

# Kentucky Literacy Link

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## Hear Me Roar

"You educate a man; you educate a man. You educate a woman; you educate a generation."

— Brigham Young

Last month I promised to deviate from holiday-themed columns in this issue. I am going to keep that promise ... sort of. As I sat chewing my lip and agonizing over a topic, I realized that March is National Women's History Month, and it seemed an appropriate time to reflect on the amazing women I've known.

In a field dominated by women, there's no shortage of muses for such an editorial. (I thought the quote above was fitting considering that domination, but I know there are many great men in the field so please don't take it too seriously!) I know so many dedicated teachers and continue to meet new ones in my travels throughout Kentucky. However, when I think of great women, my own teachers come first to my mind.

As a child, I spent lots of time alone during the school year. Unlike my Michigan summers with my grandparents (including two phenomenal women – my grandmothers), my fall, winter and spring days were lonely. My young, overworked, single mother was often away from home. When she was home, despite her vibrant personality and the fun it inspired during the best times, her exhaustion frequently prevented her from giving me the attention I craved.

School was another world altogether. My teachers made time and always had a kind word or a smile for me. They made me feel smart, wanted and valued. They nourished my creativity, applauded my hard work and lavished me with love. They fed me, bought me clothes and books, and took me to museums, plays and horseback riding – places I'd never get to go otherwise. In 6th grade, Ms. Cissell noticed my affinity for writing

and took me on as a mentee, giving up her planning meeting to conference with me. She even enlisted fellow teacher and Kentucky author Roberta Simpson Brown to give me feedback on my work. If it weren't for Ms. Cissell, I might not be editing a newsletter now.

These are the experiences as a child that stick with you, that shape you and that make you forever grateful. These are the experiences that phenomenal women (and men) like you give to Kentucky kids each day.

Many great women, famous and unknown, have shaped the future and paved the way for us. For resources to support teaching during Women's History Month, click [here](#).

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## KDE Updates

### Commissioner's Op-Ed Piece

Commissioner Terry Holliday has written an op-ed piece that has been released to newspapers titled "State of Kentucky Education." It highlights our achievements, upcoming work and challenges for the future. To read in full, click [here](#).

### Kentucky Leads the Way

Learning Forward, in collaboration with the Council of Chief State School Officers, is working with the Kentucky Department of Education and several school

districts within Kentucky to transform professional learning and create a framework for a statewide, comprehensive professional learning system that supports deep implementation of Common Core State Standards and upcoming new assessments. This [blog post](#), written by Sandra Hamon, assistant director of the Division of Program Standards at the Kentucky Department of Education, provides insight into the state's work implementing Common Core.

### New features in CIITS

The latest update to the Continuous Instructional Improvement Technology System (CIITS) includes many new features, including Key Performance Indicators (KPIs) showing K-PREP results, improved search for instructional materials, maps illustrating progress on Race to the Top measures and the ability for students to take assessments on an iPad. For more information on the latest enhancements, click [here](#) for CIITS News.

## Spotlight: Bell County Schools



English/Language Arts (ELA) teachers from across middle and high schools in the Bell County school district have implemented a new variation on professional learning communities (PLCs). The purpose of these meetings is to provide middle and high school teachers an opportunity to discuss the Kentucky Core Academic Standards (KCAS); research-based and classroom-trying strategies/activities that meet these standards; build a collegial culture between the varying grade levels and schools; and promote teacher leadership within the district.

Teacher leaders have presented multiple topics, including Writing Program Review information, modeling of annotating a passage (citing textual evidence), developing a thesis statement, using the sentence variation strategy, demonstrat-

ing an argumentative online strategy, and implementing close reading.

It all started with the high school receiving a grant from [AdvanceKentucky](#). The AdvanceKentucky program wanted the middle grades teachers to help promote Advanced Placement courses at the high school level. This called for vertical team meetings, which then grew into these district-wide PLCs.

