

WHAT'S NEW AT OSU?



KEEP BOOKS, MY OWN KEEP BOOKS, & YOUNG AUTHORS

Welcome to the third 2009 edition of the *What's New at OSU* newsletter that is published approximately 6 times per year with ideas about reading, writing, and children's books as well as updates on professional development offerings held at The Ohio State University.

This issue is authored by John McCarrier—KEEP BOOK author and long-time staff member in the College of Education and Human Ecology at The Ohio State University.

Teacher to Student

Karen held up one finger on her right hand and spoke to the twenty two 1st graders on the carpet in front of her, "First I need to think about what I want to write about."

She leaned forward, rested her forehead on the back of her left hand which was holding on to the edge of the easel next to her, and closed her eyes. She sat motionless for ten seconds, then bolted upright and said, "I think I'll write about playing soccer with my nephew last weekend. I think I'll start by telling my readers about where we played."

Karen picked up her marker and began to write on the paper on the easel next to her. She said her first sentence out loud, "Leo and I played soccer in his back yard last weekend." and then began to write it, saying each word out loud before she wrote it.

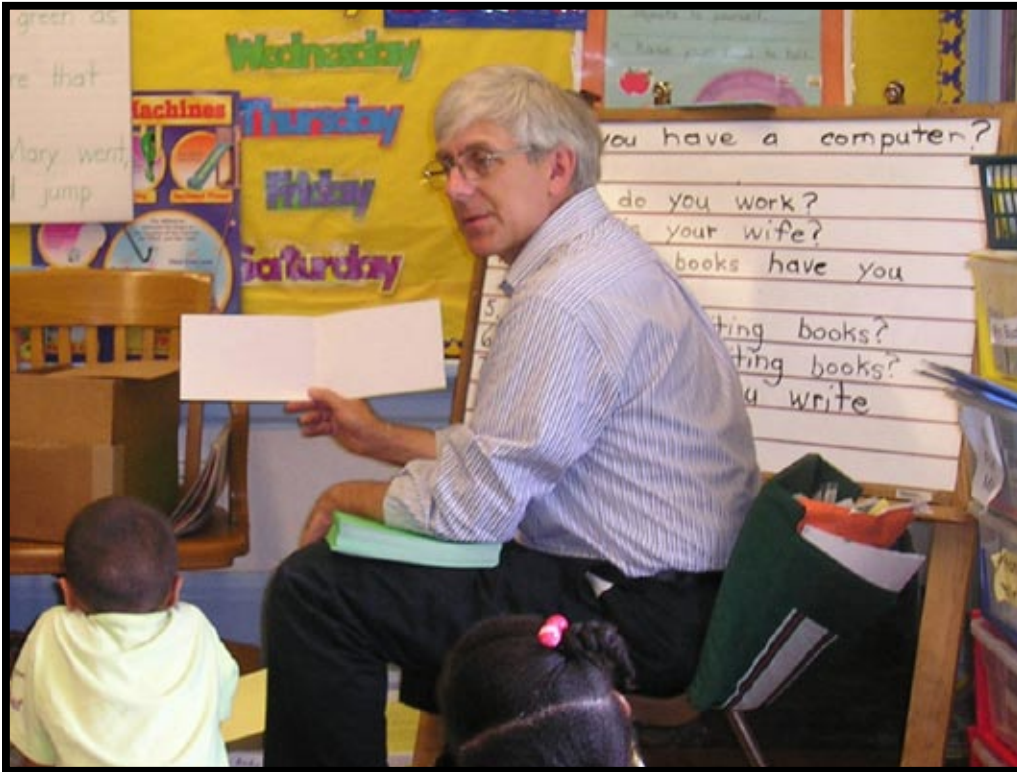
When she got to the word 'played' she said, almost to herself, "That's one of those words where the 'i' sound is a 'y' and it has that 'ed' ending. Then she wrote 'played'. When she got to the word 'weekend' she said, "That's easy. It's just two words I already know how to write put together, 'week' and 'end'."

Karen was demonstrating the writing process to her students; what good writers do when they write stories. As she demonstrated, she told them what she was thinking and why she was doing what she did. "First, writers think about what they are going to write about. They often write about something they've done or something they know a lot about. Then they decide how to start their story and say the first sentence out loud in their heads. Then they write each word and use what they already know about words to write each word in the right order." As she wrote the rest of her story, she told the students what she was thinking about during the entire process, why she chose certain words, what information she decided to include in her story and what to leave out, how to put the events of her story in the correct order, etc.

Karen was being a guest author to her class. Showing her students the process that authors go through when they write stories and encouraging them to do the same things when they wrote their stories. She can continue this role throughout the year, demonstrating what authors do. Rather than just giving students the assignment of writing about what they did during Christmas vacation, she can tell them about several things she did, ask them which one they think she should write about, and then write the story in front of them, asking for advise on word choice. She can show them how she wrote about a small moment, revised her story to add interesting information and delete irrelevant information, made sure her story had a beginning, middle, and end, etc. Students enjoy hearing stories about characters who are their age so a teacher's children, nieces and nephews, or neighborhood children, can become continuing characters in a long series of stories. Memories from a teacher's childhood can also be a source of delight to her students.

