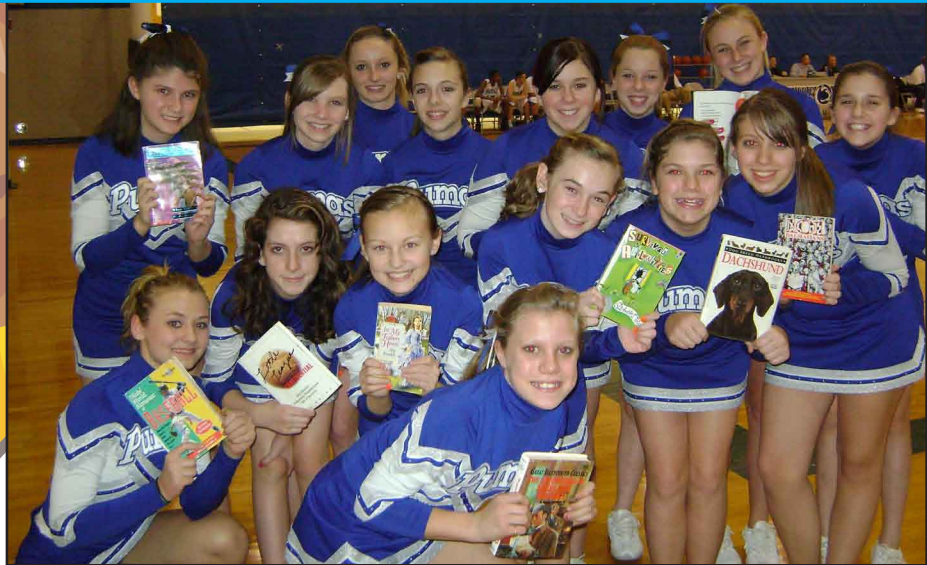




Information and Ideas
from the Middle Grades
Reading Network

NetWords

Funded by the Lilly Endowment Inc.



Inside:

<i>The Work of the Middle Grades Reading Network Comes to an End</i>	2
<i>Stakeholder Meetings Impacted the Work of the Middle Grades Reading Network</i>	3-4
<i>Summer Reading Posters and Other Publications Provided to Middle Grades Schools</i>	5
<i>Legacy of McCulloch Middle School's Community of Readers Grant</i>	6-7
<i>The Price of Success</i>	8
<i>NetWords Farewell</i>	9
<i>New Newspaper in Education Web Page Available to Indiana Teachers</i>	10
<i>Student Involvement + Reading Competition = A Winning Combination</i>	11
<i>Improving Reading Instruction through Revised Scientifically Based Reading Standards</i>	12-13
<i>Extreme Reading Makeover</i>	14-15
<i>Middle Grades Young Hoosier Book Award 2011-2012</i>	15
<i>The Personal Touch</i>	16

Assemble Students to Promote Summer Reading

How can we encourage students to read during the summer? Unfortunately, there is no simple answer to that question. Featuring summer reading on the school's website, displaying motivational posters, and securing public library cards through parental involvement are all excellent ideas. But it seems that the best chance at success is to involve the students in the strategy. Encourage students to tap into their creativity in planning an assembly that will be appealing, relevant, and age-appropriate.

Why not form a committee of students and teachers to plan an assembly that students really want to attend? Each school could design its own program based on the skills and interests of its student population.

The core of the agenda could include the following:

- Principal (sets the tone for the extreme importance of summer reading)
- Public librarian (describes the library's summer reading program and provides information about how to obtain library cards)

- Students (provide the heart of the program by featuring books and encouraging summer reading)
- Cheer leaders (lead students in cheers designed to promote summer reading)
- Reading logs (see <<<http://mgrn.evansville.edu/ReadingLog.pdf>>>; adapt as needed)
- Fall recognition (certificates, other recognition, and prizes provided by the PTA; perhaps a fall assembly to celebrate reading achievement)

Incoming students and their parents could participate by providing them with the same information at orientation meetings or by going to feeder schools and meeting with incoming students using much of the same format.

Reading achievement is the all-important key to middle grades students' future success. With that in mind, assemble students to reach summer reading goals.



The Work of the Middle Grades Reading Network Comes to an End

Jack W. Humphrey

The Middle Grades Reading Network, supported for over 20 years by grants from the Lilly Endowment, will bring its activities to an end on June 30, 2011. We are especially grateful to **William C. Bonifield**, **Sara B. Cobb**, **Barbara S. DeHart**, **Joan Lipsitz**, and **Ralph E. Lundgren** of the Lilly Endowment for their support and guidance.

The Lilly Endowment provided the funding necessary to assemble an Advisory Board that worked from 1992 to 1996 to help plan the Network's many activities. The members were **Richard C. Anderson**, Center for the Study of Reading, University of Illinois; **Leah Meyer Austin**, W. K. Kellogg Foundation; **Eileen Baker**, Richmond Community Schools; **Cathy Barlow**, University of Evansville; **Linda Cornwell**, Indiana Department of Education; **Barbara S. DeHart**, Lilly Endowment Inc.; **Tony Eichelberger**, University of Pittsburgh; **Joan Lipsitz**, Lilly Endowment Inc.; **John T. McGovern**, William Penn Charter School; **Norman Newberg**, University of Pennsylvania; **Kenneth Romines**, San Francisco, CA; **Judith Davidson Wasser**, University of Illinois; and **Judith Zorfess**, Education Development Center.

In 1952, my first year of teaching, my 46 sixth graders filled every desk and one table. My room had screwed-down desks with inkwells, globe lights, no air-conditioning, and one electrical outlet. We had no school budget for teacher materials, no school library, and dictionaries so old that the German flag sported a swastika. We have come a long way in most areas of middle grades reading. However, in 1952 middle grades students had separate reading and English classes, and most Indiana elementary schools were

organized K-8.

