

# Resources for the Adult Educator

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## In this issue:



**Writing**



**Speaking and Listening**



**Financial Literacy**



**Reading**



**Exploring Resources**



**Student Profile**



**ProLiteracy®**

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# Contents

	<b>Writing:</b> Payday Loans—and Preparing HSE Test Students for Extended Response Writing . . . . .	3
	<b>Speaking and Listening:</b> 10 Ways to Use Podcasts with ELLs . . . . .	6
	<b>Financial Literacy:</b> Setting SMART Money Goals with Students . . . . .	8
	<b>Reading:</b> Making a Word Wall for Better Vocabulary Learning . . . . .	11
	<b>Exploring Resources</b> . . . . .	14
	<b>Student Profile:</b> Persistence Pays Off: Desire Barb's GED® Journey . . . . .	16

## Editor's Corner

Happy spring, and welcome to the latest issue of *Notebook*.

We kick off our issue with an excerpt on payday loans from “Writing for the GED®: Book 4” to give high-school equivalency (HSE) test students practice writing a Reading Language Arts extended response. This will help strengthen their writing ability and also touch on the controversial topic of payday loans.

Next up is an article on podcasting with English language learners (ELLs). You may listen to podcasts for enjoyment or professional enrichment. Why not use podcasts to help ELLs learn English? “10 Ways to Use Podcasts with ELLs” provides some tips on using podcasts, both in the classroom and for independent practice.

The next article, “Setting SMART Money Goals with Students” focuses on setting money goals with an excerpt from the FDIC Money Smarts curriculum. Students will gain financial literacy skills while also thinking ahead about their money.

This issue, we also share a vocabulary-focused activity called a word wall. With a word wall, the class keeps track of new words learned and information about each word, including its part of speech and its meaning. Word walls are a great way for students to monitor their progress. Read “Making a Word Wall for Better Vocabulary Learning” to find out how you can start.

Exploring Resources shares the usual mix of resources that help instructors and students.

Finally, our student profile features Desire Barb, a former student of Seeds of Literacy in Cleveland, Ohio. Barb persisted in passing the GED® test despite several challenges. Her persistence paid off in both earning her diploma and receiving the Ruth J. Colvin and Frank C. Laubach Award for Adult Learner Excellence.

Please let us know how we can help you improve your classroom lessons and stay in touch with story ideas.

—The Editor

# Payday Loans—and Preparing HSE Students for Extended Response Writing

## Purpose

To give students practice answering a Reading Language Arts (RLA) extended response writing sample for the GED® test and similar HSE tests.

## Rationale

Extended response writing is an important part of the GED test, and it accounts for 20% of a student’s test score. Extended response writing is also a part of other HSE tests, making this a crucial skill for all HSE students. Below is an excerpt from “Writing for the GED®: Book 4” from New Readers Press. Book 4 of this series includes 21 writing prompt topics. The following prompt is on payday loans. The goal for students is to write an extended response to explain which argument is stronger and why.

## The Basic Activity

- 1. Ask students what they know about payday loans.** Facilitate a brief discussion about how payday loans are used, where payday loans are available in their area, and if they think payday loans are helpful or harmful.
- 2. Remind students of any points you’ve previously covered regarding extended response writing.** These may include:
  - Using time wisely. For instance, with 45 minutes for an RLA response, that could include 15 minutes of reading and analyzing, 25 minutes of writing, and 5 minutes of revising/editing.
  - Taking some time to plan their writing in advance.
  - Focusing on which argument is the strongest, even if they disagree with its point of view.

“Writing for the GED®: Book 4” includes some pointers on better RLA extended response writing toward the beginning of the book. Find ordering information in the sidebar on page 3 of this issue.

- 3. Provide students with the two payday loan readings from this issue, on pages 5 and 6.** Have students review the readings, plan, and complete the writing in your usual format.
- 4. Review students’ writing.** Share the example response (available on ProLiteracy’s Education Network under Featured Resources; [www.proliteracy.org/professional-development/education-network](http://www.proliteracy.org/professional-development/education-network)). Provide feedback on strengths of their writing and how to improve their extended responses.



