

Tennessee

Reading Teacher

**A Publication of the Tennessee Reading Association
Vol. 39 No.1 Fall/Winter 2012**



- **Which is More Effective for Adult ESL Reading and Vocabulary Learning: Form-focused or Incidental Learning?**
- **Producing Memorable Cloth-bound Books**
- **Are We Missing the Literacy Mark for Exceptional Students?**
- **Literature for the Classroom**
- **International Reading Association Conference Information**

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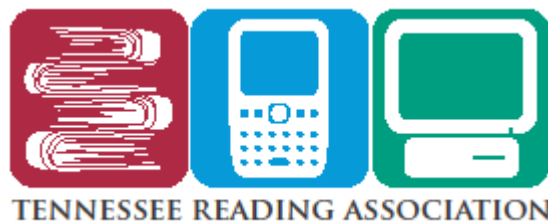
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The **Tennessee Reading Association** (TRA) has a membership of more than 2,000 people dedicated to promoting reading and literacy. The membership includes classroom teachers, instructional assistants, reading specialists, technical support personnel, administrators, parents, students, college educators, and others who work to promote improvement in reading. The mission of the Tennessee Reading Association is *to promote the development of literacy among all segments of the population in the state of Tennessee in order to foster an informed, productive citizenry.*



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Vol. 39, No.1

Fall/Winter 2012

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Which is More Effective for Adult ESL Reading and Vocabulary Learning: Form-focused or Incidental learning?

by
Ling Wang

Introduction

Vocabulary learning from reading in second language acquisition has been a topic of interest for applied linguists. One of the primary questions, besides meaning of vocabulary, is whether attention should be drawn to word forms or word structures when teaching vocabulary in reading courses.

Research indicated that it is possible for

vocabulary to be incidentally acquired and retained for second language learners (Horst, Cobb, & Meara, 1998). Meanwhile, it was also suggested that although “meaning input is essential to learning” (File & Adams, 2010, p. 223), second language learners cannot achieve high levels of language competence from completely meaning-centered instructions. Based

on this, many researchers proposed that form-focused instruction (FFI) can be beneficial for second language learning

(Laufer, 2006). By conscious attention to form, language learning can be facilitated because attending to form in a meaning-based activity may allow learners to pay attention to the form, acquire it, and retain it over time (Long & Robinson, 1998).

Focus on Form & Focus on Forms

Basically, there are two major types of meaning-based FFI that have

been discussed in the literature: Focus on Form (FonF) and Focus on Forms (FonFs). FonF is also called Integrated FFI, in which attention to language forms is carried out during a communicative activity in a meaning-based instruction (DeKeyser, 1998). In the FonF approach, students view themselves as language users, and language is the tool for communication (Ellis, 2001).

Theoretically, Focus on Form

can be related with the following hypotheses, noticing (Schmidt, 1990), limited processing capacity (VanPatten,

It was also suggested that although “meaning input is essential to learning” (File & Adams, 2010, p. 223), second language learners cannot achieve high levels of language competence from completely meaning-centered instructions (Laufer, 2006).

1990), and pushed output (Swain & Lapkin, 1995). Based on these perspectives, learners should consciously notice forms and meanings, which are realized by these forms so that some of the input can be converted into intake (Laufer, 2006). However, as second language learners who have limited capacity for simultaneously processing meaning and form, they will automatically focus on meaning rather than on form while reading or communicating; therefore, it is up to the teacher to draw their attention to form.

Focus on Forms, also called Isolated FFI, is an approach in which attention is drawn to form in instructional segments that are separate from communicative language

practice. Students view themselves as learners of a language and the language as the learning object (Ellis, 2001).

Focus on Forms can be theoretically justified in terms of acquisition of a skill with three stages (Laufer, 2006),

including “factual knowledge”; “proceduralized knowledge- responsible for knowing what is to be done with language data”; and “automatization of procedural knowledge,” using language based on rules without thinking about them (p. 151).

One reason that form-focused instruction did not receive much attention in vocabulary research may lie in a persisting belief of some researchers in the default hypothesis in vocabulary learning, which is that most vocabulary in second language is acquired mainly from reading-input, i.e. meaning-centered instruction (DeKeyser, 1998).

Recently, research on the two instructional approaches of FFI has proven effective in second language acquisition; however, most of the studies were conducted in the teaching of grammar. One reason that form-focused instruction did not receive much attention in vocabulary research may lie in a persisting belief of some researchers in the default hypothesis in vocabulary learning, which is that most vocabulary in second language is

acquired mainly from reading-input, i.e. meaning-centered instruction (DeKeyser, 1998). However, Laufer (2006) argued that there is a fundamental fault in this hypothesis because many empirical studies indicated that meaning-

focused learning does not necessarily lead to satisfactory vocabulary development; therefore, vocabulary instruction should also incorporate FFI. According to Laufer (2005), both FonF and FonFs can be easily adapted to vocabulary learning and teaching, but vocabulary instruction has been “neglected” (p. 225) by focus-on-form researchers.

Only a few studies were conducted to explore FFI in vocabulary instruction. For example, Mondria and Wiersma (2004) explored learning vocabulary in isolation; Groot (2000) conducted a study related with teaching words with minimal context. These studies both adopted an intentional learning design in which participants were told in advance that their recall of new vocabulary would be tested afterwards. Horst, Cobb and Nicolae (2005) investigated vocabulary learning in a computer-assistant environment. All results from FonFs studies indicated that most learners can benefit from this approach, which is contrary to what many proponents of communicative language teaching believe. Recently, researchers developed an interest in comparing the effectiveness of FonF and

FonFs approaches in learning new second language words. These researchers include Laufer (2006), in a high-school setting, and File and Adams (2010), in a university preparation course. Again, the results of both studies indicated that FFI instruction is indispensable for second language vocabulary learning.

The Current Study

As research on form-focused vocabulary learning is greatly needed, the current study is to explore the effectiveness of FFI on adult English as second language (ESL) learners in authentic reading and vocabulary classes. In this study, two major types of FFI, Focus on Form and Focus on Forms, and incidental vocabulary learning, were applied in two meaning-focused reading class sessions to examine which approach is more effective in teaching new second language vocabulary. The findings of the current study will enrich the FFI research in the context of vocabulary teaching and highlight the importance of investigating the way that different FFI might enhance vocabulary learning. Also, this study can provide classroom ESL educators and instructors,

especially who work on adult ESL learners, some ideas about how to combine FFI in their vocabulary and reading class to better facilitate their students' English learning.

Methodology

The purpose of the current study is to examine the effectiveness of FFI for improving vocabulary knowledge and in particular to contrast

FonF and FonFs with incidental learning. Two sessions of experiments were conducted with an adult ESL reading class-one session for FonF with incidental learning and the other session for FonFs with incidental learning. In this ESL adult class, three students are from South Korea whose native language is Korean, one from China who speaks Chinese as her mother

tongue, and one from Porto Rico whose native language is Spanish. Among these learners, three are international students who came to the United States less than one year ago, while the other two are

residents of the United States and have been here for more than five years. The three international students attended this ESL class with a purpose of improving their English to pass the TOEFL (Test of English as a Foreign Language) so that they can enter universities. The two residents both have worked in the United States before and their jobs did not

require high English ability but also could not provide satisfactory pay. They attended this ESL class because they wanted to improve their English in order to achieve a better-paying job. All five of the students do not speak English in their families. Even though they are assigned, according to their performances in the entrance test, to this Level II class, which is the lower level in this ESL institute, their learning motivation is

not as low compared to their English levels.

