

SPOTLIGHT *C. Marsh*

On The Niagara Frontier Reading Council

Volume XXVII, No. 3

Spring 1987

"The Mind Doesn't Understand Until The Heart Listens" . . . Dr. Bernie Floriani

- Paula Costello

The success we have in helping children become readers depends not only on our technical skills but also on the spirit we transmit of ourselves as readers. It is only through an understanding and application of this basic universal tenet of learning that we will be able to transmit this spirit.

On Wednesday, May 20, Bernie Floriani will be joining us in celebrating this "Year of the Reader" at Samuel's Grande Manor.

Bernie is presently Supervisor of Reading for the state of Delaware and is well-known as a teacher-cator. He has given hundreds presentations to teachers, parents and professional groups on a variety of topics. He has also given demonstration lessons and shared his love of reading and literature with children of all ages.

Dr. Floriani's presentations are consistently characterized by his unique ability to demonstrate practical classroom applications of recent trends in the field of reading/language areas.

We are looking forward to a stimulating and enjoyable evening and hope to share it with all of you. Mark your calendars now for our annual banquet on **May 20th** at **Samuel's Grand Manor**, 8750 Main Street, Clarence. Send reservations (see page 3) to **Paul Costello** by **Friday, May 15**.



Dr. Bernie Florian

MARY GEORGER, SLATE WILL BE INSTALLED AT BANQUET

Mary L. Georger, Lancaster elementary reading teacher, will be installed as NRFC president at our annual banquet on May 20 at Samuel's Grande Manor.

Other officers on the slate are: president-elect - Paula Costello; vice-president - Pauline Klosterman; recording secretary - Linda Hassett; corresponding secretary - Mary Alice Iz; treasurer - James Oliverio.

The following members will serve as directors on the executive board for a two-year term: Ardith Cole, Carol Hodeges, Anita Foster, and Mary Keefe.

"SERVICE TO READING AWARD" WILL GO TO SUZANNE JACOBS

- Julia Weidemann

The Executive Board of the NFRC had only one concern when they unanimously selected **Suzanne Jacobs** as the recipient of the 1987 **Service to Reading Award**. That concern was who would write the article for the "**Spotlight**" announcing that Sue was the winner of the award. In recent years, the name of "**Spotlight**" and Sue Jacobs have been synonymous. Her efforts in bringing to the reading council members a timely, informative, professional publication have been recognized by all. That alone would be reason enough for the presentation of the award to Suzanne.

However, her longtime service to the council is deserving of recognition as well. Her membership began in 1970 and she has been a member of the board since then. She was conference chairman in 1978 and president of the council from 1980-1981. Sue was also a part of the planning and implementation committee of the Third Eastern Regional Conference of the IRA held under the sponsorship of the NFRC in March 1980. Sue worked tirelessly on program and publicity for that event.

Sue's friend and colleague of 17 years, Helen O'Connell, herself a recipient of the Service to Reading Award, sums up Sue's service to the reading council in this way, "Sue possesses insightful organizational skills. Her approach to tasks is enthusiastic and she carries out those tasks with sparkle, good humor and great competence."

Colleagues in the Lancaster School District were delighted to hear of the honor Sue will receive. Dr. John Bunting, Director of Elementary Curriculum in Lancaster calls Sue a real asset to the district. "She's tops", Dr. Bunting said, "and everything she does is tops from her work with teachers to parent communication." Dr. Bunting also adds that he is very glad Sue finally saw the light and came to work at the elementary level.

Suzanne was a reading specialist at Lancaster Senior High School for 14 years. For the past two years, she has been an elementary reading specialist at Hillview Elementary School in Lancaster. From 1966-1969, she taught English in Syracuse. She

(Cont'd on page 4)

SPOTLIGHT

On The Niagara Frontier Reading Council

President's Message:

-Barbara Bundy

It is hard to believe that there is actually one month left in the 1986-1987 term for the NIAGARA FRONTIER READING COUNCIL presidency. In only a few weeks I'll be passing the gavel to the 1987-1988 president at our May dinner meeting. Looking back I'm reminded of our goal for this year, to significantly increase membership. We were able to reach that goal thanks to the leadership of the 1986 conference chairpersons, Dr. Ronald Walter and Dr. Lin Alessi. The Matteoni/Viorst Conference was not only a great combination but was also a huge success in terms of attendance and membership. We have continued to receive new memberships even at this time of the year. To date we have a total of 486 members, a record high for many years.

Another goal for this year was to study the possibility of a new logo for our organization. While our "CHILD READING A BOOK" logo has served the organization well, the NFRC Board has been considering a new logo that reflects a changing and growing organization. Hope-

(Cont'd. on page 4)

HAVE YOU VOLUNTEERED FOR THE MALL EXHIBIT YET?

The NFRC's fifth annual mall exhibit is literally around the corner - for our Southtowns members, that is. It is also imminent - to take place **May 14, 15, and 16** at the **McKinley Mall in Hamburg.**

Judy Petrocy and Delores Gaeta have been coordinating this very successful service project for the better part of a year. There is still time to call

NIAGARA FALLS SCHOOL DISTRICT HOSTS YOUNG AUTHORS' CONFERENCE II

- Patricia Parkinson

If enthusiasm is contagious, we are in the throes of an epidemic. Last year's Young Authors' Conference attracted 351 students in grades K-5. This year, over 750 attended.

There is evidence that the spirit of the conference was not limited to the one day experience. During the past year, children and their teachers, with support from administrators and parents, have been happily engaged in the writing process. Typical quotes heard over the past year include:

My daughter can't wait until this year's conference. She was thrilled that she was selected again. (mother of a 5th grader)

I know what I want to be when I grow up, a writer. (2nd grader)

Leo talked to his classmates about the book he wrote for the conference last year. The other children wanted to know if they could write a story and attend

the conference this year. (related by 1st grade teacher)

One student came to me and said she had already started her story for the Young Authors' Conference. She already expected to be chosen. (related by 1st grade teacher)

The second Young Authors' Conference was held at LaSalle Senior High School on Saturday, April 4, 1987. Youngsters in grades K-3 attended from 9:00 A.M. - 11:45 A.M. Students in grades 4-6 participated from 1:00 P.M. - 3:45 P.M.

