



October, 2006

Determining if Route 66 Literacy is Right For You.

It is definitely important to decide whether the individuals you include will benefit from the time spent interacting with the site. Perhaps your best strategy is to explore the materials on the site with each potential participant and watch for reactions and responses, before launching into full use of the site and participation in the project. Beyond that, *Route 66 Literacy* is designed to support reading and writing for beginners. In schools, these are individuals who read pre-primer to primer level, but the distinction loses its meaning with adult learners. The following set of questions might be useful in helping guide you toward the individuals who will benefit the most. Below each question are some possible ways that the individual may have demonstrated the understanding or skill in the question.

1. Does the individual know that print is used to reading and writing?

The individual might point to signs and vocalize or say words, point to the words in a book or magazine while someone else reads, scribble on paper or type randomly on a keyboard to "write something."

2. Does the individual know that print is read from left to right, top to bottom?

The individual might point to the top left-hand corner of a book or magazine page when asked, "Where should I start reading?" or slide a hand or finger along the page in a left-to-right, top-to-bottom manner while "reading" independently or listening to someone else read.

3. Does the individual understand that there is a one-to-one correspondence between spoken and written words?

The individual might point to the words while someone else reads or vocalize or otherwise "count" the words in a sentence (without being able to read the words).

4. Does the individual know that print is important in our print-filled world?

The individual might covet particular books, flyers, notepads, pens and pencils. S/he might often say, "I'm reading" as a way to keep others away or might take his/her attempts to write very seriously saying things like, "I'm writing something important" even when it cannot be read by others.

5. Does the individual understand that reading and writing allow people to make connections with each other and with the larger world?

The individual might write notes to others (even though they are scribbles, copied words, or other nonsense text), sign cards, inquire about or use email, etc...

6. Does the individual understand that reading and writing are valuable endeavors that are worth the effort it will take to learn?

Any individual who frequently says, "teach me to read," or "I want to learn to read" is demonstrating this.

7. Does the individual have knowledge of the relationship between some letters and their sounds?

This does not have to be consistent knowledge or mastery of a certain set of letters and sounds. An individual who knows even one or two letter-sound relationships has a basic understanding that a relationship exists and is likely to benefit.

8. Does the individual have knowledge of some letters and letter names?

*Again, mastery of a certain set isn't required, but an individual who knows most of the letters most of time will likely benefit from **Route 66 Literacy**.*

9. Can the individual read some sight words?

Any individual who has some sight words, regardless of who they were learned, would benefit.

10. Can the individual recognize or write his/her name?

This is a tricky one because many individuals learned to write their name through sheer drill and practice such as copying. If the individual knows his/her name in the absence of anything else, it is fair to guess that the skill was taught without the necessary context that would make it meaningful.

If you answered yes to many of these questions, it's probably safe to say that the individual will benefit from interacting with **Route 66 Literacy** and is a likely candidate to participate in the trial of the beta version.