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Vintage Visions

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Vintage Visions

What's on the horizon can be richly illuminated by that which shines from the past. This section features an article previously published in the *Michigan Reading Journal* that remains poignant in its relevance to today's classroom.

The inaugural entry for this new category is by R. Craig Roney, a professor of teacher education at the Children's Literature Center of Wayne State University. It was originally published in the Winter 1980 issue of the *Michigan Reading Journal*, 14(1). Dr. Roney revisits the issue he addressed 25 years ago in a contemporary piece that follows this Vintage Vision.

Reading Aloud to Children—Why Bother?

BY R. CRAIG RONEY

The practice of reading aloud to children appears to be declining in popularity in our elementary schools. Even before parents and educators became concerned about a return to the "basics," few teachers read stories and poetry to children on a regular and systematic basis (Tom, 1969, p. 174). Today there is increasing pressure to eliminate the practice entirely from elementary and middle school classrooms.

At the heart of the problem is the common belief that reading aloud has value only as a means of entertainment. Parents and librarians have traditionally read to children to humor them, and so it must appear that teachers read to children for the same purposes.

Yet authorities agree that reading aloud to children has many values other than entertainment. Recently, researchers have provided formal evidence linking reading aloud by parents and teachers to the language development and reading achievements of children (McCormick, 1977). This evidence is now so strong it can no longer be ignored. However, the reasons why the practice of reading to children on a daily basis helps them develop the ability to read are not commonly understood.

The Importance of Background Experience

Most teachers agree that the primary goal of reading instruction is to help the learner comprehend printed language. In reaching this goal the importance of developing the learner's background of experience cannot be overlooked.

Because all children have limited knowledge about the world, teachers traditionally have helped them build background experience through firsthand

activities which have helped these children develop concepts, vocabulary and linguistic knowledge of value for future reading comprehension.

Yet teachers can't always provide children with firsthand experiences. It would be impractical to fly a group of children to Europe simply to help them learn what life is like in France. However, young children can experience some of the flavor of life there by meeting Madeline or Anatole in stories by Bemelmans (1962) and Titus (1956). Similarly, middle school students who have not experienced slavery personally can begin to sense what life was like for slaves through Lester's *TO BE A SLAVE* (1968). All children can experience much of life vicariously through books and teachers can provide this experience in the classroom by reading from a variety of books on a daily basis.

However, the concept of background experiences as it relates to a child's growth as a reader involves much more than life experiences. It also necessarily involves *book experience*. But unlike life where there are several viable avenues by which children can gain background experience, the only way to gain book experience is by direct and continual exposure to literature. Teachers must shoulder much of the responsibility for providing children with this specialized experience because, as professionals, they

have been assigned the major role of helping children develop competence in reading.

This responsibility involves introducing children to the world of literature and helping them understand that books contain an infinity of messages from other people. Specifically, the teacher needs to familiarize each child with the unique and varied language of literature and the literary conventions found in the various genre.

Language of Literature

Books are available today (Steptoe, 1969; Blume, 1970) which mirror the language actually spoken by some children. But in most cases book language is much different than spoken language. Normal speech is often disjointed and punctuated with pauses, repetitions, garbles, and stall words. Literary language such as that found in Burningham's *MR. GUMPY'S OUTING* is quite different, however. The narration flows smoothly and the dialogue between Mr. Gumpy and the children and animals isn't at all like the spoken conversation familiar to most children. Few children are likely to ask, "Have you a place for me?" as did the sheep to Mr. Gumpy (Burningham, 1970). Similarly, children rarely hear the kind of descriptive language used to set the scene in *LITTLE HOUSE IN THE BIG WOODS* (Wilder, 1932). And children are not likely to encounter the concise language of poetry in their normal conversations with adults and other children, though they hear rhythmical language similar to verse while playing games or listening to the radio or television.

In order to help children become familiar with the unique language of literature, teachers must read a variety of stories and poems to children every day.

Sense of Story

As knowledge of book language is a special kind of background experience so also is sense of story, which involves a working knowledge of the literary conventions of a variety of literary genre.

Mature readers know that a character whose name is Leslie Burke is more likely to be found in a contemporary realistic story than a folk tale (Paterson, 1977). They know that folk tales are more likely to be set in distant kingdoms than in damp, dark cellars. And they recognize that language such as "I marveled at his complete calm. As for myself, cold chills ran up and down my spine!" is the hallmark of a mystery (Titus, 1970, p 34).

Having read a variety of literature, the mature reader has developed a fairly accurate image of the kinds of characters, settings and language which authors are most likely to use in mysteries, folk tales, or realistic stories. This knowledge enables the mature reader to comprehend these types of stories with much greater facility than that of young children who have not had sufficient experience to identify the literary conventions unique to each genre. Thus, reading any story will be much more difficult for beginning readers, in part, because of their relative lack of sense of story.

Developing a sense of story involves learning what to expect in reading a particular type of story. Even before children begin reading efficiently by themselves, teachers can help them develop a sense of story by reading aloud a variety of literature on a regular basis.

