

CHESTER COUNTY READING ASSOCIATION

An IRA Honor Council, A KSRA Exemplary Council

Spring 2010 Newsletter

www.ccil.org/~ccra

Jan Pizarro, editor

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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.

"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

A Letter from Our President...

Greetings to CCRA Members and Friends -

Dear CCRA Members,

It has been an honor to serve as president of this outstanding organization. The individual and collective efforts of our officers and board of directors have allowed us to fulfill our mission and goals of promoting literacy in Chester County. Our members also deserve acknowledgment for supporting our council by attending our Saturday and after school programs.

An active membership and dedicated officers and board of directors earned us several accolades in 2010. This spring CCRA was the recipient of two IRA awards. We were first recognized as an Honor Council of the International Reading Association for achievements in programs, membership and community service for nineteen years. We were then awarded the IRA Membership Honor Roll in recognition of outstanding membership. Finally, CCRA was a 2010 Literacy Hero Nominee as a "Community Impact Hero".

Thank you for a wonderful year! Have a great summer and watch for information about our fall programs.

Sincerely,
Joanne DiSabatino, President

In your own words...



Dr. Sharon Kletzien on Paraphrasing and Comprehension

By Susan Caroff

When teachers decide on a focus for comprehension instruction, paraphrasing is not usually the first strategy that comes to mind. But at a January 28th presentation to CCRA by Dr. Sharon Kletzien, CCRA members learned that this strategy deserves much more attention in the reading curriculum. Dr. Kletzien, a West Chester University professor and long standing member of DVRA and CCRA councils, shared her research on the usefulness of paraphrasing as a strategy for monitoring comprehension and retaining information. Paraphrasing involves using the reader's own language to portray the author's message. Dr. Kletzien explained that there is often confusion about the distinctions among retelling, summarizing and paraphrasing. In retelling, the reader is expected to recount as many details as can be remembered using the author's language and text structure. Summarization is a general statement of the main points of the author's message that includes a topic sentence drawn from the text or created by the reader. Paraphrasing is often looked upon as an intermediate step between the details of the retell and key ideas of the summary. To paraphrase, the reader must access prior knowledge about the topic and relevant words associated with the topic. This involves monitoring reading, actively engaging with text to think about what the author is saying, rereading to clarify if needed, and building a representation of the text in the reader's own language.

To illustrate challenges readers encounter in learning to paraphrase, Dr. Kletzien had participants apply the strategy to a few passages. Participants commented that this activity gave them a renewed sense of the difficulties struggling readers face because of the effort it took to search their own background knowledge for words different from the author's. However, the constraints of paraphrasing are what make it such a powerful reader strategy. Readers must avoid using the original text language to reconstruct the author's message, and in so doing create a personal, plausible representation of the text.

Paraphrasing is best taught using the gradual release model. Dr. Kletzien gave examples of students at West Chester University's Reading Center whose struggles with comprehension were significantly improved when they were taught paraphrasing with this instructional framework. Initial steps of the procedure include a clear explanation of the strategy, a think aloud using many examples, and discussion of where and when the strategy should be applied. Teacher and student collaborative practice, where the teacher contributes fewer ideas as the student becomes more competent with the strategy, follows. Eventually, students should be able to use the strategy successfully on their own when they encounter comprehension difficulties.

A good way to introduce paraphrasing is to begin by helping students restate two sentences with your support. Move on to longer sections of text as they build skill with the strategy. Do most paraphrasing orally, so those who struggle with writing won't be prevented from using the strategy.

Dr. Kletzien's excellent presentation was much appreciated by participants as they learned best practices for a strategy to improve students' comprehension. See ReadWriteThink.org for a [lesson plan](#) on paraphrasing by Dr. Kletzien and a [classroom activity](#) on paraphrasing proverbs.

[Kletzien, S.B. \(2009, September\). Paraphrasing: An Effective Comprehension Strategy. *The Reading Teacher*, 63\(1\), 73-77.](#) (IRA members can access this article by clicking on the citation and logging in.)

