In this issue:

- Applied Literacy
- Speaking
- Writing
- Citizenship
- Exploring Resources
- Tutor Profile
Editor’s Corner

Get in gear for your fall classes with the articles in this issue of Notebook.

Autumn always conjures the image of a new academic start. That’s why we decided to include two articles this issue that focus on how to help students plan their academic goals and monitor progress.

Our article “Helping Students Determine Roles and Goals for Learning” shares a form used by the California Library Literacy Services with its literacy learners. With the help of this form, instructors can plan general learning goals with their students, as well as identify goals students might have as family members, workers, and community members. This form is just one approach to goal setting, but we think it will give your program ideas to keep students’ aspirations high.

If you teach beginning ESOL students, then you know how much they desire to practice speaking English. However, because students often work and live with native speakers of their own language, they may feel they don’t have many opportunities outside of class to practice. Our article “I Spoke English Today” reminds students of the various places where they can speak English. The chart that we share can be used both to set speaking goals and as a confidence booster to track progress.

You likely know that a new GED® test will begin in January 2014. We’ve included in this issue an excerpt from the New Readers Press book “Teaching Adults: A 2014 GED® Test Resource Book.” The excerpt features a graphic organizer that helps to engage students in critical thinking. Even if your state decides to use an alternative test to the GED exam in the future, the activity will still be helpful for students looking to earn a high-school equivalency diploma.

Our readers have asked us to incorporate technology more often in articles, and we think you’ll enjoy the web-based lesson we profile in “Preparing for the Oath: New Citizenship Interactive Practice Website.” This award-winning website includes various modules to help your students prep for the U.S. citizenship exam—or simply learn more about American history and culture. Our article zeroes in on the website’s voting module.

As always, we have an eclectic mix of ideas and resources in our Exploring Resources column.

Last but not least, our Tutor Profile features a young adult who discovered his passion for teaching when he began to volunteer with a local adult literacy program.

Enjoy our latest issue. Please stay in touch with your ideas for future articles.

The Editor
Helping Students Determine Roles and Goals for Learning

Purpose
To help new literacy students determine their learning goals.

Rationale
Adult students often have a strong desire to learn, but they may not always articulate to themselves or others exactly why they want to learn. For example, ESOL students may know they want to speak English better, but does that mean they want to communicate better with their supervisor? Find a new job? Talk to a child’s teacher? Or, students in an ABE class know they are there to learn to read, but they may feel overwhelmed because they have not broken that learning process into smaller, attainable goals.

The form that we show on page 5 and the modified instructions on how to use the form are adapted and reprinted with permission from California Library Literacy Services, a program of the California State Library. The form is available at the link http://www.libraryliteracy.org/staff/rg/One_Page_Format_portrait.pdf. The library system uses the form with its adult learners. As you will see, the form allows students and their instructors to discuss and set goals, track progress, and determine in which of life’s roles their goals apply. The library also uses the forms to track learning outcomes achieved state wide.

The Basic Activity
1. Review the Roles & Goals form. The California Library Literacy Services uses the form during intake interviews; another ideal setting would be the first time you meet with a student individually. To get things started, ask questions such as:
   • What would you like to accomplish at work (or home, in your community, personally) that you can’t accomplish now?
   • I know you want to read (or write) better, but what specifically would you like to read (or write)?
   • Are there things you’ve always wanted to do but couldn’t because of limited reading and writing skills?

More Information
The California State Library has other resources related to its roles and goals form that your program may want to use. All of these resources can be found at the website:
http://www.libraryliteracy.org/staff/rg/rolesandgoals.html
• An Excel and a PDF version of the form shown on page 5 of this issue.
• Extended instructions on how to use the form.
• A two-page version of the form, also available in both Excel and PDF.
• A video showing how staff and volunteers at California Library Literacy Services use the form during their intake process.
• A video showing how staff and volunteers use the form during the six-month follow-up.
It's OK if you can’t complete the full form during this initial goals discussion. Focus on listening to the student and taking notes. Use the form as a guide, and fill it in shortly thereafter.

2. Choose goals that interest the student the most, and elaborate with notes as necessary. Explain to students that the goals on the form cover various roles we all have in our lives—worker, family member, community member/citizen, and lifelong learner. There are also blank areas on the form to indicate goals that are not already be listed. Note that some goals require you to write in more specific information; for example, “Write a letter to ________” prompts you to list a specific name.