This study followed a pretest, posttest, delayed posttest, and post-treatment individual interview procedure

Pretesting of vocabulary items may draw attention to the target words, but a two-week period between the pretest and treatment is generally considered as a reliable amount of time to mitigate the effect (Horst et al., 1998).

in an authentic reading and vocabulary course. The pretest was conducted two weeks before the experiment with the purpose of selecting the target words for the experiments. Words tested in the pretest were selected from the two articles which they would learn in their textbooks in two weeks, according to the teaching schedule. Pretesting of vocabulary items may draw attention to the target words, but a two-week period between the pretest and treatment is generally considered as a reliable amount of time to mitigate the effect (Horst et al., 1998). Target words determined by the pretest were divided into two groups. According to the articles, they are included and taught separately in the two sessions. Each session included a reading lesson, teaching target words before or during the reading lesson, and a posttest for testing the acquisition of these target words.

During the first session, the first group of target words were taught before

the reading lesson (FonFs), and, incidentally, learned. In the second session, the second target words were taught during the reading lesson (FonF) and, incidentally, learned. Posttests were conducted separately right after the two

treatments. Delayed posttests were conducted separately two weeks after each treatment and examined the retention of different types of FFI (See Figure 1).

Paribakht and Wesche's (1997) Vocabulary Knowledge Scale was used to develop pre and post tests to measure vocabulary learning and retention. The main strength of

the VKS is that it can distinguish different levels of knowledge about a particular word:

- I: I don't remember having seen this word before
- II: I have seen this word before but I don't know what it means
- III: I have seen this word before and I think it means _____ (synonym or translation)

According to Guzzetti and Gamboa (2004), language learning and practicing are shaped by "the social and cultural beliefs students hold about the value and purposes of literacy" (p. 413).

IV: I know this word. It means _____ (synonym or translation)

V: I can use this word in a sentence. e.g.:

_____ (if you do this section, please also do section IV). (File & Adams, 2010, p.233)

Native speakers of Korean and Spanish were invited to score the tests. Post-treatment individual interviews were administered to gather preferred teaching styles of participants in the study and explore possible sociocultural reasons behind the results of the series tests. The questions of the interview covered: 1) previous English learning experience, 2) current English learning purposes, and 3) learning attitudes towards English. Based on several sociocultural studies of ESL learning, Lantolf and Thorne (2007) highlighted the importance for ESL teachers to recognize their students' previous knowledge, skills, and cultural heritage. Ajayi (2008) stressed the need of combining the sociocultural background experiences of ESL students into their language learning practices in class. Also, according to Guzetti and Gamboa

(2004), language learning and practicing are shaped by "the social and cultural beliefs students hold about the value and purposes of literacy" (p. 413). Moreover, Baker (2006) emphasized attitudes of the language minority groups (ESL learners) toward the dominant language (English) as a major factor in language acquisition.

Analysis and Results

As explained earlier, learning and retention vocabulary knowledge were evaluated by VKS. Scoring of the VKS tests was based on Paribakht and Weshe's (1997) scoring principles, which translated participants' self-report scores from Level 1 to Level 5 towards a particular target word into a word knowledge score from 1 point to 5 points. Answers of Level 1 and Level 5 were automatically translated into 1 point and 2 points. For acquiring 3 points, the participant had to provide a proper synonym or definition for the target word. The score of that particular word would be reduced to 2 when the participant failed to provide an appropriate answer for this word in Level 3. For Level 4, i.e. right synonym or translation can be credited with 4 points, but a wrong answer would also decrease the score to 2. To receive 5

points, participants were required to provide not only a right synonym or definition but also to create a sentence that showed accurate semantic and grammatical knowledge of the target word. Grammatical errors were ignored if they appeared in other parts of the sentence.

The VKS scores for the pretest, posttest, and delayed posttest were separately calculated for Focus on Form,

Focus on Forms, and incidental vocabulary instruction. In total, 30 words were selected from the two articles for the pretest, among which, 6 were deleted from the target word list because their maximum scores from participants was 3 (see Table 1), indicating at least one participant had knowledge of these words prior to the reading treatments.

Table 1 Pretest

	supply	percent	affect	immediately	mentally	aware
Mean	1.4000	3.0000	1.2000	1.0000	1.4000	1.4000
Std.Dev.	.54772	.70711	.44721	.00000	.54772	.54772
Minimum	1.00	2.00	1.00	1.00	1.00	1.00
Maximum	2.00	4.00	2.00	1.00	2.00	2.00
	realize	influence	concentrate	difficult	increase	invent
Mean	1.6000	1.6000	1.0000	3.2000	1.6000	1.4000
Std.Dev.	.54772	.54772	.00000	.44721	.54772	.54772
Minimum	1.00	1.00	1.00	3.00	1.00	1.00
Maximum	2.00	2.00	1.00	4.00	2.00	2.00
	develop	create	contain	general	mammal	schedule
Mean	1.0000	2.6000	1.2000	2.6000	1.2000	2.0000
Std.Dev.	.00000	.54772	.44721	.54772	.44721	.00000
Minimum	1.00	1.00	1.00	2.00	1.00	2.00
Maximum	1.00	2.00	2.00	3.00	2.00	2.00
	divide	pronounce	breathe	cycle	include	series

Mean	1.2000	1.6000	1.4000	2.6000	1.6000	1.4000
Std.Dev.	.44721	.54772	.54772	.54772	.54772	.54772
Minimum	1.00	1.00	1.00	2.00	1.00	1.00
Maximum	2.00	2.00	2.00	3.00	2.00	2.00
	focus	worse	advantage	effect	react	consider

Table 2 Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Dev.
Pre-FonFs	8	5.00	8.00	51.00	6.3750	1.06066
PreFonF	8	5.00	10.00	57.00	7.1250	1.55265
Pre-Incidental	8	5.00	8.00	57.00	7.1250	1.12599
Post FonFs	8	15.00	19.00	131.00	16.3750	1.59799
Post FonF	8	17.00	21.00	147.00	18.3750	1.30247
Post Incidental	8	9.00	14.00	87.00	10.8750	1.45774
Delayed Post FonFs	8	12.00	14.00	103.00	12.8750	.83452
Delayed PostFonF	8	14.00	19.00	121.00	15.1250	1.72689
Delayed Post Incidental	8	7.00	12.00	76.00	9.5000	1.51186
Valid N (listwise)	8					

For the remaining 24 words in the pretest, 8 from the first article were randomly selected as the target words of FonFs instruction; 8 from the second article were randomly selected for FonF; the other 8, among which, 4 from the first article and 4 from the second, were

determined as incidental instruction. Since all the three groups (FonFs, FonF, Incidental) cover 8 target words, the maximum possible for each group is 200 points (5 points per word for 8 words for 5 participants). Table 2 shows the descriptive statistics of the VKS scores

of the three groups of vocabulary instruction in pretest, posttest and delayed posttest. In the posttest and delayed test, the highest scores were both found in FonF treatment, and the lowest scores both appeared in the Incidental treatment.

In Figure 1, the total VKS scores of the three vocabulary treatments among the pretest, posttest, and delayed posttest are displayed. The improvement made by the two FFI treatments between the pretest and posttest was found much larger than that in Incidental treatment. The smallest difference between the pretest score and the delayed-posttest score also appeared in the Incidental treatment.

