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Editor

Stephan E. Sargent, Ed.D.

Editorial Assistant

Vickie Caudle

A journal of the Oklahoma Reading Association, an affiliate of the International Reading Association

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Vickie Hinkle, Vice President

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The Oklahoma Reader Editor

Stephan E. Sargent, Ph.D.
Northeastern State University
3100 East New Orleans
Broken Arrow, OK 74014
Work: (918) 449-6000
sargents@nsuok.edu

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The journal of the Oklahoma Reading Association, an affiliate of the International Reading Association

The Oklahoma Reading Association (an affiliate of the International Reading Association) publishes *The Oklahoma Reader* two times a year. Members of the Oklahoma Reading Association will receive *The Oklahoma Reader* as a part of their membership. *The Oklahoma Reader* is available to libraries and schools on the Oklahoma Reading Association website at <http://www.oklahomareadingassociation.org/>.

The Oklahoma Reader is published for members of the Oklahoma Reading Association and all others concerned with reading. Because *The Oklahoma Reader* serves as an open forum, its contents do not necessarily reflect or imply endorsement of the ORA, its officers, or its members.

Invitation to Authors

The Oklahoma Reader invites teachers, graduate students, college and university instructors, and other reading professionals to submit original articles related to all areas of reading and literacy education. *The Oklahoma Reader* has a large readership of classroom teachers and teacher educators. The editorial board encourages articles about classroom practice and current issues related to literacy education. *The Oklahoma Reader* also publishes research syntheses and reviews, original research, and reviews of professional materials related to literacy.

Specific instructions for authors are described on page 26.



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(www.reading.org)

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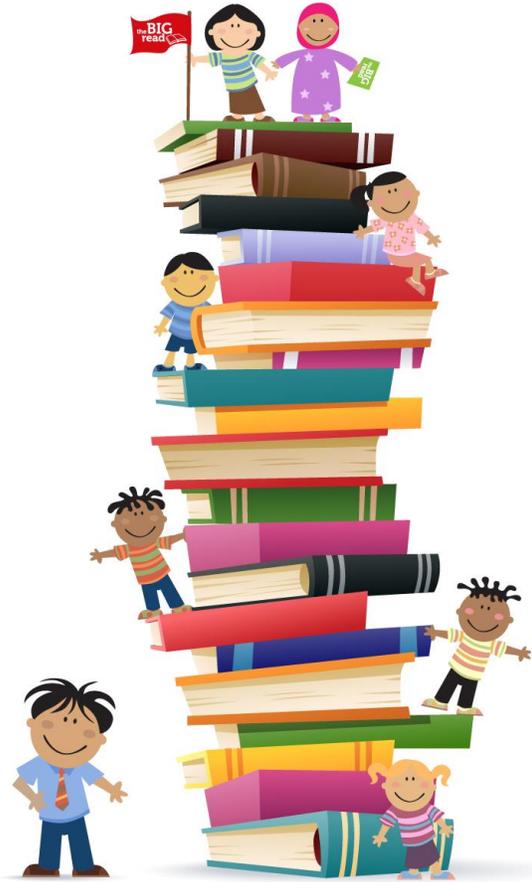
Summer is quickly flying away and the open doors of Oklahoma schools await the arrival of teachers and students. Hopefully, summer workshops and courses have provided you with many new ideas to take back to your classroom this fall! This issue should add even more to your repertoire of reading methods for the upcoming school year.

Change is “in the air.” The Common Core State Standards are gone and new standards are being considered. Our current State Superintendent has been voted out of office in the initial primaries and further elections “loom.” No matter what changes come, Oklahoma teachers will ensure students continue to experience success.

Having Oklahoma teachers, especially reading teachers, a part of the standard-writing process is critical. Please consider volunteering your expertise for this endeavor. To apply, simply go to this website: <http://ok.gov/sde/newstandards>

I hope you find something useful from this issue of *The Oklahoma Reader*. I encourage you to submit your teacher tips, professional resource reviews, classroom research or articles about what you are doing in your classroom or learning in your own study. Have a great start to the new school year!

Dr. Stephan E. Sargent



MATHEMATIZING READ-ALOUDS: Exploring Concepts through Discussion

Allison Hintz and Antony T. Smith
Education Program, University of Washington Bothell,
Bothell, Washington

"I can use the picture to help my brain think. I can count 1, 2, 3, then 4, 5, 6, 7 and I can see the 7 kids on the playground. 3 plus 4 is 7. The picture shows it, see?"

Kindergarten Student

An animated kindergartener jumped up to the book his teacher was holding, pointing to the illustrations as he explained his solution to his classmates. His teacher had just invited the students to solve a math problem and offered the illustrations in a children's book as tool to support their thinking. She was *mathematizing* the picture book, a common practice in this lively elementary classroom.

Mathematizing is a process of inquiring about, organizing, and constructing meaning with a mathematical lens (Fosnot & Dolk, 2001). This process supports teachers in providing children opportunities to discuss mathematical concepts, explore ideas, and make connections to their own lives. The goal of our work with teachers is to foster deeper understanding of mathematics and increase children's reading and discussion skills. In this article we ground our mathematizing work in research and theory, make connections to the Common Core State Standards for Mathematics (CCSS-M) and English Language Arts (CCSS-ELA), and explore these connections through examples from our current work with a group of dedicated elementary school teachers.

Connections to Theory and Research

Our work is grounded in theory and research in three related areas: 1) the significance of learning mathematics with conceptual understanding; 2) the role of discussion in learning mathematics with understanding, 3) the use of read-aloud experiences to promote reading and thinking skills. We bring together these areas of theory and research to inform our work with teachers and to connect the CCSS-M and CCSS-ELA to classroom practice in meaningful and developmentally appropriate ways.

Learning Mathematics with Conceptual Understanding

Traditionally, mathematics learning has been thought of as a set of skills, facts, and formulas explained by a teacher and learned by students (Fosnot & Dolk, 2001). Over recent decades, research in mathematics education has focused on reforming what mathematical teaching and learning in schools looks like, with concern for making mathematics in school more like mathematics as a discipline (Lampert, 1990). This reform has brought an increased emphasis on children learning to enact practices of mathematicians, such as engaging in problem solving and generating solutions, which require learning mathematics with understanding (Fosnot & Dolk, 2001). This means, for example, not only knowing how to enact operations, but also having a repertoire of strategies, knowing how to select a solution, and being able to explain how and why strategies and solutions were chosen.

Mathematics and Discussion

Engaging in productive mathematical discussion is an essential component of learning mathematics with understanding (Chapin, O'Connor, & Anderson, 2009). Discussion provides opportunities for students to communicate and reason about ideas as they engage in sense-making discourse and supports the development of understanding concepts behind mathematical operations (Hufferd-Ackles, Fuson, & Sherin, 2004). The enactment of discussion-based mathematical learning has shown a number of positive outcomes for children, including increased enjoyment of and positive identities with mathematics (Boaler, 1997), authentic engagement with mathematics that more closely reflects the nature of the discipline (Lampert, 1990), deepened conceptual understanding of mathematics (Hiebert, et al, 1997), and expanded opportunities in higher levels of mathematics in later grades (Boaler & Staples, 2008). At the same time, engaging in mathematical discussion is demanding work for children; they must learn how and what to talk about, how to listen to and consider the ideas of others, and how to persist through errors that arise during sense-making discussion (Hintz, 2011).

Reading Aloud

Reading aloud is a familiar routine and significant component of literacy teaching and learning (Fisher, Flood, Lapp, & Frey, 2004) that presents a powerful way to promote language and

literacy development through interactive discussion and response (Hoffman, 2011; Sipe, 2002). Reading aloud has many benefits including motivation to read, engagement in reading-related activities, and building knowledge of subject matter (Hoffman, Roser, & Battle, 1993; Ivey & Broaddus, 2001; Morrow, 2003). Reading aloud to children is also fun, simple, and inexpensive (Trelease, 1989). The kinds of discussions integral to read-aloud experiences are essential to fostering both literal understanding and higher levels of comprehension (Almasi & Garas-York, 2009), helping children think more deeply about ideas in text (Strickland & Morrow, 1990).