## More Information

### Writing for the GED Books 1-4

<https://www.newreaderspress.com/writing-for-GED-complete-set-books1-4>

<https://www.newreaderspress.com/writing-for-GED-Spanish-complete-set>

Find the complete set of “Writing for the GED” books at the first link above. Book 1 focuses on grammar and usage, Book 2 covers reading comprehension, Book 3 covers extended responses, and Book 4 provides extended response prompts, including the one shared in this issue. The second link above is the the full series in Spanish.

### Writing for the HiSET® Exam: Practice Prompts for the Language Arts-Writing Exam

<https://www.newreaderspress.com/writing-for-hiSET>

“Writing for the HiSET® Exam” helps test-takers write high-scoring responses by practicing with writing prompts and using evidence to support their claims. You’ll find:

- 15 paired text passages with prompts
- A planning box to help test-takers organize their thoughts
- A HiSET scoring guide
- Answers and exemplars
- Videos, correlations, and other free materials at the website above

# 21: Payday Loans

## TV Commercial: Cash in a Flash!

**Alicia Williams, Owner, Cash in a Flash Payday Loan Store**

No matter how carefully we plan our budgets, life happens. One of the kids has a toothache and needs to go to the dentist, or the sink backs up and you need to call a plumber. The best place to get cash when you need it is a payday loan store.

According to a recent survey from Bankrate.com, only 37% of Americans have the cash on hand to pay for a \$500 emergency. Where do the rest of us turn when we need cash in a hurry? We cannot go to banks. In recent years, banks have cut thousands of branches across the country. Most of these were in low income areas. Banks have also made it harder for most people to get loans by raising the credit scores people need to be approved. It can also take days or even weeks just to get a bank loan.

However, payday lenders are easy to find. There are now more than 20,000 payday lenders across the country, more than the number of McDonald's and Starbucks combined! It is easy to get a payday loan as long as you can show you have income, and there is no credit check. Instead of waiting for a bank, most payday lenders can give you money within one hour. Payday loan stores are also open more hours than banks, so you can get cash whenever you need it.

Payday loans are also very flexible. You can use them for just about anything. These loans are short term, so you can pay them back in just two weeks. Most stores only charge about \$15 in interest for every \$100 you borrow. You may also be able to borrow more money than you need so you can be ready for the next time you need cash.

So, the next time you need cash in a hurry for any reason, a payday loan store is there for you!

## WXBT News Report: Payday Loans Are Dangerous

Juliet Romeo, Consumer Reporter

Many people think payday loans are a great way to get fast cash without any hassle. However, payday loans are very dangerous and should never be used.

Payday loan companies work to trap borrowers into a long-term cycle of debt. First, payday loan employees will offer to give customers more money than they ask to borrow. The employees know that the larger a loan is, the harder it is to pay off. When customers cannot pay back a loan, payday lenders offer to extend the loan. The customer only pays the interest due and the loan goes on for another two weeks. A recent study by the Pew Charitable Trust found that most payday loans lasted four months, much longer than the original two-week period.

Next, payday lenders charge huge interest rates. While payday loan companies say they only charge \$15 in interest per \$100 borrowed, this is a misleading statement. The Pew study found that a typical payday loan charging \$15 per \$100 borrowed works out to a 400 percent annual percentage rate! Some long-term borrowers end up paying back four, five or even 10 times the amount they originally borrowed!

If you get behind on your loan, payday lenders will make your life miserable. Payday lenders are known for their bad debt collection practices. Lenders threaten late paying customers with lawsuits or that they will take part of their paychecks in order to scare them into paying. Other payday lenders harass their customers with threatening phone calls or personal visits, which are illegal according to the Fair Debt Collection Practices Act.

Instead of a payday loan, look at other options. See if you can work out a payment plan or borrow money from a friend or relative. Some workplaces will also loan their employees money until payday. You should do whatever it takes to not be enslaved by a payday loan!

### Prompt

Analyze the arguments presented in the two TV spots.

In your response, develop an argument in which you explain how one position is better supported than the other. Incorporate relevant and specific evidence from both sources to support your argument.

Remember, the better-argued position is not necessarily the position with which you agree. This task should take approximately 45 minutes to complete.



# 10 Ways to Use Podcasts With ELLs



## More Information

Here are some podcasts that can work well for ELL teaching and learning. Always check first to make sure the podcast matches your students' proficiency level. In addition to the websites below, you should be able to find these podcasts on any podcast app that you use.