To specifically explore these differences, gain scores were calculated by subtracting pretest scores from posttest scores (learning), and by subtracting pretest scores from delayed-posttest scores (retention), which were shown in Figure 2. Consistent with what was indicated in Figure 1, the learning gains in both FFI treatments were larger than that in the Incidental treatment. Compared with the FonFs treatment, the FonF method gained even more in learning. However, the largest retention appeared in the FonFs treatment. Both learning and retention were gained the least in Incidental treatment

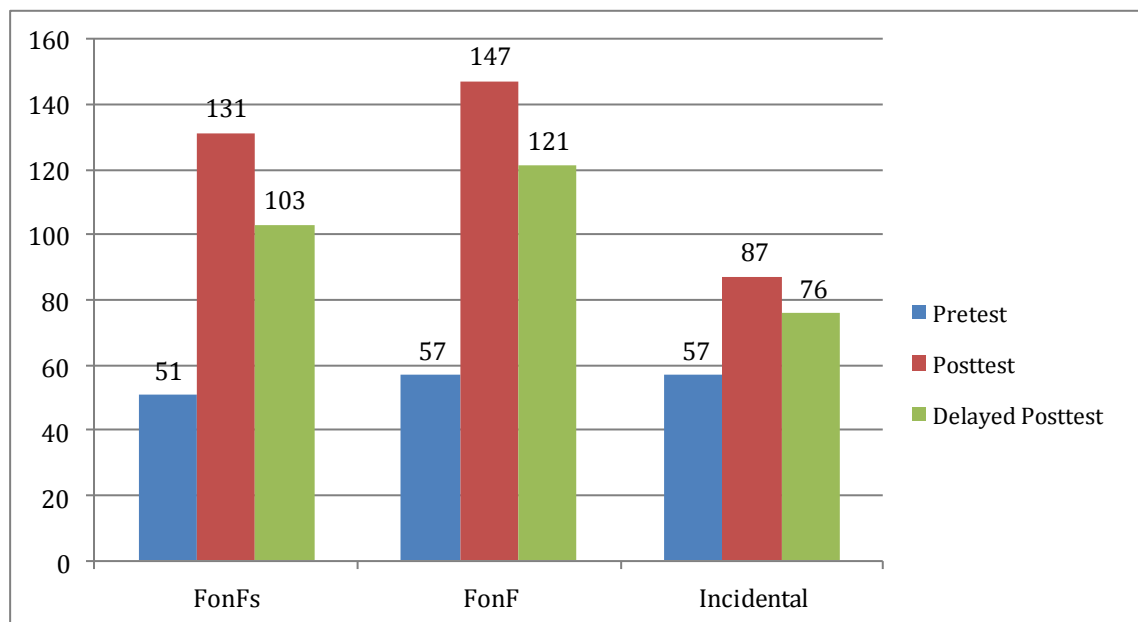


Figure 1 The VKS scores of FonFs, FonF, and Incidental

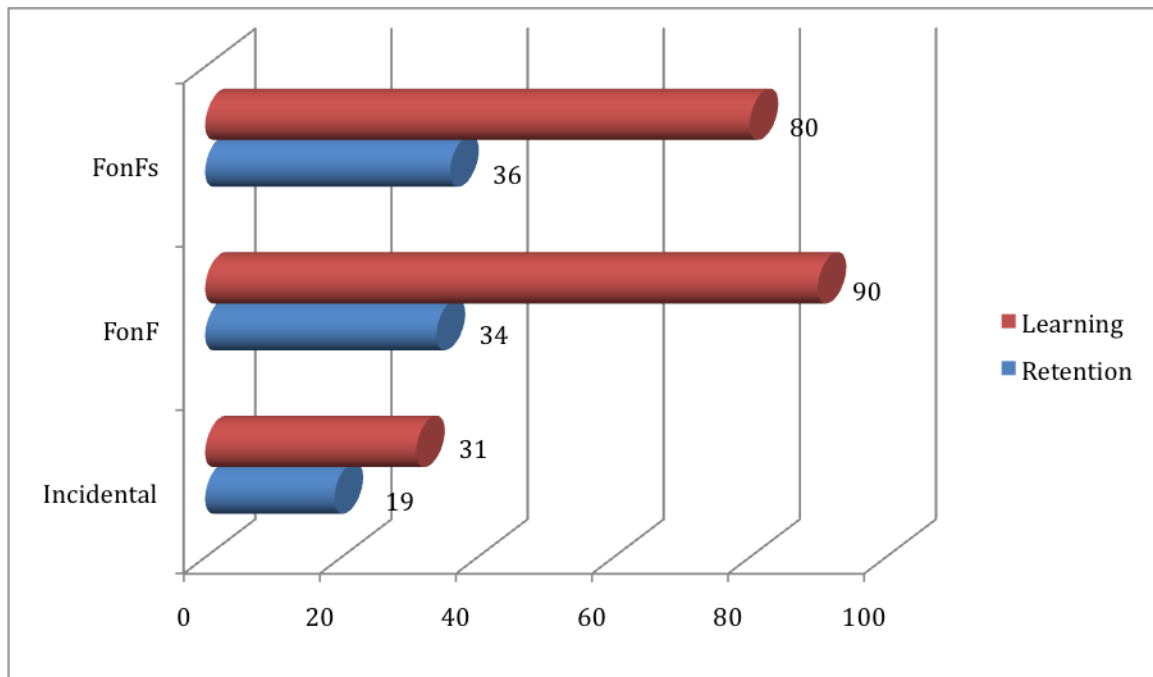


Figure 2 Learning and Retention of FonFs, FonF, and Incidental

Discussion

Based on the results of this study, which indicated both types of Focus on Form vocabulary instruction (FonF and FonFs) gain higher learning and retention scores than simple incidental exposure, FonF leads to even more vocabulary learning gain than FonFs, but achieves a nonsignificant lower score in vocabulary retention than FonFs. An individual interview was conducted to explore the possible sociocultural reasons behind these results. As explained earlier, the interview covered participants' previous English learning experience, current learning motivations

and purposes, and learning attitudes towards different English vocabulary learning styles.

When the participants were asked which of three teaching methods they like best, all of them were surprised to find there were actually three methods in the study because they thought only two (FonF and FonFs) were tested. When they were told that another method was incidental learning and explained how it happened, they all expressed they preferred to be taught explicitly (Focus on Form). When they were asked to compare the two Focus-on Form instructions, two Korean students

commented that they like pre-teaching vocabulary because this was how their English teachers taught them when they were in Korea. The other three participants preferred to learn vocabulary during reading. The Porto Rican student explained that the only purpose of her reading was comprehension, so learning new words in a complete article (a larger context) makes more sense to her. Both the Chinese student and another Korean student also mentioned their previous learning habit made them feel more comfortable learning new words in a consecutive meaningful task. The Chinese student even interestingly suggested that it might be better if the two methods are combined together:

..... teach these words during reading, but when you talk each word[’s meaning], can you first put it in a sentence so that we can confirm our

All the participants agreed that reading English was very different from reading in their native languages. They clearly expressed that it was very important for the teacher to bring up their attention to the new words they will learn.

understanding of this word [FonFs], and then explain the meaning of the whole sentence which include this word in the article [FonF].

The participants basically held two different types of learning motivations- residents for better jobs and international students for higher education.

The residents expressed that their learning purposes were very practical. They treated English learning more as a tool (FonF) to realize their career goals. Even though international students’ learning needs were more academic, rather than real-life based, they also felt FonF was better because learning vocabulary this way was

closer to how words are tested in TOEFL. A student further explained that since right now most of exams do not include a section which is specifically for discrete words but test word knowledge in an integrated way, she preferred to learn words in this way too.

When the participants were asked why they think incidental learning did

not work as well as FFI, one student described that sometimes he may ignore unfamiliar words in reading if he thinks they are not crucial to understanding the text. Another student stated that if the teacher did not explicitly guide her attention to a certain word, she may hardly notice this word because it had already been very overwhelming for her to deal with so many words at the same time when reading. All the participants agreed that reading English was very different from reading in their native languages. They clearly expressed that it was very important for the teacher to bring their attention to the new vocabulary.

When discussing which way worked best for the word knowledge retention, the participants agreed on Form-focused instruction, but did not agree on which type of this instruction. Three students stated the best way to learn words is the best way to retain words, so they like FonF better than FonFs. The other two students voted FonFs because they think the more times they see the words, the more easily they will remember them. In FonFs, they saw the target words twice, before reading and during reading, which is more than

FonF (only once during reading). That may be why they feel FonFs works more effectively in work knowledge retention than FonF.

