

# Resources for the Adult Educator

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FALL 2018

## In this issue:



**Reading**



**Numeracy**



**Writing**



**Exploring Resources**



**Student Profile**



**ProLiteracy®**

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**Editor**

Vanessa Caceres  
315-214-7969  
notebookeditor@proliteracy.org

**Graphic Designer**

Cathi Miller

**Editorial Support Staff**

Michele Diecuch, Director of Programs  
Sarah Howell, Project Manager  
Michelle L. Smith, Membership Manager

*Send inquiries or suggestions to the editor.*

To learn more about ProLiteracy membership, contact programs assistant June Mastrogiovanni at 888-528-2224 ext. 2456 or membership@proliteracy.org

ProLiteracy  
101 Wyoming Street  
Syracuse, NY 13204

315-422-9121 • www.proliteracy.org

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## Editor’s Corner

Welcome to the Fall issue of *Notebook*. With many new classes underway, our latest issue should provide some good fodder for both instructors and tutors in the adult education classroom.

News literacy and visual literacy are important skills for students who want to take a high-school equivalency exam. “Editorial Cartoons for HSE Test Preparation” provides an interesting lesson that covers both kinds of literacy. With today’s politically charged news, a better understanding of editorial cartoons is helpful for all students.

Next up is an innovative approach to math. Math teacher Sara Van Der Werf shared “Stand and Talks,” on her blog. It’s an activity that gets students out of their seats to talk about math. We think that it is a great technique for both numeracy and language lessons. Our article about “Stand and Talks” condenses Van Der Werf’s blog and suggests several ways you can use this technique with students.

Our issue then has two back-to-back writing articles with the related theme of using pictures as a writing prompt. “6 Ways to Use Picture Books for Writing Practice” focuses on student-created books to help them build literacy skills and practice vocabulary and fluency. “Writing With Pictures: A Class Activity,” the second article, is geared more toward intermediate or advanced learners and can help practice writing fluency, creativity, and group writing.

As always, *Notebook*’s Exploring Resources section includes a variety of information and resources, including details about the location of the next ProLiteracy conference, fresh New Readers Press products, information on a new research journal for instructors, and a link to a health glossary.

Finally, our Student Profile shines a spotlight on Jesse Craddock, an Oklahoma-based literacy learner who once had to fake his ability to read. Now, he has a doctorate from the American Bible School and Seminary and has written a book.

—The Editor

# Teaching Editorial Cartoons for HSE Test Preparation

## Purpose

To present information about what editorial cartoons are and how to interpret them.

## Rationale

If a picture is worth a 1,000 words, then an editorial cartoon can speak volumes. They usually provide the cartoonist's opinion about the state of politics and current events. Much like news stories, editorial cartoons can even generate controversy. One example is the firing of editorial cartoonist Rob Rogers at the *Pittsburgh Post-Gazette* in June in relation to his cartoons that criticized President Donald Trump.

Understanding editorial cartoons is an important visual literacy skill for students studying for high-school equivalency (HSE) exams. This article introduces editorial cartoons and helps students analyze them using an excerpt from *Scoreboost for the GED® Test: Thinking Skills: Data and Graphic Skills for Mathematics, Science, and Social Studies* (2013, New Readers Press). The lesson would fit in well with a social-studies test prep class for any of the three high-school equivalency tests—GED®, HiSET®, or TASC.



## More Information

### Cartoons for the Classroom

<https://nieonline.com/aaec/cftc.cfm>

<https://nieonline.com/cftc/pdfs/20180604ambien.pdf>

<https://nieonline.com/cftc/pdfs/20180618fired.pdf>

Newspapers in Education and the American Association of Editorial Cartoonists has weekly lessons geared toward current editorial cartoons. Scroll toward the bottom of the page to find the lesson of the week. The second and third links here show examples of cartoons and their respective lessons from earlier this year.

### The Association of Editorial Cartoonists

<http://editorialcartoonists.com/index.cfm#top>

This site geared toward editorial cartoonists also posts the weekly lessons from the Newspapers in Education listed above and usually showcases a current editorial cartoon on its landing page.

### Cagle Cartoons

<http://caglecartoons.com/>

Find a variety of current editorial cartoons.

## More Information

(continued from page 3)

### Drawing for Change: Analyzing and Making Political Cartoons

<https://tinyurl.com/y95fjp95>

The Learning Network from *The New York Times* presents a lesson to help learners analyze political cartoons.

### Using Editorial Cartoons to Teach Social Justice

<https://tinyurl.com/yb93ft88>

A series of 14 editorial cartoons is used to help students understand social justice issues. The lessons are geared toward middle- and high-school students but could potentially help adult learners as well.