Author to Author

I have been a guest author in over 600 classrooms and have seen the look of amazement in the eyes of thousands of students when I tell them that I follow the same process when I write my stories that they follow when they write theirs. Their amazement grows when I tell them that I have been following this process since I was their age and that's been a long time—since I'm a grandpa—with a grandson who is in first grade.



My role in these presentations is to light a spark of interest and excitement in these students about being authors themselves. I leave a blank **MY OWN KEEP BOOK** for each of them so they can write their own books and be authors too.

My visits as a KEEP BOOK author are not typical of most guest author visits since I present books that the students can replicate themselves. **KEEP BOOKS** are eight page books with black and white line drawn illustrations. They are similar in difficulty, length, and physical size to the guided reading books that the students see every day. During my visits to third and fourth grade classrooms I suggest to the students that they use the My Own KEEP BOOKS that I leave with them to write books for their kindergarten and first grade reading buddies if their school has this program.

The writing of a My Own KEEP BOOK is a typical writing workshop project that students undertake in most primary grade classrooms.

After a visit by an author of more sophisticated texts such as a typical trade book with larger pages and colorful illustrations, a first grade teacher would need to provide more support for her students if they decided to write their own version of one of the stories that the author had presented. A community writing project based on the guest author's work could provide the support the students need to begin using more sophisticated parts of the writers' craft.

My guest author visits have convinced me of two things. First, that the impact of any visiting author is totally dependent on the classroom teacher's actions. If the teacher hasn't already introduced the class to writing stories themselves then the students will not see the visiting author's work as something that they can imitate. Following the author's visit, if a teacher does not take the students' heightened interest in writing and use it as a springboard to help them become better writers, then the potential impact of the author's visit is also lost.

The second, and more important thing I have learned, is that the best "guest author" in a classroom is the teacher herself. A visiting author does have some advantages. First, they are a visitor; literally a new face and a new voice. Second, the visitor is a "real author" whose work has been read by thousands of people.

Teachers, on the other hand, have some major advantages of their own. They know their students' strengths and needs. They know what their lives are like outside the classroom. They know what they are interested in both as individuals and as a group. They have a plan for helping students on their journey to become better readers, better writers, and better problem solvers. They know where each child is on that voyage. Teachers can create just the right story whenever their students need it. ■

Literacy Collaborative Aligns with Core Principals of Response to Intervention

Click here for more information on RtI in Literacy Collaborative Schools.

Invest your stimulus dollars NOW for long-term gains with Research-Based Literacy Initiatives at The Ohio State University!

American Recovery & Reinvestment Act (ARRA), 2009:

The U.S. Education Department has distributed \$44 Billion in Stimulus Funds with another \$49 billion to be available within 6 months. *This is an exciting time for educators!* Use your funds to drive “crucial education improvements, reforms, and results for students.”

The American Recovery and Reinvestment Act (ARRA) funds must be used to **improve student achievement**. U.S. Secretary of Education Arne Duncan stated, “These are one-time funds, and state and school officials need to find the best way to stretch every dollar and spend the money in ways that protect and support children without carrying continuing costs. Our goals are to save jobs and improve education. Today’s guidelines show exactly how we can do both—balancing the need for a speedy release of funds with the need for aggressive and thoughtful school improvements and reform to improve results for our children.”

Click here to learn more about **Research-Based Literacy Initiatives at The Ohio State University**. Invest your Stimulus Dollars **NOW** for Long-term Gains!

If you have additional questions regarding our Professional Development, please contact Sonny Whitehead at 614-688-4977 or sonny@rrel.org.



Upcoming Professional Development Opportunities at Ohio State

Click on any of the professional development titles that follow for details and registration information.

Literacy Collaborative

Literacy Collaborative is a comprehensive school reform project designed to improve the reading, writing, and language skills of elementary children.

Principals’ Academy I

October 6-7, 2009 & December 2-3, 2009

Study the key role of the principal, how children learn to read and write, ways to support the literacy coordinator, how to quickly appraise the classroom environment, and how to increase student achievement.

Principals’ Academy II

March 3-4, 2010

Advanced study that explores becoming a learning leader, coaching, Response to Intervention, the reading and writing process, and self-identified needs.

Literacy Academies

Leveled Literacy Intervention (LLI)

Learn to accelerate achievement for low-achieving students. Participants will learn to use the Fountas and Pinnell *Leveled Literacy Intervention* materials. These academies will focus on a new professional book by Fountas and Pinnell, *When Readers Struggle: Teaching that Works*.

K-3 Participants will learn to use levels A to N.

July 29-31, 2009 & September 21-23, 2009 **OR**

October 14-16, 2009 & November 11-13, 2009 **OR**

February 24-26, 2010 & May 5-7, 2010

3-6 Participants will learn to use levels C to N, and how to extend learning for older students.

