.
- Understand some of the physical, sociological, and physiological issues that adult literacy students face.
- Identify how you will incorporate what you've learned into your work with adult literacy students.

This course was developed by Tom Mueller, ESL and Adult Literacy Specialist.

**Audience:**

- Potential Volunteers
- Program Directors and Staff

**Estimated Completion Time:** 90 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network courses *Succeeding as an Online Learner*, and *Working With Adult Literacy Students*

**Outline:**

- Introduction
  - Course Overview
  - Course Navigation
  
- Principles of Adult Learning
  - Lesson Objectives
  - Relevance Is Important to the Learner
  - Respect is Essential to Effective Learning
  - Adult Learners Have a Lifetime of Experience
  - Many Learners Have to Overcome Their Fears
  - Some Life Issues Hinder Progress
  - Adults Learn By Doing
  - New Learning Can Result In Unexpected Change
  
- Course Summary
  - Putting It All Together
  - Course Review

## Working With Adult Literacy Learners



**Description:** This course is designed for people who are interested in learning more about what it will be like as a volunteer in an adult basic literacy program. Literacy programs are like buildings in a community: they come in many shapes and sizes and have many things in common, but depending on which door you go in, it looks very different inside. Volunteering is a valuable and rewarding experience! This course will help you learn more about adults who attend basic literacy programs, the services provided to help meet their educational needs, and how you can use your knowledge and experience to make an important difference in people's lives.

**Objective:** In this course you will learn:

- About the adults who come to adult literacy programs: who they are and what they are like
- How adults learn best and why
- About the different kinds of adult literacy programs and how they teach their students
- The important roles that volunteers can play in those programs and where would be the best place to put your knowledge, experience, and enthusiasm to work

**Audience:** New Volunteers

**Estimated Completion Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network course *Succeeding as an Online Learner*.

**Outline:** Introduction  
    Course Objectives  
    Course Navigation  
How Adults Learn Best  
    Lesson Objectives  
    Adults as Learners  
    Characteristics of Adult Basic Literacy Students  
    Teaching Adults to Read  
    Lesson Summary  
  
Adult Literacy Programs  
    Lesson Objectives  
    A Peek Inside Literacy Programs  
    Grays County: One-to-One Tutor  
    Neighborhood Works: One-to-One Tutor  
    LV-Kings County: Small-Group Tutor  
    C.F. Community College: Class Assistant  
    Why Volunteers Are So Important  
    Lesson Summary  
  
Summary  
    Putting It All Together  
    Course Review

# Phonemic Awareness Instruction for Adult Literacy Learners



**Description:** In this course, participants will learn what phonemic awareness is, ways to informally assess adults' phonemic awareness, and how to incorporate phonemic awareness into lessons for adult literacy learners.

This course was developed by M. Tara Joyce, Ed.D. Dr. Joyce is Coordinator of Adolescent Services and Adult Resources at the Tennessee Center for the Study & Treatment of Dyslexia at Middle Tennessee State University.

**Objective:** Upon completion of this course you will be able to:

- Define phonemic awareness and describe its importance for reading and spelling.
- Assess aspects of adult literacy learners' phonemic awareness.
- Create and use phonemic awareness activities in lessons.
- Access website and print resources for additional information about phonemic awareness.

**Audience:** Experienced Volunteers

**Estimated Completion Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network course *Succeeding as an Online Learner*.

<b>Outline:</b>	Introduction	Incorporating Phonemic Awareness into Instruction
	Course Objectives	Lesson Objectives
	Course Navigation	When to Do Phonemic Awareness Activities
	Phonemic Awareness: What Is It and Why Is It Important?	Selecting and Sequencing Activities
	Lesson Objectives	Backing Up if There's Difficulty
	What is Phonemic Awareness?	Lesson Summary
	The Broader Concept of Phonological Awareness	Activities to Develop Phonemic Awareness
	Phonemic Awareness: Importance for Reading and Spelling	Lesson Objectives
	Lesson Summary	Informal Activities
	Assessing Phonemic Awareness	Materials and Resources
	Lesson Objectives	Moving to Reading and Spelling
	Testing Adults' Phonemic Awareness	Lesson Summary
	Ways to Informally Assess Phonemic Awareness	Putting It All Together
	Lesson Summary	Course Review

## Volunteering in English Language Learner Literacy Classes



**Description:** In this course, you will meet several English Language Learners (ELL), learn why they come to adult and family literacy programs, and find out how those programs are meeting their needs. You'll also learn more about three special roles for volunteers: a one-to-one or small group tutor of adults, an aide to a classroom teacher, and an assistant in a family literacy setting.

This course was developed by the National Center for Family Literacy.

**Objective:** This course will provide the information that you'll need in order to decide if you want to volunteer to work with English Language Learners. There is also information on how to locate organizations that offer English as a Second Language (ESL) volunteer opportunity in your area.

**Audience:**

- Potential and existing volunteers
- Program Directors and Staff

**Estimated Completion Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network courses *Succeeding as an Online Learner*.

<b>Outline:</b>	Introduction	ESL Teaching Materials
	Course Overview	Lesson Objectives
	Course Navigation	Consider This!
		How Long Does it Take to Learn English?
	English Language Learners	Choosing Materials and Resources
	Lesson Objectives	Your Turn
	Consider This!	Lesson Summary
	The English Language Learner- General Characteristics	English Language Teaching Strategies
	Lesson Summary	Lesson Objectives
		English Language Learning Theories
	Opportunities for Volunteering in Programs that Focus on Teaching English	Assessment
	Lesson Objectives	English Language Teaching Strategies
	The Need	Your Turn
	Volunteer Roles in ESL Programs	Lesson Summary
	Training for Volunteers	Course Summary
	Your Turn	Putting It All Together
	Lesson Summary	Next Steps: find an ESL Program in Your Area
		Course Review



**Description:** Educators are increasingly committed to designing learning that value cultural differences. We are discovering that “valuing” diversity is not enough to enable educators from a dominant culture, (particularly European Americans living in the United States) to recognize difference and know how to change instruction for learners to feel visible and valued. This course examines different dimensions of culture relevant to the learning context, including both the personal cultures of learners and educators, and the culture of the larger social political environment. It explores how cultural values influence instruction and looks at several teaching approaches that take culture into account.

- Objective:**
- To introduce prospective volunteers to implications and issues of working with student populations of diverse cultural and linguistic backgrounds;
  - To introduce the significance of changing demographic patterns in the U.S;
  - To understand the implication for incorporating diverse perspectives into learning experiences, including learning differences, behavior differences, and gender roles; and,
  - To review the importance of examining classroom processes and materials for meeting the specific and unique needs of students from diverse cultural and educational backgrounds.

**Audience:** New Volunteers

**Estimated Completion Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network course *Succeeding as an Online Learner*.


<b>Outline:</b>	Introduction	Instructional Implications
	Course Objectives	Lesson Objectives
	Course Navigation	Roles of Teachers and Learners
	The Immigrant Experience	Cultural Issues
	Lesson Objectives	Instructional Approaches
	The Changing Face of the U.S.	Your Turn
	Your Turn	Lesson Summary
	Lesson Summary	Instructional Resources
	Learner Diversity	Lesson Objectives
	Lesson Objectives	Instructional Content and Strategies
	Variety in Learners	Culturally Sensitive Resources
	What is Culture?	Your Turn
	Key Areas of Cultural Differences	Lesson Summary
	Your Turn	Course Summary
	Lesson Summary	Putting It All Together
		Course Review

## Citizenship: What Volunteers Need to Know

**Description:** In 2002, more than 1 million people immigrated to the United States, and over 500,000 others became U.S. citizens.

(Immigration Statistics – Bureau of Citizenship and Immigration Services:  
<http://www.immigration.gov/graphics/shared/aboutus/statistics/index.htm>)

If you are an ESL instructor, or manage ESL programs, you will likely encounter students who have an interest in becoming U.S. citizens. This course will help you assess whether your program should offer citizenship courses to compliment your ESL curriculum. Furthermore, it will provide you with background information on what your students are likely to encounter during the citizenship process.

This course features instructional material from  New Readers Press  
Division of ProLiteracy Worldwide

**Objective:** In this course, you will:

- identify some reasons why people pursue citizenship
- assess the need for your program to offer citizenship courses as part of your ESL curriculum
- describe the main steps in the citizenship process
- locate resources for citizenship students

**Audience:** Experienced Volunteers

**Estimated  
Completion  
Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network course *Succeeding as an Online Learner*, and experience working with English language learners.

<b>Outline:</b>	Introduction	The Citizenship Process
	Course Objectives	Lesson Objectives
	Course Navigation	Determine Eligibility
	Why Citizenship?	Complete the N-400
	Lesson Objectives	Get Fingerprinted
	The Benefits of Citizenship	The Interview
	The USCIS	Take the Oath
	Lesson Summary	Lesson Summary
	Identify the Need	Identifying Resources for Your Students
	Lesson Objectives	Lesson Objectives
	The Need in Your Community	Classroom Resources
	Logistics of Citizenship Courses	Community Resources
	Lesson Summary	National Resources
		Lesson Summary
		Course Summary
		Putting It All Together
		Course Review




**Description:** Today, more than ever before, people are immigrating to the United States and seeking citizenship. Look at these facts: \*

- Between 1908 and 1990, the number of people becoming naturalized U.S. citizens exceeded 300,000 only twice, in 1943 and 1944.
- Since 1990, the number of people becoming naturalized citizens has exceeded 300,000 every year except 1992.
- In 2002, 573,708 people gained U.S. citizenship.

\* Statistics taken from the 2002 Yearbook of Immigration Statistics, United States Citizenship and Immigration Services, p. 160.

One of the things a person must do to become a U.S. citizen is pass a U.S. civics test. The content of the test is U.S. history, government structure, and government leaders. Instructors can find content in many places. One of the most helpful is the United States Citizenship and Immigration Services (USCIS) Web site.

This course will show instructors effective strategies for teaching the content so students are prepared for the civics test.