Another possible reason that FonFs instruction worked better in word retention than FonF might be their different delayed-posttest dates. Even if the time periods between the posttest and the delayed-posttest in both treatments were equal (two weeks), the delayed-posttest of FonF was conducted right after the one-week spring break, while the delayed-posttest of FonFs was administrated after two weeks of regular class. This time factor may contribute to the different results of retention in both treatments.

Conclusion and Limitation

This study aimed to explore the effectiveness of Form-focused vocabulary instruction and incidental learning in adult ESL reading courses. The results of this study indicated that Form-focused vocabulary instructions (FonFs and FonF) worked better than incidental exposure in both vocabulary learning and retention. The participants' sociocultural backgrounds, especially their previous learning experiences, learning motivations, and learning

attitudes had impact on the effectiveness of ESL vocabulary acquisition. Due to the personal strength confinement, participants of the present study are restricted to one adult ESL reading class, and, therefore, result in the small population of subjects. The future work will consider a larger population, at different levels if possible, to further enrich vocabulary teaching and learning in ESL reading courses.

As more immigrants enter the U.S. population and more ESL students enter the U.S. schools, classroom teachers, as well as educational researchers, are facing a more severe challenge-how to better satisfy the different needs of these diversified learners. Vocabulary learning is viewed as a fundamental element in the process of second language

acquisition. Effective vocabulary instruction can help ESL learners to achieve a basic skill of English learning. Based on the current study, ESL instructors and classroom teachers who have ESL students in their class should pay sufficient attention to these students' sociocultural backgrounds to apply the effective vocabulary teaching methods, such as Focus-on Form instructions in their reading course.

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Producing Memorable Cloth-bound Books

by

Karin J. Keith, Amy Horton, Abby Roach, Jamie Milam, and
Edward J. Dwyer

Abstract

The authors propose that producing attractive cloth-bound books in the language arts classroom is an enjoyable, academically sound, and memorable experience for both students and teachers. Detailed instructions provide guidance for producing books for a variety of purposes. The book can be useful in a variety of learning environments. In addition the instruction can provide an enjoyable and productive experience in reading procedural text.

Why Make Cloth-bound Books?

Gardner (2004) powerfully demonstrated the need for involving as many modes of intelligence as can be integrated into the learning environment, and persuasively challenged the long held contention that “intelligence is a single entity and people are born with a certain amount of intelligence” (p. 29). Gardner further contended that it is essential that educators/leaders, through engaging positive intervention, actually enhance intelligence. Reading and producing visual representations related

Reading and producing visual representations related to reading, in light of Gardner’s theory of multiple intelligences, especially encourages linguistic intelligence, “facility in the use of spoken and written language” (p. 31).

to reading, in light of Gardner’s theory of multiple intelligences, especially encourages linguistic intelligence, “facility in the use of spoken and written language” (p. 31). Spatial intelligence and the personal intelligences, intrapersonal and interpersonal, described by Gardner are also engagingly facilitated through strategies involved in producing the cloth-bound books described herein. In addition, Gardner described “naturalist intelligence” (p. 36) as intrinsic and intuitive ability to discern what is in nature, literature, and art, which, we

believe, is also encouraged by production of decorative cloth-bound books. We have found, as Gardner determined, that the different intelligences interact and overlap in the production of cloth-bound books. In this light, Gardner determined that learning to read is enhanced by contributions from all of the areas of intelligence including, for example, “bodily-kinesthetic intelligence” (2004, p. 35). Although not referred to as a separate area of intelligence, research in visual, auditory, kinesthetic, and tactile approaches to learning (VAKT) through the foundational research of Fernald (1947) and the subsequent research of many others, including Tierney, Readence, and Dishner (1995), appears to be strongly connected with reading achievement for some students. We concur with researchers cited above in that we have observed how positively children react when engaging in the producing cloth-bound books.

From an empirical scientific perspective, neurologist turned classroom teacher, Willis (2008),

Gardner determined that learning to read is enhanced by contributions from all of the areas of intelligence including, for example, “bodily-kinesthetic intelligence” (Gardner p. 35).

determined that children learn best when they are actively and creatively involved in their learning. This researcher concluded that active/affectively oriented learning increases dopamine, a brain chemical, which enhances learning through a sense of well-being. Further, in this light, Hruby (2009) concluded that while neurophysiologists “envision the brain as an evolved and developing biological system for actively negotiating actual environments” (p. 193) and “cognitive psychologists envision the mind/brain as an information processing system” (p. 193) both neurophysiologists and cognitive psychologists agree that learning environments must be developed which encourage productive, creative, and positive involvement within a world full of information. Hruby concluded that there is much to be learned about both physiologically oriented and cognitively oriented brainpower. While there is still much to be learned, we believe that both Hruby and Willis (2009) would strongly agree that engaging activities enhance cognitive functions and impact

positively on the brain and; consequently, encourage a sense of well being that contributes to learning effectively and efficiently. The following, we believe, is a substantial contribution in this light.

Producing Cloth-bound Books

Materials:

- 1. Heat-N-Bond (Ultra):** This product is used to affix cloth to cloth or to other substances. It is available in craft and sewing stores as well as in large department stores. A roll is usually 5 yards long and 17 inches wide.
- 2. Mat Board:** This heavyweight poster board can be found in art supply stores, bookstores, and picture framing establishments. Frame shops sometimes have high-quality scrap mat board.
- 3. Heavyweight cardstock (110 lb.):** This paper, generally used to cover reports, comes in packages of 8.5” by 11” sheets in a variety of colors. Regular copy weight (24 lb.) is too flimsy and will not work well. White paper is good for pages while plain colored cardstock is good for the backing page.
- 4. Cloth:** We often use cloth called Keepsake Denim because it affixes smoothly, is attractive, and provides a good base for a cover photograph. There

are, however, many bright and themed patters on cloth that would work well. On the other hand, avoid broadcloth or other thin fabrics.

5. Patterns for cutting cloth and Heat-N-Bond can be made from mat board. The patterns designating measurements provide guidelines for cutting.

6. A long-arm stapler: This is a stapler with a wider range for stapling than the typical desk top stapler. The shorter reaching stapler can be used, but requires bending book pages.

7. Irons: Typically, one clothes iron is needed for every five people making a book. Small travel irons are very efficient and take up little space in the bookmaking kit or on shelves. Many people readily donate their older irons.

Preparing Materials for Making

Books:

1. One longer and one shorter piece of Heat – N- Bond are needed for each book. For the longer piece, cut Heat-N-Bond into pieces 8.5” by 11.25”. One roll of Heat- N- Bond (5 yards by 17 inches) will yield 32 pieces. A cut file folder or piece of mat board works well for making a pattern: cut at the 11.25” mark and then fold the piece in half and

cut again to get two 11.25" x 8.5" pieces.

For the shorter pieces, cut pieces of Heat-N-Bond that are 8.5" by 5" and draw a line vertically across the 17" band of the Heat-N-Bond. The cut section will be 5"x17" and can be cut in half to produce two 8.5"x5" pieces.

Again, patterns can be made using mat board or file folders.

2. Cut the mat board into 4.5" x 5.5" pieces. The two pieces needed to make the book cover can be cut on a sturdy paper cutter. As mentioned above, picture framing shops often have scrap pieces of mat board that can be cut for use a book covers.

3. Cut the heavyweight paper into 8.5" x 5" pieces using a standard paper. One package of 250 sheets will yield 500 pieces.

4. Cut the cloth into 9" x 12" pieces. Cloth is usually sold by the yard with a width of 45 inches, so a typical yard of cloth will yield 15 pieces. The 45-inch width yields five 9" x 36" pieces, which are cut into thirds for three 9" x 12" pieces. It is important to note, however, that if there is a pattern flow that favors one direction, cut the cloth so that the flow favors the 12- inch direction. This

will provide a natural view of the figures on the pattern when the book is in its normal position.