Each student received a Young Authors' Conference button and name tag at registration. Part of the program provided youngsters the opportunity to read their original story/poem to a small group of their peers. A Young Authors' Conference sticker was placed on their book. Students also attended an adult presentation. The presenters included three teachers from the Niagara Falls School District: Diane Anticoli - Reading/Art at Harry F. Abate, Patsy Clark - 4th grade teacher at Hyde Park and Pat Kuciewski and music students - LaSalle Senior High School. Other presenters were:

Dr. Sheila Shapiro - SUC at Buffalo
Dr. Ralph Dykstra - SUC at Buffalo
Bob Kazeangin - Quad Productions
Peter Brydges - P.E.A.N.U.T. Players
Niagara University

David Greenberg - Author of poetry, educator from Portland, Oregon

A snack of juice and cookies was provided to all students.

NFRC PRESENTS "STORY STOP UNDER THE BIG TOP"

I am interested in helping:

- Volunteer time
- Class Participation
- Reading a story
- Clown or Circus Participant
- Committee Work

Name _____

Address _____

Phone _____

MAIL TO:

Delores Gaeta
80 Pamela Court
West Seneca, NY
14224

SPOTLIGHT

Vol. XXVII, No. 3 Spring 1987

Suzanne Jacobs
Editor

6008 Genesee Street
Lancaster, NY 14086

Articles of interest are welcome and may be addressed to the editor.

NFRC OFFICERS 1986-87

- Barbara Bundy President
- 2935 Cleveland Ave., Niagara Falls, NY 14305
- Ronald Walter Past President
- Mary Georger President-Elect
- Paula Costello Vice President
- Linda Hassett Recording Secretary
- James Oliverio Treasurer

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Spring 1987

SHEILA FITZGERALD DEMONSTRATED LANGUAGE ARTS INTEGRATION

"Writing is a powerful way to teach thinking"

"Writing makes thoughts stand still."

"We don't understand something until we have to write about it."

In the process of demonstrating the instructional integration of the language arts, Dr. Sheila Fitzgerald shared the above opinions and insights. Her presentation took place at the council's brunch and mini-conference on March 21.

Beginning with a model which showed the interrelationship of the four language modes, Dr. Fitzgerald then described their roles in life situations such as family re-

lationships, leisure activities, citizenship, consumerism and occupations.

With her audience as participants, Dr. Fitzgerald then read **Jumanji** by C. VanAllsburg, to demonstrate the use of prediction in motivating students to read, write and speak after listening. A second methodology, in which students conduct interviews with one another, has similar results. In the interest of time, Dr. Fitzgerald could only describe the use and effects of readers' theater with students to integrate the language arts.

The timely subject, informal presentation and warm relationship with her audience made Dr. Fitzgerald a popular guest with our members and their friends.

READING AWARD (Cont'd)

received her bachelor's degree in English from Trinity College in Burlington, Vermont. Her master's degree in Reading Education is from SUNY at Buffalo where she was a research assistant and clinic supervisor during 1969-1971. Sue also holds certification in Supervision and Administration and Supervision from SUCNY at Buffalo.

The Niagara Frontier Reading Council is proud to recognize Suzanne Jacobs for her service to that organization and for her outstanding professional work. Congratulations, Sue!

President's Message (Cont.)

fully, if all goes well, there will be a new logo unveiled at our May banquet.

I'd like to take this opportunity to thank the officers, board members and committee members for a professionally rewarding and personally enjoyable year in office. As a result of the professional commitment of these people, being president has actually been a rather easy task. There are some people I'd specifically like to highlight. The first is Dr. Ronald Walter. Ron has been a personal friend and

colleague of mine for many years. I know my year as president has been easier because of following his year in office. His thoroughness and vision has been an asset to this organization. Thank you, Ron, for your help and support.

Secondly, there is Paula Costello who has done a fine job of putting together the NRFC programs this year. Her dedication to quality has not only given us professional programs for this year but has provided many ideas for the future.

I'd also like to congratulate Sue Jacobs on being selected to receive this year's SERVICE TO READING AWARD. If you know Sue at all you know the award is justly deserved. She has served this organization for many years and in many capacities. Her professional contributions are numerous. I am particularly awed at her patience, endurance and faithfulness to the regular publication of the SPOTLIGHT. This is no easy task when relying on many different colleagues who may be less than punctual with their submissions.

Finally, a word to one of the finest people I know and also a dedicated professional, Mary Georger. I know you will serve the NIAGARA FRONTIER READING COUNCIL as president the same way you have handled all your other responsibilities. . . competently and professionally, with exceptional insight and undaunted enthusiasm.

SPOTLIGHT

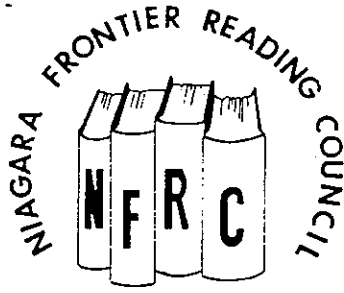
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SPOT



LIGHT

Volume XXIX, No. 2

Winter 1989

NFRC CELEBRATES THE YEAR OF THE YOUNG READER

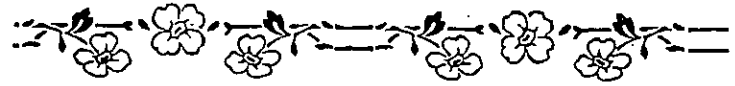
by Karen Weber

Plans are well underway for this year's mall exhibit which will focus on 1989 as being "The Year of the Young Reader." The purpose of the mall exhibit is to provide parents with suggestions and ideas that will promote reading and writing during the summer months. There will be several centers where parents will receive brochures, booklists, and book making and writing ideas. Applications for library cards will also be available. A storytelling area will be provided to allow children to listen to stories while parents are talking with teachers.

After listening to a story, children will receive a "Year of the Young Reader" bookmark.

The Boulevard Mall has graciously agreed to let us have the center area by Casual Corner for our display. It will take place on May 19th and 20th from 10:00 a.m. until 9:00 p.m.