Becoming a proficient reader is a complex endeavor. To build communities of middle grades readers, the Middle Grades Reading Network provided programs, materials, and opportunities that sought to help schools establish reading as a vital and productive area for their students. The role of community and family in young adolescents' reading development was featured in efforts of schools to collaborate with them to plan new approaches in such areas as family reading and use of public libraries.

Indiana middle grades schools have taken advantage of the Network's initiatives. Much of the work to increase reading among students can be sustained because little or no additional costs are involved in slowly adding reading classes as vacancies occur, providing classes for struggling readers, encouraging use of school and public libraries, and promoting summer reading. However, schools have struggled to provide access to current, appealing, high-interest, and useful books in their school libraries as evidenced by the dramatic decrease in the circulation of school library books since the end of the School Library Printed Materials Grant. Students need to increase vocabulary and comprehension skills and at the same they need to practice their skills by reading lots of books and other print materials.

I am very grateful to have had the opportunity to work with middle grades educators, parents, public librarians, reading professors, and youth service workers. I salute Indiana's middle grades educators as they continue to increase their efforts, despite financial constraints, to build strong middle grades readers.

Stakeholder Meetings Impacted the Work of the Middle Grades Reading Network

Two Stakeholder meetings were held in the early 1990s to tackle the logistical barriers that stood in the way of Indiana's becoming a Community of Readers for young people. These barriers included lack of funding and community awareness as well as problems with curricular organization and school structure. An ideal future of a Community of Readers was sought in which young adolescents have excellent reading role models; access to all kinds of interesting, current, and useful books and other reading materials; effective reading instruction; parents who attend to their children's reading needs; and exciting reading opportunities in school, after school, and during the summer. The future, as always, turns out to be a surprise, but looking back, it is possible to see that many later events flowed logically from what happened at the two Stakeholder meetings.



The Stakeholders were **Mary Albright**, Batchelor Middle School; **Phyllis L. Amick**, Jennings County Schools; **James Auter**, M.S.D. of Martinsville; **Kevin Sue Bailey**, Indiana University Southeast; **M. Eileen Baker**, Richmond Community Schools; **Tommie Barnes**, Marion; **Fred Bechtold**, Elkhart Community Schools; **Beth Berghoff**, Indiana Department of Education; **Sue Blackwell**, CLASS; **Paul Blohm**, Indiana University Northwest; **Celestine Bloomfield**, Indian Creek Elementary School; **Tinka Booe**, Indianapolis; **Deborah Bova**, Raymond Park Middle School; **Geri Bradford**, Marion; **Rexel E. Brown**, University of Evansville; **Dana Burton**, Monroe County Public Library; **Ronald Bush**, Hymera School; **Daniel Callison**, Indiana University; **Patty Callison**, Monroe County Public Library; **Nancy Cammack**, Children's Museum; **Linda Cornwell**, Indiana Department of Education; **Joy Corsette**, Indiana State Reading Association; **Dorothy Crenshaw**, Indianapolis Public Schools; **Shara Curry**, Grace College; **Annette Demaree**, White River Library; **Dave Dickson**, School City of Hammond; **Tracy Dust**, Indiana Association of Public School

Superintendents; **Janet Emerick**, Lake Central School Corporation; **Dan Endris**, Catholic Youth Ministries Aquinas Center; **Shirley Fitzgibbons**, Indiana University; **Lauralee Foerster**, Jefferson High School; **Brenda Frazier-Christie**, Richmond; **Penny Gaither**, Bloomington; **Cindy Gillespie**, Ball State University; **Angela J. Green**, LeGore Boys and Girls Club; **Ieva Grundy**, Girls, Inc.; **Joyce Hamon**, University of Southern Indiana; **Thalia Hanna**, Indianapolis; **Lee Harman**, Warsaw Community Schools; **Sharon Harvey**, Allen County Public Library; **Donald Hillyard**, Evansville-Vanderburgh School Corporation; **Earlene Holland**, Maconaquah School Corporation; **Jack Humphrey**, Middle Grades Reading Network; **Betty Johnson**, Indiana Department of Education; **Sandra K. Kelley**, Vigo County School Corporation; **Marge Keltner**, School City of Hammond; **Kathie Kerhoff**, Knox; **Mary Kikta**, Dunbar-Pulaski Middle School; **Linda Kolb**, Indiana Library Federation; **Kate Gill Kressley**, Family, School, Community Partnerships; **Eden Kuhlenschmidt**, River Valley Middle School; **Patricia Lovelace**, Gary; **Joan Lipsitz**, Lilly Endowment Inc.; **Beverly Martin**,

Continued on next page . . .

NetWords

Stakeholder Meetings Impacted the Work of the Middle Grades Reading Network continued . . .

