



Literacy Leaders

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Chautauqua County Reading Council

2012 Charlotte Award Winners

The 2012 New York State Charlotte award committee would like to thank The students of New York for voting for this years winners. Nearly 12,000 students from across the state voted for their favorite book!

Thank you to the wonderful teachers, librarians, teaching assistants and administrators who facilitated the voting. By encouraging their students to read the Charlotte books, you make this program worthwhile and successful.

As we celebrate the winners for 2012, we are

also preparing the ballot for 2014. A new committee is working to select the books we will nominate for the next NYSRA Charlotte Award. Keep checking the NYSRA website for more information. Hopefully, you will plan to participate in the next vote.

The child selected winners of books from the 2012 ballot are:

Primary

Memoirs of a Goldfish

by Devin Scillian

Intermediate

The Can Man

by Laura E. Williams



Middle School

A Tale Dark & Grimm

by Adam Gidwitz

High School

The Maze Runner

by James Dashner

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We Want You!!!

The Chautauqua Reading Council is a local professional organization dedicated to literacy education. Although reading professionals make up a portion of our membership, elementary teachers, librar-

ians, and secondary content area teachers are all part of our organization.

Building our membership means building our network of professionals. Please join us now. Some districts in our

county have many members, other have none. Please represent your district by join the CCRC now.

To join today email Lisa Sabella (Isabella@ripley.wnyric.org) for a registration form.

Common Core Standards: Close Read

Have you visited New York states go to site for teaching and learning resources? Engage New York (<http://engageny.org/>) is a site provided by the State Education department to answer questions about Common Core standards.

One element of the common core the site explains is the close read.

If you search close read at this site you will find a document

outlining the steps to creating a meaningful close read activity.

1. Identify the core understandings and key ideas of the text.
2. Ask "small" questions to build confidence.
3. Target vocabulary & text structure.
4. Tackle tough sections head-on.

5. Create a sequence of text dependent questions.

6. Identify the standards being addressed.

7. Create a culminating as-



Introduce Your Students to an Author

How can you bring authors like Christopher Paul Curtis, Patricia Polacco, Lois Lowry, and Jeff Kinney? Visit teachingbooks.net. Teachers can engage students in reading books by showing their class video/audio interviews of author of the book they are about to read. Searching your author at Teachingbooks.net will yield not only interviews, but sound

recordings, teacher resources, and booklists. To sign in type your school email, most local schools have an account through the Erie 2 BOCES SLS. Two important resources you can find on this site include: How does teachingbooks.net tie to standards? -which can be found under the Get Help tab, and Key Articles for

Teachers—found under the Get Training tab.



NYSRA Literature Mini-Grant Award

NYSRA mini-grants are designed to assist in the further development of children's or young adults' literature programs.

The grant is available to a classroom or reading teacher or librarian who teaches in New York State and is a NYSRA member.

An award of \$500 will be presented to an exemplary proposal.

Recipients (or their representatives) of the grant must be present at the Annual NYSRA Conference to showcase their project.

The 2011 award was granted to Karen Kondrick of Ripley for her proposal:

If you want to increase reading fluency & comprehension...

"There's an App for that!"



Karen used the award to purchase The Tales2Go App & supporting novels

Fluency Strategies: Tape Assisted Reading

Fluency is the ability to read accurately, quickly, expressively, with good phrasing, AND with good comprehension. ~ *Dr. Timothy Rasinski*

Reading research indicates that oral-assisted reading techniques, reading while listening to a fluent reading of the same text by another reading, can lead to extraordinary gains in reading fluency and overall reading achievement. (Kuhn & Stahl, 2001; Topping, 1995).

Taped-Assisted reading is a version of oral-assisted reading in which readers

listen to a fluent rendering of the passage while reading it themselves.

Given the plethora of technology we have at our fingertips today, this strategy can involve much more than a “taped recording”.

MP3 players, CD’s, computers, ipads, ereaders, and even phones have the capacity to become oral-assisted reading devices.

Finding fluent readings of texts that will interest your student are not hard to find either. Free digital downloads

can be found at our local BOCES (one click), the New York Public Library, and Librovox. You may also find paid subscriptions like Audible or Tales2Go beneficial.



Comprehension Strategies: Story Maps

A story map is a visual tool that highlights major structural elements in a text. This type of graphic organizer helps the student organize and visualize the relationship of events in a text. To help envision the events in a text, a story map may include elements such as characters, setting, problem, and solution.

Story maps are often used in the area of English Language Arts, but can also be used in other content areas. For example, story maps can be used in

social studies. When looking at novels and stories, students often focus on the character, setting, plot, theme, and so on. When reading about historical events, students are often interested in the same elements.

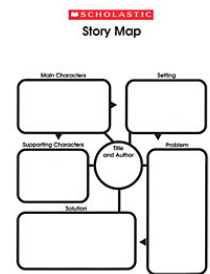
A story map used in a social studies classroom may include:

- Where and when an event took place?
- Who was involved in the event?
- What was the problem or goal of the event?

- What were the key events?
- How was the event resolved?

Story maps may be a beneficial visual for students comprehending historical events and facts because many of the elements can relate to concepts learned in social studies.

~ Julie Clark



Writing Strategy: Ideas



Alpha Genre Journal Entry ~ created after reading Written Anything good lately?

Good Lately? (Susan Allen and Jane Lindaman)--an alphabet book that explores different forms, modes, and genres that writing can take in a classroom--students spend one or two weeks at the beginning of the school year slowly and thoughtfully creating their own alpha-lists of types/forms of writing they would be willing to create during the upcoming year of writing.

When all students have brainstormed a complete and unique alpha-list, they then devote a two-page spread in their writer's notebooks to neatly publish and decorate their lists. Over a week's time, they illustrate their lists when they have a free moment or two in class.

Learn more at: <http://corbethharrison.com/lessons/alpha-genres.htm>

After discussing Written Anything

Chautauqua County Reading

If you have any questions or suggestions please contact one of the CCRC board members:

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Visit us on the web!

<http://chautauquareading.weebly.com>

Professional Development

2012-2013 Calendar

of Events:

Do you have any suggestions?

The board will meet this summer to plan next years event. If you have any suggestions please contact one of the members of the board. We would like to have an event every 6-8 weeks.