The Bell County High School ELA department has been instrumental in beginning this process. It hosted the first of these districtwide PLCs in the spring of 2012 and then again in August. The middle grades ELA teachers at Page School Center hosted the October meeting, and Yellow Creek School's ELA teachers hosted the January gathering. Two of the meetings

(August and January) were on early release days for students. The other two (October and this month) were/will be after-school with professional development credit given.

During these meetings, teachers from all grade levels are encouraged to share strategies, resources, activities, etc., that they have used successfully. These meetings have been scheduled quarterly for the 2012-2013 school year for a total of four meetings. Science and math teachers also are working collaboratively to im-

plement this same

process. Communication and collaboration between middle and high school teachers is vital in transitioning students between schools and preparing students for college and/or careers. This twist on PLCs is simply one method of providing that opportunity for Bell County teachers.

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## A Closer Look at the Kentucky Reading Project

Do you want professional development (PD) that will change your teaching and empower your students to become lifelong readers? This is what the Kentucky Reading Project (KRP) can do for you. Taught by literacy faculty at each state university, KRP is for teachers in grades K-5 and offers a stipend and graduate credit upon completion.

Words seem inadequate when I think about the power of the Kentucky Reading Project. My first experience with the KRP was in the summer of 2006 at Eastern Kentucky University. A colleague and I decided to apply for the PD opportunity. Tired of packaged programs and basal readers, we were looking for ways to make reading engaging and fun, keep students moving forward, and discover best practices.

The KRP makes reading meaningful, engaging and thought-provoking by providing teachers with a toolbox of research-based strategies and effective practices that keep kids engaged in learning. From phonological awareness to comprehension, this year-long PD equips you with countless strategies.

As educators, we are always hearing the words "best practices." If you want to learn best practice KRP is for you. Here are a few of the strategies you can learn:

- teacher read-alouds
- how to model and discuss your own reading process
- how to activate prior knowledge
- truly differentiated instruction and how to manage it in the class-

room

- how to teach skills in context of whole texts and meaningful literature
- formal and informal assessment that matches classroom practice
- how to incorporate technology into literacy instruction

These and many other strategies have made me a better educator, colleague and parent. KRP still impacts our school today. Since 2006, we have had several teachers attend the KRP. They all echo my sentiments.

Additionally, the experience of being trained on parent involvement with Bonnie Lash-Freeman from the National Center for Family Literacy was invaluable. You might believe

you know how to work with parents, but I can assure you, Lash-Freeman allows you to see parents through multiple lenses. She teaches ways to communicate with parents of all socioeconomic and cultural backgrounds.

Inspired by KRP and with support from our administration, we hosted our first school-wide Family Literacy Night (FLN). The attendance of our FLN equaled the attendance of our school's athletic events. During the FLN, we offered parents strategies to help their children with phonics, vocabulary, fluency and comprehension. We encouraged the students and parents to work together. The children were thrilled with the time spent with their parents or caregivers. The staff, parents, and students had a

*(continued p. 6)*

## CCSS and CTE: A Look at the Standards

In the February 2013 issue, literacy consultant Teresa Rogers began a series on literacy in career and technical education (CTE). She continues here with part two of that series.

Your students are highly skilled at the tasks from the program task list and you feel confident that they will pass the industry certification exam. Most of us would think they are ready to succeed in your technical field. This might have been true 30 years ago, but in today's rapidly changing workplace, nothing could be farther from the truth. To be successful, students today must be prepared to adapt by using and applying new information from a variety of sources.

So what does this look like in the CTE classroom? Alarm bells may be ringing as you think, "How do I, as a technical teacher, address those needs?" The good news is, there's no need to panic. The Common Core State Standards (CCSS), adopted in our state as the Kentucky Core Academic Standards, provide guidance to direct teachers in meeting those needs. This month, we'll take a brief look at the standards and begin to make connections to your content.