Johnson County Public Library; **Jack McGovern**, William Penn Charter School, Philadelphia; **JoAnne McDonald**, Lafayette School Corporation; **Britt Mikulyuk**, Navarre Middle School; **Linda Mills**, Batesville; **Connie Mitchell**, Perry Meridian High School; **G. W. Montgomery**, M.S.D. of Decatur Township; **Marlene Montgomery**, Evans Middle School; **Barbara Moore**, Middle Grades Improvement Program Network, Indianapolis; **Lou Ann Moore**, Richmond; **Trish Morita-Mullaney**, Indiana Department of Education; **Jacqueline Morris**, Indiana Department of Education; **Jacqueline Mossburg**, Fort Wayne Community Schools; **Ronald L. Mullett**, Elmwood Elementary School; **Ellen Munds**, Indianapolis; **Sandy Nolan**, Harshman Middle School; **Jerry Nugent**, Evansville; **Brian O’Neill**, Bloomington; **Amy Oxley**, Indianapolis; **Earl E. Pfetscher**, Orleans Community Schools; **Barbara Poore**, Indianapolis; **Barbara Putrich**, Madison; **Martha Randall**, Delta Middle School; **Anne Raymer**, St. Joseph County Public Library; **John Raymer**, Holy Cross College; **Suellen Reed**, Indiana Department of Education; **Samuel Roberts**, Rogers High School; **Andy Rodriguez**, East Chicago; **Norma E. Rogers**, Monroe County Community Schools; **Shirley Ross**, John Glenn High School; **Eugenia Sacopulos**, Dunbar Pulaski Middle School; **Carolyn Scavone**, Middle Grades Reading Network; **Janet Sherwood**, Highland; Karen Sipes, South Side Middle School; **Don M. Small**, Indiana Association of School Principals; **Carl Smith**, Indiana University; **Linda Snyder**, Franklin College; **Lianne Somerville**, Indiana Youth Institute; **Darla Staley**, Owen Valley Middle School; **Nancy Steffel**, University of Indianapolis; **Gail Thomas Strong**, Indiana Youth Institute; **Sue Switzer**, Indiana PTA; **Mary Swope**, Maplewood Elementary School; **Lynn G. Sygiel**, Children’s Express; **Phil Talbert**, M.S.D. Warren Township; **Clayton Taylor**, WISH-TV; **Ralph Taylor**, Indiana Youth Institute; **Roger Thornton**, Kokomo-Center Township Consolidated School Corporation; **Linda Vaughn**, East Chicago Public Schools; **Janie B. Whaley**, Floyds Knobbs; **Roger Whaley**, New Albany/Floyd County Schools; **Linda Schultz Whitehart**, Kokomo-Center Township Consolidated School Corporation; **Eugene White**, M. S. D. Washington Township; **Larry Williams**, New Castle Community School Corporation; and **Martha Zetzel**, Butler University.

The two Stakeholder meetings helped determine the eight elements of the *Reading Bill of Rights* for Indiana’s Young Adolescents. Indiana’s young adolescents deserve:

- *Access to current, appealing, high-interest, and useful books and other reading materials in their classrooms, homes, public and school libraries, and other locations within the community.*
- *Schools that feature an environment where reading is valued, promoted, and encouraged.*
- *Dedicated time during the school day to read for a variety of purposes—for pleasure, information, and exploration.*
- *Teachers and school librarians who continually seek to renew their skills and excitement in sharing reading with young people through participation in diverse professional development activities.*
- *Public libraries that provide services specifically designed to engage young people’s interest in reading.*
- *Community-based programs that encourage all aspects of reading development.*
- *Opportunities for reading at home and support from schools, public libraries, and community agencies to families with young adolescents to encourage family reading activities.*
- *Communities of Readers in which all adults – in school, at home, and across the community – serve as role models and provide guidance to ensure that reading is a priority in young people’s lives.*

By strengthening and bringing together these eight components developed by the Stakeholders, we can make Indiana a community of readers in which young adolescents will thrive. Early adolescence is a critical time in the development of young readers. Our vision is that all young adolescents should come to view reading as a joyous, challenging, and important endeavor—one that holds meaning for their present lives and future aspirations.

Indiana is fortunate to have wonderful superintendents and middle grades school librarians, principals, and teachers who have the enthusiasm, passion, and drive to build strong reading programs for their students. We need to support these educators and to provide them with the resources needed to build flourishing communities of middle grades readers.



Summer Reading Posters and Other Publications Provided to Middle Grades Schools

Posters promoting summer reading have been provided to Indiana middle grades schools for use this summer. Other publications, posters, and charts have been provided by the Middle Grades Reading Network. They include the following . . .

- Study of Reading in Indiana Middle, Junior, and Senior High Schools*, Indiana Youth Institute, 1992
- Student-Operated Paperback Bookshops: A Program to Encourage Middle Grade Literacy*, 1992
- Teachers Under Cover*, University of Southern Indiana, 1992
- Suggestions to Help Engage Young Adolescents with Books*, 1992
- The Best of the Network*, 1993
- The Best of the Network*, 1994
- The Best of the Network*, 1995
- Reading Bill of Rights*, 1995
- Becoming a Community of Readers: A Blueprint for Indiana*, 1995
- Middle Grades Reading Assessment*, 1995
- Reading: An Indispensable Subject for All Middle Grades Students*, 1996
- Libraries and Reading: Indispensable Partners*, 1996
- 2000 Impact Evaluation of School Library Printer Materials Grant*, 2000
- Young Hoosier Book Award Charts*
- How to Talk to Your Children about Books*, Family Learning Center, 2001
- Choosing Books for Children, Ages 8 to 11*, Family Learning Center, 2001
- Choosing Books for Children, Ages 12 to 14*, Family Learning Center, 2001
- Improving School Libraries and Independent Reading: 1997-2002 Impact Evaluation of the K-12 School Library Printed Materials Grant*, Indiana Education Policy Center, Indiana University, 2002
- There Is No Simple Way to Build a Middle School Reading Program*, 2002
- Study of Reading in Indiana Middle, Junior, and Senior High Schools*, 2004
- Trend Analysis of Indiana K-12 Library Services Since the School Library Printed Materials Grant*, Center for Evaluation and Education Policy, Indiana University, 2004
- Middle Grades Reading Assessment*, Second Edition, 2005
- Trend Analysis of Indiana K-12 Library Services Since the School Library Printed Materials Grant*, Center for Evaluation and Education Policy, Indiana University, 2006
- Young Adolescent Literacy or Young Adolescent Reading: They Are Not the Same*, 2006
- Trend Analysis of Indiana K-12 Library Services Since the School Library Printed Materials Grant*, Center for Evaluation and Education Policy, Indiana University, 2008
- Summer Reading Posters**
- Survey of Middle Grades Reading Issues*, 2009
- Becoming a Community of Middle Grades Readers: A Blueprint for Indiana*, 2009
- Classroom Charts to Promote Reading of Books*
- Directory of Indiana Reading Professors*, 17 issues, 1994-2011
- NetWords*, 51 issues, 1993-2011
- Update*, 119 updates, 2001-2011



Pictured from left to right:
Virginia Lake,
Mary Eckerle, and
Artis Hoffmann.

