

CHESTER COUNTY READING ASSOCIATION

An IRA Honor Council, A KSRA Exemplary Council

MAY 2009 Newsletter

www.ccil.org/~ccra

Jan Pizarro, editor

CCRA Executive Board 2008-09

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To receive CCRA's newsletter by email rather than snail mail, contact Jan Pizarro, as above, to be added to the email list. You will receive your newsletter faster, while saving CCRA the cost of printing and mailing, allowing more money to be spent on programs and outreach. Newsletters can also be more easily shared with friends and colleagues through email. Join the many members who have already elected to be on the email list. Our newsletters are also posted on our website as above.

A Letter from Our President...

Greetings to CCRA Members and Friends!

Spring is here and the school year is winding down. As always, at this time of the year, I find myself consumed with teaching commitments and responsibilities. Sometimes I forget to allow myself to take a breath and enjoy being a teacher. Last weekend, I realized this as I finally sat down to listen to our CCRA guest speaker at our last members meeting of the year. I had started out the morning thinking about how I would spend the rest of my day on the beach and for a moment wished I was there. Then Susan Watts Taffe began her talk on Vocabulary, Teaching and Learning. Susan started with a word for the day, ebullient, meaning overflowing with enthusiasm and joy. She asked the group to talk about when we had felt that way. I had to admit that ebullient was my feeling at that moment. We had just finished the installation of new officers for the coming year. I thought about my year as president of an organization that has given me so much. I was spending the morning with a group of people who enjoy their job and there was a content buzz among this group who had decided to spend a glorious Saturday morning inside trying to get something out of Dr. Taffe's presentation to take back and improve what they do everyday. Yes, at the end of the morning after all was said and done, I had decided that it was time well spent.

This week I will be attending my first IRA convention in Minneapolis representing CCRA. I know I will come back with renewed enthusiasm and some new ideas. My message to you is to stay positive and look for those opportunities in your everyday life to keep you going in this job that you have chosen to do. So, whether you are a teacher just starting out in education, a teacher looking towards retirement or somewhere in the middle, look for those instances in your daily life that will inspire you and recharge you with the energy to teach. Become actively engaged in your profession and take advantage of the opportunities that surround us in Chester County and the Philadelphia area. I look forward to seeing you all at our meetings next year.

Thank you for allowing me to serve as your President.

Sincerely,

Carolyn Kelly

President, CCRA, 2008-09

Membership Renewal Alert...

Please check to see when your joint membership in KSRA and CCRA expires. We will continue to send your newsletter for a few issues if your membership lapses, but eventually you will be dropped from the member rolls. KSRA routinely sends out renewal forms (as does IRA), and CCRA is sent updated membership lists throughout the year. Ultimately, it is each member's responsibility to maintain their membership. Forms are available at www.ksra.org and also at any of our program meetings. If you have any questions, please contact Susan Rodebaugh or Jane Dulin.

Please Save Books and Magazines...

One of Chester County Reading Association's literacy projects is to fill a magazine rack for the Career Center in Coatesville. We collect gently used magazines and small children's books and deliver them from time to time. Little Golden Books are an ideal size, as the space is limited. You may help support this by bringing some to any CCRA program meetings.
- Carol Bremner

Celebrate Literacy - 2008

Each year CCRA honors an individual, group, or organization that promotes literacy. But nominations of such people are needed. Perhaps you know of a colleague, friend, neighbor, or organization that promotes literacy in some way that is not usually noted or heard about in the community. Please submit names of nominees for consideration of this recognition. The recipient is honored at the annual fall dinner meeting.

Submissions can be made to Tina Faccioli – 127 Linden Street, West Chester, PA 19382-3737
Email: tfaccioli@dasd.org or Phone: 610-696-1714.

KSRA Keystone to Reader Book Awards

The Perfect Nest by Catherine Friend and Punished by David Lubar were the selected award winners by primary and intermediate readers of Pennsylvania for 2008-2009. The Perfect Nest is a primary picture book about a cat that wanted to get eggs to cook omelets, but finds love instead. Punished is an intermediate chapter book about a boy who is cursed by puns. He not only learns all about figurative language, but also solves the mystery of the curse. The Keystone to Reader Book Award will be presented to both authors at the state's 2009 reading conference at the Hershey Conference Center in Hershey, PA, October 25-28. "Making a Difference" is this year's theme.

The purpose of this award process is to stimulate students to read a variety of trade books and critique them so that they can vote on the one that they think is best. Over 4,500 students have voted on their favorite books in the past. Thanks to all of you in Chester County who have participated with your students, and thanks to the teachers who helped compile the list of good books.

Check out the KSRA website at www.ksra.org for conference information and for KSRA book award information (click on Teacher Resources and the KSRA Book Awards and then Keystone to Reader Book Awards) for this year's list and participation forms.

