



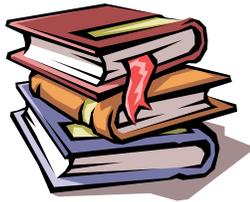
# TUTOR IN TOUCH

January/February 2012

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## SAVE THE DATE – LVR BOOK SALE



LVR is pleased to announce its first Book Sale. The Sale will be held at the LVR offices from June 1 to June 3, 2012. More details about hours of operation will be announced in the months ahead.

Sale items will include: new and used books, plus CDs, DVDs, videotapes, unabridged books-on-tape, and books-on-CD (all in their original case/box).

Donations are now being accepted at the LVR offices between the hours of 9 a.m. to 4 p.m., Monday through Friday. If you have large quantities of books, please contact LVR Board member Patrick McQuoid at 585-298-0860 to arrange for the books to be picked up at your home or office. Upon request, LVR will be happy to give you a form that thanks you for your donation and allows you to put a monetary value on that donation.

Donations for and purchases at this Sale will help LVR have the funds to support our adult learners as they pursue their personal literacy goals.

## Holiday Schedule 2012

### Closing Dates for LVR

Monday, January 2, 2012  
Day after New Year's Day  
Monday, January 16, 2012  
Martin Luther King, Jr. Day  
Friday, April 6, 2012  
Good Friday  
Monday, May 28, 2012  
Memorial Day  
Wednesday, July 4, 2012  
4<sup>th</sup> of July  
Monday, September 3, 2012  
Labor Day  
Thursday, November 22, 2012  
Thanksgiving Day  
Friday, November 23, 2012  
Day after Thanksgiving  
Monday, December 24, 2012  
Christmas Eve Day  
Tuesday, December 25, 2012  
Christmas  
Monday, December 31, 2012  
New Year's Eve



## KEEP IN MIND

*The library at the LVR office is open  
Monday through Friday: 9.00 a.m. to 4 p.m.  
Wednesdays: 9.00 a.m. to 7 p.m.  
Saturdays: 9.00 a.m. to noon*

*LVR*  
*Professional Development*  
*Saturdays*  
*1/21, 2/18, 4/21*  
*9a.m.-11a.m.*

◆ 1/21

1. **Grammar for ESOL Instruction**— Explore teaching techniques and ideas, to teach grammar to learners learning to speak English.
2. **Tutor Share for ABE Tutors in Reading and Math**—Topic: how do you measure learner progress. (Portfolios, writing samples, lesson plan notes, etc)

◆ 2/18

**Expanding the Language Experience Approach (LEA)**

We will explore ways you can use the LEA further to help your learners with fluency, grammar, and vocabulary. For all Tutors

◆ 4/21

1. **BestPlus for ESOL Tutors**— See clips of actual testing and how it measures listening comprehension, language complexity, and communication.
2. **Test Taking Strategies for Reading and Math Tutors**— Learn tips and share ideas on how to prepare your learner for their yearly test.

Please RSVP by phone or e-mail to 473-3030 or [jeaton@literacyrochester.org](mailto:jeaton@literacyrochester.org). Class size is limited for each session

## Volunteers needed!!!

Literacy Volunteers of Rochester is *always* in need of new tutors and volunteers. Please tell your friends and co-workers about our programs!

While there are many volunteer opportunities available every day at LVR – here are just a few opportunities to highlight:

**Workshop Trainers:** LVR is seeking knowledgeable individuals with a background in education/tutoring to become a part of our trainer corps.

**LVR Preview Presenter:** All LVR tutors and volunteers must attend a one hour preview to introduce them to LVR and what volunteer opportunities are available. We are currently looking for one or two people to add to our current group of presenters.

**LVR Book Sale:** From sorting to selling there will be many opportunities to help before, during and after the sale. Contact Patrick McQuoid for more information at 585-298-0860.

**Literacy Navigator:** LVR volunteers often assist their learners in “navigating” – obtaining information about community services, filling out forms or getting information on-line. LVR would like to develop a program in which volunteers would be available at the LVR office to answer questions and assist learners. If you might be interested in becoming a “Literacy Navigator” contact Bob Mahar at 473-3030.



### Outreach Caller:

**General Purpose:** To serve as a liaison between tutors and the office; to extend case coordination to seasoned tutors; to offer advice and mentoring to tutors in the field.

