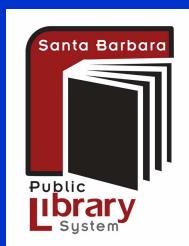


July 2010



SANTA BARBARA PUBLIC LIBRARY SYSTEM

Adult Literacy Update

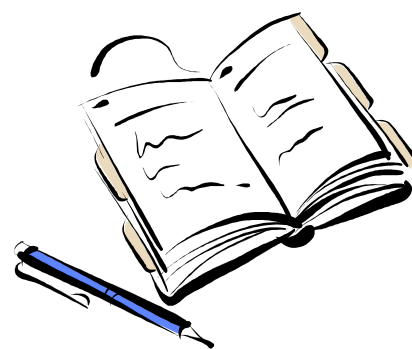
Learners, Share Your Writing—New Deadline!

Learners: there's still time to enter your work in our two annual writing projects! Tutors: please encourage your students to participate!

The Santa Barbara Public Library System's annual learner writing publication will accept entries for our 2010 book until August 31. All learners are encouraged to submit stories, comments, poems, and other pieces of writing. We've already received a number of entries, but would love to receive more, because we know that tutors and learners alike enjoy reading the annual book we publish! For more information, see page 7.

The ninth annual Writer-to-Writer (W2W)

Challenge is also underway. We'll be having a celebration for all W2W learners and their tutors and guests at the Santa Barbara Public Library on



Sunday, October 3. All writers will be invited to read their letters (or have another person read for them) and will receive an award for participating. The deadline for submitting your letter has been extended to August 31, 2010. For more information, see page 8.

Inside this issue:

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Special points of interest:

- *Tutoring Tips:*
pages 2 and 8
- *Writing Opportunities:*
pages 6 and 7

Here's a handy list of rules!

We always try to include at least one useful guide for tutors in each newsletter! This helpful list of spelling rules comes from the National Institute for Literacy's website (see related story). It's from **Massachusetts Department of Education, Bay State Readers Initiative/Phonics and Spelling Grades 3-5**

The examples following each rule given below can be used to test learners' knowledge of particular rules. For GED level readers, use more sophisticated and, if appropriate, polysyllabic examples of the rules.

1. -ff -ll -ss -zz

When a one syllable word ends in the /f/, /l/, /s/, or /z/ sound, double the final *f*, *l*, *s*, or *z* after a short vowel.

Examples: *cuff*, *pill*, *mess*, *buzz*.

2. c- k-

Use *c* before a consonant or the vowels *a*, *o*, and *u*. Use *k* before the vowels *e*, *i*, and *y*.

Examples: *cat*, *cot*, *cut*, *key*, *kiss*.

3. -k -ck [two part rule]

When a one syllable word ends in the /k/ sound, use -ck after a short vowel.

Examples: *neck*, *pick*, *sack*

BUT, use *k* after a consonant, long vowel sound, or after two vowels.

Examples: *silk*, *cake*, *speak*

4. -ch -tch

When a one syllable word ends in the /ch/ sound, use -tch after a short vowel, use -ch otherwise.

Examples: *patch*, *witch*, *Dutch*

Exceptions: *rich*, *which*, *much*, *such*

5. -ge -dge

When a one syllable word ends in the /j/ sound, use -dge after a short vowel, -ge after a consonant or long vowel.

Examples: *hedge*, *badge*, *fringe*, *huge*

6. Doubling Rule (1-1-1)

When a one syllable base word ends in one consonant with one short vowel before it, double the final consonant of the base word when adding a suffix beginning with a vowel.

Examples: *mad* + *est* = *maddest*;

but *mad* + *ly* = *madly*

7. Silent E Rule

Words ending in silent e drop the e before a suffix beginning with a vowel but do not drop the e before a suffix beginning with a consonant.

Examples: *hope*, *hoping*, *hopeful*

8. Y Rule

Final *y* after a consonant changes to *i* before any suffix except one beginning with *i* (-ing, -ist).

Examples: *copy*, *copies*, *copied*;
copying, *copyist*; *boy*, *boys*

Handy tips...continued

9. Plurals

Add *es* to words ending with *s*, *ss*, *sh*, *ch*, *x*, *z*.

Examples: *passes*, *slashes*, *churches*, *foxes*

Change *f* or *fe* to *v* and add *es*.

