

# The California Reader

Volume 53 • Number 1 • Winter 2020

A PUBLICATION OF THE CALIFORNIA READING ASSOCIATION



# about the cover

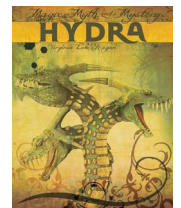


## FROM THE COVER EDITOR: DR. VIRGINIA LOH-HAGAN

Welcome to the Chinese New Year edition of *THE CALIFORNIA READER*! In this issue's Book Nook column, I share my favorite Chinese New Year books (including my books, of course!). For this issue's cover, I'm pleased to be able to show off my newest book, *NIAN: THE CHINESE NEW YEAR DRAGON* (Sleeping Bear Press, 2019). Currently, I have over 300 books out in the world; most of which are part of 45th Parallel Press, an imprint of Cherry Lake Publishing which focuses on Hi-Lo books for older struggling readers.

I especially like to write about my Chinese-American heritage. After all, I was born on Flag Day in the Year of the Dragon. I'm

also interested in writing fun facts about monsters (especially dragons!), weird bodily noises, urban legends, hot dogs, and anything on the odd side. I live in northern San Diego with two non-trained naughty dogs and one semi-well-trained husband. For more info: .

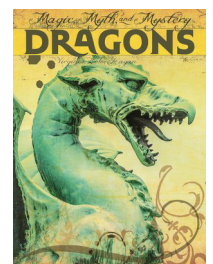
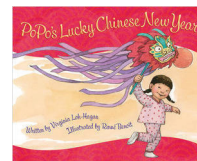


## REVIEWS OF *NIAN: THE CHINESE NEW YEAR DRAGON*

*Kirkus Review*: "Wispy illustrations paying homage to Chinese brush painting illuminate this retelling and its spunky female lead, giving new details and a refreshing twist to a famous Chinese story."

*Publisher's Weekly*: "...Loh-Hagan's engaging narrative will likely appeal to fans of mythology."

*School Library Journal*: "Loh-Hagan makes it her own by making the hero a young girl who figures out how to defeat the dragon, and the narrative builds exciting tension as Mei saves the day. Banks's kinetic artwork features a large (and age-appropriately scary), Chinese-style dragon. The bright red color used to frighten Nian really pops against the otherwise muted palette. **VERDICT**: A wonderful version of a classic legend and a welcome addition to holiday collections."



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# About The California Reader



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*The California Reader* is published by the California Reading Association (CRA) and is a peer-reviewed journal for members of the California Reading Association. It provides a forum for the exchange of information and opinions on current theory, research, and classroom applications, as well as news of interest to California's teachers, parents, and legislators. Articles by teachers as action-researchers are encouraged in our publication. Because *The California Reader* serves as an open forum, its contents do not necessarily reflect or imply endorsement by CRA, its officers, or its members. Visit us on the Internet: Home page: [http://www.californiareading.org/california\\_reader.htm](http://www.californiareading.org/california_reader.htm)

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[www.californiareading.org/tcr/tcr\\_submit.htm](http://www.californiareading.org/tcr/tcr_submit.htm)

**Letters to the editor are welcome.** Please be brief. Letters may be edited for length, clarity or libelous content. Letter should be typed, double-spaced and include full name, address, telephone number and email address. Only your name will be published. Letters will be printed on the timeliness of the issues and relevance to the California Reading Association. Address letter to: Editor of *The California Reader*, 638 Camino De Los Mares, Suite H130/476, San Clemente, CA 92673.

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**Advertising information** is available by contacting the *California Reading Association* or the editor

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# From the Co-Presidents.....



Joanne Devine



Judy Lynch

Joanne Devine and Judy Lynch

As we say good-bye to 2019 and return to school after the winter break, we reflect on our students' progress and the reading practices in our classroom. January is always a fresh start and we are ready to take on the remaining months of the school year feeling renewed and rejuvenated.

CRA is committed to keeping our teachers in touch with the best practices in literacy and keeping you informed on the latest trends and research via our yearly conference, your local chapter events and articles in the *READER*. CRA is here to keep you informed, which leads us to share some very important and serious thoughts from ILA and CRA.

Recently you may have seen articles online regarding "The Science of Reading." This movement puts an unbalanced emphasis on phonics in contrast to a comprehensive approach which addresses all components of the reading process (phonics, comprehension, writing and oral language) and emphasizes identifying the strengths and weaknesses of each reader and then prescribing specific support and instruction that will lead to success in reading for all students.

Early American readers taught reading as a way to learn religious, moral and patriotic values. It was not until the early 1800s that the focus became the learner and the emphasis was put on the how to read. The content and purpose of reading changed, as did the methods: the whole word method vs the phonics method. In 1835 the first whole word book, *Mother's Primer*, challenged the phonics method and the great debate began. Over 200 years of reading research later and we are still debating. We are not making light of this dilemma. It is because reading is such a complex process that we continue to examine and reexamine how it is best taught. A more recent debate began in the late 1980s when whole language was introduced and was widely misunderstood. Whole language was

embedded in the philosophy that reading should begin with the "whole" as in a whole book! Whole language encouraged reading aloud to engage and excite children from a young age and used a whole piece of text/book to then teach the sight words, phonics and comprehension. In other words, move from the whole to the parts rather than teach the parts (as in phonics) before moving to the whole book, which in many phonics programs means reading exclusively decodable text.

Most recently, balanced literacy has been widely accepted as the middle ground. Balanced literacy teaches all the components of reading: Phonics, Comprehension, Fluency and Vocabulary as it applies to accessible text that is in the zone of proximal development for each child. Decodable and predictable text and even more challenging text is used as is appropriate for the learner as determined by authentic tests such as running records and miscue analysis.

This kind of comprehensive system teaches the sound symbol relationship of letters and reinforces it with comprehensible text using the gradual release of responsibility. Phonics, vocabulary, comprehension and fluency are explicitly taught using shared reading and interactive read alouds. These components are practiced in the students' own reading and writing. As stated earlier, students who need more intensive instruction are examined carefully for strengths and weakness and their individual needs are then addressed. Some may need work with vowel combinations, others may need instruction in chunking multisyllabic words. But putting all children through a one size fits all intervention program is not a silver bullet. Again, authentic assessments and observations are key to prescribing what each child needs.

There is a huge body of research in all areas of the reading process. The Reading First program mandated by No Child Left Behind in the early 2000s involved an intensive phonics program in grades K-3 throughout the

entire country. This program proved to be hugely unsuccessful as demonstrated by the 4th grade NAEP reading scores in 2009. 67% of those students scored below proficient. Enough said.

This emotionally charged and important discussion regarding the teaching of reading cannot be fully understood in this short message. We hope that you read the articles and research from credible sources and come to your own conclusions. It is our responsibility as teachers of literacy to thoroughly understand the research. We include a few links to get started.

If you are reading this it is because you are a member of CRA and are always seeking the best practices of reading for your students' success. We thank you for your commitment and ask that you continue to read and learn about issues that make a difference in the classroom and share them with your colleagues.

Warmest regards,  
Joanne Devine and Judy Lynch  
Co-Presidents, CRA

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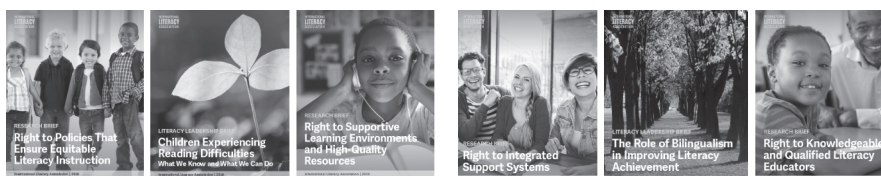
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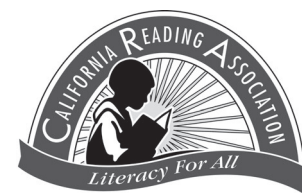
## Where We Stand: ILA Position Statements, Briefs, and Papers

As a worldwide advocate for excellence in literacy instruction, the International Literacy Association (ILA) actively participates in advancing thought leadership for the literacy profession and shaping sound public policy on education.

Explore the collection of research-based position statements, white papers, research advisories, literacy leadership briefs, and reports reflecting ILA's perspective on current topics and trends within the educational landscape.



<https://literacyworldwide.org>



# From the Editor



Dr. Nancy Rogers-Zegarra

Welcome to 2020!

As we reflect on the vision for a new decade, it is time to reimagine some of our past practices. At the CRA conference in October 2019, Chapter Officers voted on over 20 amendments to the CRA Constitution, which will make us become a more vital organization in the coming years. Our mission to foster the love of literature, advocate for inclusive literacy practices, educate and inspire members, and provide literacy resources remains the same. CRA will continue to embrace the International Literacy Association's (ILA) focus on Creating a Culture of Literacy in our schools and supports the five recent position papers which highlight Children's Rights to Excellent Literacy Instruction, The Right to Integrated Support Systems and the Role of Bilingualism. (Find all five position papers at [literacyworldwide.org/statements](http://literacyworldwide.org/statements).)

*The California Reader's* Winter Issue focuses on literacy topics that will improve classroom practice as well as books by children's authors that will spark teachers' and children's' imagination. This issue welcomes our new Co-Presidents Joanne Devine and Judy Lynch as they provide a historical synopsis of literacy instruction and their opinions about the state of literacy in the US. Photo highlights from the 2019 Literacy Conference in Sacramento are featured, the 2019 CRA Award Winners, and the Write on With Reading Award winners are profiled.

*Here, here: Responding to the Emergent Reader When There is a Pebble in the Pond* by Dr. Debra Rich explores the challenges a child may face when a word is only partially known and how this informs the teacher in selecting the most effective teaching moves.

Jimenez and Fingon's article *Building a Technology Tool Kit for K-8 Classrooms Teaching and Learning* highlights easy accessible websites and apps that are designed to help K-8 classroom teachers integrate technology into

literacy lessons. A poetry lesson plan for integrating a digital app is also included.

*New and Powerful Uses for Interactive Read Alouds in the Secondary Classroom* by Rosa Mack Dokes discusses how secondary students benefit from teachers modeling Read Alouds to increase students' reading comprehension and critical thinking. She argues that Read-Alouds in secondary classrooms also promote cultural awareness and encourage culturally sensitive dialogue.

Rene Hohls, Audrey Fleming, Carla Peterson, and Dr. Virginia Loh-Hagan announce the 2019 CRA Eureka Nonfiction Award winners and provide an annotated bibliography that will delight all readers and provide a list high-quality, diverse nonfiction which can be paired with fiction.

In Stacy Griffin's book review, she reminds us to revisit Jan Richardson's book, *Next Step Forward in Guided Reading* and her three-phase framework *Assess, Decide, Guide* for effectively teaching Reader's Workshop. This review is especially timely since Jan will be a keynote speaker at the 2020 CRA Conference in November in Sacramento.

Our Cover editor, Dr. Virginia Loh-Hagan's new book, *Nian, The Chinese New Year Dragon*, graces the cover of the Winter Issue, and in the Book Nook Column, we learn more about Virginia's favorite books about Chinese New Year.

CRA friends and book lovers prepare to enter a new decade where *The California Reader* keeps you up to date on relevant literacy topics and invigorates your thinking and learning.

Happy Reading in 2020!

# 2019 W.O.W. Write on With Reading Award Winning Essays

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The Write on With Reading Award recognizes students for their love of reading and commitment to books. Dr. Adria Klein, a CRA Past President, established this award to foster student reading and writing. All CRA Chapters may send in student entries and a panel judges the student writing. The 2019 winner are the following:

**Camela Marshall (2nd grade)- K-2 winner**  
**Garin Elementary School**  
**Teacher: Joni Smith**

## WHY I LOVE TO READ

I love to read because a book is a magic carpet ride that flies you off elsewhere. A book is a door when you open it you will start a new journey. When you open your eyes, you see magic floating across the pages. When you read something, you see it in your heart, it's amazing! Reading is like a magic carpet; it is so much fun!

**Allison Moorman (4th grade)- 3rd-5th grade winner**  
**Skyline North Elementary School**  
**Teacher: Brandi Packer**

## BOOKS ARE MAGICAL

What are books to you? Some of you might say a bunch of paper stuck together with words in it, but if you actually let your mind look at it for what it actually is you could go on an adventure and to worlds that you could never imagine. You can do anything with a book. You could even be friends with the characters in the book. You can make all your dreams come true by doing one simple thing, reading.

I love to read because it inspires me to make my own stories and it lets me travel to the book's special dimension. Sometimes when you read you might feel like you are actually in the book. For example, if the story is sad you might be able to feel the emotions the characters are feeling in your book. It also is the key to unlocking the golden door to your imagination.

Books could also make you smarter. It could help you get a bigger vocabulary or teach you things you never knew about the world around you. Books can also let you relax and make all of your stress or anxiety go away.

In conclusion I think that books are a special source of magic that can make all of your dreams come true as long as you look at it for what it truly is and let your mind free.

**Clementine Jaramillo (6th grade)- 6th-8th winner**  
**Barstow STEM Academy**  
**Teacher: Mary de Vera**

## WHY I LOVE READING

Hi, I am Clementine Jaramillo and I love reading. Wondering why? I will explain.

Reading is stress relieving and relaxing. When you are reading you are focused on the characters and the plot. This distances yourself from all the stress in your life. This puts your mind and body at ease. Losing yourself in a great book or story can be a perfect remedy for stress relief.

If you read it helps you get more sleep. I have a hard time sleeping at night and if you do too, grab a book and begin to read. Bright lights and electronics do not I repeat do not help you go to sleep. Turn on tiny lit lamp and read. Even reading for just 10 minutes helps you sleep.

School is not cheap! Reading can give you an education. If there is a topic you are interested in go to a library and read a book about it for free. If you want to study cosmetology read a book about cosmetology!

Reading helps me have a better memory. A book has many different components. Reading requires you to use your memory muscles. Exercising your brain in mentally challenging ways can lead to a slower rate of decline in



memory. When I read, I remember things that I learned in school and dance a lot more.

Reading increases my empathy. When you are reading and something sad happens you sympathize with that character's emotions. Being emotionally transported by a character has been scientifically proven to boost your empathy. If you read a fiction book it helps you the reader, to understand what others are feeling.

Reading improves my concentration. If you're in college, working, or training for a job, reading will help concentrate better. Today we are focusing on things that are every which way which lowers your concentration. When you are reading you like it quiet right? I know I like it quiet by reading it trains your mind to avoid distractions.

Reading is also a source of entertainment. Reading is way cheaper than going to the movies. Books transport you to many different worlds which keeps you entertained. It's like a T.V. in your head.

Reading expands my vocabulary and I spell better. The more you read the more words you're exposed to. Seeing words being spelled correctly in books creates a well-written essay or paragraph. It not only can expand your language in English but in other languages too! You want to learn French reading a book about someone living in France.

