

1001 SW Fifth Avenue
Suite 320
Portland, Oregon 97204
Phone: (503) 244-3898
Fax: (503) 244-9147
info@oregonliteracy.org
www.oregonliteracy.org

Oregon Literacy, Inc.

LitBits

Nonprofit
Organization
U.S. Postage Paid
Permit Number
4689
Portland, Oregon

Tutor HelpLine:
(800) 322-8715

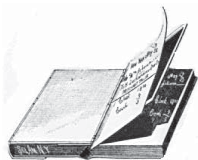
March 2006: Volume 8, Issue 3



Tutor Resource of the Month

Leonardo da Vinci, A New Reader's Book expands reader vocabulary while introducing da Vinci's many talents. By exploring da Vinci's contributions in art, math and science, readers are encouraged to consider their own creative and inventive abilities.

Quote Corner:



"To learn to read is to light a fire; every syllable that is spelled out is a spark."

~ Victor Hugo

Younger students require changes in ABE methods

An increase in the number of students under the age of 24 is affecting many Adult Basic Education programs. While the changes are difficult to document for those under 18, there is evidence that the 16-18 year old category is the fastest growing. In Fiscal Year 2000, the first year data for that age group was kept, the Division of Adult Basic Education and Literacy survey showed that 15% of all participants were under age 18.

Increases in the number of youth in ABE programs are attributed to a variety of changes in the educational system, including steeper graduation requirements that have led to a higher drop-out rate. The increase is also attributed to changes in the Adult Education and Family Literacy Act (Title II of the Workforce Investment Act) that defines those who are at least 16 years old and not enrolled (or required to be enrolled) in a secondary school as an "adult."

According to research by the National Center for the Study of Adult Learning and Literacy, these young ABE students often have different learning styles. Some programs are making changes

to suit these differences, others have not. Separating younger learners from older learners is a common strategy, though it isn't always feasible if there are few students in either category.

Some programs have changed their learning materials in an effort to connect more with teenage learners, including reading materials that incorporate pop culture and other youth-oriented topics. Youth also respond to teaching methods differently than older students. Some programs have changed class length and frequency to meet shorter attention spans. Other programs have lowered the ratio of younger and older students.

One such program is Futureworks, a GED preparation program for at-risk youth in Virginia. For students who have failed in alternative high schools, this program offer a lower student-to-teacher ratio and an alternate route for accomplishing education goals.

Both program managers and educators need to be aware of the changes in enrollment to ensure success for these young ABE students.

For more information, visit www.ericdigests.org/2004-1/youth.htm and www.ncsall.net/?id=123.

S.O.S helps educators teach research literacy

S.O.S. (Situations, Outcomes, Strategies) is a program created to assist educators in teaching research literacy. S.O.S. Virtual Training is a free Web-based resource that provides tips and ideas for developing lesson plans and teaching students how to locate, organize, evaluate and manage information from multiple sources.

Information literacy is becoming increasingly important with the expansion of the World Wide Web, where information, both accurate and not, is

easily accessible and easily manipulated. S.O.S. was designed to help educators share the strategies needed to navigate this mass of information.

S.O.S. allows the educator to input a situation and desired outcomes. The information system will suggest possible motivational teaching strategies when a strategy search is used. The program also offers collaborative software for sharing lesson plans with peers. For more information, visit www.informationliteracy.org/default.php.

E-curriculum focuses on portrayal of Middle East in the media

Project Look Sharp, a media literacy initiative at Ithaca College, has developed "Media Construction of the Middle East: A Digital Media Literacy Curriculum." The e-curriculum includes Web pages, text books, news article and timelines to teach students how to analyze conflicting information from multiple media sources.

Each of the four multimedia units teach students to critically assess information, sort out truth from misrepresentation and recognize media bias.

Teacher guides, student handouts and worksheets, slideshows, and video clips are available at www.projectlooksharp.org.

It's not too late!

You still have time to sign up for **Read Across Oregon** and raise funds for programs and services offered through Oregon Literacy, Inc. Sign up at www.oregonliteracy.org.

LitLinks: Find lesson plans, interactive learning game online

System for Adult Basic Education Support

www.sabes.org/resources/acron.htm

The letters can start swirling when you see all the acronyms used in ABE (Adult Basic Education), so to differentiate HEAL from NIFL and DOE from ABE you can use this Web site. There are more than 30 acronyms defined.

International Literacy Explorer

www.literacyonline.org/explorer

Focusing on an international view of literacy and basic education issues, this web site is aimed at teachers, practitioners, policymakers and researchers. Offers ideas, discussions and activities.

Wells Fargo's Stagecoach Island

www.stagecoachisland.com

Wells Fargo and Swivel Media have partnered to create Stagecoach Island, an interactive video game that teaches players about banking basics such as saving, budgeting and managing money.

Workforce Education LAB

<http://slincs.coe.utk.edu/gtelab>

This Learning Activities Bank is funded by Verizon and part of the LINCS project. It is designed for instructors in both the workplace and traditional education programs as a resource for teaching work-related basic skills. Provides lesson plans and learning activities for adult learners.