

Chester County Reading Association
in the process of becoming...
KLSA Brandywine Valley Forge
An ILA Honor Council, A KSLA Exemplary Council
WINTER 2018-19 NEWSLETTER



<http://ccra-pa.weebly.com/>

Jan Pizarro, Editor

CCRA Executive Board 2018-19

President: Ro Batson - Montgomery School rotutor723@aol.com
Past President: Rose Cappelli – WCASD, Ret. – ryc1011@hotmail.com
Vice-President: Lynne Dorfman – UMTSD, Ret. lynnedorfman@comcast.net
Corresponding Secretary: Mary Ann Mallory – OJRSD, Ret. – mamallory74@gmail.com
Recording Secretary: Glendia Kennedy – CCIU, Ret. – glendiak@aol.com
Treasurer: Jane Schultz, DASD, Ret. - mjschultz46@hotmail.com

Other Board Members:

Gretchen Denlinger - DASD - gdenlinger@dasd.org
Jane Dulin – KCSD, Ret. – jdul@ccil.org
Tina Faccioli – DASD, Ret. - tfaccioli1@verizon.net
Ali Givey – WCASD - akelly213@gmail.com
Jen Greene – WCASD - Jengreene8@gmail.com
Carolyn Kelly – WCASD, Ret. - carolynkelly928@gmail.com
Jean Kerrigan – VMA, Ret. - jakvma3@comcast.net
Cindy Kruse – Ed. Consultant - krusecindy@gmail.com
Elizabeth Madarang, DASD - Emadarang@dasd.org
Mary Lee Meacham – WCASD, Ret. - mlmeacham@verizon.net
Jan Pizarro – WCASD, Ret. – jan.pizarro72@gmail.com
Sandy Shacklady-White – PaTTAN - sshackladywhite7889@gmail.com
Jane Vardaro – WCASD, Ret. – jvardaro1@comcast.net

CCRA's Newsletter is published four times a year. It is emailed directly to all our members and is also posted on our website as above. Electronic newsletters can easily be shared with friends and colleagues and offer interesting and pertinent direct internet links. We also send out occasional "email blasts" of current important literacy and educational updates and interesting items, as well as program reminders for your use. Please watch for these. If you are not receiving your newsletter via your email address, please contact Jan Pizarro or Jane Dulin, as above. If you have changed your email address, please advise us so that we can be sure to include you on our listserv.

"There is more treasure in books than in all the pirate's loot on Treasure Island." — Walt Disney

*** Remember to like the Chester County Reading Association on Facebook! ***

"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

Mission Statement of the Chester County Reading Association

The mission of the Chester County Reading Association is to provide opportunities and resources to all who teach and promote lifelong literacy at home, at school, and in the community.



President's Letter Winter 2018-2019

Dear Colleagues,

As we welcome in the New Year very soon with its promise of new beginnings and new goals, I am writing to let you know that CCRA continues its merger process with Tri-County Reading Council. At this point in time, a new governance document has been written by a committee composed of both CCRA and TCRC members and will be sent to KSLA for approval in January 2019. An article by CCRA Past President, Rose Cappelli, contained in this newsletter, further explains this new governing structure. Our 2018-2019 Membership Plan was also written and submitted jointly to KSLA early in the fall. Lit Fest, featuring keynote speaker, Matthew R. Kay, was CCRA and TCRC'S first combined program on November 10, 2018, as we progress towards our new identity as KSLA Brandywine Valley Forge. Matthew R. Kay's presentation was very well-received by attendees at Perkiomen Middle School East. Matthew Kay's book, *Not Light, But Fire*, is an inspirational read that should not be missed. For more information about Kay's book, here is the link:

<https://www.stenhouse.com/authors/matthew-r-kay>

Save the Date! Mark your calendars now for Lit Fest 2019 to be held on Saturday, November 9, 2019. CCRA and TCRC will work together in the planning of Lit Fest 2019. More information will be forthcoming once details have become finalized. Please consider giving a presentation as one of our many workshop presenters at Lit Fest. Contact me at: rotutor723@aol.com, if you would like to present a workshop at Lit Fest 2019.

CCRA'S Winter Program will be held at CCIU on Wednesday, January 16th from 4:30 P.M. to 7:00 P. M. This program features our own CCRA Board Member and Educational Consultant, Cindy Kruse, presenting a relevant topic for all educators, "Text Dependent Analysis, A Blueprint for Student Success." Cindy Kruse's website is: <http://www.cindykruseconsulting.com/consulting>

As we approach 2019 – 2020 with renewed vigor and optimism, so does CCRA and TCRC welcome in the New Year similarly, as we approach full merger by July 1, 2019. We continue to keep Mother Teresa's quote in mind as we all work together in supporting our mission in literacy, "Together we can do great things."

I wish you and your families a joyous holiday season and look forward to continue working with you in the New Year.

Sincerely,

Rosemarie C. Batson
CCRA President
2018-2019

Update on KSLA Brandywine Valley Forge

By Rose Cappelli, CCRA Past-President

Chair, Governance Committee

As most of you are aware, Chester County Reading Association and Tri-County Reading Council are in the process of becoming KSLA Brandywine Valley Forge. Recently, representatives from both councils, with guidance from KSLA, met to create a new governance document. This document will replace the current governing by-laws of CCRA and Tri-County and will align with the governing structure of KSLA.

What does this mean for our councils and for our members? First of all, we will be a much larger organization. Our membership area will include all of Chester County as well as portions of Montgomery, Berks, and Bucks Counties. Although that is quite a large geographic area, we will continue to provide quality programming for teachers in these areas and will work to obtain the best locations for our programs. Many of our community projects will continue and in some cases may expand.