This is my favorite thing about reading and that is it expands your imagination and transports you to a new world. I play games with my little sisters and with this imagination we have a lot more fun playing together. My favorite books to read are Harry Potter books and it takes me to a new world and I love it!

These are the reasons why I love to read! Reading is great for learning.



*K-2 Winner Camela Marshall and family*

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## Help CRA Every Time You Shop!


### It's as simple as 1-2-3!

1. Go to [smile.amazon.com](https://smile.amazon.com).
2. Sign in to your Amazon account.
3. Select a charity by typing in **California Reading Association** then click on search then select.

## Happy Shopping!

Select a charity (You can change it any time.)

Choose one of our spotlight charities

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Select and start shopping

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Or pick your own charitable organization:

California Reading Association

# 2019 CRA AWARDS

Presented at the Literacy Conference in Sacramento

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## Hall of Fame – Sunday Cummins



The California Reading Association Hall of Fame Award was established in 1989 to honor Distinguished Californians whose contributions through scholarship, research, authorship, and/or leadership have had significant and lasting impact on reading improvement.

This year's awardee is Dr. Sunday Cummins, an author of several books including her latest release, *Close Reading of Informational Sources* (Guilford, 2019), a teacher and literacy coach and as former assistant professor at National Louis University. Currently, Sunday continues to teach and learn alongside educators in California as she offers custom on site professional learning experiences with a focus on students reading and writing in response to different types of informational sources. She has also served as President of the Jesse Wardlaw Reading Council in the Chico Area and on the CRA Eureka Non-Fiction Award Committee. Sunday has shared her expertise of middle and high school language arts teaching strategies by presenting at several CRA Conferences, other ILA State and International conferences and by writing articles for journals including in *The California Reader*. Dr. Cummins is a graduate of Teachers College, Columbia University and has a doctorate in Curriculum and Instruction from the University of Illinois, Champaign Urbana. Her work has had a lasting impact on teaching and learning in California and the nation.

## John Martin Distinguished Service Award – Paul Boyd-Batstone



The John Martin Distinguished Service Award was established in 1977 to honor the late Dr. Martin, a past president of the California Reading Association. This award is presented to a member of the California Reading Association who has provided outstanding service to the organization.

This year's recipient is Paul Boyd-Batstone, Ph.D. Paul served as a Board Member of the California Reading Association and Editor of *The California Reader* from 2011 to 2018. During his time as editor, Dr. Boyd-Batstone

went out of his way to interview influential reading researchers to inform California classroom practice. Paul was instrumental in encouraging and funding student teachers to attend the annual conference. He served on the International Reading Association's Language Diversity Committee and has served as Chair (2004-2008) of International Reading Association's Commission on 2nd Language Literacy and Learning. He has also worked with Guatemalan teachers through the IRA affiliate Guatemalan Reading Council. Paul's distinguished career as a K-12 educator, faculty member and administrator pushing for change in literacy makes him a deserving recipient of the John Martin Distinguished Service Award.

## Marcus Foster Memorial Award – Paula Aja



The Marcus Foster Memorial Reading Award, established in 1973 and named in honor of the Superintendent of Oakland Public Schools, is given to an individual who has made extraordinary contributions to reading and language arts in our state.

Paula Aja is this year's recipient. Paula joined her local reading council in the late 70s. Her 3rd grade teacher at El Verano was on the Gateway board and invited her to join (one wouldn't dare say no to Mrs. Wetsel). She served on quite a few committees, as well as secretary and VP. Paula became president the first time by default when the president moved away and she stepped in. She has served as president of Gateway several times. Paula remembers going to her first CRA conference around 1983. It was Jim Macon's conference in Oakland. Paula said, "I was hooked!! Going to graduate school wasn't an option for me at the time so I used the professional development opportunities that the CRA conferences offered."

Paula shone as a leader on the board of the California Reading Association for many years. First, she served as Area Director from 2000-2003. Then she was elected 2nd VP in 2005, moving up the ranks and serving as CRA President 2007-2008. Paula says, "The California Reading Association has been an important part of my

professional life. And it gave me the chance to work with some dedicated people, and call them my friends. When I retired in 2009 my husband asked me why I was still involved with Gateway and CRA. I told him I retired from the classroom, NOT from education.” Paula has been involved with a reading mentor program, as well as volunteering in her daughter’s classroom. Paula and her husband support literacy projects whenever possible at both the local and state level. Paula’s husband, Mike, a retired teacher/principal has been a CRA Conference volunteer. Paula and Mike have three children, two who are teachers.

**Policy Maker of the Year – Susie Goto**



The Policy Maker of the Year Award recognizes positive influences to education in California by a Policy Maker who has made a significant contribution to literacy. Ms. Susan Goto was elected to the Placer County Board of Education in 2012, after serving for 16 years as a trustee for the Roseville City School District Board. Prior to that, she taught in the Roseville City School District for 22 years. She was happily married to George Goto and has a daughter and a son who are products of the Roseville City School District. Likewise, her grandchildren had their K-8 education in Roseville City schools. In addition, Ms. Goto is affiliated with CSBA, CA Retired Teachers Association, Placer County Division 67, and Alpha Delta Kappa-International Honorary Sorority for Women Educators. She is a Sierra College Foundation Board Member and also serves on the Placer Buddhist Church Board. She is a former member of the Roseville City Grants Advisory Commission. Her hobbies include: reading, movies, fishing, gardening, traveling and most importantly is spending time with her family and friends. Based on her many years of service to Placer County, she is a deserving recipient of the Policy Maker Award.

**Literacy Leader Award – Center for Advancement of Reading (CAR)**



The CRA Literacy Leader Award recognizes any teacher, administrator, librarian, or entity who has

demonstrated leadership in advancing the field of literacy for California. This year the Literacy Leader

Award is presented to the Center for the Advancement of Reading and Writing.

ARW, established in 2002 and dedicated to excellence in literacy instruction, promotes the preparation of effective teachers and reading specialists in the California State University by: facilitating faculty communication and research; disseminating research and policy information fostering connections among the CSU literacy faculty, P-12 partners, and public education stakeholders; and serving as a forum for the interchange of public and academic interests. The center is committed to ensuring that California’s students will be capable readers and writers. Special thanks to co-directors: Nancy Brynelson, Dr. Tanya Flushman, and former co-director, Hallie Yopp-Slowik who have played a significant leadership role in advancing literacy in the state of California over the past several years.

**Statewide Celebrate Literacy Award**

**– Russo’s Bookstore**



Celebrate Literacy Awards recognize the literacy efforts and contributions made by individuals, clubs, organizations, and business in local reading chapters. It is awarded for services and programs that promote and encourage literacy. Celebrate Literacy Awards support the International Literacy Association’s Honor Council Program. From the list of chapter honorees, one nominee is selected to receive statewide recognition on behalf of all winners.

This year’s recipient is Russo’s Books. Russo’s Book Store has been a fixture for Bakersfield for over 29 years. Their support of individuals, schools, and libraries is ongoing. Russo’s promotes various literacy events in Bakersfield and Kern County. They endorse “One Book, One Bakersfield, One Kern”, the local writers of Kern, author readings at California State University, Bakersfield, the Young Authors’ Fair of the Kern Reading Association, and other events.

**Nancy Rogers Zegarra New Teacher Scholarship Award – Kristin Ballard**



The Nancy Rogers-Zegarra New Teacher Scholarship Award provides a scholarship for a first or second year teacher, which will enable the educator to experience the benefits of attending the

CRA Annual Literacy Conference, and provide resources for professional growth for a new teacher.

Kristin Ballard a Kindergarten Teacher at Richard Crane Elementary School in the Cotati-Rohnert Park School District is this year's recipient. Kristin's goal is to introduce reading in a way where students fall in love with books and have confidence in their abilities, while learning how to read. She feels the CRA conference will allow her to gather new ideas about how to introduce books to her students in an engaging way, give her the tools for digging deeper into the books they read, and for discovering ways to reach all students through enriching literature. Kristin believes that attending CRA will be an excellent opportunity to learn about the latest researched based teaching practices in literacy and it will expand her horizons professionally as she embarks on her career in education.

#### Armin Schulz Literacy Award – Michelle Markel



The Armin Schulz Award was established in 2013 in honor of the late Armin Schulz whose passion for literacy has inspired us all. It is given to a teacher or author who promotes social justice through literature. Michelle Markel is this year's recipient. Markel is an author of children's books and has written on a plethora of topics. She is being recognized by CRA for her book *Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909*. *Brave Clara* is the true story of Clara Lemlich, a young Ukrainian immigrant who, when arriving in America, did not speak any English. Clara went on to lead the largest strike of women workers in U.S. history. Markel lives in the Los Angeles area with her husband and two daughters.

#### Torchlighter Award

The Torchlighter Award was established in 1992 and recognizes CRA councils for one of the following aspects of Chapter programming; a creative new project, a new approach to an existing activity, outstanding service to the chapter's community, or an expanded innovative view of literacy.

#### Gateway Reading Council

##### Stop the Summer Slide! Read Books

This project was a collaboration with the DKG Eta Upsilon



Chapter and the Gateway Reading Council which received a LIFE grant to fund the project. Stop the Summer Slide and put books into the hands of young EL children at a high poverty school in Sonoma County during the summer of 2019.

The project gave 2-3 books to each 1st grader and 3rd grader at a Title I School in semi-rural Santa Rosa just before summer vacation. The Bulldog Mascot and the Principal went to classrooms to talk about the importance of reading during the summer and explained the reading log and the reading incentive program. A packet of information promoting summer reading was also given to each child. The packets included: Tips for Parents to keep their children reading during the summer (in English and Spanish), a library card application, Information about the public library summer reading activities (which also included daily free lunch at the library, how to access free eBooks and free takeaway readers to listen to books), a book mark and a suggested book list for summer reading for different grade levels. At the end of May 2019 Gateway Reading Council and DKG Eta Upsilon members visited each of the seven classrooms and gave short book talks about some of the books and then presented the books to the students, motivating students to keep reading during the summer.

#### Greater San Diego Reading Association Take the Authors to the Students!

For 25 years the Greater San Diego Reading Association has hosted an author's fair for hundreds of students from San Diego County. This year GSDRA decided to take the Author's Fair to the students. Authors were matched with a grade level based on their books. The authors met with all students at a grade level two times. Students read their books before the event and wrote about the story. Their writing was displayed for all to see.

All teachers and students were included. Authors enjoyed meeting the students and having time to talk with them. Also, a storyteller was invited for the entire school's celebration of reading, writing, listening and speaking and the PTA was also involved. This year Willow Elementary School in the San Ysidro District was selected as the Author's Fair School. Feedback from the principal,

teachers and students was wonderful. Everyone agreed that it was a great day for literacy at Willow School.

### **Placer Area Reading Council PARC implemented a Balanced Literacy Series for the 2018-19 school year**

The series consisted of five 3-hour classes held from 4:00-7:00 in August, October, January, February and March. Each class covered one or more components of balanced literacy model using the Gradual Release Model. Teachers could sign up for the entire series or select individual classes. Speakers included: Steve Dunn, Adria Klein, Judy Lynch & Betsy Stenklyft, Lori Oczkus and Joanne Devine and topics covered word work, phonics, writing, comprehension strategies and small group instruction. CEU credit was offered through St. Mary's College in Moraga. If signing up for the entire series, the attendee was given a copy of the book, Literacy Survival Tips by Lori Oczkus. The classes were held at John Adam's Academy, a charter school in the Loomis School District and dinner was served at each class. The Balanced Literacy Series was designed and offered to the educators in our local area to support the new ELA/ELD framework and CCSS and to assist our teachers in their professional growth in this area of literacy.

### **Margaret Lynch Exemplary Service Award**

The Margaret Lynch Exemplary Service Award was established in 1981 in memory of Dr. Margaret Lynch, Past President of CRA and former professor at San Francisco State University. It is presented annually to recognize CRA members who have made an outstanding contribution to literacy in their area. Recipients have been selected by their chapters and endorsed in their respective CRA area.

### **Area 1 - Toni Brown - Lake Mendocino Reading Council**



Toni Brown is a reading intervention teacher for grades K-2 at Kelseyville School in Lake County. She works with select students from thirteen classrooms. She collaborates with each teacher about the students assigned to work with her. Toni works with small groups all day long and she is able to encourage, reach, and instill confidence in those most in need. She offers them a safe environment where they

can take risks without fear of failure. Toni is in charge of our school's "Schools of Hope" program and she implements the program with great skill and organization. She deals with teachers, students, and volunteers with great patience and always cheerfully. The volunteers feel truly appreciated by her, which is a big key to the program's success at our school. In addition, Toni is the school liaison for the local Rotary Club who learn with High School students to read and donate children's books to the school. The students read in each primary classroom a few times a year and share with them about their school and reading experiences. Ms. Brown has been the vice-president for Lake Mendocino CA Reading Association Chapter for several years and is now our co-president. She is instrumental in the organization and leadership of our annual CYA book give-away/teacher appreciation event.

### **Area 2 - Kristin Cox – Placer Area Reading Council**



Kristin Cox has been an active member of the PARC Board for over ten years. In this time span she has served as Vice-President, President, and as Treasurer for multiple years. She has served in these capacities while raising two young children and has rarely missed an event or meeting despite the many demands of her young family. In fact, it is not uncommon for Kristin to bring her children to events and meetings so as to fulfill her responsibilities.

Kristin's service goes beyond the expected. She has served in each of her roles on the Board with Exceptional thoroughness and dedication. Her attention to detail and her willingness to spend countless hours to make sure an event is well-run, or that records are detailed and accurate, is unmatched. There is no way to quantify how Kristin's dedication has affected students' desire to read or their success in reading. However, without her contributions, we could not have provided the teachers in our council with the high quality professional development that we have over the last few years. Kristin's dedication to PARC, the excellence of all the services she provides to the Council is one reason PARC continues to be relevant to teachers in our area. Kristin has provided exemplary service to our Council and she is wholly deserving of the honor of being named a recipient of the Margaret Lynch Award.

### Area 3 - Melissa West – Alameda County Reading Association



Melissa West has been on the Alameda County Reading Association since 2004 serving in many capacities including: President, VP and Awards chair. She was a teacher in the New Haven School District before moving to the Dublin School District, where she has served for nineteen years. For three years she was a Teacher on Special Assignment in Dublin Unified School District and as an instructional coach she supported teachers with their balanced literacy instruction. She is now Vice-Principal of Amador Elementary School in the Dublin USD.