This course features instructional material from  New Readers Press  
Division of ProLiteracy Worldwide

**Objective:** In this course, you will:

- explore the content that is covered in the U.S. civics test for citizenship
- review the variety of ways the U.S. civics test can be given
- observe four strategies for teaching U.S. civics content to English as a Second Language (ESL) learners
- review available resources that reflect those teaching strategies

**Audience:** Experienced Volunteers

**Estimated Completion Time:** 45 minutes


**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network courses *Succeeding as an Online Learner*, *Citizenship: What Volunteers Need to Know*, and experience working with English language learners.

<b>Outline:</b>	Introduction	Preparing Students for the Test
	Course Objectives	Lesson Objectives
	Course Navigation	How the Test Is Administered
	Content of the Civics Test	Prepare Students for Different Types of Tests
	Lesson Objectives	Present Information as Students Will
	U.S. History	Reproduce It
	U.S. Government	Connect U.S. History to National Holidays
	Local, State, and National Leaders	Use Questions to Practice Attention to Detail
	National Traditions	Lesson Summary
	Test Your Knowledge of U.S. Civics	Course Summary
	Lesson Summary	Putting It All Together
		Course Review

## Citizenship: Preparing Students for the Interview



**Description:** To become a U.S. citizen, a person must go through an interview with a USCIS examiner. The USCIS examiner reviews the N-400 form to confirm the information on the form and to judge the English language abilities of the person applying for citizenship. Students preparing for the interview may fear that any mistake they make during the interview process will prevent them from becoming a citizen. This can place a great deal of pressure on a student. This course will help teacher's prepare students for the interview so they will feel confident and improve their likelihood of success.

This course features instructional material from  New Readers Press  
Division of ProLiteracy Worldwide

**Objective:** In this course participants will:

- Learn what happens during the interview
- Learn to ask interviewer questions in a variety of ways.
- Learn to teach students interview strategies to overcome gaps in communication.
- Learn to simulate the interview process as accurately as possible.

**Audience:** Experienced Volunteers


**Estimated  
Completion  
Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network courses *Succeeding as an Online Learner*, *Citizenship: What Volunteers Need to Know*, and experience working with English language learners.

<b>Outline:</b>	Introduction	Overcome Gaps in Communication
	Course Objectives	Lesson Objectives
	Course Navigation	Different Ways of Asking the Same Question
	The USCIS Interview	Teaching Strategies
	Lesson Objectives	Practice
	The Interview Process	Lesson Summary
	Documentation to Bring to the Interview	Simulate the Interview from Start to Finish
	The Day of the Interview	Lesson Objectives
	After the Interview	Conditions to Consider
	Lesson Summary	Lesson Summary
	Ask Interview Questions in a Variety of Ways	Course Summary
	Lesson Objectives	Putting It All Together
	Different Ways of Asking the Same Questions	Course Review
	Questions in Different Forms	
	Practice	
	Lesson Summary	

## Writing Without Fear

**Description:** Tutors and teachers often have a difficult time getting students to write. Trying to put one's thoughts down in a way that makes sense and at the same time trying to remember all the rules of grammar and spelling can be daunting to anyone, especially to a new writer. In this workshop, participants learn a writing process that can help students (and themselves) overcome their fear of writing. Participants will learn this process by reflecting on their own experiences as teachers and writers, as well as by doing some writing themselves.

This course features instructional material from  New Readers Press  
Division of ProLiteracy Worldwide

**Objective:** In this workshop, participants learn a five step process to teach writing in a way that minimizes a student's anxiety. Participants learn how to apply the writing process in two different learning situations: one creative writing example and one real-life example.

**Audience:** Experienced Volunteers

**Estimated Completion Time:** 45 minutes


**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network course *Succeeding as an Online Learner*, and some experience working with adult literacy learners.

**Outline:**

Introduction	
What You Need For This Course	Using The Writing Process For Everyday Writing:
Course Features	Writing Templates
Sharing Your Writing With Others	Overview
	Step 1: Prewriting
Overcoming The Fear Of Writing	Step 2: First Draft
What Am I Afraid Of?	Step 3: Revising
The Writing Process	Step 4: Editing
	Step 5: Final Draft
Using The Writing Process for Creative Writing: Sal's Poem	Reflection
Overview	
Step 1: Prewriting	Course Review
Step 2: First Draft	Review
Step 3: Revising	
Step 4: Editing	
Step 5: Final Draft	
Reflection	

## Graphic Organizers: Tools for Instructors and Students

**Description:** Graphic organizers are a useful tool for students as they learn to read, write, and do math. They help students visually connect their thoughts and ideas and organize information to easily understand it. Graphic organizers also guide and direct students as they apply strategies and processes to reading, writing, and math. Graphic organizers are also a useful tool for instructors and tutors. They provide a visual representation of how the student thinks, processes information, and applies information to different situations. The tutor can use this to inform and target instruction as well as to document progress.

This course features instructional material from  **New Readers Press**  
Division of ProLiteracy Worldwide

**Objective:** In this course, you will learn:

- why graphic organizers are a useful tool for students and instructors
- how to use seven graphic organizers in your teaching
- how to show students to use seven graphic organizers for their ongoing learning
- where to find additional graphic organizers on the Internet

**Audience:** Experienced Volunteers

**Estimated Completion Time:** 60 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network course *Succeeding as an Online Learner*, and some experience working with adult literacy learners.

<b>Outline:</b>	Introduction Course Objectives Course Navigation	Main Idea and Details Chart Lesson Objectives How to Make and Use a Main Idea and Details Chart Practice Using a Main Ideas and Details Chart Lesson Summary
	Why Use Graphic Organizers? Lesson Objectives What Are They? How Are They Useful? Lesson Summary	Information Grid Lesson Objectives Introducing an Information Grid Activity Additional Information Grid Activities Practice Creating an Information Grid Lesson Summary
	The KWL Chart Lesson Objectives How to Make and Use a KWL Chart Practice Using a KWL Chart Lesson Summary	Percent Circle Lesson Objectives How to Use the Percent Circle Practice Using the Percent Circle Lesson Summary
	Word Chart Lesson Objectives How to Make and Use a Word Chart Practice Using a Word Chart Lesson Summary	Adding Mixed Numbers Table Lesson Objectives How to Introduce the Adding Mixed Numbers Table Practice Using the Adding Mixed Numbers Table Lesson Summary
	Mind Map Lesson Objectives How to Make and Use a Mind Map for Reading Practice Using a Mind Map for Reading How to Make and Use a Mind Map for Writing Practice Using a Mind Map for Writing Lesson Summary	Course Summary Putting It All Together Course Review

## Working with English Language Learners

**Description:** The course is designed to support instructors and volunteers who are new or have limited experience serving adult English language learners and their families. In this course you will find information about English language instruction, descriptions of strategies used with English language learners and the basic format for an English language lesson. At the end of this course, you will be able to create a lesson plan that meets the needs of the learners with whom you work, and matches these needs with appropriate instructional strategies that accommodate cultural differences.

This course is based on the Practitioner Toolkit: Working with Adult English Language Learners developed by NCFL in collaboration with the Office of Vocational and Adult Education (OVAE) and CAL (Center for Applied Linguistics).

**Objective:** Learners will:

- Apply information on needs assessments
- Identify learning situations that accommodate cultural differences
- Recognize the process of developing a lesson plan for an adult ELL
- Match an appropriate learning strategy with a defined need
- Recognize the process of developing a lesson plan for an adult ELL

**Audience:**

- Potential volunteers
- Existing volunteers

**Estimated Completion Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network courses *Culture and English Language Learners*, and *Volunteering in English Language Learner Literacy Classes*.

**Outline:**

Introduction	Matching English Language Learner Needs with Instructional Strategies
Course Overview	Library
Course Navigation	Library
Assessing Learner's Needs	Lesson Objectives
Library	Considerations for Instructional Planning
Lesson Objectives	Instructional Approaches
Needs Assessment—	Matching Instructional Strategies with Learner Needs
What is it and why do it?	Lesson Summary
What Assessment Tools are Available?	Playground
Lesson Summary	Café
Playground	Your Turn
Café	Constructing a Lesson Plan for Adult English Language Learners
Your Turn	Library
Learning Opportunities that Accommodate Cultural Differences	Lesson Objectives
Library	Lesson Planning for English Language Learners
Lesson Objectives	Activities to Promote Interaction and Communication
Culture and Learning	Activities to Promote Reading Development
Cultural Considerations	What are the Components of a Lesson Plan?
Lesson Summary	Lesson Summary
Playground	Playground
Café	Café
Your Turn	Your Turn
	Course Summary
	Putting It All Together
	Course Review

## Making Math Manageable

**Description:** Math is increasingly important in today's society – not just the ability to make calculations, but to be able to use number sense to think critically, make decisions, and solve problems. However, many adults avoid learning or doing math because they are afraid of it, don't understand it, and don't enjoy it. To successfully teach math, teachers need to build student's confidence in their math abilities, find ways to make math fun, and make complicated math processes more accessible to students. By doing this, you can help students develop the number sense and problem-solving abilities they need to succeed in academics, work and life.

**Objective:** Upon successful completion of this course, participants will be able to:

- ease student fears of learning math and their own fears of teaching math
- use two activities with students designed to help develop students' confidence and connect math to their own experiences
- use five activities with students that make math interactive and fun, and adapt these activities for different math subject matter
- assist students in using two graphic organizers to solve math problems

This course features instructional material from  New Readers Press

Division of ProLiteracy Worldwide

- Audience:**
- Existing volunteers
  - Program directors and staff

**Estimated Completion Time:** 60 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network course *Succeeding as an Online Learner*.

**Outline:** Introduction

- Course Overview
- Course Navigation

Math: Why Do Students Need It and Why Are They Afraid of It?