Legacy of McCulloch Middle School's Community of Readers Grant

Artis Ann Hoffmann Marion Community Schools

Public libraries are available to many of us as places in our communities where we can go to check out reading materials or DVDs, use computers without paying a fee, access online subscription databases, or get expert help in obtaining and using 21st century skills. All of this is free and taken for granted. Public libraries are important to many of us who love to read and regard the public library as a neighborhood resource and safe haven.

Many of our students' favorite authors have testified how important the public library was in helping them through difficult childhoods. Walter Dean Myers, young adult author of *Hoops*, *Harley: A Poem*, *Malcolm X: By Any Means Necessary*, and *Handbook for Boys* tells in *Notable Black American Men* of his impoverished childhood. His mother died when he was three, and he was placed with a foster family. His new mother was barely educated, yet she taught Walter to read by reading *True Romance* magazines

to him. Soon he was able to read to her. He credits two things that saved him from the difficulties of his early life. One was a teacher who encouraged him to read the classics from her own collection, and the other was the public library. "Books took me, not so much to foreign lands and fanciful adventures," he writes at <<TeenRead.com>>, "but to a place within myself that I have been exploring ever since. The public library was my most treasured place. I couldn't believe my luck in discovering that what I enjoyed most—reading—was free."

Gary Paulsen, author of *Hatchet* and other young adult favorites, also tells of the importance of the public library in his life. Growing up as an "army brat," he had a rough childhood. The longest time he spent in one school was five months. He never met his father until he was seven. School for him was a nightmare. He was terrible at sports and painfully shy. In order to have some spending money and buy clothes, he had to

work from the time he was just a boy. In an interview in *Authors and Artists for Young Adults*, he identified his “safety nets” as his aunts and grandmother, but he said there was also “someone” else: the public library. He describes the library this way:

“One day as I was walking past the public library in a twenty-below temperature, I could see the reading room bathed in a beautiful golden light. I went in to get warm, and to my absolute astonishment the librarian walked up to me and asked if I wanted a library card. She didn’t care if I looked right, wore the right clothes, dated the right girls, was popular at sports—none of those prejudices existed in the public library. When she handed me the card, she handed me the world. I can’t even describe how liberating it was. She recommended westerns and science fiction but every now and then would slip in a classic. I roared through everything she gave me and in the summer read a book a day. It was as though I had been dying of thirst and the librarian had handed me a five-gallon bucket of water. I drank and drank.”

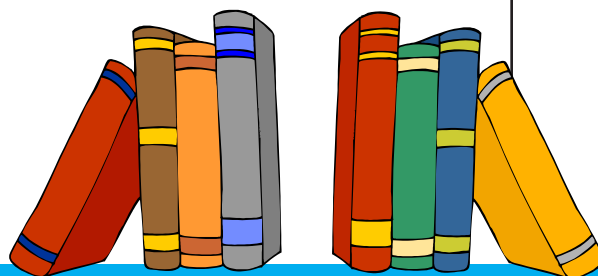
Many of the students in our school corporation share an environment similar to the ones in which these two authors grew up. Sixty-seven percent of the students at McCulloch Middle School participate in the free and reduced lunch program. The fifty-nine percent of Marion High School students in this program is approximately eight points higher than the state and national averages. Many families in Marion have suffered from chronic unemployment due to the loss of industry in recent years. This makes a public library all the more important for our students, who, like Gary Paulsen and Walter Dean Myers, could be influenced for a lifetime by everything the library has to offer.

McCulloch was one of six schools that received a Community of Readers grant from the Middle Grades Reading Network in the

nineties. The grant was written by Ginnie Lake, teacher of our gifted and talented program, and me. While working on it, we were distressed to learn that many of our students were not serviced by any public library. When the school library was closed at the end of the school day and on weekends, there was nowhere for students to go. We discussed this problem with Mary Eckerle, head of the Marion Public Library. She took the concern to the Library Board. The members decided to offer all students in Marion Public Schools a free library card, whether or not they lived within the Marion city limits. This has been a blessing to many students and has enhanced our community’s quality of life.

We are so very grateful to the Middle Grades Reading Network for the legacy left to us. We are now truly a lifelong “Community of Readers.” As a school librarian doing orientations, I can always say, “Each of you is entitled to a free library card at our public library.” As a classroom teacher, Ginnie Lake can tell her students the same and invite the public librarians to come into the school with library card forms. Each student in our school can now be among the patrons of a public library that is heavily used and deeply cherished.

Andrew Carnegie stated, “There is not such a cradle of democracy upon the earth as the Free Public Library, this republic of letters, where neither rank, office, nor wealth receives the slightest consideration.” Perhaps he had in mind the words of Joseph Howe, a library patron who wrote in 1824, “My books are very few, but then the world is before me—a library open to all—from which poverty of purse cannot exclude me—in which the meanest and most paltry volume is sure to furnish something to amuse, if not to instruct and improve.”





The Price of Success

Carl B. Smith, Professor Emeritus Indiana University

A teacher friend showed me a book he had received from a former student. On the cover page was this inscription: *“I thank you for my love of reading which I got from you and the books you shared and recommended.”*

I hope each of us teachers receives messages like that, but they arrive with a price. What does it take to develop successful students and readers? It requires multiple resources, such as libraries, and our analytical skills that help us excite the creative juices of our students and generate enthusiasm and invention, the hallmarks of American teachers and schools. What else?

A few years ago I had the privilege of visiting thirty-four highly successful schools across the country. Though diverse in their geography and in their configuration, they held in common some traits that are worth mentioning here. Besides a supportive administrator who insisted on continuing development in reading and basic skills, these schools had strong parental involvement and teachers who cooperated and shared ideas/practices with one another. In interviews, the teachers pointed to those conditions that set

their schools apart from others they had served.

Those successful schools also practiced intellectual discipline, adherence to a performance-based reading and language arts curriculum, and a persistence that accompanied high performance in their highlighted skill areas. Just as with top athletes, these teachers and administrators did not back away from the demands of discipline, performance standards, and persistence: the virtues of success.