Two Additional Benefits

During the early stages of reading development, the practice of reading aloud by the teacher provides children with two additional benefits. It introduces children to the basic conventions of the English writing system (conventions which are indispensable aids in gaining meaning from print), and it helps them approach the task of learning to read in a way which is consistent with the way they learned to speak.

Clay (1972, pp. 10-12) has catalogued several of the more basic conventions in printed English which she calls "concepts about print." By reading stories to children where they are close enough to view the text, teachers can help children develop the following:

1. Knowledge that a book has an identifiable front and back, top and bottom.
2. Knowledge that print (and not pictures) is the primary conveyer of the message in the book.
3. Knowledge of left-to-right and top-to-bottom directionality.
4. Knowledge of where to begin reading on a page of print.
5. Knowledge of the importance of linear letter and word sequence in printed language.

To recognize the second additional benefit reading aloud provides for the beginning reader, it is necessary to consider the way in which children learn to speak. Children first attend to the whole of a lingu-

tic element and later begin to identify its parts. For example, at three months of age, babies vocalize all of the sounds capable of being produced by humans. Three months later, however, they have discarded all meaningless sounds and babble only those sounds utilized by other humans in their immediate environment. Similarly, year-old babies speak in holophases—one word utterances which stand for entire thought units. Two years later, they may communicate the same thoughts, but do so using sentences composed of distinct parts (Smith, 1973, pp. 141-142). Thus, it seems that the most natural way for children to learn a language is to deal first with wholes from which they can then discover the meaningful parts. Since reading is basically a language activity, it makes sense to present beginning readers with the whole of printed language rather than bits and pieces. Presenting stories and poems to children via reading aloud by the teacher is consistent with this approach.

General Guidelines

Smith (1971, p. vii) has suggested that the most efficient way to prepare oneself to become a reading teacher is to develop a thorough knowledge of the reading process. This seems to be a reasonable suggestion if it enables teachers to make intelligent decisions regarding the components of a classroom reading program and the means to implement these components.

Briefly, reading can be defined as a process where the reader uses cues to understand the precise message of the material begin read. These cues are available to the reader from two different sources—the printed page (visual information) and the reader's own mind (non-visual information). Goodman (1970, p. 260) has indicated that efficient reading does not involve precise identification of all the visual information available on the printed page. Rather it involves reconstruction of the author's original message through utilization and integration of minimum amounts of visual information and maximum amounts of non-visual information supplied by the reader's mind.

Reading efficiency is reduced when readers must focus most of their attention on the available visual information. This is so because of the limitations of the mind to process visual information (Smith, 1975, pp. 49-82). Conversely, reading efficiency is increased when readers are free to rely more

frequently on non-visual information. Obviously efficient reading cannot take place unless readers have sufficient non-visual information to rely on in the first place.

Now it is possible to recognize the critical importance of reading aloud to children. By providing background experience and exposure to the meaningful conventions in print through reading aloud, teachers help children add to their store of non-visual information. In time, children will call upon this wealth of information, relating it to their own reading endeavors and making the process of learning to read more meaningful and enjoyable.

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Reading Aloud to Children—2005 Update

BY R. CRAIG RONEY

Since "Reading Aloud to Children—Why Bother" was published in the Winter, 1980 *Reading Journal*, much public attention has focused on the ability of our teachers to deliver a quality education to children. At no other time in the history of our country has so much public discussion taken place which raised questions about the efficacy of our efforts to educate our youth. In this critical climate, how has the practice of reading aloud to children fared?

The Extent of the Practice

In that article in 1980 [reprinted beginning on page 46] I stated the case for the practice of parents and teachers reading aloud to children on a daily basis, citing the research to support the claim and characterizing why the practice is so effective, particularly as regards a child's growth toward literacy. Yet, I painted a pessimistic picture regarding how much reading aloud was done in our elementary schools. Has this state of affairs changed over the course of the past quarter century? The honest answer is maybe and maybe not since the evidence is conflicting.

On the home front, reading aloud appears to be losing ground. Mendoza (1985) found that of the 520 children surveyed, 75 percent of primary grade boys, 89 percent of primary girls, 50 percent of intermediate grade boys, and 53 percent of intermediate grade girls reported being read to in the home, a surprisingly positive picture until you consider that these children reported being read to, on average, less than once a week, far short of the daily practice I recommended in 1980.

In schools, it's likely that some teachers are reading aloud more frequently and for longer periods of time than in 1980. In an extensive, national study of reading aloud practice in K-6 classrooms, Hoffman, Roser, and Battle (1993) indicated that 75 percent of the teachers observed read aloud to their students, typically for a period of 10 to 20 minutes. On the other hand, Morrow (1982) reported that the 30 preschool and 37 kindergarten teachers in her investigation

read, on average, only 12 stories in a 4-week period. Similarly, Langer, Applebee, Mullis, and Foertsch determined that only 57 percent of fourth-grade teachers read to their students daily.