The technical standards use grade bands to allow schools and districts flexibility in designing high school courses. These bands – 6-8, 9-10 and 11-12 – show the progression students should make in the development of each skill. For example, at the 6-8 grade band, standard one states that students should be able to cite specific textual evidence to support analysis of science and technical texts. At the 11-12 grade band, in addition to citing textual evidence, students must be able to attend to important distinctions the author makes

and to any gaps or inconsistencies in the account. In this article, we will examine the standards for the 9-10 grade band. You can find the entire document at [www.corestandards.org](http://www.corestandards.org).

The technical standards are divided into four categories: Key Ideas and Details; Craft and Structure; Integration of Knowledge and Ideas; and Level of Text Complexity. Remember, the standards are meant to complement the demands of your content, not replace it. As a teacher, you are free to use whatever instructional strategies that you judge will best benefit students in their comprehension of the text.

### Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

These standards require students to read a text to identify details of descriptions or central ideas, or to perform a technical task. Your goal is to support students as they engage the text through summarizing, questioning and making connections and inferences.

### Craft and Structure

4. Determine the meaning of

symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*.

5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).
6. Analyze the author's purpose in providing an explanation, describing a procedure or discussing an experiment in a text, defining the question the author seeks to address.

These three standards address the need for students to understand and examine the information found in the text. Your goal is to assist students in this process by helping them understand how the text is organized to locate and use the information.

### Integration of Knowledge and Ideas

7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Standards 7-9 require students

to relate the information presented in the text to real-world applications, a skill used frequently in the career and technical classroom. Your goal in addressing these standards should be to model these skills and provide support for students as they build their competence level.

### Range of Reading and Level of Text Complexity

Standard 10 addresses the level of text complexity, requiring that students proficiently read and comprehend technical texts in their grade bands, with scaffolding as needed at the high end of the range. Students need frequently to be exposed to technical materials such as manuals, trade magazines or other sources related to the unit of study. With technology today, it's easy to find and make these resources available for students.

Next month, we'll discuss strategies for implementing the CCSS into your classroom. Until then, review the reading standards to see what connections you can make to the materials that your students must read and comprehend. Ask yourself, "What do my students need to understand this, and how I do to support them in this process?" Combining knowledge of the standards and strategies to implement them will not only improve your effectiveness as a teacher but will give them the skills they need today and, most importantly, for the workplace of tomorrow.

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## Content Area Literacy Corner: Science Reading Online Resources

This list was compiled by the facilitators of the Science Leadership Support Network through the P-12 Math and Science Outreach Unit of PIMSER at UK.

### All Levels National Science Digital Library

NSDL is the nation's online library for education and research in science, technology, engineering and mathematics.

### Inspiring Middle School Literacy

Self-paced classroom lessons are designed to enhance the literacy skills of struggling readers in grades 5-8. Each uses videos, interactive activities, note-taking, reading and writing to present students with an engaging science or history topic. Articles are embedded in many of the plans for science.

### NSTA Book List

A list of science books categorized by grade level recommended by NSTA.

### ProQuest

ProQuest offers a complete lineup of classroom- and library-focused, subscription-based research tools. Many of these education solutions offer elementary, middle and high school content that is [lexiled](#), supports [21st-century information literacy](#) and helps [differentiate instruction](#) across all K-12 curriculum areas.

### Greenhaven Press

Greenhaven Press was founded 40 years ago when it launched its flagship series, [Opposing Viewpoints](#). Based on the idea that those who don't know their opponent's arguments do not completely understand their own, the *Opposing Viewpoints* series offers divergent points of view on controversial social, political and economic issues. Using primary sources presented in a pro/con format, the *Opposing Viewpoints* series offers high school students an invaluable tool for conducting

research and sharpening their critical thinking skills.

### Primary/Intermediate Between the Lions

You'll find a treasure trove of literacy activities, lesson plans, handouts, certificates and other resources to engage emerging readers and their families.