As we move forward there will also be changes in the management of our organization which will be restructured to include both a governing board and an advisory council. The new structure will provide more efficiency in decision making while still involving committee volunteers to help in advancing our mission of promoting lifelong literacy at home, at school, and in the community.

This spring we will need to elect a new board of directors with new officers for 2019-2020. If you are a current member of CCRA or TCRC you are entitled to vote and will receive a ballot in early March. After our new board and advisory council is in place, we will make decisions on how to combine or expand our community projects. This work will require lots of help and involvement from our members. **If you are interested in serving on the governing board or as a member of the advisory council, please contact me to learn more** (ryc1011@hotmail.com or 610-331-6385).

CCRA 2019 Programs

**January 16, 2019 (CCRA) Text Dependent Analysis: A Blueprint for Student Success
5:00 -7:00, Registration at 4:30, held at the CCIU (ACT 48-2 Hours) Speaker: Cindy Kruse**

How do we teach students the skills necessary to dive deeply into complex texts? Literary analysis is not an easy skill to learn. It requires students to both comprehend and think critically. Having students write in response to reading these texts makes the task even more

challenging. Just as a builder begins with a blueprint to construct a building, teachers need a plan to build success for their students. Join Cindy Kruse in this interactive and engaging workshop to learn research-based strategies, tools and tips in order to build a solid foundation for your students and how to provide the scaffolding necessary for their success! Flyer for this program is on page 15 of this newsletter.

**May 4, 2019 (CCRA) Raising Social Awareness Through Conversations & Mentor Texts, 9:00-12:00 Noon, Registration at 8:30, held at the CCIU (ACT 48-3 Hours)
Speakers: Mwenyewe Dawan, Aileen Hower, & Lynne Dorfman**

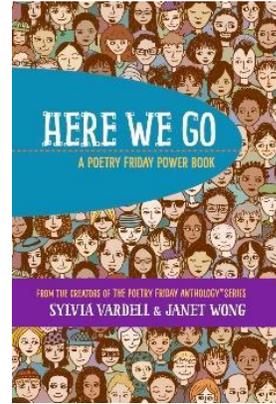
Explaining the basics of human rights in age appropriate ways with quality children's literature can establish the foundation for a lifelong commitment to *social* responsibility and global citizenship. Talking to students about *social justice* issues is no easy task, but it's so important. A perfect way to begin is reading and discussing *books* about human rights topics and writing about those issues in different formats to share with others. This presentation will establish a rationale for reading, writing, and talking around mentor texts that focus on social justice issues. Criteria for book selections will be shared. Facilitators will examine classroom connections for myriad books on topics such as finding home, finding an identity, appreciating different cultures, and embracing family diversity.

**Janet Wong Inspires CCRA on September 29, 2018
With Her Presentation,
“Building Community with Social Justice Poetry”
By Rosemarie Batson**

According to author and poet, Janet Wong, poetry's brevity allows us to delve into social justice issues with our students in five minutes or less—while meeting language arts standards and even providing instruction in other curricular areas such as social studies and science. If we have ten minutes, we can bridge the gap between reading and writing by creating found poems based on current events; if we have thirty minutes, we can provide a poem collage activity that engages students in close reading while immersing them in diversity thinking. With social justice poetry, we can build community and present a call to action to our students every day.

Janet Wong inspired attendees to address social justice issues by engaging participants in hands-on poetry activities that focused on a particular social justice theme. Participants were asked to write poetry around a theme, share the poetry among the group, and articulate how we educators can use the techniques in our own classrooms. She kindly offered everyone who bought a book from Reading Matters vendor, one free book from her collection. Janet called us to action through creativity of expression using poetry as the vehicle. Some of the poetry ideas presented were: memoir poems, compliment chain, *I am from....*, and *the poetry suitcase*. *Some resources mentioned were: the “I am” Project by George Ella Lyon, 35 poems on Sound Cloud, <http://www.poetrycelebrations.com/> Kwame Alexander's book, *Take a Knee*, just to name a few. Participants left the workshop invigorated to teach social justice poetry with practical ideas as demonstrated by Janet Wong. For more information about Janet Wong, visit her website: <https://www.janetwong.com/>*

Pictures from Janet Wong's presentation ...



CCRA Fall Fundraiser 2018
“Shopping and CCRA” – A Winning Combination!
By Rosemarie Batson



Boscov’s “Friends Helping Friends” Shopping Passes

CCRA sold Boscov’s Department Store’s “Friends Helping Friends” shopping passes this fall to benefit CCRA’S Children’s Literacy Outreach Projects. The passes sold for **\$5** and the buyer received a **25%** discount shopping pass good for purchases made only on **October 16, 2018** at any Boscov’s store. Buyers were also eligible to win a \$100 or \$500 gift card.

This was a “win-win” situation for CCRA and its members who purchased a shopping pass. CCRA directly received the funds from the purchase of each pass, which will help further its literacy projects, and buyers got to enjoy savings off of purchases made at **Boscov’s Department Store on October 16th**. An additional benefit to the buyer was that this \$5 shopping pass purchase was also tax-deductible.

FYI -Boscov’s offers the shopping passes to participating 501c and 170c non-profit organizations in communities throughout PA, NJ, NY, DE, MD, OH, and CT. Last year, “Friends Helping Friends Day” raised \$600,000 for service organizations in communities with Boscov’s stores throughout Pennsylvania.

CCRA is pleased to report that 105 shopping passes were sold this year, yielding a \$525.00 profit for CCRA. Thank you for your support of CCRA and its Children’s Literacy Outreach Projects.