### Specific Responsibilities:

- Call tutors as assigned by Case Coordinator
- Prepare reports of calls and return to office
- Identify problems needing follow-up by Case Coordinator

### Requirements:

- Understanding the “big picture” of Literacy Volunteers
- Understanding the training of volunteers, the interview process of the students, and the dynamics of the tutor/student match
- Awareness of LVR current events, the library collection, office procedures and resources
- Clear oral expression
- Pleasant telephone manner
- Ability to handle sensitive information with discretion.

If you are interested in any of these volunteer opportunities please contact Jennifer Eaton, Program coordinator at 473-3030 or

[jeaton@literacyrochester.org](mailto:jeaton@literacyrochester.org).

## Save the date: Super Saturday!!!

Saturday, March 3, 10:00 a.m. to 2:00 p.m.  
Food fun and info for students and tutors!  
Explore new resources at LVR, including iPads,  
And citizenship training materials.

### New in the Library

As new library items are added, they will be placed in a display rack at the entrance to the library. Please take a minute to look over the new items to see if any could be useful to you.

Bonnie Martin, LVR library volunteer, is maintaining a list of websites that could be useful to both tutors and learners. If you would like to have a link to these websites, contact Bonnie at [Librarian@literacyrochester.org](mailto:Librarian@literacyrochester.org).

### A Note of Thanks from an LVR Student

Dear Ms. Woodhams:

I wrote the letter to express my appreciation to LVR and my tutor, Susie.

Now I want to introduce myself and talk about how Susie offers me all kinds of help.

I came to Rochester from China, since then my husband found a job.

My English is not good. Reading and writing is Ok, but listening and speaking is very bad. Hence I have serious difficulty in communicating with people. What's more, my husband is very busy, so I have to deal with all kinds of things by myself in the daily life. I feel lonely and helpless. But fortunately I found the LVR by internet. After I passed the test, you arranged a tutor, Susie, for me. Susie is a very nice tutor. She not only helps me learn English but also encourages me to mold confidence when I confront difficulty. One time, I made an appointment with the dentist. But my husband had an important meeting and couldn't accompany with me. So I had to see the dentist by myself. Before I went to the clinic, I was very nervous and was afraid that I couldn't understand what the dentist talked to me. I told Susie my concern. The next day, she downloaded and printed some pictures of teeth and files of introducing dental problems. She taught me many medical words, and mocked the situation in the clinic. At last, I succeeded in communicating with the dentist. The experience makes me confident in dealing with the thing in daily life in the future. I am very happy.

As a housewife and newcomer, I have few friends in Rochester. I often feel lonely and miss my parents very much. Susie introduces her friends to me and helps me make new friends, which makes me adapt to the life in Rochester as soon as possible. I really appreciate.

All in all, it is impossible to use one page paper to talk about what Susie helped me. Now, Susie is not only my tutor and friend but also like one of my family members. I trust her and appreciate her sincerely. Moreover, I really appreciate LVR and all the staff.

You are doing the great job. Indeed, LVR benefits our community.

Sincerely,  
Nan



### LVR Piloting Math Program

Thanks to the early support of the Daisy Marquis Jones Foundation, the Davenport Hatch Foundation, and Thomson Reuters to develop a tutor training curriculum, Literacy Volunteers is piloting a math instructional program during the 2011-2012 program year. For a number of years, LVR learners have expressed a need for additional instruction in math and LVR tutors have sought additional training and materials to assist them. Additionally, as LVR receives referrals from other adult education programs in the community, we increasingly see that the community faces not only a problem of illiteracy but also one of innumeracy.

In the late winter and spring of this year, Mellissa Woodhams, LVR Case Coordinator worked for several months with a team of LVR volunteers (Peg Warrick, Mike Goodwin and Mary Clifford) who developed a training curriculum to allow LVR tutors to provide one-to-one math instruction.

In April an initial training was piloted, offering twelve hours of math instruction facilitated by Mellissa. Tutors were matched with math learners and their progress was monitored. In September, LVR offered a modified workshop with Basic Literacy and Math instruction for current/new tutors. In mid-January LVR will also begin a 10 week math class for learners which Melissa will facilitate. The group of math learners will be recruited from current LVR learners and other classroom programs where learners are attempting to raise their math testing scores to be eligible for GED/ Job Training Programs. The class will begin on January 18 and will continue on Monday and Wednesday afternoons from 1-4 PM at LVR, for ten weeks. Learners interested in registering for the class should contact LVR at 473-3030 to register.