3. Limit the number of goals you and the student will select, as too many can be overwhelming. Focus on what students can accomplish in four to six months. Try to balance a longer-term goal such as “read a book” with something short-term, such as “get a library card.”

4. Keep a copy of the completed form, and be ready to share it with others who work with that person, such as other tutors, computer lab volunteers, or staff. Share a copy with the student as well.

5. At least every six months—or at a midpoint and endpoint of your class cycle—review progress toward goals. Check off the “making progress” area as appropriate and fill in “date goal met.”

6. Work with students to reset goals, if necessary, when they reflect a higher level of competency or fluency. For example, a student may be able to write an informal letter but now needs to write a formal job-related letter. Or, the student may want to read a more complex newspaper or magazine. During your follow-up progress reviews, students can also indicate goals that are no longer relevant to their needs.
It's time to set goals for the first time or to update the goals that were set several months ago. Remember, this is not a check-list, instead have a conversation about desired goals. If you are reviewing previously-set goals, use this form to indicate whether you are making progress on them; whether you've met the goals; or whether they are no longer of interest. Finally, set any new goals and add any additional information that is significant in the life of the student with regard to his/her basic skills. Use dates (month/year) to indicate set and met goals.

<table>
<thead>
<tr>
<th>My goals as a life-long learner:</th>
<th>Date Goal Set</th>
<th>Making Progress</th>
<th>Date Goal Met</th>
<th>My goals as a worker:</th>
<th>Date Goal Set</th>
<th>Making Progress</th>
<th>Date Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learn the alphabet, letters and sounds</td>
<td></td>
<td></td>
<td></td>
<td>• Find a job: search want-ads/on-line</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Read a book, newspaper or magazine</td>
<td></td>
<td></td>
<td></td>
<td>• Fill out a job application</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Write a letter to __________</td>
<td></td>
<td></td>
<td></td>
<td>• Write a resume</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Learn to type/use computer keyboard</td>
<td></td>
<td></td>
<td></td>
<td>• Interview for a job</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Write, send and receive e-mail</td>
<td></td>
<td></td>
<td></td>
<td>• Get a job or get a better job or promotion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Search the Internet</td>
<td></td>
<td></td>
<td></td>
<td>• Perform current job tasks better</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Get a library card</td>
<td></td>
<td></td>
<td></td>
<td>• Read a work-related manual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Check out or use library items regularly</td>
<td></td>
<td></td>
<td></td>
<td>• Obtain a license or certificate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pass part or all of the GED test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other goals in the life-long learner role</th>
<th>Date Goal Set</th>
<th>Making Progress</th>
<th>Date Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My goals as a family member:</th>
<th>Date Goal Set</th>
<th>Making Progress</th>
<th>Date Goal Met</th>
<th>My goals as a community member/citizen:</th>
<th>Date Goal Set</th>
<th>Making Progress</th>
<th>Date Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Write checks/pay bills</td>
<td></td>
<td></td>
<td></td>
<td>• Access community services/resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Read health education information</td>
<td></td>
<td></td>
<td></td>
<td>• Speak to others about the literacy program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Read medicine labels</td>
<td></td>
<td></td>
<td></td>
<td>• Get involved with a community issue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Plan nutritious meals</td>
<td></td>
<td></td>
<td></td>
<td>• Get a drivers' license</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Share a book with children*/family</td>
<td></td>
<td></td>
<td></td>
<td>• Prepare to vote (read Easy Voter Guide, register)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Help children with homework</td>
<td></td>
<td></td>
<td></td>
<td>• Vote</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Take children to library storytime</td>
<td></td>
<td></td>
<td></td>
<td>• Become a volunteer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interact with the school/with teachers</td>
<td></td>
<td></td>
<td></td>
<td>• Pass the Citizenship Test</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other goals in the family role:</th>
<th>Date Goal Set</th>
<th>Making Progress</th>
<th>Date Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other goals in the community member role:</th>
<th>Date Goal Set</th>
<th>Making Progress</th>
<th>Date Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* "Children" can refer to your own, your relative's children or any other children with whom you interact.
More Information

Here are some other websites with activities to help students practice English.

Communicating with Neighbors and the Police
http://www.proliteracyednet.org/articles.asp?mcid=1&cid=9&rid=26
An interactive practice from ProLiteracy EdNet with 10 vocabulary words to help students communicate with neighbors and police.

