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2008 Conference
March 13-15, 2008
Springfield, Illinois



Registration and Housing will be available in early October! New this year, participants can register online!

**IRC
President**
Donna Monti



Hello,

I am writing this note to you from the comfort of my deck with several of my grandchildren giggling and playing nearby. After a long bike ride along the Fox River, I have a tall glass of lemonade nearby and am enjoying the last few stress free days of summer. Sitting here, I have been reminiscing about the past year. Now let me hasten to clarify. By “the past year,” I mean the past IRC year. I recall how many kind people told me that our March conference was the absolute best they’d ever been to. Hmm...in reality, most of us say that every year! 2007’s conference is just one in a long line of incredibly successful Illinois Reading Council conferences! Looking back at the box of conference evaluations, the topic of exhibitors surfaced again. Like most of you, it seems that I never have enough time to attend all the sessions and special events *and* shop as long as I’d prefer. It’s true that some vendors close up a bit early and they just refuse to have a night owl shopping time for those of us who want to shop till we drop! This year, to try and meet your needs, we instituted a new policy to encourage our vendors to stay open the full contracted time. We required an additional \$100 deposit which would be refunded if an exhibitor complied with our request. Almost all received their refunds. Although staying open later doesn’t seem to be an option for the majority of our vendors just now, we are so fortunate to have a long standing relationship with a respected vendor, Anderson’s Book Shop. They consistently stay throughout the Saturday activities and provide you with a substantial discount too.

Another item on my mind is the upcoming IRC election. Some years ago, as the Intellectual Freedom chairperson, I recall sweet Hattie Spires gently encouraging me to run for Vice President. I avoided the sure defeat that year, but it wasn’t too much longer until Hattie’s urging became a bit stronger and I agreed to throw my hat into the IRC ring. I ran against Barb Vines and lost. Like most of you, I do not like to lose, but I didn’t even consider turning tail (yes, that’s a southern thing) and running away from IRC. I knew Barb would

Continued on page 2

President's message continued from page 1

be a wonderful leader and I fully supported her. Then, as now, I was committed to the organization. A few years later, with some urging, I decided to make another attempt at the office of VP. After sending in the paperwork, I began to sweat. I worried that someone really important would run against me and I'd lose. In the next minute, I worried that no one would run against me and I would win! I was conflicted. (I've always wanted to use that term!) As you know, I ran alone and took the office by default. I'm hoping many of you voted that year, but it doesn't really matter. I've never regretted my decision and am more than excited to be serving as the president of the Illinois Reading Council. But what I really want you to know is that it is healthy for an organization to have **two** people on the ballot for each office. Please give strong consideration to running for an executive board office. The rewards are too numerous to mention, but please know that if you are passionate about reading, enjoy working with others toward a common goal, and are willing to share your talents, then this is the place for you. I'd like to chat with you and encourage you to contact me. You may reach me at imatexn@yahoo.com or (630) 554-2170. Robert Yates summed it up when he said, "It's amazing how much you can accomplish when it doesn't matter who gets the credit." This is an amazing organization and it needs you!

Warmly,
Donna Kay Monti



It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations- something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own.
~ Katherine Paterson ~

Where did the summer go? It will soon be time for the new school year to begin. I hope you have had a restful summer and are approaching the new school year with renewed enthusiasm. There is little need to tell you all again how important you are to your students and to your school districts as powerful literacy leaders. Although I am sure you have all found some wonderful new books for both you and your students to read this coming year, I thought I might recommend a few that struck my "fancy" this summer.

The first book, *Inch and Miles: The Journey to Success* by John Wooden, is a beautiful book with powerful lessons from Coach Wooden. It would be the perfect addition to a character education program. It is not the same old character education material that you see everywhere! At first I considered this book useful to only council leaders and used some of the information at our Leadership Retreat; however, as I began to read, I realized that the information it contained was meant to enlighten adults and children of all ages.

By using a magic silver whistle, Inch and Miles set out on a trip to discover the blocks of the "Pyramid of Success" and learn how to develop the very best characters that they can be. Characters like Axelrod the Ant teach the value of "Hard Work" while Albert the Alligator stresses "Confidence" in yourself. In all, Inch and Miles meet fourteen characters representing character values that will guarantee character success. The illustrations are just as wonderful as the message that the book sends to the reader. This would be a wonderful springboard for students to write character journals related to each

Mission
The mission of the Illinois Reading Council is to provide support and leadership to educators as they promote and teach lifelong literacy.



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Normal, IL 61761
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Fax Number: 309-454-3512
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Website: www.illinoisreadingcouncil.org

trait. Whether you use it individually or school wide, this book is a must have for both teachers and parents! For those of you who would prefer a more adult approach to character education, Wooden also has an adult version of this book entitled *Pyramid of Success*.