September 9-11, 2009 & December 7-9, 2009 **OR**

October 19-21, 2009 & December 7-9, 2009

Summer Institutes

The Continuum of Literacy Learning led by Gay Su Pinnell with Ohio State Literacy Trainers

These institutes (appropriate for teachers K–5) will help participants understand and use *The Continuum of Literacy Learning, K–8: A Guide for Teaching* as a bridge between assessment and effective literacy instruction across contexts. Participants will be introduced to the continuum and do “hands on” work to plan for teaching.

Reading October 12, 2009

Writing October 13, 2009

One-Day Seminars

When Readers Struggle led by author Gay Su Pinnell

September 25, 2009

The seminar will focus on sections of the new publication *When Readers Struggle: Teaching that Works*. The presenter will use video examples of instruction at levels A through L.

Can’t travel to us? We’ll come to you!

All scheduled sessions above are at The Ohio State University. On-site professional development is also available.

For more information about on-site professional development in your district, please contact

Dr. Sonny Whitehead (sonny@rrel.org or 614-688-4977).

Parents Become Partners with
 **KEEP BOOKS**[®]
 at The Ohio State University

KEEP BOOKS is a research-based program that addresses the need for inexpensive but appropriate books in the home (as little as 25 cents per book). KEEP BOOKS are written and developed by educators at The Ohio State University. Click on the links below for more information.

KEEP BOOKS Sets: Check out the wide range of sets for pre-K through grade 2.

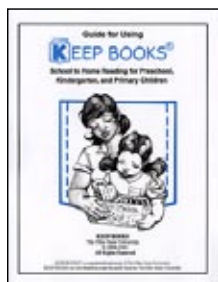
CHECK OUT FREE ONLINE RESOURCES



Funding Guide: This booklet provides specific suggestions for seeking funds to support a KEEP BOOKS program. Read how you can receive help in getting KEEP BOOKS into the hands of your students.

“When you seek funds for KEEP BOOKS, you are advocating for your students and their literacy learning.”

Gay Su Pinnell, *Faculty Emerita*
 The Ohio State University



Guide for Using KEEP BOOKS: Get the MOST out of using KEEP BOOKS! Download the *Guide for Using KEEP BOOKS* and receive valuable information from literacy experts at The Ohio State University. These faculty established, developed, and tested KEEP BOOKS incorporating their countless years

of education and hands-on experience working with, and studying the learning processes of children.



Parent Guides: Use KEEP BOOKS to create positive communications with parents and caregivers. Give each child a downloadable guide with his/her KEEP BOOKS to help extend the joy of learning to read to the home. Parents will discover easy ways to experience reading with their child while making the process fun!



All guides include writing activities using **My Own KEEP BOOKS** as well.

KEEP BOOK Research: KEEP BOOKS is a research-based program. The study below, *Studying a Kindergarten School-Home Literacy Project: Questions of Classroom*

Use and Student Response, documents teachers’ use of and student responses to KEEP BOOKS. Click to read the full text article.

Gibson, S. A., & Scharer, P. L. (2007). *Studying a Kindergarten School-Home Literacy Project: Questions of classroom use and student response.* *Literacy Teaching and Learning*, 11 (2), 33-47.

Letter from Gay Su Pinnell:

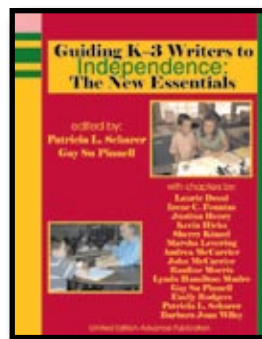
Professor Emerita, The Ohio State University

Teacher and Parent Comments: Discover what teachers and parents are saying about KEEP BOOKS.

Frequently Asked Questions: Have a question? Read the answers to our most common inquiries.

**Publications from
 The Ohio State University**

Click on any of the publications below for information.



**Guiding K–3 Writers to Independence:
 The New Essentials**

Edited by Patricia L. Scharer and
 Gay Su Pinnell

Guiding K–3 Writers to Independence: The New Essentials provides insights into the teaching of writing from kindergarten to grade

three. The chapters are written by a group of early literacy experts at The Ohio State University.

**A FREE study guide is available for this publication!
 Click here to download this wonderful resource!**

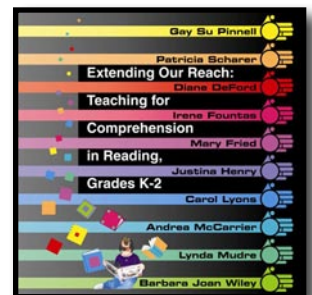
Now only \$28! Click here to download an order form.

**Extending Our Reach:
 Teaching for
 Comprehension in
 Reading, Grades K–2**

Edited by Patricia L. Scharer
 and Gay Su Pinnell

How can teachers support students’ comprehension during guided reading? Shared reading? Read-aloud sessions? Independent reading? These questions and more are answered in *Extending Our Reach: Comprehension in Reading, Grades K–2*.

Now only \$25! Click here to download an order form!



For a limited time, purchase both *Guiding K–3 Writers to Independence* and *Extending Our Reach* together for only \$45 plus shipping!