Rose Cappelli and Glendia Kennedy
KSRA Keystone to Reader Co-chairs

PROFESSIONAL DEVELOPMENT

Act 48 UPDATES



PPID (Professional Personnel ID)

In order to make personal information more secure, PDE will no longer use Social Security numbers (SSN) to access information on teachers, such as certification information, ACT 48 status, etc. Instead, certified professional staff will be issued a 7-digit Professional Personnel Identification number (PPID). If you have not already received your PPID number, please complete the following steps as soon as possible:

- go to PDE website
- follow step by step directions provided on the site
- record your 7-digit ID number in a handy place for future reference

CCRA, an ACT 48 provider, is now required to using your PPID to report your ACT 48 hours earned at our programs, workshops and presentations. You will need to provide your 7-digit PPID at upcoming CCRA programs when you sign in to receive ACT 48 hours beginning with the September 19th program.

- Deb Dinsmore, ACT 48 Liaison

CCRA SCHOLARSHIP NEWS

An Octorara High School senior will be the recipient of this year's CCRA Annette T. Rabin Memorial Scholarship. The school has been contacted and their scholarship selection committee will be meeting to select a student who will be majoring in education in college in the Fall of 2009. To qualify the student must have at least a 3.0 average. The book scholarship has been raised to \$500 in a vote by the CCRA board. It will be presented at their awards night on May 27 at Octorara High School. If there is a CCRA member who lives in the Octorara school district and would like to make the presentation, please contact Glendia Kennedy at the email below.

Jaclyn Brown, a junior at Bloomsburg University has applied for the KSRA scholarship and has been nominated to represent Chester County by the CCRA board. Jaclyn graduated from Downingtown High School and was in the Teacher Academy Program at CCIU's CAT Brandywine. Mary Rash, an active CCRA member, was her teacher at the academy. Jaclyn plans to be a special education teacher concentrating in math. She runs a program at Bloomsburg called Best Buddies that gives people with intellectual disabilities the opportunity for friendships. Jaclyn will be awarded \$100 by CCRA for being nominated by the board. The KSRA decision on the recipient is pending.

Anyone interested in applying for the KSRA scholarship must be a full time junior who is majoring in education. Information is available on the KSRA website. The deadline is March 1st. Contact Glendia Kennedy at glendiakennedy@aol.com for further information.

Glendia Kennedy
Scholarship Chairperson

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"Remember that in the end it will be teachers who make a difference in children's lives. It is the teachers who will either lead the change or resist and stymie it. The focus of school change has to be on supporting teachers in their efforts to become more expert and reorganizing all aspects of the educational system so that they can teach as expertly as they know how."
- Richard Allington, 2004

Poetic Possibilities with Deb Dinsmore

By Joanne DiSabatino

One frigid February afternoon more than 90 dedicated teachers attended our third workshop, “Poetic Possibilities”, presented by CCRA Executive board member and PAWLP Fellow Deb Dinsmore. Deb shared ideas for comprehending and writing poetry that would definitely engage struggling readers and reluctant writers. One ready to use idea was “Knock Off Poetry”. In this activity the teacher reads a poem with a specific pattern to the class and students create their own “knock off poem” following the same pattern. Deb’s teaching experience includes working as a reading specialist in the West Chester Area School District. In addition she serves as Co-Coordinator of the Literature Institute and Co-Director of Elementary Education for the Pennsylvania Writing and Literature Project, West Chester University.

Dorothy Strickland Speaks to CCRA

By Joanne DiSabatino

On March 29th we were honored to have Dr. Dorothy Strickland as our guest speaker. This event was graciously sponsored by Houghton Mifflin, Harcourt. Dr. Strickland spoke to an audience of more than 140 teachers concerning “Supporting Struggling Readers and Writers: Strategies for Classroom Interventions”. Dr. Strickland (Ph.D., NYU) is the Samuel DeWitt Proctor Professor of Education. She is past president of both the International Reading Association and of its Reading Hall of Fame. She served on the national panels that produced Preventing Reading Difficulties and the RAND report, Reading for Understanding. She was recently invited to present the Annual Jeanne Chall Distinguished Address at Harvard University. Dr. Strickland was appointed by Governor Corzine to the New Jersey Board of Education in January 2008.

Too Good to Miss!

By Carole Koroluck

Kennett Middle School

After teaching eighth grade reading for thirty-six years, I spent this past year on sabbatical taking courses through the Pennsylvania Writing and Literature Project at WCU. This proved to be both educational and refreshing, and it also helped me walk in my students’ shoes for a brief time. Probably the highlight of the year was reading over sixty young adult titles, most of which proved that today’s writers are doing a wonderful job focusing on our teenagers’ interests and problems. This could possibly be called “The Golden Age of YA Literature.”