You also can search for any podcast topics that you have in mind when you go to the podcast app on your phone or other electronic device. You may be surprised by the number of choices that pop up.

Also, many public radio shows are available as podcasts.

## That's What They Say

<https://www.michiganradio.org/podcast/thats-what-they-say>

This short, weekly podcast from Michigan Radio focuses on the changing ways we use language. It's ideal for those who may be grammar-obsessed. Topics from earlier this year include collective nouns and the use of "proven" versus "proved." Episodes are usually around five minutes long.

## Pronuncian

<https://pronuncian.com/podcast-archives>

Do your students want more guidance on correct pronunciation? Then Pronuncian may be ideal for them. Although the episodes are older, Pronuncian focuses on topics like yes/no pitch patterns, the difference between "my car" and "Mike are," and the silent l in "salmon." Pronuncian was made by Seattle Learning Academy.

## Purpose

To discuss ways to use podcasts with ELLs.

## Rationale

Podcasts continue to grow in popularity. Estimates online say that there are more than 3 million podcasts right now, and they span just about every topic.

Using podcasts with ELLs can be a perfect way to bring together language learning with cultural lessons. Or they can provide a listening-focused activity to learn new vocabulary, topics, or pronunciation.

This article covers several ways you can use podcasts with ELLs.

## 10 Ways to Use Podcasts With ELLs

- 1. Listening activities.** Because videos do not typically accompany podcasts (although sometimes they do), students have to focus on listening. This makes for great listening activities, allowing students to concentrate on this underutilized skill. Make sure to check the podcast's episode notes or website for a transcript and other materials that may help you.
- 2. Fill-in-the-blank activities.** If you have the transcript for a podcast, you can take it and delete certain words. Provide that transcript to students and have them listen and fill in the missing words for this fill-in-the-blank/cloze activity.
- 3. Introducing a new topic.** Before covering a new topic with students, you can listen to a podcast about it. Listen to the podcast yourself first to make sure it's level-appropriate or to see if there's a specific, short part of the podcast that's best for the class.
- 4. Summarizing.** Have students listen to a podcast and then write a summary of it. This is best used if you've already covered the topic of summarizing with students.
- 5. Homework.** Give students a specific podcast assignment to complete as homework. Be prepared with an activity related to the podcast when they return to class. If you choose this activity, make sure all students can access the podcast when they are not with you.

6. **Listening for tone and fluency.** One goal many ELLs strive for is to sound more natural when speaking English. Listening to a podcast gives them more practice listening to people speak with each other in a natural way. If this is an area of interest to your students, you can suggest they listen to certain podcasts more frequently on their own to help them develop an ear for conversational banter in English.
7. **Practicing specific grammar and pronunciation points.** There are some language-specific podcasts (see sidebars) that address grammar and pronunciation points in English. These usually short lessons may help answer questions that students have about language use.
8. **Sharing an opinion.** Have students write a letter or email to the podcast host or one of the guests about a topic that was covered. You can do this for topics related to your class, controversial topics, or even just for students to share what they enjoyed about the podcast. You and your students can decide if they will actually send what they wrote.
9. **Learning about American culture.** ELLs are often curious about American culture, and podcasts are one tool to help them expand their knowledge. You can also search for podcasts related to your state.
10. **Making podcasts.** If you're technologically inclined, you can work with students to create a podcast for the class or your program. The resource "Utilizing Podcasts in Virtual EFL Instruction" below covers some ideas for starting a podcast with ELLs.

## Autio

<https://autio.com/>

The app Autio, co-founded by actor Kevin Costner, is an ideal travel companion for road trips. While driving, the app will alert you to short podcasts related to your location. Users will find out history and culture while they are on the road. The podcasts are available on the Autio app, which you can download for free.

## The ESOL Podcast

<https://esolpodcast.co.uk/>

A group of students and teachers in the U.K. produce and lead "The ESOL Podcast" and discuss issues of the day. Topics include the cost-of-living crisis in the U.K., special meals from around the world, and influential women.

## Everybody ESL

<https://everybodyesl.simplecast.com/>

This teacher-led, short podcast tackles a variety of language-learning lessons, including idioms and pronunciation. Episodes are about five minutes each.

