



Literacy Leaders

VOLUME 4, ISSUE 4 DECEMBER 2014

November CCRC Event Cancelled



http://i.yimg.com/bt/api/res/1.2/CAGSVEPnf_7cr9uEDSwtiv--/YXBwaWQ9eW5ld3M7Zmk9aW5zZXQ7aD00MTk7cT03NTt3PTYzMA--/http://media.zenfs.com/en_us/News/gettyimages.com/GY10062675567.jpg

all, we are western New Yorkers who typically cried, "A little snow doesn't stop us." But this time nature brought us to our knees and the process of clean up began. We shoveled and snow-blown to find our driveways and our cars. Neighbors helped neighbors The loss of 13 lives shocked and saddened us, and reminded us of how deadly winter storms can be. Our hearts go out to the families of these victims. All of us are trying to return to our routines and to our classrooms.

CCRC will work with Dr. Gradel to reschedule the literacy and technology session (A flyer will be sent when the date has been set). And the Board will explore ways to continue to network face-to-face and electronically.

All systems were a go: we had confirmed the speaker, (Dr. Kathy Gradel), the date (11/18), the place (Ripley Central School), and the time (5 pm). But our plans would be thwarted. Late Monday night and early Tuesday morning winter hit parts of our area with a vengeance. Record rates of snowfall paralyzed communities along Lake Erie, the "Southtowns" of Buffalo, South Buffalo, Lackawanna, West Seneca and Orchard Park. Many of you (and others) were snowbound for days!

None of us ever thought we would have to cancel a CCRC event in mid-November! After



http://i.dailymail.co.uk/i/pix/2010/12/03/article-1334950-0C53F6A800005DC-414_634x469.jpg

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Happy Holidays!



http://thepagmaticconservative.files.wordpress.com/2012/12/merry-xmas-and-happy-new-year-a-classic-christmas_1920x1200_94337.jpg

The holidays celebrations continue as we recognize Christmas, Hanukkah, and Kwanzaa in the next few weeks. Many of us will gather at work and at home to share holiday cheer with friends and families.

There is endless holiday music

as we shop and holiday specials have been airing on television since early November. The

officers and members of the CCRC Board wish you and yours a joyous holiday season! Enjoy your winter break!



<http://www.nvnaes.com/wp-content/uploads/2013/01/kwanzaa2.jpg>



<http://bettertogivegifts.com/wp-content/uploads/2011/12/hanukkah-menorah.jpg>

Supporting Evidence-Based Argumentation

Rinehart, Duncan, and Chinn (2014) offer a “suite of scaffolds” to develop scientific reasoning and content knowledge. Although the focus of their suite of scaffolds is the science classroom and *Next Generation Science Standards*, the tools they present have applicability to all content areas. This column of the *Literacy Leaders* will describe Rinehart et al.’s scaffolding suite in this and future issues.

First, Rinehart and colleagues indicate that teachers share “public criteria” (i.e., expert implicit criteria) with students. Then using a student-centered approach, students generate lists of criteria by which they would rate the quality of the model and the quality of the evidence. Class discussions whittle the list to a manageable number; the list now serves as the “community norms” that students will use as they evaluate evidence. Not surprising, these discussions build student autonomy and motivation. Students have a voice, which fosters ownership of the criteria produced. Figure 1 displays an example of student-generated criteria for evaluating scientific models. These criteria for the most part embrace those held by experts; namely, “...that models should be conceptually coherent, fits the available evidence, and make useful predictions” (Rinehart et al., p. 70).

One can adapt the public criteria for literacy by having students generate criteria for evaluating the evidence needed to create a position paper. Figure 2 lists a sample set of criteria that would be useful in reviewing what evidence one needs (or is provided) in order to develop a strong position/argument (be it a written or oral position/argument). Can criteria be created for other forms of writing/speaking?

Coming in the next issue...Evidence-Quality rating.

Figure 1

A List of Student-Generated Criteria for Good Scientific Models

- Explains why or how
- Supported by evidence
- Shows steps or stages
- Includes pictures and words
- Stays on topic and answers the question
- Realistic and makes sense

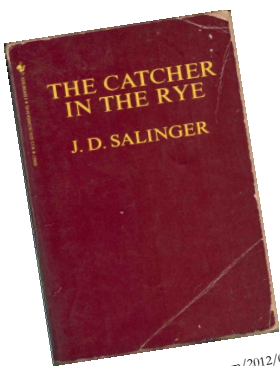
(Rinehart et al., p. 71)

Figure 2

A List of Student-Generated Criteria for Evaluating Evidence for Position Paper

- Describes a perspective or point of view clearly
- Contains facts relevant to topic
- Provides eye witness testimony and/or expert testimony
- Stays on topic and supports the position/argument
- Contains anecdotal reports
- Includes a picture, chart, or graph