Ordering a Pizza
http://www.englishclub.com/speaking/telephone_practice3-ordering.htm
This practice for intermediate level students challenges them to choose the correct vocabulary terms to complete a dialogue for ordering a pizza.

Daily ESL: Conversation Starters
http://www.dailyesl.com/
This website lists a number of places where students might practice English. With each place, there is a link to a brief reading and listening followed by practice vocabulary, discussion, and online activities. The readings are best suited for intermediate or advanced students. The site was created by and is maintained by Randall Davis, who created the well-known site Randall’s ESL Cyber Listening Lab (www.esl-lab.com).

Purpose
To motivate beginning ESOL students to practice English outside of the classroom.

Rationale
Many adult ESOL students want to learn English but feel limited in how much they can practice outside the classroom. They may have jobs where they only converse with speakers of their own language, and they may use their native language at home with family members and friends. They also may feel intimidated about practicing. The idea for the chart shown comes from Valerie H. Vermilya, director of the Robinson, Illinois-based Adult Learning Partners of the Robinson Public Library District. Vermilya began using the chart with a stay-at-home mom who didn’t have many opportunities to practice English. Practice outside of class is crucial for students in Vermilya’s program, as they see their English tutor only once a week. A chart similar to the one shown here became a tool to help guide her student’s practicing of English outside of class.

Although you can copy and use the chart shown on page 7, you could also create a similar chart that is tailored to specific places where your students want to practice English.

The Basic Activity
1. Share the chart on page 7 with your students. Make sure they understand the vocabulary on the chart.
2. If your students have the proficiency, briefly discuss why it is important to practice English outside of class. (Some possible reasons: They will learn English more quickly; the time they are in class is not enough to learn everything they need to learn.)
3. Show students how to check off the situations and days on the chart when they practiced English. Have them take the chart home, but ask them to bring the chart back the next time you meet.
4. In each class, review where they have practiced English based on what they have shown on the chart. If their English is proficient enough, ask them to share with you what they discussed in the various settings (Example: They can tell you how they asked a sales clerk for help finding shirts that were on sale at a clothing store.) You could also work with them to write out the conversation that ensued and answer any questions that might arise about new vocabulary.
<table>
<thead>
<tr>
<th></th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>At work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>At the grocery store</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>At the gas station</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>On the bus/subway</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>With my children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>For shopping</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>With a nurse or doctor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>On the phone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>With a friend</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>At my child’s school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>At the bank</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>_________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using a Graphic Organizer to Analyze Pros and Cons

Purpose
1. To use a graphic organizer to evaluate pros and cons of an idea.
2. To help students prepare for the advanced skills requirements needed for the new GED® exam that goes into effect in January 2014.

Rationale
The activity shown here, excerpted with permission and slightly modified, comes from “Teaching Adults: A 2014 GED® Test Resource Book” (published by New Readers Press). It focuses on the use of a T-chart to organize pros and cons of an idea. GED prep instructors can use this activity to help students analyze an author’s argument and supporting evidence, organize details for and against an idea, help select evidence to cite in an extended response, and make comparisons between two passages to draw conclusions or synthesize information.

The ideas in this activity relate to assessment targets for Reasoning Through Language Arts and Social Studies. For the new GED exam’s extended responses, students will have to analyze text passages and write a supported argument. Although our activity focuses on GED exam prep, instructors can use the same approach for a variety of lifeskills topics, such as deciding how to spend money or weighing the pros and cons of a job offer.
The Basic Activity

1. Identify one or two passages that describe a position for or against a decision related to your theme. Examples:
   a. Social Studies: War. Should the U.S. have gotten involved in World War I? Would you have voted for or against the Iraq War in 2003?
   b. Science: Energy. Should the city install wind turbines to produce energy?
   c. Math: Finances. Should a workers' union offer retirement plans?

2. Describe to students the sample scenario and the activity’s purpose—to visualize and weigh the arguments for and against a decision.

3. Create or ask students to create a T-chart with a title for the decision on the top and a line down the middle of the page. Label one column “Pros” and the other column “Cons.” Explain that pros are arguments in favor of something, and cons are arguments against something. See a sample below.