- Lesson Objectives
- Why is Math Important?
- Why are Students (and Some Teachers) Afraid of Math?
- Lesson Summary

Building Student Comfort and Confidence

- Lesson Objectives
- Relating Numbers to Real Life
- Words for Numbers
- Lesson Summary

Making Math Fun

- Lesson Objectives
- Games
- Manipulatives
- Lesson Summary

Building Math Not So Hard

- Lesson Objectives
- Factoring Venn Diagram
- Problem-Solving Graphic Organizer
- Lesson Summary

Summary

- Putting It All Together
- Course Review

## Using the Newspaper in Adult Literacy and ESL Instruction

**Description:** Research has shown that authentic teaching materials are an effective way to engage adult learners' interest. Adults learn best when they are involved in selecting or creating their own teaching materials. Newspapers are a convenient and inexpensive tool to accomplish both these objectives. Newspapers help adult students develop skills in reading comprehension, writing, critical thinking, grammar, vocabulary, and civics.

**Objective:** Upon successful completion of this course, instructors will be able to:  
identify components of a newspaper that can be used to prepare lessons for adult literacy students.  
Instructors will practice six ways to use newspapers with adult literacy students. These lessons can be used in small groups, with classes, or in one-to-one tutoring.

**Audience:** Existing volunteers

**Estimated  
Completion  
Time:** 60 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network course *Succeeding as an Online Learner*.

**Outline:** Introduction  
    Course Overview  
    Course Navigation

    Navigating a Newspaper  
        Lesson Objectives  
        Variety of Materials in Newspapers  
        Selecting Appropriate Materials  
        Lesson Summary

    Reading Comprehension Activities  
        Lesson Objectives  
        5Ws Chart  
        Quest/Request  
        Lesson Summary

    Writing Skills Activities  
        Lesson Objectives  
        Caption Writing  
        Language Experience  
        Lesson Summary

    Speaking Activities  
        Lesson Objectives  
        Photo Dialog  
        News Maker Role Play  
        Lesson Summary


    Summary  
        Putting It All Together  
        Course Review



**Description:** Participation in this course will help you understand how to incorporate the direct instruction of reading fluency into your instructional plans. Reading fluency is defined, audio examples are provided, and the importance of teaching reading fluency as a skill is explained. Many reading fluency activities are highlighted that can be taught in one-to-one or small group and classroom settings. Additionally, you will learn how to measure reading fluency and track students' progress. Tips for reporting progress and suggestions for additional resources are included.

**Objective:** In this course you will:

- Define reading fluency and know how it's measured
- Identify how fluency contributes to success as a reader and understand the relationship between fluency, phonemic awareness, vocabulary development, and reading comprehension.
- Identify potential barriers that may inhibit the development of reading fluency.
- Use strategies and activities to teach reading fluency following the direct instruction model.
- Measure reading fluency and learners' progress.
- Develop a plan to apply the course content.

This course was developed by Amy T. Wilson for ProLiteracy Worldwide, and features instructional material from  New Readers Press  
Division of ProLiteracy Worldwide

**Audience:** Existing volunteers

**Estimated  
Completion  
Time:** 90 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network course *Succeeding as an Online Learner*.

**Outline:** Introduction

Course Overview  
Course Navigation

Defining, Measuring, and Valuing Fluency

Lesson Objectives  
Definition of Fluency  
Valuing Reading Fluency  
Measuring Fluency  
Lesson Summary

Teaching Strategies and Activities

Lesson Objectives  
The Direct Instruction Model  
Guidelines for Choosing Activities  
Guidelines for Choosing Materials  
Lesson Summary

Measuring and Supporting Progress

Lesson Objectives  
Informal Assessments  
Formal Assessments  
Reporting Progress to Students  
Lesson Summary

Summary

Putting It All Together  
Course Review

# A Way With Words: Strategies for Strengthening Adult Learners' Vocabularies

**Description:** This course introduces adult literacy instructors to the important role of vocabulary in learning to read well. It discusses how vocabulary is normally acquired, both naturally and through formal, direct instruction, while underscoring some of the challenges typically faced by adult literacy students in this regard. The course addresses how to integrate thoughtful, "strategic" vocabulary instruction into an overall literacy skill-building program, with particular emphasis on tailoring instruction to student needs, interests and skill levels. References to relevant research, as well as links to resources (both online and print) that can assist in the preparation and delivery of meaningful vocabulary instruction, are incorporated.

**Objective:** Upon successful completion of this course, participants will be able to:

- Understand the important role vocabulary plays in overall literacy proficiency
- Tailor vocabulary instruction to students' needs and priorities, via use of student assessments and through thoughtful selection of words to teach
- Teach students strategies they can use to deepen their understanding of words, including elaboration techniques, word analysis, sensitivity to context clues, and use of dictionaries and other reference tools
- Describe several activities to reinforce and practice vocabulary learning with students

This course was developed for ProLiteracy Worldwide by Meg Schofield, MEd, author of the "Tutoring Techniques for Adults and Older Students" manual and video training series, and founder of Literacy Solutions.

**Audience:** Existing volunteers

**Estimated Completion Time:** 90 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network course *Succeeding as an Online Learner*.

<b>Outline:</b>	Introduction	
	Course Overview	Strategies for Teaching Vocabulary
	Course Navigation	Lesson Objectives
		Elaboration Techniques
	The Role of Vocabulary	Resources to Teach Word Building and Analysis
	Lesson Objectives	Looking for Context
	The Early Road to Language Acquisition	Dictionaries and Thesauruses -- Friends or Foes?
	How Vocabulary Affects Comprehension	Lesson Summary
	Degrees of Word Knowledge	
	Lesson Summary	
	Assessment Should Drive Instruction	Activities to Reinforce Vocabulary Learning
	Lesson Objectives	Lesson Objectives
	Understanding Students' Reading Profiles	Quick Study Cards
	Assess Your Student's Oral Vocabulary	What's in a Headline?
	Lesson Summary	Crossword Puzzles
		Other Games People Play
	Selecting Vocabulary Words to Teach	Don't Forget to Walk the Talk
	Lesson Objectives	Lesson Summary
	Principles of Vocabulary Word Selection	
	Practice Selecting Potential Vocabulary Words	Summary
	Useful Resources	Putting It All Together
	Lesson Summary	Course Review

## Understanding the Reading Process

**Description:** Participating in this course will provide you with an overview of the research behind the components of reading instruction (alphabets, fluency, vocabulary, and comprehension) and show you how to support the improvement of literacy students' reading proficiency by making students more aware of the reading process and how good readers approach reading. The course will help you talk to adult learners about the reading process in the context of their goals, their needs, and their instruction.

**Objective:** By the time you complete this course, you will be able to:

- Talk with students about their reading strengths and needs
- Factor students' motivation, goals, and needs into the choice of reading materials
- Explain the four components of reading to adult literacy students
- Help students understand the characteristics of an effective reader
- Introduce students to the interrelationships between the reading process, their goals and learning needs, and their instructional plan

This course was developed for ProLiteracy Worldwide by Amy T. Wilson.

**Audience:** New and Existing volunteers

**Estimated Completion Time:** 60 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network course *Succeeding as an Online Learner*.

<b>Outline:</b>	Introduction	
	Course Overview	Characteristics of Effective Readers
	Course Navigation	Lesson Objectives
		Why Pay Attention to What Good Readers Do?
	Student Motivation and Reading Success	...Reads With Purpose
	Lesson Objectives	...Is An Active Participant
	It's Personal: Reasons for Learning	...Is Willing to Take Risks
	Selecting Relevant Reading Materials	...Skips Words and Reads On For Help
	Lesson Summary	...Changes His Or Her Rate
		...Tries Not to Read Too Slowly
	The Components of Reading Instruction	...Is Willing to Reread a Word, Sentence, Or Passage
	Lesson Objectives	Talking To Adult Learners About What Good Readers Do
	Research and Professional Wisdom	Helping Students Identify Their Characteristics
	Reading Basics	Lesson Summary
	What Adult Literacy Students Need	
	Alphabets	
	Fluency	
	Vocabulary	
	Reading Comprehension	
	Talking About the Four Components	Summary
	Where to Learn More	Putting It All Together
	Lesson Summary	Course Review

## ***Children's Literacy***

These courses describe how children learn, the role of staff and volunteers in children's language and literacy development, school advocacy, the learning environment, and Parent and Child Together Time.

## Supporting Children's Education

**Description:** Supporting Children's Education looks at the many ways volunteers enrich young children's language and literacy learning in the classroom setting, from helping teachers and care providers with administrative tasks, helping create materials and activities, to working directly with children.

**Objective:** This course, Supporting Children's Education, will help prepare you to support instructional staff as they serve children in care and education settings. In this course, you will:

- Become familiar with formal child care and education settings, including: The physical and social environments, planning and teaching that occurs in those settings, fundamentals of child development, and the emphasis on language and literacy learning in children's education
- Become familiar with various roles that volunteers can play in supporting care and education for infants and toddlers (children birth to age 3), preschool children (3- to 5-year-olds), and school age children (kindergarten through 3rd grade)
- Be able to help volunteers identify types of child care and education settings that best match their volunteer interests and skills

**Audience:** New Volunteers

**Estimated Completion Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network course *Succeeding as an Online Learner*, and *Family Literacy: An Intergenerational Approach to Learning*.

**Outline:**

Introduction	
Course Overview	Volunteering in a Children's Classroom
Course Navigation	Lesson Objectives
	Safety Above All Else!
Young Children in Classroom Care and Education Settings	What Does a Volunteer Do?
Lesson Objectives	Other Ways to Volunteer in Children's Education
What Does a Typical Setting Look Like?	Lesson Summary
How Should Teachers Choose What to Teach?	
Tell Me More About Young Children	Course Summary and Review
Lesson Summary	Putting It All Together
	Next Steps
A Focus on Language and Literacy	Course Review
Lesson Objectives	
The Impact on Language and Literacy	
Children's Language and Literacy Learning	
Volunteers Support Children's Language and Literacy Learning	
Lesson Summary	

## Parents and Children: Natural Learning Partners

**Description:** Parent and Child Together (PACT) Time is, perhaps, the most complex and unique component of the four-component family literacy model. This course introduces the basic concepts of PACT Time and covers ways for volunteers to support parents and children as natural learning partners.

