



Literacy Leaders

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Books as Gifts?



http://media4.popsugar-assets.com/files/2014/12/15/990/n/1922283/fb4aa42080869686_thumb_temp_cover_file8451531418667546Ycnjbs.xxxlarge/i/Books-Gifts-2014.jpg

don't know the receiving person well enough; when you don't know the receiving person well enough romantically; when you don't know the receiving person well enough politically; when the receiving person is a reader and has read everything twice; when the receiving person doesn't like books even if you wished they did; when the receiving person doesn't like the books you like even if you wished they did; when the receiving individual is a gadget person; when the receiving person has become a minimalist; when the receiving person is in college; and when you have not completed enough research on the books you hope to purchase. But Carswell offers a selection of titles she dubs "The Best Books as Gifts." Peruse her list (<http://www.abebooks.com/books/presents-holidays-christmas-give-receive/best-books-gifts.shtml>) to see if you agree with the preferred titles.



(Microsoft Office, 2010)

Inside this issue:

Making the Most of Your Time	2
Hot Reads	2
Creating Digital Authors	3
Contact Information	4
CCRC Events	4

I admit that I absolutely love books and reading. Much of my reading for pleasure comes from one genre, but I read every day even if only for a short time. Great satisfaction comes from moving through a story. And there are no tests when one reads for pleasure!

Beth Carswell (www.AbeBooks.com) expounds that books can make good gifts unless your selection of specific books flops. She notes a number of situations in which books would be an inappropriate gift: When you

Here's to 2015!

Already a new year is upon us! The last year seemed to fly before our eyes. What can we hope for in 2015? Greater support for reaching all students?

More family time? Motivated students? Healthier meals? Faster and more accessible internet connections? Regular periods of exercise? Compliant

students? A vacation? Collaborative colleagues? Some down time? Sunny days?

On behalf of the CCRC Board, may the new year exceed your expectations. Best wishes for a happy new year!



<http://photo.elsoar.com/wp-content/images/Happy-New-Year-2015-Colorful-Snow.jpg>



<http://photo.elsoar.com/wp-content/images/Happy-New-Year-2015-With-Jumping-Kids-780x780.jpg>

Making the Most of Your Time

Laura Stack, author of *What to do When There's Too Much to Do*, is a proponent of achieving “impactful results, not necessarily more results” (Stack, 2012, p. vii). Stack contends that our “Go, Go, Go” approach can be somewhat counterproductive, in that working more hours and longer days affects productivity. Rather, Stack recommends a somewhat innovative approach to management. The Productivity Workflow Formula (PWF) consists of six steps that are circular, indicative of a process that is repeated (Stack, 2012, pp. 6-7). These steps are depicted in the graphic that appears here and is described below:

1). Determine what to do - examine your work requirements intently, “triage your to do lists,” deal with time wasters, and choose to do “only what really matters” (p.6);

2). Schedule time to do it - figure out time slots and durations needed, start to say no when appropriate, “make decisions quickly and control meetings” (p. 7);

3). Focus your attention - refine your concentration, “shut out distractions” (p.7) while acquiring focus practices, and “avoid multitasking: (p. 7);

4). Process new information - “research effectively, file digital information” (p. 7), and deal with in-coming email, voicemail and paper quickly;

5). Close the loop - Figure out what works and what doesn't work, “reduce inefficiencies, solve people problems and bottlenecks, tighten up systems as you go” (p. 7) ; and

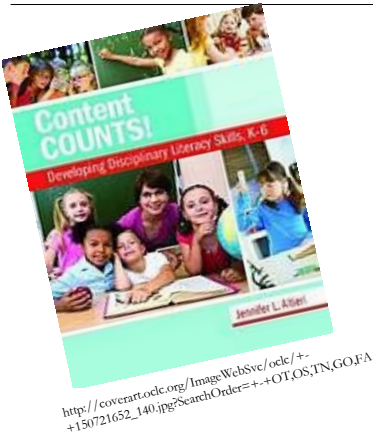
6). Manage your capacity - Concentrate on the “physical factors” that affect your energy, “manage sleep, diet, exercise and your own happiness” (p. 7).

Consider Stack's PWP to carve out 90 minutes a day for you (imagine reading, cooking, relaxing 😊)!



(Stack, 2012, p. 7)

Hot Reads



CCRC will host a Hot Reads session on Thursday, March 19th. Again, Westfield Central School will provide space for our first spring meeting. Look for a flyer in February about the Hot Reads event.

