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As I launch into the new year as your IRC President, I can't help but be thankful for all of the wonderful people and experiences that IRC has brought into my life. I marvel at the numerous members all over the state who have dedicated themselves to improving literacy, not only in Illinois, but also throughout the world. I am truly honored to be a part of this great organization and to be working with such wonderful people.



**IRC
President
Susan Cisna**

As you all know, my last year was dedicated to organizing and coordinating the 2010 Conference, *Lighting the Way to Literacy*. Over 3,000 educators, librarians, and administrators came together last March to attend over 375 different sessions and special events during the three-day conference. Illinois definitely has one of the best state conferences in the United States, but we are also always looking for ways to make the conference better. Therefore, the conference evaluations are extremely important to us. We have read them and taken your concerns into consideration for next year. Overall, the evaluations suggested that the conference exceeded your expectations. Most of that success was due to the superb people in our IRC office: Arlene Pennie, Carrie Sheridan, Kendra Kornfeld, and Brenda Ferrara. "Thanks" to our fantastic office staff and also to all of the IRC members who volunteered and worked so diligently to make the conference such a huge success.

Before we move into the new IRC year, I would like to remember a few people who worked so relentlessly last year: Christine Moen, our wonderfully energetic past president accomplished so many objectives and made some terrific improvements to IRC last year. We all appreciated her hard work and dedication. Roxanne Owens, unfortunately, will be leaving the Executive Board this year. Her cool, logical support will be greatly missed; however, she will serve as the Prairie State Award Committee Chair again this year. Of course, I will be seeking her thoughts and advice as the year progresses. I would also like to thank our outgoing Recording Secretary Deb Augsburg for all of her hard work, dedication, and sound advice during the last two years.

IRC will greet some new Executive Board members this year. I want to extend a warm welcome to the new IRC Secretary, Diana Woods. Diana has served as

Continued on page 3

Literacy



OUTSIDE THE BOX!

**Registration and
Housing for the
2011 IRC Conference
will be available in
October 2010!**



IRA
State Coordinator
Roberta Sejnost

*“If your actions inspire others to dream more, do more and become more, you are a leader”
– John Quincy Adams*

In my search for quotes to mold each column I write, I was especially taken with this one written over 200 years ago by John

Quincy Adams because it so clearly reflects what I have seen in our IRC local councils. The actions of IRC members have truly inspired their councils to dream of new ways to gain members as well as provide innovative ways to bring literacy into their communities, schools and students’ lives. To accomplish these great things, IRC councils have done more and more and more, and, as a result, IRC members have simply become more as they took on new challenges, mentored others and spread literacy across Illinois.

Now, as the new school year begins, I trust each council has the opportunity to continue this leadership journey as they dream more, do more and become more. Hopefully the wonderful ideas and experiences of the Leadership Retreat at Grand Bear held in July reenergized each council’s leadership and filled them with the enthusiasm and ideas to begin another school year. To help you start your teaching year, I would like to focus on the great sources available to you from both the International Reading Association and our own Illinois Reading Council. While we are all very familiar with these two entities, my experience tells me that we are not all totally cognizant of the wonderful resources that can be easily accessed from their websites.

The first is the IRA web site <http://www.reading.org/resources/ResourcesByTopic.aspx> which provides resources for: (1) Adolescent Literacy; (2) Assessment; (3) Beginning Readers; (4) Children’s and Young Adult Literature; (5) Coaching and Leadership; (6) Comprehension; (7) English-Language Learners;

(8) History of Reading; (9) Policy; (10) Response to Intervention (RtI); (11) Teacher Education; and (12) Technology. Each of these links provides the following information related to the topic: (a) Overview; (b) Position Statements; (c) Lesson Plans; (d) Podcasts; (e) Booklists; (f) Meetings/Events; and (g) Awards/Grants.

The second is the IRC website <http://www.illinoisreadingcouncil.org/resources.html>. Here you will find information about:

IRC Services which includes the publications and services available from the Illinois Reading Council, especially the popular Raise a Reader program.

New Resources which features websites newly recommended by IRC’s local councils.

Local Resources which shares a plethora of websites that promote literacy throughout the State of Illinois.

National Resources which focuses on a variety of websites that promote literacy across the United States

Parent Resources which lists many great websites and services available for parents and teachers of all age groups.

I urge you to explore these two websites and take advantage of some truly remarkable resources which are only a click away! In closing, good luck as you begin this new school year. And, as you move through it month by month, I hope you take the time to enjoy the many opportunities provided by your local reading councils and IRC. Take time to read your council’s newsletter, attend your council’s meetings, programs and functions, and browse both the IRA and the IRC websites to keep abreast of all the wonderful things the state, provincial and local councils of IRA and IRC are doing. Together we can take **Literacy Outside the Box!**

Yours in literacy,
Bobbie Sejnost

“I trust each council has the opportunity to continue this leadership journey as they dream more, do more and become more.”

President's Message continued from page 1

an officer of SERC for many years, and it will be great to have her on the Executive Board this year. Patricia Braun will be returning to the Executive Board as Vice President for this year. We are so glad to have her back on the Executive Board as Pat previously served as IRC Secretary. And, of course, I cannot forget our new President-Elect Cindy Wilson who is diligently working on organizing the best IRC Conference yet for 2011. Since her conference theme is so exciting, *Literacy Outside the Box*, I would like for us all to take that theme to heart this year as we consider our council endeavors.

This year promises to be exciting, innovative, and rewarding for IRC members and locals. It is my hope that we can work together this year to provide increased support to local councils in order to strengthen the bond between IRC and its members. In addition, we need to establish a better understanding and be proactive in helping to improve educational issues within our state. Our Government Relations Committee will not only report on what is happening with new laws and procedures, but they will be helping local councils to be involved in promoting IRC to our legislators within the state. IRC needs to become the "go to" organization for our state policy makers to gain advice about literacy education.

I hope your school year gets off to a wonderful start and that you can take time to attend those terrific programs that your local councils have organized for you. Be sure to stay informed about IRC happenings, grants, awards, and news by regularly checking the IRC website. I look forward to working together this year to improve literacy and to bring the love of reading to students in Illinois.

Awards at the IRA Convention

IRC received the following awards at the 55th annual IRA Convention on April 25th in Chicago, Illinois:

Advocacy Award

Presented to the Illinois Reading Council for taking an active role in educational policy and legislation.

Award of Excellence

Presented to the Illinois Reading Council for providing programs and activities that contribute to education and support councils, members, and IRA.

Honor Council

Chicago Area Reading Association
Lewis and Clark Reading Council

Horizon Award

Presented to the Illinois Reading Council for the highest percentage of growth in student membership. It is the highest award presented for the promotion of student membership.

Local Council Community Service Award

Presented to Northern Illinois Reading Council

Membership Honor Roll

Chicago Area Reading Association
Lewis and Clark Reading Council

President's Cup

Presented to the Illinois Reading Council for achieving the greatest growth in membership annually.

Mission

The mission of the Illinois Reading Council is to provide support and leadership to educators as they promote and teach lifelong literacy.



