



Hivemind

IT TAKES A COLONY

Since our last newsletter, programs have ended and new programs have begun. Many hours have been logged and milestones have been reached. We wrapped up the summer youth program which doubled in size and recently launched an expanded elementary school program, serving select students in three elementary schools (p.4). We are hosting a chock-full evening ESL class (p.3) at Sacred Heart Catholic School and continuing to train new tutors and enroll new students for our core adult tutoring program. None of these achievements would be possible without the concerted effort of the whole team, or colony if you will.

MILESTONES

Completed workbook level: One of Ray Costello's students, one of Don Doering's students, two of Larry Summey's students, one of Anne Saunders' students, one of Barry Whenal's students, Chris Kepley's student, one of Jennifer Welch's students

Enrolled in Community College Program: Dan Durett's student

Obtained a Library Card: One of Barry Whenal's students, two of Hayley Weisberg's students, one of Anne Saunders' students



Student Juana Garcia Cruz (center) spoke at a recent United Way event at Gerry Wood Honda. Juana described her experiences as a student with the Literacy Council and her aspirations for the future. Juana was joined by student Norma Gonzalez (left) and board member Gary Rash (right).



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PERSISTENCE IS A TWO-WAY STREET

Three more students have been recognized for good attendance. Our latest winners are Barbara McCullen, Marleny Castro and David Hart. Their **tutors, Anne Saunders, Gary Rash, and Vance Meek** are three of our longest-serving and most dedicated tutors. It's no surprise that these tutors are good motivators! Student success and persistence is not only a function of the student's intrinsic motivation, but also a result of steady encouragement and con-



Above: Tutor Gary Rash and student Marleny Castro. Right: Tutor Vance Meek and student David Hart.

sistent actions on the part of the tutor. Good tutor-student communication and making learning a top priority are the keys to success.

As holidays approach, scheduling gets trickier.

If you or your student must miss a class, try to reschedule the lesson or add time to later lessons to make up the lost time. Congratulations to Barbara, Marleny, and David for displaying a great work ethic!



Some people want it to happen, some wish it would happen, others make it happen.

~Michael Jordan

LIBRARY HOURS

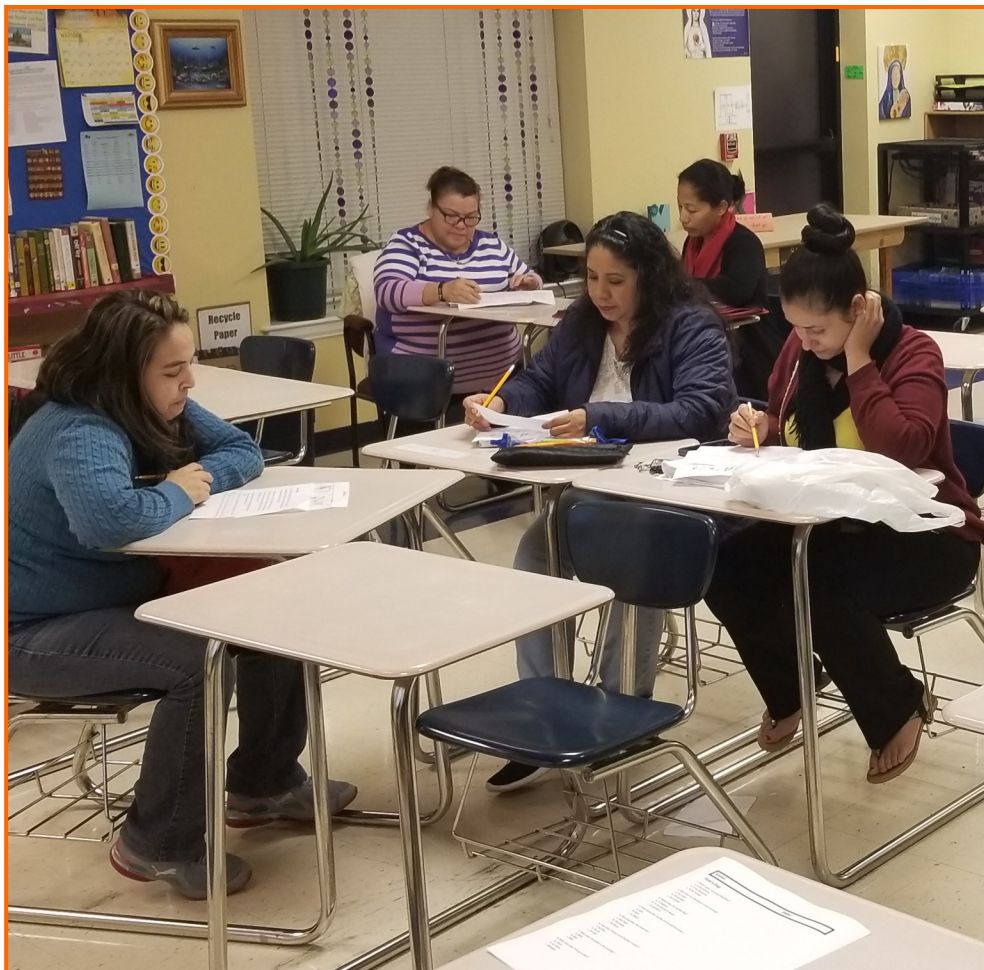
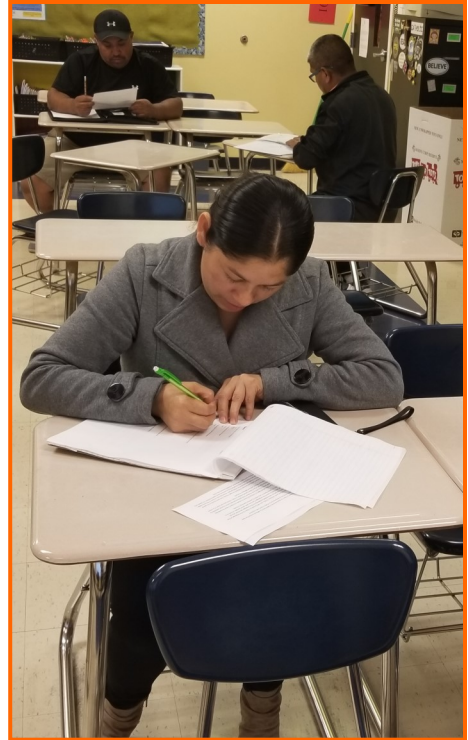
Location	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
HQ	9:00 am - 9:00 pm	9:00 am - 9:00 pm	9:00 am - 9:00 pm	9:00 am - 6:00 pm	9:00 am - 5:00 pm	9:00 am - 5:00 pm	Closed
East	9:00 am - 8:00 pm	9:00 am - 8:00 pm	9:00 am - 8:00 pm	9:00 am - 5:00 pm	9:00 am - 5:00 pm	10:00 am - 1:00 pm	Closed
South	9:00 am - 9:00 pm	9:00 am - 9:00 pm	9:00 am - 9:00 pm	9:00 am - 6:00 pm	9:00 am - 5:00 pm	9:00 am - 5:00 pm	Closed