## ESL Talk

<https://www.esl-talk.com/>

Geared toward ELL instructors, this podcast describes itself as "by English teachers, for English teachers". Each episode includes hosts and guests who discuss strategies, techniques, and advice to improve teaching. Topics from earlier this year include professional development, teaching speaking skills, and alternative roles for ELL instructors.

## "Abbott Elementary": "What Kind of Podcast Is This?"

<https://tinyurl.com/h7pkm9s4>

For comic relief, check out this two-minute clip from the popular show "Abbott Elementary." Teachers at the school start a podcast, only to find themselves the unexpected subject of students' questions during the podcast.

## More Information



### "Utilizing Podcasts in Virtual EFL Instruction"

<https://tinyurl.com/2r49n6cn>

Instructor Elizabeth Hanks, host of the podcast "Learn English with Lizzy," published an article in the *English Teaching Forum* about using podcasts to teach English. Her article discusses and shares English-learning-specific podcasts, general podcasts that ELLs may enjoy, and ideas for creating an English-language-learning podcast with students.

### A Teacher's 10 Favorite ESL Podcasts

<https://bridge.edu/tefl/blog/teachers-favorite-esl-podcasts/>

An instructor writing for Bridge Universe shares 10 podcasts that may work well for teachers or students. One recommendation is National Public Radio's "This American Life," which combines journalism and storytelling.

## Financial Literacy

# Setting SMART Money Goals With Students



## More Information

### Money Smart for Adults

<https://www.fdic.gov/resources/consumers/money-smart/teach-money-smart/money-smart-for-adults.html#table>

This link takes you to the main Money Smart landing page, including links to the various curriculum components.

### Control Your Money

<https://www.newreaderspress.com/Control-Your-Money>

*Control Your Money* is a textbook from New Readers Press that helps learners create a balanced spending plan, save money, and use credit cards wisely. It is a great accompaniment or foundation for a financial literacy class.

### Financial Literacy Instructor Training

<https://proliteracyednet.org/financial-literacy-resources>

ProLiteracy's Education Network has a self-paced, two-hour course on financial literacy instructor training, which introduces instructors to the role of financial literacy and how to teach it in the classroom. Users will be able to watch video-based examples of teaching financial literacy and download valuable tools and resources. Visit ProLiteracy's EdNet and then search for "Financial Literacy Instructor Training." EdNet is free, but you must set up a username and password.

## Purpose

To help students set goals for saving or spending their money.

## Rationale

With inflation forcing many of us monitor our spending more than ever, it can be even more challenging to save for items that we want or need. This could be as simple as saving toward a monthly medication copay, or it could be a loftier goal such as a vacation.

Our students face these same challenges. This article features an excerpt from the FDIC's Money Smart for Adults curriculum. The excerpt focuses on setting SMART (see explanation below) money goals. The activity incorporates planning, financial literacy, and numeracy skills. Check out the sidebars with this story for more resources from Money Smart.

This activity may work with various adult literacy classes or tutoring situations, including HSE prep and high-level ELL classes. It would work best with lessons that have a financial literacy focus.

## The Basic Activity

- 1. Have copies of page 10 of this issue available for students.**  
Alternatively, you can find this same page online in the Money Smart curriculum (see sidebar for link). Go to Module 5, "Your Savings," and click on the Participant Guide. It will be on page 23.
- 2. Ask students, "What are some goals that you have with your money?"**  
Facilitate a discussion. Listen for examples that would be relevant for this activity, such as goals that can be met by methodically saving money. You can also ask what students have done to help reach those goals.
- 3. Point out to students that a good money goal is SMART:** This means that it is:

- **Specific.** What exactly do I want to accomplish?
- **Measurable.** How much? How many?
- **Action-oriented.** What specific actions do I need to take to meet this goal?
- **Reachable.** Is this goal something that I can actually reach?
- **Time-bound.** When will I reach the goal? What is the deadline?

Give the following example of a SMART money goal, as shared in the Money Smart curriculum: *I will save \$10 each month for six months by getting cash at my bank's ATM rather than an ATM that charges a fee so that I have \$60 for holiday gifts by November.*

4. **Ask students to give some thought to a SMART money goal for themselves.** While they are thinking about it, you can explain that there's a formula they can use to figure out how much money they need to save toward a money goal:

**Money needed ÷ Time to save = How much to save  
(the amount you need to save regularly for your goal)**

You can explain that time to save can be broken down into weeks, so one month is usually four weeks, for example.