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2011 IRC Conference

By Cindy Wilson, Conference Chair

March 2011 may not seem like it's just around the corner, but it is sneaking up on us, slowly but surely – and I hope you are making your plans to attend the conference! As you know by now, this year's theme is "Literacy: Outside the Box!" Once again, we have a fabulous line-up of authors, teachers, and other speakers – among them Marc Brown, Jane Yolen, Patrick Carman, Patricia Edwards, John Rocco, Tim Rasinski, and Barry Lane, just to name a few. (If you have not yet seen the speaker line-up in the conference preview, check it out on the IRC web page at illinoisreadingcouncil.org.) You can also keep up with conference developments and get to know the speakers better by following the blog at literacyoutsidethebox.blogspot.com.

Obviously school districts in general and teachers specifically are experiencing huge economic problems this year. As a result, many schools are cancelling professional development opportunities for teachers as well as taking other measures to cut costs, such as increasing class size and eliminating special programs. These economic challenges make it even more a priority to get to the conference. In addition to the obvious benefits, the opportunity for conversations with colleagues across the state about how they are dealing with current educational dilemmas very well could supply you with the necessary means – not to mention the fortitude – to weather the storm.

If you are one of the unfortunate ones whose district is providing no financial support, it is important that you *think* outside the box about getting to "Literacy Outside the Box." I wish I knew the solution: you would all have it by now if I did. I do, however, have some suggestions.

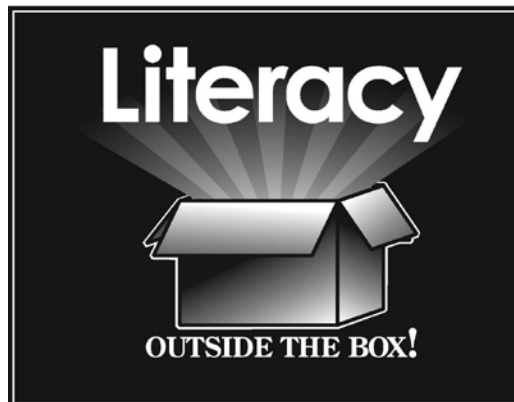
- If you have attended the conference in the past and had the luxury of rooming alone, you might consider rooming with someone else.
- Approach the parent – teacher organization or an-

other community-based organization that is committed to education and the betterment of youth in the area (such as Rotary Clubs).

- Talk with your friends who are not teachers – they may know of an organization that would be willing to sponsor one or two teachers.
- Present your case to the powers that be, whether that is a building principal, superintendent, or school board, etc. If you can articulate what you learned at past Illinois Reading Council conferences and how those practices have benefited your students, you might stand a chance of receiving funds.
- Make a deal: if funding is forthcoming, agree to provide professional development – free of charge – to other district teachers concerning what you gained at the conference.
- For the sake of the organization itself, promote the conference informally to other teachers / administrators, even in districts not necessarily your own. It seems difficult to believe, but there are still many areas of the state where the Illinois Reading Council is an unknown entity. There are some districts that still recognize the importance of quality professional development and are still willing to send teachers to conferences; they would be happy to know about the high quality / low cost

professional development that the IRC Conference can offer.

Conference proposals are coming in with some truly great topics, so you don't want to miss this conference! Send your own proposal in as soon as you can, or submit it online – the deadline is fast approaching (September 1st, 2010). Settle in with a cold drink and some time alone, or get together with other teachers for a brainstorming session, and give this some thought. *Think* outside the box about *Literacy Outside the Box* and the great things you do for students every day, and you just might find yourself not only attending the IRC conference next March, but also doing your own session!



Puppets in Bhutan

By Mal Keenan and Kimberly Lancaster,
IRC International Projects Committee

The IRC International Projects Committee is dedicated to promoting international literacy and providing professional development focusing on literacy instruction around the globe. Because studies indicate that poverty levels and literacy rates are inversely proportional, the committee created a grant to support international literacy projects. As educators, we recognize that supporting our international community in literacy yields improvement in our universal society. Those interested in applying for this worthy grant will find the guidelines and application online. The maximum award per grant is \$1,000, and the application deadline is May 1 of each year.

The International Projects Committee is pleased to announce Carla Raynor as the winner of the 2010 International Literacy Grant. Carla wrote a grant proposal, requesting that the international grant be awarded to help fund the Bhutan Family Literacy Puppet Project. The goal of the project is to increase children's motivation for learning and oral language development by giving preschoolers the chance to listen to quality children's literature, create puppets to pair with the stories they hear, and perform the stories in a tabletop theatre in front of peers and parents. The Family Literacy Puppet Project will take place at a Montessori School in Bhutan, located in the eastern Himalayas.

As a country, Bhutan has experienced countless changes over the past few years. With a new king, democracy, and constitutional monarchy, education has become one of the ten ministries that make up the new Bhutanese government. Public education system is a fairly new concept in Bhutan. Likewise novel in Bhutan is the early childhood model, which is imperative in the development of the country's educational plan. The International Projects Committee feels that the work to be accomplished by the Family Literacy Puppet Project in Bhutan will be a positive step toward that country's educational mission. With funds provided by this grant, teachers will work with at-risk families. These families lack English proficiency skills and/or secondary education. Chosen families will complete activities

Promoting Adult and Family Literacy

By Pam Ciway and Sue Sokolinski,
IRC Adult and Family Literacy Chairs

"Books are the legacies that a great genius leaves to mankind, which are delivered down from generation to generation as presents to the posterity of those who are yet unborn."

– Joseph Addison

In an effort to promote adult and family literacy, five \$100 checks will be awarded to councils that promote the literacy development of adults and families in new, unique, and compelling projects during the 2010-2011 school year. Awards will be announced in the May 2011 *IRC Communicator*. To apply, please visit the IRC Adult and Family Literacy webpage at www.illinoisreadingcouncil.org (found under the "Committees" tab) to access a form to submit *after* you have completed your project.

These awards are separate from the annual Adult and Family Literacy Grants. Proposals for the 2011 Adult and Family Literacy Grants are due no later than November 1, 2010. Please review all grant proposal documents thoroughly as extensive changes have been instituted since last year.

together in a literacy-based educational environment to earn books for their personal libraries that will continue strengthening at-home literacy exposure. By utilizing the Internet and Flip Camcorders, video greetings will easily be sent between the Bhutanese Montessori students and cooperating Illinois public school students, thus mutually facilitating exposure to different cultures, languages, and customs. These Bhutanese and American children will benefit from puppet performances recorded during class time with their respective teachers and parents. It is hoped that Bhutanese children, using puppets and children's literature as part of their curriculum, will increase their oral language development and motivation for learning. Congratulations, Carla Raynor, on this important achievement for Bhutanese children and families!