PRESCHOOL LITERACY PROJECT by Mary Ann Mallory

Beginning in 2012, CCRA has sponsored the Preschool Literacy Project. We offer the eight books on the current KSRA Preschool to Reading Book Award list to nonpublic preschools and Head Start Centers in Chester County. Over the years this project has grown to include more than 23 sites. In late August 2018 a letter of invitation to participate in this year’s program is sent to schools who have participated in the past as well as new schools suggested by the committee. We are fortunate this year to be able to circulate 10 book bags each containing the eight nominated books for 2018-2019. The set of books includes both fiction and nonfiction picture books. The members of the committee are eager to visit the preschool classes to present the contenders for this year, and to share one of the books with the class as a guest reader. After a period of two to three weeks, the book bag and the vote sheets are collected so that they can be brought to another participating school. Once all votes are tallied, the results are sent to the state level to be included in the grand total from throughout Pennsylvania. Last year’s winner was ***When Spring Comes*** by Kevin Henkes. Our mission is to provide Chester County teachers with a resource to promote the love of reading, and to offer the youngest Chester Countians the opportunity to be delighted with stories that help imaginations soar.

The Keystone to Reading Book Award Program by Rose Cappelli and Glendia Kennedy

We are proud to be co-chairs of The Keystone to Reading Elementary Book Award Committee at the state level. The purpose of this program is to stimulate the reading of a variety of recently published trade books to or by students in Preschool through Grade 6. Participants are asked to read at least four of the books from the level that is most appropriate for their grade. Teachers can participate individually, as a grade level, or as a school. We ask for commitment by completing a participation form by December 1 of the current school year. The students vote for their favorite in the spring, and teachers submit the results to the committee chairs by March 15.

For more information, please contact Rose Cappelli (ryc1011@hotmail.com) or Glendia Kennedy

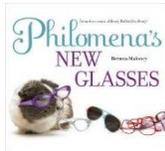
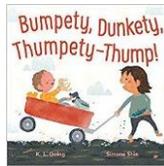
(glendiakennedy@aol.com), or visit the KSRA website (www.ksrapa.org). There is also a program for middle and high school students. More information as well as annotated lists and participation forms can be found on the KSRA website.

Please consider participating in this award program. It is a great way to introduce your students to wonderful new titles. Information on how you can participate as well as book annotations for both divisions (elementary and secondary) are available on the KSRA website (www.ksrapa.org)

2018-2019 Keystone to Reading Elementary Book Award Nominees:

Preschool (Grades Pre-K-K):

A Perfect Day by Lane Smith
Bulldozer Helps Out by Candace Fleming
Bumpety, Dunkety, Thumpety-Thump! by K.L. Going
Claudia and Moth by Jennifer Hansen Rolli
Fantastic Flowers by Susan Stockdale
Feathers and Hair: What Animals Wear by Jennifer Ward
I Just Want to Say Good Night by Rachel Isadora
Shake a Leg, Egg! by Kurt Cyrus



Primary (Grades K-3):

Can an Aardvark Bark? by Melissa Stewart
Chippy Chipmunk Feels Empathy by Kathy M. Miller
Cricket in the Thicket by Carol Murray
Full Moon Lore by Ellen Wahi
If You Were the Moon by Laura Purdie Salas
Philomena's New Glasses by Brenna Maloney
Rolling Thunder by Kate Messner
The Ring Bearer by Floyd Cooper
The Secret Life of the Red Fox by Laurence Pringle
Take Your Time: A Tale of Harriet, the Galapagos Tortoise
by Eva Furrow and Donna Jo Napoli

Intermediate (Grades 3-6):

All the Way to Havana by Margarita Engle
Bat Count: A Citizen Science Story by Anna Forrester
I Love You, Michael Collins by Lauren Baratz-Longsted
If Sharks Disappeared by Lily Williams
Keep a Pocket in Your Poem: Classic Poems and Playful Parodies by J. Patrick Lewis
Matylda, Bright and Tender by Holly M. McGhee
Mickey Mantle: The Commerce Comet by Jonah Winter
Renato and the Lion by Barbara DiLorenzo
She Persisted: 13 American Women Who Changed the World by Chelsea Clinton
Wishtree by Katherine Applegate

BOOK REVIEWS AND WEBSITES FOR TEACHERS

By Sandy Shacklady-White

Author Focus: *Amy Krouse Rosenthal*

Amy Krouse Rosenthal was an American author of adult and children's books. She was also a short film maker and radio show host. She wrote over 30 books for children between 2005 and her death from ovarian cancer in 2017. She is the only author thus far to have 3 children's books make the Best Children's Books for Family Literacy list in the same year (2010). She often contributed to TED and NPR.

Note: Book descriptions are from www.thriftbooks.com

Al Pha's Bet:

Wonderful things are being invented every day in Al Pha's world—fire, the wheel, even shadows. His big chance to be part of history comes when the King announces that the twenty-six recently invented letters need to be put in order. Al makes a bet with himself that he's the man for the job. Through a series of funny events, he eventually finds the perfect order for the letters, and the king rewards him by naming his creation the "Alphabet." Sure to entertain and engage young readers, this book turns the ABC's inside out. Kids will laugh at the quirky illustrations and clever wordplay, while wondering where the alphabet really did get its order.

Duck! Rabbit!:

Is it a duck or a rabbit? Depends on how you look at it. With more than 100,000 copies sold, this classic picture book is now available in a sturdy board book that little ones will love holding in their own two hands. Smart, simple and funny, it offers a hilarious choice—and one readers of all ages will rejoice in making.