UPCOMING HOLIDAYS

December 7	Library Closed, RPL Staff Development Day
December 24-26	Library Closed, Christmas
January 1	Library Closed, New Year's Day
January 15	Library Closed, Martin Luther King Jr. Day

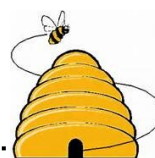
EVENING ENGLISH PROGRAM GROWS

For the second time this year, the Rowan County Literacy Council has offered a 10-week evening class for English Language Learners. The multi-level class, which meets twice a week at Sacred Heart Catholic School, is led by veteran instructor Crystal Chemel. The program has proven so popular that all spaces were filled within 48 hours! The class focuses on helping students improve their conversational English and grammar skills, while instilling confidence. Working adults appreciate the later class time, which also permits couples to attend class together. Many thanks to Sacred Heart's Parish Administration Coordinator Mimi Medrano for registering students and facilitating the program.



Students in the Evening English Language Learners class at Sacred Heart Catholic School work independently on grammar and vocabulary worksheets (above) while small groups practice conversation drills and other oral exercises (left).

The Buzz



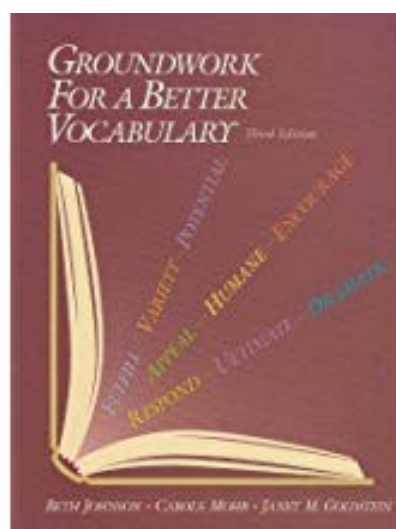
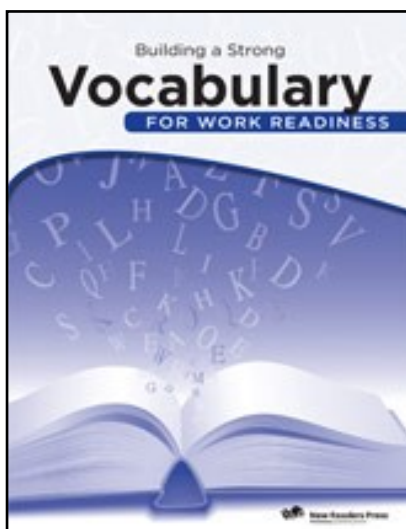
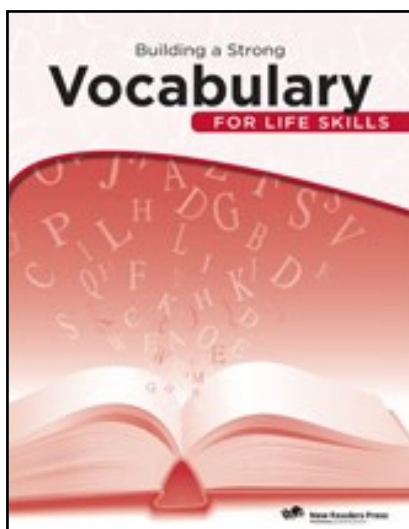
WELCOME TO THE HIVE!