Ms. West has always been a welcome asset on the ACRA Board. She provides support and wonderful ideas. For many years she has helped set up and facilitate at our ACRA installation and award program. Last year, she organized and facilitated two programs (four sessions) in the Pleasanton/Dublin area that have brought new ideas to many teachers and have increased ACRA's membership greatly. Last May Melissa organized an engaging book club conversation around creating an organized literacy rich environment. This year Melissa organized the 2019 Book Club also in the Dublin area with attendance over 60 teachers, bringing in 43 new ACRA members. Melissa is a skilled and dedicated educator who exemplifies the mission of both ACRA and CRA.

### Area 7 - Donna Wallace – Greater San Diego Reading Association



Donna Wallace is a second grade teacher in the Moreno Valley School District in Riverside County. Her students learn the joy of reading from Donna who encourages reading through choice, solo or Partner reading, and providing a vast selection of materials to read. Student choice and practice has translated into improved comprehension and reading levels. Donna, who is creative and fosters brainstorming, contributes to the activities of Inland Empire Reading Council. Donna, along with another IERC member, organized a community event that emphasized the "California First 5" initiative. Inland Empire Reading Council is grateful for and proud of Donna's contributions to improving literacy of youth in our community and state.

### Celebrate Literacy Council Awards

The Celebrate Literacy Award recognizes the literacy efforts and contributions made by individuals and organizations in a local chapters community.

#### AREA 1 – Gateway Reading Council

- Shawn Harris
- Ingrid Hochrein
- Maureen Minto

#### AREA 2

- Collen Foster
- Dr. Pamela Elbeck PAWS to Read, Lodi Public Library
- Sacramento Area Reading Association
- Alice Levine Placer Area Reading Council
- Friends of the Granite Bay Library

#### AREA 3 – Contra Costa

- Kryssie Mingst

#### AREA 4 – Kern Reading Association

Russo's Bookstore San Juaquin-Stanislaus Reading Association

#### AREA 5 – Ventura County Reading Association

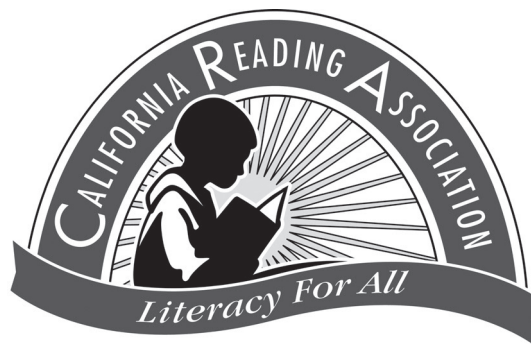
- Patricia Calderon Jennifer Brickey Unique Shehee Fernando Salinas

#### AREA 6 – Orange County Reading Association

- Sharon Chappell

#### AREA 7 – Greater San Diego Reading Association

- Dee Leon
- Beth Burst
- Robin Radlauder-Cramer



# Highlights from the 52<sup>nd</sup> 2019 CRA Conference: Reading in Wonderland

Photos by CRA Board and Text by Dr. Nancy Rogers-Zegarra, Editor

The CRA 2019 Conference attendees were treated to two powerful days of literacy learning at *Reading in Wonderland: Rekindling the Wonder of Books* held at the McClellan Conference Center in Sacramento on October 18-19, 2019. Early Friday morning, CRA Chapter Officers attended a Leadership Retreat, "Fishing for Leadership," where they rekindled their desire to be literacy advocates, planned engaging literacy activities for their members, and networked.



Featured speaker Dr. Adria Klein and Molly Snider

The "Wonder of Reading" was further highlighted on Friday by a tour of Barrett Ranch School, which featured a school culture focused on literacy, including reading lounges where students can curl up, read books and let their imaginations take them on magical journeys. The whimsical decorations at the Conference Center set the stage for our literacy adventure. A myriad of breakout sessions had participants wondering, "Which road do I take?" but as the Cheshire Cat reminds us, "Every adventure requires a first step," and attendees were excited about the variety of sessions. Featured speaker Dr. Adria Klein inspired teachers with her talk on "Powerful Small Group Practices: Scaffolding All Students to Read Complex Texts by Teaching for Transfer."

The Mad Hatter's Tea Party, on Friday afternoon, gathered a stellar group of



Authors at Mad Hatter's Tea Party

ten outstanding authors who dazzled and delighted participants as they shared the wonder of their fiction and non-fiction books and activities taking us for an adventure in fantasy and reality.

On Saturday morning, we were entertained by singer/songwriter John Farrell followed by keynote speaker Lester Laminack who captivated the crowd with an uplifting speech entitled the "Wonder of the Read Aloud." Lester modeled how to spark the interest for all children when doing a Read-Aloud followed by thirty-two informative breakout sessions on reading, writing, listening, and speaking, including a Reading Recovery and emergent literacy strand.



John Farrell Welcomes CRA on Saturday morning.



Paradise teachers honored with gifts and a song at lunch.

An emotional moment at the conference came after lunch when CRA honored the Paradise teachers with gift books bags. Lori Oczkus talked about the fire devastation and the strength of the community to rebuild. John Farrell's enchanting song written for the Paradise teachers brought everyone to tears, as we passed a firefighter's boot for more donations and sang our support for the Paradise fire victims.

Exhibits, books, and more books sponsored by the Publishers and authors enticed teachers to preview, buy,

and have the authors sign their books. The CYRM/ Eureka celebration was graced with a fantastic talk by author Reyna Grande and also honored the Write On With Reading Award young authors who shared their work.

As Lewis Carroll noted," the best gift you could give (her) is a lifetime of adventure. The 2019 CRA Literacy Conference provided a literacy adventure of ideas, strategies, and books, ensuring all participants could return to school ready to share the Wonder of Literacy and the power to transform lives.



Keynote Speaker, Lester Laminack captivates the crowd



Luncheon speaker Lori Oczkus



Thank you Sandra Yoon for organizing the Tea Party



Reyna Grande and Andrea Reyna



Conference Chair, Joanne Devine and Nancy Rogers-Zegarra



Gail Watkins, Author Erin Dealy and Don Vu



Co-Presidents Erica Bowers and Tawnya Shaw



Dr. Sunday Cummins inducted into CRA Hall of Fame



A CRA planning



Inland Empire Reading Council



Author, Reyna Grande mesmerized the CYRM/Eureka Award audience with her success story



Thank you ALC for sponsoring the authors



Carla Peterson Vice President at Conference



Patricia Newman, author and CRA friend



Past Presidents Parade kicks off Saturday morning



CRA Board dinner





American Literacy Corporation Board and 2019 Outstanding Reader Recipients



WOW runner up honored at CYRM event by President Joanne Devine



Contra Costa Reading Association "decked out" at Leadership



Joanne Devin presenting Margaret Lynch award



Team CRA planning at the Leadership Breakfast



Author at Tea Party



Don Vu and PARC members at Leadership



Thanks Betsy Stenklyft and PRAC for the Decorations



Jennifer Howerton and SARA



Glenn DeVoogd and Jeff Savage author



Marisa Moss shares her books



CRA honors CAR and Nancy Brynelson accepts award



CRA Board Sunday morning

**NOVEMBER 13 – 14, 2020**

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53<sup>RD</sup> LITERACY CONFERENCE**

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FLIGHT...**



**READ!**

**Keynote Speaker**



**Tanny  
McGregor**

Internationally-known teacher and conference speaker Tanny McGregor brings nearly 30 years of professional experience to her popular sessions. Her workshops are known for their creative and engaging style. Originally an elementary school teacher, Tanny has served as a literacy coach, gifted intervention specialist, and K-12 staff developer.

Author of *Ink & Ideas-Sketchnotes* and *Genre Connections* and *Comprehension Connections*



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**[www.californiareading.org](http://www.californiareading.org)**

**Keynote Speaker**



**Jan  
Richardson,  
Ph. D**

Jan Richardson, Ph.D., is an educational consultant who has trained thousands of teachers and provided classroom demonstrations on guided reading. Dr. Richardson is the best-selling author of *The Next Step Forward in Guided Reading* and coauthor of *Next Step Guided Reading Assessment*. A former teacher, she has taught in every grade K-12. She has been a reading specialist, a Reading Recovery teacher leader, and a staff developer.



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Phone: 949-547-6664 • Fax: 949-481-8163

# Here, here: Responding to the Emergent Reader When There's a Pebble in the Pond

Dr. Debra Rich

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## Abstract

Observant teachers of emergent readers often notice that the literacy behaviors students demonstrate in one instance are often inconsistently applied in another situation. One such behavior is the recognition of high-frequency words when reading continuous text. Often attributed to issues with visual perception, the reflective teacher must also consider how to help the child access other sources of information of which he/she may not yet be aware. The purpose of this article is to explore challenges a child may encounter when a word is only partially known and how this informs the teacher in selecting the most profitable avenue by which to teach.

Observant teachers of emergent readers often notice that the literacy behaviors students demonstrate in one instance are often inconsistently applied in another situation. One such behavior is the recognition of high-frequency words when reading continuous text. Often attributed to issues with visual perception, the reflective teacher must also consider how to help the child access other sources of information of which he/she may not yet be aware. The purpose of this article is to explore challenges a child may encounter when a word is only partially known and how this informs the teacher in selecting the most profitable avenue by which to teach. Author's note: Lesson transcripts provided in this article are for illustrative purposes only and are not suggested to be model lessons. Individual children respond to instruction in unique ways and the author recognizes that the child's teacher is the ultimate expert regarding the students with whom he or she works. Readers are invited to discuss the lesson scenarios and consider other ways they might support children exhibiting similar confusions presented below.

### HERE, HERE

- "My home is here," said the bird.
- "My home is here," said the frog.
- "My home is here," said the pig.

Jessica continued to confidently read the rest of the book, *My Home* (Melser, 1990, Reading Recovery text level 3) with ease. Her teacher, Patty, had selected this text for Jessica for several reasons based on observations she had made during the administration of *An Observation Survey of Early Literacy Achievement* (Clay, 2005), *Record of Oral Language* (Clay, 2015c), and while engaging Jessica in conversations during her earliest Reading Recovery lessons, known as "Roaming around the known" (Clay, 2016, p. 29). First, the text had an engaging plot line that she thought Jessica would enjoy. (*Will rabbit get home before dog catches him?*) The sentence structure of the patterned text was within control of Jessica's oral language structure, and finally, the text contained several known high-frequency words (e.g., my, the, here) that Jessica could use as anchors within the sea of unknown print. Patty observed that the high-frequency word, *here*, was part of Jessica's reading and writing vocabulary as demonstrated on the *Observation task of word reading: Ohio word test*, *Observation task of writing vocabulary*, and *Observation task for hearing and recording sounds in words: Form D* (Clay, 2005) administered prior to her first lesson. Patty anticipated that Jessica would rediscover things she knew about the word *here* when reading *My Home*, and she did!

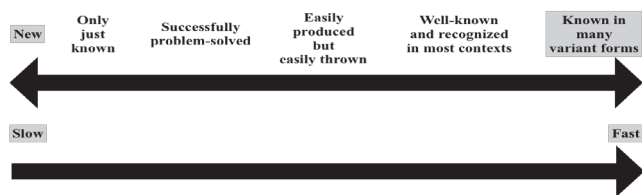
Two days later, Patty introduced the text *Hedgehog is hungry* (Randell, 1996b, Reading Recovery text level 3) to Jessica as they transitioned from the period of Roaming around the known to instruction. The word here appears in this 47-word text eight times, however, Patty did not draw attention to the it during the book introduction since she had observed Jessica read the word accurately many times before.

As her teacher anticipated, Jessica read each page accurately in turn. "Winter is here." "Hedgehog is asleep." "Spring is here. Hedgehog wakes up." However, when Jessica turned to page nine, she came to a complete halt. The text said, "Here comes Hedgehog." Jessica stared at the page but said nothing. Her teacher was surprised. When selecting this text, Patty anticipated that the multiple exposures of the known high-frequency word here would provide Jessica with additional opportunities to increase her rate of word recognition. She did not expect Jessica to have difficulty, after all *here* was a known word!

## THE PEBBLE

"When a child reads a little storybook he may give an accurate reading of the text, but we cannot assume that a correctly read word is known in all its detail" (Clay, 2016, p. 75). Clay offered teachers a framework for thinking about the path a new response takes on its way to coming into the known within a child's repertoire of literacy behaviors. Visualizing this framework as a Continuum of Knowing (see figure 1) can be helpful.

Figure 1. Continuum of Knowing



Adapted from:  
 Clay, M. M. (2014). *By different paths to common outcomes: Literacy learning and teaching* (pp. 156-157). Portsmouth, NH: Heinemann.  
 Clay, M. M. (2015b). *Change over time: in children's literacy development* (p. 123). Portsmouth, NH: Heinemann.  
 Clay, M. M. (2016). *Literacy lessons designed for individuals* (2nd ed., p. 62, 75).

In the above illustration, the continuum is represented by two lines. The top line symbolizes the path a response takes as it moves from brand "new" to "known in many variant forms" (Clay, 2016, p. 75). The arrow on each end represents the notion that learning is an ongoing

process. Once new learning becomes solidified as "known in many variant forms," this known becomes the foundation for additional new learning in a recurring, never-ending process. The bottom line symbolizes the path a child's response takes as it progresses from slow to rapid recognition (reading) or production (writing).

For Jessica, the word *here* was easily recognized when it appeared in the lowercase form, but she was easily thrown when *Here* began with a capital letter. Clearly, the word was not known in its variant forms. Clay (2015a) described this behavior as the "pebble in the pond" (p. 130) effect. "Sometimes what you think is old and established learning can be disturbed by some new competing learning and for a short time confusion rather than 'knowing' is observed" (Clay, 2016, p. 39). *Here* was a pebble in Jessica's pond.

## HOW BEST TO RESPOND WHEN A PEBBLE APPEARS

Clay (2016) recommended that a teacher ask him-/herself, "What is the most facilitating thing I can call for from this particular child?" (p. 37). Remaining tentative, the reflective teacher must consider several possible sources of information that might be helpful for *this* student to sort out *this* confusion.

Patty had only a moment to reflect-in-action (Schön, 1983) before responding. First, she wanted to encourage Jessica's initial attempts to self-monitor, so she asked, "Why did you stop?" Jessica pointed to *Here* and responded that she didn't know the word. Patty decided she needed to help Jessica become more flexible in attending to the visual features of the word since she had not recognized *here* and *Here* as variant forms of the same word. Learning to search for additional information would be helpful to Jessica. Although she correctly identified both the lower-case *h* and uppercase *H* letters in isolation on the *Observation Task for Letter Identification* (Clay, 2005), Patty remembered that some children do not understand the relationship of letters to words (Clay, 2016). She decided to take a quick detour from the text to help Jessica discover the similarities between *here* and *Here*. Clay (2015a) advised, "...There is some evidence to suggest that most children are helped

.....