With the emergence of literature-based reading programs, teachers who design reading curriculum consistent with that philosophy appear more likely to value and practice reading aloud to their students. By contrast, teachers feeling the pressure from high-stakes testing, escalating grade level content expectations, and highly regulated or scripted reading programs often feel they have little or no time to read to students. Moreover, they believe that they are wasting students' time reading aloud to them for essentially the same reason as I stated in 1980: Reading aloud is viewed as entertaining but of little pedagogical value.

The Current Theoretical Perspective

However, substantial proof existed in 1980 supporting the critical academic value of reading aloud to children. Since then, theoreticians and researchers have fortified and extended that technical support. From a theoretical perspective, reading literature aloud to students is an integral component of literature-based reading programs and is consistent with the movement to engage learners extensively in



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interactions with whole, authentic texts. Moreover, the practice is also consistent with language acquisition theory.

If, as Cambourne (1995) suggests, successful literacy instruction depends upon the extent to which teachers replicate in the reading curriculum the conditions that produced success in young children's mastery of spoken language, then reading aloud is entirely consistent with those conditions. A trusted adult reading aloud a variety of relevant literature on a regular and extensive basis provides children with many demonstrations of the reading process in action and establishes for them the expectation that reading as adults read is what we believe they will be able to accomplish. Children see first-hand how "reading works" are immersed in texts of all kinds, and understand that reading is enjoyable but, more importantly, personally purposeful. Reading perceived in this way comes risk-free to children and enables them to view reading as doable with little risk of physical or psychological hurt thus establishing the essential basis for engagement, the condition that Cambourne (1995, p. 186) believes is the singular key to success in a child's growth toward print literacy.

Recent Research Support

With regard to research, Short (1995) has provided an annotated summary of recent studies relating reading aloud to a child's academic achievement. Additional research support is provided by Whitehurst (1988), Sulzby (1998), and Hall and Moats (2000). Of particular note is the research by Feitelson, Kita, and Goldstein (1986), which underscores the critical value of reading aloud to disadvantaged children as an aid to mastering reading comprehension. This research also serves as the basis for current recommendations to read aloud to children for at least 20 minutes per day.

From my own analysis of the collective body of reading aloud research, reading to children on a regular and extensive basis is the single most important characteristic that distinguishes between research where reading aloud is proven to significantly impact a child's academic (particularly reading) capability and research that fails to prove any significant impact. From my perspective, the message to teachers and parents of young children is simple: If you read to children every day for at least 20 minutes, you are likely to improve their potential for develop-

ing into successful readers. Indeed, the Commission on Reading concluded that "the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children" (Anderson, Hiebert, Scott, and Wilkinson, 1985, p. 23).

Additional Implications for Best Practice

The bulk of the 1980 article detailed the reasons that reading aloud facilitates children's progress toward literacy. The importance of scaffolding children for success in learning to read by building their background knowledge is no less valid and valuable today than back then. In addition, it is important to underscore the need for teachers to incorporate variety into their read aloud repertoires. Using big books as well as regular sized books in the primary classroom is a good example. In order to develop an understanding of basic concepts about print, young children must be able to see the print while the adult reads the text. Reading big books aloud is an efficient means of accomplishing this goal in classroom settings where there is only one adult available to read to large numbers of children. Similarly, teachers must share nonfiction as well as fiction and poetry with children so that the background knowledge they build in children through reading aloud prepares students to experience success with the wide variety of literature they will be expected to read as both children and adults.

In short, reading aloud to children both at home and in school is no less worth bothering about in 2005 than in 1980.

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Michigan Reading Association

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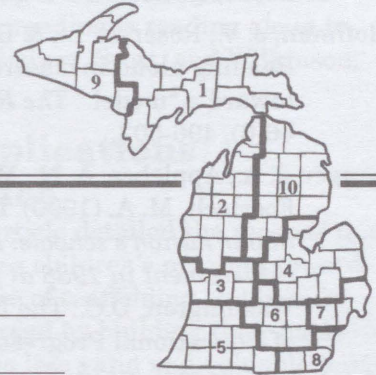
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You are invited to submit names of qualified members, including yourself, to actively participate in the Michigan Reading Association Board of Directors. This is a time when you can shape the future of MRA through the nomination process. Please complete and return this form to:

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The Michigan Reading Association shall comply with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the State of Michigan. It is the policy of the Michigan Reading Association that no candidate or applicant for a position or office in this organization shall, on the basis of race, color, religion, national origin, creed or ancestry, age, sex, marital status, or disability, be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which the Michigan Reading Association is responsible. The President of the Michigan Reading Association, together with the Executive Committee, shall ensure that Federal and State regulations are complied with and that any complaints are dealt with promptly in accordance with law.

Policy adopted 4/3/93

Nominee Consent Form – 2006

I hereby agree to be a candidate for the MRA position of _____ for the term of office specified above. **Let it also be known that, as of this date, I am a member of:**

International Reading Association: Membership No. _____ Expiration _____

Michigan Reading Association: Membership No. _____ Expiration _____

and the _____ Reading Council.