I Scream! Ice Cream!:

What do "I Scream" and "Ice Cream" have in common? Nothing besides the fact that they sound the same. The ever-surprising Amy Krouse Rosenthal unleashes her prolific wit in this silly and smart book of wordplay. Perfectly complemented by equally clever illustrations from the talented and internationally renowned Serge Bloch, this mind-bending book will have young readers thinking about words in an entirely new way.

This Plus That:

What comes after $1 + 1$? Just about anything! In this fanciful collection, Amy Krouse Rosenthal puts together unexpected combinations that always add up to something special. Whether it's "wishes + frosting = birthday" or "birds + buds = spring," each equation is a small delight. This Plus That shows again and again that life's total experience is always greater than the sum of its parts.

Wumbers:

“What do you get when you combine a word and a number? A wumber.” Paying tribute to William Steig's *CDB*, best-selling book, creators Amy Krouse Rosenthal and Tom Lichtenheld

have written and illustrated this splendid book that is wonderful for readers in kindergarten and up. If we've confused you, just take a look at the book because it has helpful pictures. We are sure you will get it instantly "

WEBSITES:

1. Curriculum Pathways:

This site is developed by educators for educators. The site has interactive resources that use technology to create learning environments that are often hard to achieve in the classroom. The resources are supplemental to the teacher's instruction so that students become actively engaged in meaningful experiences that lead to deeper learning. FREE

<https://www.curriculumpathways.com/portal/#>

2. LearnZillion:

Use LearnZillion to give your students an extra learning boost, to give them review on topics you've covered in class, or even to give them a springboard for new exploration. You can also find new lessons, give yourself inspiration, or learn how to explain a concept a different way. Full lesson plans, complete with teaching notes, necessary prerequisites, and more, provide a lot of the background work necessary for teaching a new concept. FREE

<https://learnzillion.com/p/>

3. OER Commons (Open Educational Resources)

OER Commons makes it easy for teachers to connect with other educators and find relevant materials. Teachers can search by subject area, standard, or keyword to find resources, or use the advanced search option. Those resources can then be saved within OER Commons or shared through [Google Classroom](#) or [Schoolify](#). Teachers can also use the lesson builder or module builder to compile resources into lesson plans or unit plans that can be shared publicly on the site or more privately within a hub or group. FREE

<https://www.oercommons.org/>

4. Teaching Tolerance:

There are so many ways to use the Teaching Tolerance program that teachers could possibly get overwhelmed. It's best to browse the site and try out one activity at a time, as you gain familiarity with the resources. For professional development, teachers can regularly read the site's blog: Magazine articles and presentations can help improve teachers' overall practice to better meet their students' needs. For the classroom, teachers can use the ready-made lessons and film kits to implement anti-bias curriculum. For school communities, educators can start Mix It Up activities to break down divisions and promote new relationships between students. The possibilities here are extensive; it could be as little as putting a recommended tip into practice, or as extensive as creating an entire course using the program's lessons. Depending on their classroom and school environments, teachers should tailor their use of the materials to address the specific challenges they face. FREE

<https://www.tolerance.org/>

Nominations for Celebrate Literacy Award

by Tina Facciolli, Celebrate Literacy Chair

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 for this award, please send them to Tina Facciolli at tfacciolli1@verizon.net 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.

CCRA Supports the Laundromat Library League

by Elizabeth H. Madarang

Arlene Rengert and Karen Iaobucci began the Laundromat Library League in 2014 in West Chester, PA to bring books to those children who may not reside in literacy rich environments. Local laundromats as well as those in Philadelphia, Reading, Southeastern PA, New Jersey, Ohio, Virginia, and New York house the children's libraries for young visitors who accompany their parent to wash and dry their belongings. Families are invited to read at the laundromat as well as "check out" books and return them again on their next visit. CCRA recognized the LLL in 2015 with the Literacy Award for promoting reading. The entire Laundromat Library League is operated by volunteers with various organizations supporting them through tax deductible financial contributions and book donations (a 501-C nonprofit). CCRA will collect both financial and children's book donations. For more information on the Laundromat Library League, visit their website:

<http://laundromatlibraryleague.org/team/>

DONATIONS

by Glendia Kennedy

CCRA is a nonprofit organization and will accept monetary gifts in memory of someone special, or as a way to celebrate a birthday, new baby, or anniversary. If you'd like to contribute in this way, please contact CCRA Treasurer, Jane Schultz at mjschultz46@hotmail.com or mail a check to KSLA Brandywine Valley Forge c/o Jane Schultz, 1300 Amstel Way, West Chester, PA 19380-5818. All donations will go towards CCRA's Community Literacy Projects and will be acknowledged with a receipt for tax purposes.

Literacy is for Life **by Cindy Kruse**

Only 40% of the fourth graders in Pennsylvania read at or above proficiency. 13% of adults in Pennsylvania lack basic literacy skills. The Pennsylvania Department of Education is working to improve these statistics by providing resources to promote literacy in the home. Their “Literacy is for Life” website includes a toolkit which provides printable posters, infographics suitable for social media posts, ideas for literacy events, websites for both children and parents, and much more.

You can help spread the message about the importance of literacy. Access to the website can be found by clicking on the “Links” tab on the CCRA website: <http://ccra-pa.weebly.com/>. Sign up for weekly emails that will provide you with resources to share in emails or through social media. Simply click on the “Social Media Mailing List” (this tab is located on the right side of the Literacy is for Life web page). Let’s work together to inform others about the essential role that literacy plays in the success of our students!

