

# Newsletter



Volume 26, Number 4 Fall, 2006

## NEW LOCATION FOR SUMMER INSTITUTE IN THE TEACHING OF READING AND LITERATURE

Upper Moreland Intermediate School, in Hatboro, will host a new Reading and Literature Institute this summer.

If you want to explore all kinds of literature - for yourself as well as for your students- if you want to explore the most current professional resources for

teaching reading, literature, and literacy, and if you want time and company to pursue topics of special interest, this new Institute is for you.

Led by Diane Dougherty and Patty Koller, the four-week experience begins June 25 and ends July 19. It meets four days a week from 8am-3pm. Join us!

-- PLEASE SHARE THIS WITH A CONTENT AREA TEACHER --

### INSTITUTE FOR CONTENT AREA TEACHERS

- Concerned about students who can't - or won't or don't - read the assigned material?
- Frustrated at being the only person in the classroom who easily understands the material?
- Disheartened by general student apathy?
- Weary of reading boring reports?
- Ready to turn your textbook into tinder for the next family cookout?
- Unhappy with constantly re-explaining concepts?
- Drained by student misunderstanding of terminology or vocabulary?
- Discouraged by textbook reading levels?
- Wondering if there are ways to give students the same love for your content that you have?

*Has PAWLP got the answer for you!*



A Content Area Literacy Institute for experienced teachers of grades 5 - 12 has been developed to help teachers:

- Learn ways to help students enjoy content area instruction
- Explore methods to help students understand terminology and vocabulary
- Discuss ways to minimize student apathy
- Discover how students can become successful readers and writers in the content areas
- Exchange ideas with other teachers in their content area

The Institute begins with two weeks next summer, June 25 - 29 and July 2 - 6 (no class July 4). It continues on 13 Mondays, August 27 - December 3, from 4:15 p.m. - 7:15 p.m.

All content area teachers with at least three years teaching experience are welcome to apply. English/Language Arts teachers may apply when accompanied by a content area partner from your school or district.

For more information and an application form please call 610-436-2202 or e-mail [cupton@wcupa.edu](mailto:cupton@wcupa.edu).

**SPRING COURSE OFFERINGS ON PAGE 4**

## FROM THE DIRECTOR ANDREA FISHMAN

Why do you get out of bed in the morning?

I heard this question posed by John Brady Kiesling on Book TV\*\* a few weeks ago. Kiesling, a former political counselor with the US Embassy in Greece, resigned after an 18-year Foreign Service career because he no longer believes the Bush Administration's foreign policy is in the best interest of our country. He was discussing his new book, *Diplomacy Lessons: Realism for an Unloved Superpower*, with an audience at the Elliott School of International Affairs at George Washington University.

What struck me was Kiesling's advice to this group of future Foreign Service officers about how to study and truly learn from history. Not in the usual great generalizations, he said, but in the specific, the particular. We cannot understand history in any meaningful way without knowing why an individual gets out of bed in the morning, why that person does what s/he does. That's what he said.

This notion of individual particularity, its power and impact, reminded me of Clifford Geertz' instructions to researchers. Geertz, too, was interested in particularity and meaning. A researcher's foremost question about any people, society, or culture must be, "What the devil [do] they think they're up to?". No matter how peculiar – or wrong-headed – behavior may seem to an

outsider, people have reasons for doing what they do, reasons they get up in the morning.

Kiesling and Geertz, in other words, deliver a message those of us in education – its policy or practice – should heed: we must know people as individuals, understanding that what they do makes sense to them. We can't facilitate learning – or change – if we don't understand how others view what we teach.

This is true of the children in our classrooms and their parents. True of the colleagues in our buildings and our administrators. True of our school boards, local, and national politicians. But how many times have we thought about all these groups as just that, as groups? Kids. Parents. Board members. Administrators. Politicians. So often we paint them with the kind of broad brush Kiesling warned about. In great generalizations, as though they were all the same. But we know they aren't. We know that especially about the students in our classrooms. Those of us who teach writing – who read journals and drafts, have conferences with writers – learn so much about the individuals in our rooms. But what can we do with what we learn besides use it to guide instruction? How do

we let it inform our conversations with those other groups, to help them understand what children really need?

Not an easy task, especially when parents, administrators, school boards, and politicians think in terms of disaggregated groups themselves. Those NCLB categories could be wonderful "ways in" to understanding diversity if we could get beyond the generalizations they represent. But this is not easy when parents, administrators, school boards, and politicians match packaged programs with their packaged people, as though categories were individuals and one size fit all. All students of color are not the same any more than all white students are. All special education students are not the same any more than all so-called average students are. Phonics can be useful – sometimes. Spelling counts – sometimes. And even Dibels may have its uses – sometimes.