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Signature _____

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This form MUST be received by October 31, 2005

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MRA 2006 Annual Conference Overview

Keynote Speakers:

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MRA 2006 Annual Conference Highlights

SATURDAY GALA CELEBRATION

Celebrate 50 years of MRA on Saturday evening. A special gala dinner and program will honor the MRA past presidents and the history of MRA with stories and memories from lifelong friends of MRA. A bit of humor and nostalgia at the same time! Finish the evening with a special show and dance with a Motown Review by the *Horizons*. The highly renowned *Horizons* offer the best of Motown Music from over the last 40 years. Sing and swing your heart out with friends of MRA. Purchased tickets are needed for the Past Presidents' Gala Dinner and Program. The celebration show and dance featuring the *Horizons* is free to all conference attendees!

CELEBRATE YOUR LITERACY WITH SUNDAY EVENING ACTIVITIES

Celebrate Literacy for Life by indulging in literacy activities you are passionate about or would like to explore. Gather for one of the following activities: Writing Poetry, Becoming a Children's Author, Drumming Circles, Poetry Slams, Storytelling with Story Drawing, Book Discussion, or School Gardens. Delicious drinks and scrumptious snacks included!

MRA 2006 Annual Conference Meal Functions

Saturday, March 18

Administrator Luncheon - Featured speaker: Jerry Johns, *Understanding and Promoting Reading: How You Can Lead*

Jerry Johns, a past president of the International Reading Association, is now a Distinguished Teaching Professor at Northern Illinois University. His numerous publications include, *Improving Reading: A Handbook of Strategies*, *Fluency: Questions, Answers, Evidence Based Strategies*.

Research Luncheon - Featured speaker: P. David Pearson, *Using Research to Affect Literacy Instruction*

P. David Pearson's research interests include literacy instruction and assessment practices. His long and distinguished career spans from classroom teacher to Dean of the Graduate School Education at Berkeley. Publications include the *Handbook of Reading Research* and *Learning to Read: Lessons for Effective Schools and Accomplished Teachers*.

50th Anniversary Gala Dinner & Program

Join us for a 50th Anniversary Gala Dinner and program featuring past presidents and friends of MRA sharing our history and memories. Special guests include Richard Allington, Roger Farr, and more! Topics include the New Definition of Reading, highlights of our past accomplishments, and maybe a skit or two!

Sunday, March 19

Author/Illustrator Breakfast

Enjoy breakfast and conversation with one of 50 best-selling and award-winning authors and illustrators. Participants will receive a complimentary signed book. Among the guests are James Howe, Gloria Whelan, Dyanne DiSalvo, Susan Jeffers, Gary Soto, Deborah Ellis, Lola Schaefer, Warren Hanson, Rhonda Gowler Green, Gary Schmidt, Wendy Anderson Halperin and many more.

Secondary Luncheon - Featured speaker: Jim Burke, *ACCESSing School: Teaching Struggling Readers to Achieve Academic and Personal Success*

Jim Burke teaches English at Burlingame High School in California. He is the author of numerous best selling books including *The English Teacher's Companion*, *Reading Reminders*, *Writing Reminders*, *School Smarts*, and *The Reader's Handbook*.

Award Winning Author Luncheon - Honored author: Gloria Whelan, *My Life and Work as an Author*

Gloria Whelan is the bestselling author of many novels for young readers including *Homeless Bird*, winner of the National Book Award. Winners of this prestigious award join the ranks of William Faulkner, Katherine Patterson, and Maurice Sendak and more.

Young Authors' Luncheon - Featured speaker: James Howe, *Obligations and Challenges as a Writer for Children*

James Howe is best known for his comical *Bunnicula* series. First published in 1979, the *Bunnicula* series soon evolved into and comic tales such as *Howliday Inn*, *The Celery Stalks at Midnight*, *Nighty-Nightmare*, and *Harold and Chester in Creepy-Crawly Birthday*.

Monday, March 20

Title 1 Luncheon - Featured speaker: Margaret Mooney, *Intentional Teaching*

Margaret Mooney has written many books for young readers and resource books for teachers including *Reading To, With, and by Children*, *Text Forms and Features*, and *A Book is a Present*. Her over 20 years of experience in New Zealand ranges from elementary teacher, administrator, New Zealand Department of Education leader, and instructor at the university level.

Illustrator Luncheon - Featured speaker: Warren Hanson, *Universal Themes of the Heart*

Warren Hanson is an artist, writer, designer, speaker and musician. He has illustrated *A Cup of Christmas Tea*, *A Memory of Christmas Tea*, *PEEF*, and *Reading with Dad*. Written and illustrated books include *The Next Place*, *Older Love*, *Beginning*, and *This House Will Never be the Same*. He will read both published and unpublished works and perform some of his original songs.