First of all, I encountered a few authors you could recommend to your students without any reservations. Joan Bauer tells sweet stories with good wholesome characters. Sonya Sones’ novels in verse are quite readable, fast-moving, and a bit funny, touching on topics relevant to today’s teens. You won’t be disappointed with Sharon Flake, a two-time Coretta Scott King Author Honor recipient. Her books overflow with young people dealing with self-image and bullying at school. I happily discovered Jeff Kinney’s *Diary of a Wimpy Kid* series which shares the hilarious escapades of a young middle school boy and his problems at home and school. Karen Hesse’s lyrical writing in *Aleutian Sparrow* will inspire your better readers. Finally, there is no question that Jen Bryant, our local Chester County friend, deserves the 2010 Newbery Honor for her beautiful picture book *A River of Words: The Story of William Carlos Williams*. It would work as a read-aloud or could be woven into a poetry or biography unit.

In addition to these accomplished writers, it was a joy to discover some relative newcomers to the field since teachers need an arsenal of books on hand to satisfy all customers. Traditionally, my students have had trouble selecting books, but Paul Volponi, Terri Trueman, Gordon Korman, Gary D. Schmidt, DeeDee Ellis, Jennifer E. Smith, and Laura Amy Schlitz may have changed that forever. They have written stories that speak to our young people and that swirl with currents of their generation. As teen literature expert Michael Cart says, “Teenagers urgently need books that speak with relevance and immediacy to their real lives and to their unique emotional, intellectual, and developmental needs and that provide a place of commonality of experience and mutual understanding, for in so doing, they bring the outsiders out of the darkness and into the light of community.”

Although some of their subject matter may be a bit controversial, these authors surprise us and there is no doubt in my mind that readers will be delighted because they are a break from the ordinary. Because our students are searching for books that speak their language, what middle schooler wouldn’t tune in to Volponi’s rendering of the horrors of Hurricane Katrina and a young man and his father being forced to live in the Super Dome in *Hurricane Song*? In Trueman’s *Stuck in Neutral* the feelings of being trapped inside a body with cerebral palsy and seizures are mesmerizing. For all the teens who have complained about the boring books they read in school where the dog always dies, Korman has come along with a cute story where all that changes, in *No More Dead Dogs. This is What I Did* by DeeDee Ellis introduces us to Logan, an awkward outcast, who knows his best friend is being hit by his father. The book is a mystery surrounding what happens one night. If you also enjoy playing with palindromes, you will love this book.

While many of these titles already mentioned address contemporary issues, there are three additional books that stand out simply because they are works of art. Their pages are filled with great style, different plots, and memorable characters. Gary D. Schmidt's *The Wednesday Wars* is masterful, with references to Shakespeare and The Vietnam War. Quite a page-turner, it is about a 7th grader who learns about life and Shakespeare while working with his teacher on Wednesday afternoons. Filled with beautiful writing, Jennifer E. Smith's *The Comeback Season* is a multi-faceted tale of love and comebacks. Baseball lovers will especially love this sweet teenage story. Finally, *Good Masters! Sweet Ladies! Voices From a Medieval Village* by Laura Amy Schlitz is the winner of the 2007 Newbery Award, a collection of short first-person plays featuring teen characters living in a 13th c. English manor. This would be a terrific tie-in to a history unit or a great choice for Reader's Theatre.

Because we reading teachers need plenty of titles to recommend, here is a useful title for you to keep on your classroom desk as a ready reference: *The Ultimate Teen Book Guide* by Daniel Hahn and Leonie Flynn. A current and popular title, it contains many young adult reading lists and recommendations. Especially useful is a section called "Next" which helps identify additional titles to read if you enjoyed a certain book. In addition, two terrific websites should help. The first is one of the largest youth websites, www.cynthialeitchsmith.com; and then there is www.ipl.org/div/teen, a comprehensive listing of other booklists created by people who know and love books written for teens.

Truly, one of the best gifts you can bestow upon your students is being a wealth of information. Helping them discover their next read will keep them happily engrossed all year. My greatest joys as a reading teacher have come from making a recommendation and having the student declare, "I never liked reading before you gave me this book. Now I love to read." Encouraging students to become lifelong readers is our calling. If you ever have the chance to take a sabbatical, do it. A refreshing year away from the classroom and time to explore this fantastic era of young adult literature are opportunities too good to miss.

Words About Words

Susan Watts Taffe Speaks at CCRA Saturday Workshop

By Susan Caroff

"Words are like crayons. Red and orange-red are close, but they're not exactly the same. You use words, like colors, to paint a vivid picture. When you write, you should be attempting to paint." This advice was given by a 5th grade teacher as she helped her students find the right words for their writing. Susan Watts Taffe used this analogy to make a point about teaching for full word knowledge in her April 25 workshop on vocabulary development and instruction. She explained that words have a meaning continuum; e.g., happy – joyful – ebullient. There are fine shades of distinction for any word, and a word's meaning can be slightly changed by other words around it. For readers to have deep understanding of a word, they must know how it can be applied in multiple contexts and know its precise meaning in many contexts.