IRC Announces 2010-2011 Literacy Support Grant Recipients

Region 1 North-Northwest Region

| | | | |
|-----------------------|---------------------|---------|---------------------------------|
| Northern Illinois | Elizabeth Zimmerman | \$1,000 | Battle of the Books |
| Northern Illinois | Beth Gambro | \$1,000 | Our Awesome Authors Celebration |
| Northwestern Illinois | Janis Jones | \$1,165 | Pen Pals for Literacy |
| Northwestern Illinois | Keta Foltz | \$3,000 | Author & Me |

Region 2 North-Northwest Chicago Region

| | | | |
|----------------------|--------------------|---------|--|
| Fox Valley | Christina Lange | \$500 | Establishing a Love of Reading Through High Interest Books |
| Fox Valley | Laura Feldt | \$1,600 | An Author Visit to Spark Students' Confidence as Writers |
| Fox Valley | Laura Feldt | \$1,900 | One Book, One School: The Powerful Message of Putting a Book in the Hands of Each Family |
| Lake Area | Sarah Carlson | \$300 | Read to Your Buddy |
| SCIRA, West Suburban | Natalie Biancalana | \$1,500 | Read, Write, and Pick |

Region 3 Chicago Region

| | | | |
|---------------|--------------------|---------|---|
| Chicago Area | Kristin Doell | \$600 | Classroom Book Clubs for Reading Improvement |
| Chicago Area | Joan Leber | \$2,000 | Poets—and We Know It—Experiencing Poetry and Drama Through Mentor Texts |
| Prairie Area | Chris Kipp | \$1,800 | Here's to Our Heroes—Reading Saves the Day! |
| West Suburban | Michael Schlachter | \$500 | A Dark and Stormy Reading Night |

Region 4 West Central-Central Region

| | | | |
|------------------|---------------------|---------|--|
| Central Illinois | Mary Clark | \$3,500 | Learning and Laughing with Lansky |
| Illinois Valley | Stacy Baker | \$520 | Roaring Readers |
| Illinois Valley | Ann Kluesner | \$950 | Reading Writing Connection |
| Illinois Valley | Pam Ritter | \$1,250 | "Y Not Read?" Book Club for Adult New Readers |
| Illinois Valley | Pam Ritter | \$1,500 | Beyond Bars: A Guided Autobiography Project for Female Inmates |
| MID-State | Sheila Diaz | \$1,800 | Partners in Parenting "Read to Your Baby" Project |
| Western Illinois | Allyson Vaynerman | \$500 | Catching Up With the Caudills |
| Western Illinois | Jennifer Young | \$500 | Putting the "Family" Back in Family Reading Night |
| Western Illinois | Jennifer Young | \$900 | Books for Boys Club |
| Western Illinois | Jennifer Young | \$945 | Summer Reading Rocks |
| Western Illinois | Anita Lovell | \$1,500 | Book Café/Chew and Chat |
| Western Illinois | Kaarina Stanley | \$500 | Scrabble Spells Success |
| Western Illinois | Jennifer Bredemeier | \$600 | Snuggle Up With a Good Book (Family Reading Night) |
| WIRC, ICARE | Juanita Scott | \$1,900 | Candace Fleming Classroom Author Visit |

Region 5 North Central Region

| | | | |
|-------------|------------------|---------|---|
| Two Rivers | Christina Basham | \$300 | Bingo: It's Family Reading Night |
| Two Rivers | Laurel Rodriguez | \$425 | Leapin' Into Kindergarten |
| Two Rivers | Cheryl Broderick | \$800 | An Author Visit and Presentation |
| Two Rivers | Tamara Springer | \$1,200 | Books for Brains |
| Two Rivers | Holly Grabow | \$2,600 | Promoting Family Literacy Through Books |
| Will County | Amy Ligmanowski | \$650 | Read and Conquer |
| Will County | Sarah Gabriel | \$1,500 | Bullies, Bullies, Everywhere |

Region 6 East-East Central Region

| | | | |
|------------------|-----------------|---------|--|
| East Central-EIU | Pamela Green | \$1,200 | Recipe for Success: Learning the Sweet Rewards of Reading |
| East Central-EIU | Dorothy Voyles | \$5,000 | Story Shop |
| Macon County | Kathleen Jensen | \$500 | Lincoln's Early Family Life: As Told Through the Eyes of Nancy Hanks, Thomas and Sarah Bush Johnston Lincoln |

Region 7 Southwest Region

| | | | |
|----------------------|-----------------|---------|--------------------------------------|
| Lewis & Clark, ITA | Kristin Heap | \$1,300 | Reading is a Thrill! |
| Lewis and Clark | Michelle Janson | \$675 | Literacy Cafe |
| Lewis and Clark, ITA | Cheryl Walker | \$1,000 | Discovering the Treasures of Writing |
| Lewis and Clark, ITA | Cheryl Walker | \$2,000 | Together We Read |
| National Road | Keri Buscher | \$500 | Family Reading Night 2010 |

Region 8 Southeast Region

| | | | |
|--------------------|------------------------|---------|--|
| Southern Illinois | Lori Rich | \$3,000 | Candace Fleming Author Visit |
| Southern Illinois | Jennifer Abate-Barrett | \$3,000 | Family Literacy Celebrations: Dream Big! |
| Southern Illinois | Marsha Garrett | \$550 | Kids Just Like Me! |
| South Eastern | Karen Anderson | \$1,400 | Book Walk |
| South Eastern, ITA | Diana Woods | \$1,125 | Developing Enjoyment of Reading Through Book Clubs |

Region 9 Statewide Region

| | | | |
|-------------|----------------|---------|--|
| ICARE | Christine Moen | \$475 | Magazine Readers Come in All Shapes and Sizes of Attitudes Toward Reading |
| ICARE, CIRP | Roxanne Owens | \$1,200 | Y Read |
| ICARE, CIRP | Roxanne Owens | \$1,250 | About the Beautiful Communities of Illinois: An ABC Book Created for Illinois Students, By Illinois Students |
| ITA | Amy Hewing | \$800 | Bluestem Books and Breakfast |
| SRL | Alan Holtz | \$500 | Still Hungry for More |

Thinkin' And Inkin' About Lincoln

By Roxanne Owens

Students and teachers across the state of Illinois were invited to participate in an IRC Literacy Grant project coordinated by the ICARE special interest council entitled *Thinkin' and Inkin' About Lincoln: A Book For Illinois Students By Illinois Students*.

Students researched and wrote manuscripts about Abraham Lincoln. Winning manuscripts were compiled and bound in a book that was distributed to participating schools. Featured manuscripts included:

- *Walkin' in Lincoln's Footsteps: Lincoln in LaSalle County* by the Harding Elementary WIZZ Kids (Grades 3-5) Teacher: Donna Stone
- *If You Were to Have a Conversation with Abraham Lincoln* by 5th graders at Wauconda Grade School. Teacher: Linda Hankey
- *Lincoln: A Person and a Penny!* By 7th Grade Students at Dakota Junior-Senior High. Teacher: Christine Boardman Moen
- *Lincoln Through The Years* by Students at Daniel Wright Junior High School. Teachers: Renee Zorc and Andrea Tisler
- *Abe Lincoln Musings* by Students of Danville Lutheran School. Teachers: Rachael Kretschmar, Tina Golchert, Cathy Huff, Linda Boyer, Penny Tibben, Diana Pratt, Cindy Connolly

Students learned many amazing facts about Lincoln. They all enjoyed Thinkin' and Inkin' About Lincoln and hope to participate in future statewide IRC book projects.

If you and your students would like to spend some time Thinkin' and Learnin' About Lincoln, the final manuscript is available on the IRC website at www.illinoisreadingcouncil.org/localcouncils/icare.html.

This is a Really Good Book!

By Marsha Garrett

As a middle school reading teacher, there are eight little words I absolutely love to hear—"Mrs. Garrett, this is a really good book!" I could just jump up and shout with joy when a student tells me that, especially one who has had a difficult time finding something he or she likes to read.

With a grant from the Illinois Reading Council, I was able to provide my students with some really good books (20 titles) chosen by students all over the state of Illinois through the Rebecca Caudill Young Readers Book Award (R.C.Y.R.B.A.) Program. Our school was able to purchase six complete sets of the books and share them with students in grades 5 through 8 as well as putting a set in our school library. The students were introduced to the books at the start of the school year and were given the opportunity to hear excerpts read at our annual "Family Reading Night" in addition to taking their very own copy of one of the books home to keep.