## By encouraging Jessica to cross-check visual information with meaning, Patty was laying the foundation that would eventually enable Jessica to solve words independently.

.....

by being introduced to variable print and variable letter forms (such as capital and lower case) early in their programme" (p. 272).

Patty decided to build on Jessica's knowledge of here written with a lower case "h". She carefully placed the magnetic letters "h," "e," "r," and "e" letter-by-letter in sequence on the white board. Then she asked Jessica to build a copy. Patty handed Jessica the letters "h," "e," "r," "e" letter-by-letter as Jessica placed them directly below Patty's model. When Patty asked, "What word have you made?" Jessica quickly read the word here.

Then Patty asked Jessica to show herself the first letter. Jessica pointed and said, "It's an h."

Next, Patty placed the magnetic letters "H," "e," "r," and "e" letter-by-letter in sequence on the white board directly below the original word here and asked Jessica to build a copy of this word, too. Jessica noticed the letters "e," "r," and "e" were the same in both words. Patty drew Jessica's attention to the beginning of the word asking Jessica to show herself the first letter. She wanted Jessica to use what she knew about the forms of the letter h/H to help herself.

Jessica pointed to the uppercase H in *Here*. Again, she quickly replied, "It's an h!"

"Now read this word" (Patty pointed to *Here*.)

Jessica responded a bit more hesitantly, "Here?"

Patty redirected Jessica to the book and asked her, "Try it and see if it looks right." Jessica nodded and finished the sentence, "Here comes Hedgehog."

"Yes, it looked right." Patty confirmed Jessica's

response. Then Patty asked, "Did *Here* make sense? Do you see Hedgehog in the picture? Yes. *Here* looked right and it made sense. That is how you can check to help yourself."

On page 11 of the text, Jessica again encountered *Here* in the sentence "Here is a snail." After a brief pause to look quickly at Patty, then at the magnetic letters *here/Here* still available for support on the white board, Jessica began reading. After Jessica came to the end of the sentence, Patty asked her, "Were you right?" She nodded.

Jessica took on more independence for her reading over the next few pages continuing to refer to the magnetic letters on the white board as support and checking on herself by looking at the pictures in the book. By the last two pages, her pace had increased as she was reading confidently again.

Patty knew it was important help Jessica draw upon her *known* in order to help her learn something new. In this situation, Patty helped Jessica think about her knowledge of the high-frequency word here and her knowledge of both forms of the letter h/H to help herself solve the unknown word *Here*. She also helped Jessica to think about how she could apply this process in the future. From these earliest lessons, Patty was helping Jessica to develop her literacy processing system by reinforcing her early attempts to monitor print, and providing her ways to search for a close visual analysis of a word. By encouraging Jessica to cross-check visual information with meaning, Patty was laying the foundation that would eventually enable Jessica to solve words independently.

.....

Although Jessica recognized the word *Here* and read the words in the rest of the sentence accurately, the usage of the word was unfamiliar to her causing the meaning of the text to break down.

.....

#### OTHER PEBBLES

After reviewing the running record taken of Jessica's independent reading of *Hedgehog is hungry* the next day, Patty determined this was an easy text for her. She selected *Kitty and the birds* (Randell, 1996c, Reading Recovery text level 4) as the new book. After a brief introduction of the plot line, Patty invited Jessica to read the text. Again, Patty did not anticipate that Jessica would have any difficulty with the word *Here* as Jessica had read it accurately with an upper-case *H* each time in the previous book.

As expected, Jessica read *Here* accurately on page 5, "Here comes a bird.", and again on page 7, "Here comes Kitty." On page 13, Jessica hesitated as she read "Here you are. Kitty." for "Here you are, Kitty." She reread and then appealed to Patty. "This looks right but it doesn't make sense." Although Jessica recognized the word *Here* and read the words in the rest of the sentence accurately, the usage of the word was unfamiliar to her causing the meaning of the text to break down.

In both of the first two instances,

Here comes a bird.

Here comes Kitty.

the structure of the sentences in *Kitty and the birds* had the same language structure that Jessica had read in *Hedgehog is hungry* during the Running Record:

Here comes Hedgehog.

Here is a snail.

Here is a worm.

Here is a caterpillar.

Each of the sentences above was composed of an adverb, (*here*), followed by a verb (*comes*, *is*), followed by the subject of the sentence. Jessica demonstrated control of this simple sentence structure as demonstrated on the *Record of Oral Language* (Clay, 2015c), Level 1, Type F sentences. In each example above, the adverb 'here' was used to draw attention to or introduce an animal.

Patty wondered what caused Jessica to become puzzled when she read "Here you are, Kitty." Then she realized that this sentence was composed of an adverb (*here*), followed by the subject pronoun (*you*), followed by the verb (form of *be*), followed by a direct address noun (*Kitty*). Not only was this an unfamiliar sentence structure that Jessica had not encountered before, it was also problematic for other reasons.

"Here you are" is an idiomatic phrase with meaning contained within the phrase and not within individual words. The phrase is used when giving something to someone. In this story, Jessica had to infer from the illustration that the man was giving some food to Kitty. Both the structure of the sentence and the use of *Here* as part of an idiomatic phrase were unfamiliar to Jessica.

In addition, the sentence presented a challenge due to issues with text cohesion, which is how tightly a text holds together (Common Core State Standards Initiative, 2010). Jessica had to infer that *Kitty* referred back to the pronoun *you* earlier in the sentence (Gibbons, 1993). The way in which Jessica parsed her reading into two sentences prevented her from making this connection. Consequently, her reading did not sound right nor did it make sense to her.

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It is important for a teacher  
to give the child  
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need to use in reading,  
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child use before”

.....

Patty realized, in hindsight, that it would have been more effective to rehearse this sentence structure with Jessica during the book introduction. Clay (2016) indicated that “particular attention should be paid to the child’s control of oral language or syntax” (p. 114) since syntactical knowledge of oral language structures enable children to anticipate how sentences could work in written language. It is important for a teacher to give the child opportunities to hear and use new words and structures that he/she will need to use in reading, especially those that “she has not heard this child use before” (p. 115). Because Patty had not taken time during the book introduction for this teaching, she found herself needing to explain the meaning “Here you are, Kitty” at the point of difficulty so that Jessica could understand the story and make sense of how the author used the word ‘here’ in this sentence. While it was important for Jessica to recognize high-frequency words in various visual forms (Clay 2015a; 2015b; 2016), Patty realized that she also needed to be mindful of text cohesion, word usage, and the various sentence

structures in which the high-frequency words appear. These areas became additional pebbles in Jessica’s pond. They disrupted her ability to make meaning from the text despite the fact that she identified each of the words accurately.

#### ANTICIPATING PEBBLES

Patty reflected deeply on the book introductions she provided Jessica (Schön, 1983). She realized she was thinking too simply about what it meant to *know* a word. She decided to review Clay’s (2016) suggestions for introducing the next book.

As Patty read *Baby lamb’s first drink* (Randell, 1996a, Reading Recovery text level 4) more closely in preparation for Jessica’s next lesson, she noticed that the word *here/Here* carried a different meaning nearly every time it was used in the story. Clay (2016) advised teachers to attend to “new vocabulary or concepts” (p. 115) when introducing books, but Patty had not considered before how various multiple meanings of high-frequency words could cause confusion. For example, the word *here* was used six times with four different meanings. In this text, *here* refers to a period of time, announces that something had arrived, introduces an animal, and indicates a location. The author also uses *Here* in three different language structures and challenges the reader’s comprehension with loose text cohesion. Patty was amazed at the complexity found in this 64-word text!

Determined to support Jessica’s understanding of the various meanings of *here* before asking her to read the new book, Patty developed an introduction in which she provided a brief overview of the story. Then, she intentionally addressed the plot of the story while carefully explaining the various meanings of *here* on each page. She also made sure that Jessica would have the opportunity to rehearse unfamiliar language structures. Patty knew that Jessica would have a better opportunity to be successful with this complex text if her introduction were more than a picture walk. Jessica would be able to use this information as she learned how to orient herself to the new book.

.....

## Patty directed Jessica to rehearse the sentence so that she could hear the new structure that she would be reading.

.....

Patty presented the story to Jessica, showing her the front cover. While the book was still closed, Patty said, "Today we're going to read *Baby lamb's first drink*. It is springtime when baby lamb is born. He is hungry and looking everywhere for some milk to drink. Let's read to find out how Mother Sheep feeds her baby lamb."

As Patty opened the book, she continued, "In this story, the author uses the word *here* in many different ways. Let's take a look." Patty invited Jessica to look at pages two and three with her. "The author tells us that spring is here. *Here* on this page means the time of year, or the season, that the story takes place. Show yourself the word *here*." Jessica quickly located and used her fingers to frame the known word here. Patty used this opportunity to confirm Jessica's scanning of print and reinforced her recognition of the known word. "Yes! You've seen that word many times. On the next page the author wrote, 'Baby lamb is here.' This sentence means that Baby lamb is born." Patty went on as she referred to page six, "When babies are born they are hungry. Do you know what a baby lamb says when he's hungry? That's right! "Baa-baa."

Patty turned to page 8. "Look, Mother Sheep is here. Do you think she can help baby lamb find food? Mother Sheep says, "Here I am, Baby Lamb." Patty directed Jessica to rehearse the sentence so that she could hear the new structure that she would be reading. Patty anticipated this language structure [adverb (here) + subject pronoun (I), + verb (form of be) + direct address noun (Baby Lamb)] would be difficult because the same structure had challenged her the day before when she read "Here you are, Kitty" (Randell, 1996c, p. 13). To add to the complexity, Patty predicted that the loose

cohesion of the text would disrupt meaning because Jessica would have to infer why Mother Lamb was calling to the hungry Baby Lamb. It wasn't until five pages later that the mother-baby nursing relationship was made explicit through an illustration. After Patty engaged Jessica in a brief discussion about the meaning and had her rehearse the sentence a couple of times, Patty asked Jessica to read from the text so that she could see the new structure in print.

Patty provided time for Jessica to look at pages 10-11 but did not say anything until pages 12-13 when she continued, "Here is the milk baby lamb was looking for! Mother Sheep is feeding milk to Baby Lamb." Turning the page, she exclaimed, "Look at baby lamb's tail!"

Jessica interjected, "It's wagging! My puppy wags his tail when he's happy to see me!" Turning to the last page, Patty continued, "I think mother sheep and baby sheep are happy, too, don't you? Are you ready to read this book?"

Patty's rich introduction of *Baby Lamb's first drink* enabled Jessica to successfully engage in the story because she was able to access new language structures and the various meanings of the word *here*. By providing Jessica a bridge between the text and the illustration. Patty also helped her make meaningful connections despite the loose cohesion of text.

### CONCLUSION

Patty learned some important lessons while teaching Jessica. She came to understand that *knowing* a word "in many variant forms" was a much more complex process for a child than she initially realized. In the



process of learning the high-frequency word *here*, Jessica needed Patty to help her access information from various sources. Jessica needed to learn to look closely at the visual features of print and use what she knew to recognize when the same word was written in lower- and upper-case formats. She needed to learn how word usage can change depending on the syntax of the sentence, and that some words refer to other words. She also needed to learn that sometimes the same word can have different meanings depending on how it is used in a particular context. When Patty revealed these various sources of information to Jessica, she was able to truly come to “know” the word *here*.

Patty also learned the importance of anticipating potential pebbles when preparing her lessons. While *An observation survey of early literacy achievement* (Clay, 2005) and the *Record of oral language* (Clay, 2015c) provided her valuable information about what Jessica could do prior to the start of her individual lessons, Patty needed to teach her “to use the kinds of information that [she] has not yet learned how to attend to in a consistent way (Clay, 2016, p. 137). When Patty was intentional in her planning, she increased the opportunities for intentional and responsive teaching. This intentionality helped to reduce many of the pebbles in Jessica’s pond, and in some cases, avoided them altogether.

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# Building A Technology Tool Kit For K-8 Classrooms Teaching And Learning

Dr. Cecelia Jimenez and Dr. Joan C. Fingon,

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## Abstract

Digital media has become more and more emphasized in school districts and classrooms across the country. One way for educators to stay current in their teaching practices and enhance student learning is by integrating technology. However, while technology can be useful it must be embedded into literacy lessons in relevant and thoughtful ways. This article describes a sampling of practical and easy access websites and apps that are designed to help K-8 classroom teachers who are interested in starting or adding to their own technology “tool kit” of resources to integrate into the reading and language arts curriculum. It also presents an example of a poetry lesson plan integrating a digital app for classroom use.

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While teachers might acknowledge and appreciate the idea of integrating technology they do not always have the time to locate useful resources for lesson planning. As teachers are being held more accountable with increasing demands placed on their instructional time they could benefit from having access to technology resources that are readily available to enhance their teaching practices. Now more than ever, students need to be well-rounded literate individuals as “exposure to technology is becoming a much more vital part of the classroom experience” (Fingon & Jimenez, 2018, p. 12). More importantly, technology should be integrated seamlessly into the curriculum instead of viewing it as an add-on, an afterthought, or an event (Jacobs, 2006). As such, when teachers incorporate technology it can encourage passionate learning for students in new ways. Moreover, technology “offers teachers more flexibility and opportunities and ways of teaching than lecturing and delivering facts and information” (Fingon & Jimenez, 2019, p. 15).

## PURPOSE

This article is intended as a resource to assist K-8 classroom teachers who are interested in or have some experience with integrating technology in their teaching practices. Specifically, it describes a small sampling of practical and easy to access websites and apps designed to help K-8 teachers interested in beginning or adding to their own technology “tool kit” of resources to integrate into the reading and language arts curriculum. It also presents an example of a poetry lesson plan and digital app for classroom use.

## TECHNOLOGY RESOURCES

There are countless on-line tools, apps, and websites that exist for educators. As more and more technology continues to be developed there are increasing opportunities for teachers to learn about and integrate into their lessons offering students’ new ways to create and expand on their own learning using such digital

media devices. Whether a teacher has limited resources or is technologically advanced or a novice user, these resources are mostly free (or a nominal fee) and some require registering. Many K-8 classroom teachers have recommended these websites and apps for many curricula areas but particularly for reading and language arts. They are relatively easy to navigate. At the time of this publication all websites and apps were available.

**[www.readwritethink.org](http://www.readwritethink.org)**

This ever popular well maintained website is free and easy to access. It is affiliated with the International Literacy Association and the National Council of Teachers of English, designed as a hands-on resource for K-12 teachers. It provides high quality lessons plans with objectives, standards, resources, and materials that can be downloaded for reading and language arts but other subjects and themes as well. Most lesson plans are designed by classroom teachers and include handouts, websites, and apps to support student learning and technology uses. There is also a link for mobile apps with many ideas for planning various lessons.