*The following two resources do not relate to editorial cartoons, but they do relate to news, news literacy, and education.*

### Tips to Spot False News

[www.facebook.com/help/spotfalsenews](http://www.facebook.com/help/spotfalsenews)

Editorial cartoons relate to current news and events, so we share this resource along that school of thought. Facebook has a short reading about how to identify false news items.

### News for You®

<https://www.newreaderspress.com/news-for-you-online>

*News for You*® is a weekly newspaper geared toward English language learners and published by New Readers Press, the publishing arm of ProLiteracy. Each issue features current events articles, a teachers' guide, vocabulary, a word search, audio, and online practice. ProLiteracy members receive special discounts for *News for You*® subscriptions.

## The Basic Activity

- 1. Ask learners if they know what editorial cartoons are.** Try to generate at least one description from the class.
- 2. Provide all students with a copy of page 5 from this issue of *Notebook*.** Have students read the paragraph at the top to themselves, and have them take a look at the cartoon.
- 3. Work with students to go through the rest of the questions and information on page 5.** Have students discuss their answers as a class or with a partner. Make sure students know that a high-school equivalency test may ask them to analyze editorial cartoons.
- 4. Provide students with some additional information about how to understand and interpret editorial cartoons.** You can read aloud the information below and have students take notes, or you can provide the information on a handout. The information helps students interpret editorial cartoons and comes from *Visual Literacy: Maps, Photographs, Editorial Cartoons* (2015, New Readers Press).
  - Search for the cartoon's topic in its title, headline, labels, or dialogue. You may have to interpret the drawing and its words to find the topic.
  - Look at the characters in the cartoon. Do they have symbolic meaning? Do they represent famous people?
  - Look at the situation. Where are the characters, and what is happening? Do you recognize people, places, organizations, or ideas? Do you recognize symbols?
  - Relate what you see to the news topic.
  - Decide on the cartoonist's message. What is the cartoonist's opinion about the topic? How well does that message come across?
  - Decide what you think about the cartoon. Do you agree or disagree with the point it makes? Who would agree? Who would disagree?
- 5. Let students know that they will practice their analysis with another editorial cartoon.** Provide them with copies of page 6 from this issue of *Notebook*. Depending on their understanding of the first editorial cartoon, you can review the cartoon and activities as a class or have them work individually.
- 6. Encourage students to find an editorial cartoon to analyze for a future class.** They can find cartoons online on several of the sites found in the sidebars. Local newspapers also often have editorial cartoons on their Opinion page. For additional practice, you could have students create an editorial cartoon about something in the world, national, or local news. Students can take turns interpreting each other's cartoons.

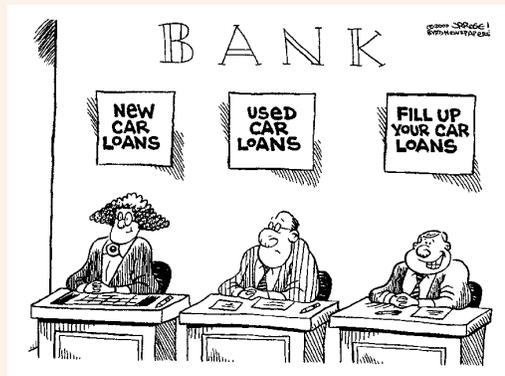
## Analyze Editorial Cartoons

On the GED Social Studies test, you may be asked questions about editorial cartoons. **Editorial cartoons** sometimes poke fun at public figures and events. But many cartoons express a point of view or an opinion critical of events and people. When you preview a cartoon, read any words and scan the drawing. Look for symbols. Then figure out the cartoonist's main message.

### SOCIAL STUDIES TEST

Economics

#### Sample Editorial Cartoon



J. R. Rose from *Byrd Newspapers*

#### Preview Questions

What is the setting of this cartoon?

---

According to the sign on top, the setting is *a bank*.

What do the three signs above the people indicate?

---

The three signs indicate that *the bank is offering loans for three car-related purposes*.

What is unusual about the loan categories?

---

Offering loans for new and used cars is normal; *offering loans for filling a car with gas is not*.

#### GED Test Question

What main point is the cartoonist making?

- (A) The bank will lend money for a new car.
- (B) The bank will lend money for gas.
- (C) The cost of buying and running an automobile is high.
- (D) Gas prices are so high that people are struggling to fill their tanks.

**THINK:** *What is the main idea of the cartoon?*

Choice (A) is a detail.

Choice (B) is a key detail, and through sarcastic humor, it supports the cartoon's main point.

Choice (C) is true, but it is not the cartoon's point.