The goal of Professor Taffe's presentation was to share research-based methods for helping students acquire precise knowledge of many words. She addressed four major topics: research, instruction, strategies for independent word learning, and word consciousness.

Of particular interest was recent research cited by Professor Taffe, indicating that knowledge of higher-level vocabulary, rather than basic vocabulary, promotes future word learning, even in the youngest of learners (Beck, McKeown, & Kucan, 2002). Preschoolers are capable of learning meanings of many powerful words with the right instructional support. Word knowledge happens slowly over time, so we must start early to develop an understanding of school vocabulary and uncommon words. General guidelines for vocabulary instruction focus on active engagement with words, building semantic connections, identifying precise definitions, and applying words in multiple contexts. Drawing on work done by Beck, McKeown & Kucan (2002), Professor Taffe explained that there is value in having conversations about words, especially if such dialogue is part of intentional, explicit instruction. She outlined Beck et al.'s three-step process for using rich conversation to teach sophisticated words: explain, extend and engage. First, explain the word in everyday language; next, extend its meaning by giving examples of its use in multiple contexts; last, engage students by having them discuss how it applies to their lives and how they might use it. Professor Taffe outlined two key strategies for independent word learning: context clues and word parts. Categories of context clues, such as definition and example, should be taught directly along with a process for applying clues to unfamiliar words. Readers should know these clues are not always present in text; sometimes context is not helpful. Knowing meanings of frequently occurring word parts, prefixes and suffixes, can also help with word identification (White, Sowell, & Yanigahara, 1989). (See the points on vocabulary research for more on this.)

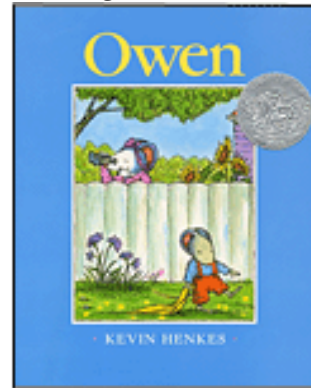
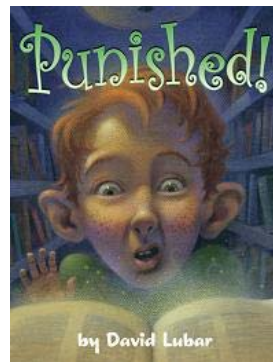
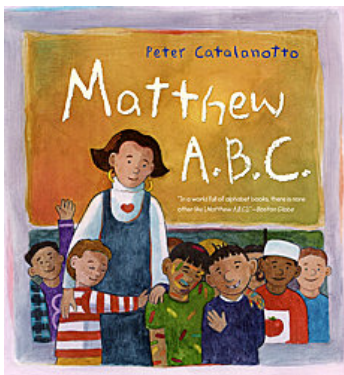
Word consciousness -- curiosity about words, their spelling meaning and usage -- is a habit of mind we hope all students will develop. Creating a classroom where all things word is prominent is a good place to begin, advised Professor Taffe. Classrooms that promote word awareness have extended discussion of words, routines for teaching words, positive feedback on independent use of words, creative visual displays of words, and many opportunities to study and apply words in engaging activities and in wide reading. Exciting word play activities: hink pinks, I Spy a Word, making words, word of the day, idiom of the week, reading aloud word play books, highlighting words at morning meetings and keeping student-generated word collections as a resource for writers. To make a word cloud, go to [Wordle](#), type in some text, and then click to see words in a visually appealing format.

Professor Taffe provided a comprehensive overview of best practices for vocabulary development. Her excellent presentation was an enjoyable conclusion to CCRA's programs for the year.

Beck, I.L., McKeown, M.G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. NY: Guilford Press. Professor Taffe recommended this text and a more recent one by the same authors, *Creating robust vocabulary: Frequently asked questions and extended examples* (2008), also by Guilford, as excellent professional resources for best practices on vocabulary instruction.

3 books

Professor Taffe recommends for promoting word consciousness:



Two Points ➤ ➤

Research to Inform Practice

- Most words are learned incidentally, through both spoken and written language, but rare words are more often encountered in print (Cunningham & Stanovich, 1998; Hayes & Ahrens, 1988). The amount of time spent reading, reading volume, is a good predictor of vocabulary size (Miller & Gildea, 1987). Independent reading, in and out of school, accounts for a substantial amount of vocabulary growth; about 1000 words per year for the average reader (Anderson & Nagy, 1992).
- Several prefixes and suffixes account for a majority of affixes found in words in print read in school (White, Sowell, & Yanigahara, 1989). Teach meanings of these high-frequency word parts to assist students in identifying unfamiliar words. Explain why morphemic knowledge is important and show students where and how to apply the most useful affixes.

