



PAWLP GETS NWP RESEARCH INITIATIVE GRANT

What impact does a year-long PAWLP professional development program have on student writing?

What impact does PAWLP's professional development model have on the teaching and learning of writing processes and strategies?

These two questions and a year-long partnership program designed to answer them won a \$20,000 NWP research grant for the 2003-2004 school year. The proposal, written by Andy Fishman, PAWLP director, in consultation with Mary Buckelew, associate director, was one of only eight chosen from a selected field of 40 submitted by Writing Project sites around the nation.

Fishman and Buckelew - along with Rose Cappelli, Lynne Dorfman,

Diane Dougherty, and Vicki Steinberg - will provide intensive staff development for the entire elementary-grade faculty of the Pequea Valley School District in Lancaster County throughout the coming school year. Fall and spring writing assessments modeled on the PSSA will help measure student achievement. To make the research more scientifically valid, a control group of comparable students in a comparable district will also be tested, fall and spring, but their teachers will receive no staff development in teaching writing.

The National Writing Project received the funds for this research initiative as part of its federal appropriation. It is the first phase of a

five-year research agenda that will (1) document the impact of NWP efforts on student outcomes, particularly student learning; (2) inform the professional development community about the efficacy of the NWP model to create and implement more effective professional development; and (3) educate the policy community about the policy environment and organizational context and structures that support high quality, effective professional development. The first phase is also shaped, in part, by NWP's agreement with the Department of Education to "present evidence that our work makes a difference for students by December 2004."



Frank Murphy, Ted and Betsy Lewin to Keynote Fall PAWLP Days

Back to School: Best Practices in Reading & Writing

When: October 4, 2003
8:30 a.m. - 1:00 p.m.

Where: Mill Creek Elementary School
Central Bucks School District

Keynote Speaker: Frank Murphy, author of George Washington and the General's Dog, The Legend of the Teddy Bear, and Ben Franklin and the Magic Squares

- Two breakout sessions follow each keynote address
- Refreshments provided
- \$10 registration fee will be collected at the door
- To register call 610-436-2202 or e-mail lgentry@wcupa.edu

Reading/Writing Connections for Lifelong Literacy Learning

When: November 1, 2003
8:00 a.m. - 1:30 p.m.

Where: Main Hall
West Chester University

Keynote Speakers: Ted and Betsy Lewin, authors and illustrators of numerous award winning books including Gorilla Walk, Lost City, and I was a Teenage Wrestler

FROM THE DIRECTOR ANDREA FISHMAN

August is the month for looking back while looking ahead here at PAWLP. Summer programs are ending; start-of-school programs are being prepared; and new school year work is being planned. So it seems appropriate for my column to highlight changes I think all our readers should know about as we move into our 24th year.

Some of these changes are in the kinds of work PAWLP can do now. The 2003-2004 school year will see more of our teacher-consultants in school districts doing more different kinds of staff development than ever. We now have the capacity to do classroom modeling and debriefing; teacher observation and mentoring; RELA curriculum review and evaluation; district-level writing assessment development and scoring leadership. We've piloted all these kinds of programs in the past two years, so we're ready to go public. Of course, we still offer single inservice days, year-long staff development programs, and on-site graduate courses in all aspects of best practice literacy instruction, K-12. It just amazes me this month as I stop and look around to see how much we've grown.

To support this growth, we've also added new leadership positions. As of this month, PAWLP has seven new assistant directors.

- To provide more personal, accessible support for our recent Institute Fellows, Rose Cappelli (West Chester Area SD) and Karen

Klingerman (Bensalem SD) will be our first Assistant Directors for New Fellow Support.

- To enrich the continuity programs available for all our Fellows, we have two Assistant Directors for Continuity, Sue Michel (Wissahickon SD) and Debbie Dinsmore (West Chester Area SD).

- Because we have more Fellows who write and have more to write about, Wendy Towle (Tredyffrin-Easttown SD) has agreed to be our first Assistant Director for Writing and Publication.

- Because technology not only won't go away but has infiltrated Young Writers/Young Readers, our new Advanced Institute, our schools, and our lives, we need Linda Christensen (Upper Moreland SD) as our Assistant Director for Technology.

- And because we've always wanted to expand our Youth program to include parents and the other important adults in children's lives, we are beginning a Family Literacy program with Cecelia Evans (Philadelphia SD, retired) as the assistant director.

Two of our codirectors also have taken on additional specific responsibilities. Diane Dougherty, Codirector for Institutes, will now be in charge of Presentation Development. Vicki Steinberg, Codirector for High School, will now organize Outreach and Inservice.

