

CAR QUARTERLY

Center for the Advancement of Reading (CAR) The California State University

A Message from the Chancellor's Office

Beverly Young, Assistant Vice Chancellor,
Academic Affairs

Hello faculty colleagues. I hope you are engaged in interesting work in Reading and Literacy this year! Our Deans of Education have started the year with an exciting new initiative related to the annual evaluation of our programs of teacher preparation. As you are aware, each campus usually gets only its own results and works internally to set goals and plans for improvement. This fall, our deans agreed to share results across the CSU. We began by examining the data to identify the campuses with highest evaluations and greatest improvements across the years in the area of preparation of teachers to work with students having special needs. Faculty from the five identified campuses were invited to share and discuss their best practices with their colleague faculty from every CSU campus via a video conference late in September. We had excellent participation, and we learned a great deal from the varying practices in place across the CSU. The deans are planning to replicate this event to discuss another area of priority for teacher preparation in the very near future. I'm sure the CAR representative from your campus, along with your dean, will let you know when the date is set. I hope to see many more of you at this next video event!



News from the CAR Directors

Nancy Brynelson (nbrynelson@calstate.edu)
Hallie Yopp Slowik (hyopp@fullerton.edu)

Best wishes for the 2010-2011 academic year! CAR is pleased that the year began with the announcement of the induction of **CAR Co-Director Nancy Brynelson** into the California Reading Hall of Fame. Please see the next article to read the details. This year the Center will be focusing on continued work in both early and adolescent literacy. We hope to disseminate widely the CSU early literacy publication. The document is timely given the increasing recognition of the role that high-quality early care and education plays in ameliorating the achievement gap. Although we do not have the funds to offer our annual CSU Reading Conference, we are co-sponsoring (in the form of labor) the Secondary Literacy Summit. See page 2 to learn more about the Summit. In addition, we are revisiting the work of the Single Subject Reading Task Force of seven years ago and updating materials to

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support faculty. Much has happened in the field in recent years. We will look to faculty with expertise in adolescent literacy to assist with this project.

The CAR Council of Faculty Representatives will meet on October 29, 2010 at the CSU Chancellor's Office. We encourage faculty to communicate with their representatives about issues they would like to see CAR address.

Nancy Brynelson Inducted into California Reading Hall of Fame

On October 15, CAR Co-Director **Nancy Brynelson** was inducted in the California Reading Hall of Fame. This award, given annually by the California Reading Association, honors individuals who have made lasting contributions in the area of literacy. Nancy Brynelson has been the Co-Director of the California State University Center for the Advancement of Reading since its inception in 2002. As the Co-Director she has been responsible for organizing and facilitating a variety of literacy-related activities for the Center, including annual conferences, faculty work groups, document publication, and coordination with state-level agencies and organizations. In addition Nancy has led initiatives related to the preparation of high school students for the academic literacy demands of college. She

has been instrumental in the development and promotion of the CSU Expository Reading and Writing Course (ERWC) and the provision of statewide professional development for secondary teachers, including workshops for the ERWC and the Reading Institutes for Academic Preparation. She is currently co-authoring a chapter for the upcoming edition of *Theoretical Models and Processes of Reading*.

Before joining the CSU in 2001, Nancy served for seven years as a consultant in the California Department of Education in the areas of reading/language arts, school improvement, and child development. She began her career in Monterey County as a bilingual teacher and an English language development specialist. As an administrator she served seven years as a principal of a high-poverty, diverse elementary school in West Sacramento and eight years as a director of categorical programs and special projects in three school districts. She earned her M.A. in Mexican American Studies and specialized credentials in Bilingual-Crosscultural Education and Administration from San José State University and her B.A. in Community Studies and Multiple Subject credential from UC Santa Cruz.

Nancy is very deserving of this award given her extraordinary efforts on behalf of children, youth, teachers and IHE faculty over the years. We applaud her for the lasting contributions she has made to the cause of literacy in the state of California.

Faculty Publications

Recent publications by CSU reading faculty include those listed below. Congratulations to the authors for their contributions to the field.

- Donnelly, W. B., & Roe, C. J. (2010). Using sentence frames to develop academic vocabulary for English learners. *The Reading Teacher*, 64, 131-136.
- Donnelly, W. (2010). Stepping beyond the traditional structured overview. *The California Reader*, 44(1), 26-33.
- Fisher, D., & Frey, N. (2010). *Enhancing RTI: How to ensure success with effective classroom instruction and intervention*. Alexandria, VA: ASCD.
- Frey, N., & Fisher, D. (2010). Identifying instruction moves during guided learning. *The Reading Teacher*, 64, 84-95.
- Frey, N., Fisher, D., & Gonzalez, A. (2010). *Literacy 2.0: Reading and writing in the 21st century classroom*. Bloomington, IN: Solution Tree.