Books That Stayed with Us



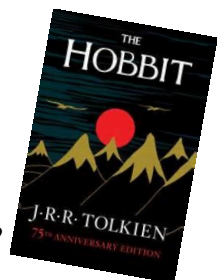
<http://serpentlair.files.wordpress.com/2012/02/the-catcher-in-the-rye0003.jpg>

The November issue of *Phi Delta Kappan* summarized data generated by two statisticians at Facebook. Facebook fans were asked to identify the 10 books that had the greatest influence on their lives. The

statisticians shifted through the data generated and compiled a list of the ten most influential books, which are listed here:

1. Harry Potter series by J. K. Rowling
2. *To Kill a Mockingbird* by Harper Lee
3. *The Lord of the Rings* by J. R. R. Tolkien
4. *The Hobbit* by J. R. R. Tolkien
5. *Pride and Prejudice* by Jane Austen
6. The Bible
7. *The Hitchhiker's Guide to the Galaxy* by Douglas Adams
8. The Hunger Games Trilogy by Suzanne Collins
9. *The Catcher in the Rye* by J. D. Salinger
10. *The Chronicles of Narnia* by C. S. Lewis

What is your reaction to this list of books? Do you have titles you would add?



<http://www.dailyrings.com/wp-content/uploads/2014/04/the-hobbit-book-cover.jpg>

Literacy Instruction in the Brave New World of Technology

The title here is borrowed from McKenna's article that leads the literacy theme issue of *Phi Delta Kappan* (November, 2014). Technology is here to stay, disproving the naysayers who thought the internet was a passing fancy. McKenna states that we need to continue a discussion on technology that began in the 1980s when computers first appeared in classrooms. He recognizes that technology is ever-changing, with the daily emergence of new applications (McKenna, 2014, p. 10). What surprises the reader is McKenna's assertion that some subjects (i.e., STEM) have embraced technology while literacy has been somewhat suspicious of technology. "The integration of technology in the language arts has been slow and tentative" (McKenna, 2014, p. 10). The continued preference for print is somewhat concerning, according to McKenna. He offers six insights on technology integration into literacy instruction.

Technology is now indispensable to literacy development

We are preparing students for a world in which print will have a diminished role. The Common Core Standards recognize the need for student digital literacy. McKenna posits that teachers should "keep pace" with technological developments and that student use of technology be interwoven in literacy instruction.

Technology requires new skills and strategies

Although reading text on a screen can mirror reading printed pages, McKenna writes that digital environments do differ from printed text. And these differences have no equivalents in the print world; for example, "navigation within and between websites,"



<http://media.directionsmedia.net/directionsmag/channels/pressreleases/STIs.jpg>

"...systems of icons, color codes" (p. 10) Students "must also be able to integrate information across multi-modal sources" (p. 10)

Technology can support those who struggle

The range of supports in digital environments exceeds those in print. *Universal access* of supports on demand "make it possible for poor readers to 'enter' a text (McKenna, 2014, p. 11). Our conventional reading levels may be outdated, given that students can negotiate frustration level text with digital supports. McKenna urges teachers to offer support that their students need by connecting text with multimedia sources.

Technology can transform writing

Our idea of what constitutes writing is evolving to include more multimodal writing. McKenna states that digital environments support the writing process: planning, drafting, editing, and revising. The support offered by digital environments can shift student focus to content and expression. McKenna claims that students can handle shifts between digital informal writing (i.e., social media writing) and formal writing. Additionally, he mentions the challenge of curbing student plagiarism

in digital environments.

Technology offers a means of motivating students

McKenna presents that teachers are in a key position "to exploit the prevalence of technology in the lives of their students as a means of promoting reading and writing" (p. 12). He notes that we will have to address the notion of print as "real reading," which has developed from the practice of "privileging print over digital sources" (p. 12).

Teachers would be remiss if they did not examine the use of digital environments to motivate students. However, McKenna cautions us that not all students find technology appealing.

Waiting for research is a losing strategy

McKenna posits that the terms of evidence-based instruction as we seek best practices in digital environments may be somewhat intangible. That is, the results of empirical investigations examining digital environments may become available well after specific technologies are employed in classrooms. The rapidity at which technologies and digital environments change require us to rely on "a broad but relevant research base..." (McKenna, 2014, p. 12).



<http://quantumlearningblog.files.wordpress.com/2011/03/technology-in-the-classroom.jpg>

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<http://chautauquareading.weebly.com>

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Council Events: 2014-2015

Executive Board Meeting

Tuesday, February 10, 2014 Rocco's,
Fredonia, NY
5:30 pm

Scheduled Activities

March 19, 2015 Hot Reads, Westfield Central School

May 6, 2015 Annual Banquet, Webb's Mayville, NY