Two Points ✓ ✓ Research to Inform Practice

✓ Results from a study by McKeown, Beck and Blake (2009) suggest that there may be some advantages to content-based approaches to comprehension instruction over methods that emphasize strategies. Content approaches, such as Questioning the Author, involve asking open-ended questions and peer discussion. Strategy instruction also involves discussion, but it focuses on applying specific thinking processes, as in reciprocal teaching. In both methods, the teacher segments the text and has students read to stopping points, but in the content approach, the teacher asks students a general question, e.g., what they think the author's purpose is, and has students respond using their own words. In strategy instruction, however, the reader is shown specific procedures for taking action when encountering difficult text, such as questioning and summarizing. McKeown et al. found that an advantage to the content approach was that students put the text in their own words and provided more in-depth responses to questions that arose from discussion. A concern about strategy methods was that some readers may focus more on the procedure for applying a strategy rather than on what the text means. The researchers recommended teachers point out examples of where strategies were used after discussion concluded to provide authentic examples of strategic thinking. For more on the study, listen to an interview of Margaret McKeown at <http://www.voiceofliteracy.org/posts/34422>.
[McKeown, M.G., Beck, I.L., & Blake, R.K. \(2009, July/August/September\). Rethinking Reading Comprehension Instruction: A Comparison of Instruction for Strategies and Content Approaches. *Reading Research Quarterly*, 44\(3\), 218–253.](#)

✓ In a case study of a kindergarten teacher's comprehension instruction, Gregory and Cahill (2010) describe methods that support young learners' comprehension of narrative texts read aloud. Strategies of connecting, visualizing and questioning were taught using kid-friendly terms, posters and hand motions. To develop children's concept of background knowledge, the teacher used illustrations depicting a person thinking about ideas and then taught students to activate their ideas about a text before it was read aloud. The connection strategy was explained by telling students that new ideas can be linked to pre-existing ones much like Velcro is used to attach one object to another. Visualization and questioning were represented by the familiar concepts of a mind movie and *I wonder* statements. The study showed that kindergartners benefit from comprehension instruction that associates strategies with familiar terms using visual props and participatory reading. See this year's March issue of *The Reading Teacher* for more info on the procedures used by the teacher in this study.
[Gregory, A.E., & Cahill, M. \(2010, March\). Kindergartners Can Do It, Too! Comprehension Strategies for Early Readers. *The Reading Teacher*, 63\(6\), 515–520.](#)



A book is like a garden carried in the pocket.

~ Chinese proverb

Mary Beth Allen's Presentation to CCRA in March

By Joanne DiSabatino

Mary Beth Allen, Associate Professor of Reading at East Stroudsburg University, presented a workshop on "Comprehension Strategies" on March 6th. She shared teaching ideas for before, during, and after reading. These ideas focused on active learning and a response centered model. Allen strongly suggested moving towards teacher facilitated discussions and moving away from "TRE", **teacher** initiates question, student **responds**, teacher **evaluates**. The response centered model actively engages the student through conversation in all phases of the reading process. Allen considers the "during reading" phase the most critical part of the lesson. This is when children make meaning and actively process ideas or information. Conversation during reading allows the student to see many perspectives and learning becomes a social experience. Partner work should be built into each phase of the reading process.

Allen offered a wealth of activities to implement at different stages of the reading process. She wants us to remember that the goal is not the graphic organizer or the activity, but "to teach through the activity." Each lesson must have a purpose and children need a reason for reading. These teaching ideas should follow the gradual release model: explain, model, practice, summarize and reflect.

Listed below is a brief description of each teaching ideas Allen shared on March 6th. The blackline masters that support each teaching idea can be downloaded by clicking on the link at the end of this article.