The second book that is a real necessity for teachers is *Relax for Success – An Educator’s Guide to Stress Management* by Jeffrey Glanz. I jokingly picked up this book at the IRA Convention telling my friend that I was in great need of this book. As usual, I carried it home, placed it on the shelf, and fell back into the routine of ending school. After having a particularly stressful month of May, I remembered the book and picked it up to read one night. I was hooked with the first page – “Educators experience stress uniquely.” and “There is no way to control the world, but you can have control over yourself.” Not only did I find that the author was describing most teachers at this time of year, but he knew without a doubt how stressful of a life most of us lead. Glanz not only defines the problems we as educators have, but he provides very practical methods for applying stress management ideas to daily life. The book is easy to read with simple techniques to relieve stress through changing your attitude, changing what you say about your stress, and by practicing several easy energy enhancing and stress relieving techniques.

Another book that is extremely useful to teachers as you plan your year of activities with parents and community is a book I found through IRA called *The School-Community Cookbook: Recipes for Successful Projects in the Schools* by C.S. Hyman. It first tells some things you need to know about the ingredients – the people who will help you get the job done. Next, it offers you a host of recipes, or actual step-by-step instructions on how to use these ingredients to raise funds, increase parent involvement, get and keep volunteers, enhance race and ethnic relations, conduct community service projects, and so forth. Finally it provides you with some other *food for thought*, such as how to evaluate a project, and how to be a good advocate for both children and schools. This is a great reference tool for parent/community projects.

The final book recommendation is a picture book for both you and your students of all ages. *Dream: A Tale of Wonder, Wisdom, and Wishes* by Susan Bosak portrays

the dreams of humans from small children through adults. The pictures in the book contain a collage of dreams that include scenes from history, movies, musical themes, and life’s lessons. Included also on each dream page is a famous quote. The book begins with a rainbow with a Dream Chest at its end. A wise old star becomes the guide through the dreams in the book. The illustrations in the book are absolutely wonderful, but the added surprise is the set of famous quotes included on each “dream” page. I must say, this book is a real DREAM!!!

I hope your school year gets off to a terrific start, and remember to make plans to attend those great programs that your local reading councils have organized for you this year. Your local officers have worked diligently on programs to meet your needs. Plan on attending a council meeting to see what IRC can offer you.

SAVE THE DATE!

Please mark your calendars for the
2008 Early Literacy Conference!



**17th Annual
Early Literacy
and
Illinois Reading Recovery
Conference**

**January 17-18, 2008
Renaissance Schaumburg Hotel
& Convention Center**
www.illinoisreadingrecovery.org

For more information, please contact:
Ellen Swengel, Conference Coordinator:
eswengel@insightbb.com or 217-359-7434

or
Jeanne Palzkill, Registrar:
jpalkill@insightbb.com or 217-359-7570



PROGRAM FORMAT

Proposals may be submitted for small group sessions.

- SMALL GROUP SESSIONS will be scheduled for 60 minutes.

CRITERIA FOR SELECTION

- Proposals that emphasize interaction across disciplines, interaction across roles, new issues or topics, innovative or novel ways of viewing traditional issues, topics, materials or methods and evidence of familiarity with current practice and/or research will be given priority.
- Proposals that promote commercial materials or programs will not be accepted.
- Proposals that contribute to the achievement of an overall program balance in the range of topics, the grade levels covered, and the professional and geographic distribution of the participants will be given priority.
- Proposals must be typed, legible, and complete. The Program Committee reserves the right to disqualify incomplete or late proposals.

GENERAL INFORMATION

- Teachers, researchers, student teachers, librarians, administrators, and others interested in promoting reading and related literacy areas are encouraged to submit program proposals.
- As a professional, nonprofit organization, the Illinois Reading Council is unable to provide honoraria to program participants nor to reimburse for materials, travel, meals or hotel expenses.
- All presenters whose program proposals have been approved must pre-register and pay conference fees no later than the last day designated for pre-registration (February 1, 2008). If not, name and presentation may be removed from the final 2008 Conference program due to printing deadlines.
- The person submitting the proposal must receive advance consent from each listed presentation associate.
- **Only an overhead projector and screen will be provided.** All other audio-visual equipment is the responsibility of the presenter(s).
- Proposals must be postmarked **no later than September 1, 2007**. Each person submitting a proposal will be sent an acknowledgment when the proposal is received.
- All applicants will be notified of the Program Committee's decisions by December 1, 2007. It is the responsibility of the person submitting the proposal to relay the committee's decision to each presentation associate listed on the program.

Individuals seeking conference information should contact:

**Illinois Reading Council
1210 Fort Jesse Road, Suite B2
Normal, IL 61761**

**Phone: 888-454-1341 (toll-free)
Fax: 309-454-3512**

**Email: irc@illinoisreadingcouncil.org
Web: www.illinoisreadingcouncil.org**

2008 PROGRAM PROPOSAL
Illinois Reading Council Conference
March 13-15, 2008



Please type or print all information.