In the Middle Grades Reading Network (MGRN), we have an advocate of those signs of highly successful schools. The MGRN has worked tirelessly these many years to promote reading teacher certification, ample libraries, and sharing inventive practices of middle grades teachers.

As we look to the future of our children, we know that their rise up the ladder of education, achievement of economic stability, and their sense of value as human persons require the determined action and the moral fortitude of parents, teachers, and the students themselves.

And, of course, we wish that each of you successful teachers will receive a gift book with an inscription like the one quoted at the beginning of this short note.

NetWords

Farewell

Leah Meyer Austin

Who can recall what life was like for Indiana's middle grades students and teachers before the Lilly Endowment began funding middle grades reading programs?

Fortunately for many young people in the state, our memories of the "bad old days" have dimmed, thanks to the efforts of dedicated Hoosier educators and the Middle Grades Reading Network.

Travel back with me briefly to Indiana's middle grades schools in the 1980s, before the Middle Grades Reading Network, encouraged by Lilly Endowment's Joan Lipsitz and Susie DeHart, began to shine a spotlight on the lack of dedicated reading programs for middle grades students in the state. Those were the days before school libraries had collections of bright, crisp, new books that appealed to young adolescents...before Teachers Under Cover encouraged teachers to read and discuss books with one another...before the schools focused intently on professional development for middle grades teachers.... and before the Middle Grades Reading Network and *NetWords* offered ideas and strategies that inspired educators throughout the state. In the old days, one could walk into most school libraries in the state and find books that were hopelessly out of date—useful only as sad, unread placeholders on the barren shelves.

The Middle Grades Reading Network assiduously created a changed environment for Indiana's adolescent readers.

I served on the Middle Grades Reading Program's advisory board in the early years, and I admired MGRP's vision and Lilly Endowment's willingness to make a long-term commitment to the work. In 1993, I took a position with the W. K. Kellogg Foundation in Battle Creek, Michigan and watched MGRP's growth from afar. On my office wall in Battle Creek, I hung the *Reading Bill of Rights for Indiana's Young Adolescents* and rejoiced as MGRP worked to create schools and communities "where each young adolescent will be able to fulfill his or her potential as a reader."

By turns, I have referred to Jack Humphrey as the Johnny Appleseed of Reading in Indiana and as the Pied Piper who has inspired a generation of teachers and librarians who are attentive to the reading needs of middle grades students. His reach has gone well beyond Indiana's borders to influence middle grades teaching and licensure throughout the United States.

On a personal level, Jack was there for my three children, each of whom now has a professional stake in helping struggling readers, encouraging literacy at the high school level, or teaching literacy studies to college students and practicing teachers. When my youngest daughter needed paperback books for her special education students in New York City's Hell's Kitchen, Jack gladly supplied them from his seemingly endless store of interesting young adult fiction and nonfiction. When my son worked on his Ph.D. in literacy studies at Kings' College-London, I recommended that he check out the good work that Jack was doing in Indiana in order to compare and contrast the approaches in British and American schools. And when my older daughter taught high school English in a large urban school, I was able to send her books I gleaned from the reading lists in *NetWords*.

It is difficult to imagine an Indiana without the Middle Grades Reading Network. As this excellent program closes its doors, it will be up to the rest of us to continue to promote the *Reading Bill of Rights*' vision of "the kind of reading opportunities that will allow young adolescents to grow up to be successful members of a literate community." Many thanks to Jack, Ruth, Sue, Earlene, Julie, Carolyn, Carol, and all the others in the state who have focused and held our attention to middle grades reading.

Job well done!



New Newspaper in Education Web Page Available to Indiana Teachers

Karen T. Braeckel Hoosier State Press Association

Indiana's annual Newspaper in Education tabloid for teachers celebrating NIE Week took an electronic leap this year. In fact, it

dropped the tabloid format altogether and became a four-page publication directing teachers to a new Web page.

Instead of printing activities in the Idea Newspaper, the Indiana State Reading Association's NIE Committee decided to post activities from past years as individual, easily downloadable pages with ideas for dozens of ways to use the newspaper in the classroom.

The activities, available at <<www.HSPAfoundation.org>> and <<www.indianareads.org>>, are

sorted by category and grade level for easy access by teachers. Indiana Academic Standards in English, social studies, and other subjects for kindergarten through Grade 12 are included with the worksheets to make lesson planning easier for teachers. Each activity targets a specific grade cluster but offers adaptations for all grade levels.

The ISRA, Hoosier State Press Association Foundation, Indiana Newspaper in Education Foundation, and the Indiana Department of Education partner each year to plan activities for Newspaper in Education Week, celebrated the first full week in March. The nationwide project began in Indiana under the leadership of Dr. Jack Humphrey,

Director of Elementary Education and Reading Services of the Evansville-Vanderburgh School Corporation, at the time.

Putting the activities online offers cost-savings for the ISRA and the HSPA Foundation that split printing and mailing costs. Production and mailing the NIE tab to all ISRA members and other professional organizations became prohibitive. Now teachers can go directly to the HSPA Foundation or ISRA Web sites and download the materials they want.

This year's four-page brochure packs plenty of information teachers can use.

The First Amendment is an ongoing focus as students benefit from an early age when they learn about their rights to free speech, a free press, religion, assembly, and the right to petition government. It also offers tips on classroom management during newspaper time and a diagram of journalism jargon for teachers trying this for the first time.

Teachers also can help students differentiate between fact and opinion by using the newspaper. Young readers can identify the differences between hard facts in news stories and opinions in editorials and columns. This skill allows students to become better-informed citizens and to recognize various sides of current issues.

Organizers hope the Web-accessible activities encourage the use of newspapers in classrooms.

Newspapers are the only textbooks updated daily—whether in print or online editions.

Check with your local newspaper to find out about special educator rates or sponsored copies. To receive a copy of the NIE brochure, contact Shawn Goldsby at the HSPA Foundation: <<sgoldsby@hspa.com>>.