<table>
<thead>
<tr>
<th>Should the U.S. have gotten involved in World War I?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROS</td>
</tr>
<tr>
<td>Germany was sinking U.S. submarines.</td>
</tr>
<tr>
<td>More U.S. citizens could have been drafted into the military.</td>
</tr>
<tr>
<td>It might have increased trade with other countries.</td>
</tr>
</tbody>
</table>

4. Ask students to name some reasons for or against the decision. Have them write the ideas in the correct columns. See below.

<table>
<thead>
<tr>
<th>Should the U.S. have gotten involved in World War I?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROS</td>
</tr>
<tr>
<td>Germany was sinking U.S. submarines.</td>
</tr>
<tr>
<td>More U.S. citizens could have been drafted into the military.</td>
</tr>
<tr>
<td>It might have increased trade with other countries.</td>
</tr>
</tbody>
</table>

Prepping for GED Test Changes

Get Ready for the 2014 Test
http://www.gedtestingservice.com/educators/new-assessment

The GED Testing Service has various resources to help you and your students learn about test changes. Go to the first link above for more information, and at the second link, check out new and updated New Readers Press-related resources, such as “Teaching Adults: A 2014 GED® Test Resource Book” and the updated editions of “Scoreboost.” Let your students and instructors know that the new GED test will be available only online and at authorized testing centers.

Frequently Asked Questions

This is a link to some of the most frequently asked questions about GED test changes.

Find Out If Your State Will Still Use the GED Test
Some states are choosing not to use the new GED test and will instead work with alternative assessments, such as the ETS High School Equivalency Test. Check with your program to find out more information.
5. After generating a list of ideas, ask a student to reread what has been written. Ask if anyone wants to make any changes or combine any arguments.

6. Initiate a discussion about the reasons for or against a decision.

7. Ask learners to vote on what decision they would make in the scenario. How did the pros and cons help them make their decision?

**Expansion Activities**

- Extend this activity by asking learners to choose an idea and position based on the evidence presented. You can follow this with activities like “Defend a Position,” or ask students to write a short-answer response.
- Talk about ways that students might use pros and cons to make decisions in their personal lives. Ask for examples of situations where this might be useful, such as deciding where to go for vacation, choosing what to buy someone for a gift, or choosing a particular class to take.
- Organize a class debate around the pros and cons. You could group students according to their position on the topic—or, for more challenge, you could ask them to argue for the opposing side.
Preparing for the Oath: New Citizenship Interactive Practice Website

Purpose
To help intermediate and advanced ESOL students prepare to take the U.S. citizenship test.

Rationale
More than ever, students need support to help them study effectively for the U.S. citizenship test. An award-winning website designed by the Smithsonian National Museum of American History and U.S. Citizenship and Immigration Services gives students an interactive, technology-based way to practice for the test. “Preparing for the Oath” (available at http://americanhistory.si.edu/citizenship/) provides 15 thematic units on topics such as American history, American customs, the military, Congress, the Presidency, and more, all with the goal of preparing users for the citizenship test. Each thematic unit includes a series of videos, reading and listening practice with visuals, practice questions, and lesson plans that instructors can use.

Many themes have two separate lesson plans—one geared toward lower level speakers and the other for more advanced students. All lesson plans are available at http://americanhistory.si.edu/citizenship/teachers.html?close=true.

More Information
Here are a few more websites to help ESOL students prepare for the U.S. citizenship test and learn about civics.

This site has a variety of free printable lesson plans, practice tests, and activities. Information on the site can help students, teachers, and organizations.

EL Civics http://www.elcivics.com/
Students can use activities from this site to learn about U.S. history, government, geography, and culture.

EL/Civics Online http://www.elcivicsonline.org/
You can use this website to find out how to incorporate civics instruction into the ESOL classroom. The site features free online courses to assist with professional development.

Expanding ESL, Civics, and Citizenship Education in Your Community - A Start-Up Guide http://tinyurl.com/c9tsj6o
Looking to start a civics or citizenship education program? Use this guide from the U.S. Citizenship and Immigration Services to help with ideas.
Teachers can use the units to guide instruction or to enhance existing lesson plans. Although the thematic units are geared toward low intermediate ESOL students, the website provides support to tailor the instruction to other levels, including suggestions for higher-level activities and a word list to provide definitions for beginners.