Children’s Literacy Project **by Jean Kerrigan**

The Children’s Literacy Project is one of two special projects ongoing in our CCRA Community Involvement. The project came into being through a wish by Friends’ Shelter in West Chester to have “new” books for children arriving at the shelter and especially upon leaving the shelter. At times Community Volunteers in Medicine and St. Agnes’s Dorothy Day Room have also received donations from this source. We are open to adding other charitable organizations which need books. If you know of any such need, please inform Jean Kerrigan or anyone on the board. Include a paper with your name and phone number and the name of the organization (and a contact person and phone number, if you know them).

This project has been funded in part by grants from KSRA and largely by allocations from CCRA and occasionally by donations from individuals. Recently Janet Wong, author of children’s poetry books, donated some of her poetry books and books of Chinese culture to this cause. Mary Ann Mallory, Corresponding Secretary of CCRA, has donated a goodly number of her very gently used personal books that she read to students. If you can spare any such books, we would be grateful. If you have none to spare, perhaps you would be willing to buy a book to donate. That would be wonderful! The greatest need is for books for preschool and early grades K, 1, and 2. We accept books from preschool board and other books to grade 5. Just bring the book to the next program (or the following one). We will have a designated spot where you can place the books. Include a notebook sheet with your name and email address so that we can acknowledge your gift.

If you are interested in helping with this project, please let Jean Kerrigan or any board member know and leave a note with your name and phone number so that Jean can

contact you. Mainly the need is for people to examine the books to make sure that they are able to be categorized as “new, and then level the book, and place stickers in the book. If there is a name in the book that can be covered by a Happy Reading sticker, we can categorize the book as “new.” If not, we have other organizations which accept used materials. Most work can be done in daytime or evening, depending on your availability. The other need is for delivery of books. That takes some stamina and is done in the daytime. In either case you would work only about once per month at most.

We hope you will consider offering a book or your time to this effort. If you have any questions about this project, contact Jean Kerrigan at jakvma3@comcast.net or at 610-431-4921.

THE PENNSYLVANIA WRITING AND LITERATURE PROJECT

<https://www.wcupa.edu/arts-humanities/writingProject/>

The Pennsylvania Writing and Literature Project (PAWLP), based at West Chester University, is one of the oldest sites of the National Writing Project (NWP). PAWLP follows NWP's guiding principles and provides professional development, develops resources, generates research, and acts on knowledge to improve the teaching of writing and learning in schools and communities. PAWLP believes that access to high-quality educational experiences is a basic right of all learners and a cornerstone of equity. We work in partnership with institutions, organizations, and communities to develop and support leadership for educational improvement.

The Pennsylvania Writing & Literature Project offers camps for students who love to write and read. The programs teach writing as a process in a relaxed, camp environment. All classes are small, averaging 13-15 students. All instructors are experienced teachers and Fellows of the National Writing Project.

The Programs:

Young Writers/Young Readers (YW/YR) teaches writing in a relaxed, non-threatening camp environment. Students try age-appropriate strategies and gain confidence. They compose, share, explore new genres, edit, and confer. Participants also share and explore quality children's literature and are invited to publish a page in the group anthology. Grade levels vary by site.

A variety of other programs are offered for students who want to focus on a specific genre of writing. Specialty classes include: Fantasy, Science Fiction and Horror Writing, and Reading and Writing with the Arts. These programs have limited enrollment and are offered only at specific locations and for specific grade levels. See the brochure for details.

Youth Programs are held at West Chester University, in sponsoring school districts in Bucks, Chester, and Montgomery Counties, and at Valley Forge National Historical Park.

PAWLP offers summer and school-year courses and workshops in teaching writing, teaching literature, writing-reading connections, authentic assessment, and special topics of interest to educators. For information on how to bring a course or professional development program to your district email Director Dr. Pauline Schmidt or call 610-436-2998.

Literacy Advocacy Update – Stay Informed...

To find your PA state representative and/ or state senator, follow these links:

<http://www.house.state.pa.us/>

<http://www.pasen.gov/>

Education Week Spotlights contain essential news and commentary on the big issues:

Download New PDFs for Free – Press Control + Click to follow link:

[Pathways to Graduation](#)

[Professional Development](#)

[Early-Childhood Education](#)

[Blended Learning](#)

[Elementary Math](#)

Also Available For Free:

[Every Student Succeeds Act](#)

[Response to Intervention](#)

[Data-Driven Assessment](#)

The Federal Flash provides weekly highlights and insights on educational issues from Washington:

Watch at www.all4ed.org/FederalFlash.

Additional CCRA Information

by Rosemarie Batson

If you are not current with your dues, you can get an application online at: <https://ksla.wildapricot.org/> or on our website at: <http://ccra-pa.weebly.com/>. Click on LINKS at the top of the home page and you can access KSLA from there, or pay at one of the program meetings. (KSRA, Keystone State Reading Association is now called KSLA, Keystone State Literacy Association.) If you just retired, your membership is free for the first year. Upon request, contact CCRA Treasurer Jane Schultz at: mjschultz46@hotmail.com for more information.

Our Board Meeting Minutes are posted online on our website: <http://ccra-pa.weebly.com/>. Click on the ABOUT heading at the top of the home page to get to the minutes. You can also access our minutes online at: <https://ksla.wildapricot.org/> and click on Local Councils, and then click on Chester County Reading Association. In this way, you will be able to see what is accomplished at our board meetings and get more information about projects we are involved in to promote literacy in the county. You can also access KSLA from CCRA'S website as mentioned above.

Thank you for continuing your membership in KSLA/CCRA. We hope that you will attend as many of our meetings as you can this coming year. Please share this information with your friends and colleagues, too. Act 48 hours are offered at every meeting.