DISCOVER THE POSSIBILITIES:

Read the newspaper

Newspaper in Education –
A cooperative effort of newspapers and schools designed to enhance student achievement and appreciation of the First Amendment

Inside: Tips for using the newspaper in your classroom and a guide to journalist jargon featuring teen reporters.

AN INDIANA STATE READING ASSOCIATION AND HOOSIER STATE PRESS ASSOCIATION FOUNDATION PUBLICATION

Karen Braeckel is director of the Hoosier State Press Association Foundation and chair of the Indiana State Reading Association's NIE Committee.

Student Involvement + Reading Competition = A Winning Combination

Cindy Newton, School Library Media Specialist
Connersville Middle School

“Exhilarating”, “Fun”, “Awesome”, “Motivating”; these are just a few of the words students used to describe the “Books with Beat” Teen Read Month at Connersville Middle school last fall.

Teen Read Week is an annual YALSA (Young Adult Library Services Association) promotion. Devoting a week to reading seemed too short a time to make a lasting impact. Our school has an established SSR period three to five days a week. This built-in reading time became a perfect centerpiece for a *MONTH*-long reading competition. The competition’s two-pronged goal is to establish good reading habits during the SSR period and to encourage students to enjoy reading.

The media center’s 25-member Teen Advisory Board, TAB, began planning the Teen Read Month the first week of school and met every Tuesday until the competition began. A \$300 grant from the Middle Grades Network afforded the group with funds to plan a celebration party that would surpass anything our school had seen before. Everything centered on the “Books with Beat” theme. Committees were formed and met as needed to complete their work. Many students worked before school or during their lunch periods. Others met after school.

Every Tuesday, Wednesday, and Thursday students stopped what they were doing during SSR to read and log their pages. Excitement peaked to a crescendo during the month as TAB members created book displays, music video announcements, posters, and talked up the party plans among their friends. Two highlights were the “Just Read It” music

video and a Taylor Swift/Kanye West SSR reading award parody.

Teachers evaluated readers on pages read along with other rubric criteria such as reading focus and students’ preparation (having reading materials with them). On the final competition day, each teacher chose his/her top two readers. Winners were rewarded with a “concert” ticket to the “Books with Beat” bash. Data indicated that students had read over 60,000 pages in one month. Library book checkouts had increased over previous years during the same time period. Ninety-one students eagerly awaited *All Access Passes* to the celebration.

The bash, planned and carried out by the TAB members, included Karaoke, Dance Dance Revolution, Pin-the-Glove on Michael Jackson, CD spinners, and decorate-your-own-cookies. Part of the grant money provided lanyards, refreshments, and door prizes of music celebrity biographies and MP3 players loaded with music videos and e-books. The celebration was a huge hit!

A web site at <<http://www.wix.com/cnewton54/books_with_beat>> contains links to resources, more information, and photos.

The students’ enthusiasm, exuberance, and energy for this project were amazing. Many teachers expressed wishes that more students could attend the culminating celebration because so many were reading and improving their reading. As we look to this year’s upcoming **Teen Read Month**, it will be a challenge to improve a highly successful promotion and event. But in the words of the students and Michael Jackson, we need to “Just Beat It”!

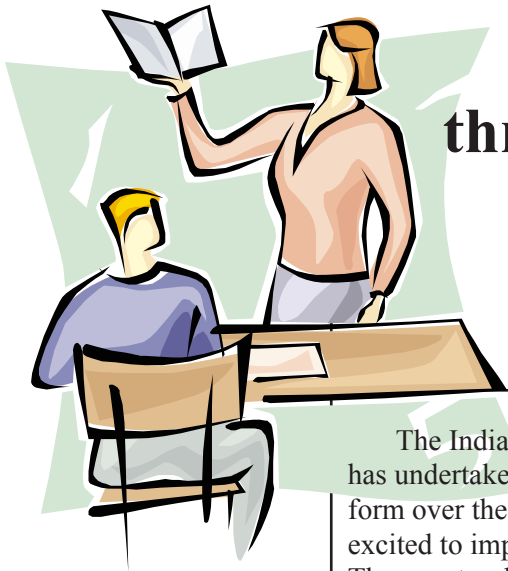
Note: *October 16-22 is 2011’s official Teen Read Week.*



Tab members receive awards for their "outstanding performance".



Students sing and dance during Karaoke.



Improving Reading Instruction through Revised Scientifically Based Reading Standards

Dr. Marge Mast, Coordinator for Educator Preparation
Indiana Department of Education
Office of Educator Licensing & Development

The Indiana Department of Education has undertaken extensive education based reform over the past few years and is extremely excited to implement new teacher standards. The new teacher standards were developed between August and December 2010 in collaboration with Pearson Evaluation Systems and over five hundred teachers and teacher educators from across Indiana. The new teacher standards are a part of the state's goal to provide cohesiveness between pre-service teacher preparation and Indiana's expectations for in-service teachers' content knowledge. Dr. Katy Sample of Anderson University, a draft reviewer for the reading standards, commented on how she believes the new standards will help institutions prepare pre-service candidates for successful careers as reading teachers. Dr. Sample stated, *"The increased emphasis in the new standards on the five essential areas of scientifically-based reading instruction, including not only instruction, but also assessment, intervention, and extension, specific to each element, provides the specificity necessary for teacher educators to design the types of rigorous course requirements and field experiences that are essential to preparing highly qualified reading teachers. The new focus on reading teachers as instructional leaders ensures the school level support necessary for in-service teachers to improve their instruction as well."*

The new teacher standards will be used primarily by Indiana teacher preparation programs. Teacher preparation programs across the state are currently working hard to revise and align their licensure programs to these

new standards by 2013 as required under REPA (Rules for Educator Preparation and Accountability). Each licensure program must align to content and developmental/pedagogy standards for any given content area. For example, a secondary math program must align to the math content standard as well as 5-12 developmental/pedagogy standards while an elementary candidate's program must align to the elementary generalist content standards and the K-6 developmental/pedagogy standards. The following chart on page 13 provides some details for basic comparison to the old Rules 2002 standards and highlights some of the features of the new REPA standards.