Volunteers are still needed. If you can volunteer to help on May 19th or May 20th, please call Karen Weber at 688-6159, or be sure to sign up at the April Brunch. THANKS!



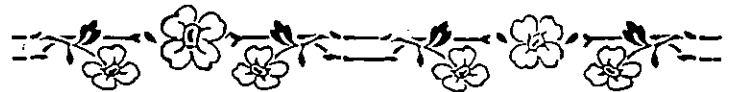
MAY BANQUET

ATTENTION!

The NFRC Annual May Banquet will be held on **Wednesday, May 24, 1989 at 6:00 PM** **Holiday Inn Airport**

We look forward to seeing you there. Dr. Lesley Mandel Marrow will share with us some thoughts concerning recreational and summer reading.

This looks like a delightful evening. Come and share with us.



Speakers for Spring

By Sharon Kulhanek

Spring Brunch to Focus on Whole Language

Whole language is a philosophy about teaching that all of us need to understand. Our annual Spring Brunch will feature Dr. Rebecca Harlin who will address the topic, "Whole Language-No One Right Way."

Dr. Harlin is a member of the reading faculty at Buffalo State College. She has conducted workshops throughout New York State and Pennsylvania on whole language. For the past three summers, she has organized the Whole Language Conference at Geneseo.

Be sure to mark April 8th on your calendar and join us at 10:00 a.m. at the Marriott. Bring your colleagues.

Readers Young and Old Mourn Loss of Peggy Parish



Maybe we feel the loss more acutely because we so recently had the chance to feel her joy for life, but all of us mourn the loss of Peggy Parish who died only a few weeks after her talk at our Fall conference. The New York Times reported that Peggy Parish died at age sixty-one from a ruptured abdominal aneurysm.

Peggy had written more than 30 children's books that have sold more than 7 million copies. As you may remember, we celebrated Amelia Bedelia's 25th birthday with Miss Parish's visit to our Fall Conference.

PRESIDENT'S MESSAGE

Paula Costello



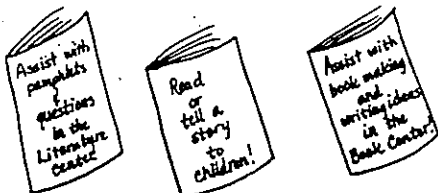
We are hearing a lot about the professional teacher these days. The teacher's knowledge forms the basis for decisions with respect to the unique needs of the students. We also have been told that a profession assumes collective responsibility for the definition, transmission and enforcement of professional standards of practice and ethics.

There are many exciting ideas being explored in reading education right now including the reevaluation of the teacher's role in instruction and the basis of instruction itself. Whatever we call this introspection does not change its underlying value - the reflective teacher examining why and how he or she teaches reading to students.

The N.Y.S. Language Arts Syllabus in reading and literature is being readied for publication and its emphasis is on process reading - that process a literate person uses to make sense of the printed word. It mirrors that of the writing process in brainstorming, prior knowledge, setting a purpose for reading, using skills and strategies as needed to make sense of the language, and summarizing in the reader's own words what this print means. Throughout the entire Language Arts syllabus, the reading, writing, listening and speaking connection is emphasized.

We are all striving to be our best for our students and as we work our way through this reevaluation and reflection, it is reassuring to know that some constants in research have surfaced - children learn to read best in print-rich environments where they are read to often throughout the day and where they are given time and encouragement to read every day.

With this in mind we are going to continue our theme, 1989 - The Year of the Young Reader, with an April brunch featuring Becky Harlin, a May banquet with Lesley Marrow and a fall conference with Lucy Calkins. We are also continuing our annual mall exhibit this May - encouraging parents in their active partnership with us in educating students. Please join us in making this an outstanding year of personal and professional growth.



NEW SLATE OF OFFICERS

The 1988-'89 nominating committee for the NFRC met on February 13, 1989. The committee consisted of Ron Walter, Judy Weidemann, Pauline Klosterman, Barbara Bundy, Mary Georger, Sue Jacobs, Phyllis Schneider and was chaired by Grace Flanagan.

They chose the following slate of officers:

President - Pauline Klosterman - 3rd grade teacher in North Tonawanda

President Elect - Sharon Kulhanek - Director of the Medaille-Canisius Graduate Program in Reading

Vice President - C. Ty Fredrich - Hamburg School system

Treasurer - James Olivero - Reading Specialist in Grand Island School District

Recording Secretary - Carol Pratt - Reading Specialist, self-employed

Corresponding Secretary - Mary Alice Walz - a 4th grade teacher in the West Seneca School District

Board of Directors:

Carol Hodges - State University College at Buffalo
Pat Parkinson - Curriculum coordinator in Niagara Falls School District

John Ross Dixon - coordinator in the City of Buffalo School District

Lisa Wright - 2nd grade teacher in the East Aurora School District

This slate of officers will be presented during our April meeting. Nominations from the floor will also be accepted at that time.

Fall Conference to Bring Lucy Calkins

by Denise David

Lucy McCormick Calkins, one of several Western New Yorkers who has gained a national reputation for work in reading and writing, will be coming home for a visit to our annual Fall Conference. If you have never heard Lucy speak, you will find her an informed and enthusiastic presenter. Her first book *Lessons From a Child* is a readable and informative case study of a third grade writer. Her second book *The Art of Teaching Writing* should be required reading for any one interested in a process approach to teaching writing.



Lucy is currently an Associate Professor of English Education at Teachers' College, Columbia University. She is currently directing a classroom based teacher training project. Reserve September 30th for her visit.

BOOK TALK

As a regular feature of the *Spotlight*, we will have a **Book Talk** column. We see it as a place for members to share recommendations for both professional and trade books. Think of it as a place to share with the whole community of NFRC members what you would share with a colleague in your building.

Recommendations can be relatively short and informal. As members of a professional community, we need to write about the wonderful literature that we share with our children. Please send your recommendation to the *Spotlight* editor. (Her mailbox was not overflowing with recommendations).

