



LITERACY MATTERS

JUNE 2023



Literacy Matters is a recurring publication of Literacy Nassau, Inc.

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DYSLEXIA PRESENTATION TO THE LONG ISLAND RAEN

(by Karen Micciche, Executive Director)

The Long Island RAEN is an organization whose role is to provide support to all of the adult education programs in the region. This includes monthly meetings for Program Administrators, training sessions (via the NYS Education Department), and conferences to offer best practices from the field.

Over the past 7 years, Literacy Nassau has made a name for itself as the go-to organization for dyslexia info. Many providers are confused by dyslexia since it presents itself in so many different ways. It is also particularly hard to identify dyslexia in our ELL population, since those students are trying to learn not only how to read and write in English, but also how to speak the language.

I was approached several months ago to give a presentation at RAEN's Adult Learning Conference on April 29th. I offered a 6-hour workshop about dyslexia and Orton-Gillingham, in an attempt to help my colleagues in the field de-mystify this language-based learning disability and to offer resources for ways to help these students (other than just referring them to us for services). The seminar was well-attended, filled with adult educators who expressed frustration in not having tools to address the needs of their

students. In response, I offered a crash course in phonics. I went over the six syllable types and basic coding patterns. I explained the four short vowel rules, when to use C vs K vs CK, and offered an introduction to morphology and the use of affixes. We discussed vowel team pairings, like AI vs AY. I ended with 1-1-1 doubling, E-drop rule, and Y-change rules for spelling. More than just the particulars of phonics, I also explained the critical importance of creating emotionally sound lessons by carefully controlling the text to manifest experiences of reading and spelling success. This element was probably the most eye-opening, but it is common sense in my opinion. A student who feels successful in a class is going to come back and learn more. And, if taught explicitly, with an "I do, we do, you do" model, a student will naturally be given opportunities to be successful because they're being led to the information in a way that is emotionally sound.

All in all, assisting these educators with strategies to use for adult students in classrooms was quite enjoyable. These are well-meaning instructors who have never learned phonics in such an all-encompassing way. I look forward to offering more of these types of presentations in the future.

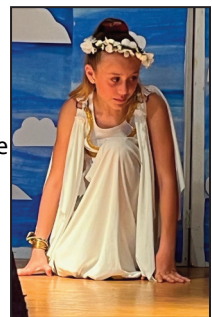
FROM THE CORNER OFFICE

Hi Everyone!

This past month, the Micciche family has spent quite a bit of time on the stage. I had my launch party on Wednesday, 5/17, and had to read an excerpt from my book in front of 125 people - but perhaps even more impressive, my daughter Haley was the lead in her 5th grade class play. She played Persephone, daughter of Demeter, Greek goddess of the harvest. It was one of those moments as a mom where I watched her in awe, wondering when she went from being my tiny little girl to being a stunning young lady.

Of course, any mom is going to praise her child for being the lead in a play, but because Haley has dyslexia, I never would have dreamed she would have the working memory or the courage to perform in front of a crowd like that. She studied and memorized her lines all the way up to the morning of the show and she even spent her own money to purchase a costume. When she stood on the stage, she sparkled like a gem, pouring her heart into her performance, and I could not have been more proud.

Just goes to show: never underestimate what the human spirit is capable of.



Karen 😊



THE TRUE 'DRIVE' OF A STUDENT

(submitted by Jonathan Baker, Basic Literacy Tutor)

For several years, Teddy Pilius had wanted to earn his driver's learner's permit. He registered and was tested at the Literacy Nassau office in June of 2021. He began his studies by reading some short essays with his tutor. Eventually he worked his way up to studying the New York State Department of Motor Vehicles manual.

There were months of reading, reviewing, and taking online practice question-and-answer sample tests. In all that time, Teddy applied himself with determination and maintained a 'never give up' attitude. This combination of effort and attitude paid off because several weeks ago (and after a couple of tries), he took the official online multiple choice test for the learner's permit and passed. He then discovered that he needed to take the test again at his local DMV office – where he answered every question correctly! Teddy's pride in this milestone is well-deserved, as he stated: "I feel excited about passing the test to get my learner's permit."

Congratulations, Teddy. And thank you for being an example of what positive determination can accomplish. Your drive has indeed helped you in your goal to – literally – drive!

Point of interest: Fittingly, Teddy works in an auto parts store.



**Thank you Jonathan
for your time and
dedication!**

Congrats Teddy!



Warm Birthday Wishes to our Tutors!

Adolph (Al) Anglade – Janet Bazuro – Teresa Benedetto
 Mel Breshin – Harriet Cabelly – Janet Caraisco-Alloggiamento
 Marilyn Clarke – Marla Cohan – Lisa Collins – Carol Davan
 Denise Dressler – Beth Dyckman – Cheryl Egher – Betty Engel
 Michele Fielding – Carol Fletcher – Sheila Frank
 Edward Garfinkel – Daniel Goldschmidt – Vicki Goldstein
 Coleen Graziose – Robert Greenberg – John Guerin –
 Denise Hibbert – Maureen Hogan – Jennifer Hopper
 Valerie Ignatowitz – Stanley Karolewicz – Kathleen Kelty
 Muriel Leonard – Carolyn Meditz – Brianna Meurer
 Lauren Ostrow – Edward Paley – Alison Picarella – Cindy Podell
 Celeste Pomerantz – Jennifer Power – Patricia Ryan
 Emmanuella Sainvilus – Maxine Schmerlzler – Robert Silver
 Kathryn St. Juste – Lauren Thomas – Monique Thomas
 Matilda Tobin – Sandra Villatoro – Eileen Watts

WORKSHOPS FOR STUDENTS

(submitted by Cristina Morales, Program Assistant)

We are excited to share with you the workshops we have lined up for our adult learners. At Literacy Nassau, we believe in the power of education to transform lives, and we are thrilled to offer a variety of workshops to help our learners achieve their personal and professional goals.