Additionally, the teacher standards now include an alignment to the P-12 Indiana Academic student standards and to the newly adopted national Common Core State Standards. A matrix at the end of each standard illustrates correlations among the student standards, the related national professional organization standards, and the ISTE national educational technology standards to provide easy reference.

Finally, the new standards highlight Indiana's focus on reading reform. All of the new reading standards are grounded in scientifically based research.

The IDOE is in the beginning process of creating teacher licensing assessments that will measure candidates' mastery of the new standards' expectations. Vendor selection and development work will begin spring 2011 with hopes that all assessments will be in place by 2013.

Program	Rules 2002 Teacher Standards	Link to Rules 2002 Standards	REPA Common Core Teacher Standards	Link to New REPA Standards
Secondary	Did not address adolescent reading preparation for all secondary candidates.	http://www.doe.in.gov/educatorlicensing//AdolYoungAdultDevStds.html	Includes a standard on SBRR adolescent reading preparation for all secondary candidates	http://www.doe.in.gov/educatorlicensing//pdf/SSDSecondaryEducation.pdf
Middle School	Did not address adolescent reading preparation for all middle school candidates.	http://www.doe.in.gov/educatorlicensing//MiddleChildDevStds.html	Includes a standard on SBRR adolescent reading preparation for all middle school candidates.	http://www.doe.in.gov/educatorlicensing//pdf/MiddleSchool.pdf
All Grade licensure	No standards were developed addressing reading preparation for all grade licensure candidates.	P-12 all grade standards were not developed under Rules 2002.	Includes a standard on SBRR reading preparation resulting in all PE, Music, Art, etc having reading preparation included in their pre-service program.	http://www.doe.in.gov/educatorlicensing//pdf/AllGradeStandards.pdf
Elementary	Content standards Included one standard on English Language Arts preparation. Developmental standards did not specifically address reading preparation.	http://www.doe.in.gov/educatorlicensing//EarlyMidChildGeneralistContStds.html http://www.doe.in.gov/educatorlicensing//MiddleChildDevStds.html	Content standards include 2 standards on SBRR reading preparation and one additional standard for English Language Arts. Developmental standards do not specifically address reading.	http://www.doe.in.gov/educatorlicensing//pdf/ElementaryGeneralist.pdf http://www.doe.in.gov/educatorlicensing//pdf/ElementaryEd.pdf
Early Childhood	Content standards addressed all curriculum areas in a general way. Reading is not specifically addressed. These standards were developed to focus primarily on pre-school. Early childhood developmental standards also do not specifically address reading preparation.	http://www.doe.in.gov/educatorlicensing//pdf/early_childhood_generalist.pdf http://www.doe.in.gov/educatorlicensing//EarlyChildDevStds.html	Standards are developed for P-3 licensure. Content standards include 2 standards on SBRR reading and 1 standard focusing on English Language Arts. Developmental standards do not specifically address reading.	http://www.doe.in.gov/educatorlicensing//pdf/EarlyChildhoodGeneralist.pdf http://www.doe.in.gov/educatorlicensing//pdf/EarlyChildhoodEducation.pdf
Reading Licensure	Standards primarily aligned to INTASC standard framework.	http://www.doe.in.gov/educatorlicensing//pdf/Reading_Standards.pdf	Standards aligned to 5 core areas identified in National Reading Panel Report and heavily focused on scientifically based reading research.	http://www.doe.in.gov/educatorlicensing//pdf/Reading.pdf



EXTREME

READING

MAKEOVER COMPREHENSION
EDITION

Indiana State Reading Association Conference September 25-26, 2011

Amanda Cleary, Vice-President
Indiana State Reading Association

Have you ever asked yourself, “Why don’t my students remember what they read?” or “Why is it harder for my students to understand non-fiction?” Based on a recent survey, members of the Indiana State Reading Association are interested in learning more about the topic of comprehension and answering these questions. Therefore, the conference will focus on comprehension instruction and is aptly titled “Extreme Reading Makeover: Comprehension Edition.” It will feature award-winning authors with expertise in reading comprehension. Indiana Department of Education representatives will also speak about new programs and mandates, including the IREAD-3, Core Standards, and more.

In addition to making over reading instruction, the Indiana State Reading Association’s conference has received its own makeover. The new two-day format will feature a differentiated approach at the Hilton Indianapolis Hotel and Suites. There will be elementary and upper grades strands, separate general sessions, and breakout sessions. Attendees will pay one fee that includes meals and all speakers. You will return to school the next day with strategies targeted at your grade level at your finger tips.

Monday, September 25, 2011 will feature Lucy Calkins, author of the popular classroom

materials *Units of Study for Primary Writing* and *Units of Study for Teaching Writing, Grades 3–5*. Lucy has recently published a curriculum for the reading workshop, *Units of Study for Teaching Reading, Grades 3–5*. You also won’t want to miss Frank Serafini, co-author of various Heinemann titles—*More (Advanced) Lessons in Comprehension*, *Around the Reading Workshop in 180 Days*, *Lessons in Comprehension*, *Reading Aloud and Beyond*, and *The Reading Workshop*. Tuesday, September 26, 2011 will feature more comprehension experts who will provide strategies to assist in teaching comprehension.

Kylene Beers, author of *When Kids Can’t Read—What Teachers Can Do* (Heinemann, 2002) and Robert E. Probst, author of *Response and Analysis, Third Edition* (Heinemann, 2004), are respected authorities on reading instruction. Beers—focusing more on reading skills—and Probst—focusing more on engagement and literary analysis—will team up to show teachers and administrators how skills, engagement, and literary analysis work together. Bob and Kylene co-authored a book for teachers of struggling readers, *Book by Book: Strategies that Help Struggling Readers with Literary Texts* (Heinemann, October 2010). They are also co-editors with Linda Rief of *Adolescent Literacy: Turning Promise into Practice* (Heinemann, 2007).