So don't be surprised if you hear from one of these people. With their help and yours, PAWLP will continue to enhance and enrich the best professional development opportunities for teachers K-12 in southeastern Pennsylvania.

Summer Statistics

Number of new Fellows:
36

Number of participants in courses:
295

Number of Fellows who taught or presented in courses:
45

Number of participants in Youth programs:
1,244

Number of Fellows who taught or administered Youth programs:
73

PAWLP NEWSLETTER ON-LINE!!

- Do you want to read the *Newsletter* before everyone else?
- Do you want to find information from an old *Newsletter* you've discarded or misplaced?

The PAWLP *Newsletter* is also published on our website. Go to pawlp.org and click on *Newsletters*.

To receive notification when the latest *Newsletter* is posted e-mail amascherin@wcupa.edu

Busy Fall for PAWLP Courses

PAWLP is offering many exciting courses this fall to help teachers meet challenges and provide practical strategies designed to move students forward as readers, writers, and thinkers. Here's our PAWLP line-up for fall 2003 as of this printing:

<u>COURSE/LOCATION</u>	<u>COORDINATOR</u>
Strategies for Teaching Writing in the Domains, K - 6 WCU campus	Rose Cappelli/Lynne Dorfman
Strategies for Teaching Writing, 9 - 12 WCU campus	Vicki Steinberg
Fall Follow Through/Institutes Advanced Seminar (open to any Fellow who has not taken this course) WCU campus	Diane Dougherty/Patty Koller/ Brenda Krupp/Mary Buckelew
Strategic Guided Reading/Writing, K - 2 West Chester Area SD	Rose Cappelli
Strategic Guided Reading/Writing for Comprehension, 3 - 6 West Chester Area SD	Debbie Dinsmore
Content Area Reading, 6 - 12 Upper Darby SD	Vicki Steinberg
Strategies for Teaching Writing, K - 12 Upper Darby SD	Karen Venuto/Lynne Dorfman
Literature Circles: Literature that Sparks Writing, K - 6 Manheim Township SD	Vicki Steinberg
Teacher as Writer, K-12 Souderton SD	Brenda Krupp
Strategies for Teaching Writing in the Domains, K - 5 Daniel Boone SD	Teresa Moslak

PAWLP courses make ties with state standards, integrate reading, writing, speaking, and listening, and provide an interactive workshop experience in the true spirit of the National Writing Project model - teachers teaching teachers. That's why our courses have direct practical applications for teachers of literacy - kindergarten through college levels.

All courses begin late September/early October. Please call (610) 436-2202 for additional information.

Would you like to bring a PAWLP course to your school district? We have over thirty courses from which to choose.

SAVE THE DATES!

Spring PAWLP Days

March 6, 2004
in Bucks County
Keynote Speaker: Robert SanSouci

April 17, 2004
at West Chester University

Celebrate Literacy Conference

June 29 & 30, 2004
Keynote Speaker: Katie Wood Ray

Banquet June 29, 2004
celebrating the 20th year of
Young Writers/Young Readers

The 2003 Writing Institute participants enthusiastically experimented with multi-genre pieces—one of our topics: the **WRITING INSTITUTE!** Read our excerpts below.

PAWLP

Have you ever had a day when everything went wrong?
Have you ever had a day when life seemed flat?
If you've ever felt that you needed some verve and ZEST
I have just the thing for you!
ATTEND THE PAWLP WRITING INSTITUTE!
Your imagination will soar
With esoteric writing prompts
And vivacious presentations
But most of all,
You'll be delighted by the *zesty* conversations,
That may turn your otherwise bland summer vacation
Into days of creativity, fun and new friendships!

- Tina DeLiberato

RECIPE FOR PAWLP

Ingredients:

1 ½ cups zest	2 tbsp workshop
1 tsp Fletcher	1 ½ tbsp conferencing
3 tbsp domains	1 cup presentations
2 tsp reading	1 tsp book share
2 big cups guidance from the Moms	
1 sprinkling of fun and laughter	

Baking Instructions:

Mix all ingredients in a large bowl with 10 very unique eggs and words like water to create a magical masterpiece known as PAWLP.

Apply a smooth layer of friendship's icing.

After completion, slice into 10 pieces and serve with pride.

- Melissa Logan

The Writing Insitute is a luxurious time to explore one's teaching and one's self. The Institute offers participants a time to reflect on past classroom practices and to shape their future classroom experiences. This summer was no exception. The West Chester Insitute combined youth and experience to create an eclectic community of writers and thinkers. Armed with energy and enthusiasm, this year's group wrote, shared, laughed, and ate their way through narrative writing, poetry prompts, persuasive pieces, and teaching presentations. Throughout each day they conferred, questioned, polished, and reflected not only on their writing and their teaching but on themselves. We applaud their accomplishments and thank them for allowing us to be a part of their journey.