Listen to the Rain by Bill Martin, Jr. and John Archambault.
 Illustrated by James Endicott. 1988. Henry Holt and Company, New York. (\$13.95)

Recommended by: **Denise David**

This is not a book you will want to borrow from the library; it is a book you will feel compelled to own. It is an example of picture book as art form. The text of the book is a poem. It begins: "Listen to the rain, the whisper of the rain, the slow, soft sprinkle, the drip-drop tinkle, the first wet whisper of the rain." The illustrations are equally beautiful.

I love this book and so did a group of third graders with whom this book was shared in a mini-lesson. Children hear what language can do. We owe it to our students to share books like this. We owe it to ourselves to buy books like this.

(Bill Martin, Jr. comes to schools; ask Marilyn Bell or Joan Meegan at Smallwood School in Amherst for information on how they persuaded him).

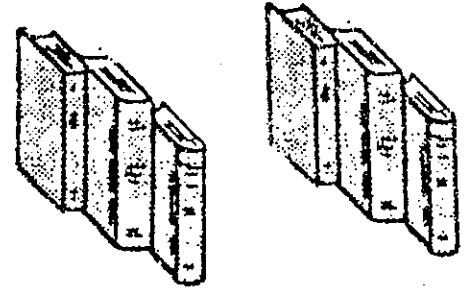
**Remember ... 1989 is
 the Year of
 The Young Reader**

SPOTLIGHT

Vol. XXIX, No. 2 Winter 1989

Denise David, Editor
 135 Smallwood Drive
 Snyder, N.Y. 14226

Publication Deadlines: April 10th



Reading Process and Practice: From Socio-Psycholinguistics to Whole Language. Constance Weaver. 1988. Heinemann Educational Books (70 Court St., Portsmouth, NH 03801. 544 pp. (\$27.50).

Recommended by: **Ardith Cole**

For those who prefer the original tune as opposed to a trumped-up version, Constance Weaver's new teaching of - reading text provides a symphony for instruction. Its greatest attribute: it is based upon TODAY's, as well as yesterday's research. Its reference section is thirty-three pages long!

This text helps to teach the reader the hows and whys of reading from a socio-psycholinguistic, whole language vantage. The reader works his way from what reading is (and isn't) to how it can be taught (or nurtured), culminating with how we can help those having problems (teachers as well as students, that is!)

A year ago at the NYSRA Conference I noticed this text, just begging to be picked up. The title told me that the author and I probably march to the same drummer, so I opened the book to discover a quote from Frank Smith and two chapters by Dorothy Watson. That was it - I bought it!

Since that time I have referenced this text more and more. Everything we've been getting in bits and pieces from a variety of literature, Constance Weaver has summarized and integrated into this all-encompassing text. She covers schema theory, paradigms, learning styles, language experience, Big Books, invented spelling, shared reading and writing, phonics, SSR, SQ3R, RMI, DRTA, TORP.

The structure of this text lends itself to student use in the teaching of reading. Each chapter is introduced with a list of discussion questions and concludes with activities, projects, and a bibliography of "Readings for Further Exploration."

Reading Process and Practice helps bring yesterday's educator into today's world.

DATES TO REMEMBER

- April 8th** Rebecca Harlin, Spring Brunch
- May 19, 20** Mall Exhibit Celebrating Year of the Young Reader
- May 24** NFRC Banquet
Lesley Marrow
- Sept. 30** NFRC Fall Conference
Lucy McCormick Calkins

Other Dates of Professional Interest

- April 22** Frank Smith (call Orleans-Niagara Teacher Center for information 716/439-4331)
- July 10-21** Writers' Camp: Training Institute for Whole Language Teachers
Call Southtowns Teacher Center 716/649-6775

They know how to avoid teacher burnout

The great teachers I know are masters at avoiding ... teacher burnout. They do this in several ways.

First, they build relationships among their peers, fighting isolation, with as much strength as they can muster, knowing that such networks are their life support systems as well as their sources for new ideas and input. They are on softball teams together. They congratulate each other on accomplishments both small and large. They give each other silly presents. They gang up together to deal with the problems that particularly troublesome students pose. They trade tricks and strategies. They sometimes grade papers collaboratively ...

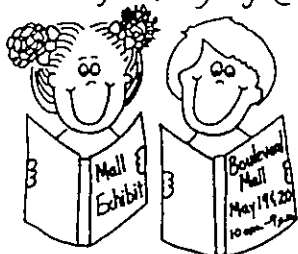
Eliot Wigginton, *Sometimes a Shining Moment: The Foxfire Experience*. Anchor Press/Doubleday, 1985. p. 283.



NFRC OFFICERS 1988-89

- Paula Costello President
- Mary Georger Past President
- Pauline Klosterman President-Elect
- Sharon Kulhanek Vice President
- Carol Pratt Recording Secretary
- Mary Alice Walz Corresponding Secretary
- James Oliverio Treasurer
- C. Ty Federick Vice President Elect

1989~ *The Year of the Young Reader!*



SPOTLIGHT

Niagara Frontier Reading Council
of the International Reading Association
803 Castlebar Drive
No. Tonawanda, NY 14120



NFRC1144-88-89
MRS ARDITH COLE
[REDACTED]
[REDACTED] NY 14094

RESEARCH: Trends and Application

Beginning with this issue, the SPOTLIGHT will include reprints of articles of interest from professional journals.

Since the work of Calkins, Graves, and others, much has been written about the importance of ownership in the writing process. In this article, Jeanne Harms and Lucille Lettow explore ways in which teachers can foster ownership of the reading experience.

(Reprinted from the *Reading Teacher*, December 1986, with permission of the International Reading Association.)

Fostering Ownership of the Reading Experience

Recent research shows the significance of ownership of the writing process. This study tells how teachers can help children own their reading experiences as well.

- Jeanna McLain Harms
- Lucille J. Lettow

The importance of ownership in the writing process is a significant conclusion in recent composition research. According to Calkins (1983) and Graves (1984), ownership of the writing experience means that the child as writer makes the crucial decisions in the process. The writer chooses what topic to explore and what type of writing to use to express the ideas; when to rehearse ideas and what suggestions to accept from others; when to redraft, revise, put aside, or come to closure; and when to share writing with others. This same concept of ownership can apply to reading.