Continued on next page . . .

Nancy Frey will also be a featured speaker. Frey has co-authored with Doug Fisher numerous books, which include *Literacy 2.0 Reading and Writing in the 21st Century*, *Implementing RTI with English Learners*, *Background Knowledge: The Missing Piece of the Comprehension Puzzle*, *Checking for Understanding*, *In a Reading State of Mind: Brain Research, Teacher Modeling, and Reading Comprehension*, *Improving Adolescent Literacy*, and others. Frey will offer a fresh approach to teaching reading comprehension.

As always, the Indiana State Reading Association will continue to entertain attendees with favorite children's authors, including Bruce Lansky on Monday and Margie Palantini on Tuesday. Bruce Lansky is the creator of the popular <<GigglePoetry.com>> website and author/editor of humorous poetry books that have sold over three million copies. They include *If Kids Ruled the School*, *A Bad Case of the Giggles*, *I've Been Burping in the Classroom*, and *My Dog Ate My Homework*. Margie Palantini is the author of outrageously funny books for children, including *Piggie Pie*, *Moosetache*, the Bad Boys series, *The Cheese*, and *Gorgonzola*. She also has written mid-grade novels that include *Geek Chic*, *The Wonder Worm Wars*, and others. For the first time, the conference will offer a Skype session that will feature Dan Gutman, author of over 90 children's books, including *Miss Daisy is Crazy*, *Babe & Me*, and *The Million Dollar Shot*. You also can look forward to many energetic concurrent sessions that will focus on comprehension and assessment, technology, strategies, and more.

Save September 25-26, 2011 on your calendar for two days of dynamic speakers targeting the most talked about area of reading: comprehension. Check for more information at <<www.indianareads.org>>. We look forward to seeing you in September as we make over reading comprehension!

Middle Grades Young Hoosier Book Award 2011-2012

Where the Mountain Meets the Moon by Grace Lin

A Thousand Never Evers by Shana Burg

Ain't Nothing But a Man: My Quest to Find the Real John Henry
by Scott Reynolds Nelson

All the Broken Pieces: a novel in verse by Ann E. Burg

Beef Princess of Practical County by Michelle Houts

Before Columbus: the Americas of 1491 by Charles C. Mann

Brooklyn Nine: a novel in nine innings by Alan Gratz

Bull Rider by Suzanne Williams

Claudette Colvin: Twice Towards Justice
by Phillip Hoose

The Compound by Stephanie A. Bodeen

Crossing Stones by Helen Frost

Found by Margaret Peterson Haddix

The Girl Who Threw Butterflies by Mick Cochrane

Gym Candy by Carl Deuker

The Mysterious Benedict Society by Trenton Lee Stewart

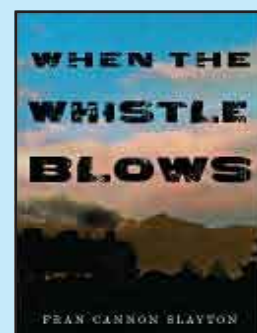
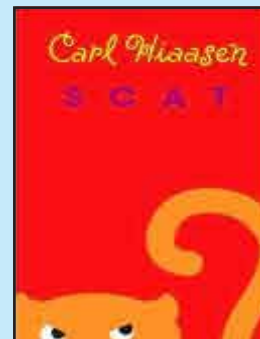
Notes from the Dog by Gary Paulsen

Runaway Twin by Peg Kehret

Scat! by Carl Hiaasen

Schooled by Gordon Korman

When the Whistle Blows
by Fran Cannon Slayton



All Indiana middle grades students should have access to the 2011-2012 Young Hoosier Book Award Books. Promote the books to students and enjoy the increased reading achievement because independent reading enhances reading comprehension and vocabulary.



The Personal Touch

Carol Lynn Thomas

My yoga instructor gently touched my arm as I released the pose. “Looking good, Carol,” he whispered. “In the last month, I’ve seen such improvement in your practice.”

I smiled.

For the rest of the hour, I held on to the warmth of his encouragement.

That intimate moment reminded me, strangely enough, of a science fiction story written by Isaac Asimov in 1951. In “The Fun They Had,” set in 2155, a girl marvels about how much fun school must have been in the far distant past when the kids from the same neighborhood went to a building where they sat in a room with a real live teacher who actually interacted with them and taught them the same lessons. Oh, that must have been so much better than sitting alone in a room with a “mechanical teacher” with its animated screen on which lessons were displayed.

Asimov’s story warns of a future in which humanity in education is just a dusty memory. Although we enjoy the marvels that technology has brought into our classrooms and homes, we should celebrate

the personal touch we bring to our students’ lives, something no computer or “mechanical teacher,” no matter how sophisticated, can hope to do.

Let us look to this year’s Academy Award-winning film to see how a dedicated teacher inspired his student. In “The King’s Speech,” speech therapist, Lionel Logue, was passionately committed to helping King George VI of England overcome a debilitating stammer. This marvelous teacher literally empowered the monarch to find his voice. The two men remained friends for the rest of their lives.

In another film, “Dead Poets Society,” we see a teacher whose personal approach inspired students, changing their lives as he taught them to live life fully, to seize the day.

Every day in thousands of schools across the country there are teachers who inspire and comfort and open up new worlds to their students. Let us celebrate those teachers and their personal touch. And let us feel secure in knowing that no machine, no matter how dazzling, can take the place of a teacher whose gentle encouragement inspires us to continue to try to do our best.



University of Evansville
**MIDDLE GRADES
 READING NETWORK**

1800 Lincoln Avenue
 Evansville, Indiana 47722
 Phone: (812) 423-5570
 Fax: (812) 423-6034
 E-mail: jh25@evansville.edu
 Web site: <http://mgrn.evansville.edu>

Jack Humphrey, Director
 Ruth Cullen, Admin. Asst.
 Sue Hennessy, Consultant
 Earlene Holland,
 Consultant
 Carol Lynn Thomas,
 Consultant