5. Cut the plain white cardstock into 8.5" x 5" pieces. Trim one inch off the 11" side of the paper and then cut the paper in half which yields two 8.5" x 5" pieces.

Assembling the Books:

Step 1: Lay the cloth with the brighter side down on a hard and clean surface. Be sure to put a paper bag or piece of mat board under the cloth to protect the surface of the table. (See Appendix for photographs.)

Step 2: Place the large (11.25" x 8.5") piece of Heat-N-Bond paper side up on top of the cloth. Leave an even border of cloth around the Heat- N- Bond approximately one-half inch wide.

Step 3: Using a warm clothes iron, press the Heat-N-Bond, and gently lift the paper off. This leaves the adhesive on the cloth.

Step 4: Place two 4.5" x 5.5" pieces of mat board on the cloth equidistant from the top, bottom, and sides. Be sure to leave a space approximately one- half inch between the pieces of mat board so that the finished book will close properly. When the mat board is placed,

gently press the mat board with your hand to keep it from sliding.

Step 5: Fold over one of the corners of the cloth and place it at a right angle on the corner of the mat board. Then press it with the iron. Make all the folds tight, not leaving excess cloth around the edges of the mat board. Using the warm iron, gently press the cloth onto the mat board. The heat of the iron will cause the Heat-N-Bond to affix the cloth to the mat board. Avoid touching the Heat-N-Bond directly with the iron. Repeat this procedure until all four corners are affixed to the mat board. Then, fold down and press the sides and ends of the cloth. The book cover is now completed!

Options: Covers can be varied. If plain fabric is used, fabric paint can be used to decorate the cover further or Heat-N-Bond can be put into the shape of another piece of fabric to be affixed to the cover. This is how numbers and names get on sports jerseys.

Photos or drawings done with crayons, colored pencils, or markers can also be put on the cover. To do this, use a glue stick to tack the picture to a paper frame made of a piece of heavy weight paper such as that used for the backing page. (The frame is centered and then tacked

to the cloth cover using the glue stick.

The frame is not necessary but adds a nice touch.) Then affix the picture to the cover with a piece of self-adhesive laminating film. We use pieces cut from individual laminating sheets that are sold in boxes of 50 in office supply stores.

These sheets require no heat or tools to apply and work very well. Each sheet should cover the picture, the frame, and about a half-inch border.

Step 6: Take approximately three pieces of plain white cardstock (5" x 8.5") described above and fold them together crisply in the center. This produces a booklet of 12 pages.

Step 7: Crisply fold the heavier (8.5" x 5") cover stock paper in half. It is better to fold it separately from the pages to ensure a crisp fold. This provides the backing page for the book. Then place this piece with the six pages already folded.

Step 8: Slide the pages, which now include the backing page, into the long-arm stapler, and staple three times along the fold. A teacher we know uses her portable sewing machine instead of a stapler and this works very well.

Step 9: Take the cover, completed earlier, and centrally place the shorter

(8.5" x 5") piece of Heat- N-Bond on the inside of the book cover. Be sure equal amounts of the Heat-N-Bond are on either side of the center fold in the book cover. As before, heat and remove the paper.

Step 10: Place one side of the backing sheet and book pages directly over the Heat-N-Bond and then put an extra piece of plain white copier or other plain paper over one side of the backing page. Then, using a warm iron, press one side of the backing sheet paper down and affix it and the book pages to the book cover. The white paper placed over the backing page while ironing prevents the possibility of scorch marks or residue from the iron marring the backing page. When one side of the backing page is affixed, do the other side the same way.

It is preferable to prepare the pages before assembling the book. If errors are made, the pages can be thrown away. An author can use a paper clip to hold the pages together while working on the book. This keeps the pages in

order but also makes it possible to easily replace a page. Some children like to prepare blank, cloth bound books to be used as journals and/or diaries.

Conclusions

The procedures described above can be followed easily and produce wonderful, long- lasting books. In this

light, we must add a story. A 28 year-old teacher, we'll call her "Ms. Kelly", in one of our graduate classes said she made one of the books described herein when she was in seventh grade. We asked her to bring it to class if possible. She said the cloth-bound book of poems she had made was kept on the mantle above the fire place in her parents' home. Ms. Kelly, now an

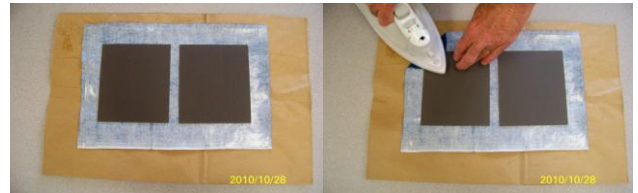
experienced third grade teacher, said she had to convince her parents that she would be careful not to lose it or let it get damaged in any way.

We feel strongly that producing cloth-bound books as described herein

We feel strongly producing cloth-bound books as described herein presents learners with highly positive opportunities for both affective and academic experiences in enhancing literacy competencies.

presents learners with highly positive opportunities for both affective and academic experiences in enhancing literacy competencies. We believe activities such as producing cloth-bound books are more important than ever, given the emphasis on high-stakes testing found in nearly all schools today (International Reading Association, 1999). We have completed these activities with hundreds of students. We have observed what Csikszentmihalyi (1998) described as flow, wherein intrinsic motivation is fostered through a state of harmony within the learning environment. Tangible products and active engagement are especially important in this, the digital age. In this light, Jackson (2008) determined that there is less and less permanence in the lives of individuals in this, the digital era. Fostering positive classroom climates through activities such as those described above in an action oriented framework contribute enormously to both academic learning and social development while encouraging the building of a community of learners.

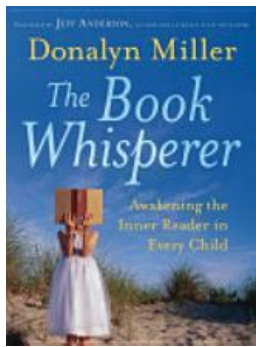
Appendix



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Review: Professional Books

by Elinor Ross

The Book Whisperer: Awakening the Inner Reader in Every Child

by Donalyn Miller. San Francisco: Jossey-Bass. 2009.

Publishers give us worksheets, scripted programs, computer-based incentive packages, and test-practice curricula, but every now and then a teacher/writer brings us back to what's really important in reading: creating lifelong readers. Miller's approach is reminiscent of earlier attempts to encourage children to love reading instead of focusing on skill and drill. Many teachers can recall Sustained Silent Reading, individualized reading, and reading workshops.

As a sixth-grade reading teacher, Miller inspires her students to read a lot and to love reading. She requires them to read 40 self-selected books through the year and allows them to read daily during class time. Every year her students read an "astounding" number of books and score high on the state's reading assessment. No student has failed the assessment in four years, and 85 percent score in the 90th percentile. Her students represent all economic and academic backgrounds.

This book is about how Miller turns students into readers by letting them choose

their books and giving them time to read. She begins by analyzing her own failures and successes in teaching reading and realizes that she continues to grow as a responsive teacher. She found that teaching a whole class novel with unit activities wasn't working, so she turned her classroom into a reading workshop. Components of her workshop (see page 16) are time to read, freedom to choose, natural responses, classroom community, and structure of routines and procedures.

She is a guide, a resource for her students, and realizes that she must enable them to become independent readers and writers. She herself is an avid reader who reads about 100 books a year. She believes that "Reading helps you escape the confines of school and pursue your own education. Through characters--the saints and sinners, real or imagined--reading shows you how to be a better human being" (p. 18).

