



Kentucky Literacy Link

A Publication of the Kentucky Department of Education (KDE)

Special points of interest:

- Tools for teaching with text-dependent questions
- Tips for using expository questioning in the content areas

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Many-Headed Village

It takes a village. Two heads are better than one. Many hands make light work.

Old sayings are wrought with endorsements of collaboration. The Common Core State Standards and the *Framework for 21st Century Learning* both call for opportunities for students to communicate and collaborate with others. Social networking and other technologies are drawing us closer to peers, students, mentors and colleagues across the globe. The entire world is steadily becoming more interconnected.

Yet teaching too often remains a solitary endeavor. We go into our rooms, shut our doors, and we plan and teach alone. Even when we plan as teams, we often agree on what to teach, but not how to teach it, and we certainly don't plan to do so together. Our possessive ownership of our students, content and space hinders us from reaching out to one another. This behavior is often exacerbated by fear. Will our colleagues judge us? If we ask another teacher for help, are we admitting to a deficit on our part?

I remember working in my own yard for the first time this past spring. Having always lived in apartments, the yard of my first home was a foreign terrain that required my attention to grow and thrive. I wanted pretty flower beds like my neighbors but, having killed many a cactus in my day, I was hesitant to attempt any planting. I understood the idea behind it all and read up on what I didn't understand, but I certainly wasn't prepared to embark on this adventure alone.

Still, I tried. I planted sunflower seeds that I might as well have eaten for all the growing they did. I grew beautiful weeds. Dandelions flourished. The flowerbed remained barren.

Finally, I talked to my grandmother about it. Together we planted hostas and irises. We had a wonderful time, I learned a great deal about taking care of my yard, and the flower beds look infinitely better. The experience opened the door for more collaboration between the two of us. When shopping for a

new computer, she sought my advice. She's taught me how to make a favorite dessert specialty of hers, and I've helped her with the mounds of paperwork that came in after my grandfather's passing. We make quite a team.

Clearly, the classroom is different from my yard, but the opportunity for collaboration is the same. You aren't lost in the classroom as I was in my yard, but surely there are areas where a second head could come in handy. There are partnerships waiting to grow throughout your building and beyond. Like my hostas, capitalizing on these partnerships will provide an opportunity for you (and your students) to grow. Reach out to a colleague in another content area, a parent, community member or a business owner. Take the opportunity to learn from one another and offer your students a richer experience than you can give them alone.

MK Hardaway is a KDE literacy consultant and the editor of this publication. Contact her at kay.hardaway@education.ky.gov.

KCTE Annual Conference

The Kentucky Council of Teachers of English/Language Arts (KCTE/LA) will be holding its annual conference on Friday and Saturday, February 22 and 23, 2013. Titled "Exploring Literacy and the Common Core Standards," the 77th anniversary conference will be held at the RiverCenter Mar-

riott, in Covington. Featured speakers include George Ella Lyon (the Kentucky author of the world-famous *Where I'm From* poem); Sara Kadjer (author of *Bringing the Outside In: Visual Ways of Engaging Reluctant Readers* and *The Tech Savvy English Classroom*); and Kentucky Education Commis-

sioner Terry Holliday, among others. Proposals are being accepted until November 1. To submit a proposal or to register for the conference, go to <http://conference.kcte.org/>. More information can be found at www.kcte.org or by e-mailing conference@kcte.org.

NASA's 2012 Humans in Space Youth Art Competition

The international 2012 Humans in Space Youth Art Competition invites students ages 10-18 to express their ideas about the future of human space exploration through visual, literary, musical or digital art.

Artwork submissions will be judged on creativity, skill and demonstration of meaning relevant to expressing "How will humans use science and tech-

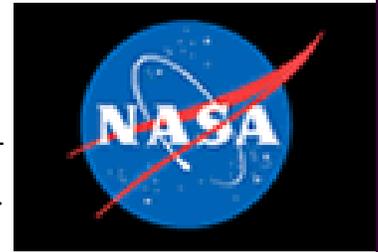
nology to explore space, and what mysteries will we uncover?"

Winning art will be showcased at displays and multimedia performances worldwide from 2013 to 2014, as well as in an online gallery. Submissions must be received by Oct. 21. Literary art categories include poetry, short story and essay.

For additional information and a complete list of guidelines, visit

www.humansinspaceart.org.

Inquiries about this opportunity should be directed to Jancy McPhee at jancy.c.mcphee@nasa.gov.