Mathematizing and the Common Core State Standards

The deep thinking made possible by mathematized read-alouds and discussion, and the skills and strategies students use to develop their understanding of mathematical concepts, align well with the Common Core State Standards for Mathematics (CCSS-M) and English Language Arts (CCSS-ELA) (CCSSI, 2011). Through our work with teachers we have identified connections between features of mathematized read-aloud discussions and specific math and English language arts standards.

CCSS-M

Mathematized read alouds help children develop the skills necessary to meet math practice standards and the knowledge to meet math content standards. For example, discussions integrated into the mathematized read-aloud experience can help children explore practice standard 1, making sense of problems and persevering in solving them, and practice standard 3, construct viable arguments and critique the reasoning of others, because of the way the story context and illustrations support children's understanding and solving of a problem as well as explain their solution to others. Mathematized read-alouds can also facilitate in-depth discussion of concepts embedded in the math content standards, such as representing and solving problems including addition and subtraction (as seen across grade levels in the Operations and Algebraic Thinking standards) or knowing number names and the count sequence and count to tell the number of objects (as seen in the Kindergarten Counting and Cardinality standards).

CCSS-ELA

Reading aloud and discussing ideas and illustrations in books helps children develop essential literacy skills addressed throughout various elements of the CCSS-ELA standards for Reading Literature (RL) and Informational text (RI), Reading Foundations (RF), Speaking and Listening (SL), and Language (L). For both literature and informational text, mathematized read-aloud discussions provide children with opportunities to ask and answer questions about key ideas and details in a text (RL1, RI1) and to describe connections between illustrations and ideas in text (RL7, RI7). Sharing and exploring books allows children to experience print concepts (RF1) and to read emergent-reader texts with purpose and understanding (RF4). Active discussions of mathematized picture books also provide children with valuable experience discussing ideas, a major feature of SL standards: 1, participate in collaborative conversations; 2, confirm understanding of a text read aloud; and 3, ask and answer questions to gain information. Mathematized read-alouds help children explore language and vocabulary in ways relevant to standard L4, determine or clarify word meanings, and L5, explore word relationships and nuances in word meanings. Finally, connections can be made between the mathematized discussions and the thinking skills that frame the kinds of texts the standards expect children to create, specifically standard W2, compose informative/explanatory texts; W3, write narratives; and W5, strengthen writing through feedback.

Mathematizing in Practice: Examples from Kindergarten

Our work learning about mathematizing read alouds has been in partnership with a group of dedicated teachers at an urban elementary school in the Pacific Northwest. This group of teachers is part of a larger project engaged in school-wide ongoing and embedded professional development. In this article we highlight our work with the school's kindergarten team, which decided to explore mathematizing picture books as a way to help young students explore and articulate their ideas about mathematical concepts.

As we drop in on the Kindergarten team at work, they are engaged in a day of professional development together. Their day involves a cycle of co-planning, enactment, and reflecting together. Specifically, they co-plan a lesson, go into one of their classrooms to try the co-planned lesson

together, debrief the classroom visit, and re-try the revised lesson in another classroom. The team is made up of four kindergarten teachers, the building principal and math coach, and a university educator. The university educator in this team is Allison, one of the co-authors of this article.

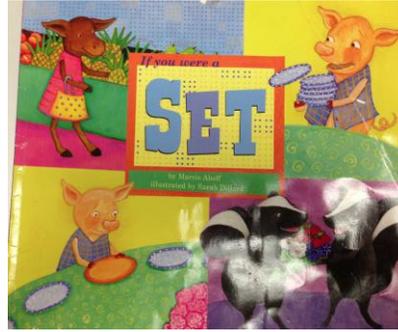
In order to target particular CCSS content and practice standards, the team engaged in a co-planning process for mathematizing a read aloud that involved three steps: Selecting a text, exploring a text, and extending a text (Hintz & Smith, 2013). In the sections that follow we describe these three steps as enacted by the kindergarten team.

Selecting a Text to Encourage Discussion and Support Standards

To begin the mathematizing process, the team thumbed through a large stack of books with the particular CCSS-M content and practice standards in mind that they wanted to target. Specifically, the team hoped to use mathematizing to support students in representing addition and subtraction (K.OA.A.1), solving addition and subtraction word problems (K.OA.A.2), and decomposing numbers less than or equal to 10 into pairs in more than one way (K.OA.A.3). Also, the team wanted to support students in learning how to make sense of problems and persevering in solving them (practice standard 1) as well as to construct viable arguments and critique the reasoning of others (practice standard 3). In order to select a text that would support their work on these standards with students, two questions guided their browsing:

1. *What possibilities do we see in stories or illustrations for creating addition problems that will support students' understanding of addition as "putting together" or "adding to"?*
2. *How might stories or illustrations support children in making meaning of an addition problem and justify their solutions?*

After much deliberation, the teachers narrowed up the book If You Were a Set written by Marci Aboff and illustrated by Sarah Dillard.



Specifically, they selected a two-page illustration depicting a park scene with some children on swings and some children on slides, in order to generate the following "putting together" addition problem:



There are some children on the swings and some children on the slides. How many children are there all together at the park?

The teachers selected these illustrations and generated this problem because they considered the number of children in the pictures (3 and 4) accessible to their students reasoning and would support students' understanding of addition word problems and adding within 10 (CCSSM K.OA.A.2). They anticipated their students would see the group of 3 and the group of 4 and point to the illustration to put together, or add, the three and the four. They also anticipated their students pointing to, and even touching, the page as they solved and explained their strategies, which would support their understanding of addition by representing addition through an illustration (or "drawing" as it is referred to in CCSSM K.OA.A.1).

Using the illustration to discuss the problem would provide opportunities for students to engage in collaborative conversations (CCSS-ELA SL1) and to ask and answer questions about key ideas and details (RI1).

The team was also drawn to this text due to its context, the playground, which holds great meaning and interest to young students. The teachers believed that embedding the problem in the context of a playground would provide support for students' problem solving through a familiar context, rather than just seeing the numbers $3+4$ on a page.

As the kindergarten team planned for posing the problem during the first classroom visit, they decided they would not read the entire story, but instead would briefly tell students what the story was about and then focus on the chosen illustration. They planned to say, *"This is a story about sets. In this story there are many pictures that show groups of people and animals. We are going to turn to a page that shows groups of children on a playground. Can you picture a playground? On this playground there are children on the swings and there are children on the slides. Your job is going to be to figure out how many children you see all together on the playground."* They wrote a few questions they anticipated asking on sticky notes and placed them upon the pages of the book as prompts, including: "Where are the children in this picture?", "What are we trying to figure out?", "How can the picture help us solve?", "How many children are on the swings?", "How many children are on the slides?", and the prompt, "Show us where you see the seven."

Exploring the Text: Enacting Mathematizing

The next step of the mathematizing process and of their professional development day was to go into one of the kindergarten team's classrooms and try-on their co-planned mathematizing lesson together. As the teachers gathered on the classroom carpet with the children, one of the teachers and the university facilitator began the lesson by introducing the story and the illustrations according to the plan. A brief conversation about the playground context ensued and through lively conversation about swings and slides, the students began noticing the children in the illustration. The facilitating teacher said, *"Yes, there are children on the swings and children on the slides. Our job is to figure out how many kids there are all together! What might be some strategies for figuring out how many children there are on the playground? Turn*

and tell you neighbor how you could figure that out."