As the school year progressed, students were reading, reading, reading, giving book talks, and making recommendations to each other about the books. The students excitedly discussed, defended, and pleaded their case for the one book they thought should be chosen as our winner. Rick Riordan's *The Lightning Thief* was declared the winner at our school! In late March we were informed that our second favorite, Roland Smith's *Elephant Run*, was given the top award statewide.

All students who were eligible to cast a vote were allowed to put their name in for a drawing to win an "Oecophoridae Lepidoptera" (the scientific name for a bookworm) T-shirt. The students then had to make a really tough decision in finding a book they had read and felt was worth nominating for the next year's list.

The R.C.Y.R.B.A. program has been very successful at our school. As a result of participating many students are setting goals in reading that they may not have otherwise. It is my hope that we can continue motivating students to read, read, read, so we can hear those words: "This is a really good book!"

*More information about
other IRC Literacy
Support Grant projects
is available at
illinoisreadingcouncil.org
under "Awards & Grants."*



Welcome to the “*Illinois Authors’ Corner*,” showcasing new releases from our fabulous Illinois Authors and IRC members. If you’d like to include your new release, please visit the IRC website to find out how to submit information.

Attack of the Fluffy Bunnies

Written by Andrea Beaty www.andreabeaty.com
 Amulet Books May 2010
 Category: Chapter Book Ages: 9-12

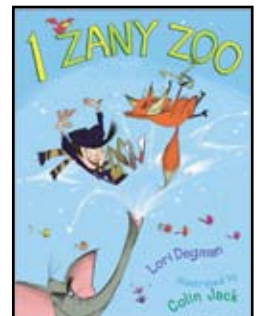
When sugar-addicted, seven-foot-tall, killer alien rabbits called FLUFFS (Fierce, Large, Ugly and Ferocious Furballs) land on earth, it’s up to Joules and Kevin Rockman to save Camp Whatsitooya and the world! Armed with an advanced knowledge of Famous Last Words, bad B-movies and a supply of Spam, they just might succeed. A hybrid midgrade/graphic novel perfect for 9-12 year olds with funny bones. And even ones without.



1 Zany Zoo

Written by Lori Degman www.loridegman.com
 Illustrated by Colin Jack
 Simon & Schuster July 2010
 Category: Picture Book Ages: 4-8

What if 1 curious boy told you he saw 2 zebras, in goggles and flippers, snipping the walrus’s whiskers with clippers, or 4 anxious elephants packing their trunks to flee from their neighbors—a family of skunks, or 6 groovy ‘roos tap the beat with their shoes, while laughing hyenas sang rhythm and blues...would his story add up? You’ll find the answer at *1 Zany Zoo*—where seeing is believing and having fun is the only thing that counts.



Is It Night or Day?

Written by Fern Schumer Chapman www.fernschumerchapman.com
 Farrar, Straus, and Giroux March 2010
 Category: Young Adult Grades: 5-9

A Junior Library Guild selection and one of *Booklist’s* “*Top 10 Historical Fiction Titles for Youth: 2010*,” *Is It Night or Day?* explores the little known One Thousand Children project, an American program which rescued 1,200 youngsters from the Holocaust. The book tells the story of a 12-year-old girl (the author’s mother) who escapes certain death at the hands of the Nazis by traveling alone to a new life in a foreign country. Young Edith’s bewildered efforts to assimilate in America are as poignant as her struggle against constant feelings of abandonment and isolation. Through the prism of one girl’s story, readers experience urgent themes that resonate with today’s headlines: families torn and children threatened by immigration issues, war, natural disasters, and the daunting work necessary to rebuild a life in the face of unspeakable loss.



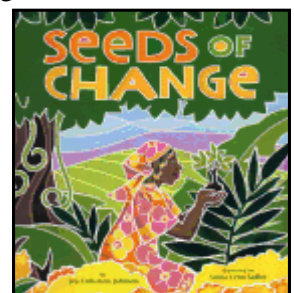
The Alpha Bet

Written by: Stephanie Hale www.stephaniehale.com
 Flux April 2010
 Category: Young Adult Grades: 9 & up

Seeds of Change: Wangari’s Gift to the World

Written by Jen Cullerton Johnson www.jencullertonjohnson.com
 Illustrated by Sonia Lynn Sadler
 Lee & Low Books June 2010
 Category: Picture Biography Ages: 9-12

Seeds of Change demonstrates the connection between people and nature. A frank and inspiring invitation into the life and work of Wangari Maathai, Noble Peace Prize Winner and founder of the Greenbelt Movement. For each book bought Jen gives a percentage to help the environment. For each school visit, or workshop, participants plant one tree in solidarity of saving the earth.



***Best Friends Forever:
A World War II Scrapbook***

Written by Beverly Patt www.beverlypatt.com

Illustrated by Shula Klinger

Marshall Cavendish April 2010

Category: Fiction Grades: 5-9

“This heartwarming tale of steadfast friendship makes a wonderful access point for learning more about World War II and Japanese internment.”—*School Library Journal, Starred Review*. “Because this novel is written in the form of letters, artwork, and clippings for a scrapbook, readers will be in for a real treat with what feels like a firsthand perspective.



Issues such as what does an American look like, racism, poverty, and more are encountered by these two best friends feeling their way through a complicated time”—*VOYA*.

Who Said Coo?

Written by Deborah Ruddell www.deborahruddell.com

Illustrated by Robin Luebs

Beach Lane Books June 2010

Category: Picture Book Ages: 4-8

Lulu is one seriously sleepy pig. But every time she snuggles in her cozy bed, she’s disturbed by the noises of two naughty birds outside her window. Lulu must find a way to get her wide-awake pals to pipe down. But as her frustration grows, will she be able to ask them nicely? Brimming with pitch-perfect rhymes, fun-to-say animal noises, and heaps of humor, this book is a delightful read-aloud that’s perfect for bedtime—or anytime!



Illinois Author Visits

Many of these wonderful Illinois Authors are available for school visits! To inquire about a school visit, please visit the authors’ websites for contact information, including:

Fern Schumer Chapman at fernschumerchapman.com
Fern is available for school presentations at all grade levels.

Suzanne Slade at www.suzanneslade.com
Suzanne is offering a FREE 30-minute virtual author visit via Skype for IRC members in September only. Please contact Suzanne through her website and put “IRC Communicator Reader” in the subject line.

ISLMA Awards Books

By Leslie Forsman

The Illinois School Library Media Association-Library Book Selection Service (ISLMA-LBSS) Endowment Fund Board of Trustees met in June to award 190 book grants. These grants represent 50 Monarch sets, 50 Bluestem sets, 50 Caudill sets, and 40 Lincoln sets. All book sets are the 2011 nominees and will be shipped directly to the recipient libraries (public or school) by August 16, 2010. A complete list of recipient libraries can be found at www.lbssfund.org after August 1, 2010.

Ingram Book Company will provide the Monarch and Bluestem sets. Budgettext Corporation will supply the Caudill and Lincoln sets. The ISLMA-LBSS Endowment Fund will begin accepting applications for book sets of the 2012 nominees in March 2011. Please visit the website above for more details.