A Special Offer for Retirees

by Rose Cappelli

Have you recently retired, or are you planning to retire soon? If so, you are probably sifting through a lifetime's accumulation of teaching materials, deciding what to keep, what to discard, and what to pass along to a colleague. You might also be thinking about your affiliations with professional organizations such as CCRA and KSLA, wondering whether or not those memberships will continue to serve you in your retirement years.

What are the benefits of remaining an active member of CCRA and KSLA? First of all, you have devoted many years to helping students become literate human beings because you care about them and the future. It's not that you haven't stopped caring, it's just that you want more time to pursue some personal goals. CCRA and KSLA were established, in part, to promote reading as a lifelong habit, and to support research and effective instruction in literacy through advocacy and quality professional development for teachers. Your membership will help to ensure that these goals continue to provide benefits to students locally and across the state.

Perhaps you are considering keeping a hand in teaching by doing some tutoring. As a seasoned educator, you might even be asked to provide advice to parents (who may be your own children) or beginning teachers on literacy issues. If so, you will want to remain current on best teaching practices and relevant research. Through our informative programs, newsletters, and conferences, CCRA and KSLA can help you do that.

In retirement, you may be looking for ways to give back to your community. Membership in CCRA can also offer a variety of volunteer opportunities. You can read to preschool students, help assemble book baskets for less fortunate families, or gather and deliver reading materials for use in public places. You might even consider becoming a member of CCRA's Board of Directors. Many of our current board members are retirees who continue to advocate for literacy.

But perhaps most importantly, remaining active in CCRA and KSLA will provide continuing contact with friends and colleagues who care about literacy and helping children grow in their love of learning.

Still not sure? To help you with your decision, CCRA is offering a free one year membership renewal to first year retirees. Take a year to think about how maintaining your CCRA/KSLA membership can help you continue to reach students and remain a loyal supporter of literacy in Pennsylvania. What have you got to lose? To take advantage of this opportunity, please contact CCRA Treasurer Jane Schultz at mjschultz46@hotmail.com when your membership renewal is due.

The flyer for the next program follows on the next page, and then there is an ILA article on Read-Alouds and Independent Reading for all ages of students at the end of this newsletter...



“TEXT DEPENDENT ANALYSIS: A BLUE PRINT FOR STUDENT SUCCESS”

Wednesday, January 16, 2019

**The Chester County
Intermediate Unit**

455 Boot Road Downingtown, PA

4:30 – 7:00 p.m.

A Chester County Reading Association Event

Program Details:

CCRA Members/District Partner Ticket Holders	No Cost
Full-Time Undergraduate Students	\$5
Non-Members	\$15
Act 48 Hours	2

Registration: begins at 4:30 PM. The program will run from 5:00 – 7:00 PM

- Join the Chester County Reading Association during registration and receive free admission to all CCRA events (Access Membership information [here](#))
- Light refreshments will be served and door prizes awarded
- Opportunity to browse & purchase children and professional books through Reading Matters

RSVP by January 3, 2019 to Jane Vardaro at:
jvardaro1@comcast.net (include PPID# for Act 48
credit)

Check <https://www.cciu.org/> for cancellations due to
weather.

Questions? Contact Lynne Dorfman at:
lynnedorfman@comcast.net

Presented By:

Cindy Kruse

In addition to speaking at local, state, and national conferences, Cindy regularly presents workshops and provides instructional coaching for teachers in Pre-K through high school.

Join us for this interactive workshop to learn research-based strategies, tools, and tips in order to build a solid foundation for your students and how to provide the scaffolding necessary for their success!

*Bring a friend ... bring a book: We will be collecting new or used children's board books as well as cash donations for the projects we support.

ILA LITERACY LEADERSHIP BRIEF

The Power and Promise of Read-Alouds and Independent Reading

Two powerful instructional practices—teacher-led read-alouds and in-school independent reading—have the power and promise to set students on a path of lifelong reading. Recent research shows that reading is on the decline in the United States; in a 2014 survey, only 17% of students ages 6 to 17 reported daily in-school independent reading. Research also shows the reading habits of young adults have sharply decreased in the past two decades; students read less outside of school hours as they spend more time with technology. With these discouraging findings, the National Endowment for the Arts warns that literacy—as a leisure activity—will virtually disappear in a half a century. As less of our population engages in pleasurable literacy activities in adulthood, our schools hold an increasingly important responsibility: carving out instructional time, space, and resources for literacy practices that build engagement, motivation, and joy in reading. Two powerful instructional practices—teacher-led read-alouds and in-school independent reading—have the power and promise to set students on a path of lifelong reading. When instructional time is devoted to these practices, we rouse students into embracing literacy as a perennial skill and practice. Yet as instructional time today becomes increasingly scarce because of content coverage and standardized test preparation, these cornerstones of effective literacy instruction are too often pushed aside. Schools today must treat these tried-and-true practices as the essential, nonnegotiable components that bring us closer to the International Literacy Association's (ILA) goal of giving every child the right to read.

Teacher-Led Read-Alouds

Reading aloud is undoubtedly one of the most important instructional activities to help children develop the fundamental skills and knowledge needed to become readers. Decades of research highlight the instructional benefits of read-alouds. There is a direct causal relationship between reading to children at a young age and their future schooling outcomes. Effective read-alouds increase children's vocabulary, listening comprehension, story schema, background knowledge, word recognition skills, and cognitive development. In addition to these important academic benefits, read-alouds promote a love of literature, foster social interactions, and ignite a passion for lifelong reading habits. A broader application of read-alouds occurs not only across grade levels and content areas, but also across a wider variety of text genres and forms.