I. PERSON SUBMITTING PROPOSAL

Name(Last)_____ (First)_____

Address_____

City_____ State_____ Zip_____

Telephone: Work_____ Home_____

Position and/or Title_____

School/District/Professional Affiliation_____

Work Address_____ City_____ State_____

Email Address_____

II. PRESENTATION ASSOCIATES

Please list the names, complete addresses (including zip code), telephone numbers, and institutional affiliations and addresses of the program associates. Please secure advance permission from each individual. A separate sheet with this information may be attached.

Name(Last)_____ (First)_____

School/District/Institutional Affiliation_____

City_____ State_____ Zip_____ Phone _____

Name(Last)_____ (First)_____

School/District/Institutional Affiliation_____

City_____ State_____ Zip_____ Phone _____

III. STRAND NUMBER _____

All proposals should relate to one of the strands below:

- | | |
|--|--|
| 1. Literacy Skills (fluency, word identification, comprehension, vocabulary) - ISBE Standard I | 7. Coordinating/Administering a Reading Program |
| 2. Literature Studies - ISBE Standard 2 | 8. Adult Education |
| 3. Extending Literacy through Speaking and Listening - ISBE Standard 4 | 9. Collaborations (inclusion, teaming, working with other staff) |
| 4. Extending Literacy through Writing - ISBE Standards 3 and 5 | 10. Research-Based Practice |
| 5. Technology in the Classroom | 11. Standards, Assessment, and Evaluation |
| 6. Diversity (multicultural, multiple intelligences, gender issues, ESL, gifted, at-risk) | 12. Early Childhood and Emergent Literacy |
| | 13. Reading Across the Curriculum |
| | 14. Administration |
| | 15. Title I |

IV. SESSION LENGTH: Sessions will be 60 minutes in length.

Presenters desiring more time may request a double session.

V. INTENDED AUDIENCE (Check each category that applies.)

- | | |
|--|--|
| _____ Educators of Pre-Schoolers (PreK-K) | _____ Educators of High School Students (9-12) |
| _____ Educators of Primary Students (K-3) | _____ Educators of Adults |
| _____ Educators of Intermediate Students (4-6) | _____ Administrators |
| _____ Educators of Middle/Junior High Students (6-9) | _____ All |

VI. AUDIO VISUAL EQUIPMENT: Overhead projectors and screens are the only audio visual equipment available to presenters. Other equipment must be supplied by the presenter.

VII. TITLE OF PRESENTATION (as you wish it to appear in the program book)

VIII. ABSTRACT

Describe the content of the program in 20-35 words.

The abstract must be clearly stated and reflect the actual presentation.

In accordance with IRA and IRC policy, program participants will not be reimbursed for any expenses by the Illinois Reading Council. I understand that presenters must pre-register for the conference by February 1, 2008. If not, names and presentation may be removed from the final IRC conference program due to printing deadlines. I also understand that only an overhead projector and screen will be provided and that the printing of handouts is the responsibility of the presenters.

Signature of Person Submitting Proposal

Date

Mail **one** copy of completed proposal postmarked **no later than September 1, 2007** to:

**Illinois Reading Council
1210 Fort Jesse Road, Suite B2
Normal, IL 61761**

To help prevent scheduling conflicts, please identify all presenters listed in this proposal who are also included in other proposals.

Name

Person Submitting Other Proposal

**The Illinois Council for Affective Reading Education
and
The Illinois Reading Council**

STATIC STICK DECAL CONTEST

The Illinois Council for Affective Reading Education (ICARE) and the Illinois Reading Council (IRC) invite **YOU** to design a STATIC STICK DECAL that encourages children to read.

QUALIFICATIONS

You must be a student in grade 4, 5 or 6 in a school in the state of Illinois.

GUIDELINES

Make your original design in the 4 inch square on the back of this sheet.

(Teachers may copy the application form as many times as needed.)

Invent an **original** character(s) to include in your design. You may **NOT** use any published cartoon or comic characters (including characters such as Snoopy, Bart Simpson, Power Rangers, Garfield, Barney, etc.) nor any computer generated art.

Develop an **original** saying or slogan.

You are limited to three colors plus black and white. The label with Illinois Reading Council and Illinois Council for Affective Reading Education must be on the STATIC STICK DECAL design but it may be moved from the location on the application form.

Complete the application form on the back of this sheet. Mail it with your design to:

Kathleen Sweeney
c/o Grant Elementary School
1300 N. 34th Ave.
Melrose Park, IL 60160

ENTRIES MUST BE POSTMARKED NO LATER THAN JANUARY 15, 2008!

THE STATIC STICK DECAL CONTEST WINNER WILL RECEIVE:

An autographed book by a well known children's author.

An invitation for the winner and his/her parents to be our guests at the Illinois Reading Council Conference Author Luncheon on Saturday, March 15, 2008 in Springfield, Illinois.

The winner will sit in a place of honor and be introduced during the luncheon.

30 STATIC STICK DECALS with the winning design to distribute to classmates.

TIPS

Don't forget – The work MUST BE ORIGINAL. You may not use any published trademark, cartoon, comic characters or computer generated art.

Keep the art work simple. Too much detail within the space provided may result in a smeared look when it is reproduced on the STATIC STICK DECAL.