Here are some of the workshops we have planned for this season which will continue in future sessions as well:

Basic Computer Skills: Our Basic Computer Skills workshop is perfect for those who are just starting to use computers. We will teach our learners the fundamentals of computer usage so that they can navigate the digital world with confidence. For example, many of our students need help setting up emails, word processing and joining Zoom meetings.

Job Interview Skills: Our Job Interview Skills workshop is designed to help our learners present themselves professionally during job interviews. We understand how nerve-racking interviews can be, and we want to help our learners feel more confident and prepared. We will go over common interview questions and responses as well as expectations such as being punctual and dress code for interviews.

New York State Jobzone: Our NYS Jobzone workshop is a two-part series that will help our learners navigate the job search process. We will teach them how to use the website effectively to find job opportunities that match their skills and experience. This is a wonderful resource provided by NYS that we encourage a lot of our students to register for.

Budgeting/Financial Literacy: Our Budgeting/Financial Literacy workshop will give our learners the knowledge and tools they need to manage their finances with confidence. We know that managing finances can be stressful, and we want to help our learners make smart financial decisions. We will discuss making a budget, prioritizing expenditures, ways to save, and how to plan for the future.

Getting to Know You Pot Luck: Our Getting to Know You Pot Luck is a fun and casual gathering for our learners and staff. We believe that building a sense of community is essential, and we want to help our learners feel connected to others. This offering came about as a request directly from students when they met with their case managers. Students want an opportunity to meet other learners from other classes. They want more opportunities to practice speaking English. We were excited to put this together in response.

We are dedicated to supporting our learners and helping them reach their full potential. Your support means the world to us and makes it possible for us to offer these workshops and other services to them. Thank you for being a part of the team.





LITERACY FOR ALL

(submitted by Kate Quijano, Program Director)

This summer, my plans include some hiking, kayaking, visits to the dog park, and several visits with the newest addition to my family, my nephew Bennett and of course his big brother, Jacob (2 years old now). While I am planning for some of these fun summer activities, I am also planning a bit of a restructure for our adult English Language Learner classes. Our summer session is shorter than our other sessions and try as we might to add extra supplemental classes and workshops to meet our required number of contact hours, the past few summers we have fallen short of our targets.

So this summer, we are trying something new. We are planning to host a smaller, more intensive summer session. It will run from July 10th through September 2nd (8 weeks). Classes will meet twice a week for 2.5 hours so students will receive 5 hours of instruction per week. It will only be open to current students who have had good attendance in the past and who are able to commit to attending both days for the full session.

What this means space-wise is that several libraries that have had multiple classes in the past will only host one class during the summer session. Other libraries will not host summer classes due to other summer programs they have going on.

What this means for tutors is that they will have the option of teaching this intensive session or taking a vacation this summer. (We know that traditionally many of our tutors take off for the summer so we are trying to plan around this as well.)

What this means for students is that they may opt to take this intensive summer study or they may take the summer off and return to class in the fall.

Literacy Nassau staff will still come to visit classes for case management and we will still plan to offer workshops for students during the summer session. Since we are only offering the summer session to current students, we will not have a new student registration period for the summer. (We registered 300 students for the spring session and are at capacity right now.) Our next new student registration will be held in early September for our fall session.

Basic Literacy tutoring will continue through the summer as usual, as will NCBC. We will also seek to add more members to our NCBCs. We will also be running a children's OG summer program at the center again this year. Please be mindful that if you are coming to the office to pick up any materials during the summer, that we will have the parking lot blocked off for the safety of the children between 8:00 am-12:30 pm. During that time frame, you will need to park outside of the cones in the church's lot and walk through to our main entrance.

So take some time to plan your summer, let us know about your plans to teach or take a vacation. I wish you all a wonderful summer and look forward to our new structure and the ability to provide more intensive study to our students to help them reach their English speaking goals more quickly.



We are accepting applications for our Donation-based OG tutoring program.

Students will be working with a trainee who is becoming certified by the Orton Gillingham Academy. It requires a commitment to meet three times per week from September through June for a total of 100 sessions.

Formal cognitive testing is required for acceptance. An IEP or a neuropsychological evaluation lists the formal, cognitive assessments performed.

Donation-based students must have:

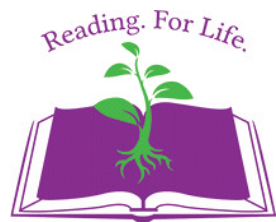
- IQ over 90
- Trouble decoding words, phrases, and sentences
- Trouble with spelling
- Ability to sit and maintain focus for 45-60 minutes
- Ability to follow directions and exhibit respect for instructor

For more information call us at (516) 867-3580 or email kquijano@literacynassau.org



Our OG associate level trainees met to work on their final applications which they will submit to the Orton-Gillingham Academy in order to receive their certifications. We are proud of all their hard work and excited about the new learning they will bring back with them to their classrooms.





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We've partnered with Target Circle.

Vote by Jun 30.



circle
NONPROFIT PARTNER

Vote for us and help direct Target's giving to benefit our nonprofit.
For full program details go to:
www.target.com/circle/community-voting

Meet KJ Micciche!



author of



Carle Place B&N
Saturday, 6/3/23
2:00 p.m.

BARNES & NOBLE

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