But when? For whom? And how do we get individual parents, administrators, and politicians to ask these questions with us? Kiesling and Geertz suggest only by asking ourselves what the devil each of them is up to.

And, I would add, only if we remember why *we* get out of bed in the morning, too.

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\*\*If you don't know Book TV, I urge you to tune in C-SPAN2 between 8am Saturday and 8am Monday for two days of the most interesting discussions of current non-fiction you can find anywhere.



# Spring PAWLP Days

## ***Responding to Reading: Writing, Talking, Drawing, Performing, and Reflecting***

Location: West Chester University's Graduate Business Center

Date: February 24, 2007

Time: 8:30 a.m. - 12:45 p.m.

**Keynote Speaker: Donna Jo Napoli**  
*author of **The Prince of the Pond, Stones in Water,  
Breath, and The King of Mulberry Street***

Cost: \$20 if registered and paid by February 16; \$25 thereafter and at the door.  
To register please call Sally Malarney at 610-436-2202 or e-mail [smalarney@wcupa.edu](mailto:smalarney@wcupa.edu)

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## ***An Array of Best Practices in Reading and Writing***

Location: Mill Creek Elementary School, Central Bucks School District

Date: March 31, 2007

Time: 8:30 a.m. - 1:00 p.m.

**Keynote Speakers: Lynne Dorfman and Rose Cappelli**  
**Newly published authors of**  
***Mentor Texts: Teaching Writing Through Children's Literature***

Cost: \$20 if registered and paid by March 23; \$25 thereafter and at the door  
To register please call Sally Malarney at 610-436-2202 or e-mail [smalarney@wcupa.edu](mailto:smalarney@wcupa.edu)

# Spring Courses

## At West Chester University

### Reading in the Secondary English Classroom

PWP 520-01

Location: PAWLP Classroom

Dates: Wednesdays beginning January 17

Time: 4:15 - 7:15 p.m.

Coordinator: Vicki Steinberg

Ever heard of Quaker reading? Hot spots? Somebody Wanted But So? These strategies, and many more, engage students in the secondary language arts/English classroom before, during, and after reading literature. To help create independent readers, you will learn theory as well as practical activities for assessing dependent readers' needs, explicit instruction in comprehension, learning to infer, constructing meaning, fluency, extending meaning, responding to literature, and vocabulary.



## Centennial School District

### Strategies for Teaching Writing, K - 12

PWP503-01

14 Thursdays beginning January 11

Time: 4:00 - 7:00 p.m.

Coordinator: Lynne Dorfman

Do you want to learn how to help your students become better writers? This course will teach you to help students see themselves as writers, work with response groups, and facilitate writing workshops. You will learn practical strategies for community building, pre-writing, drafting, revising, editing, and publishing activities. You will learn assessment strategies and PSSA connections, too, in this all-about-writing experience.

## Weekend Courses in Bucks County

### Nonfiction in the

### Writing/Reading Classroom, K - 6

PWP 599-01

Location: Bucks County IU

Dates: March 2 - 4 and 16 - 18, 2007

Times: Fridays, 6:00 - 9:00 p.m.

Saturdays/Sundays, 8:00 a.m. - 5:30 p.m.

Coordinators: Kristin Simon and Angela Watters

Do you think it is impossible to teach your students to love nonfiction? Look no further! Your students can learn to love nonfiction. This course focuses on choosing quality nonfiction for classroom libraries. Participants will integrate reading skills and strategy instruction into the content areas, explore authentic purposes for writing nonfiction, and use nonfiction as models for research and writing. Strategies for developing vocabulary for all students, motivating the unmotivated to love nonfiction, and developing active reading strategies for nonfiction will be explored.

### Writing Essentials, 1 - 8

PWP 599-02

Location: Bucks County IU

Dates: March 9 - 11 and 23 - 25, 2007

Times: Fridays, 6:00 - 9:00 p.m.

Saturdays/Sundays, 8:00 a.m. - 5:30 p.m.

Coordinators: Lynne Dorfman and Chris Kehan

What's really essential when we teach writing? How do you manage community, time choice, space, and response? This three-credit course is an opportunity to deepen your understanding of what writers do and the essentials of a writing workshop approach. You will examine timelines for yearly cycles, maps for reaching your goals, and strategy lessons for major genres, all in a convenient two-weekend format.