High School Student Videos Wanted

Don't miss out on this special opportunity for high school students. KET is looking for short, well-produced videos addressing student concerns and opinions related to the upcoming presidential election. KET hopes to use some of these videos in "Student Voices, Election 2012," the October edition of *Education Matters*, which will air before live coverage of the vice-

presidential debate at Centre College.

Videos must be submitted by October 1. For details, visit the KET School Video Project: Election 2012 [website](#) and check out the blue box.

Content questions? E-mail *Education Matters* at educationmatters@ket.org

Technical issues or questions? Call or e-mail Jeff Gray at (800) 432-0951, ext. 7263, jgray@ket.org.

Check out the NEW KET EncycloMedia: <http://www.ket.org/encyclomedia/>

Technology Critique: Twitter

This new column will be dedicated to critiques of websites, hardware and software for school use. Critiques are written by the editor or submitted by teachers who have used them in the field.

Website: www.twitter.com

What is it?

Twitter is a social networking site. It can be used to keep up with the latest information from friends, celebrities, politicians, news media, experts in various fields and more. The possibilities are endless. Some teachers have students respond to readings via Twitter, saying

that the limit of 140 characters encourages students to be succinct and precise and that it serves as an efficient exit slip. Twitter can be used for fact-finding missions or as a springboard for discussions.

Who? (grade level)

All grade levels can use Twitter with correct guidance and scaffolding. (Click [here](#) to read about a teacher who uses Twitter in her kindergarten classroom.)

Why? (purpose)

Twitter can be used for discussion and interaction, but there are implications beyond social

networking.

How does it support literacy development?

Students and teachers interact with one another, text and share images and video. When applied to content, students are engaged on many levels.

Pitfalls?

Twitter is open to the public around the world. Like YouTube, it contains a great deal of inappropriate content. It is often blocked at schools. As with any social networking site, students need to be instructed on Internet safety and etiquette.



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Steal These Tools: Part Two

In order to support district and school leadership in their transition to the Common Core, Student Achievement Partners has developed four professional development modules, including presentations, facilitator's guides and activities. The modules are designed to be incorporated into professional learning sessions or during back to school planning. The four modules cover the following topics: the Common Core Shifts in Math; the Common Core Shifts in ELA/Literacy; Text Dependent Questions in ELA/Literacy; and Instructional Leadership in the Context of the Common Core. In the next few issues of the *Literacy Link*, we will share some of the modules with you, but you can access all of them now at

www.achievethecore.org.

In the last issue we highlighted the ELA/Literacy Shifts module. This month we will take a closer look at the Text-Dependent

Questions module.

Text-Dependent Questions Module

Text-Dependent Questions is a one- to four-hour module designed to promote educators' understanding of how text-dependent questions support the key shifts called for by the Common Core State Standards for ELA/literacy. Incorporating high-quality text-dependent questions into instruction is a critical step for educators and their students in the shift toward reading, writing, listening and speaking grounded in textual evidence (Shift #2). The information contained in this module is important for K-12 ELA/literacy instructors, as well as social studies and science teachers, as these teachers prepare students to meet the expectations of the Common Core State Standards.

What's In This Module?

- Facilitator's Guide

- Core Video
- PowerPoint Presentation (20 slides, with Facilitator's Notes)
- PowerPoint Presentation for share-out (20 slides, does not include Facilitator's Notes)
- one Hands-On Activity (Creating and Evaluating Text-Dependent Questions or Evaluating and Modifying Text-Dependent Questions)
- two Handouts (Guide to Creating Text-Dependent Questions, Checklist for Evaluating Question Quality)
- Discussion Topics (three prompts)
- Related Reading/Research (two articles) ([Rethinking Reading Comprehension Instruction: A Comparison of Instruction for Strategies and Content Approaches](#); [Engaging the Adolescent Reader: Text-Dependent Questions](#))



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NCTE Common Core Resources

The National Council of Teachers of English (NCTE) offers resources to help schools with understanding and implementing the Common Core State Standards (<http://www.ncte.org/standards/commoncore>). This fall, NCTE will offer a Web seminar series (eight live events) focused on implementing the Common Core. Topics include teaching complex texts, differentiated instruction, argumentative writing, assessment, and more. View the series information [here](#) (note that all live event registrations include a copy of a recording in DVD format).