### Ranger Rick

This is a magazine for kids 7-14. There are articles and resources on the website regarding nature and wildlife. This website is supported by the National Wildlife Federation, America's largest conservation organization. It works with more than 4 million members, partners and supporters across the country to protect and restore wildlife habitat, confront global warming and connect with nature.

### Scholastic

Scholastic is a fantastic site for reading resources in general. The Magic School Bus has many different resources on this website to use for understanding the science concepts.

### Scholastic Minibooks

Minibooks are free to download and include many different content areas.

### Kentucky Pride

There are 125 pages of science books/resources with annotated bibliographies.

### Elementary GLOBE

This site is designed to introduce students of grades K-4 to the study of Earth System Science (ESS). Elementary GLOBE forms an instructional unit composed of five modules that address ESS and interrelated subjects including weather, hydrology, phenology and soils. Each Elementary GLOBE module contains a science-based storybook and classroom learning activities.

### KidBiz 3000

This is a subscription site that translates recent newspaper and magazine articles into lan-

guage appropriate for different grade levels.

### KidHaven Press

KidHaven Press publishes curriculum-related, nonfiction series for upper elementary students. Written by experienced authors and subject editors, and highly illustrated in full color, all titles from KidHaven Press cover topics in a clear yet easy-to-understand manner. Series cover such subjects as biography, environment, health, history, mystery and myth, religion, and science.

### Middle School/High School

#### [www.popsci.com](http://www.popsci.com)

This is the website for the magazine *Popular Science* with articles on science, technology, gadgets and cars.

#### [www.sciencenews.org](http://www.sciencenews.org)

This is for the biweekly news magazine that covers important and emerging research in all fields of science. *Science News* has been published since 1922. It includes concise, accurate, timely articles that appeal to both general readers and scientists. It is published by [Society for Science & the Public](#), a non-profit organization dedicated to the public engagement in scientific research and education.

#### [www.yahoo.com/science](http://www.yahoo.com/science)

This is a section of Yahoo dedicated to science. It has about 50 different science categories and approximately 20 different science sites, many of which have science-related articles.

#### [www.sciencenewsforkids.org](http://www.sciencenewsforkids.org)

*Science News for Kids* is a website devoted to science news for children age 9 to 14. Its goal is to offer timely items of interest to kids, accompanied by suggestions for hands-on activities, books, articles, Web resources and other useful materials. It also is published by Society for Science & the Public.

#### [www.sciencedaily.com/](http://www.sciencedaily.com/)

*ScienceDaily* is one of the Inter-

net's most popular science news websites. Since 1995, the award-winning site has earned the loyalty of students, researchers, healthcare professionals, government agencies, educators and the general public around the world. No other website offers readers the depth and breadth of breaking news about the latest scientific discoveries with no subscription fees. This site is updated several times a day.

#### [www.sciencemag.org/](http://www.sciencemag.org/)

Part of *Science Online* that is a part of American Association for the Advancement of Science (AAAS). This site includes news stories, research reports and commentary articles in a searchable database, enhanced by additional information, links, multimedia and user services, as well as a database of scientific-product information.

#### <http://www.nature.com/>

*Nature* is a weekly international journal publishing the peer-reviewed research in all fields of science and technology on the basis of its originality, importance, interdisciplinary interest, timeliness, accessibility, elegance and surprising conclusions.

#### <http://www.nature.com/scitable>

Scitable is a free science library and personal learning tool by Nature Publishing Group concentrating on [genetics](#) and [cell biology](#), which include the topics of evolution, gene expression and the rich complexity of cellular processes shared by living organisms. Scitable also offers resources for the budding scientist, with advice about [effective science communication](#) and [career paths](#).

#### <http://www.procon.org/>

Free resource that has a plethora of resources arguing both sides of a variety of issues.

#### <http://theweek.com/home>

Has many science and health articles one page or shorter.