If children learn to read by making sense through exploring, experiencing, and discovering (Smith, 1982), they need to be given ownership of this process, too. They can make decisions within their reading experiences; what topic to explore and what kind of literature to select, what sources to use to determine what to read, for what purpose and at what rate to read the piece, whether or not to explore the topic further by rereading or by using other pieces and types of literature, when to discontinue or complete the reading, and what to do with the ideas gained from the reading experience.

Reading, like composition, does not progress in a linear fashion but moves back and forth from one activity to another as the reader attempts to derive meaning. Inherent in this

process is the focus on whole units of language and the personal/social functions of language (Goodman, 1977).

The teacher's role in assisting children to own their reading experience is to collaborate with them, as Smith (1983) describes it, to create an environment in which (1) meaningful reading experiences with whole units of language are provided to foster personal/social development and (2) many opportunities are available to use the ideas gained from reading in one's immediate setting.

Children for the most part, read for pleasure. Although teachers need to be keenly aware of this pleasure motive, they also need to be on the lookout for pieces that have unique literary strengths, that can be used for exploration of concepts or literary forms, and from which expressive activities naturally evolve. To be an effective collaborator, a teacher needs to constantly extend his/her knowledge of literature, using the services of community librarians and keeping them informed of the students' reading activities.

The teacher as a model is of great significance in the collaborative experience. Seeing the teacher demonstrate an appreciation of reading will encourage children to own their reading experience.

In many reading programs, opportunities for children to own their

reading experience are meager. A program may be structured in scope and sequence and even dictate the most specific experiences that children will have. Much time may be spent on drills of isolated elements of language rather than on reading. Little time is spent on the process which can offer the pleasure of literature and related expressive activity, instill an appreciation for good literature, and develop higher level thinking.

These instructional practices do not foster children's growth in language nor do they reflect children's previous experiences. Until they enter school, young children learn by using whole units of language. As preschoolers they associate with collaborative readers who offer literature experiences and related expressive activities by reading aloud and supplying books for viewing. They choose stories, request read-aloud sessions on a regular basis, pretend to read using intonation patterns that sound like reading rather than speaking, recite verse and repetition from stories, discuss books, retell the sequence of ideas, and experiment with ideas from literature through play, drawing, and storytelling.

At an early age children can set standards for the interpretation of stories and insist that stories be read aloud with care. Young children exposed to quality literature begin to find mediocre pieces unful-

filling. In selecting bedtime stories, one youngster commented to his mother, "I want library books. No more grocery store books!" Youngsters also use ideas gained from reading to cope with their everyday experiences. A frazzled mother warned her 4-year-old that if he persisted in behavior which was hindering her from preparing dinner, he would be sent to his room like Max in "Where the Wild Things Are" (Sendak, 1963). After a bit of thought, the child replied, "But he did finally get his supper."

These children who have confidently owned their reading experience may find to their disappointment that reading in school means learning the alphabet and isolated letter/sound relationships, drilling on these elements, and swiftly completing worksheets that required underlining and matching. Literature experiences that represent whole units of language and extensions of life's horizons may be meager and considered enrichment, not the basis of the language arts program.

A teacher can use many strategies to free children in a school environment to explore and discover language through reading. These ways of encouraging ownership of the reading experience can be categorized by the aspects of reading process: rehearse, read, and explore ideas in depth.

Rehearse

Children rehearse to find a meaningful reading experience. Rehearsing is an important part of reading. Not only at the beginning but often throughout the process, it is necessary to return to this initial stage. As children search for a topic, a type of literature, or a specific piece, they may turn to their own interests and experiences or to any number of outside sources for suggestions, such as peer sharing sessions, read aloud experiences, discussions and conferences led by teachers or librarians, displays, bulletin boards, and learning centers.

The peer led readers' workshop can lend strong support to each child's efforts to find a satisfying experience. Children may be assigned to a small group which meets regularly or whenever a member needs assistance. These sessions not only offer information about sources but also, as studies of children's responses to literature confirm (Hepler, 1982 and Kiefer, 1982), provide strategies for effective reading behavior.

Read

One of the most pleasurable sources of reading suggestions is the literature period, when the teacher reads aloud. Such a period should be scheduled daily and should include a poem, a picture book, a chapter from a full length book for older children, and sometimes a section from an informational book or a newspaper. Pieces may also be read on an impromptu basis. For example, a teacher might select a poem when geese are observed making their noisy V-shaped migration, or read the Yiddish tale "It Could Always Be Worse" when the classroom seems overly crowded with activities and projects (Zemach, 1976).

Even though the foremost goal of read aloud periods is experiencing the pleasure of language, they can also extend children's interest in different topics. The child who reads horse stories exclusively will not hear or other exciting types of literature. The teacher can also introduce pieces that are frequently passed over by children but are appreciated if given an introduction.

Read aloud periods can offer unforgettable experiences with ideas and language. The teacher who has carefully examined a piece of good literature can offer it as a model of language, and as a result, children can experience the sound of language, the vividness of imagery, the association of ideas made through figurative language, the flow of the plot, the unfolding of the characters and their relationships, the development of the theme, and the characteristics of the author's style. As children listen, they can use these elements to recreate the story in their minds.

Permanent, or sustaining centers, for the language arts program may include listening centers with tapes of picture book texts and poems, and reading/viewing centers that represent a wide range of interests and reading levels. These centers provide exposure to different types of literature and literary elements and present an indepth study of concepts through different types of literature. Centers that focus on authors/illustrators and their works can offer insight into the use of language as well as invitations to read. Such centers need to be available at all times, even though their specific focus may change.

It sounds so simple, but for children to learn to read they must read whole units of language, not do

exercises and play games that deal with language fragments. Children need a set time every day when they can read literature they have chosen. Students who have learned to read do read (Clark, 1976).

In traditional programs, teachers have largely been responsible for assigning reading activities. Most of the time allotted to reading was devoted to instruction, with some time for recreational reading which allowed the students a measure of choice. Mostly, students had little ownership of their reading experience, for it was structured by a basal reader system.

