Recently, Read·Write·Spell (READWS) announced its new name and expanded mission—adding three strategic components to the Augustine Literacy Project® in its effort to reach, teach and advocate for struggling school-aged readers.

The Augustine Project® program will remain a significant component of our mission. Last year we served over 130 children in 25 schools, and this year our goal is to reach 150 children. However, as successful as the Augustine program has been, more can and should be done.

Our board of advisors assessed the growing need to improve and support student literacy and identified additional strategies that we will implement under READWS. They include:

**Educator training, support and resources:** In July, READWS will bring in Ron Yoshimoto, a national reading expert and an Orton Fellow, to train up to 30 public-school teachers in structured literacy. We are working closely with WSFCS administration to help meet their targeted goals. In addition, we will continue building free resources and other support for educators.

**Parent education and resources:** READWS will hold free and low-cost seminars for parents, teaching appropriate structured-literacy practices that can be used in the home. The seminars will alert parents to early warning signs of possible reading difficulties and empower parents to be better homework helpers and advocates for their struggling readers.

**Advocacy and free resources:** READWS will seek out like-minded individuals and groups across the community in support of children with reading difficulties, promoting best practices of a structured-literacy approach. READWS will use the Internet and social media to provide broader access to needed information and resources for teachers and parents without the accompanying steep costs. This will include making an archive of best practices freely available online at www.readws.org and on Pinterest (www.pinterest.com/readws).

Adding these three strands—educator training, parent education, and advocacy—to our existing Augustine Literacy Project® program will allow READWS to weave together a stronger foundation that will improve the literacy health of children growing up in our community.

As individuals, we have the tools, knowledge and power to immediately improve our children’s and our community’s futures.

We are grateful to St. Paul’s, our fabulous tutors, our loyal donors, WSFC schools and all our community partners for joining us as we work to improve outcomes for students in our community.

Best,
Henri Brown, Director
Our fabulous Augustine tutors have taken on a new challenge. After-school tutoring! Eight fearless tutors have been a part of the North Hills Elementary Paw Prints after-school tutoring program in conjunction with WSFCS and Imprints. After a condensed training, our tutors have been tutoring students with our individual one-on-one approach. Additional Paw Prints students under the direction of North Hills Elementary are tutored in group settings. Our READWS students are prescreened and teacher recommended by North Hills Elementary.

All tutoring takes place after a full day in the classroom. After a quick snack and some homework, the next hour is spent working on reading, writing and spelling skills. Our tutors have made it happy, fun, lively and tailored to the specific needs of each student. What a great way to make a difference in a student’s life! Thank you North Hills Paw Prints program and a heartfelt thank-you to our after-school tutors!

— Taryn Butler, Tutor Mentor
READWS Collaborates with WSFCS to Train Local Educators

READWS is pleased to host its first summer Educator Training Workshop, taught by national reading expert and Orton Fellow Ron Yoshimoto.

For a week in July, Ron Yoshimoto will conduct both a 5-day basic Orton-Gillingham workshop and a 1-day Advanced Morphology training for 30 WSFCS educators in our area. Dr. Emory’s team has selected 10 priority schools for the training, and is giving additional preference to schools where multiple classroom teachers in a single school want to train. There will be no cost to those selected to attend the workshop, as the entire cost is being underwritten by READWS. In addition, educators attending the workshop will be paid a stipend and will receive numerous ready-to-use classroom materials.

Yoshimoto’s passion is training public school teachers. In schools where teachers have trained with him, scores have gone up and EC referrals have gone down as regular classroom teachers with deeper knowledge and more tools have been able to better serve children in the regular classroom. His approach is to deepen educator knowledge regarding language structure, demonstrate how teachers can incorporate effective Orton-Gillingham practices in their classroom, and give educators materials and resources to use in daily literacy instruction.

If paid for privately, the value of this training would be $695 per person for the 5-day OGI training, plus an additional $265 for the 1-day Advanced Morphology training.

We believe this workshop—designed to deepen educator knowledge—will serve as a catalyst for classroom educators to reach and teach more children with reading difficulties.