Montelongo, J. A., Hernández, A. C., Herter, R. J., & Hernández, C. (2010). The transparency and morphology of Spanish-English cognate nouns. *The California Reader*, 43, 5-10.

Montelongo, J. A., Herter, R. J., Ansaldo, R., & Hatter, N. (2010) A lesson cycle for teaching expository reading and writing. *Journal of Adolescent & Adult Literacy*, 53, 656-666.

Moss, B., & Lapp, D. (Eds). (2010) *Teaching new literacies in grades K-3: Resources for 21st Century classrooms*. New York Guilford.

Moss, B., & Young, T. (2010). *Creating lifelong readers through independent reading*. Newark, DE: International Reading Association.

Neufeld, S. M., & Shawkey, J. (Eds.) (2009). *7-8-9, poetry, song, and rhyme: Listening, language, and learning*. Costa Mesa, CA: California Reading Association.

Quintero, E. P. (2010). Something to say: Children learning through story. *Early Education and Development*, 21, 372-391.

Richards, C., & Leafstedt, J.M. (2010). *Early reading intervention: Strategies and methods for struggling readers*. Boston: Allyn & Bacon.

Yopp, H. K., & Yopp, R. H. (2010). *Purposeful play for early childhood phonological awareness*. Huntington Beach, CA: Shell Education.

Please send CAR Co-Director Hallie Yopp Slowik (hyopp@fullerton.edu) the full citation of any recent publications by CSU reading faculty.

Secondary Literacy Summit

The Secondary Literacy Summit X, co-sponsored by ACSA, CAR, CDE, CTA, and CA CC at WestEd, has as its theme "Adolescent Literacy: Equity and Opportunity for All." Best practices for improving adolescent literacy achievement will be shared with and by practitioners. Keynoting at the summit are **Thelma Meléndez de Santa Ana** (Assistant Secretary for Elementary and Secondary Education), **Doug Fisher** (SDSU), **Ernest Morrell** (UCLA), and **Deborah Reed** (UT Austin). The targeted audience is secondary teachers. University faculty are encouraged to share the information with colleagues in partner high school districts and also are welcome to attend. The summit is scheduled for **December 8-9, 2010** at the Hilton Orange County in Costa Mesa. For more information, including registration costs, visit the website at www.cacompcenter.org/secondaryliteracy. Early registration closes **November 1**.

Certificate and Specialist Standards

New program standards (and new names) for the Reading and Literacy Certificate and Reading and Literacy Leadership Specialist Credential were adopted by the Commission on Teacher Credentialing in late September. Geri Mohler, former faculty at CSU Bakersfield and current CTC consultant, will attend the October CAR Council meeting and provide information about the transition timeline and plans for technical assistance. CAR representatives will share the information on their respective campuses. Please contact your CAR representative (listed on the final page of this newsletter) if you have questions.

Looking Ahead

Among the topics in upcoming issues of the *CAR Quarterly* are the following:

- Common Core Standards for California
- The revised RICA—one year later
- Recap of the Regional Meetings for Single Subject Preservice Faculty in English and Content Literacy
- Implementation information regarding the new program standards for the Reading and Literacy Certificate and the Reading and Literacy Leadership Specialist Credential.



***Nancy Brynelson, Inductee,
California Reading Hall of Fame***

Contacting the Center

Center for the Advancement of Reading
(916) 278-4176
www.calstate.edu/CAR

Nancy Brynelson, Co-Director
nbrynelson@calstate.edu
(916) 278-4581

Hallie Yopp Slowik, Co-Director
hyopp@fullerton.edu
(657) 278-3900

Council of Faculty Representatives

CSU Bakersfield. *Barbara Bartholomew*
 CSU Channel Islands. *Manuel Correia*
 CSU Chico. *Deborah Summers*
 CSU Dominguez Hills. *Lisa Hutton*
 CSU East Bay. *Valerie Helgren-Lempesis*
 CSU Fresno. *Imelda Basurto*
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 CSU Los Angeles. *Joan Fingon*
 CSU Monterey Bay. *Irene Nares-Guzicki*
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CSU Faculty Representatives
Deborah Summers
Lisa Hutton
Valerie Helgren-Lempesis
Irene Nares-Guzicki
Barbara Moss
Susan Neufeld

Mission Statement

The CSU Center for the Advancement of Reading, dedicated to excellence in literacy instruction, promotes the preparation of effective teachers and reading specialists in the California State University by:

- Facilitating faculty communication and research;
- Disseminating research and policy information;
- Fostering connections among the CSU literacy faculty, P-12 partners, and public education stakeholders; and
- Serving as a forum for the interchange of public and academic interests.

The Center is committed to ensuring that California’s children and adolescents will be capable readers and writers; as such, they will have the greatest chance of becoming successful and productive citizens in today’s changing world.