Below, we detail how to use the module on voting. We adapted these instructions from the unit’s teacher’s guide, available at http://americanhistory.si.edu/citizenship/pdf/TeacherGuide_Voting.pdf.

### The Basic Activity

1. Before class, review the Voting theme from the website, available at http://americanhistory.si.edu/citizenship/. Click on “Voting.” Get familiarized with the unit’s videos and text and audio portions. Decide if you will use the unit on a projector in front of the class or have students use individual computers.

2. To start your lesson, open the theme, and show students the Introduction screen. Read the introductory paragraphs aloud, and discuss them with students.

3. Distribute “Key Vocabulary—Voting,” and review definitions with students. (“Key Vocabulary—Voting” is on this page’s sidebar and is also part of the unit’s teacher’s guide found online).

4. Begin to play the unit’s first video, called “Voting Age.” Decide if you’ll play the video for the class with the captions on or off. Pause the video to discuss vocabulary and images. Then, play the video again with no pauses.

5. Click on the Try tab. This will provide students with actual questions from the citizenship test. Listen to the Civics Test item and have students select the answer. Click on the “Hear Question” button to listen to the item as often as students need. After choosing the correct option, students can hear the answer aloud while they read along at the bottom of the screen.

6. Go through the unit’s remaining videos using the steps above.

7. Once students have gone through all of the videos in this theme, use the handout “True or False?—Voting” for review. See page 13 of this issue, or you can view the list via the teacher’s guide online.

### Key Vocabulary—Voting

- **amendment**: a change or addition to the U.S. Constitution
- **candidate**: a person who works to be elected to a political position
- **citizen**: a person who legally belongs to a country and has the rights and protection of that country
- **create**: to make something new
- **demand**: to strongly request or order
- **election**: an event when people choose a member of government by voting
- **federal**: part of the central U.S. government, not state or local governments
- **illegal**: not allowed by the law
- **minimum**: smallest level or amount possible
- **organize**: to plan or arrange
- **poll taxes**: money that some people had to pay to vote in an election
- **represent**: to make decisions for another person or group of people
- **right**: something you are morally or legally allowed to do
- **serve**: to work for a certain period of time, usually in political office or in the military
- **speech**: an expression of ideas and opinions that is made by someone who is speaking in front of a group of people
- **term**: the period of time someone serves in a political office

Used with permission from the Smithsonian National Museum of American History.
True or False?—Voting

Read each sentence and decide if it is true or false. If the sentence is false, rewrite the sentence using the correct words.

1. We elect a President for five years. True False

2. The Democratic and Republican parties are the two major political parties in the United States. True False

3. We vote for President in January. True False

4. One of the amendments about voting is that every citizen must vote in a federal election. True False

5. To vote for President, citizens must be at least 18 years old. True False

6. Susan B. Anthony fought for freedom of religion. True False

Visit [http://americanhistory.si.edu/citizenship/index.html?theme=14](http://americanhistory.si.edu/citizenship/index.html?theme=14) to go directly to the Voting theme.

1. False. We elect a President for **four** years.
2. True.
3. False. We vote for the president in **November**.
4. False. One of the amendments about voting is that **citizens 18 and older can vote**, you don’t have to pay a **poll tax to vote**, any citizen can vote, or a **male citizen of any race can vote**.
5. True.
6. False. Susan B. Anthony fought for **women’s rights**.
National Literacy Directory

http://www.nationalliteracydirectory.org

The National Literacy Directory is designed to help individuals find local literacy and adult education programs and GED testing centers in their areas. The directory contains more than 10,000 educational agencies located across the United States. Another component is a toll-free number (877-38YOURGED) that individuals can call to get a local program referral.

The National Literacy Directory, a joint effort of ProLiteracy and the National Center for Family Literacy, is made possible by generous support from the Dollar General Literacy Foundation, which has a long history of supporting national and local literacy efforts. The directory is an important component of Dollar General's GED campaign, sponsored by the Ad Council, which aims to encourage individuals to obtain their GED diplomas. Go to the site to make sure your program is listed!

