

Student/Tutor Newsletter

Literacy Center of West Michigan

Adult Tutoring Program Awarded 2008 Distinguished Service Award



June 2008

Special Dates to Remember

- July 4, 2008—LCWM Office Closed, 4th of July Holiday
- July 21, 23, 28, 30, 2008—New Tutor Training in Ryerson Auditorium
- August 13, 14, 18, 19, 2008—Group Testing at the GR Main Library
- August 28, 2008—LCWM Annual Picnic

The Office of Adult Education in the Bureau of Workforce Transformation was proud to announce the recipients of the 2008 Distinguished Service Awards at the annual Michigan Department of Labor and Economic Growth convention. The Distinguished Service Award for Best Practices of a Literacy Center was awarded to our very own Adult Tutoring Program!! This award recognizes individuals or groups that are "Reaching Out—Changing Lives."

In the past 20 years, the Literacy Center of West Michigan has grown to a staff of 14 with three distinct literacy programs. The adult tutoring program is the largest of these programs, serving more than 427 students last year with one-to-one, individualized tutoring.

This program serves adults with the lowest literacy levels



Angela Steele (ATP Director) and Susan Ledy (LCWM Executive Director) accept the Best Practices Award.

who lack confidence and skills to participate in adult education classes; is free of charge; offers individualized instruction in a safe environment; and offers workshops to further the intensity of instruction.

Collaboration with other agencies and referrals are keys to success at the Literacy Center.

The Literacy Center of West

Michigan was featured on ABC World News with Charles Gibson, wrapping up the network's two-part series about adult illiteracy in America.

Congratulations to the Adult Tutoring Program and to everyone that helps to make the Literacy Center of West Michigan an award-winning organization.



The Winning ATP Team show off Our Award!!

(from the left) Estela Gonzalez-Setles, Christine Belding, Angela Steele (director), Nancy VanIngen, Shay Kralej, and Mary Hassinger

Word Scramble

Unscramble these summer words and then use in a story. Send the story in to be published in this next newsletter!!

nnisehus _____

cpicin _____

miwnngsi _____

ntvaocai _____

lewryeamtno _____

GoodSearch Project

Goodsearch is a searching tool on the internet just like Google and Dogpile. BUT it is even better!

Goodsearch gives donations to non-profit organizations like the Literacy Center of West Michigan. Every time a person uses Goodsearch to find information on their computer, there will be a donation made to LCWM. The donation is about one penny per search.

GoodSearch Instructions:

1. On both your home and work computer, go to www.goodsearch.com. In the selection box below the question "Who do you GoodSearch for?", type in *Literacy Center of West Michigan* and hit the verify button.



2. Go to you browser toolbar and make GoodSearch your homepage so that you can continue to support the Literacy Center with your searches.

Spread the word to friends, family, and co-workers.

Call LCWM at 616-459-5151 for more information.

Student and Tutor of the Quarter—David Hasenleder and Aynnadis Eyasu



Our student and tutor of the quarter this time is David Hasenleder and Aynnadis Eyasu. Here is a little bit about this great and hardworking pair.

Aynnadis is originally from the country of Ethiopia. She has been in the United States for more than five years. Aynna works at Lacks Industries and learned about our program through work. She came to us in February of 2007. Aynna's goals are to improve her

English and reading skills and to eventually get a degree and work as a nurse. Aynnadis also recently passed the citizenship test, which was another of her goals, and is now an official USA citizen!

David is a very enthusiastic tutor here at the Literacy Center of West Michigan. He has tutored in the past, for the Chippewa Indian Tribe in Mt. Pleasant, MI. He has had several students here at the Literacy Center and in fact is now working with three! Aynnadis was his first student and they have been working together since May of 2007!

They work on a wide variety of skills together including spelling, reading comprehension,

grammar, and even resume writing. This combination of skills and also practice with speaking and listening comprehension skills is the perfect mix for Aynnadis. Her last reading test showed a 16 point gain and she went up a whole reading level!!

Aynnadis and David are working on some writing projects that will be ready to share in the newsletter soon. Watch for that in the next issue of the Student/Tutor Newsletter.



Make Reading To Your Child A Priority!

Reading with your children is one of the best ways to get them ready to learn to read. When you sit down and read together, you are not only creating a special moment, but you're also teaching your children many important things.

Parts of a book:

Just by watching you, your children learn that a book has a front cover with a title and a picture. They learn that each page has words, and a picture goes along with the words.

How to use a book:

Just by watching you, your children learn how to hold a book and which way to turn the pages. They learn that the words on the pages make sounds. They learn that we read top to bottom and left to right.

And so much more!

Before you start reading, talk about the cover and look at the pictures on the pages. Make sure your children

are seated so that they can see the whole book and can help turn the pages. Talk about what you see in the book, and have your children guess about what they think is going to happen.

After you finish reading, talk about the book and read it again!



For the Tutor: Selecting Vocabulary Words

Here are some helpful hints for instructors as you select words to incorporate into vocabulary lessons with your student.

- * Whenever possible, use authentic texts (meaningful and relevant) as a springboard for your vocabulary instruction
- * Vocabulary does not have to actually appear in the text you're reading; they frequently will not as most beginner and low intermediate texts do not have challenging vocabulary.
- * "Less is more." Loading students up with long lists of words to study or memorize each week is likely to give superficial results and may be a turn-off. Choose anywhere between 2-10 words per week.

- * Select words that hold the possibility of multiple meaning encounters (words that are likely to appear in many subjects or contexts). Avoid rare words.
- * Select words that, if not understood, would disrupt comprehension of the reading. This can include concept words such as warming, parallel, and equinox.
- * Select words that have multiple meanings in different contexts or as different parts of speech (for example "novel" as a noun means something you can read and as an adjective means something new or fresh).
- * Select words that can be the subject or source of lessons on word analysis or word building, for example words

- to which prefixes or suffixes are commonly added.
- * As much as possible, select words that you can "mime," both in terms of phonetic/alphabetic principals and meaning. For some students, the main emphasis should be studying certain words from a phonetic and spelling vantage point. Of course, students who are not native English speakers will have different vocabulary needs than native speakers. All students will benefit from instruction focusing on word building and word analysis.

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