Fine line markers, pens and pencils work the best. Crayon is usually difficult to read.

Spelling must be standard and correct.

The Illinois Council for Affective Reading Education and The Illinois Reading Council

STATIC STICK DECAL CONTEST APPLICATION

Illinois Reading Council Illinois Council for Affective Reading Education

Name _____

Grade _____ Age _____

Teacher's Name _____

School _____

School Address _____

City _____ Zip _____

School Phone Number (with area code) _____

Parent/Guardian's Name _____

Home Address _____

City _____ Zip _____

Home Phone Number (with area code) _____

Mail entries no later than **January 15, 2008** to:

Kathleen Sweeney
c/o Grant Elementary School
1300 N. 34th Ave.
Melrose Park, IL 60160



Welcome to the “*Illinois Authors’ Corner*,” showcasing new releases from our fabulous Illinois Authors and IRC members. If you’d like to include your new release, please visit the IRC website to find out how to submit information.

Revenge of the Homecoming Queen

Author: Stephanie Hale www.stephaniehale.com
Publisher: Berkley Jam/Penguin Date: July 2007
Category: YA Fiction Ages: 11 & up

P is for Princess: A Royal Alphabet

Authors: Steven Layne & Deborah Dover Layne
Illustrators: Rob & Lisa Papp www.stevelayne.com
Publisher: Sleeping Bear Press Date: Spring 2007
Category: Picture Book Ages: 5 to 10

From Princess Aurora in Sleeping Beauty to the wisdom of King Ulysses, will it be fact or fiction that *P Is For Princess* piques your interest? Any reader, royal or not, is sure to enjoy turning the pages of this alphabetic journey while traveling through time and around the world. Perrault’s famous characters, Princess Diana, and King Arthur’s knights are explained and illustrated in all of their glory!



Eliza’s Kindergarten Surprise

Author: Alice B. McGinty www.alicebmcginty.com
Illustrator: Nancy Speir
Publisher: Marshall Cavendish Date: July 2007
Category: Picture Book Ages: 4 - 6

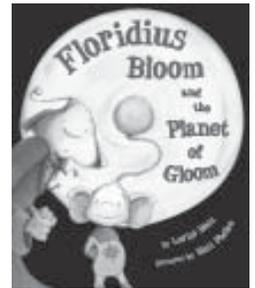
Eliza is going to school for the first time ever, but she doesn’t want to leave Mommy. Mommy understands. She places a kiss on her fingertips and gently slides it into Eliza’s pocket. Eliza’s pocket still feels empty inside, though. Then Eliza sees things at school that remind her of Mommy, and one by one, she puts them into her pocket. When Eliza sees them all together, she gets an idea, an idea that turns into a surprise - a surprise for Mommy! And Mommy has a surprise for Eliza, too.



Floridius Bloom and the Planet of Gloom

Author: Lorijo Metz www.lorijometz.com
Illustrator: Matt Phelan
Publisher: Dial Books Date: April 2007
Category: Picture Book Ages: 4-8

Floridius Bloom has found a source of light on the planet of Gloom, and what has he decided to do with it? Why, build a wall around it and hoard the light all for himself and his prize cherriflox, of course! But when a curious creature named Zrill breaks through Floridius’ fortress and invites him to “follow!” Floridius begins to understand that beauty is a thing to be shared... and friendship can supply its own kind of light. With a reader’s theatre, a play and lesson plans available for free download at the author’s website, this gentle picture book is a perfect addition to any classroom discussion of *friendship, sharing and interdependence*.



Three Blessings from China Adopted

Authors: Rose Mary Schaumberg & Emily Rose Schaumberg
Publisher: Authorhouse www.authorhouse.com
Date: March 2007
Category: Adoption Ages: 2 to 10 years

This story is written by a single mom who has adopted three daughters from China. It is written by mom and Emily, the oldest daughter, and told from Emily’s perspective. The story is based upon their own experience of international adoption, adding one child at a time to their family. It relates how a single mom adopts first one daughter, then another and then finally a third daughter. It describes personalities, their playtime, school time and how they get along as a family. It is colorful & written in rhyme with great illustrations. A delightful little book children will enjoy reading. This is the first book in a planned series of books that relate to adoption and family relationships. Watch for the next book coming soon titled “*I’ll Miss My Grandma Wouldn’t You*” currently in the process of being published.



November 2007 Communicator and Illinois Authors’ Corner deadline for submissions is September 1, 2007!

