YouTube – descriptors and tag words
Fluency, Alphabetics, 1st mtg.

<table>
<thead>
<tr>
<th>Title</th>
<th>Descriptions</th>
<th>Key words</th>
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</table>
| **Task 1: Phoneme Isolation**  
Recognizing Individual Sounds Within a Word | An adult literacy tutor and an adult literacy student will practice the alphabetics strategy of Phoneme Isolation: recognizing individual sounds in words. For example,  
“Tell me the first sound in *paste.*” (/p/)  
Practicing this phonemic awareness task will help the adult literacy student identify words while reading and spell words while writing.  
Part 1 of 6 parts | • Adult literacy tutoring  
• California State Library  
• Alphabetics  
• Phonics  
• Phonemic Awareness  
• Phoneme Isolation |
| **Task 2: Phoneme Identity**  
Recognizing the Common Sound in Different Words | **Phoneme Identity**  
An adult literacy tutor and an adult literacy student will practice the alphabetics strategy of Phoneme Identity: recognizing the common sound in different words. For example:  
“Tell me the sound that is the same in *bike,* *boy,* and *bell.*” (/b/)  
Practicing this phonemic awareness task will help the adult literacy student identify words while reading and spell words while writing. | • Adult literacy tutoring  
• California State Library  
• Alphabetics  
• Phonics  
• Phonemic Awareness  
• Phoneme Identity |
<table>
<thead>
<tr>
<th>Part 2 of 6 parts</th>
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<tbody>
<tr>
<td><strong>Task 3: Phoneme Categorization</strong></td>
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<tr>
<td><strong>Recognizing the Word that Does not Belong</strong></td>
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<td>5:58</td>
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<tr>
<td>An adult literacy tutor and an adult literacy student will practice the alphabets strategy of <strong>Phoneme Categorization</strong>: recognizing the word with the odd sound in a sequence of three or four words. For example:</td>
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<tr>
<td>&quot;Which word does not belong? bus, bun, rug.&quot;</td>
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<tr>
<td>(rug)</td>
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<tr>
<td>Practicing this phonemic awareness task will help the adult literacy student identify words while reading and spell words while writing.</td>
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<tr>
<td><a href="#">Adult literacy tutoring</a></td>
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<td><a href="#">Phonemic Awareness</a></td>
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<td><a href="#">Phoneme Categorization</a></td>
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<td><strong>Task 4: Phoneme Blending</strong></td>
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<tr>
<td><strong>Combining Sounds to Form a Word</strong></td>
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<td>5:26</td>
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<tr>
<td>An adult literacy tutor and an adult literacy student will practice the alphabets strategy of <strong>Phoneme Blending</strong>: listening to a sequence of separately spoken sounds and combining them to form a recognizable word. For example:</td>
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<tr>
<td>Practicing this phonemic awareness task will help the adult literacy student identify words while reading and spell words while writing.</td>
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<tr>
<td>Part 4 of 6 parts</td>
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<tr>
<td><strong>Task 5: Phoneme Segmentation</strong></td>
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<tr>
<td><strong>Breaking a Word into</strong></td>
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<tr>
<td>An adult literacy tutor and an adult literacy student will practice the alphabets strategy of <strong>Phoneme Segmentation</strong>: breaking a word into its sounds by tapping out or counting the sounds, or by</td>
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<td><a href="#">California State Library</a></td>
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| Its Sounds | pronouncing and positioning a marker for each sound. For example,  
|            | “How many phonemes are there in ship?” (three: /sh/ /i/ /p/)  
|            | Practicing this phonemic awareness task will help the adult literacy student identify words while reading and spell words while writing.  
|            | Part 5 of 6 parts  |
| Task 6: Phoneme Deletion | An adult literacy tutor and an adult literacy student will practice the alphabetics strategy of Phoneme Deletion: recognizing what word remains when a specified phoneme is removed. For example:  
| Removing a Sound and Recognizing What Remains | “What is smile without the /s/?” (mile)  
| 7:33       | Practicing this phonemic awareness task will help the adult literacy student identify words while reading and spell words while writing.  
|            | Part 6 of 6 parts  |

| Alphabetics DECODING Tutoring Using Synthetic Phonics | An adult literacy tutor and an adult literacy student practice an alphabetics strategy, Synthetic Phonics. The tutor first teaches the sounds different letters make; then the adult literacy student practices blending those sounds together to read a word. For  |
|                                                      | Part 1 of 6 parts  |