## Instructor's Guides for Literacy Tutors

As tutors you are probably aware of the extensive collection of workbooks in our library for instructing learners. But did you know that many of these volumes have accompanying guides for instructors which include lesson plans, educational activities, and answer keys? We will highlight a few of the volumes here and provide strategies for incorporating them into your educational approach.

### ABE (Adult Basic Education) Texts

#### Reading Basics: A Real-World Approach to Literacy

This is a brand new edition of the Reading Basics Series consisting of newly-revised lessons and activities. This collection focuses on the Evidence-Based Reading Instruction (EBRI) approach to literacy instruction. This approach identifies four components of reading that are essential to instruction: Alphabets, Fluency, Vocabulary and Comprehension. This collection consists of four volumes of workbooks at increasing levels of difficulty; Introductory (level 1.6-3.9), Intermediate 1 (3.6-6.9), Intermediate 2 (6.6-8.9), and Advanced (8.6-12.9). It also includes a reader corresponding to each level, which provides readings that target the specific objectives and educational goals corresponding to each lesson plan. The Instructor's Guide provides strategies and activities to maximize these target areas in a concise one-page format for each corresponding lesson from the work book. It also provides Workplace Skill Activities corresponding to each unit. Accompanying use of the student workbook with the supporting materials from the Instructor's Guide can go a long way towards a successful experience with these books.

#### Voyager: Reading and Writing for Today's Adults

This extensive collection of workbooks and instructor's guides is a trusted resource for Adult Basic Education (ABE) instructors. The Voyager series is a 4 stage program that consists of nine student books, nine workbooks and four teacher's resource guides. The earlier books focus on basic word recognition and phonics skills and include writing, speaking and listening activities to build comprehension. Later books emphasize comprehension and meaning by applying reading and writing skills to real life themes and reading materials. Instruction is combined with lessons in spelling, punctuation and grammar to create a balanced and effective program. Each lesson is based on a comprehensive theme that encourages students to utilize reading and writing skills to explore interesting topics. The lessons combine high-quality literature and articles with documents and forms from everyday situations to create a comprehensive reading experience. Each lesson in the student books contains warm up activities, a series of reading selections post-reading activities and assessments. The instructor's guide contains an extensive collection tips and strategies corresponding to each unit of the student books. The instructor's guide is a valuable resource to help instructors use the student books to their full potential and for maximizing the impact of the readings and exercises in the student books

#### On the Edge

On the Edge is a four-volume series containing high-interest readings and corresponding activities for Adult Basic Education (ABE). Each volume is written at the same reading level (4-6), but provides readings on different topics like ghosts, crime, spies, alien abductions, and paranormal activities. The key feature of this collection is the high-interest level of the reading materials. The stories are 700-900 words in length and are followed by practice activities to reinforce vocabulary, critical thinking and comprehension of the text. The teachers guide provides answer keys, sample essays for the writing exercises, and a summary of each story. This collection is a great resource for instructors who want to provide their students with exciting reading materials that will inspire an interest in reading for fun.

### ESOL (English for Speakers of Other Languages) Texts

#### Stand Out: Standards-Based English (Second Edition)

This brand new collection contains lesson plans and educational activities targeted at people learning English as a second language. The volumes are rated at increasing levels of difficulty, from level 1-4, with a workbook and a lesson planner corresponding to each level. The activities in the student workbooks give students the foundation and tools that they need to develop confidence in the English language. Clearly defined goals are identified at the top of each page of exercises. The activities focus on teaching academic skills and competencies and teach key concepts like vocabulary and grammar using real life examples and interactive charts. The activities are vividly illustrated and the review exercises and interactive projects solidify the students' learning at the end of each chapter. The Lesson Planner maximizes the instructor's ability to utilize the activities in the workbook. Each lesson plan begins with an overview of what will be covered in each chapter, outlining the objective of the chapter, key grammatical concepts, academic strategies and vocabulary words. The lesson plans show the instructor how to organize the activities from the workbook into a comprehensive lesson providing teaching tips, practice activities, evaluation techniques and methods for applying the topics to everyday life. This collection also contains an interactive CD-ROM which provides additional activities, worksheets, readings, and testing materials.