Teachers huddled around the students to listen to their discussion of possible solutions. Students were overheard counting by ones, counting by twos, and *subitizing* (seeing groups) – they were seeing the children on the playground in a group of 3 and a group of 4 and adding them together. Next, during a whole-class discussion, individual students were invited to come up and share their solutions. Students were prompted to use the illustrations to explain their strategy, *"Use the picture to show us how you found your answer"*. The picture served as a resource for generating multiple solutions, *"Did anybody look at the picture a different way?"*

The illustration helped children describe connections between illustrations and ideas (CCSS-ELA RI7), solve, explain, understand the problem, and understand one another's solutions through a process of asking and answering questions to gain information (SL3). The discussion ended by using the illustration to attend to all the children on the playground:

Teacher: Let's use the picture to answer each part of our question. How many children are on the swings?

Students: 3!

Teacher: And how many children are on the slides?

Students: 4!

Student: 3 plus 4 is 7!

Student: I thought that, too!

Teacher: Let's record the equation we are hearing, three plus four is seven.

The mathematizing lesson ended by thanking the students for sharing their ideas, summarizing the range of solutions they used, and emphasizing the use of a book illustration to help us find solutions to mathematical problems, *"Thank you for mathematizing with us today! We used a story and an illustration to help us think about a math problem. You thought about how many children are at the park and we heard students counting by ones, counting by twos, and seeing groups of 3 and 4. You solved the equation $3+4$ and now we know that $3+4$ is the same as 7."* The teachers whispered to each other that they noticed the ways students had used the illustrations to construct explanations supporting their solutions, noting that students were enacting the CCSSM-P3 (constructing viable arguments) in an appropriate way for kindergarten students.

Extending the Text: Continuing Discussion, Deepening Conceptual Knowledge

After discussing the problem with students, the teachers gathered back together to plan next steps. They were energized by the idea of using an illustration to support students' thinking about addition and subtraction. They were curious to continue with the context of the playground to pose more problems. They were also curious about continuing to explore mathematizing picture books by focusing first on a particular illustration and then reading the story in its entirety at a different time. For example, they planned to return to the book *If You Were a Set the next day*, saying to students, "Remember yesterday when we talked about the children on the playground and we used this picture to help us solve? Let's go back and read the whole book now and see what happens in this story and what other kinds of sets we might find in it."

Mathematizing: Insights and Implications

Our work with this kindergarten team has been meaningful and rewarding, showing us the power that children's literature and reading aloud can have on student learning. Three insights come to mind that also serve as implications for classroom practice and future research. First, picture books can be a rich and surprisingly flexible instructional resource for fostering lively discussions of mathematics that move beyond problem solving. Teachers can drop in on particular illustrations and discuss math without having to read the whole book first. Math-specific books, texts with math-related themes, and books with mathematically interesting illustrations can all provide opportunities for rich discussion of mathematics.

Second, in terms of standards, mathematized read-aloud discussions help teachers foster student practice of skills and ways of knowing that are represented in both the CCSS-M and CCSS-ELA. Specifically, citing evidence to support claims is possible in the mathematizing context as students are able to make claims and use illustrations from the read aloud book as evidence to support them. Using accessible read-aloud books to foster mathematical discussions provides young students with a scaffold for the exploration of complex math and literacy skills and concepts.

Finally, mathematizing read alouds encourages student engagement and motivation by bringing mathematics to life in exciting ways. As one student declared, "Come on, we are math detectives now!" Fostering lively discussion of math and literacy concepts within the instructional routine of reading

aloud helps nurture wonder in exploring mathematics. It provides a playful venue for students to explore complex skills and concepts while also experiencing joy of children's literature.

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The International Literacy Association!???

Our Thoughts on a Name Change

An Op-Ed piece by Jack Cassidy and Evan Ortlieb (Jack Cassidy is a former IRA President and Evan Ortlieb is senior lecturer at Monash University in Australia. Both are members of the Executive Board of the *Specialized Literacy Professionals*)

(IRA Board meetings are open to all IRA members. Members can attend as observers but are usually silent unless invited to comment by the Board. Few IRA members actually do attend as observers. The IRA Special Interest Group, Specialized Literacy Professionals fought for open Board meetings almost 20 years ago. One of the authors of this piece did attend the recent Board meeting)

At the October 2013 Board meeting of the International Reading Association (IRA), the Board of Directors of IRA voted to change the name of the organization to the International Literacy Association and to reincorporate the organization in Delaware. A temporary board for the ILA was elected and the process was begun. Discussion was relatively brief and only one board member spoke against the change. For the final vote, nine voted for the change, one member voted against it, and one abstained, with one board member being absent. We believe this decision was too hasty, premature, and possibly wrong.

Some History

The name, "International Reading Association," was voted on by the founding members of the organization fifty-nine years ago. Since then, the organization has grown tremendously and has affiliated councils all over the US and around the world. Many, if not most, of the affiliated state councils also have the word *reading* in the name (e.g., Keystone State Reading Association, Diamond State Reading Association, California Reading Association, etc.). Approximately thirty years ago a motion was made before the IRA Delegates Assembly to change the name to "International Literacy Association." The primary impetus for that change came from some European and Canadian delegates who felt that the initials "IRA" were too often associated with the outlawed and notorious Irish Republican Army. The Delegates Assembly consisted of representatives from the various state, local and provincial IRA



affiliated councils as well as representatives from national affiliates. This group was considered the ultimate decision making body of IRA. The motion to change the name failed overwhelmingly.

Times have changed. Tensions in Ireland have cooled considerably; the IRA is no longer the pariah it once was. The IRA Delegates Assembly was eliminated in the last decade. Apparently, legally only a board elected by the entire membership can make decisions about an organization. In other words, the IRA Board, which is elected by the entire membership, can make such a change. The relatively new bylaws of IRA identify the Board as the official decision making body of the organization.

Pros and Cons for the Change of Name

At the IRA Board meeting, the major reason for the change was that the term “literacy” is more contemporary and is more reflective of the broader focus of the association to include writing, speaking and the new literacies. Also, it was mentioned that other organizations had changed their names. The National Reading Conference (NRC) became the Literacy Research Association (LRA); the College Reading Association became the Association for Literacy Education and Research (ALER). In addition, it was suggested the name International Literacy Association would be more attractive to “Gen-X-ers” and millennials, two groups that have, heretofore, not been flocking to join IRA.

The lone voice of dissent at the IRA Board meeting alluded to the long history of the IRA and its name. The new name might actually cause a decline in membership since no one would know anything about the new organization. There would also be a cost in changing the name—new logos, rebranding, massive PR efforts, etc. Also, mentioned was the fact that the name change could lead to changes in the names of the premier journals (e.g., *The Reading Teacher*, *Reading Research Quarterly*, etc.).

My Thoughts – Jack Cassidy

As a member of the “silent generation” (those born before WW II), I think the Board assumed that that I would automatically be opposed to such a name change. In fact, at the Board meeting, reference was made to the fact that the “older” IRA members might object, but younger members would likely embrace such a change. More importantly, the new name would help attract new members. However,

since I now *know* that middle age ends at 75 (and since I am years away from that milestone) I do not consider myself “older.” My feelings are ambivalent. I can see the arguments both for and against the change. Recently, when I helped found a state organization, I argued for the name Texas Association for Literacy Education (TALE). I also argued for the name change of the IRA Special Interest Group, *Specialized Reading Professionals* to *Specialized Literacy Professionals*; however, neither of these groups had a 59 year history. Also, neither of these groups, like ALER and LRA, had anywhere near the membership of IRA.