**High-Frequency Prefixes and Suffixes in School Print That
Account for 75% of Affixed Words**
White, Sowell, & Yanigahara (1989)

Prefixes		Suffixes	
1.	un-	1.	-s, -es
2.	re-	2.	-ed
3.	in-, im-, il-, ir- (not)	3.	-ing
4.	dis-	4.	-ly
5.	en-, em-	5.	-er, -or (agent)
6.	non-		
7.	in-, im- (in)		
8.	over-		
9.	mis-		

An online resource that gives a good overview of vocabulary research and instruction: [A Focus on Vocabulary](#) by Lehr, Osborn & Hiebert (2005).

References

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Beck, I.L., McKeown, M.G., & Kucan, L. (2008). *Creating robust vocabulary: Frequently asked questions and extended example*. NY: Guilford Press.

Cunningham, A. E., & Stanovich, K. E. (1998). What reading does for the mind. *American Educator*, 22, 8-15.

Cunningham, A. E. (2005). Vocabulary growth through independent reading and reading aloud to children. In E.H. Hiebert & M. Kamil (Eds.), *Bringing scientific research to practice: Vocabulary* (pp.45-68). Mahwah, N.J.: Erlbaum.

Hayes, D. P., & Ahrens, M. (1988). Vocabulary simplification for children: A special case of 'motherese.' *Journal of Child Language*, 15, 395-410.

Lehr, F., Osborn, J., & Hiebert, E.H. (2005). *A Focus on Vocabulary*. Pacific Resources for Education and Learning. Retrieved May 5, 2009 from <http://www.prel.org/programs/rel/vocabularyforum.asp>

Miller, G., & Gildea, P. (1987). How children learn words. *Scientific American*, 27, 94-99.

White, T. G., Sowell, J., & Yanagihara, A. (1989). Teaching elementary students to use word-part clues. *The Reading Teacher*, 42, 302-309.

You can taste a word.

~ Pearl Bailey

What We're Reading...

If you've been to the Chester County Book Company, you're seen the cards attached to the shelves designating the various "Staff Picks" highlighting those books that CCBC personnel found to be especially worthwhile. If you have read a book that you feel would be particularly valuable for our members, please email the information to jrpizarro@comcast.net for inclusion in the next newsletter.

Readicide: How Schools Are Killing Reading and What You Can Do About It by Kelly Gallagher is an important book. Reminiscent of Regie Routman's *Literacy at the Crossroads*, it is a book that should be read by teachers and administrators alike. Gallagher defines readicide as "the systematic killing of the love of reading, often exacerbated by the inane, mind-numbing practices found in schools." As teachers, we are quick to point out the many outside factors (competition with video games, second language issues, print-poor homes, etc.) that make it difficult for us to foster a love of reading in our students. Gallagher acknowledges these very real problems while challenging teachers to turn their attention the one thing they can control – their own teaching practices. If we are to prepare students to compete in the global marketplace, we must teach them to be thinkers instead of memorizers. While most school districts state that they value reading, we must examine the kind of reading that is valued and the way it is measured. As Gallagher states, "'Valuing reading' is often a euphemism for preparing students to pass mandated multiple-choice exams, and in dragging students down this path, schools are largely contributing to the development of readicide."

Gallagher argues that once we recognize the factors in our schools that are contributing to readicide – a dearth of interesting reading material, an emphasis on test preparation at the expense of reading more challenging works, and simply not providing students enough time to read – we can take steps to remedy the situation. He offers sound practical advice to teachers that will help them "create reading situations in which our students discover the reading flow they need to achieve while reading both academic and recreational works."

Although *Readicide* is written from the perspective of a high school teacher, it will help teachers at all levels understand the importance of engaging in classroom practices that foster deeper problem solving and reasoning skills in our students, strike a balance between academic and recreational reading, and value the kind of reading that is important to our future as a nation.

Readicide is published by Stenhouse Publishers and is available from Reading Matters (www.readingmatters.net).

Readicide was reviewed by Rose Cappelli

Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8 by CCRA's own Lynne Dorfman and Rose Cappelli follows the same basic format of their first book, *Mentor Texts*. Teachers will appreciate the variety of books used to teach the qualities of writing, the classroom snapshots, and the Your Turn lessons that follow the gradual release of responsibility model and are located at the end of each chapter.

The last chapter is a Treasure Chest of Books – a valuable resource that categorizes all the books mentioned in the running text and additional books by chapter and provides a brief annotation on how a teacher might use the book in writing workshop. Teachers can easily locate books throughout *Nonfiction Mentor Texts* with the help of an index.

The book weaves theory and classroom practice together in a friendly, conversational tone that is easy to digest. There are myriad suggestions for possible writing assignments in a variety of formats for both persuasive and informational pieces as well as possibilities for poetry.

Nonfiction Mentor Text and *Mentor Texts* are published by Stenhouse Publishers.