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### **LifePrints: ESL for adults**

LifePrints is designed specifically to enable adult learners with limited oral and/or written competence in English to handle everyday situations using oral and written English. The exercises in the Student Book are extensively illustrated and focus on teaching reading writing and speaking skills through relatable contexts and examples from everyday life. The LifePrints approach uses the skills and experiences of the learner as resources and focuses life-centered and task-centered goals that these learners have for learning English. The goal of this program is to teach English in the most usable results-oriented way possible. The LifePrints program encompasses three levels of difficulty. Level 1 is designed for adults at Student Performance Levels (SPL) 0-1; level 2 for those at SPL 2-4; and level 3 for those at SPL 5-6. (The Teacher's Edition provides a guide for evaluating the learner's SPL.) Each level has 4 components; the Student Book, the Teacher's Edition, the Teacher's Resource File and a corresponding set of audio tapes. The Teacher's Edition introduces the instructor to the philosophy and structure of the LifePrints program and provides a necessary background on which to build instruction. It lends valuable tools and insights for assessment and instruction and is integral to teaching the lessons from the Student Book and to implementing the corresponding activities and strategies contained in the Teacher's Resource File.

### **English for Everyday Activities: A Picture Process Dictionary**

A major goal of instructors teaching English to speakers of other languages should be giving their students the language skills they need to deal with every-day situations and activities. This volume uses daily processes like doing the laundry and cleaning the house to build a repertoire of verbs by outlining the actions that are integral to each of the processes. Each chapter is about a specific process and the chapters are grouped into six larger sections, each corresponding to a different aspect of everyday life. An example would be Section 1: Starting the Day or Section 2: Getting Around. The processes and activities described in each chapter build understanding of verbs and other vocabulary associated with them. The teacher's guide gives overviews, establishes the focus of each section and provides helpful notes and cultural insights. It suggests strategies and activities for teaching the lessons from the student books. Used together the student book and the teacher's guide offer many ways to broaden student's vocabulary and adapt instruction to the student's everyday needs and experience. This collection is a great resource for finding ways to integrate familiar concepts, situations and activities to a student's learning experience.

In conclusion, we would like to emphasize the importance of utilizing the instructor's guides that accompany many of the student workbooks found in our library. The workbooks are a great lesson planning tool, but should always be accompanied with the explanatory instructor's guides that clarify the educational focus of the lessons in the workbook. The inclusive activities and explanatory notes from the Instructor's Guides, along with their detailed lesson plans and assessment tools with truly take the quality of your instruction to the next level!

## **Generational Learning Styles**

Different generations of people have different qualities and learning styles that impact their performance in educational environments. Students in today's workplace or educational environment generally break down into four generational groups. Traditionalists are the oldest generation, born between the years 1922 and 1945. The next generational group is the Baby Boomers, born between 1945 and 1965. Generation X is the group consisting of people born between 1965 and 1982, and the Millennial group consists of those born between 1982 and 2002.

### **Traditionalists:**

**Qualities:** Like the traditional classroom structure and respond to authority. Do not enjoy being singled out, prefer to work alone and are not likely to ask questions. They are hardworking and feel a sense of duty to complete assignments. They often view feedback as criticism and believe no news is good news when it comes to performance review.

**Learning Strategies:** Organize materials in bullet/outline form. Don't overwhelm them with information and focus on important points. Communicate formally, with a traditional student-teacher relationship and focus on facts instead of opinions or creative ideas. Acknowledge their experience and provide criticism with sensitivity.

### **Baby Boomers:**

**Qualities:** Enjoy creativity and value open interaction, communication and "talk time." They are workaholics who take time to perfect skills in private. They take pride in their work and the contributions that they are able to make but may be resistant to authority.

**Learning Strategies:** Allow them time to grasp material on their own and before practicing verbally. Praise their input and show them ways in which they are valued or needed. Communicate ideas and talk things out.

### **Generation X:**

**Qualities:** Self-reliant and resistant to group interaction. Impatient with unnecessary information and material. Believe in the value of "fun." Technologically capable and communicate in an informal way.

**Learning strategies:** Focus on important and interesting points and explain why things are important. Allow student to work through problems on their own and give praise and positive feedback. Incorporate fun learning strategies like connecting to pop-culture and role-playing.

### **Millenials:**

Technologically oriented and accustomed to group work and active learning. Ambitious and goal-oriented. Able to process large amounts of information and multi-task with ease.