Reading aloud to children is so important that the American Academy of Pediatrics recommends that parents read aloud to their infants from birth. Recognizing that reading to children enhances vocabulary and exposure to oral language, the pediatrics group embraces reading aloud as a way to reduce academic disparities between wealthier and low-income children. These recommendations remind us of the critical role that reading aloud plays in promoting the rapid development of young children's neural and auditory systems as well as language and attention.

Most frequently occurring in preschool and early elementary classrooms, read-alouds help emergent and beginning readers gain understanding of book handling, print conventions, story structure, literacy syntax, expressive language, and text organizational structures. Reading to very young children stimulates their emergent literacy skills as well as their interest and motivation in becoming independent readers. As readers age, the frequency of read-alouds declines. Secondary literacy teachers must embrace the read-aloud as nonnegotiable instructional practice. Upper elementary and secondary students reap multiple benefits from teacher-led read-alouds, including building background knowledge and vocabulary and modeling of effective comprehension

strategies. As teens embrace the social nature of literacy activities, effective teachers provide opportunities for students to personally connect literature to their lives. When we relegate read-alouds to the purview of elementary teachers, we overlook the power and joy of read-alouds across grade levels.

Additionally, content area teachers must embrace read-alouds as opportunities to build content knowledge, to stimulate higher order thinking, and to engage in meaningful discussion. Even mathematics teachers can incorporate read-alouds to maximize student discourse, content acquisition, and understanding of informational text. In science classrooms, read-alouds can transform passive reception of content into instruction involving more discourse-centered meaning making. When postsecondary instructors incorporated read-alouds into college-level courses, students reported enhanced learning and significant positive responses. A broader application of read-alouds occurs not only across grade levels and content areas, but also across a wider variety of text genres and forms. Though significant strides have been made to include non-narrative text, teachers must intentionally read aloud from expository text. Exposure to teacher-led read-alouds of expository text in the early grades better prepares students for reading informational and expository text that frequently occurs in later grades.

A key component in motivating students to read is a teacher who uses the read-aloud to demonstrate enthusiasm for reading and to model reading practices. Texts of varying length and format are equally ripe for read-alouds; short stories, poetry, and newspaper/magazine articles provide teachers with opportunities to model their thinking, reading, and writing skills. Effective read-alouds are complex instructional interactions that require thoughtful preparation and deep understanding of a text. Not all read-alouds are created equal. What matters more than merely reading aloud is the quality of the teacher– student book interaction. Read-alouds must be interactive, during which teachers briefly stop, model their thinking, ask and answer questions, and invite participation from students. In reading aloud, an effective teacher serves as an orchestra conductor, coordinating conversation among students, fostering aesthetic and efferent text responses, pushing students' text reaction past surface-level responses, and weaving an intricate network of meaning.

Another key ingredient of effective read-alouds is purposeful selection of text. Literacy teachers must conduct read-alouds from books that serve as what researcher Rudine Sims Bishop referred to as mirrors, windows, and doors so that students not only see themselves reflected in stories, but also are able to consider perspectives of those who are different from themselves. When teachers read aloud, their actions demonstrate that they value reading; a key component in motivating students to read is a teacher who uses the read-aloud to demonstrate enthusiasm for reading and to model reading practices. When teachers purposefully read aloud from texts that capitalize on students' interests and academic needs, students are more likely to embrace the authentic role of literacy. In-School Independent Reading A central component of the development of lifelong readers is consistent, adequate in-school time for independent reading. The benefits of independent reading are inarguable; the best readers are those who read the most and the poorest readers are those who read the least.

Essential components of effective independent reading include the following:

- Classroom time to self-select and read a large number of books and a variety of texts
- Explicit instruction about what, why, and how readers read
- Teacher monitoring and support during the in-class independent reading time

- Authentic conversation about what students are reading. When accompanied by intentional instruction and teacher conferring, independent reading is not only a valuable but also an essential use of classroom time.

Independent reading is the critical time when students both consolidate and take ownership of reading skills and strategies. Richard Allington, noted literacy researcher and a past president of the International Reading Association (now ILA), often pointed out that without extensive independent reading practice, reading proficiency lags. The benefits of independent reading are inarguable; the best readers are those who read the most and the poorest readers are those who read the least. The more students read, the better their background knowledge, comprehension, fluency, vocabulary, self-efficacy as readers, and attitudes toward reading for pleasure. In-school independent reading fosters more frequent out-of-school reading. By allowing students to independently read during school hours from well-stocked classroom libraries, we increase the likelihood that students become lifelong readers.

As students select their own titles and read for extended periods, they develop a sense of agency and identify themselves as readers. In assuming agency for selecting books of personal relevance and interest, we increase students' motivation for reading as a practice. The key components of independent reading time are frequency, duration, choice, and authentic response to text being read. Whether incorporated as a schoolwide program or encompassed into individual classrooms, independent reading must occur each day for at least 15 minutes. Without this frequency and duration, students may not develop appropriate stamina. As little as 15 minutes of in-school reading has a profound impact; students who read independently for that amount of time significantly increased their reading performance, with more profound gains for below-average readers. Teachers must provide meaningful opportunities for students to discuss, evaluate, and reflect upon their independent reading.

Another critical ingredient is diverse classroom libraries that offer print, digital, and multimodal text of both quantity and quality. The most effective teachers are those with extensive classroom libraries. These classroom libraries enable students to spend a larger percentage of their instructional time independently reading from books that are both appropriate and appealing. Students who have access to a collection of quality books in their classrooms read 50%–60% more than students who do not have access. An effective classroom library entails a minimum of 10 books per student, or an average of 300 books. Perhaps more important is the need for high-quality, diverse, and appealing books that reflect students' personal interests, backgrounds, and curiosities and that have a wide cultural representation. Classroom libraries must contain digital and multimodal texts and be diverse in text category (nonfiction and fiction), genre (e.g., fantasy, historical fiction, realistic fiction, myths, autobiographies and biographies, memoir, narrative nonfiction, expository nonfiction), and text level.