**<https://teachables.scholastic.com/teachables/guesthomepage.html>**

For teachers who have limited resources in their classroom, this popular website Scholastic Teachables (formerly called Scholastic Pintables), has abundant resources including teacher created K-5 lesson plans, printable worksheets, mini booklets, games, puzzles, arts and crafts, and bulletin board ideas. The website offers a variety of subjects including reading and writing and ready-made printable summer lesson plans. Teachers can also build their own 'file cabinet' to access their resources on the site. It offers a free trial for 30 days.

**[http://www.digitalwish.com/dw/digitalwish/view\\_lesson\\_plans](http://www.digitalwish.com/dw/digitalwish/view_lesson_plans)**

"Digital Wish" is an excellent teacher resource website including digital library lessons for K-8 grades. The site offers a wide range of subjects from spelling and grammar, algebra, earth science, and physics whereby teachers can have lessons emailed to them or downloaded from the site. The website has an extensive

collection of lessons for all forms of teaching poetry for teachers to access and download lessons. It also has poetry podcasts, flip videos, and an app center geared mostly for 7-9 grades.

**<http://en.childrenslibrary.org/>**

The Foundation of International Children's Digital Library is free and easy to access with a wide-ranging well designed digital library of outstanding children's books (3 to 13 years). The books are from different cultures around the world offered in many different languages. This website features high quality colorfully illustrated children's books, poetry, and literature through innovative technology, which includes Chrome Books, iPads, and iPhone apps.

**<https://www.brainpop.com>**

BrainPOP is a highly versatile and interactive website for teachers that can be used to build students' curiosity. It contains content for English, arts and music, math, health, science, social studies, and engineering and technology. It offers many short videos (with pause points) for students to watch animated content, take screen shots to introduce and reinforce various concepts with related activities and quizzes. There is also BrainPOP Jr. (K-3), BrainPOP ELL, and BrainPOP for educators available in Spanish and French. Nominal fee.

**<https://www.kidzone.ws/>**

This Kidzone website is another good resource for teachers with limited classroom resources. It is easy to navigate with dozens of printable worksheets for PreK-5 grades. It includes a wide-range of topics and information about animals, geography, poetry, reading and language arts, math, and thematic units (holiday and seasonal) with guided lesson plans. This website also includes colorful interactive online games.

Apps are another digital tool that can be integrated into lesson planning to help students create and explore their own ideas. While many apps exist these are a few that are easy to use and were mostly recommended by K-8 teachers. For additional apps see Day's (2017) Teaching Idea Writing Tools and Apps for more ideas.

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<https://bookcreator.com/>

This open-ended, cross-curricular app, “Book Creator” is available for any device at a nominal fee. Students choose their format and follow easy step-by-step directions to select photographs, clipart, or draw their own illustrations to accompany their writing. Students can also add text, music, video, or voice. A popular feature of this app is in the writer’s workshop section where students create and publish their writing, stories, books, etc. that can be published in iBook’s or uploaded to social media.

<https://explaineverything.com/>

This highly versatile, interactive whiteboard app can be used to literally “explain everything” and anything. Students use visuals, animations, and make videos, and narrations about any topic or subject matter. They can also write and illustrate a poem or story on the whiteboard and read it aloud with the video display, or write a summary of a historical event, etc. and add onscreen drawings, import photos, movies, audio, etc. To register it is free with limited options and has different pricing options for more advanced plans.

## INTEGRATING TECHNOLOGY IN A POETRY LESSON

While there is no end to how technology can be integrated when teaching reading and language arts, poetry is one genre typically not often emphasized in classrooms as much as it could be. Yet, the Common Core State Standards (2010) mention poetry as one of the texts for reading instruction to develop students’ written and oral expression. As some students (including teachers) may either loathe or love poetry, one way to help teachers (new and experienced) in teaching poetry is to integrate technology that is meaningful and relatively easy to use. As such, poetry and technology seem a natural fit for students to express their ideas and creativity in their writing. And, while there are many ways to teach poetry and uses for integrating technology new digital tools will continue to advance.

This sample lesson describes a structured form of poetry (Cinquain) (pronounced sin-cane), that is a form

<https://powtoon.com/home/>

Powtoon is becoming a more popular and interactive app for students and teachers because of its easy access and use. It is a video/power point making tool that allows students to select ready-made templates to drag and drop from the screen, and insert words, images, photos, or drawings to any writing piece. It is a video/ power point graphic organizer to enhance a piece of student’s writing using any letter style and animation. Students can think and learn visually by organizing their thoughts, writings, and creating images using this app. It is a good app to use with a classroom SMART board. There is a short video with directions and screen shots. It is free but also features different pricing options for different plans for students and educators.

of poem that contains 5 lines, unrhymed. Each line contains one noun, two adjectives, three action verbs, one related phrase, and a synonym word related to the title (or first line) in the cinquain. The lesson can be taught over one or more sessions depending on time and/or students' previous experience with the writing process and/or poetry writing. It contains CCSS standards, objectives, materials, procedures, and assessment and enrichment for a lesson plan/unit on poetry. The poetry lesson also includes an example of a cinquain poem for elementary classroom use and the lesson is modified from the website <https://preview.tinyurl.com/yd28q87y>. It also incorporates Powtoon an app (previously described in this article) to enhance students poetry writing ideas and presentation. Resources for an extended for a poetry unit/lesson plan are also included in this section.

## CINQUAIN POETRY LESSON INTEGRATING TECHNOLOGY

**Subject:** Reading/Literature/Poetry

**Grade Level:** 4-6

**Time:** 50 to 60 minutes

**Objective:** Students will: 1) describe the basic conventions of a cinquain as a form of poetry; 2) analyze, interpret, and characterize the relationship between structure, parts of syllables/speech, and meaning, and 3) write their own cinquain.

**Materials:** Cinquain examples, graphic organizers, and reflection worksheets from the website <https://preview.tinyurl.com/yd28q87y> and Powtoon app that can be downloaded from <https://www.powtoon.com/home/>

### COMMON CORE STATE STANDARDS:

**3.RL.5.** – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza: describe how each successive part builds on earlier sections.

**4.RL.2.2.** – Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**4.RL.5** – Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter).

### PROCEDURE:

1. Initially, the teacher describes a cinquain (pronounced sin-cane), as a form of poem that contains 5 lines, unrhymed. A variety of poems on various topics are read aloud and shared with students (or the teacher can share his/her own poems to the class). While reading aloud several different poems from different authors the teacher asks students what patterns they hear and their interpretation of the poem's meaning. After multiple readings of cinquain poems certain vocabulary words, parts of speech (nouns, adjectives, etc.) synonyms, and number of line breaks, etc. are discussed and emphasized with the class focusing on the shape and formation of a cinquain.
2. Use this example of a cinquain about a dog and others that can be displayed on a white board, big chart, and/or as handouts for students to share in pairs or small groups.

Sheltie (*noun/title*)  
silky soft (*2 adjectives*)  
running, rushing, dashing (*3 action verbs*)  
happy and playful (*related phrase*)  
Jenny (*synonym*)

3. After the distribution of the poems, ask students to point out the characteristics of the cinquain themselves -- discuss the meaning, parts of speech used, etc. Students can also identify words and highlight or underline certain words to reinforce understanding. Throughout the exploration process students are asked to think about these questions:

- What do you notice about the construction or shape of the poem? How many lines are there? How are the words arranged on each line?
- How does the poem make you feel? What words, images, or sounds do you like in the poem?

- Which words seem most important to you? Why?
  - How do the lines relate or build on each other?
  - How does the structure or organization of the lines relate to the meaning? If the words are rearranged, how does the meaning change?
4. Upon a quick review of cinquain poem elements and features ask students to brainstorm about topics to write about (i.e. favorite pet, sport, person, etc.). The teacher may define or review and give examples of terms such as synonym and parts of speech (adjectives, verbs, etc.) if necessary. As students begin to brainstorm about their own cinquain display this setup:
- o Line 1: a one-word title, a **noun** that tells what the poem is about
  - o Line 2: two **adjectives** describing the title
  - o Line 3: three -ing **action** verbs
  - o Line 4: a **related phrase**
  - o Line 5: a **synonym** for the title
5. Once students select a topic, they download the template, Student Reproducible Cinquain Graphic Organizer (located on the lesson website listed above in this lesson plan). As students begin to compose their poems they can work individually, with partners, or in small groups and write their poems using iPads, etc.
6. While students begin their drafts the teacher offers questions that might focus on the students' overall feelings about their topic. For example, "Why did you write about your pet? Why did you choose those words in your poem?" Other examples, "Can you think of some other words that mean the same thing?" The teacher may also review parts of speech (noun, adjective, verb, etc.) to help some students compose their cinquain, etc.
7. Once students have revised and edited their final drafts on their graphic organizer or iPad,

they can begin to design a Powtoon video/power point (described in the app section in this article). Initially, the teacher models using the app with the same example of the cinquain in this lesson, or another example. The class discusses together with the teacher what template to use, etc. Powtoon allows students to work relatively quickly and explore with their writing to make it more vivid, dynamic, and eye catching. Once students log into Powtoon they can begin to select and drag and drop a template for their poem and are ready to create a video/power point with various images. As an option for writing a cinquain students can try 5 lines using a syllable pattern order of 2, 4, 6, 8, 2 syllables per line.

#### ASSESSMENT:

- Students present their poems using Powtoon in small groups or to the whole class. Students could also discuss why they chose their topic for their poem and critique their peer's work. Students would also complete the " located on the website provided to record their thoughts.

#### EXTENDED/ENRICHMENT UNIT/LESSON

To supplement the lesson or poetry unit try Conner's (2017) *Captured by a Cinquain: An Eclectic Collection of Cinquain Poetry and Sloan's* (2003) "Give them poetry: A guide for sharing poetry with children K- 8." For more ideas to enrich poetry teaching and integrating technology see Fingon and Jimenez's (2019) article, "Deeping the Poetry Experience: Connecting Student Learning with Technology." These two poetry websites also provide more ideas on how to expand student's knowledge about integrating poetry and writing.

<https://www.dltk-poems.com/>

This free poetry website contains a monthly-featured poem and separate lists of poems for boys and girls PreK-5. It provides rhymes, songs, and short biographies' about famous poets (Blake, Dickinson, Hughes, etc.). This website also offers printable pages of various themed

poems (i.e. fantasy, love, war, etc.) and seasonal poems to download.

<https://www.gigglepoetry.com>

Appropriately named “Giggle Poetry,” this website presents a featured poem and many funny and entertaining poems, including Poetry Theater, word games, contests, and activities. One feature that could be used as a form of assessment on this website for students is that they can read and rate poems using the “giggle meter.”

## SUMMARY

Technology is becoming more and more a part of our world and within the field of education. However, for technology to be effective, it has to be integrated appropriately into lessons in the curriculum rather than something viewed as an extra (Jacobs, 2006). When integrating technology purposely into instruction it has the potential to make learning more meaningful and appealing to students. Educators, who have access and use digital tools that are relevant to student learning, can be one effective method to enhance their knowledge and experience. As technology becomes more advanced, educators also need to keep up with new innovations. These new developments can offer students the tools and skills that they will need to succeed throughout their adult lives. As such, when teachers build or expand on their own technology tool kit it provides a resource of opportunities to enrich students’ experiences and ways for them to express themselves to complement their learning. Correspondingly, integrating poetry and technology is one example of a way to enhance students’ creativity and ability for written and oral expression.

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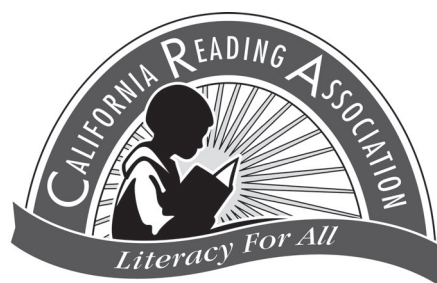
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# New and Powerful Uses for Interactive Read Alouds in the Secondary Classroom

Rosa Mack Dokes

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## Abstract

It is important to show secondary students the way good readers sound, think, and use reading strategies, and read-alouds provide opportunities for the teacher to model these behaviors. Read-alouds can also promote cultural awareness and encourage culturally sensitive dialogue. Secondary students need to hear the way an effective reader thinks while reading, so the teacher can model thinking aloud. Read-aloud approaches provide opportunities that go beyond skill and literacy development; they can promote cultural diversity, literary appreciation, and even promptness. An interactive read-aloud encourages secondary students to become actively involved in their learning.

“Can you read us another one?” I hear one student exclaim from the rear of the classroom. This is a question you don’t hear frequently in a high school classroom filled with juniors and seniors.

“Only 10 minutes a day is set aside in our schedule for read-alouds,” I explained. The routine of reading aloud to my high school students has remained in my classroom for 15 years. Some secondary educators mistakenly think that reading aloud is too juvenile for senior high school students, but they couldn’t be more wrong.

High school students love read-alouds just as much as elementary students; in fact, they love it so much if they could have it their way, I would read multiple stories to them for the entire 90 minutes of class. As would be expected, relationships are always their favorite topic at this age, but there are far more culturally relevant topics we can address, using critical pedagogy. As a secondary educator, it’s important to not only model to my students the way good readers sound, think, and use reading strategies, but also to promote cultural awareness and encourage culturally sensitive dialogue.

The first 5-7 minutes of class each day is always designated as “warm up” time. Warm up time is when my students immediately beginning their daily journal entry upon taking their seats. Students have developed a consistent routine of writing in their journals daily about a topic linked to the theme of the lesson in order to access prior background knowledge. Following the journal entry is the read-aloud segment that I love to label as our “Reading Showcase”. Our Reading Showcase consists of a short story that can be either theme-based or literary-strategy focused. This way, students develop a routine and know not only what to expect each day, but also what is expected of them.

The strategy that is proposed to improve reading levels and the English literacy of students is identified as an Interactive Read Aloud Instructional Strategy (IRAIS). According to some scholars, such as Lane and Wright (2007), the Interactive Read Aloud is based on three essential understandings: 1) encouraging the student to become an active listener during book reading, 2) providing feedback that models more sophisticated language, and 3) challenging the student’s knowledge and skills by raising the complexity of the conversation to



a level just above the student's current ability. Not only is reading aloud to students an excellent way to improve their reading levels, but it is also an excellent way to incorporate diversity in text, model literary strategies, and encourage students to get to class in a timely manner.

## CULTURAL RELEVANCY, AWARENESS & SENSITIVITY

Using culturally responsive text during a read aloud increases student engagement in reading. Some urban students may never have been previously exposed to their own cultural heritage in the books available to them in the classroom nor in texts that contain issues their own cultures face. Over the years, my books of choice to use during Reading Showcase have been *Chicken Soup for the Teenage Soul* and *Chicken Soup for the College Soul*. These compilations of short stories teach students important life lessons regarding family, relationships, and "tough stuff" such as racism and diverse issues that various cultures face. They also include selections about the challenges that all students encounter as they prepare to enter college and/or the real world. When a culturally responsive text is incorporated into the lesson, educators not only develop diverse readers, but also readers who are sensitive and aware of culturally relevant material.