Purpose	Teaching Idea	Description	When to use it
Build background knowledge	Anticipation Guide	Make up several statements for students to answer with agree or disagree	Before Reading After Reading
Predicting Vocabulary	Vocab-o-gram	Select vocabulary from the story to suggest literary elements	Before reading
Important Details	Big Ideas...Lingering Questions	List big ideas and lingering questions after reading a section of text	During Reading
Visualizing	Sketching Through the Text	Students read a chunk of text and draw a quick picture of what they read	During Reading
Questioning Important Details Inferencing	Say Something	Use "Say Something" prompts to ask a question, tell an important part, or ask a question	During Reading
Point of View	Open Mind Portrait	Draw or write about person's feelings and thoughts throughout the story.	After Reading
Summarizing	Bio Pyramid	Summarize a person's life following guidelines on back line master	After Reading

Summarizing	Plot Structure Diagram	Capture main action for each chapter or important event and chart events. Start with climax.	After Reading
Summarizing/Inferencing	Personality /Character traits	Provide list a personality traits for students that describe a character. Students choose specific traits and support choice with text evidence.	After Reading
Summarizing	Acrostic Poem	Write phrases next to each letter in the title of a book that summarizes the story.	After Reading

A more detailed explanation of these teaching ideas can be found in **Guided Comprehension in Grades 3-8, Combined Second Edition** by Maureen McLaughlin and Mary Beth Allen, 2009 International Reading Association.

*Interesting articles -
links from Ed Week and Ed Leadership:*



Education Week Boys Trail Girls in Reading Across States.mht



Educational Leadership Reading to Learn.mht



The Book Whisperer - Education Week Teacher.mht



Writing Can Improve Reading Skill, Study Finds - Curriculum Matters - Education Week.mht



The Importance of Nursery Rhymes by Alicia Kelly

There are many lessons to be learned from Nursery Rhymes, many things to talk about. You can learn something about being a good citizen when you do.

<http://home.freeuk.net/elloughton13/rhymes.htm> These sections contain more than just the words/lyrics. Each section has free printable [coloring pages](#), craft ideas, puppets and/or activity sheets to go with the songs, rhymes and stories!

<http://www.dltk-teach.com/rhymes/index.htm> There are so many good reasons to use nursery rhymes as literacy tools! First of all, so many children are already familiar with so many of them. When children breathe the air of familiarity, they become much more comfortable with their surroundings; certain words, letters, or even names seem to become self evident.

Additionally, children who are familiar with a nursery rhyme will often want to continue down one of many paths within the realm of literacy: they may want to continue reading the further adventures of a given character, such as presented in our books; they may wish to write rhymes of their own; they may want to read other nursery rhymes or discover new characters or stories related but not exactly the same. We actually have a lifelong relationship with literacy much as we have lifelong social relationships, and when thought of as ever enlarging concentric circles, it can be rewarding, inspirational, thought provoking, and enhance the general quality of our lives.

Further, the natural rhythm and meter of nursery rhymes actually lend themselves to being read, and in particular out loud. This is one of the many reasons that all of our books thus far have been set to music and can be found as songs. The same is true in reverse by the way: How often have we heard children (not to mention ourselves) repeat a line from a song we know in spoken word and stop to consider the juxtaposition of the words, the verse, the rhyme? It is common banter around our dinner table, for goodness sake! Rhyme and verse are also much easier for a child to remember (hence their comfort level), and what's more they lend themselves to being read aloud from parent to child (and hopefully at a certain point from child to parent). This interaction by the way is a critical component in fostering literacy; so much so, that it needs to be addressed as a separate issue.

Why nursery rhymes? It seems to us with all they have to offer, it is a pointed mistake not to incorporate them into the youngest curricula. Were we to turn the question around and ask ourselves why not nursery rhymes, the answer would be simple: There is no good reason!

<http://www.dannyandkim.com/WhyNurseryRhymes.html> Generations of children have been captivated and soothed by their rhythms and sounds, even if they didn't understand their meaning. Traditional nursery rhymes are part of English language children's culture so it is important that your baby gets to know them. Their rhyming sounds also help in later learning to read. Anthologies of traditional nursery rhymes can generally be found in children's public libraries. You may find them in books or tapes titled **Mother Goose Rhymes**. It is worth asking if the children's librarian has a list of nursery rhyme books in the library.

http://www.raisingkids.co.uk/0_1/guest_opal_02.asp

Professional Development News from IRA...