Ironically, one of the arguments against the name change 30 years ago was that the word *literacy* could connote too narrow a focus. At that time, it was associated with field of adult literacy and IRA had a much wider audience. Today, the term *literacy* has developed into a catch-all word for all kinds of knowledge--cultural literacy, media literacy, science literacy, etc. Thus, teachers trained in any area could thus be termed “literacy specialists,”

My Thoughts – Evan Ortlieb

As a member of the millennial generation, the Board might expect my opinion to be that of relief—that finally the IRA will be giving adequate attention to other aspects of literacy not reflected by the term, reading. Yet there are a number of reasons why I feel the International Reading Association should and must maintain its original name during this critical juncture. When I was first introduced to the field in 2005, I was told that I had to go to the IRA conference because it was the mecca of all things in the field; to this day, it retains that distinction to teachers and professors alike.

This begs the question, why change the name when it trumps every other organization in the field. Just as with everything else in public spheres, it seems the aim is to be more inclusive and potentially not offend those who value writing or other areas of literacy more than reading. Yet I am offended at the change away from reading. Everyone who knows anything about the field knows that the International Reading Association is more than just reading; inclusive terms, though, can water down the appeal of the organization. For instance, literacy, as it is currently defined, is somewhat inclusive but not as inclusive as Language Arts or English. But those terms are integral to other organizations, so naturally those would not make sense. What about an even

broader term like Education, or better yet, Learning? But that might sound too cognitive? This never-ending slope of inclusion is laden with problems as it no longer allows the field to identify with an already established organization that has stood the test of time.

Organizational focus changes in scope with what is hot and what is not but no one felt the need to change the name to the International Print and Digital Literacies Association several years ago when these topics were in the limelight. Moreover, a name change does not correct the budgetary difficulties of the last several years; in fact, it may signal another alarm that change can compromise existing success (i.e., having the East and West IRA conferences in the same year; having presentations heavily comprised of publishing company representatives; and publishing articles on the periphery instead of on effective reading instruction).

Call me old-fashioned, but why not let the members of the organization have a say in what transpires? It may turn out that they like the change and if so, then carry on. But its members may very well feel that reading was their attraction to the organization in the first place; that they love to teach children, adolescents, and adults to read; and that they will be resistant again in ten years to another change in name when another term becomes currently in fad.

We Agree

Both of us agree that the decision to change the name was too hasty and premature. Although we have great respect for the knowledge, diligence and integrity of the elected Board, IRA has many stakeholders—members, publishers, prospective members classroom teachers, reading specialists, council members, etc. All of these constituencies should be allowed to comment. Indeed, the Board should facilitate forums where this input can take place. So, what should be done immediately? **AN IRA BOARD MEMBER WHO VOTED ON THE PREVAILING SIDE SHOULD MOVE FOR RECONSIDERATION OF THAT VOTE. HOPEFULLY, SUCH A MOTION WOULD BE SECONDED AND PASSED. STAKEHOLDERS WOULD THEN HAVE THE OPPORTUNITY TO COMMENT.** That is our opinion.

[Please send your thoughts in response to the editor.]

“Just a Thought”

Vickie Caudle, Graduate Assistant to Dr. Stephan E. Sargent, Northeastern State University, Broken Arrow, Oklahoma

On beginnings.

When my granddaughter began school, she was not yet reading. Her mother expected her to learn reading once she started school. Some children were already reading, however. Chris's Mom was distraught about the situation and Chris felt badly about *herself*, thinking something was wrong with *her* because she didn't "know" something other children already knew. Soon her school system got busy, as there were several children beginning school that did not yet know how to read. A group of tutors were brought in to work with these children and they were soon reading. A *miracle* had indeed taken place!



Technology

Column Editor

Jiening Ruan, Ph.D., Associate Professor, Reading/Literacy Education, College of Education, The University of Oklahoma, Norman, Oklahoma

Staci Vollmer, University of Oklahoma, Experienced public school teacher, currently pursuing her doctorate in the reading education program while teaching undergraduate literacy education courses at the University of Oklahoma.

Notability: An App for Teaching, Learning, and Communicating

As educators begin to incorporate the use of technology more into both their instructional and organizational practices in the classroom, the use of iPads and similar tablets, as well as the apps

available for these technology tools, are becoming commonplace in our k-12 classrooms. Accordingly, teachers and preservice teachers are finding new and creative uses for such technologies in the classroom. For example, iPads and tablets are being used not only for instructional purposes but as a tool for communicating with and providing feedback for students and parents.

A group of preservice elementary and special education teachers, enrolled in a required literacy course for their degree, participated in a literacy tutoring program. The preservice teachers provided one on one reading tutoring for 50 minutes two times per week to struggling readers in grades 1-3 at two of the local elementary schools. Tutors were supervised by a reading professional. The tutors were required to turn in a lesson plan to the tutoring supervisor before each tutoring session. The literacy course in which the tutors were enrolled was also an iPad initiative course which meant that each preservice teacher was given an iPad and encouraged to incorporate the use of the iPad in both learning and teaching experiences.

In an effort to model the importance of immediate feedback for student learning and creative uses for iPads and/or tablets for student learning and classroom organization, the university supervisor decided to use the Notability app to provide preservice teachers with feedback on their lesson plans and observations of the tutoring sessions with the elementary students they were tutoring. Notability is a note taking app created by the Ginger Labs Corporation, which allows users to create new notes, open almost any type of file in the app and make edits to the file, add photos, web clips, figures, stickies, and add voice notes to files. The app also allows users to organize files created or imported in the app by creating subjects to hold notes and dividers to store groups of subjects. Notes or files in Notability can be saved as PDFs, RTFs, or NOTES. These files or notes can be imported or exported using Dropbox, Google Drive, Twitter, Air Drop, Box, iTunes, or WebDAV. It is also possible to open notes adapted or created in Notability using iBooks, iAnnotate, Adobe Reader, CloudOn, Bailboard HD, Kindle, Bluefire Reader, Showbie, OneDrive, Schoology, to name a few. Users of the app can also choose to print to an ePrinter via iPad or Tablet. The Notability app can also be set to back up automatically to iCloud or via Dropbox or Google Drive. Although Notability is not a free app, schools can purchase multiple license options for use on individual iPads and tablets. It is also periodically offered for free through app stores.

For the purposes of this tutoring program, preservice teachers were to email their lesson plans to the instructor prior to the beginning of each tutoring session as a PDF, RTF, DOC, DOCX, or NOTE file. The university supervisor could then open each preservice teacher's lesson plan in Notability to view and make notes, by writing with stylus or typing, on the lesson plan while at the same time observing the preservice teacher as he or she taught a portion of the lesson. This allowed the university supervisor to provide constructive, almost immediate feedback to preservice teachers about their lesson plans as well as the implementation of the lesson plans.

Through this experience, preservice teachers learned that technology can and should be used both as tools for instruction and communication. They also learned, through modeling, the importance of providing meaningful and timely feedback to their future students. As the semester progressed, the preservice teachers participating in this tutoring program found new and exciting apps as well as original and practical ways for incorporating the new apps into both their instructional practices with the struggling readers they tutored and enhancing their own learning.

K-12 teachers at all levels can use the Notability app for communicating with parents and providing feedback to students. For example, in the early childhood classroom, a teacher could easily use this app to import copies of student work by taking pictures of student work and uploading into Notability. Once imported into Notability, the teacher can make notes about the work, and email to parents or post on website student work for parents to access. Middle school and high school students can use the app to create files and submit work or to import files from other programs to make corrections or notes as well as submitting the assignment to their teacher via email. The app makes it easy to merge several files and file types into one document that can be converted to a PDF or RTF document. The ability to merge files allows for student work to be created and edited into one document as a working electronic portfolio of writings or projects. The possibilities for incorporating the Notability app into classroom practices in ways that are useful and meaningful for communication and learning are boundless.



