

# Reading Program Newsletter



February 2008



Please note that this newsletter is now found online at ( [www.uwsuper.edu/acadept/ted](http://www.uwsuper.edu/acadept/ted) )

Dear Readers and Teachers of Reading,

Welcome to a newsletter full of ideas, things to read, and places to be. I encourage you to read the book *Three Cups of Tea* which describes the work of Greg Mortenson. His support of education is chronicled as he changes from climber of mountains to director of building schools in the Himalayan regions. Mortenson's passions unfold as he struggles to build schools within the framework of a different culture.

*Three Cups of Tea* is a One book, One community read. Originating in Seattle in 1998, the area-wide reading project idea came to Duluth in 2001. The Duluth Public Library began to sponsor this event to reaffirm the city's commitment to reading and literacy. With support from the Duluth Library Foundation, educators, bookstores, the Arrowhead Reading Council and other agencies the area-wide spring reading event has become a tradition. Look for related titles for children and teens and events in this newsletter as well as at this website:

<http://www.duluth.lib.mn.us/Programs/OneBook.html>

New things are required for the MSE Reading student. Check this newsletter for information about portfolios, the date for the Professional Portfolio discussion (which is required for all MSE Reading students planning to graduate), and also the specific regulations set forth by the Graduate Council regarding the submission of your Program Plan.

As a very famous woman I know has always said.....Read on!

Peggy Marciniak

Coordinator of MSE Reading

***Teaching reading IS rocket science.***  
- **Louisa K. Moats**

## **Leisure Time Reading**



### **Dear Literacy Leaders:**

*To Read or Not to Read?* That is the question the National Endowment for the Arts asked when researching the reading habits of Americans. Their findings, reported in November 2007, are not encouraging for our quest to promote lifelong reading of worthwhile texts. The NEA survey found that too many Americans of all ages choose not to read in their leisure time. Nearly 50% of young adults ages 15-24 reported reading no books at all. Only 38% of adults said they had spent time reading a book for pleasure the previous day. They found that reading test scores were up for 9 year olds but decline as student get older. The research chair, Diana Gioia, of the NEA study, *To Read or Not to Read: A Question of National Consequence* ([www.nea.gov](http://www.nea.gov)), warns that the trend for choosing not to read will lead to lower test scores and negatively impact participation in our democracy and job market.

We all know that lifelong reading is also about enjoying a well written story, finding ourselves and others in literature, relaxing, and growing our intellect. Individual reading habits have social, intellectual, civic, and economic implications. Let's renew our efforts to share the benefits of taking time to read quality literature.

While many young adults are spending their leisure time reading and writing using new technologies in a digital world, the importance of reading traditional texts remains. Knowing how to read but choosing not to can be dangerous to our future. "You don't have to burn books to destroy a culture. Just get people to stop reading them" (Ray Bradbury).

Now is the time to focus on leisure time reading. Be a model. Make more time for your own recreational reading. Promote reading and good books. Talk about what you are reading to others. Share titles whenever and wherever you can. Start a reading group. Institute a school-wide read aloud where teachers across the content areas read the same book to their students to create a whole school community of readers. Consider selecting a book a year for staff, students, and parents to read and discuss. Find a way to buy books for students. Join or start a community-wide read. The 2008 Duluth-Superior One Book One Community read is *Three Cups of Tea* by Greg Mortenson. Take time to read this book and join in the community events related to it ([www.duluth.lib.mn.us](http://www.duluth.lib.mn.us)). Be intentional about establishing and supporting lifelong reading habits in your classroom, your school, and your community.

Here's to great books and taking the time to read them in 2008 and Beyond!

Read On,  
**Becky Ardren**

***You are Invited!***  
**Arrowhead Reading Council**  
**Spring Events!**

**ARC Three Cups of Tea Discussion**

March 5 from 4:30-5:30

Arrowhead Reading Council Members and guests talk about the One Book One Community book

*Three Cups of Tea*

Ordean Middle School Media Center, 301 N 40<sup>th</sup> Ave E, Duluth; \$2 members, \$3 nonmembers.

**Author Greg Mortenson Talks about Three Cups of Tea**

FREE! Open to the public

March 19 at 7pm

Marshall School, 1215 Rice Lake Road, Duluth MN

**Poets Go Wild**

FREE! Open to the public

March 22 at 7:30 pm **Poets Go Wild.**

A poetry reading and music featuring Duluth Poet Laureate Baron Sutter, and poets Connie Wanek, Al Hunter, Jane Whitledge, Debra Cooper @ Hartley Nature Center, 3001 Woodland Avenue, Duluth.

To join Arrowhead Reading Council or renew your membership contact Debbie Sauer, membership chair. [Deborah.Sauer@duluth.k12.mn.us](mailto:Deborah.Sauer@duluth.k12.mn.us)



**"I took the speed reading course and read 'War and Peace' in twenty minutes. It's about Russia." – Woody Allen**



**Summer Courses**

**Looking for graduate classes to take this summer?**

**TED 701:** introduction to Reading Difficulties

**TED 709:** *History and Philosophy of Literacy Instruction* – on-line

**TED 750:** *Research Foundations of Education*

***Programs That Promise Reading Gains to Schools and Students***

Dr. Marciniac and seven of her students from TED 701 last spring co-authored an article for the WSRA Fall 2007. This piece reviews and describes several of the commercial programs offered for use in improving reading achievement. Please take a look at the article which details pros and cons on Accelerated Reader, Direct Instruction, READ 180, and Success For All. Student reviewers and authors include: Stephanie Amans; Deb Diamond-Nepstad; Cynthia Wick; Sheralee Fossen; Alice Hanson; Andrea Tuura; Anne MacLean. Congratulations everyone!