Choice (D) is the point of the cartoon—that gas prices have soared beyond many people's budgets.

**ANSWER:** Choice (D)

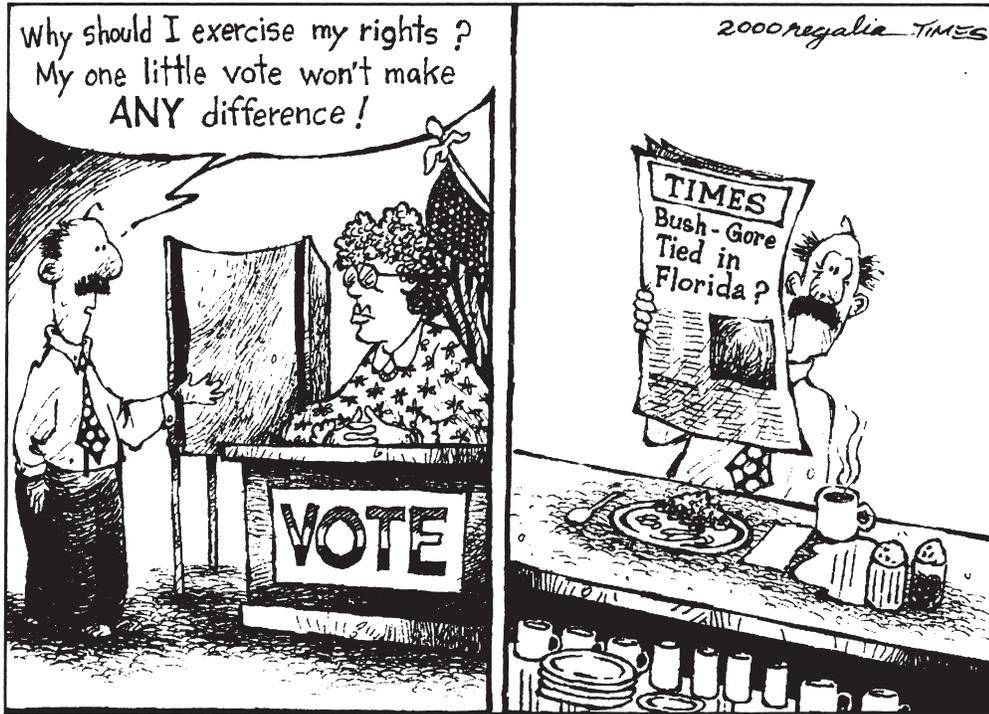
#### TESTWISE

Carefully review each editorial cartoon, asking yourself, *What do the words say and the images mean? How do the parts of the cartoon relate to each other? What is the cartoonist's main point?*

## Interpret Diagrams, Cartoons, and Maps

### Social Studies Test • Civics and Government

Questions 1 through 4 refer to the following political cartoon on voting.



Doug Regalia from the *Contra Costa Times*

- Who is the man in the cartoon?
  - a candidate in an election
  - an official overseeing an election
  - a newspaper reporter
  - a potential voter
- Which of the following is an opinion of the cartoonist, rather than a fact?
  - Voting usually takes place in a voting booth.
  - If everyone in Florida had voted, there might not have been such a close race.
  - Election results in presidential elections are often headlined in newspapers.
  - Bush and Gore won about the same number of votes in Florida in 2000.
- Some Florida votes were not included in the final count because the ballots were hard to interpret. What might the man whose words are shown in the left-hand panel say about this?
  - "My vote won't count anyway."
  - "The polls should be open longer."
  - "Please give me a ballot."
  - "Voting by mail is better."
- Because of the unusual results in the 2000 presidential election, as indicated by the headlines in the second panel, what might the man in the cartoon come to value more than he did in the past?
  - the right to assemble peacefully
  - the right to vote
  - freedom of speech
  - freedom of the press

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Source: Scoreboost for the GED Thinking Skills: Data and Graphic Skills for Math, Science and Social Studies.

# "Stand and Talks" for Math and Other Learning

## Purpose

To introduce a technique called "Stand and Talks" to get students out of their seats to talk about math they are learning.

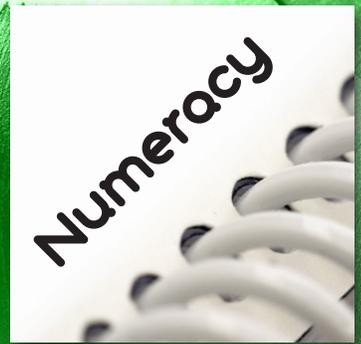
## Rationale

On her blog <https://saravanderwerf.com>, math teacher Sara Van Der Werf, from the Minneapolis school system, published an article about a technique she says is the best thing she ever did to get students talking to one another. The technique, called "Stand and Talks," helps to keep students engaged in their learning, appeals to a variety of learning styles, and generates class discussion. Although Stand and Talks is similar to think-pair-share, Van Der Werf's tweaks make this approach more engaging.