**SECONDARY
CONFERENCE**
CONTENT AREA GRADES 6-12
November 3, 2007

An exclusively secondary literacy conference in IL

 **Alex Flinn**

YA Author of *Nothing to Lose, DIVA*

Luncheon address: **The Safe World of a Book: Why
Teens Need Realistic/Dark Fiction**

Workshop 1: Reaching Reluctant Readers

Workshop 2: Adapting the Young Adult Fairy Tale

Jim Burke 

Author: *The English Teacher's Companion*

Keynote: **Struggling to Learn: What My Struggling
Students Have Taught Me**

Workshop 1: Teaching Reading as a Process

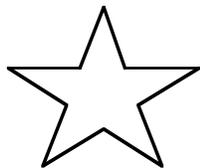
Workshop 2: Teaching English LA: Essential Lessons

All teachers of grades 6-12 should be here

Interdisciplinary, Instructional, Literacy Teams
Content, ELL, Sp Ed, Title I Teachers/Media Specialists
Librarians/Reading Teachers & Specialists
School & District Administrators



the Secondary Reading League's
31st Day of Reading



- No purchase orders
- Cash & checks only
- No registrations by phone
- Call Terry for team discount by 10-1-07

For information:

Barb Chrz-White 847-699-0797 bchrzwhite@comcast.net

Terry McHugh 708-220-4544 tmchugh@dayofreading.org

www.dayofreading.org

The Storybook Connection

By Sandra Swanlund

Adult and Family Literacy Chair

For almost a year, I waited anxiously for my clearance to be able to be an Official Visitor to the Dixon Correctional Institution for men in Dixon, Illinois. I had heard that they had the Storybook program there and wanted to observe and experience it. Finally in January 2007, I was officially cleared and visited. I also just went again in May. On my first visit I was excited to see how this program works. I was paired with an experienced man who showed me the ropes and had me participating almost immediately. The prisoners choose a book in advance, practice reading it, write a message to their child/children in it, and then bring it with them the day of the Storybook program. We tape record them while they read the book or a chapter. They are also allowed to tape a short message to their child/children.

It takes about 10 minutes per person to accomplish the taping. The men were all so grateful for this opportunity to reach out to their children in this format. Many commented to their child about the importance of reading and doing well in school. Some said "Listen to your teacher and do what she says." One man said that this was the best program and that he had been in many other prisons that didn't have it. Another commented to his child that "I read *Charlotte's Web* as a child and now it's your turn to read it." All sincerely thanked us for coming and for this program.

The men then take their books and tapes to another room where volunteers help them address the manila envelope which is then sent to the child. The major cost of this program is around \$100 each month for postage. Paperback books (less expensive to send) are always needed to replenish their supply. Books about sports, African Americans, and Hispanics are appreciated. There is a need for books for all age groups, too.

There are over 40 correctional facilities in Illinois. There are two Storybook programs for men and two for women. Besides the Dixon facility, near Lincoln there is a men's correctional institution and also a women's

Continued on page 11

Budding Reader Bags A Family Literacy Experience

By Cheryl VanHoy

Budding Readers Bags has been an exciting new program implemented this year in our school thanks to an IRC Literacy Support Grant. Through the grant, I was able to purchase twenty-five hardcover books, twenty-five bags and twenty-five journals. We have students ranging from pre-kindergarten to fifth grade at our school that make a combination of five classrooms. I purchased materials for five Budding Readers Bags per classroom. Many genres of literature are included in the choices of books for each classroom including poetry, biography, fairy-tales, classics, non-fiction and historical fiction.

Parents signed a permission slip at the beginning of the year to allow their child a chance to check out a Budding Readers Bag for a period of one week. Each student with a permission slip has an opportunity to check out a Budding Readers Bag on a rotating basis. In each bag, there is an age appropriate hardcover book, author information, and a journal. The journal is an important piece of the whole Budding Readers Bags experience as it lets each family record their thoughts about the book as well as what activities their family did with the book. This is helpful so that families can learn from each other by reading other families' experiences with the same book.

The response has been great from the students and their families. Students are very excited when their turn comes to check out a Budding Readers Bag. One parent shared with me that their son carried around the bag and spent all his free time reading and re-reading the book throughout the week. One student was inspired by the poetry book she had for the week, and began writing poems of her own. Many families have asked for permission to keep bags for a longer period than one week so that they can thoroughly enjoy the book. The best part is reading the comments each family adds to the journal. It is a joy to see students and their families excited about books! This idea started as a way for families to spend time reading together. Budding Readers Bags have done just that and so much more.

RIBET – Reading Is Bringing Everyone Together

By Gail Grabins

The RIBET discussion group had another successful year thanks to a grant from the Illinois Reading Council. RIBET is an after-school book discussion group open to fourth and fifth graders at German Valley Grade School. It is a project designed to give students an opportunity to increase their reading comprehension and enjoyment of reading by discussing a book they have all read. Our main objective is to help foster a love of reading by engaging the readers in conversations with other learners through sharing, discussing, and working on related literacy activities for a novel read by the group. In the 2006-2007 school year, we shared our thoughts about *The Magnificent Mummy Maker*, *The Promise*, *The Sign of the Beaver*, and *Poppy and Rye*. We had thoughtful discussions about the lives of the ancient Egyptians, a Christmas miracle, the settlers in America, and a person's self worth, and what makes a strong friendship. The students constantly amaze me with their insight, questions, and enjoyment of sharing ideas. Thank you to the Illinois Reading Council for making this year's RIBET program possible.