- Mary Buckelew & Brenda Krupp

Call for Manuscripts

English Leadership Quarterly

February 2004 issue

"The Trouble with Testing."

What do you think is the trouble with testing? How do you balance testing and teaching in your classroom? Do tests interfere with teaching and learning and thinking? Which tests are most important? Is testing worth the time and expense? It has been said that if we are going to spend an inordinate amount of time on testing, the tests better be good. Who determines whether the test is good? What can we learn from a good test? As a literacy leader, what do you think about all the emphasis on testing?

Deadline: October 15, 2003.

Language Arts

January, 2005 issue

"Teaching Literacy in the Cracks"

Language Arts is seeking articles that focus on the ways in which educators in schools teach reading and writing in the cracks. How are teachers finding spaces to teach from a critical and meaning-based perspective within the packages and structures currently being imposed on schools? Where are the cracks? If there are no cracks within the mandated literacy program, how can we find space at other times of the day? What are ways to more effectively use time in classroom literacy programs to create space for authentic interactions with literacy? This issue will be based on the belief that educators need to persist in cutting-edge work, whether or not that work is considered "fashionable."

Deadline: September 30, 2003

The 2003 Literature Institute participants created this Alphabet Poem to describe their Institute experience.

- A** - is for this alphabet poem, full of alliteration, articulating our attempts, adventures, antics and achievements as we arrive at the amen of our Institute. So activate your auditory aids and listen as we attest to the most accepting, affable, and astonishingly astute group ever to associate to affirm each other's avaricious attitudes toward authors.
- B** - is for the bodacious blazonry display of books, books and more books.
- C** - Carefully crafting community with children's literature. Celebrate culture constantly. Continue consuming copious quantities of cookies. Change causes consternation.
- D** - Daydreaming...Daydreaming? There's no time for daydreaming! With only 16 days-- do not disturb--as we, the dynamic, die-hard, devoted individuals that we are, discover, decide, dramatize, develop, and then digest in order to deliver diverse and delightful discussions to our districts.
- E** - This Literature Institute experience, enlivens, and enriches the educational standards. It emboldens teachers to evolve and enhance their expanding knowledge of best practice, to instruct students to reach beyond the efferent, and raises expectations for all.
- F** - Food, fun, frustration and fellowship.
- G** - Great books, great minds gravitate to the Literature Institute.
- H** - Honoring the diversity in the children we hold so dear.
- I** - Insurmountable assignments that involved peers in meaningful experiences. Instructors interested in us. Implementation plans to practice what we have learned.
- J** - Jotting in journals, joy from literature, joyful learning.
- K** - Kindling knowledge in a kaleidoscope of K-12 reading events....including kinesthetic responses! Knitting reading events together to "konstruct" the whole!
- L** - Loads of learning; lots of laughs—all for the love of literature!
- M** - is for the magic made by marvelous literacy mavens meandering through manuscripts, making masterful meaning.
- N** - is for the noteworthy narratives and novels read. Networking, nurturing and nonconformity.
- O** - On occasion observe older readers, organize opportunities to orally read. Otherwise offer on-line opinions and options.
- P** - Pensive and purposeful professionals planning, preparing, presenting, perusing pedagogy, publishing, putting together personalized portfolios, proud to be a part of the proclaimed Pennsylvania Writing and Literature Project.
- Q** - Questions, open-ended questions, promote quality responses. Whether for quick-writes or questionnaires, quality is paramount for Institute Fellows.
- R** - Reading response groups reliving, reflecting, revisiting, rethinking the text.
- S** - Secretly selecting our scripts to showcase our work.
- T** - Teachers working together to touch students' lives with tempting literature.
- U** - Uncontrollable exuberance of fellows undaunted by the reluctant readers, doubtful peers, and racing schedules making the universal call to love reading.
- V** - Valuable visuals, voracious readers, victory!
- W** - Words, words, wonderful words.....wandering through wonderful literature, while wondering (out loud!) what the assignment would be.....working, working, working....weaving written response with wild and wacky "wardrobed" presentations !!
- X** - "Xing" out xenophobes; exposure to diversity; and exploring "ways in".
- Y** - "Yea! Yahoo! Yippee-ki-aye!" we just want to yell. We'll take what we've learned and start a new year, sharing a reader's true yen, and yield to the books again and again.
- Z** - is for the zest with which everyone zealously read!