Various strategies will be introduced for PACT Time activities with young children (birth to age 8) and in the elementary school setting. The course includes information describing the roles of the parents, volunteers and staff in the PACT Time classroom. The value that volunteers bring to family literacy programs will be described throughout the course.

The course is primarily directed at those who are curious about the notion of parents and children as natural learning partners and who are considering volunteering their time in support of it. However, new family literacy volunteers and recently hired family literacy program staff will benefit as well from the material presented.

**Objective:** Learners will:

- Identify the basic concepts of PACT Time
- Determine strategies to support interactive literacy activities for parents and children
- Differentiate between appropriate parent and volunteer roles in supporting children's learning during PACT Time
- Describe the benefits that volunteers bring to family literacy programs

**Audience:** New Volunteers

**Estimated Completion Time:** 30 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network courses *Succeeding as an Online Learner*, and *Family Literacy: An Intergenerational Approach to Learning*.

**Outline:**

Introduction	
Course Objectives	What Do Parents and Volunteers Do During PACT Time?
Course Navigation	
What is PACT Time?	Lesson Objectives
Lesson Objectives	The Parent's Role
What is PACT Time?	What Does a Volunteer Do?
Why Participate in PACT Time?	Your Turn
The Value of Volunteers in PACT Time	Lesson Summary
Your Turn	
Lesson Summary	Summary
What Does PACT Time Look Like?	Putting It All Together
Lesson Objectives	Course Review
PACT Time	
PACT Time with Young Children	
PACT Time in Elementary Schools	
How to Involve Children in Literacy Activities	
Welcome to the PACT Time Classroom	
Lesson Summary	



## Selecting and Sharing Books With Young Children, Part II

**Description:** Welcome to Selecting and Sharing Books with Young Children, Part II. This course is designed to follow Selecting and Sharing Books with Young Children, Part I, where we spoke of the importance of books in the lives of young children, indicators of quality in children's books, and ways to select books for children from birth to age 8.

In this course, we will finish the discussion of selecting books for young children and share practical ways for you to share the books that you have selected with them. As a result of this course, we hope that you gain the skills and enthusiasm to share with children a sense of the power and pleasure of reading!

This course was developed by the National Center for Family Literacy.

**Objective:** As a result of taking this course, you will:

- Learn how to find your way around the children's section in a library or bookstore
- Explore areas for development that contribute toward children becoming successful readers
- Expand your read-aloud techniques based on what research recommends that adults do to support areas essential to children's literacy development
- Learn book-sharing strategies

**Audience:**

- Potential and existing volunteers

**Estimated Completion Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network courses *Succeeding as an Online Learner* and *Selecting and Sharing Books With Young Children Part I*.

<b>Outline:</b>	Introduction	Book Sharing Strategies
	Course Overview	Lesson Objectives
	Course Navigation	General Tips for Reading Aloud
		"Shared Reading" Strategies
		Repeated Oral Reading Strategies
		Your Turn
		Lesson Summary
	Navigating the Children's Section of a Library or Bookstore	
	Lesson Objectives	
	Finding What You're Looking For in a Library or Bookstore	Course Summary
	Your Turn	Putting It All Together
	Lesson Summary	Course Review
	The Impact of Early Book Experiences on Literacy Learning	
	Lesson Objectives	
	Introduction	
	The Power and Pleasure of Literacy	
	Language Development	
	A Literate Environment	
	Recognizing Sounds in Words	
	Knowledge of Print and Letters & Words	
	Types of Text	
	Building Knowledge and Comprehension	
	Lesson Summary	

# Building Readers: A Guide for Child Care Providers

**Description:** This course for child care providers, which is part of the [Bank One Building Readers project](#), has been developed to help classroom teachers support children's development of language and literacy skills in child care centers and homes. It is presented in six sections, each covering an important area of information for teachers, as they prepare to guide young children in the development of language and literacy skills. Each provides research-based strategies for children ages birth-to-five years (Infants through Preschoolers). Additional information is provided for teachers working with parents.

This course was developed by the National Center for Family Literacy with the generous financial support of Bank One for development of the content and Verizon Communications for the instructional design.

**Objective:** This course is about supporting you as a child care provider in your efforts to enhance the language and literacy development of infants, toddlers, and preschoolers in your care. Specifically, you will be introduced to

- six areas of language and literacy development
- effective activities and strategies to use in your classroom
- lists of materials that should be a part of your classroom
- tips to share with parents to help them support their children's language and literacy development.

**Audience:** Program directors and staff

**Estimated Completion Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network course *Succeeding as an Online Learner*.

<b>Outline:</b>	Introduction Course Overview Course Navigation	Print and Books Lesson Objectives Infants and Toddlers Preschoolers Check Your Understanding Connections to Parents Your Turn Lesson Summary
	The Early Childhood Environment Lesson Objectives Infants and Toddlers Preschoolers Connections to Parents Your Turn Lesson Summary	The Alphabet Lesson Objectives Infants and Toddlers Preschoolers Connections to Parents Your Turn Lesson Summary
	Talking and Listening Lesson Objectives Infants and Toddlers Preschoolers Check Your Understanding Connections to Parents Your Turn Lesson Summary	Understanding What Children Know and Can Do Lesson Objectives How Do We Know What Children Know and Can Do? Planning Activities to Build Language and Literacy Skills Your Turn Lesson Summary
	The Sounds of Language Lesson Objectives Infants and Toddlers Preschoolers Connections to Parents Your Turn Lesson Summary	Course Summary Putting It All Together Course Review

## Let's Read Math

**Description:** In this course, we are introducing a math literacy approach which can be used both in school and in after school centers, day camps, YWCAs, libraries or at home. The idea behind Let's Read Math is to read story books that happen to have math themes, and then do engaging fun activities related to the math. The suggested books are most appropriate for grades K-4. Your mathematical role is to adjust the math activities and discussions depending on the age and interest of the children. The goal is to promote a basic enjoyment and curiosity towards learning mathematics, so children will have a more positive and joyful attitude towards learning school math.

**Objective:** Learners will:

- Review math topics covered in the math standards for curriculum and instruction, with particular attention to grades K-4
- Discover how to use children's books as a springboard to learning and doing mathematics, and how to find books on different math topics
- Review a sample lesson plan and suggestions for working with children
- Consider the role volunteers and other adults play in children developing positive math attitudes
- Program directors and staff

**Audience:**

**Estimated Completion Time:** 60 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network courses *Succeeding as an Online Learner*. Also suggested would be the Thinkfinity Literacy Network course on Selecting and Sharing Books with Young Children, especially Part II about language development and tips for doing read-alouds.

<b>Outline:</b>	Introduction	A Model Lesson: The Greedy Triangle
	Course Overview	Lesson Objectives
	Course Navigation	About the Book
		What About the Math?
	The Mathematics Standards: What All Students Should Know and Be Able to Do	The Four-Part Lesson
	Lesson Objectives	Lesson Summary
	Standards-Based Education	Your Turn
	Math is More Than Numbers	Challenge Arena
	A Progression Over Time	
	Lesson Summary	The Role of Parents and Other Volunteers
	Your Turn	Lesson Objectives
	Challenge Arena	Having Fun with Math
		Ask Good Questions
	Children's Books with Math Themes	Keep These Things On Hand
	Lesson Objectives	Offer Words of Encouragement
	The Availability of Books	Lesson Summary
	Finding Children's Books with Math Themes	Your Turn
	An Online Tool for Finding Good Math Books	Challenge Arena
	Samples of Books for Teaching Math	
	Lesson Summary	Course Summary
	Your Turn	Putting It All Together
	Challenge Arena	Course Review

## Talking About Stories: A Technique to Build Young Children's Language and Literacy

**Description:** This course reviews general information about the benefits of adults and children reading books together. It focuses especially on the benefits that children gain when they are interactively involved with a book. This interaction is enriched when adults who are reading with children ask questions about what is being read. The course introduces parents and others who read with children to a step-by-step process of asking questions to start conversations with children about books. This specific and effective process of shared reading is called dialogic reading.

**Objective:** Learners will

- Review the importance and benefits of reading with children
- Identify ways to use questions to start conversations with children about books
- Identify a specific technique called dialogic reading, an effective way to interact with children when reading a book
- Define the process involved in dialogic reading

**Audience:** Parents, volunteers, children's education staff

**Estimated Completion Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network courses *Succeeding as an Online Learner*. Also suggested would be the Thinkfinity Literacy Network course on *Selecting and Sharing Books with Young Children*, especially Part II about language development and tips for doing read-alouds.

<b>Outline:</b>	Introduction	More Questions for Children
	Course Overview	Lesson Objectives
	Course Navigation	What Is CROWD?
		CROWD Prompts
	Reading With Children	Lesson Summary
	Lesson Objectives	Challenge Arena
	The Benefits and Fun of Reading with Children	Café
	Sharing Books: Some Shared Reading Techniques	Your Turn
	Lesson Summary	
	Challenge Arena	Course Summary
	Café	Putting It All Together
	Your Turn	Course Review
	Reading With a Purpose	
	Lesson Objectives	
	Using "What" Questions to Start a Conversation	
	Asking Open-Ended Questions to Expand a Conversation	
	Engaging Children: Dialogic Reading and the Peer Sequence	
	Lesson Summary	
	Challenge Arena	
	Café	
	Your Turn	

## ***General Literacy***

These courses focus on the role of volunteers in literacy, literacy issues and trends in the field, national policy and legislation, working with adult literacy learners, family literacy, and parent education.

## Orientation to Volunteering in Literacy

**Description:** This course is designed for people who are asking themselves, "What can I do to make my community a better place to live?" Orientation to Volunteering in Literacy will help you make that decision. You will find information about: the impact of low-literacy in America; how volunteers play a vital role in helping to meet the need; how to contact a local program to explore how YOU might become involved.