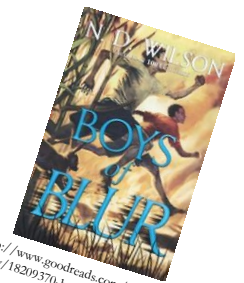
This year we will read two books. The first book, *Content Counts! Developing Disciplinary Literacy Skills K-6*, was written by Jennifer Altieri in 2011. This book is available from the International Reading Association or Amazon.

The second book is a reader's choice. That is, you can select any children's book considered to be a meritorious book or a contender for the Newbery Award. Pictured here are three such titles: *Brown Girl Dreaming* by Jacqueline Woodson; *Boys of Blur* by N. D. Wilson; and *Nightingale's Nest* by Nikki Loftin.

Check out the Goodreads list (http://www.goodreads.com/list/show/63012.Newbery_2015) or

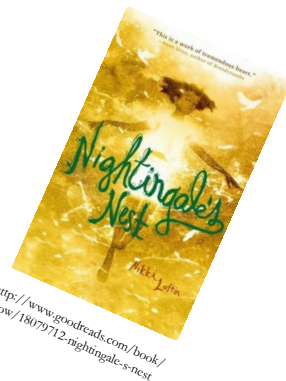


<http://www.goodreads.com/book/show/20660824-brown-girl-dreaming>



<http://www.goodreads.com/book/show/18209370-boys-of-blur>

consult the Title Talk Twitter feed (<https://twitter.com/TitleTalk>) to find a suitable book for CCRC's Hot Reads event. So cuddle up with *Content Counts!* and the book of your choice.



<http://www.goodreads.com/book/show/18079712-nightingales-nest>

Creating Digital Authors

In 1964, Bob Dylan recognized changes occurring in our culture with the release of “The Times They Are A Changin’.” Changes have continued to occur. In education, changes abound, particularly in the skills and knowledge that students need and will need to be successful in their future. The technological changes have resulted in the development of “new literacies;” that is, new ways of reading and writing and the competencies needed to negotiate these new ways. Lapp, Moss and Rowsell (2012) claim that most schools are still heavily reliant on “traditional texts, beliefs, and forms of reading and writing” (p. 367). Teachers may be somewhat uncomfortable with emerging technologies but their students exhibit facility with negotiating technology, particularly social media formats. Yet teachers are interested in using new literacies to build student writing skills.

Zoch, Langston-DeMott, and Adams-Budde (2014) described a two-week camp focused on digital writing. This column describes their program and findings. The camp day began with a presentation by a published author. Next students worked with two classroom teachers who taught brief lessons on technological tools and resources for learning. Following teacher-led instruction, the students explored on their own and constructed their own texts. Several specific programs/tools were used: Voice Thread, KidBlog, Popplet.com, Liniot.com, and Microsoft Word.

Observations of students, analysis of field notes, student interactions, and interviews produced several findings:

- “Students had limited access to technol-



http://stage.aao.org/images/news/children_in%20classroom_on_digital_devices.jpg

ogy at home and school” (Zoch et al. 2014, p. 34);

- Students learned to use technology through experimentation and collaboration;
- Students were highly motivated to construct digital texts and learn new technologies; and
- Technology had a positive effect on students’ writing process and final products.

Limited Technology Access

Student access to technology was limited at home because the technology available typically belonged to someone other than the student (e.g., parent, older sibling). Surprisingly, use of technology frequently focused on gaming.

Access to technology at school was also limited. Students reported that there were only a few computers in their classrooms, that time in a computer lab was limited, and/or use of computers was reserved as a reward for work completion (Zoch et al., 2014, p.34).

Experimentation and Collaboration

Even with limited access at home and school, students participating in the digital writing camp appeared comfortable in negotiating new technology tools. In fact, they regularly sought peer assistance (before teacher assistance) in their exploration and use of the new tools.

Motivation and Learning

Even reluctant writers exhibited motivation and excitement about writing using digital tools. Zoch and her colleagues report that use of technology to write was a novel experience for some students. In addition, they noted the significance of students’ choice of genre and topic for writing

as being critical.



(Zoch, Langston-DeMott, & Adams-Burke, 2014, p. 33)

Technology’s Positive Effect

Students in the digital writing camp commented on how using a computer for writing was less taxing than handwriting the piece. The researchers noted that students broke out of a linear writing process. Rather, students were observed engaged in a writing process that was “cyclical and iterative.” Revisions were evident in each phrase of writing.

Zoch and her colleagues recommend that teachers utilize new literacies to embed technology into their instruction, and to move beyond computer use for word processing and game play. Incorporation of technology is a challenge, one we must accept in order to prepare our students for the world they’ll face beyond our school walls.

Zoch, M., Langston-DeMott, B., & Adams-Burke, M. (2014). Creating digital authors. *Kappan*, 96 (3), 32-37.

Chautauqua County Reading Council



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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