Storybook Connection continued from page 10

site. The fourth is the women's correctional institution at Dwight. There are a lot more details to my experience, but the main thing that I want to impart is that this outreach program is a sharing for both the volunteers and the incarcerated men. I left each time with a feeling that is hard to explain. Even though we are doing a service project, I felt like we also received so much in return. I know that councils and people behind the projects that were the recipients of the grants monies for our Adult and Family Literacy Awards have experienced this same feeling. No matter if we reach individuals or reach many with our outreach projects, we are helping the literacy of our society. This is our goal. It can be so exciting and rewarding for all. If you have questions, please feel free to email me at sswan@theramp.net. Please watch for an article in the summer *Illinois Reading Council Journal* about the recipients of the Adult and Family Literacy Awards.

One Book, One Glenbard

Planning, Publicity, Problems and the Plum-Ucci Program

By Diane Mankowski

Planning for our first district-wide One Book program began in May of 2006. Representatives from our four high schools and each of the seven public libraries that serve our students met to begin brainstorming authors and titles, discussing publicity and programming ideas. Having the author visit each of our schools and speak for a community presentation was the most important piece of our program. Our goal was to select an award-winning book available in paperback that would appeal to both male and female teen readers.

With a list of nearly fifteen books to consider, Kathy Cerabona, Glenbard West Head Librarian, and I began to make contact with the authors. In some cases, contacting the author was easy. In Laurie Halse Anderson's case her schedule was posted on her website and she was unavailable. Most author contact must begin with the publisher, and in many cases they didn't respond. Prepare ahead if you're considering coordinating an author program and collect author contact information from conferences and book signings. In the case of Jodi Picoult, a \$13,000 speaking fee was well beyond our projected budget. In mid-June a representative from Harcourt returned an email and indicated that Carol Plum-Ucci, one of our top choices, was interested and available. *The Body of Christopher Creed* became our first One Book, One Glenbard title.

To promote this program, each public and school library received five additional paperback copies for the collection with an inside label announcing it as the One Book, One Glenbard title. Each high school library received twenty additional copies with an inside label for signatures. They were given to students and staff with instructions to read it, sign their name and pass it on. Distributing books in this manner was fun for us as student after student couldn't believe that they were receiving a new book for free.

A grant from the Illinois Reading Council funded the author expenses and a grant from PEP, our local educational foundation, helped fund the remaining author ex-

penses as well as the multiple copies of books that were distributed throughout our schools and in the public libraries.

Each school publicized this program by book talking the title in classrooms, at staff meetings and to individual students. Announcements and fliers were distributed in schools, public libraries and at local bookstores. Press releases were sent to local papers.

The largest problem with this program relates to Glenbard's size. Glenbard District 87 is the third largest high school district in Illinois and serves the communities of Glen Ellyn, Carol Stream, Glendale Heights, Lombard, along with portions of Bloomingdale, Hanover Park, Addison, Downers Grove and Wheaton. We contacted the seven public libraries that work with the largest numbers of our students to partner for this program. All agreed to accept copies of our books and to help promote it, but it was difficult to extend programming beyond promotion with this many libraries and schools involved. Another pitfall relates to kicking off our program in November and having the author visit in February. In the future, shortening the program time to 6-8 weeks would allow us and the local newspapers to generate interest and focus more intently on the program and its promotion.

Carol Plum-Ucci flew into Chicago on Wednesday, Feb. 21, 2007 and talked to community members that evening. The small crowd included a few students, some parents, a public librarian and two teachers from Bolingbrook who were currently teaching the novel in their classes. The following day, she visited Glenbard East and Glenbard North. Glenbard East had several English classes sign up in advance to attend the program in a small theater, while Glenbard North had a class and many lunch drop-in students visit the library. On the last day, she visited Glenbard West for a program in the library and Glenbard South for a luncheon program. Hundreds of Glenbard students met the au-

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Back to School with IRC in Mind

By Cindy Wilson

As a classroom teacher, I always loved August: I loved going back to school to see the newly waxed floors, to unpack the box of supplies I had ordered the previous spring, to stamp the school identification in new textbooks (don't new books smell good?) and to peruse the rosters of names that would be occupying my classroom for the next nine months. Were there any familiar ones? Was this one related to the student I'd had with the same last name two years ago? Would they be anything alike? (And was that a bad thing or a good thing?!)

August is also a great time to remind your fellow teachers about membership in the Illinois Reading Council, both new teachers and nonmembers. You can always put Image Brochures from the IRC office and copies of your local organization's newsletter in mailboxes and leave one or two in the teacher's lounge; even better, make it a point to personally deliver those items and have a quick friendly chat about the merits of membership. Your positive experiences with IRC and your local's events will go a long way toward helping others see how membership can benefit them professionally and personally. Loan one of your Illinois Reading Council Journals with a specific article flagged, and mention why you found that article particularly important. Make it a point to personally invite new teachers or other nonmembers to your local's events. Offer to drive – it's harder to walk into a meeting alone than it is when you are with someone else.

