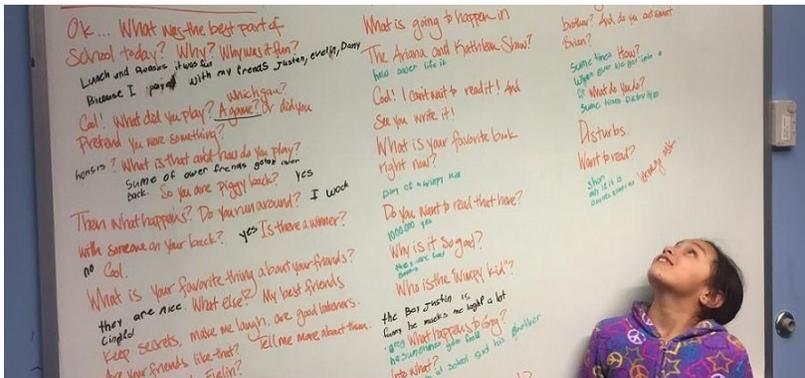


# Teton Literacy Center Volunteer Newsletter



Dear Volunteers,

Thank you for the great start to the new year! We are almost through mid-year assessments and so far the results are very positive! Students are making progress in their reading accuracy and comprehension due to the time and dedication you have given to them. A student cornered a staff member in the grocery store during the first week of January to let out a sigh of frustration that they weren't able to start TLC the same week. It is music to our ears when a student doesn't want to miss a day at TLC. Thank you!

Sincerely,  
Kristin Livingstone, Jade Bowden, Krista Hollis and Adam Seery

## Writing: From Okay to Great!

We know that it isn't always easy to get our students to write, but once they are, how do we elevate them from beginning to skilled writers? There are quite a few evidence-based practices that we can implement together proven to help students gain skills. An Arizona State University professor studied student's writing quality and found that the following practices show significant percentile point gains in writing quality when used during the school year.

1. Write more and write often. -12 point jump in writing quality!
2. Model sentence construction by putting two small sentences together. - 21 points when they practice this skill!
3. Write about what you read. - 24 point jump in writing and comprehension of text!
4. Provide clear and specific goals for what they are to do. - 28 points
5. Provide specific questions to ask when editing- 31 point jump!

Staff will be writing these skills into your lesson plans this semester and each tutoring room now has editing questions to ask in the

Feb. 2016



Changing Lives Through  
the Power of Literacy.

## Upcoming Events

### No Programs- President's Day

**February 15th**  
TLC will not have programs on President's Day! Have a wonderful holiday!

### Tutor Tea

**Feb 23rd; 1-2pm at Jackson Hole Roasters**  
Come join the conversation! Join us at Jackson Hole Roasters for tea and strategy sharing. Learn from other tutors and volunteers. Staff will be on hand to answer any questions you might have!

### Around the World Event

**March 3rd, 5:30-7pm at TLC**  
TLC and our enrichment program will be hosting an Around the World Family Event! Each room will be turned into a different country from around the world with a literacy challenge for students and families. Kids and parents participate together, so bring the whole family. And tell

“table tents” on each table. This month, use the “table tents” when editing writing in your lessons. Check out the editing questions that are included in the tutoring rooms on our new blog. Together we can produce some pretty incredible writers.

P.S. Check out our new “impressive writing” wall in the tutoring hallway. Each month student work will be featured. Use this wall as motivation for writing with your student.

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## When in Doubt, Read Aloud

An excerpt from “Reading Aloud to Children- The Evidence” by Melinda A. Zurcher of Ball State University.

Reading aloud to young children, particularly in an engaging manner, promotes emergent literacy and language development. In addition it can promote a love for reading and can help children develop solid language and literacy skills. When books are shared with children, they also can promote children’s understanding of the world, their social skills and their ability to learning coping strategies. **This effect may be more important among high risk children in low income families, who have parents with little education, belong to a minority group and do not speak English since they are less likely to be exposed to frequent and interactive shared reading.**



So when in doubt, read aloud to your student. Each month TLC staff selects books from our library that are varied and relevant to our students’ lives and place them on the blue cart out front. This is a great place to choose a book to read aloud. This is also a great time to read aloud an interesting book that your student wants to read but is above their level.

your friends-this event is open to the community!

## How is Your Student's Fluency?

We know we want our students to be fluent readers, but what does that look like? We use a scale of 1-4. A score of 3 and above is considered fluent.

1. Reads primarily word by word. No expressive interpretation.
2. Reads primarily in two word phrases. Some groupings may seem awkward. A little expressive interpretation may be seen.
3. Reads primarily in three or four-word phrase groups. The majority of phrasing seems appropriate and preserves the syntax of the author. Some expressive interpretation is present, but inconsistent.
4. Reads primarily in larger, meaningful phrase groups. Although some regressions or repetitions may be present they do not detract from the over structure. Most of the text is read with expressive interpretation.

**Let staff know what you are seeing in your comments!**