EDUCATION MATTERS

A COLUMN FROM MICHAELS ASSOCIATES

Craft Counts

by Marcia S. Freeman

Educational publishers are providing us with a plethora of beautiful, creative non-fiction books written to engage young readers and to meet every standard known to mankind. Our students love to read this literature, but if they are to *write* similarly lively, interesting, and engaging non-fiction, we must explicitly teach them the writing craft that creates it.

We should all know by now that the assumption 'if you can read, you can write,' and its associated 'assign-and-assess' approach to writing education, does *not* teach kids how to write. Teaching them writing craft does.

Writers who are particularly good at interesting and creative nonfiction use a variety of techniques to ensure their readers are engaged as they read to learn. They employ comparisons such as simile and analogy because they understand that readers learn new things more easily when the new is analogous to what they already know. Instead of gracelessly "hitting their readers over the head" with information, these writers provide clues so that readers are actively engaged in drawing conclusions and making inferences.

They use active verbs, literary devices, and hooks and endings of great variety. They use contrast and specificity. They use repetition for effect. And they

even write sentences that start with *And* or *But*. Or are incomplete.

Remember being taught not to use *I*, *you*, *we*, and *us* in expository genres? We used the passive verbs to avoid those pronouns: *This bird can be found only in woodlands* instead of *You will find this bird only in woodlands*. Today, all outstanding nonfiction writers use these pronouns to speak directly to their readers. They eschew the pompous expository style most of us learned in high school, a style William Zinsser (*Writing to Learn*) characterizes as "writing squeezed dry of all human juice."

Even writers and publishers of contemporary textbooks use this creative-nonfiction style in an effort to engage young readers. Check out these samples from two elementary science textbooks, the first a pre-1998 work and the second a current one.

Bones change and grow with the rest of the body.

Your bones change and grow with the rest of your body.

Which is more engaging to a young reader? A simple but effective change with significant educational effect.

What must we do to help our students emulate these good writers? We should choose non-fiction books for our classroom libraries and guided reading and writing programs that exhibit engaging writing craft. We should read aloud as much of this creative nonfiction as we do fiction. After students become familiar with a non-fiction book's content, we should explicitly point to the author's use of particular techniques, show students how they are used, and give them a chance to practice

them. As they learn these techniques and apply them in their own writing, they will begin to read on two levels: for content and for craft.

Students particularly love well-written, nonfiction text. Boys and girls alike are eager for the information these books contain. By making sure that students also appreciate, understand, and practice non-fiction writing craft, we can have a major educational impact.

Marcia S. Freeman is an author and writing educator. Her works for children include numerous non-fiction science and geography books and fiction. Her professional works (Maupin House) include these books: *Building a Writing Community*, *Teaching the Youngest Writers*, *Listen to This*, and *Non-fiction Strategies Using Science Big Books as Models*; and a new video-based staff development resource for implementing "Nine-Strand," her *K-5 School-wide Writing Program*. She will be a featured speaker at the KSRA Conference in the fall.

All of Marcia's professional books are available through Michaels Associates LLC. Readers of this Newsletter will receive a 20% discount if you order the books toll free at 1-800-869-1467 and mention PAWLP, or reference this special discount in the body of your purchase order. Expires 10/31/03.

Please contact Michaels Associates LLC for free information including a CD-ROM based video preview of Marcia's exciting new K-5 writing program.

Lifelines

A collaborative report
on a new course

Community building was the thread that connected the participants in the three-credit *Managing a Writing/Reading Classroom 6-12* during the week of July 7. Because of our similar secondary school backgrounds, we could share ideas for integrating reading and writing into our classrooms. It took no time for us to bond, become aware of each other's needs, and readily bring in materials and teaching strategies beneficial to our peers. In one very full week we grew so close that we developed lifelines for the future. If there is ever a need, we know we will be there to help each other. (Carie Majerczak, Upper Darby SD; and Una Martin, West Chester Area SD)

The community building exercises quickly became ways to get our students to know each other and for us to better know them. From a stick figure drawing of ourselves that we interpreted for the class through grade level meetings to share teaching ideas and resources, we gathered practical methods and materials to immediately implement when we return this fall. Putting ourselves on the other side of the desk and taking the student's role, we experienced the frustration and sense of accomplishment so often felt by our students. Beginning each day with a brainstorming activity, such as a freewrite, encouraged us to develop a focus for the day's activities just as we can do with our classes. Varying journal types to appeal to multiple intelligences and learning styles allowed us to explore methods we may not have considered before. The textbook, *Art and Craft*, by Diana Mitchell and Leila Chistenbury, facilitated our constructing a personal teacher's toolbox, ideas that are easily adaptable to various grade and ability levels. Included

in the textbook are alternatives to the mundane book report that allow for higher order thinking by encouraging students to connect text to self, text to text, and text to world. Although the course is geared toward secondary classrooms, we were surprised and delighted to discover we can easily incorporate both picture books and young adult literature into our curricula to enhance the teaching of complex ideas, themes, and literary terms. All of these classroom activities culminated in our being able to effectively prepare our students for successful experiences in the reading and writing classroom. (Jackie Kelly, Souderton Area SD; Amy Dowdall, Chichester SD; Sheryl Miller Hosey, Council Rock SD)