Examples: *knife* to *knives*; *half* to *halves*

affixes (*pleasure*, *fortunate*, *flexible*, *confident*, *opposition...*)," and "knowledge of spellings derived from other languages, e.g., *confide*, *fortunate*, *emphasize*."

Of course, there are more spelling generalizations, from basic understandings such as "a vowel in every syllable," "the effect on the vowel of final *e* in one syllable words," "marking past tense, *-d*, *-ed*, *-t*," and "r-controlled vowel patterns" to those more advanced spelling conventions such as the "use of less frequent

*Handy quick tips for
phonics instruction
and review!*

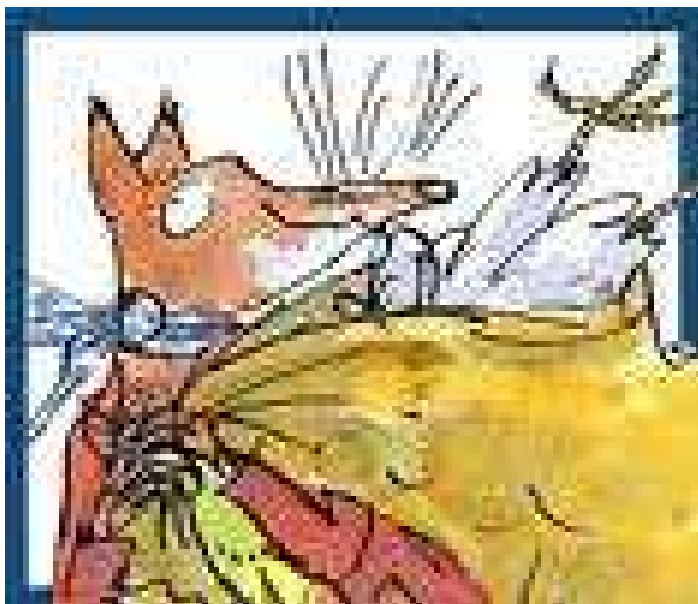
Save the Date: Scrabble Returns on **Friday, September 24**



Mark your calendars for the evening of Friday, September 24, when the annual Scrabble Challenge for Literacy returns to the Central Library's Faulkner Gallery. Enjoy a fun evening of games (as competitive or non-competitive as you like), dinner and

dessert, and the chance to win great prizes. All players are welcome, including beginners! We're also looking for a few great volunteers to help out at the event. If you're interested in playing or helping, call 564-5619.

Book Club Update



This summer the Library's Tutor/Learner Book Club turned to lighter reading and picked Roald Dahl's short novel, *Fantastic Mr. Fox*. Although it's a children book, the humor is sly and wicked enough for adults to appreciate.

If you're interested in joining, there are still some books! Call 564-5619.

We will be discussing the book in early September after the Labor Day holiday. We'll meet on Wednesday, September 8. Choose from a day-time meeting at noon or an evening discussion at 6:30pm!

Welcome New Tutors!

We welcome new volunteers who took tutor training in the spring and summer. Say hello to Mary, Nancy, David, Sara, Martha, Deb, Helen, Pamela, Rie, Sharen, May, Roberta, Molly, Lee, Marcia, Maggie, Andrea, Jake, Lindsay, Jinny, Barbara, Karl, Steve, Karin, Linda and Rick! Tell your friends to look forward to this fall's tutor training courses, schedule to be announced.



Changes to Library Hours: Please Note!

This summer, changes in library hours will affect many tutors and learners. Starting in July, the Central and East-side Branch libraries will be closed on **Mondays**.

The Adult Literacy Office at the Central Library will be closed on Mondays, and email and phone calls will be returned on Tuesdays.

**Check your
calendars!**

The Solvang and Carpinteria branch libraries will continue to be closed on Mondays.

Two library branches WILL have Monday hours. The Goleta Branch will

be open half days on Mondays, from 12 noon to 6pm (this is a change from last year), and the Montecito Branch will be open on Mondays from 9:30am to 7pm (Montecito will be open Tuesday-Friday 9:30am-5:30pm and Saturday 9:30am-4pm.)

If you need help finding a new place to tutor because of the change in hours, please contact Bev in the Literacy Office at 564-5619 or at bschwartzberg@SantaBarbaraCA.gov.



P L A Y

see page 3!