## Successful Ways of Teaching Grammar

Writing is a process. When students first write down their ideas they are often more concerned about the thoughts and words or vocabulary that they are using. Teaching the editing process is when students should be taught to take a close look at grammar. Some common techniques to successfully teach grammar and punctuation skills in the adult education classroom are:

**Searching for Error Patterns:** Searching for error patterns is essential for good instruction. Examine a student's text closely for the types of errors he or she is making and pinpoint the areas of concern that seem most prevalent. An example would be a failure to capitalize titles. Teach students to look for similar error patterns in the printed works of others. Although searching for error patterns takes time, it usually takes no more effort than correcting the same student's errors for him/her over and over again.

**Teaching Grammar and Punctuation through Discussion and Explanation:** Students generally have a reason for "why" they do something. One of the most useful ways of teaching grammar is to first discover what logic the student is using. If a student is repeatedly having problems with commas, have the student number all of the commas in a passage and then on a separate piece of paper have the student write an explanation of why he or she felt a comma was needed. Students may find this difficult at first, but discuss that they do not need to use any grammar terminology to explain their reasons. Your job is to look at any patterns and then conference with the student about how it was incorrect. Have the student then write a grammar rule in his/her own words.

**Peer Responding:** Have students read a passage and respond to a specific area of grammar. You may wish to give the students a paper that you have written in which you have errors embedded, such as verb tense errors. Have students underline sentences that strike them as strangely worded or punctuation marks that seem misused. Work on the corrections collaboratively rather than having students merely correct a paper. Teamwork is a great skill to build in a classroom!

**Handbooks as Reference Sources:** Introduce students to grammar handbooks by showing them how they can be used as references when writing or editing. Using reference materials is an important real-world skill. Scan the table of contents with the students to show students how handbooks can serve as a dictionary of grammar/punctuation.

**Read-Aloud Strategies:** Teach students to read written passages aloud. Often the mere reading aloud will produce a "That doesn't sound right!"

**Read Backwards:** When editing one often finds words that have been left out, such as "the." When reading, students may "fill-in" missing words and fail to notice it. Reading backwards forces students to read each individual word in a passage, allowing them to see missing words and spelling errors.

**Journals and Logs:** You may wish to have your students begin a journal of grammar rules or a spelling log. In this way, students become more aware of their problem areas in communication and have an immediate reference that makes sense to them. These self-developed tools will help the student in editing passages on the GED Test and in his/her real-world writing.

## Tips For Math Tutors

With more tutors now helping their students to learn math skills, we are now including a section with tips for math tutors. Use the tips in the following articles to enhance your techniques as instructors helping students to learn basic math skills.

### Algebraic Thinking

What is algebraic thinking? When do you think students first begin to algebraically think? Algebraic thinking is very simply the ideas of algebra and the skill of being able to logically. Algebraic ideas include patterns, variables, expressions, equations and functions. These are the building blocks of algebraic thinking. Translating words into symbols is similar to modeling a situation using an equation and variables. Students need to know that it is through algebraic equations and inequalities that they can represent a quantitative relationship between two or more objects.

Teaching algebra in today's classroom is not as much about manipulating letters and numbers in equations that don't make sense, but rather understanding operations and processes. Before beginning the process of teaching algebra, be sure that students understand the basics. The key prerequisites for students to be successful in the study of algebra are to first understand the

- concept of variables; and
- concept of relations and functions

When teaching algebra, it's important to use practical experiences that go beyond the mere computation required by equations.

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When developing practice activities in the algebra classroom, be sure that you:

- Develop processes/procedures for students to use when approaching algebraic tasks
- Create exercises that highlight the critical attributes related to the skill or concept being taught
- Provide opportunities for students to verbalize about the task and predict what type of answer is expected
- Offer opportunities for students to discuss and write responses to questions dealing with key concepts being learned
- Select exercises that anticipate future skills to be learned
- Design exercises that integrate a number of ideas to reinforce prior learning as well as current, and future concepts

As students learn algebra, they need to develop different procedures to use. Being able to recognize a pattern is an important critical thinking skill in solving certain algebraic problems.

- **Finding** patterns involves looking for regular features of a situation that repeats.
- **Describing** patterns involves communicating the regularity in words or in a mathematically concise way that other people can understand.
- **Explaining** patterns involves thinking about why the pattern continues forever, even if one has not exhaustively looked at each one.
- **Predicting** with patterns involves using your description to predict pieces of the situation that are not given.