In addition, NCTE will soon be launching online courses, based on a cohort model, to learn more about the CCSS. In early November, NCTE will offer an EEB (an electronically enhanced book). The first book will focus on text complexity and include videos and podcasts of classroom teachers as they describe how to teach complex texts. It will cost less than \$10 and be available to purchase online.

Click [here](#) or contact [Janet S. Brown](#) for more information. Also visit www.ncte.org and make plans to attend the fol-

lowing events:

- NCTE Annual Convention
November 15-20, 2012
- CCCC Annual Convention,
March 13-16, 2013



New Research on Text Complexity

On August 15, the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) Center for Best Practices released a new resource on www.corestandards.org: *Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity*.

Text complexity is central to the Common Core State Standards for ELA/literacy, and this document provides new research on the topic to support educators in implementing the standards. The research that informs this work was led by Jessica Nelson of Carnegie Mellon University, Charles Perfetti of University of Pittsburgh and David and Meredith Liben of Student Achievement Partners, in association with Susan Pimentel, lead author of the CCSS for ELA/Literacy. CCSSO membership provided early input into the work.

This document is meant to inform the field of new and

relevant research and serve as a clarifying resource to educators and all those tasked with implementing the CCSS for ELA/literacy.

Below are five key points about this new research:

1. Rather than relying only on Lexile ranges for quantitative text complexity measures, as the original Appendix A does, the new scale incorporates seven different text complexity tools. This scale should replace the score ranges for each grade band now in Appendix A. All seven text complexity tools were found to be equally effective in predicting student outcomes. While there is variance between and among the measures about where they place any single text, they all climb reliably--though differently--up the text complexity ladder to college and career readiness.
2. Building on the new re-
3. search, this document recommends that the quantitative tools be used to locate texts within a grade band (e.g., grade 6-8) and the qualitative measures be used to locate a text with more specificity within a band, i.e., they can be used to determine the specific grade within the band (e.g., grade 7).
3. Quantitative tools cannot currently analyze drama and poetry, so the grade level of texts in these genre must be determined with qualitative measures alone.
4. Based on feedback from teachers across the country, a revised framework for using qualitative measures to determine text complexity is included.
5. This revision in no way minimizes the role of teacher judgment in selecting texts.

Click [here](#) to access the new resource.



"An investment in knowledge pays the best interest."

-Benjamin Franklin

Steal These Tools

- Video Resources
- Web Resources

The facilitator's guide provides a great deal of information to support incorporating the module into various professional learning situations. Additionally, facilitators are provided with many more Web resources to support the content.

KDE offers several resources

that may be useful as you work with students on reading, writing and speaking grounded in textual evidence. There are many resources to support you in determining text complexity--an essential step in dealing with the shifts in the Common Core State Standards (CCSS) for ELA. You can find those materials [here](#). The Kentucky Cognitive Literacy Model offers guidance on conducting [text-centered discussion](#). Read more about what makes text

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complex in the March 2012 issue of *Ed Leadership* [here](#). Additionally, the New York State Education Department has developed a series of sample questions that demonstrate the shifts in the CCSS, which you can access [here](#). For a classroom perspective, click [here](#) and read some "ah-has" 2010 Teacher of the Year Sarah Brown Wessling has had in working with the CCSS.

Content-Area Literacy Corner: Comprehension in the Content Areas

After my district consolidated schools, I was moved from teaching Resource 7th Grade Language Arts to teaching 9th Grade Resource classes in Math, Science and Social Studies. Not surprisingly, my students who had struggled with reading literary texts also struggled with reading expository texts. This is when I realized that even though I wasn't the "Language Arts/Reading" teacher, I still had to work to help my students to comprehend what they were reading. Research tells us that teachers who work to build comprehension habits will see significant gains with students who previously struggled with reading and language (Ryder & Graves, 2002).

I needed a plan that would help my students in both science and social studies, and that was when I returned to my Reading First Toolkit and pulled the [expository questioning cards](#). The strategy calls for printing questions on green, yellow and red paper and storing the questions in plastic bags (a bag for each group or pair of readers). I adapted the technique, and created a [large traffic light](#) for my classroom on two pieces of black poster board. I had a Green Circle (pre-reading questions), Yellow Circle (during reading questions) and Red Circle (post-reading questions). We used these tools each time we read from either of our social studies or science textbooks. My personal favorite was a Green question:

"What do you want to learn about _____?" If the text didn't answer what my students wanted to know we would conduct research on the Internet or look up the topic on the free KET [EncycloMedia](#). This kept the students vested in the topic and actively thinking about the text (Guthrie & Wigfield, 2000).