S C R A B B L E

Writer to Writer Challenge: Try It Out

Read or listened to a great book in 2009-2010? Many learners have said how much they loved reading *The Circuit*, *Breaking Through*, and other books this year. Here's a chance to talk about a book that made a difference in your life.

The *Writer to Writer Challenge* has invited adult learners in library literacy programs to write letters to authors whose works have influenced them, changed their perspectives, or had an impact on their lives. *Writer to Writer* is based on a children's writing contest, but the state of California added an adult literacy dimension, completely changing the face of the contest as adult learners talk about their newfound love of books.

Writer to Writer asks that new readers contemplate the little joys of reading such as:

- Feeling a connection with the author or with the characters
- Being transported to another time and place
- Gaining understanding about others
- Gaining insight into our own lives

The writing challenge can be used as part of regular tutoring sessions to promote reading for enjoyment and the practice of writing.

Here's how it works:

- Adult learner reads a book or listens to a book-on-tape
- Adult learner writes a letter (may include support from tutor)
- Fill out entry form – decide if letter is beginning/intermediate or advanced level
- Send letter in – postmark deadline is **TUESDAY, August 31, 2010 (note date change!)**
- Receive confirmation letter
- Participate in our local Writer-to-Writer Ceremony in October 2010

We have already received some entries and can't wait for more!

Entry forms and guidelines for learners are available at the Adult Literacy Office and the web: www.sbplibrary.org/services/tutoring-adults.html (or go to Library website, www.sbplibrary.org and click on "Tutoring for Adults" on the left-hand side).

Think
Draft
Revise

Learner Writing Book 2010

Learners and tutors: it's time to start thinking about our 2010 learner writing book. This year we welcome writings, including poems and stories, from all learners and tutors. For the past few years, the book has been "learner only," but this year we want to invite all program participants, including volunteers!

As of this writing, we already have several entries, and can't wait for more!

You can write on any topic of your choice. We will also publish all Writer-to-Writer letters, with the writer's permission. You can give your name or be credited as "Anonymous."

If you are searching for a theme, this year's special focus will be Change. What changes have happened in your life? Has change been good or bad?

Please limit each entry to two pages.

A learner may contribute more than one piece of writing.

The deadline is **August 31, 2010** (note updated deadline—same as the regional Writer-to-Writer Challenge). All submissions can be brought to your branch library in an envelope marked "Adult Literacy, Santa Barbara Public Library," and delivered by interlibrary mail

OR emailed to the Literacy Office at
BSchwartzberg@
SantaBarbaraCA.gov

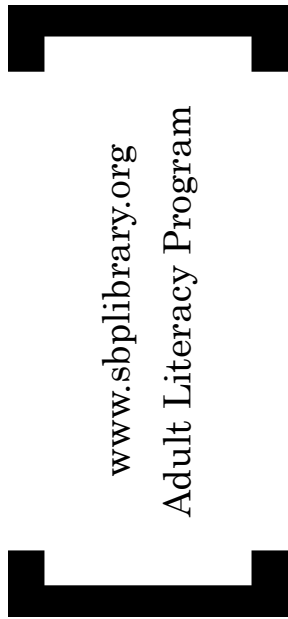
OR mailed to:
Adult Literacy
SB Public Library
PO Box 1019
Santa Barbara, CA
93102



Deadlines extended:

August 31, 2010

Santa Barbara Public Library System



Mailing address:

PO Box 1019

Santa Barbara, CA 93102

805-564-5619

Reading Fluency Workshops

What's reading fluency? Essentially, it's what makes reading out loud sound like speech—phrasing, intonation, smoothness, speed.

Why is it important? It's one of the steps between learning basic skills and improving reading comprehension. Improving fluency doesn't mean that students always understand what they read, but it means that the basic skills of sounding out words, understanding grammar, and learning vocabulary are put to use.

Two reading fluency workshops for tutors in June and July provided some techniques for improving reading fluency with learners. One basic technique is to do repeated timed readings (one-minute oral reading of

the same passage, repeated three times), to track and develop fluency. Most learners will improve their fluency rapidly with this practice, and it's helpful (and confidence-building!) to chart student progress. For graded fluency samples, see http://resources.marshalladulthoodeducation.org/reading_skills_home.htm

To see some examples online, go to YouTube.com and search for "repeated reading method". Other helpful links through the National Institute for Literacy can be found by searching the Internet for "NIFL adult reading fluency".

If you would like more information or a copy of the workshop materials, please call 564-5619.