The presenters involved in the course were diverse individuals whose information was practical and tapped avenues of thought that many times may not be utilized by middle and high school teachers. Demonstrating refreshing and thought provoking activities, they implemented current research on the topics of Writing Process (Rosemary Hauseman, 1981 Fellow retired from Exeter Township SD), Literature Response Journals (Laura Brennen, 2000 Fellow from Centennial SD), Investigating Language (Francine Perrine-Wittkamp, 2002 Fellow from Pottsgrove SD), and Using Literature to Spark Writing (Lois Lamond, 2002 Fellow from Coatesville Area SD). (Mary Shields, Octorara SD; Charles Thomas, Ridley SD; Robert Harris, Marple Newtown SD)

The tasks were divided into two distinct areas: reading assignments and writing assignments. We read from the practical text *Art and Craft* that provided both theory and pedagogical enrichment. Each student produced three strategy trials, presenting one for the class. This allowed class participants the opportunity to test their les-

sons in front of their peers. Long term assignments included an investigation log and an implementation/action plan. The log encourages participants to research a topic or issue that is related to their particular interest. Finally, the implementation/action plan outlines plans to move strategies into the classroom. Completing these assignments motivated class members to confidently incorporate these strategies into their existing classroom repertoire. (Kara Siegl, Downingtown SD; Meghan DiStefano; Robin Sowers, Boyertown SD)

At the end of the course we realized that most of our studies allowed for painless PSSA preparation, too.

KUDOS

Reene Martin, an '01 West Chester Writing and '03 Literature Institute Fellow, had her article entitled "Web Reading: Linking Text & Technology" published in the Teaching Ideas section of the May, 2003 issue of *The Reading Teacher*.

Lynne Dorfman, an '89 West Chester Writing Fellow and PAWLP co-director, wrote a chapter of *Young Adult Literature in the Classroom: Reading It, Teaching It, Loving It*. The book received the Golden Lamp Award and Distinguished Achievement Award for Books.

Five PAWLP Fellows, **Susan Rodebaugh, Sue Mowery, Rose Cappelli, Wendy Towle, & Lynne Dorfman**, will present at the KSRA convention in October, 2003, in Hershey.

THE PENNSYLVANIA WRITING & LITERATURE PROJECT NEWSLETTER IS SPONSORED BY

Michaels Associates

BOOKSELLERS & DISTRIBUTORS

DISTRIBUTORS OF CHILDREN'S LITERATURE AND
PROFESSIONAL BOOKS FOR TEACHERS

836 E. Pittsburgh - McKeesport Blvd.

North Versailles, PA 15137

Toll Free: 1(800)869-1467

Fax: (412)672-4299

www.michaelsassociates.com

THE PENNSYLVANIA WRITING & LITERATURE PROJECT

Director

Andrea Fishman

Associate Director

Mary Buckelew

Program

Coordinators

Mariann Shirk

Ann Mascherino

Secretaries

Toni Kershaw

Lisa Gentry

High School and In-service Development

Co-director: Vicki Steinberg

Middle School Co-director: Judy Jester

Elementary School Co-director: Brenda Krupp

Summer Courses Co-director: Lynne Dorfman

Institutes and Presentation Development

Co-director: Diane Dougherty

Literature Co-director: Patty Koller

Technology Co-director: Steve Heffner

Summer Youth Administration

Co-director: Karen Venuto

Youth Programs Co-directors: Bernadette Cant,

Chris Kehan, Kelley Mallon & Sue Fitzgerald

The Pennsylvania Writing & Literature Project *Newsletter* is published five times a year by and for those affiliated with the Project. Submissions are always welcome and can be mailed to the Pennsylvania Writing & Literature Project, West Chester University, West Chester, PA, 19383.



The Pennsylvania Writing & Literature Project

West Chester University

West Chester, PA 19383

(610) 436-2202 FAX(610)436-3212

<http://www.pawlp.org>

Non Profit Organization

U.S. Postage

PAID

Permit No. 309

West Chester, PA 19383

Address Service Requested