5. **Let students know that they'll see an example of a SMART money goal using the formula, and then they'll have the chance to set some goals themselves.** Provide the handout on page 10 from this issue. Talk through the first example on the page, which relates to saving \$32 over four weeks to pay the copayment for prescriptions. Answer any questions that students may have.
6. **Give students time to write a SMART short-term and medium-term money goal for themselves on the handout.** Assist as needed with any math or other questions. If you want to expand this practice, page 24 of Module 5 (available online) also lets students fill in a long-term money goal. Ask for volunteers to share their money goal.
7. **Discuss what students can do to make sure they stay on track with their money goals.** Compile any ideas, and make sure to share some of the following ideas (also available in the Money Smart curriculum):
- Write down your goals (this is something they are already doing with this activity).
  - Post your goals where you can see them every day. This could be on paper or something that you look at on your phone daily.
  - Share your goals with others.
  - Focus on only one or a couple of goals at a time.
8. **As time permits, check in with students in future classes to find out what progress they are making toward their money goals.**



## Money Basics

<https://edu.gcfglobal.org/en/moneybasics/>

Check out another financial literacy curriculum at the link above for Money Basics, produced by GCF Global.

## Understanding Finance and Money Course for Students

<https://proliteracyednet.org/understanding-money>

In this six-hour course, the lessons introduce financial ideas and vocabulary at a level that is easy to read and understand. Students learn ideas about finance and money, such as saving money and budgeting, reading-comprehension strategies, and finance and money vocabulary words. Visit ProLiteracy's EdNet and then search for "Understanding Finance and Money." EdNet is free, but you must set up a username and password.

## The Money Smart Curriculum

Here's an overview of the 14 modules that are part of the FDIC's Money Smart curriculum:

1. Your Money Values and Influences
2. You Can Bank On It
3. Your Income and Expenses
4. Your Spending and Saving Plan
5. Your Savings
6. Credit Reports and Scores
7. Borrowing Basics
8. Managing Debt
9. Using Credit Cards
10. Building Your Financial Future
11. Protecting Your Identity and Other Assets
12. Making Housing Decisions
13. Buying a Home
14. Disasters: Financial Preparation and Recovery

Each module includes an Instructor Guide, Participant Guide, PowerPoint slides, Train-the-Trainer video, and games and resources.



## Apply It: Saving Money for My Goals

You can use the tables below to calculate how much money you should save every day, week, month, or year to reach your goals.

### Short-Term Goal (Less than Six Months)

My Goal	Amount of Money I Need to Reach My Goal	Amount of Time I Have to Save It	How Much I Need to Save (Amount of Money ÷ Amount of Time)
<i>Example:</i> I need \$32 in 4 weeks to pay the co-payment for my prescriptions	\$32	4 (input number) select one: <input type="checkbox"/> Days <input checked="" type="checkbox"/> Weeks <input type="checkbox"/> Months	$\$32 \div 4 = \$8$ <i>I need to save \$8 each week for the next 4 weeks</i>
		___ (input number) select one: <input type="checkbox"/> Days <input type="checkbox"/> Weeks <input type="checkbox"/> Months	___ ÷ ___ = ___ <b>I need to save</b> ___ each ___ for the next ___

### Medium-Term Goal (Six Months to Two Years)

My Goal	Amount of Money I Need to Reach My Goal	Amount of Time I Have to Save It	How Much I Need to Save (Amount of Money ÷ Amount of Time)
		___ (input number) select one: <input type="checkbox"/> Days <input type="checkbox"/> Weeks <input type="checkbox"/> Months <input type="checkbox"/> Years	___ ÷ ___ = ___ <b>I need to save</b> ___ each ___ for the next ___

# Making a Word Wall for Better Vocabulary Learning

## Purpose

To explain what a word wall is and how to create one with adult literacy students.

## What Is a Word Wall for Adult Literacy Learners?

Adult literacy students in all contexts learn many new vocabulary words. One way to encourage new vocabulary while also building class collaboration is to have a word wall. A word wall provides a central place where the class can note their new vocabulary words and any important related information, such as part of speech and how it's used in a sentence.

Although word walls can benefit students of all levels, they may be particularly beneficial for ELLs.