The International Reading Association is pleased to support an outstanding PD opportunity in your region. The Penn State York summer institute features distinguished literacy educators including Dick Allington, Doug Fisher, Linda Gambrell, Michael Graves, Diane Lapp, Jackie Malloy, Barb Marinak, Tim Rasinski, and Dorothy Strickland. And it all takes place June 14 to 18 in York, Pennsylvania – an easy drive away.

The institute focuses on “Essential Engagement: Motivating Metacognitive Minds” and highlights IRA’s new [Essential Readings book series](#).

Numerous registration options are available, including graduate credit, PD hours, full week or single day. All registrants will receive a copy of the newly published Essential Readings on Motivation. But hurry: **The registration deadline is May 21.**

Find out more about the institute by

- [Visiting the institute website](#)
- [Downloading the registration brochure](#)

Accommodations can be made for those whose school years are extended into June due to use of “snow days” in the winter. Contact 717-771-4060 for details.

The institute is approved both for (nondegree) graduate credit and for Pennsylvania “Act 48” PD hours. For those attending from outside Pennsylvania, [download the full course outline and Act 48 approval documentation](#) to review with administrators for determination of applicability toward your state’s PD requirements.

We hope to see you in York next month!

International Reading Association • 800 Barksdale Road • Newark, DE 19711, USA
800-336-7323 • Outside the United States and Canada, Call 302-731-1600 • www.reading.org



If you are having trouble viewing this e-mail, click [here](#) to read this issue of IRA Inspire online.

June 2010

Teacher, *thinking about summer vacation*: I can hardly wait to get caught up on the bestsellers I've missed this year. Not to mention the magazines. And the books I got for my birthday. And then there's those trashy thrillers I save for the beach...

Student, *contemplating the same thing*: Yes! Two months with **no** reading!! ALL RIGHT!!!

When students don't read in the summer, they may start next school year behind where they are right now. Try sharing these ideas with parents and kids to get them excited about reading all summer long.



Parents' Predicament: What to Do on Those Rainy Days?



Who Wants to Be a Millionaire?

year-old Naomi Porter has difficulty fitting back into her life.

• *Drugs, sex, gang violence, painful poverty, and in-your-face language confront the reader in this all too realistic portrayal of life for many teens in America.*

Sometimes the key to getting kids reading is helping them find the right thing to read. The lines above describe books that are “Young Adults’ Choices”—and don’t they sound like something your middle or high school students might want to pick up?

Each year, teens themselves pick the books included on this list. Annotations give quick descriptions of each title, and the whole list is available as a PDF for easy downloading and printing or e-mailing to parents. Most books are available in public libraries, as well as bookstores.



Happy reading!

Download the most recent [“Young Adults’ Choices”](#)

[Or browse past years’ lists](#)



[“Children’s Choices”](#) (books recommended by kids up to age 12)

[“High-Interest Reading Leaves No Child Behind”](#)

[To Be a Boy, To Be a Reader](#)

Who Wants to Be a Millionaire?

CONTACT US



IRA Inspire is produced monthly by the International Reading Association as a benefit to our members.

International Reading Association, 800 Barksdale Rd., Newark, DE 19711.
 Telephone: 800-336-7323. Outside the United States and Canada, call 302-731-1600. Website: www.reading.org . Send questions or comments regarding this newsletter to IRAImpire@reading.org .

Join IRA's social media groups at [facebook](#) and [twitter](#)

*From Elin Oliver Keene's May Workshop at CCIU -
 If this intrigues you, look for her book, To Understand.
 The resources in the appendix are worth the price alone!*