***Climbing Lincoln’s Steps
The African American Journey***

Written by Suzanne Slade www.suzanneslade.com

Illustrated by Colin Bootman

Albert Whitman & Company September 2010

Category: Picture Book Ages: 4-8

***What’s the Difference?
An Endangered Animal Subtraction Story***

Written by Suzanne Slade www.suzanneslade.com

Illustrated by Joan Waites

Sylvan Dell Publishing March 2010

Category: Picture Book Ages: 4-8

***Thunder From the Sea: Adventures on
Board the H.M.S. Defender***

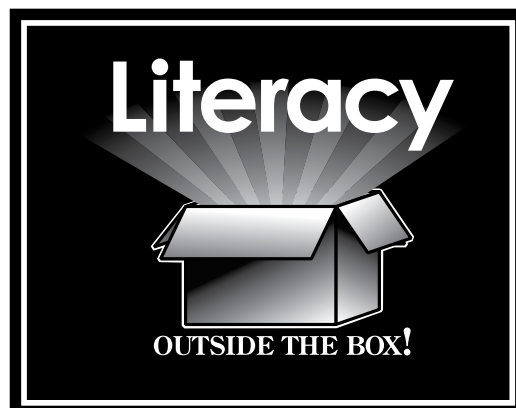
Written and illustrated by Jeff Weigel

www.jeffweigel.com

Putnam Juvenile May 2010

Category: Graphic Novel Ages: 8-12

2011 PROGRAM PROPOSAL
Illinois Reading Council Conference
March 17-19, 2011



PROGRAM FORMAT

Proposals may be submitted for small group sessions.

- **SMALL GROUP SESSIONS** will be scheduled for 60 minutes. Presenters desiring more time may request a double session.

CRITERIA FOR SELECTION

- Proposals that emphasize interaction across disciplines, interaction across roles, new issues or topics, innovative or novel ways of viewing traditional issues, topics, materials or methods and evidence of familiarity with current practice and/or research will be given priority.
- Proposals that promote commercial materials or programs will not be accepted.
- Proposals that contribute to the achievement of an overall program balance in the range of topics, the grade levels covered, and the professional and geographic distribution of the participants will be given priority.
- Proposals must be typed, legible, and complete. The Program Committee reserves the right to disqualify incomplete or late proposals.

GENERAL INFORMATION

- Teachers, researchers, librarians, administrators, and others interested in promoting reading and related literacy areas are encouraged to submit program proposals.
- As a professional, nonprofit organization, the Illinois Reading Council is unable to provide honoraria to program participants nor to reimburse for materials, travel, meals or hotel expenses.
- All presenters whose program proposals have been approved must pre-register and pay conference fees no later than the last day designated for pre-registration (February 1, 2011). If not, name and presentation may be removed from the final 2011 Conference program due to printing deadlines.
- The person submitting the proposal must receive advance consent from each listed presentation associate.
- **Only an overhead projector and screen will be provided.** All other audio-visual equipment is the responsibility of the presenter(s). LCD Projectors are not provided.
- Proposals must be submitted online at www.illinoisreadingcouncil.org or postmarked **no later than September 1, 2010**. Each person submitting a proposal will be sent an acknowledgment by email when the proposal is received. Future correspondence will also be sent by email.
- All applicants will be notified of the Program Committee's decisions by December 1, 2010. It is the responsibility of the person submitting the proposal to relay the committee's decision to each presentation associate listed on the program.

Individuals seeking conference information should contact:

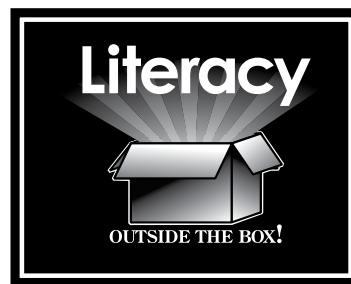
Illinois Reading Council
1210 Fort Jesse Road, Suite B2
Normal, IL 61761

Phone: 888-454-1341 (toll-free)
Fax: 309-454-3512

Email: irc@illinoisreadingcouncil.org
Web: www.illinoisreadingcouncil.org

Submit Program Proposals Online at www.illinoisreadingcouncil.org!

2011 PROGRAM PROPOSAL
Illinois Reading Council Conference
March 17-19, 2011



Please type or print all information.

I. PERSON SUBMITTING PROPOSAL

Name(Last) _____ (First) _____
Address _____
City _____ State _____ Zip _____
Telephone: Work _____ Home _____
Position and/or Title _____
School/District/Professional Affiliation _____
Work Address _____ City _____ State _____
Email _____

II. PRESENTATION ASSOCIATES

Please list the names, complete addresses (including zip code), telephone numbers, and institutional affiliations and addresses of the presentation associates. Please secure advance permission from each individual. A separate sheet with this information may be attached.

Name(Last) _____ (First) _____
School/District/Professional Affiliation _____
City _____ State _____ Zip _____
Phone _____ Email _____
Name(Last) _____ (First) _____
School/District/Professional Affiliation _____
City _____ State _____ Zip _____
Phone _____ Email _____

III. STRAND NUMBER _____

All proposals should relate to one of the strands below:

- | | |
|--|--|
| 1. Literacy Skills (fluency, word identification, comprehension, vocabulary) - ISBE Standard 1 | 8. Adult Education |
| 2. Literature Studies - ISBE Standard 2 | 9. Collaborations (inclusion, teaming, literacy coaching, RtI) |
| 3. Extending Literacy through Speaking and Listening - ISBE Standard 4 | 10. Research-Based Practice |
| 4. Extending Literacy through Writing - ISBE Standards 3 and 5 | 11. Standards, Assessment, and Evaluation |
| 5. Technology in the Classroom | 12. Early Childhood and Emergent Literacy |
| 6. Diversity (multicultural, multiple intelligences, gender issues, ESL, gifted, at-risk) | 13. Reading and Writing Across the Curriculum |
| 7. Coordinating/Administering a Reading Program | 14. Administration |
| | 15. Title I |
| | 16. Family Literacy |

IV. SESSION LENGTH: Sessions will be 60 minutes in length.

Presenters desiring more time may request a double session.

V. INTENDED AUDIENCE (Check each category that applies.)

- | | |
|---|--|
| <input type="checkbox"/> Educators of Pre-Schoolers (PreK-K) | <input type="checkbox"/> Educators of Special Needs Students |
| <input type="checkbox"/> Educators of Primary Students (K-3) | <input type="checkbox"/> Educators of Adults |
| <input type="checkbox"/> Educators of Intermediate Students (4-6) | <input type="checkbox"/> Administrators |
| <input type="checkbox"/> Educators of Middle/Junior High Students (6-9) | <input type="checkbox"/> Librarians |
| <input type="checkbox"/> Educators of High School Students (9-12) | <input type="checkbox"/> All |

VI. AUDIO VISUAL EQUIPMENT: Overhead projectors and screens are the only audio visual equipment available to presenters. Other equipment must be supplied by the presenter. LCD Projectors are not provided.

VII. TITLE OF PRESENTATION (as you wish it to appear in the program book; please be succinct)

VIII. ABSTRACT

Describe the content of the program in 20-35 words. **The abstract must be clearly stated and reflect the actual presentation. Please remember that your session may not promote specific products or packaged programs.**

In accordance with IRA and IRC policy, program participants will not be reimbursed for any expenses by the Illinois Reading Council. I understand that presenters must pre-register for the conference by February 1, 2011. If not, names and presentation may be removed from the final IRC conference program due to printing deadlines. I also understand that only an overhead projector and screen will be provided and that the printing of handouts is the responsibility of the presenters.