The title of ***The Book Whisperer: Awakening the Inner Reader in Every Child*** by Donalyn Miller was so intriguing to me that I just had to order it immediately after reading the reviews in an ASCD online newsletter. Miller describes how to truly engage students in reading, creating lifelong readers and thinkers through an intense workshop format that capitalizes on individual choice and teacher support and encouragement. Carol Ann Tomlinson said that the book is "a primer of the heart on how to make reading magical again." Miller embraces the concept of individual choice, and promotes appropriate and authentic reading behaviors. Read this book to see how to energize your students' reading and make reading instruction meaningful and fun, and engaging for the teacher as well. Published by Jossey-Bass.

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What Every Elementary Teacher Needs to Know About Reading Tests (From Someone Who Has Written Them) by Charles Fuhrken explains how these tests are created, how standards are interpreted and assessed, and how students can apply their knowledge of reading to standardized tests. The book offers a wealth of information about reading tests, high-quality preparation materials, samples of frequently assessed standards, and engaging core-reading activities. Published by Stenhouse Publishers.

When appropriate strategies are combined with engaging texts, student interest and learning increase. Many content teachers have used Janet Allen's *Tools for Teaching Content Literacy* flipchart to enhance their instruction and help students utilize appropriate strategies to engage with tests. Allen presents a wealth of research-based instructional tools to help students make connections with informational resources and read critically. Like its predecessor, ***More Tools for Teaching Content Literacy*** is a handy reference offering succinct descriptions, practical strategies, and manageable assessments for help teachers better deliver and manage their instruction. You will find it a welcome addition to the ideas Allen outlined in the first flipchart. Published by Stenhouse Publishers.

Literacy in the twenty-first century means much more than just reading and writing. Today we talk about the "New Literacies", and realize that students must be lifelong learners and critical thinkers who can manage to deal with an avalanche of information that is accessed in so many different ways. ***Engaging the Eye Generation: Visual Literacy for the K-5 Classroom*** by Johanna Riddle helps teachers add new layers to students' reading comprehension, critical thinking, and communication skills. Teachers will see how to use multiple literacies to weave together standards and disciplines; identify and apply appropriate tools to ensure relevant information literacy; integrate information and research skills; and tailor meaningful assessment of the learning process. Published by Stenhouse Publishers.

SUMMER OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT ABOUND!

Hello, all, from CCIU...

I am happy to report that Chester County Intermediate Unit will be hosting more Penn Literacy Network courses during this summer and next school year. I have attached flyers for all 3 courses, and I would appreciate it if you would post the flyers and/or share them with colleagues that might be interested in taking the courses. Also, if you are planning to take PLN 17 or PLN 12a, please go to CCIU's website to register as soon as you can.

As you know, Dr. Jack McGovern will be teaching PLN 17 this summer, called Teaching Writing: Compositional Text. This fall, Rebecca Crossfield will be teaching PLN 12 Part A, which will address the language, literacy, behavior, and learning needs of at-risk learners within the inclusive classroom. And next spring, Kate Shapero and Patti Gill will be teaching PLN 7, discussing integration of reading, writing, and science. I've attached flyers for all 3 courses, which contain more detailed explanations, times and dates, etc. Thanks for helping to spread the word about these outstanding courses!

Janine Presloid
CCIU Literacy Consultant
Phone: 484-237-5329

Fax: 484-237-5194

Here are the flyers for the CCIU courses and ELL Symposium: ***click to open...***



PLN17_flyer 01.doc



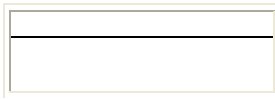
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ELLSymposium2009.pdf



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 2202

The Pennsylvania Writing and Literature Project

Summer '09 Courses

[PDF registration form](#)

[Summer Courses Brochure](#)

[On-line registration form](#)