Madeline Mahan Named OHERC Outstanding Beginning Literacy Teacher

Ms. Madeline Mahan was named the 2013-2014 OHERC Outstanding Beginning Literacy Teacher on May 23, 2014. A surprise presentation of a plaque and \$100 check was made at an all-school assembly by her former professor, Dr. Rhonda Morris, from Oklahoma Christian University. Ms. Mahan is a 2011 graduate of Oklahoma Christian University and has taught 3rd grade at Stanley Hupfeld Academy in Oklahoma City for the past three years. This award is given annually by the Oklahoma Higher Education Reading Council in memory of Dr. Jimmie Russell. To qualify for the award, nominees must meet the following criteria:

- Teach for 1-3 years
- Focus on individual student's literacy needs
- Use multiple forms of literacy assessments
- Provide instruction related to the given assessments
- Integrate literacy across the curriculum
- Have a sense of purposeful enjoyment that permeates their work with children
- Portray commitment to the teaching profession.

Ms. Mahan utilizes small group instruction and literacy centers in her classroom after conducting several assessments that help her determine each

student's strengths and weaknesses. She also utilizes Whole Brain Teaching which she feels has "revolutionized" the way she teaches all subjects in her classroom. Through the use of gesturing, singing, and games, her students learn how to read with greater comprehension and fluency. She says these activities have helped increase her students' stamina and engagement in reading. Reading and writing are integrated throughout the day in all content areas, as well as working with words to increase vocabulary. In Ms. Mahan's opinion, "Whole Brain Teaching, assessment driven instruction, and integration across the subjects has engaged students, empowering them to overcome obstacles with literacy." Mrs. Ruthie Rayner, principal at Stanley Hupfeld Academy, stated, "Madeline exhibits a genuine love for children every day. She continually seeks out professional development opportunities to sharpen her skills as a teacher. She collaborates with her team to share ideas and gain valuable insight. The engagement level is one that could rival the most seasoned teacher. The students love the engaging methodology and strategies that Ms. Mahan utilizes." During the fall semester, Ms. Mahan returns to her alma mater as a guest speaker for the literacy assessment class. She helps teacher candidates understand the importance of teaching to the student's strengths, utilizing assessments, and incorporating centers and integration of subject areas to teach literacy.

Congratulations to Ms. Mahan on such a great accomplishment within her first few years of teaching. If you know of other beginning teachers that would qualify for this award, you may obtain information from the ORA website or contact Dr. Linda McElroy at facmcelroy@usao.edu.

Research Summary

Column Editor

Linda McElroy, Ph.D., Professor, Education, University of Science and Arts of Oklahoma, Chickasha, Oklahoma

Young Children in the Process of Learning to "Just Read"

Editor's note: This column discusses instructional practices that support third-grade readers' development of fluency and comprehension as they transition from guided oral reading into independent

silent reading. The featured research is primarily from:

“Reconsidering Silent Sustained Reading: An Exploratory Study of Scaffolded Silent Reading,” by D. Ray Reutzel, Parker C. Fawson, and John A. Smith in *The Journal of Educational Research* 102 (1), pp. 37-50, 2008.

For many years, I was a classroom teacher and a reading specialist in Oklahoma schools before I moved into my current job as a university professor working with teacher education candidates. I have many cherished memories of my years in the classroom and of the children who were my students. One of my very favorite memories is of two little third-grade boys who were just at the tipping point of moving from reading simple picture books into learning to enjoy beginning chapter books. They loved to tease me and try to persuade me to let them “skip doing work today and just read.” I often pretended to give in to their pleas, and they would crawl under a big square table near my classroom library and spend our entire reading block orally reading paragraph after paragraph to each other. I eaves-dropped and realized that their oral reading was becoming much more fluent, and that they were understanding and discussing the books with each other. They were excited to discover a new “chapter book” waiting for them one week, and crawled quickly under the table before I could assign them any “work.” After a few days of this process, they had devoured the entire book. They popped out from their private reading nook, their eyes wide with excitement. One of them said to me, “We finished our whole book! We are great readers! And I know why! We have just read and just read and just read and just read, and now we can just read!”

Wow...wouldn't it be nice if simply allowing children to “just read” could really transform them into readers! Teachers know that there is much more to the process. In addition to “just reading,” those two children had provided support to each other as they worked together to decode words and to discuss the stories. They had talked with me and with other teachers about the things they were reading. They had received extensive and varied types of instruction developed over many years that helped them to successfully read this landmark book. But in their eyes, they had “just read and now they could read.”

In earlier years, schools have attempted to encourage this kind of success for children by providing blocks of time for uninterrupted individual reading. The 2000 Report of the National Reading Panel raised questions when it pointed out that the research studies included in their report did not prove the effectiveness of silent sustained reading. In the years since the NRP report, research has continued to investigate the role of independent reading within classroom settings. This month's column will review two related studies and discuss some resources that teachers may use in planning instruction based on the ideas in the research studies.

The first study was conducted in 2008, and includes a literature review acknowledging the limitations of traditional sustained silent reading, such as lack of teachers interacting with the children as they read, lack of support for children in learning to choose appropriately challenging texts that are of interest to them individually, lack of monitoring and accountability, and inconsistency in the types of texts that children read.

In contrast, the researchers developed an instructional model that they described as Scaffolded Silent Reading (ScSR). ScSR includes “silent, wide reading of independent-level texts selected from varied genres, periodic teacher monitoring of and interaction with individual students, and accountability through completed book response assignments.” (p. 39) In the study, ScSR was compared to another popular instructional strategy, Guided Repeated Oral Reading (GROR), where children read a single text repeated times over several days and receive feedback from the teachers. The texts for GROR are selected by the teacher, typically as grade-level or instructional level texts for the children.

The study was conducted in four third-grade classes in two elementary schools described as high-poverty, low-performing schools with 35-50% diversity (African-American, Asian, and Hispanic). The primary research question focused on whether scaffolded silent reading was as effective as guided oral repeated reading in promoting third-grade students' development of reading fluency and comprehension. The four teachers rotated each nine weeks, each teaching ScSR and GROR for two nine-week periods during the year. The third-grade students were randomly assigned from within their achievement strata (high, medium, or low) to one of the two treatment groups. Professional development and on-going support and coaching for the teachers were provided throughout the

study. Assessment measures included decoding accuracy, reading rate, reading expression, and comprehension oral retellings. Other data included classroom observations of teachers and students, teacher response journals, and student interview questions.

In addition to the treatment options (ScSR or GROR), students received regular reading instruction (guided reading instruction in small groups; learning stations that focused on vocabulary, comprehension, and word work; whole-group instruction for word-work; and whole-group vocabulary and comprehension strategy instruction as prescribed by a district curriculum guide). Both groups received equal lengths of time for fluency practice (either ScSR or GROR) and equal lengths of time for core reading instruction. All children were also expected to check out an independent-level book for personal reading at home.

Teachers in the ScSR groups began with modeling the fluent reading of a text and discussing fluent reading. Children in the ScSR groups read silently, chose their own independent-level books including one book from each of six genres each nine weeks, and participated in individual conferences on a rotating basis with the teacher. Teachers conferenced with 4 or 5 students each day to ask the children to read part of the book aloud, to briefly discuss the book, and to set goals for finishing the books.

Teachers in the GROR groups also began the day by modeling and discussing fluent reading. Students then read grade-level, teacher-selected texts as a whole class with some form of choral reading (unison, echoic, or antiphonal reading). Next, students reread aloud the assigned grade-level text with another student whom they selected as a reading buddy. They occasionally practiced reading aloud with a fluency phone made of PVC pipe. Once a month, the teacher selected a text and the children practiced reading it in preparation for a performance using readers' theatre, radio reading, or performance for other students.

Researchers employed rigorous measures, both quantitatively and qualitatively, to analyze whether there were differences in these third-grade students' development of reading fluency and of comprehension, based on their experience in either the ScSR group or the GROR group. The fluency analysis showed no significant differences as measured by accuracy or by rate, but a significant difference in expression rating scores favoring ScSR. There were gains in average reading rate of all of the participants in words correct per minute,

from 78 wcpm (an average 11 points below the 50th percentile of 89 wcpm at beginning of the study) to an average of 100 wcpm (close to the 50th percentile of 102-107 by the end). The results showed no significant difference between the groups in improving these students' reading comprehension as measured by the number of idea units recalled from reading divided by wcpm. Comparison of the average proportion of idea units per wcpm showed a 43% increase at post-test.

