

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 that 2011 is proving to be a good year for you all. I'd like to share news with you about an exciting event that the CSU recently hosted, *The CSU Summit on Transformative Change in the Preparation of Teachers*. Funded by many of our foundation and business partners, and co-hosted by the National Academy of Sciences, we brought together over 270 CSU Presidents, Provosts, Deans, and faculty members to hear from some of the most influential and inspiring people in education today. Our speakers' list included Dr. Martha Kanter (U.S. Under Secretary of Education), Dr. Linda Darling-Hammond (Stanford University), Dr. Lee Shulman (Emeritus President of the Carnegie Foundation), Dr. Sharon Robinson (President of AACTE), Dr. James Cibulka (President of NCATE), and Mr. Tom Torlakson (newly elected California State Superintendent of Public Instruction). In addition, we had many leaders from within the CSU including Dr. Marquita Grenot-Sheyer, Dr. Mary Falvey, Dr. Victoria Costa, Dr. Michael Leung, Dr. Hallie Yopp Slowik, Ms. Nancy Brynelson, Dr. Carolyn Nelson, Dr. Ric Hovda, Dr. Joseph Johnson, Dr. Paul Beare, Dr. David Wright, Dr. Sharon Russell, and Dr. Nancy Farnan. You can access the full program as well as recorded proceedings at <http://www.calstate.edu/teacherEd/Summit/>. We have had exceedingly positive feedback from those who attended, and we hope that every CSU campus is now engaged in discussions about how our educator preparation programs may use the Summit ideas in continual program improvement. We also launched the *California Alliance for Clinical Teacher Preparation and Improving Student Achievement*, the first state alliance in response to NCATE's recent Blue Ribbon Report on the redesign of teacher education. Information on that work can also be found on the Summit website.



News from the CAR Directors

Nancy Brynelson
Hallie Yopp Slowik

In December, CAR co-sponsored the Secondary Literacy Summit X, Adolescent Literacy: Equity and Opportunity for All. Attendance was better than anticipated given tight

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budgets, and reviews revealed that participants found the conference both informative and inspiring. CAR looks forward to collaborating with ACSA, CDE, CTA, and CA CC at WestEd on the next summit in the fall of 2011. We encourage faculty participation.

Multiple copies of CAR's recent publication *The Early Years: Promoting a Promising Start in Literacy Development* were shipped to all deans who oversee teacher preparation programs and to CAR Council representatives. Deans are distributing the publication to appropriate department chairs, campus partners, and advisory board members. Council members were charged with distributing to faculty—in any department or program—who teach or are otherwise responsible for promoting understanding of early literacy development. An electronic copy is available on the Publications link of the CAR website www.calstate.edu/car.

At the recent CSU Teacher Education Summit, we shared information about CAR. View the PowerPoint, now available on the opening page of the CAR website, to learn more about CAR's activities. As always, we welcome your queries and your feedback.

Faculty Publications

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

- Frey, N. (2010). Reading and writing with graphic novels. *The California Reader*, 43(4), 15-22.
- Miller, M., & Veatch, N. (2011). *Literacy in context (LinC): Choosing instructional strategies to teach reading in content areas for students, grades 5-12*. Boston, MA: Allyn & Bacon.
- Montelongo, J. A., Hernandez, A. C., Herter, R. J., & Cuello, J. (2011). Using cognates to scaffold context clue strategies for Latino ELs. *The Reading Teacher*, 64, 429-434.
- Olson, C. B., Land, R., Anselmi, T., & AuBuchon, C. (2010). Teaching secondary English learners to understand, analyze, and write interpretive essays about theme. *Journal of Adolescent & Adult Literacy*, 54(4), 245-256.
- Roberts, T. A., Christo, C., & Shefelbine, J. A. (2011). Word Recognition. In M. L. Kamil, P. D. Pearson, E. B. Moje, P. P. Afflerbach (Eds.) *Handbook of reading research* (Vol. 4) (pp. 229-258). New York: Routledge.
- Smetana, L. (2010). Graphic novel gurus: Students with learning disabilities enjoying real literature. *The California Reader*, 43(4), 3-14.

Please send CAR Co-Director Hallie Yopp Slowik (hyopp@fullerton.edu) the full citation of any recent publications by CSU reading faculty. They will appear in an upcoming issue of the *CAR Quarterly*.

Kindergarten Readiness

Senate Bill 1381, the Kindergarten Readiness Act of 2010, requires that students starting kindergarten be five years of age by September 1st of the school year. This replaces the current December 2nd birth date. The new age requirement will be phased in over three years as follows: Children must be five by November 1st beginning with the 2012-13 school year, by October 1st beginning with the 2013-14 school year, and by September 1st beginning with the 2014-15 school year. Children born after September 1st may still be admitted to kindergarten on a case by case basis if requested by a parent or guardian.