At WCU's Graduate Business Center	
June 29 - July 3	Manage a Writing/Reading Classroom, K - 8 Growing Readers, K - 5
June 29, 30, July 1, 2, 6, and 7	Teacher as Writer, K - 12
July 6 - 10	Math Academy, 4 - 12 *New Course!!
July 13 - 16 and July 20 - 21	Strategies for Teaching Literature, 4 - 12
July 20 - 24	Strategies for Teaching Writing, 4 - 12 Reading and Writing in Digital Spaces, 5 - 12
July 27 - 31	Writing and Children's Literature, K - 8 Popular Mechanics, 4 - 12
At the Bucks County IU	
June 29 - July 3	Units of Study for Writing, 2 - 8
July 6 - 10	Popular Mechanics, 4 - 12
At Other Locations	
June 23 - 25, June 30, July 1	Linking Technology with the Reading/Writing Classroom, 1 - 8 at Upper Moreland Intermediate School in Hatboro
July 13 - 17 intro. mtg. June 3, 5 - 7:30 p.m.	Literacy in Bloom: Botanical Inspirations for Reading, Writing, and Learning at Longwood Gardens in Kennett Square
July 13 - 14 (1 credit)	Partnering with Children to Read, Write, and Talk History, 3 - 6 at Highlands Historical Society, Ft. Washington
July 20 - 24, intro. mtg. July 6, 9:00 a.m. - noon	Visualizing Words and Worlds: Writing, Literature and Art, K - 12 at the James A. Michener Museum in Doylestown
July 27 - 31, intro meeting 6/23, 1 - 4 p.m.	Visualizing Words and Worlds: Writing, Literature and Art, K - 12 at Goggleworks in Reading
August 3 - 7, intro. meeting 6/24, 1 - 4 p.m.	Visualizing Words and Worlds: Writing, Literature and Art, K - 12 at the Brandywine River Museum in Chadds Ford
<p>Invitational Institutes for Experienced Teachers 6 graduate credits June 29 - July 23 (four days/week, Mon. - Thurs., 8:00 a.m. - 3:00 p.m.)</p>	
<p><u>Institute in Teaching Writing</u> Writing Institutes at WCU's Graduate Business Center and at the Bucks County IU</p>	
<p><u>Institute in Teaching Reading and Literature</u> at WCU's Graduate Business Center</p>	
<p><u>Institute participants become Fellows of the National Writing Project</u> and are eligible to teach in our summer Youth program, present in-service programs, and coordinate courses.</p>	



Summer 2009 Teacher Training Institute
Presented by the AIM Institute for Learning and Research
With the Academy In Manayunk, in conjunction with The Lab School of Washington®
Early Literacy for Struggling Readers and Writers (K-Grade 4)

This 3-Day Institute is designed for Regular and Special Educators, Speech and Language Pathologists, School Psychologists, Learning Specialists, Reading Specialists.

Take One, Two or Three Days of the Summer Institute. Act 48 credits are available. This Workshop is conducted by current practitioners who will couple the research with practical hands-on activities and strategies that educators and specialists can take back into the classroom the next day.

Day One: The Role of Language Development in Early Literacy

- Language development and red flags for later reading difficulties
- Impact of speech and language deficiencies on the 5 key areas of reading
- Strategies for teachers and speech and language therapists working together
- Overview of materials that can be made or purchased that build language skills
- Case studies to determine which strategies work best based on student profiles

Day Two: Struggling Readers...Research to Practice Classroom Strategies

Learn the five essential components of reading and reading instruction outlined in the National Reading Panel (2000): phonological awareness, alphabetic understanding, vocabulary, fluency and text comprehension. Learn specific research based instructional strategies for effectively developing these 5 components of reading. Use case studies to learn assessment tools and make instructional decisions.

- Learn how to assess student needs and group for instruction
- Learn morphology of words, word structure, vocabulary strategies
- How to explain the research behind these key areas to parents
- Diagnostic-prescriptive approach and progress monitoring
- Practical hands-on activities for educators that make a difference

Day Three: The Impact of Language and Reading Difficulties on Writing

- Why is writing so difficult for students?
- How does language affect those skills needed for writing?
- Language-based learning difficulties and strategies for writing
- What can a review of writing samples tell a teacher
- Practical strategies for getting the most out of the writing process with struggling readers

Presenters:

Jaelyn Ford, M.A. – Trained by Sally Smith at American University, Jackie interned at The Lab School of Washington as she received her Masters Degree in Special Education. Jackie went on to teach at The Lab School of Washington and joined the team at the Academy in Manayunk, a school for children with language-based learning challenges, replicating the Lab School model in Philadelphia.

Pamela Greenblatt, M.A., CCC, SLP – Pam graduated from George Washington University and is a licensed SLP. Pam worked at The Lab School of Washington as part of a large-scale school-based and outpatient department of 22 therapists. She is now the Director of the Speech and Language Department at the Academy In Manayunk

Two Sessions to Choose From:

Tuesday- Thursday, July 14, 15, 16, 2009	Academy In Manayunk 169 Conarroe Street Philadelphia, PA 19127
Tuesday-Thursday, July 21, 22, 23, 2009	West Chester Area School District West Chester, PA Location TBD

Cost:

One Day Only (Any Day):	\$125 Per Day
Two Days (Any Combination):	\$225 for 2 Days
Three Days	\$325 for 3 Days

Register Online at www.aimpa.org or mail check to Academy In Manayunk, 169 Conarroe Street, Philadelphia, PA 19127. (PO's accepted from school district offices). Spaces are limited at each session, so please register early.

For Additional Information:

Please email Pat Roberts, Executive Director, at proberts@aimpa.org.