Signature of Person Submitting Proposal

Date

Proposals may be submitted online at www.illinoisreadingcouncil.org or mail **one** copy of completed proposal postmarked **no later than September 1, 2010** to:

**Illinois Reading Council
1210 Fort Jesse Road, Suite B2
Normal, IL 61761**

To help prevent scheduling conflicts, please identify all presenters listed in this proposal who are also included in other proposals.

Name

Person Submitting Other Proposal

The Western Suburban Literacy Initiative: A Partnership Between Fox Valley Reading Council and National-Louis University

By Sunday Cummins & Amy Stuckey

How DO we implement a culturally relevant pedagogy? This was the question explored in a presentation at the IRA Conference in Chicago last May by representatives of a partnership between the Fox Valley Reading Council (FVRC) and National-Louis University. This group has worked together for three years to meet the needs of local educators who are facing increasingly linguistically and economically diverse groups of students in DuPage and Kane Counties. They have named this endeavor the Western Suburban Literacy Initiative (WSLI). During the 2009-2010 school year, WSLI developed a series of events geared towards meeting the needs of diverse groups of students, in particular English Language Learners (ELLs).

In October of 2009, WSLI hosted a two-day institute entitled “Enhancing Literacy: Meeting the Needs of K-12 English Language Learners” at the NLU campus in Lisle and nearly 100 educators attended. The two-day institute started with keynote speaker Luis C. Moll, a professor in the Department of Reading, Language and Culture at the University of Arizona. Moll, who is known for his use of the term “funds of knowledge” – the knowledge students gain from their family and cultural backgrounds – addressed connections between culture, psychology and education for students and families in the Latino community. Break out sessions at the institute included follow-up discussions with Moll as well as presentations on home-school connections, working with L1 students, models for collaboration between ESL and regular classroom teachers, and the Americas Award Collection of Children’s literature housed at the NLU Lisle campus library. The second day of the institute included similar break out sessions and a keynote address by the children’s author and poet Francisco X. Alarcón, a professor in the Department of Spanish and Portuguese at the University of California Davis. One educator wrote the following about the institute on the evaluation form: “A combination of ‘spiritually’ inspiring theory and, most importantly, tools and ideas I can employ in my classroom this year.”

Sustaining the conversations started at this institute was a key focus of the WSLI and the FVRC took the lead in hosting three more events. In November, an event on implement-

ing *The Daily Five* (Boushey & Moser, 2006) approach to teaching in mainstream classrooms with English Language Learners took place at H.C. Storm Elementary School in Batavia. 75 educators filled the room as local presenters Crystal Anderson & Elaine Modene shared tips on how *The Daily 5* supports ELLs.

In February, Gustavo Gonzalez presented at Georgetown Elementary in Aurora. His presentation focused on practical ELL strategies that the 40 teachers present could take back and implement the very next day. Participants had a chance to get up and interact with each other for various activities including practicing the use of total physical response strategies for teaching.

A culminating event with the Puerto Rican-Cuban American jazz artist and poet David Gonzalez took place at the McAninch Arts Center. Teachers came for dinner and then engaged with David in thinking about “rhythm, rhyme, and repetition.” David participated in a weeklong residency at the school of two of the FVRC members where

he worked closely with fourth and fifth graders to become storytellers and perform in front of the school.

The leaders of this endeavor are already planning for another year of events with the theme “Teaching with Diversity in Mind.” Their first event will be a one-day institute October 15th including keynote speakers Fenice Boyd from University of Buffalo and William Brozo from George Mason University who will specifically address meeting the needs of boys, another increasingly diverse group in our schools.

The collaborative partnership between FVRC and NLU is powerful and the impact far-reaching. Not only is this committed group helping to enhance the teaching and learning of current practitioners, they are preparing novice teachers and preservice candidates for the current realities facing public schools in our community. As the faces of the students we teach become more diverse each year it is up to collaborative efforts like the Western Suburban Literacy Initiative to provide educators with learning opportunities to help them best meet the needs of all their students.

The third annual WSLI Conference “Teaching with Diversity in Mind” will be on October 15th at the NLU Lisle campus with a special focus on meeting the needs of boys in the K-12 classroom. More info and online registration can be found at www.nl.edu/ELL_literacy/index.html.

IRC and YWCA Spell Success for Adult New Readers

By Pam Ritter

The IRC has helped YWCA Adult Literacy achieve not only its mission of giving all adults the opportunity to improve the quality of their lives through literacy, but also its vision that they will read and learn for information, for practical application and for pleasure—for a lifetime. With funding from two IRC Literacy Support Grants, the YWCA Adult Literacy program, a project of YWCA Pekin, trained 15 community volunteers to teach adults how to read and introduced ten adult new readers to the pleasures of reading and talking with others about quality literature.

Our volunteer recruitment campaign, *A E I O and You*, took us to speaking engagements at libraries, doctors' offices and churches around Tazewell County and resulted in 18 attending one of eight volunteer orientations. An additional 15 completed 12 hours of tutor certification training and are working one-on-one with literacy and Adult Basic Education learners to help them achieve their personal educational goals. A final orientation and training are scheduled for early summer, when we expect to have educated 25 community members about the scope of adult illiteracy right here in Illinois.

IRC funds provided training manuals for 25 volunteer tutors, supplies such as "What Good Readers Do" and "Vocabulary Smart" bookmarks, postage to mail invitations, and a subscription to the *Adult Basic Education and Literacy Journal* published jointly by the Commission on Adult Basic Education and ProLiteracy. Trainees especially enjoyed using David Wiesner's *Tuesday*, a set of which was purchased with this grant, as they learned to use the Language Experience Approach with adult learners.

In addition, in response to the growing demand for tutoring, further education and employment, the YWCA added a math literacy tutor training that attracted five new and five current volunteers. IRC funds were used to purchase math literacy training materials, such as *Adult Learner's Guide to Numeracy* and *How the Brain Learns Mathematics*, to be added to our resource library. Even more importantly, IRC allowed our program to expand its area of advocacy. The IRC grant allowed us to purchase the American Medical Association's *Health Literacy Kit*, which volunteers used during Health Literacy Month in October to make medical

professionals aware of the literacy needs of their patients. Volunteers visited every medical practice in Pekin, speaking with staff and distributing posters and brochures for their waiting rooms.

The second IRC-funded project, our *Y Not Read? Book*, allowed adult new readers access to the joys of reading and talking about books—for many, for the first time in their lives. Adult learners received a book each month, which they learned to read with the help of volunteers—who were trained in a three-hour workshop to teach the components of reading using the book club titles—in their weekly one-on-one tutoring sessions before discussing the books with other learners.

"Giving all adults the opportunity to improve the quality of their lives through literacy, but also its vision that they will read and learn ...for a lifetime."

Twelve literacy and English language learners and their tutors, most of whom were returning book club participants, participated in "Reading Across the Land of Lincoln," this year's theme. In addition to reading books about Abraham Lincoln in celebration of his bicentennial, such as 2009 IRC Prairie State Award winner Jim Aylesworth's *Our Abe Lincoln*, learners also read

the works of Illinois poets Carl Sandburg and Edgar Lee Masters and stories of Illinois history such as Jim Murphy's *The Great Fire*. IRC funds purchased ten books given to each of the ten participants, who were challenged by genres ranging from concept books (*LIs for Lincoln*) to photo essays (*Where Lincoln Walked*), speeches (*The Gettysburg Address*), nonfiction and poetry. Best of all, most of the books were purchased through our public library, which passed on their 40 percent discount to us!