## 'Reading' Graphical Representations

When discussing how best to teach the Kentucky Core Academic Standards, one standard in particular is key to students reaching deeper understanding of what they read and study: Standard 7 calls for students to be able to "integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as words." For our students to read and think critically in any content area, the interpretation of information through an illustration, diagram, chart, graph, timeline or animation should be intentionally and systematically taught.

The deconstruction of Reading Standard 7 into grade levels shows the slow but deliberate development of a student's ability to make sense of what they see and merge that knowledge with the printed text on the page. The understanding of a timeline in a social studies lesson is one part of meaning making alongside, and in conjunction with, the text. Our world has become a place of knowledge integration – how quickly you can "read" many types of information through graphical representation is a 21st century skill worth investing class time developing.

Informational literacy belongs in every content area and should be modeled for students as part of that subject's particular language. Examples

include possible perspectives when viewing art; a political cartoon; a diagram of results from a science lab; a line chart of responses from a health survey; a nutritional label; a map showing demographic differences according to education levels; and a graph of toxic chemicals in a water sample.

Some educators may have been teaching the skills associated with how to decode this non-text information, but others have mistakenly assumed students know how to accomplish this without explicit teaching. The shift in addressing Standard 7 comes in not only being able to understand the information being conveyed, but also being able to use that information to add to, contrast or bolster an argument. The jump to higher-level thinking comes in the use and application of the information – far beyond being able to simply identify what that information is saying.

Examples across different grade levels and content areas of how other teachers have accomplished the teaching of Standard 7 are difficult to find in any public search with the exception of mathematics examples (mathematics teachers have carried this burden alone for too long). "The demand for teachers to be knowledgeable about these new reading and writing skills will increase as the presence

of electronic and digital forms becomes more customary (Leu, 2011; Unsworth, 2001). Presently, images, illustrations, and visual representations receive less attention than printed text as they relate to the creation of meaning in school (Arizpe & Styles, 2008; Kress, 2008; Kress & van Leeuwen, 2006)." (Coleman, 2010)

One idea might be to add a chart, graph or diagram to an existing lesson that includes informational reading. The visual information might support the text or add another angle. As part of the pre-reading stage of the lesson, read aloud and model for students how to read the text features and gain information from the visual. Then, have students discuss what that information means and how it might connect to the text they will be reading next. Discuss how and why they gathered information from the visual and, as with text, go back to the source for support of ideas.

In a mini lesson, include several different types of graphical representations of the same information. Talk with students about how representations can be leading or biased just like text. Try contrasting meaning from an illustration to a text and discuss which features add or take away from student understanding.

Lastly, reverse the process – have students create graphical representations of their research, findings or results. Experiment with different forms and allow students to vote on why some forms are more successful than others.

Any subject that has complex ideas might be great time to teach students mindmapping ([www.mindmapping.com/](http://www.mindmapping.com/)). Model the concept using a shorter piece of text or information, and then let your students try one with a slightly longer text. The main idea is to let students of all grades and content areas see and have experience gathering knowledge and creating graphical representations. Cartoons, small mindmaps, timelines and illustrations work well for students as bell ringers to prompt prior knowledge or provide a summative assessment of the lesson.

I encourage all Kentucky teachers to be contributing lessons that address Writing Standard 7 to CIITS to provide guidance and share how they are introducing their students to 21st century skills.

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## Kentucky Literacy Celebration

The third annual statewide Kentucky Literacy Celebration Week is scheduled for March 4-8.

The week is intended to highlight literacy in Kentucky, cele-

brate our accomplishments and focus on the challenges we still face as a state. The week will be marked by activities and announcements. Click [here](#) for several ideas about how every Kentuckian can be

involved.

The Kentucky Literacy Celebration is a result of collaboration among several literacy/education institutions in the state and Kentucky First Lady

Jane Beshear.