A real breakthrough occurred after Miller delivered a lecture on class rules at the beginning of the year. A student asked when he could check out books. She

responded, "Now. We will check out books now" (p. 21). Students got out of their seats, tentatively reached for books, and were soon clamoring for recommendations from her and each other. In a frenzy they grabbed books, waved cards and called out book titles. Since that landmark day Miller decided to listen to what students needed instead of telling them what she thought they needed to hear.

Miller recognizes three types of readers. *Developing readers*, often called struggling readers, have experienced failure in reading. She tries to give them "a heavy dose of independent reading, paired with explicit instruction in reading strategies" to turn them into readers (p. 25). *Dormant readers*, or reluctant readers, can read well enough to pass tests but do not read for pleasure. She gives them the freedom to choose books in a classroom environment that values independent reading.

Underground readers are gifted readers but find school reading to be unrelated to their own reading preferences. Miller now looks for ways to use the books they enjoy reading to meet her instructional goals.

How does Miller manage her time? She starts every day with independent reading, which at first may be as little as 15 minutes. She reads, too, as a role model.

After the students have acquired the daily habit of reading, she begins holding conferences with them. By spring students spend about 30 minutes of the 90-minute language arts block reading independently. She writes about "stealing reading moments" by having students read as soon as they get to class, during classroom interruptions and while waiting on picture day. "Readers steal time to read" (p. 62).

Although she has a classroom library of over 2,000 books, which she purchases herself, she takes her students to the school library. She wants them to be able to locate books, to use the online catalogue, to understand library etiquette and to feel the excitement of so many books.

At first somewhat dismayed that she had no "reading corner," Miller soon realized that her whole room was a place to select and read books. No place was set apart, but students found nooks and crannies wherever they were comfortable reading. Readers are resourceful when finding places to read. Some question Miller about her requirement for reading 40 books. She says that if she expected less they would read less. No one fails by not reading 40 books, but the fewest books anyone has read is 22. Many read beyond the 40 book requirement, and certainly all read more books in her class

than in previous classes. She is encouraging and supportive. She also expects her students to read from different genres (p. 78). Although she encourages her students to read good quality literature, she believes it's better to read books of questionable literary value than not read at all. She reads aloud high-interest books to introduce students to authors (p. 88).

Students have reader's notebooks that lists the books they've read and their responses (p. 96). Through these responses and student conferences, Miller is able to assess their enjoyment and comprehension of the books they are reading. Miller also keeps a reader's notebook.

In Chapter 6 Miller discusses the pros and cons of various reading instructional strategies. She gives reasons for opposing such widely used practices as whole-class novels, book reports, reading logs, round-robin reading, and popcorn reading, but offers positive alternatives for each. She points out that "Scores of research findings, federal policy documents, and books from gurus tell teachers that actual reading is the most valuable classroom activity" (p. 167).

For most teachers acquiring a classroom library the size of Miller's is a

daunting task. She foregoes spending money to decorate her room with commercial posters and window curtains. Instead, she "scrounges" books from book swaps, discount bookstores, and garage sales. She and her students buy books from companies that give points toward purchasing new books. For teacher appreciation gifts, she encourages student to donate books to the class library. Students also donate books from siblings who don't want them anymore. She is very selective about what goes on the shelves, however, and not all books "make the cut."

This book has six chapters and three helpful appendices: "The Care and Feeding of a Classroom Library," "Ultimate Library List," and "Student Forms." There is an index and a list of references that undergird her philosophy. She includes photographs, quotations from students, and samples of their work. Occasional "Whispers" appear that show ways that she promotes dialogue about reading between her and her students. As I finished reading this wonderful book, I wondered what would happen to our literacy rate if all teachers were to teach reading as Donalyn Miller teaches. I think we would create a nation of individuals who not only can read, but love to read.

READ ALL ABOUT IT!

by
Tamara Williams

Abstract

Using newspapers is an often-overlooked resource with which to supplement lessons in virtually every subject. Requiring little preparation, newspapers as a learning material are vastly appealing to a wide age range of students from elementary to high school level. Research supports the fact that students using newspapers on a regular basis have increased achievement scores.

“Yes!! I love it when we use newspapers!” one of my young students exclaimed as I began distributing sections of our local town newspaper. The other students viewed the sections they were handed with confusion, not sure if they should also be excited. No textbooks?! Unheard of!! As this was the first time we had ever used newspapers in our classroom, I was quite surprised by his outburst, but thought this a positive sign that my planned activity would be a success.

It was a spur of the moment decision on my part to use the paper. I had been encouraged by my students’ demonstrated knowledge of the grammar standards we had been studying as part of our TCAP review. It was excellent use of time with a hands-on lesson. As

the TRA Newspapers in Education Committee Chair, I felt compelled to attempt a grammar lesson using the local newspaper for a review of capitalization

In less than 15 minutes they had located numerous examples of each use for capitals, and had been overheard debating their choices with their partners before making decisions.

rules. It took no prep time; simply rip the sections of the newspaper apart for each set of partners and assign them to one of six “stations” around the room.

At each station, the partners would search their section of the newspaper for examples of the usage shown at each station. They excitedly moved through a 2-minute stop at each station – Proper Nouns, Geographic Names, Titles, Holidays, Days of week,

etc. – cutting and pasting their contributions to a poster placed at each station. In less than 15 minutes they had located numerous examples of each use for capitals and had been overheard debating their choices with their partners before making decisions. One group even complained that they were unable to contribute to all sections, as they only had the Classified Ads. They demanded a new section with more examples of capitals to choose from! Needless to say, I was amazed and delighted with the response of the students! They begged me to use newspapers again - - and I definitely will!

Using newspapers to teach standards across the curriculum is a proven method to raise test scores. New research by the University of Minnesota and the Newspaper Association of America has shown that students in schools using the newspaper on at least a weekly basis demonstrated an average gain of 10% on standardized tests, and that schools with high minority and/or at-risk populations score as much as 30% higher. When schools use newspapers effectively to support

standards-based learning, test scores improve. Why would teachers NOT use this inexpensive and extremely accessible material to engage their students?

There is little preparation involved in using newspapers. There are numerous excellent published collections of ideas that have already been leveled by grade, as well as by subject area. It is simply a matter of choosing a subject, your grade, and the standard you wish to teach. It is not necessary to use newspapers every day or in every subject. Commit to planning one lesson in one subject the first month of the school year.

You will be amazed by the excitement produced in your students and the ease in which your lesson plays out. The following month, plan for two newspaper lessons in two different subjects. Student enthusiasm will build, and you will soon see your students' eyes light up with anticipation the next time you bring out a newspaper.

The Cheatham County Reading Council recently hosted a group of educators and parents from across the

Needless to say, I was amazed and delighted with the response of the students! They begged me to use newspapers again - - and I definitely will!

county to brainstorm uses for newspapers in the classroom. TRA-NIE Committee members M.E. doValle, Melissa Jones, and I provided publications, ideas, and a PowerPoint presentation on this little-used resource. The entire group worked together to come up with additional ideas that were easy to implement into all subject areas and at various grade levels. A list of useful websites was also created and has been listed below in the following list of newspaper activities suitable for each grade level. Have fun and watch your classrooms come alive with the thrill of students applying the knowledge they have gained through your teaching.

Grade K-1

1. Circle a word in a headline. Have student circle the same word each time it appears in the story.
2. Clip coupons from the newspaper and ask student to stack them in piles according to groups, such as food, cleaning products, or paper goods.
3. Read aloud the weather report for the day. Discuss what clothing should be worn for that kind of

weather.

Grade 2-3

1. Cut a newspaper page into quarters. Using one quarter, ask student to circle all the words they can read. Ask them to read to you all the words circled.
2. Ask students to find contractions on the comic page of the newspaper and circle them. Then have them write these contractions and the words they stand for on a separate piece of paper. Older students could also write sentences of their own using the contractions.
3. Have student label a piece of paper with headings Person/Place/Thing. Then have student cut out examples of these categories (words or pictures) from newspaper and glue in the correct column.