"[Stand and Talks] has been the secret to increasing the number of students who talk out loud about math each day in class to nearly 100%—every day. The best news is that anyone can do this. It's easy," Van Der Werf writes.

Read our sidebar on page 8 for ideas on how to use Stand and Talks in other adult education settings beyond just math class.

With Van Der Werf's permission, we have summarized her approach. Find the link to her original article in our sidebar on this page.



## More Information

### Stand and Talks

<https://tinyurl.com/yb8wvvak>

This is a link to Van Der Werf's original article about Stand and Talks. Her article provides more examples of using "Stand and Talks" in a math class.

### In Praise of Think-Pair-Share

<https://www.cultofpedagogy.com/think-pair-share/>

Teacher and blogger Jennifer Gonzalez shares her praise of think-pair-share but also suggests some tips to make it more effective.

### Teaching Adults: A Math Resource Book and Videos

<https://www.newreaderspress.com/teaching-adults-math-resource-book>

*Teaching Adults: A Math Resource Book* from New Readers Press presents a variety of math approaches that will spark creativity and thought like Van Der Werf does. An added bonus is 12 free math videos that offer strategies for teaching math that can be found at the link above.

## More Information

(continued from page 7)

### Noisy Classrooms

<http://www.noisyclassroom.com>

<http://noisyclassroom.com/category/topic-stimulus-sheets/>

Although this site is from Europe and not geared toward adult students, it still provides some useful information on the value of speaking and listening activities in classroom. The second link provides stimulus sheets to prompt classroom discussion. Prompts include topics such as “Computers should replace teachers” and “We should ban junk food for children.”

### Rumors

<http://www.alled.org/group-learning/gather-responses/rumors/>

Here’s an activity called “Rumors” from the site All Learners Learning Every Day. It also incorporates engagement and interaction.

### Changing the Way We Teach Math

<http://literacyresourcesri.org/mathman.pdf>

For a deeper dive into innovative approaches to math, this 117-page handbook from Kate Nonesuch shares ideas that go beyond traditional math teaching.

## The Basic Activity

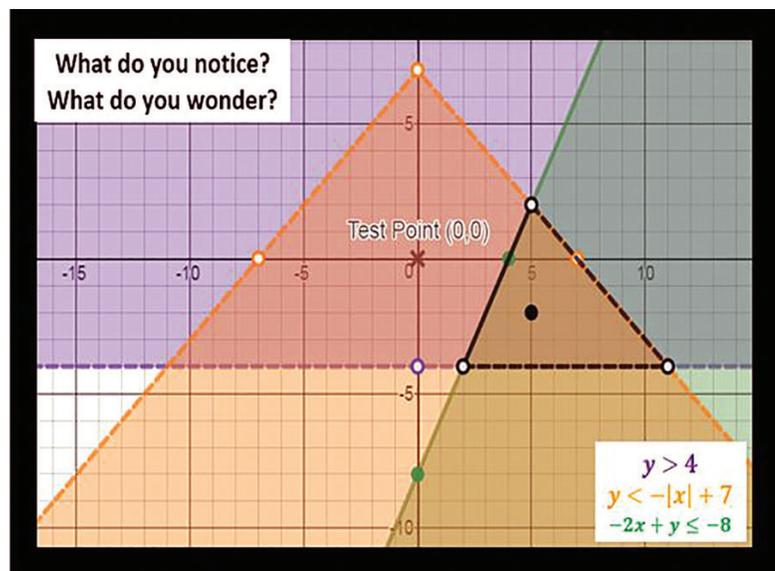
1. **Decide what you want students to discuss or analyze.** It could be a new math problem, a word problem, or anything that goes beyond an easy answer. Share the activity/topic with the class.
2. **Give students some private “think time”—perhaps 30 seconds to 2 minutes, depending on the topic.** This is usually part of Stand and Talks, but not always, Van Der Werf says.
3. **Prompt students for what they have to do next.** Here is Van Der Werf’s example of what to say:

*Learners, I’d like everyone to stand up. Do not have anything in your hands. No calculators. No notebooks. No phones or pencils. Nothing [wait for everyone to stand up]. In a moment, I am going to give you something that I want you to look at with a partner. I want you and your partner to notice at least 10 things on the sheet. I want to hear you asking each other things you wonder about. Look closely at all the details. You will be working with this partner for just a few minutes. You can work with anyone except for the people at your table. Please go now and find your partner, and I will bring you a paper to look at.*

The directions can get shorter as students become familiar with Stand and Talks. Van Der Werf likes to hand out the activity sheet herself as it gets her moving around and it helps her to link up students who may not have partners right away.