IRC funds also leveraged an Illinois Arts Council grant through the Community Foundation of Central Illinois, which allowed us to hire Brian "Fox" Ellis to conduct two storytelling workshops for our adult learners, tutors and families and perform "Lincoln Tales Tall and True" and "Lincoln the Lawyer" at two of our area libraries. Ten learners and 15 tutors attended one or both events, and one learner and his tutor have begun hosting the book club discussions. After a lifetime of frustration and failure, these new readers experience success—and the joy of reading good books. We are grateful to the Illinois Reading Council and the Literacy Support Grants committee for your commitment to making every Illinois resident a lifelong reader!

**The Illinois Council for Affective Reading Education
and
The Illinois Reading Council**

STATIC STICK DECAL CONTEST

The Illinois Council for Affective Reading Education (ICARE) and the Illinois Reading Council (IRC) invite **YOU** to design a STATIC STICK DECAL that encourages children to read.

QUALIFICATIONS

You must be a student in grade 4, 5 or 6 in a school in the state of Illinois.

GUIDELINES

Make your original design in the 4 inch square on the back of this sheet.

(Teachers may copy the application form as many times as needed.)

Invent an **original** character(s) to include in your design. You may **NOT** use any published cartoon or comic characters (including characters such as Snoopy, Bart Simpson, Power Rangers, Garfield, Barney, etc.) nor any computer-generated art.

Develop an **original** saying or slogan.

You are limited to three colors plus black and white. The label with Illinois Reading Council and Illinois Council for Affective Reading Education must be on the STATIC STICK DECAL design but it may be moved from the location on the application form.

Complete the application form on the back of this sheet. Mail it with your design to:

Kathleen Sweeney
c/o Illinois Reading Council
1210 Fort Jesse Road, Suite B2
Normal, IL 61761

ENTRIES MUST BE POSTMARKED NO LATER THAN JANUARY 15, 2011!

THE STATIC STICK DECAL CONTEST WINNER WILL RECEIVE:

An autographed book by a well-known children's author.

An invitation for the winner and his/her parents to be our guests at the Illinois Reading Council Conference Author Luncheon on Saturday, March 19, 2011 in Springfield, Illinois. The winner will sit in a place of honor and be introduced during the luncheon.

30 STATIC STICK DECALS with the winning design to distribute to classmates.

TIPS

Don't forget – The work **MUST BE ORIGINAL**. You may not use any published trademark, cartoon, comic characters or computer-generated art.

Keep the art work simple. Too much detail within the space provided may result in a smeared look when it is reproduced on the STATIC STICK DECAL.

Fine line markers, pens and pencils work the best. Crayon is usually difficult to read.

Spelling must be standard and correct.

The Illinois Council for Affective Reading Education and The Illinois Reading Council

STATIC STICK DECAL CONTEST APPLICATION

| |
|--|
| |
| Illinois Reading Council Illinois Council for Affective Reading Education |

Name _____

Grade _____ Age _____

Teacher's Name _____

School _____

School Address _____

City _____ Zip _____

School Phone Number (with area code) _____

Parent/Guardian's Name _____

Home Address _____

City _____ Zip _____

Home Phone Number (with area code) _____

Mail entries no later than **January 15, 2011** to:

Kathleen Sweeney
c/o Illinois Reading Council
1210 Fort Jesse Road, Suite B2
Normal, IL 61761

Students Actively Reading Their Textbook

By Judith L. Irvin,

SRL 34th Day of Reading Featured Speaker

Sound impossible? Content area teachers rely on textbooks to convey a certain body of information. In desperation, however, teachers often retell what is in the text so that students do not have to struggle with reading it. Clever teachers have found ways for students to “mark” their textbooks much the way you did when you were in college. The alternative to meaningful text reading and interaction is what is called “ping-pong” reading: read the question, look up the answer, read the question, look up the answer. Students do not generally meet textbook type reading with the eagerness of an interesting story, the latest edition of a teen magazine, or a blog. But, teachers have successfully used techniques to assist students in gaining information from their content area textbook. *Text Interaction*¹ helps students: (1) Stay attentive, (2) Use text structure, (3) Pick out the main idea, (4) Critically interact with text, and (5) Remember the key concepts.

After leading the class in a pre-reading strategy to build background information, activate what students already know about a topic, and set a purpose for reading, provide students with sticky notes and highlighting tape. Model for students how to use headings and graphic signals (such as boldface type and italics) to identify the most important ideas in the text. Then, show students how to draw arrows, use asterisks, and write notes on the sticky notes to mark what is important in the text. When the students are finished “interacting” with the text, they can display the main ideas in the form of a graphic organizer or note-taking system. The same type of interaction can be achieved using blank overhead transparencies or transparent book covers. On occasion, a teacher may wish to photocopy a text book page or two to show students how to “mark” in a text.

A sticky note summary is another way to help students interact with text. Students place a note at the end of a small section of text. They write the topic and one or two sentences in their own words telling what the text says about the topic. This technique helps students “chunk” text into smaller, more manageable units and engage in the very effective comprehension skill of summarizing text before reading on. When they are finished with their notes, they can remove them from the book and arrange and re-arrange them to form an outline, graphic organizer, or summary.

1 Developed by Nancy Dean, Professor Emerita, University of Florida

An Exclusively Secondary Literacy Conference
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34th Day of Reading

Saturday, November 6, 2010

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Luncheon Address – Writing for Teenagers
and Other Alien Species

Breakout – There’s No C in Shusterman

Breakout – Author, Neal Thyself

DR. JUDITH IRVIN

Executive Director of the National Literacy Project

- ☆ Professor at Florida State University
- ☆ Member IRA Commission on Adolescent Literacy
- ☆ Co-Author: *Taking Action on Adolescent Literacy: An Implementation Guide for School Leaders*, and *Meeting the Challenge of Adolescent Literacy: Practical Ideas for Literacy Leaders*.

Keynote – Taking Action on Adolescent Literacy

Breakout – Understanding Struggling Readers

Breakout – Engaging Students in Expository Text

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Pre-Conference Workshop

Friday, November 5, 2010

For more information contact:

Barb Chrz-White bchrzwhite@comcast.net

Terry McHugh tmchugh@dayofreading.org

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Cool Studies: Look at the Picture

By Lou Ferrol

So, last March at the IRC Conference I was attending a spectacular session on “Responsive Guided Reading” offered by a couple of our state’s young stars, Jennifer Berne and Sophie Degener. While the session was mainly about upper elementary grades, they made a reference at one point to the word identification strategies of beginning readers. They said telling a reader to “Look at the picture” was an emergent-level comprehension instruction. It was the first time “Look at the picture,” sounded to me like a reasonable thing to do.