Both repeated and wide reading fluency practice helped to increase fluency and comprehension. Reading alone versus reading with others did not make a difference, nor did teacher selection of texts compared to student selection. By the end of the study, children in both groups expressed fatigue with reading fluency practice. However, both groups of children reported in student interviews that both ScSR and GROR were useful and enjoyable, and both led to increased confidence in their abilities as readers. Since both types of fluency practice were effective, the study provides complementary approaches which can provide fluency practice in varied ways and thus improve motivation and engagement, helping to avoid tedium for teachers and students.

This research project defined an approach (Scaffolded Silent Reading) that differed from the traditional sustained silent reading which was criticized by the National Reading Panel or from the Guided Oral Repeated Reading with Feedback practice that was affirmed by the NRP report. Oklahoma teachers who are working to help children with these types of gains and positive outcomes will want to read other research results from related studies and books that followed this research project.

For example, in 2012, one of these researchers and two colleagues conducted a related study of 80 struggling third-grade students who had been retained because of poor performance on a criterion referenced state assessment. All of the children participated in a two-hour block of classroom instruction, including whole class instruction based on a comprehensive basal reading program, thirty minutes of writing instruction, and differentiated instruction using small groups and center rotations. All of the children also received an additional 30 minutes of supplemental reading instruction every day. The research compared students who participated in a treatment model using a computer-based intervention program (*ReadingPlus*) to students who used other district-approved interventions. The

treatment group received guided, silent reading intervention based on computer-based sessions that included a specific sequence of daily activities. Each session started with a perceptual accuracy and visual efficiency warm-up, as target letters or numbers were flashed on the computer screen. Reading passages of narrative and expository texts were matched by level of difficulty to be at the child's independent instructional reading level, and were adjusted in future lessons by the computer program, based on student responses in comprehension and reading rate. Students knew their reading was being monitored, and this accountability supported readers in keeping their eyes on the page and their attention focused. The treatment group focused more time on fluency, vocabulary, comprehension, and stamina than did the control groups that spent more time on decoding practice. Evidence presented in the study showed that guided, silent reading intervention in an online environment yielded large effects on reading achievement.

Teachers can find more information and ideas to support children's success with silent reading in a 2013 book by Debbie Miller and Barbara Moss, titled *No More Independent Reading Without Support*. This book provides discussions of research related to why independent reading matters and the best practices to support independent reading. In addition, the authors present an instructional framework with specific ideas for implementing research-based instructional practices using teacher support during classroom independent reading.

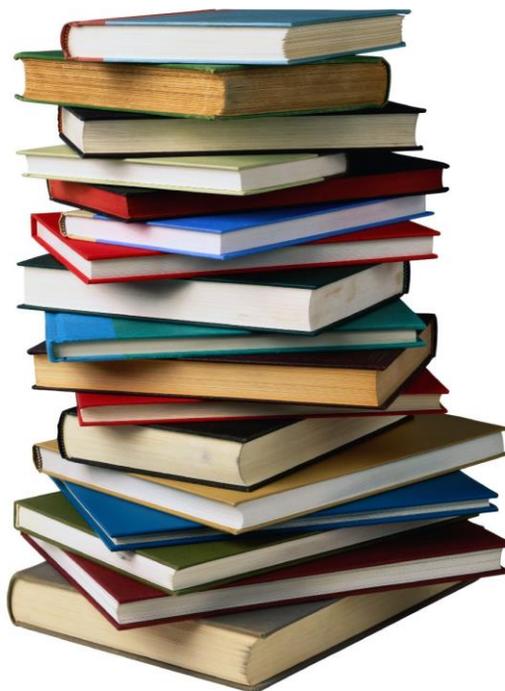
A second resource is a 2010 International Reading Association book, *Revisiting Silent Reading: New Directions for Teachers and Researchers*, Elfrieda H. Hiebert and D. Ray Reutzel, editors. It begins with a historical perspective about silent reading, and includes sections on "Perspectives and Frameworks, Instruction and Opportunity, and Different Contexts, Different Readers." It concludes with a chapter to summarize the role of oral reading and of silent reading in effective reading instruction, including instructional practices, teacher support, and digital contexts "in 2020 and Beyond."

Helping young children to successfully transition from oral reading with guidance and support toward the kind of independent silent reading that they will encounter in upper grades is not an easy process. Hopefully, the ideas from these research articles and from the other resource books will help teachers learn more about ways to facilitate that

transition. Then, with that support, more and more of our struggling young readers will truly be able to smile and say, "I can just read!"

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Updates Related to Reading Policy

Policy Column

Julie Collins, Ph.D., Associate Professor, Reading Education, Chair, Council on Teacher Education Curriculum Committee, University of Central Oklahoma, College of Education and Professional Studies

The Changing State of Reading Education in Oklahoma

The 2014 Legislative Session was a busy one with major updates to reading education policy in Oklahoma. This column will summarize two bills affecting reading education, along with providing information regarding related legislation against the State of Oklahoma, the cancellation of the REAC³H Coach Program, and new position statements from the International Reading Association. If you would like to read these bills in their entirety you can use the “Find Legislation” search box at the bottom of the page at <http://www.oklegislature.gov/>.

The Reading Sufficiency Act

The list of proposed legislation at the beginning of the legislative session included seventeen bills addressing revisions to the Reading Sufficiency Act. Of those seventeen bills, one worked its way through the process of becoming law. House Bill 2625 was introduced by Representative Katie Henke (R) from Tulsa. Additional House authors were Representatives Roberts (Dustin) (R), Biggs (R), Smalley (R), Casey (R), Nollan (R), Cannady (D), Scott (D), Condit (D), Echols (R), Bennett (R), Shelton (D), McCall (R), Hoskin (D), Cockroft (R), Sherrer (D), Pittman (D), Virgin (D), Ownbey (R), Dorman (D), Hulbert (R), McBride (R), and Brown (D). Senate authors were Stanislawski (R), Griffin (R), Brinkley (R), Brecheen (R), David (R), Allen (R), Ford (R), and Marlatt (R).

The first revision under House Bill 2625 was the deletion of references to Priority Academic Student Skills (PASS), replacing the language with “subject matter standards,” which will help the law remain current with academic standards as they are revised. House Bill 2625 mainly addresses the retention of students, especially at the end of 3rd grade, in Oklahoma. The final legislation keeps the requirement of automatic retention for 3rd grade students who score at the unsatisfactory level on

the reading portion of a statewide criterion referenced test, but delays the implementation of this portion of the law until the 2015-2016 school year. If you are teaching in an elementary school in Oklahoma, you should have received updated information regarding the Reading Sufficiency Act requirements and the revisions to the 3rd grade retention process at the end of the school year.

Major revisions to the retention requirements include that students in 3rd grade will not be subject to retention if they demonstrate proficiency at 3rd grade level on a screening instrument as outlined in the Reading Sufficiency Act and approved by the State Board of Education. Parents/guardians of these students will be notified that their student has satisfied the requirements of the Reading Sufficiency Act and will not be subject to retention. The notification should also include information regarding intensive remediation available through the school district as well as information regarding other available reading resources including community and school based tutoring, local vendors offering tutoring services, and summer reading programs. Any student who is determined to have a significant reading deficiency during the year, shown by scoring below the proficient level on a screening instrument, shall have a reading portfolio created to track their progress, and the parents/guardians of the child will be notified. Students who have not demonstrated proficiency may qualify for promotion by scoring at or above the “limited knowledge” level on the reading portion of the 3rd grade statewide criterion referenced test.