4. **If you are using a projector and screen, you can show the same information from the handout on the screen.** In her approach, Van Der Werf has two questions that appear beside her projection screen: “What do you notice?” and “What do you wonder?”
5. **Walk around the class and listen.** Try not to intervene unless students are not talking. Some questions that could help prompt more talk include, “What do you wonder?” “Everything on the paper is there for a reason. What do you notice?”

Give students one to three minutes to talk.



Used with permission from Sarah Van Der Werf.

6. **Ask them to return to their seats, then ask them to say what they observed.** Using Van Der Werf’s example (see the graphic on page 8), students might say things they noticed were:

- triangles
- lines
- some lines are dotted and some are solid
- points
- some points are open and some are filled
- a test point
- a horizontal line at  $-4$
- three equations

Some things they wondered were:

- why some sections are darker
- why there is a point inside of the triangle
- why are some lines dotted

You’ll likely be surprised by the number of students who speak up during this portion of the Stand and Talks. “The two- to four-minute Stand and Talk not only increases the quantity of students that contribute to the class discussion, but it also increases the quality of what they say. I rarely have a Stand and Talk where not every single student is talking out loud to their partner,” Van Der Werf says.

7. **You can then continue on with your lesson relevant to the Stand and Talks material.**

## Other Ways to Use Stand and Talks

Stand and Talks are not limited to math instruction. Here are several other ways to use this approach.

1. Have students pair up to discuss a picture that you give them.
2. Students can use Stand and Talks to review material they have already learned.
3. If students have electronic tablets, have them discuss something on their screen that they are assigned to look at, read, or review.
4. Give students a specific parameter to find a partner for Stand and Talks. For example, maybe they have to find a partner who is not from their home country. Then they can discuss how their home countries are the same or different.
5. Students can practice new vocabulary words during Stand and Talks and use the time to ask questions about vocabulary word pronunciation or meaning.

## Tips from Van Der Werf for Better Stand and Talks

- Unless there’s a health reason for sitting down, make sure everyone stands up and finds a partner who is not right beside them.
- Let students choose their partner, but help out if someone has trouble making a match.
- Let students know this will be a short experience. This usually makes them more willing to work with someone they may not know well.
- Consider giving only one piece of paper for pairs to share instead of one piece of paper per student. This should foster more collaboration.
- Aim to use Stand and Talks every class for the most effectiveness.



# 6 Ways to Use Picture Books for Writing Practice

## More Information

Our final tip on page 11 talks about wordless picture books, which, in addition to student-created picture books, are also a useful learning resource. Here is where to find more information about wordless picture books to use with students.

### Using Picture Books With Adult ESL Learners

<https://letteachers.wordpress.com/2011/03/12/using-picture-books-with-adult-esl-learners/>

This blog post from a teacher chronicles her use of children's picture books with her adult ESL learners. The article raises some good points about book selection; make sure to consider whether your class would be open to using children's books in class or if they would think it is too juvenile. If your class has many parents of young children, the lesson could expose them to books that they can share with their kids.

### Talking About Wordless Picture Books

<http://www.floridaliteracy.org/pdf-docs/Wordlessbooks.pdf>

Don't let the size of this resource (123 pages) from the Florida Literacy Coalition scare you. If you want to help your adult students share wordless picture books effectively with their children, then this is a resource worth your review. The book covers personal stories (similar to what we presented in this article), story webs, building meaning, and more.

## Purpose

To present ways to help students create short books with pictures and added text to practice writing.

## Rationale

Writing is a skill that challenges many basic literacy and English language learners. It can be hard to find appropriate resources for students to practice writing, especially at the lower levels. Picture books with student-created text can be a helpful resource. They are personalized, meet the student at his or her level, and only require paper, a pen or pencil, and some pictures (personal photos or magazine/newspaper pictures).

The books can become resources that are not only directly relevant to their lives and cultures but are also at their writing/reading levels.

This article presents several ways to use student-created picture books and text in the classroom. For each activity, have blank paper available for students to use and guide them through folding the paper in half and stapling it on the side to create a "book." Don't forget to include a title page.