Later as a high school literacy coach, I shared this with all of the content teachers in my building as a strategy to build comprehension. Their feedback was positive, and most teachers said it helped their struggling readers to comprehend more from the text. For language arts teachers



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Bringing Media into the Classroom

Video and media production is a great way to support standards implementation, provide evidence for Program Reviews, promote student choice and engagement, and provide opportunity for collaboration, communication, creativity and innovation. KDE's Melissa Ferrell has presented on this topic several times. She also shares how she used video production

techniques in the classroom to support the writing process and how the video production process parallels the writing process. You can access her materials at the links below.

[Bringing Learning to Life with Video](#)

[Bringing Media into the Classroom](#)

[Splicing Video into the Writing Process](#)

Melissa Ferrell works in KDE's Division of Learning Services. She can be reached at melissa.ferrell@education.ky.gov.

"Dreams are what get you started. Discipline is what keeps you going."

- Jim Ryan

New Voices Young Playwrights Festival

During the 2011-12 Season, Actor's Theatre of Louisville served more than 1,600 young playwrights through classroom residencies in schools throughout Kentucky and southern Indiana. This year, out of 451 ten-minute plays submitted to their an-

nual contest — some written in residencies, others independently — eight winning works were chosen for full production in the 2012 New Voices Young Playwrights Festival.

The ten-minute play contest is open to middle and high school

students throughout Kentucky and the 812 area code of southern Indiana. Submissions are due by October 31.

For more information, go to www.actorsTheatre.org or e-mail NewVoices@ActorsTheatre.org.

Kentucky Arts Council Seeks Schools to Participate in Poetry Out Loud

Applications are open for schools that want to be a part of [Poetry Out Loud](#), the national poetry recitation competition funded by the National Endowment for the Arts, the Poetry Foundation and the Kentucky Arts Council. Schools may apply online at the arts council [website](#).

Last year, 21 Kentucky schools participated in Poetry Out Loud, which begins at the classroom level. Winners advance to school-wide competition, then to the state competition and ultimately to the national finals. Last year, more than 300,000 students participated in the Poetry Out Loud program in 50 states, five U.S. territories and the District of Columbia.

"Poetry Out Loud provides

teachers with lesson plans tied to national standards along with an artist residency," said Lori Meadows, arts council executive director. "The program helps students gain confidence and learn skills to aid in memorization and recitation of poetry that have long-lasting benefits."

The winner of the Kentucky state finals, slated for March 2013 in Frankfort, will receive \$200 and an all-expenses-paid trip with an adult chaperone to Washington, D.C., to compete for the national championship. The state winner's school will receive a \$500 stipend for the purchase of poetry books. The first runner-up will receive \$100, with \$200 going to his or her school library. A total of \$50,000 in awards and school stipends will be awarded at the

national finals.

Participating classrooms receive a hands-on workshop with an arts council teaching artist, suggestions for memorization as well as interpretation of the poetic structure, free multimedia curriculum materials including a teacher's guide, poetry anthologies, audio guides and posters.

For additional information about Poetry Out Loud in Kentucky, contact Rachel Allen at rachel.allen@ky.gov or (502) 564-3757, ext. 486. For a general overview of the Poetry Out Loud National Recitation Contest, go to www.poetryoutloud.org.

"Teachers will not be replaced by technology, but teachers who don't use technology will be replaced by those who do."

-Sheryl Nussbaum Beach

Technology Critique: Twitter

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Click [here](#) for three ways you can use Twitter in your classroom.

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Content Area Literacy

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interested in a similar strategy, see [narrative questioning cards](#) and [narrative questioning strategy](#) from Reading First.

Mahwah, NJ: Erlbaum.

Ryder, R. & Graves, M (2002). Reading and learning in content areas (3rd ed.) Chichester, UK: John Wiley.

High School as literacy coach for five years. Prior to that she taught special education at both the middle and high school level. She is now an assistant professor at the University of the Cumberland. She can be reached at jennifer.simpson@ucumberland.edu.

References

Guthrie, J. & Wigfield, A. (2000). Engagement and motivation in reading. In M.L. Kamil, P.B. Mosenthal,

Jennifer Simpson participated in the Language Arts Leadership Network and before that was a part of the Adolescent Literacy Coaching Project (EKU-Cadre II). She also has been a Reading First state trainer and worked at McCreary Central

P.D Pearson, & R. Barr (Eds.) Handbook of reading research (Vol. 3, pp 403-424).