We always think about talking to new teachers or to experienced teachers who may not be members, but there's another (relatively small but still important) group of teachers we don't often consider: those who are changing jobs within the profession. A good friend of mine told me the other day about a teacher in her building who is endorsed in many subjects but has been teaching mathematics for several years; this year, through involuntary reassignment, she will be teaching reading and language arts. According to my friend, this teacher is very uncomfortable. Do you know what I suggested? I'll bet you do. You may know a teacher in the same predicament, or one who is moving from one grade level to another. Sometimes that is a comfortable

move; sometimes it is not. Fellow teachers can help provide expert guidance to make such professional moves go more smoothly, but membership in IRC can also provide help: through the Journal, the Communicator, local organization activities, and of course, the IRC conference.

If you are already a member, think about making this the year that you get a little more involved in some way. Ask the president of your local what you can do to help: there may be a vacancy on a committee that you could fill, or it could be something as simple and short term as helping to set up for a special event. On the state level, think about attending one of the Board of Directors meetings in Bloomington (third Saturday in September, November, January, and April – call the IRC office at 309-454-1341 for more information), or volunteer to help at the IRC conference by filling out the volunteer form on the back of the registration form (or online). Volunteer to collect materials from teachers in your district who want to donate them to the Preservice Teacher Pizza Party. (For more information on this, contact Carol Owles, Director of Student Membership csowles@ilstu.edu.) You might find, as I did, that you really like being more involved!

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thor, learned about her childhood on an island near Atlantic City on the second floor of a funeral home (Dad was a mortician) and how her experiences color her writing. I love connecting our students with authors and providing them with special events that celebrate reading. One Book programs are popular across the country, so do some research. Our program was modeled after Waubonsie Valley High School's One Book, One School program after I attended a session at a conference a year ago given by librarians Gayl Smith and Debbie Turner. Recently, I attended a presentation on Batavia's One Book, One Batavia program with Batavia High School's librarian Daniel Russo. Their program involving one town and one high school allows for easier program collaboration.



2008 IRC Conference Literacy: Unleash the Power

by Roxanne Owens

Word is out! While attending the IRA conference in Toronto recently, I had the privilege of meeting many authors, illustrators, and teachers from around the world. I was astounded at the number of times after noticing my Illinois nametag that people said, "Oh, I've heard Illinois has a great annual conference." We are fortunate to have such a wonderful conference in our own back yard.

There is so much fabulous news to share about the 2008 IRC Conference, it's hard to decide where to start! Perhaps the best news is that our March 13-15 conference does NOT conflict with ISAT. We hope to be able to welcome back many of you who have been unable to attend the last couple years due to the conflict.

The other great news is that we have been able to contract with a wonderful variety of speakers including Brian Selznick (author of *The Invention of Hugo Cabret*), Christopher Paul Curtis, Ralph Fletcher, Laurence Yep, Laurie Halse Anderson, Luis Rodriguez, Ralph Covert, Susan Bartoletti Campbell, Claire Rudolph Murphy, Steve Jenkins, Laurie Lawlor, Lisa Yee, Steven Layne, April Pulley Sayre, Judith St.

George, Lisa Wheeler, Kay Winters, Cynthia and David Leitich Smith, Teri Lesesne, J. Richard Gentry, David Booth, Kate Kinsella, Donald Leu, Taffy Raphael, Bill Teale, Miriam Trehearne, Christine Boardman Moen...just to name a few. The list is beyond amazing.

In addition to our informative sessions, dynamic presenters, and fun late-night events, we will have special events to make the 2008 conference even more rejuvenating than you ever thought possible. We are bringing back the popular "Dine with an Illinois Author/Illustrator Luncheon"—an event that sold out in 2005. We will also help you to plan for the Bicentennial of Abraham Lincoln's birth through a special "Lincoln Strand" designed to offer great literature and engaging ideas to celebrate Lincoln in 2009.

Please visit our website to peruse the conference preview and to download a program proposal form. (Yes—you SHOULD consider presenting—especially if you've attended the conference a few times. Come on, you have good ideas, share them with the rest of us!) We hope that you will be able to join us to Unleash the Power of Literacy!

Conference Registration is now Online!

New this year, the 2008 IRC Conference registration can now be processed online with a Visa or MasterCard at the IRC website (www.illinoisreadingcouncil.org). You can also join the Illinois Reading Council or renew your membership online. The IRC is excited to bring these new options to you. Registration and Housing for the 2008 IRC Conference will be available in early October 2007!

Plan a School Visit for March 2008!

Claire Rudolph Murphy, author of *Children of Alcatraz*, *Gold Rush Dogs*, *Children of the Gold Rush*, *Caribou Girl*, *A Child's Alaska*, *Free Radical*, and *Gold Star Sister*, will be in Illinois for the 2008 IRC Conference next March.