Grade 4-5

1. Give student one section of the newspaper and ask them to find at least 5 examples each of compound words, contractions, and plurals. Tell them to circle the compound words, underline the contractions, and draw a box

- around the plurals.
2. Using sports section that describes the outcome of a game, have student to underline the verbs in the story. Then have them write the verbs and a synonym for each.
 3. Using the grocery ads, have student “purchase” 5 items at random. Then calculate how much change they would receive from \$50.

* * * * *

These are but a few of the hundreds of teacher-tested ideas for using newspapers in education. The following list of web sites provides *excellent* resources for ideas to incorporate newspapers into virtually every subject area and every grade level. County NIE committees could easily develop an in-service program for educators or local council members using some of the ideas found in these web sites.

www.nieworld.com/teachers/brightideas - GREAT list of award-winning teacher ideas leveled by grade level (K-12 and exceptional ed) and archived to 1998!
www.nieonline.com-lesson plans and other innovative materials sorted by grade level, interactive activities and a

weekly activities list complete with standards.
www.usaweekend.com/partners/nie - weekly teacher guides to correlate with each weekend issue, also teacher tips on incorporating newspapers.

www.suelebeau.com - an excellent and extensive compilation of web sites related to using newspapers in the classroom. You can also download full publications such as NIE and Common Core State Standards and others

<http://www.naafoundation.org/curriculum>

www.tennessean.com/SITES/nie - useful information about NIE resources available to teachers through the Tennessean. Involves a low cost purchase (13 cents per copy) of 5 copies for 3 days to access their extensive list of programs, lesson plans, videos, etc.

www.knoxnews.com/nie - free downloadable teacher and student resources.

www.kidscoop.com - many grade level specific lessons for use with newspapers

Tamara Williams is an outstanding and experienced educator at Ashland City Elementary in the Cheatham County School District.

Are We Missing the Literacy Mark for Exceptional Students?
By
Kimberly Burnard

Abstract

All students require a level of assistance with regard to reaching their full potential, but students with exceptionalities are learners in need of special help to reach their full potential (Kauchak & Eggen, 2011). Exceptional students with learning, physical and/or multiple disabilities have as much need for literacy instruction, as do children who attend regular education with no disabilities. The primary focus of this work is to present the benefits of strategic literacy practices in self-contained classrooms in order to bring out those hidden gifts exceptional students possess.

The ability to discern letters, words, meanings and the ability to express themselves in written form whether it be typed or manuscript, all fall under an exceptional students' right to free and appropriate public education. The human brain is a phenomenally intricate machine when operating without impairment, now adds a disability which causes mental, physical or emotional challenges and what happens? There is honestly no way of knowing. Yes, scientists and doctors may perform tests

Exceptional students with learning, physical and/or multiple disabilities have as much need for literacy instruction, as do children who attend regular education with no disabilities.

on the human brain and make certain assumptions or document noted findings, but there is no concrete way of knowing all the brain is capable of whether operating normally or impaired. This being stated, it would be appropriate for those who educate exceptional students to "leave no stone unturned" so to speak and treat literacy strategies as imperative for their exceptional students, as general education teachers do for their students.

Exceptional students with multiple disabilities have a multitude of challenges with regard to their academic progress; however, they have as much to

gain from a consistent diet of literacy instruction, as do their general education counterparts. Consider the following points in support of literacy instruction for exceptional students with multiple disabilities: Literacy provides tools for communication, it is a way to gain information about our world, it offers access to independence and perhaps employment, it can become a hobby throughout life, and it can allow an exceptional student the resources and confidence to interact with their general education counterparts (Fenlon, McNabb & Pidlypchak, 2010).

There is no conceivable reason why students living with multiple disabilities should not receive the same opportunities to hear, read or interact about topics introduced during literacy instruction. Technology has allowed a great deal of advancements in other areas of society, those same advancements can be used in areas which allow for one who is verbally or physically impaired to interject comments and allow them to participate,

There is no conceivable reason why students living with multiple disabilities should not receive the same opportunities to hear, read or interact about topics introduced during literacy instruction.

as well as, take ownership over such activities. In their article, Fenlon, McNabb and Pidlypchak (2010) suggest that in order for students who have multiple disabilities to fully reach their

literacy potential, they require not only daily literacy instruction, but quality instruction as well. Those rewards are not defined because there is no true way to measure what they may be because each exceptional student is so individual and unique that the rewards for one may not be the same for another.

Because exceptional students tend to be excluded from standard literacy instruction, they also miss out on crucial building blocks, which provide a foundation on which students may build. Literacy is the opportunity for students of all abilities to see examples of writing which is the obvious next step in the literary process. What a student can read, they should be able to write; therefore, teaching exceptional students the components that enable them to read or recognize words, allows them the freedom to try for that next level,

writing. Students with and without learning disabilities tend to sit and copy text, or repeat on paper what has been said as opposed to stopping first and thinking of their own ideas and prior knowledge upon which to write.

Memory is an invaluable tool in the literacy instruction process because exceptional students have prior knowledge of people, places, and things they have experienced in their lives. By exploring what students know about various topics, instructors allow that student to enter into an association of past and present, along with the world of similarities and connection. A strategy called, “POW”, “Pick my idea, Organize my notes, and Write and say more” (Mason, Harris & Graham 2011), encourages the student to pause and tap in to what they already know, organize those thoughts into a format for writing, and then take the writing a step further and say more about the subject. Exceptional students need to embrace they are capable of doing more than they know or believe they can do.

Unfortunately, the resources available to educators of literacy for exceptional students are rather limited, but it is possible to modify ideas and

strategies from a general education perspective to an exceptional education perspective. Exceptional students face many challenges, and throughout their school day whether they be participating in inclusion classes, or within a self-contained classroom, they should not be exempt from receiving the same literacy instruction as their general education counterparts.

By integrating the aspects of literacy into other subjects, whether those subjects are washing dishes, making change, or working a common household appliance, exceptional students will have the opportunities to look for vocabulary that is unfamiliar, the skills to read fluently and to comprehend what they are reading without the hesitation which comes with the lack of literacy skills. The authors of *Teaching Literacy in Context: Choosing and Using Instructional Strategies*, introduce the concept of “Literacy in Context” or “LinC” (Miller & Veatch 2010) and in this concept, they focus on assessing, reflecting, planning, teaching and re-teaching. All of these strategies place responsibility on the educator to find what works for their students and this concept is just as vital in an

exceptional education classroom, as a general education classroom. Although the process would be slower, and presented in smaller increments, utilizing these techniques would enable exceptional students to take part in appreciating literature.

All students regardless of academic ability deserve to be treated with dignity and respect. These are not only traits that can be spoken, but can also be communicated through actions in one's classroom as an educator of exceptional learners. This would beg the question educators would ask of themselves, "Am I missing the literacy mark with my disabled students?" There is no way to determine exactly how much information is processed and

stored in the mind of an exceptional student with multidisabilities, as well as knowing just how great an impact a teacher may have. Because of this, enhancing their school day, lives and futures with literacy instruction can prove only to be a way of hitting the literacy mark for both student and teacher, both in present and future academic opportunities.

Kimberly Burnard has had the privilege of working 12 years in various academic environments across the country and is currently in her sixth year of working with exceptional students. Ms. Burnard is pursuing a Masters in Teaching, with a concentration in Special Education at Austin Peay State University, Clarksville, Tennessee.