Adult Literacy Luncheon - Featured speaker: Pauline Geraci, *Teaching Strategies that Work for Adult Readers*

Pauline Geraci is an award-winning educator and writer from Minnesota Correctional Facility in Stillwater. She received the Martin Sull award in 1999 and 2001 for creative teaching that impacts inmates in the classroom and community. She is also the author of two books for at-risk youth, *Teaching on the Inside*, and several journal articles in *Reading Today* and *The Journal of Adolescent and Adult Literacy*.

MRA 2006 Annual Conference Registration Form (page 1)

Please select membership status (Current, New or Renewing) and conferee level (Full or One Day Only).

Regular Member Fees	Current regular member (membership expires after 05/06)		
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	One Day Only (please select day) \$100.....		\$.....
	<input type="checkbox"/> Saturday (3/18) <input type="checkbox"/> Sunday (3/19) <input type="checkbox"/> Monday (3/20)		
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Student Member Fees	Current student member (membership expires after 05/06)		
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Parent/non-educator Member Fees	New or Renewing (membership expires before 05/06) student member		
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	One Day Only (please select day) \$75***.....		\$.....
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Parent/non-educator Member Fees	Current parent/non-educator member (membership expires after 05/06)		
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Parent/non-educator Member Fees	New or Renewing (membership expires before 05/06) parent/non-educator member		
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	One Day Only (please select day) \$70****.....		\$.....
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Parent/non-educator Member Fees	Non-member (does NOT want to become an MRA member)		
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* includes \$35 nonrefundable regular membership fee
 ** includes \$20 nonrefundable retired educator membership fee
 *** includes \$15 nonrefundable student membership fee
 **** includes \$10 nonrefundable parent/non-educator membership fee

MEAL FUNCTIONS

PLEASE NOTE: Tickets for meal functions must be pre-ordered and are nonrefundable.

Saturday (3/18) ☐ Check here for vegetarian meal(s)

Administrator Luncheon (featuring Jerry Johns) \$25.....\$.....
Research Luncheon (featuring P. David Pearson) \$25.....\$.....
50th Anniversary Gala Dinner & Program \$40.....\$.....

Sunday (3/19) ☐ Check here for vegetarian meal(s)

Author/Illustrator Breakfast (featuring 50 authors and illustrators from the 2006 conference) \$18.....\$.....
Secondary Luncheon (featuring Jim Burke) \$25.....\$.....
Award Winning Author Luncheon (featuring Gloria Whelan) \$25.....\$.....
Young Authors' Luncheon (featuring James Howe) \$25.....\$.....

Monday (3/20) ☐ Check here for vegetarian meal

Title I Luncheon (featuring Margaret Mooney) \$25.....\$.....
Illustrator Luncheon (featuring Warren Hanson) \$25.....\$.....
Adult Literacy Luncheon (featuring Pauline Geraci) \$25.....\$.....

TOTAL AMOUNT INCLUDED.....\$.....

MRA 2006 Annual Conference Registration Form (page 2)

PLEASE READ FIRST:

- A separate registration form must be submitted for each conferee. Please complete and submit both pages 1&2 of the registration form.
- Registrations must be postmarked or submitted online on or before **March 3, 2006**. Please do not submit registration forms to the MRA office after March 3, 2006. After March 3, registration will only be available onsite at the MRA conference registration booth. **A \$25 processing fee will be charged for onsite registrations.**
- CURRENT MRA MEMBERS:** Check your membership card or the back cover of a recent copy of your MRA newsletter or journal for your membership number and expiration date. Current MRA members should register under the "New or Renewing" member category if their membership expires prior to 05/06.
- Full payment must accompany each registration form. Registrations will not be processed without full payment included.
- Conference refund requests must be in writing and postmarked by **March 13, 2006**. Your name badge must be included, and a \$15 processing fee will be assessed. Please note that membership fees and meal function tickets are nonrefundable.
- Replacement cost for a lost name badge is \$10.
- If you do not receive confirmation materials prior to the conference, your materials will be available onsite at the MRA registration booth.