Literacy Learning: What's Essential

1. Living a Literate Life: Rigor, Inquiry and Intimacy in the Classroom

Teachers:	Students:
Create a predictable daily schedule (workshop) that ensures abundant time for independent reading and writing - a Literacy Studio	Read and write independently for extended and growing periods of time each day - actively engage in all 4 components of the Literacy Studio
Create a culture conducive to in-depth study of a variety of books, genres, topics, authors, writer's tools and comprehension strategies	Select books, topics, authors appropriately for level, challenge, interest; engage in book discussions; share recommendations and insights with other readers, see to understand the insights of others
Create a visible climate that encourages serious, but joyful work on authentic tasks through the use of several different types of learning spaces - use alternative lighting, room configuration, rugs, bookshelves and decorative items to create intimate spaces	Fully utilize the resources available and move independently in the classroom - work within the classroom with the knowledge that it is an honored place of scholarship and inquiry, a place to indulge learning passions and curiosity
Focus on helping children create models to share their thinking - display their work, create anchor charts to describe the group's thinking	Understand and use options for oral, artistic, dramatic, and written means to show thinking and respond to text
Teach and respond with civility and respect, modeling sophisticated and scholarly oral language for children	Use oral language precisely to describe their thinking during reading and writing - use that language to apply strategies and

	writer's tools independently
Create an unseen culture of rigor, inquiry and intimacy by continually expecting more, probing ideas further and pressing children to explore their intellect	Understand and engage in the processes, procedures and rituals of a learning community
Teach a few concepts of great import, in real depth, over a long period of time	Apply concepts of great import in a wide variety of texts and contexts
Use 5 key instructional strategies: think-aloud, modeling, conferring, demonstration and sharing to ensure retention and reapplication of concepts learned - use the strategies to focus on essential deep and surface structure systems, simultaneously, K - 12	Become independent, flexible and adaptive in using surface and deep structure systems including word identification, fluent reading, comprehension strategies, writer's tools, syntax, text structure and conventions - share and teach other readers and writers

2. COGNITIVE STRATEGIES (CONTENT - ongoing)

Surface Structure Systems Identifying words, reading fluently	Deep Structure Systems: Comprehend literally to get the gist of the story, comprehend deeply and probe ideas
Grapho-Phonic System Letter/sound knowledge, alphabetic principle, phonemic awareness, decoding	Semantic System Understanding word meanings from literal to subtle, discuss and write about experiences/associations related to words, precision and word choice in writing
Lexical System Visual word recognition based on frequent visual exposure to words Visual memory for <i>all</i> words	Schematic System Constructing meaning at the whole text level; understanding themes, ideas and concepts, storing and retrieving relevant knowledge, connecting the new to the known
Syntactic System Understanding of language structures at the word, sentence, paragraph and whole text level (usually auditory -- see more under #4 Text Structures/Elements)	Pragmatic System Multiple experiences with ideas we've read or learned; sharing and applying meaning; constructing meaning through oral, written, artistic, and dramatic means; writing for specific purposes and audiences; revising thinking based on interactions with others; adopting the habits and mores of readers and writers
What children know and are able to do when using surface structure systems	What children know and are able to do when using deep structure systems
Use decoding strategies such as identifying word families, chunking, point	Demonstrate increasingly sophisticated vocabulary in oral and written communication

<p>identifying word families, chunking, point and slide, cross check across systems (does the word make sense, sound like language, do the letters match the sounds), etc.</p>	<p>Use Comprehension Strategies:</p> <ul style="list-style-type: none"> • Monitor for Meaning • Activate and Create Schema • Ask Questions • Use Sensory and Emotional Images • Infer • Synthesize • Determine Importance
<p>Recognize sight words and other words in environment visually - repeated use of recognized words</p>	<p>Engage in meaningful discourse about books to develop deeper understanding</p>
<p>Use word analysis strategies such as identifying affixes, compound words and derivations</p>	<p>Write to develop deeper understanding</p>
<p>Use text management strategies such as rereading/reading ahead, deep reading, skimming/scanning, using text features such as bold print, italics, etc.</p>	<p>Use art and/or drama to develop deeper understanding</p>
	<p>Reflect on own growth as a reader/writer</p>

*Linda Hoyt on Powerful Pathways to Literacy:
Strategies for Learning to Love Nonfiction*

Reported by Rose Cappelli

CCRA was very fortunate to have Linda Hoyt speak on nonfiction literacy for our final program of the year on May 19. In her lively and engaging presentation, Linda shared many strategies for helping students deepen comprehension when reading nonfiction text. One such strategy is “I Remember”. After reading a short part of a longer text, students turn to a thinking partner and share what they remember. This strategy is particularly useful for students who are fluent readers but who experience poor recall. Using short portions of text helps students build muscles for memory.