As students encounter variety in genre, they increase their ability to understand each genre's specific features and characteristics. Independent reading equates to self-selected reading. As we allow student choice, we empower students to select books of personal relevance. Ninety-one percent of children ages 6–17 report that “my favorite books are the ones that I have picked out myself.” This choice and ownership is especially important for struggling readers or reluctant readers. When the disengaged reader discovers a text in a classroom library that is personally relevant to his or her background and interests, the student receives the message that his or her interests matter and that books further his or her knowledge of that topic. This same student is then more likely to read attentively and work through the challenges the text might present.

Furthermore, teachers must provide meaningful opportunities for students to discuss, evaluate, and reflect upon their independent reading. When students talk around text and confer with the teacher and each other, independent reading becomes accountable and authentic. Delivering on Our Promise For too many U.S. students, in-school time is their only encounter with books. We cannot afford to shortchange our students of the myriad of benefits afforded by read-alouds and independent reading. If students are not immersed in language-rich read-alouds and flooded with opportunities for independent reading in school, then when? When schools allocate adequate in-school instructional time and resources to fund well-stocked classroom libraries and help prepare teachers to engage in effective, interactive read-alouds, these practices become a fundamental cornerstone of literacy.

MOVING FORWARD

- Recognize the benefits of read-alouds beyond elementary grades as increased background and content knowledge, expanded vocabulary, and development of higher order thinking and critical discussion.
- Create time for reading aloud as integral activity of literacy instruction across all grades and content areas.
- Build in time for independent reading in all classrooms where students self-select reading materials that are appealing and related to their personal interests.
- Review and grow your classroom library to include not only a variety of high-quality, high-interest print and digital texts across text types and genres, but also topics and themes that reflect wide cultural representation.

ILA RESOURCES

The Case for Children’s Rights to Read The goal of ILA’s Children’s Rights to Read campaign is ensuring every child has access to the education, opportunities, and resources needed to read. This companion resource identifies why the 10 fundamental rights were selected.

Characteristics of Culturally Sustaining and Academically Rigorous Classrooms This literacy leadership brief highlights the principles of culturally sustaining, academically rigorous classrooms through the metaphors of mirrors, windows, and doors, as originated by researcher Rudine Sims Bishop.

Choices Reading Lists Download the Children’s Choices, Teachers’ Choices, and Young Adults’ Choices reading lists for high-quality, popular titles selected by students and educators alike.

Expanding the Canon: How Diverse Literature Can Transform Literacy Learning This literacy leadership brief shares how diverse literature can boost student engagement and communication skills and reshape the literature classroom.

Exploring the 2017 NAEP Reading Results: Systemic Reforms Beat Simplistic Solutions This literacy leadership brief shares the most promising pathway to improving reading comprehension performance—through systemic reform.

Literacy Glossary Curated by a team of literacy experts, this interactive resource defines the shared language of literacy research and instruction.

BIBLIOGRAPHY

- Albright, L.K., & Ariail, M. (2005). Tapping the potential of teacher-read alouds in middle schools. *Journal of Adolescent & Adult Literacy*, 48(7), 582–591.
- Allington, R.L., & Gabriel, R.E. (2012). Every child, every day. *Educational Leadership*, 69(6), 10–15.
- American Academy of Pediatrics. (2014). *Literacy promotion: An essential component of primary care pediatric practice*. Elk Grove, IL: Author.
- Bishop, R.S. (1990). Mirrors, windows, and sliding glass doors. *Perspectives*, 1(3), ix–xi.
- Bridges, L. (2015). *The joy and power of reading: A summary of research and expert opinion*. New York, NY: Scholastic.
- Fisher, D., Flood, J., Lapp, D., & Frey, N. (2004). Interactive read-alouds: Is there a common set of implementation practices? *The Reading Teacher*, 58(1), 8–17.
- Hintz, A., & Smith, A.T. (2013). Mathematizing read-alouds in three easy steps. *The Reading Teacher*, 67(2), 103–108.
- Laminack, L.L. (2018). Read aloud often and well. *Voices from the Middle*, 24(4), 33–35.
- Lane, H.B., & Wright, T.L. (2007). Maximizing the effectiveness of reading aloud. *The Reading Teacher*, 60(7), 668–675.
- Miller, D., & Moss, B. (2011). *No more independent reading without support*. Portsmouth, NH: Heinemann.
- National Endowment for the Arts. (2004). *Reading at risk: A survey of literary reading in America*. Washington, DC: Author.
- Oliveira, A.W. (2015). Reading engagement in science: Elementary students' read-aloud experiences. *International Journal of Environmental and Science Education*, 10(3), 429–451.
- Paris, D., & Alim, H.S. (2004). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard Educational Review*, 84(1), 85–100.
- Pergams, O.R.W., Jake-Matthews, C.E., & Mohanty, L.M. (2018). A combined read-aloud think-aloud strategy improves student learning experiences in college-level biology courses. *Journal of College Science Teaching*, 47(5), 10–15.
- Scholastic. (2015). *Kids and family reading report (5th ed.)*. New York, NY: Author.
- Sparks, R.L., Patton, J., & Murdoch, A. (2014). Early reading success and its relationship to reading achievement and reading volume. Replication of '10 years later'. *Reading and Writing*, 27(1), 189–211.
- Stanovich, K.E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21(4), 360–407.