For the 2013-2014 and 2014-2015 school years, the law provides for “Student Reading Proficiency Teams” to be formed for students who do not meet the provisions for automatic promotion to the fourth grade. These teams are to be composed of the parent(s) and/or guardian(s) of the student, the teacher who is responsible for the student’s reading instruction, a teacher who provides reading instruction to students in the next grade level, the principal of the school, and a certified reading specialist, if one is available. This team will develop an intensive remediation plan for students aimed at moving the student to a proficient level on grade level reading. These teams will continue to develop and oversee the implementation of intensive reading remediation plans until the student is reading at their grade level.

For the 2013-2014 and 2014-2015 school years, these teams may also recommend “probationary promotion” for students who have not met the requirements for automatic promotion to 4th grade.

In this section, the “Student Reading Proficiency Teams” have the same requirements for members, except that the reading specialist is not listed as “if one is available.” These teams can recommend “probationary promotion” if the decision is unanimous and the district superintendent approves the recommendation as the best option for the student. If the student is promoted, the team will continue to review the student’s reading performance and repeat the process of overseeing the intensive reading remediation and deciding on grade promotion each year until the student is demonstrating grade level proficiency or transitions to the requirements of the *Achieving Classroom Excellence Act*. School districts will be required to report the number of students promoted under this requirement and the aggregate numbers will be reported on the State Department Education website and provided in reports to identified members of the Oklahoma State Legislature. The law also includes a new section stating that nothing shall prevent a school district from applying the principles of meeting grade level reading proficiency levels requirement and the use of the “Student Reading Proficiency Teams” to grades kindergarten through second grade.

House Bill 2625 was passed by both houses of the Oklahoma State Legislature and sent to the Governor on May 14, 2014, for her review and approval. Governor Mary Fallin vetoed this bill on May 20, 2014. Both houses of the legislature voted to override the veto on May 21, 2014, with a vote of 79 Ayes to 17 Nays in the House of Representatives and a vote of 45 Ayes to 2 Nays in the Senate. You can see the complete voting records for this bill within the search results for HB2625 on the website listed at the beginning of the article by clicking on the “Votes” tab. This bill included an emergency measure making it take effect in full force following its passage.

Curriculum Standards

House Bill 3399 was introduced by Representative Jason Nelson (R) from Oklahoma County. Additional House authors were Representatives Hickman (R), Kern (R), Bennett (R), Ortega (R), McCullough (R), Cockroft (R), Brumbaugh (R), Sears (R), Echols (R), Walker (R), Derby (R), and Shannon (R). Senate authors were Brecheen (R), Brinkley (R), Sykes (R), Branam (R), Shortey (R), Sharp (R), Marlatt (R), Griffin (R), David (R), Bingman (R), and Newberry (R).

House Bill 3399 addresses the academic standards for public schools in Oklahoma.

Throughout the bill, references to Priority Academic Student Skills (PASS) and curricular standards have been revised to “subject matter standards.” A new section of the law states that, “School districts shall develop and implement curriculum, courses and instruction in order to ensure that students meet the skills and competencies as set forth in this section and in the subject matter standards adopted by the State Board of Education.” The law states that, “All students shall gain literacy at the elementary and secondary levels. Students shall develop skills in reading, writing, speaking, computing and critical thinking.” This definition was inserted to explain the place of critical thinking in the curriculum, “For purposes of this section, critical thinking means a manner of analytical thinking which is logical and uses linear factual analysis to reach a conclusion.” The bill goes on to explain that the subject matter standards shall be designed to, “prepare all students for active citizenship, employment and/or successful completion of postsecondary education without the need for remedial coursework at the postsecondary level.” While the bill addresses standards for all curriculum areas, for the purpose of this column discussion will focus on the standards for language arts/reading/literacy. You can access the entire text of the bill by using the search tool on the site included at the beginning of this column.

The bill states that the subject matter standards should be developed with rigor, defined as a level of difficulty that is, “thorough, exhaustive, and accurate,” as appropriate for the grade level. The subject matter standards for English Language Arts are directed to include equal consideration to classic literature and non-fiction literature, and to put emphasis on the study of complete works of literature. The State Board of Education is charged with adopting, “curricular subject matter standards for instruction of students in the public schools of this state that are necessary to ensure there is attainment of desired levels of competencies in a variety of areas to include language, mathematics, science, social studies and communication.”

The bill removes the requirement for the State Board of Education to adopt Common Core State Standards (CCSS), or to align Oklahoma’s subject matter standards to the CCSS. The state subject matter standards were immediately changed to PASS which were in place prior to the June 2010

revisions while the process of developing new standards is implemented. The assessments are also to revert to those which were in place prior to the June 2010 revisions by the State Board of Education. The State Board of Education is charged with adopting new subject matter standards for Mathematics and English Language Arts by August 1, 2016. These standards are to go through several levels of review, as identified in Section B, Part 1 of the law, to assure that the requirement for the standards to be college and career ready is met. The bill also directs that the standards and the related assessments are to be solely controlled and approved by the State Board of Education; however, the standards are not to become part of the rules and shall not be subject to Article I of the Administrative Procedures Act. These standards are to be given a reasonable amount of time for public comment from parents, students, educators, higher education representatives, and other specific community and education groups as specified in Section B, Part 2 of the law. The State Board of Education is also charged with the development of new annual assessments to be aligned to the updated subject matter standards prior to the 2017-2018 school year. The State Board of Education is directed not to enter into any agreements with federal or private entities which would limit state discretion or control over the process of developing and revising subject matter standards and the related assessments. This bill also included an emergency clause making it effective immediately upon its passage and approval. This bill was passed on May 23rd by the House with 71 Ayes and 18 Nays and by the Senate with 31 Ayes and 10 Nays. The bill was sent to the governor on May 23rd and signed in to law by Governor Mary Fallin on June 5th.

Lawsuit regarding House Bill 3399

Following the passage of House Bill 3399, the National Association of State Boards of Education (NASBE) sent a letter to Governor Mary Fallin sharing their concerns about the legislation and its effect on the standards-setting authority of the State Board of Education in Oklahoma. NASBE is an organization of state boards of education, not individuals. It has been reported that NASBE

organized plaintiffs for a lawsuit challenging the constitutionality of House Bill 3399, but NASBE refutes this rumor in a press release posted on their website (www.nasbe.org), dated June 30, 2014. A lawsuit was filed in the Supreme Court of the State of Oklahoma on June 25, 2014. The lawsuit names 10 petitioners, including 4 current members of the State Board of Education, and six educators and parents. The lawsuit was filed in the Supreme Court due to the lack of a district court having jurisdiction to issue a ruling affecting the entire state, and due to the time constraints trying to resolve the issue prior to the start of the 2014-2015 school year.

The lawsuit is filed against the President pro Tempore of the Oklahoma Senate, Senator Brian Bingman, and the Speaker of the Oklahoma House, Representative Jeffrey Hickman, in their official capacities representing their bodies of the Oklahoma Legislature. The State of Oklahoma and the Oklahoma State Department of Education are named as respondents due to their involvement in implementing the requirements of House Bill 3399. The petitioners are not alleging that the State Department of Education has done anything unconstitutional.

An oral argument has been set for 10:00 AM on July 15, 2014 in the Supreme Court Courtroom on the 2nd Floor of the State Capitol. Watch Oklahoma news casts and websites to follow the progress of this legal action. You can follow the process through the court on the Oklahoma State Courts Network (www.oscn.net).

REAC³H Coaches

Near the end of the Legislative session, the Oklahoma State Department of Education notified the cadre of REAC³H Coaches that they would not be retained for the 2014-2015 school year. Many of you have likely had interactions with and/or professional development provided by these coaches, who were assigned by regions across the State of Oklahoma. The coaches had received specialized training in order to help teachers across the state implement research based reading instruction. Their support assisted with implementation and interpretation of assessments as well as strategies and frameworks for implementing differentiated and tiered instruction to help meet the needs of learners across the state.