***Do You Have a Program Plan?***

MSE Reading students, especially those new to the program, please note that your initial Program Plan is due at the end of your first semester. Please contact your advisor for information if you have not completed this requirement.

## ***Proust and the Squid***

by Maryanne Wolf  
(published by Harper, 2007)



### ***A Review***

By Cecilia Schrenker

Wolf (2007) discusses the newest information on the workings of the brain, which backs up the idea that the brain never evolved for reading and adapts itself to handle the task. For some, for a variety of reasons, the adaptation does not work well. Wolf divides the difficulties into those who have phonemic awareness problems, those with speed of functioning problems, and those, with the most serious difficulties, who have several problems.

Some in this later group actually place the reading operations in the right hemisphere. Interestingly, she makes the case that potential problems can be discovered as early as three years of age by testing the brain for recognition or processing speed. Wolf also discusses the fact that some antiques like Socrates opposed teaching reading because of how it would affect in-depth thinking. Since the brain is having to deal with a new kind of language in the digital age, she wonders what adaptations the brain will have to make and what effects on thinking will occur.

I encourage you to take a look at this research! This book is a very interesting read.

## ***Research from Our Students***

In our fall newsletter we started sharing with you the research results from our graduate students as they complete their classroom research projects. We would like to share two more of these graduate thesis projects.

Rhonda Clark investigated the problem of how to help adolescents perceive reading as not a chore but a value. She used 15 minutes of daily sustained silent reading (SSR) with one group of 8<sup>th</sup> graders and not with another class. As research has previously indicated, an attitude survey showed significant improvement for those engaged in SSR everyday and not for those who weren't. Interestingly, those who didn't participate in SSR read more.



Sheralee Fossen investigated whether the amount of time young children watch television is related to their literacy development as measured by the *Phonological Awareness Skills Test* and *Concepts of Print*. She found a moderately high negative correlation, with consistently high screen time most associated with lower literacy skills. She also found a negative relationship between having a television in the bedroom and literacy development. An interesting finding in this study was that 87% of the parents said that they do set limits on television watching time for their children but 46% of the children had high amounts of screen time.



## Preparing Your MSE Portfolio (revised 12-2007)

The purpose of this collection is to show your competency in five of the MSE Reading standards as well as selected Administrative standards. To show you know, you need to carefully select appropriate artifacts. Some will be projects or assignments from your coursework; others could be chosen from your professional life.

- You must include an artifact of your choice from EACH of these core classes:
  - TED 663 Developing Reading Pre K – 3
  - TED 664 Developing Literacy 4 – 12
  - TED 665 Using Literacy Processes in the Content Area
  - TED 701 Introduction to Reading Difficulties
  - TED 702 Practicum in Reading Difficulties

If you have earned an undergraduate R/LA minor, you may not have evidence from three of these courses. *If that is the case, see your advisor.*
- Divide your portfolio into seven (7) sections. **The first five** sections will reflect your growth in the five MSE Reading standards (based on the IRA standards). **The next two** are your choice; choose any two of the seven Wisconsin Administrative standards. Each 700-level course is based on selected IRA standards and also Wisconsin Administrative Standards. Each section will exhibit your knowledge of each of the five reading competencies and two (of the seven) administrative standards that guide the MSE Reading Program. Please use **NO MORE THAN** two artifacts for each of the sections.
  - Some of the artifacts may be work completed from your recent courses.
  - Others can be collected from your attendance at professional workshops.
  - Still other artifacts may be from your recent experiences in literacy instruction.
- For each of the seven (7) sections include a reflection (brief statement) generally following this format:
  - Tell what artifacts you have chosen (3 sentences or less).
  - Describe why they were chosen to spotlight your competency (3 sentences or less).
  - Describe what you need to do in the future to increase or deepen your competency of this standard so that your students will benefit.

Reflections need to be at the beginning of each of the seven sections, much like a “table of contents” for that section. Students admitted to Candidacy in the MSE Reading Program after January 1, 2004 will be asked to use their portfolio as a basis for a professional discussion. Students will share their competency and discuss their growth in knowledge, dispositions, and performances in each of seven areas. The Portfolio is evaluated Pass/Fail.

The Professional Portfolio Discussion is required for graduation and is scheduled in both spring and fall.

## ***Graduating in Spring 2008?***

Remember to Apply for Graduation!

If you plan to graduate in May of 2008, you are required to attend the Professional Portfolio Discussion to be held on Wednesday, April 30<sup>th</sup> at 4:00 PM in McCaskill 104A. Please contact Dr. Marciniac to reserve your place!

([pmarcini@uwsuper.edu](mailto:pmarcini@uwsuper.edu) or 715-394-8585)

1. MSE Reading students will be rated Pass or Fail on the Portfolio Professional Discussion (much as the current rating for the Written Examination).
2. The Portfolio will be submitted that evening for evaluation.
3. Results will be communicated by May 7 to each graduate.



### **MSE – Reading Program**

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