- Alphabetics  
- Phonics  
- Phonemic Awareness  
- Phoneme Segmentation  
- Adult literacy tutoring  
- California State Library  
- Alphabetics  
- Phonics  
- Phonemic Awareness  
- Phoneme Deletion  
- Adult literacy tutoring  
- California State Library
6:17

<table>
<thead>
<tr>
<th><strong>example:</strong></th>
<th><strong>Part 1 of 6 parts</strong></th>
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</table>
| "What word does /d/ /o/ /g/ make?" dog | • Alphabetics  
• Phonics  
• Decoding  
• Synthetic Phonics |
| Practicing this phonics strategy will help the adult literacy student identify words while reading and spell words while writing. | |

6:25

| **An adult literacy tutor and an adult literacy student practice an alphabetics strategy called Analytic Phonics.** With this approach, learners analyze the sounds that make up a word that is already identified. For example: | **Part 2 of 6 parts** |
| What sounds do you hear in the word “dog”? (/d/ /o/ /g/) | • Adult literacy tutoring  
• California State Library  
• Alphabetics  
• Phonics  
• Decoding  
• Analytic Phonics |
| Practicing this phonics strategy will help the adult literacy student identify words while reading, and spell words while writing. | |

6:25

| **An adult literacy tutor and an adult literacy student practice an alphabetics strategy called Phonics by Analogy.** The adult literacy student uses parts of known words (word patterns) to identify unfamiliar words by analogy, or rhyming. For example: | **California State Library** |
| | • Adult literacy tutoring  
• California State Library |
YouTube – descriptors and tag words
Fluency, Alphabetics, 1st mtg.

| 6:48 | • og  
|      | • bog  
|      | • dog  
|      | • log  
|      | • _og  
|      | • _og  

Practicing this phonics strategy will help the adult literacy student identify words while reading, and spell words while writing.

Part 3 of 6 parts

| DECODING Tutoring Using Phonics through Spelling | • Word patterns  
| 6:43                                              | • Phonics  
|                                                 | • Decoding  
|                                                 | • rhyming  

An adult literacy tutor and an adult literacy student will practice an alphabetics strategy called Phonics Through Spelling. The adult literacy student will break a word into its sounds and then identify the corresponding letters to spell the word. For example:

What sounds do you hear in the word “dog”? (/d/ /o/ /g/)

How do you spell the word “dog”? (d-o-g)

Practicing this phonics strategy will help the adult literacy student identify words while reading, and spell words while writing.

- Adult literacy tutoring
- California State Library
- Alphabetics
- Phonics
- Decoding
- Phonics through Spelling
An adult literacy tutor and an adult literacy student practice an alphabets strategy called Phonics in Context. The tutor teaches the student to use both letter-sound correspondences and context clues to identify unfamiliar words.

Practicing this phonics strategy will help the adult literacy student identify words while reading, and spell words while writing.

An adult literacy tutor and an adult literacy student practice an alphabets strategy called Phonics Using A Multisensory Approach. The adult literacy student uses manipulatives to practice phonics with touch and movement.

Practicing this phonics strategy will help the adult literacy student identify words while reading, and spell words while writing.

An adult literacy tutor and an adult literacy student practice a step-by-step decoding strategy to learn how to decode words she doesn’t recognize when she sees them in a sentence.
### Part 1: Practicing the Strategy

**9:15**

**DECODING**

A Decoding Strategy

**Part 2: Evaluating the Strategy**

**5:00**

An adult literacy tutor and an adult literacy student practice a step-by-step decoding strategy to learn how to decode words she doesn’t recognize when she sees them in a sentence. Then they evaluate the strategy, talking about what worked and how the student can use what she learned.