*FOR REGISTRATION INFORMATION PLEASE CALL  
610-436-2202 OR E-MAIL CUPTON@WCUPA.EDU*

## Summer Schedule

### AT WEST CHESTER UNIVERSITY'S GRADUATE BUSINESS CENTER

#### Celebrate Literacy VIII Conference

June 26 and 27

Keynote Speakers:

Janet Allen and Bruce Coville

#### Growing Readers, K - 5

June 25 - 29

#### Managing a Writing Reading Classroom, 3 sections for Kdg., 1 - 3, and 4 - 8

June 25 - 29

The above courses include the Conference

#### Teacher as Writer, K - 12

July 5 - 6 and 9 - 13

#### Reading Workshop, 6 - 8

July 9 - 13

#### Writing and Children's Literature, K - 8

July 16 - 20

#### Strategies for Teaching Writing, 4 - 12

July 23 - 27

#### Poet as Teacher: Teacher as Poet, K - 12

July 30 - August 3

### *Invitational Institutes for Experienced Teachers*

6 graduate credits

#### **Institute in Teaching Writing**

at West Chester University's  
Graduate Business Center

#### **Institute in Teaching Reading and Literature**

at Upper Merland Intermediate School  
in Hatboro

June 25 - July 19, four days/week

#### **Content Area Literacy Institute**

at West Chester University

June 25 - 29, July 2, 3, 5, 6, and  
13 Mondays from August 27 - December 3

Participants become

Fellows of the National Writing Project

Please call 610-436-2202 for information.

### AT THE BUCKS COUNTY IU

#### Teaching Writers' Crafts to Enhance Voice and Style, 1 - 8

July 9 - 13

#### Nonfiction in the Writing/Reading Classroom, K - 6

July 16 - 20

#### Motivating Reluctant Writers and Readers, 2 - 8

July 23 - 27

#### Research Writing Revisited: A Multi-Genre Approach, 4 - 12

July 30 - Aug. 3

#### Strategies for Teaching Writing, 4 - 12

July 30 - Aug. 3

#### Reading Essentials, Teaching Readers What Really Matters, 2 - 8:

Aug. 6 - 10

### AT OTHER LOCATIONS

#### Strategies for Teaching Writing/Reading in the Content Areas, 5 - 12

June 25 - June 29

Pottsgrove School District

#### Linking Technology with the Writing/Reading Classroom, K - 8

July 9 - 13

Location TBD

#### Visualizing Words and Worlds: Writing, Literature, and Art, K - 12

July 23 - 27

James A. Michener Art Museum, Doylestown

July 30 - August 3

Reading Public Museum, Reading  
Brandywine River Museum, Chadds Ford

#### Nonfiction in the Writing/Reading Classroom, K - 8

July 30 - August 3

Pequea School District, Lancaster County

#### Writing, Reading and Talking History, 3 - 6

July 17 and 18: (1-credit)

Highlands Historical Society, Fort Washington

## New PAWLP Fellows - Class of 2006

### West Chester Writing Institute

**Erica Allen**  
Garnet Valley SD  
**Heather Ross-Arters**  
Garnet Valley SD  
**Stacie Chieffo-Bradley**  
Garnet Valley SD  
**Brigid Coghlan**  
Upper Merion Area SD  
**Dolores Contipodero**  
Garnet Valley SD  
**Jo Anne Cressor**  
Upper Merion Area SD  
**Michele Curay-Cramer**  
West Chester Area SD  
**Bethany Gendron**  
Coatesville Area SD

**Catherine Gormley**  
Methacton SD  
**Deborah Grantham**  
William Penn SD  
**Christine Gumpert**  
Garnet Valley SD  
**Laura Hocker**  
Harford County SD  
**Lauren Holst**  
Garnet Valley SD  
**Christine Hutchinson**  
The School at Church Farm  
**Paul Kerrigan**  
Springfield SD

**Jaime Yhost**  
Downingtown Area SD  
**Jacqueline Matusow**  
Rose Tree Media SD  
**Galen Mooney**  
Marple-Newtown SD  
**Mary Shank**  
Garnet Valley SD  
**Kate Walton**  
Springfield SD  
**Marian Welch-Quigley**  
Souderton SD  
**Sandra Woods**  
Garnet Valley SD  
**Marcia Yoder**  
Souderton SD

### Bucks County Writing Institute

**Mark Boland**  
Colonial SD  
**Lori Caraccio**  
Council Rock SD  
**Shannon Crawley**  
Central Bucks SD  
**June Gomez**  
New Hope-Solebury SD  
**Karen Goppold**  
Council Rock SD

**Megan Hanson**  
Central Bucks SD  
**Eileen Koch**  
Pennsbury SD  
**Amy Kratz**  
Pennridge SD

**Dana Lupinacci**  
Penn Ridge SD  
**Julie Micklos**  
Central Bucks SD  
**Heather Piazza**  
Central Bucks SD  
**Jessica Weaver**  
Central Bucks SD  
**Jennifer Whytosek**  
Spring-Ford SD



### Bucks County Fall PAWLP Day: Nonfiction Matters in Reading and Writing

It was a beautiful fall day in Bucks County. The sun was shining brightly and the fall foliage was in full bloom. Over 100 teachers gathered from various districts to hear Laurence Pringle keynote the PAWLP day entitled *Nonfiction Matters in Reading and Writing*. His warmth and charm filled the room as he shared the importance of a good lead, even in nonfiction. He admitted that writing is hard work, and he works hard to make sure that the information he provides in his nonfiction texts is accurate.

