

Literacy Leaders

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The Charlotte Award—Students have a voice!



<http://www.nysreading.org/system/files/charlotte.png>

The New York State Reading Association uses the Charlotte Award in even numbered years to encourage students to read quality literature, to generate enthusiasm for reading, and to build a foundation for life-long reading. The Charlotte Award was named for the main character in E.B. White's *Charlotte's Web*. How does the Charlotte Award work?

Hundreds of titles are reduced to a set of books deemed as high quality by the members of the Charlotte Award Committee. These books are categorized by level: Grades Pre-K to 2 (Primary), Grades 3-5 (Intermediate), Grades 6-8 (Middle School), and Grades 9-12 (High School). Students then read the works that appear on the Charlotte Award ballot and vote for their favorite books. That is, students have a

voice in picking what they see are the best books for their age levels. Ballots must be received by the spring deadline in order to be considered. Next, the votes are tallied; the authors of the winning books receive their awards at the Annual NYSRA Conference in the fall.

Your students have the opportunity to have a voice in what authors and illustrators are selected for the Charlotte Award. They can read the books at the appropriate level and pick their favorites. The Charlotte Award Committee is gearing up for the 2016 award that will be announced in June 2016 and presented at the fall 2016 conference.

Karen Kondrick, President of CCRC, is the current Chair of the Charlotte Award Committee for the 2016 award. If you would like more information in the Charlotte Award or are interested in serving on the Charlotte Award Committee, contact Karen at kkondrick@ripley.wnyc.org.

The 2014 Charlotte Award winners are posted on the NYSRA website but are listed here: *Penguin and Pinecone: A Friendship Story* by Salina Yoon, *Dogs on Duty: Soldiers' Best Friends on the Battlefield and Beyond* by Salina Yoon, *Wonder* by R. J. Palacio, and *Cinder* by Marissa Meyer

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Register now!

You still have time to register for the October 4th conference being held at the State University of New York at Fredonia. Sessions are geared for literacy professionals as well as classroom teachers and pre-service teachers. Additionally, sessions specifically designed for science teachers and elementary teachers interested

in science education are part of the conference program. For your \$20 registration, you will receive a light breakfast and lunch in the New Science Center as well as materials and chances to win prizes!

Please register online for this event by visiting https://secure.touchnet.com/C21465_ustores/web/store_main.jsp?STOREID=94&SINGLESTORE=true



Microsoft Office, 2010

digital writing
 poetry
 tone
 reading
 mood
 English
 literacy
 books
 audience
 public
 form
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 speaking
 form

http://3bp.blogspot.com/_ue5d11PKS9DM/7T1ue56eM7V/AAAAAAAAAPk/0Z9JafFAR.J/s1600/literacy.jpg

Constructing Clear Directions

Have you ever wondered why students are glazed-eyed as you have them begin a task? Perhaps the directions are crystal clear to you, the teacher who wrote them, or you can interpret another professional's language in directions with ease. But those same directions confuse your students. *Teaching as Leadership* offers advice for constructing clear directions.

First, internalize your plan; know what you are going to say or write before you start. Then, make sure that you have the attention of your students. Connect the task to your objective for the lesson. How will the task “develop the knowledge/skills required to master the objective?” If students are going to be working in groups, they should understand what they are doing and why they are doing so.

Emphasize the key parts of the instructions, making sure to restate the most important information. Having the students restate the directions helps you know if the students “got it.” If you are giving oral directions, use visual aids and/or display the directions as a reference.

Identify potential pitfalls or challenges that the task(s) will present to your students or that will cause confusion. You can adjust your planned directions to address these pitfalls or challenges. If the

task contains a series of steps, provide a guideline for step completion. A good idea is to give the students a warning (e.g., two minute warning) so that they are not surprised when you have them pick up materials or turn in work.

The language (vocabulary) and directions you use should be age-appropriate. *Teaching as Leadership* recommends that teachers “be aware of the complexity of instructions (e.g. the number of steps students must remember).” Additionally, the format of the directions (Oral? Written? Icons?) can have significant impact on the performance of your students.

Finding a balance between not enough information and too much information make take time to master. If students ask many clarifying questions, you need to provide them more information when giving directions and/or reduce the complexity of them. Obviously, younger students would benefit from repetitions of directions.

Effective teachers regularly check to make sure that their students understand the directions of assigned tasks. You can check for understanding by “asking questions, having students reiterate and model the instructions, and providing feedback.”

New Literacy Faculty: Susan Sturm

<http://www.teachingasleadership.org/execute-effectively/manage-student-practice-e-2>



The newest addition to the Literacy Program at the State University of New York at Fredonia is Dr. Susan Sturm.

Susan recently completed a doctoral degree in Elementary Education

at the University at Buffalo. Her research interests include the use of commercially-produced reading curricula in early elementary classrooms and Common Core-aligned instruction. She also holds a Master of Library Science (MLS) Degree from the University at Buffalo and spent four years during her graduate studies working in UB's Poetry Collection special library.

Susan comes to Fredonia with experience in teaching at both the college and elementary levels. She was an adjunct instructor in D'Youville College's Department of Liberal Arts for two years and taught both graduate and under-

graduate courses in UB's Department of Learning and Instruction.

Her elementary teaching experience was in Long Island where she taught second and third grade.