SPEAK 2012

The second annual Speech Professional Education Alliance of Kentucky (SPEAK) conference for middle and high school speech and debate educators will be held on September 28 at the University of Kentucky. SPEAK is sponsored by the Kentucky National Forensic League and co-sponsored by the Kentucky High School Speech League, the Kentucky Catholic Forensic League, the Kentucky Educational Speech and Drama Association, and the Division of Instructional Communication at the University of Kentucky. Additional funding is

provided by the National Federation of High Schools with promotional support from the Kentucky Department of Education.

SPEAK 2011 was attended by over 75 Kentucky educators and was incredibly well received. SPEAK 2012 (the Sequel) promises to be even better. Highlights include a presentation by the Kentucky Department of Education entitled "Speech Education and the Common Core." The keynote speaker will be David Yastremski of New Jersey's Ridge High School, one of the

prominent speech educators in the country. Twelve additional seminars will be offered throughout the day on topics including Program Reviews, debate coaching and instruction how-tos, and instructional seminars on Oral Interpretation and Extemporaneous Speaking.

Registration is due by Monday, September 24, via www.kyspeak.org. Registration fees are \$25 (due at arrival) and include a catered lunch. Certificates of attendance as well as door prizes will be given. Additional information

about the conference, seminars, and discounted hotel rates as well as additional support material for speech and debate educators can be found at the SPEAK website (www.kyspeak.org).

Kentucky Reading Association Annual Conference, 2012

The 2012 Kentucky Reading Association Annual Conference will be held from October 18-20 at the Hyatt Regency Hotel in Lexington.

Conference Preview:

Thursday, October 18:
Pre-Conference Sessions (\$20 each)

- Online Book Club Session
- Suzanne Carothers
- Laura Robb

Friday, October 19:
General and Extended Sessions, Special Events

- Linda Hoyt, General Session
- Linda Hoyt, Extended Workshop
- Laura Robb, Extended Workshop
- Kentucky Bluegrass Awards Luncheon (ticketed event)
- Doug Buehl, General Session
- Suzanne Carothers, Extended Workshop
- Continental Breakfast & Local Council Networking
- Ruth Culham, General Session
- Author's Luncheon (ticketed event)
- Doug Buehl, General Session

Saturday, October 20:
General and Extended Sessions, Special Events

In addition to all the special events listed here, Friday and Saturday will offer opportunities for concurrent sessions by local presenters, exhibit browsing, author signings, content-specific strands and other activities.

Check out the detailed 2012 Conference schedule, a full biography of each featured speaker and registration options at www.kyreading.org. Pre-register online or by mail/fax through September 30 and receive the early-bird rate; registration also will be available on-site beginning Thursday afternoon, October 18, and will continue throughout the conference.

Join the Kentucky Reading Association Conference Book Clubs

Would you like to...

- receive PD credit for studying through a great book with colleagues across Kentucky?
- hone your 21st century skills with online and face-to-face book discussions?

- improve your instructional practice in literacy instruction and leadership?
- meet published authors in person?
- AND receive FREE registration to the Kentucky Reading Association Conference?

If you answered "yes" to any of these questions, click [here](#) for more information on how to join the Kentucky Reading Association Conference Book Clubs.





Your contributions of ideas and lessons that work are welcome. E-mail kay.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
- MK Hardaway- Literacy Consultant - kay.hardaway@education.ky.gov
- Jackie Rogers- Literacy Consultant - jackie.rogers@education.ky.gov

Follow us on twitter!



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

Feedback from the Field

We love to hear from you. 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 - whatever you have to say, just send it our way.

"Way to go, MK! Another great edition. Thank you for making the Literacy Link KY applicable."
-Denise A.

"I loved the article in the last issue on environmental literacy. It was great to see environmental education connections beyond science. I enjoy how you address

literacy ACROSS the curriculum."

-Linda R.



Additional Reading and Other Resources

- New in KET Teachers' Domain: Teachers and administrators discuss strategies for planning, implementing and assessing student learning in new [Formative Assessment in Practice](#) modules.
- Timothy Shanahan, former International Reading Association president, answers frequently ask questions about close reading in his [blog](#).
- Literacy Central has been updated. Visit it [here](#).