**Part 2 of 2 parts**

### THE FIRST MEETING

**MAKING CONTACT**

Part 1: By Phone and In Person

**6:46**

**Part 1 of 4 parts**

### THE FIRST MEETING

**GETTING TO KNOW EACH OTHER**

Part 2

**5:57**

**Part 2 of 4 parts**

### THE FIRST MEETING

Part 3 of 4 parts

**Part 3 of 4 parts**

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| Part 1: Practicing the Strategy | Part 1 of 2 parts | • Alphabetics  
| • Phonics  
| • Decoding  
| • A decoding strategy |
|---|---|---|
| DECODING | An adult literacy tutor and an adult literacy student practice a step-by-step decoding strategy to learn how to decode words she doesn’t recognize when she sees them in a sentence. Then they evaluate the strategy, talking about what worked and how the student can use what she learned. | Part 2 of 2 parts | • Adult literacy tutoring  
| • California State Library  
| • Alphabetics  
| • Phonics  
| • Decoding  
| • A decoding strategy |
| THE FIRST MEETING | Part 1 of 4 parts | • Adult literacy tutoring  
| • California State Library |
| THE FIRST MEETING | Part 2 of 4 parts | • Adult literacy tutoring  
| • California State Library |
| THE FIRST MEETING | Part 3 of 4 parts | • Adult literacy |
An adult literacy tutor will introduce an adult literacy student to the concept of Fluency. They will talk about how Fluency is the ability to read with appropriate speed, accuracy, phrasing and expression. They will also talk about how fluent reading is necessary for reading comprehension.

Part 1: Introduction

Part 1 of 7 parts

An adult literacy tutor and an adult literacy student practice two Fluency strategies together: Reading to the tutor, and Cross-generational Reading. The adult literacy student improves her ability to read with appropriate speed, accuracy, phrasing and expression.
### Part 2: Reading to the Tutor and Cross-generational Reading

**12:16**

**IMPROVING FLUENCY WITH GUIDED, REPEATED, ORAL READING STRATEGIES**

**Part 3: Duet Reading and Cross-generational Reading**

**9:28**

An adult literacy tutor and an adult literacy student practice two Fluency strategies together: Duet Reading and Cross-generational Reading. The adult literacy student improves her ability to read with appropriate speed, accuracy, phrasing and expression.

**Part 3 of 7 parts**

### Part 3 of 7 parts

- Adult literacy tutoring
- California State Library
- Fluency
- Guided, Repeated, Oral Reading strategy
- Duet Reading
- speed, accuracy, phrasing and expression

### Part 4: Echo Reading and Cross-generational Reading

**6:16**

**IMPROVING FLUENCY WITH GUIDED, REPEATED, ORAL READING STRATEGIES**

**Part 4: Echo Reading and Cross-generational Reading**

**6:16**

An adult literacy tutor and an adult literacy student practice two Fluency strategies together: Echo Reading and Cross-generational Reading. The adult literacy student improves her ability to read with appropriate speed, accuracy, phrasing and expression.

**Part 4 of 7 parts**

### Part 4 of 7 parts

- Adult literacy tutoring
- California State Library
- Fluency
- speed, accuracy, phrasing and expression Echo reading
- Cross-generational reading

### Part 5: Review of Five Strategies

An adult literacy tutor and an adult literacy student review the five strategies they have used to practice reading.

**Part 5 of 7 parts**

- Adult literacy tutoring
| REPEATED, ORAL READING STRATEGIES | Fluency: Reading to the Tutor, Duet Reading, Echo Reading, Cross-generational Reading and Recorded Reading. They compare which strategies help improve different aspects of fluency: Part 5 of 7 parts | • California State Library  
• Fluency  
• Guided, Repeated, Oral Reading  
• Comparing Strategies  
• speed, accuracy, phrasing and expression |
|----------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| IMPROVING FLUENCY WITH GUIDED, REPEATED, ORAL READING STRATEGIES | An adult literacy tutor and an adult literacy student practice a fluency strategy called Recorded Reading as a way to demonstrate how much progress the student has made in her fluency through strategy practice. Part 6 of 7 parts | • Adult literacy tutoring  
• California State Library  
• Fluency  
• Guided, Repeated, Oral Reading  
• Demonstrating improvement  
• speed, accuracy, phrasing and expression |
| Part 6 11:22                     |                                                                                                 |                                                                                                 |
| IMPROVING FLUENCY WITH GUIDED, REPEATED, ORAL READING STRATEGIES | An adult literacy tutor and an adult literacy student practice a fluency strategy called Recorded Reading for Independent Practice. The student learns how to use technology at home in order to practice fluency independently, without her tutor nearby. | • Adult literacy tutoring  
• California State Library  
• Fluency  
• technology  
• Recorded reading |
| Part 7: Recorded                 |                                                                                                 |                                                                                                 |
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<tr>
<th>Reading for Independent Practice</th>
<th>Part 7 of 7 parts</th>
<th>• speed, accuracy, phrasing and expression</th>
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