International Reading Association-New Position Statements

The International Reading Association (IRA) has published a new position statement titled *Using*

High-Stakes Assessments for Grade Retention and Graduation Decisions. This was developed by the High-Stakes Assessments Board Task Force during the 2013-2014 year. The position statement makes the case for creating a complete picture of a student's literacy performance including multiple formative and standardized assessments, teacher's observations and professional judgment, and input from students and families, rather than basing a retention or graduation decision on a single high-stakes assessment. You can access the position statement by following this link:

http://www.reading.org/Libraries/position-statements-and-resolutions/ps1081_high_stakes.pdf

IRA has participated in developing a position statement titled *Leisure Reading*, which is a joint position statement between IRA, the Canadian Children's Book Centre, and the National Council of Teachers of English. This position statement was published in June, 2014, and was developed through the work of the Leisure Reading Board Task Force 2013-2014. In the midst of the push for accountability causing schools to focus on teaching and assessing reading skills, this position statement assures us that the benefits of leisure reading are many, including increasing motivation and positive attitudes toward reading, as well as increasing vocabulary, general knowledge and reading abilities. You can access this position statement by following this link:

http://www.reading.org/Libraries/position-statements-and-resolutions/ps1082_leisure_reading.pdf

Oklahoma Reading Association Membership Form

ORA DUES: \$20 Local Council name or # _____
(Enter "At Large" if you do not belong to a local council)

Local dues \$ _____ Check _____ Cash _____
College Student Dues: \$5 _____ Name of Higher Ed. Institution _____

Contact Information – Please PRINT legibly

Date _____ mm/dd/yy
Name (Last, First) _____ MI _____
E-mail _____ (email is important for membership renewal dates)
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City _____ State _____ Zip _____
Phone Number _____ Please enter the number that is best to reach you.

ORA Membership: New _____ Renewal _____

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If yes, IRA # _____ Expires _____

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Cathy Barker
ORA Membership Director
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Mailing Address _____
City _____ State _____ Zip _____
Phone Number _____ Please enter the number that is best to reach you.

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www.oklahomareadingassociation.org

Editorial Review Board Application

Name _____ School _____

Current Job. _____ E-mail _____

Have you ever reviewed articles for a journal or newsletter? Yes No

If so, which journal(s) or newsletter(s)?

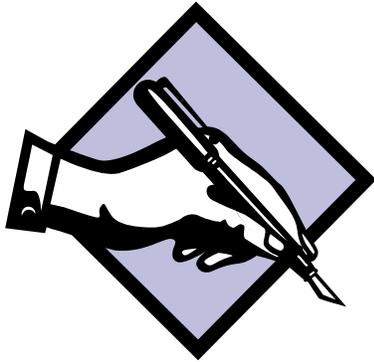
Educational background: Please list your degrees:

List all teaching certifications that you hold.

Circle the areas that you could review articles about. These areas should be ones on which you have expertise or special interest.

Fluency	Adolescent	Critical Literacy	Comprehension
Adult	Spelling	Early childhood	Vocabulary
Comprehension strategies	Phonics/word work	Phonological awareness	
Literature	Assessment	Reading Policy	Struggling readers
Writing	Professional development	Language skills	
Content area reading	Research skills	Reading research	

List any publications you have or presentations that you have made.



Doing something in your classroom that really helps kids learn literacy skills?

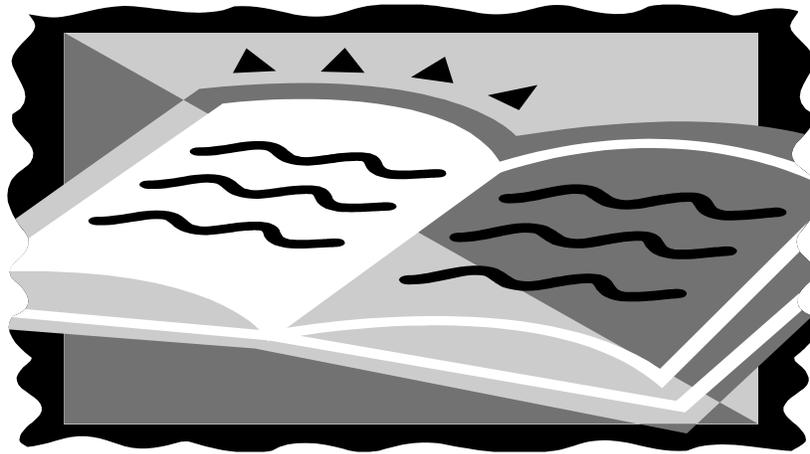
Researched an issue or problem in your classroom?

Read a great professional book?

Learned something new about Research-based best practices?

Write about it for ***The Oklahoma Reader***.

Share what you know and do with others by submitting an article, an activity description, a research summary, a review of a professional resource, or a summary of your own action research.



The Oklahoma Reader

Guidelines for Authors

Authors are requested to submit only unpublished articles not under review by any other publication. A manuscript (1500-3500 words) should be typed, double spaced, not right justified, not hyphenated, and should follow APA, 6th Edition guidelines (Publication Manual of the American Psychological Association). Tables and graphs should be used only when absolutely necessary. Include a cover page giving the article title, professional affiliation, complete address, e-mail, and phone number of the author(s). Special sections have specific requirements that are described below. The editors reserve the right to edit all copy.

Submit the manuscript electronically as either a Word or rich text file attached to an e-mail message. The e-mail message should include information about which section the manuscript is being submitted for (articles, Teacher to Teacher, Teacher Research, Research Summary, and Professional Resources), the title of the manuscript, and a brief description of the topic. All correspondence regarding the manuscript will be electronic. Send manuscripts to **Vickie Caudle, Editorial Assistant, at caudlev@nsuok.edu**.

Teacher to Teacher: Submit descriptions of teaching activities that have helped students learn an essential literacy skill, concept, strategy, or attitude. Submissions should be no longer than 1500 words, typed and double-spaced, and follow the following format:

-  Title (if adapting from another source, cite reference and provide a bibliography).
-  Purpose of activity, including the literacy skill, concept, strategy, or attitude the students will learn.
-  Description of activity with examples, questions, responses. Please provide enough detail so someone else can implement the activity.
-  How activity was evaluated to know if purpose was achieved.

Teacher Research: Submit manuscripts that describe research or inquiry conducted in classrooms. Submissions should be 1000-2000 words, typed and double-spaced following guidelines of the APA, 6th Edition, and follow this format:

-  Description of the question or issue guiding the research/inquiry, including a short review of pertinent literature
-  Description of who participated in the study, what the sources of data were, how the data were gathered and examined.
-  Description of the findings and conclusions from the research/inquiry.

Research Summary: Submit manuscripts that summarize either one current published piece of research or two to three related studies. Submissions should be 1000-1500 words, typed and double-spaced following guidelines of the APA, 6th Edition, and following this format:

-  Introduce and describe the study or studies, including purpose, information about who participated and in the study, how and what type of data was gathered, and the findings or conclusions.
-  Discuss the implications of the study or studies for classroom teachers. The implications could include a discussion of what the study told us about literacy learners and literacy learning and/or what the study implies teachers should do to support learning.

Professional Resources: Submit reviews of professional resources of interest to teachers or reading specialists. Resources reviewed could include books for teachers, books for children, curriculum packages, computer programs or other technology, or games for children. Reviews of technology will be forwarded to Dr. Jiening Ruan, editor of the Technology and Literacy column for her review. Submissions should be 500-1000 words, typed and double-spaced following guidelines of the APA, 6th Edition, and following this format:

-  Title, author, publisher of the resource.
-  Short description of the resource.
-  Critical review of the resource, including strengths and weaknesses.
-  Short discussion of how the resource might be useful to a teacher.