## The Basic Activities

1. **Help students use the internet to find and select a couple of photos of their home country.** They can use their picture book to tell a story about their home country. The book can have as many or as few words as the student is able to write about each chosen image.
2. **Create a book to practice family vocabulary.** Students can use family pictures they have or, with your help, they can print photos from their phones or other devices. Again, students can write in detail about each relative; if that is too challenging, they can simply write the name of each family member and a word to describe him or her, such as *mother, father, grandmother, brother, sister*, etc.

3. **Ask students to create a picture book about their workplace.** Make sure they obtain permission first from their employers to do this. They could potentially take pictures that focus on their daily routines, the names of coworkers and managers, etc.
4. **Use the Language Experience Approach to create stories with the class (or with individual students) about a picture.** For instance, if you're tutoring a student with limited literacy skills, he or she can describe a picture of a family member or another meaningful picture. Then you write the story that he or she tells you. Read this article from the Center for Applied Linguistics to find out specifics about the Language Experience Approach: [http://www.cal.org/caela/esl\\_resources/digests/LEA.html](http://www.cal.org/caela/esl_resources/digests/LEA.html).
5. **Encourage parents of young children to share the picture books they have created with their children.**
6. **Use wordless picture books that are already created, and have students make up the text for the story.** Discuss the photos in the book with students. Have them use sticky notes or a separate piece of paper to write down how they would describe each picture in the story. Suggest to parents that children can use wordless picture books in a similar way.

## More Information

*(continued from page 10)*

### Wordless Books

<http://www.colorincolorado.org/booklist/wordless-books>

The site Colorín Colorado shares a list of wordless books. As the books are geared more toward children, take a look at the subject matter to see if it's appropriate for adult learners before using them with your class.

### Wonderful World of Wordless Books

[http://www.everythingsl.net/in-services/wordless\\_books.php](http://www.everythingsl.net/in-services/wordless_books.php)

Teacher Susan Litt covers how to use wordless books in an ESL classroom, suggests some books you can use, and provides ideas for further practice.

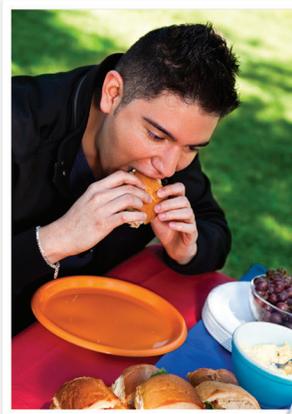
### Eye on Literacy

<http://www.eyeonliteracy.com/>

This site sells several wordless picture books geared toward life skills lessons on family, daily routines, food, and other topics.



**This is my  
sister, Maria.**



**This is my  
brother, Juan.**





# Writing With Pictures: A Class Activity

## More Information

Here's a mix of resources and activities related to writing with pictures.

### Photos for Class

[www.photosforclass.com](http://www.photosforclass.com)

Use this site to search for photos by subject area (for example, "people"). You'll find class-appropriate photos with image citations.

### Activities Using Pictures

<https://tinyurl.com/y8xe24l2>

South Coast Literacy in south Orange County, California, shares a variety of ways to use pictures with ESOL students to practice vocabulary and conversation.

### MakeBeliefsComix

<https://www.makebeliefscomix.com/>

<https://www.makebeliefscomix.com/esolliteracy/>

The website MakeBeliefsComix has been around for a long time as a free resource to provide students with writing prompts and comics where students can fill in the text. Students can create their comics online or use printed versions. The site also has specific guidance for using its resources with ESOL and literacy students.

## Purpose

To present an activity in which groups of students write about a picture.

## Rationale

In our previous article on page 10–11, we shared ways that students and teachers can use student-created picture books or wordless picture books to help improve English vocabulary and fluency. Yet another approach you can take is a group activity that involves writing about pictures. This activity is slightly modified from its original use in *Teaching Adults: An ESL Resource Book* (New Readers Press).

This activity could potentially be used with any class level or class type.

## The Basic Activity

- 1. Find pictures of people online or in magazines or newspapers.** Or, you can use the five images from page 13.
- 2. Divide students into groups of five.** Give each person in a group a different picture with a blank sheet of paper stapled to the back. (In other words, each group receives the same set of five pictures, but each person in a group should have a different picture.)
- 3. Ask students to look at the picture they were given and imagine who the person is and that person's background and life.**
- 4. Write the questions below on the board.** Read the questions aloud:
  - What is the person's name?
  - How old is he or she?
  - What does this person do?
- 5. Ask students to turn their pictures over and write answers to these questions using complete sentences.** They don't need to worry about correct spelling or grammar. Encourage them to be creative.
- 6. Once they have finished writing, have them pass the picture to the person on their right.**
- 7. Ask each student to look at the new picture, turn it over, and read the sentences written by the previous student.**

**8. Write the following questions on the board:**

Where does he or she live?