In this article, you will find information about word walls that was presented in the ProLiteracy webinar “Scaffolding Techniques with Low-Level English Learners” by Steven Reid, program manager of Literacy Volunteers Charlottesville/Ablemarle in Charlottesville, Virginia (see sidebar on page 12 for the webinar link). Use the visual of the word wall on page 12 to help follow along with some of the descriptions in this article.



## ProLiteracy Webinars

<https://www.proliteracy.org/webinars>

The webinar profiled in this article is part of many webinars offered by ProLiteracy. ProLiteracy webinars offer insight, tips, and resources to help support adult literacy programs, volunteers, learners, and advocates.

Some recent topics for ProLiteracy webinars include:

- Effective Strategies for Teaching Writing to Basic Literacy Learners
- Pick Your Battles: Best Practices for Helping Students With Pronunciation
- Learning Circles Beyond the Classroom
- Effective Strategies for Teaching Reading Comprehension to Adult Learners
- "Do I Really Have to Write an Essay?" Making Writing Relevant for the HSE and Beyond
- Incorporate Personal Development Into Every Lesson

The link above will show you the current month's webinar schedule. It's followed by a link to a playlist of previous webinars you can browse on YouTube, along with webinar resources.



## More Information

### Scaffolding Techniques for Low-Level English Language Learners

<https://tinyurl.com/28zcxt8w>

This ProLiteracy webinar includes the information Reid shared in this story about word walls. The free webinar also includes other ways to support low-level ELLs.

### 24 Creative Word Wall Ideas for Your Classroom

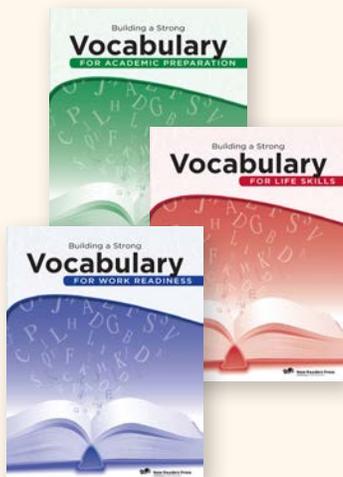
<https://www.weareteachers.com/word-wall-ideas/>

Although mostly geared toward primary school teachers, some of the word wall displays in this article from We Are Teachers may provide inspiration for adult literacy.

### Building a Strong Vocabulary Book Series and App

<https://www.newreaderspress.com/building-vocab-life-skills>

New Readers Press has a three-book series called "Building a Strong Vocabulary." Book one focuses on life skills, book two focuses on work readiness, and book three focuses on academic preparation. The first book is at reading levels 4 to 6, while the other two are geared toward levels 6 to 8. The books also have a smartphone app. Just search "Building a Strong Vocabulary" in your app store.



## Word Wall

	Date	New word	Definition	Thoughts/Impressions/Sentences	Review Dates
1.	9/6/22	Classmate	A student in my class		
2.	9/6/22	Appointment	A time to meet someone		
3.	9/6/22	Directions	What I am supposed to do		
4.	9/6/22	Homework	Schoolwork at home		
5.	9/13/22	Introduce myself	Tell new people about me		
6.	9/13/22	Register	To sign up for class		
7.	9/13/22	Occupation	Job		

ProLiteracy.org

Used with permission from Steven Reid, "Scaffolding Techniques with Low-Level English Learners"

## The Parts of a Word Wall

Here are the parts of a word wall, as explained by Reid:

- **Numbers.** Adding consecutive numbers beside the words on a word wall may seem irrelevant at first. Yet as you or your students start to add a large quantity of words, seeing those numbers (which can reach 500, 1000, or more) becomes motivating, Reid says. It also gives students a sense of accomplishment to look back on the first words they learned and realize they are now easy for them.
- **Date that the word was taught.** This serves as a reminder for both students and you as the instructor when that word was introduced.
- **New word.** This is where you or the student write the new term. Sometimes, you may also use a word wall for phrases.
- **Definition:** As the category name implies, this is where you'll include a definition for the word. In most cases, you'll want to use as simple a definition as possible. In addition to your own definition ideas, the *Longman Dictionary of Contemporary English Online* (<https://www.ldoceonline.com/>) can be a resource. If you are teaching beginning learners, you may make the choice to allow them to use translations in the definition spot using Google Translate or similar resources, Reid says. For pre-literate students, you could use pictures. You can decide if there should be just one definition listed related to the context in which it was taught or if you should have multiple definitions if more than one definition applies.
- **Thoughts/Impressions/Sentences:** This column has a few purposes, Reid says. If students are keeping a word wall on their own, they can use that space for any notes that help them remember the word and its meaning. You could use that space for a picture related to the word in addition to the meaning. You or your students could include a sample sentence.
- **Review date:** This is where you can note when you last reviewed the word with students. You may want to have a regular time in class, such as during warm-ups, for vocabulary review.