Owning the reading experience is creating meaning, a process that is influenced by an individual's unique collection of past experiences, stage of intellectual development, purpose for reading a piece of genre, and the audience. Because many factors influence an individual's approach to the reading process, no two people will own exactly the same reading experience even when reading the same piece. Readers may enter into a transaction with a work for itself - aesthetic purpose - or may move into the process with a specific task in mind - an efferent purpose (Rosenblatt, 1983).

Graves suggests that children need to engage in the reading process with different audiences in mind (Hansen, Newkirk, and Graves, 1985); they should read for the "other self" (Murray, 1982), the several selves of an individual, as well as for external audiences, which include teachers, librarians, peers, and parents. Students with the other self, or an internal audience in mind, may find many ways to interact with a piece of literature. The child may be simply reading for pleasure, become impressed with a work's uniqueness, and search to discover its strengths. For example, what makes "Bridge to Terabithia" (Paterson, 1977) such a special story?

As a reader proceeds through a work, the audience may become the experiential self. "Hiroshima No Pika" (Maruki, 1980) may call forth the fear of nuclear war. "Cornrows" may have special meaning to a Black child who has had the experiences with that type of hair braiding (Yarbrough, 1979).

The inner audience may be another work. While reading the historical fiction, "The Sign of the Beaver" (Speare, 1983), the reader may be reminded of other works such as

"Save Queen of Sheba" (Moeri, 1981), and "Dan Alone" (Townsend, 1983), that have the theme of surviving alone. Another work which serves as a point of reference may come to mind as the reader encounters a poem which is a clever manipulation of language rather than a response to the emotion in an experience.

The author of the work may be the audience. The reader may be concerned with the storyteller's motives. Why did the author choose fantasy as a vehicle for telling the story? After meeting Julia Cunningham and learning how important characterization is to her and how involved she becomes with the characters as she writes fiction, a reader relates that she pays more attention to Cunningham's characters, knowing that they have been created with much care.

Reading for external audiences can be meaningful if students are allowed to own the experience and read in order to share their interpretations. The result of teacher/librarian collaboration with students should be that many experiences too good to keep are shared.

On some occasions the external audience is vicarious socializing with others, for their interests and needs are considered in the reading process. Wouldn't Joseph enjoy this adventure story? Mary has been looking for another good mystery; here's a thriller! Would this character's response to his parents' divorce help Troy cope with him similar problem?

Explore ideas in depth

Children may extend their reading experiences by rereading part or all of a piece, or they may move on to other related selections. A piece may be reread to grasp an unfamiliar concept, to clarify an unclear or a mistaken idea, to savor the music of the language as in poetry or a verse story (such as Horwitz's "When the Sky Is Like Lace", 1975), to move to a higher level of meaning in a piece, or to experience other audiences. To understand the connection between reading and writing, a student may wish to reread a piece to examine the devices the author used to create meaning, such as the repeated use of flashbacks to illuminate the main character's motive in "Stronghold" (Hunter, 1974).

Children may be motivated to move from the present reading to other pieces on the same topic, to consider other versions of the same tale or other tales of a specific culture, or to

strengthen their understanding of a concept through other types of literature.

Many opportunities exist in the various content areas for children to explore, individually, concepts of special interest to them. The one textbook approach restricts their reading experiences and stifles the possibility of their using higher level comprehension tasks. Reading in the area of one's special interests can and should be done in depth using many sources and different types of literature.

Children should use their reading experiences in expressive activities. Simple retelling, discussing, narrative pantomiming, dramatizing, story and poetry composing, and drawing extend the ownership of the experience. Children's self worth develops when they have the opportunity to retell or discuss the best part of a story, to express their ideas through paralling the structure of a story or poem, or to compose through various modes, using ideas stimulated by the reading process that reflect their particular background. By sharing their reading experiences, children encourage themselves and others to do additional reading and also help their teachers to know what support to offer and how children are responding to pieces of literature.

The ideas gained through reading experiences can be manipulated through this expressive activity; retell, discuss, and compose.

• Retell

Simple retelling adds to children's enjoyment of a story and lets them extend their sense of story by experiencing the tale as a whole, following a sequence of ideas, and becoming aware of such elements as plot pattern, characterization, theme, and author's style. Stories can also be retold with flannelboard pieces. For young children this gives a concrete sense of owning the story and an opportunity to observe the sequence of ideas and plot structures such as pattern of three, cumulative plot, and full circle plot. Stories can also be retold through pantomime, dramatization, puppets, illustrations, and sound effects added to the text.

Children's retellings may take many forms besides oral reporting. These include making book jackets, posters, filmstrips, slides, bookmarks, postcards, maps of plots, and dioramas, and composing telegrams, street criers' messages, and rebuses.

• Discuss

Discussions allow children not only to share what is important to them, but to continue processing the piece of literature, in some cases moving to higher levels of meaning by engaging in more difficult comprehension tasks. These mutual transactions among children can lead to surprisingly extensive consideration of their reading experience. Teacher conferences with individual students, though limited by time, also can strengthen children's involvement in their reading experience. Through these sessions, teachers can model effective behavior for a readers' workshop.

Teachers can encourage their students' discussions by taking a global approach - allowing children to initiate the sharing and then maybe guiding them to consider elements unique to the piece and supporting possible movement to high levels of thinking. Children's responses should never be considered incorrect but rather incomplete. Incomplete responses may reflect children's level of intellectual development, background of experiences, reading ability, and approach to reading the specific piece.

To facilitate discussions, teachers can choose pieces that naturally invite reaction, such as Asch's simple story "Skyfire" (1984) in which the bear and the bird misunderstand what they observe. For older children, Van Allsburg's ending to the picture book "The Garden of Abdul Gasazi" (1979) leaves them pondering the twist in the fantasy. From the full length book "Moth-Kin Magic" (Tapp, 1983) students can gain understanding of the purpose of folk literature, speculate about the story the characters will write, or consider contemporary conflicts which need addressing.

Discussions, led either by the teacher or by peers in a readers' workshop, should occur frequently. Group members can share the piece or be responsible for comparing different pieces. Some examples of ways to compare and contrast are the endings of stories, common characters, different emotional responses to a concept in poetry, common themes, recurring themes in authors' work, concepts and experiences addressed through different genres, and different versions of folk tales.