**Objective:** This course will enable you to:

- Understand the size of the literacy problem in the United States.
- Learn about the work of adult and family literacy programs and its effect on participants.
- Recognize the opportunity for volunteer contributions to literacy work.
- Assess your skills and abilities, and relate them to possible volunteer opportunities.
- Find a literacy program to which you might contribute your time.

**Audience:** New Volunteers

**Estimated Completion Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network course *Succeeding as an Online Learner*.

<b>Outline:</b>	Introduction	Introduction to Volunteering
	Overview	Overview
	Course Navigation	Introduction
	Course Objectives	A Good Match
	Summary	What It Takes to Volunteer
	The Need	Volunteer Opportunities
	Overview	Summary
	What is Literacy?	
	The State of Literacy	Share the Excitement
	Find Out More	Overview
	Your Turn	Benefits of Volunteering
	Summary	What's Right For You
		Summary
	Making the Difference	Summary
	Overview	Overview
	Making a Difference in People's Lives!	Find a Nearby Literacy Program
	Making a Difference Across Our Country	Next Steps
	Literacy Providers Making a Difference	Summary
	Your Turn	Course Review
	Summary	

## Volunteers in Parent Education

**Description:** This course will define Parent Education and will give you a better picture of how you might become involved in helping parents strengthen their knowledge and skills in order to support their children's literacy development and education.

**Objective:** By taking the course, you will be introduced to one of the key components of a family literacy program, explore how Parent Education affects literacy development in families, and learn how you, the volunteer, can participate.

**Audience:** New Volunteers

**Estimated Completion Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network course *Succeeding as an Online Learner*, and *Family Literacy: An Intergenerational Approach to Learning*.

**Outline:**

Introduction	What Else Do Parents Need?
Introduction - Table of Contents	What Else Do Parents Need? - Table of Contents
Course Overview	Overview
Course Navigation	Parent Education Lessons
Course Summary	Parenting Resources
Defining Parent Education	Successful Testimonials of Parents
Defining Parent Education - Table of Contents	Your Turn
Defining Parent Education - An Overview	Summary
Today's Families	
Parent Education and Cultural Diversity	The Volunteer Role in Parent Education
Parent Education Supports the Literacy Development of Children	The Volunteer Role in Parent Education - Table of Contents
Assessment and Integration: What and How to Teach It	Overview
Defining Parent Education - Your Turn	Meet a Volunteer
Defining Parent Education - Summary	Family Literacy Facilitator Testimonial
	Your Role as a Volunteer
	Your Turn
	Summary
Reading Research Guides Parent Education	
Reading Research Guides Parent Education - Table of Contents	Summary
Overview	Summary - Table of Contents
Applying Evidenced-Based Reading Research	Is Parent Education a Place for You?
Research	Course Review
Your Turn	
Summary	

## Before, During, and After – A Reading Comprehension Technique



**Description:** Comprehension - getting meaning from text - is the purpose of reading. While the definition is simple, the skills, strategies, and techniques that good readers use to comprehend what they read can be quite complicated and not so clearly defined, especially for someone who is learning to read. The fact is, adults with low literacy skills need direct instruction in reading comprehension because they will not discover effective strategies on their own.

This course features the Before, During, and After reading technique. This is a technique tutors and teachers can use to help students interact with text and systematically apply reading strategies that will improve their comprehension.

This course features instructional material from  **New Readers Press**  
Division of ProLiteracy Worldwide

**Objective:** In this course participants will:

- Read definitions of reading comprehension
- Learn key components of comprehension
- Identify factors that aid reading comprehension and that cause roadblocks to reading comprehension
- Learn about three stages of reading comprehension
  - What happens before the student reads
  - What happens while the student is reading
  - What happens after the student reads
- Learn to teach comprehension using the Before, During, and After reading technique
- Learn to adapt the Before, During, and After reading technique for students to use independently
- See an example of the technique
- Have an opportunity to apply the technique

**Audience:** Experienced Volunteers

**Estimated Completion Time:** 60 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network course *Succeeding as an Online Learner*.

<b>Outline:</b>	Introduction	The Before, During and After Technique
	Course Objectives	Lesson Objectives
	Course Navigation	The Technique of Reading
	What is Reading Comprehension	Before Reading
	Lesson Objectives	During Reading
	What is Reading Comprehension	After Reading
	Recognition, Understanding, Reaction and Application	Using the Technique Independently
	Aids and Roadblocks to Comprehension	Lesson Summary
	Reading Comprehension – Your Job as an Instructor	Summary
	Lesson Summary	Putting It All Together
		Course Review

## Family Literacy - An Intergenerational Approach to Learning

**Description:** This course is designed to acquaint students with various aspects of the four-component model of comprehensive family literacy, an intergenerational approach to learning. It is not expected that students will have a background in a literacy-related field. In fact, one of the primary purposes of the course is to stimulate those who are considering volunteering in a family literacy program.

**Objective:** Upon successful completion of this course, participants will gain information about comprehensive family literacy and the roles volunteers can play in helping families on their path to academic success and economic self-sufficiency.

**Audience:** New Volunteers

**Estimated Completion Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network course *Succeeding as an Online Learner*.

**Outline:**

Introduction	
Course Objectives	
Course Navigation	
What is Family Literacy?	
Family Literacy - An Overview	
Definition of Family Literacy	
Comprehensive Family Literacy - The Four Components	
Integration and Collaboration - Elements for Success	
Why Family Literacy?	
The State of Literacy in the Country	
Family Diversity	
The Promise of Family Literacy	
Family Literacy Program Outcomes	
	The Volunteer Role in Family Literacy Programs
	The Volunteer Role in Family Literacy Programs - An Overview
	A Program Administrator Talks About Volunteering in Family Literacy
	Role of the Volunteer
	The Volunteer Role - Your Turn
	Is a Family Literacy Program the Place for You?
	Summary
	Putting It All Together
	Course Review

# Unleashing Potential through Multi-Intelligent Literacy Instruction



**Description:** This course presents an overview of Howard Gardner's Theory of Multiple Intelligences, a recent learning theory that describes how all human beings have a variety of capacities or intelligences, and that we use a blend of these intelligences to learn and accomplish most tasks in life. By understanding the many ways that individuals learn, instructors and adult learners can be more effective in developing learning partnerships that harness student strengths, support more efficient mastery of content, increase retention of material, and lead to attainment of goals.

The course was developed by Leslie Shelton, PhD.

**Objective:** This course is designed to help you understand:

- the Theory of Multiple Intelligences (MI)
- what MI theory tells us about learning preferences
- how to create more effective strategies for literacy instruction
- how to increase understanding and skills
- how to introduce concepts using strengths
- how to engage a blend of intelligences in learning activities

**Audience:** New Volunteers

**Estimated  
Completion  
Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network course *Succeeding as an Online Learner*, and some experience in literacy instruction.

**Outline:** Introduction  
    Course Objectives  
    Course Navigation  
Focusing on Strengths  
    Lesson Objectives  
    Understanding How We Learn  
    What is Intelligence?  
    Our Many Intelligences  
    Identifying and Assessing Intelligences  
    Lesson Summary  
  
Making Literacy Instruction Multi-Intelligent  
    Lesson Objectives  
    Creating Multi-Intelligent Lesson Activities  
    Creating Pathways to Understanding  
    Integrating Multi-Intelligent Approaches into Practice  
    Lesson Summary  
  
Summary  
    Putting It All Together  
    Course Review

# Reaching Out to Homeless and Migrant Families, Part I



**Description:** Homeless and migrant individuals and families are among the most at-risk populations in our country today. This course will help you explore the similarities and differences of these two populations so that you may plan comprehensive services to fit their needs. This is the first of a two-part course.

This course was developed by the National Center for Family Literacy.

**Objective:** Are you becoming aware of the growing number of homeless or migrant families in your community? Your literacy program may be able to help. You have the power to move many homeless and migrant individuals and families out of poverty through the literacy services you provide. However, there are many things to consider before you launch into serving this new population.

This course will help you:

- Describe the circumstances in which homeless and migrant families live
- Recognize the strengths and needs of homeless and migrant individuals and families

**Audience:** • Program Managers and Staff

**Estimated Completion Time:** 1 Hour

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network course *Succeeding as an Online Learner*.

<b>Outline:</b>	Introduction	Meeting The Needs of Migrant Families
	Course Overview	Library
	Course Navigation	• Lesson Objectives
		• The Migrant Lifestyle
	A Portrait of Poverty in the U.S.	• Helping Migrant Children Succeed in School
	Library	• Addressing Literacy through Health issues
	• Lesson Objectives	• Addressing Literacy through Housing Issues
	• What is Poverty?	• Lesson Summary
	• Lesson Summary	Challenge Arena
	Challenge Arena	Café
	Café	Your Turn
	Your Turn	
		Course Summary
	Under What Circumstances Do the Homeless Live?	Putting It All Together
	Library	Course Review
	• Lesson Objectives	
	• Trapped in the Middle-A Poem	
	• Barriers to Participation	
	• Education for Homeless Children	
	• Managing Resources	
	• Lesson Summary	
	Challenge Arena	
	Café	
	Your Turn	

## Reaching Out to Homeless and Migrant Families, Part II

**Description:** This course is designed for program directors. Part I of this course introduced the characteristics of homeless and migrant individuals and families and the daily challenges they face. Part II examines the three steps in planning for educational services: assessing the need, understanding individuals and families, and considering the logistics of providing services for homeless and migrant individuals and families. We recommend that you take Part I of *Reaching Out to Homeless and Migrant Families*, if you have not already done so, before you begin this course.