She is interested in booking school visits while she is in the area. Please contact her through her website www.clairerudolphmurphy.com

Cool Studies: Vital Signs of the Reading Program

by Lou Ferrolì

DIBELS didn't mean any harm, I'm pretty sure. Deep down, the one-minute tests are based on some good ideas. I know because back in the early 90's, I had reason to investigate what was then called "curriculum-based measurement." From 1977 to 1983 at the University of Minnesota, Stanley Deno and his associates (Lynn and Douglas Fuchs, Mark Shinn, and others) developed and tested a procedure for evaluating student progress and instructional effectiveness. They wanted a "procedure to routinely monitor student achievement" in Special Education. They also wanted their procedure to be reliable and valid, simple and efficient, easily understood, and inexpensive. Worthy goals.

"Since comprehension of text is the generally accepted goal of reading, curriculum-based measures should relate to growth in text comprehension." They explained, however, that "logistical problems are great" when measuring comprehension simply, reliably, etc. They looked for other possible tasks that relate to growth in comprehension (cloze, word list reading, vocabulary measures). In the end they were surprised by the close relationship they found between reading aloud from text and comprehension scores. They even found that the accuracy of the oral reading didn't matter much. Simply the number of words read correctly predicted comprehension scores.

My friends and I made some good use of the one-minute readings in monitoring student progress in our local bilingual program. They are indeed simple, efficient, and reliable. Recently there has been an explosion of interest in CBM tasks, and I have begun to wonder if they really are "easily understood." I keep hearing about programs giving instruction in how to improve on the one-minute tasks. That seems odd, so I went back to the original source where Deno (1985) introduced "Curriculum-Based Measurement: The Emerging Alternative" to see what he thought about this kind of instruction. He was quite clear: *"Again, what is important about these findings is NOT (capitals added) that students read more rapidly, it is that a simple datum like the number of words read aloud correctly discriminates growth in reading proficiency."*

Deno certainly did not advocate practicing to get better at these monitor measures. *"While our data show that a very close relationship exists between the number of words read aloud correctly in one minute and a student's performance on measures of reading comprehension, the possibility exists that reading aloud from text can become detached from comprehension and that possibility should be carefully considered in individual cases."*

Deno gives these one-minute tasks the coolest description. He says that they are like vital signs, similar to heart rate or body temperature – things doctors measure as indicators of something else, something more important.

Can you imagine that you're feeling poorly and you go to the doctor? "What's wrong with me, doc?" The doctor tells you that the problem is that you are running a temperature. "OK, but what's wrong?" The doc says your temperature is too high. "Yes, but what are we going to do?" The doc says that we have to get your temperature down. He has you fill your mouth with crushed ice and swish it around, especially under the tongue. As soon as the ice is out, the thermometer goes in, and, voilà, temperature is down. The objective of treatment is fulfilled. Payment is due at time of service.

Ridiculous, of course. But, is this visit to the doctor so different from what we do in reading education? Start with two important things, like reading comprehension and the need to measure it so we know if what we're doing is working. Then substitute a measure that is more efficient, it uses less time and comes out about the same as the real thing, comprehension. The problem arises when, instead of working on comprehension, we try to improve this thing that kind of goes hand-in-hand with comprehension. Improvement on the one-minute tasks should be the by-product of what we do, not the objective.

We seem to have a penchant for this same mistake, con-

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fusing the indicator with the real thing. Our treatment of ISAT is another case in point. A school district near me gets some additional funds to help make adequate yearly progress. The money goes to an after-school program where kids get an additional 30 minutes a day of, not reading instruction, not even SSR, but ISAT practice. Good scores on the ISAT are no longer an indicator of reading growth or a sign of a healthy program. Getting better on the ISAT has become the objective itself. Sounds like a mouthful of ice, to me. Worse still, there is not enough money for all kids to receive this glorious service. So, the kids chosen to receive the extra ISAT practice are the “bubble kids.” And shame on me, you, and anyone else who even knows what a “bubble kid” is.

Quite recently I looked at the resume of a teacher who listed her current position as “ISAT Tutor.” Huh? When did we become so blatant, so matter-of-fact about ISAT improvement that we are creating such positions? (By the way, your ISAT scores went up last year, didn’t they? Almost everybody’s did. How come? Did you take credit for the improved scores? Did your principal? Must be improved instruction. Better teachers and better schools. Is there another explanation? Sh!) Using the one-minute tests the way Deno intended is pretty cool, informative and efficient. Practicing DIBELS tests and raising the ISAT scores of bubble kids through ISAT practice is not cool, just a mouthful of ice.

Deno, S. (1985). Curriculum-based measurement: The emerging alternative. *Exceptional Children*, 52, 219-232.

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IRC Communicator Online?

**The Illinois Reading Council is
conducting a survey
to see how many of our members
would be interested in
reading the *IRC Communicator* online.**

Instead of receiving the *IRC Communicator* by mail, members would receive a quarterly email with a link to the newest issue of the *IRC Communicator*. Recycling and saving paper is important to all of us and with the rising costs of paper and postage, the IRC is looking into new innovative ways to continue providing information to help our members.

Please take a moment to visit the IRC website at www.illinoisreadingcouncil.org and complete the online survey today. Your opinion matters greatly to us!

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