Who does he or she live with?

Then ask students to write their answers to these questions on the sheet of paper under the previous person's answers.

**9. When they finish writing, ask them to pass the picture to the person on their right.**

**10. Write the following questions on the board for students to answer about the picture they are now holding:**

- What does he/she like to do?
- What doesn't he/she like to do?
- What did he/she do yesterday? Why?
- What is he/she going to do tomorrow? Why?

**11. When students have answered all the questions, ask each person to pass the picture to the right once more. At this point, ask each student to read the story about the photo they are holding to the other students.**

## More Information

(continued from page 12)

### A Year of Picture Prompts: 160 Images to Inspire Writing

<https://tinyurl.com/yad74yv5>

The *New York Times* shares 160 images that can be used in classrooms to inspire writing. Each picture comes from the news and includes brief information and a writing prompt about the picture.

### Teaching Adults: An Adult Resource Book

<https://www.newreaderspress.com/teaching-adults-esl>

This is the book in which this activity originally appeared.





# Exploring Resources

## ProLiteracy Research Journal

ProLiteracy is pleased to announce the launch of *Adult Literacy Education: The International Journal of Literacy, Language, and Numeracy*. This online, peer-reviewed, themed research journal will be published by ProLiteracy twice a year in partnership with Rutgers University, and in collaboration with journal editors Alisa Belzer, Amy D. Rose, and Heather Brown. The journal's mission is to publish research on adult basic and secondary education and transitions to college and career programs. It will inform practitioners, researchers, policy makers, and funders about best practices in adult literacy, numeracy, and English language education in publicly funded, community- and volunteer-based programs in a wide range of contexts. Each issue will consist of research articles plus other content of interest to readers in the adult education field (e.g., resource reviews, opinion pieces, and debates and discussions on timely topics). *The International Journal of Literacy, Language, and Numeracy* invites authors to submit research papers for peer review. Upcoming themes include improving instructional outcomes and integrating technology into instruction. For information about submissions, please contact the journal editors at [ALEJournal@proliteracy.org](mailto:ALEJournal@proliteracy.org).

## New Readers Press Debuts New Products This Fall

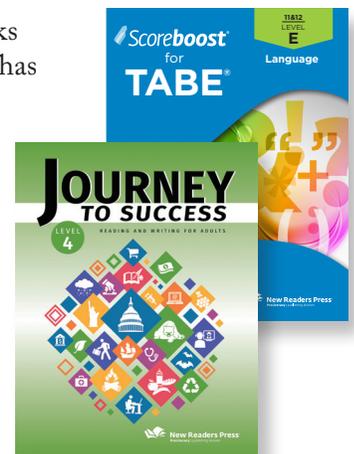
<http://www.newreaderspress.com>

New Readers Press is introducing several new resources this fall.

*Scoreboost for TABE* workbooks: Aligned to the new TABE 11/12, each of the new workbooks will provide targeted practice to help students achieve measurable gains. The Level M series has five workbooks (one language, one reading, and three math); the Level D series has six workbooks (one language, one reading, and four math).

*Journey to Success*: Even at the lowest levels, learners can begin their journey toward high-school equivalency test success. This series will build reading, writing, and vocabulary skills through content contextualized to work and life skills, social studies, science, and math.

*Ciencias para examen GED®* and *Estudios Sociales para examen GED®* (Science for the GED® Exam and Social Studies for the GED® Exam): Our popular *Science for the GED® Test* and *Social Studies for the GED® Test* books are now available in Spanish to assist Spanish-speaking learners in preparing for these tests. The books also contain up-to-date information about the current GED test.



## ProLiteracy Gearing Up for Conference in San Diego

<https://www.proliteracy.org/Professional-Development/ProLiteracy-Conference>

Ready for a trip to sunny San Diego, California? That's where the next ProLiteracy Conference on Adult Education will take place, on Sept. 25–28, 2019. Join hundreds of your peers for four days of workshops, networking, and learning opportunities. Attendees will gain perspective on new technologies, innovative instruction tools and strategies, and leadership skills to take back to their programs. Check out the link above for more information as it becomes available and to sign up for our 2019 conference updates. ProLiteracy will begin accepting workshop proposals on November 1. Please check the website for updates or to register for a webinar about the new online conference proposal application process. The webinar will be held October 24 at 2:00 pm EST.