Elevating “Look at the picture” to comprehension instruction status, however, made me want to check up on some “best practice” basics. Quite some time ago, legendary researchers Harry Singer and Jay Samuels studied the effect of pictures and context on learning to read words. They taught first- and second-graders to read four words cup, cat, bat, and bed which were written in an artificial alphabet. The teaching procedure was simply to ask each student to look at the word, put a finger under it, and read the word. *“If no response was forthcoming in seven seconds, the subject was told the word by the examiner. If the response was incorrect, the correct response was given.”*

To test the effect of context, kids were randomly assigned to four word learning groups. For one group the words had an accompanying picture. For another group the word cards included a sentence (“Fill the cup.”) with all words except the target word in the standard English alphabet. The picture context and the sentence context were combined for the third group. Kids in the fourth group were informed only by print as the card included just the word and neither picture nor sentence context.

Then they put these word cards on rings, four study cards followed by four test cards, and repeated that three times. “The entire procedure – warm up, training, and testing – was completed by the examiner in one sitting, working individually with the students.” Man, why can’t I get

an idea like that? Sit down with first and second graders and simply have them read through a couple dozen word cards on a ring. And yet it’s good clean data collection in a true experiment worthy of Reading Research Quarterly. Pretty cool.

Did reading words in context make word learning easier? Did looking at the picture help kids to learn the words? Actually, no. Kids learned words faster and read more correctly if their training included just the print, no context. Kids who had sentences and pictures available had the hardest time of all; it took them longer to learn the words, and they made the most errors. The researchers’ conclusion: *“The superiority of the word-no picture condition is explained by the fact that the only cues that the child could attend to were the graphic stimuli of the words themselves, and the visual attention is an essential condition needed for learning to identify the words.”*

“Did reading words in context make word learning easier? Did looking at the picture help kids to learn the words?”

“The superiority of the word-no picture condition is explained by the fact that the only cues that the child could attend to were the graphic stimuli of the words themselves, and the visual attention is an essential condition needed for learning to identify the words.”

Should we ever tell kids to “Look at the picture”? If we’re getting ready to read, of course we should. We do a nice picture walk and help kids

develop background, create some interest and purpose for the reading. When they’re stuck on a word, telling them to look at the picture often works, but it slows down their learning. Don’t do it. The point is not to get the word read; the point is to enable readers to identify the words themselves.

A year ago one of the little guys in our summer reading clinic was excited to read to me. Showing off how much progress he had made, he handed me a one-page story he had been working on. An elaborate illustration on one side, the text on the other. As he read from the text side in front of his audience, me and three other teachers, he got stuck on a word. “Uh...um... Turn it over,” he said. He wanted to see the picture. I responded, “No. Look at the word,” denying him access to the picture. He frowned, then he looked a little harder at the print,

Continued on page 19

Cool Studies continued from page 18

read the word correctly, and moved on. "Look at the picture?" No thanks.

There's a school outside Philadelphia called Benchmark. In the highly regarded Benchmark Word Identification Program they use word walls. In the early development of the program they wrote phonetically irregular high frequency ("sight") words on white word cards. No other words were on white cards. The Benchmark folk later invited Linnea Ehri to help them with their program. Ehri saw the color-coded word wall words and said, "Stop that." Her reason was that having children cue on color is misleading them about how to productively examine printed words. Color cues are like picture cues. Don't do it.

Many IRC teachers are familiar with how to use a word wall. For many years Pat Cunningham's direction for how-to was to write the words on cards and "cut them to shape" so that the configuration, or outline, of the word was distinctive. I heard Cunningham speak at the National Reading Conference a few years ago. She was talking about the latest in word wall procedures. She said she no longer advocates cutting words to shape because kids need to look at the letters to effectively learn words. Shapes are like color cues are like picture cues. Don't do it.

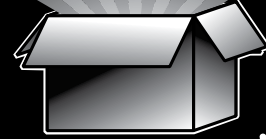
Our summer clinical class began again just the other day. I looked into one of the classrooms and on the wall was a poster "Strategies For Figuring Out Words." One of the strategies listed was "Look at the picture." I mentioned to the teacher that I saw her strategies poster. "Calm down," Judi said. "It was the first day of class, and we were brainstorming strategies. Today we revisit those."

The "Look at the Picture" strategy is one that poor readers think is a good idea, but teacher knows better. The revised poster lists lots of good strategies ("Look through the whole word." "Get your mouth ready."), but "Look at the picture" is no longer there. Thank you, Judi.

It's not a minor issue; it's our finest researchers in our premiere journal. You'll find the study at Singer, H., Samuels, S. J., & Spiroff, J. (1973). The effect of pictures and contextual conditions on learning responses to printed words. *Reading Research Quarterly*, 9, 555-567.

Come explore

Literacy



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Springfield, Illinois

**Many featured award-winning authors
and prominent literacy leaders
will help you find literacy in
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| Diane Barone | Cathy Puett Miller |
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| Danny Brassell | Vaunda Micheaux Nelson |
| Marc Brown | Sara Pennypacker |
| Patrick Carman | Tim Rasinski |
| Ruth Culham | John Rocco |
| Patricia Edwards | David Schwartz |
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| Barry Lane | Rebecca Stead |
| Jacquie McTaggart | Jane Yolen |

Watch for the Preliminary Program in October 2010!

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Nominations are being accepted for
Vice President & Treasurer

Nominations are due by October 1, 2010

For more information contact:

Chris Moen @ moencb@aol.com

(Put IRC in the Subject Line)

LEAD . SERVE . SMILE !

IRC Awards & Grants

Are you interested in learning how to nominate individuals from your area for IRC awards or how to benefit from grant money that is available each year for various educational activities? To find out more about these IRC Awards and Grants, please visit the IRC website at www.illinoisreadingcouncil.org.

ADULT AND FAMILY LITERACY AWARD: The IRC Adult and Family Literacy Committee will award up to \$750 to IRC Local Councils to develop and implement projects to help address adult literacy issues. Literacy projects that involve adults or adults with their children will be considered for funding. Proposals must be postmarked by **November 1, 2010**. Grantees will be notified by December 15, 2010.

BARACK OBAMA LIBRARY AWARD: Do you know a teacher of 5th-8th-grade kids who could make good use of a classroom library? This award is a classroom library, valued at over \$1000, which was created in 2006 through a generous gift to the IRC from (then) Senator Obama. This collection is composed of carefully selected literature that is “culturally relevant” for African-American readers and targets students in the middle-school (5th-8th) grade range. This year the 2011 library will be awarded to a teacher in or near Harvey or Robbins, Illinois. Nominations are due by **November 1, 2010**.

CERTIFICATE OF RECOGNITION: The IRC will award Certificates of Recognition to the most deserving individuals who meet the criteria listed in the grant guidelines. These certificates will be awarded at the annual IRC Conference. All nomination forms must be received by November 1, 2010.

HALL OF FAME AWARD: The IRC has designed the Hall of Fame Award to recognize significant contributions to reading or reading education. This award will be given at the annual IRC Conference. All nomination forms must be received by November 1, 2010.

ILLINOIS READING EDUCATOR OF THE YEAR AWARD: This award recognizes outstanding teachers who make contributions in promoting literacy among students, colleagues, and school communities. The application form, letters of recommendation, and your philosophy statement are due by November 1, 2010.

LEGISLATOR OF THE YEAR AWARD: This award recognizes an Illinois Legislator who demonstrates outstanding contributions toward advocating literacy and education in Illinois. Nominations are due by November 1, 2010 to the IRC Legislative Committee and the award will be given during the annual IRC Conference.

PARENTS AND READING AWARD: This award recognizes an IRC member who promotes and supports parent involvement in children’s reading. Deadline for nominations is November 1, 2010 and materials to be submitted are due December 1, 2010.