CONFEREES INFORMATION (Please clearly print or type.)	PAYMENT INFORMATION
MRA Membership Number (Current or Renewing Members only) _____	Expiration Date _____
Name (as you would like it to appear on your name badge) _____	
Address _____	Apt. _____
City _____	State _____ Zip _____
Phone _____	County _____
Email Address _____	
Institution/District Affiliation (as you would like it to appear on your name badge) _____	
Position: <input type="checkbox"/> Teacher <input type="checkbox"/> Pre-K <input type="checkbox"/> Administrator <input type="checkbox"/> Elementary <input type="checkbox"/> Title I <input type="checkbox"/> Middle <input type="checkbox"/> Paraprofessional <input type="checkbox"/> High School <input type="checkbox"/> Media/Librarian <input type="checkbox"/> University <input type="checkbox"/> Adult Educator <input type="checkbox"/> Other _____	TOTAL AMOUNT INCLUDED \$ _____ <small>(Write in total from page 1.)</small>
Level: <input type="checkbox"/> Teacher <input type="checkbox"/> Pre-K <input type="checkbox"/> Administrator <input type="checkbox"/> Elementary <input type="checkbox"/> Title I <input type="checkbox"/> Middle <input type="checkbox"/> Paraprofessional <input type="checkbox"/> High School <input type="checkbox"/> Media/Librarian <input type="checkbox"/> University <input type="checkbox"/> Adult Educator <input type="checkbox"/> Other _____	METHOD OF PAYMENT: <input type="checkbox"/> Purchase order enclosed Purchase order #: _____ Purchase order bill to: _____ Institution/District _____ Contact _____ Address _____ City _____ State _____ Zip _____ Phone _____ Email Address _____
Position: <input type="checkbox"/> Teacher <input type="checkbox"/> Pre-K <input type="checkbox"/> Administrator <input type="checkbox"/> Elementary <input type="checkbox"/> Title I <input type="checkbox"/> Middle <input type="checkbox"/> Paraprofessional <input type="checkbox"/> High School <input type="checkbox"/> Media/Librarian <input type="checkbox"/> University <input type="checkbox"/> Adult Educator <input type="checkbox"/> Other _____	<input type="checkbox"/> Check* or money order enclosed (payable to <i>Michigan Reading Association</i>) <small>*Checks returned for insufficient funds will be subject to a \$25 processing fee.</small>
Are you an IRA Member? <input type="checkbox"/> Yes <input type="checkbox"/> No IRA Membership Number: _____ Are you a member of Local or Special Interest Reading Council? (Write in name of council.) _____	<input type="checkbox"/> MasterCard <input type="checkbox"/> VISA <div style="display: flex; justify-content: space-around;"> <div> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> </div> <div> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> </div> <div> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> </div> <div> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> </div> </div> Expiration: <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/>
CURRENT MEMBERS: Please check below if you had a change of <input type="checkbox"/> Name <input type="checkbox"/> Address <input type="checkbox"/> Affiliation <input type="checkbox"/> E-mail Address	Signature (required on all credit card and purchase order payments) _____

Photocopy pages 1 & 2 for your records and submit originals to:

MRA Conference Registration
 668 Three Mile Road NW, Suite C
 Grand Rapids, MI 49544-8219

Fax credit card and purchase order payments to: **616-647-9378**

Michigan Reading Association

Leap from Research to Practice Pre-Conference

Friday, March 17, 2006
Cobo Center - Detroit



*Indulge yourself in a sustained learning experience.
Focus on one topic.
Become an expert.
Register today!*



Leap from Research to Practice has expanded this year. The Michigan Reading Association is providing opportunities for educators to come to a one-day workshop to participate in a sustained session on one topic. The topics offered in these pre-conference sessions are considered to be vital to the literacy development of students in our state.

Choose from Six Pre-Conference Sessions:

Assessing and Teaching Reading Comprehension

Connecting Nonfiction Reading and Writing

Reading First - What's New

Developing Strategy Profiles for Genre and Comprehension Instruction in the Reader's Workshop

Academy for Administrators

Adolescent Literacy

PRE-CONFERENCE REGISTRATION FORM

REGISTRATION FEE.....\$115 (includes breakfast, lunch, and reception)

(Registrations must be postmarked on or before March 10, 2006. After March 10, registration will only be available on-site.)

ONSITE REGISTRATION FEE.....\$140

NAME: _____

ADDRESS: _____

CITY/STATE/ZIP: _____

PHONE: () _____ - _____

E-MAIL: _____

METHOD OF PAYMENT:

☐ Check* or money order enclosed (payable to *Michigan Reading Association*)

*Checks returned for insufficient funds will be subject to a \$25 processing fee

☐ MasterCard

☐ VISA

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Expiration:

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☐ Purchase order #: _____

Purchase order bill to: _____

Institution/District

Billing contact

Signature (required on all credit card and purchase order payments)

SESSION CHOICES

Please write in your top two session choices.

(See session descriptions on reverse.)

Session Choice 1: _____

Session Choice 2: _____

Photocopy completed form for your records and submit original form to:

MRA Pre-Conference Registration
668 Three Mile Road NW, Suite C
Grand Rapids, MI 49544-8219
FAX: 616-647-9378

Pre-Conference Sessions - Leap from Research to Practice Series

(Please select your top two session choices.)

Session 1: Assessing and Teaching Reading Comprehension: Strategies that Work

Presented by: Miriam P. Trehearne, Literacy Consultant. (Using professional resource books published by ETA Cuisenaire for PreK-6 teachers.)

Intended Audience: Teachers (all levels), administrators, reading specialists, coaches, staff developers

Session Description: How can teachers help all students to better comprehend what they read? What about those students who can decode but struggle with comprehension? This practical workshop will clarify the most effective research based strategies used for both assessing and teaching reading comprehension.