## ProLiteracy's Tutor Training

<https://proliteracy.org/Professional-Development/Tutor-Training-2018>

This summer, ProLiteracy launched its new tutor training course for basic literacy and ESL tutors. Each workshop is available in two formats: a series of online courses that individual tutors can take at any time or as a set of materials that trainers can download and use to present face-to-face workshops. Because the content for the online courses and the face-to-face workshops is the same, programs also can use a combination of both to provide comprehensive and flexible training to tutors. Tutors will learn foundational principles of basic literacy and ESL instruction, lesson planning, assessment and goal setting, and a collection of instructional strategies and activities to use with students. Find out more information at the site listed above.



## Just Plain Clear Health Glossary

<http://justplainclear.com/en>

UnitedHealth Group/United Healthcare has created a health glossary of thousands of health terms in English, to help consumers make better health decisions. This could be a potentially helpful resource during health lessons in your class. The glossary is in English but also includes Spanish and Portuguese translations for its glossary terms.

## Hair Salons and Tipping

<https://changeagent.nelrc.org/wp-content/uploads/2018/03/37-Hair-Salons-and-Tipping.pdf>

Combine a lesson on work and tipping with this short story from *The Change Agent* about an adult education student who is also a hair stylist. The two-paragraph story addresses tipping and is followed by a brief lesson on how to calculate a tip. *The Change Agent* is an adult education magazine published twice a year by Boston, Massachusetts-based World Education. Each issue has a different theme, and the story featured here was part of an issue about hair.

## The Immigrant Learning Center

<http://www.ilctr.org/promoting-immigrants/>

<http://www.ilctr.org/promoting-immigrants/video-interviews/>

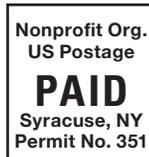
Need information about the contributions of immigrants to American life? Then check out The Immigrant Learning Center Public Education Institute resource hub, sponsored by The Immigrant Learning Center of Malden, Massachusetts. The site has an online library of immigration resources, published studies on the social contributions of immigrants in the U.S., and detailed information and resources to promote entrepreneurship among immigrants. Review the second link above for short interviews with immigrant entrepreneurs working in a variety of business settings.

## PROLITERACY HAS A NEW ADDRESS

Update your records for ProLiteracy's new address! We haven't moved, but our former street block is no longer a city street. **ProLiteracy's new address is 101 Wyoming Street, Syracuse, NY 13204.**

# Notebook

A Membership Publication of ProLiteracy  
101 Wyoming Street  
Syracuse, NY 13204  
Change Service Requested



## STUDENT PROFILE

# STUDENT OVERCOMES CHALLENGES POSED BY ILLITERACY TO EARN DOCTORATE, HELP OTHERS

by Leslie A. Gelders, Literacy Director, Oklahoma Department of Libraries



As a boy, Jesse Cradduck faced one challenge after another. At age 3, a terrible car accident killed his mother and left him with deep physical and emotional scars. He also suffered partial hearing loss. Raised by his grandmother, Cradduck lived in extreme poverty. He never learned to read in school but made it through the sixth grade before dropping out to go to work. At 13, Jesse lived on his aunt's back porch with no insulation from the harsh Oklahoma winters and no relief from hot summer temperatures. He worked an average of 60 hours a week mowing lawns, doing odd jobs, and cleaning his uncle's bar until late in the night.

It was during this time that Cradduck met Shirley, whom he later married at age 15. Their first child was born when Cradduck was only 16. Life was difficult for this family, but Cradduck was determined that they would not

live off relatives or take handouts from the government. He worked hard to find stable and sustainable employment. However, life was difficult because of his inability to read.

After many years, Cradduck's strong faith led him to the ministry. This was extremely challenging and stressful because Jesse still could not read. With Shirley's help, he memorized scripture and began preaching in a small church in Oklahoma City.

The pressures of "faking it" became too much. Cradduck found himself in the hospital with what he thought was a heart attack. It was the doctor who recognized that Cradduck's condition was caused by stress and that illiteracy was the cause of much of his anxiety. He was referred to the Norman Literacy Council where he was matched with a tutor who taught him to read.

As his literacy skills improved, Cradduck's desire to learn increased. He went on to earn his high school diploma and enrolled at Southwestern Christian University where he received his bachelor of arts and a masters of arts in church growth studies. He later received a doctorate from the American Bible School and Seminary. In his book, *I Believe I Can Fly*, Jesse shares his story and encourages others to learn to read or teach someone to read. He and his family have helped provide thousands of hot meals to inner-city children as well. Learning to read has opened the doors to help others. "It's been a blessing to learn to read," Cradduck says.

Now age 69, Cradduck is still married to Shirley, is still a pastor, makes presentations throughout the world, and inspires others to reach for their dreams. Cradduck is available for speaking engagements across the U.S. and can be reached at 405-834-7389.