For more information, visit the Kentucky Literacy Celebration website [www.kentuckyliteracy.org/](http://www.kentuckyliteracy.org/).



## A Closer Look

great time. We have continued FLNs since that time and each has been amazing! Parents and students are always looking forward to the next one.

After KRP, we looked at reading in a new way. We were re-energized when school started that fall. That year, we implemented many strategies that we'd learned at KRP. We saw students engaged like never before, resulting in huge gains for our students in all content areas.

According to Stacy Hurst, Reading Horizons reading specialist, teachers who empower students to develop the love of reading are more effective, and here are seven reasons why:

1. Students of teachers who communicate their love of reading, read more often and for more intrinsic reasons. If your students were surveyed, what per-

centage would say that you love to read?

2. Teachers who love reading make learning to read a positive experience. Most adults who do not like to read recall negative experiences learning to read starting in elementary school.
3. Students of teachers who love to read know what to emulate. Be the model of inspiration to your students that David Beckham is to soccer players.
4. Teachers who love reading are more likely to make reading more social. Students who engage in social activities related to reading get more pleasure out of it and are likely to read more often, have peers that read more often, and are more likely to encourage their peers to read.
5. Teachers who love read-

(continued from p. 2)

ing are more effective motivators for struggling readers.

6. Teachers who are good at teaching decoding but do not share a love of reading are more likely to foster students who can read but choose not to.
7. Students can't catch what you're not throwing. If you want students to be avid readers, you need to be an avid reader.

I cannot say enough about the literary impact the KRP can have on a teacher, school and community. Be the best teacher you can be, change lives, leave a lasting positive impact on our future – attend the Kentucky Reading Project.

For more information about the Kentucky Reading Project in your area, go to [www.kentuckyliteracy.org](http://www.kentuckyliteracy.org).



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### Resources

- Hurst, S. (2013, February 4). Reading Program Blog | Reading Horizons. *Reading Program | Reading Horizons*. Retrieved Feb. 5, 2013, from [www.readinghorizons.com/blog/](http://www.readinghorizons.com/blog/)
- Collaborative Center for Literacy Development. Retrieved Feb. 2, 2013, from <http://www.kentuckyliteracy.org>

## Technology Critique: Glogster

This month's critique is by Paula Broyles, 6-8 grade math and 8th grade U.S. history teacher at the Brown School in Jefferson County.

### What is it?

[Glogster](http://www.glogster.com) is a website that allows students to make an electronic poster.

### Who?

I have used this to create content that is interactive for my class. It also is a great way to archive resources used in a class. Posters can be uploaded to the class wikipege, and students and parents can view from home as well. Students can see and comment on one another's work, and I can see it also.

### Why? (purpose)

I have used this site at all intervals of instruction: to launch, reteach, teach, review and assess. The kids love this site.

### Pitfalls?

The students are supposed to be 13 to get an account, so I have my students sign up at home, enabling my 12-year-olds

to sign up with a parent. You also want to make sure that they activate their accounts from home. They have to verify that the e-mail they give is correct and a lot of their e-mail accounts are blocked at school. This site does require that you install Adobe Flash Player to work properly.

## Upcoming Literacy Events Around Kentucky and Beyond

Great opportunities for literacy promotion, professional learning and educational fun are available around the state. Grab a colleague and check out some of the events below.

### Morehead State University

Morehead's English Teacher Connection will be hosting "Bridges to Readiness for College and Careers: A Profession-

al Development Conference for Middle School, High School, and University Educators" from 8:30 a.m. to 4:30 p.m. June 12, 2013. Click [here](#) for more information.

### Taylor County

Campbellsville University is sponsoring its annual Beulah Campbell Children's Literature Conference for PK-Grade 8 on

Saturday, March 16, featuring (among others) Tim Callahan (*Kentucky Summer Series*), Leigh Ann Florence (the *Woody Series*), Heather Henson (award-winning author). Click [here](#) for additional information.