Woody Clinard Wins Winston-Salem Foundation Award

At the Winston-Salem Foundation community lunch on May 12, 2015, Augustine Tutor Woody Clinard won the Foundation’s highest honor for volunteer service. The Foundation honored Woody’s lifetime commitment to our community and his passion for education. In addition to his 13 years of Augustine tutoring, Woody has been a partner to Old Town Elementary, providing many resources, including educator training and computers. His passion for education and for developing the potential of the young people in our community—even those with economic challenges—makes our community a much richer place to live. May we all live the long life that Woody has, and may we all spend our days as wisely as he does, in the service of others.

“\l I am not afraid to read out loud anymore.”

- HIGH SCHOOL STUDENT
Augustine Tutors Nominated for People’s Choice Award

Our volunteer tutor mentor, Myrna Doernberg, and former Augustine Board Members Marianne Myer and Joy Van Zandt, spent time this spring on a secret project: nominating all the Augustine tutors as “Volunteers of the Year” as part of the Governor’s Award for Volunteer Service. Myrna said, “They wanted me to nominate just one person, a special person, but I couldn’t do that. They are all special!” So she bucked the rules and nominated them as a group. The nomination was accepted.

The voting, part of the People’s Choice Award, was very competitive. Out of many nominations, our tutors came in second. “No matter where the voting came out,” said Henri, “our tutors are the winners. They are the best trained, most passionate and dedicated literacy tutors in the city. Probably anywhere in the world!”

During the last school year, our tutors spent over 4,000 hours in our public schools. They served in 25 schools and after-school programs. They changed children’s lives. According to Myrna, “What could be better than that!”

Volunteers of the Year!

Both Steve Harberger at Moore Elementary and Judith Margerum at Old Town Elementary were named Volunteers of the Year at the schools where they tutored last year. Then Judith won again this year! While all our tutors are extraordinary, we offer special congratulations to Judith and Steve for this well-deserved recognition.

WHY I MENTOR • Myrna Doernberg

It wasn’t until graduate school that I was introduced to a reading program that made sense. There, I first learned the word ‘phoneme’ and the sounds that vowels made. I learned that the English language was not as confusing as it had been billed to me for so many years. Much of our language made sense, had a structure and could be taught systematically. Why didn’t everyone know that?

I mentor because I am not finished. I want to continue to make a difference. I want to support the incredibly dedicated, hard-working and bright Augustine tutors that I am coming to know and appreciate. I want to rejoice as I watch children gain confidence, read their first book, hear their teachers’ report that children raise their hands to volunteer. I want to see them sound out a word, know that ‘sh’ are two letters that make one sound and tap it once to figure out an unknown word. I mentor because I believe that with hard work, knowledge and support, each of us can set in motion the change of course in a child’s life.

Although I have been in the field of education for five decades, I have never lost the passion and thrill of teaching a child to read. I have never ceased to enjoy watching teachers and tutors hone their skills and delight in the progress a child makes. Isn’t this one of the greater gifts we give a child? Isn’t this one of the greater gifts we give ourselves?
Anonymous (5 total)
Anonymous (!)…in honor of my parents
Anonymous (!)…in honor of Henri Brown
A Steps Ahead Academic Centers, LLC…in honor of Brantley Stewart, Kayla Carwell, Max Majored, Vicky Li, Jeannie, Sam and Katie Evans, ASA families, students and faculty
Sandra and Fred Adams…in honor of Chiquita Guglielmi
Martha K. Albertson…in honor of Henri Brown
Dr. and Mrs. Elms Allen
Elizabeth and Warren Allen…in honor of Kristin Kinser
Mariedith and Alex Appanaitis
Hannah and John Appel…in honor of Bonnie Poindexter
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Frankie Bell…in honor of Henri Brown
Mr. Bert Bennett and Ms. Beth Townsend
Ms. Carolynn B. Bennett…in honor Rita D. Bennett
Mr. Jack Bennett, Jr.,…in honor of Jack Bennett, Sr.
Mr. Jack Bennett, Sr.
Janice and Graham Bennett
Margaret Bennett
Rita Bennett…in honor of friends and family
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Emily and Hardt Bing
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Jim Bracewell and Beth Day
Mr. and Mrs. John B. Brady
Betty and Bob Brandt
Wendy and Mike Brenner
Jeanne and Blaine Brickhouse
Susan Brittain…in honor of Irene Burton
Mr. and Mrs. Homer W. Brookshire, Jr.
Henri and Royall Brown…honoring all our wonderful Augustine tutors
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“My favorite part of tutoring is I am learning A LOT!”