## Strategies for Solving Word Problems:

These strategies can help you find solutions to word problems, but you need to know when to use each strategy and how to use it.

### Strategy: Draw a Diagram

When to Use It: The problem gives information that can be shown in a diagram. The question asks for a solution that can be found using the diagram.

How to Use It: 1. Find the information needed for the diagram 2. Draw and label the diagram with information from the problem 3. Use the diagram to answer the question

### Strategy: Find a Pattern

When to Use It: The problem gives information that follows a pattern. The question for a solution related to the pattern.

How to Use It: 1. Find the information that follows a pattern 2. Find the rule for the pattern 3. Use the rule to solve the problem

### Strategy: Act It Out

When to Use It: The problem gives information that can be acted out. The question asks for a solution that can be found by acting something out.

How to Use It: 1. Find the information that can be acted out 2. Act out the information in as many ways as possible 3. Choose the way that answers the question.

### Strategy: Make a Table

When to Use It: The problem gives more than one set of data. The question asks for the data to be continued.

How to Use It: 1. List the sets of data 2. Make a table of the data 3. Circle the information needed to answer the question

### Strategy: Write an Equation

When to Use It: The problem tells about a situation. The question asks for an unknown amount.

How to Use It: 1. Write what the situation is 2. Write what the unknown is 3. Choose a letter for the unknown 4. Write an equation and solve for the unknown

### Strategy: Guess and Check

When to Use It: The problem gives a total amount. The question asks for the kind and number of items in the total.

How to Use It: 1. Find the total amount 2. Find the different items that make up the total 3. Make a reasonable guess about the kind and number of items; then check it. Continue guessing and checking until the guess is correct.

# Introduction to Graphic Literacy

Adults are surrounded by graphic/visual information. From charts, tables, and graphs to photographs, diagrams and editorial cartoons, adults encounter information provided through graphics at home, in the car on the way to work, and in the workplace. Adults make decisions based on this graphic input of data in their daily lives and in the workplace. Today, more than ever, graphic/visual literacy is an essential skill.

More than 50% of the questions on the GED Mathematics, Social Studies, and Science Tests include graphics of some sort. If students are to be successful on these tests, then they must have the graphic or visual literacy skills.

On the GED Tests, students encounter the following types of graphic based material:

- graphs (line, bar, circle, pictographs, scatter plots)
- tables and charts
- maps
- political cartoons
- photographs
- process diagrams, cycles
- timelines

Although students may be able to identify basic information from a graphic, difficulty often exists when students must analyze the data in order to answer a multiple-choice type of question on the GED Test.

Students have problems with:

- Perception of graphics- Students often expect to see specific information on the graphic to answer a question. Instead, students may need to retrieve two or more pieces of information, perform a process, and then obtain the answer.
- Inattention to the details of graphics- Reading the titles, labels, and captions accompanying a graphic are important to accurately analyzing information. Students may not pay adequate attention to these types of details.
- Irrelevant data- Students may treat all data as relevant to the question, when sometimes entire sections, columns, or labeled portions are not relevant to the question being asked.
- Inattention to questions- To be successful in answering GED questions, students must first accurately read and comprehend the question being asked. Analyzing a graphic does not good if students do not understand the information for which they are searching.
- Not using prior knowledge- Students may need to access their own background knowledge in order to accurately answer a question that uses graphics or graphics and text. If students are analyzing a graphic on precipitation, they must understand the term precipitation and may need to know that 0° Celsius is freezing.

When faced with questions that include different types of graphs, it is important that students:

- Read the question, but don't look at the answer choices.
- Interpret the graphic. Ask what the graphic is telling them.
- Reread the question and identify a strategy to help them answer the question.
- Determine if they need to complete a calculation or locate specific information.
- Look at the answer choices to see if their answer is listed.

Students often have difficulty with graphs because they read the answers and try to find them on the graphs. Too often, students select a distracter rather than the correct answer. First interpreting what a graph has to say will assist students in better answering these types of questions.

## EDITORIAL INFORMATION

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## MISSION STATEMENT

*Literacy Volunteers of Rochester, Inc. is an organization of trained volunteers, dedicated to providing one-to-one or small group tutoring to functionally illiterate adults, and to others lacking English language skills and to fostering literacy in the greater Rochester, New York area.*