• Compose

Children can use many forms of expression to explore their thoughts and interpret their feelings. The structure of stories and poems can be the basis for exploration, for example, making a list of wishes based on Zolotow's pic-

ture book "Someday" (1964), or a list of things loved based on Greefield's poem "Honey, I Love" from the book of the same title (1978). Other pieces though more subtle in their influence, may still serve as springboards to composing.

Learning centers can offer many alternatives for literature experiences and expressive activities. Centers can be used to explore a concept, different types of literature, literary elements, and media of illustration. They can also help children to see relationships in different pieces by comparing and contrasting, and to understand how different types of literature give meaning to a concept.

Conclusions

Creating an environment in which children can take possession of their reading experience requires adventure-some teachers who are on the lookout for good literature experiences. It requires teachers who trust children's natural striving to learn and to own their learning experiences. It requires teachers who believe that children learn language through using it in meaningful experiences.

Harms teaches language methodology and children's literature courses at the University of Northern Iowa, Cedar Falls, Iowa. Lettow is the Youth Collection Librarian at the same university.

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Activities for Kids Teach Acceptance and Trust

Placing special needs students into regular classrooms can cause discomfort and even classroom disruption. But what seems like a potential problem can be turned into an opportunity for students to get to know one another better with a resource book developed by The NETWORK, Inc. in cooperation with Amesbury, Massachusetts, Public Schools.

"Kids Accepted Here: Activities for the Classroom" is a compendium of 27 classroom activities designed to create a classroom climate where all students are accepted, supported, and trusted. By allowing students to explore and express their feelings, and to get to know and understand their classmates, children learn that al-

though differences among people exist, people are more alike than they are different.

The activities were developed primarily for students in kindergarten through fourth grade. Examples include lessons in which children utilize their strengths and increase their sense of self-worth by teaching a classroom lesson on something they do particularly well; build a vocabulary for differences and feelings by playing word games with a tape recorder; and increase their awareness of feelings of exclusion and rejection by role playing.

Each activity is described with a purpose statement, appropriate grade level, procedures that explain how to set up and carry out the activity, in-

formation on time, space, and materials requirements, and any special considerations that should be taken into account before the activity begins.

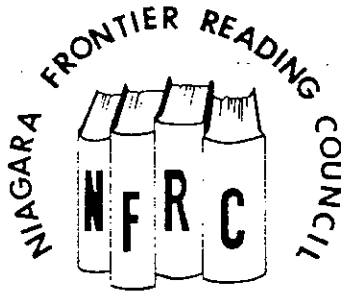
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"Kids Accepted Here: Activities for the Classroom" is available from the Publications Department, The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main St., Andover, MA 01810 (37 pages, \$7.50 plus \$2.00 postage and handling). All orders from individuals must be prepaid. Institutional orders for less than \$25.00 must be accompanied by a purchase order. Discounts may be available for large orders.

Reprinted from R & D Review, vol. 1, no. 1 (March 1986) p. 9.

C Marsh

SPOT



LIGHT

Volume XXX, No. 1

September 1989

Niagara Frontier Reading Council Speakers for 1989-90: An Impressive Selection

The NFRC will be bringing five speakers to the Western New York area during the 1989-90 school year. Their topics cover a wide range of professional interests. In September, Lucy Calkins will address "The Art of Teaching Writing." Frank Hodge will share his excitement over some of the latest books for children. In November, Richard Luftig will address the issue of self-esteem. Priscilla Lynch will speak in March on moving from basal-based reading to a literature-based reading program in the classroom. Our May speaker, Peter Johnston, is widely recognized for his work in evaluation and portfolio assessment.

This promises to be a satisfying year for both you and NFRC. We hope you will join this lively, professional community.

Lucy McCormick Calkins



Lucy McCormick Calkins is a professor at Teachers College, Columbia University, where she directs the English Education program. Calkins is the author of two books and many articles, and the co-author of a video-tape. Her best selling book, *The Art of Teaching Writing*, is widely used in many districts as part of the foundation to their approach to teaching writing.

In her speaking, teaching and writing, Calkins draws upon twelve years of research on children as readers and writers. Her work grows especially out of urban classrooms, and out of the team of teachers and writers who are working with her in the Teachers College Writing Project, which she directs.

This Project has helped nurture schools for reading and writing throughout New York City. These schools have been featured on NBC *Nightly News*, and in frequent *New York Times* articles. The Project has brought courses of study in poetry, autobiography and research writing to teachers and children. Many teachers have received research grants through the Project, and many meet in weekly reading and writing groups.

Frank Hodge



Frank Hodge joins us from Albany, New York where he is an adjunct professor with SUNY at Albany often teaching courses in children's literature.

But if you ever visit Albany, you may also know of a delightful bookstore tucked away in downtown Albany. It is tiny, but packed with wonderful children's books - this is Hodge Podge

Books, Frank's bookstore.

Frank Hodge is like a wonderful, literate uncle coming to visit. He unpacks his bags of books and it begins. He starts sharing the latest children's books, but it is nothing like your childhood recollection of book report time. Frank loves the books he talks about. He handles them with care, reads joyously and cannot help but infect the audience with his excitement over children's books.

This year all of the books Frank Hodge talks about will be given away during the conference!

29th N.F.R.C. CONFERENCE Celebrate "The Year of the Young Reader"

September 30, 1989 Orchard Park High School

8:00 - 9:00 a.m.	Registration/Refreshments Book Exhibits
9:00 - 9:15 a.m.	Welcome
9:15 - 10:15 a.m.	Lucy Calkins
10:15 - 11:00 a.m.	Refreshments/Book Exhibits *The Art of Teaching Writing will be sold and Lucy Calkins will autograph.
11:00 - 12:00 Noon	Frank Hodge

OUR NOVEMBER MEETING

Dr. Richard Luftig will be the featured speaker at our November dinner meeting. He will address issues relating to self esteem.