Session Goal: *Participants will be able to take the essential elements of effective comprehension assessment and instruction back to their schools/school districts for consideration and implementation.*

Session 2: Connecting Nonfiction Reading and Writing Strategies

Presented by: Rachel Chappell, Maupin House Publishing

Intended Audience: Teachers K-5

Session Description: This session will be packed with adaptable ideas to be used immediately in the classroom for connecting reading and writing through the use of nonfiction material. Nonfiction reading material is used very little in the majority of primary classrooms and yet is an emerging writer's first writing instinct. There are loads of strategies and activities to foster an enjoyment of reality-based reading and writing. We will spend some hands-on time exploring some of these ideas as well as enjoying some teacher and student samples.

Session Goal: *To equip teachers with strategies to be used immediately in the classroom in the area of nonfiction reading and writing.*

Session 3: Reading First - What's New

Presented by: Faith Stevens, National Reading First Consultant; Joanne Carlisle, Reading First Researcher; various Reading First facilitators, coaches, teachers.

Intended Audience: Teachers (all levels), administrators, and curriculum directors

Session Description: Review the goals of Reading First and receive reports of successful programs. The focus will be for teachers, coaches, and administrators in regular education, special education, and English language learner programs.

Session Goal: *To learn more about the Reading First program and it's effect on reading development of students.*

Session 4: Developing Strategy Profiles for Genre and Comprehension Instruction in the Reader's Workshop

Presented by: Dr. Janine Batzle

Intended Audience: Teachers K-8, principles, reading specialists, staff developers

Session Description: An overview will be given on how strategic readers navigate genre such as the use of linear and non-linear strategies. The speaker will work with two genres (nonfiction and historical fiction) developing a strategy profile incorporating organization or layout of text, text structure, text features, topic vocabulary, as well as navigation, comprehension, and decoding strategies. A planning structure will be provided for the development of strategy profiles. Research regarding staff development which focuses on the language of instruction within the reader's workshop/gradual release theory will be shared throughout the presentation.

Session Goal: *Develop a strategy profile for a genre - navigation, comprehension, and decoding strategies, explore the language of instruction based on the state benchmarks necessary for instruction in comprehension and genre, experience and practice lesson plans and strategy profiles for at least one genre.*

Session 5: Academy for Administrators

Presented by: Roger Farr, Keynote; Laura Robb, School-wide Literacy Programs; statewide educators

Intended Audience: Administrators, literacy leaders, literacy coaches

Session Description: This session offers opportunities to learn about the hottest topics in literacy. Breakout sessions will provide an in-depth description of specific programs or initiatives. The afternoon will be spent discussing school-wide literacy initiatives including the use of literacy coaches.

Session Goals: *Increase your overall knowledge about literacy programs, gather in-depth knowledge about specific topics of your choice, and acquaint yourself with school-wide literacy programs.*

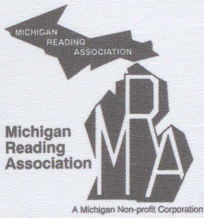
Session 6: Adolescent Literacy

Presented by: Laura Robb and statewide educators

Intended Audience: Secondary teachers, literacy coaches, administrators, curriculum directors, Title I directors

Session Description: Spend the morning learning the strategies that are most successful with the adolescent learner. In the afternoon, select breakout sessions from an array of topics pertinent to secondary literacy initiatives such as: reading comprehension, reading in content areas, writing to learn, expressive thinking, profundity, Mi CLASS, and Hi CLASS.

Session Goals: *Learn overall strategies for developing literacy skills in the adolescent learner; gain a deeper knowledge of one area of adolescent literacy.*



Michigan Reading Association Educator and Literacy Awards

A Call for Nominations

The Michigan Reading Association continues to value, encourage and support local reading councils, and recognize outstanding educators and agencies throughout Michigan. One of the ways this is done is by the establishment of Grants and Awards Committees.

Let Your Council Be Heard!

Local councils provide the essential information by which MRA offers Michigan the names of professionals of the absolute highest regard and quality. The quest for literacy operates at all levels. In communities throughout the state, there are individuals and institutions going far beyond that which is expected in an effort to help others become literate. We all have been positively influenced and profoundly affected by other professionals and specific agencies. It is critical that we communicate knowledge of these role models with our schools, colleagues, and communities throughout our state.

Your PARTICIPATION is the Key to Success.

2005 - 2006 MRA AWARDS

Attention! All Educators!

There are six categories for MRA Awards. All candidates will receive certificates of recognition. Anyone may nominate a candidate. Please contact your local reading council for assistance in nominating an individual or group. The top candidate in each category will be awarded a plaque at the annual Michigan Reading Association conference in March 2006.

The MRA Reading Educator Awards recognize Michigan educators in five categories who demonstrate outstanding teaching and leadership in the field of reading. The five categories are: Elementary Teacher, Secondary Teacher, Administrator, Adult Educator and Teacher Educator.

The MRA Literacy Awards recognize meritorious literacy work by individuals and agencies or institutions. Reading councils are encouraged to nominate their IRA Celebrate Literacy Award recipient for this honor.