Following the keynote, partici-

pants attended breakout sessions offered by new PAWLP Fellows as well as some seasoned veterans. Lori Caraccio and Karen Goppold had participants Appreciating Authors & Their Craft, while Eileen Koch and Jessica Weaver had them Writing Across the Curriculum. Sue Michel brought them Nonfiction Craft Lessons, and Kristin Simon had them Reaching Reluctant Writers Through Publishing. Rebekah Massey had them Taking Words By Storm, while Jen Dostal had them Succeeding in Nonfiction. Molly Leahy, Suzanne Dailey, Angela

Watters, Meg Griffin, and Elaine VanVreede continued the momentum by providing practical strategies for reading and writing nonfiction.

We know nonfiction matters because the energy level stayed high throughout the entire day. To quote some participants, "Thanks for an informative, fun day!" "Thanks for the opportunity to learn so much in one day."

We look forward to seeing many of our participants join us again on March 31, 2007.

- Chris Kehan, PAWLP Co-Director  
*Bucks Writing, '95; Lit, '97*

## Education Matters

a column from Michaels Associates LLC

### A Literacy Project That Earns Praise and Dollars for Your School

#### Free samples available!

Have I gotten your attention? I hope so, because the subject of this issue's column is one of the coolest ideas I've heard.

Many classrooms I've visited have encouraged authorship by their students while teaching the writing process. Students delight in reading their pieces to peers from a place of honor in the author's chair. Some teacher-friends have even put together an anthology of student writing in a homemade "book" for open house.

Michaels Associates LLC, in association with Pen and Publish, now offers the next step in the evolution of promoting student authorship: A real perfect bound book including your students' original illustrations or photos and even an ISBN! A full color brochure is available through Michaels Associates LLC that explains the project in more detail.

What struck me is what a treasured keepsake a book like this would become and what an educationally relevant fund raising idea! (Aren't you tired of promoting chocolate and pizza kits?) Parents, grandparents, and your students will be excited to read and share their original stories in a soft cover or hardcover anthology.

Pen and Publish will provide support along the way. The title, cover, back cover text, and editing can be as collaborative as you'd like – or as little. Text is supplied electronically to the publisher, usually in a Word document. Your students' illustrations can be sent as a JPG file,

Photoshop, or some other format. The publisher is an expert at working with teachers to make the finished product something you can be proud of and that your students will cherish into adulthood.

"Publication is important for all children. It is not the privilege of the classroom elite, the future literary scholars. Rather, it is an important mode of literary enfranchisement for each child in the classroom."

— Don Graves

#### Publishing Designed to Fit Your Mission No Up-front Investment Required

#### Publishing...

- \* Connects children to books like nothing else can
- \* Increases self-esteem and confidence
- \* Celebrates creative expression
- \* Honors every Voice
- \* Tracks one's development as a writer
- \* Motivates reading as well as writing
- \* Promotes understanding and communication
- \* Brings your initiatives to life
- \* Offers a relevant way to raise funds
- \* Exposes participants to the world of publishing
- \* Gives you a great excuse to have a book release party
- \* Creates a treasured keepsake
- \* Fulfills a dream

#### What can you expect?

- \* Control over your content and program

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- \* Layers of value for the individual and the organization
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- \* Fair book pricing
- \* To be eager to do it again

**Fundraising is a natural, but not mandatory, component** of our publishing services. Your cost allows you to offer books at a reasonable charge. You set the selling prices that fit your community and objectives.

**Please contact us with questions or to request the brochure and a free sample of an actual book produced for a Pen and Publish customer.**

Thanks,  
Greg Michaels  
Michaels Associates LLC  
1-800-869-1467

[gmichaels@michaelsassociates.com](mailto:gmichaels@michaelsassociates.com)

## KUDOS

**Chad Watters**, '04 Bucks Writing, is the new Assistant Principal of Groveland Elementary School in the Central Bucks SD.

**Kelley O'Leary**, '99 WC Writing, was named Principal of William Davis Elementary School in the Centennial SD.

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