Reading to students daily has several important purposes, and although students enjoy being read to, it is imperative that students also hear stories they can relate to, visualize characters that look like them, and receive voices who sound like them and who have had shared experiences. According to researchers such as Giorgis (1999), when students see themselves and their life experiences in the books read aloud to them, such as the sibling rivalry found in Patricia Polacco's *My Rotten Red Headed Older Brother*, the reading experience becomes much more meaningful.

Reading diverse texts and even reading picture books to students may cause them to reflect on values, both materialistic and altruistic, as can happen when discussing a book such as *The Table Where Rich People Sit*

by Byrd Baylor. In that story, the protagonist initially bemoans the fact that her parents make very little money. She comes to realize, however, that true wealth may have little to nothing to do with money. Similarly, reading a powerful picture book to secondary students may push them in their thinking because many of these books deal with complex issues (Giorgis 1999).

Another powerful cultural text is Sandra Cisneros' *The House on Mango Street*, where the main character Esperanza, a Chicana, moves to a Latino neighborhood in Chicago where many of the poor areas are racially segregated. Esperanza is determined to escape her impoverished living conditions and will someday leave. Using multicultural texts also helps students become aware of situations that cultures other than their own may experience.

In our classrooms, it's important that we encourage dialogue that promotes critical thinking about how to become agents of change in our community. Students need to hear about leaders who overcame various types of adversities, such as historically perpetuated stereotypes. Once concerns are identified, some of the common higher order thinking questions that I ask are:

- What can we do to change the stereotype?
- Is this behavior offensive to others?
- Is this behavior acceptable by society?
- What are some of the consequences of actions such as these now that we have new technologies that create issues such as posting inappropriate images or messages on social media?"

Yes, standardized test instruction is very important for every state. But as educators, don't we believe that critical pedagogy equally essential? It's imperative that we find ways to incorporate culturally appropriate material and dialogue within our classrooms to help our students become cognizant of others' situations and perspectives. A read aloud is a valuable tool that educators like you can begin using today to help bridge the gap between state mandates and cultural responsibilities.

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This modeling helps the students understand  
and notice what the teacher is predicting, inferring,  
connecting, and processing in the story.

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### MODELING READING STRATEGIES

There are many urban high school students reading at least one to two years below grade level. Those students need not only to hear the way an effective reader sounds, but also to hear the way an effective reader thinks aloud. It's important for teachers to prepare the reading selection in advance to determine which literary strategy would be the focus of the daily lesson. These might include literary devices such as character development, summarizing, predicting.

When teachers model effective reading for students daily from texts that students find interesting, students become hooked on reading, listening, and speaking. Modeling effective reading is also an amazing technique to use in the classroom for multilanguage learners; it enables them to hear how words are pronounced and how the teacher demonstrates tone. According to Wiseman (2011), interactive read alouds afford opportunities for making meaning through conversations and student interactions, which provide students with the opportunities build their knowledge and strengths. Additionally, Wiseman (2011) suggests interactive read alouds provide more than skill and literacy development; they are a time for teachers and students to create, extend, and recognize knowledge.

Of course, educators should only select texts that are approximately 5-10 minutes in length, otherwise students may become antsy. Nevertheless, a really good reading selection can lead to in-depth discussions with your students. Such interactions will not only help you learn new information about your students, but will also assist in relationship building

When we model reading aloud to our students and show them the way we think and question ourselves while reading, we demonstrate to them ways in which we expect them to think when they are reading independently; this is an effective starting point for student success. Students are often not taught how to pause and question themselves while reading, or how to stop and reread if they aren't comprehending.

Many researchers have demonstrated that a read aloud is an effective way to introduce students to the joys of reading. For instance, McGee and Schickedanz (2007) explain that during an interactive read aloud, teachers talk as they read to model their own thinking. This modeling helps the students understand and notice what the teacher is predicting, inferring, connecting, and processing in the story. I model this by thinking and questioning myself as I read. Some inference questions that I've asked the students are:

- "I wonder what's going on in the protagonist's mind right now. How do you think he's feeling at this moment?"
- "Do you think he's feeling nervous about what is going to happen now that the police have him pulled over on the side of the road and is now asking him to reach for his ID? I wonder how he will respond.
- "What would you do in this situation?"

In this way students can effectively hear my thoughts as I think aloud, question the content while reading, make predictions, use context clues to decode word meaning, point out how an author uses figurative

language, personification and foreshadowing; all the while students are making mind movies and visualizing the story in their heads. After the short story is read, my students will be determining the author's purpose, identifying themes and engaging in culturally relevant discussion. These are the segments of class that my students enjoy and don't want to miss, so it encourages them to get to class on time.

### DON'T BE TARDY FOR THE READING PARTY

Having difficulty with high school students being late to your class? The read aloud strategy will have them hurrying along to class in a timely manner because they don't want to miss the story that is going to encourage in-depth dialogue. In some cases, reading 5-10 minutes a day from the same novel may be a good idea because once students are invested into a good book, students rush to class, so they won't miss out on what's going to happen next in the novel, especially if they are held accountable for a journal entry.

In several cases, I have had students walk into class late, realize they've missed the beginning of the next chapter, and exclaim, "Oh no, I missed the Reading Showcase! Someone please tell me what happened!" All the while, other students are discussing the important moral elements of the story. Tardy students have to listen to peer conversations in order to catch up on what the story was about, and later chime in with their own similar experiences.

Reading aloud to high school students can be the most rewarding part of a teacher's day. Isn't it rewarding when students become so attached to a text that they ask you if they can check it out and take it home and read it on their own free time? Developing avid listeners, readers, thinkers, as well as timely, culturally sensitive and aware students is the ultimate experience for teacher and student. As one student said, "With all of the things on our minds in high school like stress, test, and homework, it is nice to have someone read you a story."

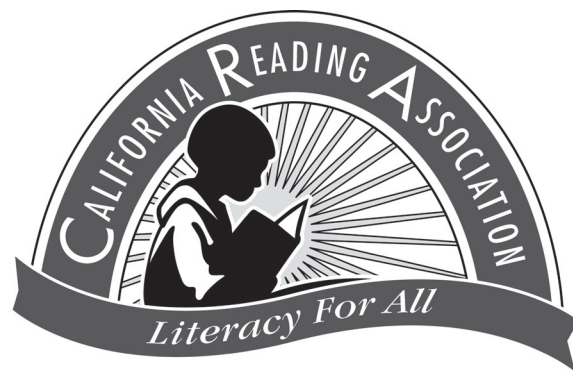
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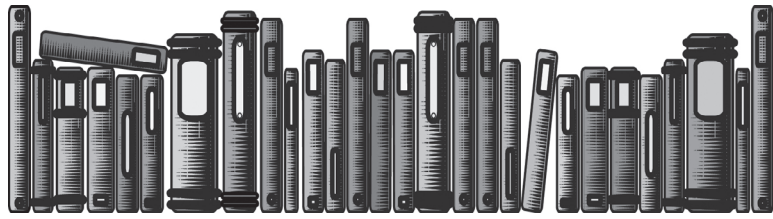
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### ABOUT THE AUTHOR



Rosa Mack Dokes has a Bachelor of Arts degree in Secondary English Education from Southern University, and a Master of Arts degree in Urban Education from Southern University. She is currently a doctoral student in the Curriculum and Instruction department at the University of Houston.TX. She can be reached at [radokes@central.uh.edu](mailto:radokes@central.uh.edu)

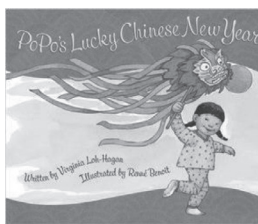




# BOOK NOOK

By Dr. Virginia Loh-Hagan

In this special edition of the BOOK NOOK, we are focusing on Chinese New Year books! I love writing about this holiday as evidenced by the following two books:



**PoPo's Lucky Chinese New Year** by Virginia Loh-Hagan and illustrated by Renne Benoit (Sleeping Bear Press, 2016) is about a Chinese grandmother (PoPo) teaching her young Chinese-American grandchildren

about what to do and what not to do in order to celebrate the Chinese New Year.



**Nian: The Chinese New Year Dragon** by Virginia Loh-Hagan and illustrated by Timothy Banks (Sleeping Bear Press, 2019) is a retelling of a Chinese folktale that explains several traditions of

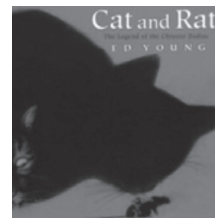
the Chinese New Year (i.e. wearing red, throwing firecrackers, etc.).

The year 2020 is the Year of the Rat. The Rat is the first of all twelve Chinese zodiac animals (Fun Fact: The Dragon is the only mythical animal in the zodiac). In the Chinese culture, people born in the Year of the Rat are seen as clever, successful, energetic, likeable, and wealthy; however, they can also be stubborn, rude, and cheap. Great careers for Rats include authors, artists, engineers, and architects. Have fun learning about your Chinese zodiac animal by looking up your birth year; here's a website:

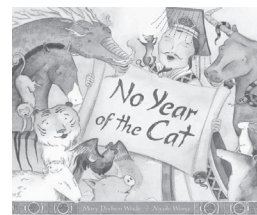
<https://www.chinahighlights.com/travelguide/chinese-zodiac/>

According to legend, a Chinese emperor called for a race.

All the animals came; the rat won the race by tricking Cat who wasn't able to finish the race. This is why the Rat is the first animal of the zodiac and why Cat is not part of the zodiac. There are several books about the Chinese zodiac animals. These are two of my favorites:



**Cat and Rat: The Legend of the Chinese Zodiac** by Ed Young (Henry Holt and Co., 1995)

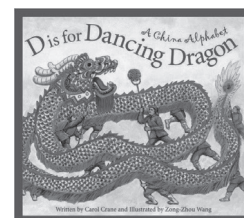


**No Year of the Cat** by Mary Dodson Wade and illustrated by Nicole Wong (Sleeping Bear Press, 2012)

There are many books about the Chinese New Year traditions. These are some of my favorites:



**Bringing in the New Year** by Grace Lin (Knopf Books for Young Readers, 2013) tells the tale of a Chinese American family as they prepare for the Chinese New Year. (In general, I highly recommend any book by Grace Lin.)



**D is for Dancing Dragon** by Carol Crane and illustrated by Zong-Zhou Wang (Sleeping Bear Press, 2014) brings China's history and culture alive by describing its unique customs, art, food, etc.



***This Next New Year* by Janet S. Wong and illustrated by Yangsook Choi** (Pomelo Books, 2014) is about a young boy's determination to face the new year with courage and hope. (Janet S. Wong is a delightful

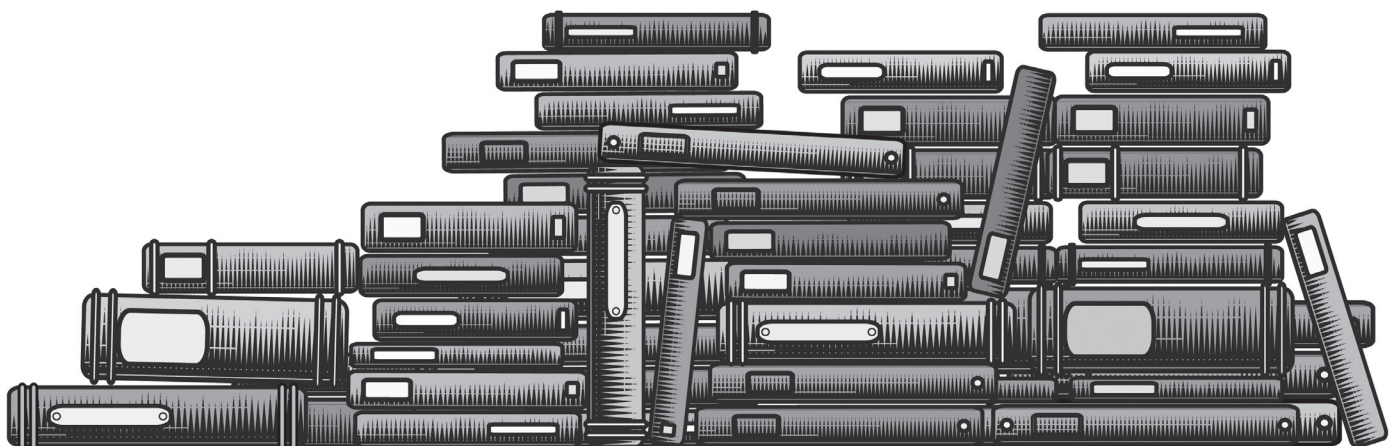
person and a grade-A presenter! Definitely contact her if you need a speaker!)

Here are some other titles to consider adding to your Chinese New Year collection:

- ***A New Year's Reunion: A Chinese Story* by Yu Li-Qiong and illustrated by Zhu Cheng-Liang** (Candlewick Press, 2013)
- ***Goldy Luck and the Three Pandas* by Natasha Yim and illustrated by Grace Zong** (Charlesbridge, 2015)
- ***New Year* by Rich Lo** (Sky Pony, 2016)
- ***The Runaway Wok: A Chinese New Year Tale* by Ying Chang Compestine and illustrated by Sebastia Serra** (Dutton Books for Young

#### BOOK RECOMMENDATIONS:

- ***NIAN: THE CHINESE NEW YEAR DRAGON*** is a charming retelling of the Chinese New Year monster folktale. Encourage your students to read these EUREKA! award-winning books about Chinese culture:
- ***Noodle Magic* by Roseanne Greenfield Thong and illustrated by Meilo So** (Orchard Books, 2014): Written in the style of a Chinese folktale, this story is about Grandpa Tu's famous magical noodles. This tale plays on the Chinese belief that long noodles mean a long life. This is an endearing story about intergenerational relationships that will make readers hungry for noodles.
- ***Summoning the Phoenix: Poems and Prose about Chinese Musical Instruments* by Emily Jiang and illustrated by April Chu** (Shen's Books, 2014): Do you know what a guzheng is? Learn about traditional Chinese musical instruments via poems and illustrations. This book offers a lovely musical journey.



# California Reading Association's 2019 EUREKA! Nonfiction Children's Book Awards

By Audrey Fleming, Rene Hohls, and Carla Peterson with Dr. Virginia Loh-Hagan

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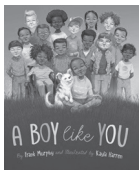
The EUREKA! Nonfiction Children's Book Awards Committee was founded in 2000 by Dr. Helen Foster James. The committee's mission is to celebrate excellence in nonfiction children's books. Nonfiction includes informational texts, memoirs, poetry, and folktales.