**Objective:** Learners will:

- Use the community needs assessment process to determine
  - The number of homeless and migrant individuals and families that can benefit from your literacy services
  - The number of agencies that are already serving this population with whom you can network and collaborate
- Define
  - The culture of generational poverty so that you can plan for services
  - The hidden rules of different socio-economic classes
  - The connection of language to generational poverty
  - The importance of building relationships
  - Determine the logistics of planning for services for homeless and migrant families
  - Offering multi-focused programs
  - Providing a safe environment
  - Considering the challenges
  - Using community resources

**Audience:** Program directors  
**Estimated Completion Time:** 60 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network courses *Succeeding as an Online Learner*. Part I of *Reaching Out to Homeless and Migrant Families*

<b>Outline:</b>	Introduction <ul style="list-style-type: none"><li>Course Overview</li><li>Course Navigation</li></ul>	The Second Step: Understanding Individuals and Families <ul style="list-style-type: none"><li>Lesson Objectives</li><li>Surviving Generational Poverty</li><li>Understanding the Hidden Rules</li><li>Connecting Language to Generational Poverty</li><li>Building Relationships to Move Families Out of Generational Poverty</li><li>Lesson Summary</li><li>Your Turn</li><li>Challenge Arena</li></ul>
	Why Provide Educational Services? <ul style="list-style-type: none"><li>Lesson Objectives</li><li>The Federal Definition of Poverty The Extent of Homelessness</li><li>The Education-Generational Poverty Link</li><li>Lesson Summary</li><li>Your Turn</li><li>Challenge Arena</li></ul>	The Third Step: Considering the Logistics <ul style="list-style-type: none"><li>Lesson Objectives</li><li>Building a Multi-focused Program</li><li>Providing a Safe Environment</li><li>Considering the Challenges</li><li>Community Resources</li><li>Lesson Summary</li><li>Your Turn</li><li>Challenge Arena</li></ul>
	The First Step: Assessing the Need <ul style="list-style-type: none"><li>Lesson Objectives</li><li>Purposes of a Needs Assessment</li><li>Types of Information to Collect</li><li>Learning About Your Community</li><li>Analyzing Results</li><li>Lesson Summary</li><li>Your Turn</li><li>Challenge Arena</li></ul>	Course Summary <ul style="list-style-type: none"><li>Putting It All Together</li><li>Course Review</li></ul>

## Component Integration

**Description:** Knowing the interests, goals, and needs of the families you serve is the first step in planning for comprehensive family literacy services. Working as a team will help you maximize services to these families. This course will help you develop core messages for your family literacy program based on their needs. You will learn how focusing on core messages can enhance teamwork and component integration in your program.

**Objective:** Learners will:

- Define component integration in family literacy programs
- Describe core messages
- Establish core messages appropriate for specific families and communities
- Describe processes that support component integration
- Evaluate and strengthen your community collaborations
- Prepare for and assess your program's component integration efforts

**Audience:** • Program directors and staff  
**Estimated Completion Time:** 60 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network courses *Succeeding as an Online Learner*.

**Outline:**

Introduction	Making the Pieces Fit
Course Overview	Lesson Objectives
Course Navigation	Preparing for Component Integration
	Assessing Your Program for Component Integration
What is Component Integration?	Lesson Summary
Lesson Objectives	Your Turn
Introduction to Component Integration	Challenge Arena
Essential Elements	Cafe
Who is Involved?	
What are Core Messages?	Course Summary
Lesson Summary	Putting It All Together
Your Turn	Course Review
Challenge Arena	
Café	
Supporting Component Integration	
Lesson Objectives	
Surveying Parents' Interests and Needs	
Monitoring Families' Progress	
Planning Efficient Team Meetings	
Planning for Collaboration	
Strategies for Collaboration	
Lesson Summary	
Your Turn	
Challenge Arena	
Cafe	

## Working with Refugee Families

**Description:** This course will introduce strategies for working with refugee families. Refugee families have experienced traumatic events in their home countries and therefore may not respond to “usual” instructional methods. This course will discuss some of the barriers this population must overcome and instructional considerations for supporting the literacy and language development of refugee families.

**Objective:** Learners will:

- Define the term refugee and apply general strategies for working with refugees
- Identify instructional considerations for working with refugees
- Recognize the needs of refugees and how to meet them

**Audience:**

- Potential volunteers
- Existing volunteers
- Program directors and staff

**Estimated Completion Time:** 60 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network courses *Succeeding as an Online Learner*.

<b>Outline:</b>	Introduction	Instructional Considerations
	Course Overview	Lesson Objectives
	Course Navigation	Lesson Planning for Refugee Students
	Background Information	Creating English Language Learner-centered Classroom
	Lesson Objectives	Learning Beyond the Classroom
	Who is a Refugee?	Finding Appropriate Resources
	Who Helps Refugees?	Lesson Summary
	Lesson Summary	Your Turn
	Your Turn	Challenge Arena
	Challenge Arena	Program Considerations
	Meeting the Needs of Refugees	Lesson Objectives
	Lesson Objectives	Finding Funds for Your Work
	Working with Survivors of Trauma	Lesson Summary
	Reinforcing Cultural Identity	Your Turn
	Helping Refugees Tell Their Stories	Challenge Arena
	Lesson Summary	Course Summary
	Your Turn	Putting It All Together
	Challenge Arena	Course Review

## Using a Problem Posing Approach for Authentic Language Learning

**Description:** One important premise of adult learning theory is that adults learn best when what they are learning is put in the context of their everyday lives and experiences. For language, this means that adult students will learn language best when the new language is presented in the context of the issues students encounter everyday and when they have an opportunity to apply their new language skills to address these issues. Problem-posing is an approach to teaching and learning that takes advantage of the wealth of knowledge and variety of experiences that adults bring to the classroom; creates a collaborative learning environment between teacher and students, and develops language and critical thinking skills as students develop solutions to the problems and issues in their lives.

- Objective:** Upon successful completion of this course, you will be able to:
- Explain simply what problem posing is
  - Select a code to use for a problem posing lesson
  - Use the five step problem posing questioning process in an ESL, literacy, or workplace setting to help students think critically about the problem or issue
  - Design a robust language lesson using a problem posing approach.
  - Apply the problem posing approach to your current materials

This course was developed by ProLiteracy Worldwide.

**Audience:** New or experienced volunteers  
**Estimated Completion Time:** 60 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network course *Succeeding as an Online Learner*.

<b>Outline:</b>	Introduction	The Questioning Process
	Course Overview	Lesson Objectives
	Course Navigation	The Five Step Questioning Process
	Introduction to the Problem-Posing Approach	Applying the Questioning Process
	Lesson Objectives	Lesson Summary
	What's the Problem?	
	Lesson Summary	Now You Try
	More on the Problem-Posing Approach	Lesson Objectives
	Lesson Objectives	ESL Code
	What is the Problem-Posing Approach	Literacy Code
	Two Key Components of the Problem-Posing Approach	Workplace Code
	Lesson Summary	Lesson Summary
	Choosing Codes	Course Summary
	Lesson Objectives	Putting It All Together
	What is a Code	Course Review
	Choosing the Right Code	
	Now You Try	
	Lesson Summary	

## ***Technology and Literacy***

These courses focus on how to benefit from online learning and how technology can support the literacy development of children and adults.

## Succeeding as an Online Learner

**Description:** This course will enable you, the new Thinkfinity Literacy Network online learner, to become a successful online learning student. You will gain an understanding of how to navigate through the courses on Thinkfinity Literacy Network, and you will demonstrate the characteristics of successful online learning.

**Objective:** By taking this course, you will be able to:

- navigate through Thinkfinity Literacy Network courses.
- identify the technical requirements for taking Thinkfinity Literacy Network courses.
- describe the benefits of online training.
- recognize characteristics of effective online learners.

**Audience:** New Volunteers

**Estimated  
Completion  
Time:** 30 minutes

**Prerequisites:** There are no suggested prerequisites for this course.

**Outline:** Welcome  
Course Objectives

Thinkfinity Literacy Network Technical Information  
Navigating Through Screens  
Course Features  
Technology Knowledge  
Technical Requirements

Online Learning at Thinkfinity Literacy Network  
Strategies For Online Learning  
Synchronous and Asynchronous Communication  
Online Interaction  
Communication in an Online Learning Environment

Course Summary  
Course Summary and Next Steps

## Connecting Families and Computers, Part I

**Description:** Family literacy program directors, staff, and experienced volunteers are in the unique position of ensuring that all parents have access to the opportunities and benefits computer technology brings. In this first of two courses, you will learn how to incorporate basic computer applications for parents during the Parent Time and Adult Education components of family literacy. The second course, Connecting Families and Computers, Part II focuses on computers and Parent and Child Together Time and Children's Education.

**Objective:** In this course you will learn how to use computers to plan and implement lessons during the Parent Time and Adult Education components of family literacy. You will also gain information on selecting appropriate software and Internet sites for parents.

**Audience:** Program Managers and Staff

**Estimated  
Completion  
Time:** 3 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network courses *Succeeding as an Online Learner*, and *Family Literacy: An Intergenerational Approach to Learning*.

**Outline:**

Introduction	Integrating Computers into the Adult Education Classroom
Course Overview	Lesson Objectives
Course Navigation	Connecting Adults to Computers
Integrating Computers into Family Literacy Programs: A Rationale	Computer Applications for English Language Learners
Using Computers in Parent Time	Exploring the Internet during Adult Education
Lesson Objectives	Try This! An Integrated Lesson
Using Computers to Plan and Implement Lessons for Parent Time	Lesson Summary
Alleviating Parents' Computer Anxiety	Course Summary
Exploring the Internet During Parent Time	Putting It All Together
Try This! An Integrated Lesson	Course Review
Lesson Summary	

## Connecting Families and Computers, Part II

**Description:** Family literacy program directors, staff, and experienced volunteers are in the unique position of ensuring that all parents have access to the opportunities and benefits computer technology brings. In this second of two courses, you will learn how to incorporate basic computer applications for parents during the Parent and Child Together (PACT) Time and Children's Education components of family literacy.

**Objective:** In this course you will learn how to use computers to plan and implement lessons during the Parent and Child Together (PACT) Time and Children's Education components of family literacy.