The Literacy Council has recently embarked on the third year of its Elementary Literacy program. This year, our tutors will be working with first, second, and third graders at Hanford-Dole, Koontz, and Isenberg Elementary Schools. The tutors all completed training and a background check through the Communities in Schools organization (CIS). This year several new tutors are pitching in to lend a

hand with the program. New tutors Liz Harry, Debbie Scott, and Lisa Shores will join veteran tutors KC Scott, Ed Tezlaf, Deb Chirico, and Kathy Vestal, Dan Durett, and Gary Rash. The tutors will work with 1-3 students each, meeting once a week to help bring the students up to grade level in reading. Stay tuned for more updates as the school year progresses.

NEW MATERIALS

We have three new resources (pictured below) available in the office for tutors to use with students who are working on building vocabulary: **Building a Strong Vocabulary for Life Skills**, **Building a Strong Vocabulary for Work Readiness**, and **Groundwork for a Better Vocabulary**. The first two books include reading passages, comprehension questions, writing exercises, puzzles, and much more. These workbooks group new vocabulary words by topic, such as transportation, job interview, employee benefits, banking, visiting the doctor, etc. The third book introduces the student to groups of words and then reinforces the meaning and usage of each word through a series of words-in-context exercises that develop understanding and foster retention. These books can be used in conjunction with other materials or can be used as a stand-alone curriculum. Come by the office and take a look!



LANGUAGE EXPERIENCE ACTIVITY: GET THEM WRITING!

Every class should incorporate activities on the four aspects of language: Reading, Writing, Speaking, Listening. This is important for all students, and especially English as a Second Language (ESL) students, who need additional concentration on speaking and listening skills. Writing can be the most challenging element to incorporate into your lesson plan but can be a rewarding and motivating experience for both ESL and Adult Basic Education (ABE) students, many of whom have never before seen their words on paper.

The Language Experience Activity (LEA) allows students to dictate or write passages and then review and learn from their own output. This activity can be done with students of any level.

To start, determine whether your student will dictate the text to you or whether they will write or type the text themselves. For many students, dictating the text will allow them to be more fluid and expressive. Higher level students may be able to write independently or alternate between writing and dictating.

Next, decide on a topic with your student. Below are some possibilities:

- My morning routine
- A time when I overcame an obstacle (flat tire, lost telephone)
- Someone I admire
- Vacation or holiday experience
- My first car/pet/job
- My childhood home

Choose a topic that can be addressed adequately in a short paragraph. More advanced students may

wish to try longer passages. If the student dictates the text to you, write it **exactly** as the student says it, including errors in diction and grammar. Do **not** include spelling errors due to mispronunciations. You can write the passage on paper or type it out using a loaner laptop from the office. When complete, ask the student to read the text out loud. This



can help the student identify errors and correct them independently. Next, the tutor can re-read the passage and make additional light edits as necessary. Edits should be the mini-

mum required to produce a grammatically correct and understandable passage. Example:

Version 1, as dictated by student (unedited):

A long time ago, when I was 21, is when I decide to get my license. First of all, I went to the DMV to ask what requisite I need to complete and they say I had to have my ID and complete a test and then I applied the test and get my license. After that, I buy my first car. It was Japanese car.

Version 2, edited by student and tutor:

A long time ago, when I was 21, I decided to get my license. First of all, I went to the DMV to ask what prerequisites I needed to complete. They said I had to have my ID and complete a test. So I took the test and got my license. After that, I bought my first car. It was a Japanese car.

Students usually enjoy seeing their words on paper and the process of editing and rewriting is helpful in developing proofreading skills and confidence. Remember to only edit the text lightly to preserve the student's voice and meaning. For many students, this exercise may be their first experience generating written material of any kind, which can be an exciting and rewarding activity.

RCLC WHO'S WHO

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Gary Rash

Wen Ye

Kelly Freeze-RCCC Representative

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KC Scott-Executive Director

Laurel Harry-Program Coordinator

BY THE NUMBERS...

35M

Estimated number of U.S. adults whose reading skills are below a 4th grade level. Thirty-five million adults—one in six people—in the U.S. are low-literate and lack basic skills to function fully in society. Of this group, two-thirds were born in the U.S. and one third were board abroad.

—Source: National Public Radio and Program for the International Assessment of Adult Competencies, National Center for Education Statistics

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Number of students currently on RCLC's waiting list. We currently have fourteen, yes, f-o-u-r-t-e-e-n students waiting to get started. Our current students are encouraging their friends and neighbors to sign up (good!) but we don't have enough tutors to handle the influx of new students (not good!). If you know someone who would make a great tutor, please refer them to the office for more information.

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