## Other Categories to Include in a Word Wall

In addition to, or in place of, the categories listed, here are some other potential categories you could include in a word wall:

- Part of speech.
- Synonyms and antonyms.
- Pronunciation.
- Subject matter (e.g., work, transportation, science, math).
- Initial letter. This would work best in a basic literacy or beginning English language setting.

Invite students to add other words that they learn and teach those words to their classmates.

## Are Word Walls Done on Paper or Digitally?

You can do a word wall in a variety of formats, whether it is a large item to display in a physical classroom, on paper (such as in a notebook), or digitally. If you teach a virtual class, you could even use a physical copy of a word wall by having it on display behind you at a larger size and refer to it as needed.

However, for many reasons, a digital word wall using a program like Google Sheets (a spreadsheet you can create and edit online) may be the way to go. With a digital word wall, you and your student(s) can both add new information and refine definitions as needed. This is particularly useful if you're in a one-to-one tutoring situation, Reid says. Although you can still make these changes in paper/physical form, it's often easier digitally. A digital copy could make it easier for students to study on the go.

## Resources From Education Network for Vocabulary Teaching

ProLiteracy's Education Network has several videos that focus on teaching vocabulary to basic literacy students and ELLs. The videos below don't focus on word walls; instead, they focus on other techniques that help learn vocabulary.

To view the videos, follow the link below, and log in to your Education Network account. If you don't have one, you can set up an account for free. Then, search for the name of each training resource below.

<https://www.proliteracy.org/professional-development/education-network>

- Vocabulary: Teaching a Learner Difficult Words - Proper Nouns Part 1: Introduction
- Vocabulary Teaching a Learner Difficult Words - Proper Nouns Part 4: Practicing Proper Nouns as Homework
- Basic Literacy Tutor Training Module 8: Vocabulary
- ESL Tutor Training Online Workshop Module 6: Vocabulary



Image from ProLiteracy's "Introducing New Words," available at <https://www.youtube.com/watch?v=MDCBmT63l6I>



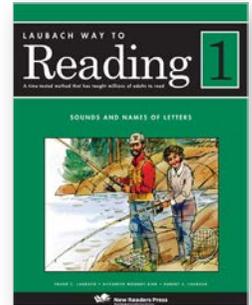
# Exploring Resources

## Free “Laubach Way to Reading” Book 1 Practice Course Online

<https://proliteracyednet.org/LWRPractice>

Do you have students using “Laubach Way to Reading” Book 1 to improve reading and writing? Would they like a way to practice outside of class? There is a free online course to help through the ProLiteracy Education Network. The lessons in the course use activities and games to:

- Review letter names and sounds;
- Practice reading words and stories; and
- Practice writing.



Users can complete the course on a computer, tablet, or phone. Students and instructors can use the course by setting up a free account on ProLiteracy’s Education Network. Instructions are available at the link above.

## MakeBeliefsComix Newsletter

<https://makebeliefs.substack.com/>

<https://makebeliefscomix.com/>

*Notebook’s* Winter issue featured an activity with Make BeliefsComix (see second link), created to help adult ELLs and students of all ages to express themselves in both word and images through comics. MakeBeliefsComix also has a newsletter published at the site above three times a week that features activities for creative expression. Its own description says it’s a “newsletter to help you imagine, think, and create.” You can sign up to receive a free newsletter on the site.



## Employability Skills is a Digital World

<https://proliteracyednet.org/workforce>

ProLiteracy is excited to announce the launch of six new direct-to-student workforce development courses, created with grant support from Pitney Bowes. The Employability in a Digital World courses will first teach students how to search, apply, and interview for a job online and then teach the digital skills needed to thrive in the workplace. These free courses expand upon existing resources that help students begin a successful career while improving their literacy skills.