The 2019 committee members were Audrey Fleming, Rene Hohls, and Carla Peterson with Virginia Loh-Hagan as the Administrator. As always, it was difficult to narrow down all of our submissions to 10 GOLD winners and 35 HONOR/SILVER winners. The committee is very proud of this year's rich list. It offers titles that represent a diverse group of author voices and a wide range of topics.

This list is especially valuable given Common Core's emphasis on nonfiction and informational texts. Check out past EUREKA! Award recipients under "Awards" on . We hope that you enjoy reading these books as much as we did!



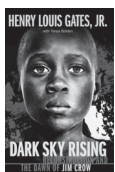
## 2019 EUREKA! GOLD AWARDS:



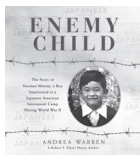
***A Boy Like You* by Frank Murphy and illustrated by Kayla Harren (Sleeping Bear Press, 2019) (P)** – In this uplifting book, Murphy embraces all boys and the special qualities that make each child unique. This book encourages young men to go beyond societal expectations and celebrate what it means to be a boy.



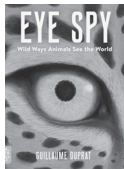
***Bad Boys of Fashion: Style Rebels and Renegades Through the Ages* by Jennifer Croll and illustrated by Aneta Pacholska (Annick Press, 2019) (I, YA)** - While the fashion spotlight traditionally falls on women, Croll's book focuses on the fashionable males who have made their mark in fashion history. By featuring icons such as Oscar Wilde and David Bowie, Croll gives readers a glimpse into the trend-setting world of men's fashion and its impact on the evolving society around them.



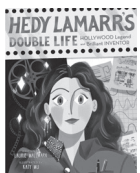
***Dark Sky Rising: Reconstruction and the Dawn of Jim Crow* by Henry Louis Gates, Jr. with Tonya Bolden (Scholastic, 2010) (YA)** - Gates transports readers back in time to the America's Civil War, Reconstruction, and Jim Crow laws. This book helps readers to understand the nature of segregation throughout America's history and to appreciate the resiliency of the African-American community when faced with discrimination and hatred.



***Enemy Child: The Story of Norman Mineta* by Andrea Warren (Holiday House, 2019) (I, YA)** – The experience of being imprisoned in a Japanese Internment Camp is seen here through the eyes of a 4th grader, Norman Mineta. This book sheds light on this infamous time in American history. It also explains the factors that lead up to the government’s decision to imprison the Japanese-American community during World War II.



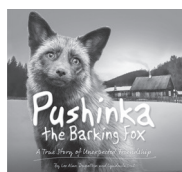
***Eye Spy: Wild Ways Animals See the World* by Guillaume Duprat (What on Earth Books, 2018) (P, I)** - Duprat gives readers insight into the eyes of animals. Creative facts about a variety of creatures teaches students about differences in animal’s sight, including color, focus, and depth. Readers can learn about dogs, chameleons, rabbits, and so much more!



***Hedy Lamarr’s Double Life: Hollywood Legend and Brilliant Inventor* by Laurie Wallmark and illustrated by Katy Wu (Sterling Publishing, 2019) (P, I)** - Wallmark’s book uncovers actress Hedy Lamarr’s public life as an actress alongside her hidden life as an inventor. Lamarr’s work paved the way for many modern inventions that are crucial to today’s technology. Lamarr was a glamorous genius!



***Ordinary Hazards: A Memoir* by Nikki Grimes (Boyd’s Mills & Kane, 2019) (YA)** - The power of writing can help conquer the hazards of life. This is something explored throughout Grimes’s memoir which chronicles her struggle and resilience in face of neglect. By discovering her love for writing, Grimes was able to gain a companion to guide her into a hopeful future.



***Pushinka the Barking Fox: A True Story of Unexpected Friendship* by Lee Alan Dugatkin and Lyudmila Trut (WunderMill, 2019) (P)** - The unlikely friendship between Dr. Lyudmila and a silver fox named Pushinka is the subject of this unique story of love that changed the idea of interspecies relationships. Dugatkin’s book gives readers an account of the Siberian silver fox domestication experiment which connected Dr. Lyudmila to her companion, Pushinka.



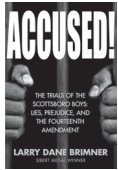
***The Astronaut Who Painted the Moon: The True Story of Alan Bean* by Dean Robbins and illustrated by Sean Rubin (Scholastic, 2019) (P)** - Astronaut Alan Bean was the 4th man on the moon and his ability as an artist allowed him to portray the moon like never before. Robbins tells the story of the Apollo 12 mission by sharing Alan’s firsthand experiences and his artistic interpretation of his view from space.



***What Miss Mitchell Saw* by Hayley Barrett and illustrated by Diana Sudyka (Simon and Schuster, 2019) (P)** - Maria Mitchell’s was the first professional female astronomer in America. From her childhood adventures stargazing with her father to her discovery of a comet through a telescope, Mitchell’s life brings inspiration to all who dare to reach for the stars.



## 2019 EUREKA! SILVER/HONOR AWARDS:



***Accused! The Trials of the Scottsboro Boys: Lies, Prejudice, and the Fourteenth Amendment* by Larry Dane Brimner** (Boyd's Mills & Kane, 2019) (I, YA) - Brimner's book sheds light on the story of the Scottsboro Boys, a group of 9 African-American teens who were falsely accused of raping two white women. Over the course of their struggles, these boys faced a series of racially-biased trials and a prejudiced judicial system.



***Alexander Graham Bell for Kids: His Life and Inventions with 21 Activities* by Mary Key Carson** (Chicago Review Press, 2018) (I) - This story of Alexander Graham Bell's discoveries highlights one of the most important inventors in today's society. Creations, such as the phonograph, the hearing aid, and the airplane, are just a few inventions explored in Caron's book, along with 21 educational hands-on activities.



***Anna Strong and the Revolutionary War Culper Spy Ring* by Enigma Alberti and illustrated by Laura Terry** (Workman Publishing, 2019) (I) - Alberti's book transports us back to the time of the American Revolution, where readers can learn about Anna Strong and the Culper Spy Ring. Their top-secret communication made it possible for the American colonies to separate from their British rulers. Readers can decode clues hidden in the pages with the help of the spy materials in the front of the book.



***Born Just Right* by Jordan Reeves and Jen Lee Reeves** (Simon and Schuster, 2019) (I, YA) - Being born with differences should not limit people in achieving their goals. This is something explored in Reeves' inspiring memoir about being born without certain abilities but persevering and defying limitations. Jordan's invention, Project Unicorn, was created to uplift and bring awareness to people who are different.



***Carter Reads the Newspaper* by Deborah Hopkins and illustrated by Don Tate** (Peachtree Publishing, 2019) (P) - Hopkins' book explores the life of Carter Woodson and his desire to educate the public on African-American history. As a child, Woodson was the only one in his community who could read. He used this ability to share information from the newspaper, which became the catalyst for his thirst for knowledge.



***Code This! Puzzles, Games, Challenges, and Computer Coding Concepts for the Problem-Solver in You* by Jennifer Szymanski** (National Geographic Kids, 2019) (I, YA) - Did you ever want to be part of a coding crew? Szymanski's book gives readers that opportunity. With multiple activities and opportunities to learn about coding, this book challenges kids to harness the art of computer science and programming.



***Courageous Women of the Vietnam War* by Kathryn Atwood** (Chicago Review Press, 2018) (YA) - Atwood's book illustrates the strength and courage many women displayed during the Vietnam War. Examples of these women include Kate Webb (journalist), Le Ly Hayslip (Vietnamese Humanitarian), and Lynda Can Devanter (combat nurse).





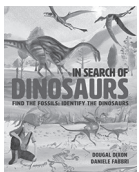
***Dancing Hands: How Teresa Carreño Played the Piano for President Lincoln* by Margarita Engle and illustrated by Rafael Lopez (Simon and Schuster, 2019) (P, I)** - After the Venezuelan Revolution, Teresa Carreño fled with her family to the United States. Her love of the piano and extraordinary talent paved the way for her impressive performance for President Abraham Lincoln. Engle's book brings awareness to the importance of music and the power of passion.



***Dogs in Space: The Amazing True Story of Belka and Strelka* by Vix Southgate and Iris Deppe (Kane Miller and Friends Publishing, 2019) (P)** - Belka and Strelka, dog heroes, pioneered space travel as they strapped on their spacesuits, practiced rocket simulations, and made their way into the stars. As illustrated in this book, their mission made it possible for the USSR to send human astronauts into space.



***Hey Kiddo: How I Lost My Mother, Found My Father, and Dealt with Family Addiction* by Jarrett J. Krosoczka (Scholastic, 2018) (YA)** - In this memoir about families grappling with addiction, Krosoczka depicts his struggle in making a "normal" life for himself amongst adversity. Using his love of drawing, Krosoczka comes to terms with his situation and seeks truth.



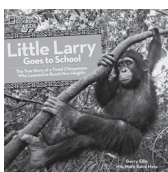
***In Search of Dinosaurs* by Dougal Dixon and illustrated by Danielle Fabbri (Quarto Publishing, 2019) (P, I)** - Dixon challenges readers to channel their inner archaeologist as they explore the fossils and footprints of ancient creatures. Readers are able to test their knowledge with interactive dinosaur quizzes at the end of each section.



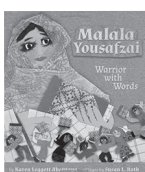
***Just Like Rube Goldberg: The Incredible True Story of the Man Behind the Machines* by Sarah Aronson and illustrated by Robert Neubecker (Simon and Schuster, 2019) (P)** - Rube's life as an engineer took a turn when he followed his passion- art! Aronson's book explores Rube Goldberg's knack for art and the journey to his signature style in the cartoon world. His courage to chase his dreams can inspire many young people to pursue what they love.



***Karl's New Beak: 3-D Printing Builds a Bird a Better Life* by Lela Nargi (Capstone Publishing, 2019) (P, I)** - Did you think 3D printing could save a bird's life? The zookeepers at the National Zoo sure did! Karl, the Abyssinian ground hornbill bird, was put at a disadvantage when his lower bill broke off, making it hard for him to receive proper nutrients. Nargi's book challenges readers to think outside the box and harness today's technology for a better tomorrow.



***Little Larry Goes to School: The True Story of a Timid Chimpanzee Who Learned to Reach New Heights* by Gerry Ellis with Mary Rand Hess (National Geographic Kids, 2019) (P)** - Readers can follow the story of Little Larry, an orphaned chimp who attended forest school to learn independent survival skills. Larry must face his fears of climbing so he can graduate the school and live on his own. Through Little Larry's journey, Ellis and Hess portray the importance of trying new things.

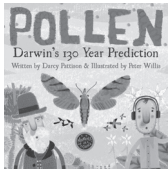


***Malala Yousafzai: Warrior with Words* by Karen Leggett Abouraya and illustrated by Susan L. Roth (Lee and Low Books, 2019) (P)** - Abouraya details Malala Yousafzai's inspiring journey from a young local education activist to a Nobel Prize laureate. Her perseverance and determination serve as an inspiration to all people.



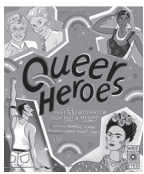
***Moon Mission: The Epic 400-Year Journey to Apollo 11* by Sigmund Brouwer (Kids Can Press, 2019) (I)**

- Brouwer's exciting book details the Apollo 11's 1969 moon landing and the tense moments that led up to its success. The book consists of eleven main episodes, with each being connected back to the initial discovery or invention that made the landing possible. Brouwer brings science and innovation to life in this fascinating book.



***Pollen: Darwin's 130-Year Prediction* by Darcy Pattison and illustrated by Peter Willis (Mims House Publishing, 2019) (P, I)**

- Who knew that the Madagascar star orchid could help naturalist Charles Darwin discover how pollination occurs with insects? Pattison's story of exploration gives readers insight into the world of discovery and the patience required by scientific development.



***Queer Heroes: Meet 53 LGBTQ Heroes from Past & Present* by Arabelle Sicardi and illustrated by Sarah Tanat-Jones (Wide-Eyed Editions, 2019) (I, YA)**

- This book is dedicated to the queer heroes that have helped shape history around the world. Figures from across time are celebrated as readers learn about the inspiring stories of individuals such as Freddie Mercury, Frida Khalo, Ellen DeGeneres, and so many more.



***Save the Crash-test Dummies* by Jennifer Swanson and illustrated by TeMika Grooms (Peachtree Publishing, 2019) (I)**

- Swanson guides readers across the exciting history behind car production and engineering seen through the eyes of a crash-test dummy. Readers witness the necessary developments in car safety over time in order to keep us alive while driving.



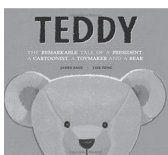
***Stretch to the Sun: From a Tiny Sprout to the Tallest Tree* by Carrie A. Pearson and illustrated by Susan Swan (Charlesbridge, 2018) (P)**

- Pearson's book is about the tallest tree known on Earth. Located in Redwood National Forest, this 1,200-year-old giant tree supports a lively ecosystem and acts as a reminder that humans have the power to protect the environment.



***Sweet Dreams, Sarah* by Vivian Kirkfield and illustrated by Chris Ewald (Creston Books, 2019) (P)**

- Sarah E. Goode was a ground-breaking creator who became the first African-American woman to obtain a US patent. Readers can gain inspiration from Goode's ingenuity and perseverance as she broke barriers for female entrepreneurs everywhere.



***Teddy: The Remarkable Tale of a President, A Cartoonist, A Toymaker, and A Bear* by James Sage and illustrated by Lisk Feng (Kids Can Press, 2019) (P)**

- In honor of Theodore Roosevelt's environmental conservancy, a New York couple created a stuffed bear in his honor. Sage's book uncovers the history of the teddy bear while blending fun illustrations to bring this story to life.

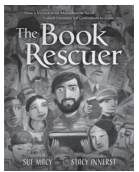


***The Apollo Mission for Kids: The People and Engineering Behind the Race to the Moon* by Jerome Pohlen (Chicago Review Press, 2019) (I)**

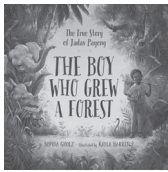
- In 1969, President Kennedy's goal to put a man on the moon was met. The events leading up to the moon landing created a culture of invention and evolution, ultimately resulting in success. Readers see these major events through the eyes of astronauts, scientists, and families involved in this pivotal moment in history.