- L.A., 2ND GRADER
WHY I TUTOR • Jennifer Gregory

There are many reasons I tutor! The first reason is that when I was in high school, math was very difficult for me, and I desperately needed a tutor. The whole-class environment was intimidating and prevented me from being successful. I often had questions that I was too embarrassed to ask in front of my peers. I needed an environment where I felt safe enough to make mistakes and ask for help when I did not understand something. Fortunately, my family members were able to help me.

Understanding what it’s like to struggle academically made me empathetic with students who have difficulty in school. This led me to become a tutor. Students who struggle to master literacy skills are especially susceptible to having difficulties in school. Adequate reading and writing abilities are necessary in every subject, and every child deserves to have access to the resources necessary to become successful readers and writers. The Augustine Literacy Project brings those resources to the students who need them.

Another reason I tutor is that it’s such a rewarding experience. It makes me so happy when students’ faces light up because they’ve mastered a concept that once challenged them. Being part of an experience that helps children gain self-confidence is so meaningful. The students I’ve worked with have been amazing, and their hard work and accomplishments have been so inspiring!

WHY I TUTOR • Jeremy Burnette

I loved my many years of teaching middle schoolers in private school. I enjoyed creating labs that fostered critical thinking and math assignments that had real-world applications. There are doctors and accountants out there who I know I helped get where they are today. However, all through the years I also always knew that if it hadn’t been me, it would have been someone else. I was teaching lucky kids.

Not so with being an Augustine tutor. Our public school teachers are maxed on every level and so many are doing a phenomenal job with an incomprehensible range of limitations. They simply are not set up for success with every student.

So why am I an Augustine tutor?

For that look of accomplishment that comes over my student’s face after he struggles with a new concept and finally gets it.

For his realization that after almost two years, with persistence, he CAN get it.

For that look of relief when I assure him I’ll be back in a couple of days as I finish each tutoring session.

For that feeling that if it weren’t me, it probably would not be someone else.

Thanks for letting me be “the one” for my student, Isaiah.

WHY I TUTOR • Jenny Ryan

Tutoring a child is the most rewarding part of my week. Many students who struggle with reading begin to lose confidence in other areas of their life. Spending an hour with these children often provides the boost they need to feel success. Having a daughter with learning differences, I understand intimately the frustration and heartache reading is for some. I will never take for granted the joy the written word brings when it comes to life on the page for a child who reads for the first time. It is life-giving. Through ReadWS, I believe God is delivering extraordinary hope through ordinary people.
Be the Spark. Ignite a Reader.

Tutor a struggling reader this year, and honor the people who taught you to read.

Join the over 130 Augustine tutors in our community who are changing lives, one lesson at a time. We will train and support you, giving you and your student the tools for success.

Upcoming trainings: Either September 21-25 or October 5-9, 2015. Both will be 8:30-2:30, M-F.

Contact us at info@readws.org or call the READWS Office: (336) 723-4391, ext. 1505.

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Taryn Butler, Tutor Mentor

BE THE SPARK. Ignite a reader.

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A Big Heart for High Schoolers
From the READWS Board Chair Nancy Keshian

I often tell people that Augustine Project tutoring is my favorite volunteer activity. The Augustine Project program gives students the tools to unlock the mystery of reading. This gift of literacy pays dividends for years to come for students, tutors and our community. Augustine’s work goes even further and deeper than literacy. Students flourish through the nurturing connection with their tutors. They grow in the knowledge that they are uniquely and wonderfully made. The tutors embody this fact to the students in their one-on-one time as the tutors faithfully show up, look their students in the eye, encourage them with specific praise about their progress and listen to their stories. The students are transformed by these nurturing relationships, and the tutors are transformed as they discover the hidden jewel that each student is. I have the privilege of hearing so many stories of connection, success and transformation at our tutor training sessions and lunches. It is incredibly moving.

My own experience has borne this out. I tutor older students and have watched them progress academically and gain confidence. One student graduated from high school and is hard at work in a Forsyth Tech program. Another student who moved to the US as a 9-year-old, and was immediately thrown into school without ESL training, is now filling in the gaps of his education as a 10th grader at the Street School. Another student at the Street School has made such progress in his reading that “he is not afraid to read out loud in class” as a 12th grader.

I can hardly imagine a more effective use of my time than to watch these students gain confidence and begin to engage with the world around them, because they now have the key that unlocks the door to literacy and further success.