**Audience:** Program Managers and Staff

**Estimated Completion Time:** 30 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network course *Succeeding as an Online Learner*, and *Family Literacy: An Intergenerational Approach to Learning*.

**Outline:** Introduction

- Course Overview
- Course Navigation
- A Rationale

Using Computers in Children's Education

- Lesson Objectives
- Using Computers to Plan and Implement Lessons that Help Support Early Literacy
- Selecting Appropriate Software for Children
- Exploring the Internet During Children's Education
- Try This! An Integrated Lesson
- Lesson Summary

Using Computers in Parent and Child Together (PACT) Time

- Lesson Objectives
- Using Computers to Plan and Implement Lessons During PACT Time
- Transitioning Learning to the Home
- Exploring the Internet During PACT Time
- Try This! An Integrated Lesson
- Lesson Summary

Course Summary

- Putting It All Together
- Course Review

## Teach Me Technology

**Description:** This course is a basic introduction to computers for adult learners. It provides lessons for a beginning adult learner who has never used a computer and includes suggestions for instructors, tutors, mentors, or volunteers to facilitate computer skill building.

**Objective:** Instructors will:

- Guide adult learners in engaging activities on the computer
- Identify adult learners' fears and phobias about computers
- Gather new activities that will further engage the adult learner to explore computers

Learners will:

- Evaluate their computer skills
- Identify basic parts of a computer
- Practice basic computer keyboarding and mouse skills
- Use knowledge gained to perform various activities using computer hardware and software

**Audience:**

- Instructors
- Learners

**Estimated Completion Time:** 90 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network course *Succeeding as an Online Learner*.

**Outline:**

Introduction	
Course Overview	Writing With Word Processing Software
Course Navigation	Lesson Objectives
	Defining Word Processing
What is a Computer?	Creating a Word Document
Lesson Objectives	Lesson Summary
Survey Your Computer Knowledge	Your Turn
Information Processing	Café Question
Lesson Summary	Challenge Arena
Your Turn	
Café Question	Learning About the Internet
Challenge Arena	Lesson Objectives
	Defining the Internet
Beginning to Use the Computer	Using the Internet
Lesson Objectives	Lesson Summary
Remembering What a Computer Can Do	Your Turn
Begin Working With Your Computer	Café Question
Lesson Summary	Challenge Arena
Your Turn	
Café Question	Course Summary
Challenge Arena	Putting It All Together
	Course Review

## ***Literacy Program Administration***

These courses focus on skills and knowledge needed to be an effective literacy program administrator. Some of the topics covered include supervision, supporting staff in the use of volunteers, volunteer recruitment, training and retention, staff development, program evaluation, resource development, advocacy, collaboration, and governance.

## Orientation to Thinkfinity Literacy Network for Program Staff

**Description:** This course shows literacy program staff how Thinkfinity Literacy Network can supplement their efforts to recruit, orient, and train volunteers. The course describes specific Thinkfinity Literacy Network recruitment tools that programs can use and includes tips for programs on how to prepare for volunteers who contact them as a result of visiting the Thinkfinity Literacy Network Web site. The course also includes concrete suggestions for how a program can utilize Thinkfinity Literacy Network courses and information pieces to supplement its own volunteer training programs.

**Objective:** To help local adult and family literacy programs understand how to take advantage of the resources available through Thinkfinity Literacy Network.

**Audience:** Program Managers and Staff

**Estimated Completion Time:** 60 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network course *Succeeding as an Online Learner*.

<b>Outline:</b>	Introduction	Providing Information and Training to Volunteers
	Course Objectives	Lesson Objectives
	Course Features and Navigation	Advantages of Online Training
	Summary	Features of Thinkfinity Literacy Network Courses
	Recruiting New Volunteers	Incorporating Thinkfinity Literacy Network into Your Training
	Lesson Objectives	Thinkfinity Literacy Network Information for Volunteers
	Partnering with Thinkfinity Literacy Network	Referring Volunteers to Thinkfinity Literacy Network
	Thinkfinity Literacy Network Courses for Potential Volunteers	Summary
	The "Where to Volunteer" Database	
	Promoting Thinkfinity Literacy Network to Volunteers	Course Summary
	Sharing Recruitment Ideas	Key Messages
	Summary	Benefits of Membership
	Preparing Your Organization for Thinkfinity Literacy Network Volunteers	Course Review and Feedback
	Lesson Objectives	
	Describe Your Volunteer Opportunities	
	What Volunteers Learn from Thinkfinity Literacy Network	
	Summary	

## Making Evaluation Work for Your Program

**Description:** This course is primarily directed at those program directors and staff who are new to program evaluation in adult and family literacy. You will learn the basics of program evaluation and take away an evaluation framework to use in your adult or family literacy program. The importance of program evaluation to a variety of different audiences, including program staff, will be explained throughout the course.

**Objective:** In this course you will learn about the basics of program evaluation. By the end of the course you will:

1. Know the three purposes of program evaluation
2. Be able to select an appropriate evaluation tier, based on the nature of questions posed to you about your literacy program
3. Work through a six-step framework---applied to the tier you selected---to complete a plan for evaluation of your program
4. Decide whether you need an independent evaluator to help you with your program evaluation

**Audience:** Program Managers and Staff

**Estimated Completion Time:** 30 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network course *Succeeding as an Online Learner*, and *Family Literacy: An Intergenerational Approach to Learning*.

<b>Outline:</b>	Introduction	Using a Six-Step Framework to Complete Your Evaluation Plan
	Course Overview	Lesson Objectives
	Course Navigation	Introduction to the Steps
	A Rationale	Applying the Framework
	Evaluation 101	Your Turn
	Lesson Objectives	Lesson Summary
	A Definition of Program Evaluation	
	Purposes of Program Evaluation	What's Next? Life with Data
	From the Field	Lesson Objectives
	The Importance of Audience	Managing Information
	Lesson Summary	Does the Program Need an Independent Evaluator?
	Which Evaluation Tier is Right for My Program?	Reporting
	Lesson Objectives	Lesson Summary
	Introduction to the Tiers	Course Summary
	Matching Questions with Tiers	Putting It All Together
	Your Turn	Course Review
	Lesson Summary	



**Description:** This course is based on "Take Action! A Guide to Advocacy and Raising Awareness for Family Literacy" developed by the policy staff at the National Center for Family Literacy. The course provides a framework of strategies for developing and implementing an advocacy plan. It describes the differences between advocacy and lobbying and why advocacy is essential to the important work that family literacy programs do and the needs such services fulfill. Various strategies will be introduced for advocacy activities with volunteers and program staff.

This course was developed by the National Center for Family Literacy.

**Objective:** Learners will:

1. Enhance their knowledge of the process of advocacy and learn the differences between advocacy and lobbying
2. Learn strategies and benefits of supporting advocacy efforts
3. Learn about creating an advocacy plan and advocacy resources

**Audience:**

- Potential volunteers
- Existing volunteers
- Program Directors and Staff

**Estimated Completion Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network courses *Succeeding as an Online Learner*, and *Family Literacy: the Intergenerational Approach to Learning*.

**Outline:**

Introduction	Sharing Your Program's Message
Course Overview	Lesson Objectives
Course Navigation	Tell Your Story
A Rationale	Sharing Your Program's Message with the Media
	Sharing Your Program's Message with Elected Officials
	Lesson Summary
Advocacy: What's It All About	
Lesson Objectives	
Advocacy v. Lobbying	Creating an Advocacy Plan
Why Advocacy Matters	Lesson Objectives
Your Turn	Planning Considerations
Lesson Summary	Preliminary Steps
	Ideas for Advocacy Events
Advocacy: A Team Effort	Your Turn
Lesson Objectives	Lesson Summary
The Advocacy Team	
Building Your Advocacy Team	Course Summary
Your Turn	Putting It All Together
Lesson Summary	Course Review
Volunteer Advocates Matter!	
Lesson Objectives	
Making a Difference	
Where to Begin	
Success Stories	
Your Turn	
Lesson Summary	

# Volunteers are Vital: Successfully Incorporating Volunteers Into Your Program's Future

**Description:** Volunteers often provide the vital link that enables literacy programs to offer high-quality educational opportunities for adults and families seeking to improve their reading, writing and English-language skills. The roles that volunteers play in literacy programs are varied. Many programs rely solely on volunteers to teach students, while others use volunteers for fundraising, outreach, event planning, and public relations. No matter where you fall along the continuum, this course presents a blueprint for successfully incorporating volunteers into the day-to-day life of your program.

**Objective:** This course was developed by Diane J. Rosenthal, Executive Director, Literacy Volunteers – Stamford/Greenwich, Inc. Volunteers create a bridge into communities and help organizations succeed at their missions. At the end of this course, you will know:

- current trends in volunteerism in the United States
- potential benefits of involving volunteers in your program
- importance of setting goals and responsibilities for volunteers
- effective strategies for recruiting, training, supporting and recognizing volunteers

**Audience:** Program directors and staff  
**Estimated Completion Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network courses *Succeeding as an Online Learner*, and *Orientation to Thinkfinity Literacy Network for Program Staff*

<b>Outline:</b>	Introduction	Effective Volunteer Management
	Course Overview	Lesson Objectives
	Course Navigation	Volunteer Qualifications and Job Responsibilities
	Volunteers and Your Program	Volunteer Recruitment
	Lesson Objectives	Writing the Volunteer Application
	Volunteer Involvement	Volunteer Recruitment Techniques
	Trends in Volunteerism	Keeping Track of Volunteers
	Lesson Summary	Lesson Summary
	Guidelines for Success	Training, Supporting and Recognizing Volunteers
	Lesson Objectives	Lesson Objectives
	Identifying Program Goals	Training Volunteers
	Preparing Volunteer Policy	Supporting Volunteers
	Guidelines	The Art of Saying "Thank You": Recognizing Volunteers
	Lesson Summary	Build a Better Budget
		Lesson Summary
		Course Summary
		Putting It All Together
		Course Review

# Valuing Volunteers: Effective Methods of Retaining Today's Volunteers

**Description:** Volunteer literacy programs are reporting lengthy waiting lists and a reduction in the number of available volunteers. These volunteers are asking for more support, yet many programs have fewer resources than before. This course will show you how to recruit new volunteers by understanding their changing needs. You will also learn how to keep volunteers motivated and engaged in the mission of your agency by providing them the support and recognition they need.