### The Clarice Smith National

Teacher Institutes  
Join colleagues from across the country for an exploration of

the connections among American art, social studies, history and English/language arts. The institutes will be held at the Smithsonian American Art Museum on July 8-12 and July 29-Aug. 2 in Washington, D.C. Applications are due April 1, 2013. For more information and the application, please visit: <http://americanart.si.edu/education/dev/cs/>.

## KET School Video Project

Kentucky Educational Television (KET) School Video Project – Our Environment: Local Solutions is an opportunity to integrate multimedia technology and media studies with science curriculum in a fun and meaningful project, along with a chance to win an iPad, educational apps and accessories for making more video projects. Here's how to participate:

**Who:** All Kentucky K-12 classroom students, STLP groups, video production and media classes, homeschools, and community youth service organiza-

tions are welcome.

**What:** Student-produced videos about local solutions to environmental problems: projects can be brief PSAs (public service announcements) on ways to conserve resources, news-story explorations on how to prevent pollution, discussions of environmental problems and local solutions, mock debates, and more.

**How:** Upload videos to the KET School Video Project – Our Environment: Local Solutions site using the project

[upload page](#). Be sure to begin your video title with the project name, “*Our Environment:*” Example: *Our Environment: Reducing Our Carbon Footprint*. See the video upload page’s [Technical and Content Requirements](#) popup link for video file types and free-to-use media (background music, graphics). Max file size: 500MB.

**When:** Entries are due at the KET website by April 30, 2013.

**Prizes:** All participating schools and organizations will automatically be entered in a

prize drawing to be held on May 1 for an Apple iPad with environmental study and video production apps, plus video production accessories including a tripod, tripod adaptor and microphone. KET will post the winner of the prize drawing on the Web page and will also notify the winner by e-mail. Please note that it's a prize drawing and not a contest.

For help, call or e-mail [Jeff Gray](#), at (800) 432-0951, ext. 7263 or (859) 258-7263. Help also is available from your regional [KET education consultant](#).

## Young Writers Contest

Kentucky Educational Television (KET) announces its annual Young Writers Contest.

Does your child have a good story to tell? KET invites children in kindergarten through 5th grade to submit their original illustrated stories to the

2013 KET Young Writers Contest.

KET will select winners at each grade level and award prizes. The first-place stories in each grade level will be published online on the KET [website](#).

The 2013 contest begins Feb. 15 and continues through April 13. Read the rules, fill out the entry form and send in those stories

- [Complete Contest Rules](#) (PDF, 1 page)
- [Entry Form](#) (PDF, 1 page)



Send your work to:  
KET Young Writers Contest  
600 Cooper Drive  
Lexington, KY 40502-2296

## R Group Space: Your Space for All Things LDC

Are you new to the Literacy Design Collaborative (LDC), struggling to find resources or having difficulty choosing the right task? Maybe you want feedback or suggestions for a module that you've written. If so, then R Group Space is the place for you.

R Group Space is a professional learning community that was created to address the needs of each of those individuals. Teachers can find information and resources to support the implementation of their LDC module. As the work grows, materials are continually being developed and added so you'll always find something different.

The site is easy to navigate and provides options to connect

with and learn from others.

Are you looking for mini-tasks, graphic organizers, examples of modules or an argumentative skills ladder? Then the **Library** is the place you want to visit. You'll find a variety of resources to support each stage of your work as you write and implement LDC and the Common Core State Standards. Materials are arranged in folders to make it easier to locate documents, videos, podcasts and presentations.

Do you have questions about a module? If so, you'll love the **Asking Questions** feature. You'll have your choice of engaging in dialogue with colleagues in your community or directly with an R-Coach. You

can schedule a one-on-one meeting with an R-Coach for individual assistance. Questions also may be posted in the **Blog Space** and **Collaborative Space**. In the **Blog Space**, you can be a part of conversations with other teachers related to LDC, CCSS and best practices. A few of the topic strands you'll find include the use of exit slips, student engagement and narrative writing.

