

# January 2008 LitSource Bulletin

Change is in the air!

**TALK English!** evening groups now begin meeting at 7:00 rather than 6:30. Hopefully this will help some people participate who could not when groups began meetings at 6:30 p.m. Tutors of English language learners please, strongly encourage these learners to attend TALK English! groups in addition to meeting with you for tutorial assistance. Conversation group meetings provide additional opportunities to practice oral English and develop listening skills.

Groups meet at Cheyenne Mt, Monument, Ruth Holley and Sand Creek Branches, East and Penrose Libraries. Daytime groups are available at Penrose, East and Sand Creek.

## Monthly Reports

Please use the monthly report forms (attached) that are aligned with the Roles&Goals goal setting materials (attached). Information regarding learner activities is needed to track learner progress and these forms provide critical information in a manner that supports our program reporting protocols. If you have questions please call Sherrill at 531-6333x2223.

## Annual LitSource Survey

Most of you received the 2007 Annual Survey via email. (If you don't visit your mailbox very often please check now for this item.) If you have not already done so, please complete and return this survey as soon as possible. <http://www.zoomerang.com/survey.zgi?p=WEB2279PLQ4VY8>

## Hold the date!

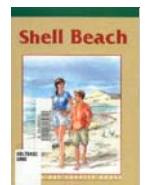
The LitSource Volunteer Conference will be on Saturday, March 15 from 8:00 a.m. – 1:00 p.m. at the Penrose Center. Please mark it on your calendar. This is a mandatory in-service training/networking event for all LitSource volunteers. You will receive further information and registration forms toward the end of February.

## New Materials

Keep you eye on the Adult Basic Skills shelves – we've got new stuff coming in! For your learners **reading** pleasure Illustrated Classics – abridged graphic novels supported by activity books and CD's with intermediate reading levels;



Sound Out books that provide beginning readers practice using basic phonics skills; Novels for Adult Learners at the 3-4 level;



and the Activist Series for high beginning readers (Cesar Chavez, Jane Goodall...). These books are good for both literacy and ESL learners. Also phonics materials, grammar books and CD-ROMS... all sorts of good stuff.



# Roles & Goals

## Interview Worksheet

The *Roles & Goals* interview should be conducted during the first few tutoring sessions with a new Learner; revisited and updated about every 6 months after that.

The Learner should **NOT** fill out this form independently. Tutor should interview the Learner.

Page 2

Brainstorming – The *Roles & Goals* graphic is divided into the four life *Roles* from which adults operate: Parent/Family; Worker; Community Member; Self/Lifelong Learner. Use this form and a discussion of yourselves as adults in these *Roles* to begin your conversation.

Think of the *Roles & Goals* form as a conversation prompt rather than a checklist. To get the conversation going, ask your learner questions such as:

- What would you like to be able to accomplish at work/home/in the community/for yourself that you can't accomplish now?
- I know you'd like to read better, but what would you like to read?
- I know you'd like to write better, but what would you like to be able to write?
- I know you want to speak better English but who do you want to speak to?
- Think of yourself at home (or work, or in your neighborhood, etc.) what would you like to do with your improved reading/ writing/ English skills?
- Are there things you've always thought you'd like to do but couldn't because of limited reading/writing/English skills? And so on.
- What are you good at? What do you want to improve?

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Learners should make as many selections as they want from the *Goals* list; however the one or two Most Important Goals should be identified.

Page 4

Enter your Learner's Important Goals to work on over the next few months. Complete the Agreement section and begin your planning to help your Learner meet these goals.

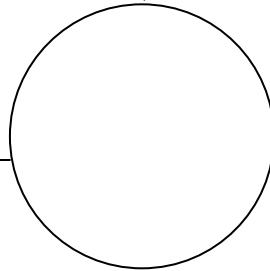
# Roles and Goals Worksheet



FAMILY MEMBER



WORKER



COMMUNITY



SELF



# Most Important Goals

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Agreement



We agree to work on developing the skills needed to accomplish these *Most Important Goals* during the next \_\_\_\_\_ months.

\_\_\_\_\_ agrees to prepare lesson plans that will help \_\_\_\_\_ develop  
Tutor Learner  
these skills.

\_\_\_\_\_ agrees to do the work necessary to learn these new skills.  
Learner

We will meet each week at \_\_\_\_\_ on \_\_\_\_\_  
Library Day  
from \_\_\_\_\_.  
Time

\_\_\_\_\_  
Learner name

\_\_\_\_\_  
Phone #

\_\_\_\_\_  
Tutor name

\_\_\_\_\_  
Phone #