## YouGlish

<https://youglish.com/>

Give your students more practice with authentic English on YouTube using the site YouGlish. Users can type in a word or phrase they want to hear in English, and YouGlish will provide specific examples of that word or phrase being pronounced in various YouTube videos. The spoken words of the video also will appear on their screen within the site. Users can specify if they want to hear a word pronounced in U.S., Australian, Canadian, or other types of English.

## Funding Opportunities From ProLiteracy

<https://www.proliteracy.org/Resources-Publications/Grants-Funding>

ProLiteracy has several funding opportunities for literacy programs. See details below. To apply for any of these, visit the ProLiteracy website and submit an application.

### *Mobile Learning Fund*

The Mobile Learning Fund provides adult literacy programs and their students with digital education materials from New Readers Press. Programs can apply for licenses at any time throughout the year. Subscriptions and licenses available through the Mobile Learning Fund include the following products:

- New Readers Press Online Learning: a pre-HSE and HSE test preparation tool.
- Learning Upgrade: an app proven to teach English, HSE, math, and basic skills faster than traditional methods.
- EnGen: a digital solution that teaches English to new learners.
- Leamos: an online program that teaches basic Spanish reading and writing to native Spanish speakers and prepares them to move on to English language learning.
- *News for You Online*: a digital news source with easy-to-read stories that builds learners' reading, comprehension, vocabulary, and English skills.

### *Literacy Opportunity Fund*

ProLiteracy supports adult literacy programs across the United States. The Literacy Opportunity Fund, administered by ProLiteracy with funding by the Nora Roberts Foundation, awards grants to nonprofit organizations within the United States that provide literacy services directly to students. Grants ranging from \$3,000 to \$6,000 support general operating expenses. Applications are reviewed quarterly; the upcoming application deadline is July 1, 2023.

# Notebook

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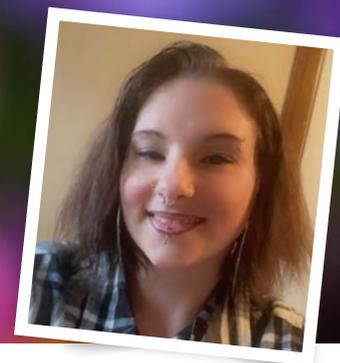
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## STUDENT PROFILE

# PERSISTENCE PAYS OFF: DESIRE BARB'S GED® JOURNEY

By Vanessa Caceres and ProLiteracy Staff



Desire M. Barb of Cleveland, Ohio, struggled to complete high school—but she's come on a tremendous journey since then.

She dropped out during her second year of the ninth grade and went on to attend a Life Skills program that she aged out of when she was 21. Pregnant with her first child, she decided to contact Seeds of Literacy for one-on-one tutoring toward obtaining her GED.

Barb continued her studies even while pregnant—her five children range from 4 to 11 years old—but took time off here and there. She also worked and volunteered with the Cleveland Metropolitan School District, where she connected with students and found joy in helping them.

During the pandemic, Barb, a single mother, had to stay home with her

kids and help educate them. That strengthened her resolve to earn her GED. She used that time to help her kids and work toward her studies.

In 2021, Barb earned her GED, after beginning her diploma journey in 2013. When she passed her last test, everyone in the Seeds office had tears of happiness in their eyes, says virtual site coordinator Todd Seabrook. She is working toward an associate's degree in applied science at Cuyahoga Community College in Cleveland, and plans to earn her bachelor's degree in social work. Barb wants to work with young children and pre-teens to help support and inspire them.

Although Barb had to make a tremendous effort to earn her GED, she says she was committed to showing her children the benefits of

earning a high school diploma and looking beyond that.

She also praises Seeds of Literacy for tutoring her and serving as a constant source of support, even when she wasn't able to show up for class.

Barb has some words of advice for those looking to earn their high school equivalency diploma who may feel frustrated: "Keep going. Don't stop ... It's going to pay off," she says.

"Desire was truly one of our great success stories, and is the quintessential example of what a student can achieve with dedication to a dream," Seabrook says.

Barb received the Ruth J. Colvin and Frank C. Laubach Award for Adult Learner Excellence at the ProLiteracy Conference on Adult Education in San Antonio last year.