EdNet Video Library

http://www.proliteracyednet.org

Why just read about how to teach? Watch instructors model effective basic literacy and ESOL teaching strategies with individual students and small groups. ProLiteracy has put its widely used Training by Design videos online. Now you can watch them whenever you want! Click on Video Library under the Instructors section. Or use the direct link: http://www.proliteracyednet.org/articles.asp?mcid=2&cid=37. The short videos address a range of topics and can easily be incorporated into tutor training. EdNet will also be including links to other videos that people find helpful. If you’d like to recommend one, contact Linda Church at lchurch@proliteracy.org.
Understanding the Affordable Care Act

http://iom.edu/Global/Perspectives/2013/HelpingConsumersUnderstandandUseHealthInsurance.aspx

The Affordable Care Act goes into effect January 1, 2014, and requires almost everyone to have health insurance. A new resource, “Helping Consumers Understand and Use Health Insurance in 2014,” can help you learn more about the upcoming changes and be prepared to help adult students understand how they will be affected or where to get more information. Six members of the Institute of Medicine’s Roundtable on Health Literacy developed the free resource.

Adult Literacy Facts and Figures to Be Released

http://nces.ed.gov/surveys/piaac/

In October, results from the Program for the International Assessment of Adult Competencies (PIAAC) will be released. PIAAC information is expected answer important questions about how education and training material will help the adult literacy field craft messages of support to policymakers and funders. Literacy programs will be able to use PIAAC data and PIAAC tools like Education & Skills (E&S) Online to better align curricula with the skills and knowledge adult learners need for employment in growing sectors and occupations, pursuing higher education, or overall betterment of their lives.

Ideas and Resources for Banned Books Week

http://www.ala.org/bbooks/bannedbooksweek/ideasandresources

Read a banned book lately? This website provides resources related to Banned Books Week, held September 22 to 28, 2013. Last year, Banned Books Week celebrated its 30th anniversary. Sponsored by the American Library Association, the website also has links to learn more about banned and challenged books and how to speak out against the banning of books.

Holiday Resources

http://www.elcivics.com/halloween.html
http://www.elcivics.com/esl-thanksgiving
http://elcivics.com/esl-christmas.html
http://elcivics.com/hanukkah-lesson-1.html

These websites provide basic reading practice and links to games and other readings to teach beginning ESOL and ABE students about upcoming holidays—Halloween, Thanksgiving, Hanukkah, and Christmas. All links shown are part of the website ELCivics.com.

Resource to Help Refugee Parents


Refugee parents may find many parts of the U.S. school system new or befuddling. The Office of Bridging Refugee Youth and Children Services and the Office of Head Start’s National Center on Cultural and Linguistic Responsiveness have created a free illustrated booklet called “Raising Young Children in a New Country: Supporting Early Learning and Health Development.” The booklet addresses topics such as family well-being, safety, discipline, and school readiness. It is available in English but should be available soon in Arabic and Spanish.
New Tutor Brings Energy to His GED® Classroom

by Vanessa Caceres

David Eubank, 19, of Canutillo, Texas, watched his mom struggle with finding jobs because she had not earned her GED®. So, when Eubank, a junior at the University of Texas at El Paso, saw that teaching GED preparation for the YWCA El Paso Del Norte Region was a community service option for one of his college classes, he decided to volunteer.

Eubank is not studying teaching; he is majoring in psychology with a minor in sociology. However, when he began teaching this spring one night a week to a class of five to ten students, he realized how much he enjoyed the experience.

“Everyone’s enthusiastic. They go to class because they want to go,” he says. “They soak in all the information like a sponge.”

Even though the college class that originally prompted him to volunteer has ended, Eubank has continued to teach through the summer and plans to teach this fall, says Elizabeth Furman, education and career development advocate with YWCA El Paso Del Norte Region.

Eubank says he realizes how important the GED lessons are to his students when he reads their journal entries. They talk about taking the class to help at work and for their children. The class includes both English and Spanish speakers, and Eubank, who is bilingual, teaches in both languages.

Classes like the ones that Eubank teaches are held for low-income students at public housing sites and homeless shelters, says Furman. “We exist because of our volunteers,” she says. “Without instructors like David, these students wouldn’t be able to have classes.”

Although he had some training from the program, Eubank felt a little unsure of his lessons the first few times he taught. However, he continues to work on professional development to keep classes interesting and improve his teaching ability. In fact, he has considered switching his major for more focus on sociology so he can also incorporate further studies in education.

Furman praises Eubank’s enthusiasm and desire to help his students. “He really cares about them a lot. He knows their strengths,” she says. Furman also notes that Eubank’s positive attitude helps him to be a more effective teacher.