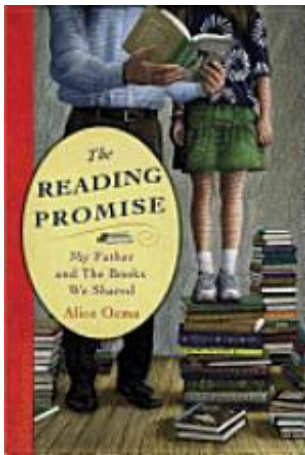
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Literature for the Classroom

by Dr. Margaret Deitrich

Many know and probably have used the *Read-Aloud Handbook* by Jim Trelease, and / or *The Book*

Whisperer: Awakening

the Inner Reader in Every Child by Donalyn Miller. A third book is now available to read and use in combination with the previously mentioned titles. Alice Ozma has written an insightful, heartwarming book entitled *The Reading Promise: My Father and the Books We Shared*. Alice's father is an elementary school librarian who, naturally, loves books. Through Alice's writing, we learn about her father's love of books, reading aloud to the students in his school plus the many activities he does to make the library a great place to visit.

In 1985, the Commission on Reading, stated, "the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children." This should occur at home and at school. With this in mind, Alice and her father decided to read aloud for **100 consecutive days**. No matter what was planned or happened during the day, the reading aloud session always occurred. When they accomplished the original 100 consecutive days of reading, Alice was nine years old; and when

they stopped, she was 18 years old and leaving home for college. Can you imagine reading for eight years or 3,218 consecutive days?

The book also shares their life adventures and struggles. Mom leaves the family and dad is raising the two children on his own. Alice is the youngest. Money is scarce. Some days are harder than others but dad never loses focus. He is committed to being a good father and librarian. However, the school climate has changed over the years and the books are removed from the library to make room for technology (computers). Dad is told he can no longer read aloud to the students when they come to the library. He is a defeated man and makes the statement, "The most frustrating part... is that reading has become irrelevant".

Rick Bragg a Pulitzer Prize-winning writer discusses his sentiments regarding holding the book he is reading or using a battery operated device for reading. In his article, *Words on Paper*, he states, "even when a whole library can fit in your palm, the gravity of stories in dog-eared books will never grow obsolete". He has to be with books. "I hope I am always walled in by the very weight and breadth and clumsy, inefficient, antiquated bulk of them, hope that I spend my last days on this Earth arranging and

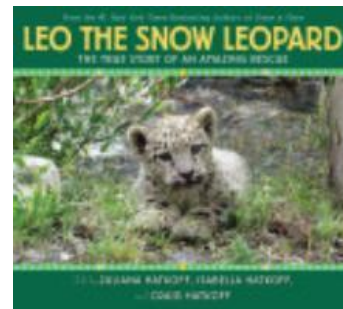
rearranging them on thrones of good, honest pine, oak, and mahogany, because they just feel good in my hands, because I just like to look at their covers, and dream of the promise of the great stories inside.”

It would be crazy to think that people will not continue to use technology for reading. Yes, I must admit there is a place and time for the book and technology. Presently, I have a colleague who was teaching in Hawaii this time last year. When the last bookstore closed, she bought a Kindle. When the device arrived, she read in a different way while she packed up and closed her office to move to Middle Tennessee.

Bragg, R. (2012). Words on paper. *Southern Living*.

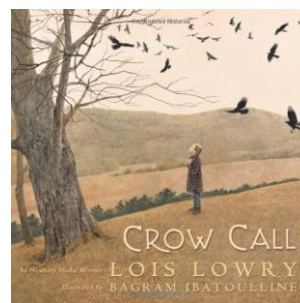
Ozma, A. (2011). *The reading promise: My father and the books we shared*. New York, NY: Grand Central Publishing.

The following are books for holding and reading, learning about people around the world, working together to save animals, learning about changes in our surroundings, learning about ways to understand our language, and learning to relate to a family member who has been away.



Hatkoff, J., Hatkoff, I., Hatkoff, C. (2010). *Leo the snow leopard: The true story of an amazing rescue*. Scholastic Press.

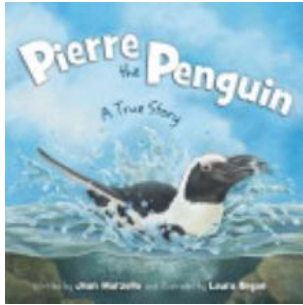
One day in the Karakoram mountain range in northern Pakistan, a goat herder found a young snow leopard, which was abandoned by its mother. The herder and his family cared for the leopard until it grew too large for them. Through a great deal of work, the leopard is transported to the Bronx Zoo in New York. Photographs do a wonderful job of documenting all aspects of this event.



Lowry, L. (2009). Ill. Ibatoulline, B. *Crow Call*. Scholastic Press.

This story is about Liz and her relationship with her dad who has just returned from the war. It is not the present war but the feelings are the same. She has not been around him for a long time. She is shy and trying to relate to him. The

illustrations are stunning and capture the essence of the story. They are created using watercolor and acryl-gouche.



Marzollo, J. (2010). *Pierre the penguin: A true story*. Ill. Regan, L. Scholastic.

This story is about African penguins living at the California Academy of Sciences. These penguins are not ice loving so their habitat is warm. Pierre is different because he does not have his feathers so he is always cold and does not want to swim. We learn how the staff, especially Pam, an aquatic biologist, found a way to help Pierre.



Moses, W. (2008). Ill. Moses, W. *Raining cats and dogs*.

This is a collection of irresistible idioms and illustrations to tickle the funny bones of young

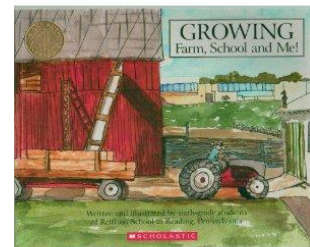
people. This is a great resource to help students learn the most common idioms of English.



Rosenthal, A. K. (2009). *Duck! Rabbit!* Ill.

Lichtenheld, T. Scholastic.

Creative presentation of an animal, which looks like a duck but it could be a rabbit or it, could be a duck. It is like looking at the inkblots and trying to decide if you are seeing a face or a vase. The pages are uncluttered with a lot of white space and large font text. Illustrator used ink, watercolor, and colored pencil.



Sixth Grade Students of Reiffon School.

Growing farm, school and me! (2007).

Ill. Sixth Grade Students. Scholastic.

This book tells about a farm and its background before the land was sold and a school was built. It compares the farm use of the land and the school use. Excellent way to preserve the past and understand the present.

International Reading Association Conference

57th Annual IRA Convention



Join us for the International Reading Association Annual Convention—the largest gathering of literacy professionals. The Convention will take place at the McCormick Place Convention Center West building and the Hyatt Regency McCormick in Chicago, Illinois

For more information or to register go to:

http://www.reading.org/AccessFor/ac-2012/ac-2012_registration.aspx

Registration

Pre-Registration opens on December 14, 2011

Pre-Registration rates are available from December 14, 2011 through April 9, 2012, midnight EST. On-site registration rates apply from April 10, 2012 through May 2, 2012. Online registration will remain open through entire event and will charge the appropriate rates according to the dates posted. Paper version registrations that are mailed must be received by April 9, 2012 and faxed registrations must show receipt date of April 9, 2012 according to receiving fax machine in order to receive lower rates.

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The *Tennessee Reading Teacher* is published twice yearly in the Spring and Fall. The journal is a refereed journal published by the Tennessee Reading Association (TRA). *Tennessee Reading Teacher* is seeking manuscripts directed toward the improvement of reading and language arts instruction at all levels of education. All submitted manuscripts will undergo blind review by multiple reviewers.

Submitting articles to the *Tennessee Reading Teacher*

1. Submit only by email using Microsoft Word (e.g. doc).
2. All manuscripts must be prepared according to the style specified in the latest edition of the *Publication Manual of the American Psychological Association* (APA).
3. The manuscript should be double-spaced throughout, including quotations and references. Include a brief abstract or summary, not to exceed 150 words, and a running head on each page, which reflects the title of the article.
4. Each manuscript must include a cover sheet containing: Authors Name, Affiliation, Position, Mailing Address, Telephone, and Email

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