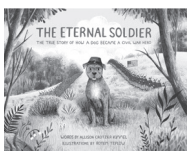
***The Big Book of Monsters: The Creepiest Creatures from Classic Literature* by Hal Johnson and illustrated by Tim Sievert (Workman Publishing, 2019) (I)** - Johnson's book brings to life monsters throughout literary history and discusses the haunting stories that accompany them. Beasts such as Count Dracula, Frankenstein's Monster, and the Invisible Man are pictured in a full-size portrait that excite and educate readers on the spooky history of these monsters.



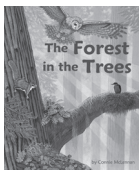
***The Book Rescuer: How a Mensch from Massachusetts Saved Yiddish Literature for Generations to Come* by Sue Macy and illustrated by Stacy Innerst (Simon and Schuster, 2019) (P, I)** - Macy's book explores the life of Aaron Lansky, a man who was dedicated to the preservation of the Yiddish language and history. His work in the conservation of Yiddish books later helped in the discovery of over 1.5 million books.



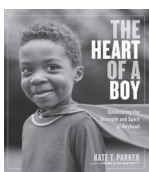
***The Boy Who Grew a Forest: The True Story of Jadav Payeng* by Sophia Gholz and illustrated by Kayla Harren (Sleeping Bear Press, 2019) (P, I)** - After witnessing the effects of deforestation in his community, Jadev Payeng took action into his own hands. Gholz's book follows Jadev's journey in planting trees which became home to a new ecosystem. Readers are reminded that small actions can make a big difference.



***The Eternal Soldier: The True Story of How a Dog Became a Civil War Hero* by Allison Crotzer Kimmel and illustrated by Rotem Teplow (Little Bee Books, 2019) (P)** - One of the many heroes of the Civil War is not who you'd expect. Sallie, a Civil War companion dog, became a soldier on the battlefield and risked her life for the men. Crotzer's book highlights the dedication Sallie displayed to the soldiers along with her outstanding bravery throughout the battle.



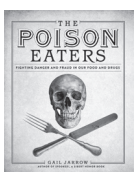
***The Forest in the Trees* by Connie McLennan (Arbordale Publishing, 2019) (P)** - Below the tall tops of the redwood trees is a diverse ecosystem that is interconnected in a variety of ways. McLennan takes a dive into the world of trees and the different creatures that call it home.



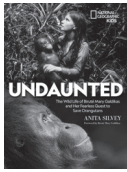
***The Heart of a Boy: Celebrating the Strength and Spirit of Boyhood* by Kate T. Parker (Workman Publishing, 2019) (I)** - Parker's book of inspiring images illustrates what a real boy looks like. Boys can be strong while being gentle and passionate while being kind. Parker aims to show the truly diverse nature of boys all around the world.



***The Lost Book of Adventure* by Teddy Keen (Frances Lincoln Children's Book, 2019) (I, YA)** - Straight from the pages of an adventurer's journal, Keen's book brings to life the delightful nature of the wilderness and how to survive daring expeditions. With notes about adventuring advice and survival procedures, this book will prepare any reader with the tools to take on the world.



***The Poison Eaters: Fighting Danger and Fraud in our Food and Drugs* by Gail Jarrow (Boyd's Mills & Kane, 2019) (I, YA)** - In the 1900's, dangerous chemicals were added to food as preservatives. Little did they know that these chemicals were harmful to the human body. Jarrow's book details the subsequent creation of the US Food and Drug Administration, which continues to keep food safe for all consumers.



**Undaunted: The Wild Life of Birute Mary Galdikas and Her Fearless Quest to Save Orangutans by Anita Silvey (National Geographic Kids, 2019) (I)** - The mysterious orangutan is a widely studied animal with origins closely tied to humans. This is something that Birute Mary Galdikas made her life's mission, to study these majestic creatures and bring her findings to the forefront of the scientific community.



**Wild in the Streets: 20 Poems of City Animals by Marilyn Singer and illustrated by Mel Schuit (Marketing Manager, 2019) (P, I)** - Humans aren't the only creatures that take to the city streets. Singer's book transports readers around the world to the various cities that are home to pythons, monkeys, coyotes, and so many more animals. As these animals scour the city, they are able to create a distinct relationship with their surrounding environment.



**Wildheart: The Daring Adventures of John Muir by Julie Bertagna and illustrated by William Goldsmith (Yosemite Conservatory, 2019) (P)** - Bertagna's book follows one of the first contemporary environmentalists, John Muir, and his adventures in nature. From the floors of the forest to the floors of the White House, Muir aimed to make a difference and inspired others to take care of their planet.



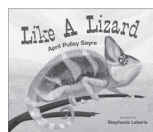
**Yes, I Can Listen! by Steve Metzger and illustrated by Susan Szecsi (Chicago Review Press, 2019) (P)** - Metzger explores what it means to be a good listener and show others you care. In this book, readers will appreciate the importance of active listening while admiring the vibrant illustrations. Activities are included to practice these skills and bring them into everyday life.

## 2019 EUREKA! SPECIAL RECOGNITIONS:

The committee also announced four special recognitions. These are books that were not selected for the final list but that the individual committee member loved and wanted to be on the list.



Audrey Fleming chose **Your Amazing Skin from Outside In by Joanne Settel and illustrated by Bonnie Timmons** (Atheneum Books for Young Readers, 2018). (P, I)



Rene Hohls chose **Like A Lizard by April Pulley Sayre and illustrated by Stephanie Laberis** (Boyd's Mills Press, 2019). (P)



Carla Peterson chose **Martin & Anne: The Kindred Spirits of Dr. Martin Luther King, Jr. and Anne Frank by Nancy Churnin and illustrated by Yevgenia Nayberg** (Creston Books, 2019). (P, I)



Virginia Loh-Hagan chose **Stinky Science: Why the Smelliest Smells Smell So Smelly by Edward Kay and illustrated by Mike Shiell** (Kids Can Press, 2019). (I)

### Key for Audience Appropriate Levels:

- (P) = Primary (grades K-4)
- (I) = Intermediate (grades 5-8)
- (YA) = Young Adult (grades 9-12)

# A Retrospective Review of *The Next Step Forward in Guided Reading*

Written by Jan Richardson, Ph.D.



Reviewed by Stacy A. Griffin, Ed.D.

Richardson, J. (2016) *The next step forward in guided reading*. New York, NY: Scholastic Inc. ISBN-13: 978-1-338-16111-3

With the announcement of Dr. Jan Richardson as a keynote speaker for the 2020 California Reading Association Conference, I thought it relevant to revisit one of her texts that had a profound influence on my practice. In her book, *The Next Step Forward in Guided Reading*, Richardson takes the approach to new depths. She presents a three-step framework, Assess-Decide-Guide, which has helped countless educators move forward in their instruction and has helped innumerable students become successful independent readers.

The first chapter includes the essential elements associated with effective guided reading. The author reviews the purpose and procedures of each component in a balanced program. She teaches us how to foster independence and includes a six-week outline for developing a meaningful reading workshop. Chapters two through six are specifically based on each level of reading from Pre-A through fluent. For each level, Richardson provides a reader profile, relevant assessments and directions for analysis and decision-making. Following that, she provides detailed instructions on what to do and ask while conducting guided reading sessions. Prompts, scaffolds and the opportunity to reflect on next steps are also incorporated. The last chapter includes 29 modules focused on 12 core comprehension strategies. As an educator, I found the appendices and videos of Richardson modeling, indispensable. What a treasure to have all the resources we need and be able to view the expert in action!

I have used the Assess-Guide-Decide framework with students at every level on the reading continuum, while providing demonstration lessons and when giving professional development. After teachers have participated in the interactive workshops and facilitated guided reading sessions with their students, I always get the same feedback, "My students are progressing and having fun with the activities!" Richardson has clearly found the key to creating interactive and motivational guiding reading lessons. That key can open the door to fluency and comprehension.

If you have not already read this book, I highly recommend that you do. If you have read it, I endorse another look. New and veteran teachers will benefit from the information, written in a clear and discernible format. *The Next Step Forward in Guided Reading* would be a wonderful choice for a district or schoolwide exploration and study. The companion website is an added bonus as it provides immediate downloads of documents such as assessment forms, lesson plan templates and student pages.

"I'm convinced that there is no instructional approach more powerful than guided reading. What an honor it is to see lives changed forever by the simple yet profound joy of learning to read!" (Richardson, 2016, p. 7). Thank you for sharing your experience and expertise Dr. Richardson!

## ABOUT THE REVIEWER

*Dr. Stacy A. Griffin is an educational consultant, author, researcher, and educator. Her areas of expertise include applying best practices to Common Core State Standards, integrating cognitive and social constructivism with digital learning and differentiating instruction for English Language Learners.*

# Highlights from ILA New Orleans Conference Panel: What Research Really Says About Teaching Reading—and Why That Still Matters

<https://literacyworldwide.org/conference/core-conference>

## Excerpts of panel discussion *Rules of the Road* by Dr. P. David Pearson



“Dr. P. David Pearson, a noted literacy researcher, is all for research-based practice, but he noted, if we’re going to go down that road, let’s make sure we have a road map and follow the rules of the road. Delving into research-based practice, Pearson went on to share his version of the rules of the road:

**Rule #1:** Policymakers have to read beyond the headline (or have a reader on staff).

Pearson stressed that readers looking at the headline but not taking it a step further by reading all the content is problematic. Headlines can leave out a lot of the details, nuances, and truth.

**Rule #2:** When research is applied, it ought to be applied in an even-handed way.

No cherry picking. You must look at all research, not just the bits that fit your biases. This also includes equity among students and teachers, said Pearson.

**Rule #3:** It’s our moral and ethical obligation to use the best evidence we can muster for making policy decisions of consequence.

Pearson explained that if we applied the best available evidence standard we would not have so many phonics programs for older students, would not mandate

percentages of decodable text, and would still have bilingual education programs in California, Arizona, and Massachusetts.

**Rule #4:** When you invoke the mantle of science, you have to accept the full portfolio of methods scientists use.

“When you invite the research family to the policy table, you have to invite them all, even the cousins you’d rather not talk to,” said Pearson, who received laughs from the crowd.

**Rule #5:** Build your case on your evidence, not on the back of a straw person.

To this point, Pearson said that often educators try to advance the practice they want to promote by asserting that the problem is that no one is currently doing what they advocate. In reality, there is little evidence to warrant the claim that no one is doing it.

**Last, Rule #6:** You have to talk to others in the field who you don’t share basic assumptions about how to do research or what the research says.

According to Pearson, you must stay at the table and cut through the rhetoric. While individuals tend to stay with people who are like them, this approach is bad for educational policy and a problem for society today.”

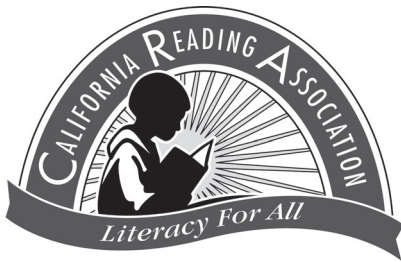
Listen to the entire panel discussion at link above.

## IN MEMORIUM

As we look to the next decade, we take a moment to remember beloved literacy leaders we lost in 2019. The legacies these literacy champions leave will live on through their work, books and the changes that have come about as a result of their enduring commitment to transforming lives through literacy.

**Alan Crawford**, emeritus professor of education at California State University, Los Angeles, passed away this summer. Crawford leaves behind a long legacy of championing best practices in literacy instruction, especially for English learners. A longtime member of CRA and ILA, he served as president of the California Reading Association from 1986 to 1987 and as a representative of the International Reading Association (IRA) to UNESCO for many years. In 2018, Crawford and his colleague, Charles Temple, were awarded the ILA Constance McCullough International Research Grant. With the funds, the two launched the Reading-Krio project, an effort to promote native language literacy instruction in Sierra Leone.

**Dr. Linda Dorn**, Professor Emeritus of Reading Education at the University of Arkansas at Little Rock passed away in September. Linda profoundly influenced literacy practice in California with her many books and workshops including the Comprehensive Literacy Model and is known nationally for her outstanding work in teaching children to read and training teachers to be effective teachers of literacy. She authored 14 books including: *Apprenticeship in Literacy*, *Interventions That Work and Reults That Last*. Dorn was Reading Recovery Trainer and was past president of the Board of Directors for the Reading Recovery Council of North America. Dr. Dorn was an Arkansas Literacy Association and ILA member, she presented at over 300 state, national, and international conferences, including keynote addresses at the 2013 CRA conference. Her work continues to make a difference in shaping teachers and students lives throughout the United States.



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Eastern Mojave Literacy Council – Sandy Peavler

Gateway Reading Council – Paula Aja and Carla Peterson

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### 7 Great Reasons to Join or Renew Your California Reading Association Memberships!

Your \$40.00 includes membership in CRA and a local council.

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SCHOOL DISTRICT \_\_\_\_\_ POSITION \_\_\_\_\_

LOCAL READING COUNCIL (if known) \_\_\_\_\_

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California Reading Association  
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San Clemente, CA 92673

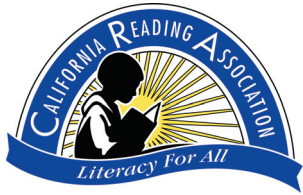
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THE CALIFORNIA READER

## Using *NIAN: THE CHINESE NEW YEAR DRAGON* in Your Classroom By Dr. Virginia Loh-Hagan\*

The following is an example of how to align the featured book on this issue's cover to 3rd grade Common Core State Standards for English Language Arts:

### **About the Text:**

Mei hates springtime. Why? Because it's only in the spring that Nian, a fierce dragon, is able to leave his mountain prison under the sea to terrorize the local village. When the villagers hear the rumblings of Nian's hungry stomach, they know that winter has ended and spring is coming. But this year on the night before the first day of spring, a magical warrior visits Mei in her dreams. He tells Mei that it is her destiny to face and defeat Nian. But she must do it within 15 days or the dragon will be free forever. Loh-Hagan gives this retelling of the Nian legend an original twist, while explaining the origins of Chinese New Year traditions.

### **About the Task:**

- Assess students' prior knowledge by asking, "What do you know about Chinese New Year?"
- Do a read-aloud of *NIAN: THE CHINESE NEW YEAR DRAGON*.
- Have students complete a story map identifying the main characters, plot, problem, and solution.

- Ask students, "How is this book like other fairy tales or folktales we have read? How is it different?"
- Ask students, "What did we learn from this book? What are some connections to Chinese New Year traditions? How are these traditions explained in the book?"

### **Focus Standards:**

RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

*\*Dr. Virginia Loh-Hagan is a published author, former K-8 teacher, and the Director of Liberal Studies at SDSU. If you want to geek out about books, please feel free to contact her at [virginialoh@cs.com](mailto:virginialoh@cs.com). If you are a traditionally-published CA author and/or illustrator and wish to be featured on the cover, please contact her for consideration requirements.*