Linda stressed the importance of the gradual release of responsibility in strategy instruction. Not only must teachers model and provide students adequate guided practice, but we must also ensure that the strategy taught is applied at an independent level. In the “I Remember” strategy, students could jot down facts remembered in logs or on sticky notes.

Linda also shared a new project she is working on called “Go A.P.E. for writing. A.P.E. stands for authenticity, purpose, and expectations. This program helps teachers and students incorporate short bursts of writing across the curriculum. Students learn what nonfiction writing looks like when they write for authentic purposes. They are successful and make progress when teachers have high expectations of what they can do. In this program students engage in power writes – five minutes of sustained writing in every subject area throughout the

day using a variety of nonfiction text types such as letters, poems, lists, procedures, and descriptions. This type of writing sends a clear message to students that we write to remember, think, and understand.

We thank Houghton Mifflin/Harcourt for sponsoring Linda Hoyt and providing the delicious refreshments for our meeting.

Newspapers in Education Research *By Alicia Kelly*

[Lifelong Readers teencontent](#)

This report summarizes new research by the Newspaper Association of America Foundation showing that newspapers with specially designed content for teens have a better chance of attracting young readers and keeping them as they age. Teen sections provide an additional boost to later readership beyond the effects of other factors known to influence newspaper reading.

[Lifelong Readers civic engagement 2007](#)

The research presented in this report examines the role of newspapers in developing and shaping future community leaders. The NAA Foundation looks at how the use of newspapers in the classroom or for homework assignments, and access to teen-focused content encourages young people to get involved in volunteer work to better their communities, and to remain civically engaged as adults.

[If it catches my eye 2008 online news](#)

The Media Management Center at Northwestern University conducted a study seeking to identify what drives the online news consumption of teenagers. They present their findings, recommendations to news organizations, and insights into the characteristics of teen news sites.

[Teenshow](#)

This is a powerful presentation by the Media Management Center that explicitly shows what teens want from online news. It reveals what studies have shown in the past and what to do with these insights.

Lessons/Activities

[First Amendment Booklet](#)

This teaching activity guide was created by the 2001 winners of the Newspaper Innovators in Education Award for students from kindergarten through high school. The activities present a how-to guide for using the newspaper to teach the five freedoms of the first amendment. Additional resources and a follow up are presented.

[Newspapers Maintain Brain](#)

This is a teacher's guide for using the newspapers to enhance basic skills. The easily, adaptable activities are for elementary, middle school, and high school students. Many of the activities have corresponding reproducible sheets.

[n-the-news-2009](#)

This document is specifically for journalism classrooms and contains a set of nine lesson plans, activities and assessments using the daily newspaper. NAA Foundation supported this project in hopes that teachers could use the daily newspaper as a "textbook" that is affordable and timely.

[parent-newspaper-guide-english](#)

This guide contains 12 pages of helpful newspaper hints and activities for parents of students ranging from young to older.

[target_date_usa](#)

Each state is represented by unique scavenger hunt.

[NIE Week 2009 Guide](#)

This is last year's guide which returns to the basic principles and goals of NIE Week – to learn about and with the newspaper. It contains 15 elementary lesson plans encompassing a newspaper focus, background, before reading, guiding reading, after reading, and a performance rubric.

High Five Units

[Unit A](#)

[Unit B](#)

[Unit C](#)

These units represent an integrated language arts and journalism curriculum for middle school students. Unit A contains lesson plans and activities built around media literacy and newspapers, Unit B builds on the first unit and extends into concepts about becoming a journalist, and finally, Unit C takes the student to "press."