Additional Offerings at the AIM Institute for Learning and Research (see website at www.aimpa.org for more details):

RAVE-O Training Wilson 3-Day Applied Methods Wilson Foundations Course

FAMILIES AND READING by Jean Kerrigan



Have you utilized the “Families and Reading” materials on the Keystone State Reading Association Website (www.ksra.org)? These materials can be downloaded for your use for free from the website. Right now there is a special link to them, but if that link disappears, they usually remain on the site under “Teacher Resources” into next school year. Many of you undoubtedly have used these excellent materials in past years, but be certain to check out the **brand new listings** of books for various age groups—preschool, primary (K-2), intermediate (gr. 3-5), and middle school (gr. 6-8), -- which are **asterisked** on each list (*). There are several other lists including poetry, series books, and magazines for children, reference materials for adults, along with websites for children and one for adults. Included with lists of activities are some general lists of reading ideas which are valuable for parents and teachers.

Be certain to copy the wonderful lead-in material-- the **calendar of activities** for students to do reading-related activities with their families, designated by KSRA as Families and Reading Month. **Primary** and **intermediate** versions in both **Spanish** and **English** are provided along with a **Certificate of Achievement** for families who participate. We didn't have an April newsletter this year to send this out, but these activities work so well at any time. KSRA does this every year in April, so look forward to checking this out every year. Each year they post an updated and revised edition.

Celebrate Families and Reading this month in your school, and encourage your colleagues to do so. Email them this information, and talk up the idea of celebrating this important event in your school. Have a very literary Spring!



Newspaper readership is a habit teachers need to instill in their students. The International Reading Association recently reported in its Feb./Mar. issue of Reading Today that in a study of international literacy, Jack Miller, President of Central Conn. State Univ., noted that newspaper readership in the U. S. is much lower than in many countries, with the US ranking thirty-first in newspaper readership, which is normally considered an important factor in measuring literacy. This finding is, according to Miller, a “cause for national concern.”

This article further points out that cities with high internet reading of the newspaper tend to have wide newspaper circulation, seemingly refuting the argument that newspaper circulation is down in the U.S. because people are reading the news online.

The “Newspapers in Education” materials which you can download for your use are now online in KSRA’s website www.ksra.org. They are found in “Teacher Resources.”

Another valuable asset for teaching newspaper reading skills and improving reading ability is the *Philadelphia Inquirer*’s **FREE** NIE program whereby a teacher can get up to 30 copies of the Sunday newspaper online to use with students during the week. If you would like to enroll in this program in which your membership will continue until you indicate that you no longer wish to be a member, contact Ann Devlin, NIE Dept. Philadelphia Inquirer, 912 N. PA Ave., Yardley, PA 1906 or fax her at 215-295-9240. When you are enrolling, provide your name, the name, address, phone, and fax numbers of your school,

your grade level and number of students in your class, and your email address. If you have any questions, you can call her at 215-295-9230. Educators should promote reading the newspaper by students and families, as it is one way of encouraging the development of literacy.
- Jean Kerrigan

The Volunteer English Program is seeking volunteers to tutor in the Volunteer English Program

Transforming Lives, Supporting Self-Sufficiency



790 E. Market Street, Suite 215
West Chester, PA 19382
Telephone (610) 918-8222
Fax (610) 918-8223

Email: volunteer.english@verizon.net
Web site: www.volunteenglish.org

Contact: Linda Grosse, Executive Director

The Volunteer English Program in Chester County (VEP) serves a growing population of adult immigrants and refugees with one-to-one tutoring in English language skills and American culture. For newcomers to the U.S. who cannot communicate in English, life can be overwhelming and survival tenuous. In order to participate in their new communities, immigrants and refugees desperately need to acquire English language skills and an understanding of American culture. One-to-one tutoring helps students reach their most urgent and individual language goals.

According to the 2000 census, almost 10% of the population in the region speaks a language other than English at home (GCIR, 2001). The Latino population alone nearly doubled in this area in the last decade (Philadelphia Health Management Corporation, 2002). Since 1986, VEP has provided free English tutoring to thousands of newcomers to America. VEP recruits English speaking volunteers from the community and trains them in proven methods of language instruction. The trained tutor is then matched with an individual on VEP's waiting list.

The tutor-student pairs work together three hours weekly for about one year. Studies focus on the specific goals of the students such as getting a job, getting a driver's license, obtaining citizenship, and participating in their child's education. VEP develops individualized learning plans for each student and supplies appropriate texts. The pairs are mentored and coached throughout their time together. All services are free to individuals who cannot afford to pay.

With the help of their tutors, students acquire life skills such as: making a phone call to a healthcare provider, obtaining a driver's license, getting a job, understanding a supervisor, talking with a child's teacher, succeeding at training, making a friend and participating in their community.

With better language skills and an understanding of American culture, VEP students become literate and obtain the knowledge and skills necessary for employment. As a result of improving their communication skills, they can better perform their adult roles as family members, workers and community participants. They move from being served toward self sufficiency.

With a growing population of immigrants in the region, the work of VEP taxes limited resources. The waiting list continues to grow. Currently, more than 80 people are awaiting urgently needed English language training. If you would like to donate two or three hours a week to make an important and lasting impact on someone's life while strengthening your community, please let us know using the contact information above.

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