Dr. Luftig is a former classroom teacher from Binghamton, New York who holds a Ph.D. in educational psychology and special education from Purdue University. Currently, he is a professor at Miami University in Oxford, Ohio. For the past nine years, Dr. Luftig has been conducting research on children's self-concept, loneliness, social skills and has been active in formulating activities and materials designed to help improve self-concept and social functioning of children and adolescents. His work on these topics has appeared in numerous journals, on public radio and the television show, 20/20. He has completed two college textbooks and is presently writing two more books, one on child development and the other a book for parents on improving children's self-concepts and social functioning.

The dinner meeting will be held on Wednesday, November 1 at Salvatore's Italian Garden on Transit Road in Depew at 6:30 p.m.

SPEAKERS IN 1990

The change from a basal-based reading program to a literature-based reading program will be Dr. Priscilla Lynch's topic for the March brunch.

Dr. Priscilla Lynch, a reading specialist, is presently a consultant to Scholastic Inc., the New York City School System and other school systems nationally. She received her B.A. from Connecticut College, M.A. from the University of Connecticut and an Ed. D. from New York University. She is the author of numerous curriculum programs, articles and professional materials.

The Niagara Frontier Reading Council invites you to join us and Dr. Lynch for an entertaining, yet informative meeting and brunch on Saturday, March 3, 1990 at the Marriott Inn.

In May we are fortunate to have the opportunity to hear one of New York State's most noted educators, Dr. Peter Johnston. It is difficult to believe that Dr. Johnston, originally from New Zealand, has only been in the USA for twelve years. In that short period he has credited this country with many accomplishments. Widely recognized for his work in evaluation and portfolio assessment, Dr. Johnston is a regular contributor of articles which keep us abreast of his research. Dr. Johnston currently teaches in the reading clinic at SUNY Albany and works with surrounding school districts in the area of whole language. Join us when he shares his expertise.

SPOTLIGHT

Vol. XXX, No. 1 September 1989

Denise David, Editor
135 Smallwood Drive
Snyder, NY 14226

Publication Deadline:
October 5, February 1, April 24

Please send any information about upcoming speakers or events that you would like included in SPOTLIGHT to the editor.

PRESIDENT'S MESSAGE

Pauline Klosterman



On behalf of everyone in our N.F.R.C. family I would like to welcome you to the beginning of another year. Summer vacation is fading and professional organizations will be mailing membership applications. I would like to review what N.F.R.C. offers you!

The N.F.R.C. is a non profit organization which maintains its affiliation with the International Reading Association as well as N.Y. State Reading Association.

The N.F.R.C. was chartered in 1958 by the I.R.A. These past thirty-one years have seen tremendous growth in our service.

The watchwords of N.F.R.C. and its dedicated Board is a commitment to reach out into the community to further its longstanding goals: improving reading education and understanding of the reading process.

In the years since its inception N.F.R.C. has grown to 600 members. Membership is open to all professional educators.

What do you get for your money?

- Membership to N.F.R.C.
- "Spotlight" - (Council's newsletter) 4 issues
- Fall conference which features renowned educators
- November, March and May programs with speakers
- Mall exhibits - spring
- Membership to NYSTRA
- State newsletters

It's hard to believe all of this for \$18.00!

Our full year's program and speakers are featured in this newsletter. I look forward to continuing our vital work together to serve our N.F.R.C. communities.



NFRC OFFICERS 1989-90

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 Advisor Paula Costello
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 Corresponding Secy. Mary Alice Waltz
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DATES TO REMEMBER

September 30, 1989

Fall Conference - Orchard Park High School - Lucy McCormick Calkins, Frank Hodge

November 1, 1989

Dinner Meeting - Richard Luftig (Self Esteem)

March 3, 1990

Saturday Brunch & Mini Conference - Priscilla Lynch (Whole Language)

May 1990

Banquet - Peter Johnston (Assessment)

OTHER DATES OF INTEREST

Saturday, September 16

From 8:30-1:00 PM, Patrick Shannon (*Report Card on Basal Readers and Broken Promises*) and Susan Ophanian will speak at the University of Rochester. Send \$13.00 (payable to GVDLG) to Barbara McCaffrey, P.O. Box 70, Geneseo, NY 14454.

Saturday, Sept. 23

Dr. David Booth, an international presenter in whole language will be the morning keynote speaker at the Orleans-Niagara Third Fall Literacy Conference at Niagara County Community College. Also, following lunch, many classroom practitioners will share their expertise. This year's presenters provide us with several choices at each level ranging from kindergarten through senior high school. \$15.00 includes continental breakfast, lunch and all events. To register call (ASAP): Alicia Ritz, O-N Teacher Center, 439-4331. Last day to register - Sept. 15.

October 5 & 6

On Thursday and Friday, Oct. 5 & 6 the NYSED will have the Second Annual Whole Language Conference with many noted speakers such as Nancie Atwell, Andrea Butler, Lucy Calkins, Ken Goodman, Donald Graves and others. To register send \$100.00 (with pertinent personal information) to Jack McCabe, Wayne-Finger Lakes BOCES, 3501 County Road 20, Stanley, NY 14561, or call 716-526-6472.

October 19

Two speakers will be brought to the area by the Office of Continuing Studies at Niagara University. Jane Hansen will speak on "The Young Reader Reads Real Books." On March Jim Trelease will speak on "Reading Aloud." Contact Virginia Anton at Niagara University. Cost is \$80 per person.

October 12

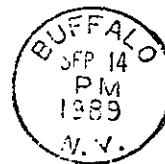
8:30 to 3:00 Orleans-Niagara Teacher Center in Lockport - Dale Gordon, "Whole Language in an Australian Classroom." Call Mr. Terry Butchevi at 439-4300 for information.

November 7-10

"Freedom Through Literacy" - N.Y.S. Reading Association Conference at the Concord. Checks and registration must be received by OCT. 25. Mail to: NYS Reading Association, Conference '89, Box 2854, Liverpool, NY 13090.

SPOTLIGHT

Niagara Frontier Reading Council
of the International Reading Association
803 Castlebar Drive
No. Tonawanda, NY 14120



NFRC1144-28-89
MRS ARDITH COLE

[REDACTED ADDRESS]