Susan is from the small town of Perry, NY, which is right next to one of her favorite places, Letchworth State Park. In her spare time, she enjoys hiking, baking, and spending time with her family. She also loves reading and taking weekend road trips. Susan lives in Buffalo with her partner Patrick and their cat Jack.

Exit Slips...Tickets Out the Door

Are you trying to wrap up a lesson before the instructional period is over without falling back on “We are now moving onto ___” (the next subject) or “That’s all for today.” Perhaps you watch your pupils scramble to move to the next subject before the bell rings or before you signal the end of the instructional session.

Lessons should have some closure activity that requires pupils to reflect on their learning and/or that gets them to wrap up the content. Some of you know these closure activities as *Exit Slips* or *Tickets Out the Door*. These slips or tickets can be used by the teacher as formative assessments. Students complete an exit slip or ticket prior to moving onto the next lesson. The teacher reads each slip or ticket and can get a sense of what the students have learned, what content is still confusing, and what questions students still have.

Exit Slips or *Tickets Out the Door* are easy to use. Teachers can use one of the numerous templates that are available (two of these templates appear on this page). Small index cards can also be used as *Exit Slips* or *Tickets Out the Door*. Sticky notes (Post-its) could be employed too as *Exit Slips* or *Tickets Out the Door*.

At the conclusion of a lesson, the teacher distributes the *Exit Slips* or *Tickets Out the Door*. The teacher either poses an academic question (“What character from the story is most like one of your family members?”), provides a specific directive (“Identify the part of the word problem that was the toughest for you.”),

asks for more information (“What question do you have about the article dealing with the impact of new legislation on immigration?”), or presents a novel question (“What song could be the theme song for the Civil War?”).

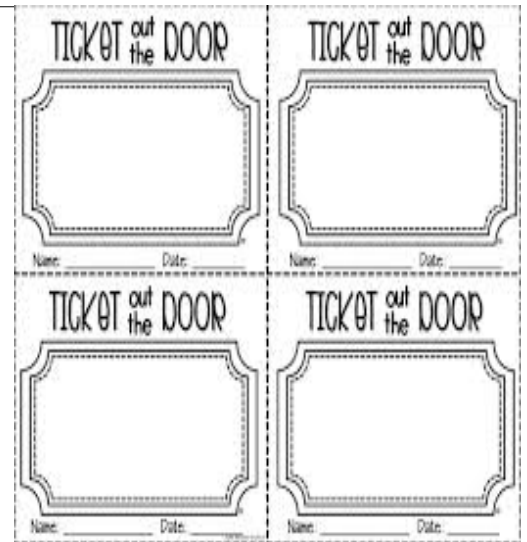
The teacher collects the completed *Exit Slips* or *Tickets Out the Door* to review the material written by the students. If student comments indicate that content is confusing or misunderstood, the teacher can re-teach that material.

A word of caution is needed with *Exit Slips* or *Tickets Out the Door*. If the same *Exit Slips* or *Tickets Out the Door* are used regularly, they could lose their effectiveness. As a result, teachers should utilize a variety of forms of *Exit Slips* or *Tickets Out the Door* to avoid habituation to the process. The *Daily News* example pictured here is a unique way to get students to identify the main point of the article they read on Rosa Parks.

Try your hand at using *Exit Slips* or *Tickets Out the Door* to summarize lessons and to wrap up instructional sessions.



<http://www.ideasforeducators.com/idea-blog/a-twist-on-ticket-out-the-door>



<http://media-cache-ak0.pinimg.com/736x/ea/eb/fc/eaebfc509bb1bda3b3f70ac87f29970.jpg>

exit slip

Name: _____

One thing I learned: _____

One thing I still want to know: _____

http://2.bp.blogspot.com/-aEp_kzVdsCo/T5YF15mSR3I/AAAAAAAAAEJY/5wZt5brmmdA/s1600/exit+slip.png

My Math Exit Slip

Today's lesson:

Title is how I practiced what I learned during math today:

Here is my reflection about today's lesson:

<http://mcdn1.teacherspayteachers.com/thumbitem/Math-Exit-Slip/original-591560-1.jpg>

Chautauqua County Reading Council

Executive Board Meetings



Membership: Lisa Sabella
lsabella@ripley.wnyric.org

Newsletter: Barbara Mallette
Barbara.Mallette@fredonia.edu

Publicity: Judith Warren
jwarren@sherman.wnyric.org

Visit us on the web!

<http://chautauquareading.weebly.com>

If you have any questions or suggestions, please contact one of the CCRC Executive Board Members:

President: Karen Kondrick
kkondrick@ripley.wnyric.org

Vice President: Emily Gollnitz
egollnitz@ripley.wnyric.org

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mleone@silvercreekschools.org

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SUNY Fredonia representative: Cindy Bird
Cindy.Bird@fredonia.edu

At Large: Sue Arrance:
sarrance@falcon.wnyric.org

At Large: Cindy Nutt
cnutt@falcon.wnyric.org

Council Events: 2014-2015

Executive Board Meeting

Tuesday, November 4, 2014 Rocco's,
Fredonia, NY
5:30 pm

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

Scheduled Activities

Fall Conference, Saturday, October 4, 2014
SUNY Fredonia, New Science Center

November 20, 2014 (Tentative Date) *What's Happening in Your Classroom? Grade Level Collaborations in ELA*, Chautauqua Lake Central School

March 19 *Hot Reads*, Westfield Central School,
Book(s) TBA

May 6, 2015 *Annual Banquet*, Webb's Mayville, NY,
Author TBA