The bill creates a transitional kindergarten for children who previously were eligible to start kindergarten, that is, those whose birthdates fall between September 2nd and December 2nd. Transitional kindergartens will be the first year of a two year kindergarten experience. The bill requires every district to provide an age and developmentally appropriate program that is aligned with kindergarten standards and taught by credentialed teachers on school sites. Enrollment is voluntary.

Teacher preparation programs already address issues in early literacy, but the pending implementation of transitional kindergartens makes these topics even more important. Faculty and others may find CAR's recent publication, *The Early Years: Promoting a Promising Start in Literacy Development*, a useful resource. Distributed widely in print, it is now available on the CAR website under the Publications link.

For updates on the implementation of transitional kindergarten programs, visit www.tkcalifornia.org.

Reading Institutes for Academic Preparation

Five CSU campuses were recently selected as Reading Institutes for Academic Preparation (RIAP) sites to provide professional development in academic literacy. Teachers from multiple content areas will participate as members of high school teams. Initiated in 2002, RIAP is intended to improve the preparation of students entering college. Once funded for up to 20 campuses, budget limitations have made the selection process for current RIAP funding very competitive. We encourage you to let your partner schools and districts know about opportunities for professional development through RIAP if one is funded in your area. Institutes will start in late spring. The 2010-2011 campuses and directors are

- Bakersfield, Kim Flachmann, kflachmann@csu.edu
- Los Angeles, Jennifer McCormick, jmccorm3@calstatela.edu & Aaron Sonnenschein, asonnen@exchange.calstatela.edu
- Northridge, Mira Pak, mira.pak@csun.edu
- Pomona, Lilian Metlitzky, Imetlitzky@csupomona.edu
- Sacramento, Marcy Merrill, merrills@csus.edu & Adele Arellano, ara@csus.edu

Striving Readers Comprehensive Literacy Grants

Funding for the Striving Readers Comprehensive Literacy (or SRCL, pronounced "circle") program has been slated for elimination from the federal budget. The program had provided funds for states to 1) create or maintain State Literacy Teams with expertise in literacy development and education for children birth through grade twelve, and 2) to develop comprehensive literacy plans. We are very proud that CAR Co-Director Nancy Brynelson was named to the State Literacy Team. Also named to the team are CSU Los Angeles faculty members, Diane Haager and Marlene Zepeda. Although there is no longer funding, the team will continue to meet for the time being. Among the team's activities is the development of a set of core components that will guide the development of a State Comprehensive

Literacy Plan. The core components will include:

- Research-based, standards-aligned curriculum within the Response to Instruction and Intervention (RTI2) model
- Assessment system including screening, progress monitoring, and diagnosis of literacy needs as a basis for instruction
- Transition and alignment across birth through grade twelve
- Professional development for teachers, principals, other support staff, and district instructional leaders implementing the Literacy Plan.
- Parental Involvement
- Technical Support for Local Educational Agencies (LEAs) implementing the literacy plan
- Teacher Preparation

All items, especially the final one, are of interest to literacy faculty. The team’s meetings are streamed live on the California Department of Education website (www.cde.ca.gov). Type “Striving Readers” in the search box. Archived webcasts, agenda, FAQs, and other resources are also available at the site.

California’s Common Core State Standards

The California State Board of Education adopted the Common Core State Standards, with California additions, on August 2, 2010. California additions include:

- Formal presentations (grades 1-12)
- Penmanship (grades 2-4)
- Analysis of text features in informational text (grades 6-12)
- Career documents (grade 8)

Implementation of the new standards is anticipated to take several years and will involve development of curriculum frameworks, textbooks and instructional materials, professional development programs, and assessments. Preservice and inservice teachers should become familiar with the standards now.

Excellent resources for learning more about the standards and for sharing with colleagues, public partners, and credential and graduate students are available online. See the chart below.

Looking Ahead

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

- CAR Tweets!

Information about California’s Common Core State Standards

| Topic | Web Address |
|--|---|
| Overview of the California’s Common Core State Standards | www.cde.ca.gov/ci/cc/documents/overviewccss12011.pdf California Department of Education |
| Overview of the English Language Arts Standards for Grades K-5 | www.cde.ca.gov/ci/cc/documents/k5ccssela1210.pdf California Department of Education |
| Overview of the English Language Arts Standards for Grades 6-12 | www.cde.ca.gov/ci/cc/documents/ccssela6to12dec10.pdf California Department of Education |
| Additional Resources | www.cde.ca.gov/ci/cc/ California Department of Education |
| Text of the Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects | www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf Sacramento County Office of Education |
| Frequently Asked Questions | www.cde.ca.gov/ci/cc/ccsfaq2010.asp California Department of Education |

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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.