[NIE Week 2010 Guide](#)

http://www.ksra.org/Resources/NIE%20Week/2010_NIEWeek.pdf

Critical Thinking Through Core Curriculum: Using Print and Digital Newspaper

This teacher's guide provides an opportunity for developing critical thinking in areas such as financial literacy, nutrition, the environment, character education, and information technology. The activities and extensions are written for grades 3 to 12. Please see attached pdf.

1. http://www.educationworld.com/a_lesson/lesson/lesson139.shtml

Ten Great Activities: Teaching with Newspapers

Ten terrific classroom activities that use the newspaper to teach all sorts of valuable skills -- including reading and writing for meaning, map reading, media literacy, sequencing, word meaning, and math.

2. <http://www.ericdigests.org/pre-929/using.htm>

Using Newspapers as Effective Teaching Tools

Short article which outlines how to teach comprehension, awareness, and skills using newspapers, as well as how to teach legal awareness and citizenship, how to develop critical consumers, and how to make reading real for adult learners and learning disabled students, all through the use of newspapers.

3. <http://www.teachersdesk.org/news.html>

Short article which outlines why teachers should use newspapers in the classroom and provides different activities to try.

4. <http://www.cloudnet.com/~edrbsass/ednews.htm#usiingnewspapers>

This site consists of links to [directories for locating online newspapers](#), [lesson plans for using newspapers](#), [resources for creating classroom newspapers](#), [journalism lesson plans](#), and [online versions of many papers](#)

5. <http://www.csun.edu/~hcedu013/cevents.html>

This site provides links and ideas to using newspapers (even magazines and TV) to teach current events.



Nominations for Celebrate Literacy Award - 2010

Each year CCRA honors a local organization, group, or person who has promoted literacy in our community. This award searches for candidates who have shown exemplary accomplishments in any of the following areas: direct teaching at any level, organizing local literacy programs, promoting support from the public to enhance literacy, producing teaching materials or special media for literacy programs, conducting research in a field related to literacy, providing young people the opportunity to help in literacy activities, and conducting educational activities of a social, cultural, economic, or political nature in which literacy activities are included.

If you have any possible candidates please send them to Tina Faccioli at tfaccioli@dasd.org or mail to 127 Linden Street West Chester, PA 19382-3737. Please include a brief description of the person/organization, their contribution to literacy and how they may be contacted.

Tina Faccioli
Celebrate Literacy Chair

IRA CONFERENCE UPDATE

Whether or not you attended the IRA Annual Convention, here are some post-convention resources that you'll find useful:

[Presenters' session handouts from the convention are available.](#)

Relive your entire convention experience, or experience it for the first time, through the news stories archived on [Reading Today Daily here.](#)

We hope to see you in Orlando! IRA's 56th Annual Convention, **The Power of Literacy**, will be held there May 8-11, 2011. Mark your calendar! Advance registration for members opens in December.



Want to experience more?

You know how outstanding the IRA convention experience was on site. If you didn't get a chance to browse through IRA's [professional development resources](#) and [merchandise](#) at the IRA Marketplace in Chicago, you can do so online. If you're not a member, now is the time to join IRA so you can continue to experience all of IRA's valuable offerings at a member price. [Click here for more details on membership.](#)



Membership Renewal Alert..

You can renew your membership in KSRA/CCRA any month of the year at no disadvantage to you, as all memberships run for one year from the date that KSRA receives your check (or credit card information) and membership form.

Membership is still just \$30 for this year, and for that amount you can attend at no charge five CCRA meetings and earn almost a dozen Act 48 credits. In addition, food treats are served free of charge at four of our meetings (At the brunch meeting, you can eat a very generous breakfast at a reasonable price). Also, with our reciprocal policy with other local councils, you can attend a meeting of a group such as the Delaware County Reading Association if this group was addressing a topic or having a speaker you wanted to hear.

To obtain a membership form, download one from the KSRA website www.ksra.org If you have any difficulty doing so, Just email me at the email address given below, and I will email you an attachment with a form. Furthermore, if you have any other questions, email me at jakvma3@comcast.net Thanks so much. - Jean Kerrigan, CCRA Membership

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 use 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

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

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