**Objective:** In this course, you will

- learn how to assess volunteer needs and satisfaction
- find ways to determine the volunteer needs of your agency
- understand how to manage volunteers from a distance and keep them invested in the mission of the agency
- find out how to retain good volunteers through better support and recognition
- learn how you can utilize volunteers' strengths more effectively throughout your agency

**Audience:** Program directors and staff

**Estimated  
Completion  
Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network courses *Succeeding as an Online Learner*, and *Orientation to Thinkfinity Literacy Network for Program Staff*, and *Volunteers are Vital: Successfully Incorporating Volunteers Into Your Program's Future*

<b>Outline:</b>	Introduction	Supporting and Retaining Your Volunteers
	Course Overview	Lesson Objectives
	Course Navigation	Effective Communication Methods
	How Satisfied are Your Volunteers?	How to Keep Volunteers in Line With the Agency's Mission
	Lesson Objectives	Managing Volunteers from a Distance
	Assess Your Volunteer Retention Rate	Providing Additional Training
	Why Volunteers Quit Before Being Placed	Lesson Summary
	Assessing Volunteer Satisfaction and Volunteer Needs	Recognizing Your Volunteers
	Lesson Summary	Lesson Objectives
	Utilizing Volunteers More Effectively	Thank You Goes a Long Way
	Lesson Objectives	What Motivates Volunteers?
	Delegating More Responsibility to Volunteers	Should All Volunteers Be Recognized in the Same Way?
	Utilizing Volunteers Skills more Effectively	Recognition Methods
	Utilizing In-Kind Volunteer Support	Lesson Summary
	When the Right Volunteer Match Hasn't Been Made	Course Summary
	How Accommodating Can You Be?	Putting It All Together
	Adult Learners and Board Members as Volunteers	Course Review
	Lesson Summary	

# How Can My Organization Get Involved In Literacy

**Description:** This course is designed for organizations that want to help improve the literacy skills of adults and families in their community. Through this course, you will learn how to assess your organization's capacity and be prepared to initiate a partnership with a literacy organization in your area.

**Objective:** In this course, you will

- Learn about the variety of adult and family literacy programs
- Explore the four roles your organization can play
- Evaluate the best level of support your organization can provide
- Create an action plan with a local adult or family literacy program
- Evaluate the effectiveness of your partnership

This course was developed by ProLiteracy Worldwide.

**Audience:** Service and community organizations that would like to provide volunteer services to literacy programs.

**Estimated Completion Time:** 45 minutes

**Prerequisites:** The prerequisite for this course is the Thinkfinity Literacy Network course *Orientation to Volunteering in Literacy*.

<b>Outline:</b>	Introduction	Approaching an Adult or Family Literacy Program
	Course Overview	Lesson Objectives
	Course Navigation	Contacting the Program
		Setting Up the Meeting
	The Different Types of Adult and Family Literacy Programs	Creating an Action Plan
	Lesson Objectives	Lesson Summary
	The Different Types of Agencies	
	Lesson Summary	Evaluation
		Lesson Objectives
	Four Ways to Support Literacy	Evaluating Your Success
	Lesson Objectives	Lesson Summary
	Being an Advocate	
	Volunteering	Course Summary
	Providing Funding	Putting It All Together
	Collaborations and Partnerships	Course Review
	Lesson Summary	
	Assessing Your capacity to Support an Organization	
	Lesson Objectives	
	Conducting an Organizational Self-Assessment	
	The Skills Bank	
	Lesson Summary	

## Creating Community Linkages

**Description:** Making connections to other agencies in your community is a central component of organizational success. You improve your organization's capacity to advance its mission and goals and better serve its stakeholders.

When you look at your organization, you may already see a web of relationships that support and stimulate it. You also see the potential in creating future linkages with community agencies. This course will help you choose your partners strategically and then determine the right kind of relationship to leverage the results you want.

**Objective:** In this course, you will

- Identify the reasons why linkages are important.
- Describe the characteristics of different types of relationships with other organizations.
- Understand the overriding importance of assessing your organizational goals, strengths, and needs before developing linkages.
- Recognize why some partnerships work, and why some don't even get off the ground.
- Map your current relationships with other organizations in your community.
- Begin to plan partnerships that will work best in your own situation.

**Audience:** Program directors and staff  
**Estimated Completion Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network courses *Succeeding as an Online Learner*, and *Orientation to Thinkfinity Literacy Network for Program Staff*.

<b>Outline:</b>	Introduction	Evaluating Your Organization
	Course Overview	Lesson Objectives
	Course Navigation	Defining Goals
	Benefits of Community Linkages	Assessing Strengths
	Lesson Summary	Addressing Limitations
	Types of Linkages	Expressing Values
	Lesson Objectives	Selecting Partners
	Connections	Taking Action
	Coordination	Lesson Summary
	Collaboration	Course Summary
	Examine Your Organization	Putting It All Together
	Lesson Summary	Course Review
	Components of Success	
	Lesson Objectives	
	Developing Common Goals	
	Barriers to Success	
	Reflection	
	Lesson Summary	

# Reducing Student Waiting Lists



**Description:** Many adult basic education and literacy programs across the country are unable to meet the immediate instructional needs of students. Rather than being able to offer students educational opportunities that will engage them as soon as they request services, programs have to place students on waiting lists. Some programs have hundreds of students on their waiting lists. In many programs students have to wait weeks or even months for instruction. Often, students' lives change during this waiting period and they end up never receiving the services they originally sought.

This course explores how and why student waiting lists are a problem for adult basic education and literacy programs and their students. It outlines what impact waiting lists have on programs and students and provides examples of affordable, replicable promising practices for effectively reducing waiting lists. Using the ideas discussed in the course, participants will be able to create a waiting list reduction plan to implement immediately in their own programs.

**Objective:** In this course, you will

- Identify and assess the causes and impact of waiting lists in adult basic education and literacy programs and in your own organization
- Identify potential strategies to reduce your waiting list from a collection of field-tested waiting list reduction practices
- Analyze at least one model program's waiting list reduction strategies after reviewing materials illustrating the strategies
- Chart key elements and action steps to implementing strategies to reduce your own program's waiting list immediately

This course was developed as part of the National Waiting List Reduction Effort, a national program improvement project developed by ProLiteracy America and funded by the Dollar General Literacy Foundation.

**Audience:** Program directors and staff  
**Estimated Completion Time:** 90 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network courses *Succeeding as an Online Learner*, and *Orientation to Thinkfinity Literacy Network for Program Staff*.

<b>Outline:</b>	Introduction Course Overview Course Navigation	Seven Model Programs' Successful Strategies Lesson Objectives Model Program Case Studies Lesson Summary
	The Causes and Impact of Student Waiting Lists Lesson Objectives Causes of Waiting Lists Impact of Waiting Lists on New Students Impact of Waiting Lists on Programs Lesson Summary	Potential Strategies for Your Program Lesson Objectives Thinking About Strategies for Your Program Planning to Implement Strategies in Your Program Lesson Summary
	New Approaches to Reducing Student Waiting Lists Lesson Objectives Field Tested Strategies Ideas For and From Your Program Lesson Summary	Course Summary Putting It All Together Course Review



**Description:** This course will demonstrate how you can improve learning gains by increasing intensity of instruction: providing two or more concurrent learning opportunities that utilize active learning. You will also investigate how to create new volunteer roles that support intensity of instruction. Based on a three-year project developed by ProLiteracy America and funded by The UPS Foundation, this course will demonstrate how three pilot project sites created additional learning opportunities for students by utilizing volunteers in new ways.

**Objective:** By successfully completing this course, you will have the tools to:

- Articulate why it is important to increase intensity of instruction for adult learners so they can make progress more quickly
- Assess your organization's capacity to increase intensity of instruction and understand what management practices are important for success
- Increase intensity of instruction for students in your program by: a) providing two or more concurrent learning opportunities that incorporate active learning and b) utilizing new volunteers in new volunteer roles
- Create an action plan to increase intensity of instruction in your program
- Create a system to assess your organization's effectiveness in increasing intensity of instruction.

**Audience:** Program directors and staff  
**Estimated Completion Time:** 90 minutes

**Prerequisites:** Suggested prerequisites for this course include the Thinkfinity Literacy Network course *Succeeding as an Online Learner*.

<b>Outline:</b>	Introduction	Assessing Organizational Capacity
	Course Overview	Lesson Objectives
	Course Navigation	Organizational Capacity – Students
	An Overview of Intensity of Instruction	Organizational Capacity – Volunteers
	Lesson Objectives	Assessing Your Ability to Increase Intensity
	Intensity of Instruction	Lesson Summary
	Meet the Pilot Programs	Creating Intensity of Instruction
	Lesson Summary	Lesson Objectives
	New Roles for New Volunteers	Identifying Instructional Opportunities
	Lesson Objectives	Creating an Intensity Action Plan
	Creating New Volunteer Roles	Refining Instructional Opportunities
	Recruiting and Training New Volunteers from New Volunteer Pools	Lesson Summary
	Volunteer Support, Satisfaction, and Retention	Evaluating Intensity
	Lesson Summary	Lesson Objectives
	Students as Active Learners	Overview of Data Collection and Management
	Lesson Objectives	Recording Instructional Hours
	An Overview of Active Learning	Assessing and Re-assessing Students
	Characteristics of Successful Students	Interpreting and Utilizing Data
	Recruiting and Orienting Students	Lesson Summary
	Student Support and Engagement	Course Summary
	Assessing Capacity	Putting It All Together
	Lesson Summary	Course Review