The **Collaborative Space** provides a means for teachers to share resources and engaging in conversation. Here you'll find convenient links to videos, lesson plans, student work samples, and Web links uploaded by teachers.

The Literacy Design Collabora-

tive (LDC) provides an invaluable approach to incorporating literacy into content classrooms and is proving to be so in helping students master the standards in reading, writing, speaking, listening and language. Working together with others through R Group can assist teachers in this journey.

To be a part of R Group Space, you'll need to sign a release form provided to you by your regional ELA content specialist or a KDE literacy consultant. Once this is complete, you'll receive an e-mail with directions for setting up your account.

Teresa Rogers is a KDE literacy consultant. She can be reached at [teresa.rogers@education.ky.gov](mailto:teresa.rogers@education.ky.gov).



## Help

Your contributions of ideas and lessons that work are welcome. E-mail [mikkaka.hardaway@education.ky.gov](mailto:mikkaka.hardaway@education.ky.gov) to submit. Your submissions may be included in the *Literacy Link* to help connect teachers across the state by sharing ideas, insights and best practices.

Access this and past *Literacy Links* on KDE's website:  
[Click Here](#)



### If you have questions or concerns, we want to help. Contact:

- Cindy Parker – Literacy Coordinator – [cindy.parker@education.ky.gov](mailto:cindy.parker@education.ky.gov)
- MK Hardaway – Literacy Consultant – [kay.hardaway@education.ky.gov](mailto:kay.hardaway@education.ky.gov)
- Kelly Clark – Literacy Consultant – [kelly.clark@education.ky.gov](mailto:kelly.clark@education.ky.gov)
- Jackie Rogers – Literacy Consultant – [jackie.rogers@education.ky.gov](mailto:jackie.rogers@education.ky.gov)
- Teresa Rogers – Literacy Consultant – [teresa.rogers@education.ky.gov](mailto:teresa.rogers@education.ky.gov)
- Pamela Winger – Literacy Consultant – [pamela.winger@education.ky.gov](mailto:pamela.winger@education.ky.gov)



### Follow us on twitter!

- ◇ Terry Holliday – [@kycommissioner](https://twitter.com/@kycommissioner)
- ◇ KDE – [@KyDeptofEd](https://twitter.com/@KyDeptofEd)

## Feedback from the Field



*Your feedback helps us to tailor the Link to best meet the needs of teachers. Tell us how you're using it. Tell us how you'd like to use it. Tell us what you want to see more or less of. We want to hear from you!*

E-mail MK Hardaway at [mikkaka.hardaway@education.ky.gov](mailto:mikkaka.hardaway@education.ky.gov)

"Just wanted to let you know how helpful the last literacy article regarding close reading was to me. Breaking the close reading lessons into steps was great! If you have any other information regarding close reading, I would love to share it with our faculty."

– Gina P.

"Our district is looking for more information about implementing LDC and the implications that it has on instruction. Would this be a piece that could be included in the monthly newsletter? I enjoy reading every month. Thanks for your hard work and dedication!"

– Julie S.

## Additional Reading and Other Resources

- The 2013 Local Learning roster of summer institutes and workshops is now available at [www.locallearningnetwork.org](http://www.locallearningnetwork.org). Several opportunities are available nationwide for artists and educators to receive professional development in folk arts, folk life and oral history.
- The Council of Chief State

School Officers (CCSSO) is pleased to announce the release of an updated edition of its [Common Core Implementation Tools and Resources Guide](#). CCSSO developed this list of free tools and resources to point states, districts and educators to promising ideas and tools to support the implementation of the Common

Core State Standards. This guide is free and you are welcome to distribute this document widely.

- Sarah Brown-Wessling honestly shares a lesson that goes wrong and what to do about it [here](#).