Deadline for MRA Educator and Literacy Award Nominations:

November 25, 2005

Forms are on the following two pages.

Michigan Reading Association

2005-2006 Educator Awards

The Michigan Reading Association will recognize Michigan educators in five categories who demonstrate outstanding teaching and leadership in the field of reading. The categories are: Elementary Teacher, Secondary Teacher, Administrator, Adult Educator, and Teacher Educator.

CHECKLIST

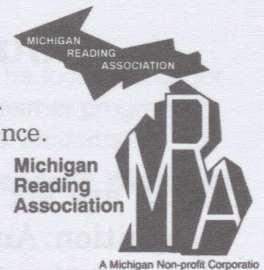
- ☐ This nomination form is completed.
- ☐ Letters of support (maximum of five) are included. Letters need to be from the following: immediate supervisor, colleague, local council board member, and two others. Letters are limited to one page each and should include the following information:
 - Evidence that nominee is a strong advocate for reading
 - Evidence of the nominee's work having an impact on student attitude and achievement in reading
 - Explicit statements delineating nominee's knowledge about the field of reading
 - Evidence of the nominee's leadership reflecting current research and practices
 - Evidence that nominee is an outstanding role model for others.
- ☐ A vita is included listing educational background and professional experiences showing leadership. The nominee should include a personal statement. (Vita, including personal statement, is limited to three pages.)
- ☐ Additional materials may be included, not to exceed three pages.

Send all materials in *triplicate* in
ONE envelope to:

Marcia Klemp - Awards Chair
Michigan Reading Association
668 Three Mile Road NW
Suite C
Grand Rapids, MI 49544

NOTES

- Teachers and administrators must be Michigan certified and active in the field of reading.
- Award recipients in the four categories will be honored with a plaque at the MRA Conference.
- We regret that materials included with the application may not be returned.



DEADLINE: November 25, 2005

Nomination for the MRA Reading Awards

Check one: ☐ Teacher K-6 ☐ Teacher 7-12 ☐ Administrator ☐ Adult Educator ☐ Teacher Educator

Nominee: _____

Address: _____

City/State/ZIP: _____ Phone: _____

Present Position: _____

School/School District: _____

District Superintendent: _____

- ☐ Nominee gives permission for the committee to contact people who have provided documentation.
- ☐ Nominee will attend the MRA Conference to receive the award.

Nominator: _____

Address: _____

Phone (home): _____ Phone (business): _____

Reading Council: _____

Council President: _____

State Senator Name & Mailing Address: _____

State Representative Name & Mailing Address: _____

Michigan Reading Association

2005 - 2006 Literacy Awards

The Michigan Reading Association will recognize meritorious literacy work by an individual, agency, or institution. Nominations may be from any of the following areas:

- Direct teaching at any level
- Organizing literacy programs
- Promoting support from the public relative to enhancing literacy
- Producing teaching materials or special media for literacy programs
- Carrying out research in fields related to literacy
- Providing people the opportunity to help in literacy activities
- Carrying out special surveys of importance for literacy planning
- Carrying out informal educational activities of a social, cultural, economic, or political nature, in which literacy activities are included
- Promoting legislation which supports literacy

**Send all materials in triplicate
in ONE envelope to:**

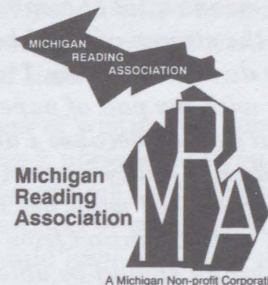
Marcia Klemp - Awards Chair
Michigan Reading Association
668 Three Mile Road NW,
Suite C
Grand Rapids, MI 49544

CHECKLIST

- ☐ This nomination form is completed.
- ☐ A description of the contribution to literacy (maximum of one page) is included.
- ☐ If the nominee is an individual, a vita is included listing educational background and professional experiences relating to literacy. The nominee needs to include a personal statement. (Vita, including personal statement, is limited to three pages.)
- ☐ Letters of support (maximum of five) are included. Letters of support should testify to:
 - The nominee's contribution to literacy
 - The beneficial results of the contribution to literacy for the community/city/state, and
 - The nominee being an outstanding role model for others in promoting literacy.

NOTES

- Award recipient will be honored with a plaque at the March MRA Conference.
- Council may nominate their IRA Celebrate Literacy Award recipient for this MRA Literacy Award.
- We regret that materials included with the application may not be returned.



DEADLINE: November 25, 2005

Nomination for the MRA Literacy Award

Check one: ☐ Individual ☐ Agency or Institution

Nominee: _____

Contact Person (if institution/business/agency): _____

Address: _____

City, State, ZIP: _____ Phone: _____

- ☐ Nominee gives permission for the committee to contact people who have provided documentation.
- ☐ Nominee will attend the MRA Conference to receive the award.

Nominator: _____

Address: _____

Phone (home): _____ Phone (business): _____

Reading Council: _____

Council President: _____

State Senator Name & Mailing Address: _____

State Representative Name & Mailing Address: _____